TITLE: Life in the Southern Colonies

Grade Level or Special Area: Third Grade
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Length of Unit: 9 lessons (10 – 11 days in length)

I. ABSTRACT
A. Discover life in the Southern Colonies including Virginia, Maryland, South Carolina, and Georgia, through hands-on group activities that highlight the people and their struggle to build a life in the New World.

II. OVERVIEW
A. Concept Objectives
1. The student understands how individuals, events, and ideas have influenced the history of various communities and the common characteristics of communities, past and present. (adapted from TEKS SS 3.1 and 3.2)
2. The student understands how humans adapt variations in the physical environment. (TEKS SS 3.4)
3. The student understands the concepts of an economic system. (TEKS SS 3.7)
B. Content from the Core Knowledge Sequence
1. The Thirteen Colonies: Life and Times Before the Revolution p.72
   a. The Southern Colonies
      • Virginia
         Chesapeake Bay, James River
         1607: three ships of the London Company, (the Virginia Colony) seeking gold and riches
         Establishment of Jamestown
         Trade with the Powhatan Indians
         John Smith
         Pocahontas, marriage to John Rolfe
         Diseases kill many people, both colonists and Indians
         The Starving Time
         Clashes between American Indians and English colonists
         Development of tobacco as a cash crop, development of plantations
         1619: slaves brought to Virginia
      • Maryland
         A colony established mainly for Catholics
         Lord Baltimore
      • South Carolina
         Charleston
         Plantations (rice, indigo) and slave labor
      • Georgia
         James Oglethorpe’s plan to establish a colony for English debtors
      • Slavery in the Southern Colonies
         Economic reasons that the Southern colonies came to rely on slavery
         The difference between indentured servant and slaves: slaves as property
         The Middle Passage

C. Skill Objectives
1. The student will describe how individuals, events, and ideas have changed communities over time. (TEKS SS 3.1A)
2. The student will identify reasons people formed communities including a need for security, law, and material well-being. (TEKS SS 3.2A)
3. The student will describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards. (TEKS SS 3.4A)
4. The student will define and identify examples of scarcity. (TEKS SS 3.7A)
5. The student will explain the impact of scarcity on interdependence within and among communities. (TEKS SS 3.7C)
6. The student will create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas. (TEKS SS 3.17A)

III. BACKGROUND KNOWLEDGE
A. For Teachers
   1. 1607 A New Look at Jamestown
   2. Pearson Learning Core Knowledge History and Geography
   3. Colonial America
B. For Students
   1. The Thirteen Colonies: Life and Times Before the Revolution - Geography p. 72

IV. RESOURCES
A. book - 1607 A New Look at Jamestown
B. book - Pearson Learning Core Knowledge History and Geography
C. book - What Your Third Grader Needs to Know
D. book - Colonial America
E. book - The Story of Pocahontas
F. book - 1607 Jamestowne’s Uncovered Treasures
G. book - The Jamestown Colony
H. book - Jamestowne Struggle for Survival
I. book - Founding the American Colonies
J. book - Life on a Plantation
K. http://www.netstate.com/states/maps/sc_maps.htm
M. http://www.virtualjamestown.org/quicktime/flash/pomlo.html
N. http://www.harcourtschool.com/activity/biographies/pocahontas/
O. http://www.history.org/Almanack/life/trades/tradehdr.cfm

V. LESSONS

Lesson One: Virginia: Jamestown, James River and Chesapeake Bay
A. Daily Objectives
   1. Concept Objective(s)
      a. The student understands how individuals, events, and ideas have influenced the history of various communities and the common characteristics of communities, past and present. (adapted from TEKS SS 3.1 and 3.2)
   2. Lesson Content
      a. Virginia (p.72)
         • Chesapeake Bay, James River
• 1607: three ships of the London Company, (the Virginia Company), seeking gold and riches
• Establishment of Jamestown

3. Skill Objective(s)
   a. The student will describe how individuals, events, and ideas have changed communities over time. (TEKS SS 3.1A)
   b. The student will describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards. (TEKS SS 3.4A)

B. Materials
   1. classroom map of the United States
   2. book - *1607 A New Look at Jamestown*
   3. book - *Pearson Learning Core Knowledge History and Geography*
   4. KWL (Appendix 1-A) student copies
   5. transparency of Appendix 1-A
   6. student journals, (15 pages) section prepared ahead of unit
   7. Power Point, “Colonial America, Welcome to the New World” available upon request
   8. Power Point, “Travel to the New World” available upon request.
   9. pencils
   10. map colors
   11. computer with Internet access
       (http://www.harcourtschool.com/activity/biographies/smith/)

C. Key Vocabulary
   1. gentleman – in England in the 1600s, a man who belonged to the upper class.
   2. palisade – a fence with large pointed posts to protect against attack.
   3. settlement – a place where people move to establish a home.
   4. charter – an official paper that gives people permission to do something.

D. Procedures/Activities
   1. Present and discuss vocabulary words. Add words to existing word wall. Students will use the last three pages of their journals for a glossary. Instruct students to turn to those pages and begin a section for their vocabulary. Students will add words, definitions, and illustrations to the glossary section of their Southern Colonies journal. Illustrations may be colored with map colors if time permits.

   2. Review geography of the 13 colonies on the classroom map. Emphasize the southern colonies including Virginia, Maryland, Georgia, and South Carolina. Direct students’ attention to Virginia and explain that Virginia will be the colony we will be examining in greater detail for the next few days. Virginia was named after the Queen of England. While examining the map, identify the James River, Jamestown, the Chesapeake Bay and the Atlantic Ocean.

