

# PRODUCE THE PODCAST: TELL US HISTORY

## Lesson Plan

### Lesson 4

#### 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.*

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#### **LESSON 4: 1607 - 1750: *The Thirteen Colonies***

##### Weekly Homework:

- Review the Videos / Materials
- **Podcast Assignment: Explore the Thirteen Colonies**
  - Have each student record a short introduction (3 – 5 minutes) about a colony from 1607 - 1750.
  - To avoid having to redo a long clip of voice recording, try reading your transcript in segments.
  - Post it in your Podcasting US History MS Team in the Posts in the General Channel.
  - Use the Soundtrap Playbook if needed still!

##### Watch the Weekly Video:

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

##### Materials:

- Lesson Plan Week 4
- Podcast Assignment: Explore the Thirteen Colonies

## Podcast Assignment: Explore the Thirteen Colonies

### Objective:

You're about to become a historian and podcaster! Choose one of the original Thirteen Colonies and create an engaging podcast episode that tells the story of its settlers, culture, economy, and unique features. Imagine you're sharing this with an audience curious about history, but eager for fun and accessible information. Let's make history come alive through your voice!

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### Instructions:

#### 1. **Pick Your Colony**

First, select one of the original Thirteen Colonies to research and talk about. Bring its story to life in your podcast. (Limit of two students per colony, so grab yours quickly!)

#### 2. **Where Did They Come From and Why?**

- Who migrated to your chosen colony, and where did they come from?
- What were the driving forces behind their move? (Think religious freedom, escaping hardship, economic opportunity, etc.)

#### 3. **Geography and Climate**

- Describe your colony's location—mention nearby colonies, geographic landmarks, and important natural resources.
- How did the geography and climate impact life in the colony? Think about how people lived, worked, and adapted.

#### 4. **Economy: How Did They Make a Living?**

- Share what industries drove the colony's economy. Were they farming, fishing, or trading?
- How did natural resources shape what people did for work, and how did it contribute to the colony's growth?

#### 5. **Culture: Daily Life and Traditions**

- Dive into the cultural practices of the settlers. What did they believe in? What were their customs and traditions?
- How did these practices shape the colony and its development?

#### 6. **Government and Leadership**

- Who were the leaders, and how did the colony's government work?
- Were there any important laws or governing systems that helped the colony thrive or stand out?

#### 7. **Relationship with Native Americans**

- How did settlers interact with local Indigenous tribes?
- Were there peaceful relations or conflicts? Share how these interactions impacted the colony's development.

#### 8. **Major Events: Shaping the Colony**

- Highlight significant events in your colony's early history. Were there battles, treaties, or social changes that shaped its growth?

#### 9. **Growth and Settlement Patterns**

- How did the colony grow? Share what challenges settlers faced as they established and expanded their homes.

#### **10. Key Figures: The Movers and Shakers**

- Who were the notable figures in your colony? Share their stories and contributions to the colony's success.

#### **11. Unique Features: What Makes Your Colony Special?**

- What sets your colony apart from the others? Include any quirky facts, unusual laws, or customs that make it unique!
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### **New Requirements:**

#### **12. Script and Recording**

- Write a script for your podcast that includes all the key information. Make sure to practice before recording.
- Your podcast should be between 3-5 minutes long. Keep it informative and engaging!

#### **13. Quiz Questions**

- Come up with three to five quiz questions based on your podcast episode. These should be factual questions to test your peers on what they've learned from your research.

#### **14. Prepare for a Class Discussion**

- After your podcast is played for the class, you will lead a discussion using the quiz questions you created. Be ready to dive deeper into key points from your episode and engage your classmates!
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### **Format:**

Your podcast should be friendly and conversational, as if you're sharing this cool history with someone during a fun chat. Make sure it's informative but fun to listen to! You can include sound effects, music, or even short skits to bring your story to life.

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### **Length:**

Your podcast should be 3-5 minutes long. Keep it concise but packed with interesting details!

