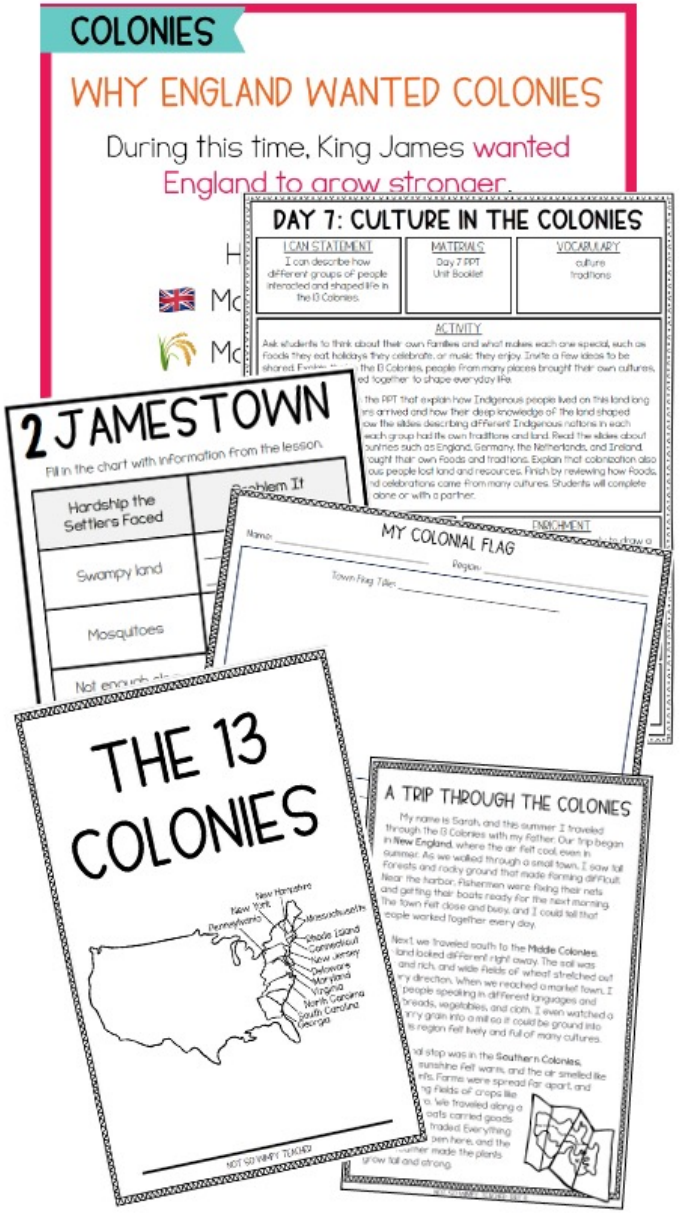
What's Included

- ✓ 7 instructional PowerPoints
- ✓ Vocabulary cards
- ✓ Student booklet with an activity for each day
- ✓ 13 Colonies reading passage
- ✓ Design your own flag enrichment activity
- ✓ Assessment

