

Los Angeles Unified School District  
Office of Curriculum, Instruction and School Support  
Elementary History-Social Science and  
Elementary Science Divisions

**Day 7**

**ESSENTIAL QUESTION:** What do human beings need to survive and thrive in a new environment?

**FOCUS QUESTION:** How does government help a colony to survive and thrive?

**Objective:** Students will analyze primary sources about early government in the New World. Students will create a government for their space colony, and create a list of laws for their colony.

**Quick Look:**

- Conceptual Flow: Now that the location, social and physical survival needs, economic purpose, and occupations have been established, we need to decide the type of government and laws need to establish this colony.
- Summary: Students will analyze primary and secondary source documents to understand how the colonial system created the basis for the development of self-government. Students will then explore the three branches of government and create a government for their space colony based on the rights of the people and the needs of the colony. Based on anticipated problems, laws will be created for the colony.
- Time: Approximately 3 ½ - 4 hours.
- History Content Standards:
  - 5.4.7 Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.
  - 5.7.3 Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
- Common Core Standards:
  - Writing Grade 5: 2, 7, 8
  - Reading Informational Texts Grade 5: 3, 9
  - Speaking & Listening: Grade 5: 2
- Conceptual Flow: Now that the location, social and physical survival needs and economic purpose, have been established, we need to decide who would be needed to establish this colony.

- Student Products
  - Entry on Historical Colony Chart
  - First Charter of Virginia Presentation
  - Journal Entries
  - Chart of governmental agencies
  - List of laws for space colony
  - Application Entry: Leadership/Government

### **BACKGROUND:**

There are great differences in the original governments of Jamestown, Virginia and Plymouth, Massachusetts. In 1606 King James I granted a charter to a group of London investors who had named themselves the Virginia Company. The Virginia Company financed 105 settlers who traveled to the New World. Their goal was to settle Virginia, find gold and to look for a passage to the Orient. The Virginia Charter signed by King James I included a basic outline of government. This government included two councils, one in England and one in Virginia. The Virginia Council reported to the council in England. The Charter also established certain powers for the government in Virginia. They had the right to claim land, create a financial system, and provide for the defense of the colony. In Plymouth, the establishment of government came about in a completely different manner. When the colonists aboard the Mayflower reached land in the New World, they realized they needed a framework to organize and to tie themselves together as a unified group. Before leaving the ship, the 41 male colonists came together to write the Mayflower Compact. The original document has been lost, but it has been described in the journals of William Bradford and Edward Winslow, two of the original Plymouth colonists. This document stated the colony would be separate from English law. The Mayflower Compact created a government giving authority to those who wrote it. This is considered to be the basis for self-government in the United States.

### **Vocabulary**

delegate, representative, republican government, constitution

### **Materials**

- First Charter of Virginia Presentation Guide (Optional) (Student Handout 7.1)
- 8 x 10 piece of paper with one ¼ cut out
- Mayflower Compact Reading (Student Handout 7.2)
- Four of each of the Virginia Colony Handouts (Student Handouts 7.3-7.8)
- Classroom Historical Colony Chart and Student Handout 2.2
- One Colonial Incident Card for each group (Student handouts 7.9-7.13)
- Governmental Agency Rationale Chart 7.10
- Photo Analysis Worksheet (Student Handout 7.14)

## **PART I**

### **LOOKING BACK**

#### **Engage/Introduction**

- Pass out a color copy of the painting *Mayflower Compact*, [http://en.wikipedia.org/wiki/File:The\\_Mayflower\\_Compact\\_1620\\_cph.3g07155.jpg](http://en.wikipedia.org/wiki/File:The_Mayflower_Compact_1620_cph.3g07155.jpg) 1620 by Jean Leon Gerome Ferris or show the image using a projector.
- Pass out a copy of the Photo Analysis Worksheet (Student Handout 7.14) from the National Archives to each group.
- Use a piece of paper with one fourth cut out to cover most of the painting. Rotate the paper to study the painting one section at a time. As they observe the painting, students fill in the Photo Analysis Worksheet (Student Handout 7.14).
- When analysis is done, debrief with the students. Review the analysis sheet whole group and chart student responses.
- Repeat the photo analysis activity with the painting *Virginia House of Burgesses*, 1619, [http://en.wikipedia.org/wiki/File:Patrick\\_Henry\\_Rothermel.jpg](http://en.wikipedia.org/wiki/File:Patrick_Henry_Rothermel.jpg)
- After analyzing both pictures, compare and contrast the paintings using a double-bubble map or Venn diagram.

