

Curriculum Unit Introduction

Title of unit: Comparing Diversity within the Virginia and Massachusetts Colonies

Vital theme: To give students the opportunity to discover the diversity inherent to the American Colonies in different geographical areas of America. We will discuss and study the factors that attribute to the diversity through lessons using time lines, maps, primary source documents, video, websites, and recipes.

Contact information: Joy Fleming
George R. Stuart Elementary School
802 20th St. NW
Cleveland, TN 37311
423-476-4231
jfleming@clevelandschools.org
joyfleming1@aol.com

Grade level: Four

Number of lessons in the unit: Five

Time needed to complete unit: approximately three school weeks (using one 45-60 minute Social Studies period each day)

Curriculum standards addressed:

Social Studies: 4.1.2, 4.4.3, 4.6.1, 4.3.6, 4.2.3, 4.3.7, 4.3.8, 4.1.4

Language Arts: 4.1.14, 4.2.5, 4.2.7, 4.2.3, 4.2.9, 4.2.13, 4.1.11, 4.1.24, 4.2.1, 4.2.2

Math: 4.1.7

Technology used: Video, Internet (multi-media presentation), Overhead Projector, Calculators

Unit introduction and overview of instructional plan

The five lessons included in this curriculum unit will allow the students to understand the differences between the Massachusetts and Virginia colonies in early America. This will provide background information to the pre-Revolutionary and Civil War eras. Students will begin to understand the differences and hostilities that developed between the northern and southern colonies. They will focus on a variety of comparisons working individually and in groups on assignments. Students' background information will be provided throughout the lessons through teacher lecture and from the Social Studies textbook used in class. Each day, students will be instructed to write a couple of sentences in a Social Studies journal about something new they learned that day.

Initially the students, in groups, will examine time lines to determine what was happening in America during this time period. They will then have to determine which historical events are most important as they create their own time lines. Questions they will answer include: How are historical events in the Northern and Southern colonies similar?, Is there a visible pattern?, Are there certain people that seem to be important during this historical period? and Who are they?. This lesson will take approximately three days to complete.

Secondly, the students will study the government and organizational styles of the colonies by studying excerpts of the Mayflower Compact, Massachusetts Bay Colony Charter, and the first Virginia Charter. They will analyze this information and use it to create a class charter/compact for our room. This will incorporate language arts skills in writing and organizing information. Questions to be answered are: How are the styles of writing in Colonial America different from today?, Is the language different?, Was the structure of government the same in both colonies?, How does the Mayflower Compact differ from a charter?, and Should we as a class write a Fleming Class Charter or Compact?. The whole class will work together to draft our document. This lesson will take approximately three or four days to complete.

Then, we will move on to a study of maps and how they play a role in showing us the differences between the colonies. A discussion of longitude, latitude, climate, and location will ensue. Students will identify and label all thirteen colonies on the maps. Students will discuss the questions: How did location of the colonies effect the type of crops and industry found there?, What natural geographical barrier is the western border for most colonies?, In Colonial America, were more cities established in the Northern or Southern colonies and why?, Does this affect the economy of the region?, and How?. This lesson will take approximately two days to complete.

Next, we will use video and multimedia to visit both the Plymouth Plantation and Colonial Virginia for a comparison of the life in both places. The students will use their language arts skills to write a comparison paper of the two colonies focusing on the information obtained in the presentation. Again, they will be answering questions about diversity such as: How is daily life different in the two colonies?, How is school life different for the children in the colonies?, How does life today differ from then in the areas of farming, schooling and housing?, and Would you like to live in colonial times? This lesson will take approximately three days to complete.

Finally, we will culminate the unit with a study of daily life in colonial times. We will integrate math skills by comparing the amount of time spent in school then and today. We will consume some common colonial food and compare it to what we eat today. A discussion of diet and health then and today will be initiated. Lastly, we will construct an edible version of a colonial log cabin using peanut butter, pretzels and candies and discuss the architecture of colonial times. We will answer questions such as: Would you rather be a colonial student or a modern one?, Was there a pattern of organization for the colonial school calendar?, If so, what was it and why was it important?, Would you enjoy a Colonial American diet?, Why or Why not?, How do

homes today differ from colonial homes? ; Do you think they were large enough for a family?, What problems might a family face living in a smaller space?, What structures and rooms does your home have that a colonial child would not have in their home?, Are they necessary to life or just extras? This lesson will take approximately three days to complete.