   3. Distribute student copies of KWL, (Appendix 1-A). Elicit responses of what the students already know about the people who came to America from England and record responses, modeled on transparency, on the K “sail”. On the W “sail”, record student responses on transparency of what they would like to know about Colonial America and the Southern Colonies. Students will record responses on their KWL charts, (Appendix 1-A). Students will glue KWL charts inside of their Colonial America journals.
4. Read pp. 7-11 (through the first paragraph of page 11) in *1607 A New Look at Jamestown*. As you read, redirect the students to the map and location of the James River. Key points to emphasize include: the reason the colonists came to the New World was for gold and riches; only men and boys were on the ships; the location of Jamestown was on the James River, where the colonists felt they could protect themselves from enemies.


6. Alternate activity: Examine Power Point presentations: “Colonial America, Welcome to the New World” and “Travel to the New World” available upon request.

7. Extension/Enrichment Activity: Student will visit and complete virtual colony building activity at [http://www.historyglobe.com/flash.html#a1](http://www.historyglobe.com/flash.html#a1)

8. Have students write 3 to 4 complete sentences about the colonists’ journey to the new world in their journals.

E. Assessment/Evaluation

1. Informal assessment of student participation in class discussion and journal entries.

Lesson Two: Trade with the Powhatan Indians, Pocahontas, John Smith and John Rolfe (2 days)

A. **Daily Objectives**

1. Concept Objective(s)
   - a. The student understands how individuals, events, and ideas have influenced the history of various communities and the common characteristics of communities, past and present. (adapted from TEKS SS 3.1 and 3.2)
   - b. The student understands the concepts of an economic system. (TEKS SS 3.7)

2. Lesson Content
   - a. Virginia (p.72)
      - Trade with Powhatan Indians
      - John Smith
      - Pocahontas, marriage to John Rolfe

3. Skill Objective(s)
   - a. The student will identify reasons people formed communities including a need for security, law, and material well-being. (TEKS SS 3.2A)
   - b. The student will create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas. (TEKS SS 3.17A)

B. **Materials**

1. Powhatan Power Point (available upon request)
2. book - *The Story of Pocahontas* by Garyn Jenner
3. book - *1607 Jamestowne’s Uncovered Treasures*
6. Pocahontas and Chief Powhatan Cloze Activity (Appendix 2-A)-transparency and student copies
7. Colonist Trading Chart (Appendix 2-B)
8. Powhatan Trading Chart (Appendix 2-C)
9. Colonist Trading Cards (Appendix 2-D)
10. Powhatan Trading Cards (Appendix 2-E)
11. Trading Chart Rubric (Appendix 2-F)
12. student journals
13. pencils
14. map colors
15. computer with Internet access
16. mystery basket with the following items: corn with husk intact, clam shell and pictures of Powhatan, John Smith, a longhouse and a ship

C. Key Vocabulary
   1. trade – to give something in exchange for something else.

D. Procedures/Activities
   Day One
   1. Introduce vocabulary with definition. Add word to word wall. Students will add word, definition, and illustration to the glossary section of the student journals. Illustration may be colored if time permits.
   2. Introduce the book, *The Story of Pocahontas*. Read the title and author. Show the students the picture on the cover. Ask the students to make predictions about the story.
   3. Read aloud the story. Discuss the story as it is being read.
      This website contains information about Pocahontas.
   5. Present mystery basket filled with items. As each item is pulled from the basket, ask students to tell why the item is in the basket. Items to include:
      - corn with husk attached – food that the Indians grew and traded with the colonists.
      - clam shell – tool used for making canoes and tanning animal hides.
      - Powhatan picture – chief of the Indians and Matoaka’s (Pocahontas) father.
      - John Smith picture – settler who became friends with Matoaka (Pocahontas) and was saved by her. He also taught her to speak English and she taught him her language.
      - longhouse picture – Indian home
      - ship picture – represents the arrival of the colonists and the capture of Matoaka (Pocahontas).
   6. Provide students with cloze activity (Appendix 2-A). Model first two questions of cloze activity using the overhead and transparency of Appendix 2-A. Students will complete cloze independently.

Day Two
7. Present Power Point on the Powhatan Indians. (Notes are included with the Power Point.) Power Point illustrates the longhouses, tools, gardens, and way of life of the Powhatan Indians.


9. Conduct trading activity. Ask students which items the colonists used to trade for things they needed for survival in the New World. Were they items they needed or something extra they had? Guide them to understand you would not trade away something you needed.

10. Explain to the students that they will be trading with each other to get the things they need for survival. Divide class evenly into two groups. One group will be colonists and one group will be Powhatan Indians.

11. Hand out a trading chart to all students, making sure that half the class receives a colonist chart, (Appendix 2-B), and the other half receives the Powhatan Indian trading chart, (Appendix 2-C). Instruct students to write their names on their charts.

12. Hand out trading cards, (Appendix 2-D) to the colonists.

13. Hand out trading cards, (Appendix 2-E) to the Powhatan Indians.

14. Explain that the colonists will be trading with the Powhatan Indians only. Powhatan Indians may not trade with Indians and colonists may not trade with colonists. The teacher should have extra pages and act both as an Indian and a colonist in the case some students can’t make a needed trade.

15. Let the students know that they are to return to their desk after they have made a trade and glue that item on their chart. This way they will know which items they need to complete their chart. Tell the students to continue trading with classmates until all of their squares are filled on their chart.

