UNIT 1

Colonialism and the Road to Revolution

Lesson Plan 1

OBJECTIVES

- ✔ Students will be introduced to what a sentence is.
- ✔ Students will understand how learning U.S. history will help them reach their goals.
- ✔ Students will get an overview of U.S. history from colonization to the Civil War.
- ✔ Students will use maps to understand the process of colonization.
- ✔ Students will learn about the geography of each group of colonies and how geography affected their economies.
- ✔ Students will review two persuasive essays about the centrality of money in America and write responses.

MATERIALS FOR LESSON 1

Activity 1: Why Do We Have to Learn This?

- *Background Knowledge and Reading*, adapted from Daniel T. Willingham

Activity 3: World Colonization 1700

- Large World Write-On/Wipe-Off maps
- Historical world maps showing colonial possessions
- Blank U.S. map with state boundaries
- Map: Native American cultural groups
- Map: European claims in North America

Activity 4: Cultural Economies

- Climate map of U.S.
- Reading: *Regional Economies*
- Graphic organizer: Regional Economies

Activity 6: Short Response to Persuasive Text

- Reading: *Are Americans Too Obsessed with Money?*
- Reading: *Can We Agree that Money is Important?*

ACTIVITY 1 Why Do We Have to Learn This?

MATERIALS: ***Background Knowledge and Reading,*** **adapted from *Why Don't Students Like School?* by Daniel T. Willingham**

STEPS:

1

The purpose of the activity is to provide a rationale for learning U.S. history. Students often ask "Why are we learning this?" or "Will this be on the test?" The point made by Willingham in the reading is that background knowledge is always needed for reading—in other words, it is important to learn about history, a "school" subject, in order to understand a range of school-related texts.

1. Ask students to talk with a partner about the following question: *To be a good reader, is it more important to have skill as a reader (for instance, skill in sounding out words), or to know about a lot of different subjects? When you read a text, is all the information you need to understand the text in the text, or do you have to bring your own knowledge?*
2. Give students 3-4 minutes to discuss this question. Circulate as they are talking to get an idea of what their thoughts are. After 3-4 minutes, bring the class together and ask for a report back. Write some notes on students' thoughts on the board.
3. Write this sentence on the board: "I'm not trying out my new barbecue the night the boss comes to dinner," Mark yelled. Ask students: *Why doesn't Mark want to try out his barbecue the night the boss comes to dinner?*
4. Follow up by asking: *How did you know this? Is the information in the text? Did the writer tell us why Mark didn't want to try out his new barbecue the night his boss comes to dinner? If not, how did you know?*
5. Tell students that the knowledge they supplied, from their own heads, has a name among educators: it is called *background knowledge*. People have *background knowledge* about different subjects. You can have background knowledge about sports; about the subway system; about your neighborhood. Background knowledge is a very important part of reading, which is why, in this class, they will spend so much time learning about things—in this case—about history.
6. Hand out the reading. Ask students to read silently. When they are finished reading, tell students: *One question I get from students all the time is why do we have to learn all this history?* Ask them to discuss with a partner how the writer of this article would answer this question. You may want to draw a head on the board with a thought bubble "Why are we learning all this history?" This represents the student. Draw another head which represents the teacher and

write a speech bubble. What would the teacher say, based on the text they've just read?

7 As an alternative, or in addition, ask a student to do a brief role play with you. Play the part of a student who is fed up with learning all of this history. Ask a student to be the teacher and explain why they need to learn all of this "stuff," based on the Willingham text.

ACTIVITY 2 What Do We Already Know About U.S. History?

MATERIALS: Blackboard/whiteboard and chalk

STEPS:

1 **Tell students that they are going to be learning about U.S. history for the next 10-15 weeks.** It will be helpful for them to think about what they already know, and also to become familiar with the use of a timeline. A timeline is helpful because it gives a picture or graphic that can help you remember major events.

2 **Draw a timeline on the board.** Ask students to call out major events of U.S. history that they remember. Write these events at the top of the board. Then begin at the beginning of the timeline and ask students what event came first, and whether they know a date or "ballpark date" for the event.

3 In the course of this activity, questions will come up. Students may know some events but have dates wildly wrong. Students may ask whether they need to memorize dates. I always tell them that it's good to have an idea of the order of major events, and also a ballpark date—for instance, I may not know exactly what year the Civil War started, but I know that it took place in the mid-1800s. I know that it came after the Revolution, and before World War I.

4 **Ask students to copy the timeline into their notebooks** as you write events on the board. Tell students that they will be returning to the timeline again and again.

1

It's a good idea to start any history curriculum with a time line like this which will serve a few purposes:

(1) it gives you, the teacher, an idea of what students already know about U.S. history and misconceptions that you may want to correct at some point.

(2) it pools the class knowledge about U.S. history.

(3) it provides a model of a time line, an important tool in understanding history that you want students to return to again and again.

ACTIVITY 3 World Colonization in 1700

MATERIALS: large write on/wipe off maps of the world • historical world map showing European empires and colonies • blank map of U.S. • map showing Native American culture groups • map showing European claims in North America

STEPS:

1

When using maps for the first time in class, always give students a chance to see either a blank world map or blank U.S. map. I always have students label the continents because it is fundamental knowledge every student should have. Once blank maps have been introduced and students have a general orientation to the map, historical maps can be introduced and students can notice the differences.

1. **Give out the large blank write-on/wipe off maps and have students work in small groups to label the continents.** For those who are having trouble, ask them to get help from those who are familiar with the map. Ask those who are familiar to explain how they know which continent is which.
2. **Tell students that it's a good idea to have a general idea of the world map.** Now they are going to look backward in time. Ask students to locate and label (or if you prefer, color in with different color markers): Spain, England, France, Holland. Tell students that these were major colonizing countries.
3. **Give out the historical map showing European empires.** Ask students to look at and briefly discuss as a whole class the amounts of territory different European powers "owned." How does this explain why Portuguese is spoken in Brazil and English is spoken in the U.S.?
4. **Ask students "why colonize?"** What do you think European countries gained from colonizing other parts of the world? (in my class, students brainstormed the following list: wealth, power, money, land, products from the colony)
5. **Tell students that now they are going to "zoom in" on the U.S.** Give out the blank U.S. maps and have students label: New York, Florida, Texas, California. Tell students they don't need to know every state, but it's a good idea to know these easily recognizable states.
6. **Give out the map showing Native American cultural groups.** How is it different from the blank U.S. map?
7. **Give out the historical map showing European colonies in North America.** How is it different from the blank map? From the Native American map? What new information do we get from it? You may want to ask students to write statements about the similarities/differences between the maps.

