JOHN WESLEY, the author of DISCOVERY, is one of Interact’s most prolific writers. He and his wife Diane have written more than 16 simulations for grades 4 through 8. John taught elementary and middle school for ten years in California before moving with his family to Spokane, Washington. There he is currently the Director of Learning Resources at Spokane Community College. Diane teaches grades 5 and 6 in the Spokane schools.

Many thanks to Liz Kapa, 5th grade teacher in El Cajon, California and to all the teachers who sent in feedback and suggestions to create this revised edition.
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PURPOSE

DISCOVERY introduces your students to the perils and rewards of the American colonial experience. Working in groups of five or six, students acquire background information and set sail. Students learn to think and respond as early American colonists, making decisions, working, coping and hopefully, surviving and prospering in the New World. Specifically, students experience the following:

Knowledge
- why people explore and establish colonies
- how the availability of natural resources can affect a colony’s success or failure
- how to determine the best potential locations for a colony
- why careful planning and preparation are necessary for the successful completion of a task
- why nations have flags and what they mean
- how geography, weather and nature affected the American colonists
- what supplies colonists needed to survive
- what hardships and hazards colonists faced on a daily basis

Attitudes
- understanding the motivations which drove colonists to the New World
- appreciating the difficulties early colonists faced
- gaining satisfaction through effective role playing
- understanding how the division of labor assists a group in solving a problem
- recognizing the value of cooperation in achieving group goals
- understanding the frustration and helplessness of facing unknown and uncontrollable hazards

Skills
- using latitude and longitude while locating places on a map
- interpreting and reading maps and legends
- designing a personal map
- applying knowledge in a practical way
- effectively dividing a large task among a group
OVERVIEW

DISCOVERY allows students to live and breathe the early American colonial experience. Rather than enduring the traditional textbook/lecture approach, students become colonists—thinking as colonists, suffering as colonists, and, hopefully, succeeding and prospering as colonists.

During Phase 1, groups of five or six students study and work together to acquire skills and knowledge that will eventually make them successful colonists. They learn to read maps; they develop an understanding of geography and its importance; they examine the various reasons people explore and colonize; and, finally, they study flags and their meaning. During this time students complete a series of assignments and tests that earn them individual and group points.

As Phase 2 begins, students trade the points they have earned for supplies and set sail for the New World. They select the land for their colony and begin the process of making their colony successful. Each day they decide the work that needs to be done and who will do it, trade with other colonies or Native Americans, explore new territory and defend their colony. Daily FATE CARDS simulate the fortunes and misfortunes that befell the original colonists.

We encourage you to use this unit as an interactive supplement to your Social Studies curriculum. Most textbooks present excellent historical facts; DISCOVERY takes the experience and brings it to life for your students, making the facts themselves more relevant, meaningful and interesting, thereby enhancing student learning.

TEACHING TIP

Students acquire specific basic skills during Phase 1. You may choose to add or substitute different skills for your students.
SETUP DIRECTIONS

1. **Before you begin:** Carefully read the entire Teacher Guide and Student Guide to familiarize yourself with all objectives and procedures. Gather necessary resource materials and prepare classroom displays.

2. **Classroom displays:** By decorating your classroom with a large copy of the NEW WORLD MAP and related maps and visuals, you will increase the enthusiasm and involvement of your students.
   - Gather maps of 17th century North America, a globe, encyclopedias and pictures of explorers and other historical figures.
   - Cover a bulletin board with white butcher paper. Using either an opaque projector or a transparency and overhead projector, reproduce the NEW WORLD MAP—the map without land values and Indian tribe names. Enlist the aid of your students as you produce this map. The larger and more colorful you and your students make the map, the more dramatic it will be. Students will decorate the map with their colony flags and drawings, maps or other material related to colonization.
   - During Phase 2, you may wish to make a poster or sign of the Procedures for Each Round (found on page 21 of this Teacher Guide or page 19 in the Student Guide). This posted information provides a handy reference for students during each settlement round.

3. **Grouping students:** Each colony is comprised of no more than six members. Colonies may be established by chance (e.g., by drawing numbers from a hat) or by teacher assignment (into appropriate heterogeneous or homogeneous groups). You are most qualified to decide which method will best fit your class and your objectives. Carefully consider the consequences of the method you select in terms of group dynamics.
   - Each colony should have students role play at least five students, but not more than six.
   - If your class is small and some colonies total only four students, use an average of the group’s scores to compute scores/grades for a fifth member.

4. **Fate cards:** Duplicate the FATE CARDS in the quantities indicated, cut apart and sort according to category (Farming, Fishing, General Welfare, Hunting, Landing, Sailing and Weather). Shuffle each set of FATE CARDS thoroughly and place in a separate, clearly marked envelope. Once colonists set sail for the New World, students draw (or you draw for them) FATE CARDS in every round.
SETUP DIRECTIONS

Sailing Cards—each group is subject to its own specific sailing fate which applies to all of its ships. After each colony has drawn one SAILING CARD, the class has completed one sailing round.

Landing Cards—as each colony completes the sea journey, it draws a LANDING CARD to determine its fate.

Once all colonies successfully land, begin the Settlement Rounds. Each Settlement Round progresses via the fates dictated by the following cards:

Weather Cards—in each Round, every group is subject to the same Weather fate. Draw one WEATHER CARD at the beginning of each Round, read aloud, and have colonists record the information in their Student Guides.

Farming, Hunting, Fishing and General Welfare Fate Cards—in each Round, each group is subject to its own specific fate.

5. Classroom management: Drawing FATE CARDS can pose some logistical problems during the colonization phase of the simulation. If every colonial group sends a representative to draw a FATE CARD, the card-drawing process may become very time-consuming and tedious. You may consider the following options:
   • Allow each colony to send a representative to the front of the class (randomly chosen, rotating within the colony, or teacher choice). When the representatives are together, each student draws a FATE CARD and either reads the card aloud or gives it to the teacher to read.
   • Select one envelope, draw a card for each colony in turn and read the fates aloud. Select the next envelope and repeat the process until all fates have been administered.
   • Distribute a set of randomly chosen fate cards to all groups and allow them to quietly discuss their colony’s fate, recording and proceeding as directed.

Use your discretion when deciding the order of drawing FATE CARDS. Also, you may want to hold all cards drawn in each round until every colony has chosen their fate for that category.

6. Duplication: Duplicate the following in the quantities indicated in italics:
   BATTLE PLAN—as needed
   FATE CARDS 1 and 2—one set
   FATE CARDS 3, 4, 5 and 6—two sets
   FATE CARDS 7, 8 and 9—three sets
   FATE CARDS 10 and 11—four sets
   FATE CARDS 12—five sets
   GENERAL ATTITUDE SURVEY—two class sets
   MAP SKILLS QUIZ—class set
   NEW WORLD MAP (Students)—transparency
SETUP DIRECTIONS

7. **Materials:** Prior to beginning the Discovery unit, obtain the following materials:
   - Chalk or masking tape—enough to outline a ship
   - Checker or Coins (pennies)—10
   - Colored markers or crayons—enough for class
   - Dice—two
   - Drawing paper—several class sets
   - Envelopes (letter size)—seven
   - Folders (Manila or construction paper)—one per colony
   - Measuring tape (30’ or 10 meter)—one
   - White construction paper or tag board (6" x 9")—one per colony
   - White construction paper (2" x 3")—12 per colony

8. **Evaluation:** Phase 1 includes specific skills assignments to evaluate student learning. Phase 2 provides ample opportunities for observing students as they engage in cooperative work and group decision-making, how well they stay on task and complete necessary computations. The individual writing component in Phase 2 asks the students to write two diary entries from the perspective of a struggling colonist.

   The colony with the highest total Wealth Units at the end of the simulation is considered the winner; however, as with most Interact units, it is important to remember that the most successful group in terms of Wealth Units may not be the most successful group in the class. That distinction may belong to a group that learns well how to communicate effectively, cooperate and achieve set goals, even though Fate may conspire to block success as measured by Wealth Units.

9. **Debriefing:** After students total their colonies’ net worth at the culmination of the simulation, lead a class discussion that includes the following student observations:
   - how students’ attitudes about colonization changed during the simulation, as indicated in their responses to the first and second GENERAL ATTITUDE SURVEYS
   - how the students perceive historic and simulation colonial experiences
   - how students perceive the map skills learned during the simulation
   - how the students were assigned or selected for the simulation, and how that assignment process affected their colonies
   - how students react to the entire simulation experience.

   See page 31 for detailed discussion prompts for the debriefing discussion.
## UNIT TIME CHART

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<td>Sailing and Landing Procedures&lt;br&gt;Sea Log</td>
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<td>Ending the Simulation&lt;br&gt;Debriefing&lt;br&gt;GENERAL ATTITUDE SURVEY</td>
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DAILY DIRECTIONS

DAY 1

Purpose
- Introduce DISCOVERY
- Survey students’ opinions and beliefs concerning exploration and colonization
- Investigate the reasons for exploration and colonization during the 17th century.

Materials
1. GENERAL ATTITUDE SURVEY—class set
2. Student Guides—class set
3. Folders (manila or construction paper)—one per colony.

Procedure
1. Distribute the GENERAL ATTITUDE SURVEY. Read the directions with the class and allow time for the students to complete.

2. Collect and file these surveys for use later.

3. Distribute the Student Guides. Read the Introduction on page 1 individually or as a class.

4. After students have completed their reading, briefly discuss the material. Answer any general questions and emphasize student responsibilities during Phases 1 and 2.

5. Assign students to groups, stressing that they must begin to work together to ensure the success of the colony they will establish (see Setup Directions #3).

6. Read In Search of a New Land on pages 2 and 3 of the Student Guide either individually or as a class.

7. Discuss the background that led to the early explorations that resulted in the discovery, exploration, and colonization of the Americas. Review the various types of colonies and why people became colonists.

8. Collect Student Guides.

TEACHING TIP
Do not worry about covering all simulation details at this time. Emphasize that the survival of each colony depends on the responsible behavior and cooperation of all colony members.

TEACHING TIP
For ease in checking scores and tracking accuracy and completeness of Student Guide information, you may choose to place the Student Guides for each separate colony in a separate folder. These folders also will accommodate the GENERAL ATTITUDE SURVEYS, homework papers and extra credit work by colony members.
DAILY DIRECTIONS

Day 2

Purpose
• Begin Map Skills (legend and scale)

Materials
1. Student Guides—class set
2. Globes—several (if possible)
3. Maps*—several
   *large and small, with prominent legends and scales

Procedure
1. Have each colonizing group make a list of as many uses for maps as possible.

2. Discuss the uses and importance of maps.

3. Have the students examine a variety of maps and globes. Make a class list of the things maps can tell you.

4. Use a large class map to introduce legend and scale. Point out what a legend’s purpose is and how to read it. Also explain briefly the scale used on the map and how you can accurately determine distances using the scale.

5. Have students come up to the map and locate various features and determine distances (a city with a population of 1,000,000 or more; a range of mountains 10,000 feet elevation plus; a lake, a river, etc.)

6. Distribute the Student Guides and direct students to the Map Skills Assignment 1 on pages 4 and 5. Go over the map vocabulary with the students.

7. Allow time for students to begin the assignment, either individually or in colony groups.

8. Inform students how Map Assignment 1 will be graded:
   • one point per question per group member
   • possible total of 20 points per group member

Answer Key:
1. Clark Mountains
2. Chester River or Black River
3. Stevens Bay or Emerald Bay
4. Derby
5. Julian
6. Hamilton
7. Hope Mountains
8. Creston and Hamilton
9. Hamilton
10. Derby
11. Clark Mountains
12. Chester River or Black River
13. Stevens Bay or Emerald Bay
14. Derby
15. Julian
16. Hamilton
17. Hope Mountains
18. Creston and Hamilton
19. Hamilton
20. Derby

9. Collect Student Guides, if assignments are complete.

Teaching Tip
If the map skills activities provided do not suit the level of your students, feel free to substitute your own activities as you see fit.

Teaching Tip
A picture can really be worth more than a thousand words. Have the students list all of the different types of information which can be found on a typical classroom map of the United States. Discuss how many pages of written text it would take to contain all of the information on one single map.

Teaching Tip
You may elect to assign this activity as homework, due the next day. Stress that students must return their Student Guides for grading.

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You may elect to assign this activity as homework, due the next day. Stress that students must return their Student Guides for grading.

A picture can really be worth more than a thousand words. Have the students list all of the different types of information which can be found on a typical classroom map of the United States. Discuss how many pages of written text it would take to contain all of the information on one single map.

You may elect to assign this activity as homework, due the next day. Stress that students must return their Student Guides for grading.
DAILY DIRECTIONS

Purpose
• Continue Map Skills (latitude and longitude)

Materials
1. Student Guides—class set
2. Globes—several (if possible)
3. Maps*—several
*large and small, with prominent legends and scales

Procedure
1. Distribute the Student Guides with scores marked for Map Skills Assignment 1. Answer any questions.

2. Direct students to Map Skills Assignment 2 on pages 6 and 7. Examine the map and go over the legend and its symbols.

3. Go over the map vocabulary with the students.

4. Using the large class map, have students locate various points when given the latitude and longitude.

5. Allow time for students to complete the assignment, either individually or in colony groups.

6. Inform students how Map Assignment 2 will be graded:
   • one point per question per group member
   • possible total of 20 points per group member
   • more than one answer may be correct.

