

Facilitation Guide



13 Colonies Mapmaking Social Studies, Grade 8

EXPERIENCE OVERVIEW

Students will design and create a map displaying the regions and boundaries of the 13 colonies. Maps will include visuals of economic resources in each colony.

Standards

MSDE/BCPSS CONTENT STANDARDS AND INDICATORS

- 8.C.1 & 8.C.2.a – Comparing the economic, political, social, religious, and ethnic composition of colonial regions of New England, the mid-Atlantic, the Chesapeake, and the South.
 - New England
 - Middle Colonies
 - Southern Colonies

C3 STANDARDS – SKILL DEVELOPMENT

- Applying disciplinary concepts and tools.

CCSS:

- RH.6–8.7 – Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

NATIONAL CORE ARTS STANDARDS

- A2 E:6–8:3 – Apply visual organizational strategies to create works of art and design that clearly communicate the main/central idea.
- A8 E:6–8:2 – Demonstrate knowledge of content-specific literacy through art criticism.

ESSENTIAL QUESTION

- How did the interactions of European, African, and Native cultures lead to conflict, change, and/or cooperation?

OBJECTIVES:

- Students will be able to create a map of the 13 American colonies and identify the economic focus of each of the three regions.
 - **Language Objective:** Students will be able to use key vocabulary related to colonization (e.g., adaptation, migration, colony, exploration, enslavement) to describe and explain the geographic regions of the 13 American colonies and their economic focus in written or verbal form.

ASSESSMENT:

- Students will create a neat, accurate map of the 13 American colonies that includes all colonies. The map should thoughtfully use creative elements—such as color, shading, texture, size, illustrations, or cut-outs—to visually represent each colony's economic focus and climate.

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Getting Ready

MATERIALS

- All slides, rubrics, & handouts
- Tape, glue, construction paper

KEY SOCIAL STUDIES VOCABULARY:

- Adaptation
- Cultural regions
- Migration
- Exploration
- Colony
- Convert
- Enslavement
- Enslaved person
- Savage
- Pilgrim
- Compass Rose
- Cardinal Directions
- Intermediate Directions
- Export

KEY ARTS INTEGRATION VOCABULARY:

- Value (light & dark)
- Texture & Implied Texture
- Scale
- Visual Literacy
- Reference Image
- Trace
- Freehand

TEACHER BACKGROUND/PREPURATION:

- Teach during approximately week 3 of Unit 0
 - This lesson is introduced after 1-3 weeks of quality instruction, inclusive of virtual field trips, instructional videos, whole-group discussions, cooperative group discussions, assignments and presentations, small group instruction, and short-term in-class projects.
- Post the Cardinal and Intermediate Directions cards around the room for later in the lesson.

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ARTS INTEGRATION MATERIALS



 **VIDEO
PLAYLIST**



 **MATERIALS**
GOOGLE FOLDER

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IN BALTIMORE CITY PUBLIC SCHOOLS

TEACH

Warm-up: Artwork Notice & Wonder or Caption This

- Use the slides that feature artwork showing economic resources relevant to each of the 3 regions of the 13 colonies (fishing, lumbering, shipbuilding, fertile soil, farming, trade, tobacco, indigo, cotton, rice) and the Notice & Wonder or Caption This chart to facilitate the warm-up.
 - Option A: Notice & Wonder – Select the pieces of art from the slides you'd like students to analyze. Students record what they notice and wonder about each image in their chart on their handout. Discuss what students observe and wonder about in pairs or as a class.
 - Option B: Caption This – Select the pieces of art from the slides you'd like students to analyze. Students write a caption for the artwork on their handout (page 2) and share with a partner or as a class.



Build Background

- Introduce the lesson objective. Explain that students will apply their understanding of 1) the geography of the 13 colonies and 2) each colonial region's economic focus to create their own map.

Step 1: Establish an understanding of 3 colonial geographic regions and the economic resources in each.



- Students watch the video "The History of America's 13 Colonies" (3:28) twice:
 - First watch: view only, no note-taking
 - Second watch: Use the Colonial Regions & Economic Resources Graphic Organizer to name the colonies located in each region and list the main economic resources in each of the 3 regions.
- For additional context and information, use the same "view twice" routine with the video "13 American Colonies" (4:16).
 - First watch: view only
 - Second watch: add to the Colonial Regions & Economic Resources Graphic Organizer.



Map Skills

- Review the Cardinal (North, East, South, and West) and Intermediate Directions (Northeast, Northwest, Southeast, and Southwest).
 - Guide students in engaging with the directions:
 - Option A: Students stand and point in the direction when called aloud.
 - Option B: Students travel to the labeled part of the room with a given direction.
 - Option C: Students point to the regions on the colonies map.



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TEACH

Map Creation

- Provide students with copies of the [Map Scoring Guide](#). Review criteria:
 - The 13 colonies are all present
 - Colonies are accurately placed, map is neat
 - Colonies and economic focus are accurately labeled
 - Students use illustrations (either via free drawing or using the cut-outs to display the economic focus and climate of each
- Explain that students will use the regional colony outlines to accurately and neatly build their map. Decide if you want students to trace these outlines, use them as a reference to free draw, or use them as cutouts to tape or glue together or to a larger piece of base paper.
 - [Northern Colony cutouts](#)
 - [Middle Colony cutouts](#)
 - [Southern Colony cutouts part 1 & part 2](#)
- Model this process
- Ask students to brainstorm in pairs or in their notebooks possible ways of representing the economic activities and climates of the regions. Use guiding questions like:
 - Looking back at our graphic organizers, what is one major economic activity of the northern colonies? *Shipbuilding*.
 - How could we represent that in an illustration? *We could draw a large ship*.
 - What do we need to do in order to accurately draw a large ship from this time period? *We could use the internet to research what these ships looked like*.
- As an option, we've also provided cutouts of economic resources that can be used as tracers, to cut out and adhere to the map, etc.
 - [Economic Resources Page 1](#)
 - [Economic Resources Page 2](#)
 - [Economic Resources Page 3](#)
 - [Economic Resources Page 4](#)
- Students assemble their maps
 - As a midway point check-in, teachers may opt to use this [Check-In Form](#)

Extension Options

- Students present their projects to the class or another class.
- After creating the map, students choose a region and a fictional person from the time period (farmer, plantation owner, shipbuilder) and compose a 5-8 sentence paragraph from their point of view.