8 Have students look back at the blank U.S. map. Ask them which they think were the 13 original colonies. Have them call out the colonies. Write the colonies on the board in three groups: New England, Middle, Southern.

ACTIVITY 4 Colonial Economies

MATERIALS: climate map of U.S. • reading: *Regional Economies* • graphic organizer

STEPS:

1 **Tell students that one of the subjects they need for the HSE exam** and that they will be studying along with U.S. history, is economics. A simple way of defining "economics" is how people make a living. Tell students, *"OK, now I want you to imagine you are colonists. You are just off the boat and here you are in a land with no cities and very few stores. What are you going to do? How do you think most people fed themselves / made a living at that time?"* Most students will say "farming."

2 **Ask students**, *"so what do you need for a successful farm?"* Students will say things like *"good soil, sunshine, seeds."* With students, discuss the role of the weather and climate. Give out a climate map of the U.S. and ask students to look at the climate map and tell which group of colonies, New England, Middle or Southern colonies, had a better climate for farming. Based on the map, students will predict that Southern colonies had the best conditions for farming.

3 **Tell students that now they will be reading about each group of colonies and what their economies were based on.** Ask students to read just the section on New England colonies. Write a guiding question on the board: how did the geography and natural resources of the New England colonies affect the way people made a living there? Have students underline parts of the text that answer this question as they read.

3

The relationship between the physical features of a region, settlement patterns and economic development is a key idea in social studies that can be transferred to other contexts.

4 **Bring the class together when students have finished the first section.** Give out the graphic organizer. Lead students through the process of finding the information that would go into the various columns: what kind of terrain/physical features does this region have? What is its economy based on?

5 Once students have worked on this section as a class, **divide the class in half.** Have one half read "Middle Colonies," and one half read

"Southern colonies." Students in each half should work in pairs or small groups to fill in their graphic organizers for that section.

6

Both the TABE, the TASC and college entrance exams emphasize student understanding of different genres, author's purpose, and text structures. The ability to see relationships between ideas is also very important, so it's a good idea to call students' attention to these features during the course of lessons.

6 **Bring the class together.** Tell students: *In this class, while you learn content knowledge, you will also learn skills. One reading skill that is important is understanding text structure. If you know how a text is structured, it's easier for you to take notes and remember what you read.* Ask students, *"How do you think this text is structured? Is it more like description? Chronological? Cause and effect?* If students don't know, point out that the text is mainly organized around cause and effect. Knowing this will help them write a summary of their section.

7 **Guide students to write** one sentence that summarizes the section on New England colonies using a cause and effect pattern. For instance, you might guide students to write "New England had rocky soil, so people only had small farms to feed themselves. They had access to water, so they made a living by fishing and shipbuilding."

8 When students understand the concept, have them return to their groups and **write a summarizing sentence for the section** they took notes on (either "Middle" or "Southern") using a cause and effect pattern. You may want to write a template for them: The _____ colonies had _____, so _____.

9 **Have each group post the summarizing sentences** they wrote and go over them. You may then want to discuss "general" vs. "specific" in terms of the main idea. For instance, I wrote the following sentences as sentences that could *precede* the sentences written by students:

a. The Middle colonies had good soil, so they produced a lot of crops.

b. The different colonies had different natural resources, which led to them relying on different kinds of products.

c. The location of a place and its natural resources can have a big effect on its economy.

We then discussed which of the three was more specific and which was more general, and the fact that general sentences usually come first in a paragraph.

ACTIVITY 5 What is a Sentence?

MATERIALS: blackboard; paper and pen

STEPS:

1. **Write the sentences on the board.** Write this question above them: Which one of these are sentences? Walk around as students discuss to hear what they are saying.

   - *Time always seemed too short.*
   - *I voted.*
   - *Jose and Lisette complained about the lady at the welfare office.*
   - *Sometimes governments collapse.*
   - *Democracy has been our form of government for over 200 years.*
   - *That morning, the senator voted against the proposal and went to lunch.*
   - *Taxes can really take a chunk out of your paycheck.*

2. It's very important to **walk around** and get a sense of what students understand and what puzzles them, so the conversation that follows can address some of their confusions. When I teach this lesson, students are usually puzzled by some of the choices. They are not sure that a sentence can be two words, for instance.

3. **Go through the sentences** one by one, stopping and asking what students thought—if they think it is a sentence, why. If they think it is not, why not? Questions come up, and this leads to establishing the points below.

4. **A sentence is a group of words that has a subject and a verb.** Or, more accurately, a sentence is a group of words with a sentence and a verb, a capital letter at the beginning, and a period at the end. I tell students that they may have learned that "a sentence is a complete thought" but that seems like a confusing definition to me, so I prefer this one.

5. **Verbs.** I say that if you want to figure out if a group of words is a sentence, first you need to find the verb. I ask students what a "verb" is. Students will often say it is an "action word." I will say that's true, but some verbs don't sound very "action-y." In the first sentence we see "seems." That doesn't seem like a very active word, does it? I tell students that they will often come across forms of the verb "to be"—am, was, were, is, have been, were going to, etc. These may not seem very "verby" but they are.

2

Sentence combining is an important skill for the HSE test and for college entrance exams. Before engaging in it, I find it is very important to have a discussion about what a sentence is and is not. This discussion needs to be ongoing throughout the semester. The question of what is/is not a sentence is fairly mysterious to a lot of students. Try to tailor discussions so that students only need a minimum of grammatical terms. If students can write sentences already then they do not need to learn a lot of grammatical rules and terms. I also try to target only the kinds of mistakes that students are actually making. As the lessons progress, and more student writing reveals the sentence-level errors students make, mini-lessons can be done to address those specific error types.

