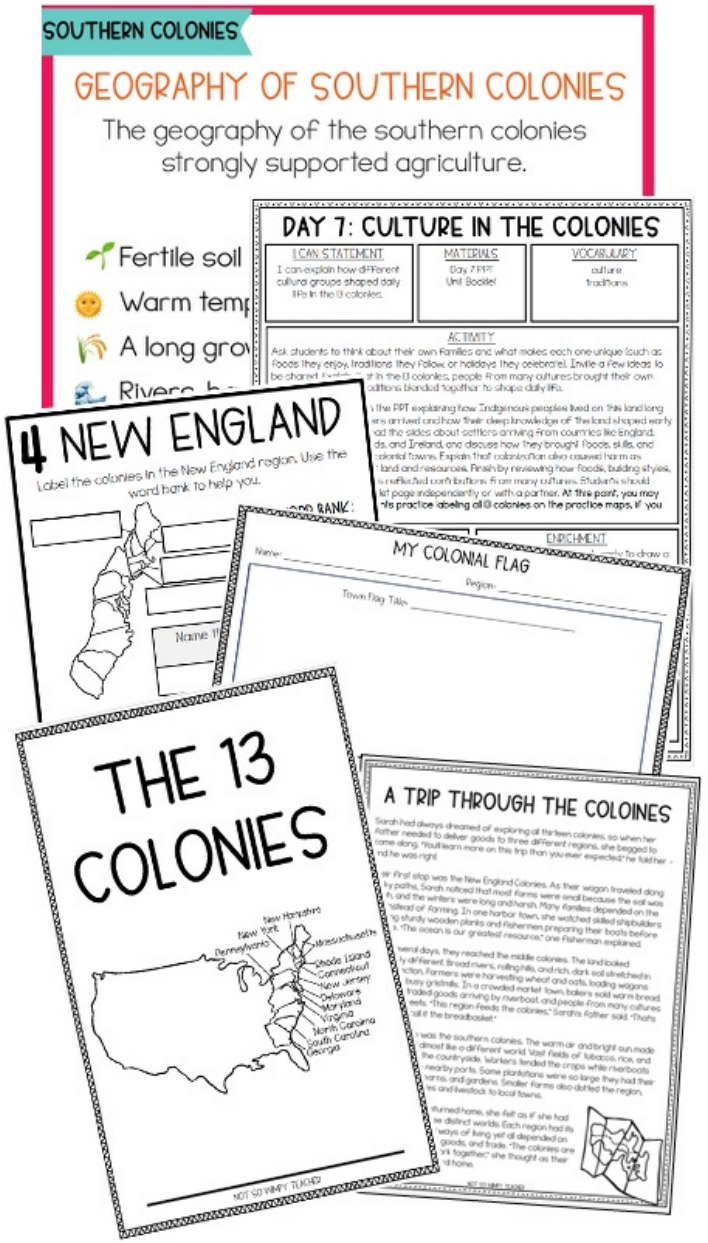
What's Included

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

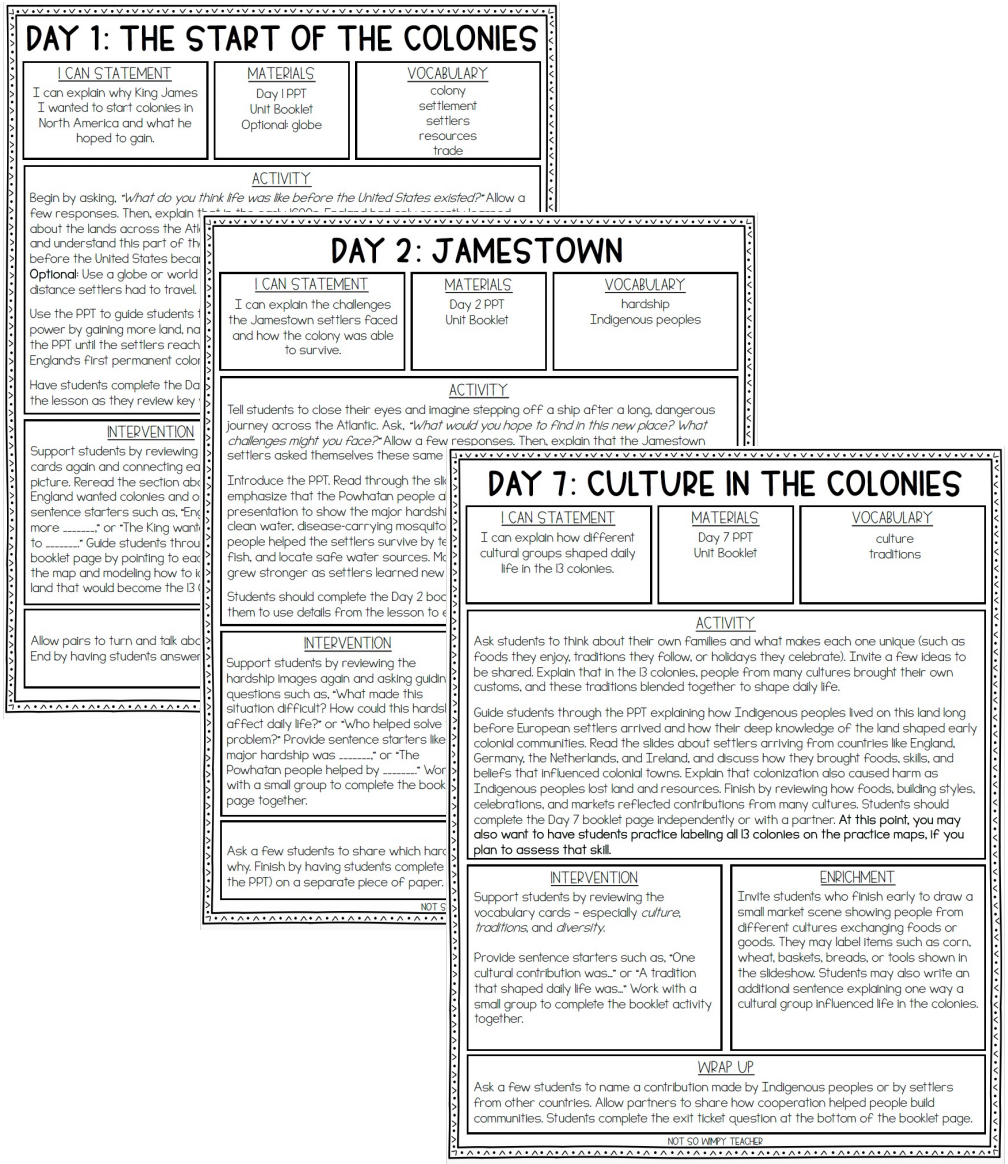


10 Days of Activities

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 two versions of 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 and what he hoped to gain.

MATERIALS
Day 1 PPT
Unit Booklet
Optional: globe

VOCABULARY
colony
settlement
settlers
resources
trade

ACTIVITY
Begin by asking, *"What do you think life was like before the United States existed?"* Allow a few responses. Then, explain th
about the lands across the Atl
and understand this part of th
before the United States beca
Optional: Use a globe or world
distance settlers had to travel.

Use the PPT to guide students t
power by gaining more land, na
the PPT until the settlers reach
England's first permanent color

Have students complete the Da
the lesson as they review key

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

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

DAY 2: JAMESTOWN

I CAN STATEMENT
I can explain the challenges the Jamestown settlers faced and how the colony was able to survive.

MATERIALS
Day 2 PPT
Unit Booklet

VOCABULARY
hardship
Indigenous peoples

ACTIVITY
Tell students to close their eyes and imagine stepping off a ship after a long, dangerous journey across the Atlantic. Ask, *"What would you hope to find in this new place? What challenges might you face?"* Allow a few responses. Then, explain that the Jamestown settlers asked themselves these same

Introduce the PPT. Read through the sli
emphasize that the Powhatan people a
presentation to show the major hardshi
clean water, disease-carrying mosquito
people helped the settlers survive by te
fish, and locate safe water sources. Mo
grew stronger as settlers learned new

Students should complete the Day 2 boo
them to use details from the lesson to

INTERVENTION
Support students by reviewing the hardship images again and asking guidin
questions such as, "what made this situation difficult? How could this hardsh
affect daily life?" or "who helped solve
problem?" Provide sentence starters like
major hardship was _____." or "The Powhatan people helped by _____." Wor
with a small group to complete the book
page together.

