

Harlan County Schools

2016-2017

NTI Days 1-5

5th Grade

“Beginning of America”

Introduction: Beginning December 5th, any days designated as a Non Traditional Instruction (NTI) days. By completing work at home on these days, we will not have to “make up” these missed days at the end of the school year. These days will count as a full day of instruction for students and teachers.

This folder contains snow packets for these NTI days for your child to complete if school is cancelled. Please keep the folder in safe place at home. Every NTI day, have your child complete the work for the day specified by the County Board. For example, if the board specified that it is NTI day 1, look for the assignment labeled NTI day 1. Your child needs to hand in the work for this day within five school days. Students will receive a participation grade based upon the work completed during each NTI day; therefore it is important that each student complete each day’s work.

*****Please don’t feel pressured to purchase materials specifically for these assignments, use what you already have available at home. *****

These are just a reminder of the skills we are working on; they are NOT assignments. They are to help the teachers not the parents.

Standards:

Science:

5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Math: 5.NBT. 7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the

relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

5.NF. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)

5.NF. 6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Social Studies: 5.GR.8 Spatial Views of the World Explain relationships between the locations of places and regions and their environmental characteristics using maps, satellite images and other models.

5.GR.9 Human-Environment Interaction Describe how changing environmental and cultural characteristics of places and regions influence how people modify and adapt to their environments and impact population distribution.

5.GR.10 Human Populations Spatial Patterns and Movements Analyze the effects of devastating environmental and technological events on human settlement and movement.

5.GR.11 Global Interconnections Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.

5.CM.3 Processes, Rules and Laws Using historical and contemporary examples, explain how rules and law promote the common good.

5.EDM.4 Economic Decision Making Evaluate economic decisions using cost-benefit analysis.

5.HT.12 Chronological Reasoning: Causation and Continuity Analyze and explain probable causes of individuals and groups' impacts on significant historical developments or events.

5.HT.13 Historical Understanding: Contextualization and Perspectives Explain how connections among historical contexts and people's perspectives influenced the development of historical sources during the same historical time period.

ELA: 5.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it

5.CCR.6 Assess how point of view or purpose shapes the content and style of a text.

5.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Day 1: Native Americans (Choose 2 of the following activities; you do NOT have to complete all 4 activities)

- Activity 1: Create a traditional Navajo recipe for Fry Bread. Use the attached recipe to make the food, and have a family member take a picture of you with your creation and email it to your teacher or return a picture copy in your NTI Folder. Next, rewrite the recipe to make two times the amount of the fry bread.
- Activity 2: Long ago Native Americans did not have a written alphabet to communicate; instead, they used symbols. Using the attached picture dictionary, use symbols to rewrite this quote from *The Gift of the Sacred Dog*: “The people were hungry. They had walked many days looking for buffalo herds...Even thecrows circled, looking for something to eat.....wolves called out with hunger at night.” Place your picture story on the attached animal skin template.
- Activity 3: Using the internet to research, choose a Native American cultural region and identify three plants or animals from that region. List two adaptations that allows this organism to survive in its environment.
- Activity 4: Create a paper teepee using the attached paper teepee template. Using the attached picture dictionary, use symbols to design your teepee. Follow template directions to complete the teepee.

Resources for Day 1:

Recipe for Fry Bread

Picture dictionary sheet

Animal skin template

Internet

Teepee template

Day 1 Activity *Life Skills—Cooking*

Fry Bread

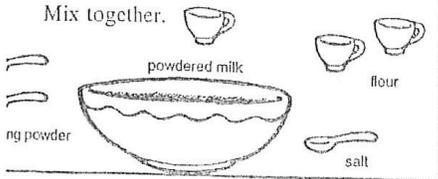
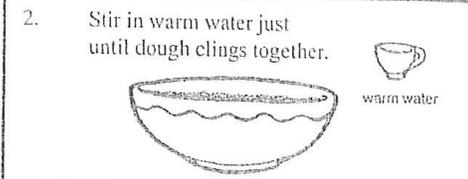
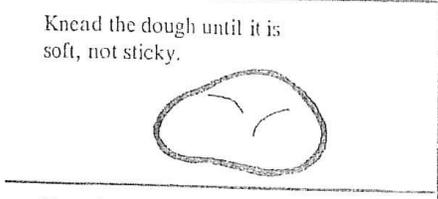
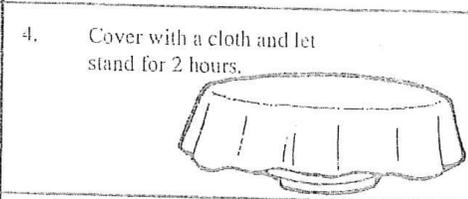
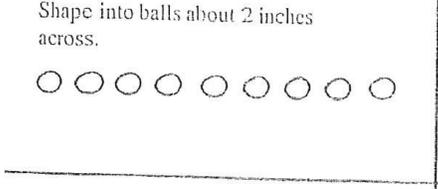
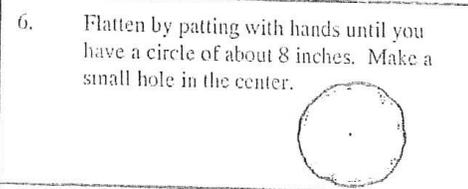
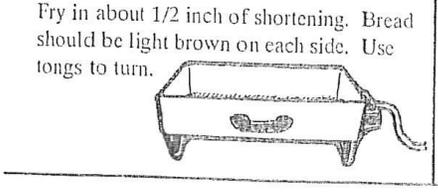
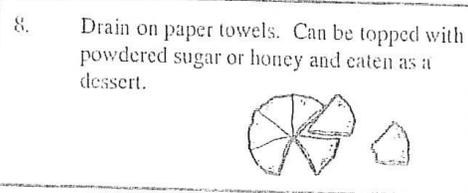
Bread is the best known of all the Navajo foods. It is puffy, pastry-like bread. Navajo cooks used handfuls and pinches, but we will use cups and teaspoons.

Ingredients:

- 2 cups flour
- 2 teaspoons baking powder
- ½ teaspoon salt
- ½ cup warm milk
- warm water
- shortening
- powdered sugar

