

## INTRODUCTION

This unit, *Colonial Designs*, focuses on the period during which European nations established American colonies — settlements in the geographic area that is now the United States. The workshop activities are designed to deepen teachers' understanding of how colonial life differed among these competing colonies.

## LEARNING OBJECTIVES

In this session, teachers will

- compare the differences in European colonial enterprises, and the relations that different Native American tribes had with the colonies;
- learn about the rise of race-based slavery in the colonies;
- examine the reasons for the increasing economic power of the English colonies.

## Before You Begin

Before the day of the *Colonial Designs* session, familiarize yourself with the reading materials assigned to the participating teachers. Review this facilitator's guide. Be sure to prepare the correct number of overheads, handouts, maps, charts, and illustrations needed for each activity. Each teacher should read the text materials for Unit 3 before attending the workshop (estimated reading time: two hours). Teachers should also complete the web interactive *Reading Maps*, which provides basic information for reading and analyzing maps. Activities during the session will draw heavily on the content in the text materials, the interactive, as well as the video. Teachers should bring the unit text materials to the workshop session.

## MATERIALS NEEDED

- This *America's History in the Making* facilitator's guide
- Text Materials for Unit 3: *Colonial Designs*
- VHS tape and VCR, DVD and DVD player, or access to streaming video of *America's History in the Making* video for Unit 3: *Colonial Designs* available at [www.learner.org](http://www.learner.org)
- Overhead projector and colored pens
- Multiple copies of handouts (in the Appendix of this guide)
- Pens and paper for participating teachers and facilitator
- Chalkboard, blank transparencies, or overhead for reporting out

## OVERHEAD AND HANDOUT INSTRUCTIONS

1. Using Appendix A, “Themes for *Colonial Designs*,” create an overhead transparency.
2. Using Appendix B, “*Colonial Designs* Visual Organizer,” create an overhead transparency as well as one copy for each teacher.
3. Using Appendix C, “Overview of American Colonies Maps,” make one copy of each map.
4. Using Appendix D, “American Colonies Map Pieces,” cut out one copy of each map piece.
5. Using Appendix E, “Complete American Colonies Maps,” make one copy for yourself, the facilitator.
6. Using Appendix F, “Population of the Chesapeake Colonies, 1610-1750,” make one copy for each participant.
7. Using Appendix G, “Estimated Southern Population by Race and Region, 1685-1790,” make one copy for each participant.
8. Using Appendix H, “Blank Population Chart,” make one copy for each participant.

**Facilitator’s Note:** You may want to prepare overheads of the reflection and discussion questions for teachers to reference during the workshop activities.

## LEADING THE SESSION

As participating teachers arrive, have an overhead set up that lists the main themes of the unit for teachers to review (Appendix A).

After you have completed any housekeeping announcements, ask one of the teachers to read the themes aloud. Explain that they will expand their understanding of these three themes through activities and video segments that build on the reading they did prior to the workshop session.

## Warm-up and Activity 1 (40 minutes)

This activity serves as an icebreaker for the group, while reviewing ideas from the reading and setting up one of the main themes for the unit — the coexistence of numerous European colonies in what is now the United States. Teachers should draw on the reading for the unit as well as their previous knowledge of the era to complete the warm-up brainstorming and activity.

### Warm-up Brainstorming (10 minutes)

Ask teachers to brainstorm a list of the reasons that Germans came to the English colonies in North America, based on what they recall from the *Magazine of History* article “German-Speaking Immigrants in the British Atlantic World, 1680-1730.” Once the group has generated its list, have teachers discuss whether these reasons are substantially different from or similar to the reasons other people came to the English colonies. How does learning about this particular group of immigrants enhance our understanding of life in the colonial era?

### Activity 1

After the warm-up, put a copy of the “*Colonial Designs Visual Organizer*” (Appendix B) on the overhead projector and distribute one copy to each teacher. Divide the teachers into four groups.

#### Part 1 (15 minutes)

Tell the teachers that they will use the *Colonial Designs Visual Organizer*, modified from a standard KWL chart, to track information about some of the major European colonial enterprises in America.

