**Gina Groover**

**Social Studies Unit**

**Fifth Grade**

**Life in Colonial America**

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**Life in Colonial America**

**Fifth Grade U2.3**

**Introduction:** The focus of fifth grade social studies, as outlined in the Michigan GLCEs, is primarily on early United States history. This unit, “Life in Colonial America”, is designed to help students gain a better understanding of how to analyze history from different perspectives. By examining the daily lives of colonists in different regions and from different social groups, students will gain knowledge of the various origins and beliefs that shaped our nation in its early days. The unit includes geography as students learn about the natural features, climate, and location of the thirteen colonies. Students will apply concepts economics learned in the previous two units (U2.1 and U2.2) as they examine the colonial economy’s dependence on cash crops and an emerging labor force.

**Rationale:** It is important to build knowledge of our nation’s history so that students understand their own roots and develop a sense of pride in citizenship. By learning about life in colonial America, students gain knowledge of the many cultures that came together in the formation of our country. This will enable students to think globally while appreciating the challenges our ancestors faced in settling the colonies. Students who understand our beginnings have a solid base to build upon as they learn our post-Revolution history in the later grades.

**Time:** This unit should take two to three weeks to complete. It is part of the USHG Era 2 studies, which should take approximately six weeks to complete.

**Michigan’s Grade Level Content Expectations for this unit:**

5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148

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)

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 and the poor, women, enslaved people, free Africans,

and American Indians). (National Geography Standard 6, p. 154)

5 – U2.3.4 Describe the development of the of the emerging labor force in the colonies (e.g., cash crop farming, slavery,

indentured servants). (E)

5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America. (National Geography Standard

6, p. 154)

**KUDs: Know, Understand, Do, Vocabulary and “I Can” Statements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GLCE – code and exact wording. Verbs underlined** | **Know (What will students know upon learning this?)** | **Understand that…**  **(What is the BIG picture?)** | **Do (Students will…)**  **What will students DO to show they understand?** | **Vocabulary** | **“I Can” Statements** |
| **5 – U2.3.1**  Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148) | The thirteen colonies consisted of three separate regions: New England, Middle, and Southern colonies. The New England colonies were: Massachusetts, New Hampshire, Rhode Island, and Connecticut. The Middle colonies were: New York, New Jersey, Pennsylvania, and Delaware. The Southern colonies were: Maryland, Virginia, North Carolina, South Carolina, and Georgia. Students will know the map location of the colonies. | Students will understand that the thirteen original colonies were divided into three separate regions. | Students will create an envelope fold project with a blank map of the thirteen colonies inside it. They will shade the New England, Middle and Southern colony regions in different colors. The top, right middle, and bottom folds will be labeled “New England Colonies, Middle Colonies, and Southern Colonies” and the colonies in each region will be listed on the inner flap. | -Region  -New England  Colonies  -Middle Colonies  -Southern  Colonies | I can show the New England, Middle, and Southern colonies on a map. |
| **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) | Colonial settlements in each of the three regions were influenced by the geography of the land. Farming, trade, occupations, the types of shelters needed, and transportation were all impacted by the geographical features of the region. Colonists in different areas held different religious beliefs and practiced different customs. Slavery was an accepted part of life in the Southern colonies. Free African Americans generally lived in the New England colonies. Relations with local Native American tribes could be positive or negative and influenced the colonists’ adjustment to a new land. Many colonists worked very hard just to survive. Social interactions were very formal. | Students will understand that daily life for colonists in each region was impacted by geography, religion, slavery, and interactions with Native Americans; and colonists’ lives were often difficult. | Students will create an expandable folded book describing daily life for colonists in the New England, Middle, and Southern colonies. Each book must include information about the types of housing, occupations, and religions in each of the three regions but may also include additional information about colonists’ lives. | -geographical features  -occupation  -free Africans  -slavery (include word family slave, enslaved)  -interactions | I can describe how colonists lived in the New England, Middle, and Southern colonies. |
| **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 and the poor, women, enslaved people, free Africans, and American Indians). (National Geography Standard 6, p. 154) | Different groups of people in colonial America led very different lives. Factors that determined lifestyle included: gender, race, occupation, financial status, and social position. e.g., free Africans vs. slaves, wealthy landowners vs. farmers, merchants vs. laborers, women vs. men | Students will understand that colonists’ lives differed based on their gender, race, and position in society. | Students will create a top tab booklet or poster that includes pictures and written descriptions of the lives of three different groups of people in colonial America. It will include such things as housing, jobs, clothing, entertainment, and food. | -Merchant  -Indentured  Servant  -laborer  -perspective  -plantation | I can describe the lives of different groups of colonists. |
| **5 – U2.3.4**  Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E) | Much of the labor force in the colonies emerged as a response to farming practices. Some laborers were not paid and were forced to labor against their will (slaves) while others agreed to a life of harsh working conditions as a means to gain passage to the New World (indentured servants). Cash crops such as cotton and tobacco were main sources of income for wealthy plantation owners, who required many slaves to work in their fields. A huge division between classes grew as a result of labor practices. The colonial economy was highly dependent on the emergence of a labor force. | Students will understand that the economy in the colonies was based largely on farming, and a labor force (often unpaid) developed to work the farms. | Students will write a paragraph describing how slaves and indentured servants became the main labor force in the colonies as cash crops became vital to the economy. | -cash crop  -emerge  -labor force  -economy | I can describe the people who worked on farms and plantations in the colonies. |
| **5 – U2.3.5**  Make generalizations about the reasons for regional differences in colonial America. | The New England, Middle, and Southern colony regions were settled by people of different origins, religious beliefs, economic positions, and political beliefs (e.g., Quakers, Puritans, wealthy vs. poor, separatists, nationalities).These differences led to different customs in each region. The climate, land features, and proximity to trade routes affected the settling of each region. | Students will understand that there were a variety of factors that contributed to regional differences in the colonies, such as: climate, land, origins of colonists, and reasons for coming to America. | In small groups, students will discuss reasons that colonists settled in America, and how things such as the land and climate may have caused differences in the regions. Each group will be assigned a different group of colonists and will present their ideas orally to the class. | -climate  -land features  -trade routes  -origin | I can tell someone basic reasons why the colonies were different. |

