



4: Colonial Discovery



OBJECTIVE:

Students will create a mural to tell the story of the 13 colonies and to display current state symbols of each of the 13 states.



MATERIALS:

- Large roll paper, divided into 13 sections (or 13 pieces of poster board that can later be connected)
- Construction paper
- Scissors
- Glue
- Markers
- Chart paper
- “Colonial Discovery” work pages (pages 16 and 17)
- State Information Pages (pages 26 and 27)
- A book that tells the story of the 13 colonies (to read aloud)
- Reference books with information about the 13 colonies (for student research)
- Almanac or other source of state symbol information



PREPARATIONS:

- Find a book(s) that relays a general history of the original 13 colonies.
- Review state information and history about each of the 13 colonies.
- Plan a library visit during which time students will research their assigned colony.
- Make copies of “Colonial Discovery” work pages (pages 16 and 17).
- Mark 13 sections on the large roll paper (or gather 13 pieces of poster board).



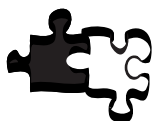
GROUPING:

- Whole group/pairs



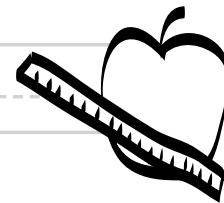
CLASS TIME:

- 3 class periods



CONNECTIONS:

- History
- Language Arts
- Social Studies
- Art



Creating a Mural About the 13 Colonies



TERMS and CONCEPTS:

- 13 colonies
- Symbol
- Mural
- Research



STEPS:

1. Tell students that before there were books and libraries, people used murals to tell stories and record historical events for everyone in a community to see. Explain to students that they will be creating their own mural to tell the story of the original 13 colonies.
2. Read aloud a story of the history of the original 13 colonies. Review the history and discuss important events during this time.
3. Brainstorm a list of symbols and information that might be important to include in a pictorial story about each colony/state. Record this list on chart paper. Explain that students will be working in small groups to create a pictorial history of one of the colonies. Their work will be put together to create a mural of the original 13 colonies.
4. After students are organized into their groups, allow them an opportunity to visit the school library to research and collect information about their colony/state. Instruct students to record information on the "Colonial Discovery" work pages (pages 16 and 17).
5. Once research is complete, discuss with students how they could represent different types of information. Ask students to decide which symbol(s) and other historical information they would like to include in the section about their colony/state and help groups organize their information.
6. Have students begin working on their portion of the mural. The sections should be in order according to when each state was admitted to the Union.
7. When each group is finished with their section of the mural, invite them to share their portion with the other groups. Encourage them to explain the symbols and other information about their colony/state. Add any finishing touches to ensure continuity between each section.



ENRICHMENT/EXTENSIONS:

Have students compare and contrast two or three different colonies/states.

Have students make murals to tell the story of their own lives.



Colonial Discovery—Part 1

DIRECTIONS:

Research the following information about your state and its history as one of the first 13 colonies.

1. This state, _____, was the _____ state to ratify the Constitution and be admitted to the Union on _____.

2. How do the symbols or design on this quarter relate to your state?



3. Questions about how the colonists arrived at their new state:

What date did they settle in America? _____

How did they travel there? _____

What country did they come from? _____

Why did they move to the colonies? _____

How did they choose this state's name? _____

Name _____ Date _____



Colonial Discovery—Part 2

DIRECTIONS:

Research the following information about your state and its history as one of the first 13 colonies.

4. Questions about the physical features of the colony:

What were the main physical features? _____

What type of weather did they experience? _____

What are some important historical places or landmarks? _____

5. Questions about daily life in the colony:

Who was their leader?

What jobs did men or boys have?

What clothes did they wear?

What jobs did women or girls have?

What foods did they grow and eat?

How did they travel around?

What were some of their laws?

What holidays did they celebrate?

What were their basic beliefs?

Who were some famous residents?

How many people lived there?

What games did kids play?
