

Pillon Updated .Ch.7 Comparing the Colonies

Content Area: **Social Studies**
Course(s):
Time Period: **January**
Length: **2-4 Weeks**
Status: **Published**

Unit Overview

Overview

Students learn about the similarities and differences among the New England, Middle, and Southern colonies.

In the Preview, students analyze how a billboard persuades people to do something. In a Problem Solving Groupwork activity, students create a billboard for one of six British colonies and then try to persuade other students to settle in their colony. Afterward, students read about the six colonies and evaluate the claims of each group. In Reading Further, students compare and contrast the job opportunities of young colonists in each region. In the Processing activity, students synthesize their knowledge to write a letter from the perspective of someone moving to one of the colonies

Objectives

Social Studies

- Identify key features of six colonies: Massachusetts Bay, Rhode Island, New York, Pennsylvania, Maryland, and Georgia.
- Design a billboard to promote one colony.
- Compare and contrast the New England, Middle, and Southern colonies.
- Draw conclusions from a map.

Enduring Understandings

Colonies in the New England, Middle and Southern area in colonial America offered different opportunities for settlers. Much had to do with the key features of the areas.

Essential Questions

How were the New England, Middle and Southern colonies alike and different for settlers?

Instructional Strategies & Learning Activities

1 Connecting to Prior Knowledge: Ask students to think about how advertisements persuade people to buy a product or visit a tourist attraction.

- Ask: Where do you find ads? What do you see in an ad? What kinds of information are included? What makes ads persuasive?
 - Compile a list of student responses on the board. Point out that billboards are a kind of advertisement. If possible, show students examples of billboards they might see in and around their community. Point out that billboards are generally seen while people are on the go. Therefore, billboards must have striking visuals, few words, and memorable slogans.
 - Have students complete the Preview in their Interactive Student Notebooks. Invite volunteers to share their work with the class.
 - Tell students that in the activity for Chapter 7, they will create billboards to try to persuade others to settle in one of six American colonies during the 1600s and 1700s.
- 2 Building Background Knowledge: Explain that the British colonies needed to attract settlers in order to survive and be successful. There was much work to be done.
- The British colonists laid the foundation of our modern economic system, in which individuals decide which goods and services to produce for consumers. The colonies offered many more opportunities to choose how to make a living and prosper than people were given in Europe. These opportunities attracted the settlers that the colonies needed to survive.
 - Have students read Section 1 in the Student Text.
 - In the presentation project: Comparing British Colonies in North America. Ask: What do you see? What does the map show? What information is in the columns? What information is in the rows? Why might this matrix be a useful tool for recording information about the colonies? Tell students that they will use this graphic organizer to record information about the three regions of British colonies established in North America between 1620 and 1732.
- 3 Developing Vocabulary: Introduce key social studies terms—economy, plantation, indentured servant, industry, West Indies, grant, assembly, and apprentice.
- Discuss each term before beginning the activity, using methods described in Solutions for Effective Instruction.
 - Review each term again with students as it appears in the activity reading, and encourage them to use it in their writing.
- Problem Solving Groupwork
- Suggested time: 45 minutes: Steps 1-7; 45 minutes: Steps 8-11
- 1 Divide students into mixed-ability groups of four. In the presentation project how students should arrange their desks.
- 2 Have students read Section 2 in the Student Text. Emphasize that the 13 British colonies in North America were marked by their striking regional diversity. Tell students that the three main regions—New England, Middle, and Southern—were distinguished by differences in geography. Each region’s economy and way of life was based on its natural resources and climate.
- 3 Introduce the activity. Assign each group one of the six colonies described in Sections 3 to 8 of the Student Text. Tell groups that they will create a billboard and a sales presentation that tries to encourage others to settle in their colony.
- 4 Review the steps for designing billboards.
- Have students turn to the Reading Notes in their Interactive Student Notebooks.
 - Give each group a copy of the three pages of the Student Handout: Steps for Preparing a Colonial Billboard. Tell students that they will follow the directions on the handout to create a billboard and a one-minute sales presentations for their group’s colony. Assign each group member one of the four roles. Review each step on the

Student Handout.

5 In the presentation project the Information Master: Sample Billboard for the Virginia Colony. Analyze the text and images in this example of a billboard. Point out the elements that advertise attractive features of the colony.

6 Model how to use visual aids and presentation skills in an effective sales presentation.

- Point to Virginia on a map of the United States. With expression, say:

Right here, ladies and gentlemen, this is the colony that you have been searching for!

- Display the picture of Jamestown by projecting the visual in the presentation. Briefly explain that Virginia has a rich history dating back to this first settlement.

- Hold up a small glass jar containing some soil. Note enthusiastically that Virginia has rich soil that is perfect for farming.

- Show students the classified section from a newspaper. Proclaim that there are many job opportunities in Virginia.

