5th Grade Unit Plan
Social Studies
Comparing the Colonies

Created by: Kylie Daniels
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Comparing the Colonies

Social Studies Unit

Name: Kylie Daniels

Date: February 16-29, 2016

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

Specific Curriculum Areas Integrating within the Unit: Social Studies and Reading

Grade level: 5th grade

Essential question: How were the three colonial regions alike and different?

Additional Guiding Question: How did geographic factors affect land use in the North American colonies?

Standards/Benchmarks:
*Geography: Human Environment Interaction: 5.3.4.10.1 Explain how geographic factors affected land use in the North American colonies.

Geography: Places and Regions 5.3.2.3.1 Locate and identify the physical and human characteristics of places in the North American colonies.

*History: United States History: 5.4.4.16.1 Identify various motivations of Europeans for exploration and settlement in Asia, Africa, and the Americas from the fifteenth to early seventeenth centuries. (Colonization and Settlement: 1585-1763)

History: United States History: 5.4.4.16.2 Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups. (Colonization and Settlement: 1585-1763)

RI.5.2.3.3. Key Ideas and Details: Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

SL.5.8.8.8. Speaking, Viewing, Listening and Media Literacy: Media Literacy: Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression).
Academic Language Objectives:

- ALO1: Students will be able to compare and contrast the colonies using academic vocabulary such as economy, government, geography, religious freedom, assembly, voting, etc.
- ALO2: Students will be able to persuade their classmates to settle in their colony using a catchy slogan such as, “Get rich growing tobacco in Virginia!” or “Make your dreams come true in the fertile soil of Virginia!”

Key Vocabulary with definitions appropriate for use with students:

- **Apprentice**: a person who learns how to do a job by getting experience working with a skilled worker
- **Assembly**: a group of lawmakers
- **Economy**: the way that a region or country uses resources to produce and sell or trade goods and services to meet people’s needs and wants
- **Grant**: to give something to someone of lower rank as a favor or privilege
- **Industry**: a group of businesses that produce the same goods or services
- **Plantation**: a large farm where crops are grown by free workers or slaves who live on the land
- **Indentured servants**: a person who works to pay off money owed for a debt, such as a passage from Europe
- **West Indies**: islands that are between southeastern North America and northern South America
Unit Outline:

5th Grade Social Studies
Unit 7: Comparing the Colonies

February 16th - 23rd

Essential Question:
How were the three colonial regions alike and different?

Students will be able to...
- compare and contrast the reasons for founding, geography, economy, and government in the New England, Middle, and Southern colonies.
- draw evidence from the TCI textbook to create a billboard for one of the colonies that aims to persuade others to settle in their colony.

Unit Outline
Day 1: Unit Introduction and Vocabulary
Day 2: Research Intro, Modeling, and Work Time
Day 3: Jigsaw Project Work Time
Day 4: Jigsaw Project Work Time
Day 5: Jigsaw Project Work Time
Day 6: Jigsaw Project Work Time
Day 7: Finish Final Project (Work Time)
Day 8: Final Project Presentations
Day 9: Comparing the Colonies Wrap Up

Example of the final project
Description of unit:

The goal of this unit is for students to be able to compare and contrast the New England, Middle and Southern colonies. Specifically, they will demonstrate an understanding of the similarities and differences among the reasons for founding, geography, economy and government of the three colonial regions. This is important since the three regions had significantly different geography. The different natural resources and climate of each region affected the region’s economy and way of life. During this unit, students will also dig deeper and as a class research six of the thirteen English colonies in North America using the textbook, Social Studies Alive! America’s Past. Students will learn about these six different colonies through a jigsaw activity that will be completed over the course of 6 days. For this project, groups of 4 or 5 will create a billboard for one of the colonies that aims to persuade others to settle in their colony. Apart from presenting their billboards on presentation day, the students will also take on the role of the teacher, and explicitly explain to their classmates important information about their assigned colony. Students will use the reading notes sheet to share the specific reasons for founding the colony as well as the geography, economy and government of their assigned colony. The six colonies that will be studied include Massachusetts Bay, Rhode Island, New York, Pennsylvania, Maryland, and Georgia.

