

Lesson

14

New England, the Mid-Atlantic, or the South: Where to Go?

OVERVIEW

Students will use a five-step decision model to consider making the journey to the New World from the perspective of colonists, as they decide what to take with them and what destination to select for themselves in the New World.

ECONOMICS CONCEPTS

Scarcity, decision making, alternatives, criteria, opportunity cost

HISTORY CONTENT STANDARDS

Standard 3B for grades 3-4: Understand the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region. The student understands colonial economic life and labor systems in the Americas.

Standard 3A for grades 5-12: Identify the major economic regions in the Americas and explain how labor systems shaped them.

Standard 1A for grades 5-12: Understand how diverse immigrants affected the formation of European colonies. Explain why so many European indentured servants risked the hardships of bound labor overseas.

Standard 2C for grades 5-12: Understand social and cultural change in British America. Explain how and why family and community life differed in various regions of colonial North America.

ECONOMICS CONTENT STANDARDS

Standard 1: Scarcity

- **Benchmark 6 for 4th grade:** Whenever a choice is made, something is given up.
- **Benchmark 7 for 4th grade:** The opportunity cost of a choice is the value of the best alternative given up.
- **Benchmark 1 for 8th grade:** Scarcity is the condition of not being able to have all of the goods and services that one wants. It exists because human wants for goods and services exceed the quantity of goods and services that can be produced using all available resources.
- **Benchmark 3 for 8th grade:** Choices involve trading off the expected value of one opportunity against the expected value of its best alternative.

- **Benchmark 5 for 8th grade:** The evaluation of choices and opportunity costs is subjective; such evaluations differ across individuals and societies.
- **Benchmark 2 for 4th grade:** A cost is what you give up when you decide to do something.
- **Benchmark 3 for 4th grade:** A benefit is what satisfies your wants.

OBJECTIVES

The student will be able to:

- Explain that colonists weighed their costs and benefits before deciding to go.
- Explain why colonists were not able to take everything they wanted to the New World.
- Define scarcity and opportunity cost.
- Use a five-step decision grid to make a choice.

MATERIALS

- A large map, showing the New England, the Mid-Atlantic, and the Southern Colonies.
- Optional: A small suitcase or box
- Activity Sheet 14A: *Five Step Decision Model* (transparency)
- Activity Sheet 14B: *Background Cards* (enough for each student to have one card)
- Activity Sheet 14C: *Deciding Where to Go* (one copy per student)
- Activity Sheet 14D: *The Colonists* (enough for each student to have one small card)
- Activity Sheet 14E: *Song: How We Make Decisions*
- Optional books, all by James E. Knight: *The Village: Life in Colonial Times* (ISBN: 0816748004); *The Farm: Life in Colonial Pennsylvania* (ISBN: 0816748012); *Seventh and Walnut: Life in Colonial Philadelphia* (ISBN: 0816749744); *Salem Days: Life in a Colonial Seaport* (ISBN: 0816748039); *Journey to Monticello: Traveling in Colonial Times* (ISBN: 0816749736); and *Outrageous Women of Colonial America* by Mary Rodd Furbee (ISBN: 047138299X).

PROCEDURE

1. Finding Out About the New World

- Show student the map with the region marked as *New England*, the *Mid-Atlantic Colonies*, and the *Southern Colonies*. Have students determine which colonies are in each region.

- b. Use material from the *Background Information on the Colonies* sheet that can be found at the end of this lesson, along with information from your textbooks and library books to explain conditions in each of the three regions of the new land.

2. The Teacher Decides:

What Should I Take on the Ship?