Ask the first group to fill out columns one through four for the first row: “French Colonies.”

Ask the second group to fill out columns one through four for the second row, “Dutch Colonies.”

Ask the third group to fill out columns one through four for the third row, “Spanish Colonies.”

Ask the fourth group to fill out columns one through four for the fourth row, “English Colonies.”

Let all groups know that for column two, they should list materials from the session preparation as well as any other sources that they have read, viewed, studied, or taught previously.

#### Part 2 (10 minutes)

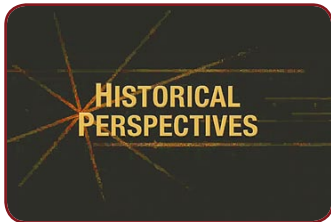
Have the groups report out their responses for Part 1. Note each group’s input on the overhead, and have teachers record the information on their individual copies of the *Colonial Designs Visual Organizer*. After each group presents, the other teachers should be encouraged to add any additional ideas they have, particularly for column four. Teachers will return to this document at the end of today’s workshop.

### Part 3 (5 minutes)

Allow teachers to share their responses to the following reflection questions with the group.

#### Reflection Questions

1. What are the main similarities and differences between the different colonial groups?
2. For the responses recorded in column two, did you learn about all of the groups from the same types of sources, or did different sources offer insight into each group?



**Watch Video Segment 1:**  
**Historical Perspectives** (approximately 10 minutes)

## Activity 2 (25 minutes)

Teachers should rely on material from the video and the readings to complete this activity. They should be encouraged to refer to the text materials as a resource.

### Activity Overview

This activity uses maps to help teachers understand the changing colonial landscape in America.

#### Part 1 (10 minutes)

Hang the three “Overview of American Colonies Maps” (Appendix C) at different locations on the blackboard or wall of your workshop space. Distribute the “American Colonies Map Pieces” (Appendix D) evenly among the teachers. Tell the teachers that these map pieces represent the American colonies claimed by European nations in 1600, 1660, and 1763. Have teachers circulate through the room hanging their Map Pieces on the appropriate Overview Maps. Once the teachers have finished hanging the pieces, verify that all the pieces are correctly placed using your copy of the “Complete American Colonies Maps” (Appendix E).

#### Part 2 (15 minutes)

Ask teachers to identify what significant changes they see between the maps. Have the teachers list what events, policies, or other causes led to the changes reflected in the later maps.



**Watch Video Segment 2:**  
**Faces of America** (approximately 10 minutes)

## Activity 3 (30 minutes)

Teachers should rely on material from the video and the readings to complete this activity. They should be encouraged to refer to the text materials as a resource.

### Activity Overview

The goal of this activity is to explore how the establishment of race-based slavery in the British colonies affected colonial populations.

#### Part 1 (5 minutes)

Distribute copies of the “Population of the Chesapeake Colonies, 1610–1750” (Appendix F). Ask the teachers to write a three-sentence hypothesis about factors affecting population change based on the information in the graph.

#### Part 2 (10 minutes)

Distribute the chart “Estimated Southern Population by Race and Region, 1685–1790” (Appendix G) and the “Blank Population Chart” (Appendix H) to the teachers. Divide teachers into pairs, and have them graph the data from the chart (using the graph from Part 1 as a model). One pair should graph the information on *Population of the Entire Region*; another pair should graph *Population of Virginia and the Carolinas*; a third pair should graph *Population Outside Virginia and the Carolinas*. Depending on the size of your group, assign any remaining pairs to graph one of the other regions listed separately on the chart.

#### Part 3 (10 minutes)

Have the groups compare their graphs. Based on their findings, have them discuss the following questions:

1. Are there significant regional differences in the demographic changes in this era?
3. Do the new graphs support the hypotheses they developed in Part 1?
5. What information from the “Faces of America” segment on Elizabeth Key supports their hypotheses?

#### Part 4 (5 minutes)

Have teachers share their responses to the following reflection question.

