

TEACHING AMERICAN HISTORY PROJECT
Lesson Title - Southern Colony Map
From Jessica Cooley

Grade –5

Length of class period – One Hour

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

What were the boundaries of the original southern colonies?

Objectives (What content and skills do you expect students to learn from this lesson?)

Students will identify the boundaries of one southern colony based on the language in the colony charter.

Students will draw the location of one southern colony on a map to demonstrate comprehension of the colony charter.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

- Colonial Charters of the Southern colonies- Virginia, Maryland, North Carolina, South Carolina, and Georgia
- Notes page
- Black maps of the United States with bays, rivers, and parallels labeled
- PowerPoint
- Exit Card

Activities (What will you and your students do during the lesson to promote learning?)

1. Start with the PowerPoint initiation. Students will see a slide of the United States. Ask students if the country always had to same borders? No!

Some border facts:

-1820: Maine became a state, carved out of the state of Massachusetts. The northern boundary of Maine was disputed between the U.S. and Canada so the King of the Netherlands was brought in as an arbiter and he settled the dispute in 1829. However, Maine refused the deal and since Congress requires the approval of a state legislature for boundary changes, the Senate could not approve a treaty over the border. Ultimately, in 1842 a treaty established the Maine-Canada border of today although it provided Maine with less territory than the King's plan would have.

1848: The Treaty of Guadalupe Hidalgo following the Mexican War between the U.S. and Mexico resulted in the purchase of Arizona, California, Nevada, New Mexico, Texas, Utah, and western Colorado.

Even the colonies didn't start out with the borders we have today!

2. Go over vocabulary words-point of land, latitude, and bay on the PowerPoint with the students.
3. Students will receive one charter of a southern colony with the section that emphasizes location. Each student will take notes on the location of that colony.
4. Students will meet in groups of four or five (one for each colony) and draw the boundaries of their colony based on the description.
5. Each group will share their map with the class.
6. Next, the PowerPoint will show a map of the original colony and we will compare it to the student generated maps.
7. Students will complete an exit card for closure that tells me three new things they learned, two questions they have, and one statement about this lesson.

How will you assess what student learned during this lesson?

I will assess what students learned during this lesson by examining the notes page each student will complete, the cooperative drawing of the colony each group makes, and the completed exit card.

Connecticut Framework Performance Standards –

- 1.4 Demonstrate an understanding of geographical space and place.
Grade 5 #10. Compare and contrast the value of using local/regional/thematic maps to research early settlements in America.

Exit Card

Three new things I learned today.

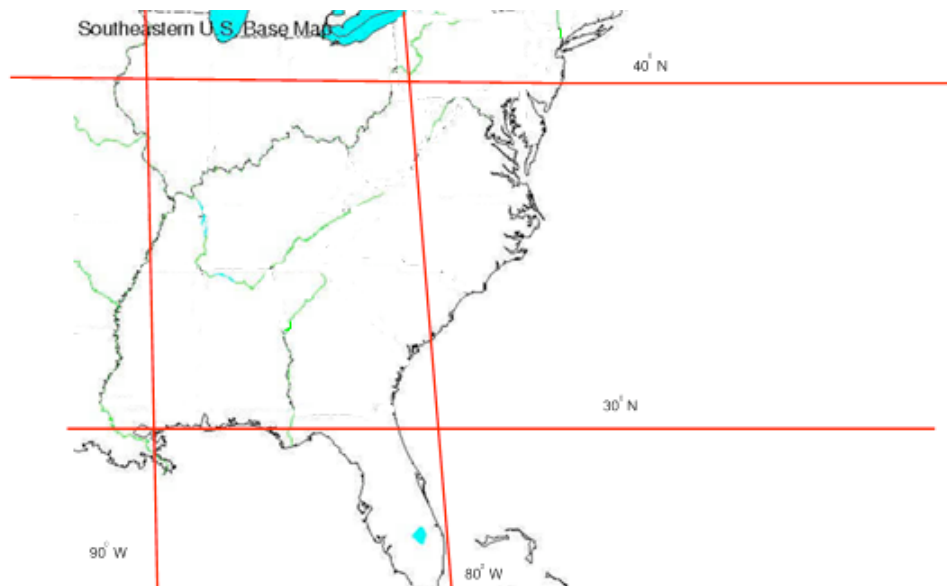
- 1.
- 2.
- 3.

Two questions I have.

- 1.
- 2.

One statement I would like to say about today's lesson.

- 1.



Name _____

Notes on the Southern Colony of