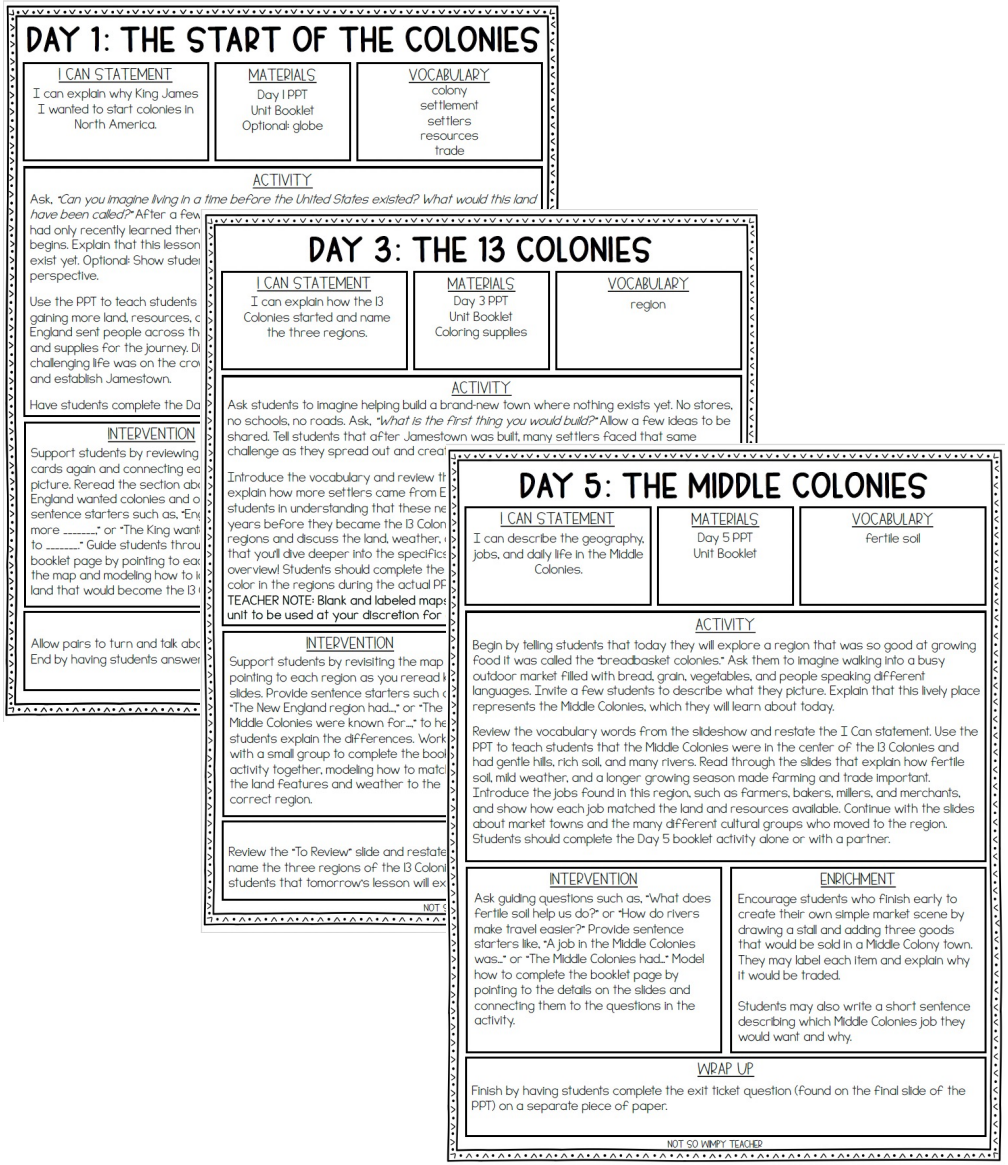


10 Days of Activities

This unit includes seven instructional PowerPoints that teach the concept.

Students will practice the skill using guided booklets, a reading passage, design your own colonial flag enrichment activity, task cards, and vocabulary cards.

This unit comes with an assessment to test student understanding of the material taught.



DAY 1: THE START OF THE COLONIES

I CAN STATEMENT
I can explain why King James I wanted to start colonies in North America.

MATERIALS
Day 1 PPT
Unit Booklet
Optional: globe

VOCABULARY
colony
settlement
settlers
resources
trade

ACTIVITY
Ask, *"Can you imagine living in a time before the United States existed? What would this land have been called?"* After a few had only recently learned ther begins. Explain that this lesson exist yet. Optional: Show stude perspective.

Use the PPT to teach students gaining more land, resources, England sent people across th and supplies for the journey. D challenging life was on the cro and establish Jamestown.

Have students complete the Da

INTERVENTION
Support students by reviewing cards again and connecting ea picture. Reread the section abo England wanted colonies and a sentence starters such as, "Eng more _____." or "The King want to _____." Guide students throu booklet page by pointing to ea the map and modeling how to k land that would become the 13

Allow pairs to turn and talk abo End by having students answe

DAY 3: THE 13 COLONIES

I CAN STATEMENT
I can explain how the 13 Colonies started and name the three regions.