16. Monitor class for understanding and accuracy. Be available for trading of items.

17. Collect papers from students for assessment.

E. Assessment/Evaluation

1. Cloze activity will be evaluated for student understanding.

2. Trading cards will be evaluated using the trading card rubric, (Appendix 2-F).

Lesson Three: Hardships of the Colonists: Diseases, The Starving Time and Clashes with the American Indians

A. Daily Objectives

1. Concept Objective(s)
   a. The student understands how individuals, events, and ideas have influenced the history of various communities and the common characteristics of communities, past and present. (adapted from TEKS SS 3.1 and 3.2)
   b. The student understands how humans adapt variations in the physical environment. (TEKS SS 3.4)

2. Lesson Content
   a. Virginia (p.72)
      • Diseases kill many people, both colonists and Indians
      • The Starving Time
      • Clashes between the American Indians and English colonists

3. Skill Objective(s)
a. The student will define and identify examples of scarcity. (TEKS SS 3.7A)

b. The student will explain the impact of scarcity on interdependence within and among communities. (TEKS SS 3.7C)

B. Materials
1. book - *Jamestowne Struggle for Survival*
2. Give/Get Worksheet (Appendix 3-A)
3. student journals
4. pencils
5. map colors

C. Key Vocabulary
1. scarce - when it is hard to find something because there is very little of the item to be found
2. disease – a serious sickness which can lead to death
3. survive – to live through a dangerous situation

D. Procedures/Activities
1. Introduce lesson by playing Give and Get with the word “scarce”. Each student will receive a Give/Get worksheet. The teacher will give the students the vocabulary term, “scarce” to think about. Tell the students to write down as many words or phrases as they can that define the word. Allow 1 minute for students to share their answer with a partner. They will write down the information from their partner in “Answers from Others” column. You should repeat this process until the students have shared with 3 people. At the conclusion of the activity, the students will share their answers with the class. Discuss the term with the class and add the word to the word- wall. Introduce and discuss the remaining vocabulary words and add to the word wall. (You may choose to play Give and Get with each of the words, if time permits.)
2. Students will then write words with definitions and illustrations in the glossary section of their student journals. Illustrations may be colored if time permits.
3. Read and discuss pp. 30 - 36, from *Jamestowne Struggle for Survival*, emphasizing there were 500 colonists when winter began and only 60 survived to see the spring. Ask the students why the colonists starved? Why did the American Indians fight against the colonists? What caused the diseases? How did they overcome their hardships?
4. Students will write 3 to 4 complete sentences about the colonists and their struggles in their student journals.

E. Assessment/Evaluation
1. Informal assessment – one on one discussion with students as they journal.

Lesson Four: Cash Crops, Slavery, Plantations

A. Daily Objectives
1. Concept Objective(s)
   a. The student understands how individuals, events, and ideas have influenced the history of various communities and the common characteristics of communities, past and present. (adapted from TEKS SS 3.1 and 3.2)
   b. The student understands the concepts of an economic system. (TEKS SS 3.7)
2. Lesson Content
a. Virginia (p.72)
   - Development of tobacco as a cash crop, development of plantations
   - 1619: slaves brought to Virginia

3. Skill Objective(s)
   a. The student will describe how individuals, events, and ideas have changed communities over time. (TEKS SS 3.1A)
   b. The student will describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards. (TEKS SS 3.4A)

B. Materials
1. book - *The Jamestown Colony*
2. student journals
3. map colors
4. pencils
5. 11x14 paper
6. word webbing rubric (Appendix 4-A)

C. Key Vocabulary
1. cash crop – a crop that a farmer grows in large amounts to sell.
2. slave – someone who is made to work without pay and against their will
3. indentured servant – someone who exchanges a number of years of labor for the opportunity to be free.
4. plantation – large farm
5. export – items shipped to another place for money

D. Procedures/Activities
1. Introduce and discuss vocabulary. Add words to word wall. Students will add words, definitions, and illustrations in the glossary section of the student journals. Students may color illustrations with map colors.
2. Read aloud Chapter 4 “Making a Living in Jamestown”, from *The Jamestown Colony*, pp. 22 – 27. Key points to emphasize include: the cash crop for Jamestown was tobacco, Virginians began to farm the tobacco in large quantities on plantations and need slaves to help them farm the land, Virginia began to prosper because of the success of their cash crop. Note to teacher: full-fledged slavery did not develop in Virginia until 1660 and some of the earliest Africans to come to the colony are known to have become free and owned land. Other interesting facts include that King James said that tobacco was bad for your health 350 years before people fully understood how it affected the body.
3. The students will participate in a team word webbing activity consisting of 3 to 4 members. Give each group a large sheet of paper (11x14). Instruct the students to write the names of their team members on the back of the paper. Explain to the students that they will be writing a sentence about John Rolfe and Virginia’s cash crop together by taking turns adding a word to the sentence.
4. Model the completion of this project by completing a sentence together on the board or overhead. Teacher will write the first word on the board and then call on volunteers to take turns writing one word until the sentence is complete. Teacher note: you may need to help the students come up with words. A suggested sentence would be “Today, we studied about John Rolfe.”
5. Explain to the students that they will write one word on the paper and pass the paper to their team member until each person has had an opportunity to write a
word. Their goal is to write a complete sentence about John Rolfe and Virginia’s cash crop. If the sentence is not complete after one round, they may pass the paper around again.

6. When the sentence is complete, the team will share their sentence with the class.
7. Repeat this process with topic of slavery and plantations.
8. Collect team papers for assessment of group work.
9. Students will write in their journals 3 to 4 complete sentences about the reason Jamestown began to succeed.

E. **Assessment/Evaluation**
1. Assessment of group participation and understanding during team word webbing activity using word webbing rubric (Appendix 4-A).

