

Materials

- Text: “A Nasty Triangle”
- Student Materials book

Before Reading

- Determine the grouping structure for text reading. Facilitate movement into groups or pairs as needed.
- Refer students to the passage in their Student Materials books.
- Introduce the map and concept of triangular trade.

There was more than one trade triangle, as you can see.

- Guide students in tracing two or three different triangular trade routes on the map and discuss what products were traded along each side of each triangle.

*The New England **colonies** traded lumber, fish, and furs; the southern **colonies** traded tobacco, rice, and indigo. Britain, a **mercantilist** power, turned the **colonies**’ raw materials into more expensive manufactured goods and sold them right back to the **colonies** for a profit. Some of these British manufactured goods (guns and cloth) were shipped to Africa, where they were traded for men, women, and children.*

- Introduce the reading.

As you read, pay attention to the different way that each colonial region contributed (or didn’t contribute) to triangle trade. What was sold and what was bought in each region?

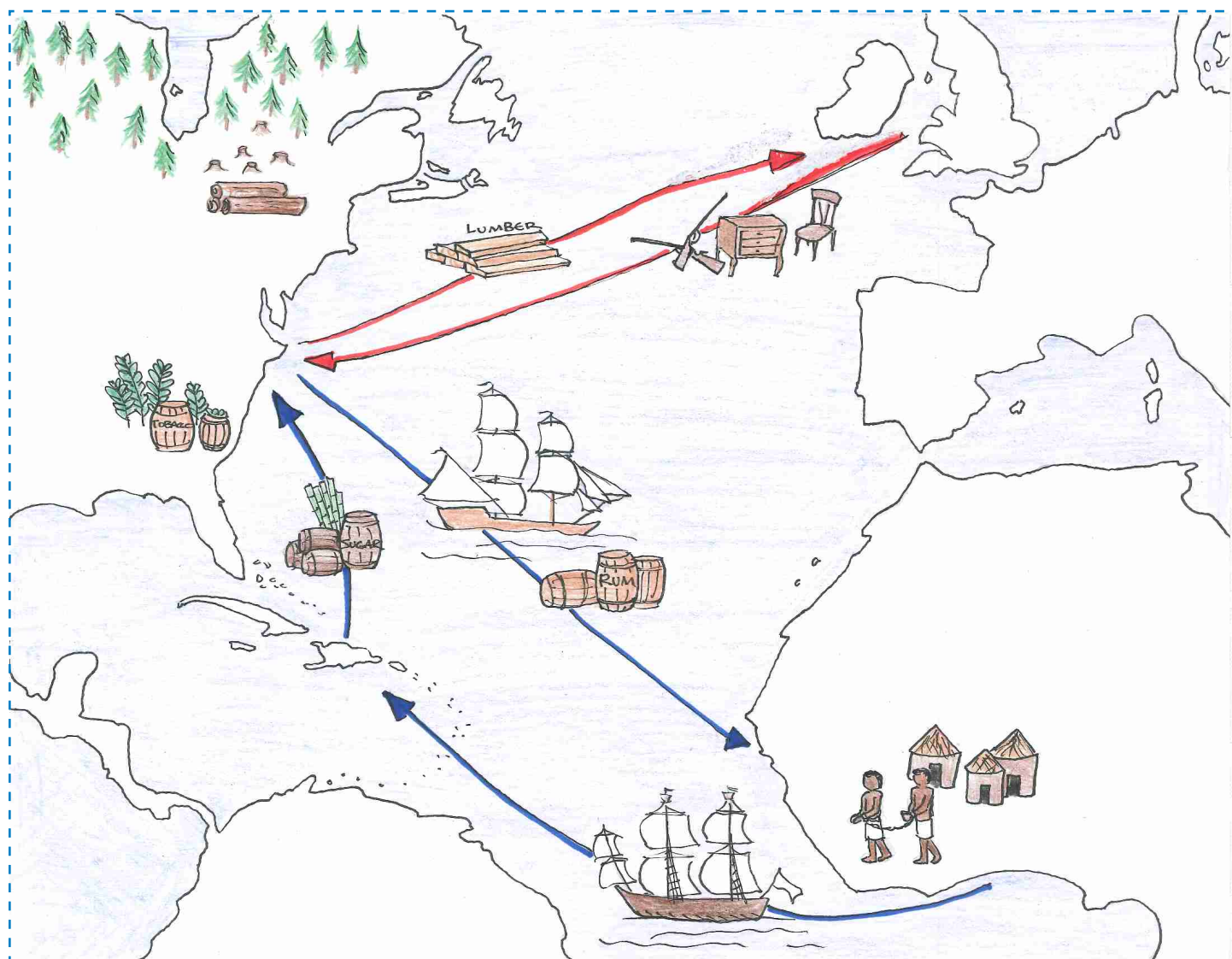
As we read, we’ll stop to answer questions and take notes about what we’ve read.

