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USING THE TEACHING GUIDE AND RESOURCE BOOK

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RESOURCE Book includes:

Student Sheets, Team Sheets, Transparencies, and Documents
Game Cards, Assessments, and Library and Media Resources

SAMPLE

Lesson 23

Free and Unfree in the Middle Colonies

Theme

Africans, both free and not free, played important roles in the building of the Middle Colonies. The varied industries and governments of the Middle Colonies determined how black colonists lived, the type of work they did, and how they fought against their bondage and became free.

Overview

The Middle Colonies all began as commercial enterprises. New Netherland, originally a venture of the Dutch West Indies Company became an English colony in 1664. William Penn founded Pennsylvania both as a profit-making enterprise and as a refuge of religious freedom for Quakers. New Jersey, originally a part of New Netherland, became the gift from the Duke of York to fellow investors in the Royal African Company, the property of Quakers, and eventually a royal colony. The Dutch and Swedes first settled Delaware; the English seized it and gave it to William Penn as part of his grant; in 1704 it became a separate royal colony.

Although history has much to say about the New England colonists making fortunes in the slave trade and southern colonists making fortunes from plantations that depended on the toil of enslaved Africans, the record remains somewhat silent on slavery in the Middle Colonies. Hard-working, independent Germans and Scandinavians as well as the English settled these colonies.

They engaged in farming, manufacturing, and mining, but they did not do all the work themselves. All the Middle Colonies imported and enslaved Africans in approximately the same percentages as the New England colonies. The lives of enslaved people in the Middle Colonies, except in New York City and Delaware, much resembled the lives of New England Africans.

The earliest Africans in the Middle Colonies may have been among the seamen who helped Henry Hudson navigate the Half Moon into New York Bay in 1609. The first documented African was Matthieu da Costa, recruited by the French to assist in trade with Canadian natives. He worked for the Dutch in New Netherland around 1607. Juan Rodrigues, a free mulatto sailor, arrived in 1612 in the Hudson River Valley aboard the Dutch ship *Jong Tobias* under Captain Mossel. Rodrigues decided to stay in the forest with goods to trade with the Indians and learned their language. Another Dutch mariner, captain of the *Fortuyn*, recruited Juan Rodrigues as an interpreter before Captain Mossel could return. Both da Costa and Rodrigues appear to have had unusual language skills, which made them valuable to the French and Dutch, and both had the freedom to sell their skills to the highest bidder or to work for themselves as traders.

The Dutch founded the village of New Amsterdam in 1626 with eleven African indentured servants among the settlers. In 1628, three enslaved Angolan women arrived, and in that year, the Dutch constructed a crude fort, the Battery, at the tip of New Netherland (Manhattan). Many

The Lesson

Focus Activity – 5 minutes

1. Write the following questions on chart paper, leaving space to record students' responses.
 - Why did the colonists come to the Middle Colonies?
 - Describe the land that they found.
 - What were their occupations?
2. Direct the teams to look at the map on page 99 in *Making Thirteen Colonies* to discuss the answers.
3. Use **Numbered Heads** to record team responses.
4. Review the following information with the students.

William Penn founded the colony of Pennsylvania to offer religious freedom to Quakers and anyone who wanted to settle there. New York, New Jersey, and Delaware began as commercial enterprises of the Dutch and Scandinavians. The land was fertile and the forests were dense, giving opportunities for farming, lumbering, and fur trading. Middle colonists engaged in a wide range of other occupations as well: fishing, mining, seafaring, and the many trades required in towns and in growing cities such as Philadelphia and New York.

Teaching Activity – 20 minutes

1. Remind students that enslavement of Africans took place in all the colonies, not just in the South. Africans in bondage in the Middle Colonies worked in the same wide variety of occupations as the white colonists.
2. Remind students that not all Africans came to the colonies in bondage. Some came free, some came as indentured servants and earned their freedom, some came enslaved but managed to become free.
3. Show the Transparency: *Conditions for Africans in the Middle Colonies*.

Notes

Remind students that conditions differed for enslaved Africans in different regions according to these factors.

