

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:** Work Your Fingers to the Bone

**Audience:** Middle

**Duration:** 45 Minutes

**Subject Area(s):**

Social Studies

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

### **Teacher Directions:**

In this activity, students will travel back to 1685 to learn how the people of St. Mary's City made their living.

### **Technology Considerations:**

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 site 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 "What a Lot of Work" 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.

Another option would be to display the activity and Web page on a classroom computer with a projection device. In this case, students will need a copy of each worksheet.

### **Focus for Media Interaction**

The focus for viewing the Tour the Growing Colony Web site is for students to examine how tobacco, plantations, and indentured servants played a pivotal role in the colonial Maryland economy.

### **Viewing Activity**

Explain to students that an economy is the control of how money is earned and spent. Tell students that they are going to learn how and why tobacco was critical to the growing colony. Ask students to open the Tour the Growing Colony Web page under The Colony Grows section of the Exploring Maryland's Roots Web site. This link may be found at this location: <http://mdroots.thinkport.org/interactives/growingcolony/intro.asp> Tell students to click on the "Begin the Interactive" button. When the next page appears, they will click on the "start" button to go to the Tour a Growing Colony interactive map. Once on the map, students will use the scroll bars to tour the colony, and click on the titles of the locations to access information about the site. Ask them to open up the What a lot of Work Handout (or pass out copies of this handout to the students). They will find the locations and information regarding the importance of tobacco and how it impacted the people living in St. Mary's City and record the information in the handout. Explain to students that they will be using the information on the site to write a letter about colonial life.

### **Postviewing Activity**

Remind students how very few people living in Maryland during this time period could read and write. Keeping this in mind, tell students that they are going to write a letter to a person from the country they came from and tell them about how they make a living in the colony. Tell them they will write from the perspective of a plantation owner, tenant farmer, indentured servant, etc. Explain that if the person (plantation owner, tenant farmer, indentured servant, etc.) would probably have known how to write, then they can write the letter. On the other hand, if the person probably wouldn't have known how to write, they can write it as if it were being dictated to someone in the community who could write. Share with the students the Letter from the Colony Rubric. Explain to students that 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. If students need extra time to finish the letter, they may complete it as a homework assignment.

### **Extension Activity**

Assign students one or more of the locations on the map. Have students write a description of the function of the business or the location serves in St. Mary's City. After everyone has finished compile the descriptions to create an "Our Town Pamphlet."

### **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 [\(View\)](#)

What a Lot of Work worksheet answer key [\(View\)](#)

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Activity Signature

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