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**Final Note:**

Once your podcast is ready, it will be played for the class, and you'll get a chance to answer questions and discuss the history you uncovered. Have fun, be creative, and let's bring history to life through your voices! Happy podcasting!

## Transcript for Lesson 4: The 13 British Colonies

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**[Opening Scene: The instructor stands in front of a digital whiteboard displaying a map of the eastern seaboard of North America, divided into the 13 colonies. The colonies are color-coded by region—New England, Middle, and Southern colonies—with labels for each.]**

Instructor:

"Hey, everyone! Welcome back to our US History class. Today, we're diving into the 13 British Colonies that would eventually come together to form the United States. Understanding these colonies is key to grasping the early foundations of American society—how they were established, how they developed, and how they differed from one another."

**[Cut to a close-up of the map, where arrows indicate the geographical regions. The lighting highlights the contrasting landscapes—rocky coasts of New England, fertile farmlands of the Middle colonies, and the sprawling plantations of the South.]**

Instructor:

"These colonies can be grouped into three regions: New England, the Middle Colonies, and the Southern Colonies. Each region had its own unique characteristics, shaped by geography, economy, and the people who lived there."

**[The screen shifts to a breakdown of each region with realistic images—fishing boats along New England's coast, bustling market towns in the Middle Colonies, and vast plantations in the South. Textures of wood, stone, and farmland are emphasized.]**

Instructor:

"Let's start with New England. This region, which included colonies like Massachusetts, Connecticut, Rhode Island, and New Hampshire, was known for its harsh winters and rocky soil. Because of this, farming wasn't as prominent here. Instead, New Englanders turned to fishing, shipbuilding, and trade. Religion also played a huge role, with the Puritans shaping much of life and law in this area."

**[Cut to a scene of the Middle Colonies, with images of fertile farmland and diverse communities working together.]**

Instructor:

"Next up, the Middle Colonies: New York, New Jersey, Pennsylvania, and Delaware. This region had rich farmland, which made it a center for agriculture. It became known as the 'breadbasket' of the colonies, producing grain that fed not just the colonies, but also sent exports to Europe. The Middle Colonies were also the most ethnically and religiously diverse, with settlers from across Europe—Dutch, German, and Quaker communities living side by side."

**[Shift to the Southern Colonies, showing wide plantation fields, enslaved laborers, and large estates.]**

Instructor:

"Finally, the Southern Colonies: Maryland, Virginia, North Carolina, South Carolina, and Georgia. The warm climate and fertile soil here were perfect for farming cash crops like tobacco, rice, and indigo. Large plantations dominated the landscape, and they depended heavily on

enslaved labor to maintain their economy. The social structure was very different from the other colonies, with a small elite class of wealthy planters at the top."

**[The screen transitions back to the map of the 13 colonies, showing their geographical distribution along the coast.]**

Instructor:

"So, how did these colonies develop their unique identities? Much of it was influenced by their geography and economy. But don't forget, each colony had its own government, laws, and social structures, which is important to consider when thinking about how these colonies later came together."

**[Cut to a scene of the instructor pointing to the timeline on the screen.]**

Instructor:

"As you dive into your projects this week, I want you to focus on these key questions:

1. How did the geography of each region shape its economy and social structure?
2. What role did religion play in the New England and Middle Colonies, and how did that differ from the South?
3. How did the institution of slavery impact the Southern Colonies' economy and society?"

**[The screen shows images of colonists, enslaved laborers, religious leaders, and bustling marketplaces, highlighting the daily life in each region.]**

Instructor:

"Take time to research the differences between the colonies, not just geographically, but also in terms of culture, economy, and governance. This will help you better understand how these colonies laid the groundwork for the United States."

**[Closing Scene: The instructor smiles and waves as the screen fades out to a colonial town with early morning sunlight casting long shadows over the town's buildings and farmland.]**

Instructor:

"That's it for this week! The 13 British Colonies were the starting point for the America we know today, and I can't wait to see how you bring this history to life through your projects. Good luck, and I'll see you next time!"

