**MINI-PERFORMANCE ASSESSMENT TASK**

**Grade 6**

**UNIT II:** Colonial America

**STANDARD:** CE.1a; CE.11a, USI.1b, USI.5a, USI.5b

**ENDURING UNDERSTANDING:** Environment and Interaction affect the development of economic, social and political life in a society.

**CONCEPTUAL UNIT QUESTION:** What factors affected the development and survival of the different colonial regions and their ways of life?

**SCENARIO (Revised):**  You are an artisan working for a company with colonial interests. For the colonies to grow and prosper, the company needs people to settle the land. You have been asked to create a newspaper advertisement showcasing the positive economic, social and political incentives of your colony to convince potential immigrants to colonize it. The competition for settlers is tough, so include what is unique about your colony to convince people that it is the best colony. You have limited space, so be sure to use catchy phrases and create compelling images to get your point across.

**TASK:** You will collect information from the documents provided to complete the following tasks:

* describe the economic, social and political benefits and costs of settling in one of the following colonies: Massachusetts, Pennsylvania or Georgia
* analyze the interactions between the colonists and their environment. How did the environment affect the choices a particular group made to produce goods and services, including examples of specialization and interdependence?
* elaborate on three benefit/costs arguments to appeal to potential immigrants to come to your colony. Consider negative and positive factors.
* create by hand an advertisement that would appear in a British newspaper attempting to entice immigration to the colonies.

**DOCUMENTS:** Use each of the documents provided to research information on your task. Include information from each document in your presentation.

**Document A:** Colonies Comparison Chart

**Document B:** World Book Encyclopedias Excerpt

**Document C:** Colonial Advertisements

**PRODUCT:** You will create a newspaper advertising panel highlighting Massachusetts, Pennsylvania **or** Georgia that

* includes the vocabulary and concepts learned in the Colonial America Unit
* describes the colony using basic facts and images to *include*:
* climate and geography
* economy/resources
* social and religious atmosphere
* political life
* connects the climate and geography with the economic choices colonists made
* provides three major reasons, economic, social and political to encourage immigration to your colony
* includes persuasive language to make potentially non-beneficial qualities look beneficial to the immigrants
  + KEY VOCABULARY: Abundance, Competition, Economic Venture, Import/Export, Interdependence, Markets, Profit.

**Glossary:**

**economic incentives – choice of ways to make a living**

**social incentives – religious freedom, educational opportunities, groups of people living in the region and their ways of life**

**political incentives – voice in government and opportunities to participate in law-making/elections**

**PAT RUBRIC:** Colonial America

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **4 Exceeds Expectations** | **3 Meets Expectations** | **2 Approaching Expectations** | **1 Below Expectations** | **Score** |
| **Content** | Demonstrates **thorough and accurate** understanding of the development of a colony. | Demonstrates a **complete and accurate** understanding of the development of a colony with some inaccuracies. | Demonstrates an **incomplete understanding** of the development of a colony with numerous inaccuracies. | Demonstrates **inaccuracies and misconceptions** about the development of a colony. |  |
| **Basic Skills** | Demonstrates **mastery** of identification of a colonial geographic region and its economic, social, and political features. | Demonstrates **ability** to identifying a colonial geographic region and its economic, social, and political features without significant error. | Demonstrates **a number of errors** when identifying a colonial geographic region and its economic, social, and political features but roughly shows an understanding. | Demonstrates **many critical errors** when identifying a colonial region and its economic, social, and political features. |  |
| **Analysis/**  **Interpretation**  **Skills** | Examines **thoroughly all** of the given documents.  **Clearly** organizes and relates information from the documents to analyze the interaction between the colonists and their environment. | Examines **several** of the given documents.  Makes a **credible** effort to organize and relate information from some of the documents to analyze the interaction between the colonists and their environment. | Examines **some** of the given documents.  Makes **little effort** to organize and relate information from documents to analyze the interaction between the colonists and their environment. | Gives **no evidence that given documents were examined.**  **Fails** to organize or relate information to analyze the interaction between the colonists and their environment. |  |
| **Application/**  **Synthesis**  **Skills** | **Cites and elaborates** evidence from given documents to persuade and reinterpret reasons for colonization into a brochure. | **Cites some evidence** from given documents but does not elaborate. Restates ordinary reasons for colonization in an acceptable brochure. | **Cites little evidence** from the given documents. Few correct reasons for colonization are listed in a simple brochure. | **Cites no evidence** from the given documents. Fails to provide reasons for colonization. |  |
| **Communication Skills** | Brochure is **well organized** with clearly stated, **complex** ideas supported by citations from **all** documents.  Brochure is persuasive and effectively conveys the key concepts of the task. | Brochure is **somewhat organized** with clearly stated **ordinary** ideas supported by citations from **several** documents.  Brochure is interesting and conveys some key concepts of the task. | Brochure is **poorly organized** with few **unclear, restated** ideas supported by citations from few documents.  Brochure is simple and ineffectively conveys few of the key concepts of the task. | Brochure is **unorganized** with **irrelevant statements** and **no** document citations.  Brochure is incomplete. |  |

