

Social Studies Lesson Plan

Topic:

13 Colonies (Colonial Regions)

Objectives:

SWBAT write historical fiction that identifies unique traits of a colonial region and describes life in that region.
SWBAT identify and explain factors that affect the development of a colony.

Resources & Materials:

- Access to computers & the Internet
- Colonial Chronicles WebQuest
- Bubbl.us Student Accounts
- Student Graphic Organizers (see links in lesson plan)
- Microphones & recording software
- Paper & Pencil
- Evaluation rubrics (see links below)

Standard/Anchor:

- PA 8.3 United States History
- PA 1.3 Types of Writing
- PA 1.4 Qualities of Writing
- PA 1.6 Speaking & Listening
- PA 1.8 Research
- NETS 2. Communication and Collaboration

Intro:

- Put students into groups of two and assign each group a number. Have each pair of students look at their corresponding picture on the Introduction page of the WebQuest.
- As students analyze their picture, they should record their inferences about colonial life on the Picture Detective Sheet.
- Have each pair meet with another group of students and share their inferences.
- Each student should record the new inferences on their Picture Detective Sheet. As they share inferences, they will realize that some of the inferences other groups share are not supported by their picture. Discuss that concept with the students, helping them draw the conclusion that life was not the same for all colonists. Discuss some reasons for the differences (various groups of people, different cultures, varying locations & geography, etc.)
- Focus the students' attention on the main factors that influence colonial development (as mentioned on the Introduction page). To help the students understand how those factors affect life, brainstorm in small groups about how life in their hometown is influenced by the same factors.
- Have the students record their ideas on www.bubbl.us and share group brainstorm webs with the class.
- Predict as a class how those factors may have affected colonial life. Explain to the students that the colonies were divided into three colonial regions.

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Instruction:

RESEARCH PHASE:

Procedure:

- Divide the students into groups of four. Assign each group to one of the colonial regions: New England, Middle, or Southern. As a class, read and discuss the letter from the editors of Colonial Chronicles (a branch of Back-In-TIME publications) and the rest of the task directions.
- As a class, begin brainstorming topics the students will need to research in order to write their colonial chronicle chapter.

Guided Practice/Monitoring:

- Have each group finish brainstorming, making sure to record their ideas on bubbl.us. Each group should fairly divide the research topics among the team members, color-coding the bubbles on their brainstorm map to match how they have divided the research.
- Model to the class how to gather citation information and record information on bubbl.us.

Independent Practice:

- Have students conduct the research (using sources found on their team's page of the WebQuest), providing support as needed.

WRITING PHASE:

Procedure:

- Review the shared-writing "Columbus Chronicles" historical fiction the class wrote in the previous unit. Discuss the strengths and weaknesses of the story.

Guided Practice/Monitoring:

- Have students meet with their group & create their team's four main characters. Remind the students to make sure their characters match the unique qualities of their region. Each group should complete the Team Characters graphic organizer.
- Guide the students through the process of brainstorming and character development. Provide modeling and peer discussion throughout the process.

Independent Practice:

- Have the students write their rough drafts, peer conference, and revise their work.
- Students should type their chapter into Podcasting (or word processor).

PUBLISHING:

Procedure:

- The students will need to decide if they want to be the only voice in their chapter, or if they want to be the narrator, and have other students read the dialogue of different characters.
- Allow the students to practice, practice, and practice reading their story with expression.
- Each group should record their stories into the computer, edit the recording, and add sound effects as desired. (This will require teacher modeling.)
- Publish each group's edition of Colonial Chronicles to the Internet.

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Closure:

- Have the students listen to their peers' podcast episodes. As they do so, they should compare & contrast the different colonial regions by completing the Comparing Colonial Regions graphic organizer.
- Discuss the differences in the regions and the causes of the differences.
- Have the students use what they learned in this unit to predict where and how settlements would develop on the island map. Students should record their ideas on the Settlement Sleuth worksheet. Allow the groups to share their ideas with the class.
- Finally, predict as a class how the differences in colonial settlements might lead to conflict.

Assessment:

- Evaluate the students' work using the Participation & Effort Rubric and the Writing & Performance Rubric.
- Have the students reflect on their work using the Self-evaluation Sheet.

Links:

- WebQuest Introduction <http://www.personal.psu.edu/cjm402/Index.htm>
- Picture Detective Sheet
<http://www.personal.psu.edu/cjm402/graphics/Picture%20Detective.pdf>
- Bubbl.us <http://www.bubbl.us/>
- Editor's Letter & Task <http://www.personal.psu.edu/cjm402/Task.htm>
- Team Characters Graphic Organizer
<http://www.personal.psu.edu/cjm402/graphics/Team%20Characters%20Sheet.pdf>
- Brainstorming and Character Development Graphic Organizer
<http://www.personal.psu.edu/cjm402/graphics/Brainstorming%20Sheet.pdf>
- Comparing Colonial Regions Graphic Organizer
<http://www.personal.psu.edu/cjm402/graphics/comparing%20regions%20graphic%20organizer.pdf>
- Island Map & Conclusion
<http://www.personal.psu.edu/cjm402/Conclusion.htm>
- Settlement Sleuth worksheet
<http://www.personal.psu.edu/cjm402/graphics/Settlement%20Sleuth.pdf>
- Participation & Effort Rubric
<http://www.personal.psu.edu/cjm402/graphics/Project%20Participation%20Rubric.pdf>
- Writing & Performance Rubric
http://www.personal.psu.edu/cjm402/graphics/Writing%20Rubric_narrative.pdf
- Self-evaluation Sheet
http://www.personal.psu.edu/cjm402/graphics/self-reflection_sheet.pdf