6. **Verbs change with the time.** So how can you tell a word is the verb? It changes with the time. You can put it in past tense, present tense, future tense. Take "always" (which some students will say is the verb if you ask them). Can you "always-ed?"

7. **A two-word sentence?** When we come to the second sentence, the question of whether a sentence can be two words comes up. There are usually some students who think that is not possible. I'll ask them—is there a verb? Is there a subject that does the action of the verb? Then it's a sentence.

8. **Subjects.** Once you know the verb, you can look for the subject. Who or what does the action of the verb?

   - I voted.
   - Who voted?

   With sentence 3, we talk about how there can be two subjects that do one action. Jose and Lissette both complained.

9. **Verbs can be more than one word.** We discuss this for sentence 5. The verb includes "has been." There can be even more words in the verb: might have been, had been doing

10. **Two separate actions with *and*.** That is what we have in sentence #6. You can have one subject who does two (or more) separate things.

11. **Words between the two verbs.**

    We discuss this for sentence 7—taxes can really take a chunk… really is not a verb, but there are words that can tell us more about the verb, and these can come between the two parts of the verb.

    As we talk, I write some of these observations on the board and urge students to copy them down. I try to use as few grammatical terms as possible. I tell students that if they are confused not to worry, we'll be doing this again and again and again.

ACTIVITY 6 Short Response to Persuasive Texts

MATERIALS: Reading: ***Are Americans Too Obsessed with Money?*** and ***Can We Agree that Money is Important?***

STEPS:

1. **Tell students** that they have just been learning about economics. Yes, it's the economy of the past, but it's still economics. Tell students that for homework, they are going to write a short response to two essays on the subject of money. The question: Is money too important in American society?

2. **Write these two statements on the board side by side:** (1) Americans are too obsessed with money; and (2) Money is important and it makes sense to care a lot about money. Ask students to free-write for five minutes about which statement they agree with and why. When students are finished writing ask for some report backs on their opinions. You don't need to spend a lot of time on this—just to get a few ideas out.

3. **Give out the first text:** "Are Americans Too Obsessed with Money?" Ask students: *Who wrote this text? Where does it come from?* Tell students it's a good idea to always look at the source of a text. Briefly review what a "claim" is. Write a guiding question on the board: What is the author's claim? Have students read silently.

4. Students should easily be able to **identify the author's claim**. Explain to students that when you write persuasively, you can't just state your opinion—you have to provide some reasons or support to back up your opinion. You may want to go through some examples: A person makes the following claim: *if you read a book a week, you are guaranteed to pass the HSE text.* If a person made this claim to them, what evidence would they want to back it up?

5. **Ask students to look back at the texts** and find the reason for the author's claim and an example that backs up the claim. When students volunteer these, write them on the board under the claim.

6. **Have students look over the second text,** "Can We Agree that Money is Important?" Who wrote it? Just from the title, what guess can they make about the author's claim? Ask them to read to find (a) the reason and (b) an example. Bring the class back together to identify those two things.

1

This activity introduces students to two key concepts: claim and support in persuasive writing. I choose to use the term "support, "rather than "evidence." In reality, I find that most persuasive writers use reasons and examples to support their claims. Students often have the erroneous belief that they "shouldn't tell a story" in an essay, but an example is just that, a little story that a person uses to back up a claim. Personal examples are also fine—indeed encouraged—as long as the example is logically connected to the reason and the claim.

5

Students need to identify claims and support in written models, rather than just learning definitions of these terms.

7 **Tell students**, *Now it's your turn. Decide which writer you agree with, then talk to your partner briefly. State your claim, give ONE reason for your claim and give an example.*

8 **Model** this by talking about your own claim, reason, and an example, then have students turn to each other and talk for 3 to 4 minutes, with each partner taking a turn.

9 **Tell students**, *OK, now it's time to write. You are going to write a paragraph in which you respond to the texts.* Have them look at the directions on the back of the handout, then write their paragraph. If time runs out, students can do this for homework.

8

Students often benefit from the opportunity to briefly verbalize their ideas to a partner before writing. This is especially true for second language speakers. This helps build confidence that your thoughts are in fact worth putting on paper.

HOMEWORK

- Complete the constructed response activity on money.
- Read Homework Reading A and Homework Reading B and write answers to the questions.

The homework reading revisits the colonialism concept from two different perspectives. This is a broader understanding for students to understand as they learn history—there are different perspectives on historical events. The homework also introduces students to some vocabulary work.

Why Students Don't Like School

Why do you have to *know* things to be a good thinker?

Adapted from "Why Students Don't Like School" by Daniel T. Willingham

Two words that you will hear a lot in a classroom are *skills* and *knowledge*. Both have to do with learning and education, but they are not the same.

A *skill* is an ability, something that you do well. Throwing a baseball is a skill. You may not do it well in the beginning, but with practice and a good coach, you can get better at it.

Knowledge is related, but not exactly the same. We might think of knowledge as being *facts* or *things that you know*. There are so many different types of knowledge: knowledge about history; about how to cook an egg; about how to get from 42nd Times Square to Chambers Street by subway; about how to fix a car or set up an experiment.

The people who make standardized tests like the TASC or the GED often say that they want to test *skills.* They may say that their test *tests reading skills* or *math skills,* and they might break these skills down even further. So you might learn that the TASC Reading test examines your ability to:

- Find the main idea and supporting detail
- Make inferences
- Determine the best definition of a word

If standardized tests test skills, you may wonder: what is the point of learning facts and acquiring knowledge?

That's a good question. Daniel T. Willingham, a cognitive scientist who wrote a book called *Why Don't Students Like School?* has a few ways to answer this question, but here's his basic answer: **Factual knowledge comes before skill.**

In other words, you can't really increase your skills until you know things. Or maybe it's more accurate to say, you increase your skills while you are acquiring knowledge. In other words, skills and knowledge go together. This is an important point because students in a class often ask *why do we have to know this? I just need to know how to read.*

But cognitive scientists know it doesn't really work that way. We don't learn skills in isolation. We acquire knowledge. We know more and more about

something. We then become more and more skilled at thinking about, reading about, writing about or solving problems about *that particular topic or subject.* As we read and learn more, we are able to *remember* more and use our knowledge in a variety of situations, then apply that knowledge to more and more topics and subjects.

