

Early American Settlements

Overview

In this lesson, students will explore the first five settlements during the colonization of North America. In groups, students will research an assigned settlement then prepare a skit to teach classmates important information about that settlement. Students will culminate the lesson by creating either a letter to the King/Queen requesting a colony charter or a poster for recruiting settlers to their existing colony.

Grades

11

NC Essential Standards for American History I

- AH1.H.3.1: Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial settlement
- AH1.H.3.3: Explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups
- AH1.H.3.4: Analyze voluntary and involuntary immigration trends through Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response

Materials

- Poster #1 image for warm-up examination, attached
- Settlement/Colony handouts, attached
 - Jamestown
 - St. Augustine
 - New Orleans
 - Plymouth
 - New Amsterdam
- Founding Settlements Chart and Answer Key
- Map of the United States large enough for the entire class to see
- Art supplies, costume pieces, prop pieces (optional)
 - To encourage student creativity in the Educational Skit activity, teachers may want to have art supplies for creating set or prop pieces, or have random items available for student use (such as clothing items that look somewhat colonial, tools, etc.)
- Educational Skit Evaluation Form, attached
- New World Recruitment Posters, examples attached
- Recruiting for the New World, assignment & example rubrics, attached
- 8 ½ by 11" white computer paper for posters

Essential Questions:

- What were the various reasons Europeans emigrated to America?
- How did geography influence the economic foundations of colonies?
- How have many of these early settlements changed throughout their history?

Duration

90 minutes

Student Preparation

Students should have a basic understanding of the reasons why Europeans traveled to the New World

Procedure

Review of a Colonial Advertisement

1. Project the attached "Poster #1" for students to examine at the start of class. Tell students to critically view the poster for a few minutes and then respond to the following questions in writing:
 - What do you see? Note details that you think are important.
 - What do you think the purpose of this document is? What evidence makes you think this?
 - Who is the intended audience?
 - Is this an effective document? Meaning, if you saw a poster like this, would you be interested in its subject matter? Why or why not?

After students have had time to think independently, discuss the advertisement as a class, soliciting volunteers to share their thoughts.

2. Tell students that in today's lesson, they will be examining some of the earliest American settlements. This activity will help them understand the various people that traveled to America and the various reasons why they settled here. Students should pay particular attention to how the geography of the area influenced what the settlers did for a living.

Exploring the First 5 Settlements – Educational Skits

3. Divide the class into 5 groups and assign each group one of the attached handouts, which reviews one of the first 5 settlements: Jamestown, St. Augustine, New Amsterdam, New Orleans, and Plymouth. Each group member should receive a copy of their reading, as well as a copy of the attached "Founding Settlements Chart." Tell students that in their groups, they should carefully read and annotate the handout, filling in their settlement's row of answers on the chart. If available, teachers should also display a map of the present day United States. Tell groups that they should find the location of the settlement on the map. Also instruct groups to discuss any questions they have regarding what they read and clarify these with the teacher before moving on to preparing their educational skit.
4. Tell students that once they have read and filled out the appropriate row of answers on their chart, they will be preparing an educational skit to teach the rest of class about their settlement. Tell students it is imperative that their skit share all of the information they wrote on their chart as well as any additional details they feel are important for their classmates to know. The requirements for each education skit are:
 - The length of your education skit should be between 3 – 4 minutes.
 - Your skit must clearly explain all of the information that you noted on your chart. (Your classmates will be responsible for filling in their own charts with this information as you share it, so ensure you are clear and accurate!)
 - Your skit should be realistic and contain correct and appropriate information. Remember, your purpose is to TEACH your classmates about the settlement you read about.
 - Everyone in the group must participate in the preparation and presentation of the skit. (i.e., each group member should speak at least one line.)
 - To increase your final score, you may want to create/include set pieces or props (i.e. hat, scroll, sword, crops, gold, etc.) You may also include appropriate sound or music in your skit.
 - You should have located the settlement on the map of the United States. You are not required to reference the map during your skit, but you will be required to point out the location of your settlement on the map at the end of your skit.
 - Be prepared to answer questions from the class about your settlement at the end of your skit. You must be an EXPERT on your settlement.