Answer Key:
1. Warren River 11.
2. Isthmus to Kent peninsula 12.
3. by River City 13.
4. by Letter A 14.
5. between Kent and Eden 15.
6. a swamp or peninsula 16.
7. a desert 17. b
8. an isthmus, a bay or peninsula 18. b or d
9. a river delta 19. b
10. mountains over 10,000’ 20. c

7. Collect Student Guides if assignment is complete.
Purpose
- Apply Map Skills (design an imaginary country map)
- Determine the types of colonies
- Name the colonies

Materials
1. Student Guides—class set
2. Dice—two
3. Drawing paper—class set
4. Globes—several (if possible)
5. Maps*—several
   *large and small, with prominent legends and scales

Procedure
1. Distribute the Student Guides with scores marked for Map Skills Assignment 2. Answer any questions.
2. Direct students to Map Skills Assignment 3 on page 8. Examine the instructions for the assignment and answer any questions.
3. Option: Distribute drawing paper and allow time for students to begin rough designs of their maps. After 10 to 15 minutes, stop map work and continue with the simulation.
4. Stress that Map Skills Assignment 3 is due tomorrow, and that each colony member may earn up to 20 points for this map assignment.
5. To introduce the types of colonies established in the New World, read or tell the following information:

   There were three primary reasons colonies were established. First, governments wanted to increase their power and wealth. The stories of unbelievable wealth and lands of paradise stimulated nations to form colonies. Second, businessmen saw colonies as a new source of wealth and power. They would pool their resources, start a new company, and set off
to colonize their own part of the New World. Finally, certain people who had either religious or political beliefs that were not popular with the existing government formed groups that fled to the New World in search of personal freedom.

6. Direct students to Organizing Your Colony on page 9 of the Student Guide. Read the information, either individually or as a class. Answer any questions.

7. Call each colonial group to the front of the class and allow one member to roll two dice to determine the sponsorship of their colony.
   - two even numbers—government colony
   - two odd numbers—private company colony
   - one even/one odd number—religious freedom colony

8. Allow time for students to work together to organize their colonies:
   - Students will write in their Student Guides on page 9 the type of colony they will establish.
   - Students will cooperatively brainstorm and choose a name for their colony. This will help them form a group identity.

9. Remind students that they will have a quiz on map skills tomorrow.
Purpose
- Assess map skills learned
- Examine the purpose and meaning of flags
- Design a set of flags for each colony

Materials
1. MAP SKILLS QUIZ—class set
2. Student Guides—class set
3. Colored markers or crayons—class set
4. Construction paper or tag board (6" x 9")—one per colony
5. Construction paper or tag board (2" x 3")—(10–12) per colony
6. Drawing paper—enough for class
7. Encyclopedias, art books (pictures of flags)—several
8. Flags—several (if possible)

Procedure
1. Collect the Map Skills Assignment 3 maps and grade on a scale of 1-20.

2. Distribute the MAP SKILLS QUIZ and allow time (approximately 10 minutes) for the students to answer the questions. Score two points per correct answer, for a total possible score of 20 points per colony member.

   Answer Key:
   1. b  4. a  7. c  10. b
   2. b  5. d  8. d
   3. d  6. c  9. a

3. In the Student Guides, direct students to Make a Flag on page 10. Read the information, either individually or as a class.

4. Discuss the purpose of flags for countries, states, and other groups (Boy Scouts, etc.).

5. Show students some real flags or some color pictures of flags. What do the symbols represent?

6. Option: Have each colonizing group make a brief list of the reasons why a country has a flag.

7. Distribute the drawing paper, markers or crayons and
construction paper or tag board. Allow time for the colonies to design their own flags, incorporating their colony's name, purpose and “personality.” Together, the members of each colony must choose which flag best represents their group. Each colony needs one large flag (6” x 9”) for display on the bulletin board. Colonies need at least 10 small flags (2” x 3”) to identify on the classroom map land squares they settle.

8. When evaluating this final Phase 1 assignment, you may choose your own criteria. Students can earn up to 10 points for this activity, based on the quality of their flag and the individual effort expended. You may award points to each colonist for the design of his or her own flag. Or, you may award 10 points for each colonist who completes two small flags of the chosen design. Use your discretion.

9. Collect the Student Guides and any completed small colony flags. Display the 6” x 9” flags of each colony, with the colonies’ names, on the class bulletin board, a banner or around the edges of the class New World Map. File the small flags in the appropriate colony folders or assign one student per colony as the “Keeper of the Flags.” Students should bring remaining completed flag squares to class tomorrow.
DAILY DIRECTIONS

DAY 6

Purpose
• Prepare to sail
• Learn about necessary cargo
• Learn about 17th-century sailing ships

Materials
1. Student Guides—class set
2. Chalk or masking tape—enough to outline a ship
3. Measuring tape (30' or 10 meter)—one

Procedure
1. Distribute the scored MAP SKILLS QUIZZES (if not graded in class), the Map Skills Assignment 3 maps and the Student Guides. Direct students to page 11, Preparing to Sail.

2. Either as a class or within colonial groups, read and complete each section of the Preparing to Sail page, beginning with the motivation section.

3. Direct students to complete their Colonial Assignment Record, carefully recording all scores from Map Skills Assignments, the Map Skills Quiz and the Flag Assignment.

4. Carefully explain how each colony will compute its Beginning Wealth Units. Ensure that colony members make their own computations, then check the accuracy of their work against the results of other colony members.

5. When all colonies have successfully computed their Beginning Wealth Units, direct students to Selecting Cargo on page 12 of the Student Guide.

6. Read the information, either individually, within colony groups or as a class. Answer any questions. Students will not actually select their cargo until tomorrow’s lesson, but should be thinking about and discussing the items they will need.

TEACHING TIP
Allow between five and 10 minutes for students to write their motivation statements.
7. Direct students’ attention to **Loading a Sailing Ship** on page 13. Read the information as a class. Be sure to emphasize the relatively small dimensions of the sailing ship, and the crowded living conditions for both passengers and crew. Also emphasize how little cargo space the ship possessed.

8. **Option:** Use the measuring tape and chalk or masking tape to outline and mark the exterior dimensions of the Mayflower on your school grounds or within the school multi-purpose room.

9. Collect the Student Guides and check for accuracy and completeness.
Purpose
• Complete cargo lists for three ships

Materials
1. Student Guides—class set

Procedure
1. Distribute the Student Guides and direct students to Cargo List Directions on page 14.

2. Read the information in colony groups or as a class. Answer any questions. Stress that students must provide enough food for their passengers and animals.

3. Discuss why students begin their ocean trek with three ships. Allow three to five minutes for each colony to name their three ships. As an incentive to encourage originality and imagination, offer extra points or extra supplies for creative names.

4. Direct that the colony groups complete a Cargo List for each of their three ships. Circulate among the colonies to answer questions and offer assistance.

5. When all colonies have completed their Cargo Lists, direct students to compute the total wealth and indebtedness of their colony. Each student completes the graph at the bottom of page 14 in his or her Student Guide. Encourage students to check their calculations with the results of other members of their colony. All calculations should agree.

6. Collect the Student Guides and check the cargo cost and colony indebtedness calculations. If you find errors in calculations, either point them out or assess penalty points.

TEACHING TIP
Limit the time allowed for ship naming to three to five minutes or students will take too much time.

TEACHING TIP
Each colony must have at least three children. You may want to take this opportunity to discuss the importance all people, children and adults alike, held in the colonial times.
PHASE 2

Purpose

- Sail to the New World
- Wisely choose landing territory

Materials

1. SAILING CARDS—one set
2. LANDING CARDS—one set
3. Student Guides—class set

Procedure

1. Distribute the Student Guides and direct students to the Sailing and Landing Procedures on page 16.
2. Read the procedures in colony groups or as a class. Answer any questions.
3. Read and discuss the Sea Log information on page 17.
4. Begin the sailing rounds by drawing SAILING CARDS. (See the Setup Directions #5 for specific suggestions.) Each member of the colony enters the fate on his or her Sea Log and computes the results of the round. Colony members compare calculations. All calculations should agree.
5. After each colony has experienced one SAILING CARD, begin the next sailing round.
6. The first colony group to travel 3,500 miles is the first to reach the New World. This colony has the first choice of land to settle (first come, first served!) and may land anywhere along the coast.
7. Draw a LANDING CARD to begin the landing rounds as soon as the colonists’ ships travel the required 3,500 miles.
8. Once the first colony has landed, all groups still at sea draw three SAILING CARDS per round until they reach the 3,500-mile sailing distance.
9. Each colony in turn selects the land for establishing its settlement and draws a LANDING CARD. Upon landing, the colony claims its land by pinning one of the colonial flags onto the chosen square of land.

TEACHING TIP

Prior to beginning the Sailing Rounds, determine the drawing procedure that you think will work best for your class. Students will take on average 7 or 8 rounds to reach the New World. This may take one or two class days, depending upon your fate card drawing procedure and the size of your class.

All three ships in a colonial group sail together—unless one is lost.
10. As soon as a colony successfully lands, students may turn to Starting Your Colony on page 18 of the Student Guide to see what lies ahead once everyone has landed. Roles will be chosen in the next day’s lesson. Encourage students in successfully landed colonies to make “good choices” while waiting for all their classmates to land.

11. Collect the Student Guides and any Fate Cards.
SAILING AND LANDING PROCEDURES

Sailing
Your voyage is a long, lonely trip across 3,500 miles of treacherous seas. Each group of colonists draws a SAILING CARD which applies to all three ships for every sailing round until you reach the New World. SAILING CARDS determine your progress:

- SAILING CARDS simulate the hazards and fortunes of sea travel.
- SAILING CARDS indicate how many miles your ships progress for each travel round.
- Record the results of your SAILING CARDS on the Sea Log.
- Once your ships set sail, subtract from your food supplies the total amount of food your people and animals consume during each Sailing Round.
- If by chance you lose a ship during the voyage, your teacher will randomly select a ship to sink.

Good luck, good weather and happy sailing!

Landing
Your landing strategy is very important. Remember what you learned about geography and the physical features of a map. Study the map of the New World, then decide together with other members of your colony where you will establish your colony. You may only claim one square of land at this time.

Once you select which square of land you wish to settle, request a LANDING CARD. This card will indicate whether your landing attempt is successful, and will give other consequences of your landing attempt. Some consequences will work in your favor, others will work against you.

- You can land anywhere except on land already occupied by another colony.
- You can settle on the coast or travel up navigable rivers and land upstream.
- The value of the land varies, depending on its location, physical features and natural resources.
- The exact value of the land remains unknown until settlers claim it for their colony.
- Once you select your colony site, your teacher will tell you its value.
- Record the value on your map. Land values range from 50 to 500 Wealth Units per parcel.

Remember: Each adult consumes two food units and a child, farm animal or horse consumes one food unit each during each sailing round.
DAILY DIRECTIONS

Purpose

- Choose roles for each colonial member
- Clearly understand the procedures and rules of the simulation
- Establish colonies in the New World

Materials

1. Student Guides—\textit{class set}

Procedure

1. Distribute the Student Guides and turn to page 18, \textbf{Starting Your Colony}. Read this page very carefully and discuss the various roles and their responsibilities. Include in the discussion the fact that these jobs represent a government structure. Also discuss the division of labor and how making each person responsible for a specific task is more efficient. Offer support as you allow your students time to choose their colonial roles.

2. Once the colonies select their officers, direct students to \textbf{Procedures for Each Round} on page 19. Read this information in colony groups or as a class.
   - Discuss the procedures and role responsibilities and answer any questions.
   - Remind students to carefully check their duties from \textbf{Starting Your Colony} on page 18. The Auditor may check the charts and record of any colonist in his or her group, although the Recorder keeps the “official” record.
   - There is no space in the \textbf{Daily Labor and Wealth Chart} to subtract “normal” daily food consumption, not determined by a Fate Card. Students may record this information in the margins of the Student Guide or perhaps in the Weather or General Welfare section, keeping in mind that the colony may lose or gain food units with each of those cards as well.
   - Experienced teachers have shared with us that in the beginning of the Settlement Rounds, students need to focus on the basic fate procedures rather than juggle trading and interacting with their neighbors. For this reason, we have modified the \textbf{Daily Labor and Wealth Chart}. We introduce trading in Settlement Round 6 and the potential for military action in Settlement Round 11, but you may adjust according to your needs and your students’ abilities.

\textbf{TEACHING TIP}

By this time in the simulation, students have enough experience working with other members of their colony to make good decisions about which members will fill which roles. Offer guidance only if necessary.
PROCEDURES FOR EACH ROUND

1. Each Settlement Round begins with a five-minute colonial meeting. The Governor presides over the meeting, during which the members of the colony:
   • determine the colony’s population by adding the number of adults and children alive at the end of the prior round
   • evaluate the colony’s food supply
   • decide what jobs must be done
   • distribute the population of the colony among the three categories of work: Farming, Hunting or Fishing

2. For each Settlement Round, the Recorder has five minutes to document the status of the colony and the decisions of the colonial officers on the Daily Labor and Wealth Chart.
   • During different rounds colonists may work towards different goals.
   • If the colony is low on food, you may assign extra people to farm, hunt or fish.

3. The Recorder subtracts from your food supplies the total amount of food your people and animals consume during each Settlement Round, and adds all food gained
   • Each adult consumes two food units.
   • Each child, farm animal and horse consumes one food unit each.
   • FATE CARDS determine how much food your colony produces.
   • You may trade for food.

4. Draw, read and discuss a WEATHER CARD.

5. If weather permits, a five-minute trading session is open to all colonies wishing to trade for land or food either with another colony or with one of the three Native American groups.

6. Persons in locations or occupations unaffected by the WEATHER CARD draw, read and discuss FARMING, HUNTING and FISHING CARDS.

7. Each colony draws, reads and discusses a GENERAL WELFARE CARD.

8. The Recorder enters the consequences of the Fate Cards and successful or unsuccessful trades. The Auditor checks all calculations. Each colony member also completes an individual record of colonial status and decisions.
3. After reading these procedures, have the students turn to the *Daily Labor and Wealth Chart*, which begins on page 22 in their Student Guides. Work with the students to complete the left side and “Beginning Units” of the *Daily Labor and Wealth Chart* for the first time. Make sure that the students, especially the Recorder and Auditor, understand the procedures they must follow in accounting for the progress of their colony.