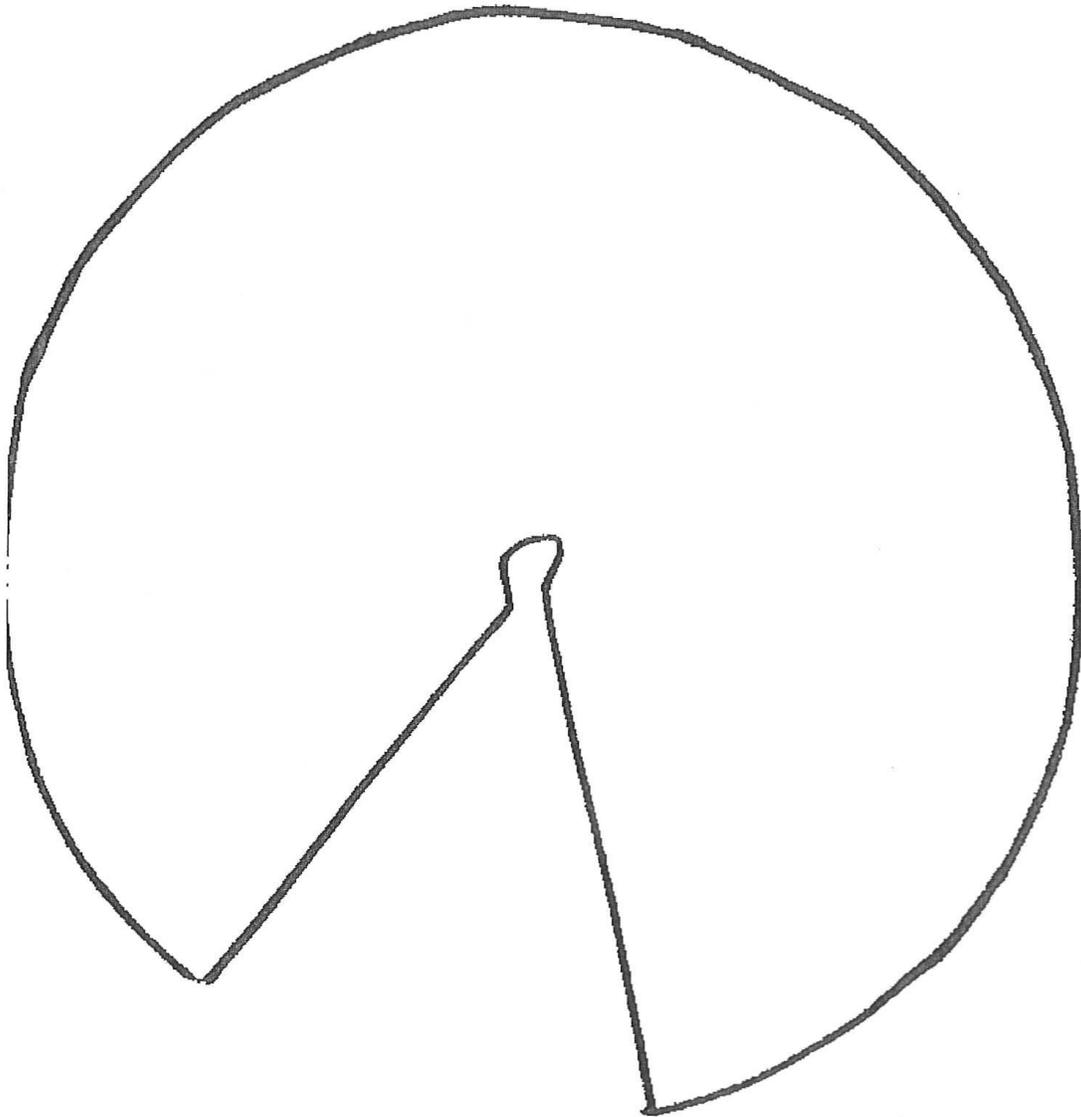
Utensils:

- frying pan and hot plate or electric frying pan
- measuring cups and spoons
- tongs
- paper towels
- large bowl

<p>Mix together.</p> 	<p>2. Stir in warm water just until dough clings together.</p> 
<p>Knead the dough until it is soft, not sticky.</p> 	<p>4. Cover with a cloth and let stand for 2 hours.</p> 
<p>Shape into balls about 2 inches across.</p> 	<p>6. Flatten by patting with hands until you have a circle of about 8 inches. Make a small hole in the center.</p> 
<p>Fry in about 1/2 inch of shortening. Bread should be light brown on each side. Use tongs to turn.</p> 	<p>8. Drain on paper towels. Can be topped with powdered sugar or honey and eaten as a dessert.</p> 

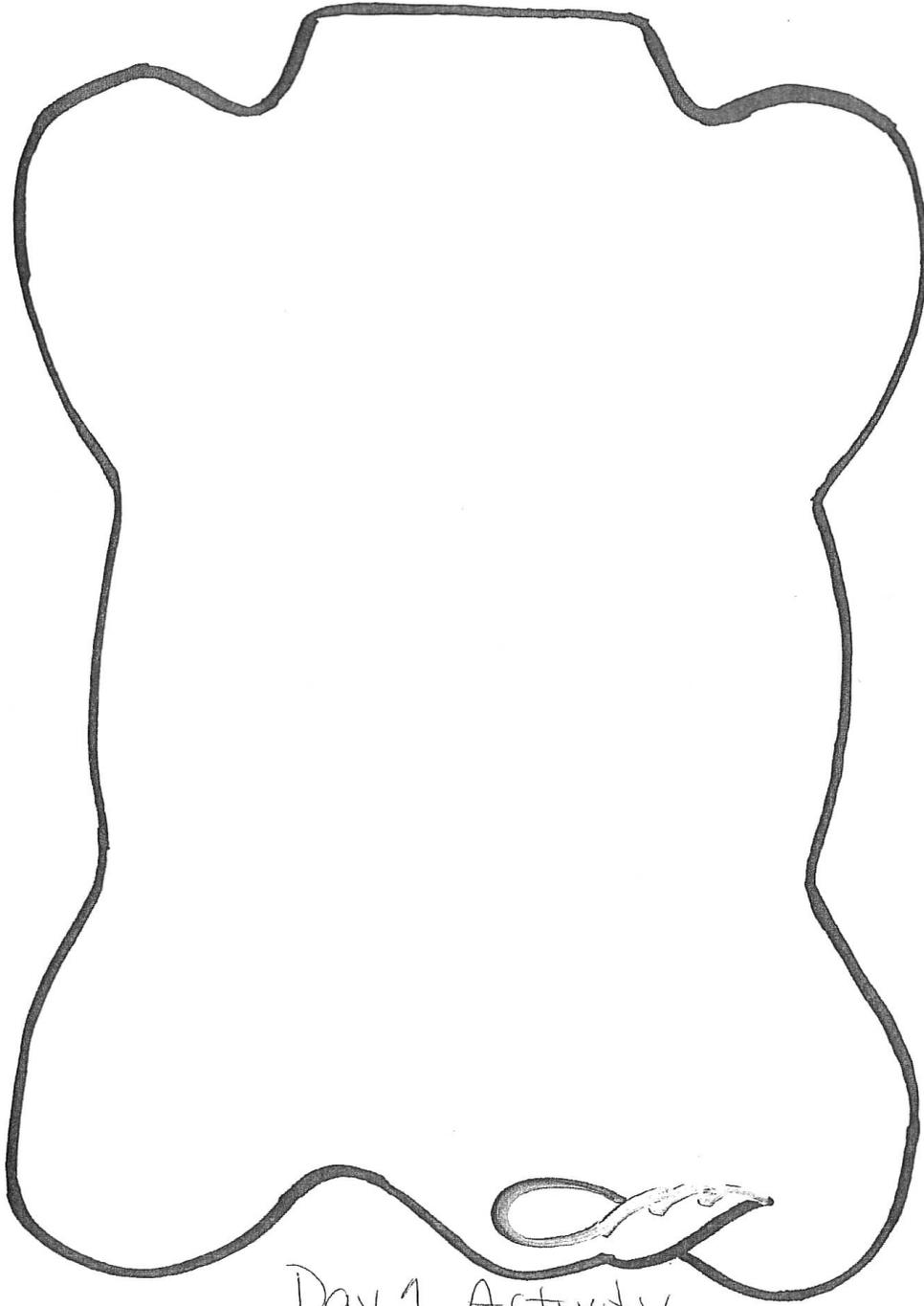
Paper Teepee Template Day 1 Activity

Directions: Copy the teepee on cardstock or construction paper. Then use the Native American symbols to design your teepee. Staple or tape it together. Stick a pencil in the center or glue brown pieces of paper to serve as the poles of your teepee.



