

Colonial America Unit Overview of Lessons and Assessments

A. Unit Narrative Overview

I began my first lesson of the unit by introducing the term colonization. I had the students give me possible definitions of the term. Then I used Tupperware as a model to help students visualize the theory of colonization. As a class we came up with a new definition of colonization, in that a King or Ruler of a country takes over smaller pieces of land to gain more land and power and most of the time colonies are far from the country that rules them. I also passed out several maps, which allowed students to realize that colonization occurred in multiple countries throughout time. In addition, I showed them a map of exploration routes in the United States so students could see that people from Spain, France, and England were exploring America. Although, I explained that we were going to be focusing on how England colonized parts of North America. Students found that English settlers came to America to explore, gain wealth, spread their religions, to live on land of their own, and for religious freedom.

I reviewed the term colonization and reminded the students that we were focusing on how the English colonized the 13 colonies. I gave each student a map and we color coded the regions: New England Colonies, Middle Colonies, and Southern Colonies. Told the students they are going to be researchers and will be researching these regions. Then we began brainstorming where to find good resources and what good resources are. As a class we practiced researching using an internet article about child obesity. We talked about how important it is to site the following information when taking notes: topic, type of resource, name of resource, title/heading, page numbers, and/or web site address. I made them note pages so they were reminded to record this information. Then we practiced taking notes by picking out the most important information, bulleting them, and making sure it was in your own words so it made sense and to avoid plagiarism. This was modeled and students were given the chance to practice.

I reviewed types of good resources and how to take notes. Explained then when researching each region of the colonies we would be focusing on the following topics: religion, economics, government, geography, and daily lives of the people. As a class we brainstormed what each topic encompasses/means. Students needed to understand these topics before researching them since they had to know what they were looking for. This information was charted and hung in the room as a reference as they began their research. I modeled the entire process of using the textbook as a resource and taking notes.

Students were divided into groups. There were five groups with five students in each group. Each group was assigned a topic, religion, economics, government, geography, and daily lives, to research for the New England Colonies. The students were given note sheets and research guides to help lead their research. In addition, they were given concept maps with specific questions to answer for each topic to focus their

research. They were given time to research their topic using a variety of resources provided.

Each group had a group discussion to talk about their findings. As a group they compiled one main list of important information they found. They then wrote this information on an overhead, which they prepared to present the following day to the rest of the class. I met with each group to make sure they included all the essential information.

I reviewed presentation norms for those presenting and those listening. Each group presented the information they found on their topic about the New England Colonies. The rest of the class was taking notes on each of the topics. I helped explain the information that was being presented, in order for the students to have a good understanding of the material.

The class was given a test on the New England Colonies. They were able to use their notes. Some questions were straight from the notes, so it paid off if they took good notes, and others were more critical thinking type questions. For example, how did geography impact economics and how did religion impact government and daily lives.

I reviewed all the important aspects of researching and taking notes. I also reviewed what each topic encompasses/means. We brainstormed what went well and what was difficult with researching the New England Colonies. I assigned the students partners with whom they were going to be researching the Middle Colonies. I assigned each set of students a topic they had to research. I made sure each student was researching a different topic from the topic they researched for New England. The students were given note sheets and research guides to help lead their research. In addition, they were given concept maps with specific questions to answer for each topic to focus their research. They were given time to research their topic using a variety of resources provided.

All the students who researched the same topic got together in a group. They had a group discussion to talk about their findings. As a group they compiled one main list of important information they found. They then wrote this information on an overhead, which they prepared to present the following day to the rest of the class. I met with each group to make sure they included all the essential information.

I reviewed presentation norms for those presenting and those listening. Each group presented the information they found on their topic about the Middle Colonies. The rest of the class was taking notes on each of the topics. I helped explain the information that was being presented, in order for the students to have a good understanding of the material.

The class was given a test on the Middle Colonies. They were able to use their notes. Some questions were straight from the notes, so it paid off if they took good notes, and others were more critical thinking type questions. For example, how did geography impact economics and how did religion impact government and daily lives.

