



People of the Southern Colonies

Colonial History

This work is licensed under a [Creative Commons CC BY-SA 4.0 License](https://creativecommons.org/licenses/by-sa/4.0/)

Subject	Social Studies	Time Frame	2-3 class period(s)
Course	U.S. History	Duration	120 minutes

Essential Question

What role do colonists play in the community?

Summary

This lesson compares the various roles that colonists played in the Southern Colonies. Students will begin by examining the economy of the Southern Colonies. They will then compare various roles within the Southern Colonies and will write a RAFT strategy prompt to share what they learned about the colonists.

Snapshot

Engage

Students participate in an I Notice, I Wonder strategy using a map of the natural resources in the Southern Colonies to discuss how the land and its resources had an impact on the people.

Explore

Students use a Card Sort strategy of colonial journal entries to begin exploring the different roles Southern Colonists played.

Explain

Students create a Venn diagram to explain the differences between slaves, slave owners, and indentured servants.

Extend

Students read a picture book about slave songs and discuss how slave songs were used to talk about masters, to share religion, and to explain how to run away.

Evaluate

Students choose a RAFT strategy prompt to write about the roles of the Southern Colonists.

Standards

Oklahoma Academic Standards (Social Studies Practices (5th Grade))

5.2.2B: a labor system utilizing indentured servants

5.2.7: Compare daily life in the colonies as experienced by different social classes, plantation owners, farmers, merchants, craftsmen, artisans, and women and children.

5.2.8: Compare the experiences of both free and enslaved Africans in the British colonies, including resistance efforts by enslaved peoples and attempts to maintain aspects of African culture.

Attachments

- [Colonist Card Sort - Biographies.docx](#)
- [Colonist Card Sort - Biographies.pdf](#)
- [Colonist Card Sort - Journal Quotes.docx](#)
- [Colonist Card Sort - Journal Quotes.pdf](#)
- [Southern Colonist Teacher Slides.pptx](#)

Materials

- Southern Colonies teacher slides
- A book of your choice about slave songs. (See the Extend section for some suggested titles.)
- Colonist Diary card sort (journal quotes and biographies) and envelopes for the cards
- Notebook paper

Engage

Prep Note

Prior to the lesson, print and cut out copies of the Journal Quotes and Biographies Card Sort cards. You will need one set of cards per group of two or three students. If you'd like, you can use different colors of paper to distinguish the two types of cards. You can also use envelopes or plastic sandwich bags to organize and store the cards.

Open the teacher slides and display slide 3, which shows a map of the natural resources/economies from the Southern Colonies. Organize students into small groups and have them use the [I Notice, I Wonder](#) strategy to make observations about the maps. Encourage students to make connections to what they might have previously learned about the colonists from the New England and Middle colonies.

Sample Answer

"I notice lots of tobacco in the Southern Colonies. I wonder how they farmed those fields?"

Lead the conversation to discuss the roles that colonists played in the Southern Colonies.

Guiding Questions

If students are struggling in the conversation, you might try asking some guiding questions, such as, "What would the land look like in the Southern Colonies?" "How did people interact with the land?" "What kind of jobs do you think the colonists had?"

After discussing, introduce the essential question: What role do colonists play in the community?

Explore

Pass out the Journal Quotes Card Sort cards and show slide 4. Have students read the cards and then organize them in any way that makes sense to them.

Have students use their quotes in a [Think-Pair-Share](#) strategy to determine what role each of the colonists played. When students share, they must explain their reasoning using some of the journal quotes.

Sample Answer

"I think this quote is from a slave because he talks about not having warm clothes in the winter and he talks about his owner."

Pass out the Biography Card Sort cards and show slide 5. Have groups match the journal entries with the biography they think they go with.

Explain

Show slide 6. Using what they have learned from the Explore quotes, have students create a Venn diagram comparing and contrasting two of the colonists.

For an extra challenge, students can use a triple Venn diagram to compare all three.

Teacher's Note

This is a good opportunity to differentiate for various levels. A simple comparison would be slave vs. slave owner. A mid-level challenge would be slave vs. indentured servant. And the most challenging would be comparing all three.

After students have had some time to work, complete a short Gallery Walk. Ask students to view each of the other Venn diagrams and look for two or three things they can add to their own diagrams. When students return to their work, they should spend a few minutes updating their Venn diagrams with the new information.

Extend

Show slide 7. As a class, read a book about slave songs. Some options include:

- "Like a Bird: The Art of the American Slave Song" by Cynthia Grady
- "Freedom Song: The Story of Henry 'Box' Brown" by Sally M. Walker
- "Sweet Clara and the Freedom Quilt" by Deborah Hopkinson

Discuss how slaves used songs for entertainment, making work easier, sharing religion, talking about their masters, and, sometimes, as directions for running away.

Collaboration Opportunity

This is a great opportunity to partner with a librarian or music teacher to teach this part of the lesson.

Optional Stronger Ela Connection

Use a [jigsaw](#) strategy with several short story books about slave songs and art. Have students work in small groups to read the books and then present a summary of the book to the rest of the class. (See Oklahoma ELA Framework [5-2-R-1](#) for further insight.)

Evaluate

Show slide 8. On a sheet of notebook paper, have students respond to one of the following three [RAFT](#) prompts. Students should use details from the lesson to help write the pieces.

Role: Indentured Servant Audience: Contract Holder Format: Letter Topic: Terms of Service

Role: Slave Audience: Other Slaves Format: Poem or Song Topic: What life is like as a slave in the Southern Colonies

Role: Colonist Audience: Self Format: Journal Entry Topic: A Day in the Life

Optional Stronger Ela Connection

This piece could be treated as a more formal writing assignment by having students create a draft, edit, and then type the final product.

Teacher's Note

Allowing students to choose a [RAFT](#) strategy prompt allows them to engage at their interest level. However, some choices are more challenging than others. As the teacher you might "nudge" students toward a choice that is best suited for them.

Resources

- Grady, C. (2016). Like a bird: The art of the American slave song. Minneapolis: Millbrook Press.
- Hopkinson, D. (1993). Sweet Clara and the freedom quilt. New York: Knopf.
- K20 Center. (n.d.). Card sort. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506976b>
- K20 Center. (n.d.). Gallery walk / carousel. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505a54d>
- K20 Center. (n.d.). I notice, I wonder. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f507d1a7>
- K20 Center. (n.d.). Jigsaw. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f507c1b8>
- K20 Center. (n.d.). RAFT. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5071366>
- K20 Center. (n.d.). Think-pair-share. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5064b49>
- Walker, S. M. (2012). Freedom song: The story of Henry 'Box' Brown. New York: HarperCollins.