The Comparing the Colonies unit will be taught over the course of 9 days and will meet numerous Minnesota State Standards in social studies and language arts. This unit integrates geography, history, and reading in a meaningful and effective way. The summative assessment is especially comprehensive as it aims to assess students achievement in social studies, reading comprehension, writing, and speaking. Finally, this unit plan contains many adaptations and modifications to differentiate learning. Throughout the unit plan, there are frequent suggestions for differentiating instruction and providing extra scaffolding or support for English language learners and students with special needs. The online version of the textbook in itself provides for differentiation, as there are many extra features for students to use based on their specific needs. This unit plan also provides suggestions for enrichment.
Daily Lesson Plans (attached)
1. Lesson 1: Unit Introduction and Academic Vocabulary
2. Lesson 2: Research Introduction, Modeling and Work Time
3. Lesson 3: Jigsaw Project Introduction and Work Time
4. Lesson 4: Jigsaw Project Work Time
5. Lesson 5: Jigsaw Project Work Time
6. Lesson 6: Jigsaw Project Work Time
7. Lesson 7: Finish Billboard Project (Work Time)
8. Lesson 8: Final Project Presentations
9. Lesson 9: Comparing the Colonies Unit Wrap Up

Published resources for creating unit:
I have used lesson 7 (Comparing the Colonies) in the TCI textbook as a guide to creating this unit plan.

Social Studies Alive!
America’s Past
Teachers’ Curriculum Institute, 2010
Lesson Plan

<table>
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<tr>
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<th>Kylie Daniels</th>
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<tr>
<td>Students Involved</td>
<td>Whole Class (26 students)</td>
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Minnesota Academic Standards:
Geography: Human Environment Interaction: 5.3.4.10.1 Explain how geographic factors affected land use in the North American colonies.

Geography: Places and Regions 5.3.2.3.1 Locate and identify the physical and human characteristics of places in the North American colonies.

History: United States History: 5.4.4.16.1 Identify various motivations of Europeans for exploration and settlement in Asia, Africa, and the Americas from the fifteenth to early seventeenth centuries. (Colonization and Settlement: 1585-1763)

History: United States History: 5.4.4.16.2 Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups. (Colonization and Settlement: 1585-1763)

RI.5.2.3.3. Key Ideas and Details: Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Learning Objectives:
A. **Content Objective:** Students will be able to compare and contrast the reasons for founding, geography, economy and government in the New England, Middle and Southern colonies.
B. **Academic Language Objective:** Students will be able to compare and contrast the colonies using academic vocabulary such as economy, government, geography, religious freedom, assembly, voting, etc.

**Previous Learning:**

A. **Prior Knowledge:** During the previous social studies unit, the students studied chapter 6 of the TCI textbook (*Early English Settlements*). During that unit, students learned about the first English colonies in North America; Roanoke, Jamestown and Plymouth. Students compared the similarities and differences of those three colonies. Students studied Roanoke, Jamestown, and Plymouth extensively. Not only did they study the colonies in social studies, but in reading class as well. Also, as we move into this unit, it will be helpful that the students already are aware of many of the reasons that the colonists had for settling in the New World.

B. **Key Skills:** re-reading for comprehension, using context clues to understand a text or word meaning, using prior knowledge to make inferences, note taking

C. **Academic Language:** economy, plantation, indentured servants, industry, West Indies, grant, assembly, apprentice

**Assessments to Monitor Student Learning:**

A. **Informal:** When introducing the academic vocabulary that students will need to know during this unit, I will ask students to provide real life examples of the vocabulary words. For example, if students can identify that as a student teacher, I am an *apprentice* to Ms. Norby, I will know that they have understood the vocabulary word, *apprentice*. Furthermore, when reading TCI section 2 (*The New England, Middle, and Southern Colonial Regions*), we will be completing the worksheet titled *Comparing British Colonies in North America* as a class. I will provide many opportunities for think-pair-shares or turn and talks when completing this worksheet, so that all students will have an opportunity to share their thinking. My observations during this activity will help inform my future instruction and will allow me to clear up any misconceptions the students may have.

