Obs. Pillon updated 8 and 9 Life in the 1700's in America - ACM

Content Area: **Social Studies**
Course(s):
Time Period: **March**
Length: **4 - 6 weeks**
Status: **Obsolete**

Unit Overview

These units are about life in the colonies in the 1700"s, and reviews the impact of slavery.

Enduring Understandings

Life was hard for the colonists in the 1700's.

Slavery was established as a way to manage the workload, and it's consequences were dire.

Essential Questions

What was essential to life in the 1700's for the early colonists?

How did the introduction of slavery affect the people involved?

How is life then compare and constrats to life today and how is it relevant?

Instructional Strategies & Learning Activities

Chapter 8

Obj.: identify the impact of slavery on the Americas

Mat.: text, incorporate the slavery videos from Colonial Williamsburg resource center into the lessons

Read the slavery unit and fill out the packet.

View the videos as you read.

Assess: responses

Chapter 9

Obj.: illustrate the key parts of life for southern colonists in the 1700's

Mat.: poster board

Go through colonial information and design a poster depicting life in Colonial Williamsburg

Assess: posters

Integration of Career Readiness, Life Literacies and Key Skills

Students meet these standards through collaboration, designing, and presenting with one another.

WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC.1	Explain differences between ownership and sharing of information.
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.
TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
TECH.9.4.2.GCA	Global and Cultural Awareness
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
	Individuals from different cultures may have different points of view and experiences.
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.

Technology and Design Integration

Students design posters on Google draw to depict learning. Students also view videos on slavery

CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.

Interdisciplinary Connections

Students use language arts and technology skills.

LA.5.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.5.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.5.CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.5.CCSS.ELA-Literacy.CCRA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
VPA.1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
VPA.1.3.5.D.CS1	The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
CCSS.ELA-Literacy.W.5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
CCSS.ELA-Literacy.W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCSS.ELA-Literacy.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

  o Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  o Process – how the student will acquire the content information.
  o Product – how the student will demonstrate understanding of the content.
  o Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Grouping

Project choice

Additional support

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP accommocations

See differentation above

Benchmark Assessments

- **Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Tests and technology skills

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

See lesson plans above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Final poster project

Instructional Materials

Social Studies textbook

poster supplies

Standards

SOC.6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
SOC.6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SOC.6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.