

DISCOVERY

A simulation of early American colonization



WELCOME



Hours of instruction: up to 15

Overview: Teams of students face problems typical of 17th-century American colonists. After using map skills to cross the sea and select their sites, students are pressed to make decisions concerning work, government, and defense. Interaction among the colonies results in trading, alliances, and sometimes conflict.

Your students will:

- Communicate effectively, cooperate, and achieve goals in groups
- Use map-reading, decision-making, and writing skills
- Gain insight into the hardships, risks, and struggle of colonial times
- Learn the importance of designation
- Experience the consequences of decisions

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ICONS KEY When you see these icons...



Answer Key
For student activities with specific objective responses, this icon directs you to the answer key.



Learning Tip
Found in the Student Guide. This directs your students to important procedures or directions.



Teaching Tip
In the margins of your Teacher Guide, these tips clarify materials or procedures.



Read or Tell
This is important information your students need for the activity. Be sure to read the passage or clearly instruct your students as stated in your Teacher Guide.



Grouping
This shows if your students work independently, as partners, or in cooperative groups for each activity.



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Timing
Many activities vary in length. Use this icon to help plan your teaching time.



DISCOVERY

A simulation of early American colonization

JOHN WESLEY, the author of DISCOVERY, is one of Interact's most prolific writers. He and his wife Diane have written more than 16 simulations for grades 4 through 8.

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PURPOSE

DISCOVERY introduces your students to the perils and rewards of the American colonial experience. Working in groups of five or six, students acquire background information and set sail.

Students learn to think and respond as early American colonists, making decisions, working, coping and hopefully, surviving and prospering in the New World. Specifically, students experience the following:

Knowledge

- why people explore and establish colonies
- how the availability of natural resources can affect a colony's success or failure
- how to determine the best potential locations for a colony
- why careful planning and preparation are necessary for the successful completion of a task
- why nations have flags and what they mean
- how geography, weather and nature affected the American colonists
- what supplies colonists needed to survive
- what hardships and hazards colonists faced on a daily basis

Attitudes

- understanding the motivations which drove colonists to the New World
- appreciating the difficulties early colonists faced
- gaining satisfaction through effective role playing
- understanding how the division of labor assists a group in solving a problem
- recognizing the value of cooperation in achieving group goals
- understanding the frustration and helplessness of facing unknown and uncontrollable hazards

Skills

- using latitude and longitude while locating places on a map
- interpreting and reading maps and legends
- designing a personal map
- applying knowledge in a practical way
- effectively dividing a large task among a group

DISCOVERY allows students to live and breathe the early American colonial experience. Rather than enduring the traditional textbook/lecture approach, students become colonists—thinking as colonists, suffering as colonists, and, hopefully, succeeding and prospering as colonists.



TEACHING TIP

Students acquire specific basic skills during Phase 1. You may choose to add or substitute different skills for your students.

During Phase 1, groups of five or six students study and work together to acquire skills and knowledge that will eventually make them successful colonists. They learn to read maps; they develop an understanding of geography and its importance; they examine the various reasons people explore and colonize; and, finally, they study flags and their meaning. During this time students complete a series of assignments and tests that earn them individual and group points.

As Phase 2 begins, students trade the points they have earned for supplies and set sail for the New World. They select the land for their colony and begin the process of making their colony successful. Each day they decide the work that needs to be done and who will do it, trade with other colonies or Native Americans, explore new territory and defend their colony. Daily FATE CARDS simulate the fortunes and misfortunes that befell the original colonists.

We encourage you to use this unit as an interactive supplement to your Social Studies curriculum. Most textbooks present excellent historical facts; DISCOVERY takes the experience and brings it to life for your students, making the facts themselves more relevant, meaningful and interesting, thereby enhancing student learning.

SETUP DIRECTIONS

1. **Before you begin:** Carefully read the entire Teacher Guide and Student Guide to familiarize yourself with all objectives and procedures. Gather necessary resource materials and prepare classroom displays.
2. **Classroom displays:** By decorating your classroom with a large copy of the NEW WORLD MAP and related maps and visuals, you will increase the enthusiasm and involvement of your students.
 - Gather maps of 17th century North America, a globe, encyclopedias and pictures of explorers and other historical figures.
 - Cover a bulletin board with white butcher paper. Using either an opaque projector or a transparency and overhead projector, reproduce the NEW WORLD MAP—the map without land values and Indian tribe names. Enlist the aid of your students as you produce this map. The larger and more colorful you and your students make the map, the more dramatic it will be. Students will decorate the map with their colony flags and drawings, maps or other material related to colonization.
 - During Phase 2, you may wish to make a poster or sign of the **Procedures for Each Round** (found on page 21 of this Teacher Guide or page 19 in the Student Guide). This posted information provides a handy reference for students during each settlement round.
3. **Grouping students:** Each colony is comprised of no more than six members. Colonies may be established by chance (e.g., by drawing numbers from a hat) or by teacher assignment (into appropriate heterogeneous or homogeneous groups). You are most qualified to decide which method will best fit your class and your objectives. Carefully consider the consequences of the method you select in terms of group dynamics.
 - Each colony should have students role play at least five students, but not more than six.
 - If your class is small and some colonies total only four students, use an average of the group's scores to compute scores/grades for a fifth member.
4. **Fate cards:** Duplicate the FATE CARDS in the quantities indicated, cut apart and sort according to category (Farming, Fishing, General Welfare, Hunting, Landing, Sailing and Weather). Shuffle each set of FATE CARDS thoroughly and place in a separate, clearly marked envelope. Once colonists set sail for the New World, students draw (or you draw for them) FATE CARDS in every round.



