

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: Where in the World is Marie's Land? Part Two

Audience: Middle

Duration: 45 Minutes

Subject Area(s):

Language Arts - Reading

Social Studies

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

Teacher Directions:

This activity is designed to be used after completing the activity, Where in the World is Marie's Land? Part One. In this activity, students will continue their journey on board the Ark.

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.

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 Journey to a New Life interactive is for students to identify the dangers that people faced when traveling to the New World, especially unexpected ones at the end of the journey.

Viewing Activity

Remind students that yesterday they looked at reasons why someone might make the journey to the New World, including the chance to create a new life, embark on an adventure, or to be provided with food, clothing and shelter. Explain to students that they will continue on the adventure with the young boy who was sentenced to years as an indentured servant to see if he makes it safely all the way to Marie's land. In today's journey, students will be responsible for identifying the dangers that people faced on their journey to their final destination. Tell students to open the Journey to a New Life interactive under the Voyage to Marie's Land section of the Exploring Maryland's Roots Web site. This link may be found at this location:

http://mdroots.thinkport.org/default_flash.asp. If students made it to Barbados during the last class, tell them to click on the Departing From the Isle of Barbados button. Tell students who didn't make it to Barbados yesterday to click on the Departing from Crowes, Isle of Wright, England button and click through the interactive until they find the point where they left off on their last visit. Ask students to take out their Journey to a New Life worksheet and continue to collect information about the journey. Remind students that today they are responsible for identifying the dangers that people faced on the journey to the New World.

Postviewing Activity

1. After all students have finished the journey, involve the students in a discussion about the qualities a person would need to travel to the New World, and the dangers they faced on the journey. The following are a few questions to include in the discussion:

a) What qualities do you think a person would need to travel to the New World? (Sample responses might include a sense of adventure, desperation - they have nothing to lose, curiosity, courage etc.)

b) Which of the dangers they faced would you have been the most afraid to face? (Sample answers might include storm, pirates, Indians, wormy food, falling overboard.)

2. After the discussion, ask students to write a journal entry from the point of view of the boy that summarizes his adventure of traveling to the New World. Tell students that the entry should include his reasons for making the trip, his personal qualities that he needed to make the trip, and the dangers that he encountered, or heard about, on the journey.

Extension Activity

Have students write a ballad based on the reasons they had for coming to the New World and the dangers they faced on the trip.

Student Directions:

Today you will continue on your voyage to the New World. You will encounter many dangers and hardships along the way. Find out what they are as you proceed on the Journey to a New Life Web site.

Reading

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.

Grade 5-8

6. Determine important ideas and messages in literary texts

a. Analyze main ideas and universal themes

d. Summarize the text

Social Studies

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.

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

The Students will:

Student will be able to summarize the dangers of traveling to the New World.

Directions: Complete this worksheet which you began in Part I of this activity.

Journey to a New Life worksheet ([View](#))

Directions: Today you are responsible for explaining the various dangers that people encountered when traveling to this new land. Use the link below to launch the "Journey to a New Life" interactive. When you open the site, begin by clicking on the "Voyage to Marie's Land" button. Select "Journey to a New Life". Select "Begin the Interactive". Click on the Departing from Crowes, Isle of Wright, England link and click through the pages to find where you left off when you were here the last time. If you made it to Barbados the last time, click on the Departing From the Isle of Barbados link. Take out your Journey to a New Life worksheet and continue on your journey, collecting information as you go.

Journey to a New Life

Leave your homeland behind and travel from England to the Maryland colony on board the Ark. Find out what challenges people faced on board a ship in the 1600's.

http://mdroots.thinkport.org/default_flash.asp

What dangers did the boy experience as he traveled to the New World?

After you have completed the handout, use the information to write a journal entry from the point of view of the boy that summarizes his adventure of traveling to the New World. The entry should include his reasons for making the trip, his personal qualities that he needed to make the trip, and the dangers that he encountered or heard about on the journey. Use the Journal Entry Rubric to check your work.

Journal Entry Rubric ([View](#))

Journey to a New World worksheet teacher version ([View](#))

Activity Signature

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