

Colonial America

5th Grade
Social Studies

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Introduction to Life in Colonial America

This is a 5th grade unit plan that will span 15 lessons over the course of one month. The lessons will cover the locations of the colonies, daily life and perspectives of the colonists, and the development of the emerging labor force in the colonies (i.e. cash crops, and slavery). Students will utilize technology through a webquest, a virtual field trip, glogster, Google Earth, internet research and videos. Students will partake in various writing and mapping activities that will accompany the lessons. The unit will finish with a celebration of a colonial day.

**We worked on this unit together, however, we each wrote individual lessons instead of writing each lesson together. You may grade us together.*

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Lesson 1: Introduction to Colonial America

I. Standard:

- U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148)
- K1.2 Understand historical, geographical, political, and economic perspectives

II. Objective/Benchmark:

- The student will know the reasons why colonists came to America.

III. Anticipatory Set:

- The teacher will prepare a “charter” document that will be delivered by someone from outside of the class as they are ready to begin the unit.
- The “charter” should be created using a parchment type paper and written to style with calligraphy.
- The document will announce that the class has been granted to rights to learn about colonial America
- Ask students what a charter is and who might grant one. Explain how colonies were granted by kings and queens with special purposes.

IV. Input:

- Task Analysis:
 - The lesson will begin when the “charter” document is delivered as described in the anticipatory set. The teacher will read the “charter” and explain to the students that they have been given the “rights” to learn about colonies.
 - The teacher will begin with the anticipatory set, checking for understanding from the previous unit. This includes previous explorers to North America
 - What explorers came to the New World?
 - What were they looking for while they were exploring?
 - Where had settlements been established?
 - The teacher will ask students if they know about colonies and ask them to describe one. The teacher will ask students why colonists would want to come to America.
 - The teacher will explain that the first colonies of the United States were chartered by British monarchy and given charters (official documents) to find gold or other riches. Some colonists were looking for religious freedom.
 - The teacher will tell the students that the next unit will be about the thirteen colonies that founded our country.

- The teacher will ask students to complete the first two columns of a “What we think” chart as a class. The chart is three columns that is similar to KWL. The three columns will answer the following questions:
 - What do you *think* you know about the thirteen colonies?
 - *How* can you find out?
 - What do you *conclude* about the thirteen colonies?

- The teacher will explain to the students that the colonies were divided into 3 regions: New England, Mid-Atlantic, and Southern.
- The teacher will show the interactive map of the colonies, showing 3 regions.
- The teacher will ask students if they recognize or have visited any of the areas on the map; can they name any of the current states?
- The teacher will show the interactive map of the colonies, displaying each individual colony.
- The teacher will close the lesson by asking students to each share one specific colony that they are most interested in learning more about in the unit, and why?

- Thinking Levels:
 - Remembering – The student will *define* charter and colony
 - Understanding – The student will *explain* the reason why colonists settled in America
 - Analyzing – The student will *question* previous ideas and concepts about the 13 colonies

- Learning Styles and/or Accommodations:
 - There are little accommodations for this lesson; it is introductory and just gathering ideas and checking for prior understanding.
 - The “mystery” of the delivered “charter” can get students of all learning styles interested in what is to come, students that need a break from their seats may be invited to help read the “charter” or help record on the “What we think” chart.

- Method and Materials:
 - Interactive region map: <http://www.mrnussbaum.com/13colonies/13regions.htm>
 - Interactive colony map: <http://www.mrnussbaum.com/13colonies/13int.htm>
 - “What we think” chart
 - “Charter” document - see anticipatory set

V. Modeling:

- The teacher will model completing the “What we think” chart by writing the first answer in each of the first two columns

VI. Checking for Understanding:

- What explorers came to the New World?
- What were they looking for while they were exploring?
- Where had settlements been established?
- What do you already know/have seen on television about the thirteen colonies?
- How many regions were in colonial America?
- What are the names of the regions?
- Why did people create colonies in America?

VII. Guided Practice:

- The teacher will guide the class through the completion of the “What we think” chart.

VIII. Independent Practice:

- There is no independent practice during this lesson.

IX. Closure

- The teacher will close the lesson by asking students to share one colony or one thing that they are most interested in learning about during the unit.

X. Assessment/Reflection

- Did the prior unit prepare students for this unit?
- Are the students sharing all misconceptions?
- How can I use student ideas on upcoming lessons?

XI. Resources

Banks, J., Colleary, K., Greenow, L., Parker, W., Schell, E., & Zike, D. (2009). *The United State: Early years*. Columbus, OH: Macmillan/McGraw-Hill.

Jennings, D., & Gimple, A. (2008). *How America began: The founding of the thirteen colonies*. In Core Knowledge. Retrieved August 2, 2011

Lesson 2: Geography of Colonial America

I. Standard:

- U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148)
- K1.1 Understand and analyze important temporal, spatial, political, and economic relationships, patterns, and trends
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied

II. Objective/Benchmark:

- The student will know the names and regions of the thirteen colonies.
- The students will be able to identify the states and regions on a map

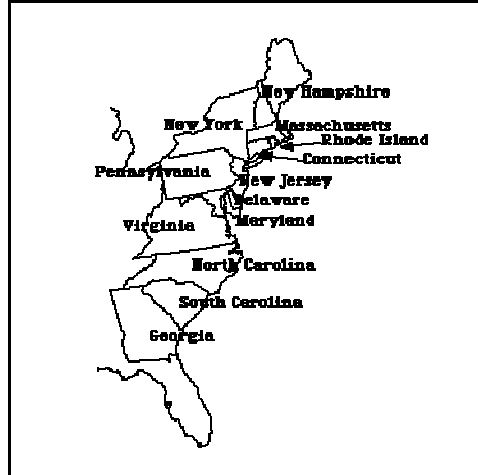
III. Anticipatory Set:

- The teacher will begin by showing a globe to the class. The teacher will review previous learning by asking students to identify where explorers were from.
- Ask students to name the continent that they started and the new continent they were exploring. Ask them what ocean they were crossing to explore North America.
- List these on the board and locate them on the globe.

IV. Input:

- Task Analysis:
 - The teacher will begin by using the globe to locate important places in the exploration of the new world.
 - The teacher will use a large relief map of the United States and ask students if they can locate where the 13 colonies are on this map. Allow students to time to go up to map and locate colonies or regions discussed in previous lesson.
 - The teacher will distribute a map worksheet that has an outline of each colony. The teacher will instruct the students to color and label the 3 regions.
 - The teacher will show how land features are represented on the map (mountains, islands, forest cover, open areas, shorelines)
 - The teacher will divide the class into 3 groups and assign each group a region to investigate the landforms.
 - The teacher will instruct the groups to use their textbook, relief map, encyclopedia, and internet to research the land forms of their region.
 - The teacher will instruct the students to create a poster that displays the geography of the region. The teacher will explain the requirements of the poster are:
 - title
 - map of the region

- prominent land forms and shoreline
 - pros of geography
 - cons of geography
 - The teacher will model a poster by displaying an example from a previous year or creating one.
 - Groups will display their posters and explain the geography of their region.
 - The teacher will instruct the students to journal about one region that they did not research
- Thinking Levels:
 - Remembering – The student will *reproduce* a map representing the regions of the thirteen colonies.
 - Understanding – The student will *locate* land features of the geography in each region.
 - Applying – The student will *illustrate* regional differences on a poster presentation.
 - Analyzing – The student will *compare and contrast* colonial geography
- Learning Styles and/or Accommodations:
 - The lesson contains different methods of assessment for different learning styles. Student can illustrate, present, and write.
 - Students will be working in groups some of the time, so students with hyperactivity will not be seated entire lesson.
 - Students that have difficulty writing can journal with a partner or use pictures in journal.
- Method and Materials:
 - Poster board
 - Craft box (scissors, markers, glue, stickers, etc.)
 - Interactive region map: <http://www.mrnussbaum.com/13colonies/13regions.htm>
 - Interactive colony map: <http://www.mrnussbaum.com/13colonies/13int.htm>
 - Colonial map worksheet



V. Modeling:

- The teacher will model the poster design by showing an example from a previous student or creating one.

VI. Checking for Understanding:

- What are the regions of the colonies?
- What states are located in each region?
- How do you identify different landforms on the map?
- What landforms would be good for farming?
- What kind of seashore would be good for fishing? Building a city?

VII. Guided Practice:

- There is no guided practice in this lesson

VIII. Independent Practice:

- There is no independent practice in this lesson

IX. Closure:

- The teacher will close the lesson by asking students to write in their social studies journal an entry that explains the land features of a region that they did not research, listing one pro and one con for settling there.

X. Assessment/Reflection:

- Did student's worksheets match the map displayed on the projection screen?
- Do the students understand how to read the features on the map?
- Can student distinguish pros and cons of the geography?

XI. Resources:

Banks, J., Colleary, K., Greenow, L., Parker, W., Schell, E., & Zike, D. (2009). *The United State: Early years*. Columbus, OH: Macmillan/McGraw-Hill.

Jennings, D., & Gimple, A. (2008). *How America began: The founding of the thirteen colonies*. In *Core Knowledge*. Retrieved August 2, 2011

Lesson 3: Early Settlements

I. Standard:

- U2.1.1 Describe significant developments in the Southern colonies, including establishment of Jamestown (National Geography Standard 4, p. 150)
- P1.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details
- P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively

II. Objective/Benchmark:

- The student will know the story of Jamestown and how it survived to become the first permanent settlement
- The student will be able to identify the James River, Chesapeake Bay, John Smith, and Pocahontas
- The student will be able to develop an understanding of the chronological order of events of early settlements in America

III. Anticipatory Set:

- The teacher will begin by showing the Ken Burns style documentary on the first English settlements in America. The video can be found at the following URL:

http://www.teachertube.com/viewVideo.php?video_id=19705

IV. Input:

- Task Analysis:
 - The teacher will begin by capturing the students' attention with the short video about the early settlements of Roanoke and Jamestown.
 - The teacher will check for understanding by asking students which parts of the story were familiar and which parts were new. Refer to the "What we think chart" to add to any appropriate column, including the conclusion column.
 - The teacher will instruct the students to partner read (reading aloud to a partner, taking turns every other paragraph) in the textbook. The selected text includes "The Lost Colony," "The Jamestown Colony," and "The Pilgrims" in *The United States: Early Years* (pages 86-91).
 - The teacher will instruct the students to use a two column graphic organizer to record the year events occurred in the first column and what the event was in the second

column. The teacher will model the use of graphic organizer by completing the first year and event on the projection screen.

