

COMMON CORE  
Lessons & Activities

# COLONIAL AMERICA

Reading for Information

Higher-Order Thinking

Writing Prompts

Primary Source Analysis

Vocabulary

Graphic Organizers

Map Activities

& More!

**REPRODUCIBLE**

*One teacher is allowed to make copies for use in her/his classroom!*



## About this Book

This Common Core Lessons and Activities Book allows you to immediately meet new Common Core State Standards for English Language Arts, as well as Literacy and Writing in History/Social Studies. It is designed to supplement your Social Studies resources, adding new Common Core rigor, analysis, writing, inference, text-dependent questions, and more into your daily instruction.

## How to Use this Book:

- Work through the lessons and activities as a class to teach your students higher-order thinking, analysis, and 21<sup>st</sup> century skills necessary to meet new Common Core expectations.
- Allow students to work through the lessons independently to build and practice these new skills.
- Include technology, collaboration, presentation, and discussion in the activities as you desire—you can decide how in-depth to go.
- Watch your class develop new abilities to meet the rigor of Common Core State Standards, right before your eyes!

## Tips:

- Use some of the pages—or use them all—based on your grade, your students, your curriculum, and your needs.
- Use the pages at their current size, or if you prefer them to be 8-1/2" x 11", enlarge them 125% on your copy machine.
- Download graphic organizers labeled “GO” in the Table of Contents by going to: [www.gallopade.com/client/go](http://www.gallopade.com/client/go)
- Use the correlations grid to easily see which Common Core standards are covered in each lesson.

# Common Core Lessons & Activities: Colonial America

By Carole Marsh

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**G:** Includes Graphic Organizer

**GO:** Graphic Organizer is also available 8½" x 11" online  
download at [www.gallopade.com/client/go](http://www.gallopade.com/client/go)

(numbers above correspond to the graphic organizer numbers online)

# Plantation Economy

Read the text and answer the questions.

In Colonial America, plantations became the foundation of the Southern economy.

Plantations were vast tracts of land. Some stretched for thousands of acres. The Southern soil and climate allowed the land to flourish with crops that could not grow elsewhere. Virginia was famous for its tobacco. Cotton became a major crop in Georgia and Mississippi. South Carolina grew both cotton and rice.

Most of these crops were not used by the people who raised them. They were known as “cash crops” because they were shipped out of the South and sold for money. Most cash crops were shipped to northern states and Europe. Cotton was especially popular. It was sent to mills to be turned into fabric. In addition, Virginia’s tobacco was in high demand because smoking was popular in England. People around the world relied on Southern plantations’ crops. Plantation owners charged high prices for what they grew. As a result, their profits grew as well.

To have a thriving plantation, owners needed many workers. They bought slaves to plant, tend, and harvest their crops, among other chores. On the largest plantations, it was common to see hundreds of slaves toiling in the fields. Since slaves were forced to work long hours without pay, they provided the cheapest source of labor. Plantations relied heavily on their slaves to produce these important crops.

Southern plantations thrived until the 1860s, when slavery ended. After that, plantation life changed forever.

- A. Define foundation, as it is used in the text.

B. Explain the meaning of tracts, as it is used in the text.

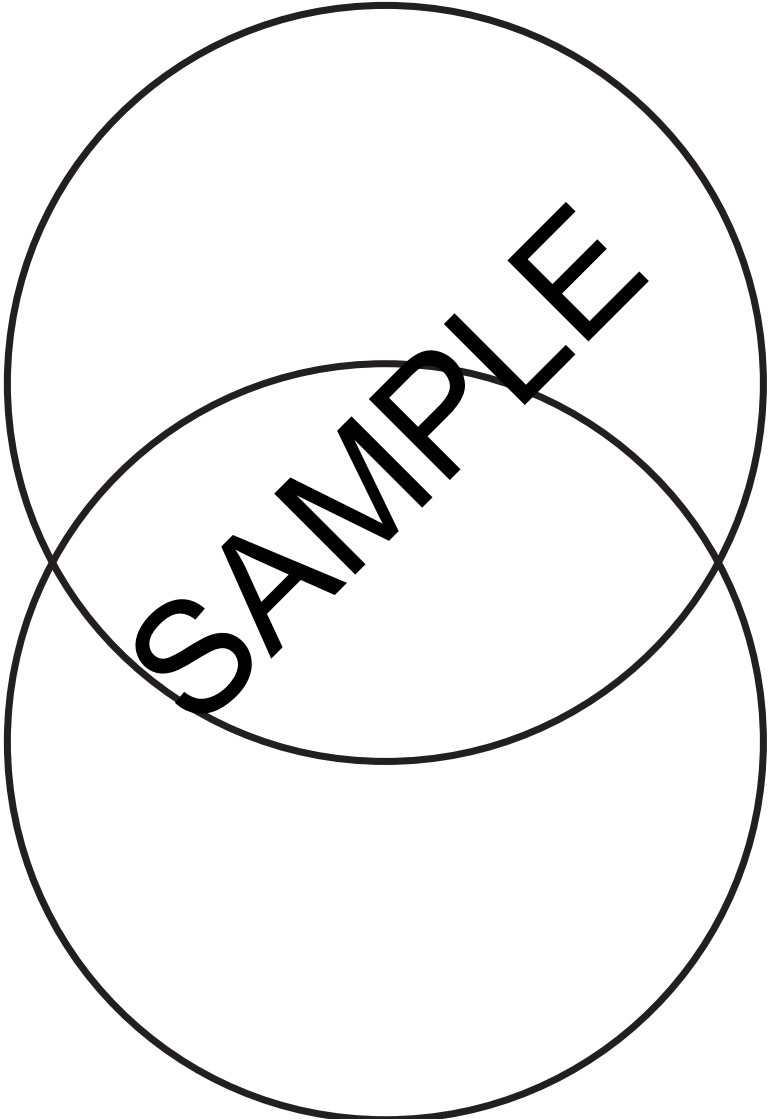
C. Give a synonym and an antonym for flourish.
- How were cash crops different from other kinds of crops?
- Why could plantation owners charge high prices for their crops?
- Predict how plantations might have been different if owners were not allowed to have slaves.