#### **Explore/Analysis Activity**

##### **Mayflower Compact**

- Teacher can show video clip on the Mayflower Compact available at <http://www.youtube.com/watch?v=t8zMPmReYwM>.
- Have each group do a close read and answer the text dependent questions on the Mayflower Compact Worksheet (Student Handout 7.2).
- Chart the type of government and the laws detailed by the Mayflower Compact as the students present. This chart can be used in the next activity (Looking Forward).

##### **Jamestown Charter**

- Pass out one Virginia Colony Handout to each group. These have different parts of the original text from the first charter of Virginia with a modern translation. (Student Handouts 7.3 – 7.8)
- Groups of students will read their handouts and discuss the text dependent questions.
- Students will discuss the text dependent question below the excerpt.
- Have students read modern translation of excerpts and answer questions.
- Students will present to the class what they learned. (Student Handout 7.1, optional)
- Chart the type of government and the laws detailed as the students present. This chart can be used in the next activity (Looking Forward).

#### **Explain/Conclusion**

- Facilitate a class discussion about the differences between the two documents and the governments they created. Use a Venn diagram to organize the information.
- Add to the Classroom Historical Colony Chart.

- **Journal Entry**

Have students write a journal entry with the following:

Compare and contrast the Mayflower Compact and the First Charter of Virginia.

## **Part II LOOKING FORWARD**

### **Engage/Introduction**

- Ask the students: What rights do you have as students? (right to be safe, right to learn, right to be heard, etc.)
- What do we have in place to protect your rights?
- What if there were no rules at school, how would that effect your education?
- In colony groups, have students imagine there are no rules. Ask them to discuss:
  - What would happen if there were no rules in the classroom, at recess, or lunch?
  - Who has the right to tell you what to do? ?
  - Would you have the right to tell others what to do?
  - How safe would it be at school?
  - What are the pros and cons for having rules, laws and government?
- After giving the students 10-15 minutes to discuss, bring whole group back together to debrief their discussions.

### **Explore/Analysis Activity**

#### **Organizing the Government**

- With the students create a common list of rights that all people will share on the new colony. Students may review the Preamble of the Constitution, Bill of Rights, etc. for ideas. Students will understand that the U.S. government and our laws are established to protect the rights of the people.
- In this section of the lesson, the students will work in groups to learn about the U.S. government and to brainstorm government agencies that might be useful to help their colony survive (Student Handout 7.10). For background information, students will access the website entitled Ben's Guide to US Government For Kids.
- Teacher will tell students that because the space colony belongs to the United States the U.S. Government will be the basic governing body. However, the government may need to be expanded to support the needs of their colony.
- Students will read the section entitled Branches of Government under the 3-5 section of the website (<http://bensguide.gpo.gov/3-5/government/branches.html>).
- Students will spend some time reading the "Legislative Branch" at the bottom of the page.
- The teacher will facilitate a discussion of the role of the Legislative Branch. Highlight that the Legislative Branch includes government agencies such as the printing department, Homeland Security, Bureau of Mines, the Department of the Interior, and Treasury, etc.

- As a whole class brainstorm agencies they might need to help the space colonists survive and thrive on the Moon or Mars.
- Each colony group must choose 5 governmental agencies they think might help their colony survive and thrive. These agencies could be pre-existing agencies or can be invented.
- Have students fill in the Government Agency Rationale Sheet. (Student Handout 7.10) They must provide reasons these 5 agencies are necessary and how they will help the colony survive and thrive.
- Student groups will create a visual representation / chart of their governmental agencies on a large piece of paper. Post them on the wall, along with blank chart paper.
- Students will do a gallery walk, read each list of governmental agencies, and write questions or comments on the blank piece of paper next to each list.
- **Journal Entry**
  - Have students respond to this journal prompt:  
Which governmental agency is the most important and why?