- After student have completed the reading and graphic organizer, they will use the graphic organizer to create a timeline that shows chronological order of events for early settlements (misconception alert: the pilgrims were the first to settle in America). The teacher will guide the timeline creation by showing students an example on the projection screen and asking students what should be transferred from the columns to the timeline.
 - The teacher will review the completed timelines with the students to check for understanding of the chronological order. The teacher will ask if the settlements were started for the same or different reasons (Plymouth for religious reasons and Jamestown for gold, crops). The teacher will show students on the map the locations of the settlements. The teacher will ask the students to identify which colonial region the settlements are in.
 - The teacher will close the lesson by showing a trailer for Disney's Pocahontas and previewing the next lesson on Native Americans.
- Thinking Levels:
 - Remembering – The students can *list* early settlements
 - Understanding – The students can *explain* why the settlements were formed
 - Applying – The students can *illustrate* the chronology of the settlements on a timeline
 - Analyzing - The student can begin to *discriminate* entertainment and history
- Learning Styles and/or Accommodations:
 - The students will be able to use the craft box and different kinds of paper to make their timeline with as much creativity as they want.
 - The teacher will ask a volunteer to describe the pictures in the movie to a student with visual impairment.
 - The teacher will use a microphone/speaker system in room to amplify voice for students with hearing impairment.
 - The teacher will partner with ELL and learning disabled students for the partner reading and graphic organizer completion
- Method and Materials:
 - Construction paper, graph paper, etc. - to create timeline
 - Markers, crayons, colored pencils - to create timeline
 - Craft box (stickers, glue, pictures, etc.) - to create timeline
 - Two column graphic organizer
 - The United States: Early Years text book
 - Pocahontas trailer - <http://www.youtube.com/watch?v=9q1QF8G47oU>

V. Modeling:

- The teacher will model the completion of the 2 column graphic organizer by filling in the first line set from the text book over the projector

VI. Checking for Understanding:

- Are there any locations, ideas from the video that were discussed on our chart?
- Should we add any new items to our chart?
- Do we have any conclusions to add?
- What do you think happened to the settlers at Roanoke?
- Why did the settlers at Jamestown have difficulty surviving?
- When did the pilgrims arrive at Plymouth?
- Which settlement was first?

VII. Guided Practice:

- The teacher will guide the students through the creation of their timeline by also creating one on the projection screen.

VIII. Independent Practice:

- There is no independent practice

IX. Closure:

- The teacher will close the lesson by showing a trailer for Disney's Pocahontas. The teacher will ask if students have seen the movie before.
- The teacher will share that the next lessons will be about the Native Americans that were already residing where the colonies were being founded.
- The teacher will share that some of the history that they learn will not always match with the movies and entertainment that they are based on.

X. Assessment/Reflection:

- Does the video capture the attention of the students?
- Do the students remember facts about the settlements from the video?
- Is the lesson following any suggestions in learning the concepts from the students when the chart was created?
- Do the students make connections from the text to the timeline?

XI. Resources:

Banks, J., Colleary, K., Greenow, L., Parker, W., Schell, E., & Zike, D. (2009). *The United State: Early years*. Columbus, OH: Macmillan/McGraw-Hill.

Jennings, D., & Gimple, A. (2008). *How America began: The founding of the thirteen colonies*. In *Core Knowledge*. Retrieved August 2, 2011

Lesson 4: Native Americans & Settlers' Perspectives

I. Standard:

- 5-U2.3.3 – Describe colonial life in America from the perspectives of at least three different groups of people (e.g. wealthy landowners, farmers, merchants, indentured servants, laborers/the poor, women, enslaved people, free Africans, and Native Americans).
- K1.4 Analyze events and circumstances from the vantage point of others.
- P1.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

II. Objective/Benchmark:

- Through comparison between the perspectives of the Native Americans and the Europeans, students will be able to compare and contrast what cooperation and conflict are in terms of the first colonies to better understand their way of life during Colonial America.

III. Anticipatory Set:

- To access student's prior knowledge about what they know regarding European exploration and Native Americans, we will make a word web on the board. I will invite students to share what they know, and I will write their answers into two different webs (one for European exploration, i.e. John Smith and one for Native Americans, i.e. Squanto).
- After we have completed our two word webs, we will discuss the answers that students have supplied. I will question the students about their thoughts on how the Native Americans felt when these foreign people started emerging on their land, and we will discuss the reasons why the settlers came to America.
- Questions to pose to students along with their answers...
 1. If you were a Native American, how would you feel if people started taking over everything that you call life?
 2. Why did the Native Americans feel angry?
 3. What would it feel like to spend weeks or months on a ship coming to America crammed into a small space, with not much food? Remember, many people got very sick as they made the great journey across the ocean.

4. Since many people got sick coming here, the settlers took great risks, would you have left England, or Spain, or what you knew to be life, to see if something better awaited you in America? Why?

IV. Input:

- Task Analysis:
 - Students will have already learned about where the different settlers started colonies, and using that prior knowledge, I will begin to discuss the ideas about cooperation and conflict amongst the colonies and the Native people.
 - I will ask for student ideas about what they think cooperation means (cooperation is the act of working together), and also what conflict means (disagreement amongst people). I will ask the students how cooperation and conflict are linked to Native Americans and the settlers, asking for specific examples if possible.
 - I will then tell the students that we are going to look at the settlement of the colonies through the eyes of a Native American and a settler, and to do so we will be reading a biography about John Smith and Pocahontas.
 - I will request that the students take out their highlighters, and pass out the copies of the two biographies.
 - Students will first skim the biographies for important facts (I will demonstrate on the ELMO an example of an important fact within the article, i.e. Pocahontas name means “playful one”). After skimming the article, students will silently read the article to themselves. Give students no more than 10 minutes to do this. After they have completed their silent reading, popcorn read around the room. This will allow students the chance to catch something they did not previously.
 - When the reading is complete, pass out the Venn Diagrams. Students are going to compare and contrast John Smith and Pocahontas. From the readings, ask the students how Pocahontas can be tied to cooperation. Ask the students why it was that John Smith, and other settlers created conflict, maybe without intending to, with the Native Americans.
 - The final activity that students will complete is to start a journal of perspectives. Pass out the journals to each student, and have them write their name on the front cover. Today, the students will write two entries, as if they are, a Native American and if they are a settler. Encourage the students to be creative, and to truly take on the roll of a Native American. Not all Native Americans were as accepting as Pocahontas, like her father, Chief Powhatan. Students will also write an entry from the perspective of an English settler/colonist. They can be an adult or child for this perspective, but they must think about the feelings and expectations about the new world.
 - As students work on their journal entries, circulate the room to observe their writings and to also assist with questions where necessary. Students will keep these journals for the remainder of the unit, as they will write more perspectives of different types of colonists.

- Thinking Levels:
 - Remembering & Understanding: Students will need to *recall* the information about colonies and location that we previously discussed
 - Applying: Students will take their new knowledge and *write* as if they were an early colonist or Native American.
 - Analyzing: Students will *compare* and *contrast* the different perspectives and also how those tie to cooperation and conflict amongst the early settlers and Native Americans.
 - Evaluating: Students will need to *defend* why they believe the settlers and Native Americans felt the way they did.
 - Creating: Students will *construct* a word web to discuss their prior knowledge of exploration and Native Americans and a journal perspective.

- Learning Styles
 - Linguistic: Students are given a biography that they must read and relate to through writing.
 - Visual/Spatial: Students will complete a Venn diagram.

- Special Accommodations:
 - If a student has difficulty with reading they may partner up with someone of a higher reading level when we do the silent read they may also choose to pass during the popcorn reading. It may help to have the student with difficulty use a ruler or piece of construction paper to help follow along as the entire class reads.
 - If a student has difficulty sitting still during this time, they will be allowed to stand to read, unless they abuse that privilege, and then they will have to sit like the rest of the class.

- Method & Materials:
 - Word web on Whiteboard
 - ELMO device
 - Highlighters
 - Two biography sheets (John Smith & Pocahontas)
 - Journals (one per/student)
 - Venn Diagrams
 - Teacher/Group Discussion

V. Modeling:

- I will construct the word webs on the whiteboard for the students at the beginning of our discussion to access prior knowledge.

- I will demonstrate the proper way to highlight important key facts in an article using the ELMO.

VI. Checking for Understanding:

- As students work on their journals I will circulate the room to make sure that the students are staying on task, as well as correctly applying the knowledge from the biographies and discussions into their specific perspective.
- At the end of the lesson, students will turn in their journals for further assessment.

VII. Guided Practice:

- Students will take what they previously knew, as well as what they learned today during the readings and discussion to apply it to a journal entry on the perspective of a first settler and a Native American. They will be graded on if they complete the entries, and the content of those entries.

VIII. Independent Practice:

- Completing the silent reading, and the journal entries.

IX. Closure:

- After students have completed their journal entries, explain that for the next week we will be discussing the different perspectives of people during colonial times. We will learn about wealthy landowners and merchants, enslaved people, women, and farmers, laborers and the poor in the upcoming days. Start thinking about how these different people came together to start a colony, and why there are different roles.
- At the end of our lessons about the perspective of colonial people we will write a Colonial Newspaper to showcase all that we have learned, and to highlight important facts of that time.

X. Assessment/Reflection:

- I hope that this lesson will help students better understand how the Native Americans felt when the colonists arrived. As a result of using a perspective of both the Native Americans, and the colonists, students will be able to grasp the different views more readily. By having them complete journal entries on these different perspectives and lives of the colonists they will further understand what it was truly like during that time period.
- Did I meet my teaching objective? Yes, based on the student's journal entries they were able to understand the different feelings that these two types of people felt.

XI. Resources:

Captain John Smith (n.d.). In *Historic Jamestowne: Visiting America's Birthplace*.

Retrieved July 25, 2011, from

http://www.preservationvirginia.org/rediscovery/page.php?page_id=25

Miller, G. (n.d.). Pocahontas. In *Native Americans*. Retrieved July 25, 2011, from

<http://www.mce.k12tn.net/indians/famous/pocahontas.htm>

Lesson 5: Social Classes & Occupations Perspective

I. Standard:

- 5-U2.3.3 – Describe colonial life in America from the perspectives of at least three different groups of people (e.g. wealthy landowners, farmers, merchants, indentured servants, laborers/the poor, women, enslaved people, free Africans, and Native Americans).
- K1.3 – Understand the diversity of human beings and human cultures.
- K1.5 – Understand social problems, social structure, institutions, class, groups, and interaction.
- P2.1- Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

II. Objective/Benchmark:

- Students will be able to recognize the difference between the different types of people living during colonial times (i.e. wealthy landowners, merchants, farmers and laborers) through role playing following a teacher led discussion. Students will understand the meaning of diversity, as it pertains to the past and present.