Diversity within the Virginia and Massachusetts Colonies

The original thirteen colonies of America were British Colonies, each had a unique way of life. Each colony was founded by a group of settlers with diverse beliefs and reasons for traveling to the “New World.” Religion was a major issue in some of the colonies and became the foundation on which a colonial lifestyle was built. Other colonies were greatly impacted by economics which influenced their organization and development. Geographic location and climate were also factors in the establishment of a unique colonial civilization. America was founded on the diverse beliefs and lifestyles of many different people. Virginia and Massachusetts serve as two pertinent examples.

Jamestown, Virginia became the first original colonial settlement in April of 1607. This was almost twenty years before the Pilgrims would land at Plymouth, Massachusetts. The attempt by Sir Walter Raleigh and others to colonize Roanoke Island, North Carolina from 1584-1590 had been a failure and what happened to the settlers remains a mystery today. When the English arrived in the Chesapeake Bay area, they found an Algonquin tribe of Indians led by a powerful leader named Powhatan. There were about 24,000 Indians in thirty tribes all ruled by Powhatan. The colonists were a diverse group themselves. They consisted of English gentlemen-adventurers, skilled workers, and poor vagrants found on the streets of London and forcibly sent to Virginia (Taylor, 131). Rather than farm and grow food for themselves, the colonists preferred to hunt for precious metals and search for the wealth that the Spanish had also desired in their earlier explorations. This led to initial disaster. Of the 10,000 people that the Virginia Company transported to Virginia between 1607 and 1622, only twenty percent were still alive in 1622 (Taylor, 130). Diseases and starvation took their toll on the

Jamestown settlers. Relations with the Indians also became volatile when the colonists wanted the Indians to provide them with food. The Indians generally farmed and produced just enough food for their own subsistence each year. In one account, seventeen settlers forced themselves on an Indian village to obtain food. They were subsequently killed; their mouths stuffed with maize, and left for their countrymen to discover (Taylor, 132). The English captured Pocahontas, daughter of Powhatan in 1613. She was held in Jamestown, converted to Christianity, and married John Rolfe, an Englishman, in 1614. She traveled to England in 1616 and died there in 1617 at about the age of twenty-one. She left behind a two year old son, Thomas, who was raised by relatives in England. Powhatan then made peace with the colonists. The Jamestown settlers needed to organize and find a way to survive on their own in this “New World.” The turning point became the farming of tobacco. Tobacco had become popular for smoking in the British Isles and was already farmed in the West Indies. During the 1620s, tobacco sold in England for five to ten times what it cost to grow it in Virginia. This generated an economic boom for the colony. Tobacco became the impetus for the development of the plantation system in Virginia and the increase in slavery in the Southern Colonies. Indentured servants were initially used by the landowners for labor in Virginia. However, as the supply of white servants declined, the plantation owners began to rely more heavily on the use of African Slaves. The plantation system became the way of life in this area with a small percentage of people owning most of the land, operating the plantations, and ruling in governmental capacities. Tobacco, rice and indigo were the main crops produced by the plantations. Virginia became an aristocracy (Boorstin, 103). By the mid-1700s not more than one hundred families controlled the wealth and

government of the Virginia Colony (Boorstin, 103). Most of the plantations were located on one of the rivers in the Chesapeake Bay area and had their own private docks. There was no need for a city system in the Virginia Colony because the plantations were small cities within themselves. The plantation owner and his family took care of all needs in their surrounding area. There were only two small organized towns, Jamestown and St. Mary's City. The larger territorial areas, counties, maintained the system of local government, and Virginia's economy became greatly dependent on tobacco.

Religion in Virginia was basically Anglican in origin and practice. It was the colonial version of the Church of England and was not the central theme to societal organization. Virginians had no bishop so the organization of the church was left to the plantation owners. Church attendance was probably more due to habit than religious zeal. However, church members did not have much tolerance for the non-Christian religions of the Native Americans. Clergymen did entertain ideas of conversion and in some cases were successful. This was quite different from the lifestyle of the Massachusetts Colonies.