So what are some ways that acquiring knowledge will help you gain skills?

Background Knowledge is Essential to Reading Comprehension

One way that factual knowledge can help you is when it comes to reading. When we read, we often draw on background knowledge—knowledge that we have about a topic—as we read. We may not even notice that we are doing this, but we are. Take the following example:

"I'm not trying out my new barbecue when the boss comes to dinner!," Mark yelled.

This may seem like a very easy sentence to understand. If you can sound out the words on the page, all the information you need to understand the sentence is right there.

It may *seem* that way, but in fact, the information that you need to understand the sentence is *not* all in the text. You are using background knowledge to understand it. You are supplying information from your own experience to understand things that are *unstated*—things that are not said explicitly. For example, you are probably supplying the information that people often make mistakes the first time they cook on a new type of grill or barbecue. You are also supplying the information that Mark, like many of us, did not want to have a supervisor over for dinner, then serve food that tasted bad or was ruined while cooking.

Many texts are constructed this way. Why? When they write, writers leave gaps. They omit, or leave out, information that is needed to understand the logical flow of ideas. Writers expect readers to be able to fill in the information from their own memories. Writers can't include all of the details. If they did, writing would become impossibly long and tedious.

Here's an example:

> "I'm not trying out my new barbecue when the boss comes to dinner!," Mark yelled. Then he added, "Let me make clear that by boss I mean our immediate supervisor. Not the president of the company, nor any of the

> other supervisors. And I'm not using the word *dinner* to mean "noontime meal," as it is sometimes used in parts of the United States. And when I
>
> said *barbecue*, I was not being completely accurate, because I really meant *grill*, because *barbecue* generally means slower roasting, whereas I plan to cook over high heat.

If writers always wrote this way, it would be very boring. Writers depend on reader background knowledge—the more, the better.

Another interesting finding is that *background knowledge is often more important to comprehension than reading "skill."* A number of studies have shown that people understand what they read much better if they already have some background knowledge about the topic they are reading about. For instance, read the following passage.

> Ashburn hit a ground ball to Wirtz, the shortstop, who threw it to Dirk, the second baseman. Dirk stepped on the bag, forcing out Cremin, who was running from first, and threw it to Anderson, the first basemen. Ashburn failed to beat the throw.

If you don't know much about baseball, this passage might be hard to understand. But if you do know a lot about baseball, this paragraph describes a familiar pattern; a double play.

A clever study was conducted with middle school students. Half the students were good readers and half were poor readers, according to standardized reading tests. This meant that they had the ability to sound out words on the page, and knew more vocabulary words.

The researchers asked all the students—those who had high scores on reading tests and those who had low scores—to read a story that described half an inning of a baseball game. As they read, the students were periodically stopped and asked to show that they understood what was happening in the story by using a model of a baseball field and players.

The interesting thing about the study was that some of the students knew a lot about baseball, and some just a little. The dramatic finding was that the *students' knowledge of baseball determined how much they understood the story.* Whether they were "good readers" or "bad readers" according to a standardized reading test didn't matter nearly as much as what they knew about baseball.

Maps

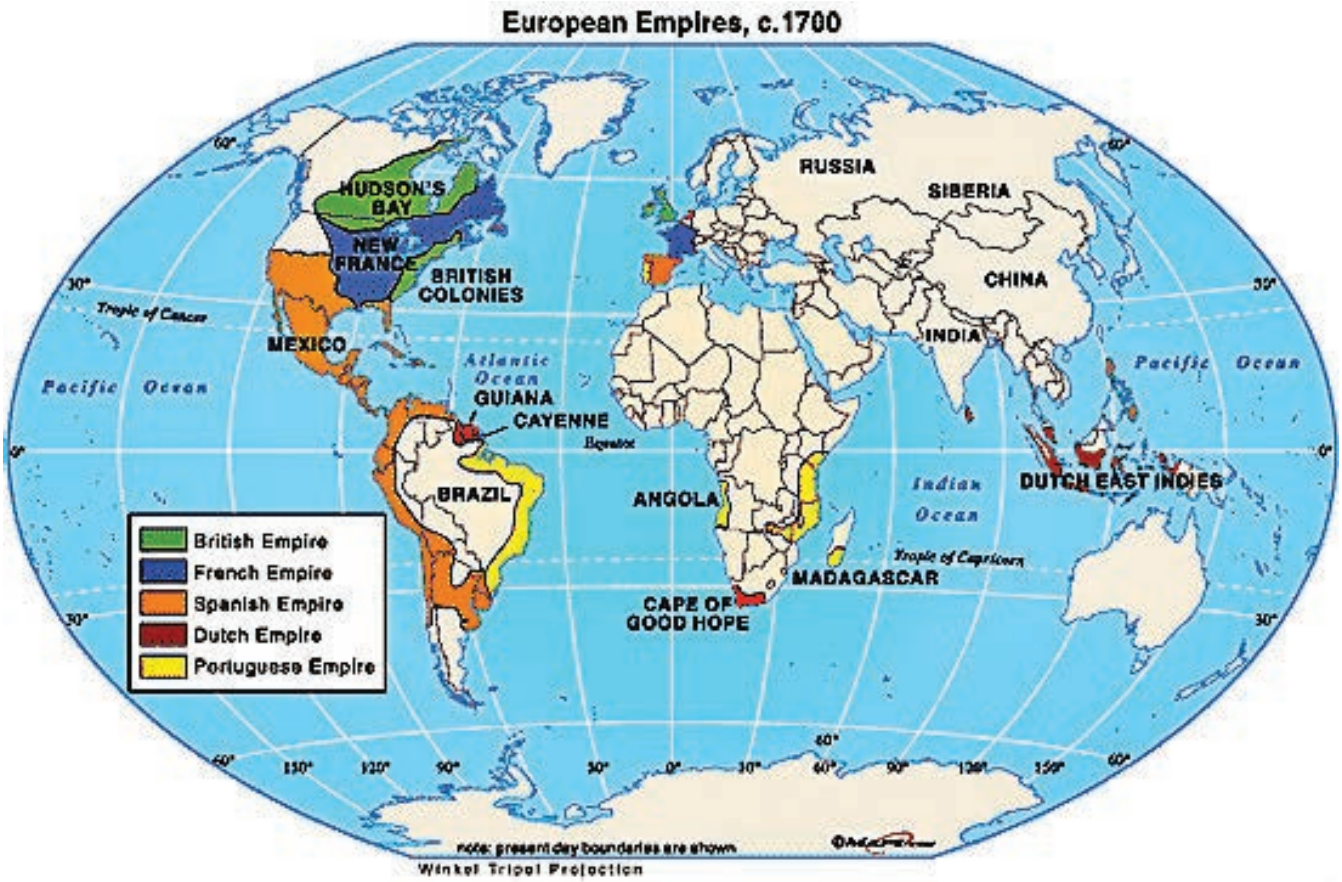
Map 1: Write-on/wipe-off world maps

Write-on/wipe-off world maps can be purchased online for about $3.50.