#### Writing Laws

- Model the activity the students will do next. Tell students they need to imagine they have arrived on the space colony. Once on the colony, a problem has occurred. Bob, a scientist, has used up his ration of water and is now stealing water from the communal tank. What right does Bob have? What rights do the people of the colony have? What should be done with him? What rules or laws should be created to prevent things like this from happening in the future?
- Allow students to discuss this question in their group.
- Debrief and allow each group to share their thoughts. Lead the students to an understanding that all groups need rules and laws to protect their rights.
- Pass out one Colonial Incident Card for each group (Student handouts 7.9-7.13).
- Students in the group read the card and discuss how they would resolve the issue. Then they write a law that would help prevent this issue from happening.
- After each group has finished, allow the groups to share their incident by reading the card to the class and sharing the law they wrote to meet the situation.
- As groups present, chart the laws they wrote.
- After all the groups have presented, have each group create a list of laws for their colony. This information may be added to their graphic representation.
- Groups write their laws on chart paper and hang them up.

#### **Explain/Conclusion**

- Make pairs of students. Give each pair a marker, a clipboard and paper. Have the students do a gallery walk. As they go around to read all the laws have students put a check mark next to the three laws they think are the best. Have them record these laws on their paper.
- After all the students have voted, debrief with the whole group. Discuss which laws have the most checks and which the least.

- Have students write the three laws they thought were the best in their journal. Then ask them to answer this question: Why did you choose the three laws you wrote down? How would they help your colony to be successful?

### Part III BRINGING IT ALL TOGETHER

#### Group Discussion

- Facilitate a discussion about the Focus Question for this lesson, the Essential Question for the unit, and how the day's activities have changed their ideas about their colony.
- Allowing time for group to discuss their answers before participating in a group discussion, the teacher asks:
  - *How does government help a colony to survive and thrive? What evidence can you provide?*
  - *What do human beings need to survive and thrive in a new environment? What evidence do you have?*
  - *How did today's activities change your ideas about your colony?*
- **Journal Entry**  
Students will respond to today's focus question in their journals:
  - *How does government help a colony to survive and thrive? What evidence can you give to support your answer?*
  - *What do human beings need to survive and thrive in a new environment? What evidence can you give to support your answer?*
  - *How did today's activities change your ideas about your colony?*
- **Space Colonization Application entry (Teacher Resource 1.2)**  
**Teacher will say:**
  - *All **Space Colony Teams** will review the application that will be submitted to Congress.*
  - *Work with your team to prepare the information to enter in the section: "**Leadership/Government**".*
  - *In preparation for filling out this section, consider the type of government and laws your space colony will need in order to survive and thrive in a new environment.*
- **Extensions**
  - Ask students to study a current newspaper to find one article about the national government's use of one of its delegated powers and one article about a state government's use of a reserved power.
  - Students can do research to learn about delegated and reserved powers. Encourage them to use the library or the internet to do this research.



## First Charter of Virginia Presentation Guide

We are the \_\_\_\_\_ Group.

We read card \_\_\_\_\_.

The right(s) outlined in our section of the First Charter of Virginia is/are

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This part of the Virginia Charter is important to the survival of the Virginia Colony because...

1) \_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_



## Mayflower Compact Close Reading

"We...having undertaken...a voyage to plant the first colony in the Northern parts of Virginia....do solemnly and mutually, in the presence of God and of one another, covenant and combine ourselves together into a civil body politic, for our better ordering and preservation."

**Undertaken** – done

**Solemnly** –seriously

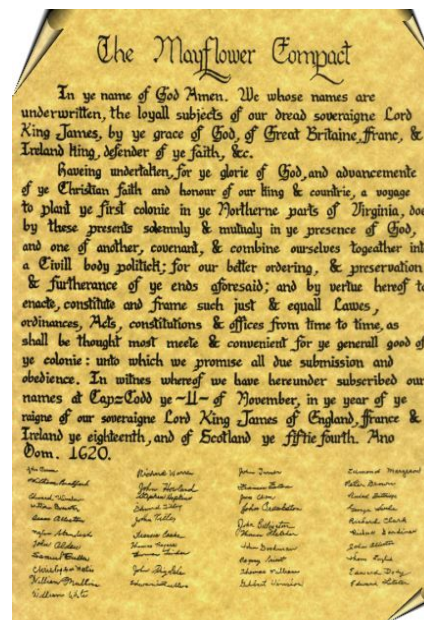
**Mutually** - we all do it together

**covenant** – promise

**civil body politic** - a civic group that works together

**ordering** –organization

**preservation** -survival



1. What experience did they all share. Cite evidence from the text.
2. What was the agreement?
3. Who is the "we"?
4. Why is this document important?
5. Why is it important to have rules and government?