I reviewed all the important aspects of researching and taking notes. I also reviewed what each topic encompasses/means. We brainstormed what went well and what was difficult with researching the Middle Colonies. This time the students were to work individually on researching a specific topic of the Southern Colonies. I assigned

each student a topic they had to research. I made sure each student was researching a different topic from the topic they researched for New England and Middle Colonies. The students were given note sheets and research guides to help lead their research. In addition, they were given concept maps with specific questions to answer for each topic to focus their research. They were given time to research their topic using a variety of resources provided.

All the students who researched the same topic got together in a group. They had a group discussion to talk about their findings. As a group they compiled one main list of important information they found. They then wrote this information on an overhead, which they prepared to present the following day to the rest of the class. I met with each group to make sure they included all the essential information.

I reviewed presentation norms for those presenting and those listening. Each group presented the information they found on their topic about the Southern Colonies. The rest of the class was taking notes on each of the topics. I helped explain the information that was being presented, in order for the students to have a good understanding of the material.

The class was given a test on the Southern Colonies. They were able to use their notes. Some questions were straight from the notes, so it paid off if they took good notes, and others were more critical thinking type questions. For example, how did geography impact economics and how did religion impact government and daily lives.

As a class we studied the three charts we filled out, one on each region that incorporated the religion, economics, government, geography, and daily lives of that particular region. We compared and contrasted the three regions by using a triple circle Venn diagram by incorporating all the topics we studied for each region. We also make cause-and-effect charts to see how one event affects another.

We learned about slavery in the colonies and how it impacted the Africans. They students studied Triangular Trade. Students drew the trade routes on a map and listed the goods and people that were traded. They learned about the hardships of the Middle Passage by reading journal entries, biographies, and autobiographies of those who actually experienced these conditions. In addition, they learned about the lives enslaved people and the slave owners.

Throughout this unit we have talked and learned about several different groups of people, for instance wealthy landowners, farmers, indentured servants, women, children, enslaved people, and American Indians. Pairs of students were assigned to research a group of people or a specific person. They were assigned to write a R.A.F.T.S. paper on what life would be like for them during colonial times. I reviewed all the important aspects of researching and taking notes. The students were given note sheets and resources to learn about their particular person or group of people they were researching.

The students presented their information in a creative way during a Live Museum. I reviewed presentation norms for those presenting and those listening. I also talked about the structure of how we were going to move around the room and listen to each pair of students' presentations. We had half the students present on the first day and half the students present on the second day.

Christine Sherwood

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TE 803

Part IV

At home the students were to be working on a paper of how life today is different from the colonial period. They had to give specific examples from their daily life and from things we learned about in class.

Christine Sherwood
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Part IV

		Grouping Patterns				Bloom's Taxonomy						Multiple Intelligence						Standards Addressed								
		Whole Class	Small Group	Individualized	Student-Teacher One on One	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Linguistic	Musical	Logical - mathematical	Spatial	Bodily - kinesthetic	Interpersonal	Intrapersonal	Naturalist	Art Education	Career and Employability Skills	English Language Arts	Mathematics	Science	Social Studies	Technology
LACP																										
Unit Introduction	Intro to term Colonization	X				X	X				X				X				X		X	X		X		
	How to Research	X	X	X		X	X	X			X			X							X			X	X	
Unit Development	Taking notes on group presentations of New England Colonies	X	X	X		X	X		X		X			X		X	X				X			X	X	
	Middle Colonies Test			X		X	X		X		X						X				X			X		
	Poster of Southern Colonies' Info			X		X	X	X		X			X				X		X	X	X			X		
	Venn Diagram-New England, Middle, & Southern Colonies	X	X			X	X		X		X			X		X	X					X			X	
Conclusion	Perspective of others-Live Museum Presentations	X	X	X	X	X	X	X		X	X		X	X	X	X			X		X			X	X	
	Jeopardy Game- all info from unit	X	X	X		X	X				X					X	X	X			X	X		X		

C. Family/Parent Letter

Dear Room 4 Families:

Next week we will begin our Colonial America Unit. This unit has been planned using the Lansing School District Curriculum, which follows Michigan's Grade Level Content Expectations.