Plymouth Colony was established with the arrival of the Pilgrims in 1620. They were a group of Puritan settlers called Separatists. The Pilgrims arrived in Provincetown, Massachusetts on Cape Cod on November 9, 1620, not at Plymouth Rock as the popular story tells us. Unlike the Virginians, the Pilgrims did not leave their ship until they had drafted and signed The Mayflower Compact. It was a set of governmental rules and laws for living in the colony, suggested and drafted by William Bradford. It was signed by forty men aboard the Mayflower. They also re-elected John Carver to be their Governor for another year.

The English had been told many stories from previous explorations about the abundance of plant and animal life in the “New World” and were anxious to reap the benefits of this bountiful landscape. However, they did not realize or take into account that the descriptions given to them were from explorations that had occurred during the summer months. When they arrived in Plymouth in November of 1620 they saw a much different site. There were no existing homes for them or bountiful food for them to consume. The only fresh water was found in ponds that the Pilgrims feared would dry up in the summer months. The Pilgrims were not only looking for a place to worship without any restrictions, but to find marketable commodities to ship back to England for economic gains. The water along the shore was not deep enough for ships to come and go so the Pilgrims decided to search for a better place to live. After exploring the area, in December of 1620 the Mayflower and all its surviving passengers sailed for Plymouth. Here is where the famous rock lies along with the reproduction of the Plymouth Plantation and replica of the Mayflower II. Upon arrival in Plymouth, the Pilgrims began constructing a town with a central main street. Unlike the Virginians, they quickly established a town system of government.

In 1630 there was a much larger emigration of Puritans from England led by John Winthrop. They obtained a charter and were known as the Massachusetts Bay Company. They became a self-governing colony with John Winthrop as governor. They settled north of Plymouth and established the town of Boston. The Puritans were very orthodox in their religion and truly felt they were coming to the “New World” to build a new Zion, a “City Upon a Hill” (Boorstin, 3-7). They viewed themselves as saints on a mission from God.

The church became a significant influence in Massachusetts Bay, and the members of this colony were very intolerant of other religious beliefs. They called their place of worship a meetinghouse, and not only were religious services held there but governmental town meetings as well. Only the male members of the church were allowed to vote or own land. In 1650 there was one minister for every 415 colonists in Massachusetts as opposed to one minister for every 3, 239 Virginians (Taylor, 179). The established laws of Puritan Massachusetts were very similar to English laws. The Puritans felt that they used the laws of God as their guide and were pleased with how closely they resembled the English laws of the British Isles (Boorstin, 24).

Colonial life in Massachusetts varied from life in Virginia partly due to the differences in the types of people who immigrated there. Most of the New England immigrants were skilled people who could pay their own passage to the colonies. Virginia, on the other hand, was mostly settled by poor, young, single men who lacked any prospects for advancement in England and took their chance at a new life in the colonies (Taylor, 169). New England immigrants also traveled in family units which provided opportunities for quicker population growth.

The economy of New England was also much more diversified than that of Virginia. While Virginia predominately relied on tobacco as their main cash crop, New England farmers not only grew crops but also owned livestock and learned trades. They became shipbuilders, fishermen, sailors, merchants, carpenters, shoemakers, and blacksmiths. There was not an abundant supply of indentured servants in New England, so the entire family helped work the farm to ensure the family's economic survival. New Englanders also developed the fishing and shipbuilding industries. This economic

diversity allowed for a more stable economy and therefore a more stable colony than that of the Virginians.

Education of the colonial children was also very different in each colony. In the Virginia Colony, with the plantation system in place, farms were very widespread and far distances from one another. Because of this, children had to be tutored at home or sent to England for schooling. Some neighboring plantations might share tutors but education was not organized to the same extent as in New England. In Massachusetts, the Puritans wanted everyone to be able to read the Bible. Initially, a law was passed requiring families to teach their children to read. Tutors were sometimes used for this purpose. As the colony grew in size, another law was passed requiring towns of fifty families or more to provide a community school to teach reading, writing, and arithmetic. These Puritan schools were the first in the New England Colonies. Due to labor needs at home on the farms, most Puritan children only attended school ten or twelve weeks each year. This creation of educational institutions in the Massachusetts colony is another example of the varied developmental focuses in early America.

