

What Will it Cost?

A Maine Studies Unit

By Dennis D. Edmondson, Mt. Ararat High School

Other Contributors: Meggan Henerlau and John Lunt

UNIT SUMMARY:

In 1624, John Smith published a “shopping list” for colonization for “either private families or single persons” to go to Virginia. That list provides a idea of both the items that were included as well as their cost. The unit built on this information is one to impress upon students both the scope of planning that went into a colonization effort and the cost involved in the early 17th century. Those arriving at the mouth of the Kennebec in 1607 undoubtedly used many of the same or items similar to those found on John Smith’s list.

GOAL:

Students will learn that exploration and discovery involved great risk and expense in 1607, and still does today.

OBJECTIVES: Students will:

- a) apply compare and contrast skills when looking at clothing and tools used by Popham colonists with comparable items today.
- b) use calculation and research skills to determine the cost (in current US dollars) to outfit the Popham Colony with the gear (actual or modern equivalent) recommended by John Smith.
- c) expand their vocabulary with 17th century clothing and tool names
- d) identify reasons why people would invest in the founding of a colony.
- e) identify the possible risks involved in colonizing.

MAINE LEARNING RESULTS DEMONSTRATED:

SOCIAL STUDIES

HISTORY B: Historical knowledge, concepts, and patterns.

Gr 3-4 #2 Demonstrate an awareness of major events and people in United States and Maine history.

Gr 5-8 #2 Demonstrate an understanding of selected themes in Maine, United States, and world history (colonization)

Gr 9-12 #4 Demonstrate an understanding of enduring themes in history (colonization)

ECONOMICS A: Personal and Consumer Economics

Gr 3-4 #1 Describe barter and money and how each is used in the exchange of resources, goods, and services.

Gr 5-8 #2 Identify and analyze the factors that contribute to personal spending and savings decisions.

Gr 9-12 #1. Conduct a cost benefit analysis of a personal or business decision.

MATHEMATICS

MATHEMATICS B: Computation

Gr 3-4 #1: Solve multi-step, real-life problems using the four operations with whole numbers

Gr 5-8 #2: Create, solve, and justify the solution for multi-step, real-life problems including those with ratio and proportion.

Gr 9-12 #1: Use various techniques to approximate solutions, determine the reasonableness of answers, and justify the results.

MATERIALS:

a) Dictionaries.

b) American Heritage volume 40/7 March 1989: John Smith's Bill: Then and Now. James B.M. Schick, pages 158 - 165.

c) Various clothing and hardware catalogs, (L.L. Bean, Sears, etc.)

ACTIVITIES:

1. Introduce this unit by explaining that colonizing involved risk and considerable expense. The following scenario could be used: "Imagine a group of people planning an expedition to a temperate zone, wilderness area in the next few months. Away from civilization for an extended period of time, they intend to study and map the area and live off the land where possible. In small groups, make a list of the clothes, gear, and tools that might be needed for this expedition." When completed, have the groups share and justify their lists. After all groups have shared, introduce John Smith's list of recommended items for an early 17th century expedition. Have students brainstorm possible meanings of unfamiliar terms. Then show the list with the names explained. Have students compare their lists with that of John Smith and record their generalizations. NOTE: Two lists of apparel are provided: one without explanations, the other includes them. If you choose to use the list without clues, refer to the .pdf file of John Smith's list found on the website as a unit resource.

2. Read and discuss the HISTORICAL SETTING with students. (A hard copy should be provided to each student.)

3. Working in teams or as individuals, students will work to outfit the 1607, Popham expedition of 100 men with a level of quality they set at today's best price. Using the form found in unit resources) have students list the appropriate information for each item selected including cost (in current US dollars), where it could be purchased (catalog and page number, for example), and level of quality, level of quality (High, Medium, Low), etc.

4. When all students have completed their research, each will write the total cost of outfitting their expedition on a class chart (board or chart paper). When all totals are recorded, a spokesperson from each team will explain what factors influenced their decisions. The team list of items and cost should be available for the next activity.

5. Brainstorm, discuss, and record reasons why an individual or group would want to

sponsor a colony during the 1600's (claim territory for their country, have access to resources, develop new markets, etc.) Then brainstorm what risks might be involved (loss at sea, no valuable resources, unfriendly natives, disease, starvation, etc.) At the end of the discussion, review the different team equipment lists and their cost. Have the class select the list that would represent the best investment for the success of the colony given the risks identified.

NOTE: A list of tools is also included. This can be used to supplement the clothing list or be presented as a separate activity.

Apparel (no clues)

a monmoth cap	1 suit of cloth
3 falling bands	3 pair of stockings
3 shirts	4 pair of shoes
1 waistcoat	1 dozen points
1 suit of canvas	1 pair of canvas sheets
1 suit of frieze	7 ells of canvas
	1 blanket

Apparel (identified)

a monmoth cap (watch cap)	3 pair of stockings
3 falling bands (ties)	4 pair of shoes
3 shirts	1 dozen points (a belt)
1 waistcoat (vest)	1 pair of canvas sheets (tarps)
1 suit of canvas (warm rain gear)	7 ells of canvas (a tent, probably for 2 men)
1 suit of frieze (wool clothing)	1 blanket
1 suit of cloth (work clothes)	

Tools

5 broad hoes	2 augers
5 narrow hoes	6 chisels
5 felling axes	2 piercers
2 steel hacksaws	3 gimlets
2 hand saws	2 hatchets
1 whipsaw	2 froes
2 hammers	2 hand bills
3 shovels	1 grindstone
2 spades	1 grindstone
	2 pick axes

ASSESSMENTS (Select from the following):

A. Have students assess what economic situations existed that would motivate, or cause, people to risk their lives.

B. Perhaps the best assessment for the students is to compare the cost of exploration and discovery to that of a similar trip today. For example how much would it cost to outfit an expedition to the peak of Mt. Everest? (For a list of items needed on an Everest Expedition, visit:

C. Have students write an essay on the costs of exploration and discovery where they take a stand for or/and against such an endeavor.

D. Indicate to students that they are responsible for outfitting an expedition of 100 men that will sail to Fort St. George for the purpose of establishing a settlement and sending back valuable resources to England. To get money for the expedition, they need to convince a sponsor to pay the costs! Each should write a letter that will persuade a sponsor to provide the needed support. Letters should be creative and should include:

- a) what clothing and gear the men will need (1 paragraph)
- b) what the cost (in current dollars) will be for providing the men with the clothing and gear (1 paragraph)
- c) persuasive arguments to the sponsor that the cost and risks of the trip will be justified by the resources that will be sent back to England. (1 paragraph)

Scoring Rubric

1 = Work is turned in

2 = Work shows some understanding of the key concepts

3 = Work shows full understanding of the key concepts

4 = Work shows detailed, extensive, and/or sophisticated understanding of key concepts

Students will receive a score for each of the three different performance indicators covered in the unit: (1) Social Studies (2) Economics (3) Mathematics

A score of 3 demonstrates achievement of the grade level expectation