**Lesson Five: Colonial Craftsman**

A. **Daily Objectives**
1. Concept Objective(s)
   a. The student understands how individuals, events, and ideas have influenced the history of various communities and the common characteristics of communities, past and present. (adapted from TEKS SS 3.1 and 3.2)

2. Lesson Content
   a. Virginia (p.72)
      - Establishment of Jamestown

3. Skill Objective(s)
   a. The student will describe how individuals, events, and ideas have changed communities over time. (TEKS SS 3.1A)

B. **Materials**
1. [http://www.history.org/Almanack/life/trades/tradehdr.cfm](http://www.history.org/Almanack/life/trades/tradehdr.cfm)
2. student copies of Colonial Craftsman Treasure Hunt (Appendix 5-A)
3. computer and projection device
4. pencil
5. student journals
6. Colonial Craftsman Exhibit Parent Letter (Appendix 5-B)

C. **Key Vocabulary**
1. craftsman – a person who uses their skill to produce an item or a service to sell for profit.
2. trade – a skill used to provide a service or an item to sell.
3. apprentice – a person who is being trained for a specific skill or job.

D. **Procedures/Activities**
1. Explain to students that today they will be learning about how the colonists made and sold most of the items they needed to survive. People would learn a trade or a skill that they could use to make items to sell to other people. Distribute Colonial Craftsman Treasure Hunt worksheet, (Appendix 5-A). Explain to the students that they will be working with a partner to find the answers to their clues as the following web site is visited. Students will write their name and their partner’s name on their paper to be turned in for evaluation.
2. Visit [http://www.history.org/Almanack/life/trades/tradehdr.cfm](http://www.history.org/Almanack/life/trades/tradehdr.cfm) in a whole class setting. Follow the link to other trade slideshows. You may also visit the trades on the first page as a teacher resource.
3. Distribute parent letter for Colonial Craftsman Exhibit, (Appendix 5-C). Read the letter to the students. Explain to them that they may bring items that illustrate each of the colonial trades. These will be exhibited in the classroom and presented to the class by the student at the end of unit. Send letter home to parents.

4. Students will write 3 to 4 complete sentences in their journals about the craftsman of their choice.

E. Assessment/Evaluation
1. Evaluate treasure hunt worksheet.

Lesson Six: Maryland
A. Daily Objectives
1. Concept Objective(s)
   a. The student understands how individuals, events, and ideas have influenced the history of various communities and the common characteristics of communities, past and present. (adapted from TEKS SS 3.1 and 3.2)

2. Lesson Content
   a. Maryland (p.72)
      • A colony established mainly for Catholics
      • Lord Baltimore

3. Skill Objective(s)
   a. The student will describe how individuals, events, and ideas have changed communities over time. (TEKS SS 3.1A)
   b. The student will identify reasons people formed communities including a need for security, law, and material well-being. (TEKS SS 3.2A)
   c. The student will create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas. (TEKS SS 3.17A)

B. Materials
1. classroom map of United States
2. book-Founding the American Colonies Chapter Three: Maryland: A Safe Place For Catholics
3. 9 X 12 drawing paper
4. map pencils or crayons
5. Maryland Poster rubric (Appendix 6-A)
6. student journals

C. Key Vocabulary
1. proprietary-privately owned

D. Procedures/Activities
1. Add vocabulary word to word wall and student journals. Students will define and illustrate the word.
2. Use the classroom map to review the location of the thirteen colonies, emphasizing the Southern Colonies and locating Maryland.
3. Have the students retell the starting of Virginia and some of the hardships the colonists had to overcome.
4. Ask if any of them remember where the name Virginia came from and have them speculate the origin of the name Maryland.
5. Point out the city of Baltimore on the map and tell the students that you are going to read a chapter that explains how and why Maryland came to be. Tell them to listen for the part that tells the origin of the city’s name Baltimore and the state’s name of Maryland.


7. Review the points that Maryland was supposed to be safe place for Catholics to worship. Ask the children who Baltimore was named after (George Calvert, Lord of Baltimore) and then where the name of Maryland came from (Queen Henrietta Maria, wife of King Charles I).

8. Have the students work in small groups to complete Venn diagram for the differences and similarities between Virginia and Maryland.

9. Make a class Venn diagram with the information the students compiled.

10. Lord Baltimore needed to convince people to move to the new world with him. Have the students design a poster inviting people to move to Maryland. The students will use the information from the Venn diagram to help create a convincing argument for leaving England and going to Maryland.

11. Collect the students’ papers.

E. **Assessment/Evaluation**
   1. Rubric assessment of poster created. (Appendix 6-A)

**Lesson Seven: South Carolina**

A. **Daily Objectives**
   1. Concept Objective(s)
      a. The student understands how individuals, events, and ideas have influenced the history of various communities and the common characteristics of communities, past and present. (adapted from TEKS SS 3.1 and 3.2)
      b. The student understands how humans adapt variations in the physical environment. (TEKS SS 3.4)

   2. Lesson Content
      a. South Carolina (p.72)
         - Charleston
         - Plantations (rice, indigo) and slave labor

   3. Skill Objective(s)
      a. The student will identify reasons people formed communities including a need for security, law, and material well-being. (TEKS SS 3.2A)
      b. The student will create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas. (TEKS SS 3.17A)

B. **Materials**
   1. *Pearson Learning Core Knowledge History and Geography* –third grade
   2. classroom map of United States
   3. transparency and student copies-blank map of South Carolina available at [http://www.netstate.com/states/maps/sc_maps.htm](http://www.netstate.com/states/maps/sc_maps.htm) or Enchanted Learning
   4. blue yarn
   5. glue
   6. 2 X 3 piece of white construction paper-one for each student
7. 2 X 3 piece of green construction paper—one for each student
8. 2 X 3 piece of blue construction paper—one for each student
9. South Carolina Map Rubric (Appendix 7-A)
10. optional- a video or DVD version of *Gone With the Wind*

