

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 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).
The Photo Analysis activity provides students with a context to support new vocabulary.
- 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
- 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).
This is an opportunity for students to clarify comprehension with other students and prepare to share understanding in the following steps.
- 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.
This is an opportunity for students to clarify comprehension with other students and prepare to share understanding in the following steps.
- 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.

 *Journal entries provide an opportunity for students to develop organizational skills in writing after having experienced oral practice with other students and the teacher.*

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.

 *By doing this activity collaboratively, students have an opportunity to reinforce vocabulary and practice speaking and listening skills.*

- 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?

 *Journal entries provide an opportunity for students to develop organizational skills in writing after having experienced oral practice with other students and the teacher.*

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 prevent this issue from happening.

 *By doing this activity collaboratively, students have an opportunity to reinforce vocabulary while practicing speaking and listening skills.*

- 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?*

 *Journal entries provide an opportunity for students to develop organizational skills in writing after having experienced oral practice with other students and the teacher*
- **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.