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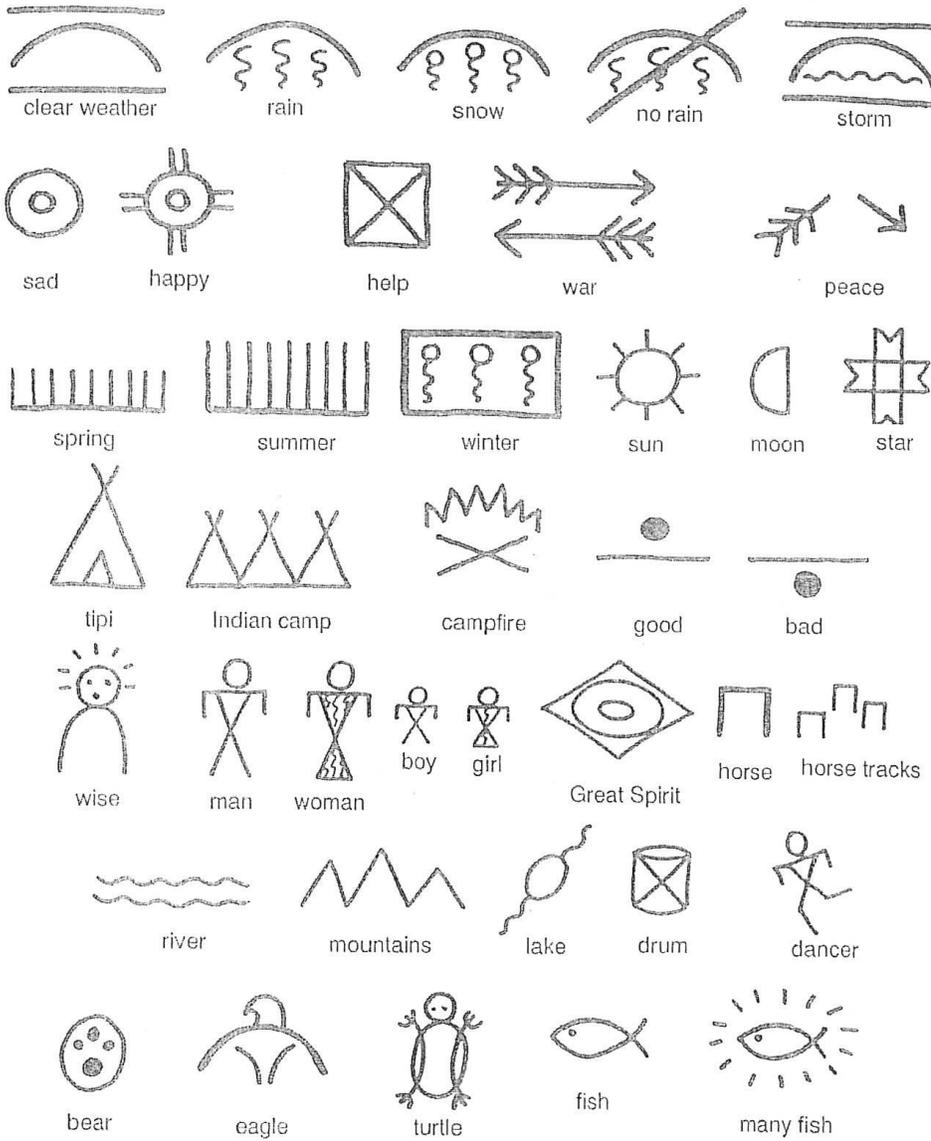
SKIN TEMPLATE



Day 1 Activity

Day 1 Activity

Picture Dictionary



Day 2: Explorers (Choose 3 of the following activities; you do NOT have to complete all 4 activities)

- Activity 1: Imagine that you a fur trapper for the American Fur Company, and you are about to set out for the winter to trap. Using math skills, decide how you will use the \$386 dollars you have saved. The supply cost chart and dollar templates are included in day 2 resources.
- Activity 2: in 1492 Christopher Columbus sailed the ocean blue. Watch this video of Christopher Columbus make sure to take note of important facts throughout the video. www.youtube.com/watch?v=RmRFcXrWKCY Please go to the following link and play a Christopher Columbus “walk the plank” game www.schoolhistory.co.uk/games/walk/walk_columbus.html. After you finish the video and game complete a KWL chart reflecting on the information you learned on Christopher Columbus. Remember complete the “what do I know and what do I want to Know” column before you start Activity 2. Use the chart below to create your own chart on a piece of paper.

<u>What do I Know?</u>	<u>What Do I want to Know?</u>	<u>What did I learn?</u>
<u>1.)</u>	<u>1.)</u>	<u>1.)</u>
<u>2.)</u>	<u>2.)</u>	<u>2.)</u>
<u>3.)</u>	<u>3.)</u>	<u>3.)</u>

*You must have at least 3 facts in each column.

- Activity 3: Many important events were recorded during the Lewis and Clark’s trip west, which took about 18 months. Create a time-line using the list of important dates and events on the Lewis and Clark’s expedition.
- Activity 4: In the fifteenth and sixteenth centuries, explorers set out to explore oceans and lands that had never been explored. Pretend you are an explorer of a new world. The Governor chose you to complete several tasks as you made your way around the world:
 - 1.) Using the map of the continents, oceans, and islands you came across on your journey name them in the line provided on the map. (remember you are the explorer; therefore you get to name the new land what you want!)
 - 2.) Trace the route in color you would use to navigate the world
 - 3.) Write a paragraph on a report of existence of gigantic sea creatures living in the oceans. Please describe and name these creatures and, to the best of your ability, provide sketches of two of them.
 - 4.) Write a paragraph on a report of gigantic unusual landforms never before seen on Earth. Please describe them and make sketches of two of them.

Resources for Day 2:

Internet

www.youtube.com/watch?v=RmRFcXrWKCY

www.schoolhistory.co.uk/games/walk/walk_columbus.html

North America Map

Paper (KWL Chart, Time-line, and New Explorer Journey)