*Assessment ideas: a. How will you know they’ve learned it? And b.How will you grade it?*

* Students will create an envelope foldable in which they will label a map with the three colonial regions and individual colony names, to be graded according to rubric.
* They will also create a foldable book in which they describe daily life for colonists in each region, to be graded according to rubric.
* They will create a booklet or poster to describe the lives of three different groups of colonists, to be graded according to rubric.
* Students will write a paragraph describing how cash crops contributed to the emergence of a labor force made up mostly of slaves and indentured servants, to be graded according to rubric.
* Students will work with a small peer group to orally present general ideas about the differences in the colonial regions, to be graded by combined peer evaluation and teacher observation.
* Vocabulary will be evaluated through observation in vocabulary games played in class.
* Summative Assessment: Students will take a test consisting of three portions : 1. a map of the thirteen colonies which they must label and shade according to region, 2. multiple choice questions about life in the colonies, 3. an essay question in which students must describe the difference between slaves and indentured servants

**Lesson One: 1 day**

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| **GLCE – code and exact wording. Verbs underlined** | **Know (What will students know upon learning this?)** | **Understand that…**  **(What is the BIG picture?)** | **Do (Students will…)**  **What will students DO to show they understand?** | **Vocabulary** | **“I Can” Statements** |
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| **Lessons: How will you take them where they need to go?** *(Step-by-Step plan from A-Z)* | **Instructional strategies/Social constructs: How will they work?**  *(AND what will YOU do?)* | **Resources needed: What materials and resources will they need?**  *(Page #s read, graphic organizers, books, posters, realia, etc…)* |
| Anticipatory set:  Show students picture of Pilgrims landing at Plymouth. Ask what they know about the Pilgrims’ lives in Massachusetts. What do they know about other colonies?  Concept mapping: Start with the phrase “colonial America” and build a schema using circle map thinking map. | Small group discussion at tables before whole group discussion.  Teacher and students will complete circle map together. Teacher will model using chart paper or document camera. Students will complete circle maps to keep and add to as they gain new knowledge throughout the unit. | -Picture of Pilgrims landing at Plymouth  Source:  <http://www.americaslibrary.gov/jb/colonial/jb_colonial_subj_e.html>  -computer with Internet access and projection capability  -chart paper or document camera |
| Vocabulary Introduction  (Step 1 of Marzano) | Teacher will use the large hanging map of the United States to discuss “region” with students. Students will be given the opportunity to point out specific regions on the map. Teacher will discuss New England, Middle, and Southern colonies as regions during colonial times and ask students to show where those regions might have been.  The words will be added to the Word Wall. | Wall map of the United States  **Resource A:** Vocabulary list  (words for this GLCE are: region, New England colonies, Middle colonies, Southern colonies)  **-** Word Wall  Resources for Introducing Words:  Beck, Isabel (2002) *Bringing Words to Life*, Chapter 2, “Introducing Vocabulary” |
| Vocabulary Journal Work  (Incorporates steps 2 & 3 of Marzano’s Six Steps) | Students will complete a Verbal and Visual Word Association (VVWA) sheet for each vocabulary word, to be included in journal.  Teacher will circulate through the room to clear up misconceptions in order to clarify and correct students’ understanding. | Vocabulary journal  **Resource B:** VVWA sheet – retrieved Oct. 8, 2012, from  <http://wvde.state.wv.us/strategybank/>  VerbalandVisualWordAssociation.html |
| Introduce “I Can” statement to students and post on wall to show students what they will be able to do upon completion of unit. | Students will read and discuss this statement in small groups. Teacher will circulate and correct any misconceptions. | Write, “I can show the New England, Middle, and Southern colonies on a map.” on light brown paper cut to look like a parchment scroll with quill/ink clip art pasted at bottom. Post on wall. |
| Play YouTube video “Mr. Rupert’s 13 Colonies” for students. | Students will watch video twice, attempting to sing along during second viewing.  Students may add to concept maps as they watch video. | -computer with internet access and projection capability  -YouTube video “Mr. Rupert’s 13 Colonies” (stop at 5:20)  <http://www.youtube.com/watch?v=CGdUDK8qSuw> |
| Colonial Regions Foldable | Teacher will model how to create an envelope fold and display foldable example. Students will create foldable. Outer flaps will be labeled “New England Colonies, Middle Colonies, Southern Colonies, and The Thirteen Colonies” (starting at top flap and working clockwise). Students will color a labeled map of the thirteen colonies by shading each region a different color and then paste map into foldable. Inner flaps will be labeled with names of colonies in each region. The flap that says “Thirteen “Colonies” will contain information about the location of the colonies (e.g., along the coast of the Atlantic Ocean, eastern part of what is now United States, etc.) | -construction paper (1 per student plus extras in case of mistakes)  -scissors, glue, colored pencils  -labeled maps of the colonies (1 per student), source:  <http://www.eduplace.com/ss/maps/pdf/colonies.pdf>  -teacher example of completed foldable  foldable closed.JPG  foldable open.JPG |

