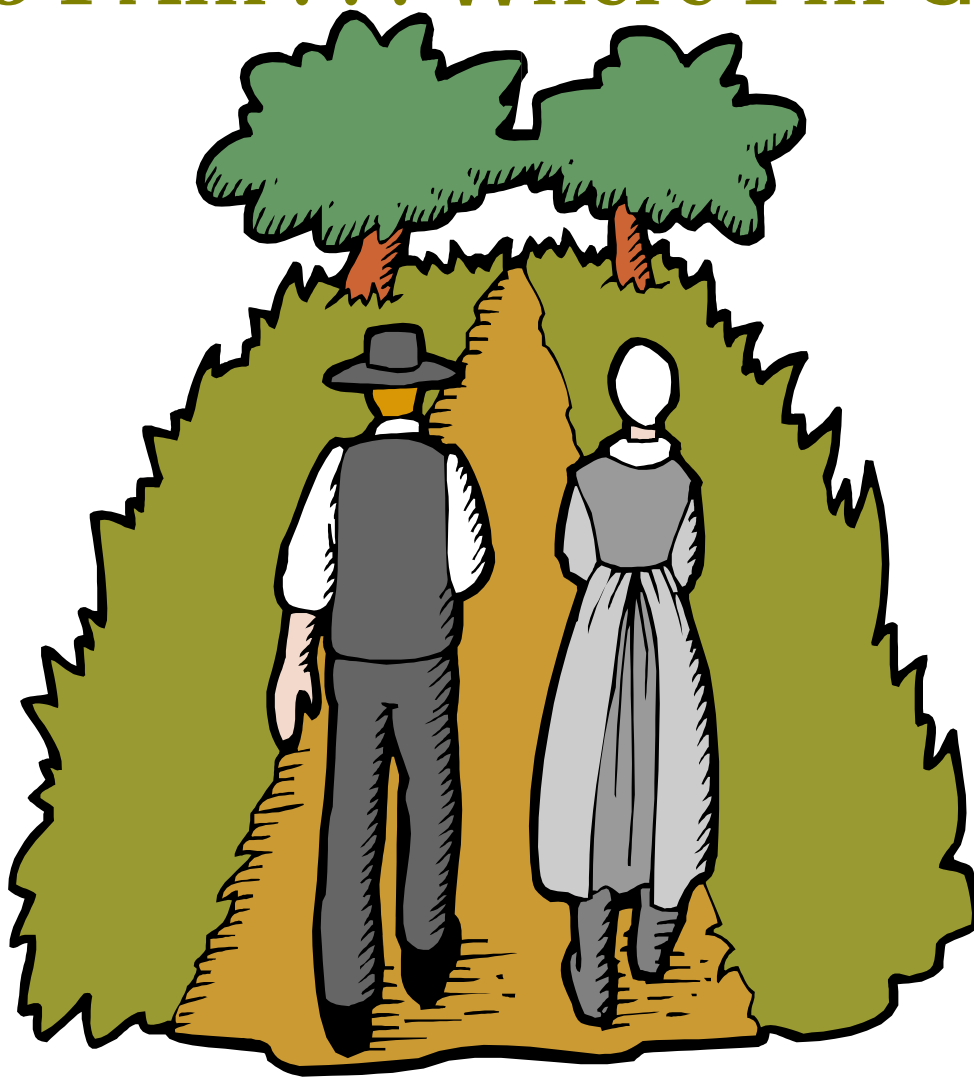


# Who I Am . . . Where I'm Going



Paste your identity card here

Southern Colonies. Print on yellow paper

Beatrice Lashley Seamstress Widow with four sons Gold/Wealth/Expansion	William Latham Minister Bachelor Gold/Wealth/Expansion
Roberta Leister (H) Baker Husband Gold/Wealth/Expansion	Edward Leister Baker Wife Gold/Wealth/Expansion
Freida Samson (H) Printer Husband and two sons Gold/Wealth/Expansion	Henry Samson Printer Wife and one son Gold/Wealth/Expansion
Anne Thompson (H) Clockmaker Husband and one son Gold/Wealth/Expansion	Edward Thompson Clockmaker Wife and one son Gold/Wealth/Expansion