Ask a few students to share which hard
why. Finish by having students complete
the PPT) on a separate piece of paper.

NOT S

DAY 7: CULTURE IN THE COLONIES

I CAN STATEMENT
I can explain how different cultural groups shaped daily life in the 13 colonies.

MATERIALS
Day 7 PPT
Unit Booklet

VOCABULARY
culture
traditions

ACTIVITY
Ask students to think about their own families and what makes each one unique (such as foods they enjoy, traditions they follow, or holidays they celebrate). Invite a few ideas to be shared. Explain that in the 13 colonies, people from many cultures brought their own customs, and these traditions blended together to shape daily life.

Guide students through the PPT explaining how Indigenous peoples lived on this land long before European settlers arrived and how their deep knowledge of the land shaped early colonial communities. Read the slides about settlers arriving from countries like England, Germany, the Netherlands, and Ireland, and discuss how they brought foods, skills, and beliefs that influenced colonial towns. Explain that colonization also caused harm as Indigenous peoples lost land and resources. Finish by reviewing how foods, building styles, celebrations, and markets reflected contributions from many cultures. Students should complete the Day 7 booklet page independently or with a partner. **At this point, you may also want to have students practice labeling all 13 colonies on the practice maps, if you plan to assess that skill.**

INTERVENTION
Support students by reviewing the vocabulary cards - especially *culture*, *traditions*, and *diversity*.

Provide sentence starters such as, "One cultural contribution was..." or "A tradition that shaped daily life was..." Work with a small group to complete the booklet activity together.

ENRICHMENT
Invite students who finish early to draw a small market scene showing people from different cultures exchanging foods or goods. They may label items such as corn, wheat, baskets, breads, or tools shown in the slideshow. Students may also write an additional sentence explaining one way a cultural group influenced life in the colonies.

WRAP UP
Ask a few students to name a contribution made by Indigenous peoples or by settlers from other countries. Allow partners to share how cooperation helped people build communities. Students complete the exit ticket question at the bottom of the booklet page.

NOT SO WIMPY TEACHER

PowerPoint Lessons

CULTURE

Vocabulary:

Traditions: special customs or practices passed down over time

COLONIES

I can explain why King James I wanted to start colonies in North America and what he hoped to g

NEW ENGLAND

MANY FORESTS

New England had dense forests filled with tall trees. Wood became an important natural resource and supported jobs such as:

- Woodworkers
- lers
- ers

pplied lumber
s, and ships.

MIDDLE COLONIES

JOBS IN THE MIDDLE COLONIES

- Farmer = grew crops like wheat, corn, and vegetables
- Baker = used flour to make bread, rolls, and treats for the community
- Miller = worked in mills and used big stones or water wheels to grind grain into flour
- Merchant = bought and sold goods like cloth, food, tools, and flour in market nd busy po

JAMESTOWN

ARRIVING IN NORTH AMERICA

Time: April 1607 Place: Jamestown, Virgina

he United States

A Closer Look:

Virginia

CULTURE

INDIGENOUS PEOPLES



This map shows the many Indigenous nations living across North America during the 1600s. Their lands covered forests, plains, mountains,

THE 13 COLONIES

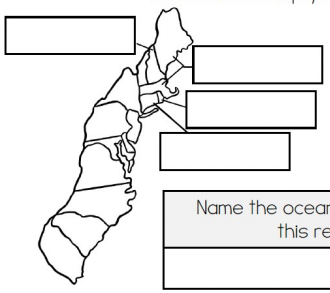
1 COLONIES

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

4 NEW ENGLAND

Label the colonies in the New England region. Use the word bank to help you.



WORD BANK:
Massachusetts
Rhode Island
New Hampshire
Connecticut

Name the ocean that borders this region.