C. Key Vocabulary
1. indigo-a blue dye that is comes from leaves of a plant

D. Procedures/Activities
1. Add vocabulary word to word wall and student journals. Students will define and illustrate the word.
2. Review the fact that Virginia had been settled for profit by a trading company and that Maryland had been established by Lord Baltimore first because of religion freedom for Catholics and then for acquisition of land.
3. Read pages 183-185 in *Pearson Learning Core Knowledge History and Geography*—third grade. Emphasis: The land that became North and South Carolina was given by King Charles I to eight British Lords. The new land was named Carolina in honor of King Charles (the Latin version of his name is Carolus). Tell the students that the lords decided to give free land to anyone who would move there, however, the settlers would have to pay a fee to them.
4. Optional-Using *Gone with the Wind* or another colonial era movie, point out at the beginning of the film, the plantations and their location next to water. (When the credits are being shown, the plantations and slaves can also be seen.) Explain that since some of the settlers in South Carolina came from Barbados they brought with them slaves to work the fields of rice and indigo. These people did not think they were doing anything wrong in owning slaves since that was the practice in the land from which they came.
5. Locate South Carolina on the map and point out the town of Charleston. It was located where the port of entry was easily accessible for trade. At the beginning it was called Charles Town named after King Charles. Also point out the numerous rivers that flow through South Carolina.
6. Hand out the blank copies of the South Carolina map. Using a transparency, mark the rivers of South Carolina and have the students transfer the information to their copy of the maps. Students will outline rivers with blue yarn and glue.
7. Review the crops of South Carolina. Hand out pieces of construction paper to the students. Have them glue the “products”, mosaic style, on their maps, using green to represent the tobacco, blue to represent indigo, and white to represent rice.
8. Students will also draw compass rose and a map key on their maps.
9. Collect the maps.

E. Assessment/Evaluation
1. Rubric on map (Appendix 7-A)

Lesson Eight: Georgia

A. Daily Objectives
1. Concept Objective(s)
   a. The student understands how individuals, events, and ideas have influenced the history of various communities and the common characteristics of communities, past and present. (adapted from TEKS SS 3.1 and 3.2)
   b. The student understands how humans adapt variations in the physical environment. (TEKS SS 3.4)
2. Lesson Content  
a. Georgia (p.72)  
  • James Oglethorpe’s plan to establish a colony for English debtors.

3. Skill Objective(s)  
a. The student will identify reasons people formed communities including a need for security, law, and material well-being. (TEKS SS 3.2A)  
b. The student will describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards. (TEKS SS 3.4A)  
c. The student will create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas. (TEKS SS 3.17A)

B. Materials  
1. classroom map  
2. book-Founding the American Colonies  
3. student copies-True/False Sentences (Appendix 8-A)  
4. chart paper  
5. writing paper and pencil  
6. student copies-Poem Rubric (Appendix 8-B)  
7. student journals

C. Key Vocabulary  
1. debtor-one who owes money

D. Procedures/Activities  
1. Discuss vocabulary word and add to student journals and word wall.  
2. Review the locations of Virginia, Maryland and South Carolina. Then review origins and reason for their names.  
3. Point out Georgia on the map and tell them this is the colony we will study today.  
4. Tell the students to listen to the story of how Georgia came to be settled; they will have to classify sentences as a group later. Read chapter 9 from Founding the American Colonies. Tell the students that rice was a major crop for Georgia and was very difficult to grow without having men work for them. This was the start of the push for the use of slave labor in the colony of Georgia. Hemp was raised for use in making ropes for ships; along with flax (a plant from which linen was made). Later cotton was an important crop for Georgia.

5. Hand out the sentences (Appendix 8-A) and have the students work in a group to mark the sentences true or false about colonial Georgia. Review the sentences together as a class for the students to self-check.  
6. Fluency ideas they have learned about Georgia and list on the chart. These will be used for a poem.  
7. Explain the concept of an acrostic poem and tell the students that they are to use the facts listed to write their poem. They can rewrite the information on the chart to begin a phrase with one of the initials. If they come up with other details they can use, have them check with you to make sure they are correct. Provide help as needed

E. Assessment/Evaluation  
1. Poem Rubric (Appendix 8-B)

Lesson Nine: Slavery in the Southern Colonies
A. **Daily Objectives**
   1. **Concept Objective(s)**
      a. The student understands how individuals, events, and ideas have influenced the history of various communities and the common characteristics of communities, past and present. (adapted from TEKS SS 3.1 and 3.2)
   2. **Lesson Content**
      a. Slavery in the Southern Colonies (p.72)
         - Economic reasons that the Southern colonies came to rely on slavery
         - The difference between indentured servant and slave
         - The Middle Passage
   3. **Skill Objective(s)**
      a. The student will describe how individuals, events, and ideas have changed communities over time. (TEKS SS 3.1A)

B. **Materials**
   1. class world map
   2. book- *Life on a Plantation*
   3. book – *What Your Third Grader Needs To Know*
   4. student journals
   5. pencils

C. **Key Vocabulary**
   1. 

D. **Procedures/Activities**
   1. Review the location of Virginia, Maryland, South Carolina and Georgia.
   2. Review the difference between indentured servant and slave.
   3. On the map point out the location of Africa and the Southern Colonies. Explain that the voyage of the slaves from their homeland to the colonies was called the Middle Passage. On the first part of a trip, slave traders delivered goods from Europe to West Africa. They loaded their empty holds with slaves and transported them to the Americas and the Caribbean. A typical Atlantic crossing took 60-90 days but some lasted up to four months depending on the weather and if they made other stops. Once they got to the colonies, captains sold the slaves and purchased raw materials to be taken back to Europe on the last leg of the trip. It was a very difficult trip for the slaves and many died on the ship before they ever reached America.
   4. Read pages 4-17 of *Life on a Plantation* which details jobs performed by slaves on a plantation, the treatment of slaves and the slave community. Emphasize the fact that slaves were important to their owners, although most of the owners did not treat their slaves fairly. The economy was the main reason behind the slavery issue for colonists; they would have been unable to grow as many crops to advance their own wealth without the use of slave labor.
   5. Read the poem *The People Who Could Fly* located on pages 36-37 in *What Your Third Grader Needs to Know.* Discuss the poem with the children.
   6. Have the students write their personal reaction to today’s information in their journal.

