

# Tennessee Secretary of State

## *Civics Lesson Plans*

### Colonial Government

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**Grade Level:** 8<sup>th</sup>

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#### **Introduction:**

Colonial government lays the foundation and framework for the Constitution and the development of government in America. The origins of the nation's idea of representative government and the power of government belonging to the people fall to the political creations of these early colonies. This lesson will examine the styles of government created in the different colonies and allow students to discuss their long lasting impact.

#### **Guiding Questions:**

- What is the purpose/function of government?
- What is the difference between self-government and representative-government?
- What parts of colonial government do we see in America's government today?

#### **Learning Objectives:** In the course of the lesson, students will...

- Identify the governments created in the colonies.
- Examine the documents that established early colonial government.
- Describe how self and representative governments impact the people.
- Discuss the way colonial government has impacted America's current government.

## Curriculum Standards:

**8.01** Explain the founding and development of Jamestown as the first permanent English colony, its early struggles, the economic and political structure, and the role of the Powhatan people.

**8.02** Explain the founding and development of the Plymouth Colony, including the significance of: the Mayflower Compact, interactions with Squanto, and the role of religious freedom.

**8.03** Explain the founding and development of the Massachusetts Bay Colony, including the significance of: Anne Hutchison, the role of theocracy, the Salem Witch Trials, and town meetings.

**8.04** Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, including the roles of Roger Williams and Thomas Hooker.

## Materials Needed:

- Copy of Anticipation Guide (attached, pre-assessment and post-assessment versions included to be printed front and back)
- Copy of Running Answer document (attached) for group of 4 students
- Copy of Colonial Government Identification Chart (attached)
- Copy of Colonial DBQ found [here](#) (also attached)
- Copy of Self and Representative Government Comparison (attached)
- School textbook or other resources (teacher option)
  - [13 Colonies](#)
  - [History of the USA](#)
- National Government Section from *Tennessee Blue Book*, [pgs. 503-534](#)

## Background:

Students will want to use their regular textbook for the chart completion part of this exercise. Most of the information asked for in the chart is provided in those resources. Other resources have also been provided if the textbook is not available. Basic google searches and other research can also be used if technology is available.

## Lesson Activities:

### Activity 1: Introduction to Lesson – Hook to Lesson

- Divide students into groups of 4.
- Pass out the Anticipation Guide for each student (attached).
- Print the two pages of the guide (pre-assessment and post-assessment) front and back.
- Allow students to complete the pre-assessment side of the guide, but **do not** discuss. This will be used at the end of the lesson as a formative assessment.

### Activity 2: Running Answer of “What is the purpose of government?”

- Distribute the Running Answer worksheet (attached) for students to share amongst their group of four (4).
- They will each write ideas, thoughts, and words that connect to the “Purpose of Government” with the completion of each activity.
- The students in the group will create one final answer at the end of the lesson.

### Activity 3: Colonial Government Chart Completion

- Distribute the Colonial Government Chart Comparison worksheet (attached).
- Discuss the differences between self-government and representative-government.
- Students will use their textbooks or teacher provided materials to complete the Colonial Government Chart.
  - Teacher can modify worksheet to add or subtract colonies.
- Students will determine the name of the government or document established, self or representative government, structure of government (two facts about the government), and an image that helps to demonstrate the importance of the government that was created.
  - Teachers can do a quick formative assessment here to check for understanding with whiteboards, T/F cards, or teacher choice.
  - A teacher key is also included at the end of the lesson.
- Have students complete Box #1 on the Running Answer recording sheet.

### Activity 4: Colonial Government DBQ

- Distribute the Colonial Government DBQ worksheet (attached).

- Students will examine the primary documents of the colonial government listed on the DBQ worksheet. They will answer the questions using the text.
- Ways to differentiate this section:
  - Underline the text, or key words in the text.
  - Use [rewordify.com](https://www.rewordify.com) to provide a simpler version of the text for lower readers.
  - Provide smaller excerpts for lower readers.
- Have students complete Box #2 on the Running Answer recording sheet.

#### Activity 5: Self and Representative Government Comparison Chart

- Distribute the Self and Representative Government Comparison Chart (attached).
- Students will continue their discussion on self and representative government by completing the comparison chart (teacher key also provided at the end of the lesson plan).
- Students will identify which colonies had which style of government
- Students will pull text from the DBQ to support their claim
- Have students complete Box #3 on the Running Answer recording sheet.

#### Activity 6: Current Representation

- Students will use the National Government section in the *Tennessee Blue Book* (PDF pages provided) to determine the U.S. Senators for Tennessee and the U.S. Representative for their district.
- Discuss the structure of representative government today.
  - What is the job of the members of Congress?
  - How can they improve?
  - What would you want them to know if you could talk to them?
  - How does this apply in state government?
- Have students complete Box #4 on the Running Answer recording sheet.