Pencil

Crayons, coloring pencil, or markers

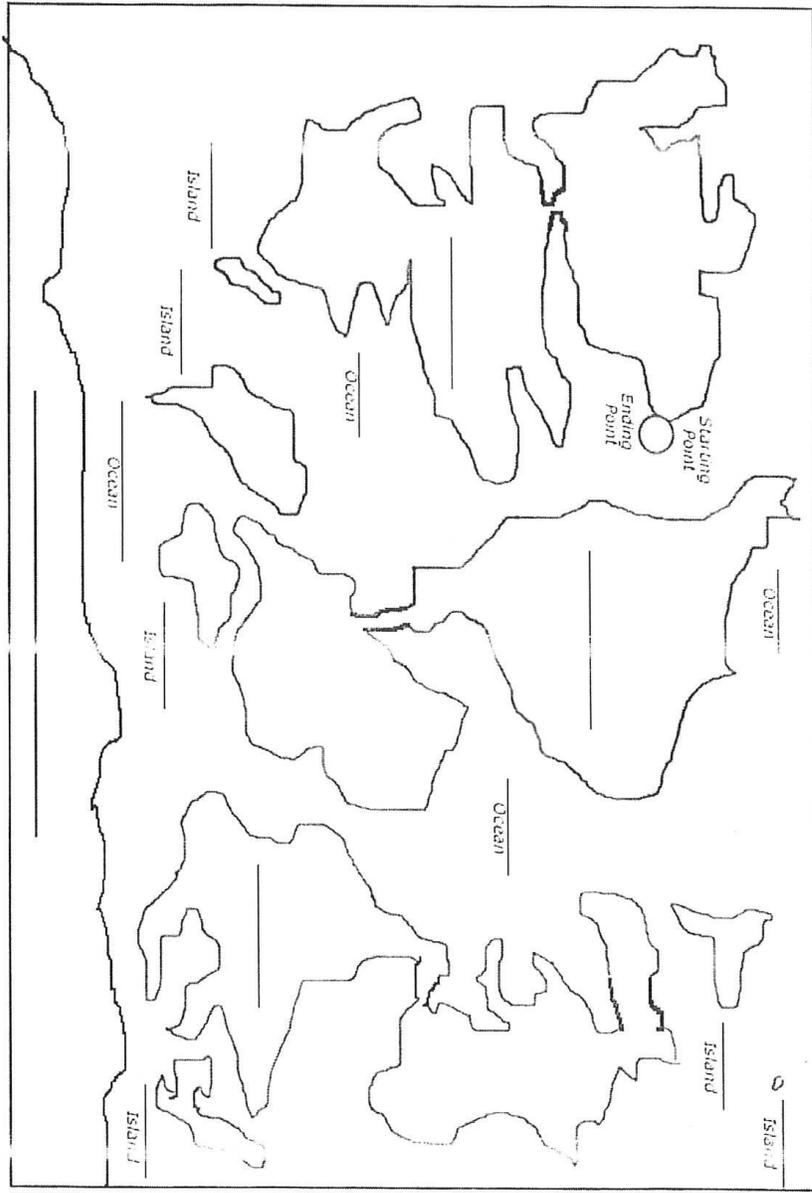
New World Map Template

Day 2 Activity 3 Time-line

Important Dates of Lewis and Clark's Expedition

February 28, 1803	Congress provides money for the expedition.
December 1803	Expedition members set up camp where the Missouri and Mississippi Rivers meet.
May 14, 1804	Lewis and Clark and the Corps of Discovery set off on their expedition.
August 3, 1804	The Corps of Discovery has their first encounter with Native people.
August 20, 1804	Sgt. Charles Floyd is the first Corps member to die.
September 25, 1804	In an encounter with the Teton Sioux, Native Americans demand one of the explorers boats as a toll to proceed up the river.
October 24, 1804	Corps members discover the Mandan village and build their winter fort nearby.
November 4, 1804	The Corps hires Toussaint Charbonneau, a fur trapper, as an interpreter.
April 29, 1805	Lewis and another hunter kill a never-before seen animal -- a grizzly bear.
June 2, 1805	Lewis and Clark decide to head south when they come to a fork in the Missouri River.
August 17, 1805	The expedition discovers a village of Shoshones led by Sacajawea's brother.
October 16, 1805	The expedition reaches the Columbia River.
November 18, 1805	Clark sees Mount Hood and figures they must be near the ocean.

Day 2 Activity 4 Explorer's map



Day 2 Activity 1

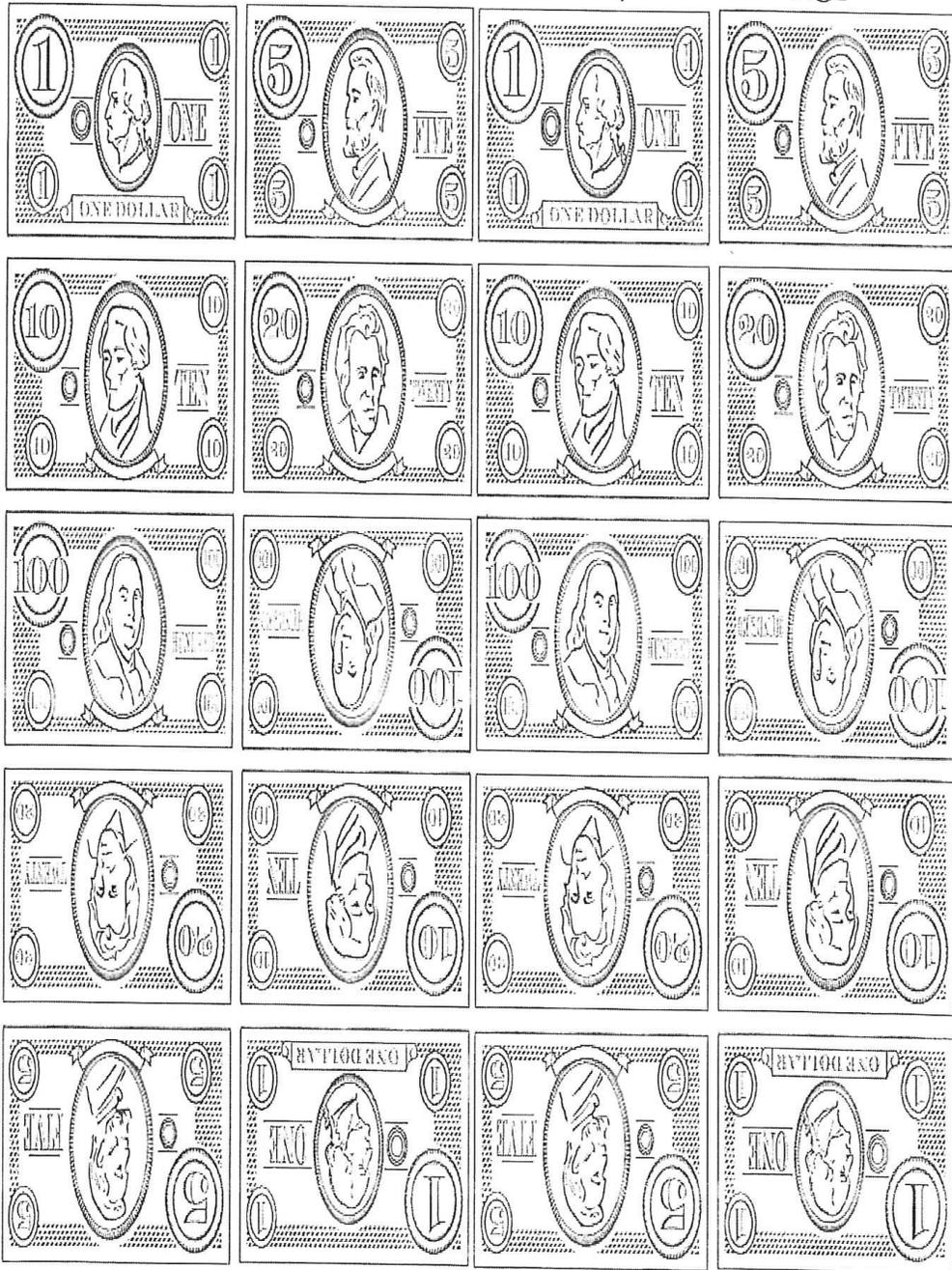
Problem Goal

Imagine that you are a fur trapper for the American Fur Company and about to set out for the winter to trap furs. Below are items you needed to buy from the trader when you signed up to be a trapper, and a value key for the different kinds of fur you would need to collect. During the 1820s and 1830s, the currency of the fur trade was the muskrat and all items, from furs to guns, were valued in muskrats or —rats. Using your math skills, and the chart provided decide how you will spend the \$386.54 you have saved for the winter. Remember the supplies you purchase will have to last you the entire trapping season. Using the money template provided, divide and label the money to pay for the supplies you choose to buy. You can only use the 386.54 dollars you have saved!

Supplies for a Fur Trapper

- 2 blankets = \$25.00
- 5 gun flints = \$4.00
- 1 trade gun = \$120.00
- 1 knife = \$40.00
- 1 fire steel = \$6.00
- 5 measures/gunpowder = \$50.00
- 1 kettle = \$31.00
- 1 axe = \$20.00

Day 2 Activity: Fur Trade 1



Day 3: Colonies/Economics (Choose 3 of the following Activities; you do NOT have to complete all 5 activities)

- Activity 1: Watch “In Search of the Lost Colony of Roanoke” part 1 and part 2.
<https://www.youtube.com/watch?v=o99Y4Brq-GY>
<https://www.youtube.com/watch?v=yprEKiho9Tc>
Write a one page reflection paper on what you learned about the Lost Colony of Roanoke
- Activity 2: Read the Lost Colony of Roanoke Historical Summary fact sheet. Then choose one of the theories at the bottom of the article about what happened to the Roanoke settlers that you believe best explains what happened to them. Write a paragraph that describes why you think this explanation is best.
- Activity 3: Read the New England, Middle and Southern Colonies fact sheet. Choose two colonies, then use the Venn diagram to compare and contrast the colonies
- Activity 4: Visit <http://thecolumbianexchange.weebly.com/> and read about the Columbian Exchange by typing in the link below. After reading the article, draw a world map on a plain sheet of white paper. On the map list, and draw pictures of the plants, animals and diseases that were exchanged between the two worlds. Be sure to draw the lines indicating which direction the goods moved.
- Activity 5: Create a Jamestown Fort diorama, or a Powhatan Village diorama using the Jamestown Fort/Powhatan Village Diorama Project information sheet.
Here are some examples of dioramas- yours DOES NOT have to look just like this, it is just a guide.





