

WHO WILL GO?

Middle/Elementary

Developers: Susan Barker, Somerville Elementary,
Nini Christensen, Rangely Lakes Region School [peterc@ime.net]
Merry Chapin, Phippsburg School, mchapin23@yahoo.com
Gail Parker, Cape Elizabeth Middle School, gparker1@maine.rr.com

1. Unit Summary:

In this unit students will learn about early Maine settlement history and the challenges faced by early settlers. Students will speculate on the roles and skills needed for a successful English settlement in the early 1600's. Students will then use an original historical record to compare their speculation with the actual roles in the 1607 Popham Colony at Fort St. George.

2. Goal: Using the Fort St. George colony in Popham as a model, students will colonial settlement and the skills needed to insure the survival of the settlement.

3. Objectives:

- a. Each student will be able to name at least three different roles within an early colonial settlement venture.
- b. Each student will be able to distinguish between roles in sponsoring an early colonial settlement and roles in building a settlement.
- c. Each student will be able to identify at least 3 - 5 skills and resources needed to build and maintain an early colonial settlement.

4. Maine Learning Results

a. Subject Areas and Content Standards

History A. Chronology

Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

Elem Grades 3-4:

1. Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.

2. Place in chronological order, significant events, groups, and people in the history of Maine.

Grades 5-8:

1. Describe the effects of historical changes on daily life.

2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations.

History B. Historical Knowledge, Concepts and Patterns

Students will develop historical knowledge of major events, people, and enduring themes

in the United States, in Maine, and throughout world history.

Elem Grades 3-4:

1. Make connections between and among events in their personal lives and those occurring in the community.
2. Demonstrate an awareness of major events and people in United States and Maine history.

Middle Grades 5-8:

1. Demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history.
2. Demonstrate an understanding of selected themes in Maine, United States, and world history.

****History C. Historical Inquiry, Analysis, and Interpretation****

Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

Middle Grades 5-8:

5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.

Geography B. Human Interaction with Environments

Students will understand and analyze the relationships among people and their physical environment.

Elem. Grades 3-4: 2. Explain ways in which communities reflect the backgrounds of their inhabitants.

Economics B. Economic Systems of the United States

Students will understand the economic system of the United States, including its principles, development, and institutions.

Elem. Grades 3-4:

1. Identify the three basic economic questions all economic systems must answer: What to produce? how? and for whom?

*****Middle Grades 5-6:**

5. Describe the roles and contributions of the principal contributors to the economy [ex: laborers, investors, entrepreneurs, managers.]***

5. Activities

PART ONE: Early Exploration

1. Introduce the concept of preparing for exploration of unknown area. oSmall groups of students will identify at least three roles and skills needed for a hypothetical space

exploration.

o Groups will share and compare.

2. Raise a comparison between space exploration and early colonial settlement.

Possible discussion points:

o Were we more prepared and knowledgeable about what we were facing, what we would find before we sent men into space than before sending men to the "New World?" Why? How?

o Competition vs. collaboration and sharing?

PART TWO: Roles for Settlement

3. Given a potential personnel roster of 120, students will brainstorm a list of who is needed [by their role] and to go on the first ship[s] to an early colonial settlement.

Possible discussion points:

o more, smaller ships or fewer, larger ships?

o volunteers or hired personnel or ?

o experience or training?

o age?, gender?

4. Teacher will facilitate a group sharing of the brainstorming list[s]. [ex: if done in small groups a share/compare method - if done in full group.....posting list]

5. Student will explain rationales in selecting the roles listed.

6. Examine and evaluate the list for any omissions or revisions.

7. Distribute Table 1 [pg 4] from The Popham Colony: An Historical and Archaeological Brief. [posted on the Maine's First Ship website]. This is a rough personnel roster from the Fort St. George settlement.

Note: Teacher should be prepared with explanations of some of the era-specific language.

8. Discuss roles on actual list:

Possible discussion points:

Did you forget any major roles? [ex: ship's crew?]

What surprises are there? [ex: soldiers?]

Why is each group there?

How are the roles different then from today? [ex: physician Important Teaching Point:

o Teacher should give students information about the crucial need for a financial backer[s]. Specific information on John Popham as backer for the Fort St. George expedition.

9. Compare and Contrast actual list with brainstormed list. Discuss.

PART THREE: Impact of Roles

10. Discuss how the personnel included in preparing for an early settlement could potentially affect the outcome of the settlement.

Possible discussion points:
effect of gain/loss of backer, good/poor vessel
choice, good/poor supply planning, etc.

11. Discuss how the personnel included at the settlement site could potentially affect the outcome of the settlement.

Possible discussion points:

PART FOUR: Demonstrate Understanding of Roles

12. Culminating Activity Choices:

- o Prepare a "Report to the Committee on New World Settlement" giving your recommendations for "staffing" and funding future settlement ventures.
- o Prepare a series of "broadsheets" [posters] advertising for job openings on a future settlement sailing.
- o Prepare a brochure describing a settlement venture to a potential financial backer.
- o Prepare a job description for a specific role in a settlement venture giving the responsibilities of that role and training needed.

6. Materials

- o Table 1 [pg 4] from The Popham Colony: An Historical and Archaeological Brief.
- o Background information about Sir John Popham
- o Vocabulary list [with meanings]

7. Historical Setting:

Historical Setting

- o a brief [glossary of terms](#) in Table 1 (See Glossary of Terms)
[Ex: gentlemen, shipwright, etc.].
- o information on Sir John Popham as backer

8. Assessment:

1. Name at least one role necessary in preparing for an early colonial settlement and identify at least two attributes or resources of that person.
2. Name at least two roles necessary for an early colonial settlement identify at least two skills, resources, or experiences needed for each of those roles.
3. Choose one "role" that you would like to fill for the Popham colony at Fort St. George. Write a paragraph or make a chart including:
 1. role [name]
 2. training needed for that role
 3. reason[s] you chose that role
 4. list of responsibilities you would have
 5. a hypothetical "to do" list for a typical day in the colony

NOTE: These can be assessed through an oral or written evaluation, observation during the unit, and/or the culminating activities.

9. Scoring Rubric

Lacking: Student is unable to identify 3 roles in early settlement or has much incorrect information in their answers.

Basic: Student is able to correctly identify at least 3 roles in early settlement, including at least one in sponsorship. Student can identify the skills, experience or resources needed for each role.

Enriched: Student is able to correctly identify the roles, skills, and experiences. Student is also able to demonstrate a depth of understanding through correct examples, added detail, or additional insights.

10. Extension Activities:

- a. Compare Fort St. George with other early settlements.
 - o using Jamestown
 - o using a later colony, such as Plymouth or Louisbourg
 - o using a non-English colony, such as St. Augustine [Spanish] or St. Croix [French]
- b. Visit the site of an early settlement
 - o actual sites
 - unrestored [ex: Fort St. George in Popham]
 - restored [ex: Plimoth Plantation]
 - o virtual sites [ex: Jamestown website]
- c. Discuss possible conflicts between roles in the settlement.
 - o what possible conflict might there be?
 - o how would such conflicts be resolved?
- d. Hands-on exploration of early colonial settlement jobs [ex: experiment with mock wattle and daub construction, construct a mortise and tenon, make a mini-raft using caulking with oakum, construct a pulley system to move supplies] Possibly bring in people to demonstrate present day equivalents or guide in old-style attempts.