**Document A**

**Colonies Comparison Chart**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Massachusetts** | **Pennsylvania** | **Georgia** |
| **Dates Founded** | Separatists in Plymouth 1620  Puritans in Massachusetts Bay 1630  Massachusetts as one colony 1691 | 1681 King Charles II grants Penn the land | 1732 |
| **Reasons for settling and the people who settled (include specific groups of people)** | Founders:  Separatists = William Bradford (1620)  Puritans = John Winthrop (1630)  Plymouth Colony was settled by separatists from the Church of England who wanted to avoid religious persecution.  Massachusetts Bay Colony was settled by the Puritans to avoid religious persecution.  Eventually they both join together to become one colony called Massachusetts in 1691 | Founder: William Penn  Pennsylvania was settled by the Quakers, who wanted freedom to practice their faith without interference.  Diverse population of English, German, Dutch and Swedish immigrants  Great Law of 1682 promises that people of all faiths would be treated equally | Founder: King George II and James Oglethorpe  Georgia was settled by people who had been in debtors’ prisons in England. They hoped to experience economic freedom and start a new life in the New World. |
| **Climate and Geography** | Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, forests, jagged coastline  Moderate summers,  long cold winters | Appalachian Mountains, coastal lowlands, harbors, bays and rivers, fertile soil for large farms  Snowy winters and moderate climate, wide and deep rivers | Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors and rivers, fertile soil  Humid climate with mild winters and hot summers |
|  | **Massachusetts** | **Pennsylvania** | **Georgia** |
| **Economy/Resources** | Crop and livestock farming, lumber, shops, shipping, whaling, tradesmen  Natural resources: e.g., timber, fish, deep harbors  Human resources: e.g., skilled craftsmen, shopkeepers, shipbuilders  Capital resources: e.g., tools, buildings | Farming – dairy, wheat, corn, merchants and tradesmen, lumber, shipbuilding  Natural Resources: e.g., rich farmlands, rivers  Human resources: e.g., unskilled and skilled workers, fishermen  Capital resources: e.g., tools, buildings | Farming (plantations and independent farms) – tobacco, cotton, indigo, rice, trade, skilled labor  Natural resources: e.g., fertile farmlands, rivers, harbors  Human resources: e.g., farmers, enslaved African Americans  Capital resources: e.g., tools, buildings |
| **Religions Practiced (religious freedom?)** | Community government by the rules of the Bible as an example to the rest of the world  “…city upon a hill.”  Little religious freedom | Had religious freedom  Great Law of 1682 promises that people of all faiths would be treated equally  Quakers | Had some religious freedom although most were Episcopalian |
| **Political Life/ Government** | Villages and churches were centers of life. Religious reformers and separatists  Political life: town meetings; church members elect leaders/make laws | Villages and cities, varied and diverse lifestyles, diverse religions  Political life: market towns, General Assembly and appointed governor | Plantations (slavery), indentured servants, fewer cities, fewer schools, Church of England  Political life: counties, elected assembly, appointed governor |