#### Reflection Question

This activity built on the stories told in the “Faces of America” segment through the use of graphing, charts, demographic data, and evidence-based hypothesis. How can you use these techniques with your students to supplement their understanding of stories about American history?



#### Watch Video Segment 3: Hands on History

*(approximately 5 minutes to the end of the tape)*

## Activity 4 (25 minutes)

### Activity Overview

This activity serves as a conclusion to this session of the workshop. It will provide you with an opportunity to reflect on what you have learned.

#### Part 1 (5 minutes)

Read teachers the following statement made by Dr. Jim Bruseth in the “Hands on History” section of the video:

“The relationship between archaeology and history is one of, I think, hand and glove, particularly for the period of time that we call ‘Historical Archaeology.’ That’s doing archaeology for the last three hundred or four hundred years where we have historical documents. One of the exciting aspects of Historical Archaeology is having the written record and the archaeological record to see if they corroborate each other, or if one is telling a different story.”

Ask teachers what aspect of “Hands on History” supports this statement. Can teachers think of other historical incidents or periods they know of that have been studied using both written historical documents and archaeological evidence?

#### Part 2 (10 minutes)

Have teachers review the *Colonial Designs* Visual Organizers. Ask them to work individually to fill out column five: “What We **Learned**” based on what they learned today from all three video segments plus the workshop activities.

#### Part 3 (10 minutes)

Have teachers compare their responses to Part 2. Then have the collective group work together to fill in column six: “Where We Might **Search** to Learn More” for sources on any unanswered questions from column four — and any new questions that arose as they watched the video and completed the workshop activities.

Conclude the workshop by suggesting to teachers that they may want to make similar Visual Organizer charts to use on their own for the upcoming units of *America’s History in the Making*.

## APPENDICES – *Colonial Designs*

- A: “Themes for Themes for *Colonial Designs*”  
overhead transparency
- B: “*Colonial Designs* Visual Organizer”  
overhead transparency, and one handout  
for each participating teacher
- C: “Overview of American Colonies Maps”  
one copy of each map
- D: “American Colonies Map Pieces”  
cut out one copy of each map piece
- E: “Complete American Colonies Maps”  
one copy for yourself, the facilitator
- F: “Population of the Chesapeake Colonies, 1610-1750”  
one handout for each participating teacher
- G: “Estimated Southern Population by Race and Region, 1685-1790”  
one handout for each participating teacher
- H: “Blank Population Chart”  
one handout for each participating teacher

## **Appendix A: Themes for *Colonial Designs***

### **THEME 1**

Between the 1580s and the 1680s, numerous European powers competed to establish colonies in North America and define colonial relationships to Native American tribes.

### **THEME 2**

Between 1660 and 1720, the English colonies in North America adopted the system of race-based slavery, altering the status of blacks living in the colonies and prompting the increased importation of enslaved Africans.

### **THEME 3**

The later colonial period, from the 1680s through the 1760s, saw the increasing economic power of England's colonies.

## Appendix B: *Colonial Designs* Visual Organizer

	<b>What We Know About These American Colonies</b>	<b>Sources: Where We Learned What We Know</b>	<b>How We Teach It</b>	<b>What Else We <i>Want</i> to Know About These Colonies</b>	<b>What We <i>Learned</i> During This Workshop</b>	<b>Where We Might <i>Search</i> to Learn More</b>
<b>French Colonies</b>						
<b>Dutch Colonies</b>						
<b>Spanish Colonies</b>						
<b>English Colonies</b>						

## Appendix C: Overview of American Colonies Maps

Map 1: European Colonies in America, 1600



Item 3753

Oregon Public Broadcasting, created for *America's History in the Making*, OVERVIEW OF AMERICAN COLONIES MAPS (2007). Courtesy of Oregon Public Broadcasting.

## Appendix C: Overview of American Colonies Maps

Map 2: European Colonies in America, 1660



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Oregon Public Broadcasting, created for *America's History in the Making*, OVERVIEW OF AMERICAN COLONIES MAPS (2007). Courtesy of Oregon Public Broadcasting.