III. Anticipatory Set:

- As students are seated at their desks, I will pass out small bags of different colored M&Ms. Each student will receive a bag that is a different color (there are five different colors, and there will be duplicates of colors). These colors will represent how students will later be grouped for an assignment.
- The students will be curious as to why we are using M&Ms today. Start a discussion about what the students think that the word diversity means.
- The definition of diversity is the condition of having or being composed of differing elements, which can be the inclusion of different types of people in a group.
- Tie the word diversity to how there were many different types of people when America was first founded.

IV. Input:

- Task Analysis
 - Explain to the students that the M&Ms are meant to represent five different types of people living in the colonies. This helps show that all of these different types of people came together to form a diverse community.
 - Ask the students how is our classroom diverse? (Boys vs. girls, teacher vs. students, old vs. young, ethnicities, glasses vs. non-glasses, etc).
 - Now, tell the students to think about the community in which we live. There are all sorts of different jobs available: doctors, lawyers, teachers, bankers, dentists, grocery owners, construction workers, electric workers, farmers, etc. but they all are needed in order to make the community run effectively. That being said, colonial America also needed different occupations to help their new community grow and expand.
 - Today we are going to explore different types of occupations that would have been found during colonial America, and we are going to understand how they lived.
 - Based on the color M&Ms you received, that will be your job occupation in colonial America.
 - Red M&Ms: Wealthy Landowners/Plantation Owners
 - Green M&Ms: Merchants
 - Brown M&Ms: Farmers
 - Yellow M&Ms: Laborers
 - Orange M&Ms: Poor/Servants
 - Please find your other group members (roughly 5 students/group), and wait while I pass out a small slip of paper giving you some information about your occupation/lifestyle.
 - Once you receive your slip of paper, discuss with your group, how you want to teach the rest of the class about your occupation. You may do a skit, make a poster, perform a song, or make a PowerPoint presentation, but all group members must participate.
 - After you have decided on a performance method, you will need to research a bit more information on your type of person. We will be heading to the computer lab to complete this research (30 min). I will be watching to make sure that you stay on task, so you should only be researching your occupation once in the computer lab.
 - Please take notes about key ideas, and facts that pertain to your occupation and lifestyle that you would have lived.
 - When we return to the classroom, you will have the opportunity to complete your performance method. We will work on these projects for about another 30 minutes until lunchtime.
 - After lunch you will complete your poster, skit, PowerPoint, or song, and your group will perform/teach what you have learned about your occupation to the rest of the class. You will be graded on your participation in both the research area, as well as the actual performance. Please make sure that everyone is included.
 - We will be completing more journal entries following the group presentations.

- Thinking Levels:
 - Remembering: Students will need to *recall* what they observed in the presentations to complete a journal entry from the perspective of the different individuals with differing occupations.
 - Understanding: Students will *identify* and *report* to the class what they have learned about their occupations.
 - Applying: Students will *illustrate* their new knowledge through their method of presentations, as well as their journal entries.
 - Analyzing: Students will *examine* the different types of occupations.
 - Creating: Students will *develop* and *design* a presentation based on their colonial occupation.

- Learning Styles:
 - Bodily-Kinesthetic: Students are able to move around/act of the occupation and lifestyle of the individual.
 - Visual-Spatial: Students are given the M&Ms and they must consider how those represent diversity amongst a community.
 - Linguistic: Students are given a slip of paper that they must read, and discuss with their group members to determine how the person lived.
 - Interpersonal: Students are working with groups to complete the activity.

- Special Accommodations:
 - Students with disabilities will be able to participate because they will be working in a group setting, and their group members will be able to help guide them, and answer questions if needed.
 - Students with severe disabilities will be able to complete a different activity that involves a worksheet of the different colonial occupations.
 - If there is a student with food allergies, a bag of marbles will be used instead.

- Method & Materials:
 - M&Ms (25 bags)
 - Occupation slips
 - Journals
 - Poster board
 - Computer Lab
 - Teacher/Group discussion
 - Group Activity

V. Modeling:

- This will be seen when I pass out the M&Ms and we discuss diversity and how it is tied to the different occupations of individuals during colonial America. This will help students conceptualize how different groups, jobs, people, can come together to make a community or town function. I will remind students of the importance to include everyone in the project.

VI. Checking for Understanding:

- As students work with their groups, I will circulate the computer lab, and the classroom to make sure that students are staying on task, and offer guidance where needed.
- Student presentations should match the information supplied and what they found while researching.
- At the end of the lesson, students will be asked to complete more journal entries about these new colonial life perspectives that they have recently learned about.

VII. Guided Practice:

- Students will take what they have learned about their specific job occupation from colonial times and share with the class what they have found. This will help the other students learn about the other occupations, as well as assess what the students have gained upon completion of the lesson. They will be graded on how they worked with their groups, the appropriateness of their research, creativity, and their participation for the presentation.

VIII. Independent Practice:

- Working in groups to complete the presentation activity, as well as completing the necessary journal perspectives.

IX. Closure:

- While each group presents, the students that are observing will write down, at least, 2 important things from each group that they learned.
- After the presentations are complete, the students will take out their journals, and write a perspective of the individual that they researched (i.e. a wealthy landowner, merchant, farmer, laborer, and the poor/servant).
- I will remind students that no matter how different we appear on the outside, many of us have the same feelings and ideas on the inside. A goal for the rest of the week is to compliment an individual each day (this may be a classmate, a family member, your neighbor, or someone you pass). Remember, everyone is diverse in his or her own way, but we must work together to accomplish things.

X. Assessment/Reflection:

- I hope that this lesson would help students recognize the different occupations and lifestyles of individuals living during colonial America, instead of just reading about them. By allowing them to work together and act out their occupation, I hope they will take with them a new appreciation for the way different people live, and consider how people are of different statuses today, too.
- Did I meet my teaching objective? Yes, based on the students' presentations they were able to grasp the different occupations of colonial America, as well as the lifestyles that those individuals experienced. Students were able to tie the colonial America examples to what diversity represents.

XI. Resources:

Diversity (1996). In Merriam Webster Dictionary. Retrieved July 26, 2011, from <http://www.merriam-webster.com/dictionary/diversity>

When We Grow Up (n.d.). In Colonial Kids: A Celebration of Life in the 1700s. Retrieved July 26, 2011, from <http://library.thinkquest.org/J002611F/>

Lesson 6: Perspective of Women

I. Standard:

- 5-U2.3.3 – Describe colonial life in America from the perspectives of at least three different groups of people (e.g. wealthy landowners, farmers, merchants, indentured servants, laborers/the poor, women, enslaved people, free Africans, and Native Americans).
- K1.4 – Analyze events and circumstances from the vantage point of others.
- P1.4 – Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

II. Objective/Benchmark:

- Students will compare and contrast the differences of women today and the women of colonial America through observation of pictures, a video and a group discussion. They will use their new knowledge to complete a poem about the important roles that women had in colonial America, as well as a canvas quilt square to hang in the classroom.

III. Anticipatory Set:

- While the students are seated at their desks, I will play a short video about Colonial Women. (<http://www.youtube.com/watch?v=jO0zxV8oc0k&feature=related>)
- I will then pass out a similarities and differences worksheet. I will show the students 6 different pictures on the projection screen (there are 3 present day, and 3 colonial day). Students will compare the present day to the colonial day woman, and write similarities and differences between the two types on their worksheet. I will be asking for examples that students notice in the pictures as we go from photo to photo. I will write those examples on the board.
- Once we have completed the photo comparison, I will then ask students to think about what their moms, sisters, aunts, or grandmas do everyday, and to share those thoughts with the class, writing their answers on the board next to their previous colonial examples. Some possible areas of topic direction include:
 - Work
 - Stay at home mom
 - Types of activities they do
 - Professional athletes
- After this activity is complete, I will ask the students to ponder why things have changed for women.

- Some questions to ask them...
 - What can women do today, that they could not do during colonial times?
 - How has education impacted the life of women?
 - Can anyone explain the importance of women during colonial America?
- Today, we are going to explore what it would be like for a woman during colonial America.

IV. Input:

- Task Analysis
 - Ask the students if they have ever thought about how people use to live. Have them consider that life was not the same for the colonists as it is for us today. We have many more luxuries and advancements that the colonists did not have.
 - I will begin a short lecture about how women lived during colonial America.
 - Colonial women did not have any easy life when they first arrived in America because the living conditions were not great, and there were many sicknesses here that they had not been exposed to before.
 - Today, there are many vaccinations available if you go to another country on vacation or a mission trip to prevent you from getting sick, but when the colonists traveled they did not have that luxury.
 - Many girls and women knew how to read, so that they could read the Bible, but many of them could not write because they were expected to stay home and complete the chores around the home instead of being able to go to school. However, the school day started a bit later than what we are used to so that children could help out around their homes with chores and then come to school, which was sometimes at their teacher's house.
 - Today, we expect everyone to go to school, because everyone deserves the opportunity to learn and succeed.
 - Some of the typical daily activities that girls and women participated in were sewing, cleaning, cooking, baking, caring for the children, and taking care of the animals.
 - Many women today still partake in those "chores", but women today also have a choice to be something other than just a stay at home mom, whereas the colonial women did not have that choice, it was expected of them. Many men also help out with those types of chores around the house too, and some are even stay at home dads while the mom goes to work.
 - Today, anyone over the age of 18 is allowed to vote, but in colonial America, women did not have the right to vote.
 - As I said before, women did not have an easy life; they were constantly busy around the house, taking care of children (many families had at least 6 kids!), and taking care of animals. They were warriors for the time.
 - Does anyone have any questions pertaining to the colonial women?