During Reading

- As needed, clarify vocabulary. Point out connections to essential words where applicable.
- At each stopping point (including the final one), facilitate student note-taking in response to the provided questions.
- Provide corrective feedback if students misunderstand the material.

After Reading

- Facilitate student note-taking in response to the final questions.
- Have students write connections to any essential words in their word logs.



A Nasty Triangle

(1)

You may be getting the idea that the United States began as a collection of settlements that were not much alike. And you are right.

(2)

South Carolina wasn't like Pennsylvania, and Maryland wasn't like Connecticut. The people who founded the **colonies** had a lot to do with those differences and so did the conditions of the land.

(3)

Massachusetts had a special problem because of its rocky soil and cold climate. It was tough being a farmer in New England, but New Englanders were tough people who liked challenges. So they did farm, although for many it was “subsistence farming.” That meant that they grew enough for themselves; they didn’t usually have extra crops to sell. New England’s land wasn’t right for large farms—or plantations—like those in the South.

How were the New England colonies different from the southern colonies?

(4)

And when it came to industry, the British made things difficult. They wouldn’t let the colonists manufacture goods that competed with English goods. You can understand why these **mercantilist** policies caused some grumbling.

(5)

New Englanders had to find ways to earn a living. Fishing was one way. Cod became New England’s gold, just as tobacco was Virginia’s. The Puritan settlers caught cod and then sold the fish in Europe or the Caribbean islands. To do that, they needed ships. So they became shipbuilders. To make ships, they needed lumber. So they harvested timber and began selling wood and wood products. And soon, Yankees were trading all kinds of things.

(6)

Picture a triangle—a long one. Now stretch the triangle across the Atlantic Ocean. Put one point on the New England coast, another in Africa, and the third in South Carolina. Now imagine a boat sailing along that triangle, from New England to Africa to South Carolina, and back to New England.

(7)

Let’s pretend a triangle is starting in New England, where a ship is loaded with rum and guns. The ship heads for Africa, where the rum and guns will be traded for African people. The Africans have been captured by enemy tribesmen and sold to African slave traders. The slave traders bargain with the New England boat captain, who buys as many people as he can squeeze on his ship. Some of the captives are children, kidnapped from their parents.

Why is the triangle trade referred to as “nasty” in this passage? What is nasty about it?

(8)

Olaudah Equiano (Oh-lawd-ah Eh-kwi-ah-no) was one of those children. He was 11 in 1756, when he was captured in Benin:

One day, when all our people were gone out to their works as usual, and only I and my sister were left to mind the house, two men and a woman got over our walls and in a moment seized us both; and without giving us time to cry out or to make any resistance, they stopped our mouths and ran off with us into the nearest woods.

(9)

Olaudah and his sister are taken on a long journey, separated, and sold. He tries to run away but is unsuccessful. Then he sees the ocean and a slaveship waiting for its cargo. He is carried aboard and “immediately handled, and tossed up to see if I was sound, by some of the crew,” then tossed below deck, where the smell is so bad he becomes sick and cannot eat. When he refuses food, he is tied down and beaten. He learns that he is being taken to the white men’s country to work.