Adapted from *History Alive!* materials

**Document A cont.**

**Colonies Comparison Chart Question Matrix**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Massachusetts** | **Pennsylvania** | **Georgia** |
| What words would you use to describe the daily life in colony? |  |  |  |
| What British workers, skilled and unskilled, may find the colony a desirable place to call home? |  |  |  |
| What natural materials would be needed to support the local economies in the colony? |  |  |  |
| Briefly describe who would the most politically influential people would be in the colony. |  |  |  |

**Document B**

**MASSACHUSETTS**

**The Pilgrims and Plymouth Colony.** In the 1500's, some members of the Church of England, known as *Puritans,* favored reforms to "purify" the church. By the late 1500's, some Puritan congregations had broken away from the church entirely, and had become known as *Separatists.* Some Separatists sought religious freedom in Holland, then decided to begin a new life in America.



Pilgrims land at Plymouth in 1620

The early English settlers of New England became known as the *Pilgrims.* On Sept. 16, 1620, 41 Separatists (people who wanted freedom from the Church of England) and 61 other people (Virginia Company workers and adventurers) from England became the first group of Pilgrims to journey to America. These Pilgrims sailed from Plymouth, England, in the *Mayflower.* That November, the *Mayflower* anchored in what is now Provincetown harbor. Before leaving the ship, the Pilgrims drew up a plan of self-government, which they called the Mayflower Compact.

The Pilgrims suffered great hardships during their first winter in America. They had little food other than the game they could hunt. Their houses were crude bark shelters. About half the settlers died during the winter of 1620-1621. Early in 1621, the Pilgrims became friendly with some Indians. The Indians taught them how to plant corn and beans. By the time cold weather came again, the settlers were living more comfortably. They had enough food to last the winter. The Pilgrims celebrated the first New England Thanksgiving in 1621.

More settlers came to the Plymouth Colony during the years that followed. Within 20 years after the Pilgrims landed, Plymouth Colony had eight towns and about 2,500 people.

**Massachusetts Bay Colony.** In 1630, the English lawyer John Winthrop led about 1,000 Puritans to Salem. Later that year, they left Salem and founded a settlement in the area of present-day Boston. The colony prospered and grew. By 1640, the Massachusetts Bay Colony had about 10,000 settlers.

**Lewis, Laurence A., and Jack Tager. "Massachusetts." *World Book Student.* World Book, 2011. Web. 8 Sept. 2011.**

**THINK ABOUT:**

**What was amazing about the people who settled in Massachusetts?**

**Document B cont.**

**PENNSYLVANIA**

**Colonial days.** William Penn, a Quaker, wanted his fellow Quakers to have freedom of worship in Pennsylvania. He also desired religious freedom for people of other faiths. Penn wanted Pennsylvanians to enjoy personal and property rights, and to have self-government. Penn came to Pennsylvania in 1682. As governor, he wrote and brought with him the colony's first constitution, called the Frame of Government. It provided for a deputy governor, and an elected legislature. The legislature consisted of a provincial council (upper house, rich **landowners, laws were suggested here**) and a general assembly (lower house, more people, **approved the laws**).

View this Picture

[William Penn makes treaty with Indians in 1682](http://www.worldbookonline.com/student/article?id=ar421420&st=pennsylvania&sc=6)

Penn made a treaty of friendship with the Indians shortly after he arrived in the Pennsylvania region. He paid the Indians for most of the land King Charles had given him, although he did not have to do so.

The general assembly did not fully approve of the Frame of Government. In 1683, the legislature drafted and adopted a second Frame of Government. This constitution gave the people more voice in the government by reducing the powers of rich landowners.

In 1701, he (William Penn) granted a new constitution, called the Charter of Privileges. This constitution made the general assembly the only lawmaking body in the colony. It gave the provincial council an advisory role. It also gave greater control of the government to the people.