- Please take out a writing utensil and your journals, today we will be writing a poem as our perspective of a colonial woman.
 - We are now each going to write a poem about the role of women and the hardships they faced. Please include specific examples from what we discussed, you may include a comparison to women's life now if you choose. Your poem should be at least 8 lines long, and it may include rhyme if you like, make sure to have a creative title.
 - When you have completed your first copy, you will then edit it to make sure all words are spelled correctly. When you have done that, come to my desk and I will give you a canvas square. There are markers at the back table for you to use.
 - You are going to copy your poem onto the canvas square and we are going to combine it to form a "quilt" for the classroom wall. The poems will help you understand the life of a woman during colonial America, and the quilt will represent an article that was particular to a woman then.
 - I will pin my canvas quilt example up on the board for you to look at, but please come up with your own thoughts and ideas. Be creative and use color because quilts are beautiful pieces of art!
- Thinking Levels:
 - Remembering: Students will need to *recall* what they heard during the discussion, and in the pictures to complete the activity.
 - Understanding: Students will *describe* the roles of women during colonial America in the form of a poem.
 - Applying: Students will *interpret* their understanding of colonial America women by writing a poem.
 - Analyzing: Students will *compare* and *contrast* women of the past and women today.
 - Creating: Students will *create* a poem to represent their knowledge, we will assemble all of the student's poems to form a quilt to showcase their knowledge.
- Learning Styles:
 - Linguistic/Musical: Students will use words to write a poem (with or without rhyme).
 - Bodily-Kinesthetic: Students will be creating a large quilt that we will have to piece together.
 - Visual-Spatial: Students will be able to observe the large quilt when the lesson is over.
 - Intrapersonal: Students will work by themselves to create their poem on the canvas square.
 - Interpersonal: Students will combine their squares to form the quilt.

- Special Accommodations:
 - For the first activity comparing and contrasting the different pictures of women, students with disabilities that are unable to write, will be fine to answer only.
 - Students with visual impairments will partner up with a classmate so that they are able to describe to the impaired student what the picture/video is.
 - Students with disabilities will still be able to take part in this activity because it allows for creative representation.
 - Students with severe disabilities may draw a picture instead of writing a poem and have a friend copy the information onto a canvas square.

- Method & Materials
 - 6 pictures (3 old, 3 new)
 - 25 canvas squares
 - Fabric glue
 - Markers
 - Journals
 - Similarities/Differences Chart

V. Modeling:

- The video will help students visualize the duties that a colonial woman participated in. As students complete their similarities and differences chart, I will be asking for examples to write on the board so we have a classroom list to showcase the differences between women now and then. I will give a short lecture to the students about the roles and hardships of women, and show them my canvas square poem for reference while they make theirs.

VI. Checking for Understanding:

- As students complete their rough draft of their poems, I will circulate to help students remain on task. They must edit their poems, and show me the copy before being able to put it on to canvas.
- At the end of the lesson students will be asked to fill out an exit ticket answering one of these questions, which will be placed on the overhead projector.
- What have we discovered about colonial women?
- How are colonial women and modern day women similar? Different?
- What do you think was the hardest part about living during colonial America? Why?

VII. Guided Practice:

- Students will take what they have learned during the compare and contrast, and the short lecture to write a poem about the life of a colonial woman. The students will be

graded on participation, spelling, creativity, and specific examples in the poem to access the correct information.

VIII. Independent Practice:

- Working independently to complete the poem.

IX. Closure:

- While students complete their poem square, I will be compiling the finished product into a large quilt that we will hang on the wall.
- Students will complete the exit tickets.
- I will remind students to remember how far women have come since colonial times, and that we will be studying slavery the following day. I will request that they start thinking about what they have heard or seen in regards to slavery for our next discussion.

X. Assessment/Reflection:

- I hope that this lesson will help students to understand the life of a woman during colonial America, as well as work on their language arts skills as they create a poem to represent what they have learned.
- Did I meet my teaching objective? Yes, based on the students' poems, and our creation of a large quilt as an entire class, students were able to distinguish between the differences of women then and now, as well as link similarities.

XI. Resources:

Colonial Women in the Home. (2011, April 15). In YouTube. Retrieved August 2, 2011, from <http://www.youtube.com/watch?v=jO0zxV8oc0k&feature=related>

Flamer, C. (2011, May 19). Today's Modern Mom. In Sisterhood of the Traveling Laptop. Retrieved July 27, 2011, from <http://sisterhoodofthetravelinglaptop.com/todays-modern-mom/>

Fowler, W. W. (n.d.). Woman as a Pioneer. In Legends of America. Retrieved July 27, 2011, from <http://www.legendsofamerica.com/ah-womanpioneer.html>

Warber, A. (n.d.). About Colonial Women's Rights. In Ehow. Retrieved July 27, 2011, from http://www.ehow.com/about_4571155_colonial-womens-rights.html

Photos:

<http://businessgirlhistory.com/6-steps-to-online-business-for-career-women.html>

http://www.blackathlete.com/artman2/publish/Women_53/

Lesson 7: Perspectives of Slaves

I. Standard:

- 5-U2.3.3 – Describe colonial life in America from the perspectives of at least three different groups of people (e.g. wealthy landowners, farmers, merchants, indentured servants, laborers/the poor, women, enslaved people, free Africans and American Indians).
- K1.4 – Analyze events and circumstances from the vantage point of others.
- P1.1 – Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

II. Objective/Benchmark:

- Students will hear and observe conditions in which African slaves experienced, and will write a personal narrative paper, as if they were a slave aboard a ship to the New World.

III. Anticipatory Set:

- As students are seated at their desks, I will tape off a small area at the front of the class (about 3 x 3 ft area) and then I will call on 7-10 students to volunteer (not telling them what they will be doing). Once I have 7-10 students, I will request that they all step inside the small area. After the 7-10 students have all squeezed into that small space, I will ask the students some questions about slavery...
 - 1.) Have you ever been as close to someone, as our volunteers were today for a long period of time? Slaves traveled for months and weeks in such tight spaces!
 - 2.) What would it have felt like to travel in such a close space with hundreds of people, without much water, or food?
 - 3.) Many of the men were chained up and stacked on top of one another, can you think of ways in which people are treated unfairly today?
- Today, we are going to explore what it would have been like to be an African slave traveling to America.

IV. Input:

- Task Analysis
 - Students will take out their journals and for 2 minutes write everything that they think they know about the slave trade, and how it must have felt to be taken from your home.

- After 2 minutes is complete, call attention to the students to look at the front of the room. You will have an overhead picture of what it looked like aboard the slave ships.
 - Ask the students if this picture is similar to what they were thinking the slave ship looked like?
 - What did it mean to be a slave?
 - Ask students for any questions they may have before continuing.
- Ask the students to share their ideas about the slave trade with the class, and write their answers on a large sheet of construction paper.
- When that is complete I will talk to the students about the slave trade, remind them to listen carefully and write down any important ideas that I say. We are going to be taking the information that we learn and putting it into a personal narrative paper later.
- During the 1600s the slave trade began in America. You may wonder why it began? ...It is because our new world needed cheap labor force. The colonists had already discovered that the Native Americans were not happy with them for taking over their land, so they could not use them for labor, and those Native Americans were also dying from many European diseases that were brought over seas. The colonies knew that Africans were hard workers, and they were used to tropical climates, and would work well in the southern colonies.
 - Has anyone ever heard of the Triangular Trade?
 - Or the Middle Passage?
 - (Pause to wait for answers...)
- Well, the Triangular Trade had 3 stages. It began when Europe would take goods that they produced to Africa in exchange for slaves, and then it involved shipping slaves to America for work labor, and the final stage was bringing the goods/products from America back to Europe.
- The Middle Passage involves when African people were taken to America and sold to white men to work for them.
- Originally, those people were called indentured servants.
 - Can anyone tell me what indentured means? ... Indentured means a contract between two people, however the people who became slaves did not have a choice in the matter.
- Most of the time, the Africans that were brought to America were kidnapped from the African Coast. Many of them were ripped away from their families and squeezed into ships, like we saw earlier.
- It was not unusual for the men to be chained up, but the women and children were typically not chained.

- The ship owners did not have enough food or water for all of the people aboard the ships and many of them suffered from malnutrition, and diseases that came from such close, unclean quarters.
- We are now going to form groups of 5 (if students are seated in desks of 5 just keep them that way), and become experts on an article that I will give each group (Jigsaw). Everyone must read the article, write down on the note card I give you 3 facts, and then talk amongst your group members about the important facts of the article. Each group will then share with the rest of the class what they have learned. You will have a few minutes to read the article silently, and talk with your group members before sharing with the class.
- While each group shares their article, students should listen for the important facts and jot them down if necessary to help with their own narrative that they will write.
- Can anyone explain to me the differences between all the types of people that we have learned about during this unit? How does this tie back to the idea of diversity that we previously discussed?
- After each group has presented, give students 5 minutes to consider and outline what they want to write their own personal narrative about slavery. Demonstrate that they may use a method such as a web to compile their thoughts.
- Students will then start their personal narratives, which will be edited and revised, and turned in later, but they will have the rest of class time before lunch, to work on their narratives.

- Thinking Levels:

- Remembering: Students will need to *recall* what they have read in their articles to share with the class.
- Understanding: Students will need to *describe* in their narratives what it would have been like to travel to America as a slave.
- Applying: Students will *demonstrate* their knowledge of the information discussed by using it to write their narratives.
- Analyzing: Students will *distinguish* between the different perspectives that they have learned about in regards to colonial America.
- Creating: Students will *write* personal narratives as if they were slaves that had just arrived in America.

- Learning Styles:

- Bodily-Kinesthetic: Students are able to get up and participate in the anticipatory set.
- Linguistic: Students will be given articles that they must read and recite important facts to the class.
- Visual-Spatial: Students will be shown a picture about what the slave ship conditions were like.

- Interpersonal: Students will be working with groups to become experts on their specific article.
- Accommodations:
 - Students with severe reading disabilities can listen with a partner instead of having to read silently.
 - Students with writing difficulties may illustrate through another method their personal narrative (poster, recitation).
 - Students who are hyperactive may be the ones chosen for the demonstration, and may get up and move when necessary.
- Methods & Materials:
 - Tape
 - Volunteer Students
 - 5 articles
 - Journals
 - Note cards (1/student)
 - Paper & Pencils
 - Demonstration, Teacher & Group Discussion, Cooperative Learning

V. Modeling:

- I will demonstrate to the students what it would have been like to travel to America from Africa as a slave. I will write the student answers on the construction paper to symbolize the important ideas that they came up with to help them understand how they need to keep an eye out for those similar ideas later. I will also show them how they can use a word web to compile their ideas for their narrative.

VI. Checking for Understanding:

- As students list ideas of what they think the slave trade, and slavery was like I will be guiding the discussion.
- As students work in their groups for the Jigsaw activity, I will be circulating the room to make sure students stay on task.
- As students outline, I will also circulate the room for any questions that they may have.
- At the completion of the lesson, students will turn in their personal narratives to be graded to assess their knowledge on the topic of slavery.