In the study of colonial life in America, one would be remiss if he did not compare and contrast the variety of organizational themes within the British colonies. Our tolerance of diversity in the United States today is a direct by-product of the different community and cultural systems on which America was founded. These unique thirteen colonies eventually banded together, signed The Declaration of Independence, fought the American Revolution, and founded our new nation. Cyclical historical patterns continue as evidenced by the current struggle with increased immigration and tolerance for people and cultures that are not familiar. Studying our past history and learning lessons from our

ancestors' decisions enables us to become a stronger nation. Teaching our students about these different colonial lifestyles will enable them to see the patterns in history and make educated choices for themselves about diversity and tolerance.

Annotated Bibliography

Boehm, Dr. Richard G., Hoone, Claudia, McGowan, Dr. Thomas M., McKinney-Browning, Dr. Mabel C., Miramontes, Dr. Ofelia B., Porter, Dr. Priscilla H. 2002. *Early United States History*. Orlando: Harcourt Brace & Company.

This is the adopted textbook for United States History/Social Studies for the fourth grade curriculum in the Cleveland City School System. It has two teacher volumes that contain an overview of American History from its origins to Pre-Civil War. It includes maps, paintings, and other primary sources for student study.

Boorstin, Daniel J. 1958. *The Americans: The Colonial Experience*. New York: Random House, Inc

Boorstin gives a very detailed account of the Early American Colonies using the themes of religion, economics, Indian relations, and government style. He also discusses the importance of the American mindset with regards to medicine, science, and community leading up to the American Revolution.

Cronon, William. *Changes in the Land: Indians, Colonists and the Ecology of New England*. New York: Hill and Wang. 2003.

Cronon's book melds history and science as he discusses the environmental changes which occur in New England as a result of American Colonization. He explores the developing relationships between the Colonists and the Indians in early New England.

From Revolution to Reconstruction: Outlines: American History (1990): Chapter One: Schooling and Culture Flourish (9/12) [on-line]. Available from http://odur.let.rug.nl/~usa/H/1990/ch1_p9.htm: Internet; accessed 29 June 2005.

This online article gives a great summary of education in the Early American Colonies which allows some comparison between colonies and their education styles.

McGovern, Ann ...*If You Sailed on the Mayflower in 1620*. New York: Scholastic, Inc.1991.

This book is one of a series of books McGovern has written for children about different historical events. It is a great read-aloud for a classroom as well as a resource of information for the teacher. It focuses on the Mayflower Journey of the Pilgrims and answers common questions students have about this time in history.

Morgan, Edmund C. *American Slavery, American Freedom*. New York: W. W. Norton & Company Ltd. 2003.

Morgan writes a history of slavery as well as a history of the relationships between Europeans and African-Americans. He chronicles these relationships focusing on the colony of Virginia and how learned men who talked of freedom also could rationalize slavery as a support for that freedom. The text contains primary source tables with statistical information for study.

Taylor, Alan. *American Colonies: The Settling of North America*. New York: Penguin Group (USA), Inc. 2002.

Taylor's book about the American Colonies is an extensive resource of information about all the settlements in the "New World" from 13,000 B.C. through 1820. He categorizes his writing not only by dates, but also by the Colonists' countries of origin which makes this an easily accessed resource. The text contains many maps, drawings and other primary sources for study.

Zeman, Anne, Kelly, Kate. *Everything You Needed to Know About American History Homework*. New York: Scholastic, Inc. 1997.

This text is an excellent history review resource for students and teachers. It includes text, maps, charts and graphs of historical information and facts needed for a complete review and study of American History.

Lesson Plan Outline 1

Unit: Comparing Diversity within the Virginia and Massachusetts Colonies

Lesson title: Time Lines of Colonial America

Grade level: Four

Essential questions related to vital theme: Is there a pattern to historical events that occurred in both the Virginia and Massachusetts colonies? Was there more activity in the Northern or Southern colonies? What types?