- a. Tell students that everyone in the room will be leaving Europe today to become a colonist in the New World. Explain that they will have to be on board a ship for a very long time to make the long journey across the Atlantic Ocean. The ship is not very large, and there are a great many people coming on board. Because space is so scarce, the ship's captain has limited them to one small suitcase or box, and they must each take only a very few items that will fit in it. (Use as a prop, a small suitcase or box.)
 - b. Explain to students that people often cannot have enough of something to satisfy their wants, and this is called *scarcity*. Remind students that it is space that is scarce on the ship.
 - c. Tell students that you (the teacher) will also be going, and you have a tool to help you decide what to take. It is called "The Five-Step Decision Model."
 - d. Show students the transparency from Activity Sheet 14A: *Five-Step Decision Model*. Solicit help from the students as you go through the decision-making process below to determine what you (the teacher) will take in your suitcase to the new land. This way you can demonstrate for them the process of using the Five-Step Decision Model, so that they will be able to use it themselves in the next activity.
 1. First, state the problem and write it in the appropriate place on the transparency. (*What should I take in the suitcase?*)
 2. Tell students that the next step is to list alternatives. Explain that an *alternative* is one of two or more things that may be chosen. Tell students that you definitely want to have an extra change of clothing in the suitcase, and that will leave room for only one other item. The alternatives for this decision will be the other item you might need to take in the suitcase. Brainstorm with students a list of items that a colonist might want to take on such a voyage. (*Answers will vary, but may include extra clothing, seeds to plant, tools and equipment for making clothing, and*
- tools that will be needed for a job*) Put five alternatives on the transparency in the alternatives column.
3. Tell students that the next step is to list the criteria. Explain that criteria are those things that are important to someone when making a decision. Again, brainstorm with students to make a list of criteria, and list five criteria on the transparency. They may include such things as:
 - Will it fit in the suitcase?
 - Is it essential in the new land?
 - Is this something that can only be purchased in Europe?
 - Will it help me make a living?
 4. Explain that the next step is to evaluate. Ask students to help you as you consider each alternative. If it meets a criterion, put a plus sign (+) in the column; if not, put a minus sign (-) in the column. Some criteria may be more important than others—give them additional plus or minus signs. Some criteria may be essential. Mark these with a star (*). Have students compare their responses for these alternatives.
 5. Tell students that the next step is to make a decision. Ask if they think this grid tells you what the right choice is. (*No, there is no right or wrong choice.*) The best choice is the one that will best satisfy you, the person who is making the choice. Explain that you will have to make that choice, based on what is most important to you.
 - e. Optional: Give students copies of the activity sheet, and let them work out their own decisions for packing their suitcases.

3. Students Decide: Where Will We Go?

- a. Again show students the map with the region marked as *New England*, the *Mid-Atlantic Colonies*, and the *Southern Colonies*. Explain that these are the different locations where they, as colonists, might choose to go in the New World.
- b. Explain to students that they will decide on the region where they will settle, and they should try to choose the area where they think they will be most successful, according to their backgrounds.
- c. Give each student a card from Activity Sheet 14B: *Background Cards* and tell them that this card describes who they are and what they can do. If there are more than 16 students in the class, allow some students to work together

using the same card (pretending they are colonial siblings).

- d. Give each student a copy of Activity Sheet 14C: *Deciding Where to Go*. Explain that each of them will use the *Five-Step Decision Model* that they used in the previous activity, in order to decide on the region where they will settle.
- e. Remind students of the directions for using the Five-Step Decision Model:
 1. Tell students to first state the problem and write it in the proper place on their papers. (*What is the best place in the New World for me to go?*)
 2. Tell students that the next step, listing alternatives, has already been completed for them. These are the three regions already printed in the first column of the grid on their papers—the regions which they will be considering (*New England*, the *Mid-Atlantic Colonies*, and the *Southern Colonies*). You may want students to indicate which colony in each region they are considering, as indicated on the activity sheet.
 3. Remind students that the next step is to list the criteria. Go over the four criteria listed at the top of the grid. Tell students that the 5th criterion has been left out, and they can each choose one other criterion for themselves.
 4. Explain that the next step is to evaluate. Remind students of the process, as described in the previous activity.
 5. Tell students that the last step is to make a decision, and record it in the appropriate place on the activity sheet. Remind them that there is no right or wrong choice, and they should not be influenced by the decisions that their classmates make.
- f. You may want to have students read the "Background Information on the Colonies" page and highlight the points that relate to the criteria for the person(s) on their card, that is, things they would want and things they would want to avoid. Then, looking back over the page, students should complete the decision grid and choose the colony that best meets their criteria.
- g. Give students time to evaluate and come to a decision. When everyone has finished and recorded his or her decision, tell them to write the number "1" by their first choice and the number "2" by their second choice. Explain to students that their second choice is their