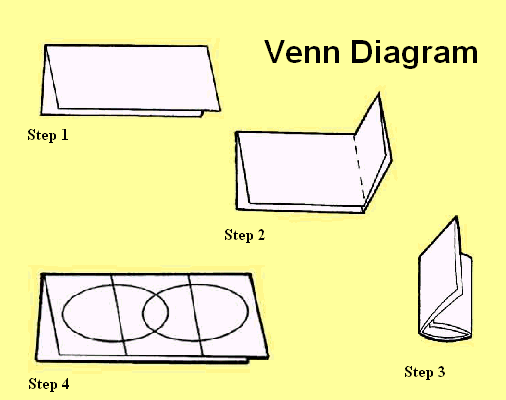
**Lesson Two: 3-4 days**

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| **GLCE – code and exact wording. Verbs underlined** | **Know (What will students know upon learning this?)** | **Understand that…**  **(What is the BIG picture?)** | **Do (Students will…)**  **What will students DO to show they understand?** | **Vocabulary** | **“I Can” Statements** |
| **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) | Colonial settlements in each of the three regions were influenced by the geography of the land. Farming, trade, occupations, the types of shelters needed, and transportation were all impacted by the geographical features of the region. Colonists in different areas held different religious beliefs and practiced different customs. Slavery was an accepted part of life in the Southern colonies. Free African Americans generally lived in the New England colonies. Relations with local Native American tribes could be positive or negative and influenced the colonists’ adjustment to a new land. Many colonists worked very hard just to survive. Social interactions were very formal. | Students will understand that daily life for colonists in each region was impacted by geography, religion, slavery, and interactions with Native Americans; and colonists’ lives were often difficult | Students will create an expandable folded book describing daily life for colonists in the New England, Middle, and Southern colonies. Each book must include information about the types of housing, occupations, and religions in each of the three regions but may also include additional information about colonists’ lives. | -geographical features  -occupation  -free Africans  -slavery (include word family slave, enslaved)  -interactions | I can describe how colonists lived in the New England, Middle, and Southern colonies. |