**Card 1**  
**The First Charter of Virginia, April 10, 1606**

Original Charter:

Passage 1

And we do likewise... give full Power and Authority to the said Sir Thomas Gates, Sir George Somers, Richard Hackluit, Edward-Maria Wingfeld, Thomas Hanham, Raleigh Gilbert, William Parker, and George Popham, ...that they...shall and may, at all and every time and times hereafter, have, take, and lead in the said Voyage, and for ... the said... Colonies...

Passage 2

And that also there shall be a Council, established here in England, which shall, in like manner, consist of thirteen Persons, to be for that Purpose, appointed by Us, our Heirs and Successors, which shall be called our Council of Virginia; And shall, from time to time, have the superior Managing and Direction...for all Matters that shall or may concern the Government...

Text Dependent Question

- 1) In passage 1 what form of government does this section of the First Charter of Virginia give the colonists? Provide evidence from the text.
- 2) In passage 2, who really is given control of governing the Virginia Colony?

**Card 1**  
**The First Charter of Virginia, April 10, 1606**

Modern Translation

Passage 1

We, the Virginia Company, give full power and authority to a group of gentlemen who are traveling to Virginia. They will lead during the voyage and once the colonists reach Virginia.

Passage 2

There will also be a council in England. This council will be made up of 13 men and be called the Council of Virginia. This council will provide management and direction on the government of the colony.

Text Dependent Questions

- 1) Confirm your predictions from the other side of this sheet.
  - a. In passage 1 what form of government does this section of the First Charter of Virginia give the colonists? Provide evidence from the text.
  - b. In passage 2, who really is given control of governing the Virginia Colony?
- 2) How would this form of government help the colonists survive and thrive?

**Card 2**  
**The First Charter of Virginia, April 10, 1606**

Original Charter:

And that they shall, or lawfully may, establish and cause to be made a Coin, to pass current there between the people of those several Colonies, for the more Ease of Traffick and Bargaining between and amongst them and the Natives there, of such Metal, and in such Manner and Form, as the said several Councils there shall limit and appoint.

Text Dependent Question

1) What legal right does this section of the First Charter of Virginia give the colonists? Provide evidence from the text.

**Card 2**  
**The First Charter of Virginia, April 10, 1606**

**Modern Translation**

The colonists can lawfully mint coins to be used as money. The council will determine what the money will look like and how much can be made. This money can be used for trade between colonies. It can also be used to trade with the natives.

**Text Dependent Questions**

- 1) Confirm the prediction you made on the other side of this sheet. What legal right does this section of the First Charter of Virginia give the colonists? Provide evidence from the text.
- 2) Who decides what the money looks like and how many coins are made?
- 3) How is the money to be used?
- 4) How would this law help the colonists survive and thrive?

**Card 3**  
**The First Charter of Virginia, April 10, 1606**

Original Charter:

Giving and granting, ... Power and Authority to take and surprise, by all Ways and Means whatsoever, all and every Person and Persons, with their Ships, Vessels, Goods, and other Furniture, which shall be found trafficking, into any Harbor ...Creek,... or Place, within the Limits ...of Colonies... not being of the same Colony, until such time, as they, being of any Realms, or Dominions under our Obedience, shall pay...to the Hands of the Treasurer of that Colony, ... two and a half upon every Hundred, of anything so by them trafficked, bought, or sold; And being Strangers... until they shall pay five upon every Hundred, of such Wares and Merchandises, as they shall traffic, buy, or sell, within the ... Colonies, ... WHICH Sums of Money...during the Space of one and twenty Years... shall be wholly employed to the Use, Benefit, and Behoof of the said several Colonies...