Middle Colonies. Print on orange paper

<p>John Tilley Cabinetmaker Wife, one son, one daughter Gold/Wealth</p>	<p>Beverly Tilley (H) Cabinetmaker Husband, one son, one daughter Gold/Wealth</p>
<p>Edward Winslow Merchant Wife Religious Freedom</p>	<p>Katherine Winslow (H) Merchant Husband Religious Freedom</p>
<p>Isaac Allerton Wheelwright Wife and two daughters English expansion/Power</p>	<p>Elizabeth Allerton (H) Wheelwright Husband, two daughters English expansion/Power</p>
<p>Joseph Alder Tobacco pipe maker Wife and two sons Gold/Wealth</p>	<p>Victoria Alder (H) Tobacco pipe maker Husband and two son Gold/Wealth</p>

## Southern Colonies. Print on yellow paper

<p>Louise Langmore (H) Shipbuilder Husband and four sons Gold/Wealth/Expansion</p>	<p>John Langmore Shipbuilder Wife and four sons Gold/Wealth/Expansion</p>
<p>Francis Browne (H) Shoemaker Husband, one daughter Gold/Wealth/Expansion</p>	<p>Richard Browne Shoemaker Wife and one daughter Gold/Wealth/Expansion</p>
<p>Rememberance Mullins (H) Tailor Husband, two daughters Gold/Wealth/Expansion</p>	<p>William Mullins Tailor Wife and two daughters Gold/Wealth/Expansion</p>
<p>Henrietta Saile Chandler Two sons, Two daughters Gold/Wealth/Expansion</p>	<p>Gregory Soule Wigmaker Two daughters Gold/Wealth/Expansion</p>

Middle Colonies. Print on orange paper

<p>Roger Wilder Farmer Wife and two sons English expansion/Power</p>	<p>Mary Wilder (H) Farmer Husband and two sons English expansion/Power</p>
<p>Mrs. Ely (H) Farmer Husband, one daughter Gold/Wealth</p>	<p>Mr. Ely Farmer Wife and one daughter Gold/Wealth</p>
<p>Charles Smyth Minister Wife, two daughters Religious Freedom</p>	<p>Bess Smyth (H) Minister Husband, two daughters Religious Freedom</p>
<p>William Trevore Apothecary Wife, one son, two daughters English expansion/Power</p>	<p>Maud Trevore (H) Apothecary Husband, one son, two daughters English expansion/Power</p>

New England Colonies. Print on green paper

<p>John Eaton Cutler Wife and two sons Religious Freedom</p>	<p>Mary Eaton (H) Cutler Husband and two sons Religious Freedom</p>
<p>Thomas English Tavern Keeper Wife and one daughter Religious Freedom</p>	<p>Jewel English (H) Tavern Keeper Husband, one daughter Religious Freedom</p>
<p>Richard Gardner Blacksmith Wife and two daughters Religious Freedom</p>	<p>Jessica Gardner (H) Blacksmith Husband, two daughters Religious Freedom</p>
<p>Edward Doty Farmer Two daughters, four sons Religious Freedom</p>	<p>Fondness Wiley Millenary Three daughters Religious Freedom</p>

## New England Colonies. Print on green paper

John Billington Gunsmith Bachelor Religious Freedom	Patience Brewster Seamstress Three daughters, one son Religious Freedom
William Holbeck Silversmith Wife Religious Freedom	Edweena Holbeck (H) Silversmith Husband Religious Freedom
Degory Priest Farmer Wife and one son Religious Freedom	Willow Priest (H) Farmer Husband and one son Religious Freedom
Thomas Rogers Ropemaker Wife and one son Religious Freedom	Eleanor Rogers (H) Ropemaker Husband and one son Religious Freedom