- Point to a small cardboard box (labeled “Ballot Box”). In an excited voice, tell students that as citizens of Virginia, they can elect lawmakers.

7 Monitor progress as groups design their billboards. When a group completes a step on the Student Handout, initial that step before the group moves on. When groups are ready, provide them with butcher paper on which to create their billboards.

8 Have groups make their presentations to the class. Have the Salesperson from each group post the completed billboard in the front of the classroom. Then have groups make their presentations. To keep presentations lively and quick, strictly enforce the one-minute time limit.

9 Have all students select the colony in which they would settle. After the presentations, allow students a few minutes to examine the billboards more closely. Then have students use what they have seen and heard to make

their selection and stand next to the billboard for the colony in which they would have settled. Ask these questions about the results:

- In which colony did the most students want to settle? Why do you think so many wanted to settle in that colony?

- In which colony did the fewest students want to settle? Why do you think this was so?

- What factors were most important to you as you considered which colony to settle in?

10 Help students compare and contrast the colonial regions by using the Reading Notes to identify key features of the six colonies. Have students read Sections 2–8 to learn more about the colonies presented in class. Explain that as students read each section, they should evaluate the claims made on the billboards and by

the Salespeople. Students should then complete the corresponding section of their Reading Notes before reading

the next section. Use Guide to Reading Notes to monitor their work. Lead a class discussion in which students use their completed charts to compare and contrast the six colonies.

11 Have students reevaluate their choice of colony. After students have completed their Reading Notes and participated in the class discussion, have them once again choose the colony in which they would have settled had they lived during the 1600s or 1700s. Ask them to stand next to the billboard to indicate their choice. Explain that students may choose a different colony than they did the first time. After students have made their choices, ask these questions:

- In which colony did the most students want to settle? Why do you think so many wanted to settle there?

- How many students chose a different colony the second time?

- If you chose to settle in a different colony, what influenced your new choice?

- If you chose to settle in the same colony, why did you stay with your original choice?

- What did you learn about the colonies from the reading that you didn't learn from the billboards and the presentations?

Reading Further: Choosing a Career in the Colonies

Suggested time: 35 minutes

In the presentation project: Colonial Products. Ask the following visual discovery questions to help students analyze the map carefully and draw some conclusions:

- What do you see?
- What is the title of the map?
- How are the products represented on the map? What does the key tell you?
- How might you describe the products in the colonies?
- From this map, what might you conclude about the kinds of jobs colonists did?

2 Ask students to locate the three colonial regions on this map. Have students refer to the map in Section 2 of their Student Text, if necessary.

3 Use the key to interpret the map. Point out that information is shown in two ways on this map: shading and symbols. Ask students to locate on the map one of the symbols in the key, such as fishing or shipbuilding. Then

have students find a different symbol on the map and use the key to decode its meaning. Follow a similar procedure to decode the shading on the map. Allow a number of students a chance to volunteer.

4 Have students read the Reading Further in the Student Text.

5 Help students compare and contrast job choices in the colonies. Have students analyze how jobs were alike and different among the regions. Ask students to make connections between the geography of each region

and the available work. Ask them to explain why some of the same jobs were done in more than one region.

6 Have students complete the Reading Further in their Interactive Student Notebooks. Allow students to share the symbols they have created and the colonial occupation that most appeals to them, if time permits.

Processing

Suggested time: 25 minutes

1 Have students complete Processing in their Interactive Student Notebooks. They will write a letter in which they choose a colony and compare it to the other two colonial regions.

2 Invite volunteers to read aloud their letters, if time permits.

Integration of Career Readiness, Life Literacies and Key Skills

Students will work in groups to create a billboard on the computer. They need to be able to communicate, work together, and use technology

TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.DC.1	Explain the need for and use of copyrights. Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
TECH.9.4.5.CT	Critical Thinking and Problem-solving
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.

TECH.9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
TECH.9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.

Technology and Design Integration

Students will interact with the lesson using the Smartboard, document camera and chromebooks.

CS.3-5.8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
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Interdisciplinary Connections

Language Arts

- Prepare and deliver a persuasive presentation. (speaking)
- Write a letter to summarize positive aspects of one colony and compare it with those of other colonial regions. (writing)

LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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:**

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

Differentiation occurring in this unit:

Use of different resources to match the readiness levels of the students when working on the activities in the daily lessons.

- Respond to students' needs for reteaching, reinforcing, and extending learning.
- Use of a variety of instructional strategies to engage students in learning.
- Question prompts to promote student engagement
- Use discussion to promote collaboration among students
- Adjust instruction based on formative tasks/assessments

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Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

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:

Teacher made benchmark EOY assessments

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

See assessments listed above in lessons

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:

Chapter test

Instructional Materials

TCI textbook

supplies for activities listed above

Standards

SOC.6.1.8.CS3	Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
SOC.6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
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.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.