Teacher Note: Depending on how experienced your students are with creative group work, students may be more productive if they are assigned individual duties while working on the Educational Skits. Roles may include:

- Director: Keeps the group focused and on track throughout creating script, staging and practicing the skit; ensures everyone participates equally throughout the process; communicates with teacher if any problems occur or questions come up
 - Stage Manager: Makes sure the skit is staged and practiced and runs smoothly; ensures all required facts from the chart are included in the final skit and that those facts are accurate
 - Artistic Designer: Responsible for props and set pieces
 - Script Writer: Makes sure everyone is equally involved in developing the skits dialogue; makes sure all performers write down and are responsible for their lines (ensures each group member speaks at least one line during performance); writes down and turns in final copy of skit
 - Acting Coach: Ensure everyone plays their role to the best of their ability; ensures the final skit is as realistic and creative as possible
5. Allow groups time to create and rehearse their skit. Teachers should determine how much class time they can devote to the preparation of the skits and let students know exactly how much time they will have (it is recommended that students have at least 20 minutes for reading their handouts and filling out their chart, as well as an additional 20 minutes for preparing their skits; teachers with available class time may want to carry the activity over until the following class period, allowing students to bring items from home for costuming, props, etc.) As students begin to prepare for their skits, teachers should circulate around the room and ensure each group's chart is correctly filled out. It is important to also constantly remind students of the purpose of their skits – to TEACH classmates about their settlement.
6. Once students are ready to perform, go over respectful audience member expectations with the class. Tell the class that while each group presents their Educational Skit (it is recommended teachers call up the groups to perform in the same order as on the chart (chronological), students should fill in the chart with the information they learn. Tell students that after each skit, the class will participate in a short feedback session, sharing what they liked and what they learned during each presentation. Students can also ask questions of the performers relating to the settlement's history or presentation's content. During each of the 5 brief feedback sessions, teachers should ensure the class gleaned accurate information for filling out their chart. Finally, if not addressed during their skit, ask each group to point out to the class the location of the settlement on the US map.

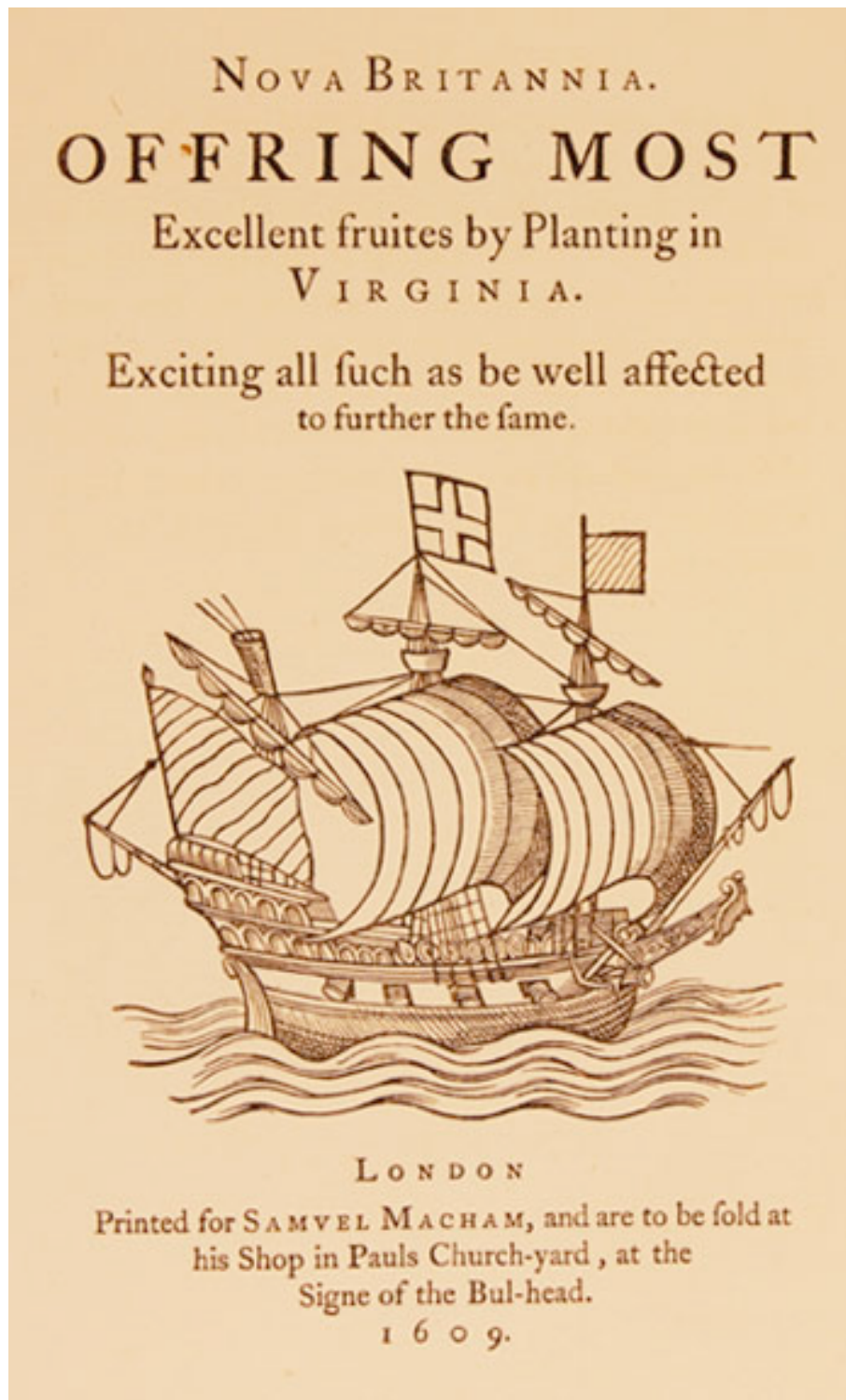
Teacher Note: An optional evaluation sheet is provided for scoring each group during their presentation.

