

Students will:

**History:** 12. Demonstrate knowledge of thirteen original colonies.

- Excerpt from: Archdiocese of Cincinnati Graded Course of Study for Social Studies

## Thirteen Colonies Project Overview

Due date: \_\_\_\_\_

**Goal:** By delving deeper into the history and geography of one of the original Thirteen Colonies, students will gain insight into a slice of early colonial life, explore reasons for settlement and growth in the colonies, and make connections between history and geography. These understandings form a valuable foundation for upcoming study of the reasons behind the American Revolution.

**Students must answer the following questions about their assigned colony:**

1. Where was it located?
2. What Native American tribes were originally in the area? How did early settlers get along with Native Americans?
3. Who were the early founders (note: this may include a person, such as James Oglethorpe, or a group, such as the Puritans, or both)
4. Why did settlers come to this colony? Where did they come from?
5. What natural resources were available?
6. What sort of government did early colonists set up?
7. What was the culture of the area like?
8. What industries developed in the area?
9. Who were some important people in the early development of this colony?

**Students must:**

- Share their research in the form of a Power Point presentation (5-8 minutes)
- Present at least one slide per question and an additional slide for resources.
- Presentation must include at least three pictures or diagrams.
- Print out a copy of all PowerPoint slides and give to teacher on date of presentation.
- Use at least three sources (the textbook may be included). At least one must be a print source. Internet sources must end in .gov, .edu, .org. Sources must be cited correctly using APA format.
- Use proper grammar, punctuation, and sentence structure throughout.
- Answer class and teacher questions after presentation.
- Turn in this sheet on the day of their presentation for grading.

**Students will be given time to research their assigned colony and develop presentations in class. It is important that students use this time wisely and ask the teacher questions as they arise – not the day before their presentation! Points will be deducted for late assignments.**

My partner \_\_\_\_\_ Our colony \_\_\_\_\_

Please see attached Rubric for grading information and information on APA citations.

### **Suggested Online Resources**

<http://www.ushistory.org/us/3.asp> - Use the drop-down menu

[http://www.civics-online.org/library/formatted/images/13\\_colonies.html](http://www.civics-online.org/library/formatted/images/13_colonies.html) - Map

<http://www.usgennet.org/usa/topic/colonial/> - Nice overview of settlements

<http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/colonial> - Articles on founders

[http://www.scarborough.k12.me.us/wis/teachers/dtewhey/webquest/colonial/13\\_original\\_colonies.htm](http://www.scarborough.k12.me.us/wis/teachers/dtewhey/webquest/colonial/13_original_colonies.htm) - Overview of each state

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## Colony Presentation

	A	B	C	D	Score/ Level
Content (30 points)	Exceptional use of material that clearly relates to case abundance of various supported materials. All questions answered in detail.	Information relates to case, many relevant points. Most questions answered in detail.	Information mostly relates to topic, some relevant points. Some questions answered in detail.	Few questions answered or questions not answered completely. Little to no supporting evidence given.	
Power Point Presentation Clarity (15 points)	Use of specific and appropriate examples; proper punctuation and grammar used. Presented within the time limit. Excellent, relevant, images	Sequence of information is well-organized for the most part, a few minor errors in punctuation or grammar. Remained close to the allotted time Good images	Content is loosely connected, transitions lack clarity. Exceeding or falling short of allotted time, Fairly relevant images,	No apparent logical order of presentation, unclear focus. Lack of complete thoughts or sentences. Greatly exceeding or falling short of allotted time , Few images	
Research (5 points)	Appropriate sources (one text, .gov, .edu or .org Internet sources) used. Cited correctly.	Mostly appropriate sources (one text, .gov , .edu or .org Internet sources) used. One or two incorrect citations.	Few appropriate sources (one text, .gov, .edu or .org Internet sources) used. Several incorrect citations.	Inappropriate sources used (no text sources and/or incorrect Internet sources) Poor or no citations.	

Total Points \_\_\_\_\_/50

Comments