Map 2: Colonial possessions

(Widely available online)

http://media.maps.com/magellan/Images/euroempires.gif

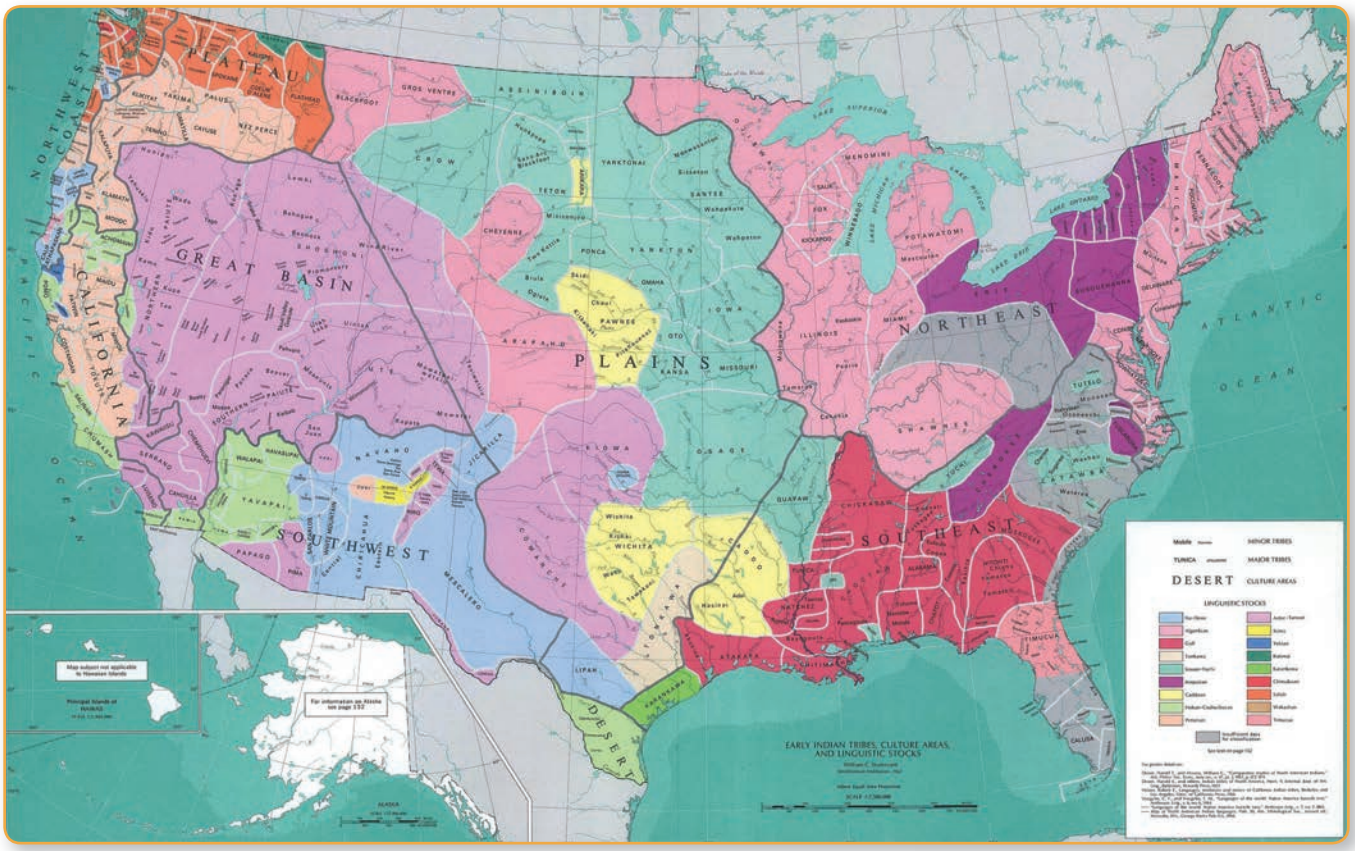


Map 3: Blank U.S. map with state outlines

(Widely available online)

Map 4: Native American cultural groups

http://i.stack.imgur.com/WUMIr.jpg



Map 5: European claims in North America

http://www.ssc.wisc.edu/~oliver/soc220/Lectures220/General/claims1750.jpg

OR http://homes.chass.utoronto.ca/~reak/hist/na17th1.gif

Reading: Regional Economies

New England Colonies

In New England (Massachusetts, Connecticut, New Hampshire and Rhode Island), settlers mainly grew crops for their own use. The rocky soil and harsh winters limited agriculture in the North. Besides, New England's shortage of navigable rivers made exporting and importing goods difficult and expensive. Because of this need for independence, New Englanders became self-sufficient. They developed communities with common areas much like English farms. Instead of using additional farmland for cattle grazing, all could graze their cows on the common.

Instead of earning a living by exporting agricultural goods, colonists turned to the sea for their wealth. They also built their own ships. The New Englanders built a lucrative shipbuilding system. The shipbuilding industry did very well. Ships built in New England could be used for fishing, and many New Englanders made their livings as fishermen. These ships were also used for trade with England. Colonists throughout the thirteen colonies sold products to England. Through their shipbuilding industry, New Englanders began to profit mightily from trade with England.