7. Once all groups have presented, discuss:
- Are there any other reasons why people came to the New World?
 - How do you think people heard about the New World?
 - What are some of the ways people were convinced to come to the New World?
 - Where on the map were the earliest settlements located?
 - How do you think climate affected what people did for a living in the colonies?
 - In considering the reality that these people encountered when starting these settlements, what challenges would they have faced?

Recruiting for the New World

8. Pass around or project the additional sample recruitment posters (attached). Discuss:
- What do you notice about the advertising techniques in these posters? (i.e. enticing parts are larger and highlighted)
 - What type of information do they contain (also discuss the smaller print)?
 - What images are used? Why do you think these were chosen specifically?

- What other techniques do these posters use to reach their goal of recruiting settlers for the New World?
9. After discussing the recruitment posters, tell students that they are going to assume the role of a European who is working to either charter a colony, or convince people to settle a newly chartered colony. Pass out and review the attached project instructions.
- Pretend you are a European who wants to charter or has recently chartered a colony in the New World. You have two options for the project:
 - Option A – Letter to the Monarch Requesting a Charter
 - You must write a letter to a king or queen and convince them to grant you a charter for a new colony. Using your prior knowledge answer the following questions within your letter:
 1. What country do you hope to settle your colony in? What specific location in this country will you settle?
 2. Why are you founding this colony?
 3. Who do you want to settle in your colony?
 4. How will your colony make money for the king or queen?
 5. What are the details of your colony (i.e. name, mission, physical attributes, etc.)?
 6. Why should the King and Queen grant you this charter?
 - Option B – Recruitment Poster
 - You have been granted a charter by the monarch to settle a colony in the New World. Your task is to create a recruitment poster to convince people to settle in your colony. Include the following information on your poster, using text and drawings:
 1. Where will your colony be?
 2. What is your colony's name?
 3. What is your colony offering?
 4. What type of work will people do in your colony?
 5. What people aren't allowed in your colony?
 6. How will you pay for your passage to the colony?
10. Let students know the due date of their projects. Example rubrics for grading their projects are attached.



Source: http://www.vahistorical.org/img/research/tacl_nb2.jpg

Jamestown

In June of 1606, King James I granted a charter to a group of London entrepreneurs, the Virginia Company, to establish a satellite English settlement in the Chesapeake region of North America. By December, 104 settlers sailed from London instructed to settle Virginia, find gold and a water route to the Orient. Some traditional scholars of early Jamestown history believe that those pioneers could not have been more ill-suited for the task. Because Captain John Smith identified about half of the group as "gentlemen", it was logical, indeed, for historians to assume that these gentry knew nothing of or thought it beneath their station to tame a wilderness. Recent historical and archaeological research at the site of Jamestown suggest that at least some of the gentlemen and certainly many of the artisans, craftsmen, and laborers that accompanied them all made every effort to make the colony succeed.