B. **Formal:** There will be no formal assessment during this lesson.

**Provisions for Individual Differences:**

In my classroom there is a very large range in reading levels. There are also a considerable amount of students who are English language learners. Therefore, in order to ensure that all students can access the social studies text, I have decided to use the online version of the textbook. The online version has many functions that provide additional scaffolding for students if needed. For example, there is an option to have the text read aloud to you, a function that underlines the main idea of a passage, a Spanish version of each reading, and a function that allows students to annotate the text and take notes as they read. The extra functions that are included in the online version of the textbook allows for students to access the content information in different ways. Also, during this unit I will frequently use instructional strategies such as think-pair-shares and turn and talks. These activities allow for all students to participate and share their thinking, even if they may not be comfortable sharing their thinking with the whole class.

**Resources and Materials:**

- TCI Section 1: Introduction
- TCI Section 2: The New England, Middle, and Southern Colonial Regions
Instructional Strategies and Learning Tasks to Support Student Learning:

1. Students open their iPads to Lesson 7, Section 1 (Introduction) on TCI. Read the introduction aloud as class.
   a. Paragraph 1: “In our last social studies unit we studied the first English colonies in North America; Roanoke (1580s), Jamestown (1607), and Plymouth (1620). On the timeline, that left us in the mid 1600’s (show timeline). Starting today, we are going to begin learning about the next English colonies. Just like Roanoke, Jamestown, and Plymouth, the colonies we are going to study were also on the Atlantic coast of what would later become the United States (show on map).
   b. Paragraph 2: Show on timeline the period of time we will be studying during this unit (from mid 1600’s to mid 1700’s).
   c. Paragraph 3: Emphasize learning targets. By the end of this unit, we will be able to compare the similarities and differences between the three colonial regions. Specifically, we will be comparing and contrasting the reasons for founding, the government, economy and geography.

2. In this unit there are many words that may be new to us. Before we continue reading, we need to talk about those words so that when we see them in the text, we will know what the author is talking about. Show anchor chart. Teacher explains the academic vocabulary using words that the students are familiar with. Teacher encourages students to share examples of the words or to use the words in sentences, in order to check for comprehension.
   - **apprentice**: a person who learns how to do a job by getting experience working with a skilled worker
     - I am an apprentice to Ms. Norby. I am learning how to be a teacher by getting experience working under Ms. Norby.
   - **economy**: the way that a region or country uses resources to produce (make) and sell or trade goods and services to meet people’s needs and wants
     - For example, in Jamestown they used the land to farm the cash crop tobacco. Tobacco was the good in Jamestown that was sold. It was successful because people wanted tobacco.
   - **plantation**: a large farm where crops are grown by free workers or slaves who live on the land
   - **indentured servants**: a person who works to pay off money owed for a debt, such as passage from Europe or other debts
     - some indentured servants worked on plantations with the free workers and slaves
   - **industry**: a group of businesses that produce the same goods or services
     - For example, shoe industry, entertainment industry, toy industry, etc.
     - What kind of industry would they have in the colonies? tobacco industry, cotton industry
   - **West Indies**: islands that lie between southeastern North America and northern South America
See map

- **grant**: to give something to someone of lower rank as a favor or privilege
  - Mr. Bass grants me permission to go on a field trip.
- **assembly**: a group of lawmakers (people who make laws)
  - Can just anyone make laws? No. This week we will find out who was allowed to be part of an assembly and vote as we continue reading.

   a. “There were 13 British colonies in North America and they were divided into three main regions—New England, Middle, and Southern. Each region had a different geography. The different natural resources and climate of each region affected the region’s economy and way of life.”
   b. *Teacher stops after reading about each colony to fill out the Comparing British Colonies in North America worksheet (on TCI) as a class. Use think-pair-shares to complete the worksheet so that all students are given an opportunity to contribute*