## Appendix C: Overview of American Colonies Maps





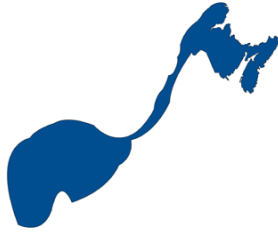





**Map 3: European Colonies in America, 1763**



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Oregon Public Broadcasting, created for *America's History in the Making*, OVERVIEW OF AMERICAN COLONIES MAPS (2007). Courtesy of Oregon Public Broadcasting.

## Appendix D: American Colonies Map Pieces

	Claims – 1600	Claims – 1660s	Claims – 1763
<b>Britain</b>			
<b>France</b>			
<b>Spain</b>			
<b>Netherlands</b>		<b>N/A</b>	<b>N/A</b>

Oregon Public Broadcasting, created for *America's History in the Making*, AMERICAN COLONIES, MAP PIECES (2007). Courtesy of Oregon Public Broadcasting.

# Appendix E: Complete American Colonies Maps

Map 1: European Colonies in America, 1600

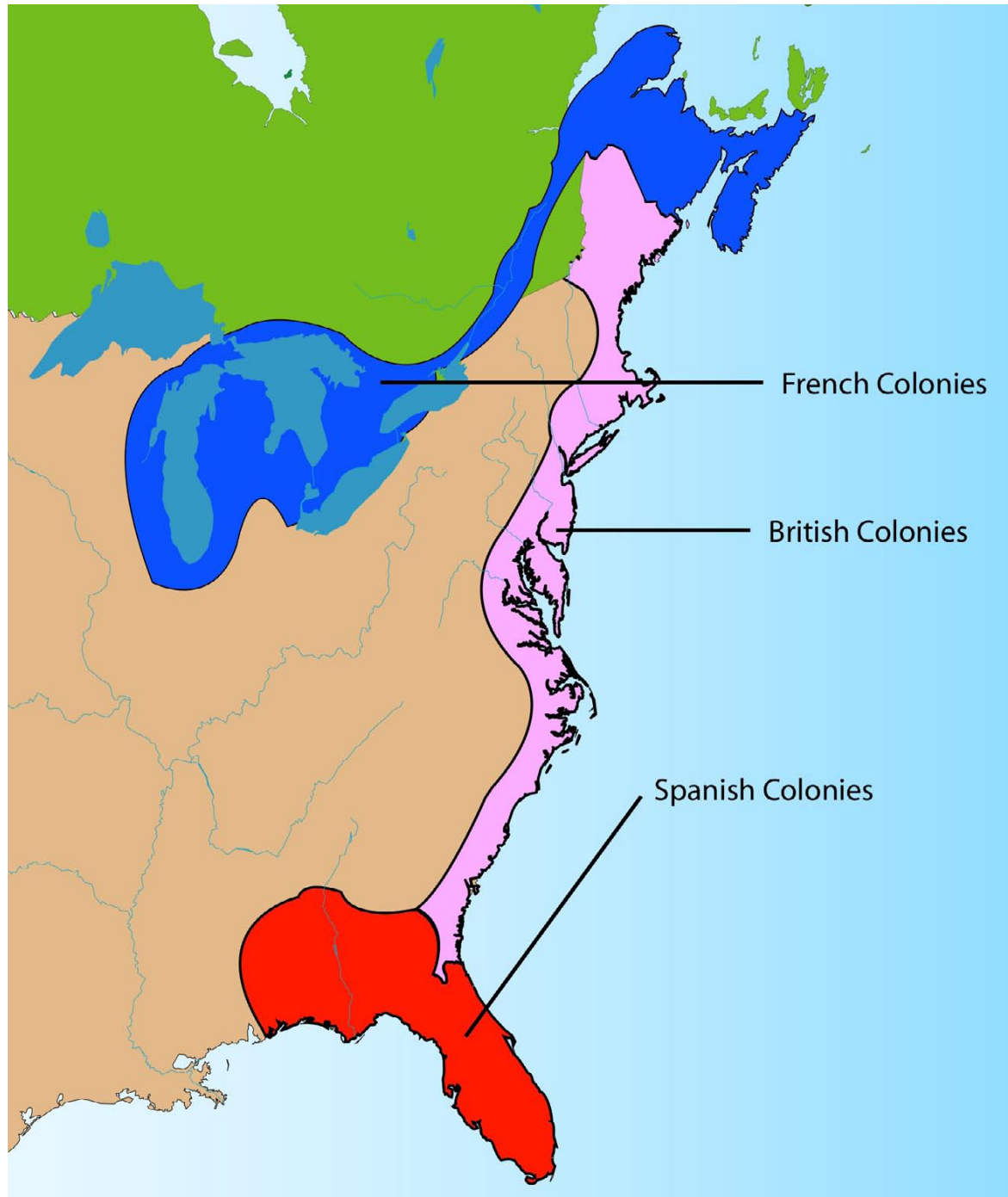


Item 3756

Oregon Public Broadcasting, created for *America's History in the Making*, COMPLETE AMERICAN COLONIES, MAPS (2007). Courtesy of Oregon Public Broadcasting.

## Appendix E: Complete American Colonies Maps

Map 2: European Colonies in America, 1660



Item 3757

Oregon Public Broadcasting, created for *America's History in the Making*, COMPLETE AMERICAN COLONIES, MAPS (2007). Courtesy of Oregon Public Broadcasting.

## Appendix E: Complete American Colonies Maps

Map 3: European Colonies in America, 1763



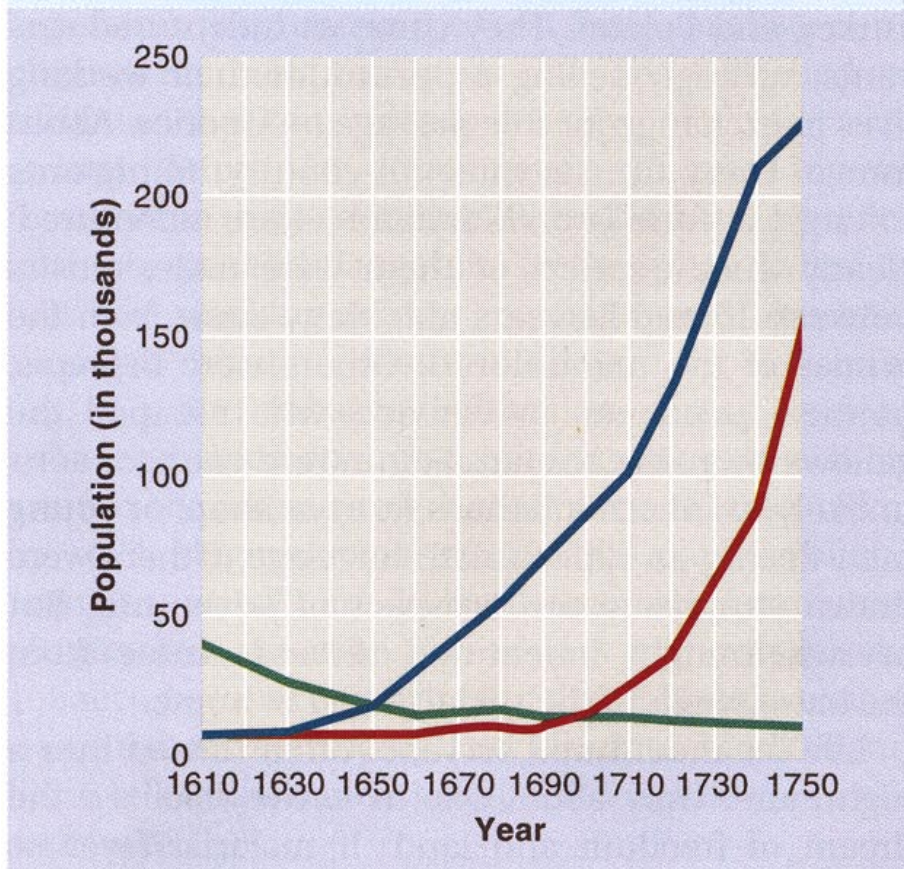
Item 3758

Oregon Public Broadcasting, created for *America's History in the Making*, COMPLETE AMERICAN COLONIES, MAPS (2007). Courtesy of Oregon Public Broadcasting.