On May 14, 1607, the Virginia Company explorers landed on Jamestown Island, to establish the Virginia English colony on the banks of the James River 60 miles from the mouth of the Chesapeake Bay. By one account, they landed there because the deep water channel let their ships ride close to shore; close enough, to moor them to the trees. Recent discovery of the exact location of the first settlement and its fort indicates that the actual settlement site was in a more secure place, away from the channel, where Spanish ships, could not fire point blank into the Fort. Almost immediately after landing, the colonists were under attack from what amounted to the on-again off-again enemy, the Algonquian natives. As a result, in a little over a months' time, the newcomers managed to "beare and plant palisadoes" enough to build a wooden fort. Three contemporary accounts and a sketch of the fort agree that its wooden palisaded walls formed a triangle around a storehouse, church, and a number of houses. While disease, famine and continuing attacks of neighboring Algonquians took a tremendous toll on the population, there were times when the Powhatan Indian trade revived the colony with food for copper and iron implements. It appears that eventual structured leadership of Captain John Smith kept the colony from dissolving. The "starving time" winter followed Smith's departure in 1609 during which only 60 of the original 214 settlers at Jamestown survived. That June, the survivors decided to bury cannon and armor and abandon the town. It was only the arrival of the new governor, Lord De La Ware, and his supply ships that brought the colonists back to the fort and the colony back on its feet. Although the suffering did not totally end at Jamestown for decades, some years of peace and prosperity followed the wedding of Pocahontas, the favored daughter of the Algonquian chief Powhatan, to tobacco entrepreneur John Rolfe.

The first representative assembly in the New World convened in the Jamestown church on July 30, 1619. The General Assembly met in response to orders from the Virginia Company "to establish one equal and uniform government over all Virginia" which would provide "just laws for the happy guiding and governing of the people there inhabiting." The other crucial event that would play a role in the development of America was the arrival of Africans to Jamestown. A Dutch slave trader exchanged his cargo of Africans for food in 1619. The Africans became indentured servants, similar in legal position to many poor Englishmen who traded several years labor in exchange for passage to America. The popular conception of a race-based slave system did not fully develop until the 1680's.

The Algonquians eventually became disenchanted and, in 1622, attacked the out plantations killing over 300 of the settlers. Even though a last minute warning spared Jamestown, the attack on the colony and mismanagement of the Virginia Company at home convinced the King that he should revoke the Virginia Company Charter. Virginia became a crown colony in 1624. The fort seems to have existed into the middle of the 1620s, but as Jamestown grew into a "New Town" to the east, written reference to the original fort disappear. Jamestown remained the capital of Virginia until its major statehouse, located on the western end of the APVA property, burned in 1698. The capital was moved to Williamsburg that year and Jamestown began

to slowly disappear above ground. By the 1750s the land was owned and heavily cultivated primarily by the Travis and Ambler families.

A military post was located on the island during the American Revolution, and American and British prisoners were exchanged there. In 1861 the island was occupied by Confederate soldiers who built an earth fort near the church as part of the defense system to block the Union advance up the James River. Little further attention was paid to Jamestown until preservation was undertaken in the twentieth century.

In 1893 Jamestown was owned by Mr. And Mrs. Edward Barney. The Barneys gave 22 ½ acres of land, including the 1639 church tower, to the APVA. By this time James River erosion had eaten away the island's western shore; visitors began to conclude that the site of James Fort lay completely underwater. With federal assistance, a sea wall was constructed in 1900 to protect the area from further erosion. The remaining acreage on the island was acquired by the National Park Service in 1934 as part of the Colonial National Historical Park. Today, Jamestown is jointly operated by the APVA and NPS.

Source: <http://www.apva.org/history/>

St. Augustine

First Contacts:

From 1513 onward, Spanish and French explorers and would-be colonizers had attempted to establish a permanent European settlement in "the lovely, deadly land of Florida". It would take more than half a century, however, before this ambition would be realized by Pedro Menéndez de Aviles of Spain. Menéndez came to Florida in pursuit not only of wealth, but also of the French Lutherans under Rene de Laudonniere, who had built a settlement called Fort Caroline near what is today Mayport, Florida, in 1564. After eliminating the French Protestant presence and taking over their fort in September of 1565, Admiral Menéndez and Chief Seloy of the Florida Timucua Indians met one another at what is today St. Augustine. Menéndez and his group of some 800 colonists (including 26 women and an unknown number of African slaves) made their first settlement at Seloy's town, and used Seloy's council house as the first Spanish fort.

On September 8, 1565, Don Pedro Menendez de Aviles came ashore and named a stretch of land near the inlet in honor of Augustine, a saint of the Roman Catholic Church on whose feast day - Aug. 28 - land was sighted. The location has been pinpointed in recent years by archaeologists from the University of Florida as being where the present-day Mission of Nombre de Dios and the Fountain of Youth stand, several blocks north of the City Gate and the Castillo de San Marcos.

The emphasis on "first European settlement" acknowledges that the Timucuan Indians were here first and observed Menendez and his party of about 1,500 soldiers and colonists. Since, the city has been under the governments of Spain, 1565 to 1763 and 1784-1821; Britain, 1763-1784, and United States, 1821-present. Florida became a state in 1845. It was part of the Confederacy from 1861-1862 when it returned to Union control.