MATERIALS
Day 3 PPT
Unit Booklet
Coloring supplies

VOCABULARY
region

ACTIVITY
Ask students to imagine helping build a brand-new town where nothing exists yet. No stores, no schools, no roads. Ask, *"What is the first thing you would build?"* Allow a few ideas to be shared. Tell students that after Jamestown was built, many settlers faced that same challenge as they spread out and crea

Introduce the vocabulary and review th explain how more settlers came from E students in understanding that these ne years before they became the 13 Colon regions and discuss the land, weather, that you'll dive deeper into the specifics overview! Students should complete the color in the regions during the actual PP
TEACHER NOTE: Blank and labeled maps unit to be used at your discretion for

INTERVENTION
Support students by revisiting the map pointing to each region as you reread slides. Provide sentence starters such "The New England region had..." or "The Middle Colonies were known for..." to he students explain the differences. Work with a small group to complete the boo activity together, modeling how to matc the land features and weather to the correct region.

Review the "To Review" slide and restate name the three regions of the 13 Colon students that tomorrow's lesson will ex

NOT S

DAY 5: THE MIDDLE COLONIES

I CAN STATEMENT
I can describe the geography, jobs, and daily life in the Middle Colonies.

MATERIALS
Day 5 PPT
Unit Booklet

VOCABULARY
fertile soil

ACTIVITY
Begin by telling students that today they will explore a region that was so good at growing food it was called the "breadbasket colonies." Ask them to imagine walking into a busy outdoor market filled with bread, grain, vegetables, and people speaking different languages. Invite a few students to describe what they picture. Explain that this lively place represents the Middle Colonies, which they will learn about today.

Review the vocabulary words from the slideshow and restate the I Can statement. Use the PPT to teach students that the Middle Colonies were in the center of the 13 Colonies and had gentle hills, rich soil, and many rivers. Read through the slides that explain how fertile soil, mild weather, and a longer growing season made farming and trade important. Introduce the jobs found in this region, such as farmers, bakers, millers, and merchants, and show how each job matched the land and resources available. Continue with the slides about market towns and the many different cultural groups who moved to the region. Students should complete the Day 5 booklet activity alone or with a partner.

INTERVENTION
Ask guiding questions such as, "What does fertile soil help us do?" or "How do rivers make travel easier?" Provide sentence starters like, "A job in the Middle Colonies was..." or "The Middle Colonies had..." Model how to complete the booklet page by pointing to the details on the slides and connecting them to the questions in the activity.

ENRICHMENT
Encourage students who finish early to create their own simple market scene by drawing a stall and adding three goods that would be sold in a Middle Colony town. They may label each item and explain why it would be traded.

Students may also write a short sentence describing which Middle Colonies job they would want and why.

WRAP UP
Finish by having students complete the exit ticket question (found on the final slide of the PPT) on a separate piece of paper.

NOT SO WIMPY TEACHER

PowerPoint Lessons

JAMESTOWN

Vocabulary Review:

Colony: a community or settlement started by people from an

COLONIES

I can explain why King James I wanted to start colonies in North Americ

COLONIES

WHY ENGLAND WANTED COLONIES



King James I was the king of England in the early 1600s. e was the leader no made important decisions for the country.

NEW ENGLAND

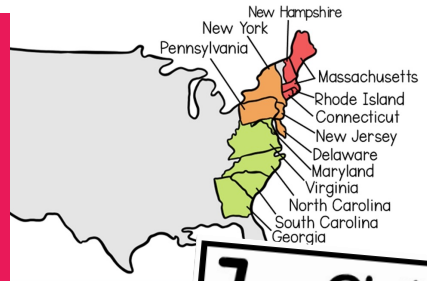
ROCKY SOIL



New England so was rocky and h to dig, which ma farming difficul People grew sm gardens, but larg farms were no on here.

13 COLONIES

THE 13 COLONIES



CULTURE

INDIGENOUS PEOPLES

Indigenous peoples had deep knowledge of the land, plants, animals, and waterways.

Their skills, foods, and traditions shaped daily life in many colonial

THE 13 COLONIES

1 COLONIES

Match the vocabulary words to their definitions.

1.	colony	a place where people build homes and a community in a new area
2.	settlement	buying, selling, or exchanging

2 JAMESTOWN

Fill in the chart with information from the lesson.

Hardship the Settlers Faced	Problem It Caused

7 CULTURE

Use the word bank to help you fill in the blanks.