opportunity cost, the region they each gave up when they made their decision.

4. Mapping it Out

- a. Give each student a colonist card from Activity Sheet 14D: *The Colonists*. Have them write their names or initials on the "colonists" and cut them out.
- b. Using the five-step decision model, have each student explain his or her choice and opportunity cost. As each explanation is given, have the student go to the map and attach his or her colonist card in the appropriate region using push pins or tape.
- c. Discuss the distribution of colonists on the map.
- d. Assign student a paragraph to write about how they considered the costs and benefits of each alternative before they made their decisions, and what they missed by not choosing the region that was their opportunity cost.

5. A Song for the Five Step Decision Model

- a. Display a transparency made from Activity Sheet 14E: *Song: How We Make Decisions*. Explain to students that this is a song that summarizes the Five Step Decision Model.
- b. Use the tune for *Mary Had a Little Lamb* to teach students to sing the song. Tell students to read aloud together the words in parentheses, and then sing the verses of the song.

6. Closure: A Letter to Europe

- a. Review the five-step decision model and the economic concepts covered in the lesson.
- b. Then tell students to pretend that they have just come across the ocean and settled in one of the three regions of the New World. But they had many friends in Europe, and they each want to write a letter to one of these friends.
- c. Explain that they should use the information from their five-step decision grid and explain to the friend why they chose to come to that particular region. Ask them to use as many economics terms as possible in their letters.

7. Mini-Economy linkage using PACED

Students can define the problem as "What to produce?" Then list alternatives and establish criteria such as "this will sell", "I know how to make it", "I have or can get the resources to make it." "I have time to make it in time for market day."

Background Information on the Colonies

The Southern Colonies—Maryland, Virginia, North Carolina, South Carolina and Georgia—have warm, temperate climates, and long growing seasons. Most colonists grow one large crop to export, rather than many small crops to use themselves. They raise tobacco, rice, or indigo and sell or trade them for things they need. These crops can be grown very profitably on large plantations; so large landowners have an opportunity to become wealthy. They require a lot of labor, most of which is done by African slaves. The Southern colonies have found slave labor cheaper than indentured servants. In the Southern colonies, most people are farmers. It is hard to make a living as an artisan or merchant here, except in the large cities. Slaves do most construction and other skilled work on plantations. Schools are few, where plantations dominate. Planters may bring tutors from Europe to teach their children. There are more small farms in North Carolina than in Virginia or South Carolina. In Maryland farmers are beginning to diversify to include wheat and corn, so as not to be so dependent on tobacco. Most of the planters and small farmers here are members of the Church of England, but Maryland was founded by the Calverts, a wealthy Catholic family. They offer a place that is safe for Catholics, and they promise religious freedom to all. Georgia, settled by James Oglethorpe, is closed to slaves (until 1750). Oglethorpe promises 50 acres of free land to each settler who will bring a person who has been in debtor's prison to Georgia to work. Rice is an important crop in Georgia.