Share information from the Overview so the students will understand the conditions for Africans in the Middle Colonies according to these factors. Ask the students to listen carefully as you relate information from the Overview. When they hear information about one of these factors, they should quietly raise their hands. Pause when this happens to discuss the information.

Note to the Teacher: As you read the Overview in preparation for this lesson, highlight passages to share with students.

4. Lead the students to understand from the information they have discussed that the proportion of Africans to whites varied widely in the Middle Colonies. In New York City, the large population of Africans made whites fearful and led to harsh treatment and violent uprisings. In Pennsylvania and New Jersey, the Quakers opposed slavery and influenced treatment of enslaved people for the good. For many Africans in the Middle Colonies, their varied occupations and the closeness in which they lived and worked with slaveholders made conditions relatively mild. Africans in the Middle Colonies could own land and enjoy other rights; however, these colonies had restrictive slave codes as did the New England colonies. Africans resisted in subtle and overt ways, especially in New York City. The Quakers promoted education and conversion of Africans to Christianity.

Student Team Learning Activity – 25 minutes

Drawing important facts from personal accounts

1. Students will make additional sets of cards for the Freedom Swap game based on African voices from the Middle Colonies.
2. Distribute Team Sheets: *African Voices from the Middle Colonies*.

Each team member receives four index cards and an African voice to read. Explain to the students that they will make and play a game of Freedom Swap. Students record information from their African voices to make a set of four playing cards for their person.

To begin, they write the name of their African voice at the top of each index card on the lined side. Students read through the account and decide on four important facts about the person. These could include:

- When and where was this person born, and was he or she born free or unfree?
 - What work did this person do?
 - If this person was free, how was freedom gained?
 - Where did he or she live?
 - What did this person do that was important?
3. Students write the important facts in brief first-person sentences on the lined side of the card under the name, one fact per card. For example:

Benjamin Banneker

I attended a Quaker school.

Juan Rodrigues

My ability to learn languages made my services very valuable to ships' captains.

4. **Circulate and Monitor:** Visit each team to assist students in finding important facts, to be sure they write them legibly on their cards, and that the name of their African voice is at the top of each card. (If a team has four students, and if several students work quickly or have a brief African voice, they may make cards for the fifth and sixth voices.)
5. When students have completed their cards, they gather and shuffle them.

Each student receives two cards; the remainder forms a center pile. Students play Freedom Swap like Go Fish.

The first player (the one whose first name begins with a letter nearest the beginning of the alphabet) asks any teammate for a card that would match one in his or her hand (for example, I want a Lucy d'Angola.) If the teammate has the requested card, he or she must give it up.

The first player continues to ask other teammates for cards to match those in his or her hand. If the teammate does not have the requested card, the first player draws a card from the center pile.

Play moves to the left. When a player collects all four cards for an African voice, he or she lays the cards on the

Making Thirteen Colonies **Resource Book**

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The First Virginians

DESCRIPTION		INFERENCE
ORGANIZATION		
LEADERSHIP		
FOOD		
FARMING		
DIVISION OF LABOR		
CUSTOMS		

SAMPLE

African Voices from Colonial New England

PHILLIS WHEATLEY



My name is Phillis Wheatley; I was born in 1754. I do not know my African name because I was kidnapped and sold at the age of seven to John Wheatley of Boston.

I was sickly, and the Wheatley family treated me like their child and tutored me so that I had a fine education.

I learned geography, astronomy, history, English and Latin; I could not get enough learning. I began to write poetry, and the people of Boston were amazed with me.

The Wheatley family freed me and sent me to London for my health in 1773. There my book of poetry, "Poems on Various Subjects, Religious and Moral," was published. No one in the colonies would publish my poems because they could not believe an African had written them. You can still read my poems today.

Some Africans criticized my writing because I did not attack slavery or defend the rights of Africans. I felt glad to have been saved from a land where Christianity was not known and to have had an education and a loving family. I died in 1784, a Christian and an American.

CONDITIONS FOR AFRICANS IN MIDDLE COLONIES

Numbers (in proportion to the white population)

Occupations

Punishments

Quakers and other religions

Resistance

Slave codes