

BUILD A WEBSITE: TELL US HISTORY

Lesson Plan

Lesson 5

WEEKLY WORK:

Length: One or two approximately 5-10 -minute asynchronous video with virtual instructor each week, homework will be assigned for the rest of the week. The video will drop on Sunday nights.

LESSON 5: 1700 - 1750: Live in Colonial America

Weekly Homework:

- Review the videos/materials
- Work on Lesson 5 Blog Post: Post and schedule any blog posts turned in last week, continue to edit homepage, Create About Page.
- In the materials, do the “Blog Assignment: Life in Colonial Boston, Massachusetts”.

Watch the Weekly Video:

- <https://logcabinschoolhouse.com/course-catalog>

Task List for Building a US History WordPress Website with a Detailed User Journey (See the entire document in the materials section on the course page.)

- 1) **Continue to Edit Homepage**
- 2) **Post and Schedule Blog Posts from cohort**
- 3) **Create “About” Page**

Materials:

- Your own curriculum (everyone should have chosen their own US History curriculum to read throughout the year by now.)
- Lesson Plan Week 5
- Blog Assignment: Life in Colonial Boston, Massachusetts

Blog Assignment: Life in Colonial Boston, Massachusetts

Objective:

In this assignment, you'll explore what life was like in Boston, one of the most important towns in Colonial America during the early 1700s. You'll uncover how people lived, worked, and interacted in this bustling port town. Focus on the social, economic, and cultural aspects of life in Colonial Boston to bring history to life for your readers.

Instructions:

1. Who Lived in Boston?

- Who were the people living in Boston during this time? Consider merchants, laborers, artisans, and enslaved people.
- What were their homes like, what did they wear, and what types of food did they eat?

2. How Did They Work?

- What jobs did people have in Colonial Boston? How did industries like shipping, trade, and craftsmanship support the town's economy?
- Discuss the role of slavery and how enslaved people contributed to Boston's economy and daily life.

3. What Was Their Culture Like?

- How did religion, education, and social gatherings shape life in Boston?
- What customs and traditions were important to the people of Boston?

4. Interactions with Native Americans

- How did settlers in Boston interact with Indigenous peoples? Were relations peaceful, or were there conflicts?
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New Requirements:

5. Quiz Questions

- Create three quiz questions based on your post to test your classmates' knowledge of life in Colonial Boston.

6. Lead a Short Discussion

- Be ready to read your blog post aloud and ask your quiz questions. Lead a discussion about the answers and key points from your post.
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Format:

Write in a friendly, engaging tone, as if you're explaining life in Colonial Boston to someone curious about history. Keep it concise, around 500-600 words, and include an image or graphic (such as a map or illustration) to enhance your post.

This version keeps the focus on Colonial Boston and allows students to dive deep into the lifestyle of its people. Let me know if this works for your class!

Transcript for Lesson 5: Life in Colonial America

"Hello, Trailblazers! Today, we're going to take a journey back to the early 1700s to discover what life was like in Colonial America. Imagine yourself stepping off a ship onto the shores of the New World, a place filled with opportunity, but also hardship.

(Image Prompt: A colonial port town with ships and bustling markets)

In the northern colonies, you'd see busy port cities like Boston or New York. The economy here thrived on trade, shipping, and small-scale farming. You might find people at the market, selling goods like fish, timber, and furs. Families lived in close-knit communities, where religious life played a huge role, especially in Puritan New England.

(Image Prompt: A Puritan village with people working and attending church)

Life in the southern colonies, though, looked very different. Large plantations dominated the landscape, where crops like tobacco, rice, and indigo were grown for export. This created a demand for labor, and over time, slavery became the foundation of the southern economy. Many enslaved Africans were forcibly brought here, their lives controlled by brutal conditions and endless labor.

(Image Prompt: A southern plantation with enslaved Africans working in the fields)

In between, the middle colonies—places like Pennsylvania and New Jersey—were a blend of both worlds. Here, you'd find small farms alongside growing towns. These colonies were home to a mix of people from different ethnic and religious backgrounds, and they were known for their diverse population.

(Image Prompt: A diverse colonial town with people from different ethnic backgrounds working together)

Now, let's talk about social life. If you were a wealthy landowner, you lived in grand houses and led a comfortable life. However, most colonists were small farmers or artisans. For women, life meant managing the household, raising children, and helping with farm work.

For others, life was even harder. Indentured servants who worked for years to pay off the cost of their passage to the colonies—faced tough conditions. And as the demand for labor grew, the reliance on enslaved Africans became the dark backbone of the economy.