The Mid-Atlantic Colonies—Delaware, New Jersey, New York, and Pennsylvania—have fertile soil, which is not as rocky as New England. Because of their forests, there is shipbuilding and lumbering. Their farms are smaller than Southern plantations, but larger than New England farms. They have good rivers that allow them to ship crops from inland. It is also easier to get land here than in the North or South. They export wheat, flour, corn, meat, lumber, flaxseed, and livestock. At this time, most indentured servants go to this region. Indentured servants promise to work from 4 to 7 years, and in return, their passage is paid and they get food, shelter, and clothing. In New Jersey the people who work the land are expected to pay rent. The colony's founders established a government with a charter, so people have freedom of religion and men have the right to vote. Lots of immigrants come here from Sweden, Finland, England, and Germany. Pennsylvania has lots of Scotch-Irish settlers—some called it "the best poor man's country," because it was said that poor immigrants could succeed here. This is partly because William Penn's colony has "a political and religious climate that is favorable to entrepreneurship." Penn has sent out advertisements encouraging people to come to Pennsylvania. He especially wants hardworking people who are good citizens with skills like shoemaking and carpentry. His promises of land and freedom of religion attract people. They treat the Indians well and get along well with them. New York was originally run by the Dutch East India Company; it has been re-named New York since the Duke of York took it over. In New York it is hard to get land since the Dutch have big land holdings. There are fights over property rights. Fur trading is important here.

The New England Colonies—Massachusetts, Connecticut, Rhode Island, and New Hampshire—have excellent harbors with forests nearby. As a result, they specialize in shipbuilding. Many make their living in whaling and fish-processing. Codfishing is very important. The climate is less temperate than the Mid-Atlantic and southern colonies. Neither the climate nor the soil is suitable for the crops that are so successful in the South. Puritans in Massachusetts have settled in small towns, and most have schools. If you are a Puritan, you will be given a plot of land. People of other religions are not welcome. Farms are small and a family can run them. The Puritans have many rules. People who do not like the Puritan way have started their own colonies. Roger Williams and Anne Hutchinson, who wanted more freedom, helped establish Rhode Island. Under their influence, it has become a very democratic colony; they believe that church and state should be separate. Rhode Island has good soil and can grow corn, grain, hay, and tobacco. They also raise horses, cattle, and hogs. Connecticut, led by Thomas Hooker, believes that people should elect their leaders. Lumbering is important in New Hampshire.

Activity Sheet 14A: *Five Step Decision Model*

Steps for using the five step decision model:

1. State the problem.
2. List the alternatives.
3. List your criteria.
4. Evaluate.
5. Make a decision.

What is the problem? _____

Your Criteria:

	1.	2.	3.	4.	5.
1.					
2.					
3.					
4.					
5.					

Decision: _____

Activity Sheet 14B:
Background Cards

1. You are a teacher in England. You like warm weather. You don't want to farm. You don't have much money, so you would like to find an employer who would pay your passage. You are hoping that a wealthy colonist will want you to come and teach his children.

2. You are a Catholic living in England and you want to live where you can worship the way you choose. You are a skilled farmer and blacksmith. You have enough money for passage to the New World and to buy a small farm. You can make your tools when you arrive.

3. You are a farmer in Germany. You have saved money for passage, but not enough to buy a farm. You would need to rent a farm. Freedom of religion is very important to you. You don't speak English well, so you would like to live where there are other Germans.

4. You are a skilled shoemaker in Scotland. You are a good saver and have enough money for passage. Your tools are small, so you will be able to bring them with you. You have a family and you worry about the stories you have heard about Indian attacks.

5. You are the youngest son of a wealthy English family and a member of the Church of England. Your older brother will inherit the family land, but you have been given some money to get started. A cousin is a wealthy planter in a southern colony. He has offered to help you buy land.

6. You are a skilled carpenter from Sweden. Most of the tools you need will fit in your suitcase. You could probably work in any of the colonies, but you want to choose the one you think your children ages 9 and 10 will like best. You have saved enough money for passage.

7. You are English. You have moved to the Netherlands for religious freedom. However, you don't like the influence of the Dutch. You want to live with other Puritans. You are a farmer with experience growing livestock. You have saved enough money for passage.