# Group Journal Task



Choose a recorder

Record your group journal entry on chart paper

Use the journal rubric as a guide

Use the notebook for information to support your reasons for leaving

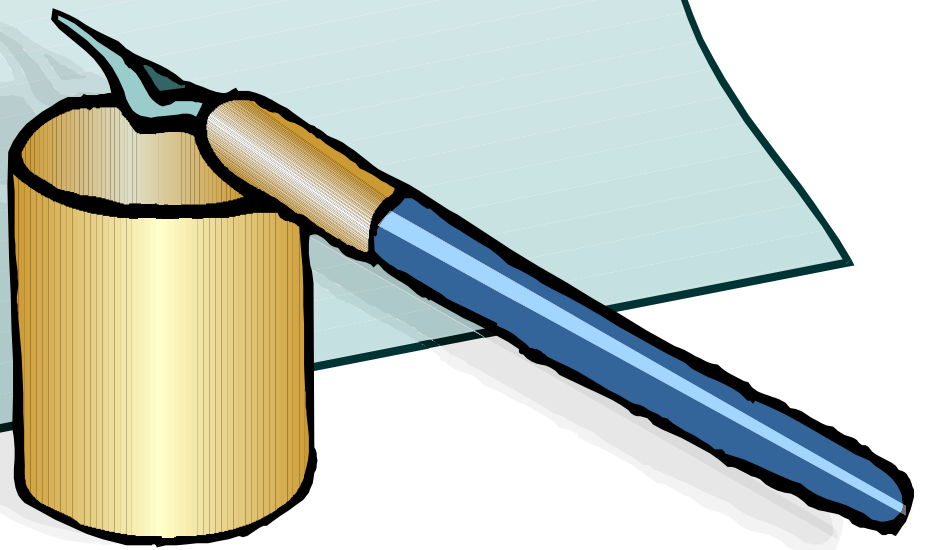
Choose a reader

Share your entry with the class for rubric scoring

## SITUATION

You are a group of colonists who have decided to leave England and settle in the New World. Write a journal entry explaining why you are leaving England and why you think life will be better for you and your family in a new colony.

# Historical Facts



Family Life & Customs of Regional Colonial America  
Presentation Guide

**Name of your region:** \_\_\_\_\_

This guide is intended to help as your group prepares to present information about your region. As you are gathering information and preparing to present, be sure to include the information required in this guide. Use the space provided for note taking. You may refer to this guide during the actual presentation.

Each member of the group is responsible for researching, recording, and reporting on an equal portion of the information required on this presentation guide.

Cooperative Workers

List the members of the group and the information each member is responsible for. Each group member initials in the last column to show acceptance of information responsible for.

<u>Name</u>	<u>Information Responsible for:</u>	<u>Student's Initials</u>

**☞ Please note:**

**This page of your presentation guide must be completed and given to the teacher before you begin your presentation.**

Introduction Page

**I. Geographical Information**

Name of your region \_\_\_\_\_ (New England, Middle, or Southern Colonies)

Name the colonies that are part of this region.

_____	_____
_____	_____
_____	_____

Using the map that is provided, outline your region of study. Label each colony of your region and provide the date that each colony was settled.



**II. Reason for Colonization**

Explain why the colonists who settled in this region left England to come to the New World.