Penn returned to England again in 1701, and died there in 1718. Penn's family governed Pennsylvania until the Revolutionary War began in 1775.**Muller, Edward K., and William C. Rense. "Pennsylvania." *World Book Student.* World Book, 2011. Web. 8 Sept. 2011.**

**THINK ABOUT:**

**Why was it beneficial that Penn’s family ruled Pennsylvania, not the King?**

**How did the colonists affect government in Pennsylvania?**

**How is that different from other colonies?**

**Document B cont.**

**GEORGIA**



[James Oglethorpe in Savannah](http://www.worldbookonline.com/student/article?id=ar221760&st=georgia&sc=6)

In 1730, a group of wealthy Englishmen, led by John Percival and James Oglethorpe, requested a charter from King George II to form a charitable colony. The colony, to be controlled by trustees, would provide farms and a new start for poor but deserving Englishmen and persecuted Protestant Christians from Europe. In 1732, King George II granted a 21-year charter for the colony of Georgia, which was named for him.

Oglethorpe and about 120 colonists set sail on the ship *Ann* on Nov. 17, 1732. They arrived at Yamacraw Bluff on the Savannah River on Feb. 12, 1733. A small Indian town led by Tomochichi welcomed the settlers, who began to build what would become Savannah. Over the next 20 years, more than 5,000 Europeans settled in Georgia. About half of them came on the trustees’ charity. The colony tried to promote economic equality by allowing no one to own more than 500 acres (200 hectares) of land and by prohibiting (not allowing) slavery.

In 1739, war broke out again between Britain and Spain. In North America, several battles took place in southern Georgia and Florida. The Spaniards attempted to invade Georgia in 1742, but the colonists defeated them at the Battle of Bloody Marsh on St. Simons Island. The British maintained control of the Georgia coast.

At this time, however, the Georgia colony began to fail. Many of the colonists did not share the idealism (belief that debtors would prosper) of the trustees. They resented the limits on land ownership and the prohibition of slavery. They believed that Georgia needed large plantations farmed by slaves to prosper. The discouraged trustees surrendered their charter in 1752. Georgia became a royal colony, headed by a governor that the British king appointed.

Under royal government, large plantations grew up along the Georgia coast, and thousands of slaves were imported to work on them. The royal governor also negotiated successfully with the Creek and Cherokee Indians for land and greatly increased the size of the Georgia colony. But some wealthy planters along the coast began to resent British authority and wanted more political control over their own affairs. Settlers who lived *upcountry* (inland) wanted more land and a more aggressive policy against the Indians.

**Bryant, Jonathan M., and Susan K. Langley. "Georgia." *World Book Student.* World Book, 2011. Web. 8 Sept. 2011.**

**THINK ABOUT:**

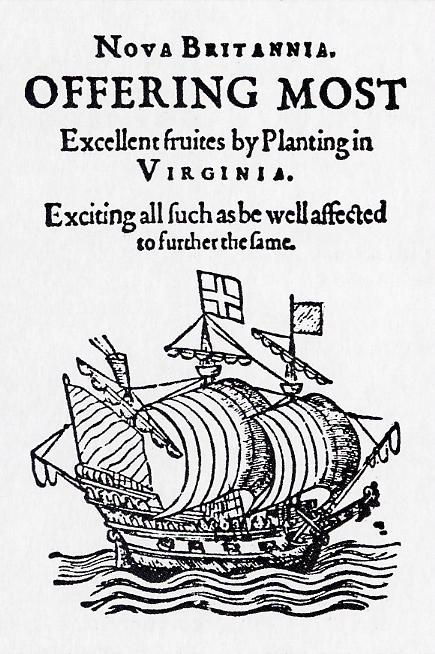
**What was different about the purpose for settling Georgia?**

**How did Georgia change after it became a royal colony?**

**How didn’t it change when it came to colonists having a voice in government?**

**Document C**

**Colonial Advertisements**



**THINK ABOUT:**

**What words shown in the advertisements stand out?**

**What reaction do you think the creators of the advertisements were**

**looking for?**

**Newspaper Advertisement Template**



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