Lesson time: Three class periods of 45-60 minutes

Curriculum standards: Social Studies: 4.1.2
Language Arts: 4.1.14

Technology used and how: Websites are used to access time line materials. This is done by the teacher prior to the lesson beginning. Overhead projector will be used in the introduction of the lesson.

Materials:

- Time Lines from The History Place (Early Colonial Era: beginnings to 1700 and English Colonial Era: 1700 to 1763)
Sources: www.historyplace.com/unitedstates/revolution/rev-early.htm
www.historyplace.com/unitedstates/revolution/rev-col.htm
- White bulletin board paper for each four student group
- Colored pencils, markers, and crayons

Activity description: The teacher will begin by introducing the use of time lines to illustrate historical time periods. She will pass out the copies of the time lines obtained from the websites to each student for study. She will then model a timeline on the overhead projector by placing events from the distributed time lines on a horizontal line to show placement of entries and construction of a time line. Different historical events will be pointed out and discussed. After discussing the time lines and their structure, the teacher will divide the students into groups of four for the assignment. She will pass out strips of bulletin board paper to each group. The assignment will be as follows: Each group will design a time line for Colonial America using the distributed lists. However, each group must choose the forty most important events to include in their time line. It must cover the time period from 1585-1763. The teacher will inform the students that each group's time line will probably not be identical and that this is expected. Each group will analyze which events are most important to include on their line. This lesson will take about three class periods to complete allowing for creativity in design.

Supporting assignments: Students will write in their Social Studies journals about their lesson for the day and what they have learned.

Assessment: Students will be assessed on their time lines using the attached rubric.

Rubric Source: www.teach-nology.com

By allowing the students to work in groups and generate their own time lines, they will read and analyze the historical events taking place during these times in history and have a better understanding of what is happening in America during this time period. This acts as a summation of historical era two and is a beginning to our unit of study.

Lesson Plan Outline 2

Unit: Comparing Diversity within the Virginia and Massachusetts Colonies

Lesson title: Fleming Class Compact or Charter?

Grade level: Four

Essential questions related to vital theme: How are the governments and organizations of the Massachusetts and Virginia colonies different? How are they the same? Should we write a Fleming class compact or charter? Why?

Lesson time: Two or three class periods of 45-60 minutes

Curriculum standards: Social Studies: 4.4.3, 4.6.1
Language Arts: 4.2.5, 4.2.7, 4.2.3, 4.2.9, 4.2.13, 4.1.11

Technology used: Overhead projector to display excerpts of the Mayflower Compact, Massachusetts Bay Colony Charter and First Virginia Colony Charter. Computer used to obtain the primary source documents.

Materials:

- Copies of The Mayflower Compact: 1620, The Charter of Massachusetts Bay: 1629, and The First Charter of Virginia: April 10, 1606. These were obtained from the following websites:
www.yale.edu/lawweb/avalon/amerdoc/mayflower.htm
www.yale.edu/lawweb/avalon/states/mass03.htm
www.yale.edu/lawweb/avalon/states/va01.htm
- Notebook paper and pencils

Activity description: The teacher will introduce the lesson by talking about government and how it was organized in Colonial America. The focus will be on the differences between the Massachusetts and Virginia colonies. The teacher will then present the idea that the class needs a document similar to those written by the colonists. She will display transparencies of the three colonial documents on the overhead projector for reading and discussion. She will point out the differences in language and style and she will facilitate discussion of the content of the documents to ensure understanding. In pairs, the students will then generate a list of ideas for classroom government that might be included in a class charter/compact. Each pair of students will share their ideas with the class. They will use the documents as resources to provide language and content ideas. With regard to organization, the class will discuss whether to create a class compact or charter. The students will decide which title is most appropriate for our class document. Once the list of possible entries is developed, the class will decide by consensus which to include in the Fleming class document. The teacher will collect the desired data and type it into a class document for posting in the classroom. This will take approximately two or three class periods of 45-60 minutes.

This lesson will allow for integration of many language arts curriculum standards. They will be used in writing, editing and finishing our class document. Higher level thinking skills will also be used in the analysis of the documents and their relevance in creating our own class charter/compact.