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| --- | --- | --- |
| **Lessons: How will you take them where they need to go?** *(Step-by-Step plan from A-Z)* | **Instructional strategies/Social constructs: How will they work?**  *(AND what will YOU do?)* | **Resources needed: What materials and resources will they need?**  *(Page #s read, graphic organizers, books, posters, realia, etc…)* |
| Vocabulary Introduction  (Step 1 of Marzano) | Teacher will discuss meaning of “geographical features”. Using wall map, students will be asked to point out geographical features in the three colonial regions (review previous lesson’s words as part of this lesson). Teacher will explain “occupation” and “interactions” and ask students for examples of both (e.g., parents’ occupation, occupations students may have as adults, interactions with peers/adults at school). Class will discuss the words “free Africans” and “slavery”. Teacher will provide accurate definitions and discuss word family for slavery (slave, enslaved).  The words will be added to the Word Wall. | Wall Map of the United States  **Resource A:** Vocabulary list  (words for this GLCE are: geographical features, occupation, free Africans, slavery [include word family slave, enslaved], interactions)  **-** Word Wall  Resources for Introducing Words:  Beck, Isabel (2002) *Bringing Words to Life*, Chapter 2, “Introducing Vocabulary” |
| Vocabulary Journal Work  (Incorporates steps 2 & 3 of Marzano’s Six Steps) | Students will complete a Verbal and Visual Word Association (VVWA) sheet for each vocabulary word, to be included in journal. | Vocabulary journal  **Resource B:** VVWA sheet – retrieved Oct. 8, 2012, from  <http://wvde.state.wv.us/strategybank/>  VerbalandVisualWordAssociation.html |
| Introduce “I Can” statement to students and post on wall to show students what they will be able to do upon completion of unit. | Students will read and discuss this statement in small groups. Teacher will circulate and correct any misconceptions. | Write, “I can describe how colonists lived in the New England, Middle, and Southern colonies.” on light brown paper cut to look like a parchment scroll with quill/ink clip art pasted at bottom. Post on wall. |
| Gathering Information about the Colonial Regions | Teacher will read *The Thirteen Colonies* by Brendan January aloud to students.  High Five! Give One! Get One! (link to instructions at right) Continue until students have shared with several partners. | -book, *The Thirteen Colonies* by Brendan January  - paper, writing utensils  -instructions for High Five! Give One! Get One! strategy available at:  <http://teamingrocks.wordpress.com/2011/05/25/high-five-give-one-get-one-a-high-energy-multi-use-strategy/> |
| Web Research/Jigsaw  Students will work in teams to explore websites about colonial America and record information about daily life in the three regions using Jigsaw technique. | Students will be divided into teams of three students. Each student in team will be assigned to either New England, Middle, or Southern colonies. Students will work with expert groups for their region to explore websites and write down information. Students will return to home team to share information/learn from experts on other two regions. Information will be recorded on “Daily Life in the Three Colonial Regions” graphic organizer. | -multiple computers with internet access  -list of websites for students:  <http://mrnussbaum.com/13-colonies/> (click on Regions)  <http://www.womenhistoryblog.com/2007/12/overview-of-middle-colonies.html> (for info on Middle colonies)  <http://www.brtprojects.org/cyberschool/history/ch04/regions.html>  (focuses mainly on New England and Southern colonies)  <http://www.thehenryford.org/exhibits/smartfun/colonial/intro/index.html> (learn about a Connecticut family)  <http://www.kidinfo.com/american_history/colonization_colonial_life.html>  <http://library.thinkquest.org/J002611F/>  - Daily Life in the Three Colonial Regions graphic organizer (enough for each student plus extras), writing utensils |
| Teacher Read-Aloud | Teacher will read select pages from *African-Americans in the Colonies.* Students will add to graphic organizer (last column on interactions). | *-African-Americans in the Colonies* by Jean Kinney Williams  - Daily Life in the Three Colonial Regions graphic organizer |
| Word Play/Talk Time  ( Incorporates steps 4& 5 of Marzano) | Students will be paired up to rotate through the following activities:  1. Students will use Wordle to create a word cloud of vocabulary words learned so far in this unit.  2. Students will create a three-tab foldable Venn diagram comparing/contrasting slavery and free Africans using information learned from websites and read-aloud.  3. Students will share their work with another pair upon completion. | -Computers with ability to print  -Wordle website:  <http://www.wordle.net/>  -Colored paper, scissors, and writing utensils  -instructions/illustration for making foldable Venn diagram from:  <http://www.dinah.com/venndiagrams/vendiagrams.php>  Resources for Vocabulary Activities:  Beck, Isabel (2002) *Bringing Words to Life*, Chapter 5, Developing Vocabulary in the Later Grades.” |
| Formative Assessment | Expandable Foldable Book  Students will create an expandable folded book describing daily life for colonists in the New England, Middle, and Southern colonies. Each book must include information about the types of housing, occupations, and religions in each of the three regions but may also include additional information about colonists’ lives. | -colored paper, writing utensils  -graphic organizers, notes from High Five! Give One! Get One!  -directions for making an expandable folded book (Dinah Zike, Big Book of Social Studies, P.14) |

**Daily Life in the Three Colonial Regions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Region** | **Geography & Types of Housing** | **Religion & Government** | **Occupations & Customs** | **Interactions with Africans and Native Americans** |
| **New England** |  |  |  |  |
| **Middle** |  |  |  |  |
| **Southern** |  |  |  |  |

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**Instructions:**  
  
1. Fold a sheet of paper in half like a hotdog.  
2. With the paper horizontal, fold the right edge toward the center, trying to cover one half of the paper.  
3. Fold the left side over the right and crease to form three tabs.  
4. Draw two overlapping ovals on the front.  
5. Cut up the two valleys on one side only.