## Appendix F: Population of the Chesapeake Colonies, 1610–1750

### Population of the Chesapeake Colonies, 1610–1750

As indicated in this chart, it was not until the 1690s, when Chesapeake planters began turning to Africa for their labor, that the black population in the Chesapeake colonies began to rise rapidly.



— White    — Black    — Native American

Source: U.S. Bureau of the Census.

Item 3690

Gary B. Nash and others, eds. *The American People: Creating a Nation and a Society*, 6th ed. (New York: Pearson Education Inc., 2004), 80.

# Appendix G: Estimated Southern Population by Race and Region, 1685–1790

## I. Virginia

	1685	1700	1715	1730	1745	1760	1775	1790
Red	2900	1900	1300	900	600	400	300	200
White	38,100	56,100	74,100	103,300	148,300	196,300	279,500	442,100
Black	2600	5500	20,900	49,700	85,300	130,900	186,400	305,500
<b>TOTAL</b>	<b>43,600</b>	<b>63,500</b>	<b>96,300</b>	<b>153,900</b>	<b>234,200</b>	<b>327,600</b>	<b>466,200</b>	<b>747,800</b>

## II. North Carolina (east of the mountains)

	1685	1700	1715	1730	1745	1760	1775	1790
Red	10,000	7200	3000	2000	1500	1000	500	300
White	5700	9400	14,800	27,300	42,700	84,500	156,800	288,200
Black	200	400	1800	5500	14,000	28,200	52,300	105,500
<b>TOTAL</b>	<b>15,900</b>	<b>17,000</b>	<b>19,600</b>	<b>34,800</b>	<b>58,200</b>	<b>113,700</b>	<b>209,600</b>	<b>394,000</b>

## III. South Carolina (east of the mountains)

	1685	1700	1715	1730	1745	1760	1775	1790
Red	10,000	7500	5100	2000	1500	1000	500	300
White	1400	3800	5500	9800	23,000	38,600	71,600	140,200
Black	500	2800	8600	21,600	40,600	57,900	107,300	108,900
<b>TOTAL</b>	<b>11,900</b>	<b>14,100</b>	<b>19,200</b>	<b>33,400</b>	<b>62,400</b>	<b>97,500</b>	<b>179,400</b>	<b>249,400</b>

## IV. Florida

	1685	1700	1715	1730	1745	1760	1775	1790
Red	16,000	10,000	3700	2800	1700	700	1500	2000
White	1500	1500	1500	1700	2100	2700	1800	1400
Black	0	0	0	100	300	500	3000	500
<b>TOTAL</b>	<b>17,500</b>	<b>11,500</b>	<b>5200</b>	<b>4600</b>	<b>4100</b>	<b>3900</b>	<b>6300</b>	<b>3900</b>

## Appendix G: Estimated Southern Population by Race and Region, 1685–1790

### V. Creeks/Georgia/Alabama

	1685	1700	1715	1730	1745	1760	1775	1790
Red	15,000	9000	10,000	11,000	12,000	13,000	14,000	15,000
White	0	0	0	100	1400	6000	18,000	52,900
Black	0	0	0	0	100	3600	15,000	29,700
<b>TOTAL</b>	<b>15,000</b>	<b>9000</b>	<b>10,000</b>	<b>11,100</b>	<b>13,500</b>	<b>22,600</b>	<b>47,000</b>	<b>97,600</b>

### VI. Cherokees

	1685	1700	1715	1730	1745	1760	1775	1790
Red	32,000	16,000	11,200	10,500	9000	7200	8500	7500
White	0	0	0	0	0	300	2000	26,100
Black	0	0	0	0	0	0	200	2500
<b>TOTAL</b>	<b>32,000</b>	<b>16,000</b>	<b>11,200</b>	<b>10,500</b>	<b>9000</b>	<b>7500</b>	<b>10,700</b>	<b>36,100</b>