WORD BANK

culture resources community

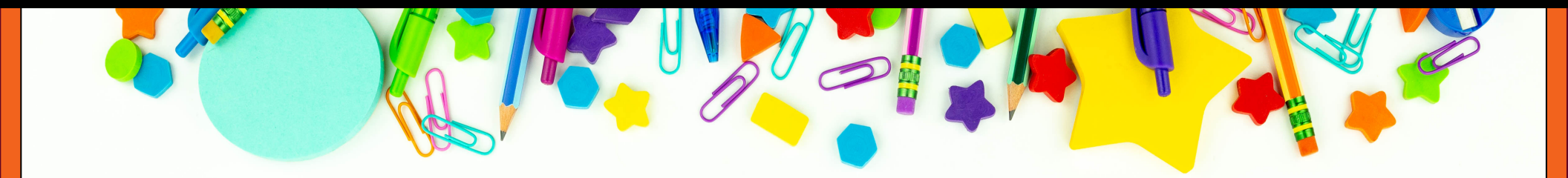
roups brought their own _____

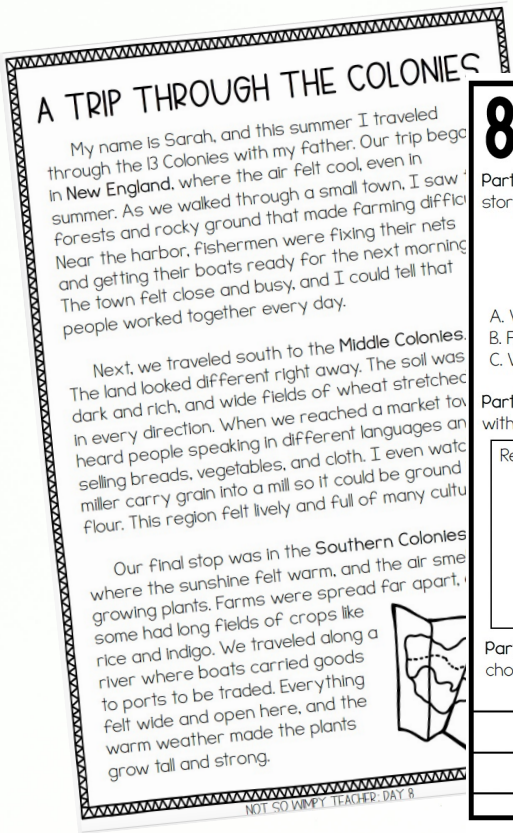
ditions to the colonies.

n settlers helped shape religion, holidays,

Each lesson is designed to be taught in 30 minutes, with all student work completed in their booklets. You can choose to take a daily grade, completion grade, or grade for accuracy.

Project & Enrichment Activity





A TRIP THROUGH THE COLONIES

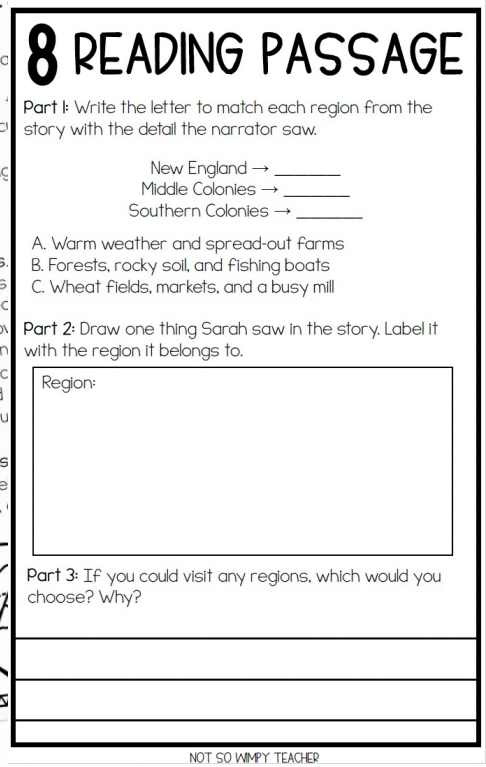
My name is Sarah, and this summer I traveled through the 13 Colonies with my father. Our trip bega

In **New England**, where the air felt cool, even in summer. As we walked through a small town, I saw forests and rocky ground that made farming diffic Near the harbor, fishermen were fixing their nets and getting their boats ready for the next morning The town felt close and busy, and I could tell that people worked together every day.