St. Augustine in the late 1880s had its birth as a resort community with the arrival of Standard Oil co-founder Henry M. Flagler. He built two hotels and took over another to serve as the base of his Flagler System hotels. He founded the Florida East Coast Railway as a means of transporting guests to and from the north to his hotels in St. Augustine, Palm Beach, and Miami.

Three of his former St. Augustine hotels are in use today as Flagler College (Hotel Ponce de Leon), Lightner Building/City Hall (Alcazar) and Casa Monica, redone as a county courthouse in the 1960's. In February 1997 Richard C. Kessler of the Kessler Enterprise, Inc. of Orlando purchased the Courthouse. On December 10, 1999 Richard C. Kessler opens the doors to the restored Casa Monica Hotel. Flagler also developed a neighborhood of 19th and early 20th century homes, two blocks west of the Plaza called the Model Land Company tract.

The heart of the city is its downtown Plaza de la Consitucion with most of the historic buildings located within a block or two of the Plaza, to the north and to the south. The Castillo de San Marcos, built of coquina by the Spanish in 1672, anchors the city's north end of the bay front. The Bridge of Lions, built in 1927, links the downtown with Davis Shores, a residential community dating back to the 1920s and St. Augustine Beach.

Today's city has 12,000-plus residents. It is the county seat of St. Johns County which has 160,000-plus residents.

Sources: <http://www.staugustine.com/history>; <http://www.flmnh.ufl.edu/Staugustine/index.asp?unit=1>

New Amsterdam

Colonial America, the Dutch in New York

In the late 16th century, the Dutch had thrown off Spanish control in Europe and entered into a period of frantic economic expansion. Amsterdam was the world financial center and the Dutch fleet the greatest in the world. Dutch ships were found in most ports of the known world and Dutch captains were responsible for taking control of the Spice Islands, or the Moluccas, in eastern Indonesia, and for discovering Australia and New Zealand.

The Dutch East India Company was the powerful engine behind much of this activity, which included the voyage of Henry Hudson. With his crew of the *Half Moon*, Hudson explored the coastlines of northern North America in search of a Northwest Passage. His voyage up the Hudson River helped to change the European conception of the New World; to this point most explorers regarded America as simply an impediment that blocked them from the riches of the East. Hudson found a beautiful landscape, ample harbors, fertile valleys and, most importantly, an abundance of fur-bearing animals. The New World had riches of its own.

In 1621, a new trading firm was established, the Dutch West India Company, which was more willing to capitalize on the resources of North America than the East India Company had been. While expending most of its energy wresting colonies and riches from the Spanish, the West India Company began to systematically develop a fur trade. Outposts established on the Hudson, Mohawk, Delaware and Connecticut rivers served as centers of trade with the Native Americans. Probably the most successful trading post was established at Fort Orange, site of latter-day Albany.

In 1626, the settlement of New Amsterdam was established at the mouth of the Hudson River. Peter Minuit, director general of the company, purchased all of Manhattan Island from the local natives for 60 Dutch guilders, which some have calculated to equal \$24. The village's growth was slow, but the population was diverse from the beginning. Since Holland of the day was one of the most prosperous and desirable places in the world, only a limited number of Dutch were attracted across the ocean. Instead, people of different nationalities searching for economic opportunities found new hope in New Amsterdam. From its earliest times, the town was a melting pot. No one ever confused early Boston with New Amsterdam; the latter was a seafarers' town, complete with a full complement of taverns and smugglers.

Dutch control of the New Netherland lasted only about 50 years, but remnants of that time remain. Dutch settlers erected a stockade wall at what was then the northern edge of New Amsterdam, which later evolved into Wall Street. Dutch villages of Haarlem and Breukelen would later become New York boroughs. Early Dutch farms, called bouweries, provided the name for the section of the city that would later become the Bowery.

In the countryside outside of New Amsterdam, things were somewhat different. To bolster Dutch control in the area, the West India Company created a *patroon*, or landowner, system that granted huge parcels of land and feudal rights to individuals who could finance the settlement of 50 adults. Land ownership was denied to common workers, who became tenant farmers. One of the most famous patroonships was along the Hudson River; it was maintained by Kiliaen Van Rensselaer, a Dutch diamond merchant. The result of this system was the concentration of large blocks of land and exclusive political power in the hands of a few. This society was immortalized in Washington Irving's *History of New York*. The patroon system lived on in New York into the early 19th century.