6. Label one oval “slaves”, the other oval “free Africans”, and the center overlap “both”

7. Lift flaps and fill in information for each part.

**Lesson Three: 2-3 days**

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| **GLCE – code and exact wording. Verbs underlined** | **Know (What will students know upon learning this?)** | **Understand that…**  **(What is the BIG picture?)** | **Do (Students will…)**  **What will students DO to show they understand?** | **Vocabulary** | **“I Can” Statements** |
| **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 and the poor, women, enslaved people, free Africans, and American Indians). (National Geography Standard 6, p. 154) | Different groups of people in colonial America led very different lives. Factors that determined lifestyle included: gender, race, occupation, financial status, and social position. e.g., free Africans vs. slaves, wealthy landowners vs. farmers, merchants vs. laborers, women vs. men | Students will understand that colonists’ lives differed based on their gender, race, and position in society. | Students will create a top tab booklet or poster that includes pictures and written descriptions of the lives of three different groups of people in colonial America. It will include such things as housing, jobs, clothing, entertainment, and food. | -Merchant  -Indentured  Servant  -laborer  -perspective  -plantation | I can describe the lives of different groups of colonists. |

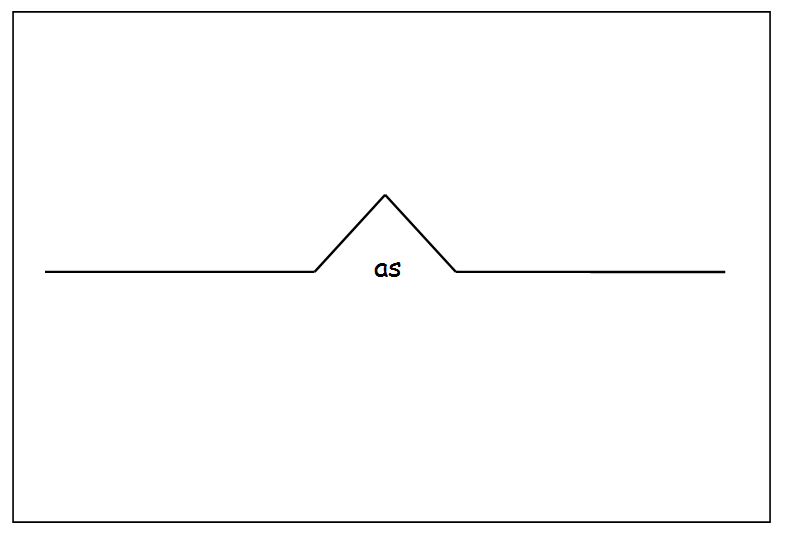
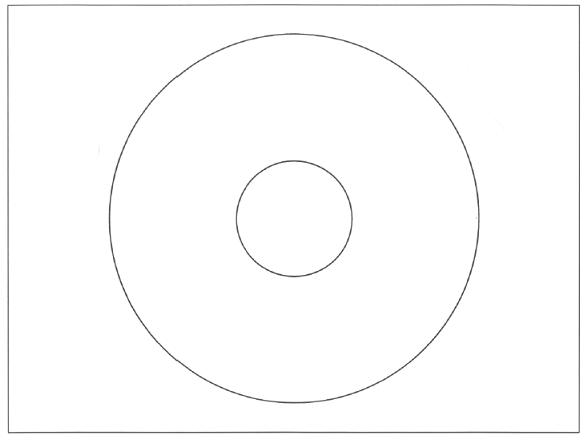
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| --- | --- | --- |
| **Lessons: How will you take them where they need to go?** *(Step-by-Step plan from A-Z)* | **Instructional strategies/Social constructs: How will they work?**  *(AND what will YOU do?)* | **Resources needed: What materials and resources will they need?**  *(Page #s read, graphic organizers, books, posters, realia, etc…)* |
| Vocabulary Introduction  (Step 1 of Marzano) | Teacher will tell students that they should listen for clues to the new vocabulary words (merchant, indentured servant, laborer, plantation, and perspective) during a short video.  Teacher will play “Colonial Life” video from Discovery Streaming (03:21)  Teacher will discuss new words with class and provide accurate definition.  The words will be added to the Word Wall. | -Computer with internet access and projection capabilities  -Video segment: *Colonial Life*  Source:  Discovery Education, (2006). *American History: Colonial America.* [Full Video]. Available from http:// www.discoveryeducation.com/  -**Resource A:** Vocabulary List  (Words for this GLCE are: merchant, indentured servant, laborer, plantation, perspective)  -Word Wall  -Resources for Introducing Words:  Beck, Isabel (2002) *Bringing Words to Life*, Chapter 2, “Introducing Vocabulary” |
| Vocabulary Journal Work  (Incorporates steps 2 & 3 of Marzano’s Six Steps) | Students will complete a Verbal and Visual Word Association (VVWA) sheet for each vocabulary word, to be included in journal. | -Vocabulary journal  -**Resource B:** VVWA sheet – retrieved Oct. 8, 2012, from  <http://wvde.state.wv.us/strategybank/>  VerbalandVisualWordAssociation.html |
| Introduce “I Can” statement to students and post on wall to show students what they will be able to do upon completion of unit. | Students will read and discuss this statement in small groups. Teacher will circulate and correct any misconceptions. | Write, “I can describe the lives of different groups of colonists.” on light brown paper cut to look like a parchment scroll with quill/ink clip art pasted at bottom. Post on wall. |
| What’s Your Perspective? | Teacher will take students on a virtual tour of Colonial Williamsburg. Whole class discussion of various groups of people as we explore the website together.  Students will work in pairs to read through *Kids Discover* magazine, “Colonial America” issue. They will discuss different people in the colonies as they read.  Teacher will circulate to ask questions, clarify any misconceptions as students work. | -computer with projection capability and internet access  -Colonial Williamsburg website, section on people  <http://www.history.org/Almanack/people/index.cfm>  -enough copies of *Kids Discover* “Colonial America” magazine to have one per every two students |
| RAFT  Marzano Step 5 | Teacher will assign a role, audience, and topic for each table group. They will use a letter format to describe life in their colony, as well as some of the interactions they have had with other colonists. Upon completion, students will pair up with students from other tables and trade letters. They will provide feedback on one another’s use of vocabulary. | -Paper, pencils  -Portable Word Wall and Vocabulary Journal for reference |
| Formative Assessment | Students will create a top tab booklet or poster that includes pictures and written descriptions of the lives of three different groups of people in colonial America. It will include such things as housing, jobs, clothing, entertainment, and food. | -colored paper  -posterboard  -colored pencils, crayons, markers, writing utensils  -teacher will demonstrate how to make a top-tab book (Dinah Zike’s Big Book of Social Studies, p. 29) |
| Vocabulary Fly Swat  Marzano Step 6 | Class will be divided into two teams. All vocabulary words learned so far will be displayed on the whiteboard. One player from each team will stand facing away from the board with a fly swatter in hand. Teacher will read the definition of a word. Students will attempt to be the first to turn and swat the correct word. Teams will earn a point each time they are first to swat the correct word. | -2 fly swatters  -Whiteboard & dry erase marker  -Vocabulary List  Game Idea Source:  Dyer, M. (2012, Oct.6). *Fly Swat Game.* Retrieved from jc-schools: <http://jc-schools.net/tutorials/vocab/flyswatter.htm> |