E. **Assessment/Evaluation**
   1. Informal observation and discussion with student during journal time
VI. CULMINATING ACTIVITY
A. Colonial Craftsman Exhibit – Students will present “artifacts” to the class. (see Appendix 5-B)
B. Southern Colonies BINGO, (Appendix 9-A).

VII. HANDOUTS/WORKSHEETS
1. KWL (Appendix 1-A)
2. Pocahontas and Chief Powhatan Cloze Activity (Appendix 2-A)
3. Colonist Trading Chart (Appendix 2-B)
4. Powhatan Trading Chart (Appendix 2-C)
5. Colonist Trading Cards (Appendix 2-D)
6. Powhatan Trading Cards (Appendix 2-E)
7. Trading Chart Rubric (Appendix 2-F)
8. Give/Get Worksheet (Appendix 3-A)
9. Word Webbing Rubric (Appendix 4-A)
10. Colonial Craftsman Treasure Hunt (Appendix 5-A)
11. Colonial Craftsman Exhibit Parent Letter (Appendix 5-B)
12. Maryland Poster Rubric (Appendix 6-A)
13. South Carolina Map Rubric (Appendix 7-A)
14. True/False Sentences (Appendix 8-A)
15. Poem Rubric (Appendix 8-B)
16. Southern Colonies Bingo (Appendix 9-A)

VIII. BIBLIOGRAPHY
Books


Websites


B. http://www.history.org/Almanack/life/trades/tradehdr.cfm Colonial Williamsburg Trades

C. http://www.historyglobe.com/flash.html#a1 History Globe Jamestown Online Adventure

D. http://www.virtualjamestown.org/quicktime/flash/pomlo.html Virtual Jamestown Powhatan Village


F. www.pbs.org/wgbh/aia/part1/narrative.html Africans in America

G. http://www.netstate.com/states/maps/sc_maps.htm Netstate Maps
Appendix 1-A
KWL

K
W
L
### Directions:
Read the sentences. Choose the word that best completes the sentence. Write the word in the blank.

<table>
<thead>
<tr>
<th>Pocahontas</th>
<th>England</th>
<th>Matoaka</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Powhatan</td>
<td>Rebecca</td>
<td>Jamestown</td>
</tr>
<tr>
<td>John Smith</td>
<td>Christianity</td>
<td>1607</td>
</tr>
<tr>
<td>corn</td>
<td>colonists</td>
<td></td>
</tr>
<tr>
<td>John Rolfe</td>
<td>longhouse</td>
<td></td>
</tr>
<tr>
<td>tobacco</td>
<td>peace</td>
<td></td>
</tr>
</tbody>
</table>

1. The Godspeed, Discovery, and the Susan Constant set sail for the New World in January ________.
2. __________________________ was the leader of the Indian nation that lived near Jamestown. He was also Pocahontas’s father.
3. ____________________ married Pocahontas.
4. The Powhatan Indians lived in houses called ____________________.
5. ____________________________ is a nickname that means, “playful.”
6. The colonists traded for __________________ with the Powhatan Indians.
7. _____________________________ is the settlement located by the Powhatan village.
8. The __________________ and the Powhatan Indians continued to fight against one another.
9. _____________________________ taught Pocahontas how to speak English.
10. John Rolfe was a ______________________ farmer.
11. Pocahontas was converted (or changed) to ____________________________.
12. ____________________________ was Pocahontas’s Christian name.
13. ____________________________ was Pocahontas’s Indian name.
14. ____________________________ is what happened between the Indians and colonists after Pocahontas’s marriage.
15. Pocahontas died in ____________________. (country)
Appendix 2-B  
Colonist Trading Chart

<table>
<thead>
<tr>
<th></th>
<th>Item 1</th>
<th>Item 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Food</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transportation and tools</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2-C
Powhatan Trading Chart

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools</td>
<td></td>
</tr>
<tr>
<td>Pretty Things</td>
<td></td>
</tr>
<tr>
<td>Free Choice</td>
<td></td>
</tr>
</tbody>
</table>
### Colonist Trading Cards

<table>
<thead>
<tr>
<th><img src="image1.png" alt="Ax" /></th>
<th><img src="image2.png" alt="Ax" /></th>
<th><img src="image3.png" alt="Ax" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Knife" /></td>
<td><img src="image5.png" alt="Knife" /></td>
<td><img src="image6.png" alt="Knife" /></td>
</tr>
<tr>
<td><img src="image7.png" alt="Pan" /></td>
<td><img src="image8.png" alt="Pan" /></td>
<td><img src="image9.png" alt="Pan" /></td>
</tr>
<tr>
<td><img src="image10.png" alt="Beads" /></td>
<td><img src="image11.png" alt="Beads" /></td>
<td><img src="image12.png" alt="Beads" /></td>
</tr>
</tbody>
</table>
Appendix 2-E (page 1)
Powhatan Trading Cards

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</tbody>
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<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2008 Core Knowledge® National Conference, 3rd Grade, Life in the Southern Colonies 23
Appendix 2-E (page 2)
Powhatan Trading Cards

<table>
<thead>
<tr>
<th>![Image 1]</th>
<th>![Image 2]</th>
<th>![Image 3]</th>
</tr>
</thead>
</table>
## Appendix 2-F
### Trading Chart Rubric