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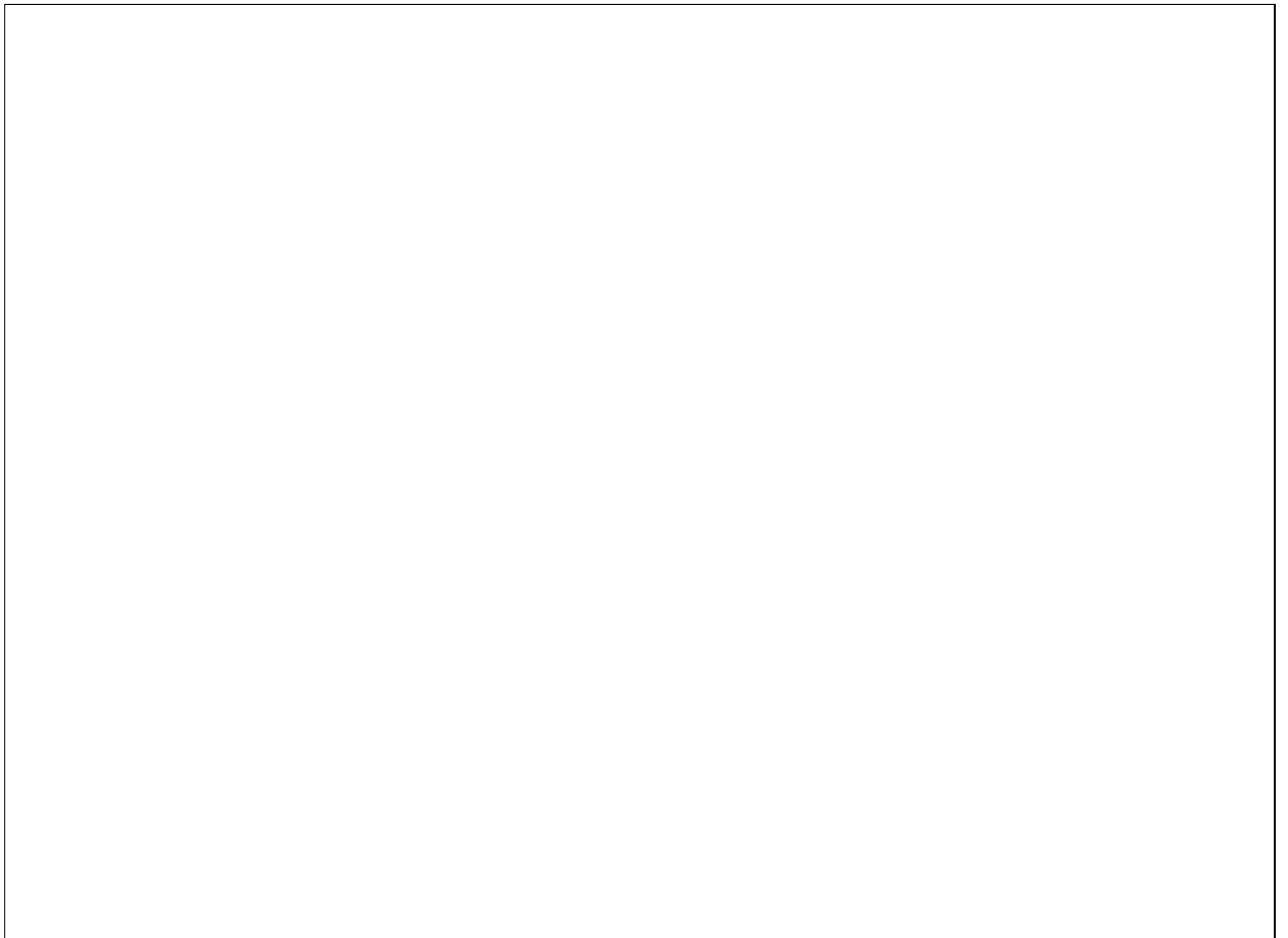
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**III. Regional Township Layout**

Use this page to sketch a layout of a colonial community of this region. This is the planning page for the larger version you will create and show during your regional presentation.

Pretend you are visiting a colonial community in this region. What do you see as you walk around the town or village? Are the homes close together or spread out with a lot of land between them? What do the houses look like? What materials are the houses made from? Other than houses, what other types of buildings do you see? Do you see farm land? Prepare to explain your layout using specific details.



**IV. Lifestyles & Customs**

What were some customs that were characteristic of the colonists in this region? Describe at least two. \_\_\_\_\_

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Describe a typical home that would be found in this region. (What materials were used to construct the home? Did the home include one large room or more than one room? Where did family members sleep? Was there a bathroom? Was the kitchen part of the house or constructed separately?) \_\_\_\_\_

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Describe the clothing that was characteristic of the colonists in this region. \_\_\_\_\_

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---

What did the colonists of this region do for entertainment, or fun? \_\_\_\_\_

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---

**V. Religion, Education, & Occupations**

Explain the religious beliefs of the colonists in your region. Give at least two details that support your response. \_\_\_\_\_

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How important was education to the colonists of this region? Provide at least one specific example that supports your answer. \_\_\_\_\_

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How did the colonists of this region make their living? What were some of the occupations, or jobs, of the colonists? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**VI. Relationships & Attitudes**

How important was the family unit to the colonists in this region? Support your answer with details. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain the relationship between the colonists of this region and the Native Americans (Indians). Give at least one significant reason for the relationship.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did the colonial community in this region feel about an outsider, or stranger, who wanted to visit or become part of the community? Explain why they felt this way.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## VII. Meal Presentation Guide



Be sure to include the following information in the presentation of the typical meal from your assigned region. Take notes as you prepare your presentation. You may use your notes as you present to the class.

