

COLONIAL LEADERS

Learning Objectives: Students will:

1. Describe the accomplishments of colonial leaders of the 17th Century
2. Identify settlements in the colonial period
3. Compare and contrast the motivation for settlement in different colonies
4. Synthesize information discovered in research

TEKS: SS 5.1 (A), (B), 5.8 (A), 5.25 (A), (B), 26 (C), LA 5.11, 5.26

Teaching Strategies:

1. Introduce lesson by asking students what they know about the following people:
 - Anne Hutchinson
 - William Penn
 - William Bradford
 - John Smith
 - John Wise
 - Roger Williams
2. Give a brief overview if necessary
3. Divide the class into these six groups to learn more about these colonial leaders.
4. Each group will discover:
 - Where the person lived
 - What role they played in the colonization of our country
 - Three other facts
5. Each group will create a poster, online using Glogster, electronically using PowerPoint, or in print form to inform the other students about the colonial leader they studied. Posters should include facts, a picture, a symbol or graphic, and a quote if available, organized in a creative way. Each student in the group should participate in the presentation.
6. Each group will also prepare three or four statements describing their person, but not divulging the name. For example, "This person was friends with the Lenape Indians." These statements should be facts that are covered in the oral presentation and will be turned in to the teacher and shuffled.
7. Post pictures of the six individuals (see accompanying PowerPoint) around the room. Distribute the anonymous statements randomly. Students will then get up and place the statement underneath the picture of the person they think it describes. Check for correct responses.

8. Note: This same strategy may be used for other groups of people, such as Revolutionary Leaders, signers of the Declaration of Independence, and others.
9. (Optional) Assign one person from each group to impersonate the person studied. Assemble all the “colonial leaders” as if they were gathering at a local “hangout” with a soda. They will introduce themselves to each other, tell something about themselves, and discuss each of their colonies and/or circumstances. Teacher may act as “waiter” and engage them in conversation.

Extension for G/T

Students may create a trifold brochure highlighting the lives of the colonial leaders studied, drawing comparisons, and evaluating which one made the biggest impact on our country’s history.

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