**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:**  You are a recruiter working for the monarchy or company that grants land in the New World. For your colony to grow and prosper, you need people to settle the land. Create an advertisement brochure of 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.

**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

**\*Choose your colony before you begin to explore the documents.**

* 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 a persuasive brochure by hand, using a computer program such as Microsoft PowerPoint or Publisher, **or** a web-based program such as Glogster

**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:** Discovery Education Video Links

 **Document D:** *History Alive! United States,* Chapter 4 p. 49 – 60

Life in the Colonies

 **Document E:** Political Life in the Colonies Primary Sources

**PRODUCT:** You will create a brochure advertising Massachusetts, Pennsylvania **or** Georgia that

* includes the vocabulary and concepts learned in the Colonial America Unit
* describes the colony using basic facts to include:
* the founder, reason for founding and the date of founding
* people who settled
* climate and geography
* economy/resources
* religious atmosphere
* political life
* other fascinating details that would make someone immigrate there
* 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

**REFLECTION:** Does the physical environment have the same impact on the development and survival of different regions in the world today? Consider the effects of technology. Explain your answer in an illustration or five-sentence paragraph.

**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 1620Puritans in Massachusetts Bay 1630Massachusetts 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 PennPennsylvania was settled by the Quakers, who wanted freedom to practice their faith without interference. Diverse population of English, German, Dutch and Swedish immigrantsGreat 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 soilHumid climate with mild winters and hot summers  |
|  | **Massachusetts** | **Pennsylvania** | **Georgia** |
| **Economy/Resources** | Crop and livestock farming, lumber, shops, shipping, whaling, tradesmenNatural 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, shipbuildingNatural 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 laborNatural 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 freedomGreat Law of 1682 promises that people of all faiths would be treated equallyQuakers | 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.**

**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**).



[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**

Discovery Education Video Links

**As you watch each segment, look for visuals and additional facts to convince people to come to your colony!**

**Massachusetts**

Making the Thirteen Colonies: New England Colonies

<http://player.discoveryeducation.com/index.cfm?guidAssetId=F5DA1F61-83A9-46A8-A6A8-ED8880288095&blnFromSearch=1&productcode=US>

Watch “The Colony of Plymouth founded in 1620.”

**THINK ABOUT: What was life like in Plymouth?**

Watch “Massachusetts Bay.”

**THINK ABOUT: Why would so many settlers come to Massachusetts Bay Colony?**

Watch “The Economy of the New England Colonies.”

**THINK ABOUT: How could colonists earn a living in Massachusetts?**

**Pennsylvania**

Making the Thirteen Colonies: The Middle Colonies

 <http://player.discoveryeducation.com/index.cfm?guidAssetId=BE744C90-A4EB-4B8F-AB49-7787DF5EA782&blnFromSearch=1&productcode=US>

Watch “The Colony of Pennsylvania, founded in 1681” through “A Grant for the Colony of Pennsylvania”

**THINK ABOUT:**

**How did the Quakers feel about other religions?**

**What special places and privileges would colonists find in Pennsylvania?**

**Georgia**

Making the Thirteen Colonies: The Southern Colonies

<http://player.discoveryeducation.com/index.cfm?guidAssetId=7B48C620-61F4-4A1E-8EF2-16398FBC2E02&blnFromSearch=1&productcode=US>

Watch “The Colony of Georgia founded in 1732” from beginning to end.

**THINK ABOUT:**

**Who was encouraged to come to Georgia? What would life be like?**

**What changes were made when Georgia became a royal colony?**

**CHAPTER**

**Document E**

Political Life in the Thirteen Colonies

**Massachusetts**

Excerpt from “The Mayflower Compact **(agreement)**” 1620

"In the name of God, Amen. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord, King James… Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a voyage to plant the first colony in the northern parts of Virginia; do by these presents, solemnly and mutually in the Presence of God and one of another, covenant **(promise)** and combine ourselves together into a civil Body Politick **(group organized to govern)**, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid; And by Virtue hereof to enact, constitute **(create)**, and frame, such just and equal Laws, Ordinances, Acts, Constitutions and Offices, from time to time, as shall be thought most meet and convenient for the General good of the Colony; unto which we promise all due submission and obedience…."

**THINK ABOUT:**

**What did the people on the Mayflower agree to do?**

**Why did they agree to the Mayflower Compact? Remember: they knew what happened when Jamestown was first settled.**

Excerpts from the “Charter of Massachusetts Bay” 1629

“…there shall be one Governor, one Deputy Governor, and eighteen assistants of the same Company, to be from time to time constituted, elected and chosen out of the freemen of the said Company**…** said officers shall apply themselves to take care for the best disposing and ordering of the general business and affairs of, for, and concerning the said lands and premises hereby mentioned, to be granted, and the plantation thereof, and the government of the people there.”

“…from time to time, to make, ordain, and establish all manner of wholesome and reasonable orders, laws, statutes, and ordinances, directions, and instructions, not contrary to the laws of this our realm of England …fit and necessary for the said plantation, and the inhabitants…”

**THINK ABOUT:**

**Who would elect the governor, deputy governor and assistants?**

**What was their job?**

**Does this type of government make Massachusetts a beneficial or harmful place to settle?**

**Document E cont.**

**Pennsylvania**

Excerpt from “The Frame of Government of Pennsylvania” by William Penn 1682

To all persons to whom these presents may come. Whereas, King Charles the Second. . . hath been graciously pleased to give and grant unto me, *William Penn,*. . . all that tract of land, or province, called *Pennsylvania,* in *America* . . . I, the said *William Penn,* have declared, granted, and conformed. . . these liberties, franchises, and properties, to be held, enjoyed, and kept by the freemen, planters, and inhabitants of the said province of *Pennsylvania* for ever.