4. Now that we have identified some of the main differences and similarities among the three colonial regions, tomorrow we will be ready to learn about the different colonies in each of the three regions. In groups, you will become experts about one of the thirteen colonies. Your goal will be to convince your classroom that they should settle in your colony. Now you may close your iPads and get ready for writing (transition).
Lesson Plan

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<th>Kylie Daniels</th>
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**Minnesota Academic Standards:**
- Geography: Human Environment Interaction: 5.3.4.10.1 Explain how geographic factors affected land use in the North American colonies.
- Geography: Places and Regions 5.3.2.3.1 Locate and identify the physical and human characteristics of places in the North American colonies.
- History: United States History: 5.4.4.16.1 Identify various motivations of Europeans for exploration and settlement in Asia, Africa, and the Americas from the fifteenth to early seventeenth centuries. (Colonization and Settlement: 1585-1763)
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- SL.5.8.8.8. Speaking, Viewing, Listening and Media Literacy: Media Literacy: Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression).

**Learning Objectives:**

A. **Content Objective:**
   a. C1: Students will be able to compare and contrast the reasons for founding, geography, economy and government in the New England, Middle and Southern colonies.
   b. C2: Students will be able to work as a group to draw evidence from the TCI textbook to complete the reading guide about their assigned colony.
B. **Academic Language Objective:**
   a. ALO1: Students will be able to compare and contrast the colonies using academic vocabulary such as economy, government, geography, religious freedom, assembly, voting, etc.

Previous Learning:
A. **Prior Knowledge:** During the previous social studies unit, the students studied chapter 6 of the TCI textbook (*Early English Settlements*). During that unit, students learned about the first English colonies in North America: Roanoke, Jamestown, and Plymouth. Students compared the similarities and differences of those three colonies. Students studied Roanoke, Jamestown, and Plymouth extensively. Not only did they study the colonies in social studies, but in reading class as well. Students have also read an introduction to this unit, have identified a few of the similarities and differences between the three colonial regions, and have demonstrated an understanding of the key academic vocabulary for this unit.
B. **Key Skills:** re-reading for comprehension, using context clues to understand a text or word meaning, using prior knowledge to make inferences, note taking, following directions, collaborating with classmates
C. **Academic Language:** economy, plantation, indentured servants, industry, West Indies, grant, assembly, apprentice

Assessments to Monitor Student Learning:
A. **Informal:** Teacher will ask higher order thinking questions and provide students with opportunities for think-pair-shares while introducing the project in order to check for comprehension. Both teachers will be circulating the classroom during work time in order to check in with groups of students. This will help teachers monitor and formatively assess the students' understanding of their colony. I will make decisions about future instruction and the level of scaffolding needed based on my observations during this initial work session. The informal exit ticket at the end of class will also help guide future instruction and will provide me with an opportunity to clarify misunderstandings or deepen students current level of understanding.
B. **Formal:** There will be no formal assessment during this lesson.

Provisions for Individual Differences:
In my classroom there is a very large range in reading levels. There are also a considerable amount of students who are English language learners. Therefore, in order to ensure that all students can access the social studies text, I have decided to use the online version of the textbook. The online version has many functions that provide additional scaffolding for students if needed. For example, there is an option to have the text read aloud to you, a function that underlines the main idea of a passage, a Spanish version of each reading, and a function that allows students to annotate the text and take notes as they read. The extra functions that are included in the online version of the textbook allows for students to access the content information in different ways. Also, during this unit I will frequently use instructional strategies such as think-pair-shares and turn and talks. These activities allow for all students to participate and share their thinking, even if they may not be comfortable sharing their thinking with the whole class. The main project during this unit requires students to work with a group of their
classmates. The groups will be assigned by the teacher with the goal of having students work together who bring different strengths to the group.

