**Colonial Brochure Activity**

**Honors:** *In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.*

**Directions: Your group represents the leaders of one of the thirteen original British colonies. Many people in England want to invest money into a colony, but they have many colonies to choose from. Why should they choose yours?**

**The product for this activity will be a travel brochure created using a medium of your choice. The brochure must be a tri-fold and have information creatively designed on both sides of the tri-fold. You must have a hard copy to use for the presentation.**

**In your groups you must have each of the following specialists who will be responsible for researching the questions provided and presenting your portion of the brochure. You may have to research and perform more than one role. You must have the following information within your brochure:**

**A. Political Scientist**

* + - What kind of government did the colony have?
		- What person or groups were responsible for the colony’s founding? How did they contribute to the political development of the colony?
		- How did the government come into power (elected, appointed by king, etc.)?
		- To what extent were different groups of people (men, women, children, elderly, different races, poor/rich) allowed to participate in the government and make political decisions?

**B. Sociologist**

* + - What was the most common form of religion in the colony?
		- Were other religions tolerated? Was there religious diversity?
		- What kind of structures did the colony typically utilize or live in? What types of tools did they use in order to survive and prosper?
		- To what extent was education valued? Was it common for people to attend school?
		- What were some cultural norms (foods, holidays, hobbies) prevalent in this community?

**C. Economist**

* + - How did they get what they needed (food, tools, clothes, and housing) in order to survive and prosper? What occupations did most of them have?
		- How did they adapt to their environment?
			* What and how much did they make for themselves?
		- How extensively did they trade with other colonies or countries?
		- What commodities did they trade? What did they trade for?

**D. Historian**

* + - When/how did the colony begin?
		- What major events or developments are associated with the colony?
		- How does the history of the colony make it unique?
		- Research one primary resource that you feel exemplifies the defining characteristics of your colony. Provide a 3-5 sentence quote from the source and your summary of its significance. How does this primary source demonstrate the uniqueness of the colony?

**E. Marketing Executive**

* + - The Marketing executive must be responsible for designing and organizing the brochure. This person must coordinate with the remainder of the group to be able to use the information researched for the design. The marketing executive must also lead the sales pitch designed to attract people to your colony. Include what you believe to be the most attractive parts of your colony. Even if you don’t personally think there is anything attractive about your colony, get creative!

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| **Colonial Brochure Rubric Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **CATEGORY** | **Superior** | **Above Average** | **Average** | **Poor** |  |
| **Content – Accuracy** | **15 points**All (100%) of the facts in the brochure are accurate.  | **12 points**90-100% of the facts in the brochure are accurate.  | **10 points**80-90% of the facts in the brochure are accurate.  | **6 points**Fewer than 80% of the facts in the brochure are accurate.  |  |
| **Content-****Justification** | **30 points**All (100%) of the categories are well researched and supported with relevant specific factual information. At least 3-4 bits of SFI are used to properly describe the colony through each of the components of the brochure. | **25 points**A vast majority (90-100%) of the categories are well researched and supported with relevant factual information. At least 2-3 bits of SFI are used to properly describe the colony through each of the components of the brochure. | **20 points**A majority (75-100%) of the categories are well researched and supported with relevant factual information. At least 1-3 bits of SFI are used to properly describe the colony through each of the components of the brochure. | **15 points**Less than 75% of the categories are well researched and supported with relevant factual information. |  |
| **Presentation** | **15 points**Presentation is led by the Marketing Executive, and all (100%) of the researchers (the Historian, the Sociologist, the Economist and the Political Scientist) have an equal role to play in the presentation. The presentation is creative (props, visuals, use of technology, etc.) and organized. The presentation lasts 2-3 minutes. | **12 points**Presentation is led by the Marketing Executive, and a vast majority (75-100%) of the researchers (the Historian, the Sociologist, the Economist and the Political Scientist) have a role to play in the presentation. The presentation is creative (props, visuals, technology use, etc.) and organized The presentation is organized and lasts 2-3 minutes. | **10 points**Presentation is led by the Marketing Executive, and a vast majority (75-100%) of the researchers (the Historian, the Sociologist, the Economist and the Political Scientist) have a role to play in the presentation. The presentation may lack organization and/or lasts less than 2 minutes. | **8 points**Presentation is led by the Marketing Executive, and a simple majority (50-75%) of the researchers (the Historian, the Sociologist, the Economist and the Political Scientist) have a role to play in the presentation. The presentation may lack organization and/or lasts less than 2 minutes. |  |
| **Graphics** | **10 points**Graphics go well with the text and there is a good mix of text and graphics. At least one graphic is used for each of the categories researched. | **6 points**Graphics go well with the text, At least one graphic is used for each of the categories researched. Too many pictures may be used which distracts from the text. | **4 points**Graphics go well with the text, but there are too few and the brochure seems \"text-heavy\". One graphic is not used for each of the categories researched. | **2 points**Graphics do not go with the accompanying text or appear to be randomly chosen.  |  |
| **Writing - Grammar** | **10 points**There are no grammatical errors in the brochure. Students write a narrative using complete sentences throughout all (100%) of the brochure. | **6 points**There are 1-2 grammatical errors in the brochure; and/or students write a narrative using complete sentences throughout a vast majority (75-100%) of the brochure. | **4 points**There are 2-3 grammatical mistakes in the brochure; and/or students write a narrative using complete sentences throughout a most (50-100%) of the brochure.  | **0 points**There are several (over 3) grammatical mistakes in the brochure; and/or students write a narrative using complete sentences in less than half (0-50%) of the brochure. |  |
| **Attractiveness & Organization** | **10 points**The brochure has exceptionally attractive formatting (use of border, shapes and special designs) and well-organized information. | **8 points**The brochure has attractive formatting and well-organized information. The formatting may be inconsistent throughout the brochure. | **6 points**The brochure has well-organized information. But there’s little formatting to give the brochure some uniformity. | **0 points**The brochure\'s formatting and organization of material are confusing to the reader. |  |
| **Works Cited** | **10 points**All (100%) of the works cited are in MLA format, at least 3 different websites and 1 print source is utilized. | **8 points**All (100%) of the works cited are in MLA format, at least 2 website and 1 print source is utilized. | **4 points**75-100% of the works cited are in MLA format; 1-2 websites and 1 print source is utilized. | **0 points**Sources are not cited. |  |

**Students/Roles:**     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**Student Notes**

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| **Colony** | **Region****S/M/N** | **Year Founded, Founder/Founding Group** | **Type/****Government Setup** | **Religious/Social Diversity?** | **Economy (major goods produced/major trading partners)** |
| **New Hampshire** |  |  |  |  |  |
| **Massachusetts**  |  |  |  |  |  |
| **New York** |  |  |  |  |  |
| **Rhode Island** |  |  |  |  |  |
| **Connecticut** |  |  |  |  |  |
| **New Jersey** |  |  |  |  |  |
| **Pennsylvania**  |  |  |  |  |  |
| **Delaware** |  |  |  |  |  |
| **Maryland** |  |  |  |  |  |
| **Virginia** |  |  |  |  |  |
| **North Carolina** |  |  |  |  |  |
| **South Carolina** |  |  |  |  |  |
| **Georgia**  |  |  |  |  |  |

**New Hampshire**

**Massachusetts**

**Connecticut**

**Rhode Island**

**New York**

**New Jersey**

**Pennsylvania**

**Delaware**

**Maryland**

**Virginia**

**North Carolina**

**South Carolina**

**Georgia**