I was then a little revived and thought that if it were no worse than working, my situation was not so desperate. Still I feared I should be put to death, for the white people looked and acted in so savage a manner. I had never seen such instances of brutal cruelty; and this is not only shown toward us blacks, but also to some of the whites themselves. One man was flogged so unmercifully that he died, and they tossed him over the side as they would have done a brute. This made me more afraid, and I expected nothing less than to be treated in the same manner.

(10)

Olaudah describes the scene belowdecks, where people are packed so closely they can hardly turn over. The smells, he says, are “loathsome.” Women shriek, the dying groan, all is a “scene of horror.”

One day, when we had a smooth sea and moderate wind, two of my wearied countrymen, who were chained together, preferring death to such a life of misery, jumped into the sea.

What is your reaction to Olaudah’s experience?

(11)

Many Africans are sent to Virginia, where they are traded for tobacco. Some are exchanged for sugar and molasses in the West Indies. Others are traded for rice in South Carolina. Then the ships head back to their home ports. In New England, where we started our voyage, the sugar and molasses are turned into rum—and the triangle begins again. That is the way the terrible triangular trade works. Every **colony** is a part of it. English ships carry the greatest numbers of Africans into slavery.

Adapted from Hakim, J. (2005). *A history of US: Making thirteen colonies*. New York, NY: Oxford University Press.

How was the triangle trade important to the economy of the southern colonies?

Contrast the role of the New England colonies with the role of the southern colonies in the triangle trade.

mercantilism

The idea that if a country imports cheap raw materials and exports finished products, it will become rich

Look over the illustration of how **mercantilism** makes some people rich.

1. Colonists cut down trees and ship the lumber to the mother country. The colonists are paid very little.



2. The mother country uses the cheap lumber to create expensive furniture.

3. The furniture is exported to other countries and colonies and sold at a high price. The mother country becomes rich.

Illustration by Laurie Osman

Briefly answer the following questions:

1. Who benefits least in this process?
2. Why does this group benefit the least?
3. Is **mercantilism** fair?

colony

Land and communities controlled by a distant country

Below are pictures of colonists in the New England and southern **colonies** working to grow their economies.

New England Colonies



Southern Colonies



In the sentences below, fill in the blank with one of the words or phrases in the box. The first one has been done for you. Each word or phrase will be used only once.

~~whereas~~ on the contrary similarly just as likewise however

1. In New England, the geography was hilly and full of forests, whereas the geography of the southern **colonies** was flat, with open fields that were good for growing crops.
2. In the southern **colonies**, slave labor was important to the economy. _____, in New England, slave labor was not used frequently.
3. In New England, the land was an important resource that was used to make money. _____, in the southern **colonies**, the land was an important resource that could be used to gain wealth.

Introductory Reading Activity

10 minutes

- Before class, identify student teams. Each team should include at least three students; consider using “doubled pairs” for easy grouping.
- Facilitate student movement into teams. Have students take their Student Materials books, textbooks, and other relevant content resources with them.
- Hand out a Colonial Regions map and a set of Passage cards to each team. Hang one copy of the map in view for demonstration.
- Introduce the activity.

Today you will work in teams to discuss what made the colonial regions different from one another.

You have three separate passages on large cards. As a team, read each passage aloud and discuss which colonial region that passage describes. Take turns reading the paragraphs, so everyone on your team has a chance to read. After everyone on your team agrees, place each of the passages in the region on your map that the passage describes.

You have 5 minutes to complete this activity. If you finish early, discuss what you remember learning about each region. This discussion will help you in your next activity. Any questions?

- Set the timer for 5 minutes. As students work, monitor for understanding. Encourage dialogue within groups.
- Have teams share their answers. Confirm that all teams have placed the passages correctly.

Colony Characteristics Sorting Activity

20 minutes

- Hand out a set of Colony Characteristic cards to each team.
- Use the hanging map to demonstrate as you preview the next activity.

