

What is Needed to Establish a Colony?

Middle/Elementary

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Professions: Roles that can be assigned to students

- Captain George Popham: president
- Captain Raleigh Gilbert: Admiral
- Captain Edward Harlow ::Master of Ordnance (weapons/cannons)
- Captain Robert Davies: Sergeant Major , Captain of Mary and John

- Captain James Davies: Captain of the Fort
- Captain John Elliot: Captain of the Gift of God
- Mr. Gome Carew: Chief Searcher for mines (gold)
- John Havercome: Master of the Gift of God
- Richard

1607

I. Unit Summary: An overview of the English attempt to establish Fort St. George in 1607.

2. Goals: The importance and the significance to Maine history of the events in the year 1607.

3. Objectives:

- *To learn about the people who sailed to the mouth of the Kennebec from England.
- *To recreate the events of the preparation of the voyage and the subsequent voyage.
- *To compare and contrast physical features of possible sites to build.
- *To design a fort including specific buildings of colonial era.
- *To increase awareness of Native American culture.
- *To recreate colonial life at Fort St. George.
- *To reconstruct the proportions of the Virginia ship.
- *To explain the factors that lead to the abandonment of the colony.

4. Maine Learning Results

a. Subject Areas and Content Standards

English Language Arts: B-11, D-4, H 1,2,3,4

Social Studies: A-1,2, B-2, D-1

Math: F-2

5. Activities

A. Day One: Sir John Popham arrives in our classroom in dress and character.

While presenting to the students he will discuss issues of why do people leave their country, the purpose of this trip, and the funding of the trip. The students will then be assigned roles of people who take part in the journey.

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- John Havercome: Master of the Gift of God
- Richard Seymour: Chaplain
- Edward Popham: nephew of George Popham
- Master Turner: Physician
- John Hunt: Draftsman (map maker)
- Master Digby: designer of the Virginia
- Lancelot Booker: Cooper of the Gift of God -barrel maker
- Skid Warres- Abenaki Indian captured
- Nahanada: Abenaki Indian captured
- John Fletcher: sailor of the Gift of God

Blacksmith

Carpenters

Alchemist

Farmers

Soldiers

B. Day Two: Prep for the Voyage: In a group activity the students will discuss what we will need to bring on the boat for our journey. Students need to discuss what are essential items and what we can fit. Compare the students' list to the probable list of what was really brought on the ship (refer to Unit 3 What does it Cost? RESSOURCES - John Smith's Bill). (Could also discuss cost of equipment and compare to today's cost.)

C. Day Three: Day in the Life at Sea: Each student would be responsible for their duty on the ship. Some in class activities could include: knot making, building a compass, making an astrolabe, singing sea chanties, or making food items such as hardtack (see RESOURCES of Unit 2 - 17th Century Provisions). Each student will be keeping a diary of their journal as their character.

D. Day Four : Land Ho!: Students will be responsible for exploring the coast and deciding the best place to settle a colony. The students would be given four possible places to settle while in small groups they need to compare and contrast the benefits of each location. Some additional activities would include making a flag and having a formal ceremony for taking of possession.

E. Day Five: Beginning to build: The students will be given a vocabulary of the types of buildings needed within our colony. Students will actively participate in a discussion of the necessities for the colony. The students will then individually design a colony by

drawing the site. As a reflection we will share designs in small groups and then as a whole class we will look at the real map of the colony.

F. Day Six: Meet the Neighbors: Students will meet with third grade experts on the Abenaki culture. Activities could include a celebration, oral storytelling, or a presentation.

G. Day Seven: Day in the Life of the Colony: The students will focus on the daily activities which may include trading, fishing, building structures and the Virginia, ceremonies, seasonal activities, etc.

H. Day Eight: The Virginia: The students will recreate a representation of Maine's first ship using mathematical skills.

I. Day Nine: Factors leading to the abandonment of the colony.

J. Assessment: Students will include in their log daily reflections of their journey and adventures, a map of the colony, and conclude with a culminating activity. See Summative Assessment.

6. Materials: Original resources found on the website.

7. Historical Setting: (see [Brief Historical Overview](#)).

8. Assessment: Students will answer the following question: "You are a major investor in the Second Colony. How would you instruct President Popham to :

- 1) site and keep the colony safe?
- 2) treat the Maine Indians
- 3) quickly obtain a return on investment
- 4) keep the colonists alive.

9. Scoring Rubric -- to be designed.