4. At this point, call students’ attention to *Rules for All Colonies* on page 20 of the Student Guide. Read these carefully.

5. Once you feel your students understand the basics of the simulation, you may begin Round One! Expect that in the first few rounds, you will want to spend more time making sure students follow the procedures and understand how to complete the forms. This may take an entire class period at the beginning, but soon you may plan on conducting one or two Settlement Rounds per class period.

6. You may collect Student Guides periodically to check their work, or assign this job to the Auditor.
RULES FOR ALL COLONIES

While working and expanding your colony, you must abide by the following rules, which apply to all colonies:

1. A colony that runs out of food is wiped out by starvation. Work with your teacher to determine what the members of your group will do if this happens to your colony.

2. A colony may travel only limited distances each round:
   - Travel across eight squares by water, either along the coast or on a navigable river
   - Travel across four coastal or inland land squares or two mountain squares
   - Your teacher may approve travel on both land and water during one trade expedition.
   - Travel from one square to another along the diagonal is acceptable.

3. A colony can trade only with colonies or Native American groups to which it can travel in that round.

4. A colony may gain land occupied by others either by trade or by military action.
   - A colony may expand only to land squares directly bordering land it already owns.
   - The Trader may approach another colony or a Native American group to negotiate for land.
   - The colony may plan a hostile campaign to take land from others.

5. If disaster strikes, colonists may slaughter domestic animals for food:
   - One domestic animal provides 15 units of food.
   - Colonists may elect to trade for food with other colonies or Native American groups.

6. Occasionally a question will arise that is not covered by these procedures and rules. When this happens, your class and your teacher will discuss the question and decide upon the most realistic solution.

7. Your colony will likely overcome any bad things that happen and will thrive in your exciting New World adventure if all colony members strive to:
   - Cooperate with one another to make the best possible decisions
   - Work hard
   - Remain positive and confident

TEACHING TIP

Students may return to the old world and start anew if this happens.
Purpose
• Establish, maintain and expand colonies in the New World

Materials
1. BATTLE PLAN—as needed
2. WEATHER, FARMING, FISHING, HUNTING and
   GENERAL WELFARE CARDS—sorted into envelopes
3. Student Guides—class set
4. Procedures for Each Round poster (optional)—one
5. Chair—one
6. Coins (pennies)—10
7. Die—one
8. Half-gallon milk carton (or equivalent container)—one
9. Trash can—one

Procedure
1. Prior to beginning the Settlement Rounds, prepare a
   section of the floor or a table area as indicated. See the
   STRATEGIC HOSTILITY CHART on page 36 of the
   Teacher Guide.

2. DISCOVERY consists of 15 Rounds of simulated activity
   once all of the colonists have landed. These Rounds can
   take 20 to 45 minutes to complete, depending on many
   factors such as:
   • The number of colonies
   • The fates drawn
   • Student cooperation and work pace when
     completing the Daily Labor And Wealth Chart
   • Student cooperation and work pace when
     completing the Daily Labor And Wealth Chart
   • Trading, Interacting, and Military Action
   • Dialogue within and between colonists/students
   • A myriad of other human factors!

3. When you believe that your students are proficient enough
   with Procedures for Each Round and Rules for all
   Colonies, introduce and discuss the rules for Colonial
   Expansion found on page 21 of the Student Guide.
COLONIAL EXPANSION

As DISCOVERY progresses, your colony needs to make decisions about how to expand. If you want more land, you must decide whether you will trade items you have in surplus to another colony or to a Native American group, or whether you will attempt to take the land you want by force. Like the original colonists, you will have to live with the results of your decisions.

Expansion through trade
If your colony wants more land, you may send your Trader to open trade negotiations with another colony or with your teacher who represents all Native Americans.

- The land your colony wishes to annex must border your colony.
- Your Traders must complete the trade by the end of the round.
- Your teacher will announce the results of an attempted trade with Native Americans.

Expansion through hostilities
Your colony may decide to gain land by hostile action against another colony or the Native Americans currently occupying that land.

- Your Recorder completes a Battle Plan provided by your teacher.
- Enter the number of offensive forces on the Daily Labor and Wealth Chart.
  - If you plan to attack the Native Americans, you must assign at least 10 adults to your offensive forces.
  - If you plan to attack another colony, your Trader represents your colony and attempts a Skill Challenge.
- A Strategic Hostility Forces Chart determines the outcome of your attack against another colony.
- An Interaction Chart determines the outcome of an attack against a group of Native Americans.

Defending your colony
As the simulation progresses, your colony may be threatened by the hostile actions of other colonists or Native Americans. Plan to defend yourselves by assigning some of your colonists as defensive forces on the Daily Labor and Wealth Chart.
DAILY DIRECTIONS

4. Settlement Rounds 1–5
   Establishing the Colonies
   • During these first five rounds, you and your students will establish the process and procedures of the simulation. The students are responsible for many details and calculations and these first few rounds may require a good deal of time. Follow the procedures in the Student Guide.
   • When one colony decides to trade with another colony, the Traders meet and simply decide if they can reach a mutually acceptable trade. If not, no trade takes place. Students may only trade with a colony to which they can travel in that Round. Based upon your teacher judgement and direction, trades may begin in Settlement Round 1, after drawing the WEATHER CARD.
   • If your students easily manage the FATE CARDS and calculations of the Daily Labor and Wealth Chart, you may choose to introduce trading with Native American tribes (see NATIVE AMERICAN INTERACTION CHARTS 1 and 2 on pages 34 and 35 of the Teacher Guide) during these first five rounds.

5. Rounds 6–10
   Including Native American Interaction
   Settlement Round activities continue as for Rounds 1–5, with some additions:
   • Beginning in Settlement Round 6 students trade with neighboring Native Americans.
     a) Follow protocol on the NATIVE AMERICAN INTERACTION CHARTS I and II. Be sure to read the directions carefully before proceeding.
     b) The colony’s Trader accomplishes all interaction. All deals are final. If a colony does not have the goods needed to complete a trade, you (Native American chief) may negotiate or cancel the trade.
     c) Native American attacks are against all colonial groups that have land in that tribe’s area.
     d) Trades initiated by the Native Americans require them to find a colony in their area that wants to trade for their selected trade items (guns, land, food, etc.) If no colony wishes to trade, no trade takes place.
e) You act as the chief of all Native American nations, and initiate the following interactions with all colonies in the corresponding land territories during the official “trading session” in these Settlement Rounds:
The roll of a die determines the outcome of these interactions (see NATIVE AMERICAN INTERACTION CHART 1).

Round 6
Seques: attack
Irrocks: trade for horses
Acorns: trade for food

Round 7
Seques: trade for guns
Irrocks: attack
Acorns: trade for horses

Round 8
Seques: attack
Irrocks: trade for food
Acorns: trade for guns

Round 9
Seques: trade for horses
Irrocks: trade for guns
Acorns: trade for food

Round 10
Seques: trade for food
Irrocks: trade for horses
Acorns: attack

f) In addition to trade, the colonists may initiate a hostile action towards the Native Americans. Determine the tribe which the colonists attack, based on occupied land squares (see map in this Teacher Guide). You—as chief Native American—roll the die, and announce the result of the trade or attack. (see NATIVE AMERICAN INTERACTION CHART 2)

- Assign Diary Entry #1 after Settlement Round 7 or 8.
  a) Read together the directions for the Diary Entries in the Student Guide pages 27–28. For this first assignment, students may choose (or you choose for them) one of the two options on page 29 of the Student Guide.
  b) Grade the entries on a scale of 1 to 10, giving points for vivid language and realistic detail. Return the graded papers as soon as possible.
  c) Allow the colony to use their points (multiplied by 10 for six members or by 12 for five members) to buy needed supplies from either the Native Americans or a visiting ship. Note: While colonies can buy supplies, they cannot add people to their colony by this method.
5. **Rounds 11–15**  
**Including Strategic Hostilities**
- Beginning in Round 11, colonists may amass forces to overtake a neighboring land.
  a) The reasons for launching an offensive against another colony include a desire (or need) to gain land, food, horses or guns. Of course, inherent risks accompany any attack.
  b) Before beginning this part of the simulation, discuss the STRATEGIC HOSTILITY CHART with your students.
  c) Explain how they must ration their population differently on their Daily Labor and Wealth Chart during this part of the simulation. Colonists should anticipate the possibility (or lack thereof, depending on their land position) of an attack by a neighboring colony.
  d) Each colony must label on its New World Map which squares of land, if any, it plans to attack. This part of the simulation often becomes highly energized!
  e) Distribute the BATTLE PLAN to colonies wishing to attack another colony. Ensure the students accurately indicate the latitude and longitude of the square(s) to be attacked.
  f) As in Rounds 6–10, you initiate the following interactions with colonists in the corresponding territories:

<table>
<thead>
<tr>
<th>Round 11</th>
<th>Round 14</th>
<th>Round 15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Seques:</strong> attack</td>
<td><strong>Seques:</strong> attack</td>
<td><strong>Seques:</strong> trade for guns</td>
</tr>
<tr>
<td><strong>Irrocks:</strong> (no interaction)</td>
<td><strong>Irrocks:</strong> trade for horses</td>
<td><strong>Irrocks:</strong> attack</td>
</tr>
<tr>
<td><strong>Acorns:</strong> trade for food</td>
<td><strong>Acorns:</strong> trade for guns</td>
<td><strong>Acorns:</strong> trade for horses</td>
</tr>
<tr>
<td><strong>Round 12</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Seques:</strong> trade for horses</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Irrocks:</strong> attack</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Acorns:</strong> (no interaction)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Round 13</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Seques:</strong> (no interaction)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Irrocks:</strong> trade for food</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Acorns:</strong> attack</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TEACHING TIP**

Remember that degrees are divided into minutes—60 minutes equals one degree. Therefore, a Latitude line between 40° and 41°N would be 40° 30 minutes N.
• Assign **Diary Entry #2** after Settlement Round 13 or 14.
  a) Read together the directions for the Diary Entry in the Student Guide on page 30.
  b) Grade the entries on a scale of 1 to 10, giving points for vivid language and realistic detail. Return the papers as soon as possible. Allow the colony to use their points (multiplied by 10 for six members or by 12 for five members) to increase their final Wealth Units tally. This will ultimately determine the “winning” colony at the end of the simulation.
ENDING THE SIMULATION

Purpose
• Complete final calculations
• Determine financial success of the colonies

Materials
1. Student Guides—class set

Procedure
1. Once your students have completed Settlement Round 15 of Phase 2, the simulation draws to a close. Spend some time discussing questions and concerns that arise at this point.

2. Distribute the Student Guides and turn to Ending the Simulation on page 31. Direct that each colony carefully total its Wealth Units. Refer to Student Guide page 9, Organizing Your Colony, for repayment information. All computations by colony members must agree. Give assistance where necessary.

3. Collect Student Guides.

TEACHING TIP
Colonists do not pay their lender or sponsor for people in their colony at the end of the simulation, only for animals and supplies (material assets).
DEBRIEFING

Purpose
- Evaluate the simulation experience (knowledge, attitudes and skills)

Materials
1. GENERAL ATTITUDE SURVEYS*—two class sets
2. *Original class set taken during Day 1 and a blank set

Procedure
1. Begin the debriefing of the simulation with an evaluation of student attitudes.
   a. Distribute the blank GENERAL ATTITUDE SURVEY.
   b. Once students complete this survey, hand back the survey they took on Day 1.
   c. Review answers students made on the two surveys and use both for a basis of discussion. Ask students why their answers changed.

2. Continue the debriefing with an evaluation of Colonial Life as experienced by the students.
   a. List and discuss those things that a colonial group must have in order to survive.
   b. What kind of work was most beneficial to your colony? Why?
   c. How did climate and weather affect your colony?
   d. What were the most serious problems facing your colony?
   e. List all of the outside factors that controlled or influenced the colonists’ lives.

3. Continue the debriefing with an evaluation of map skills and geography learned during the simulation.
   a. Discuss what students learned about maps—how to read them, what they are for, and why they are important.
   b. Discuss the importance of basic physical features and natural resources and why they had special importance to colonizers of early North America.

4. Ask students to evaluate their DISCOVERY experience based on the composition of their group.
   a. How was the group selected, and how did this affect the simulation?
   b. How well did your group work together? Why?
   c. What were the most important problems that your group experienced working together and what did you do to solve them?

Adjust the scope of your debriefing and the order of introduction of debriefing topics to fit your class situation.
5. Conclude your debriefing with an evaluation of the entire DISCOVERY experience.
   a. Do you believe that this simulation helped you learn anything really significant about life in North America?
   b. What features of DISCOVERY did you like? List and discuss.
   c. What features of DISCOVERY did you dislike? List and discuss.
   d. What would you do to improve DISCOVERY?
   e. How would you compare learning in a simulation game with learning from reading a book?
   f. Should next year’s students in this class work with this DISCOVERY simulation?
   g. You may have your students write letters to the Editorial department of Interact, giving their evaluation, feedback and suggestions in improve the simulation.
Interaction initiated by Native Americans

As the chief of the three Native American groups, you control all Native American interaction with the colonists. During each round, Native American groups will either trade with or attack colonists in their territory. If the chart indicates a trade, you announce the type of trade and work with the appropriate colonial Trader(s) to complete the interaction. Colonists may elect to reject the offer of trade. A roll of the die determines the result of attempted trades or attacks. If any activities seem inappropriate, you may change or omit them.