Next, we traveled south to the **Middle Colonies**. The land looked different right away. The soil was dark and rich, and wide fields of wheat stretched in every direction. When we reached a market to heard people speaking in different languages an selling breads, vegetables, and cloth. I even watc miller carry grain into a mill so it could be ground flour. This region felt lively and full of many cultu

Our final stop was in the **Southern Colonies** where the sunshine felt warm, and the air sme growing plants. Farms were spread far apart, some had long fields of crops like rice and indigo. We traveled along a river where boats carried goods to ports to be traded. Everything felt wide and open here, and the warm weather made the plants grow tall and strong.

NOT SO WIMPY TEACHER: DAY 8



8 READING PASSAGE

Part 1: Write the letter to match each region from the story with the detail the narrator saw.

New England → _____
Middle Colonies → _____
Southern Colonies → _____

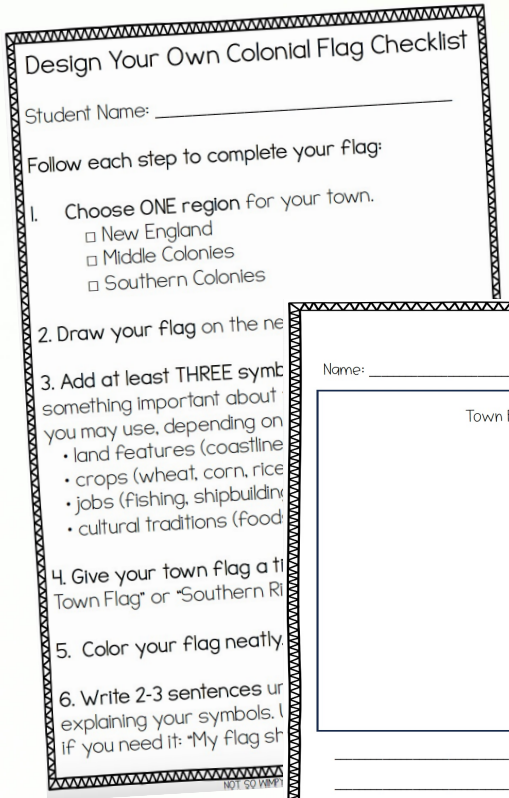
A. Warm weather and spread-out farms
B. Forests, rocky soil, and fishing boats
C. Wheat fields, markets, and a busy mill

Part 2: Draw one thing Sarah saw in the story. Label it with the region it belongs to.

Region:

Part 3: If you could visit any regions, which would you choose? Why?

NOT SO WIMPY TEACHER



Design Your Own Colonial Flag Checklist

Student Name: _____

Follow each step to complete your flag:

1. **Choose ONE region** for your town.
   - ☐ New England
   - ☐ Middle Colonies
   - ☐ Southern Colonies

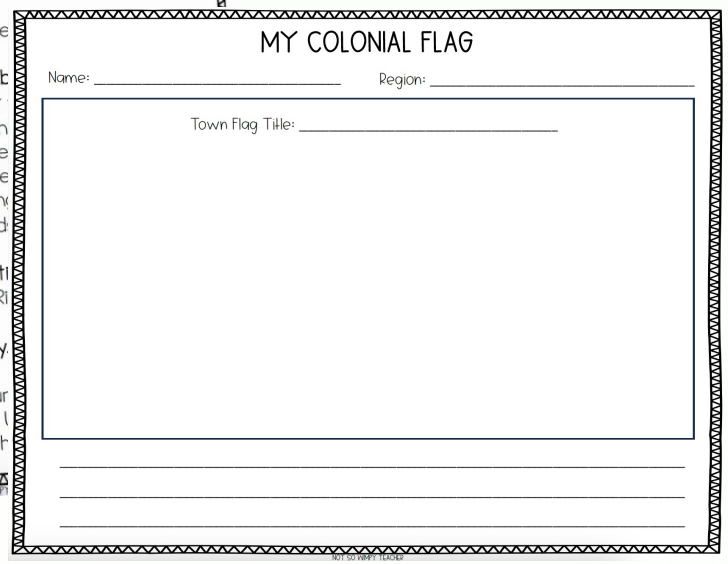
2. **Draw your flag** on the ne

3. **Add at least THREE symb** something important about you may use, depending on
   - land features (coastline
   - crops (wheat, corn, rice
   - jobs (fishing, shipbuildin
   - cultural traditions (food

4. **Give your town flag a t** Town Flag" or "Southern Ri

5. **Color your flag neatly.**

6. **Write 2-3 sentences ur** explaining your symbols. if you need it: "My flag sh