**Lesson Four: 2-3 days**

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| **GLCE – code and exact wording. Verbs underlined** | **Know (What will students know upon learning this?)** | **Understand that…**  **(What is the BIG picture?)** | **Do (Students will…)**  **What will students DO to show they understand?** | **Vocabulary** | **“I Can” Statements** |
| **5 – U2.3.4**  Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E) | Much of the labor force in the colonies emerged as a response to farming practices. Some laborers were not paid and were forced to labor against their will (slaves) while others agreed to a life of harsh working conditions as a means to gain passage to the New World (indentured servants). Cash crops such as cotton and tobacco were main sources of income for wealthy plantation owners, who required many slaves to work in their fields. A huge division between classes grew as a result of labor practices. The colonial economy was highly dependent on the emergence of a labor force. | Students will understand that the economy in the colonies was based largely on farming, and a labor force (often unpaid) developed to work the farms. | Students will write a paragraph describing how slaves and indentured servants became the main labor force in the colonies as cash crops became vital to the economy. | -cash crop  -emerge  -labor force  -economy | I can describe the people who worked on farms and plantations in the colonies. |

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| **Lessons: How will you take them where they need to go?** *(Step-by-Step plan from A-Z)* | **Instructional strategies/Social constructs: How will they work?**  *(AND what will YOU do?)* | **Resources needed: What materials and resources will they need?**  *(Page #s read, graphic organizers, books, posters, realia, etc…)* |
| Vocabulary Introduction  (Step 1 of Marzano) | Students will watch a PowerPoint presentation on vocabulary for this lesson. They will use the images in the slide show to gather information about definitions. We will discuss each word as it is encountered.  The words will be added to the Word Wall. | -Computer with projection capability  -PowerPoint presentation created by Gina Groover  -**Resource A:** Vocabulary List  (Words for this GLCE are: cash crop, emerge, labor force, economy)  -Word Wall |
| Vocabulary Journal Work  (Incorporates steps 2 & 3 of Marzano’s Six Steps) | Students will complete a Verbal and Visual Word Association (VVWA) sheet for each vocabulary word, to be included in journal. | -Vocabulary journal  -**Resource B:** VVWA sheet – retrieved Oct. 8, 2012, from  <http://wvde.state.wv.us/strategybank/>  VerbalandVisualWordAssociation.html |
| Introduce “I Can” statement to students and post on wall to show students what they will be able to do upon completion of unit. | Students will read and discuss this statement in small groups. Teacher will circulate and correct any misconceptions. | Write, “I can describe the people who worked on farms and plantations in the colonies.” on light brown paper cut to look like a parchment scroll with quill/ink clip art pasted at bottom. Post on wall. |
| Graphic Vocabulary  Marzano Step 4 | Students will review vocabulary words learned by choosing one of the following:  1. Use a bridge map to create analogies.  2. Use a circle map to capture their learning.  3. Use Inspiration to create a web map that shows relationships between vocabulary words. | -Bridge Map  -Circle Map  -Computer with Inspiration program and ability to print |
| Discovery Education Video Segments | Students will watch video segments on slave plantations and indentured servitude from Discovery Education.  Think-Pair-Share  Teacher will ask students to think about why slaves and indentured servants were a vital part of the cash crop economy. Students will pair up and share their ideas. Whole group discussion will follow. | -computer with internet access and projection capability  -Video Segment: *The Slave Plantations of Colonial Times*  Source:  Ancient Lights, (2003). *America's Early Years: American Slavery: The Southern Plantation Way of Life*. [Full Video]. Available from <http://www.discoveryeducation.com/>  -Video Segment: *Indentured Servitude*  Source:  Colgren Communications,  (1992). *The Early Colonists*. [Full Video]. Available from http://www.discoveryeducation.com/ |
| Whiteboard Vocabulary Partners  Marzano Step 5 | Students will be paired up. Each child will have a whiteboard, marker, and sock eraser. Teacher will say a vocabulary word. Students will draw a representation, write an example, or write the meaning. Students will share their work with their partners and discuss. | -Small whiteboards for each student  -Dry erase markers for each student  -Sock erasers for each student |
| Formative Assessment | Students will write a paragraph describing how slaves and indentured servants became the main labor force in the colonies as cash crops became vital to the economy. | -paper, writing utensils |
| “I Have, Who Has”  Marzano Step 6 | Students will play “I Have, Who Has” game to review vocabulary. All words fo the unit will be included. Teacher will provide help as needed for terms not discussed yet. | “I Have, Who Has” cards and directions (cards created by Gina Groover using template)  *Vocabulary.* (2012, Oct 3). Retrieved from Caesar Rodney School District: Division of Instruction: http://www.  teachers.cr.k12.de.us/~macpherson/  vocab.html  Resource for Playing Games with Words:  Marzano, R. and Pickering, D. (2005), *Building Academic Vocabulary: Teacher’s Manual*, Chapter 4, “Review Activities and Games” |