<table>
<thead>
<tr>
<th>Seques</th>
<th>A basically hostile nation</th>
<th>Irrocks</th>
<th>A potentially hostile nation</th>
<th>Acorns</th>
<th>An outwardly friendly nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade for guns</td>
<td>Trade for food</td>
<td>Trade for horses</td>
<td>Attack</td>
<td>Trade for guns</td>
<td>Trade for food</td>
</tr>
<tr>
<td>Rounds: 7, 15</td>
<td>10</td>
<td>9, 12</td>
<td>6, 8, 11, 14</td>
<td>8, 13</td>
<td>6, 10, 14</td>
</tr>
<tr>
<td>Get 10 guns</td>
<td>No trade</td>
<td>Get 1 horse</td>
<td>No attack</td>
<td>Get 100 units of food</td>
<td>No trade</td>
</tr>
<tr>
<td>Give 2 squares of land</td>
<td>Get 50 units of food</td>
<td>3 colonists killed</td>
<td>Get 200 units of food</td>
<td>Give 1 square of land</td>
<td>Get 3 squares of land</td>
</tr>
<tr>
<td>No trade</td>
<td>Get 100 units of food</td>
<td>Give 1 square of land</td>
<td>No trade</td>
<td>2 colonists killed</td>
<td>Give 100 units of food</td>
</tr>
<tr>
<td>No trade</td>
<td>Get 200 units of food</td>
<td>Give 2 squares of land</td>
<td>No trade</td>
<td>Get 200 units of food</td>
<td>Give 2 squares of land</td>
</tr>
<tr>
<td>No trade</td>
<td>No trade</td>
<td>No trade</td>
<td>No attack</td>
<td>No trade</td>
<td>No attack</td>
</tr>
<tr>
<td>Get 10 guns</td>
<td>No trade</td>
<td>Get 2 horses</td>
<td>Colonists lose 1 man and 3 horses</td>
<td>No trade</td>
<td>Get 3 horses</td>
</tr>
<tr>
<td>Give 200 units of food</td>
<td>Give 1 square of land</td>
<td>No trade</td>
<td>No trade</td>
<td>Get 3 horses</td>
<td>Give 2 squares of land</td>
</tr>
<tr>
<td>No trade</td>
<td>Get 200 units of food</td>
<td>No trade</td>
<td>No attack</td>
<td>Get 100 units of food</td>
<td>Give 2 squares of land</td>
</tr>
<tr>
<td>Get 2 horses</td>
<td>Give 1 square of land</td>
<td>No trade</td>
<td>No attack</td>
<td>Get 3 horses</td>
<td>Give 2 squares of land</td>
</tr>
<tr>
<td>Get 4 horses</td>
<td>Give 3 squares of land</td>
<td>No attack</td>
<td>No attack</td>
<td>Get 5 horses</td>
<td>Give 200 units of food</td>
</tr>
</tbody>
</table>

1 | 2 | 3 | 4 | 5 | 6

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Teacher Guide — DISCOVERY 33
**NATIVE AMERICAN INTERACTION CHART 2**

**Interaction initiated by Colonists**

During each round, colonists may decide to trade with or attack the Native Americans near their colony. The Trader(s) conduct trade negotiations with you, the chief of all Native American groups. If the colony has insufficient resources to complete the trade, the trade is void. (For example, if a colony has four horses and the chart requires the colonists to trade six horses, there is no trade.) A roll of the die determines the result of attempted trades or attacks. If any activities seem inappropriate, you may change or omit them.

<table>
<thead>
<tr>
<th>Seques</th>
<th>A basically hostile nation</th>
<th>Irrocks</th>
<th>A potentially hostile nation</th>
<th>Acorns</th>
<th>An outwardly friendly nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Want to trade for land</td>
<td>Want to trade for food</td>
<td>Want to attack</td>
<td>Want to trade for land</td>
<td>Want to attack</td>
<td>Want to trade for land</td>
</tr>
<tr>
<td>Get 1 square of land</td>
<td>No trade</td>
<td>Attack fails</td>
<td>Colony loses 3 men</td>
<td>Get 200 units of food</td>
<td>Colonyists lose 2 men and 2 guns</td>
</tr>
<tr>
<td>Give 200 units of food</td>
<td>Colony captures 2 squares of land</td>
<td>Get 1 square of land</td>
<td>Give 10 guns</td>
<td>No trade</td>
<td>No attack</td>
</tr>
<tr>
<td>Get 2 squares of land</td>
<td>Give 2 guns</td>
<td>No trade</td>
<td>Get 2 squares of land</td>
<td>Give 4 horses</td>
<td>No trade</td>
</tr>
<tr>
<td>Give 200 units of food</td>
<td>Give 1 square of land</td>
<td>No attack</td>
<td>Colony captures 3 squares of land</td>
<td>Give 20 guns</td>
<td>Colonyists capture 1 square of land and 200 units of food</td>
</tr>
<tr>
<td>Get 2 squares of land</td>
<td>Give 200 units of food</td>
<td>No trade</td>
<td>Fierce battle</td>
<td>Colony gets 1 sq. of land but loses 2 men</td>
<td>No trade</td>
</tr>
<tr>
<td>Give 2 squares of land</td>
<td>No trade</td>
<td>Colony captures 3 squares of land</td>
<td>Get 2 squares of land</td>
<td>Give 2 horses</td>
<td>Colonyists capture 3 squares of land</td>
</tr>
<tr>
<td>Give 200 units of food</td>
<td>No trade</td>
<td>Colony captures 3 squares of land</td>
<td>Get 100 units of food</td>
<td>Give 20 guns</td>
<td>Colonyists capture 1 square of land</td>
</tr>
<tr>
<td>Get one square of land</td>
<td>Get 200 units of food</td>
<td>Attack fails</td>
<td>Colony loses 5 men and 8 guns</td>
<td>Get 4 squares of land</td>
<td>Colonyists capture 1 square of land</td>
</tr>
<tr>
<td>Give 3 horses</td>
<td>Give 4 squares of land</td>
<td>Give 10 horses</td>
<td>Give 5 horses</td>
<td>Give 5 horses</td>
<td>Colonyists capture 1 square of land</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Colonists attacking other colonies

Beginning with Round 11, a colony may decide to attack another colony for needed resources. The attacking colony completes a BATTLE PLAN and follows these procedures:

- Enter the number of offensive forces on the Daily Labor and Wealth Chart.
- The Trader notifies teacher of plan to attack and selects a Skill Challenge level of difficulty. (The higher the skill level the more the colony can gain or lose.)
- The Trader performs the Skill Challenge. If the Trader succeeds, subtract number of defenders from number of attackers; determine outcome from the chart.
- If the Trader fails the Skill Challenge, or if defenders outnumber attackers, the attack fails.

The superiority factor is determined by subtracting the number of defensive forces from the number of offensive forces. If there are more defenders than offenders, no attack takes place.

<table>
<thead>
<tr>
<th>STRATEGIC HOSTILITY CHART</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Skill Challenge Level 1</th>
<th>Skill Challenge Level 2</th>
<th>Skill Challenge Level 3</th>
<th>Skill Challenge Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Superiority Factor</strong></td>
<td><strong>Success</strong></td>
<td><strong>Failure</strong></td>
<td><strong>Success</strong></td>
</tr>
<tr>
<td>Less than 3</td>
<td>The battle is fought to a stalemate. No colonists are lost; no land is captured.</td>
<td>Not enough offensive forces fight. You retreat hastily and lose 3 guns.</td>
<td>Few colonists fought. While unable to capture land, you capture 2 guns and 100 units of food.</td>
</tr>
<tr>
<td>3 to 5</td>
<td>Large numbers of defenders drive back the attack. Fortunately you suffer no losses.</td>
<td>One man is captured. You need to negotiate with the opponents for his release. If no agreement is reached within this round, he is lost forever.</td>
<td>You are unable to capture the land, but do capture 300 units of food.</td>
</tr>
<tr>
<td>6 to 9</td>
<td>You have limited success. Capture 2 horses and 100 units of food.</td>
<td>You get lost, run out of food, and return empty handed.</td>
<td>You capture 1 square of land, 2 guns, and 200 units of food; however, you lose 1 man and 1 gun.</td>
</tr>
<tr>
<td>10 to 12</td>
<td>You capture 2 horses, 200 units of food, and 1 gun.</td>
<td>A blizzard turns you back shortly after you set out.</td>
<td>No change</td>
</tr>
<tr>
<td>More than 12</td>
<td>You capture 1 square of land, but lose 2 guns.</td>
<td>The battle is fought to a stalemate. Neither side gains or wins anything.</td>
<td>You capture 2 squares of land, 1 horse, and 100 units of food.</td>
</tr>
</tbody>
</table>

Copyright ©1999 Interact 1-800-359-0961
Mountainous Land
Coast Land
Water

ACORNS

IRROCKS

SEQUES

New World Map
Battle Plan

Submit this to your teacher when you wish to take over land occupied by another colony or the Native Americans.

Colony Name: _______________________________________ Settlement Round # _____

Land Square(s) to be Attacked: *Latitude *Longitude
*of the Southeast corner of the land square under attack

Name of Colony or Native Americans occupying this land:
________________________________________________________________________

Number of Offensive Forces: _____________________
**GENERAL ATTITUDE SURVEY**

**Directions** Answer the following questions by ranking the possible answers from the best to the least desirable. Place a 1 by the best answer, a 2 by the second best, a 3 by the third best and a 4 by the least desirable answer. These are attitudes and opinions—not facts!

1. If you were an early colonist in North America, which type of land would you consider the best land upon which to establish your colony?
   a. sunny warm beaches with good surf-fishing  
   b. beautiful mountain valleys with plenty of fresh water  
   c. forest areas to provide lumber to cut and game to hunt  
   d. a well-guarded bay in which ships could anchor

2. Which of the following were the most difficult problems early colonists faced?
   a. lack of fresh water  
   b. attacks by Native Americans  
   c. disease  
   d. lack of food

3. Which of the following problems were most often faced while sailing to the New World?
   a. disease  
   b. pirates  
   c. too little wind  
   d. too much wind

4. What were the most important items for colonists to bring with them to the New World?
   a. food  
   b. horses  
   c. cows  
   d. guns

5. The Native Americans were important to colonists because
   a. they provided someone with whom to trade manufactured goods.  
   b. they “owned” the land that the colonists settled on.  
   c. they attacked the colonists.  
   d. they helped colonists by providing them with food.

6. Most colonists worked as
   a. teachers.  
   b. farmers.  
   c. fishermen.  
   d. soldiers or militiamen protecting the colony and attacking others.

7. Weather was important to colonists because
   a. it determined crop production.  
   b. it determined what they could do on their vacations.  
   c. it determined how fast ships could sail.  
   d. it determined when the Native Americans could attack.

8. Most colonists came to the New World colonies because
   a. they had heard stories of great riches.  
   b. life in the Old World was so bad they felt the New World had to be better.  
   c. they were sent by their government.  
   d. they were not wanted in the Old World because of their religious or political beliefs.
1. The legend on a map tells  
   a. where to find important cities  
   b. how to read symbols on the map  
   c. how to find rivers and lakes  
   d. what country the map tells about

2. A bay is  
   a. a wet, spongy land.  
   b. an extension of a sea or ocean into the land.  
   c. a man-made waterway.  
   d. a shallow part of a river with a fast current.

3. Which of the following cannot be shown on a map?  
   a. the location of the fire station nearest to your house  
   b. how far the moon is from the Earth  
   c. which roads to take to get to New York City  
   d. how to tell time

4. A cape is  
   a. point of land projecting into the sea.  
   b. huge mass of ice and frozen snow.  
   c. shallow sea.  
   d. long projection of land into water connected to the mainland by an isthmus.

5. Where would you most likely find a swamp?  
   a. in tall mountains near the coast  
   b. on the moon  
   c. near a deep, well-protected bay  
   d. in a coastal lowland

6. Latitude and longitude are  
   a. the names of two early map makers.  
   b. two other names for the North and the South poles.  
   c. lines on maps which help plot locations.  
   d. the distance between two points.

7. An isthmus is  
   a. a marshy area on an island.  
   b. a line of trees below the snowy areas on mountain tops.  
   c. a narrow strip of land connecting two larger land masses.  
   d. a wide sand bar in a river.

8. A delta is  
   a. a man-made waterway.  
   b. a point of land projecting into the sea.  
   c. a large part of an ocean or sea that extends into the land.  
   d. a wide alluvial mouth of a river.

9. What does this symbol from a map legend represent?  
   a. a capitol city  
   b. a river  
   c. an isthmus  
   d. a mountain range

10. If the legend on a map shows that each inch equals 50 miles, what is the actual distance between two cities three inches apart?  
    a. 50 miles  
    b. 150 miles  
    c. 200 miles  
    d. 250 miles
Directions: Duplicate this sheet of FATE CARDS once.

Weather 1
Light rain fell in all sections. As a result, no colony can farm this round.

Weather 1
Floods sweep through all coastal sections. Each coastal section of land in your colony loses three adults and 300 units of food.

Weather 1
There is a brief cold spell with sleet and some snow. (This happened in February of 1624.) This paralyzes all colonial sections below the 41st parallel. No activity is possible in any of the squares in this area.

Weather 1
A hurricane moves through the Plymouth area. (This happened in August of 1635.) The storm causes extensive flooding and landslides in mountain areas. Your colony loses one adult and 200 units of food for each mountain square above the 41st parallel.

Sailing 1
A fierce storm batters your ships. One ship sinks with all of the crew members aboard and all cargo is lost.

Sailing 1
A week-long storm drives your ships off course. You lose 100 miles.

Landing 1
Disaster! As you try to land, one of your ships runs aground. The heavy surf destroys the ship. All on board are safe but you lose half of the cargo on the ship.

Landing 1
When you land you encounter a group of very friendly Native Americans. They give you 200 units of food.
Directions: Duplicate this sheet of FATE CARDS once.

