

COLONIAL FLYERS/TRAVEL BROCHURES TO THE COLONIES

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OVERVIEW: Geographical data shows what a specific place is like culturally, physically, and economically. By exploring graphs, maps, and human characteristics it is possible to identify these features for a specific location. An atlas helps identify many of these features, but in addition it also is a beginning tool that students can use to locate the specific location of discussion. If a person has the physical, human, and economic data for the colonial settlements, they can decide how they would attract more people to come to their specific settlement. Students can also give specific directions as to the best routes for people to take in order to reach their settlement. **This lesson gives instructions on how students can interpret an atlas, and create a pull-factor brochure including directions, by citing data from the atlas, and using the knowledge gained during their study of Colonial America.** Note: I suggest this lesson be used as an assessment project after studying the colonies, and/or learning how to give specific geographical directions.

CONNECTION WITH THE CURRICULUM: This lesson has connections to the following standards and benchmarks...

* = justifications for including the standards

-Oregon Department of Education Content Standard for Geography: Understand and use geographic skills and concepts to interpret contemporary and historical issues.

-O.D.E. Grade 8 Benchmark: Read, interpret, and prepare maps, charts, graphs, or other visual representations to understand geographic relationships.

*What it takes to create the directions, as well as understand the landscapes/economic opportunities for settlers.

-Oregon Department of Education Content Standard for Geography: (1) Understand why places and regions are important to human identity and serve as symbols to unify or fragment society. (2) Compare and contrast one area of settlement to another.

*Attract settlers by giving them a symbol to identify the settlement with, then migrants will know if they would “fit in” with society. “I’m better than you are!..... point out your settlement’s pros vs/ another settlement’s cons, it makes your settlement more appealing.

-O.D.E. Grade 8 Benchmark: (1) Identify patterns of population distribution, migration, and cultural interaction in the United States. (2) Explain how human modification of the physical environment in a place affects both that place and other places.

*What are the job opportunities created by the physical environment for settlers? Who do they trade with as well?

-Oregon Department of Education Content Standard for The Arts: Create, Present, and Perform: Use ideas, skills, and techniques in the arts.

-O.D.E. Grade 8 Benchmark: Communicate verbally and in writing about one’s own artwork. **(EXTENSION)**

*The brochure itself can be considered a work of art, but an extension could be presenting in

orally (potential CIM task), or writing a persuasive essay, (potential CIM task).

-Oregon Department of Education Content Standard for **Civics and Government**: Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

-O.D.E. Grade 8 Benchmark: Understand citizens' roles and ways of participation responsibly in the political process.

*What are the expectations of the settlers when they arrive? What are their rights? These rights could attract them to come to your settlement over that of another settlement.

-Oregon Department of Education Content Standard for **Math**: Measurement: Determine appropriate units and tools to measure to the degree of accuracy required in particular situations.

-O.D.E. Grade 8 Benchmark: Students will solve problems with any of the units from previous benchmark levels, (i.e.: length).

*How many miles will they have to travel over the ocean? On land? Students need to know how to calculate these numbers together, since an atlas scale only identifies miles in increments. (i.e.: x inches = x miles)

-Oregon Department of Education Content Standard for **English**: Reading: Comprehend a variety of printed materials.

-O.D.E. Grade 8 Benchmark: Locate information and clarify meaning by using tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.

*These tools will help students gather data about their settlement and/or how to travel there.

-Oregon Department of Education Content Standard for **Social Science Analysis**: Define and clarify an issue so that its dimensions are well understood.

-O.D.E. Grade 8 Benchmark: Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions, and recognizing points of view.

*This ensures that the brochure is a booklet of **reality!** It also emphasizes the geographical skills and perspectives process discussed in National Geographic Society's, Geography for Life.

LINKS TO OTHER CONTENT AREAS: This lesson has connections to English, Civics, Art, Math, US History, and Social Science Analysis content areas.

NATIONAL GEOGRAPHY STANDARDS ADDRESSED:

-Standard 4: The physical and human characteristics of places

-Standard 6: How culture and experience influence people's perceptions of places and regions

-Standard 12: The processes, patterns, and functions of human settlement

GRADE LEVELS: This lesson could be utilized in grades 3 -12, with modifications

OBJECTIVES:

The students will:

- a. be able to interpret a map of physical features (map needs to cover all of the Atlantic Ocean region, including the north and south)
- b. utilize their knowledge of the economic and cultural characteristics of the colonies by transferring the relevant information on to the colonial brochures
- c. create a brochure using data from objectives a & b

VOCABULARY:

Push and pull factors, land tenure, site conditions, site advantage, latitude, longitude, landforms, Mayflower Compact (est. majority vote in colonies), situation advantage, migration.

MATERIALS:

1. An atlas for each student (identifying physical features & has a scale), covering the land & water of the Atlantic Ocean Region
2. A piece of 8.5" * 11" **blank paper** for each student (for final flyer)
3. Colored markers/pencils
4. Ruler
5. Calculator (optional)
6. Data on each colony (obtained in previous lessons/suggestion: matrix packet)
7. One template per student (format to follow) (See Template: Handout # 1)

PROCEDURES:

(Optional) As the teacher, *if* you want your students to have a template guide, as the format to follow for the final brochure, then first you must create it. All of the contents for the template are described below, it's just up to you to write the expectations onto each page of the template.