COMPARE & CONTRAST

# Slaves vs. Indentured Servants

Use the graphic organizer to compare and contrast the lives of slaves and indentured servants.

**Slaves**



**Indentured Servants**

## PRIMARY SOURCE ANALYSIS

# Slave Auction

This is a 19th century engraving of a slave auction in South Carolina. Analyze the engraving and answer the questions.



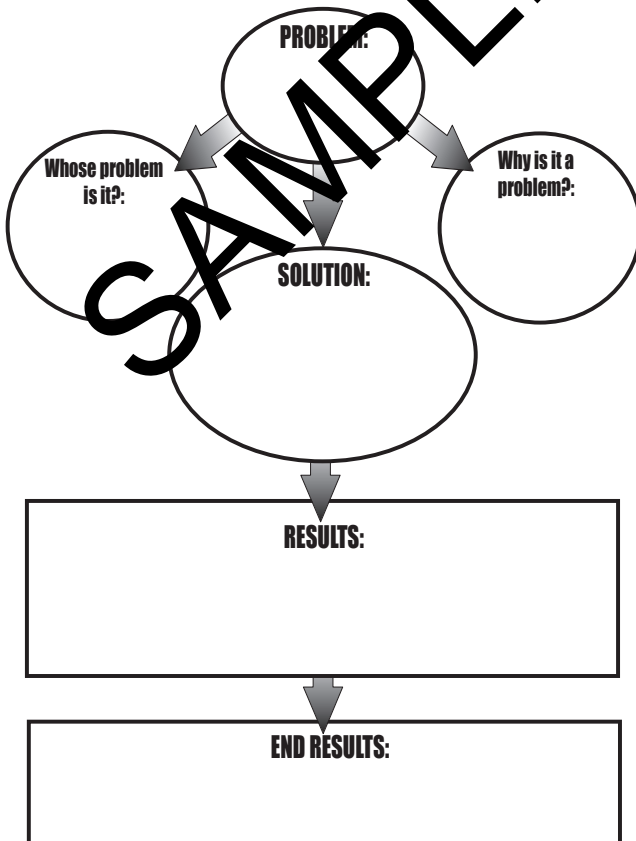
Courtesy of Wikimedia Commons

1. What is the main idea conveyed in this engraving?
2. How is the setting significant to the engraving's message?
3. Identify who is represented in the engraving:
  - A. Who is the person marked with arrow A? Which details from the engraving support your answer?
  - B. Who is the person marked with arrow B? Which details from the engraving support your answer?
  - C. Who are the people marked with arrow C? Which details from the engraving support your answer?
4. What are the words on the flag? Do they support or oppose the action taking place in the engraving? Explain.
5. What can you infer about the person who created this engraving? Cite evidence from the engraving to support your conclusions.

6. How might the following people have reacted to this engraving?  
 A. a plantation owner  
 B. a politician  
 C. a slave
7. Working in groups, go online to find political cartoons depicting slavery during the 19th century. Compare the ideas in the image on page 22 with others you find. Prepare a computer presentation of the images you collect. Discuss your findings in class.

**BONUS:** Compare this source with Plantation Economy on page 14. What can you conclude about the overall opinion of people in the South in regard to slavery?

**BONUS:** Draw the graphic organizer below. In the Problem box, write: Growing cotton requires lots of workers. Then, complete the organizer from the perspective of a plantation owner.



# Common Core Lessons & Activities Books

## Social Studies Titles:

- Declaration of Independence
- U.S. Constitution
- Bill of Rights
- Road to the Civil War
- The Civil War: Key Battles & Events
- Jamestown
- Key Events of World War II
- Civil Rights Movement
- Branches of Government
- Basic Economic Concepts
- Women's Suffrage and the 19th Amendment
- The American Revolution
- Explorers
- The Olympics
- Underground Railroad
- Forms of Government: Democracy, Monarchy, & Oligarchy & More
- Ancient Greece
- Ancient Egypt
- Native Americans
- Indian Removal & the Trail of Tears
- Inventors & Inventions
- Map Skills
- Westward Expansion
- Communities
- Colonial America
- Key Events Of World War I
- Ancient Civilizations
- Political Parties & Elections
- Environmental Issues Around The World
- Personal Finance

## Science Titles:

- Habitats
- States of Matter
- Cell Structure
- Weather
- Water Cycle
- Energy
- Solar System
- Sound
- Mammals
- Light
- Rocks and Minerals
- Oceans
- Heredity & Genetics
- Magnetism
- Natural Resources
- Ecosystems
- Force & Motion
- History of the Earth
- Life Cycles
- Wave Properties
- Landforms
- Classification of Organisms
- Electricity
- The Scientific Method
- Space Science
- The Human Body
- Environmental Science
- Health & Nutrition
- Chemical Reactions
- Plants



# COMMON CORE Lessons & Activities

Are you expected to change how you teach because of new CCSS for English Language Arts & new CCSS for Literacy and Writing in History/Social Studies and Science?

Are you expected to continue to meet existing science and social studies standards, AND integrate new, more rigorous expectations for reading, writing, analysis, inference, and more into your daily instruction?

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