TEACHING TIP

Enlisting student assistance in the preparation of the large classroom map stimulates student interest in the simulation



TEACHING TIP

Encourage students to begin to think of themselves as colonists of this historical era, and as comrades dependent upon each other for survival and success.



TEACHING TIP

If you have access to a laminator, you may want to mount the cards on construction paper, cut and laminate for longer life. These will be used extensively in the Settlement Rounds.

SETUP DIRECTIONS

Sailing Cards—each group is subject to its own specific sailing fate which applies to all of its ships. After each colony has drawn one SAILING CARD, the class has completed one sailing round.

Landing Cards—as each colony completes the sea journey, it draws a LANDING CARD to determine its fate.

Once all colonies successfully land, begin the Settlement Rounds. Each Settlement Round progresses via the fates dictated by the following cards:

Weather Cards—in each Round, every group is subject to the same Weather fate. Draw one WEATHER CARD at the beginning of each Round, read aloud, and have colonists record the information in their Student Guides.

Farming, Hunting, Fishing and General Welfare Fate Cards—in each Round, each group is subject to its own specific fate.



TEACHING TIP

Feel free to make up additional FATE CARDS, but always keep in mind the objectives of the simulation

5. **Classroom management:** Drawing FATE CARDS can pose some logistical problems during the colonization phase of the simulation. If every colonial group sends a representative to draw a FATE CARD, the card-drawing process may become very time-consuming and tedious. You may consider the following options:
 - Allow each colony to send a representative to the front of the class (randomly chosen, rotating within the colony, or teacher choice). When the representatives are together, each student draws a FATE CARD and either reads the card aloud or gives it to the teacher to read.
 - Select one envelope, draw a card for each colony in turn and read the fates aloud. Select the next envelope and repeat the process until all fates have been administered.
 - Distribute a set of randomly chosen fate cards to all groups and allow them to quietly discuss their colony's fate, recording and proceeding as directed.

Use your discretion when deciding the order of drawing FATE CARDS. Also, you may want to hold all cards drawn in each round until every colony has chosen their fate for that category.

6. **Duplication:** Duplicate the following in the quantities indicated in italics:
 - BATTLE PLAN—*as needed*
 - FATE CARDS 1 and 2—*one set*
 - FATE CARDS 3, 4, 5 and 6—*two sets*
 - FATE CARDS 7, 8 and 9—*three sets*
 - FATE CARDS 10 and 11—*four sets*
 - FATE CARDS 12—*five sets*
 - GENERAL ATTITUDE SURVEY—*two class sets*
 - MAP SKILLS QUIZ—*class set*
 - NEW WORLD MAP (Students)—*transparency*

SETUP DIRECTIONS

7. **Materials:** Prior to beginning the Discovery unit, obtain the following materials:
- Chalk or masking tape—*enough to outline a ship*
 - Checker or Coins (pennies)—*10*
 - Colored markers or crayons—*enough for class*
 - Dice—*two*
 - Drawing paper—*several class sets*
 - Envelopes (letter size)—*seven*
 - Folders (Manila or construction paper)—*one per colony*
 - Measuring tape (30' or 10 meter)—*one*
 - White construction paper or tag board (6" x 9")—*one per colony*
 - White construction paper (2" x 3")—*12 per colony*



TEACHING TIP

Once the Settlement Rounds begin during Phase 2, you decide how frequently you wish to collect the Student Guides to check student recordkeeping and monitor student progress.

8. **Evaluation:** Phase 1 includes specific skills assignments to evaluate student learning. Phase 2 provides ample opportunities for observing students as they engage in cooperative work and group decision-making, how well they stay on task and complete necessary computations. The individual writing component in Phase 2 asks the students to write two diary entries from the perspective of a struggling colonist.

The colony with the highest total Wealth Units at the end of the simulation is considered the winner; however, as with most Interact units, it is important to remember that the most successful group in terms of Wealth Units may not be the most successful group in the class. That distinction may belong to a group that learns well how to communicate effectively, cooperate and achieve set goals, even though Fate may conspire to block success as measured by Wealth Units.