Resources for Day 3:

shoe box

paper

colored pencils

pencil

Internet

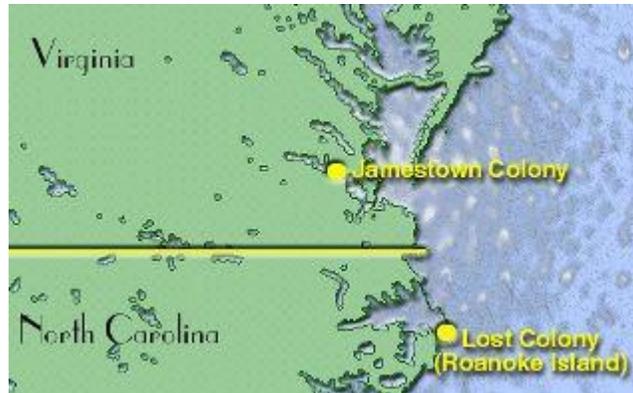
Youtube

Weebly

Day 3: Activity 2

Lost Colony of Roanoke

Roanoke Colony was the first attempt by the English to establish a colony in the Americas. Unfortunately, the colony failed when the settlers disappeared under mysterious circumstances giving the colony the nickname the "Lost Colony."



*Map showing location of
Jamestown and Roanoke Island Colonies
by NOAA*

Where was the colony located?

The Roanoke Colony was located on Roanoke Island off the coast of [North Carolina](#). The land was considered part of Virginia at the time.

Early Plans

In 1584, the land of Virginia in North America was granted to Sir Walter Raleigh by Queen Elizabeth I. The British hoped to establish a foothold in the Americas to expand their empire. Raleigh sent out Captain Philip Amada and Captain Arthur Barlowe to explore the area. They discovered Roanoke Island and met the local natives. Raleigh decided this would be a good place to establish a colony.

First Colony at Roanoke

The first expedition to Roanoke was led by Sir Richard Greenville. The expedition arrived at Roanoke in 1585. Greenville left 107 settlers, all men, at Roanoke under the charge of Ralph Lane. Greenville then returned to England in order to gather additional supplies for the settlement.

The settlers built a fort at Roanoke, but struggled to survive. It didn't help matters that they were constantly fighting with the local Native Americans. When English explorer [Sir](#)

[Francis Drake](#) passed by the settlement and offered to take them back to England, the colonists agreed. Not long after the colonists left, Captain Greenville finally returned with new supplies only to discover that the settlement had been abandoned. He left a small group of men on the island and then returned to England.

Second Colony at Roanoke

A second attempt at starting a colony at Roanoke occurred in 1587. This time 115 colonists travelled to Roanoke led by John White. They hoped to find the men that Greenville had left a year earlier. However, upon their arrival, all they found at the settlement was a human skeleton. Despite this setback, the colonists began to build their settlement on Roanoke. Not long after their arrival, a girl named Virginia Dare was born. She was the first child born in the Americas to English parents.

Unfortunately, the colonists continued to have disputes with the local tribes and some colonists were killed. They also discovered that they were ill-prepared to build a thriving colony. John White decided to return to England in order to gain supplies and reinforcements for the colony.



John White discovers the word "CROATOAN" carved at Roanoke's fort palisade by unknown

The Colony has Disappeared

After returning to England, White could find little help for the colony. England was in the middle of a large battle with Spain and the Spanish Armada. As a result, White was unable to return until three years later in 1590. When White arrived he found the colony completely abandoned. The only clues that White found included the word "Croatoan" carved into a fence post and "Cro" carved into a tree.

White found no sign of a struggle, however, and figured that the colonists had moved to Croatoan, which was what they called a nearby island (Hatteras Island). He also had reason to hope because he had told the colonists to carve a Maltese cross if they were being forced leave. Since he found no cross, he figured the colonists were okay. White was unable to search the nearby island for the colonists because of a bad storm and was forced to return to England.

The colonists were never heard from again and the colony gained the nickname the "Lost Colony."

Theories on the Disappearance

There are many theories about the disappearance of the Roanoke Colony. Many historians think that the colonists moved. They probably moved to Hatteras Island or further inland into the forests of North Carolina. The colonists may have eventually starved to death or been killed by local tribes. They may also have survived, made friends with a local tribe, and eventually became part of the tribe. One theory is that they became part of the Lumbee tribe of North Carolina. Another theory is that the Spanish, who didn't want the English in the Americas, destroyed the settlement and took the colonists captive.

Interesting Facts about the Lost Colony of Roanoke

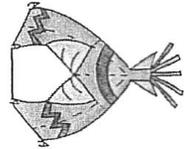
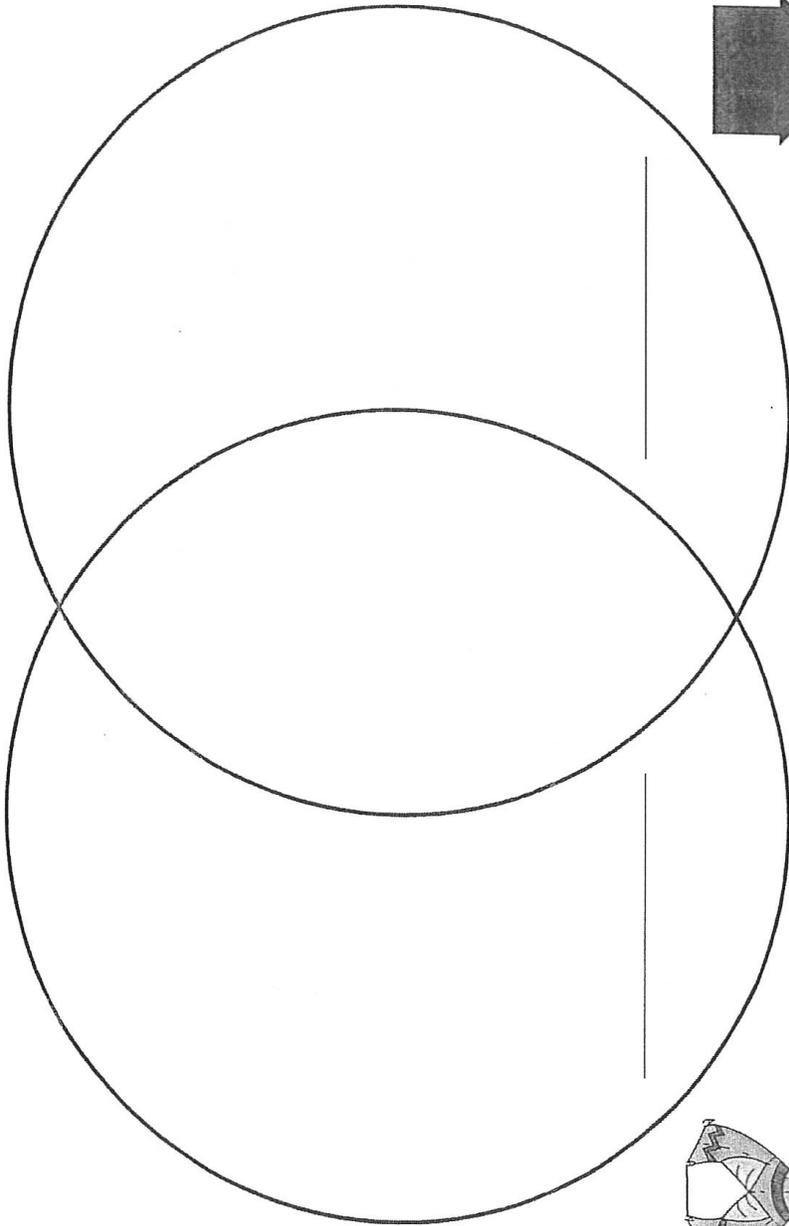
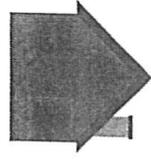
- Virginia Dare was the granddaughter of the colony's leader and governor John White.
- Roanoke Island is about 8 miles long and 2 miles wide.
- A bridge was built to Roanoke Island in 2002. It is called the Virginia Dare Memorial Bridge.
- No one is sure where the colony was located on the island. It is likely that the settlement is currently underwater due to erosion.