Text Dependent Question

1) What legal rights does this section of the First Charter of Virginia give the colonists? Provide evidence from the text.

**Card 3**  
**The First Charter of Virginia, April 10, 1606**

**Modern Translation**

This document grants the power and authority to the colonist to take possession of any person, ship, or supplies that come into the waters owned by the colony for the purpose of trade. The colonists can hold onto the ships or supplies until the owners agree to pay a tax. For English ships this tax would be 2.5 % of the value of the ship or supplies. If the ship is from another country, the tax is 5%. This law is in place for the next 21 years. Any money collected by this tax is to be given to the colony's treasurer and will be used to benefit the colony.

**Text Dependent Question**

- 1) Confirm the prediction you made on the other side of this sheet. What is the main legal right this section of the First Charter of Virginia gives the colonists? Provide evidence from the text.
- 2) What can the colonists take from people who come to the colony to trade?
- 3) What do the traders or ship owners do to get back their ships and supplies?
- 4) How would this law help the colonists survive and thrive?

**Card 4**  
**The First Charter of Virginia, April 10, 1606**

Original Charter:

that they, ... for their several Defenses, encounter, expulse, repel, and resist, as well by Sea as by Land, by all Ways and Means whatsoever, all and every such Person or Persons, as without the especial License of the said several Colonies and Plantations, shall attempt to inhabit ... Colonies and Plantations, ... or that shall enterprise or attempt, at any time hereafter, the Hurt, Detriment, or Annoyance, of the said several Colonies or Plantations...

Text Dependent Question

- 1) What legal right does this section of the First Charter of Virginia give the colonists? Provide evidence from the text.



**Card 4**  
**The First Charter of Virginia, April 10, 1606**

**Modern Translation**

For their defense, the colonists may approach, drive out, or fight against any person or group who attempts to live on the Virginia Colony's land without permission. The colonists may fight on sea or land and in anyway possible. Colonists may also defend their colony against any person or group who tries to hurt of bother the colony.

**Text Dependent Question**

- 1) Confirm the prediction you made on the other side of this sheet. What legal right does this section of the First Charter of Virginia give the colonists? Provide evidence from the text.
- 2) What can the colonists do to anyone who comes to live on their land?
- 3) How would this law help the colonists survive and thrive?

**Card 5**  
**The First Charter of Virginia, April 10, 1606**

Original Charter:

That the said Person or Persons, having committed any such robbery, or Spoil, shall, within the term to be limited by such Proclamations, make full Restitution or Satisfaction of all such Injuries done, so as the said Princes, or others so complaining, may hold themselves fully satisfied and contented; And, that if the said Person or Persons, having committed such Robbery or Spoil, shall not make, or cause to be made Satisfaction accordingly, within such Time so to be limited, That then it shall be lawful to Us, our Heirs, and Successors, to put the said Person or Persons, having committed such Robbery or Spoil, and their Procurers, Abettors, and Comforters, out of our Allegiance and Protection; And that it shall be lawful and free, for all Princes, and others to pursue with hostility the said offenders...

Text Dependent Question

- 1) What legal right does this section of the First Charter of Virginia give the colonists? Provide evidence from the text.

**Card 5**  
**The First Charter of Virginia, April 10, 1606**

**Modern Translation**

If any person or group of persons commit robbery or damage to another colonist, he or she must within a certain amount of time, replace or pay for what has been stolen or damaged. If the person, or group, does not repay or replace what has been stolen or damaged, he or she can be sent out of the colony to live on their own. Anyone who helped the thief can also be sent away. It is legal for the thieves to be chased or hunted down.

**Text Dependent Question**

- 1) Confirm the prediction you made on the other side of this sheet. What legal right does this section of the First Charter of Virginia give the colonists? Provide evidence from the text.
- 2) If someone is caught stealing or damaging property, what is their first punishment?
- 3) What happens if the criminal does not do the first thing the law asks?
- 4) What happens to someone who helps the person who has committed a crime?
- 5) How would this law help the colonists survive and thrive?