9. **Debriefing:** After students total their colonies' net worth at the culmination of the simulation, lead a class discussion that includes the following student observations:
- how students' attitudes about colonization changed during the simulation, as indicated in their responses to the first and second GENERAL ATTITUDE SURVEYS
 - how the students perceive historic and simulation colonial experiences
 - how students perceive the map skills learned during the simulation
 - how the students were assigned or selected for the simulation, and how that assignment process affected their colonies
 - how students react to the entire simulation experience.
- See page 31 for detailed discussion prompts for the debriefing discussion.

UNIT TIME CHART

PHASE 1				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Introduction GENERAL ATTITUDE SURVEY In Search of a New Land Select groups	Map Skills Assignment 1 Legend and Scale	Map Skills Assignment 2 Latitude and Longitude	Map Skills Assignment 3 Draw a map Organizing Your Colony	MAP SKILLS QUIZ Make a Flag
PHASE 1		PHASE 2		
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Preparing to Sail Selecting Cargo Loading a Sailing Ship	Cargo List Directions Cargo List	Sailing and Landing Procedures Sea Log SAILING CARDS	Sailing and Landing Procedures Sea Log SAILING CARDS LANDING CARDS	Starting Your Colony Choosing Colonial Roles WEATHER, FARMING FISHING HUNTING & GENERAL WELFARE FATE CARDS Procedures for Each Round
PHASE 2				
DAY 11	DAY 12+	FINAL 2 DAYS		
Daily Labor and Wealth Chart Rules for All Colonies	Settlement Rounds Colonial Expansion Diary Entries BATTLE PLAN	Ending the Simulation	Debriefing GENERAL ATTITUDE SURVEY	

DAILY DIRECTIONS

DAY 1

Purpose

- Introduce DISCOVERY
- Survey students' opinions and beliefs concerning exploration and colonization
- Investigate the reasons for exploration and colonization during the 17th century.

Materials

1. GENERAL ATTITUDE SURVEY—*class set*
2. Student Guides—*class set*
3. Folders (manila or construction paper)—*one per colony*

Procedure

1. Distribute the GENERAL ATTITUDE SURVEY. Read the directions with the class and allow time for the students to complete.
2. Collect and file these surveys for use later.
3. Distribute the Student Guides. Read the **Introduction** on page 1 individually or as a class.
4. After students have completed their reading, briefly discuss the material. Answer any general questions and emphasize student responsibilities during Phases 1 and 2.
5. Assign students to groups, stressing that they must begin to work together to ensure the success of the colony they will establish (see Setup Directions #3).
6. Read **In Search of a New Land** on pages 2 and 3 of the Student Guide either individually or as a class.
7. Discuss the background that led to the early explorations that resulted in the discovery, exploration, and colonization of the Americas. Review the various types of colonies and why people became colonists.



TEACHING TIP

Do not worry about covering all simulation details at this time. Emphasize that the survival of each colony depends on the responsible behavior and cooperation of all colony members.



TEACHING TIP

For ease in checking scores and tracking accuracy and completeness of Student Guide information, you may choose to place the Student Guides for each separate colony in a separate folder. These folders also will accommodate the GENERAL ATTITUDE SURVEYS, homework papers and extra credit work by colony members.

TEACHING TIP

If the map skills activities provided do not suit the level of your students, feel free to substitute your own activities as you see fit.

TEACHING TIP

A picture can really be worth more than a thousand words. Have the students list all of the different types of information which can be found on a typical classroom map of the United States. Discuss how many pages of written text it would take to contain all of the information on one single map.

TEACHING TIP

You may elect to assign this activity as homework, due the next day. Stress that students must return their Student Guides for grading.

Purpose

- Begin Map Skills (legend and scale)

Materials

1. Student Guides—*class set*
 2. Globes—*several (if possible)*
 3. Maps*—*several*
- *large and small, with prominent legends and scales

Procedure

1. Have each colonizing group make a list of as many uses for maps as possible.
2. Discuss the uses and importance of maps.
3. Have the students examine a variety of maps and globes. Make a class list of the things maps can tell you.
4. Use a large class map to introduce legend and scale. Point out what a legend's purpose is and how to read it. Also explain briefly the scale used on the map and how you can accurately determine distances using the scale.
5. Have students come up to the map and locate various features and determine distances (a city with a population of 1,000,000 or more; a range of mountains 10,000 feet elevation plus; a lake, a river, etc.)
6. Distribute the Student Guides and direct students to the **Map Skills Assignment 1** on pages 4 and 5. Go over the map vocabulary with the students.
7. Allow time for students to begin the assignment, either individually or in colony groups.
8. Inform students how **Map Assignment 1** will be graded:
 - one point per question per group member
 - possible total of 20 points per group member

Answer Key:

- | | |
|-------------------------|----------------------------------|
| 1. | 11. Clark Mountains |
| 2. | 12. Chester River or Black River |
| 3. | 13. Stevens Bay or Emerald Bay |
| 4. | 14. Derby |
| 5. | 15. Julian |
| 6. Hamilton | 16. |
| 7. Hope Mountains | 17. |
| 8. Creston and Hamilton | 18. |
| 9. Hamilton | 19. |
| 10. Derby | 20. |

9. Collect Student Guides, if assignments are complete.