## **THINGS TO THINK ABOUT: The 13 British Colonies**

### **Part 1: Key Colonial Regions and Their Development**

#### **1. New England Colonies:**

- What were the main motivations for settling in New England? How did religion, especially Puritanism, shape life in this region?
- Describe the economy of the New England colonies. Why did they focus on shipbuilding, fishing, and trade instead of large-scale farming?
- How did the geography and climate of New England impact the social structure and day-to-day life of the settlers?

#### **2. Middle Colonies:**

- The Middle Colonies were known for their diversity. What ethnic and religious groups settled here, and how did that shape the region's culture and governance?
- Why were the Middle Colonies referred to as the "breadbasket" of the colonies? What crops and industries were central to their economy?
- How did the Middle Colonies' approach to relations with indigenous populations and enslaved peoples differ from the Southern Colonies?

#### **3. Southern Colonies:**

- What was the role of cash crops like tobacco, rice, and indigo in shaping the Southern economy and society?
- Discuss the development of the plantation system and the use of enslaved labor in the Southern Colonies. How did this system create a distinct social hierarchy?
- How did the geography of the Southern Colonies contribute to their focus on agriculture and the establishment of large landholdings?

### **Part 2: Comparative Analysis**

#### **1. Compare and Contrast:**

- Create a Venn diagram comparing two of the colonial regions (New England, Middle, or Southern) in terms of their economy, social structure, and relations with indigenous peoples.
- How did the different motivations for colonization (religious freedom, economic gain, etc.) affect the development of each region?

#### **2. Critical Thinking:**

- How did the climate and geography of each region shape its economic development and daily life?
- Which region do you think was the most successful in terms of economic growth by the mid-1700s? Why?

### **Part 3: Reflection and Modern Connections**

#### **1. Reflection:**

- How do you think life in the 13 colonies compares to modern American society? What aspects of colonial life still influence the culture, politics, and economy of the United States today?

- What lessons can be learned from the colonial period about the importance of diversity, resource management, and labor systems in developing societies?

#### **Part 4: In-Person Discussion Activities**

- 1. Debate: "Which Colonial Region Was the Most Influential?"**
  - Divide students into three groups representing New England, Middle, and Southern colonies. Each group will research and present arguments for why their region had the greatest long-term influence on the development of the United States.
  - After presenting, hold a class discussion on which region's political, economic, and social systems had the most lasting impact.
- 2. Role-Playing Activity: "Colonial Assembly"**
  - Set up a role-playing scenario where students represent colonists from different regions. Have them debate issues like taxation, relations with indigenous tribes, and trade policies.
  - Reflect on how these regional differences set the stage for later conflicts in American history, like the American Revolution.
- 3. Group Timeline: "Colonial Growth and Change"**
  - Have students create a timeline showing key events in the development of the 13 colonies, from their founding to the mid-1700s. Focus on key milestones like the establishment of Jamestown, the founding of Pennsylvania, and the expansion of the plantation system.
  - After creating the timelines, encourage discussion on how each region's development contributed to the growing tensions with Britain.
- 4. Gallery Walk: "Life in the Colonies"**
  - Set up stations with images, maps, and artifacts that represent life in each of the three colonial regions. Include primary sources like letters from settlers, advertisements for indentured servants, and illustrations of colonial towns.
  - Students will walk through the gallery in small groups, making notes on the differences between regions. End with a discussion on how these differences led to unique regional identities.
- 5. Simulation: "Colonial Survival Challenge"**
  - Divide the class into small groups, with each group representing a colonial settlement in one of the regions. Provide each group with resources like food, tools, and trade goods, and pose challenges such as harsh winters, food shortages, or conflicts with indigenous peoples.
  - Each group must decide how to survive and thrive in their region, explaining their decisions to the class. Reflect on how geography and resources shaped colonial life



## 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.