#### Activity 7: Closure

- Students will complete the post assessment side of the Anticipation Guide after going through the documents.
- Students will share their Running Answer recordings to “What is the purpose of government?”

### **Options for Extension:**

- Ask your students to write a letter to their representative.
- Look into the Tennessee representatives for Senate and House at the state level and discuss the structure of state government.
- Provide longer or more documents in the DBQ.

### **Modifications for Other Grades:**

This lesson could easily be modified for 7<sup>th</sup> grade and high school government courses. The ideas of government, self and representative, as well as power of government to the people could be referenced with foundational thinkers like Montesquieu and Locke.

**Running Answer: What is the Purpose of Government?**

1	2
3	4

## Colonial Government Anticipation Guide

### Pre-Assessment

Who is the Governor of Tennessee?	Who are the U.S. Senators from Tennessee?	Who is the U.S. Representative for your District?	Who is the President of the United States?
	1.  2.		

What is the difference between self and representative government?

Which government was created by the Pilgrims?

The Maryland Toleration Act provided protection of what right?

T/F The House of Burgesses was a self-government structure.

T/F The Mayflower Compact was written by Squanto and the American Indians in the area.

T/F Marsha Blackburn is a Senator for Tennessee.

## Colonial Government Anticipation Guide

### Post-Assessment

Who is the Governor of Tennessee?	Who are the U.S. Senators from Tennessee?	Who is the U.S. Representative for your District?	Who is the President of the United States?
	1.  2.		

What is the difference between self and representative government?

Which government was created by the Pilgrims?

The Maryland Toleration Act provided protection of what right?

T or F      The House of Burgesses was a self-government structure.

T or F      The Mayflower Compact was written by Squanto and the American Indians in the area.

T or F      Marsha Blackburn is a Senator for Tennessee.

## Colonial Government Anticipation Guide

### **\*\*Teacher Answer Key\*\***

Who is the Governor of Tennessee?	Who are the U.S. Senators from Tennessee?	Who is the U.S. Representative for your District?	Who is the President of the United States?
Bill Lee	1. Lamar Alexander 2. Marsha Blackburn	Answers will vary depending on district	Donald Trump

What is the difference between self and representative government?

- In self-government each person represents themselves.
- In representative government, someone is elected to speak for the group/region.

Which government was created by the Pilgrims?

Mayflower Compact

The Maryland Toleration Act provided protection of what right?

Religion

T or F The House of Burgesses was a self-government structure.  
- False

T or F The Mayflower Compact was written by Squanto and the American Indians in the area. - False

T or F Marsha Blackburn is a Senator for Tennessee. - True

## Colonial Government Identification Chart

Colony	Name of Gov't	Self / Representative	Describe the Structure	Picture
Virginia				
Plymouth				
Massachusetts				
Connecticut				
The Carolinas				
Maryland				

## Colonial Government Identification Chart – **\*\*Teacher Key\*\***

Colony	Name of Gov't	Self / Representative	Describe the Structure – answers may vary	Picture
Virginia	House of Burgesses	Representative	<ol style="list-style-type: none"> <li>1. First representative government established in the colonies.</li> <li>2. Representatives from each of the regions met to debate and vote on issues</li> </ol>	
Plymouth	Mayflower compact	Self	<ol style="list-style-type: none"> <li>1. First self-government established in the colonies</li> <li>2. A government was required to be created because they were not in the jurisdiction of Jamestown</li> <li>3. Did not include women or Natives</li> </ol>	
Massachusetts	Town Meetings	Self	<ol style="list-style-type: none"> <li>1. Allowed people to come together and discuss local issues</li> <li>2. Still the current structure of communities today</li> </ol>	
	Theocracy	Rep/self	<ol style="list-style-type: none"> <li>1. When religion and government are the same</li> <li>2. Church leaders would have also run the government, isolated those that weren't accepted.</li> </ol>	
Connecticut	Fundamental Orders of CT	Representative	<ol style="list-style-type: none"> <li>1. All men could vote</li> <li>2. Created as a result of opposition to Massachusetts</li> <li>3. Considered America's first Constitution</li> </ol>	
The Carolinas	Royal Colonies	Neither/Representative Debatable	<ol style="list-style-type: none"> <li>1. These colonies were run by the British government and appointed by the British</li> </ol>	
Maryland	Maryland Toleration Act	Representative	<ol style="list-style-type: none"> <li>1. Allowed all people religious freedom</li> <li>2. More voting rights</li> </ol>	

## Self and Representative Government Comparison Chart

Self-Government	Representative Government
3 facts about the style of government	3 facts about the style of government
1	1
2	2
3	3
Which colony/colonies had this style of government?	Which colony/colonies had this style of government?
Text Evidence	Text Evidence
1	1
2	2
3	3