**Card 6**  
**The First Charter of Virginia, April 10, 1606**

Original Charter:

...shall and lawfully may.... from time to time, without any Interruption of Us, our Heirs or Successors, give and take Order, to dig, mine, and search for all Manner of Mines of Gold, Silver, and Copper, as well within any Part of their said several Colonies, ... And to HAVE and enjoy the Gold, Silver, and Copper, to be gotten thereof, to the Use and Behoof of the same Colonies...YIELDING therefore to Us, our Heirs and Successors, the fifth Part only of all the same Gold and Silver, and the fifteenth Part of all the same Copper...

Text Dependent Question

- 1) What legal right does this section of the First Charter of Virginia give the colonists? Provide evidence from the text.

**Card 6**  
**The First Charter of Virginia, April 10, 1606**

Modern Translation

Without interference from us, or our descendants, colonists can lawfully mine for gold, silver, and copper within the colony's lands. Colonists can keep the gold, silver and copper after giving us 1/5 of the gold and silver and 1/15 of the copper they find.

Text Dependent Question

- 1) Confirm the prediction you made on the other side of this sheet. What legal right does this section of the First Charter of Virginia give the colonists? Provide evidence from the text.
- 2) How much of the gold, silver and copper colonists find must be given to the businessmen back in England who paid for the colony?
- 3) How would this law help the colonists survive and thrive?

**Colonial Incident Card  
Scenario 1**

While on the space colony, a group of people believes that the way the food rations are distributed isn't fair. So late one night when everyone is sleeping, a few people sneak to the storage shed and take more food. However, the security camera caught recorded the entire theft. What should their consequence be? What rules could be made to resolve this problem?

## Colonial Incident Card Scenario 2

While on the space colony, everyone has a specific job and an auxiliary (extra chore) to complete, such as clean certain rooms, recycle materials, secure bio-hazardous materials, and take an inventory of equipment. If these chores are not done it jeopardizes the safety of the entire space colony. However, some people don't feel they should have to do extra work. What rules should be created to make sure these chores are done?



**Colonial Incident Card  
Scenario 3**

While on the space colony, conserving electricity is very important. During high peak work time, computers, machines, and various other instruments use a lot of voltage. However, during low work production, minimal machines usages are on. Yet, many people like to use their personal computer, electronic games, and watch their favorite television program. How should this problem be resolved? What rules could be made to resolve this problem?

**Colonial Incident Card  
Scenario 4**

While on the space colony, people have invented a new technology that will help remove pollution from air and water without any harmful by product. But an argument arises about the new technology. Two different groups are fighting about the rights to the invention. One group sneaks the technology out and sells it to a competing country. What should be the consequences? What rules can be put into place to make sure this does not happen again?

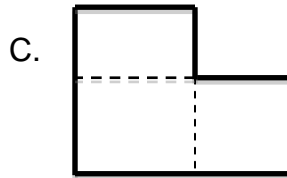
## Colonial Incident Card Scenario 5

While on the space colony, people think that the environment is not being protected in this new colony and the indigenous organisms are paying the price of the exploration. What rules and regulations can be put in place to protect the new colony and the resources found there? Why are rules and environmental regulation important when using resources?

## Photo Analysis Worksheet Day 7 Governance

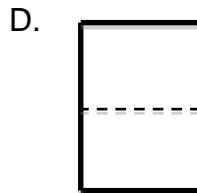
Directions:

- A) Fold a piece of blank paper into four parts. Cut off one corner.
- B) Use this blank piece of paper to cover parts of the picture to help focus your observation.
- C) First, look at only  $\frac{1}{4}$  of the picture. Answer the text dependent questions.



- D) Then fold back one fourth and look at  $\frac{1}{2}$  of the painting.

Answer the questions again.



- E) Fold the paper again so that now  $\frac{3}{4}$  of the picture is visible.  
Answer the questions again.
- F) Finally, look at the whole picture and answer the text dependent questions.

### Photo Analysis Text Dependent Questions

- 1) What objects do you see in the picture?
- 2) What is the setting of this picture?
- 3) What people do you see in the picture?
- 4) Who is missing from the picture?
- 5) Who is important in this picture? What evidence do you see to support your answer?
- 6) What is happening in the picture?
- 7) What questions do you have about the picture?
- 8) What does this picture tell you about governance in the colonies? What evidence do you see to support your answer?