

Sample Lesson Plans:

Lesson Plans: Colonization and Settlement Unit: 15 days.

To set the language and musical tone of the period:

As students come into the classroom, bluegrass music or the music of Haydn, Vivaldi or Bach will be playing. On other days, the readings of literature of the 1600s-1700s by Professor Seth Lerer will be playing.

Day 1:

Focus question: As a colonist, how do you deal with the population that is already there? 1. Do you fit in?

2. Do you take over?

3. Do you separate yourself?

1. Referring to students' interactive notebooks, teacher will review
The Age of Exploration
The Various Cultures of the Original Peoples of the Americas.
2. An introduction to the unit: the big focus question,
 - a. teacher's expectations of students,
 - b. class activities,
 - c. assessment project
 - d. students will be directed to observe the ways in which the teacher will model reading strategies, annotating, selecting and interpreting information from various types of sources, and presenting the synthesized information.
3. Teacher poses these questions:
Why would you emigrate from your home country?
What would you bring with you and why?
What "attitude" would you be bringing to the New World?
4. Students respond to these questions in their journals.
5. Students will be handed a primary source excerpt by Columbus for guided reading and annotation (reviewed and demonstrated by teacher).
This is to be completed as homework.

Day 2:

Focus question: As a colonist, how do you adjust to your environment?

1. Students analyze a list of possible passengers-colonists and decide how many representatives of each should colonize in the New World.

2. Students journal: Students create their own persona.
Who are you?
What do you have to leave behind? How do you feel about it?

Students will reveal these personas in the final team presentation.

1. Students determine the supplies- from a pre-printed list- that are needed to take to the colony.
2. Students read primary source: "Supplies Requisite for Colonization."
3. Students read Bradford's excerpt for homework.

Day 3:

Focus Question: How did your supplies compare to what the published list said, and Bradford's account of what happened to the colonists' supplies?

1. Students respond in their journals.
2. Students determine the ideal physical-geographical conditions for a colony from a prepared list.
3. Students complete a map of the Original Thirteen Colonies by
 - listing the tribes already there (resources provided);
 - overlaying the colonies;
 - drawing in the major geographical features.Maps are to be completed for the next day.

Day 4:

1. Teacher will give an overhead-lecture about Intolerance- using The Fact Pyramid.

Essential Knowledge: In the beginning, Separation exists—Northern Colonies do not have much in common with the Southern Colonies, or With the Middle Colonies.

Eventually, they develop a commonality in their anti-Indian stance, and their agreement about Black chattel slavery in the U.S., and a growing awareness of the need for religious tolerance.

Short-Term Facts:

1. Colonies settled by different religious groups.
2. Indians regarded as "savages."
They did not believe in land ownership therefore, it was all right to exploit their land.
3. Blacks were property.
Only the black man could not win his freedom from economic servitude... from Africans, indentured servants, itinerant laborers.

Supportive Details:

1. Salem Witch Trials
Quaker Persecutions
 2. Indian Removals
John Smith's The General History
 3. George Washington
 4. Thomas Jefferson
 5. "Amistad"
 6. Slave Rebellions in VA
 7. Phillis Wheatley
 8. Map of Land Occupation by Indigenous People
2. Students watch a snippet from the video "The Puritan Experience" as a model for selecting information as evidence.
 3. Homework: read the primary source: John Smith's The General History.
 4. Journal response: DBQ: How do each of these authors prepare you for colonization?

Day 5:

Focus question: How were the colonial regional sections of colonies different from each other? How were they the same?

1. Teacher will explain the procedure for the *Team Alternative Assessment Project*: Students identify differentiating factors of the three sections of colonies and determine what was the effect of these factors on the economics and culture of the three colonial sections. They will present their findings in a verbal-visual presentation and produce a tangible, three-dimensional product representative of their section.
 - Students will be assigned a Colonial Section Team – North- Middle-South.
 - Students will have Room Resource Boxes available for research.
 - Students will have Library Resources available for research.
 - Students are to consider these categories for their sections:
 - 1.) Domestic Life, 2.) Religion, 3.) Work, 4.) Government, 5.) Use of Black Slaves, 6.) Relations with Indians.
 - Students will discuss the format for their presentation:
Ex.: Museum exhibit, video, Power Point, Panel with a visual aid, magazine, radio program, Web page.

2. The first 5 minutes of every class will be spent journaling:
What did you learn about one of the categories for your colonial section?
3. There will be a Work File with daily study guides. Students are to get the work, complete it and return it to their folders- daily.

Days 6-10:

Students will be journal-writing, researching, analyzing the data, taking notes, and practicing for the presentation.

Students will be allowed 200 class minutes for research and compilation. Students are expected to use homework time to complete the project.

Days 11-13:

Team presentations: 15 minutes.

Day 11: Northern Section

Day 12: Middle Section

Day 13: Southern Section

Days 14-15:

Teams will create a graphic to depict the sectional differences among the colonies- in each of the categories.

Then, they will discuss and write a group response to what was still unique to each area, and what was the common ground?

Specifically addressing these points:

- 1.) Did climate, geography and reasons for migration affect the evolution of each colonial section?
- 2.) How did English colonial attitudes regarding land and ownership concepts affect the regional common attitude toward Original People and slaves?
- 3.) How did religious tolerance evolve in the colonial sections?
- 4.) Did differences among domestic life patterns evolve into similar social structures?
- 5.) Did economic or cultural patterns result in different forms of government in the colonial regions?