<table>
<thead>
<tr>
<th>Hunting 1</th>
<th>Hunting 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The hunting is the best the colony has ever experienced. There is plenty of game and the hunters successfully hit most of their targets. Each hunter brings back 30 units of food.</td>
<td>Disaster strikes your hunting party. Shortly after the hunters enter the woods, one hunter is accidentally shot and killed. The hunters return with a body and no food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Farming 1</th>
<th>Fishing 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The crop yield is excellent. Hard work and favorable weather conditions produce 25 units of food for each farmer.</td>
<td>Disaster! Your fishing boat is caught in a storm and sinks. All aboard are lost.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Welfare 1</th>
<th>General Welfare 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ship stops at your colony. You trade furs for food and guns. Add 200 units of food and four guns to your supplies.</td>
<td>Arthur Peach, one of your colonists, fought with and killed a Native American. (This occurred in September of 1638.) He was tried, convicted and executed for this murder, only the second execution in Plymouth. Your colony loses one adult.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Welfare 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Two colonists both claim to have shot a deer. The argument escalates. One man is killed, the other is tried, convicted and hanged. Your colony loses two adults.</td>
<td>Disease kills all of your cattle and other farm animals.</td>
</tr>
</tbody>
</table>
Directions: Duplicate this sheet of FATE CARDS once.

<table>
<thead>
<tr>
<th>Weather 2</th>
<th>Weather 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A large storm strikes the mountains. Colonies with mountain lands may not trade and their farming is cut by 50 percent.</td>
<td>The weather is cloudy and overcast with a threat of rain and possible high winds. Proceed with caution.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sailing 2</th>
<th>Sailing 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good weather and winds allow your ships to cover 800 miles.</td>
<td>You hit the doldrums. A complete calm lasts all round and you are unable to move.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Landing 2</th>
<th>Landing 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trouble! What appeared to be a safe, friendly harbor is actually shallow and dangerous. One of your ships runs aground. You manage to free the ship, but must wait until the next round to land.</td>
<td>Your landing party finds an excellent site for your colony. You trade some jewelry, knives, pots and pans with the Native Americans for 300 units of food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hunting 2</th>
<th>Hunting 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly Native Americans assist your hunters. They share some of their secrets for tracking and locating deer, bear and other game. Each hunter returns with 25 units of food.</td>
<td>A severe winter has driven most of the game animals into the valleys on the west side of the mountains. Your hunters see little game. Each hunter returns with only three units of food.</td>
</tr>
</tbody>
</table>
Directions: Duplicate this sheet of FATE CARDS two times.

**Fishing 2**
Outstanding fishing conditions and considerable hard work net each fishing colonist 20 units of food.

**Fishing 2**
Good winds but poor fishing conditions net each fishing colonist only six units of food.

**Farming 2**
Besides producing 10 units of food for each farmer, your herd of cattle produced an abundant number of healthy calves. Increase your farm animal population by 50%.

**Farming 2**
The Native Americans are attacking farmers and isolated settlers. Because of these attacks, food production is very poor. Each farmer produces only five units of food.

**General Welfare 2**
Your spring market days are a huge success. Native Americans and nearby colonies come for the brooms, baskets and rakes your colonists made. The colony’s wealth increases by 200 units of food, two guns and three horses.

**General Welfare 2**
A ship arrives at your colony with a group of eight women who hope to settle in your colony. Add eight adults to your total population.

**General Welfare 2**
Children from your colony find a large berry patch and collect 100 additional units of food.

**General Welfare 2**
Children from your colony find a large berry patch. While picking berries and playing, they are attacked by an angry bear. One child is killed.
Directions: Duplicate this sheet of FATE CARDS two times.

<table>
<thead>
<tr>
<th>General Welfare 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The winter is harsh with strong winds, bitter cold and snow. (This is what the Pilgrims experienced in the winter of 1620.) The harsh winter and lack of food and medicine cause the deaths of three colonists.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fishing 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonists assigned to fishing find a large school of fish. They quickly catch as many fish as their little boats can hold. Each returns with 25 units of food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hunting 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A large group of unfriendly Native Americans ambushes your hunting party. In the surprise attack, one hunter is killed and the others return to the colony without any food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Welfare 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American attacks on isolated settlers drive many extra people into your colony. It costs your colony an extra 100 units of food to feed these extra people this round.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hunting 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your colony’s hunting party became lost. Instead of a four-day hunt the hunters were gone three weeks. When they return they are nearly dead. They have no food for themselves or the colony.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Welfare 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>An earthquake hits your area (This happened in June of 1638.) The trembler destroys the north and west walls of your fort. During the next round, 60 percent of your population must work to repair this damage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Welfare 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A new ship arrives with 20 men and six women who want to stay in your colony. They have no extra food or supplies but they offer to work. If you accept them, add 26 adults to your population.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Welfare 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Native Americans bring your colony 100 units of food as an offering of peace and token of friendship.</td>
</tr>
</tbody>
</table>
**FATE CARDS - 6**

Directions: Duplicate this sheet of FATE CARDS two times.

<table>
<thead>
<tr>
<th>Weather 2</th>
<th>Fishing 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The winter lasted well into April this year. You are late getting your crops in and the result is a 25 percent decrease in any farming activity for the round.</td>
<td>Colonists assigned to fishing find a large school of fish and are doing so well that they don’t see a storm approaching. You lose one boat and three adults, but each survivor gains 20 units of food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hunting 2</th>
<th>Hunting 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A neighboring group of Native Americans goes with your hunters and their success is outstanding. Each hunter returns with 30 units of food.</td>
<td>Your hunters are trapped in the mountains by an early snow storm. After struggling to survive for two months in the wilderness, only 10 percent of them manage to struggle back to the colony.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Welfare 2</th>
<th>General Welfare 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The French attack a trading house. (This happened at Plymouth in June of 1631.) If you are from a colony with land along the coast south of the 45th parallel you lose three adults and 300 units of food.</td>
<td>You hold a fall harvest festival and invite the neighboring Native Americans. If you live in an area where the Acorns live they present your colony with 300 units of food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Welfare 2</th>
<th>General Welfare 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>You hold a harvest festival in the fall and invite the neighboring Native Americans. If you live in an area where the Irrocks live they bring your colony 150 units of food as a gift.</td>
<td>You hold a fall harvest festival and invite the neighboring Native Americans. If you live in an area where the Seques live they refuse to come to the festival. You lose 100 units of prepared food due to spoilage.</td>
</tr>
</tbody>
</table>
Directions: Duplicate this sheet of FATE CARDS three times.

Weather 3
A violent storm strikes the mountain areas. Colonies with at least 50 percent of their land in the mountains are unable to farm and hunting is cut by 60 percent.

Weather 3
Rain and heavy fog make travel at sea in small boats very dangerous. There is no fishing this round.

Sailing 3
Strong winds out of the east and favorable ocean currents push your ships along rapidly. You cover 1,000 miles this round.

Sailing 3
Erratic winds and huge chunks of floating ice make your progress very difficult. You only cover 250 miles this round.

Sailing 3
Gentle winds and good weather allow your ships to cover 600 miles this round.

Landing 3
After some difficulty avoiding obstacles in the harbor, you manage to make a safe landing with all of your ships.

Landing 3
Your landing party of five went ashore more than a week ago. They must be presumed dead. Subtract five adults from your population and attempt to land again during the next round.

Landing 3
Unfriendly Native Americans greet your first landing party. After a short fight, your landing party retreats to the ship. You must wait until the next round to attempt a landing on a different square.
FATE CARDS - 8

Directions: Duplicate this sheet of FATE CARDS three times.

<table>
<thead>
<tr>
<th><strong>Hunting 3</strong></th>
<th><strong>Hunting 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Because of attacks by hostile Native Americans, hunters must spend time guarding against attacks, leaving less time to actually hunt. Each hunter returns with only five units of food.</td>
<td>Your colony’s new deer traps work very well. Each hunter returns with 25 units of food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fishing 3</strong></th>
<th><strong>Fishing 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The fishing boats encounter extremely rough seas. Most of the time is spent just trying to survive. Each fishing colonist returns with only four units of food.</td>
<td>After making an excellent catch, raccoons raid your drying racks and ruin or eat most of your fish. This round fishing colonists produce only three units of food each.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Farming 3</strong></th>
<th><strong>Farming 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A severe drought (This occurred in April of 1690.) means low crop yields. Each farmer produces only six units of food.</td>
<td>Problems! A plague of insects infested the area. (This happened at Plymouth in May of 1633.) This prevents half of your farmers from working this round. Each working farmer produces 12 units of food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>General Welfare 3</strong></th>
<th><strong>General Welfare 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A plague causes the death of 20 people (This happened during the summer of 1633.) The plague sweeps through your colony leaving five adults and two children dead.</td>
<td>Rats from a visiting ship come ashore and infest your provisions. They destroy 150 units of food before being discovered.</td>
</tr>
</tbody>
</table>
FATE CARDS - 9

Directions: Duplicate this sheet of FATE CARDS three times.

**Farming 3**
Light spring rains fall in all sections. As a result, the crops are well nurtured and an excellent crop is produced. Each farmer produces 15 units of food.

**General Welfare 3**
A ship stops at your colony. You trade furs, pine tar’ and other products for food. Your colony gets 250 units of food.

**Sailing 3**
A fierce storm batters your ships. They are scatted about and must spend a great deal of time searching for each other. None of the ships make any progress this round.

**Landing 3**
If you are landing in an area controlled by the Acorns, they greet your landing party with a gift of 200 units of food. If you are landing in an area controlled by another tribe, your landing is successful.

**Farming 3**
Floods sweep through all mountain sections wiping out the first planting of crops. The second planting is late and does not thrive. In colonies with at least two squares of mountain land, each farmer produces only four units of food.

**General Welfare 3**
Fur traders from the west come to your colony to offer food in exchange for guns. If you decide to accept the trade subtract four guns and gain 200 units of food.

**Sailing 3**
Good winds and hard work pay off. Your ships travel 800 miles this round.

**Landing 3**
You land in an area that is very rich in fresh berries. While the ships land, the children of the colony collect 100 units of food.
<table>
<thead>
<tr>
<th>FATE CARDS - 10</th>
</tr>
</thead>
</table>

Directions: Duplicate this sheet of FATE CARDS four times.

<table>
<thead>
<tr>
<th>Fishing 4</th>
<th>Farming 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fishing is good, but you had to go farther than usual to find the fish. Your actual fishing time is short and each fishing colonist brings back eight units of food.</td>
<td>The crops are extremely poor. Too much heat, not enough rain, and too many insects all worked against you. Each farmer produces only four units of food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Farming 4</th>
<th>Fishing 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because of dense undergrowth and the need for new fields, most of the farm labor this round is spent clearing fields. Each farmer produces only five units of food.</td>
<td>The weather is great and your farmers work hard. Each farmer produces 12 units of food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Welfare 4</th>
<th>General Welfare 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends in the Old World heard that your colony is having trouble. They collect funds and send you 500 units of food, eight horses, and 10 guns.</td>
<td>Unidentified persons break into your colony’s storehouse. They steal 50 units of food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Welfare 4</th>
<th>General Welfare 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A mysterious fire sweeps through the colony’s common house destroying 200 units of food and six guns.</td>
<td>Your colonists rescue a Native American chief from an enemy. The chief and his people show their gratitude by giving your colony 300 units of food.</td>
</tr>
</tbody>
</table>
Directions: Duplicate this sheet of FATE CARDS four times.

**Weather 4**
The weather has been beautiful. Sunny warm days and sufficient rainfall make for an excellent growing season. Each farmer reaps 20 units of food.

**Weather 4**
Heavy coastal rains combined with an extremely late spring mean much trouble. Colonies with at least two squares of coastal land must cut their farming, hunting, and fishing by 30 percent.

**Sailing 4**
You find a strong westward current that pulls your ships along at a rapid rate. Combined with good winds and hard work, this allows each of your ships to cover 1200 miles this round.

**Sailing 4**
Fog, storms and high seas pose severe danger of death and destruction. Fortunately, you manage to stay together and survive. Unfortunately, you are only able to cover 100 miles this round.

**Landing 4**
Your landing party has some difficulty finding a suitable site for you to start your colony. After considerable searching, however, you are finally able to land and begin your colony.

**Hunting 4**
Hunting is excellent. Unfortunately, your hunters miss a number of easy shots. Each hunter finally returns with eight units of food.

**Hunting 4**
Your hunters are lucky. They find a number of wild pigs—probably left by an earlier, unsuccessful colony. Each hunter brings back 15 units of food.
FATE CARDS - 12

Directions: Duplicate this sheet of FATE CARDS five times.

Weather 5
Bright sunny days in all areas mean that all work progresses as usual.

Sailing 5
Fair weather but light winds allow each of your ships to cover 700 miles this round.

Landing 5
You encounter few problems and are able to land and establish your colony.

Hunting 5
Hunting is average. Your hunters see a lot of game, but each brings back only 10 units of food.

Fishing 5
Colonists assigned to fishing work hard and each one brings back 12 units of food.

Farming 5
Your farmers work hard and each produces 10 units of food.

General Welfare 5
The round runs smoothly with no major changes in your colony.

General Welfare 5
After a fierce storm damages a cargo ship, it puts into port at your colony if you have any coastal land. You help repair the ship and the captain repays you with 300 units of food and 10 guns.
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or FAX it to us at (800) 944-5432

or you may visit our Web site and send your comments to:  
access@teachinteract.com.

We always love receiving photos or videotapes of our units in action! Happy Teaching!

Your Name: ____________________________________________

Address: __________________________________________________________________________

_________________________________________________________________________________

E-mail: _______________________________________________________

Interact Unit: ________________________________________________

Comments: ________________________________________________________________________

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To Teachers:

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

To Parents:

I give permission for photographs or videos of my child to appear in catalogs of educational materials published by Interact.