Supporting assignments: Students will write in their Social Studies journals about what they have learned in the lesson.

Assessment: Assessment will be strictly based on participation in discussion and development of a final product. Students' lists will be collected to ensure participation by all. It is a classroom group activity and there will not be a pen and paper assessment.

Lesson Plan Outline 3

Unit: Comparing Diversity within the Virginia and Massachusetts Colonies

Lesson title: Where in the World are the British Colonies?

Grade level: Four

Essential question related to vital theme: How did geographical location cause the Virginia and Massachusetts colonies to be different?

Lesson time: Two 45-60 minute class periods

Curriculum standards: Social Studies: 4.3.6, 4.1.2, 4.2.3
Language Arts: 4.1.14

Technology used: None in this lesson

Materials:

Map skills pages:

- Europeans Come to America pg. 15
- The British and French in North America pg. 16
- Thirteen Original Colonies pgs. 2-3.

Brittenum, Molly. *U.S. Map Skills: Teaching U.S. History with Maps*. Grand Rapids, Michigan: McGraw Hill Children's Publishing, 1992

Jurca, Marsha Elyn, Editor. *U.S. History, Part I*. Torrance, California: Frank Schaffer Publications, 1992

Activity description: The teacher will begin with a short review of previous lessons and what has been discussed concerning the Virginia and Massachusetts colonies. Discussion will now center on the geographical location of the colonies and how that impacted their organization. The teacher will then distribute the Map Skills pages one at a time for the students to study. As a class, the teacher will lead in the completion of the first page (Europeans come to America). Each answer will be discussed and correct responses will be written by all students on their papers. The teacher will then distribute the second page (The British and French Colonies in North America) and allow the students to work independently on it after going over all directions and questions. When finished, the students will grade their own papers as the teacher goes over the answers and handles any questions. The third page will now be distributed and will be done independently after the teacher goes over directions and answers any questions. This page will be handed in for grading by the teacher.

Supporting assignments/homework: Students will write in their Social Studies journals about what they have learned from the day's lesson.

Homework project: Map of the Original Thirteen Colonies. Blank maps will be given to each student with the instruction to complete them and turn them in to the teacher for grading in one weeks time. This is an out of class project. Students will be allowed to use their Social Studies textbook and any other resources to help them in completing the map. The teacher will provide a completed model for the students to see before beginning their own map.

Map Source: Map of the Month
East Side Station
P.O. Box 2484
Providence, RI 02906-0484
1-888-876-6277
Fax: 401-272-7938
www.mapofthemonth.com

Assessment: Students will be assessed through participation in discussion and completion of map skills pages. The first two pages will be graded together in class and will provide map skills instruction and aid in the completion of the third page. The third assignment will be graded by the teacher using the key from the text and will be recorded as a Social Studies grade. The homework project will be graded (and also recorded) with the attached rubric.

Rubric Source: www.teach-nology.com

These assessments will provide the teacher with both verbal and pen and paper evaluation of the students' knowledge. This will allow both the visual and auditory learners to show their understanding of the content.

Lesson Plan Outline 3

Unit: Comparing Diversity within the Virginia and Massachusetts Colonies

Lesson title: Where in the World are the British Colonies?

Grade level: Four

Essential question related to vital theme: How did geographical location cause the Virginia and Massachusetts colonies to be different?

Lesson time: Two 45-60 minute class periods

Curriculum standards: Social Studies: 4.3.6, 4.1.2, 4.2.3
Language Arts: 4.1.14

Technology used: None in this lesson

Materials:

Map skills pages:

- Europeans Come to America pg. 15
- The British and French in North America pg. 16
- Thirteen Original Colonies pgs. 2-3.