*Our three colonial regions are the New England **colonies**, the middle **colonies**, and the southern **colonies**. These **colonies** developed different ways of living, and different religions, foods, and other customs.*

Each team has a stack of cards. Your task is to place each card in the colonial region in which it belongs. Let me show you how this works.

- Hold up the William Penn card.

Here is a card with a picture of William Penn. I remember that William Penn was a Quaker. I can't remember much else about him, but if I look in my textbook, it tells me that he founded Pennsylvania. So I know that William Penn was a Quaker who founded Pennsylvania. So this card

*belongs in the middle **colonies** area of my map. That's where the Quakers lived, and Pennsylvania is in that area. I'll put him there now.*

- Demonstrate placing the card in the middle colonies on your hanging map.
- Hold out the Ports card from the pack.

*Let's consider another example: ports. Hmm, I know that ports are important in all three regions, for different reasons. But when I think about it, the New England **colonies** did a lot of shipbuilding, fishing, and trading. Ports are important for those things. So I will put the Ports card in the New England region.*

- Demonstrate placing the card in the New England colonies on your hanging map.

However, if I could make a good argument for the Ports card to go in another region, I could put it there instead. The main thing is that I must have a good reason.

- Hold out the Tobacco card from the pack.

Here is a card that has a picture of tobacco on it. Who can tell me which colonial region comes to mind when we think of tobacco?

- Take volunteers until someone answers correctly.

*That's right! Growing and selling tobacco was a huge part of the economy of the southern **colonies**. So for this activity, I would discuss with my team where we think tobacco should be placed on the map. Once we all agree, we would put it there.*

- Demonstrate placing the card in the southern colonies on your hanging map.

If my team couldn't agree or didn't know the answer, we would need to look it up in our textbook, our notes, or somewhere else.

Remember to work as a team, placing one card at a time. Take turns reading a card aloud and then discuss with the group where you want to place it. I will walk around to help you if you get stuck, but I won't give you the answers.

You have 54 cards to place in 15 minutes.

- Set the timer for 15 minutes.
- Monitor the teams.

- Students will likely struggle a bit with this activity. Do the following to help students:
 - Point students in the right direction without giving away answers.
 - Remind students to use their resources (e.g., textbook, notes).
 - Encourage teams to keep conversations going and on point.
 - Give frequent time warnings (10 minutes, halfway, 5 minutes, 1 minute).
 - Stop the activity to reteach the class when you notice common misconceptions.
- After 15 minutes, pass out one copy of the key to each team and have teams self-check.
- Spot-check team answers aloud and correct any misunderstandings.

Narrow Your Choices Activity

15 minutes

- Pass out one Narrow Your Choices sheet to each team.
- Introduce the activity.

Now your team will choose one colonial region to live in. You'll then pick four cards that best represent the region and rank them in importance. Choose wisely—you will justify your choices to the class afterward.

You will place your four cards on the Narrow Your Choices sheet and complete the sentence stems as a group, with one person writing your answers.

You have 7 minutes for this activity. Any questions?

- Set the timer for 7 minutes.
- Monitor teams. To encourage dialogue, challenge teams to defend their choices.
- After 7 minutes, have each team share which region and cards they chose. Review the content by calling on students to justify their answers; consider using the following questions:
 - *Why did you choose to keep _____?*
 - *What does _____ tell us about the _____ colonies?*
 - *How is _____ connected to _____?*
 - *How are the _____ colonies different from the _____ colonies?*
- During and after each team shares, discuss the following questions with the whole class:
 - *Does anyone agree or disagree with these choices? Why?*
 - *Were some cards hard to place in a region? Why?*
 - *How did you make your decisions?*
 - *Were some cards easy to place? Why?*

- After all teams have shared, remind the class of the comprehension question and discuss its connection to this activity.

How did the colonial regions develop differently? How did today's lesson help you better answer that question?