VII. Guided Practice:

- Students will take what they have gathered in their articles and present to the class what they have discovered. Each student will become an expert on their specific article, and will then be able to teach to the rest of the class. Students will take all of

the knowledge and information that they have received to put it into a personal narrative that will reflect their understanding of the topic.

VIII. Independent Practice:

- Working in groups and individually to complete the tasks.

IX. Closure:

- While each group presents their key facts, the other students will need to be listening and taking notes about those key facts so that they are able to utilize it for their own narratives.
- We will end our discussion, prior to the start of writing our narratives, with a discussion about how this lesson and these people's feelings tie back to our previous discussions about colonial people and diversity. Times have changed since the time of slavery, and although our communities are made up of a diverse population with many different colors, occupations, cultures, we still must work together if we are going to accomplish anything, just as we must all work together to be successful in our classroom.

X. Assessment/Reflection:

- I hope that this lesson would help students understand the intense, horrific conditions that those individuals who were sold into slavery suffered. I hope that the students are able to relate more personally by writing a narrative from the perspective of a slave. By grouping the students together to determine key facts about an article, I hope they are learning valuable group skills, as well as maintaining that we are all diverse, but must work together.
- Did I meet my teaching objective? Yes, based on the students' narratives, group work, and participation in class, I was able to observe that the students did grasp the perspective of a slave during colonial America.

XI. Resources:

Boddy-Evans, A. (n.d.). The Trans-Atlantic Slave Trade. In *African History*. Retrieved July 28, 2011, from <http://africanhistory.about.com/od/slavery/tp/TransAtlantic001.htm>

Kaltenbacher, K., Mehta, P., & Nahas, R. (n.d.). Ship Life. In *Antebellum Slavery*. Retrieved July 31, 2011, from http://cghs.dade.k12.fl.us/slavery/antebellum_slavery/interstate_slave_trade/ship_life.htm

Mintz, S. (n.d.). *Excerpts from Slave Narratives*. Retrieved July 31, 2011, from <http://www.vgskole.net/prosjekt/slavrute/primary.htm>

Lesson 8: Daily life in the New England Colonies

I. Standard:

- U2.3 Life in Colonial America
- 5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies.
- P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

II. Objective/Benchmark:

- A student will be able to identify the reasons for Puritan settlement in Colonial America and how that influenced life in the New England Colonies.
- A student will be able to demonstrate understanding of life in the New England Colonies using the performing arts.

III. Anticipatory Set:

- Prior to the lesson, students will have learned about the locations of the New England, Middle and Southern Colonies. They will also understand the reasons for regional differences in Colonial America based on the previous lessons.
- The teacher will begin by dressing up as a Puritan settler. He/she will ask the students what they know about Colonial America. This will help the teacher to identify background knowledge or any misconceptions. He/she will describe a pretend experience of their journey to the New England Colonies, describing the reasons for immigrating to America and the hardships they endured on their journey.

IV. Input:

- Task Analysis
 - Following his/her description, the teacher will read “*The Pilgrims of Plymouth*” to the class.
 - After reading the book, the teacher will discuss with the class the aspects of their journey and settlement. Some topics for discussion will include: (1) the Pilgrims left England seeking religious freedom in the colonies (2) the conditions of the journey – 102 on board, 66 days, no fresh air, no room, little food, etc. (3) the Mayflower Compact (4) Gov. William Bradford (5) a hard winter with little food (6) Thanksgiving celebration (7) how the Puritans way of life influences daily life in the New England Colonies.

- After, each student will write a journal entry as if he/she were a Pilgrim. The entry should be at least two paragraphs and should include a description of at least two reasons they came to America, giving reasons why the Puritans way of life has influenced current daily life.
 - In groups of two, students will work to complete the WebQuest on life in Colonial America (<http://chalk.richmond.edu/education/projects/webquests/colonial/>).
 - After reviewing the different websites regarding daily life in the colonies on the WebQuest, students will also explore daily life from the perspective of different groups of people living in this time period.
 - The teacher will lead discussion about what students have found and will list the different aspects of daily life students explored on the board.
 - Following the WebQuest, the class will be split into four groups.
 - Each group of students will develop a play of the interactions between the different groups of people living in the New England Colonies based on the information they found in the WebQuest. Students may also use additional classroom/library resources such as the internet and textbooks when developing their plays.
 - Students will also display colonial living including in the home, on the farm, in the church and in the school in their plays.
 - Student plays will be performed in front of the class in the school auditorium.
- Thinking Levels:
 - Knowledge: What were the *reasons* that the Puritans came to America?
 - Application: What *similarities/differences* do you see between life in the New England Colonies and life today?
 - Analysis: *Explain* the way of life for the different group of people living in the New England Colonies.
 - Synthesis: Can you *explain* the reasons for why these groups of people experienced certain hardships during this time period?
 - Learning Styles and/or Accommodations:
 - This lesson can be used for students of all types. Listening to a story is helpful for auditory learners, reading the book is effective for visual learners, and using the online WebQuest accommodates hands-on learners.
 - Students with writing disabilities may choose to draw the depiction of Puritan life in their journal instead of writing it.
 - Students with hyperactive disorders may be the child in the group that does the hands-on part of the activity instead of watching. The teacher may also ask these students questions during the guided discussion to help them focus their attention on the topics being discussed.

- Students with physical disabilities may be accommodated for by having their play performance in a flat area that does not require them to climb stairs. The teacher may also remove any objects from the room that may be in the way and may cause any harm to these students.
- Method and Materials:
 - Costume of Colonial American
 - “The Pilgrims of Plymouth” book
 - Paper
 - Writing utensils
 - Computers
 - Props/costumes

V. Modeling:

- The teacher will role play the life of a Colonial American at the beginning of the lesson.

VI. Checking for Understanding:

- Teacher-guided discussion about Colonial America will assess student background knowledge and identify misconceptions.
- Teacher circulates the room with a list of names to confirm that all students are completing the task.

VII. Guided Practice:

- Teacher-guided discussion about the reasons for colonization and the different aspects of daily life in the New England Colonies.
- Teacher circulation to check that students are correctly identifying daily life associated with individual groups of people in the New England Colonies.

VIII. Independent Practice:

- Students will individually write a story about the journey the Puritans took from England and the reasons for their immigration.

IX. Closure:

- Students will perform their plays as a group in the school auditorium showcasing the way of life in the New England Colonies and the interaction between different groups of people living during that time.
- Students will also complete exit tickets explaining what they learned in the lesson and what is most important to them in understanding life in Colonial America. Students may do this in a way that fits their learning style. This may include drawing on their exit ticket.

X. Assessment/Reflection:

- Student Assessment:
 - Each student completed a journal entry containing at least two paragraphs about the experience of the Puritans on the journey to the New England colonies, including at least 2 reasons for their immigration.
 - All students participated in the WebQuest and play depicting life in Colonial America.
- Teacher Reflection:
 - Based on assessment of students, what can be changed next time to increase student learning?
 - Ask students to share thoughts/ideas about the activity and what they liked/disliked about it.

XI. Resources:

- Clem, D., Kelley, V., Moody, V., & O'Dell, A. (2003, May 1). Colonial America. In *University of Richmond*. Retrieved July 26, 2011, from <http://chalk.richmond.edu/education/projects/webquests/colonial/>
- Sewall, M. (1986). *The pilgrims of Plymouth*. New York, NY: Aladdin Paperbacks.

Lesson 9: Daily Life in the Middle Colonies

I. Standard:

- U2.3 Life in Colonial America
- 5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies.
- P1.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

II. Objective/Benchmark:

- A student will be able to identify the characteristics of daily life for individual groups in the Middle Colonies,
- A student will be able to determine the similarities and differences between different groups of people in the Middle Colonies.
- A student will be able to provide an accurate portrayal of the relationship between different groups of people in the Middle Colonies.

III. Anticipatory Set:

- Prior to the lesson, students will have learned about the geography of the New England, Middle and Southern colonies. They will also understand the reasons for regional differences in Colonial America based on the previous lessons.
- The teacher will begin the lesson by dressing up as a traveler and describing a pretend journey into the Middle Colonies of America. The teacher will describe the intentions of him/herself in coming to this area, including a description of other immigrants as well. Students will be able to ask the teacher questions regarding the experiences that he/she endured (these will be pretend answers as determined by the teacher).

IV. Input:

- Task Analysis:
 - Following the role-play by the teacher, students will read individually in the text, “The United States: Making a New Nation,” by Harcourt Publishing on pages 234-239. Here it discusses the people in the Middle Colonies and their way of life.
 - The teacher will discuss the reading with the students and will list the different groups to be researched on the board for the students to pick from.
 - After, students will be split into groups of two where they will pick a group of settlers in the Middle Colonies, based on the reading (Dutch, French, Belgian, or Swedish).
 - After, students will do additional research using the internet and other textbooks or periodicals in the school library to find specific characteristics of their way of life

(this must include how they eat, where they work, what their homes consist of and may also include information about their social lives).

- Based on their research, students will then create a presentation. This may be done using any form of presentation style they choose (PowerPoint, collage, skit).
 - Each group will present the information they found in front of the class.
 - Following the group presentations, each group of two students will team up with another group of two students (each having a different group of people), and students will have to determine the interaction that takes place between these groups.
 - Finally, in their new groups of four, students will perform a skit, describing the interactions between the different groups of people to perform in front of the class.
- Thinking Levels:
 - Knowledge: Who were the first people of the Middle Colonies?
 - Application: *Explain* the lifestyle of the group of people you researched living in the Middle Colonies.
 - Analysis: What are the key components of each group of people living in the Middle Colonies?
 - Synthesis: Can you formulate a theory for why the groups of people researched have different ways of life?
- Learning Styles and/or Accommodations:
 - This lesson can be used for students of all types. It provides an effective strategy for the auditory learner as the teacher explains tells a story in the anticipatory set. It helps the visual learner by providing learning opportunities through reading in the text. It is also effective for hands-on learners as students are able to research on their own and make a presentation based on that material in the style that is most cohesive with them.
 - Students with reading disabilities may listen or read with a partner instead of reading silently in order to ensure comprehension.
 - Students with hyperactivity disorders may be called upon by the teacher during the discussion to ensure they are actively engaged at all times.
 - Students with physical disabilities will be accommodated for by ensuring that no physical obstacles are present in the classroom so the student may move freely when performing the skit.
- Method and Materials:
 - Costume of Colonial American
 - “The United States: Making a New Nation” textbook
 - Computer/internet
 - Library Resources
 - Props/costumes
 - Magazines

- Poster Board
- Paper
- Writing Utensils

V. Modeling:

- The teacher will role-play the life of a Colonial American at the beginning of the lesson.