Brittenum, Molly. *U.S. Map Skills: Teaching U.S. History with Maps*. Grand Rapids, Michigan: McGraw Hill Children's Publishing, 1992

Jurca, Marsha Elyn, Editor. *U.S. History, Part I*. Torrance, California: Frank Schaffer Publications, 1992

Activity description: The teacher will begin with a short review of previous lessons and what has been discussed concerning the Virginia and Massachusetts colonies. Discussion will now center on the geographical location of the colonies and how that impacted their organization. The teacher will then distribute the Map Skills pages one at a time for the students to study. As a class, the teacher will lead in the completion of the first page (Europeans come to America). Each answer will be discussed and correct responses will be written by all students on their papers. The teacher will then distribute the second page (The British and French Colonies in North America) and allow the students to work independently on it after going over all directions and questions. When finished, the students will grade their own papers as the teacher goes over the answers and handles any questions. The third page will now be distributed and will be done independently after the teacher goes over directions and answers any questions. This page will be handed in for grading by the teacher.

Supporting assignments/homework: Students will write in their Social Studies journals about what they have learned from the day's lesson.

Homework project: Map of the Original Thirteen Colonies. Blank maps will be given to each student with the instruction to complete them and turn them in to the teacher for grading in one weeks time. This is an out of class project. Students will be allowed to use their Social Studies textbook and any other resources to help them in completing the map. The teacher will provide a completed model for the students to see before beginning their own map.

Map Source: Map of the Month
East Side Station
P.O. Box 2484
Providence, RI 02906-0484
1-888-876-6277
Fax: 401-272-7938
www.mapofthemonth.com

Assessment: Students will be assessed through participation in discussion and completion of map skills pages. The first two pages will be graded together in class and will provide map skills instruction and aid in the completion of the third page. The third assignment will be graded by the teacher using the key from the text and will be recorded as a Social Studies grade. The homework project will be graded (and also recorded) with the attached rubric.

Rubric Source: www.teach-nology.com

These assessments will provide the teacher with both verbal and pen and paper evaluation of the students' knowledge. This will allow both the visual and auditory learners to show their understanding of the content.

Lesson Plan Outline 4

Unit: Comparing Diversity within the Virginia and Massachusetts Colonies

Lesson title: Multimedia and Colonial Life

Grade level: Four

Essential questions related to vital theme: How does daily life today compare with that of the Virginia and Massachusetts colonies? How did the colonies compare with each other? How was life different?

Lesson time: Two or three 45-60 minute class periods

Curriculum standards: Social Studies: 4.3.7, 4.3.8, 4.1.2, 4.1.4
Language Arts: 4.1.24, 4.2.1, 4.2.2, 4.1.11

Technology used: Television and VCR for presentation of the video *Plimoth Plantation*, and internet multimedia presentation of online virtual tour of Colonial Williamsburg and Jamestown.

Sources: Video: *Plimoth Plantation*, VideoTours, Inc. Production, 1989, 30 minutes.
Internet: www.ohlone.palo-alto.ca.us/Williamsburg/

Materials: Technology sources and pencil and paper

Activity description: The teacher will introduce the topic of daily life within the Virginia and Massachusetts colonies. After a facilitated discussion of prior knowledge gleaned from earlier lessons and the Social Studies textbook, the teacher will let the students know that they will be required to write a one page paper comparing and contrasting the daily life in the two colonies and also comparing and contrasting it with daily life today. This will focus the students' attention on the multimedia presentations. The teacher will then present the thirty minute *Plimoth Plantation* video. After it is finished, there will be classroom discussion of the material and time for students to write notes from the video. Next, the teacher will present the virtual tour of Williamsburg and Jamestown from the internet. Students will again be allowed to discuss the material and write pertinent notes for use in their papers. Upon completion of the discussions and note taking, the teacher will again explain what is expected from the students in the one page paper. Students will be allowed to edit each others papers as they write and they will hand in the papers for evaluation and grading by the teacher. This is a wonderful integration of Language Arts and Social Studies and allows for evaluation and synthesis (higher order thinking skills).

Supporting assignments/homework: The students will write in their Social Studies journals about what they have learned in today's lesson. The students will be allowed to take their papers home to finish and/or type before they hand them in the next morning. Parental editing is allowed. No other assignments are required.

Assessment: Student participation in discussion will be noted for assessment and the student papers will be assessed using the attached rubric.

Rubric Source: www.teach-nology.com

Lesson Plan Outline 5

Unit: Comparing Diversity within the Virginia and Massachusetts Colonies

Lesson title: A Day in the Life...