### VII. Choctaws/Chickasaws

	1685	1700	1715	1730	1745	1760	1775	1790
Red	35,000	26,000	20,800	14,300	14,500	14,900	16,300	17,800
White	0	0	0	100	100	100	100	500
Black	0	0	0	0	0	0	0	300
<b>TOTAL</b>	<b>35,000</b>	<b>26,000</b>	<b>20,800</b>	<b>14,400</b>	<b>14,600</b>	<b>15,000</b>	<b>16,400</b>	<b>18,600</b>

### VIII. Natchez/Louisiana

	1685	1700	1715	1730	1745	1760	1775	1790
Red	42,000	27,000	15,000	8000	5000	3600	3700	4000
White	0	100	300	1700	3900	4000	10,900	19,400
Black	0	0	100	3600	4100	5300	9600	23,200
<b>TOTAL</b>	<b>42,000</b>	<b>27,100</b>	<b>15,400</b>	<b>13,300</b>	<b>13,000</b>	<b>13,9000</b>	<b>24,200</b>	<b>46,600</b>

# Appendix G: Estimated Southern Population by Race and Region, 1685–1790

## IX. East Texas

	1685	1700	1715	1730	1745	1760	1775	1790
Red	28,000	21,000	17,000	14,000	12,000	10,000	8300	7000
White	200	0	300	600	900	1200	1500	1800
Black	0	0	0	100	200	300	600	600
<b>TOTAL</b>	<b>28,200</b>	<b>21,000</b>	<b>17,300</b>	<b>14,700</b>	<b>13,100</b>	<b>11,500</b>	<b>10,400</b>	<b>9400</b>

## X. Shawnee Interior

	1685	1700	1715	1730	1745	1760	1775	1790
Red	8500	5000	3000	1200	1500	1800	2000	1800
White	0	0	0	0	0	0	300	67,000
Black	0	0	0	0	0	0	0	13,8000
<b>TOTAL</b>	<b>8500</b>	<b>5000</b>	<b>3000</b>	<b>1200</b>	<b>1500</b>	<b>1800</b>	<b>2300</b>	<b>82,600</b>

## TOTALS for Areas I-X.

	1685	1700	1715	1730	1745	1760	1775	1790
Red	199,400	130,600	90,100	66,700	59,300	53,600	55,600	555,900
White	46,900	70,900	96,500	144,600	219,700	333,700	542,500	1,039,600
Black	3300	8700	31,400	80,600	144,600	226,700	374,400	590,500
<b>TOTALS</b>	<b>249,600</b>	<b>210,200</b>	<b>218,000</b>	<b>291,900</b>	<b>423,600</b>	<b>614,000</b>	<b>972,500</b>	<b>1,686,000</b>

# Appendix G: Estimated Southern Population by Race and Region, 1685–1790

## The U. S. South: the Story in Numbers

### Population of the Entire Region

	1685	1730	1790
Indian	199,400	66,700	55,900
White	46,900	144,600	1,039,600
Black	3300	80,600	590,500
<b>TOTAL</b>	<b>249,600</b>	<b>291,900</b>	<b>1,686,000</b>

### Population of Virginia and the Carolinas

	1685	1730	1790
Indian	22,900	4900	800
White	45,200	140,400	870,500
Black	3300	76,800	519,900
<b>TOTAL</b>	<b>71,400</b>	<b>222,100</b>	<b>1,391,200</b>