In 1647, Peter Stuyvesant was sent to New Amsterdam to replace an unpopular governor, but his dictatorial style proved to be equally distasteful. Meanwhile, English settlers were expanding into the New Netherland,

forcing the Dutch out of New Hope in the Connecticut Valley and establishing new settlements on Long Island. In 1664, James, Duke of York and brother to King Charles II, asserted his claim to the entire region between the Connecticut and Delaware rivers. English troop ships arrived in New Amsterdam harbor and prepared for battle. Stuyvesant belloyed orders to the citizens to defend the colony, but could not motivate them. The New Netherland became New York without a shot fired. Source: <http://www.u-s-history.com/pages/h561.html>

New Orleans Handout

The French:

LaSalle claimed the territory of Louisiana for the French in the 1690's. The King of France awarded a proprietorship to the Company of the West, owned by John Law, to develop a colony in the new territory. Law appointed Jean Baptiste Le Moyne, Sieur de Bienville Commandant and Director General of the new colony. Bienville wanted a colony on the Mississippi River, which served as the main highway for trade with the new world. The Native American Choctaw Nation showed Bienville a way to avoid the treacherous waters at the mouth of the Mississippi River by entering Lake Pontchartrain from the Gulf of Mexico and traveling on Bayou St. John to the site where the city now stands.

In 1718, Bienville's dream of a city became reality. The city streets were laid out in 1721 by Adrian de Pauger, the royal engineer, following the design of Le Blond de la Tour. Many of the streets are named for the royal houses of France and Catholic saints. Contrary to popular belief, Bourbon Street⁸ is named not after the alcoholic beverage, but rather after the Royal House of Bourbon, the family then occupying the throne in France.

The Spanish:

The city remained under French⁹ rule until 1763, when the colony was sold to Spain. Two major fires and the sub-tropical climate destroyed many of the early structures. Early New Orleanians soon learned to build with native cypress and brick. The Spanish established new building codes requiring tile roofs and native brick walls. A walk through the French Quarter¹⁰ today, shows that the architecture is really more Spanish than French.

The Americans:

With the Louisiana Purchase in 1803 came the Americans.¹¹ These newcomers to New Orleans were viewed by the French and Spanish Creoles as low-class, uncultured rough and tumble people who were not suited to the high society of the Creoles. Although the Creoles were forced to conduct business with the Americans,¹² they did not want them in the old city. Canal Street was built at the upriver edge of the French Quarter to keep the Americans out. So, today, when you cross over Canal Street, notice that all the old "Rues" change to "Streets" with different names. It is in the section that the old streetcars¹³ roll.

The arrival of the Haitians

Late in the 18th century a revolt in Saint-Domingue (Haiti) brought a number of refugees and immigrants to Louisiana. They were skilled artisans, well educated and made their mark in politics and business. One such successful newcomer was James Pitot, who later became the first mayor of incorporated New Orleans.

Free People of Color:

Because the Creole codes were a bit more liberal toward slaves than that of the Americans, and under some circumstance, allowed a slave to buy freedom, there were many "free people of color" in New Orleans. Because of its geographical location and the mix of cultures, New Orleans is a most unique city. Her past is never far from her future and her people are devoted to keeping her a one of a kind city.

Source: <http://goneworleans.about.com/od/tours/a/historyofno.htm?p=1>

Plymouth

The Virginia Company of Plymouth, a group of English merchant investors, had failed to establish permanent colonies in the northern reaches of what was then known as Virginia.

The stockholders' spirits were further dampened when they noticed that their chief rival, the Virginia Company of London, had established a settlement at Jamestown, where a lucrative tobacco economy began to develop in the late 1600s. Sir Edwin Sandys, a major figure in the Plymouth group, hoped to salvage some of his investment by convincing James I that he should allow a group of religious dissenters to settle on the company's lands.

Earlier, in 1608, group of religious separatists from the English town of Scrooby had moved quietly to Amsterdam and Leiden, Holland, in pursuit of religious freedom. Their journeys earned them the name "Pilgrim."

Despite their enjoyment of religious toleration, the separatists were denied entry to the lucrative Dutch guilds and found it hard to support themselves. They also were concerned about the fact that their children were growing up as young Dutch people and not adhering to their parents' religious dictates.

Separatist leaders secured a land grant from Sandys in 1620, and embarked in the ship *Mayflower* for the New World in September. They arrived in November initially at Provincetown Bay and later settled at what became Plymouth.

The Pilgrims had intended to settle near the mouth of the [146: Hudson River], but had been blown off course in stormy weather. Since they were well outside of the confines of Virginia, the colonists sought to legitimize their venture by forming the Mayflower Compact.