The Middle Colonies

The middle colonies had a number of economic advantages. Because they were farther south than the New England colonies, they enjoyed a longer growing season with lots of sunlight and rain. The terrain was also flatter and less rocky than the terrain in New England colonies, so the soil was more fertile. In addition, there were many wide rivers, such as the Hudson and the Delaware, which allowed crops to be easily transported from one region to another. Finally, the location along the seaboard, with many seaports, favored trade with England.

Most colonists were farmers. Because of fertile soil and a good growing season, most farmers grew enough for their family and a surplus, which they could sell. They grew wheat grains, and many other things, and are often called the "breadbasket" of the thirteen colonies.

New York and Philadelphia were the Middle Colony's biggest cities. This was because of their harbors. Ships would dock from England bringing manufactured goods like glass, lead and tea. Farmers brought their surplus crops to load onto ships going to England or the Caribbean.

Southern Colonies

Southern colonies fell into two categories: the so-called Chesapeake colonies, Delaware, Maryland and Virginia, and the southernmost colonies—North and South Caroline and Georgia.

DELAWARE, MARYLAND AND VIRGINIA

While wheat was a staple product of the Middle Colonies, the main crop in the Chesapeake colonies (Delaware, Maryland and Virginia) was tobacco. Tobacco was a cash crop—in other words, it was a crop grown just to sell, unlike farms where food was grown to feed one's family, and the surplus food was grown. Most of the tobacco grown in the Chesapeake colonies was sold to England. Tobacco was a new and interesting product in Europe, and many Europeans enjoyed smoking or using snuff, which was inhaled through the nose. Until the mid-1700s, tobacco was the biggest export of the Chesapeake colonies.

NORTH CAROLINA, SOUTH CAROLINA, AND GEORGIA

In the southernmost colonies (North Carolina, South Carolina and Georgia), rice and indigo were popular cash crops. Indigo was a blue dye obtained from native plants, which was used in coloring fabric. A warm climate and seasonal variation made the production of both crops possible; rice was grown in one season, while indigo was grown in another.

The cultivation of rice is labor intensive. When Africans were brought as slaves to the Americas, they brought with them knowledge of how to cultivate rice. It was the slave system, along with the climate and fertile land, that allowed the southernmost colonies to produce so much. The slave system led to the successful export of rice and indigo in the southern colonies. This allowed for the production of multiple crops using the same labor force.

Readings

Are Americans Too Obsessed with Money?

In this society, we are forced to be somewhat money-centric in order to survive. At what cost?

Adapted from an article by Bruce E. Levine on AlterNet.org

March 18, 2012 /Photo Credit: Shutterstock

A preoccupation with money is nothing new in our culture, but have Americans become even more "money-centric?" Is this a problem?

A money-centric society is one in which money is at the center of virtually all thoughts, decisions and activities. In this country, most of us are totally dependent on money for our survival, so people tend to think and worry about money almost all the time. Even people who are not greedy will focus on money. They have to in order to survive. However, there are dangers in thinking and caring too much about money.

How Money-Centrism Weakens Our Morals

When one cares only about money, we may lose our sense of morals. We may do things that we know are wrong in order to get money. For instance, Wall Street brokers, who are already rich, may cheat in order to make more money.

One example is Bernard Madoff. Madoff tricked many people out of their life savings by using a Ponzi Scheme. A Ponzi Scheme is a way of cheating people out of their money by making your company look good on paper, while in reality it is not making any money at all. Many people who trusted Bernard Madoff and put their life savings in his hands ended up without any money at all.

Can We Agree That Money Is Important?

Adapted from an article by Vered Deleeuw on MoneyNing.com

Money is an Important Tool

Money is a tool that enables you to protect yourself, to build yourself and your family a better life, and to give back to your community.

Money is important because it enables you to have more control over your life, more freedom to carve out your own path and fewer constraints on your choices. How many of us are stuck in a career or in a job we hate, but cannot afford to lose, because losing our job would mean losing our house and our health insurance? My own mother, a brilliant young woman with a bright future and scholarships to the best universities, back in the sixties, had to give up her dreams, forget about college and start working as a clerk because her parents were so poor and needed her to support them. It's a sad story, and the only reason she did not realize her potential was that her parents were poor.

CONSTRUCTED RESPONSE

"Are Americans Too Obsessed with Money" and "Can We Agree that Money is Important?"

In (name of article), (author) writes that…

My own feeling about this is…

The reason I feel this way is…

For example…

Homework

- **Read:**
  - **Homework Reading A:** *Reasons People Came to England's American Colonies*
  - **Homework Reading B:** *North America: The English Settlers of New England Start a Land-Grab that Spreads*
- **Answer the vocabulary questions for Homework Reading A:** *Reasons People Came to England's American Colonies*
- **Write a paragraph describing how Reading A and Reading B are different.** Both cover the same time in history but they provide different perspectives. How does the author of the *Homework Reading B* view the English colonists of Massachusetts (the Puritans) differently from the author of *Homework Reading A*?
- In *Homework Reading B*, the author describes the colonial problem of getting labor in Jamestown. How does the author depict the white colonists in this reading?

HOMEWORK READING A

Reasons People Came to England's American Colonies

Adapted from an article by Kevin Wandrei, Demand Media

Settled primarily throughout the 1600s, England's American colonies were home to diverse groups of people. The Northern colonies were frequently settled by people escaping religious persecution in Europe. In the South, economic interests tended to prevail, with most colonies populated by profit seekers. Some people, like the millions of slaves who were brought from Africa, came unwillingly to America.

Religious Freedom

Colonies such as Massachusetts, Pennsylvania and Maryland were settled primarily by people seeking religious freedom. Pilgrim Separatists desired a break from the Church of England[1], and arrived in Massachusetts aboard the Mayflower in 1620. Later, a different religious sect[2], the Puritans, arrived in Massachusetts fleeing persecution in England. Colonies such as Maryland were founded[3] as a refuge for other persecuted religious groups. English persecution—like a ban on a Catholic priest officiating a marriage of two Catholics—prompted many to come to Maryland. Lord Baltimore founded Maryland as a Catholic refuge in 1632.