VI. Checking for Understanding:

- Teacher-guided discussion about the reading in the textbook.
- Teacher circulates the room with a list of names to confirm that all students are completing the research and presentation as a team.

VII. Guided Practice:

- Teacher guided discussion about the reading in the text regarding life in the Middle Colonies.
- Teacher circulation to ensure that students are correctly identifying the characteristics associated with life in the Middle Colonies. This will also enable the teacher to guide students in the creation of their presentations and to help where needed.

VIII. Independent Practice:

- There is no independent practice in this lesson

IX. Closure:

- Students will perform their skits in front of the class showing the interactions between different groups in the Middle Colonies.
- Students will complete exit tickets explaining the similarities and differences they found between life in the New England Colonies and the Middle Colonies, allowing the teacher to see the connections they have made between two.

X. Assessment/Reflection:

- Student Assessment:
 - All students read and participated in the group activity to research the different groups in the Middle Colonies.
 - Each group of two successfully completed a visual aid and presented the material they found to the class.

- Each group of four participated in finding the interactions between their two particular groups and gave an accurate portrayal of the relationship to the class.
- Teacher Assessment:
 - Based on student assessment, what can be changed next time to increase student learning?
 - Identify student's areas of interest in the lesson and areas that students would like to change.

XI. Resources:

The United States: Making a New Nation (pp. 234-239). (2007). Orlando, FL: Harcourt School Publishers. Daily Life in the Southern Colonies

Lesson 10: Virtual Field Trip to Williamsburg

I. Standard:

- 5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies. (National Geography Standards 14 and 15; pp. 171 and 173)
- K1.4 Analyze events and circumstances from the vantage point of others

II. Objective/Benchmark:

- The student will describe daily life for a resident in Colonial Williamsburg
- The student will identify 5 places of interest to a resident and describe the relative importance

III. Anticipatory Set:

- The teacher will tell the students that they will be traveling back in time, to one of the first settlements in the Southern Colonies. The first step in the journey is to watch a video about their destination. The video “A Day at Colonial Williamsburg” shows many sites of interest throughout the town and lasts approximately 4 minutes. The URL of the video is available here:

<http://www.youtube.com/watch?v=LZhjzb5NYZM>

IV. Input:

- Task Analysis:
 - The teacher will engage the students with the video from the anticipatory set.
 - The teacher will read selections from the book “If You Lived in Williamsburg during Colonial Days” by Barbara Brenner. The teacher should use selections that focus on locations in the town.
 - The teacher will check for understanding by asking students about shops, trades or anything else that sounded unfamiliar (e.g. blacksmith). The teacher will write any of these terms up on the board.
 - The teacher will display the virtual field trip website on the projection screen.
 - The teacher will demonstrate how to navigate through the tour showing how to find information on each building, timelines, videos, and external links.
- Important skill for students to know include:
- Hover mouse pointer over building to identify name

- Click a building to pop up information box
 - Locate timeline, multimedia, and external links in info box
 - How to return to main map
 - How to select a specialized tour
- The teacher will instruct students to work in pairs on a computer as they tour Williamsburg. The students may either follow a specialized tour or select buildings to explore more randomly. The teacher will instruct the students to select five buildings that a resident would visit and describe the service that the building functions in the community.
 - The teacher will help students practice using the tour by guiding them to their first location (e.g. Apothecary shop).
 - The teacher will instruct students to independently write a journal in first person as a resident of the town. Include the 5 buildings identified from the group work and explain how they fit into the daily life of a resident.
 - The teacher will close the lesson by allowing students to share interesting facts and information they learned during the activity.
- Thinking Levels:
 - Remembering – Student will *list* locations visited on the tour
 - Understanding – Student will *locate* specific building on the map
 - Applying – Student will *choose* a building to journal about
 - Analyzing – Student will *distinguish* the importance of specific buildings
 - Evaluating – Student will *write* about the locations visited on tour
- Learning Styles and/or Accommodations:
 - Visual impairment – Students with visual impairment must be paired with another student that is comfortable sharing information read from the computer (reading everything aloud).
 - Above level – Students that are above level can be given the task to create their own specialized tour that fits a theme (5-10 buildings).
 - Approaching level – Students that are approaching level can have their task adapted so that they include 3 locations in their journal.
- Method and Materials:
 - Computer cart or access to computer lab
 - Virtual tour URL: <http://www.history.org/almanack/tourTheTown/flash.cfm>
 - Video URL: <http://www.youtube.com/watch?v=LZhjzb5NYZM>
 - “If You Lived in Williamsburg during Colonial Days” by Barbara Brenner

V. Modeling:

- The teacher will model how to use the virtual tour on the projection screen.

VI. Checking for Understanding:

- Has anyone ever visited Williamsburg on a family vacation?
- Has anyone ever toured a site of living history?
- What are some trades or building names that are unfamiliar?
- Do you understand how to locate the information on a particular building?
- Do you know how to take a specialized tour?
- Do you know how to return to the main map?

VII. Guided Practice:

- The teacher will help students practice using the tour by guiding them to their first location (e.g. Apothecary shop).

VIII. Independent Practice:

- Students will work independently by journaling in first person about buildings, locations, and trades that they learned about during the virtual tour.

IX. Closure:

- The teacher will close the lesson after allowing students time to complete their journal entry. When completed, the teacher will again display the virtual tour of Williamsburg.
- The teacher will ask for volunteers to share something interesting to them that they learned while touring Williamsburg.
- The teacher can select that building using the projector to share this information with the rest of the class.

X. Assessment/Reflection:

- Did students learn how to manipulate the tour?
- Could they use it independently?
- Were they able to learn important facts about Williamsburg and daily life?

XI. Resources:

Brenner, B. (2000). *If you lived in Williamsburg during colonial times*. New York City, NY: Scholastic.

Lesson 11: Daily Life in the Southern Colonies

I. Standard:

- U2.3 Life in Colonial America
- 5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies.
- P1.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

II. Objective/Benchmark:

- A student will be able to accurately depict characteristics of a plantation in the Southern Colonies.
- A student will be able to identify and depict differences between a plantation and a small farm in the Southern Colonies.
- A student will be able to characterize the life of a plantation and the life of a slave in the Southern Colonies through a creative story.

III. Anticipatory Set:

- Prior to the lesson, students will have learned about the locations of the New England, Middle and Southern Colonies. They will also understand the reasons for regional differences in Colonial America based on the previous lessons.
- The teacher will begin the lesson by dressing up as an enslaved person. He/she will describe a pretend experience from Africa to the Southern Colonies, explaining the conditions and feelings of the enslaved person. The teacher will be able to field questions asked by the students. This may help the teacher to determine student background knowledge and misconceptions students may have.

IV. Input:

- Task Analysis:
 - Following questions, the teacher will have students read individually in the text, “The United States: Making a New Nation,” by Harcourt Publishing on pages 252-267. This reading discusses life in the south during Colonial times.
 - After, the teacher will lead a classroom discussion about what the students read in their textbooks. The teacher will list any characteristics of life in the Southern colonies that students have come up with on the board.
 - Students will then split into groups of two and will research plantations in the Southern Colonies using the internet and other texts available in the school library.
 - Students will then create a poster that depicts a southern plantation. This poster will properly label the particular living quarters and other buildings on the plantation.

- On another piece of poster board, students will draw a picture representing smaller farms in the Southern Colonies, making sure to note that many of the colonists lived and worked on smaller farms, did not own slaves, and rarely became rich.
 - Students will present their posters to the class, making sure to point out the differences between the large plantations and small farms.
 - Along with the poster, students will individually write two small creative stories about the life of a plantation owner and the life of a slave on the plantation. This story will chronicle the daily lives of each individual and the specific characteristics of each.
 - After, students will have the opportunity to share their stories in front of the class.
- Thinking Levels:
 - Knowledge: What did many people in the Southern Colonies depend on for money in Colonial times?
 - Application: What are some similarities and differences you see between life on small farms and life on plantations?
 - Analysis: What are the key components of life in the Southern Colonies?
 - Synthesis: Can you formulate a theory explaining why slavery was common in the Southern Colonies, but not in the northern ones
- Learning Styles and/or Accommodations:
 - This lesson can be used for students of all types. It provides a method of instruction for the auditory learners as they listen to the story the teacher tells, the visual learners and they read and see pictures in the textbook, and also the hands-on learner as students are able to research on their own and create posters and creative stories to represent what they have learned.
 - Students with reading disabilities may be accommodated for by allowing them to listen to another student read or letting them read with a partner. This will help to ensure the student comprehends the material that is being read.
 - Students with hyperactivity disorders may be accommodated for by calling on them during discussion time to ensure they are actively engaged in the lesson. The teacher may also let them write on the board. This helps them maintain self control as well. Allowing them to do the hands-on portion of the research by letting them to be the one to use the computers may help their focus as well.
 - Students with writing disabilities may choose to tell their creative stories through pictures instead of writing. This will allow them to depict the information they learned in a way that is most cohesive with them.
- Method and Materials:
 - Costume of an enslaved person
 - “The United States: Making a New Nation” textbook
 - Poster board
 - Markers

- Rulers
- Paper
- Writing Utensils

V. Modeling:

- The teacher will role-play the life of a Colonial American at the beginning of the lesson.

VI. Checking for Understanding:

- Teacher-guided discussion about the reading in the textbook.
- Teacher circulates the room with a list of names to confirm that all students are completing the research and presentation as a team.

VII. Guided Practice:

- Teacher guided discussion about the reading in the text regarding life in the Southern Colonies.
- Teacher circulation to ensure that students are correctly identifying the characteristics associated with life in the Southern Colonies. This will also enable the teacher to guide students in the creation of their posters and to help where needed.

VIII. Independent Practice:

- Students will individually write two small creative stories explaining the life of both a plantation owner and a slave in the Southern Colonies.

IX. Closure:

- Students will have the opportunity to share their creative stories in front of the class. These stories tell about the lives of plantation owners and slaves in the Southern Colonies.
- Students will complete exit tickets outlining the similarities and differences between Colonial Americans living in the New England, Middle and Southern Colonies. This will allow the teacher to be able to see the characteristics they have identified with each.