The Pilgrims established their first home in an empty Indian village where the inhabitants had recently been wiped out by an epidemic. With typical religious certainty, the leaders concluded that God had cleared the site for his chosen people. During the first winter, adverse weather conditions and lack of food took a heavy toll among the original 102 colonists.

In 1621, the Pilgrims concluded a peace treaty with Chief Massasoit of the neighboring Wampanoag tribe. The natives provided critical instruction on adaptation to the new environment, particularly in the cultivation of corn. That fall, following a successful harvest, the Pilgrims feasted with the Wampanoag in the first Thanksgiving celebration.

The Plymouth economy developed around trade in fish and furs. The sandy and rocky soil had made agriculture difficult, but basic crops were grown successfully.

Plymouth was never a prosperous settlement, but the religiously faithful were content to be ignored by English officials and left to direct their own affairs.

Plymouth remained a separate political entity until it was absorbed by the Massachusetts Bay Colony, in 1691.

Source: <http://www.u-s-history.com/pages/h522.html>

Educational Skits – Teacher Evaluation Form

Group Topic (circle one):

Jamestown
Orleans

St. Augustine

New Amsterdam

Plymouth

New

Group Members:

Evaluation (Circle Points):

Comments:

Pre-performance preparation and participation

0 1 2 3 4 5

Length was between 3 – 4 minutes.

0 1 2 3 4 5

Correctly located the settlement on the map of the United States

0 1 2 3 4 5

Accurately explained all information from chart in skit.

0 1 2 3 4 5

Everyone in the group participated (i.e. spoke at least one line.)

0 1 2 3 4 5

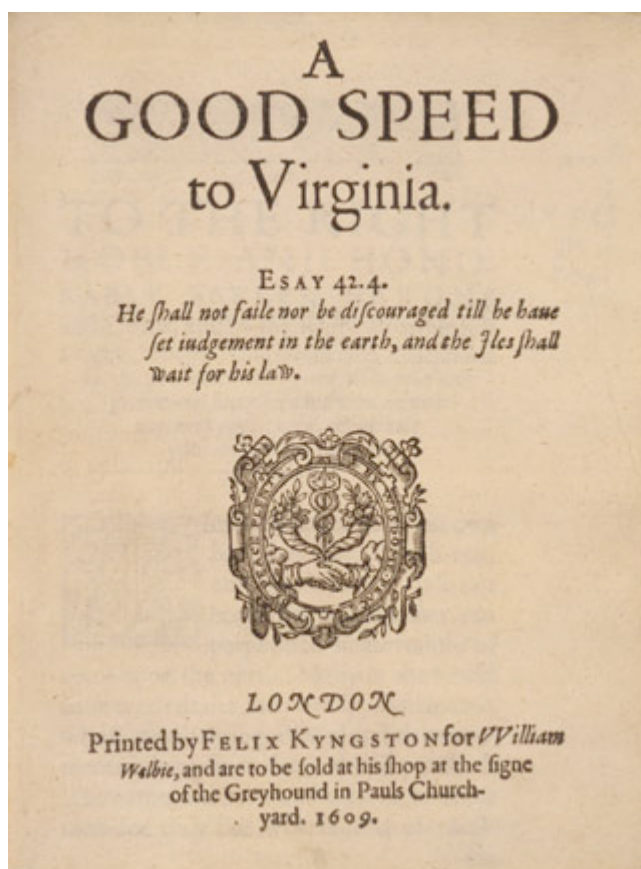
Included at least one prop (i.e. hat, scroll, sword, crops, gold, etc.)

0 1 2 3 4 5

Creative and organized

0 1 2 3 4 5

New World Recruitment Posters



Source: <http://search.lib.virginia.edu/catalog/uva-lib:1081884>

FIRST SCOTTISH COLONY for New Zealand

That Fine
FAST
SAILING



TEAK-BUILT
SHIP

BENCAL MERCHANT,

501 Tons Register—JOHN HEMERY, COMMANDER,

WILL POSITIVELY

SAIL FROM PORT-GLASGOW

For NEW ZEALAND,

With the first Body of Settlers

FROM SCOTLAND,

On FRIDAY, Oct. 25.

SINGLE WOMEN, going out as Servants to Cabin Passengers, or in charge of Married Emigrants, will receive a *Free Passage* on board of this Ship.

All Goods and Luggage must be forwarded by the 20th instant *at latest*, on which day the Ship will clear out.

For *Freight* (having room for dead Weight and Measurement Goods) and *Passage*, apply to

JOHN CRAWFORD,
24, QUEEN STREET.

NEW ZEALAND LAND CO.'S OFFICE,
GLASGOW, 10A Gt. St. 1870.