6 SOUTHERN

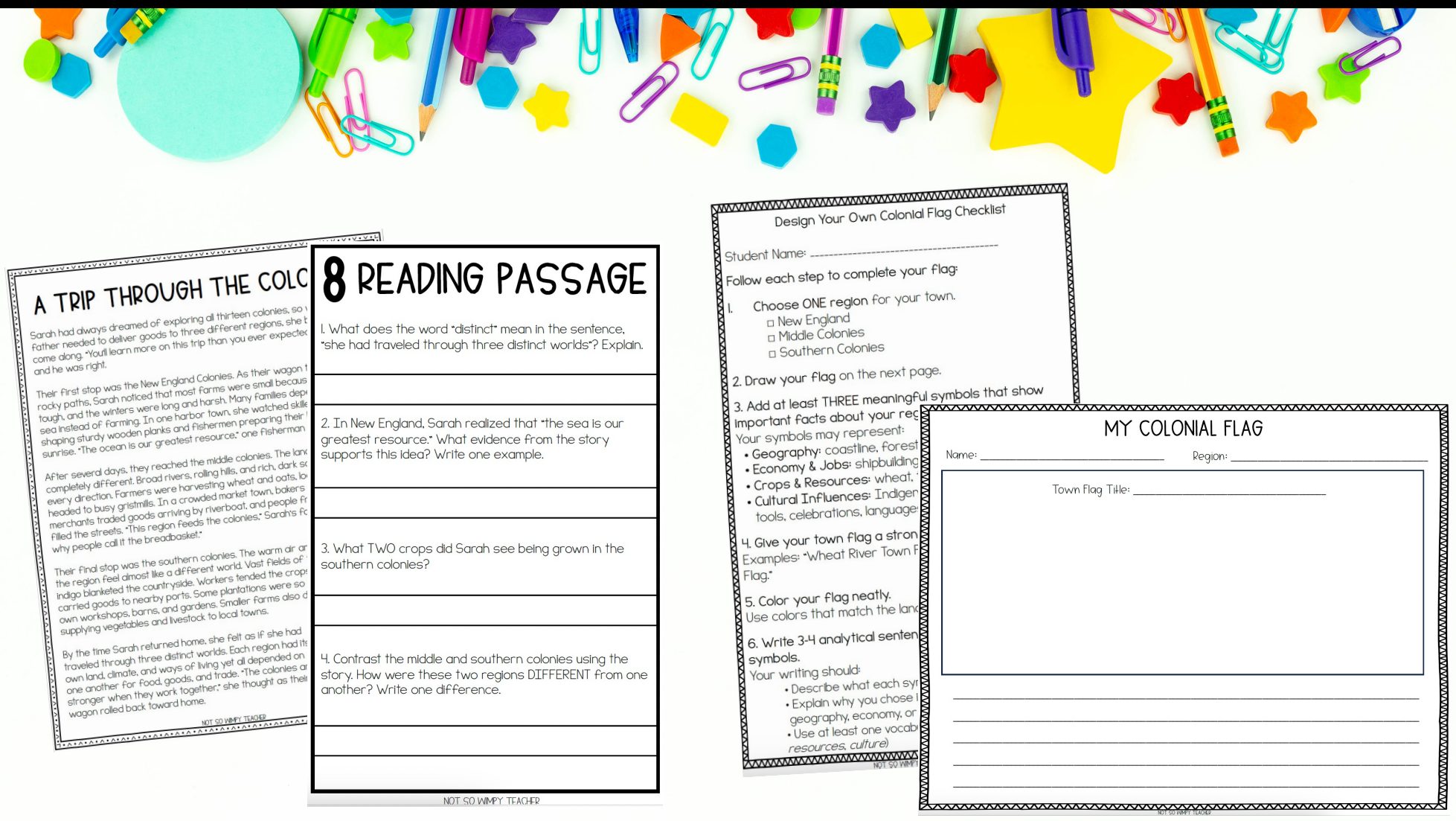
e colonies in southern region. Use the word bank to help you.