Resources and Materials:
- TCI section 7 readings
- TCI section 7 reading notes template in Showbie app
- Blank maps of Colonial America
- Project introduction PowerPoint
- Group assignments on note card
- Anchor Chart (always posted during social studies class)
  - Learning targets
  - Unit vocabulary and definitions
Instructional Strategies and Learning Tasks to Support Student Learning:

1. Students glue a blank map in their reading notebooks of Colonial America. As a whole class, shade the three colonial regions on that map, making sure to label each one.

2. Review the reading from lesson #1. Using think-pair-shares, ask students to recall information about the geography and economy of each of the colonial regions.

3. Explain that in groups of 4 or 5, students will be using the TCI textbook to become experts about one of six colonies (show colony names on PowerPoint). Explain that eventually students will be creating a billboard and a sales presentation to advertise their assigned colony of the colonies; but that first they must learn about their colony and become the “experts”.

4. **Step 1: Learn about your colony.** Teacher explains that students should work with their groups to complete the reading notes for their assigned colony. Teacher models how to fill in the reading notes, using Jamestown (a colony that students are familiar with) as an example. Invite students to help brainstorm information to write under each category on the reading notes (reasons for founding, geography, economy, government).

5. After modeling the activity, tell students that the first step in learning about their colony is to read (or listen to) the text independently once. Once everyone in the group has read their text once, encourage students to begin completing the reading notes, re-reading the text if necessary. Remind students that they will be using this information to create a billboard that is specific to your colony and to share with your classmates when it is time to present, so it must be complete.

6. Assign groups and colonies.

7. Students begin working. During work time, one teacher works with the group of English learners while the other teacher circulates the room making observations and providing extra support as seen needed.

8. Stop work time 3 minutes before end of lesson. Ask students to return to their seats.
   a. Exit ticket (think-pair-share): Tell the person next to you one thing that you learned while doing your research today. Invite students to share with the class.
Lesson Plan

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Learning Objectives:  
A. **Content Objective:**  
   a. C1: Students will be able to compare and contrast the reasons for founding, geography, economy and government in the New England, Middle and Southern colonies.
b. C2: Students will be able to draw evidence from the TCI textbook as well as their reading notes to create a billboard for one of their assigned colony and try to persuade others to settle in that colony.

B. Academic Language Objective:
   a. ALO1: Students will be able to compare and contrast the colonies using academic vocabulary such as economy, government, geography, religious freedom, assembly, voting, etc.
   b. ALO2: Students will be able to persuade their classmates to settle in their colony using a catchy slogan such as, “Get rich growing tobacco in Virginia!” or “Make your dreams come true in the fertile soil of Virginia!”

Previous Learning:
A. Prior Knowledge: During the previous social studies unit, the students studied chapter 6 of the TCI textbook (Early English Settlements). During that unit, students learned about the first English colonies in North America; Roanoke, Jamestown and Plymouth. Students compared the similarities and differences of those three colonies. Students studied Roanoke, Jamestown, and Plymouth extensively. Not only did they study the colonies in social studies, but in reading class as well. Students have also read an introduction to this unit, have identified a few of the similarities and differences between the three colonial regions, and have demonstrated an understanding of the key academic vocabulary for this unit.

B. Key Skills: re-reading for comprehension, using context clues to understand a text or word meaning, using prior knowledge to make inferences, note taking, following directions, collaborating with classmates

C. Academic Language: economy, plantation, indentured servants, industry, West Indies, grant, assembly, apprentice

Assessments to Monitor Student Learning:
A. Informal: Teacher will ask higher order thinking questions and provide students with opportunities for think-pair-shares while introducing the project in order to check for comprehension. Both teachers will be circulating the classroom during work time in order to check in with groups of students. This will help teachers monitor and formatively assess the students’ understanding of their colony. I will make decisions about future instruction and the level of scaffolding needed based on my observations during this initial work session. The informal exit ticket at the end of class will also help guide future instruction and will provide me with an opportunity to clarify misunderstandings or deepen students current level of understanding.