*Imprimis.* That the government of this province shall, according to the powers of the patent, consist of the governor and freemen of the said province, in form of a **provincial Council** and **General Assembly**, by whom all laws shall be made, officers chosen, and public affairs transacted, as is hereafter respectively declared....

II. **That the freemen of the said province shall . . . choose out of themselves** *seventy-two* persons of most note for their wisdom, virtue, and ability, who shall meet. . . and act as, the ***provincial Council***....

XIV. And, to the end that all laws prepared by the governor and provincial Council aforesaid may yet have the more full concurrence of the freemen **(agreement by the General Assembly)** of the province . . . the said freeman shall yearly choose members to serve in a ***General Assembly***, as their representatives, not exceeding two hundred persons, who shall yearly meet . . .

**THINK ABOUT:**

**Who wrote the Framework of Government?**

**What were the parts of government and what were their jobs?**

**Does this type of government make Pennsylvania a beneficial or harmful place to settle?**

**Georgia**

**(NOTE: These are not primary sources.)**

Georgia 1732 (Georgia begins as a proprietary colony)

In the original Georgia Charter of 1732, trustees received funding from Parliament and a charter from the King. The charter granted the trustees the powers to elect their own governing body, make land grants, and enact their own laws and taxes. The trustees did not trust the colonists to make their own laws. They made all laws for the colony and there was no political liberty for the people.

Georgia 1752 (Georgia becomes a royal colony)

Georgia landowners were able to elect representatives from among themselves to the Common House of Assembly. They were able to create laws but the governor had the final word.

**THINK ABOUT:**

**Did the Georgia colonists have more rights in 1732 or 1752? Did they ever have the final say in government?**

**Does this type of government make Pennsylvania a beneficial or harmful place to settle?**

**PAT DOCUMENT ORGANIZER: Colonial America**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence Chart** | **Task Skill #1:**Describe the economic, social, and political benefits of settling your colony.**What makes your colony economically, socially and politically unique?** | **Task Skill #2:** Analyze the interactions between the colonists and their environment.**How does the environment affect the economic choices the colonists make to survive?** | **Task Skill #3:** Elaborate on the costs and benefits of your colony.**How do the unique economic, social and political benefits of your colony outweigh the costs for future colonists?** | **Task Skill #4:** Create a persuasive brochure.**What persuasive language will you use to convince people to come?** |
| **Document A****Colonies Comparison Chart** |  |  |  |  |
| **Document B****World Book Encyclopedias Excerpt** |  |  |  |  |
| **Document C****Discovery Learning Videos** |  |  |  |  |
| **Document D*****History Alive!*** ***United States,*****Chapter 4 p. 49 - 60** |  |  |  |  |
| **Document E****Political Life in the Colonies Primary Source** |  |  |  |  |

**PAT TASK CHECKLIST**

Brochure

**UNIT IV:** Colonial America

**PRODUCT CHECKLIST: After reviewing all the information, I will attempt to persuade immigrants to move to the colony of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by creating a brochure.**

* I have reviewed all the documents for multiple pieces of evidence. All my

 notes are on the graphic organizer for Tasks #1 – 4. **Use the documents**

 **or evidence of new learning and connections to what you already**

 **know!**

* Task Skill #1:My brochure includes the following basic economic, social

 and political incentive facts:

 \_\_\_the founder, reason for founding and the date of founding

 \_\_\_people who settled

 \_\_\_climate and geography

 \_\_\_economy/resources

 \_\_\_religious freedom

 \_\_\_political life

 \_\_\_other fascinating details that would make someone immigrate there

* **Task Skill #2:** I have made strong connections between the climate and

geography and the economic choices the colonists made. **Don’t just list!**

 **Show you know!**

* **Task Skill #3**: I **have presented** three **strong** arguments for the positive

economic, social and political incentives of my colony. **Convince people**

 **to come!**

* **Task Skill #4 My brochure -**

\_\_\_includes vocabulary and concepts learned in the Thirteen Colonies

 Unit

\_\_\_has been reviewed for spelling and grammar mistakes

\_\_\_is well organized

\_\_\_is persuasive

\_\_\_is in final form and reflects my best effort

**Possible Template for Colonial Brochure**

Title: Colony being advertised and a hook (slogan)

Founder/date founded/reasons for founding:

 Social Incentives:

 People who settled/religious freedom/educational opportunities/fun activities

 Climate and Geography:

 The environment includes these resources (or not):

 The environment’s affect on the economic choices we make:

 Economic Incentives:

 How you can get rich! Resources and opportunities available:

 (tie to the climate and geography section above)

 We specialize in the following goods and services:

 We are interdependent with other regions by (what don’t you have?):

 Political Incentives:

 Type of colony: royal or proprietary (who has the final say?)

 Opportunities to participate in government:

 Other reasons to come: Use your imagination!

 What does this region have that would make life ***sweet?***

 Summary Statement

 What are your three major arguments to persuade others to come to your colony?

**PAT Score Form**

**Teacher: Unit #: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Name | Content | Basics | Analysis | Application | Communication | Total |
| 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |