

Welcome to Thinkport's Student Activity Center! Your teacher has directed you to this student activity to help you learn more about the topic you are studying.

**Title:** Work Your Fingers to the Bone

**Audience:** Middle

**Duration:** 45 Minutes

**Subject Area(s):**

Social Studies

**Grade Level(s):** 4,5,6,7,8

**Student Directions:**

How did you get goods that you needed in St. Mary's City in 1685 when you didn't have any money? Today you will find how colonists survived monetarily in St. Mary's City.

## **VOLUNTARY STATE CURRICULUM**

**1.0 History:** Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world.

A. History

### **Grade 4**

2. Explain the significance and chronology of key historical events during early settlement in Maryland using a variety of primary and secondary resources.

b. Compare the development of towns and regions, such as St. Mary's City and Annapolis

### **Grade 5**

A. History

3. Analyze the growth and development of Colonial America using a variety of primary and secondary sources.

a. Describe the religious, political and economic motives of individuals who migrated to North America and the difficulties they encountered.

## **2.0 Comprehension of Informational Text**

Grade 8

### **A. Comprehension of Informational Text**

1. Apply and refine comprehension skills by selecting, reading, and analyzing a variety of print and electronic informational texts
  - a. Read, use, and identify the characteristics of primary and secondary sources of academic information

## **2.0 Comprehension of Informational Text**

Grade 5

### **A. Comprehension of Informational Text**

1. Develop and apply comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts
  - a. Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge

### **The Students will:**

be able to explain economic aspects of colonial Maryland, including the following:

The role of plantations

The importance of tobacco

A comparison of farmland in Maryland to farmland in England

The role of indentured servants and slaves

**Directions:** As you explore the Tour the Growing Colony interactive on the Exploring Maryland's Roots Web site you are responsible for describing how the people of St. Mary's city made their living. Open the interactive using the link below. Then click on the "Begin the Interactive" button. When the next page appears, click on the "start" button to go to the Tour a Growing Colony interactive map. Once on the map, use the scroll bars to tour the colony. As you explore the site, click on the locations to find the answers for the "What A Lot of Work" worksheet.

### **Tour the Growing Colony**

From the Maryland Roots online field trip, the Tour the Growing Colony interactive students explore the buildings, people, and activities they might have encountered in 1685.

<http://mdroots.thinkport.org/interactives/growingcolony/intro.asp>

If you don't have any money, how can you buy the things you need?

**Directions:** Complete one version of the "What a Lot of Work" worksheets as you explore the Tour the Growing Colony interactive. Use the printable worksheet if you want to write your answers. Choose the online version if you want to type your answers. Both worksheets can be printed after they are completed.

What a Lot of Work printable worksheet ([View](#))

What a Lot of Work worksheet online version ([View](#))

Using the information from the worksheet, write a letter from the perspective of a plantation owner, tenant farmer, or indentured servant, etc. to a person back home in England. Explain in the letter how you make a living in the colony. The letter should contain the following: the importance of tobacco in the colony, a comparison of the farmland in Maryland to that in England, the role of indentured servants and slaves, and the role of plantations and tenant farmers. Use the rubric below to check that you have included all the important elements.

Letter From the Colony Rubric ([View](#))

---

Activity Signature

**Author:** Laurel Blaine

**Modified by: MPT**