WORD BANK:
Maryland
Virginia
North Carolina
South Carolina
Georgia

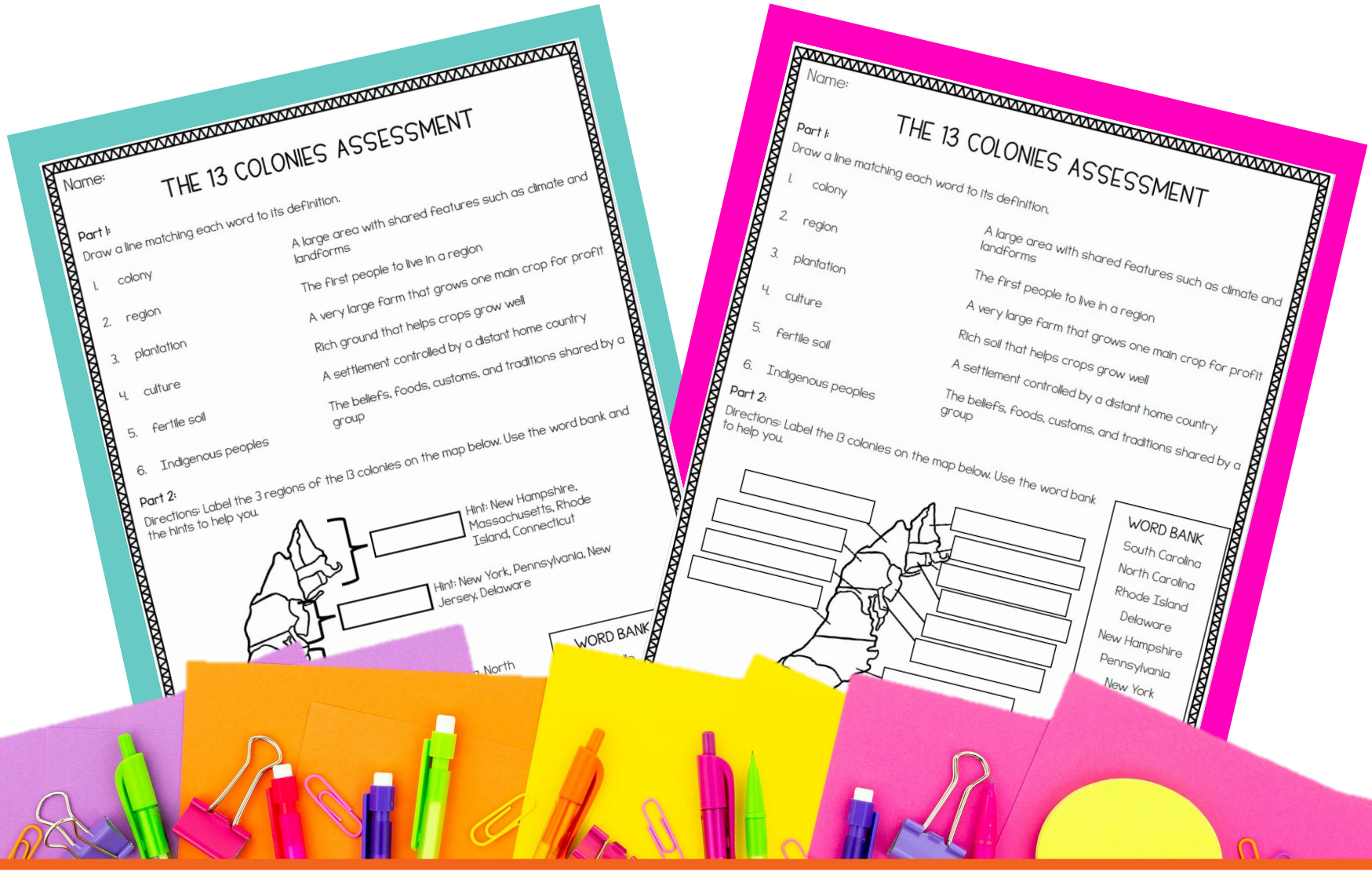
Each lesson is designed to be ites, with all student work completed in the an choose to take a daily grade, completion grade, or grade for accuracy.

Project & Enrichment Activity



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



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