Name of Student: ________________________________________ (print)

Age of Student: ____________________________________________ (print)

Parent or Guardian: ________________________________________ (print)

Signature: ___________________________________________ Date: __________

Address:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Phone: _____________________________________________________

Interact
10200 Jefferson Blvd.
Culver City, CA 90232-0802
310-839-2436
You are about to begin DISCOVERY—a simulation which recreates in your classroom some of the hardships and excitement experienced by early American colonists. You will learn why colonists came to North America from Europe and learn why geography, natural resources and nature are so important to colonizing settlers.

As the simulation begins, five or six students join together as colonists. Your first objective is to survive all the hazards you encounter. Your ultimate goal is to make your colony the biggest, richest, most successful colony in the New World. Imagination and creativity are very important for problem solving during DISCOVERY. An imaginative, creative person may propose an ingenious idea that saves the colony from disaster.

**Phase 1: Preparing to Sail**

During Phase 1, you study why people explore and establish colonies. You also study map making and flags. Fate determines which type of colony you will establish. Together with your other colony members, you decide what supplies you will carry with you on your trip and where you will settle. Various assignments allow you to apply the knowledge you have learned and demonstrate your critical thinking skills.

How well you and your fellow colonists do on these assignments determines how much wealth (expressed as Wealth Units) your colony has when you set sail for the New World. The more Wealth Units you have, the better equipped you will be to survive in the New World. Sometimes the difference between a colony succeeding or failing is determined by how well colonists perform on these early assignments.

**Phase 2: Starting Your Colony**

During Phase 2, you establish your colony and attempt to increase your Wealth Units by acquiring land, food and other goods. Each person in your colony functions as one of six colonial officials: the Governor, the Vice-Governor, the Auditor, the Mapper, the Recorder, or the Trader. Together you decide how to increase your wealth, who will complete specific tasks and how you will defend your colony.
The “discovery” of America
Although Christopher Columbus landed in the Caribbean in 1492, Europeans did not realize just what he had discovered for many years. Columbus and other early explorers were searching for a direct sailing route to Asia. Only after many years of exploration did the Europeans determine that the American continents lay between Europe and Asia.

European adventurers
For several hundred years European adventurers made the long land journey to the Far East and Spice Islands. They carried cloth from Flanders, swords from Spain and leather from Italy. They returned with fine silks, muslins and—most important of all—spices. These luxuries were in great demand among rich and powerful Europeans. However, in 1453 the Turks captured Byzantium and closed the overland trade routes from Europe to Asia.

Explorers attempted to reach the Spice Islands by sea. These early explorers stayed close to land, sailing down the western coast of Africa, around the Cape of Good Hope, up the eastern coast of Africa, then across the Indian Ocean to India, Ceylon and the Spice Islands. The trip was dangerous and long. Many sailors sought an alternative route, because such a route would bring great wealth and fame to the discoverer.

In 1492...
When Christopher Columbus set sail from Spain, he was seeking a new route to the Spice Islands. On October 12, 1492, Columbus spotted land, probably one of the Bahama Islands. He continued westward, stopping at Hispaniola (Haiti), Cuba and numerous other smaller Caribbean islands before returning to Europe. He thought that he had reached Asia, although he had not located the actual Spice Islands. Europeans were excited. Within a few years many expeditions sailed west in search of spices and silks, fame and fortune. Word spread across Europe of the exciting lands to the west.

Colonies in the Caribbean
Throughout the early 16th century, Spain, Portugal and France sent expeditions to the “New World.” Gold was the first of the riches discovered. Soon the explorers realized the value of abundant fertile land and numerous other natural resources. They established colonies in the Caribbean and began to take the wealth of the Americas back to Europe. The Caribbean became a busy, productive extension of the European empires of Spain and Portugal.

England began to develop as a European power late in the 16th century. By then—to England’s dismay—the rich lands of the Caribbean had all been claimed by other European powers.
The English look farther north
The English began exploring farther north, along the east coast of North America. They found neither fragrant spices nor native people dressed in gold. However, they did discover plenty of rich, fertile land. Early explorers such as John Cabot (1497 England), Ponce de Leon (1513 Spain), Walter Raleigh (1585 England) and Henry Hudson (1607 England, 1609 Holland) claimed large tracts of land. It was relatively easy to claim land, but to actually control it, the countries needed to establish colonies, inhabited by people who would live there to defend the claim.

English colonies in North America
The earliest English colony was established in 1584, on Roanoke Island, off the coast of North Carolina. By the next spring, the colony had disappeared without a trace. As years passed, English explorers established small colonies or plantations from Cape Cod to the Carolinas. Like the first, many of these simply disappeared. But the English persisted. Finally, small colonies such as Plymouth and Jamestown began to take hold. The English became permanent residents of the New World.

Colonies were not all created equal
Some early colonies were sponsored by national governments. Some colonies were sponsored by private companies seeking profits from new products and markets. Some early colonies were begun by individuals seeking freedom from religious or political oppression. The wealth of the various colonies differed based upon the wealth of the sponsors or founders.

Settlers came to the New World colonies for many different reasons:
- some sought to escape adverse living conditions
- some sought freedom to practice their religious faith
- some sought to gain wealth
- some sought adventure and a new life

Setting up a colony
When colonists set sail for the New World, they were totally responsible for their own survival. In the wilderness there were no stores, factories or workshops available. Supply ships arrived only occasionally, after sailing for many months, with no guarantee that the cargo included needed items. Therefore, the colonists tried to plan carefully. They either carried with them everything they needed, or took the tools and supplies necessary to make or build everything they needed.

Sailing ships in the 16th and 17th centuries were very small. When selecting cargo, colonists were forced to select items very carefully. The colonists took basic farm and household tools, furniture, seeds to plant, farm and draft animals, food to eat until crops could mature, cloth and their ingenuity and creativity.
All explorers and colonizers need to have solid map skills before sailing to unknown territory. The following activities will allow you to learn new map vocabulary, practice reading and interpreting maps, and ultimately will help you design your own map using your knowledge and creativity.

Map Skills Assignment 1
A map can give much information and answer many questions, but only if you are able to read it accurately. You read a map by referring to its legend. The legend will define the meaning of the symbols used to identify natural or artificial features on the map. The legend also indicates the scale of the map (that is, how many inches or centimeters represent miles or kilometers).

Map Vocabulary
bay  an extension of a sea or ocean into the land
canal  an artificial waterway
cape  a point of land projecting into a sea or an ocean
desert  an arid region that receives little precipitation
glacier  a huge mass of ice originating from compacted snow
isthmus  a narrow strip of land connecting two larger land masses
legend  a series of symbols and their meanings describing features of a map
peninsula  a long projection of land into water, connected to the mainland by an isthmus

Directions Part 1
Using the legend, locate the following geographical features on the map and color as indicated:
1. A lake (color dark blue)
2. A bay (color light blue)
3. A swamp (color green)
4. A canal (color red)
5. A cape on the southern side of the island (color yellow)

Directions Part 2
Locate natural and man-made geographical features and give the name of an example from the map.
6. A city with a population of 1,000,000 or more
7. A mountain range with peaks under 10,000’ elevation
8. Two cities connected by a railroad
9. A city with an airport
10. A city with a population of 50,000 to 249,999
11. A mountain range with peaks 10,000’ elevation or more
12. A river that empties into an eastern bay
13. A northern bay
14. A city on a southern peninsula
15. The capital of Odensa

Directions Part 3
Add the following features to the map.
16. A river named the Clark Fork flowing southwest from the Clark Mountains
17. An airport in a city of 50,000 to 249,999
18. A desert named the Obi Desert on the western side of Odensa
19. A glacier in the Clark Mountains
20. A city named Talli with a population of 30,000 approximately 200 miles northwest of Lake Tacuma
Latitude and longitude lines create a grid pattern that plots locations on a map. Every location on a map is identified by two numbers, one for latitude and one for longitude. For example, Washington D.C. is just south of the intersection of 39° N latitude and 77° W longitude.

**Map Vocabulary**
- **butte**: an isolated hill or small mountain with steep sides and a flat top
- **degree**: a measure of distance equal to 1/360th of the circumference of the earth
- **gulf**: a large part of an ocean or sea that extends into the land
- **latitude**: a measurement of distance north or south of the equator expressed as degrees (°); the equator is 0° latitude
- **longitude**: a measurement of distance east or west of an imaginary line running through Greenwich, England, expressed as degrees (°); Greenwich is 0° longitude
- **minute**: a measure of distance equal to 1/60th of a degree; one degree equals 60 minutes
- **prairie**: a large, level tract of grassland
- **rapids**: usually a shallow part of a river with a fast current
- **river delta**: a wide, alluvial mouth of a river
- **swamp**: a wet, spongy land sometimes partially underwater

**Directions Part 1** Locate the following geographical features on the map of Washaho. Color as indicated.
1. A river that can be navigated from the east coast (color dark blue)
2. An isthmus (color red)
3. A river delta (color green)
4. A desert (color brown)
5. A gulf (color light blue)

**Directions Part 2** Locate the significant geographical features found on the map of Washaho at or near these latitudes and longitudes. Describe what you find.
6. 23° S 102° W
7. 16° S 103° W
8. 22° S 107° W
9. 18° S 109° W
10. 19° S 105° W

**Directions Part 3** Add these geographical features to the map of Washaho at or near the specified latitude and longitude.
11. A lake at 18° S 104° W
12. A city at 20° S 103° W
13. An airport at 16° S 105° W
14. An island at 23° S 104° W
15. River rapids at 21° S 102° W
16. A dam on the Elk River at 20° S 103° W

**Directions Part 4** Select the best answer to the following questions about geography.
17. Where would you most likely find the source of a river?
   a. a delta  b. mountains  c. a butte  d. a valley
18. Where would you most likely find a major city?
   a. in the mountains  b. on a river delta  c. on a cape  d. on a bay
19. The best farm land would be found at (select the answer from the letters on the map)
   a. A  b. B  c. C
20. Where would you most likely find a swamp?
   a. in the mountains  b. on the high plains  c. in a coastal lowland  d. on a cape
Legend

- Cities pop. 2000–9999
- Cities pop. 10,000–49,999
- Cities pop. 50,000–249,999
- Cities pop. 250,000–999,999
- Cities pop. 1,000,000 or more
- Capital cities

Mountains
- Mtns. under 10,000' elevation
- Mtns. 10,000' elevation plus

Airports

Railroads

Canals

Ice fields–glacier

Swamps

Deserts

Rapids

Dams

Scale 1" = 200 miles
Directions: Now that you have learned about latitude, longitude, map legends, and scale, apply your knowledge and draw a complete map of a mythical country.

Step 1: Draw a rough design on plain paper. Include the following:
- latitude and longitude
- a legend and scale
- country name
- labeled cities, mountains, rivers, etc. (a reasonable number of each)

Step 2: Revise this design, devising a color scheme to show different geographical features.

Step 3: Transfer your map to the space below. Since this map will be graded, make it neat and complete.
You will be a member of a government colony, a private company colony or a religious freedom colony. The three types of colonies experienced different economic benefits. Study these three alternatives carefully so that you understand the benefits and consequences of each. Your reason for colonization will be determined by the roll of a die.

**Government colony**
At the beginning of the simulation the government will:
• Provide all your initial supplies and ships
• Send additional supplies at the end of rounds 7 and 15
  —two additional muskets and one horse for each adult
  —50 units of food for each person

At the end of the simulation you will repay the government:
• 100 percent of the initial costs of supplies
• 50 percent of your land wealth
• 25 percent of your food wealth

**Private Company Colony**
At the beginning of the simulation the sponsoring company will:
• Provide all your initial supplies and ships
• Send additional supplies at the end of round 15
  —one additional musket and one horse for each adult
  —30 units of food for each person

At the end of the simulation you will repay your sponsor:
• 100 percent of the initial costs of supplies
• 25 percent of your total Wealth Units

**Religious Freedom Colony**
At the beginning of the simulation, you have no sponsor. You must:
• Pay 5000 Wealth Units to sail to and provide for your colony
• Borrow the difference between what you have earned and what you need (5000 Wealth Units)

You will:
• Record the amount of your loan on the Colonial Labor and Wealth Tally
• Receive no additional supplies

At the end of the simulation you will repay your lender:
• 100 percent of the borrowed Wealth Units
• 10 percent interest on the loan.

I am a member of a______________________________________________________colony.
A flag symbolizes the owner of a building or ship, or the identity of a nation. Each of the early colonies flew its own distinct and symbolic flag. The flag of the Virginia colony was quite different from the flags of New Hampshire or Pennsylvania. When the colonies joined together, they experimented with several flag designs before deciding to adopt a version very similar to the flag we fly today to symbolize our country. The flag designers chose a flag with seven red stripes and six white stripes. On this, the designers placed a blue field showing a star to represent each of the 13 colonies. The flag of the United States has changed since the first design, adding a star for each new state which joined the country.

Your colony needs a flag, a symbol of who you are and what you believe. Consult encyclopedias or almanacs to study how flags are designed. With your fellow colonists, discuss what the symbols on various flags mean. Following your teacher’s directions, design several flag ideas. Be original and imaginative in your design. Share your designs with other members of your colony. Work cooperatively to incorporate ideas and suggestions from every member of your colony in the final design of your colonial flag.

After you have a final design, your colony must choose an artist to draw your flag design on the paper provided by your teacher. Display this flag in your classroom. Draw at least 10 smaller flags to identify and claim your colony’s land on the large classroom map. You may even compose a pledge of allegiance to the flag and the colony that it represents.