Day 3 Activities

<h3>NEW ENGLAND COLONIES</h3> <p>MASSACHUSETTS, CONNECTICUT, RHODE ISLAND, NEW HAMPSHIRE</p> <ul style="list-style-type: none">• FAMILY UNITS WERE IMPORTANT. FAMILIES WERE KEPT TOGETHER• PEOPLE WANTED TO PRACTICE THEIR OWN RELIGION• PEOPLE WERE INDEPENDENT; THEY DID MANY THINGS FOR THEMSELVES• SOME PEOPLE CAME TO MAKE MONEY, BUT NOT MANY• NATIVE AMERICAN TRIBES IN THE REGION INCLUDED: MOHEGAN, WAMPANAG, NARRAGANSETT, AND MICMACS• THE SOIL WAS POOR, BUT COLONISTS STILL HAD TO FARM• MAJOR CROPS INCLUDED CORN, RYE, AND PEAS• DUE TO POOR SOIL, FISHING AND WHALING BECAME IMPORTANT INDUSTRIES AND SOURCES OF FOOD 	<h3>MIDDLE COLONIES</h3> <p>PENNSYLVANIA, DELAWARE, NEW JERSEY, NEW YORK</p> <ul style="list-style-type: none">• PEOPLE WANTED TO PRACTICE THEIR OWN RELIGION• MANY PEOPLE DID NOT BRING THEIR FAMILIES WITH THEM FROM ENGLAND• PEOPLE CAME TO MAKE MONEY• PEOPLE PERFORMED HARD WORK IN IRONWORKS AND SHIPYARDS• NATIVE AMERICAN TRIBES IN THE REGION INCLUDED: ALGONQUIN, IROQUOIS, AND DELAWARE• MAJOR CROPS INCLUDED: WHEAT, BARLEY, RYE, AND FRUIT• LAND WAS FERTILE• MANUFACTURED GOODS INCLUDED: CLOCKS, WATCHES, GUNS, CLOCKS, HATS 	<h3>SOUTHERN COLONIES:</h3> <p>GEORGIA, NORTH CAROLINA, SOUTH CAROLINA, MARYLAND, VIRGINIA</p> <ul style="list-style-type: none">• FOUNDERS OF THE SOUTHERN COLONIES WERE OUT TO MAKE MONEY• SETTLERS IN THE SOUTHERN COLONIES BROUGHT THEIR FAMILIES BUT WERE MOTIVATED TO MAKE MONEY• PEOPLE LIVED TOGETHER ON LARGE PLANTATIONS AND SLAVERY WAS PRACTICED• NATIVE AMERICAN TRIBES INCLUDED: THE SEMINOLE, CHEROKEE, AND CHOCTAW• THE COLONIES FOUGHT OFTEN BUT ALSO TRADED WITH EACH OTHER• THE SOUTH HAD RICH SOIL FOR PLANTING CROPS• MAJOR CROPS INCLUDED TOBACCO, INDIGO, RICE, SOYBEANS, AND COTTON 
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Use this diagram to compare / contrast the colonies.

Day 3 Activity 3



Day 3 Activity 5

Name _____ Date Assigned _____

Jamestown Fort / Powhatan Village Diorama Project

Date Due: _____
(Students are penalized one letter grade for each day the project is late.)

Goal: Students are to create a three-dimensional model of the EITHER the Jamestown Fort OR a Powhatan Indian Village.

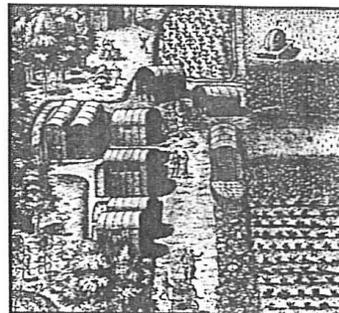
Procedure: There are several ways this could be done:

1. Make a diorama in a shoebox.
2. Use a flat piece of cardboard as a base and glue the building models onto it.
3. Use a piece of Styrofoam as the base and insert toothpicks or popsicle sticks into it to form the shape of the fort or the palisade wall around the Powhatan Village.

Hints: Each student should use an abundance of creativity to display a realistic view of this period of time. Students should use many natural resources around them, such as twigs, grasses, rocks, and shells.

Powhatan Villiage Requirements

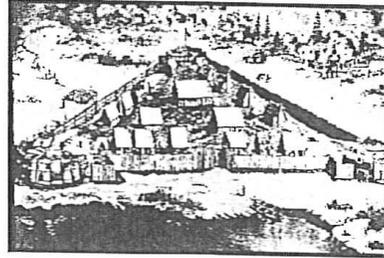
1. A title and your name must be included on the project.
2. You must include a circular palisade (the fence of tall wooden poles that was built around the village for protection).
2. You must include at least two longhouses.
4. At least two other details must be added to make the village look realistic. (These details might include additional buildings, trees, grass, a fire ring, a garden, or the James River.)



Day 3 Activity 5

Jamestown Fort Requirements

1. A title and your name must be included on the project.
2. You must include the palisade walls around the fort.
(They must have a triangular shape!)
3. You must include at least two houses.
4. At least two other details should be added to make the fort look realistic.
(These details might include additional buildings, trees, grass, a garden, a well, the James River, or cannons.)



Grading:

The projects will be worth 100 points, based on the following rubric:

1. <u>Requirements</u>	<u>70 points total</u>
a. Title included	5 points
b. Name included	5 points
c. Palisade included	20 points
d. At least two houses	20 points
e. At least two other details added	20 points
2. <u>Appearance</u>	<u>30 points total</u>
a. Neatness	10 points
b. Creativity	10 points
c. Historically accurate	10 points

Day 4: Road to Independence (Choose 2 of the following activities; you do not have to complete all 4 activities)

- Activity 1: Using the internet, go to youtube.com and type “Boston Massacre by Mr. Mills” in the search bar. View the five minute video and write a one page journal entry from the point of view of a patriot concerning the events that occurred. Next, view the same video again and write a one page journal entry from the point of view of a loyalist.
- Activity 2: John Adams was a lawyer who defended soldiers that were involved with the Boston Massacre. Follow the link to a video on The Boston Massacre: <https://www.youtube.com/watch?v=LRxJh9mcfmk> Decide if you would support the soldiers or oppose them and find them guilty of murder. Defend your choice by writing a paper explaining five reasons you would either support or oppose the soldiers.
- Activity 3: The Treaty of Paris ended the Revolutionary War. Map 1 displays the United States as it appeared before the Treaty of Paris was signed with the area shaded that belonged to Great Britain. Map 2 displays the United States after the Treaty of Paris was signed displaying the land the colonists acquired from the treaty. Using these two maps mark the area on Map 3 which shows all the land the United States received as a part of the Treaty of Paris by labeling it with our current day states.
- Activity 4: Read Revolution and a New Nation Fact Sheet. Using the fact sheet create a timeline of the major events of the revolution. Select five events that are the most important in your opinion. Explain why you chose these and calculate the time span between each of the events you chose.