<table>
<thead>
<tr>
<th>Objective</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name is on the project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trading chart has six different items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trading chart has two items in each category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate participation during the trading activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3-A
Give/Get

Word: ______________________________

<table>
<thead>
<tr>
<th>My Answers</th>
<th>Answers from others:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4-A
Word Webbing Rubric

<table>
<thead>
<tr>
<th>Objective</th>
<th>☺</th>
<th>☟</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names are on the project</td>
<td>☺</td>
<td>☟</td>
</tr>
<tr>
<td>A fact about John Rolfe is written in a complete sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A fact about slavery and plantations is written in a complete sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate participation during the webbing activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. The ________________________ made items from iron and steel.
2. A cabinetmaker made __________________________.
3. Buckets and barrels were made by a ____________________.
4. A ______________________ was a person who printed and bound books, magazines and newspapers.
5. A __________________ made and repaired shoes for people.
6. Clothes were made by a ______________________________.
7. A potter made earthenware ____________________.
8. A __________________ made candles.
9. Pots and pans were made by a ____________________.
10. Bricks were made for the community by a ________________.
Dear Parents,

The Third Grade Class is beginning a study of Colonial America. We will learn about the 13 colonies, the first settlers in the New World, the Native Americans, and the daily lives of the colonists. As a part of this unit we will study the craftsmen and their trades. As a culminating activity, we plan to have an exhibit in our classrooms of each of these craftsmen. We need your help to build our exhibit. Please look at the list below. If you have an example of one or more of the following trades, please send it to school. Your child will be able to “show and tell” the item they bring to school. You will need to write your name on the item, so that it can be returned to you. Please send your exhibit item by (insert date here.)

<table>
<thead>
<tr>
<th>Craftsman</th>
<th>Job</th>
<th>Item Needed for Exhibit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tailor</td>
<td>Makes and repairs clothes</td>
<td>Fabric, Needle and Thread</td>
</tr>
<tr>
<td>Tinker</td>
<td>Makes and repairs pots/panns</td>
<td>Old pots and pans</td>
</tr>
<tr>
<td>Cobbler</td>
<td>Makes and repairs shoes</td>
<td>Old pair of leather shoes</td>
</tr>
<tr>
<td>Blacksmith</td>
<td>Makes and repairs metal objects</td>
<td>Horseshoes, antique blacksmith tools</td>
</tr>
<tr>
<td>Cabinetmakers</td>
<td>Makes beautiful chairs, tables and furniture</td>
<td>Wood doll furniture</td>
</tr>
<tr>
<td>Wigmaker</td>
<td>Made wigs</td>
<td>White wig</td>
</tr>
<tr>
<td>Apothecary</td>
<td>Doctor</td>
<td>Doctor tools: stethoscope or antique empty medicine bottles</td>
</tr>
<tr>
<td>Brick maker</td>
<td>Made bricks</td>
<td>Brick</td>
</tr>
<tr>
<td>Basket maker</td>
<td>Made baskets</td>
<td>Small old basket</td>
</tr>
<tr>
<td>Carpenter</td>
<td>Built homes and buildings</td>
<td>Old hammer and nails</td>
</tr>
<tr>
<td>Printer &amp; Binder</td>
<td>Made books, newspapers, magazines</td>
<td>Old printing press items; old magazines, books, or newspapers</td>
</tr>
<tr>
<td>Saddler</td>
<td>Made saddles and bridles for horses</td>
<td>Saddle or bridle</td>
</tr>
<tr>
<td>Silversmith</td>
<td>Made dishes and silverware</td>
<td>Silver dishes or silverware</td>
</tr>
<tr>
<td>Wheelwright</td>
<td>Made wheels for carriages and wagons</td>
<td>Old wooden wheel or tools used to make wheels</td>
</tr>
<tr>
<td>Candle maker</td>
<td>Made candles</td>
<td>Candles and candle making equipment</td>
</tr>
</tbody>
</table>

Thank you for helping us with our Colonial Craftsman Exhibit.
Third Grade Teachers
## Appendix 6-A
### Maryland Poster Rubric

<table>
<thead>
<tr>
<th>category</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time and effort</strong></td>
<td>Class time was used wisely</td>
<td>Class time was not always used wisely, but student did finish on own time</td>
<td>Class time was not used wisely and student put in no additional effort</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Student is able to accurately explain his information</td>
<td>Student is able to accurately explain most of his information</td>
<td>Student is unable to explain his information</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Student’s information is relevant</td>
<td>Some of the information is relevant</td>
<td>Student’s information is not relevant</td>
<td></td>
</tr>
<tr>
<td><strong>Illustrations</strong></td>
<td>Student’s illustrations are relevant</td>
<td>Some of the illustrations are relevant</td>
<td>Student’s illustrations are not relevant</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points**
## Appendix 7-A

### Rubric for South Carolina Map

<table>
<thead>
<tr>
<th>category</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time and effort</strong></td>
<td>Class time was used wisely</td>
<td>Class time was not always used wisely,</td>
<td>Class time was not used wisely and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>but student did finish on own time</td>
<td>student put in no additional effort</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Student accurately placed the rivers</td>
<td>Student accurately placed most of the</td>
<td>Student inaccurately placed most of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>rivers</td>
<td>the rivers</td>
<td></td>
</tr>
<tr>
<td><strong>Neatness</strong></td>
<td>Student’s map is neat, appropriate</td>
<td>Most of the map is neat and glue is</td>
<td>Map is messy and too much glue is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>amount of glue is used</td>
<td>appropriately used</td>
<td>used</td>
<td></td>
</tr>
<tr>
<td><strong>Illustrations</strong></td>
<td>Three crops, compass rose, and map</td>
<td>Two crops, compass rose, and map key</td>
<td>Only one crop and one map element,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>key are placed on the map</td>
<td>are on the map</td>
<td>(compass rose or map key) are on the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>map</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points**
Appendix 8-A
True/False Sentences