Throughout this unit students will learn about the significant developments in the New England, Middle, and Southern colonies. They will explore regional settlement patterns and how religion, movement of people, and ethnic diversity led to the establishment of other colonies within each of these three regions. In addition, students will be able to distinguish regional differences by comparing and contrasting the religion, government, economics, social geography, and the daily lives of people living in each of the colonial regions. Lastly, students will explore and analyze the development of the European slave trade and slavery in Colonial America.

Students will also realize there is a wide range of perspectives between the different groups of people in Colonial America. I will emphasize the importance of learning about each of these perspectives before making generalizations of whether or not the colonization period was positive or negative, since this heavily relies on the group of people you are considering. This is a very important skill for students to learn, in that one needs to research and read a variety of sources in order to completely understand all aspects of an issue or situation. As a result, students will be able to form a more educated and well-rounded conclusion about an issue. Lastly, learning about history will help student become more knowledgeable citizens since many of these same issues are present today in many parts of the world.

Your student will be working on the following projects during this unit. Please help guide and assist your child throughout the process to help them be successful. Due dates and rubrics will be given out once these assignments have been explained more in depth to your student.

- Students will then be assigned a particular group of people to study (puritans, Quakers, Anglicans, slaves, Native Americans, indentured servants, women, proprietors, governors, merchants, farmers, ship captains, etc.) and take on their perspective of life in Colonial America. Students will be working in pairs on completing a R.A.F.T.S. assignment in which they will come up with a creative way of displaying their research of their particular group of people during a Live Museum. Students must come up with a skit/autobiography/story board/impersonation etc. of the group they researched. During this Live Museum 4 pairs of students will post up around the room and display their knowledge about their group of people they researched. The other students will walk around and observe/learn about the different types of people that contributed to the Colonial Era.
- At home the students are to be working on a paper of how life today is different from the colonial period. They have to give specific examples from their daily life and from things we learned about in class.

Do not hesitate to contact me if you have any questions or concerns

Thanks for all your help,

Miss Sherwood/Beckett

D. Assessments

- Daily informal assessment: making sure students are taking the correct notes and understanding the information they are gathering
- Test on New England Colonies: the region's religion, economics, government, geography, and daily lives
- Test on Middle Colonies: the region's religion, economics, government, geography, and daily lives
- Test on Southern Colonies: the region's religion, economics, government, geography, and daily lives
- Create a triple circle Venn diagram to compare and contrast the New England, Middle, and Southern Colonies.
- Pairs of students will research a group of people (for instance wealthy landowners, farmers, indentured servants, women, children, enslaved people, and American Indians) or a specific person. They will be assigned to write a R.A.F.T.S. paper on what life would be like for them during colonial times.
- The students will present their R.A.F.T.S. information in a creative way during a Live Museum.
- Students will write on a paper on how life today is different from the colonial period. They will be required to give specific examples from their daily life and from things we learned about in class.

E. Out-of-School Learning

At home the students are to be working on a paper of how life today is different from the colonial period. They have to give specific examples from their daily life and from things we learned about in class.

Students will then be assigned a particular group of people to study (puritans, Quakers, Anglicans, slaves, Native Americans, indentured servants, women, proprietors, governors, merchants, farmers, ship captains, etc.) and take on their perspective of life in Colonial America. Students will be working in pairs on completing a R.A.F.T.S. assignment in which they will come up with a creative way of displaying their research of their particular group of people during a Live Museum. Students must come up with a skit/autobiography/story board/impersonation etc. of the group they researched. Students will have plenty of time to learn and take notes about their particular group/specific person and even write their R.A.F.T.S. assignment in class. If they do not complete it in the time given, they will have to finish it at home. They will also have to do some preparation at home for displaying their research in a creative way.