Resources Day 4:

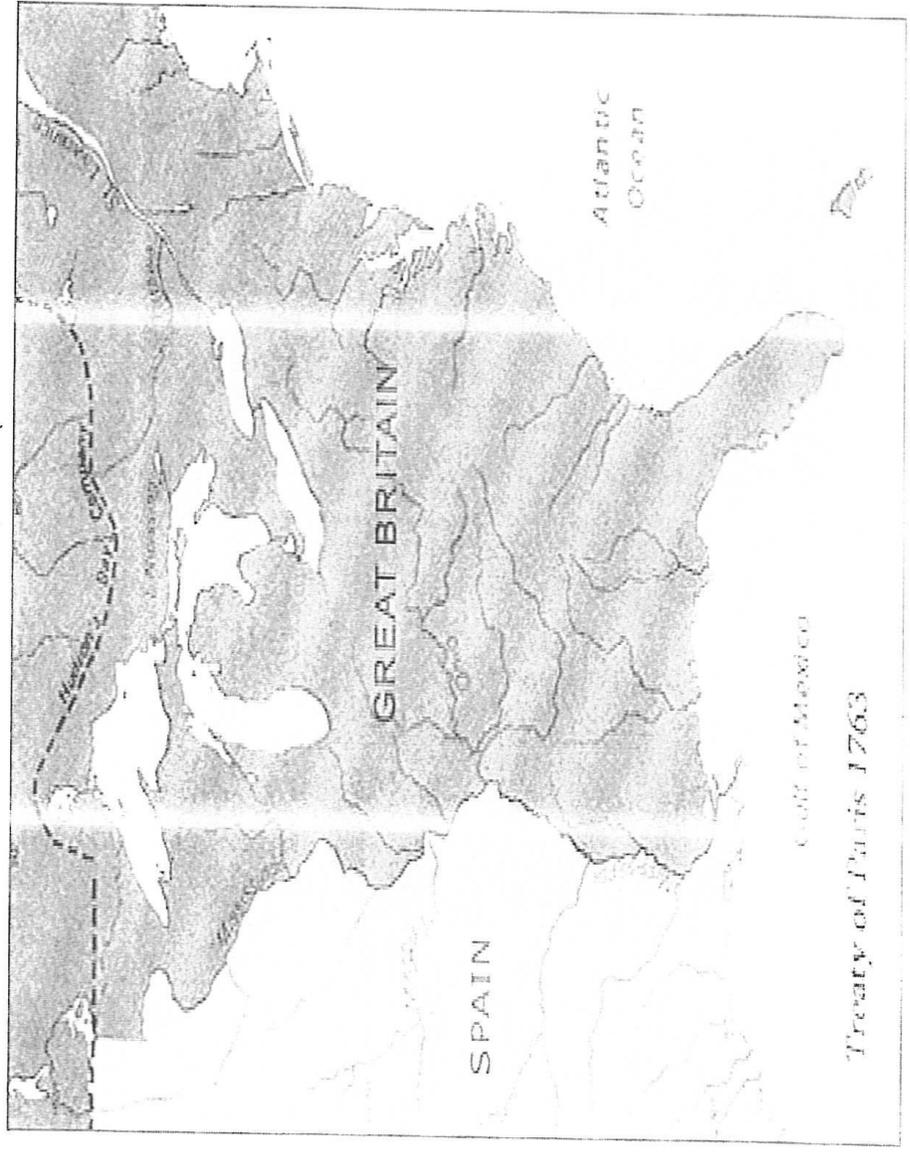
Internet: <https://www.youtube.com/watch?v=LRxJh9mcfmk>

Maps

New Nation Fact sheet

Day 4 Activity 3
Map 1

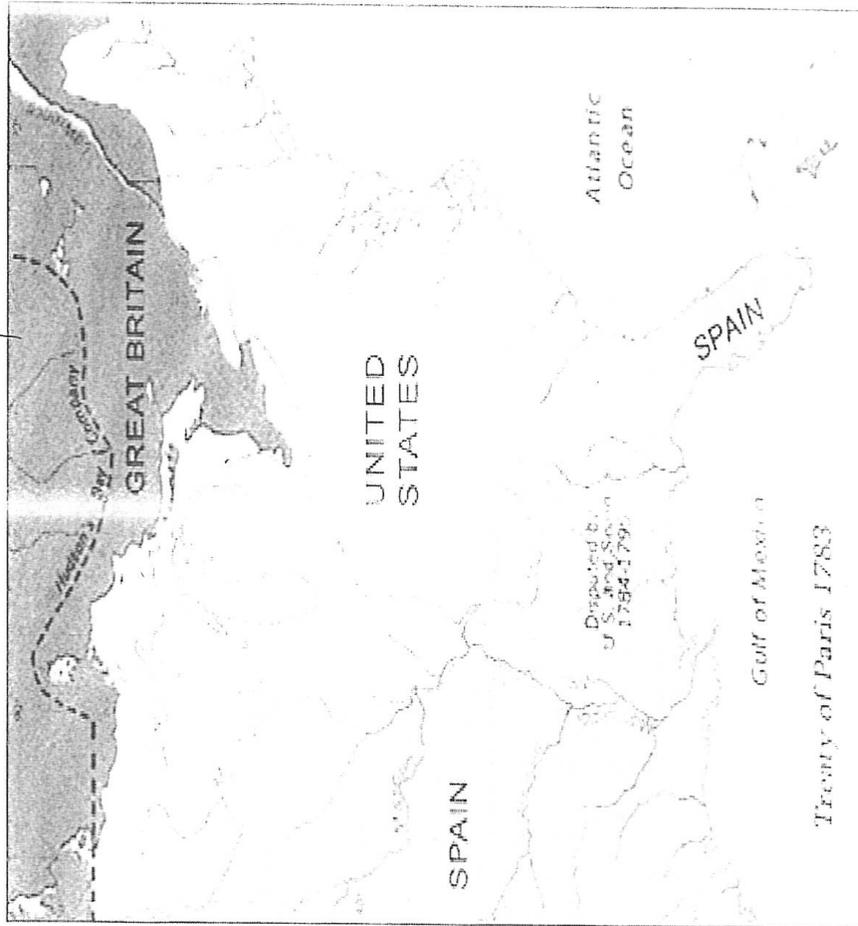
Prior to the Treaty of Paris



Day 4 Activity 3

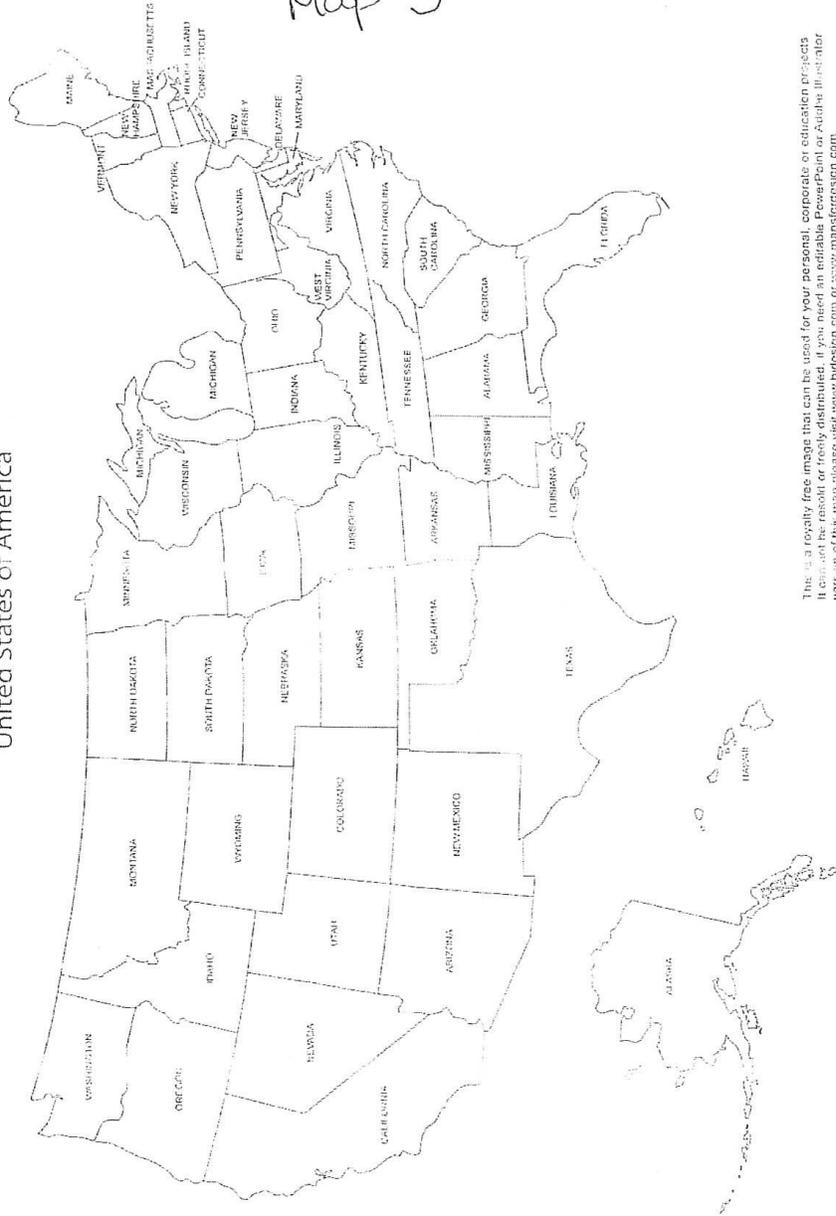
Map 2

After the Treaty of Paris



Day 4 Activity Map 3

United States of America



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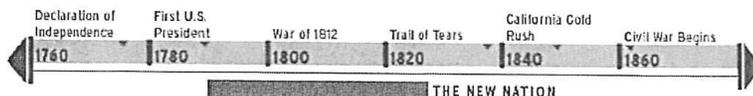
Day 4 Activity 4