**Original 13 colonies Flag**
- 13 stripes, alternate red and white
- 13 stars, white in a blue field, representing a new constellation
- scattered star pattern was widely displayed in 1777

**Original Navy Jack Flag**
- 13 stripes, alternate red and white
- across the center: a rattlesnake in motion diagonally across the stripes
- motto “Don’t Tread on Me” printed on the flag

**Flag of Virginia**
- field of blue
- in the center, the front of the Seal of the State: Virtue striking down Tyranny
- motto “Sic Semper Tyrannis” (Thus always to tyrants) printed on the flag

**Flag of Pennsylvania**
- field of blue, edge of gold fringe
- in the center, two horses holding the State Coat of Arms: a ship, plow and wheat; an eagle; a cornstalk and olive branch
- motto “Virtue, Liberty and Independence” on a ribbon beneath the seal

**Flag of New Hampshire**
- field of blue, edge of gold fringe
- in the center, the Seal of the State: the Revolutionary War ship Raleigh surrounded by laurel to represent victory and the date of the first state constitution, 1776
- nine stars in a laurel wreath surround the Seal
My motivation for being a colonist
Begin to think of yourself as a colonist about to leave your homeland, embarking on this risky adventure to the New World. Briefly describe your personal motivation for being a part of this type of colony. Be creative and establish a personality for yourself as a colonist.

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Earning Points
All members of your colony have earned points for completing assignments during Phase 1. Enter the points earned on Phase 1 assignments by all members of your colony on the following chart. Your colony will convert these points to Wealth Units in order to purchase ships and supplies for the trip to the New World. The more points your colony members earn, the more Wealth Units you will have to spend on ships and supplies.

Colonial Assignment Record

<table>
<thead>
<tr>
<th>Members’ Names</th>
<th>Map Skills Assignment 1</th>
<th>Map Skills Assignment 2</th>
<th>Map Skills Assignment 3</th>
<th>Map Skills Quiz</th>
<th>Flag Assignment</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Converting Points to Wealth Units
You have completed all assignments in Phase 1 and are now ready to compute the wealth of your colony. Double check your total points entered on your Assignment Record and compare with the totals recorded by other members of your colony. All answers should agree. Once everyone in your colony agrees on your colony’s Grand Total, you are ready to convert your wealth to Wealth Units. Any Wealth Units earned during Phase 1 that are not spent on ships and supplies become gold reserves that you may use to pay off your debts at the end of the simulation.

<table>
<thead>
<tr>
<th>Colony’s Grand Total</th>
<th>x 10*</th>
<th>Beginning Wealth Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* If your group has six members, multiply by 10.
* If your group has five members, multiply by 12.
A successful colony must have and maintain sufficient population to accomplish all needed work, must provide adequate food for colonists and animals and must take enough tools and supplies to build and maintain a community. As a group, the members of your colony must decide what materials, supplies, animals and people you need to begin your colony. Make your selections very carefully, then spend your colony’s Wealth Units to purchase provisions for your ships.

1. As you purchase cargo, be sure to check your math. A mistake here could result in a costly penalty that will seriously hamper the success of your colony.
2. Check the values of the various items. The cost in Wealth Units of a representative item is indicated in parentheses.
3. Select how many of each item you will take with you, then enter the total in the Cargo Lists on page 15.

<table>
<thead>
<tr>
<th>Farm Animals (8)</th>
<th>Household items (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cats</td>
<td>Blankets and quilts</td>
</tr>
<tr>
<td>Chickens</td>
<td>Cabinets or chests</td>
</tr>
<tr>
<td>Cows</td>
<td>Clothing, shoes, boots</td>
</tr>
<tr>
<td>Dogs</td>
<td>Cookware</td>
</tr>
<tr>
<td>Ducks</td>
<td>Dishes</td>
</tr>
<tr>
<td>Geese</td>
<td>Hammers</td>
</tr>
<tr>
<td>Goats</td>
<td>Iron kettles</td>
</tr>
<tr>
<td>Mules</td>
<td>Knives</td>
</tr>
<tr>
<td>Oxen</td>
<td>Needles, pins</td>
</tr>
<tr>
<td>Pigs</td>
<td>Scissors</td>
</tr>
<tr>
<td>Sheep</td>
<td>Spinning Wheels</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seeds (2)</th>
<th>Tools (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barley</td>
<td>Adzes</td>
</tr>
<tr>
<td>Beets</td>
<td>Awls</td>
</tr>
<tr>
<td>Cabbage</td>
<td>Axes</td>
</tr>
<tr>
<td>Eggplant</td>
<td>Hoes</td>
</tr>
<tr>
<td>Oats</td>
<td>Planes</td>
</tr>
<tr>
<td>Onions</td>
<td>Plows</td>
</tr>
<tr>
<td>Potatoes</td>
<td>Rope</td>
</tr>
<tr>
<td>Roses</td>
<td>Saws</td>
</tr>
<tr>
<td>Rye</td>
<td>Scythes</td>
</tr>
<tr>
<td>Turnips</td>
<td>Shovels</td>
</tr>
<tr>
<td>Wheat</td>
<td>Trowels</td>
</tr>
</tbody>
</table>
Mayflower:
Crew 15–20 (exact number unknown)
Passengers 102
90' long x 24' wide (26' at its widest)
Left Plymouth, England, September 6, 1620
Sighted land off Cape Cod, November 9, 1620
Distance Traveled: approximately 2750 miles
CARGO LIST DIRECTIONS

Now you will select your supplies, name your ships and complete a Cargo List for each one. Every member of your colony keeps a record of supplies and costs. Be sure that the Cargo Lists of all members of your colony agree. Carefully examine this example of how you fill out a Cargo List, then complete the Cargo List blanks for your ships. If you have any questions, check with your teacher.

Sample Cargo List
The Dutch Flyer has on board cargo with a total value of 1446 Wealth Units.

<table>
<thead>
<tr>
<th>Cargo Item</th>
<th>Cost (Wealth Units)</th>
<th>x</th>
<th>Number of Units of Cargo</th>
<th>Wealth Units Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult</td>
<td>10</td>
<td></td>
<td>24</td>
<td>240</td>
</tr>
<tr>
<td>Child</td>
<td>5</td>
<td></td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Farm animals</td>
<td>8</td>
<td></td>
<td>30</td>
<td>240</td>
</tr>
<tr>
<td>Horses</td>
<td>15</td>
<td></td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>Food</td>
<td>1</td>
<td></td>
<td>400</td>
<td>400</td>
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<tr>
<td>Household items</td>
<td>3</td>
<td></td>
<td>22</td>
<td>66</td>
</tr>
<tr>
<td>Muskets</td>
<td>10</td>
<td></td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Seeds</td>
<td>2</td>
<td></td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Tools</td>
<td>8</td>
<td></td>
<td>30</td>
<td>240</td>
</tr>
</tbody>
</table>

Wealth Units Spent TOTAL 1446

Hints for successful Cargo selection:
1. Mindfully decide how many people you will take to the New World.
2. Carry enough food supplies for adults, children and livestock to last throughout your voyage, during the landing process and during the early days of your colony. Sailing the 3500 miles could take from four to 10 or 11 rounds, depending on “fate.”

Food Requirements:
- Each adult = 2 food units per round.
- Each child, farm animal or horse = 1 food unit per round.

For example, the Dutch Flyer must carry food supplies for all settlers and animals.

- 24 adults x 2 food units = 48
- 6 children x 1 food unit = 6
- 36 farm animals and horses x 1 food unit = 36

The Dutch Flyer must carry 90 food units per round to prevent starvation during the voyage. The colonists must also plan some extra food for themselves for the landing procedures and after they land. Does the Dutch Flyer carry enough food?

Paying for Cargo
Some colonies were sponsored by governments or by private companies. Some colonies borrowed money to pay for supplies. At the end of the simulation you must repay your colony’s sponsor or lender. Complete the following chart to help you account for your beginning Wealth Units, your expenses and the amount of your debt to your sponsor or lender.

<table>
<thead>
<tr>
<th></th>
<th>Total Wealth Units Spent on Cargo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1 Total Wealth Units Earned</td>
<td>Amount of Loan (Difference between Wealth Units spent and earned)</td>
</tr>
</tbody>
</table>
**C A R G O  L I S T**

<table>
<thead>
<tr>
<th>Cargo Item</th>
<th>Cost (Wealth Units)</th>
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<td></td>
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</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Horses</td>
<td>15</td>
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<tr>
<td>Food</td>
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Wealth Units Spent TOTAL

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Wealth Units Spent TOTAL

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<td>Tools</td>
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</table>

Wealth Units Spent TOTAL

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**Hints for loading a sailing ship:**
When loading your cargo items, consider the possibility that a ship could be lost at sea. Distribute people, tools, supplies and food among your three ships in such a way that your colony will be able to survive if a ship sinks during the voyage.

**Now you are ready to sail for the New World!**
Sailing
Your voyage is a long, lonely trip across 3500 miles of treacherous seas. Each group of colonists draws a SAILING CARD which applies to all three ships for every sailing round until you reach the New World. SAILING CARDS determine your progress:
• SAILING CARDS simulate the hazards and fortunes of sea travel.
• SAILING CARDS indicate how many miles your ships progress for each travel round.
• Record the results of your SAILING CARDS on the Sea Log.
• Once your ships set sail, subtract from your food supplies the total amount of food your people and animals consume during each Sailing Round.
• If by chance you lose a ship during the voyage, your teacher will randomly select a ship to sink.
Good luck, good weather and happy sailing!

Landing
Your landing strategy is very important. Remember what you learned about geography and the physical features of a map. Study the map of the New World, then decide together with other members of your colony where you will establish your colony. You may only claim one square of land at this time.

Once you select which square of land you wish to settle, request a LANDING CARD. This card will indicate whether your landing attempt is successful, and will give other consequences of your landing attempt. Some consequences will work in your favor, others will work against you.
• You can land anywhere except on land already occupied by another colony.
• You can settle on the coast or travel up navigable rivers and land upstream.
• The value of the land varies, depending on its location, physical features and natural resources.
• The exact value of the land remains unknown until settlers claim it for their colony.
• Once you select your colony site, your teacher will tell you its value.
• Record the value on your map. Land values range from 50 to 500 Wealth Units per parcel.
The Pilgrims on the Mayflower spent two months slowly bobbing westward before reaching Plymouth. To recreate this trip, your colony will draw one SAILING CARD for each Sailing Round.

Every member of the colony keeps a record of your ocean voyage. Complete the following information for each of your colony’s ships. Be sure that the Sea Logs of all members of your colony agree.

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<tr>
<th>Ship 1</th>
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<th>3</th>
<th>4</th>
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</table>
Your colony will be affected by elements beyond your control:
- Will bad weather destroy your crops?
- Will the native people be friendly?
- Will floods, fire, disease or hostilities threaten your colony?

The members of your colony must agree on how to cope with all situations, how to make decisions, how to divide responsibilities, and how you will govern your colony. Study the duties of the six colony officers and as a group decide who will fulfill each role.

**Governor**
- Is responsible for all colony activities
- Ensures that other officers complete their assigned tasks
- Presides over colonial meetings, settles disputes, and completes all jobs not assigned to any other colonial officer

As the colony’s leader, the Governor must be conscientious, diplomatic, and able to delegate tasks to others.

**Vice-Governor**
- Fills in for any officer who is absent
- Assists any officer who needs help

As second in command, the Vice-Governor must be cooperative, good with details, and able to persuade all colony members to work together.

**Auditor**
- Collects all money and properties due the colony and pays all colony debts at the end of each round
- Audits the records of all colony members for accuracy and completeness
- Ensures that the Daily Labor and Wealth Chart is completed accurately

As the financial guardian of the colony, the Auditor must be careful and accurate, and good with math and numbers.

**Important Info:**
Remember, each colony member also keeps his or her own records of all activities and transactions.

**Mapper**
- Records all land bought, sold or traded by every colony
- Listens for and records any vital map-related information revealed during the simulation (for example, the locations of various Native American lands, or the values of land squares)
- Relays any question or problem to the teacher

The Mapper must be a good listener and must be skillful at reading and interpreting maps. He or she is the only member of the colony allowed to communicate with the teacher. If any member of a colony wants a question answered or has a problem or complaint, he or she must communicate with the Mapper.

**Recorder**
- Completes the Daily Labor and Wealth Chart

As the record keeper of the colony, the Recorder must be neat, well organized and good at math. This may well be the most difficult and most important office in the colony.

**Trader**
- Participates in all trading sessions
- Is the only person who may negotiate with the Native Americans

The Trader must be diplomatic and able to negotiate for the needs of the colony. The Trader faces skill challenges that determine the outcome of strategic hostilities.
PROCEDURES FOR EACH ROUND

1. Each Settlement Round begins with a five-minute colonial meeting. The Governor presides over the meeting, during which the members of the colony:
   - Determine the colony’s population by adding the number of adults and children alive at the end of the prior round
   - Evaluate the colony’s food supply
   - Decide what jobs must be done
   - Distribute the population of the colony among the three categories of work: Farming, Hunting, or Fishing

2. For each Settlement Round, the Recorder has five minutes to document the status of the colony and the decisions of the colonial officers on the **Daily Labor and Wealth Chart**.
   - During different rounds colonists may work towards different goals
   - If the colony is low on food, you may assign extra people to farm, hunt or fish

3. The Recorder subtracts from your food supplies the total amount of food your people and animals consume during each Settlement Round, and adds all food gained.
   - Each adult consumes two food units
   - Each child, farm animal and horse consumes one food unit each
   - FATE CARDS determine how much food your colony produces
   - You may trade for food

4. Draw, read and discuss a WEATHER CARD.

5. If weather permits, a five-minute trading session is open to all colonies wishing to trade for land or food either with another colony or with one of the three Native American groups.

6. Persons in locations or occupations unaffected by the WEATHER CARD draw, read and discuss FARMING, HUNTING and FISHING CARDS.