8. You work as a shipbuilder in Finland. You are tired of really cold weather. You are a Lutheran and you don't trust the Puritans. You can bring your basic tools and you have saved enough for passage. You want to go where you have the best chance of finding a job and making a good living.

Activity Sheet 14B: *Background Cards* (con't)

<p>9. You live in Scotland. You grew up in a poor family. You don't have much education, and you have few skills. But you are young, strong, and willing to learn. You don't mind working for someone else for a few years until you can learn some skills. You have no money to buy passage on a ship.</p>	<p>10. You are a member of the Church of England. You have been a farmer and you love the land. You have just inherited quite a lot of money from a wealthy uncle, and you would like to spend it on land in the new world. You have enough to buy lots of land and anything else you need.</p>
<p>11. You are a farmer, and you and your family love animals. You would like to start a farm where you could raise livestock. You've always wanted a farm of your own. You have three teenage children who are hard workers and could help you on the farm.</p>	<p>12. You are a carpenter, and you are really good at building things. You are looking forward to the trip because you love the ocean. You've always dreamed about beautiful ocean-going ships and how great it would be to build one. You have saved enough money for the trip.</p>
<p>13. You have just been released from debtor's prison. You want to leave England. You are a hard worker and would be willing to work for someone if they could help you get to the New World. Before you went to debtor's prison you were a farmer.</p>	<p>14. You live in England. You've read about the colonies. The thing that appeals to you is the opportunity to own land and have a chance to be successful. You don't want to live where there are lots of rules; and you want freedom of religion. You are a skilled carpenter with money.</p>
<p>15. You live in England. You would like to go to the area they call "New England." But you are not a Puritan. You like the idea of people in a town voting about what to do, rather than having the church decide. You are an experienced fisherman. You have money for travel.</p>	<p>16. You are an experienced shoemaker. You have no money, but you think that the colonies offer you the best opportunity you will have to own land and be successful. You are willing to work for someone for several years if they would pay your passage.</p>

Activity Sheet 14C: *Deciding Where to Go*

Steps for using the five step decision model:

1. State the problem.
2. List the alternatives.
3. List your criteria.
4. Evaluate.
5. Make a decision.

What is your problem? _____

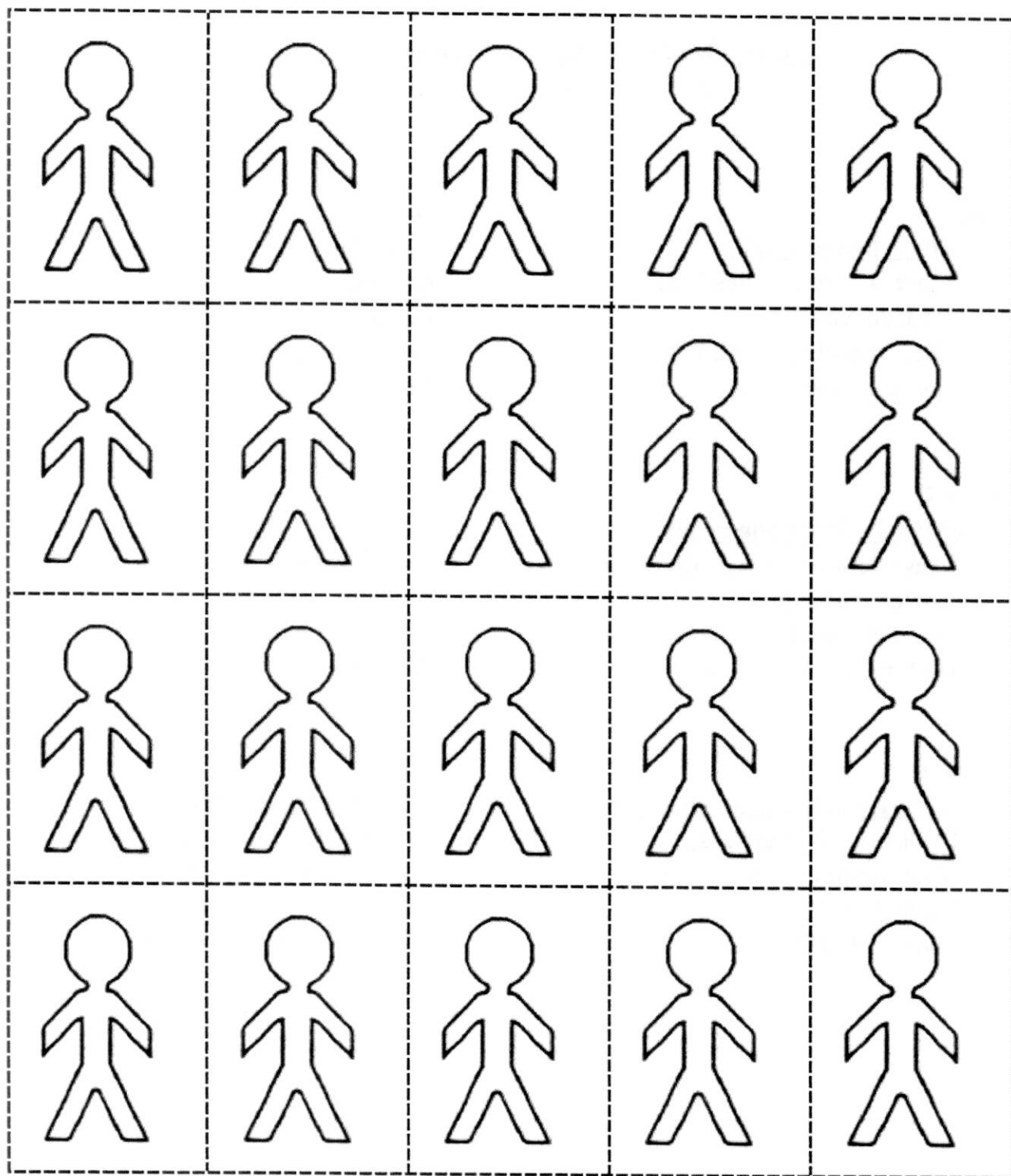
Your Criteria:

Your Alternatives:

	1. Do I have enough money to pay my passage to this area?	2. Do I have the skills to make a living in this area?	3. Will I have the natural resources I will need to do my job?	4. Will I be able to feel at home and find friends in this area?	5.
1. The Southern Colonies (Which one? _____)					
2. The Mid-Atlantic Colonies (Which one? _____)					
3. The New England Colonies (Which one? _____)					

Your Decision: _____

Activity Sheet 14D:
The Colonists



Activity Sheet 14E:
Song: How We Make Decisions
(Tune: *Mary Had a Little Lamb*)

(Note: Read aloud together the words in parentheses,
and then sing the verses of the song.)

Verse 1:

(What should I do?)
I have a problem, yes I do,
Yes I do, yes I do.
I have a problem, yes I do,
I know just what to do.

Verse 2:

(Step 1 - State the problem)
I have to name the problem first,
Problem first, problem first.
I have to name the problem first,
That's what I must do.

Verse 3:

(Step 2 - List the alternatives)
I will find alternatives,
Alternatives, alternatives.
I will find alternatives,
That's what I must do.

Verse 4:

(Step 3 - List your criteria)
Criteria are what matters most,
Matters most, matters most.
Criteria are what matters most,
They help me to choose.

Verse 5:

(Step 4 - Evaluate)
Now I can evaluate,
Evaluate, evaluate.
Now I can evaluate,
And see just what to choose.

Verse 6:

(Step 5 - Make a decision)
And now I'll make a careful choice,
Careful choice, careful choice.
And now I'll make a careful choice,
I'll know just what to do.

Adventures in Economics and U.S. History

Volume 1: Colonial America

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