X. Assessment/Reflection:

- Student Assessment:
 - All students read and conducted research to find out more about plantation in the Southern Colonies.
 - Each group of two students completed a poster depicting a plantation in the Southern Colonies.

- All students successfully created two creative stories about plantation owners and slaves.
- Teacher Reflection:
 - Based on assessment of students, what can be changed next time to increase student learning?
 - Ask students what activities were most helpful to their learning the content.
 - Ask students what they liked/disliked about all activities.

XI. Resources:

The United States: Making a new nation (pp. 252-267). (2007). Orlando, FL: Harcourt School Publishers.

Lesson 12: Cash Crops

I. Standard:

- U2.3 Life in Colonial America
- 5 – U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).
- P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
- P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

II. Objective/Benchmark:

- A student will be able to identify and describe different types and characteristics of cash crops in the Southern Colonies, as represented through a Glogster presentation.
- A student will be able to use their new knowledge about cash crops to write a creative story, connecting their own ideas to the concepts of cash crops in the Southern Colonies.

III. Anticipatory Set:

- Based on the previous lesson, students will have an understanding of plantations and small farms in the Southern Colonies. This will assist them in their understanding of how cash crops were run.
- To begin the lesson, the teacher will pass out pieces of different kinds of candy. He/she will model to the class that in order for them to receive the kind of candy they want, they must trade with other students in the class room. Students will have two minutes to do this. After, students will return to their seats and the teacher will discuss with the students if they received the goods they were looking for. Some of the questions the teacher may ask include:
 - Did you receive the type of candy you were looking for?
 - How did you feel when someone else really wanted the kind of candy you had but you didn't necessarily want theirs?
 - Did you sometimes find it hard to obtain the piece of candy you really wanted?
- The teacher will then tell students that in this lesson we will be discussing cash crops and the role they play in the lives of Southern Colonists.

IV. Input:

- Task Analysis:
 - Following questions, the teacher will have students read individually in the text, "The United States: Making a New Nation," by Harcourt Publishing on pages 268-271.

This reading discusses the economy in the Southern Colonies, emphasizing the importance of cash crops.

- The teacher will lead a guided discussion about the reading. This will help to identify background information and misconceptions that may be important in student's understanding of cash crops.
 - After the reading, the class will be split into groups of four. Each group will be assigned to a specific type of crop (tobacco, rice or indigo).
 - Once receiving their topics, students will investigate the type of crop their groups was assigned to using their textbooks or other resources in the library. Topics they will investigate include:
 - How the crop is planted and maintained. Is it grown on a plantation or a small farm? Who works to grow the crop?
 - Identify people's uses for the type of crop. Is it eaten or used for other purposes?
 - What type of conditions are needed to grow the crop? Hot or cold, dry or wet?
 - How was this resource distributed? Was it sold or traded?
 - After completing their research, students will create a Glogster showcasing each category of the crop that was assigned to them.
 - Students will present their Glogster to the class. Each student will be required to participate in the presentation. They will also be required to explain each of the topics they investigated and give an accurate description of each.
 - After students return to their seats, the teacher will have students write a creative story. Students will pick the type of crop they would grow if they were a plantation owner. They would explain how they would make a living using this resource (whether they would trade or sell it). They would be required to talk about the amount they would produce and the resources they would use to maintain the crop.
 - Finally, students will have the option to share their creative stories to the class.
- Thinking Levels: (write specific questions)
 - Knowledge: What were the main types of crops grown in the Southern Colonies during Colonial times?
 - Applying: *Compare* and *contrast* crops in Colonial times to crops of today.
 - Understanding: Why was slavery a common method of planting and maintaining a crop in the Southern Colonies?
 - Analyzing: *Develop* a theory regarding the Colonial Americans decision to run a plantation vs. a small farm.
- Learning Styles and/or Accommodations:
 - This lesson can be used for students of all learning abilities. It accommodates the hands-on learner as students investigate and develop a Glogster, explaining the different characteristics of certain types of cash crops. It is helpful to the visual-spatial learner as students are shown different Glogsters containing information pertinent to cash crops. It also accommodates the linguistic learner as students write stories and read them to the class.

- Students with reading disabilities may be accommodated for by allowing them to listen to another student read or by allowing them to read together with a partner. This will ensure the student comprehends the material being read.
 - Students with hyperactivity disorders may be called on during discussion time and allowed to do the hands-on activity portion to ensure they are maintaining proper focus.
 - Students with writing disabilities may be allowed to depict their creative story using pictures instead of writing. This would allow them to explain their ideas in a way that works best for them.
 - Students with speech impairments that would like to share their creative stories with the class may have the teacher or another student read their story.
- Method and Materials:
 - “The United States: Making a New Nation” textbook
 - Different types of candy
 - Computers
 - Writing utensils
 - Paper

V. Modeling:

- The teacher will model how trading took place for resources produced on plantations and small farms in the Southern Colonies in the anticipatory set. This will allow them to see the appropriate ways to ask and receive other’s resources. The teacher will also model for the students how to create a Glogster prior to the student’s investigation. This will allow them to make effective use of their own Glogster presentations.

VI. Checking for Understanding:

- Teacher-guided discussion following student’s reading will allow the teacher to determine acquired knowledge.
- Teacher circulation during research and creation of Glogster time will allow the teacher to ensure that students are finding accurate information for their presentations while providing individualized attention to each group.

VII. Guided Practice:

- Teacher guided discussion about the concepts in the text about cash crops.
- Teacher circulation during group research and Glogster creation time.

VIII. Independent Practice:

- There is no independent practice in this lesson.

IX. Closure:

- While students present their Glogster to the class, each student must be taking notes to ensure they receive enough information to create their creative stories.
- After presentations, students will write a creative story and volunteers will be allowed to read them in front of the class.

X. Assessment/Reflection:

- Student Assessment:
 - All students read and conducted research to find out more about the cash crops in the Southern Colonies.
 - All students participated in the creation of the Glogster, which presented accurate information as determined by the teacher.
 - All students participated in writing a creative story and turned it in for grading.
- Teacher Reflection:
 - Based on assessment of students, what can be changed next time to increase student learning?
 - What can be changed to incorporate more learning styles to meet the needs of more students?
 - Ask students what they liked/disliked about the lesson.

References:

The United States: Making a New Nation (pp. 268-271). (2007). Orlando, FL: Harcourt School Publishers.

Lesson 13: Slavery

I. Standard:

- U2.3 Life in Colonial America
- 5 – U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).
- P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.

II. Objective/Benchmark:

- A student will be able to understand the importance of slaves to the economy in the Southern Colonies.
- A student will be able to explain the impact the maltreatment had on slaves in Colonial America.
- A student will be able to chronicle the life of a slave in Colonial America in writing.

III. Anticipatory Set:

- The teacher will begin by showing students pictures of slaves living in the Southern Colonies in early America. The teacher will ask students to take a moment to write down their thoughts regarding the pictures they were shown. Some questions the teacher may ask to provoke student thought include:
 - What type of work are they doing?
 - Why do you think they are doing the type of work they are?
 - What other ways do you think this type of work could be done? Were those resources (such as machines) available during this time?
 - Do you think these people were choosing to do this work or that it was forced labor?
 - Why do you think this was a common method of tending crops in the Southern Colonies?
- The teacher will then explain that students are going to be learning about the work of these people in Colonial America.

IV. Input:

- Task Analysis:
 - The teacher will begin by explaining a PowerPoint to the students (www.personal.psu.edu/djm283/4.ppt), discussing the role of slaves on the economy in the Southern Colonies.
 - Following the PowerPoint, students will be split into groups and will use the laptop computers to listen to “Voice from the Days of Slavery”

- (<http://memory.loc.gov/ammem/collections/voices/vfssp.html>). This provides students with real life portrayals of the lives of slaves in the Southern Colonies. It explores the maltreatment of the slaves while also depicting their personal feelings associated with this treatment.
- Following this activity, the teacher will lead a class discussion about what students now know about slavery in the Southern Colonies.
 - After reading about the treatment of slaves in the Southern Colonies, students will be split into groups of six.
 - Students will then create a skit showcasing the lives of slaves and the treatment they endured, based on their understanding of the concepts learned in the online narratives. The teacher will model how to use the different farming materials properly in the classroom setting as these may be dangerous.
 - Students will then present their skits to the class. These must be an accurate portrayal of the harsh treatment slaves endured.
 - Finally, students will be assigned to write a paper that chronicles the life of a slave. This may require some additional research. It should provide an accurate description and may address the following items:
 - How slaves came to the America's
 - How slaves were sold and used by the colonists.
 - What the living conditions for slaves were like.
 - What working was like on the plantations.
 - What maltreatment they experienced.
 - How slavery was abolished.
 - Along with their papers, students should provide pictures or diagrams that may help to identify these characteristics.
- Thinking Levels: (write specific questions)
 - Knowledge: How were slaves obtained by the plantation owners in the Southern Colonies?
 - Analyzing: Why were slaves important in the economy of the Southern Colonies?
 - Applying: *Compare* and *contrast* the characteristics of farm life today to that of the Southern Colonies.
 - Understanding: What was life like for slaves during this time period? How did they feel about/handle the treatment they endured?
 - Learning Styles and/or Accommodations:
 - This lesson can be used for students with all different types of learning styles. It accommodates the auditory learner by providing online audios for students to listen to providing the bad conditions of slavery. It helps the visual learner as the lesson provides a PowerPoint that students can read to learn about the lives of slaves. It

also accommodates the hands-on learner as it provides an opportunity to create a skit documenting the life of a slave.

- In the anticipatory set, students with writing disabilities may express their feelings about slavery using pictures instead of words. If their ability is severe, they may also chronicle the life of a slave through pictures or possibly by typing their depiction instead.
 - Students with hyperactivity disorders may progress the PowerPoint presentation or be called on during discussion time to help the student maintain focus. They may also control the computer, which may also help them to stay interested in the lesson.
 - To accommodate students with physical disabilities, the teacher will ensure there is enough room for the student to participate in the skit without hindering the students abilities.
- Method and Materials
 - Computers
 - Props
 - Projector
 - Research materials
 - Paper
 - Writing utensils

V. Modeling:

- The teacher will model the correct use of props and the proper way to display treatment of the slaves to ensure appropriate classroom behavior.