7. Each colony draws, reads and discusses a GENERAL WELFARE CARD.

8. The Recorder enters the consequences of the Fate Cards and successful or unsuccessful trades. The Auditor checks all calculations. Each colony member also completes an individual record of colonial status and decisions.
RULES FOR COLONIES

While working and expanding your colony, you must abide by the following rules, which apply to all colonies:

1. A colony that runs out of food is wiped out by starvation. Work with your teacher to determine what the members of your group will do if this happens to your colony.

2. A colony may travel only limited distances each round:
   • Travel across eight squares by water, either along the coast or on a navigable river
   • Travel across four coastal or inland land squares or two mountain squares
   • Your teacher may approve travel on both land and water during one trade expedition
   • Travel from one square to another along the diagonal is acceptable

3. A colony can trade only with colonies or Native American groups to which it can travel in that round.

4. A colony may gain land occupied by others either by trade or by military action
   • A colony may expand only to land squares directly bordering land it already owns
   • The Trader may approach another colony or a Native American group to negotiate for land
   • The colony may plan a hostile campaign to take land from others

5. If disaster strikes, colonists may slaughter domestic animals for food:
   • One domestic animal provides 15 units of food.
   • Colonists may elect to trade for food with other colonies or Native American groups.

6. Occasionally a question will arise that is not covered by these procedures and rules. When this happens, your class and your teacher will discuss the question and decide upon the most realistic solution.

7. Your colony will likely overcome any bad things that happen and will thrive in your exciting New World adventure if all colony members strive to:
   • Cooperate with one another to make the best possible decisions
   • Work hard
As DISCOVERY progresses, your colony needs to make decisions about how to expand. If you want more land, you must decide whether you will trade items you have in surplus to another colony or to a Native American group, or whether you will attempt to take the land you want by force. Like the original colonists, you will have to live with the results of your decisions.

**Expansion through trade**

If your colony needs more land, you may send your Trader to open trade negotiations with another colony or with your teacher who represents all Native Americans.

- The land your colony wishes to annex must border your colony
- Your Trader must complete the trade by the end of the round
- Your teacher will announce the results of an attempted trade with Native Americans

**Expansion through hostilities**

Your colony may decide to gain land by hostile action against another colony or the Native Americans currently occupying that land.

- Your Recorder completes a Battle Plan provided by your teacher
- Enter the number of offensive forces on the Daily Labor and Wealth Chart
  - If you plan to attack the Native Americans, you must assign at least 10 adults to your offensive forces
  - If you plan to attack another colony, your Trader represents your colony and attempts a Skill Challenge
- A Strategic Hostility Forces Chart determines the outcome of your attack against another colony
- A Interaction Chart determines the outcome of an attack against a group of Native Americans

**Defending your colony**

As the simulation progresses, your colony may be threatened by the hostile actions of other colonists or Native Americans. Plan to defend yourselves by assigning some of your colonists as defensive forces on the Daily Labor and Wealth Chart.
# Daily Labor and Wealth Chart

## ROUND ONE

<table>
<thead>
<tr>
<th></th>
<th>Adults</th>
<th>Children</th>
<th>Food</th>
<th>Muskeg</th>
<th>Land</th>
<th>Horses</th>
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<tbody>
<tr>
<td><strong>Beginning Units</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td># Units gained or lost</td>
<td>x # Farmers</td>
<td>+</td>
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<td># Units gained or lost</td>
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<td>+</td>
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**Ending Units Total = Beginning Units of Next Round**

## ROUND TWO

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### Daily Labor and Wealth Chart

#### Round Four

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Ending Units Total = Beginning Units of Next Round

#### Round Five

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<tr>
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Ending Units Total = Beginning Units of Next Round

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Ending Units Total = Beginning Units of Next Round
## DAILY LABOR AND WEALTH CHART

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**General Welfare**

**Ending Units Total = Beginning Units of Next Round**

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**General Welfare**

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**General Welfare**

**Ending Units Total = Beginning Units of Next Round**
# Daily Labor and Wealth Chart

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**General Welfare**

**Ending Units Total = Beginning Units of Next Round**

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**Round Eleven**

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**Strategic Hostility Forces**

- Offensive: _____
- Defensive: _____

**General Welfare**

**Ending Units Total = Beginning Units of Next Round**

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**Round Twelve**

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**Strategic Hostility Forces**

- Offensive: _____
- Defensive: _____

**General Welfare**

**Ending Units Total = Beginning Units of Next Round**
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<th>GENERAL WELFARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offensive</td>
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<table>
<thead>
<tr>
<th>FINAL TOTAL</th>
<th>Adults</th>
<th>Children</th>
<th>Food</th>
<th>Muskets</th>
<th>Land</th>
<th>Horses</th>
<th>Farm Animals</th>
</tr>
</thead>
<tbody>
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You will receive two writing prompts during Phase 2. These Diary Situations represent actual events and experiences of inhabitants of early New World colonies.

1. Using your own paper, write an interesting, perceptive diary entry of approximately 100 to 200 words.
2. Write this diary entry as if you were living in your colony somewhere between 1630 and 1720 CE (CE denotes the Common Era, a term that replaces AD after dates.)
3. Describe how you are involved in the life of your colony. Use the knowledge you have of colonial life, the information contained in the diary situation and your imagination.
4. Write using vivid specific details.
   What is meant by specific details? Specific details are words that make clear pictures in readers’ minds. For example, a dull diary entry might read: “The weather was bad today. We didn’t want to go outside because it was cold.”

A better diary entry includes specific details so that we actually feel the cold. For example, it might read:
   “The weather has been brutal. It is so cold that my nose prickles like a dozen needles are sticking me. Father said that if we don’t bundle our heads the wind will freeze our ears off, and that they will shatter into a hundred pieces when they hit the ground.”

Sample Diary Situation:
Imagine that you are one of the 34 children among the 102 passengers and 20 sailors aboard the Mayflower. You left England on August 5, 1620, in the company of the Speedwell. When the Speedwell started leaking, both ships returned to port. Some passengers from the Speedwell crowded onto the Mayflower, and you set sail again. Living conditions are extremely difficult.

For two months you have been at sea. You are dirty, hungry, cold, damp and tired. The sailors dislike their passengers. You overheard one sailor remark that he would like to throw half the Pilgrims into the sea. The food is mostly hard biscuits, salted beef and a few dried peas and beans. The drinking water has all gone bad. Now everyone, including children, has only beer to drink.

Directions Write a diary entry describing your feelings about the trip.

1. Include a description of the life you left behind.
2. Describe the voyage, including details of life on board the Mayflower and describing events that have occurred.
3. Look ahead to describe what you expect life to be like when you reach the New World.
October 20, 1620

Life on this ship is smelly, cold and very crowded. People have no privacy, and can do little but talk. Idleness causes people to gossip and become fearful. My grandfather fears that we shall never find our new home. Some men believe that the crew has purposely sailed so that we are lost. One mother believes the sailors are all mean men. She fears that a heartless sailor may throw one of us children overboard into the cold, dark sea.

Truly, most of the crew has little love for us. One sneered at me and made fun of me for carrying my Holy Bible. However, maybe not all of them hate us. I believe they do not like this miserable voyage, either. One young sailor helped me when I fell down the stairs and bruised my shin. He stopped and talked to me. He even smiled. So even though we are long at sea, I do not believe the captain has gotten us lost on purpose.

I was very pleased to leave Holland. My family had moved six times in the last three years. First, we left England. Then we had to keep moving as my father looked for work. The people in Holland were friendly, but they weren’t our people. They were always telling me to learn their language. At least most of the people who will settle in the New World with us are Puritans like my family.

Now we have been at sea 52 days. That is 52 days of hard beans, dry biscuits, sour beer, and stiff salted beef with bugs in it. This sickening diet grabs my belly and twists it into sharp pain. We drink beer because the water all went bad days ago. We haven’t been able to wash our clothes since we left England. Keeping our bodies clean is impossible. Everyone is grimy and short-tempered. We smell like animals in a barn that hasn’t been cleaned in four months. Oh for a bath and a breath of fresh air!

I hope and pray that we reach the new land soon. I wonder if we will find a warm, dry comfortable place to live. I yearn for a friendly fire with fat logs snapping and crackling. I want to sit at the hearth with my family around me. I long to walk on land again, to be dry and warm, to feel a fire’s heat on my body like a comforting blanket.
For this first Diary Entry, you may choose from one of the following options:

**Diary Entry #1: First Option**

Your first winter in the New World is drawing to a close. Looking back, you wonder where things went awry.

You and your fellow colonists had planned your trip thoughtfully, but still found yourselves short of food, medicines and necessary supplies. Winter set in early and caught you by surprise. With inadequate shelter, brutal cold, devastating diseases and a lack of food, many people became sick and died. Those of you still living spent much of your time caring for the sick and dying. Almost everyone lost a beloved family member or friend to either illness or the harsh winter. Now spring is coming. As one of the fortunate—the survivors—your determination must carry you through your grief. You set out for this New World full of hope and dreams. How can you rekindle the courage to achieve your dreams?

**Directions:** Write a diary account of your experiences since arriving, including:

- Your thoughts and experiences concerning the harsh winter, the disease and the deaths
- Comments on how you feel about surviving
- Your feelings about the future and what lies ahead for you and your colony
- Vivid detail, enhancing your description

**Diary Entry #1: Second Option**

Since first landing in the New World, your colony has had regular contact with several Native American tribes. These people were suspicious and hesitant at first, but you have developed a positive and trusting relationship. They came to your aid during this past horrible winter. Without them, your colony may have perished entirely. You have welcomed them into your homes, they have included you in their tribal ceremonies, and together you have shared life’s good times and its sorrows during this first year.

The devastating first winter has left your colony hungry, frightened and running out of hope. Frustrated and angry over the difficulties your colony faces, some colonists have become increasingly hostile towards your neighboring Native Americans. These colonists resent the fact that the Natives seemingly have more food and better resources. Last Friday, a hungry colonist shot and killed a young Native hunter carrying several fat rabbits, some partridge and grouse. In retaliation the hunter’s tribe launched an attack against your colony. Your dwindling colony lost three more members. Everyone on both sides feels betrayed, angry, upset, and frightened.

**Directions:** Write a diary account of these events.

- Explain exactly what happened as you viewed it
- Express your conflicting feelings toward the Native people
- Include some of your past experiences with the Natives and plans for how you may deal with them in the future
After your first year in the New World, you have experienced much joy and freedom, but also much hardship and despair. Your fellow colonists are growing restless. They are beginning to talk of rebellion. Governor Moore is the target of the colonists’ anger and frustration. When you arrived in the New World, voting adults elected Governor Moore unanimously. No one questioned that he was the most popular and most capable leader in the colony.

The summer was hot, dry, and difficult. Your crops suffered seriously from the drought. Hunters brought in less food as the animal population decreased due to the harsh conditions. As food and medical supplies became scarce, Governor Moore made decisions about how to divide these dwindling resources. Frustrated, hungry and grieving colonists accused him of withholding food and medicine from the helpless and dying. Some believed he was hoarding supplies for his own personal use.

Because of continued shortages and the prospect of another devastating winter, the governor recently posted a new set of laws. Among the most controversial are laws that continue food rationing and that require people to work at least 14 hours a day farming, hunting, fishing or making needed items.

Some residents believe that the colony must replace the unpopular Governor Moore. Rumors hint of recent secret meetings planning a revolt. Mysterious public notices have appeared, calling for the governor’s overthrow. After attending one of these meetings, you came away confused and quite frightened about the future of the colony. One man suggested that colonists raid the food storage warehouse and divide the food supplies among all the colonists. Another man suggested that the residents banish the governor from the colony. Yet another screamed out, “Governor Moore should be tarred and feathered!”

Directions: Write a diary account about the crisis in the governing of your colony.
1. Express your feelings about having survived the first year.
2. React to the plans to overthrow Governor Moore.
3. Include in your account details of your life. Tell what you have observed as an increasing number of activities have been organized against the governor.
4. Strive for verisimilitude. This word means “the quality of seeming real.” To make your descriptions real, use descriptive words which create pictures in your reader’s mind.
ENDING THE SIMULATION

The “winner” of the DISCOVERY simulation is the colony with the most Wealth Units after all rounds and after all debts have been paid.

1. Compute the value of the population and resources of your colony using the chart below. Enter Asset values from the Daily Labor and Wealth Chart. Add all Asset values together. Colonists may not slaughter animals at the end of the simulation to gain Wealth Units.

2. Compute the value of all land your colony controls. The value should be marked on land squares on your map. Add the value of all colony land squares and multiply by 1.5 to represent the improvements made by your colonists.

3. Add all population, resources and land totals to arrive at the final Total Wealth of your colony.

<table>
<thead>
<tr>
<th>Asset</th>
<th>Value</th>
<th>Number of Units</th>
<th>Value in Wealth Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farm animals</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horses</td>
<td>15</td>
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<td>Household items</td>
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<td></td>
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</tr>
<tr>
<td>Muskets</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeds</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Value of Assets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land</td>
<td></td>
<td>Total of all squares multiplied by 1.5</td>
<td></td>
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</tbody>
</table>

4. Repay all debts incurred when preparing to sail to the New World, including any interest payments in the form of a percentage of land and/or Wealth Units. You do not need to repay your sponsor or lender for the value of the people in your colony, only for the supplies.

<table>
<thead>
<tr>
<th>Beginning Wealth Units</th>
<th>Land Value</th>
<th>Value of Assets</th>
<th>Total Wealth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+</td>
<td>+</td>
<td>=______________</td>
</tr>
<tr>
<td>Beginning Loan Value or Total amount due sponsor</td>
<td>-______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Value of Colony</td>
<td></td>
<td></td>
<td>=______________</td>
</tr>
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</table>

Congratulations on your successful colonization of the New World!