Economic Gain

In the Southern colonies, economic incentives often trumped[4] religious intentions. Cash crops[5]—and the profits they rendered—were a primary motive for early immigration to Virginia and the Carolinas. As early as 1613, John Rolfe planted tobacco in Virginia and began exporting[6] it to Europe. Land and its crops were a huge incentive for early colonists in the South. In Jamestown, Virginia for example, a colonist would be given 50 acres plus an additional 50 more for each indentured servant he brought with him.

Enslavement

Not all early Americans came to English colonies willingly. Beginning with the first Dutch ship that brought 20 slaves to Jamestown in 1619, slavery rapidly expanded in colonial America. Though poor record-keeping limits what can be known about the number of slaves brought to America, estimates suggest that as many as 6 to 7 million Africans were brought to America in the 18th century alone. In the South especially, slaves often represented a significant proportion of the local population.

[1] The Church of England was the official church of England that was sponsored by the king and the English government.

[2] Sect—a religion sect is a particular group that believes in a particular way. For instance, both Jehovah's Witnesses and Christian Scientists are Christians, but they come from different "sects"

[3] Founded—begun or started. Usually used to refer to a country, town, or organization

[4] trumped—was more important than

[5] Cash crops—cash crops are crops that are grown in bulk in order to sell, rather than when a family farm grows just enough of a crop to feed themselves

[6] Export—when a country sells products to buyers in another country

VOCABULARY

Please answer in complete sentences.

VOCABULARY

• Prevail •

"Prevail" means "to be more powerful than other forces or reasons; to be victorious."

1. **"In the South, economic interests tended to *prevail*, with most colonies populated by profit seekers."**

   Write a sentence or two about a time you ***prevailed*** over obstacles in your life.

2. **"Colonies such as Maryland were founded as a refuge for other persecuted religious groups." When a group is persecuted, it means that the government, or other groups of people, makes life hard for them in various ways—by killing them, imprisoning them, making laws that restrict their activities.**

   Can you think of a group that you think has been persecuted? Write two sentences below describing the situation—who was persecuted and why?

3. **"English persecution—like a ban on a Catholic priest officiating the marriage of two Catholics—prompted many to come to Maryland."**

   In this sentence, what example of persecution is given?

   The terms ***prompted*** probably means:

   a) Caused b) Prevented c) Desired

   What is the purpose of the dashes in the sentence?

HOMEWORK READING B

Taking Over North America

4 north america

The English settlers of New England start a land-grab that spreads

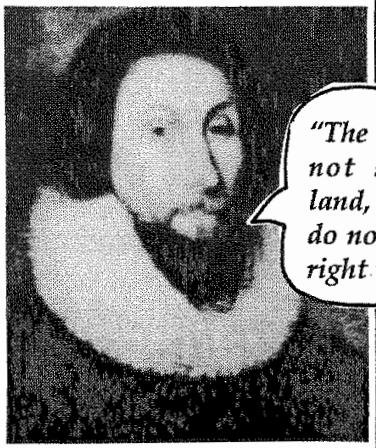
From "Colonialism in the Americas: A Critical Look," by Susan Gage
Downloadable at:
Zinnedproject.org

1607:
THE FIRST PERMANENT ENGLISH SETTLEMENT IN NORTH AMERICA IS ESTABLISHED AT JAMESTOWN, VIRGINIA

Colonial Problem 1: Getting Land

The Puritans of New England lived in an uneasy truce with the nearby Pequot people. But really, they wanted the Pequots out of the way — they wanted land. Then came the excuse. Captain Stone, a frequent kidnapper and harasser of Indians, was killed by the Pequot. The English attacked, raiding the Narranganset Indians on Block Island and Pequot villages along the coast, destroying crops as they went. War had begun.

1637: Captain John Mason and his British forces, with the help of some Mohegan and Narraganset Indians (there's that divide and rule tactic again!) attacked a Pequot village at Mystic, Connecticut. He set fire to the wigwams, and the five or six hundred people who tried to escape — men, women and children — were killed.



"The Indians have not subdued the land, and therefore do not have a civil right to it."

— John Winthrop, Governor of the Massachusetts Bay Colony

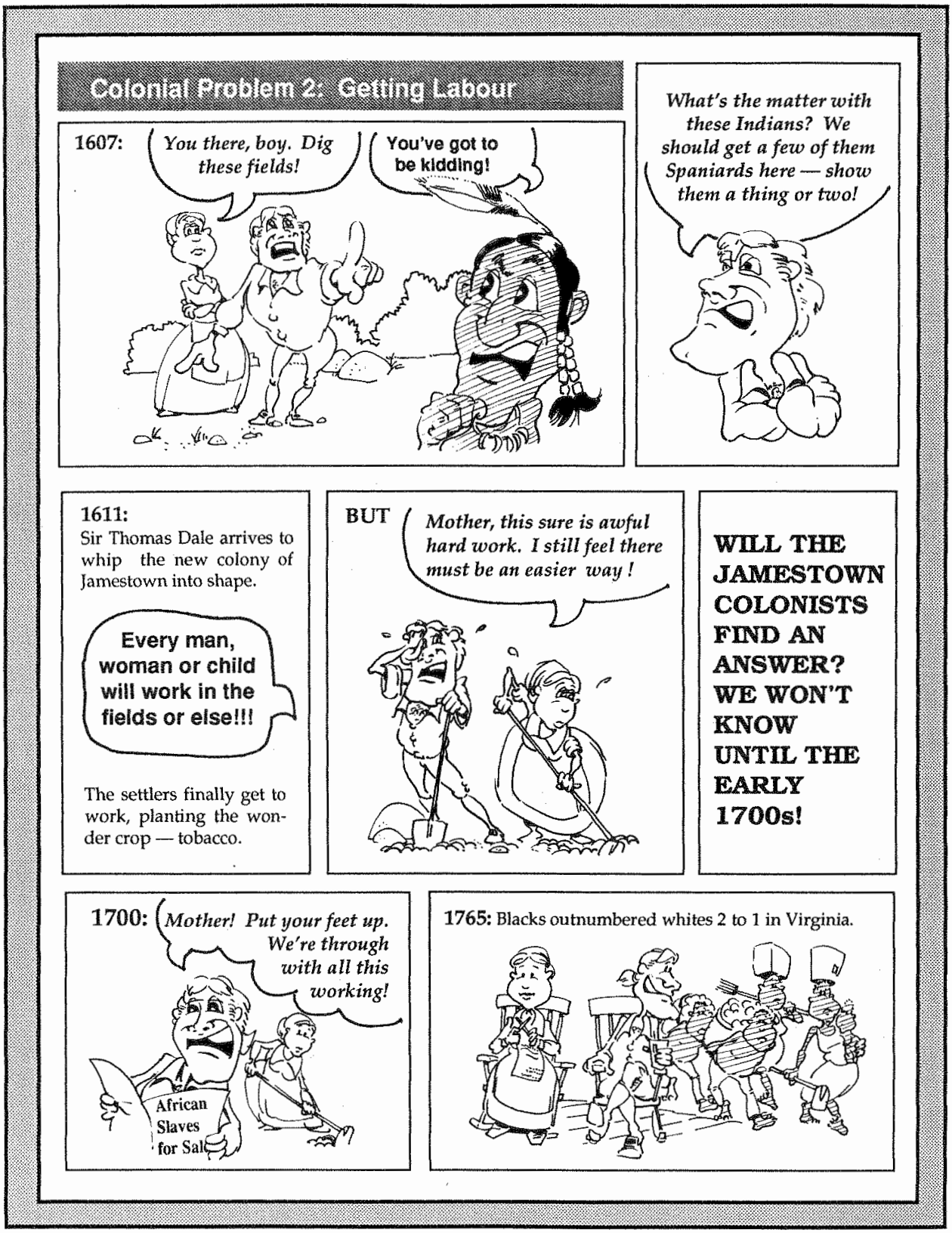
"Those that scaped the fire were slaine with the sword; some hewed to peeces, other rune throw with their rapiers, so as they were quickly dispatchte, and very few escaped. . . . It was a fearful sight to see them thus frying in the fyer . . . ."