_____ James Oglethorpe was a Member of Parliament.

_____ People in England went to prison because they couldn’t pay their bills.

_____ Oglethorpe wanted land in America to start a colony for the rich people.

_____ Oglethorpe wanted a place where people in debt could go to make a new life.

_____ Georgia was named for King George II because he gave the land for Oglethorpe to try his plan.

_____ Oglethorpe took 75 families to Georgia.

_____ Most of the settlers waited in Charles Town while some looked for a good place to establish their colony.

_____ Oglethorpe made friends with the local Indians.

_____ Oglethorpe did not like to explore and stayed around Savannah.

_____ In the beginning people could only own 50 acres and no slaves.

_____ The settlers had to fight the Spanish, the French and the local Indians.

_____ Slavery became legal in Georgia.

_____ Early settlers included Germans and Scots.

_____ Georgia became the thirteen colony.
Appendix 8-B

Poem Rubric

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heading</strong></td>
<td>Includes first name</td>
<td>Includes first name and date</td>
<td>Includes first name, date and title</td>
<td></td>
</tr>
<tr>
<td><strong>Penmanship</strong></td>
<td>Handwriting is too small, words are hard to read</td>
<td>Handwriting is easily read</td>
<td>Handwriting is easily read, and neat</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>4 or fewer phrases have correct information</td>
<td>5-6 correct phrases have correct information</td>
<td>All 7 phrases have correct information</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Most words are not spelled correctly, correct capitalization is not used</td>
<td>Some words are spelled correctly, correct capitalization is used</td>
<td>Most words are spelled correctly, correct capitalization is used</td>
<td></td>
</tr>
</tbody>
</table>

Teacher comments
Appendix 9-A (page 1)

Southern Colonies BINGO

Directions: Give the students a blank bingo card. The students will write in vocabulary from Colonial America Unit. They may choose the place on the bingo card to write the vocabulary word. Provide a list of the vocabulary words they have studied. Make cards with definitions of the words. Draw the cards from a stack and read the definition. The student identifies the word and marks the space on their bingo card. The player with 5 markers in a row on the game card is the winner. Buttons or beans may be used for markers. All cards should NOT be the same.

Southern Colonies Bingo Words

colony  founder  cash crop
Jamestown  Virginia  slave
John Smith  plantation  indentured servant
Godspeed  coast  export
harbor  craftsman  apprentice
compact  succeed  Starving Time
Susan Constant  blacksmith  Pocahontas
Discovery  corn  Middle Passage
Tobacco  indigo  Lord Baltimore
Cabinetmaker  debtor  Roman Catholics
Gold  gentlemen
New World  palisade
Atlantic Ocean  settlement
Fort  charter
Powhatan  trade
### Southern Colonies BINGO

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>FREE</strong></td>
</tr>
</tbody>
</table>

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---
## Southern Colonies Bingo

<table>
<thead>
<tr>
<th>Land near the seashore</th>
<th>A large farm where cotton, sugar, tobacco, or rice are grown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ships that sailed with the Virginia Company</td>
<td>One of three ships that sailed with the Virginia company</td>
</tr>
<tr>
<td>In England in the 1600’s, a man who belonged to the upper class</td>
<td>Captain of the Virginia Company</td>
</tr>
<tr>
<td>A person who builds beautiful chairs, tables, &amp; furniture</td>
<td>A person who makes and repairs things made of metal</td>
</tr>
<tr>
<td>The colonists came to the New World hoping to find this</td>
<td>The crop that was farmed the most</td>
</tr>
<tr>
<td>The ocean the colonists crossed to get to America</td>
<td>A safe place for ships to land easily and safely</td>
</tr>
<tr>
<td>Crop that Jamestown sold for money</td>
<td>The place for which people left England</td>
</tr>
<tr>
<td>Pocahontas’s tribe</td>
<td>A town with a large fence built around it that was protected by soldiers</td>
</tr>
<tr>
<td>A place settled and ruled by people of another country</td>
<td>One who settles</td>
</tr>
<tr>
<td>An official agreement between the members of a colony</td>
<td>Place where people move to establish a home</td>
</tr>
<tr>
<td>The state of the first settlement</td>
<td>Founded in 1607 – first settlement in Virginia</td>
</tr>
<tr>
<td>When it is hard to find something because there is very little of the item to be found</td>
<td>A serious sickness which can lead to death</td>
</tr>
<tr>
<td>An official paper from a government that gives people permission to do something</td>
<td>A person who mastered a trade to make a living</td>
</tr>
<tr>
<td>To live through a dangerous situation</td>
<td>A crop that a farmer grows in large amounts to sell</td>
</tr>
<tr>
<td>Someone who is made to work without pay and against their will</td>
<td>Someone who exchanges a number of years of labor for the opportunity to be free.</td>
</tr>
<tr>
<td>Items shipped to another place for money</td>
<td>A person who is being trained for a specific skill or job</td>
</tr>
<tr>
<td>Privately owned</td>
<td>A blue-green dye that is comes from leaves of a plant</td>
</tr>
<tr>
<td>One who owes money</td>
<td>People who practiced the Roman Catholic religion</td>
</tr>
<tr>
<td>The founder of the colony of Maryland</td>
<td>The section of the trade network between Africa and the Americas</td>
</tr>
<tr>
<td>Daughter of Chief Powhatan who married John Rolfe</td>
<td>The time between 1607 and 1609 when the difficulties of farming, disease, and malnutrition severely weakened the Jamestown colony as many colonists died.</td>
</tr>
</tbody>
</table>