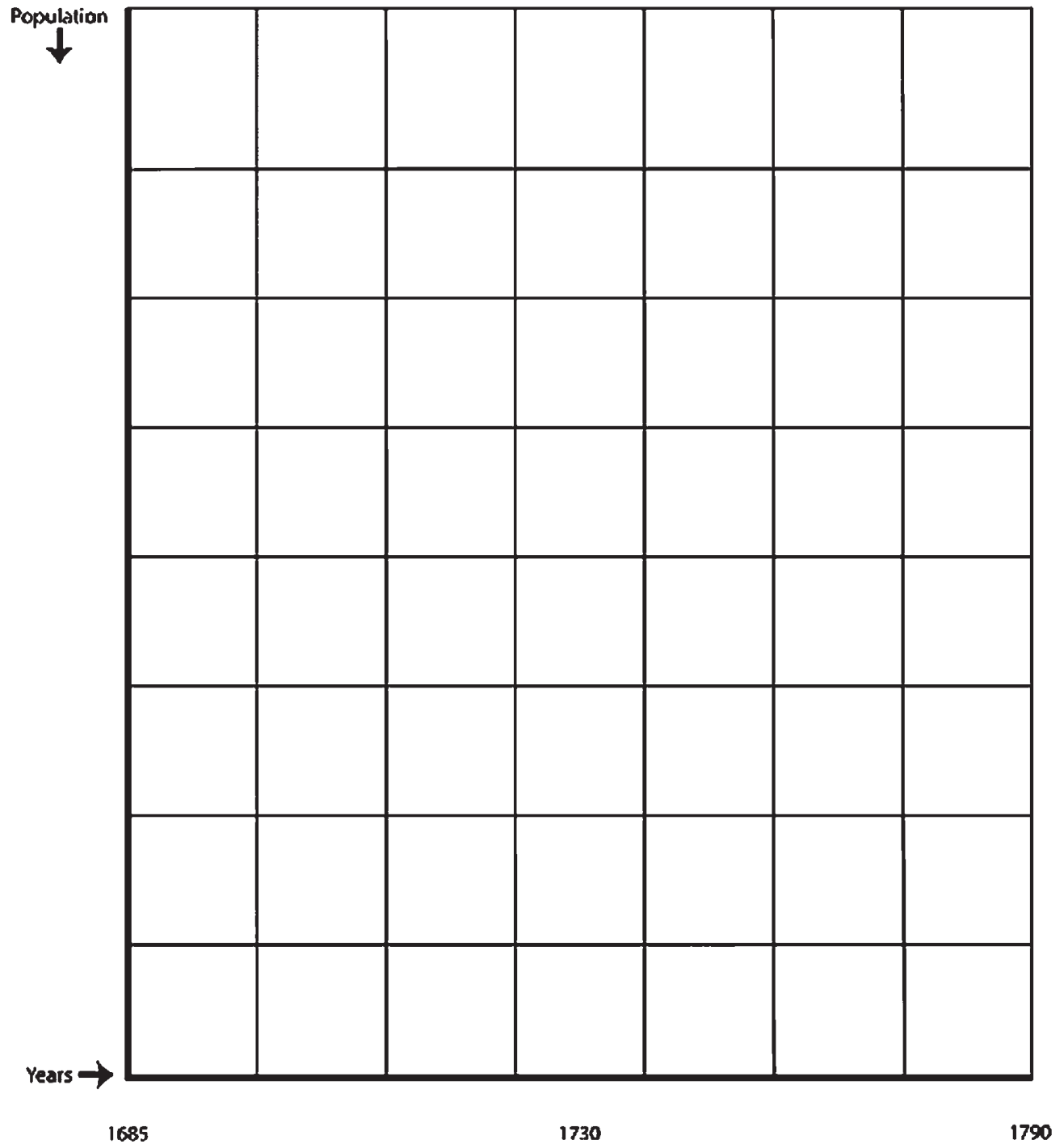
### Population Outside Virginia and the Carolinas

	1685	1730	1790
Indian	176,500	61,800	55,100
White	1700	4200	169,100
Black	0	3800	70,600
<b>TOTAL</b>	<b>178,200</b>	<b>69,800</b>	<b>294,800</b>

Peter H. Wood, “The Changing Population of the Colonial South: An Overview by Race and Region, 1685–1790,” in *Powhatan’s Mantle: Indians in the Colonial Southeast*, edited by Peter H. Wood, Gregory Waselkov, and M. Thomas Hatley (Lincoln, Neb.: University of Nebraska Press, 1989), 38–39.

# Appendix H: Blank Population Chart

## Estimated Southern Population by Race and Region, 1685-1790





# NOTES

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