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America's Story
from America's Library

Meet Amazing Americans | Jump Back In Time | Explore the States | Join America at Play | See, Hear and Sing

Jump Back In Time > The New Nation (1790-1828)



Francis Scott Key reaches out towards the flag in "The Star Spangled Banner" by Percy Moran

Click for enlargement and credits

During this time, Americans established their government and two parties emerged--the Federalists and the Republicans. Americans had a lot to deal with during this period. They had to struggle with the need to increase taxes to pay for the American Revolution as well as deal with the French Revolution which divided American support between France and Britain. Under President Jefferson, the country expanded westward with the purchase of the Louisiana territory and the Lewis and Clark expedition. The War of 1812 against Britain, sometimes called the Second War of American Independence, lasted three years. After the war, a mood of nationalism existed as people focused on events and issues at home. However, troubles were brewing, particularly on the topic of slavery.



↳ [Vikings in Maine?](#)

↳ [Fighting Long Knife](#)

MORE STORIES

[Choose Another Time Period](#)

MORE STORIES ABOUT
The New Nation

↳ ["Once Upon A Midnight Dreary"
"Edgar Allan Poe Was Born"](#)

Day 5: Creating Your Own Colony Project

We are studying the creation of the 13 English colonies in North America. Now is your chance to design your own new colony! Follow the directions on the project sheet in the resources. You can complete the worksheets included in the packet OR put all the information in your presentation. Your project includes:

- Name Your Colony
- Create Your Colony's regional map
- Written History of Your Colony
- Colony's Housing Blue Print
- Colony's Flag
- Colony's Constitutional Document
- Create a poster advertising your colony

Resources for day 5:

Project Resource sheet

Crayons, color pencils, or markers

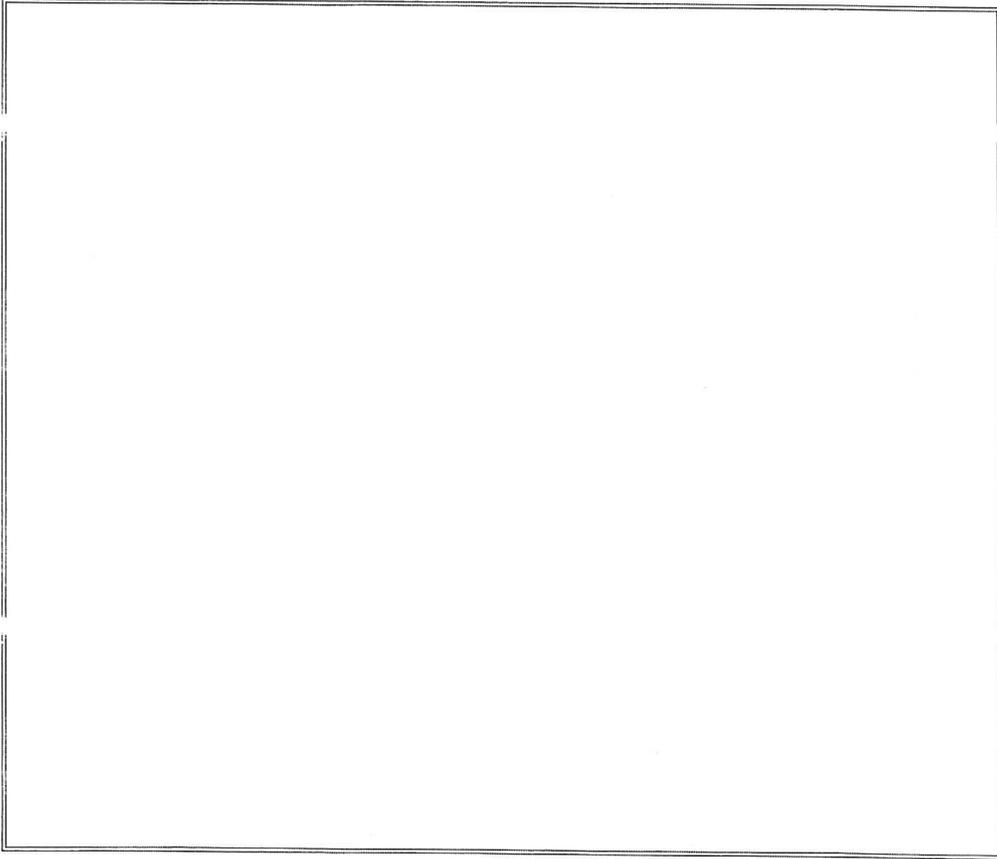
Poster Board/ Plain Paper/ Anything Displayable

Day 5 Activity Create Your Own Colony

We are studying the creation of the 13 English colonies in North America. Now is your chance to design your own new colony! Follow the instructions below to design your own colony.

Part I: Name of Colony: _____

Part II: Regional Map - Choose a geographic location of your new colony on a fictitious regional map (you must draw your own map and design the regions) that includes various common physical features. (Common features include, but are not limited to, lakes, rivers, stream and mountains.)



- Describe your location and why it would be a good place to build a colony.

Day 5 Activity

Part III: Written History - Create a brief history describing the major historical events and people that helped in the founding and development of your colony. The following are some questions to consider:

- + Who are the people coming to your colony?
- + Why are they leaving their previous home?
- + Why are they coming to your colony?
- + How was their journey in getting to this colony?

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Part IV: Housing Blue Prints - Design the construction of the first community shelters and village. You should consider the size of population and stockades for defense. You may want to examine other early colonies such as Jamestown, Virginia and other historical colonial designs. Create "blueprints" of your shelters and village. (Use the text *The Americans* and the internet to research early colonies.)

BLUEPRINT FOR TYPICAL SHELTER

BLUEPRINT FOR VILLAGE LAYOUT

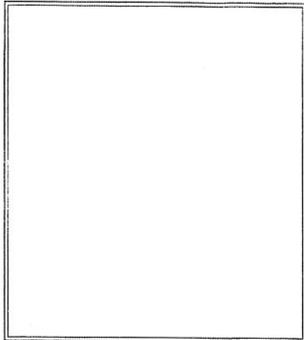
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Part V: Colonial Flag - Design a colonial flag to represent your colony. Include a symbol and its meaning.

REQUIRED	EXTRA CREDIT
SYMBOL:	SYMBOL:
MEANING:	MEANING:

Day 5 Activity

Part VI: Constitutional Document - Establish a character that will be instrumental in creating a constitutional document. Develop a document that will help your colony govern and protect your colonist's rights. Include what form of government is going to exist and include at least 5 laws that will help protect the rights of the people. (May do 3 additional laws for extra credit.)



Biography of: _____

Age: _____ Hometown: _____

Profession: _____

Occupation: _____

Fun Facts: 1. _____

2. _____

Constitution of _____

Proposed Government: _____

Guaranteed Rights: _____

Law 1: _____

Law 2: _____

Law 3: _____

Law 4: _____

Law 5: _____

Optional for extra credit:

Law 6: _____

Law 7: _____

Law 8: _____

Day 5 Activity

Part VII: Advertisement - Create a poster that advertises your colony with at least two reasons why your colony is the place to be. Your target audience should be where most of your colonist were originally from.