MY COLONIAL FLAG

Name: _____ Region: _____

Town Flag Title: _____

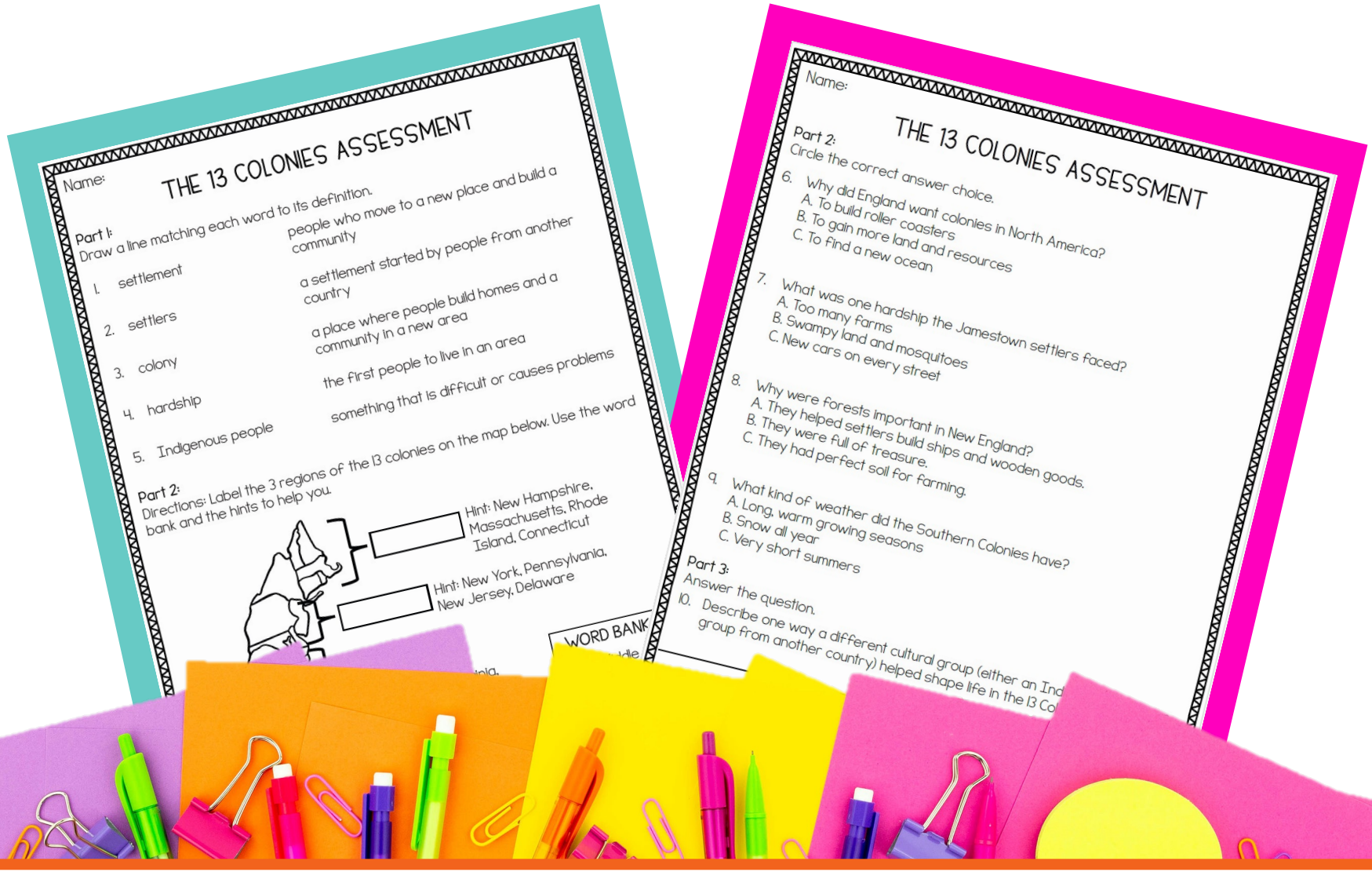
_____

_____

_____

Students will read a passage about a trip through the colonies and answer comprehension questions. Students may also complete this optional design your own colonial flag enrichment activity.

Assessment



Each unit includes an assessment with answer keys to assess student understanding of the 13 colonies.