Optional Extension Activity: Narrow Your Choices AMERICA Activity

Use the same procedure as the Narrow Your Choices activity, but have students choose the four cards that best represent America. Have students write their answers on the Narrow Your Choices AMERICA sheet. Use the same follow-up questions.

Passage Cards (3 per set)

Descriptive Passage Card #3

Descriptive Passage Card #2

Descriptive Passage Card #1

Colonists in this region experienced very cold winters and mild summers. The land was flat close to the coastline, but it became hilly with many mountains as you moved inland. The soil in this region was rocky, which made farming difficult. Farms often provided just enough food to feed a single family. Many colonists in this region did not survive the cold winters, but for those who found a way to stay warm, disease was less of a threat in this region than in the other colonial regions.

This colonial region had one dominant religion that most people practiced. Colonists followed strict religious rules, and they were intolerant of other religions. Life in this region centered on the church, and there were severe punishments for those who failed to attend church or who spoke out against the church. Singing and celebrating holidays were not allowed in this colonial region.

The economy in this region centered on the ocean and forests. People in this region made a lot of money selling food from the ocean and building vessels to transport goods across the ocean. The colonists cut trees and used the wood for construction or sold the wood to other countries. The colonists also hunted animals in the forests and sold their skins to make money.

included many rivers farther away from the coast. The climate and soil in this region were different. Crops that were grown and raised here were different from those in other regions. The practice of religion made life in this region different from other colonies because of their strict rules and ships with the Native Americans. They grew different kinds of crops. Big cities in this region were found in different countries across the colonies, making high-quality goods.

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Colony Characteristic Cards (54 per set)



Colonial Regions Map



Colonial Regions Map KEY (on Materials CD)

Words with an asterisk (*) may appear in more than one category.

New England Colonies

Ann Hutchinson*
 City Upon a Hill
 Fishing
 Forests
 Fundamental Orders of Connecticut
 Great Awakening
 Guns
 John Winthrop
 Jonathan Edwards
 King George III*
 Loyal to British King*
 Lumber
 Mayflower Compact
 Mercantilism*
 Native Americans*
 Pilgrims
 Ports*
 Puritans
 Religious dissenter*
 Representative government*
 Rocky soil
 Shipbuilding
 Small farms
 Snowy winters
 Thomas Hooker
 Trapping
 William Bradford

Middle Colonies

Ann Hutchinson*
 Catholics
 Fertile soil*
 German and Dutch immigrants
 Gristmills
 King George III*
 Larger farms
 Livestock
 Loyal to British king*
 Mercantilism*
 Mild climate
 Native Americans*
 Ports*
 Quakers
 Religious dissenter*
 Religious tolerance
 Representative government*
 Rice*
 Rivers and streams
 Roger Williams
 Wheat*
 William Penn

Southern Colonies

Corn
 Fertile soil*
 House of Burgesses
 Indigo
 John Rolfe
 King George III*
 Lord Baltimore
 Loyal to British King*
 Mercantilism*
 Native Americans*
 Plantation
 Pocahontas
 Representative government*
 Rice*
 Rich plantation owners
 Sir Walter Raleigh
 Slaves
 Tobacco
 Warm climate
 Wheat*

Narrow Your Choices Sheet (on Materials CD)

TBL Knowledge Application

Colonial America

Narrow Your Choices

My team's chosen colonial region is the _____.

#1

is/are the most important part of life in our region because:

#2

is/are also an especially important part of life in our region because:

In our group's opinion,

#3

is/are also an important part of life in our region because:

Finally,

#4

is/are also an important part of life in our region because:

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Narrow Your Choices AMERICA Sheet (Optional; on Materials CD)

TBL Knowledge Application

Colonial America

Narrow Your Choices AMERICA

#1

is/are the most important part of life in America because:

#2

is/are also an especially important part of life in America because:

In our group's opinion,

#3

is/are also an important part of life in America because:

Finally,

#4

is/are also an important part of life in America because:

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