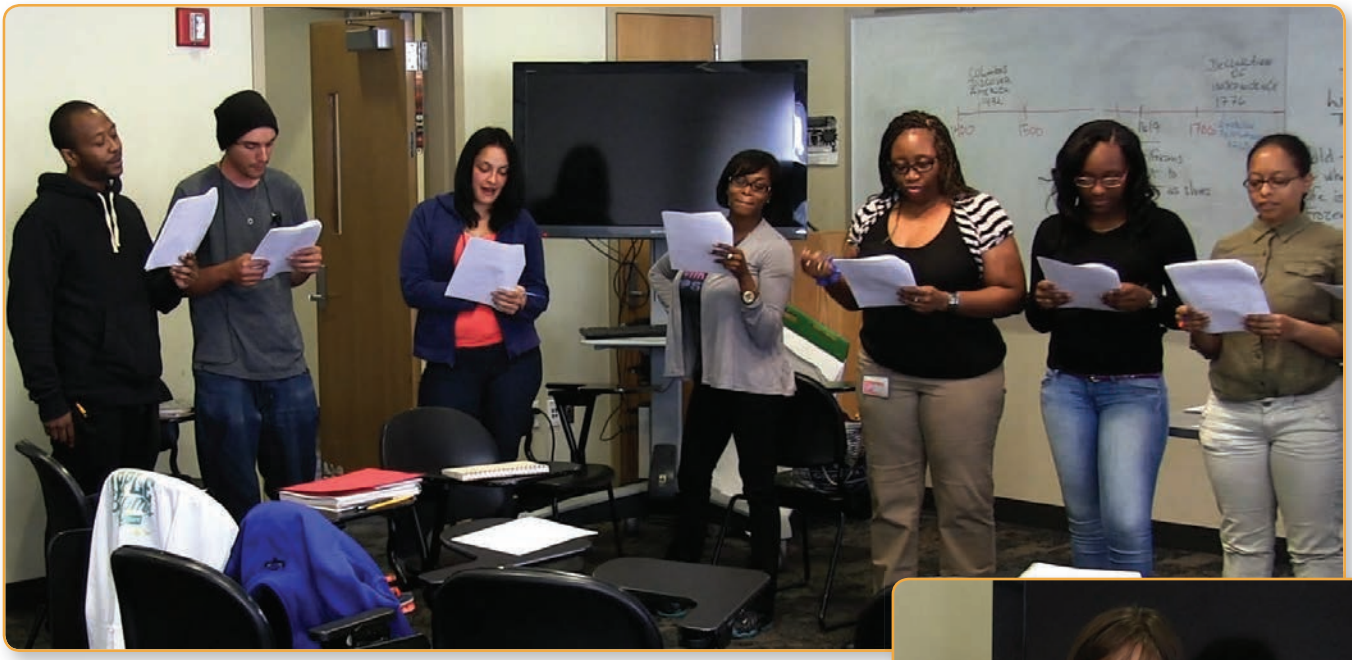
— William Bradford, a Plymouth settler writing about the Mystic Connecticut battle (his own spelling)

In 1972 there were 21 Pequot people left in Connecticut. And that was how it was — all over the U.S. The settlers wanted land; the native people didn't want their land taken. Sometimes treaties were made, sometimes not. Often treaties were broken.

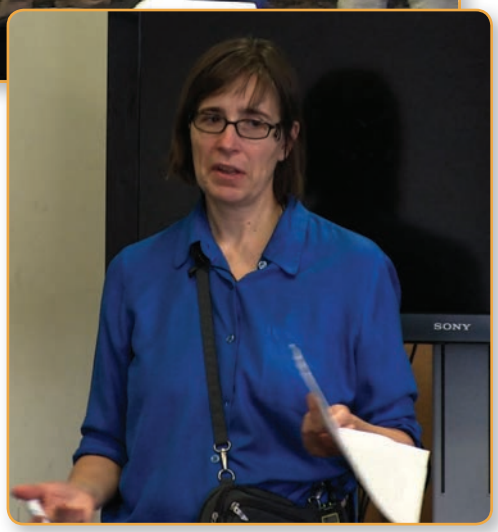
Colonialism in the Americas: A Critical Look 15

HOMEWORK READING B





From Lesson Plan 2, Activity 4/5: Understanding Poetry



Kate Brandt leading class in poetry discussion