** right click picture, select “presentation object” and “open” to play**

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Bridge Map Circle Map

**Lesson Five: 2-3 days**

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| **GLCE – code and exact wording. Verbs underlined** | **Know (What will students know upon learning this?)** | | **Understand that…**  **(What is the BIG picture?)** | **Do (Students will…)**  **What will students DO to show they understand?** | | **Vocabulary** | **“I Can” Statements** |
| **5 – U2.3.5**  Make generalizations about the reasons for regional differences in colonial America. | The New England, Middle, and Southern colony regions were settled by people of different origins, religious beliefs, economic positions, and political beliefs (e.g., Quakers, Puritans, wealthy vs. poor, separatists, nationalities).These differences led to different customs in each region. The climate, land features, and proximity to trade routes affected the settling of each region. | | Students will understand that there were a variety of factors that contributed to regional differences in the colonies, such as: climate, land, origins of colonists, and reasons for coming to America. | In small groups, students will discuss reasons that colonists settled in America, and how things such as the land and climate may have caused differences in the regions. Each group will be assigned a different group of colonists and will present their ideas orally to the class. | | -climate  -land features  -trade routes  -origin | I can tell someone basic reasons why the colonies were different. |
| **Lessons: How will you take them where they need to go?** *(Step-by-Step plan from A-Z)* | | **Instructional strategies/Social constructs: How will they work?**  *(AND what will YOU do?)* | | | **Resources needed: What materials and resources will they need?**  *(Page #s read, graphic organizers, books, posters, realia, etc…)* | | |
| Vocabulary Introduction  (Step 1 of Marzano) | | Teacher will take students on a picture walk through *The New Americans: Colonial Times: 1620-1689.* Teacher will point out the different groups of people that inhabited America at that time (e.g., Native Americans, French, Dutch, English) and discuss the meaning of “origins”. Teacher will ask students what they noticed in the pictures that might be land features, and what they could determine about the climate. Teacher will clarify those terms. Teacher will discuss trade routes.  The words will be added to the Word Wall. | | | -Book: *The New Americans: Colonial Times: 1620-1689* by Betsy Maestro (HarperCollins, 1998)  **-Resource A:** Vocabulary List  (Words for this GLCE are: climate, origin, land features, trade route)  -Word Wall  Resources for Introducing Words:  Beck, Isabel (2002) *Bringing Words to Life*, Chapter 2, “Introducing Vocabulary” and Chapter 6, “Making the Most of Natural Contexts.” | | |
| Vocabulary Journal Work  (Incorporates steps 2 & 3 of Marzano’s Six Steps) | | Students will complete a Verbal and Visual Word Association (VVWA) sheet for each vocabulary word, to be included in journal. | | | -Vocabulary journal  - **Resource B:** VVWA sheet – retrieved Oct. 8, 2012, from  <http://wvde.state.wv.us/strategybank/>  VerbalandVisualWordAssociation.html | | |
| Introduce “I Can” statement to students and post on wall to show students what they will be able to do upon completion of unit. | | Students will read and discuss this statement in small groups. Teacher will circulate and correct any misconceptions. | | | Write, “I can tell someone basic reasons why the colonies were different.” on light brown paper cut to look like a parchment scroll with quill/ink clip art pasted at bottom. Post on wall. | | |
| Making Generalizations | | Inside Outside Circle  Students will form two circles, one facing out, and one facing in toward them to form pairs. Teacher will ask questions about why the three colonial regions were different (e.g. religion, geography, economy, people who settled there). Pairs will discuss. Circle will rotate after each question so that students have new partners. | | | -list of questions that students can make generalizations about | | |
| Small Group Work | | In small groups, students will discuss reasons that colonists settled in America, and how things such as the land and climate may have caused differences in the regions. Each group will be assigned a different group of colonists and will present their ideas orally to the class. They may perform a skit, create a poster, or create a PowerPoint presentation. | | | -notes, graphic organizers, and foldables students have completed throughout unit  -paper, writing utensils  -poster board or sheets of chart paper  -colored pencils, crayons, markers  -computers with PowerPoint | | |
| The Seeds of Colonization  (Incorporates steps 4 & 5 of Marzano) | | Students will be paired to complete a tree chart, using the graphic organizer provided. They will use the topic “Thirteen Colonies” and fill in the branches with information using vocabulary from the entire unit. Partners will work as a team to help their tree “grow” by filling in as many branches as possible. | | | Tree Chart graphic organizer    *Graphic Organizers.* Retrieved from Education Place: http://www.eduplace.com/  graphicorganizer/pdf/tree.pdf  Vocabulary Journal for reference  Resources for Vocabulary Activities:  Beck, Isabel (2002) *Bringing Words to Life*, Chapter 5, Developing Vocabulary in the Later Grades.”  Marzano, R. and Pickering, D. (2005), *Building Academic Vocabulary: Teacher’s Manual*, Chapter 4, “Review Activities and Games.” | | |
| Vocabulary Showdown  Step 6 | | Teacher will draw sticks to choose 2 students. They will stand on opposite sides of a stool facing one another, with hands behinds their backs. A counter-top type bell will be placed on top of the stool. Teacher will read the definition of a vocabulary word. Students will attempt to ring the bell first and state the correct word. A new pair of students will be chosen for each word. | | | -Popsicle sticks with student numbers  -Stool and bell  -**Resource A**: Vocabulary List  Idea from: Heather Wagner, 5th Grade Teacher, Waukazoo Elementary, West Ottawa Public Schools | | |