(Image Prompt: Indentured servants working side by side with enslaved Africans on a farm)

Culturally, the colonies were still tied to Europe, but a unique American identity was starting to emerge. You'd see this in the arts, in the different religious practices, and even in the ways

colonists dressed and spoke. But even as new opportunities arose, the divisions between rich and poor, free and enslaved, were stark reminders of the challenges many people faced.

(Image Prompt: A colonial family, showing a contrast between wealthy colonists and enslaved Africans in the background)

So, that's a glimpse into life in the American colonies between 1700 and 1750. The colonies were a place of opportunity, but also inequality. As we continue learning, keep in mind how these early days set the stage for the conflicts and ideas that would shape the future of America."

THINGS TO THINK ABOUT: Life in Colonial America (1700-1750)

Part 1: Life in Boston and Colonial Society

1. Daily Life in Colonial Boston:

- What kinds of people lived in Boston during the early 1700s? Consider merchants, laborers, artisans, enslaved people, and women.
- How did these different groups experience day-to-day life? What were their homes, food, and clothing like?

2. Work and Economy:

- How did people in Boston make a living? What role did shipping, trade, craftsmanship, and small-scale farming play in the economy?
- How did labor systems like indentured servitude and slavery shape the economy and social structure of Boston?

3. Cultural Life and Traditions:

- How did religion, especially Puritanism, influence the culture and social life of Boston?
- What kinds of social gatherings, celebrations, and traditions were important to Boston's community life?

4. Relations with Native Americans:

- How did the people of Boston interact with local Indigenous tribes? Were these relations based on trade, conflict, or treaties?
 - How did these interactions affect the development of the colony?
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Part 2: Comparative Analysis of Colonial Regions

1. Compare and Contrast:

- Compare Boston's urban, trade-focused lifestyle to life in rural colonies like Virginia, where large-scale farming was the norm.
- How did the reliance on trade and shipping in Boston differ from the cash crop-based economy in the Southern colonies?

2. Critical Thinking:

- How did geography (Boston's port location) and climate influence the economy, social structure, and day-to-day life in the town?

- In your opinion, was Boston more successful as a trade and cultural hub compared to other colonies that focused on farming? Why?
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Part 3: Reflection and Modern Connections

1. Reflection:

- How does life in Colonial Boston compare to life in modern cities? What aspects of colonial life still influence American society today?
 - What lessons can be learned from Colonial Boston about the importance of trade, labor systems, and community in developing cities?
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Part 4: In-Person Discussion Activities

1. Debate: "Was Boston the Most Influential Colonial City?"

- Divide students into two groups: one representing Boston and the other representing a Southern city like Charleston. Each group will argue why their city was the most influential in the development of Colonial America.
- After presenting, discuss which city's political, economic, and social systems had the greatest long-term impact on America.

2. Role-Playing Activity: "Colonial Town Meeting"

- Set up a role-playing scenario where students represent different groups in Colonial Boston (merchants, artisans, women, enslaved people, etc.). Debate key issues like taxes, trade policies, and relations with Native Americans.
- Reflect on how these regional and social differences set the stage for later conflicts in American history, such as the American Revolution.

3. Group Timeline: "Boston's Growth and Change"

- Have students create a timeline showing key events in the development of Boston, focusing on major milestones like its founding, economic growth through trade, and social changes up to 1750.
- Discuss how Boston's growth contributed to tensions with Britain and its role in sparking the American Revolution.

4. Gallery Walk: "Life in Colonial Boston"

- Set up stations with images, maps, and artifacts representing life in Boston, including primary sources like letters from settlers, advertisements for indentured servants, and drawings of Boston's harbor.
- Students will walk through the gallery, making notes on what stood out about life in Colonial Boston. End with a discussion on how Boston differed from other colonial towns.

5. Simulation: "Colonial Boston Survival Challenge"

- Divide students into small groups, with each group representing a family or business in Boston. Provide them with resources (food, tools, and trade goods) and pose challenges like food shortages, harsh winters, or conflicts with local tribes.
- Each group must decide how to survive and thrive in Colonial Boston, explaining their decisions to the class. Reflect on how geography and resources shaped life in the city.

CCSS:

The Common Core State Standards (CCSS) do not have specific standards for U.S. History alone. However, U.S. History can be taught within the framework of the **Common Core Standards for Literacy in History/Social Studies** for grades 6-12. These standards focus on developing students' abilities to read, analyze, and write about historical texts.

