

Welcome to the Teachers' Instructions area for this student activity. Here you'll find directions and suggestions for using this activity along with the materials you need to evaluate your students' work.

**Title:** Plan Your Plantation

**Audience:** Middle

**Duration:** 1 or 2 class periods

**Subject Area(s):**

Social Studies

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

### **Teacher Directions:**

#### **Setting up the technology for this activity:**

This activity includes all resources, materials and directions for students to work independently.

This activity can be completed using a variety of technology configurations. If a computer lab is available, students can access the activity, worksheets and web pages through Thinkport. If one or more computers are available in the classroom, students can rotate to complete the activity.

Saving this activity on your Thinkport web site is a management technique that allows students to easily access Thinkport activities from any computer with internet access. Another option would be to bookmark the activity on each computer. Students should choose the student view of the activity.

The worksheet used to complete this activity is available in two versions, printable and online. If students are comfortable with minimizing and typing the online version may work best for your situation. Students can complete the online version while viewing the resources used in the activity. Then students can save their personal worksheet in a specified folder on the class computer or school network. Another option for using the online version would involve students completing the worksheet online and then printing the worksheet to turn in.

If your students would benefit from a hard copy of the worksheet, the printable version (which has lines) can be printed for each student. Students can work online to access the student activity and resources but record their answers with a pen/pencil.

If you are limited in computers or if you wish to have students complete the activity in a teacher directed setting, another option would be to display the activity and resources on classroom computer with a projection device. In this case, students would need a copy of each worksheet.

An answer key is included for the "Plan your Plantation" worksheet. In the student view the answer key is hidden. If you would like to make the answer key available to students, save a copy of the activity to your IdeaBox. Open the activity and skip ahead to the direction section in

stage 3. Put a check in the box beside the "Plan Your Plantation" answer key. This will allow student view of the answer key.

### **Overview of activity:**

The interactive "Build Your Plantation" is a component of the online field trip "Maryland Roots". The interactive challenges students to create a plantation including building a house and planting crops. Students earn points or have points taken away for each action they take while building their plantation. Points can also be lost for natural disasters which students have no control over. However, smart decisions about where to place objects on their plantation may prevent natural disasters from destroying their plantation.

### **Focus for Media Interaction**

As students complete this activity they are responsible for identifying good uses of the natural resources that colonists had on their Maryland plantations.

### **Viewing Activity**

This activity focuses primarily on planning the plantation. Students should access information from the "Maryland Roots" online field trip at <http://mdroots.thinkport.org/interactives/plantation/help.asp> to research life on a plantation. As students read this online information, they record facts on their "Plan Your Plantation" worksheet. Students will complete a chart to identify good uses of each natural resource on the plantation. Then students will use information about the game objects to make decisions about how best to use the natural resources. Upon completion of the worksheet, students should understand that settlers needed to use the natural resources on their plantation in order to survive. The worksheet should be used for assessment of this activity. If you choose to complete the activity in one class period you may not have a chance to assess each worksheet individually. You may choose to check for student understanding of the objective through group or class discussion with use of the answer key.

### **Postviewing Activity**

Students should work independently or with a partner to build a plantation using the interactive "Build Your Plantation". Remind students to refer to their research on their "Plan Your Plantation" worksheet when making decisions in order to get the best score possible.

### **Student Directions:**

You have just arrived in Maryland. You have a lot of work to do. You must choose where to place your house, crops and livestock. These are all huge decisions and will determine your

success in the new world. To make these important decisions, you need some information. The land here is different from England.

Get to know the new land and success will be yours, barring no natural disasters!

### **Voluntary State Curriculum**

**2.0 Geography:** Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Grade 4

1. Locate places and describe the human and physical characteristics of those places using geographic tools.
- b. Compare geographic locations of physical features and settlements from MD history, such as St. Mary's, Annapolis, Chesapeake Bay and Potomac River.

### **Voluntary State Curriculum**

**2.0 Geography:** Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Grade 8

1. Analyze geographic issues and problems using geographic tools.
  - a. Locate places and describe the human and physical characteristics using thematic maps, such as settlement patterns, migration, population density, transportation and communication networks

**The Students will:**

Identify natural resources as a reason why people settled in Maryland:

- water made travel and transport of goods easy
- the land was fertile to farm on
- the forest provided wood for building

**Directions:** In this activity you will research plantation life and record what you learn on this worksheet. Choose the version that works best for you.

Plan Your Plantation Worksheet (online version) ([View](#))

Plan Your Plantation Worksheet (printable version) ([View](#))

**Directions:** Use the link below to read the background information for the interactive game "Build Your Plantation". As you read you are responsible for identifying the purpose of the interactive game and what must be done to be successful at the game. Record your answers under Part One of the worksheet "Plan Your Plantation".

**Build Your Plantation: Background Information**

The background information for the interactive game "Build Your Plantation" explores challenges early settlers faced upon landing in Maryland is explored. Students learn what settlers needed to do to survive in their new land and what they need to do to be successful at the interactive game.

<http://mdroots.thinkport.org/interactives/plantation/help.asp>

What is the purpose of this interactive game? What do I need to do to be successful?

**Directions:** Use the link below to learn about natural resources in colonial Maryland. As you read you are responsible for identifying good uses of each natural resource. Record these uses in the chart under Part Two of the worksheet "Plan Your Plantation".

**Build Your Own Plantation: The Land**

Information about natural resources in colonial Maryland helps students identify how settlers used their natural environment for survival.

<http://mdroots.thinkport.org/interactives/plantation/help.asp#5>

What are good uses of the natural resources on your plantation?

**Directions:** Use the link below to learn about what settlers needed in their new plantation. You are responsible for using the information from this section to identify if a settler's decision was wise or unwise. Complete Part Three of the worksheet "Plan Your Plantation".

### **Build Your Plantation: Game Objects**

Students learn about the needs of early settlers while reading details about the objects they will use in the interactive game "Build Your Plantation".

<http://mdroots.thinkport.org/interactives/plantation/help.asp#6>

Can you make good decisions to survive in your new environment?

Use what you have learned about plantation life to plan how you will set up your own plantation. Complete Part Four of the worksheet "Plan Your Plantation":

1. Label the natural resources on the plantation map. (river, hills, forest, marsh, and cleared land)
2. Draw the game objects on the plantation map. (house, orchard, fence(s), hen house, boat and crops)
3. Explain your reasoning for where you placed the objects.

**Directions:** Use the link below to open the "Maryland Roots" online field trip. Select "The Colony Begins". Then choose the interactive "Build Your Plantation". Select "Begin the Interactive". Turn the pop-up help on. Use what you have learned to build your plantation online. You will earn points or have points taken away for every action that takes place such as building a house, planting a crop and for every case of disaster.

### **Build Your Plantation Interactive**

In this interactive game students must make decisions about where to place their house, crops and other survival items to earn points. Success of their plantation will depend upon informed decisions and good luck!

[http://mdroots.thinkport.org/default\\_flash.asp](http://mdroots.thinkport.org/default_flash.asp)

How will you set up your plantation to survive in your new environment?

**Directions:** Use this answer key to check the answers on your "Plan Your Plantation" worksheet.

Plan Your Plantation Worksheet answer key [\(View\)](#)

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Activity Signature