In order to create all four pages of the template:

- (1) Simply fold a clean sheet of 8.5" * 11" paper into thirds
- (2) Write your expectations of each page on the specific page
- (3) Unfold paper and make a photocopy (double-sided) for each student
- (4) Let students fold the template together, so they know how for the final

Essentially the templates are the directions, so however you want to give directions is fine. The templates, however, avoid answering many format questions, and allow you as the teacher to focus

on the content going onto the brochures.

To help students understand the expectations of the assignment, follow the steps below:

1. Show an example of a completed flyer/brochure to the class; discussing each page briefly, while students follow along on their templates. (Template: Handout # 1) Afterwards, discuss each page of the template more thoroughly.

2. Have the students take his/her template and follow steps 1 & 2 (folding). Explain to students that he/she needs to keep this template as a guide (outline) for the final product.

3. Have each student select a settlement, or colony in general where he/she wants to live. Explain that you (the teacher) is in charge of advertising for settlers to come to America. The teacher needs help forming brochures to send out to Africa, Europe, and North and South of the 13 Colonies. Each student is responsible for creating a brochure that would attract settlers to their selected settlement. After choosing a specific settlement or colony, students may brainstorm “catchy” advertising slogans, and/or symbols that best represent their location. These ideas will be transferred onto the brochure. (Template page 1)

At the top of page 1, students will have to put the name of their location. Below the name will be a flag of the settlement. The student designs the flag, but it *must represent the settlement accurately*, and be *consistent with colonial times*, not modern attractions! Below the flag, students will put the “catchy” slogan he/she has designed to lure new settlers.

4. Using an atlas show how a scale and physical features are keys to providing specific directions to a settlement. Each student will have to calculate and describe specific directions to their specific settlement, and will be displayed in the brochure.

(Template page 2)

- a. using the scale (x (inches) = x miles), walk through an example of how to calculate a total number of miles
- b. teacher points out physical landmarks used an example
- c. (optional) may want students to practice calculating distance by creating a worksheet of problems titled, “Calculating Distances and Overcoming Barriers!” (for primary grades, it could be a previous math lesson)
- d. after this guided practice activity, students should feel comfortable creating their own directions for page 2 of their own flyers
- e. students will have to give directions from Europe, Africa, North of the settlement, and South as well; choosing specific cities to send the brochures to
- f. the directions need to include (in words):
 - (1) directions (N, S, E, W)
 - (2) colonial physical landmarks (bays, rivers, mountains, etc.)
 - (3) # of miles (calculated by using the map/atlas scale)

5. Using data collected on each colony (previous to this lesson/suggestion: matrix), have students identify attractions of their settlement and/or colony. (Template: page 3)

- a. What resources are available?

- b. Who are the leaders?
 - c. What religion is tolerated?
 - d. What jobs are available?
 - e. What's the landscape like?
 - f. What are the citizens' rights?
 - g. Why is this settlement better than others? (compare & contrast)
6. Using accumulated data, depict what the settlement would look like.
(Template: page 4, or back-cover) Let students' creativity shine!
- a. draw a picture(s) or/
 - b. paste pictures located in books, on the web, etc.
 - c. extra credit : draw a map to the settlement using specific #'s, etc. compiled to complete page 2 of the template
7. Hand out a clean sheet of 8.5" * 11" paper to each student to fold and use as the final product.

ASSESSMENT:

A simple assessment for this lesson could be assigning a certain point amount for each page of the template. The brochure could be an excellent assessment tool for the end of a colonial unit.

EXTENSIONS:

This lesson could be used as the stepping stone for many CIM tasks. For instance, students could orally present their colonial brochures as a speaking task, or write a persuasive essay/letter to the editor using the information from their brochure to try and leer settlers to their location. You could also use the map skills gained in future history lessons such as westward expansion, etc.

*SUGGESTIONS:

*Many ARGUS lessons already established may be used prior to this lesson, in order to use this lesson as an assessment lesson. For instance, pages 8, 9, 30, 47, 63 & Activities B pg. 2, CX pg.. 1-2, F pg. 1, & Activity K (modify east only).

*I also think it would be a great activity to do **technologically** as well. Many computers have brochure layout programs, and students may want to use this when producing their brochures.

*There are many great children's books out there, that depict life in colonial times. This could be a great lead in activity for any grade level.

*I would use a variety of sources in gathering information on each colony *prior* to the lesson, a history text is good for this, as well as:

1. maps of the economic activity of the early 1700's
2. maps of trade routes
3. documents of settlers' descriptions of the land

4. understanding colonial society

*Good **resources** of these would be respectively: (see below for bibliographies)

1. ARGUS
2. National Geographic- NGS picture pack/Colonial America (i.e.: 5, 12, 28)
3. Small paperback text, America Firsthand (i.e.: “Description of Virginia” by John Smith)
4. *History Alive* - Section 1: Examining Colonial Society; Activity 1.1

BIBLIOGRAPHY:

Any historical text covering colonization/and or the 13 colonies

Any atlas with physical features and a miles or meters scale of the Atlantic Ocean Region

ARGUS: Activities and Readings in the Geography of the United States

Marcus, Robert D. & Bruner, David. America Firsthand: *From Settlement to Reconstruction*.
St. Martin's Press: New York. Vol. I, *3rd ed*; 1995.