Here's a breakdown of the relevant Common Core Literacy Standards for History/Social Studies for grades 6-12:

Grades 6-8:

1. Key Ideas and Details

- **RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6-8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

2. Craft and Structure

- **RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6-8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

3. Integration of Knowledge and Ideas

- **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic.

4. Range of Reading and Level of Text Complexity

- **RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Grades 9-10:

1. Key Ideas and Details

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - **RH.9-10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 2. Craft and Structure**
- **RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
 - **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
 - **RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 3. Integration of Knowledge and Ideas**
- **RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
 - **RH.9-10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
 - **RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 4. Range of Reading and Level of Text Complexity**
- **RH.9-10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Grades 11-12:

- 1. Key Ideas and Details**
- **RH.11-12.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
 - **RH.11-12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 - **RH.11-12.3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 2. Craft and Structure**
- **RH.11-12.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
 - **RH.11-12.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
 - **RH.11-12.6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

3. **Integration of Knowledge and Ideas**

- **RH.11-12.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.8:** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- **RH.11-12.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

4. **Range of Reading and Level of Text Complexity**

- **RH.11-12.10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

These literacy standards help guide the integration of U.S. History content within the Common Core framework by ensuring students develop critical reading, writing, and analytical skills relevant to understanding historical texts and contexts.

AP US History by the College Board:

Yes, there are standards for Advanced Placement (AP) U.S. History (APUSH). However, these standards are developed by the College Board, not the Common Core State Standards. The AP U.S. History course framework outlines the skills and knowledge students should acquire to be successful on the AP exam and in future college-level history courses.

AP U.S. History Course Framework:

The APUSH framework is organized into nine historical periods, each with key concepts, themes, and historical thinking skills:

1. **Historical Thinking Skills:**

- **Analyzing Evidence:** Ability to analyze and interpret primary and secondary sources.
- **Argument Development:** Crafting coherent historical arguments using evidence.
- **Contextualization:** Placing historical events within a broader context to understand their significance.
- **Comparison:** Comparing historical developments across time, geography, and cultures.
- **Causation:** Understanding cause-and-effect relationships in history.
- **Continuity and Change Over Time:** Identifying patterns of continuity and change over time.
- **Synthesis:** Connecting insights from different historical events or processes to develop new understandings.

2. **Thematic Learning Objectives:** APUSH is structured around seven themes that help students make connections between different historical periods:

- **American and National Identity (NAT)**
- **Work, Exchange, and Technology (WXT)**

- **Geography and the Environment (GEO)**
 - **Migration and Settlement (MIG)**
 - **Politics and Power (PCE)**
 - **America in the World (WOR)**
 - **American and Regional Culture (ARC)**
 - **Social Structures (SOC)**
3. **Key Concepts by Period:**
- **Period 1 (1491-1607):** The development of indigenous societies in North America before European contact and early European exploration and colonization.
 - **Period 2 (1607-1754):** European colonization, regional differences, and conflicts with indigenous peoples.
 - **Period 3 (1754-1800):** The American Revolution, the creation of the U.S. Constitution, and the early Republic.
 - **Period 4 (1800-1848):** The rise of American democracy, market economy, and social reforms.
 - **Period 5 (1844-1877):** Manifest Destiny, the Civil War, and Reconstruction.
 - **Period 6 (1865-1898):** Industrialization, urbanization, and the Gilded Age.
 - **Period 7 (1890-1945):** The Progressive Era, World Wars, and the Great Depression.
 - **Period 8 (1945-1980):** The Cold War, civil rights movements, and postwar prosperity.
 - **Period 9 (1980-present):** Contemporary U.S. history, including globalization, technological change, and shifts in social and political dynamics.

AP U.S. History Exam Format:

The APUSH exam assesses students' understanding of these periods, their ability to think critically, and their skills in analyzing historical evidence. The exam includes multiple-choice questions, short-answer questions, a document-based question (DBQ), and a long essay question (LEQ).

APUSH Skills and Practices:

- **Practice 1:** Analyzing and interpreting primary and secondary sources.
- **Practice 2:** Making historical arguments.
- **Practice 3:** Using historical evidence.
- **Practice 4:** Contextualization.
- **Practice 5:** Making connections across periods, regions, and themes.

These standards ensure that AP U.S. History students are prepared to engage in college-level historical analysis and develop a deep understanding of U.S. history across different periods and themes.