Grade level: Four

Essential questions related to vital theme: Would you like to live during Colonial times? In which colony? Why? What important factors influenced your decision?

Lesson time: Three or four 45-60 minute class periods

Curriculum standards: Social Studies: 4.1.2, 4.6.1
Math: 4.1.7

Technology used and how: Calculators will be used to compute the number of hours in a colonial school year. Each student will have a calculator to use during the assignment.

Materials:

- Calculators (one for each student)
- Worksheet: *A Lifetime of Education*, pg. 69
- Colonial Food Snacks: Johnnycakes, Hushpuppies, Succotash (prepared by parents and teacher prior to lesson)
- Recipes pgs. 24, 25, and 27.
- Worksheet: *How our Diets Compare*, pg. 31-32
- Colonial Log Cabin Materials:
 - Milk Cartons
 - Pretzel Sticks
 - Peanut Butter
 - Gumdrops
 - Licorice bites
 - Plastic knives or Popsicle sticks for spreading
 - Styrofoam bowls for transporting log cabins

Source for Worksheets and Recipes:

Rybak, Bob. *Life as a Colonist*. Torrance, California: Frank Schaffer Publications, 1994.

Activity description: The students will begin this lesson with a discussion of school life in colonial times. The teacher will provide background information and the class will compare schools today to their colonial counterparts. The teacher will hand out the worksheet, *A Lifetime of Education* to each student. Each student will also be given a calculator. The teacher will model how to calculate the number of days that southern colonial children spent in school each year. That number will be taken and multiplied

times the number of years each child attended to give us the total days in school for a southern colonial child. The students will be instructed to multiply this number by eight to compute the number of hours these children went to school. The teacher will now model how to compute the information needed to find the total hours of school for each year of school that the students have already attended. The teacher will use 180 days as the factor for each school year. Students will be required to compute the number of hours they have spent in school for each year K-3. They will then add those numbers together to discover the total number of hours they have spent in school in their lifetime. We can now use these statistics to compare educational requirements for students in colonial times and today. This is an excellent way to integrate Math curriculum and Social Studies. Students can now answer the question: Who had to attend school longer, the colonial or modern child?

The next activity involves the colonial diet. Each student will be given an opportunity to taste the types of foods common to the colonists. The teacher and parent volunteers will prepare Johnnycakes, Hushpuppies, and Succotash for the students to eat. These will be presented to the students along with some background information about colonial diet and how it related to the crops that were grown by the colonists in different regions of the country. The teacher will then pass out the worksheet: *How Our Diets Compare*. Students will be instructed to read along with the teacher as they discuss the servings of food common in the daily diet of a colonist. Each student will be instructed to fill out the bottom half of the worksheet including what they had to eat so far that day. These sheets will then be taken home to be completed and brought back the next day to facilitate discussion of the material. This will allow for comparison of modern and colonial diets as well as comparison among classmates.

The final activity will be the construction of a colonial log cabin from edible materials. The teacher will facilitate discussion of colonial architecture and types of homes based on location and available materials. Each student will have saved a half pint milk carton from the cafeteria and washed it out for use in this activity. Each student will be provided with peanut butter, pretzel sticks, a gum drop and licorice bit to use in their construction. The Popsicle sticks will serve as construction tools for spreading the peanut butter which acts as cement for our pretzel logs. The gumdrops will be used for door knobs and the licorice bit for a chimney. This will allow the students to become builders of their own log cabins. Students may take home their log cabins at the end of the day and eat them if they so choose.

Supporting assignments/homework: The students will write in their Social Studies journals what they have learned from the activities. Also, the colonial diet worksheet will have to be taken home for finishing and brought back the next day for further discussion.

Assessment: There will be no formal assessment for this culminating lesson of the unit. However, unit discussion will be assessed by the attached rubric. Participation and discussion grade will be noted and used for extra points for all students at the end of the nine week grading period. This lesson is planned to be a fun, hands-on learning

experience. At this time, the Social Studies Journals will be collected for the teacher to provide comments and feedback to the students and for self-evaluation of teaching technique throughout the unit. The journals will provide the teacher with information about student learning and the effectiveness of the unit plan.

Rubric Source: www.teach-nology.com