VI. Checking for Understanding:

- The teacher will lead a discussion about the PowerPoint and the online activity regarding life of a slave.
- As students work together on creating a skit, the teacher will circulate to ensure each student is participating and that students are developing skits that are appropriate for the classroom setting.
- Finally, at the end of the lesson students will turn in the papers that they wrote to be graded by the teacher. This will give the teacher an understanding of whether students accurately investigated the treatment and conditions of slavery.

VII. Guided Practice:

- The teacher will guide students in discussion when discussing the PowerPoint by answering student questions.

- The teacher will also guide discussion after the online activity ensuring students received an accurate depiction of the concepts and to determine and misconceptions present.

VIII. Independent Practice:

- Students will create their own papers chronicling the life of a slave. This may require additional research by the student and will be completed individually.

IX. Closure:

- Students will write a paper summing up what they have learned throughout the lesson on slavery in the Southern Colonies. This paper will be turned in for grading.
- Student will be given exit tickets where they will give their feelings regarding the lesson that was taught. They would be encourage to write about things that they already knew about slavery and things that they learned in the lesson about slavery. Here they may also make note of anything else they wish to learn that was not addressed in the lesson.

X. Assessment/Reflection:

- Student Assessment:
 - All students participated in the discussion in the anticipatory set, the online activity and the following discussion as well as the skit.
 - All students completed the assigned paper and turned it in for grading.
- Teacher Reflection:
 - Based on assessment of students, what can be done differently next time to increase student learning?
 - Ask students to share their thoughts/feelings about the lesson and what they liked/disliked about it.

XI. Resources:

Voices from the Days of Slavery (n.d.). In *The Library of Congress*. Retrieved July 26, 2011, from <http://memory.loc.gov/ammem/collections/voices/vfssp.html>

Lesson 14: Touring the Thirteen Colonies with Google Earth

I. Standard:

- U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148)
- U2.3.5 Make generalizations about the reasons for regional differences in colonial America. (National Geography Standard 6, p. 154)
- P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively

II. Objective/Benchmark:

- The student will locate the 3 colonial regions and label them using Google Earth.
- The student will identify regional differences between colonies.

III. Anticipatory Set:

- The teacher will introduce students to Google Earth by showing the application on the projector.
- The teacher can begin by zooming in on the school and then finding local landmarks.
- The teacher can ask students to name landmarks other landmarks to search while the teacher models how to use the controls on the application (zoom, pan, search).

IV. Input:

- Task Analysis:
 - The teacher begins by introducing Google Earth with the anticipatory set
 - The teacher explains that the students will get a chance to “show what they know” from the unit on colonies creating a tour using Google Earth
 - The teacher will show an example colonies tour on the projection screen. Examples can be downloaded from:

<http://hcpssocialstudies.com/msresources/?p=594>

- The teacher will assign partners and computers, then distribute handout with step by step directions for project.
 - The teacher will rotate throughout classroom to monitor progress and assist any technical problems.
 - When complete, the students will present their Google Earth tour to the class
- Thinking Levels:
 - Remembering: The student will *list* the colonies in each region
 - Understanding: The student will *recognize* differences in colonial regions
 - Applying: The student will *demonstrate* technology integration

- Analyzing: The student will *distinguish* valuable facts to include in presentation
- Creating: The student will *develop* a display of their unit content knowledge using technology

- Learning Styles and/or Accommodations:

- Visual impairment – Students with visual impairment must be paired with another student that is comfortable sharing information read from the computer (reading everything aloud).
- This is a hands on lesson that should engage the active learner, but is partnered so that lower level learners do not work alone on the computer or following directions.

- Method and Materials:

- Computer lab or cart
- Directional handout

V. Modeling:

- The teacher will model how to use the Google Earth application on the projector and show examples.

VI. Checking for Understanding:

- Do you know how to search for a location on Google Earth?
- Do you know where to find information on the internet for the project?
- Students will be assessed using the project rubric attached at the end of the lesson

VII. Guided Practice:

- There is no guided practice, but teacher will rotate throughout class to answer tech questions.

VIII. Independent Practice:

- There is no independent practice

IX. Closure:

- The teacher will close the lesson with student presentations and reminding students what to bring for the colonial day.

X. Assessment/Reflection:

- Are students familiar with Google Earth already?
- Is Google Earth easy to use? Are the students quick to learn?
- Were the students able to demonstrate what they had learned from previous lessons?
- Was it a fair assessment for individuals? Or did group work mask individual achievement?

XI. Resources:

Google Earth is a free download at: <http://earth.google.com/intl/en/download-earth.html>

Examples, directions, and rubric available at:
<http://hcpssocialstudies.com/msresources/?p=594>

Lesson 15: Colonial Day!

I. Standard:

- A combination of all of the GLCES that we have previously used in the unit.
- K1.4 – Analyze events and circumstances from the vantage point of others.
- P1.4 – Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

II. Objective/Benchmark:

- Students will take all that they have learned over the course of this unit on Colonial America and participate in a Colonial Day. This will help students form a real-life experience to link the topics and ideas that they have learned with a hands-on approach. Students will be able to participate if they have completed their activities and projects prior to this final lesson.

III. Anticipatory Set:

- Students, teachers, and parent volunteers will come to school dressed in their colonial garb. They will be given prior notice at the beginning of the unit in order to prepare their “costumes” for that day. Students are not required to go out and buy clothes for this, but rather come up with something that they already have at home. Aprons, bonnets, button up shirts, suspenders, etc.
- To begin the morning, students will come into the class, and their desks will be separated boys on one side of the room, and girls on the other. I will have a pretend looking fire stove at the front of the room on the board. I will ask a couple of the students to tend to the stove so that we will be warm enough while we have our lessons (add some paper logs to the fire).
- We will start our lesson by answering some fill in the blank proverbs that I have written on the board. We will look at the examples together because the wording is different than what the students are used to.
- We will complete this in a matter of 10 minutes and then we will be off to the gym, where we will join the other 5th grade class to complete a series of activities that surround around colonial life, before having a sack lunch.

IV. Input:

- Task Analysis
 - Students will take part in eight different colonial stations. These stations are:
 - Making “air fresheners” with oranges, cloves & cinnamon
 - Making hornbooks with small stories
 - Making wax candles
 - Making butter from cream

- Writing with quill pens (feathers and ink) & stamping the envelope shut with wax
 - Playing colonial games (Nine Man Morris)
 - Completing a “favorite part of the colonial unit” on a wooden board that we painted with the chalkboard paint.
 - Eating Johnny cakes
- Students will rotate from each station to the next with approximately 15 minutes at each station. There will be parent volunteers helping assist the students at each station. The teachers will be circulating and helping where needed.
 - The stations will be finished prior to the lunch-hour, which weather depending, students will take their sack lunches that they brought for the day and eat outside (if raining, students will stay inside the lunchroom).
- Thinking Levels:
 - Remembering: Students will need to recall what they have learned over the course of the unit to participate fully in Colonial Day.
 - Understanding: Students will be able to report what they learned over the course of the unit.
 - Applying: Students will demonstrate their knowledge of colonial life in order to take part in this special day.
 - Analyzing: Students will experiment with different colonial activities.
 - Creating: Students will create and execute different activities that children of colonial times would take part in.
- Learning Styles:
 - Bodily-Kinesthetic: Students will be up, and moving around the gym to complete the activities.
 - Linguistic: Students will be writing letters with quill pens, and making hornbooks.
 - Visual-Spatial: Students will be making an orange with cloves to freshen the air, and build the fake fire.
 - Logical: Students will be creating butter from cream.
- Special Accommodations:
 - Students with disabilities may participate in these activities if they have completed all of their previous work (just as the other students must do).
 - Students with disabilities may need assistance in the activities, but the classroom teacher can help where needed, as well as the other members of their group. There is no grade of completion of these activities, but rather a fun way to express what the students have learned during the unit.
 - Students with disabilities may find this day to be more encouraging than a typical classroom because they are not contained in a regular class, or limited to their seats.

- Students who are hyperactive will be able to move, and have a hands on experience.
- **Method & Materials:**
 - Fake stove and logs
 - Classroom re-arrangement of desks (boys and girls separated)
 - Large wooden board painted with chalkboard paint, and chalk for students
 - Whiteboard with proverbs game
 - Oranges, cloves, cinnamon, allspice & orris root (50)
 - Cardboard pieces for hornbooks
 - Brass fasteners (a lot)
 - Paper
 - Feathers and ink (50)
 - Wax
 - Strings (50)
 - Cream
 - Small jars
 - Sack lunches
 - Colonial clothing
 - Johnnycakes
 - Pennies, nickels, dimes, popsicle sticks (Nine Man Morris Game)
 - Paper
 - Tea
 - Water & Pan

V. Modeling:

- I will guide the proverbs game discussion, as well as demonstrate through my own costume how one should behave while we are in the gym for our colonial day. The students will be taking what they have learned over the course, and putting it into action. Parent volunteers at each station will also be modeling to each group how to complete the activities.

VI. Checking for Understanding:

- Students will need to complete their prior work and projects during the colonial unit for them to be able to participate in the colonial day.
- The two, 5th grade teachers will be circulating the gym to make sure that the students are staying on task, and having fun. They will assist where needed.
- At the completion of the “colonial day” activities, all students will write on the wooden boards (2 – one for each class) what their favorite thing about colonial life was. The board will hang in the classroom later.

VII. Guided Practice:

- Students will take what they have learned during the unit and partake in various colonial activities, and make a colonial newspaper.

VIII. Independent Practice:

- Students will work in groups to complete the activities in the rotation and the colonial newspaper.

IX. Closure:

- Students will complete all of the rotations, comment on the wooden board, and then we will eat our sack lunches together. During this time we will discuss with the students about what they have learned, and what they enjoyed, or would have liked to have done instead.
- When we return to the classroom after lunch, students will create a colonial newspaper with a partner to showcase the entire unit. We will have previously dipped our white paper into a tea and water mixture to create the “old” look, and students may rip around the edges of their paper for a fun texture. Students will include important information that they learned over the entire unit in this newspaper, and they may resort to their journals and other notes to help recall the necessary information.

X. Assessment/Reflection:

- The Colonial Day and the colonial newspaper will be a final culmination of what the students have learned, and to participate in the day, students will have met the previous requirements. I hope that this final day allows them to connect the dots to how children in colonial times lived, and also appreciate their own lives with all of the luxuries that we have now.
- Did I meet my teaching objective? Yes, if all students are able to participate in this final day I will have completed my objectives because that will mean that the students are able to understand the content that was taught throughout the unit.