F. Clark, Printer, Argus Office.

Source: http://www.vahistorical.org/img/research/tac1_gs.jpg (source link not working, however, it can also be found here <http://homepages.ihug.co.nz/~tonyf/WHY/WHY.html>)

DOMINION OF CANADA!

V. R.

EMIGRATION
TO THE
PROVINCE OF ONTARIO.

To Capitalists, Tenant Farmers, Agricultural Labourers, Mechanics,
Day Labourers, and all parties desirous of improving their circumstances by emigrating to a new country.
The attraction of intending Emigrants is invited to the great advantages presented by the Province of Ontario. Persons living on the interest of their money can easily get eight per cent. on first-class security.

TENANT FARMERS WITH LIMITED CAPITAL
Can buy and stock a Freehold Estate with the money needed to carry on a small farm in Britain. Good cleared land, with a dwelling, and good barn and out-houses upon it, can be purchased in desirable localities at from £4 to £10 50s. per acre. Farm hands can readily obtain work at good wages. Among the inducements offered to intending Emigrants, by the Government, is:

A FREE GRANT OF LAND
(WITHOUT ANY CHARGE WHATSOEVER)
Every Head of a Family can obtain, on condition of settlement, a free grant of two hundred acres of land for himself, and one hundred acres additional for each member of his family, male or female, over eighteen years of age.

All Persons over 18 years of age can obtain a Free Grant of 100 Acres.
The Free Grants are protected by a Homestead Exemption Act; and are not liable to seizure for any debt incurred before the issue of the patent, or for twenty years after its issue. They are within easy access of the great settlements, and are supplied with regular postal communication.

REGISTERS OF THE LABOUR MARKET.
And of Improved Farms for sale, are kept at the Immigration Agencies in the Province, and arrangements are made for directing emigrants to those points where employment can be most readily obtained. Several new lines of railway and other public works are in course of construction, or about being commenced, which will afford employment to an almost unlimited number of labourers.

Persons desiring fuller information concerning the Province of Ontario, are invited to apply personally, or by letter, to the Canadian Government Emigration Agents in Europe, viz: WM. DIXON, 11 Adam Street, Adelphi, London, W.C.; J. G. M'YLAN, Dublin; CHARLES FOT, Belfast; DAVID SHAW, Glasgow; and E. SMYTH, Continental Agent at Antwerp.
Also to the Immigration Agents in Canada, viz:
JOHN A. DONALDSON, Toronto; R. H. BAE, Hamilton; WM. J. WELLS, Ottawa; JAS. MACPHERSON, Kingston; L. STAFFORD, Quebec; J. J. DALEY, Montreal; E. CLAY, Halifax, Nova Scotia; ROBT. BRIDGES, St. John, and J. G. G. LAYTON, Miramichi, New Brunswick.
From whose pamphlets, issued under the authority of the Government of Ontario, containing full particulars in relation to the character and resources of, and the cost of living, wages, &c., in the Province, can be obtained.

JOHN CARLING,
Commissioner of Agriculture and Public Works for the Province of Ontario.

DEPARTMENT OF IMMIGRATION,
Toronto, October, 1893.

Please Post in a Good Position, for Public Information.

H. S. COLE & CO., PRINTERS, TORONTO.

Source:

http://www.archives.gov.on.ca/ENGLISH/exhibits/agriculture/pics/c233_emigration_poster_520.jpg (source link not working, however, it can be found here as well <https://ocanadablog.com/tag/immigration/>)

Create a Colony: Letter to the Monarch

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.

Created Using Rubistar

Create a Colony: Poster

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.

Created Using Rubistar

Name _____

Date _____

Create-A-Colony Project

Directions: Pretend you are a European who wants to create a colony in the New World. Your job is to convince people to settle in your colony. You have two options for the project:

Option A – Letter to the Monarch

- You must write a letter to a king or queen and convince them to grant you a charter for a new colony. Using your prior knowledge answer the following questions within your letter:
 1. What country are you settling a colony for?
 2. Why are you founding a colony?
 3. Who do you want to settle in your colony?
 4. Where will your colony be?
 5. How will your colony make money for the king or queen?
 6. What is your colony's name?

Option B – Recruitment Poster

- You have been granted a charter by the monarch to settle a colony in the New World. Your task is to create a recruitment poster to convince people to settle in your colony. Include the following information on your poster:
 1. Where will your colony be?
 2. What is your colony's name?
 3. What is your colony offering?
 4. What type of work will people do in your colony?
 5. What people aren't allowed in your colony?
 6. How will you pay for your passage to the colony?
 7. Include a small drawing

Due Date: _____