**The colonists' attitude toward food and eating**

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**What made the colonists feel this way?**

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**How the colonists of this region prepare food (baked, fried, boiled)**

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**Name several types of foods common to this region**

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---

**An interesting belief about food or eating that the colonists on this region held**

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---

Family Life & Customs of Regional Colonial America  
Assessment Guide for Group Presentations

Use a √ to indicate criteria status.

Region: \_\_\_\_\_ Group Members: \_\_\_\_\_

Presentation of Information

The group...	yes	no	comments
Correctly identified the colonies that make up the region			
Explained why the colonists of this region left England in the first place			
Stated at least two customs characteristic of the colonists in this region			
Described a typical home of this region in detail			
Described clothing characteristic of this region			
Gave examples of entertainment common to this region			
Explained the religious beliefs of colonists of this region and supported with <u>at least</u> two details			
Explained importance of education to the colonists of this region stating <u>at least</u> one specific detail			
Gave examples of occupations common in this region			
Explained the importance of the family unit and supported with evidence			
Explained the relationship between the colonists and American Indians & stated <u>at least</u> one reason why			
Explained attitude of community concerning outsiders			

Meal Presentation

The group...	yes	no	comments
Explained the colonists' attitude toward food and eating & what shaped this attitude			
Explained how colonists of this region prepared food			
Named several types of food common to this region			
Stated an interesting belief about food or eating held by colonists of this region			

Township Layout

The group...	yes	no	comments
Presented an accurate visual layout of a township common to this region			
Explained the visual layout using specific details that describe the types of homes common to that region and physical proximity			

Summative Assessment of Students as Cooperative Workers

Name: \_\_\_\_\_ Date of Presentation: \_\_\_\_\_

The student understood and performed assigned role(s) responsibly.		
The student...	✓	Rationale
- selected/accepted equal portion of required material on the Presentation Guide		- Student indicated acceptance of task by initialing in the appropriate column on page 1 of Presentation Guide
- gathered information from sources		- List of sources used is provided and placed in the Region of Focus section of student's Colonial Notebook
- recorded information on group's Presentation Guide		- Presentation Guide is completed and inserted in Region of Focus section of Colonial Notebook
- reported on information during group's regional presentation		- Student participated in the oral delivery of the group's regional presentation

✓ indicates requirement of criteria is acceptable.

Each ✓ is worth 1 point.

Grading Scale

# of points received	Grade
4	A(100)
3	B(93)
2	C(77)
1	D(70)
0	F(0)

Total number of points earned: \_\_\_\_\_

Regional Presentation  
Cooperative Worker Responsibilities

Name: \_\_\_\_\_ Region: \_\_\_\_\_

List the information about this region that you are responsible for researching, recording, and reporting on during your group's region presentation. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List each source you used to gather your information. Label each source primary or secondary.

_____	_____
_____	_____
_____	_____
_____	_____

**☞ Please note:**  
**This page must be completed and placed in the Region of Focus section of your Colonial Notebook.**

As a cooperative member of your group, you are responsible for helping your group prepare for and present information about your assigned region of Colonial America. Your grade as a Cooperative Worker is based on the following criteria:

The student understood and performed assigned role(s) responsibly.		
The student...	✓	Rationale
- selected/accepted equal portion of required material on the Presentation Guide		- Student indicated acceptance of task by initialing in the appropriate column on page 1 of Presentation Guide
- gathered information from sources		- List of sources used is provided and can be located in the Region of Focus section of student's Colonial Notebook
- recorded information on group's Presentation Guide		- Presentation Guide is completed and inserted in Region of Focus section of Colonial Notebook
- reported on information during group's regional presentation		- Student participated in the oral delivery of the group's regional presentation

✓ indicates requirement of criteria is acceptable.  
Each ✓ is worth 1 point.

#### Grading Scale

# of points received	Grade
4	A(100)
3	B(93)
2	C(77)
1	D(70)
0	F(0 )