**(Resource A)**

**Vocabulary List**

**GLCE:**

**5 – U2.3.1**

* region: an area of land that has similar characteristics
* New England colonies: four colonies along the northern coast of the Atlantic Ocean in what is now the United States; they included Rhode Island, Connecticut, Massachusetts, and New Hampshire
* Middle colonies: four colonies along the mid-Atlantic coast in what is now the United States; they included New York, New Jersey, Pennsylvania, and Delaware
* Southern colonies: five colonies along the southern Atlantic coast in what is now the United States; they include Maryland, Virginia, North Carolina, South Carolina, and Georgia

**5 – U2.3.2**

* geographical features: the landforms, bodies of water, plants, and climate that are found in a specific area, or region, of land
* occupation: a person’s job or business
* free Africans: people from Africa who lived in the colonies
* slave (slavery, enslaved, slave owner): a person who is owned by another person and has no control over his own life
* interactions: the way people or groups act toward and influence one another

**5 – U2.3.3**

* merchant: a person whose business is buying and selling goods, often to other countries
* indentured servant: a person who agreed to work for someone else without pay in exchange for passage to America, usually for a period of 4-7 years
* laborer: a person who does physical work (often work that does not require special training)
* perspective: a way of thinking about something; point of view
* plantation: a large farm that used the work of laborers to grow crops to sell

**5 – U2.3.4**

* cash crop: a crop grown to sell for money
* emerge: to develop or come into being
* labor force: a group of people who work together to do a job
* economy: a system of using resources to make, sell, and use goods and to provide services

**5 – U2.3.5**

* climate: the average weather conditions of an area or region
* land features: natural features of the Earth’s surface, such as mountains
* trade routes: a lane at sea that is used by merchant ships
* origin: a person’s social background or ancestry

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| **I have region.**  **Who has a person’s job or business?** | **I have occupation.**  **Who has a way of thinking about something?** |
| **I have perspective.**  **Who has a crop grown to sell for money?** | **I have cash crop.**  **Who has to develop or come into being?** |
| **I have emerge.**  **Who has the way people or groups act toward and influence one another?** | **I have interactions.**  **Who has a person’s social background or ancestry?** |
| **I have origin.**  **Who has people from Africa who lived in the colonies?** | **I have free Africans.**  **Who has a group of people who work together to do a job?** |
| **I have labor force.**  **Who has four colonies along the northern coast of the Atlantic Ocean?** | **I have New England colonies.**  **Who has a large farm that used the work of laborers to grow crops to sell?** |

**Verbal and Visual Word Association (VVWA)**

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| **Word** | **Visual Representation** |
| **Definition** | **Personal Association or Characteristic** |

**Tree Chart Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Write the details on the branches.

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