B. Formal: There will be no formal assessment during this lesson.

Provisions for Individual Differences:
In my classroom there is a very large range in reading levels. There are also a considerable amount of students who are English language learners. Therefore, in order to ensure that all students can access the social studies text, I have decided to use the online version of the textbook. The online version has many functions that provide additional scaffolding for students if needed. For example, there is an option to have the text read aloud to you, a function that underlines the main idea of a passage, a Spanish version of each reading, and a function that
allows students to annotate the text and take notes as they read. The extra functions that are included in the online version of the textbook allows for students to access the content information in different ways. Also, during this unit I will frequently use instructional strategies such as *think-pair-shares* and *turn and talks*. These activities allow for all students to participate and share their thinking, even if they may not be comfortable sharing their thinking with the whole class. The main project during this unit requires students to work with a group of their classmates. The groups will be assigned by the teacher with the goal of having students work together who bring different strengths to the group.

**Resources and Materials:**
- TCI section 7 readings
- TCI section 7 reading notes template in Showbie app
- Project introduction PowerPoint #2
- Billboard planning handout
- Group assignments on note card
- Anchor Chart (always posted during social studies class)
  - Learning targets
  - Unit vocabulary and definitions

**Video of Lesson:**
[https://youtu.be/4cCLtPmO-nc](https://youtu.be/4cCLtPmO-nc)
[https://youtu.be/VVPgJFOMmi8](https://youtu.be/VVPgJFOMmi8)

**Instructional Strategies and Learning Tasks to Support Student Learning:**

1. **Launch:** Tell the person next to you one thing that you learned while doing your research yesterday. Invite students to share with the class.

2. **Teacher explains that if students did not complete their research yesterday not to worry and that during work time they will have time to finish their research before continuing on with the next part of the project, but that first I need to explain the project.**

3. **Preview advertisements and billboards. Teacher shows a short powerpoint about advertisements and billboards. Using the think-pair-share strategy, students brainstorm what they know about advertisements (Where do you find ads? What kind of information is included? What do you see in an ad? What makes ads persuasive?)**
   a. **Share that billboards are a kind of advertisement. They are generally seen while people are on the go. They must have striking visuals, few words, and memorable slogans. Show examples.**

4. **Explain that in the same groups as yesterday, students will be using the TCI textbook and the notes they took on the reading notes guide to create a billboard and a sales presentation for their assigned colonies. Your goal will be to convince your classroom that they should settle in your colony. Hand out planning guide. Explain that even though**
there are many steps on the guide, we are only going to worry about the first three steps today and that the first step is already almost finished.

a. **Step 1: Learn about your colony.** Remind students that they have already completed step one and if they haven’t they should finish it during work time before continuing on to step 2. When they are finished, remind them to get it checked off by a teacher on their planning guide.

b. **Step 2: Write a slogan for your billboard.** Your billboard must contain a slogan that summarizes your colony’s most outstanding feature. For example, for the colony of Virginia, your group might write: Make your dreams come true in the fertile soil of Virginia! This slogan identifies one of Virginia’s outstanding features: the availability of rich soil for farming. It also tries to persuade people to move to Virginia by suggesting that they could become wealthy there. After you have brainstormed some ideas, decide on one as a group and write it on your planning handout.

c. **Step 3: Write catchy statements for your billboard.** Your billboard must also contain three catchy statements that describe other qualities of your colony, such as its geography or job opportunities. After you have brainstormed some ideas, decide on one as a group and write it on your planning handout.

5. Remind students that they must follow the steps on the handout. After finishing each step, one person from the group must receive either Ms. Norby’s or my own initials before moving on to the next step. Before sharing the group and colony assignments, ask if there any questions about the project. *Wait time.*

6. Post group names on PPT. Students begin working.

7. Stop work time 5 minutes before end of lesson. Ask students to return to their seats.
   a. **Exit ticket (turn and talk):** Tell the person next to you the most persuasive slogan or catchy statement your group has come up with so far. Invite students to share with the class.
# Lesson Plan

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<th>Name</th>
<th>Kylie Daniels</th>
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<tr>
<td><strong>Date Taught</strong></td>
<td>Friday: 2/19/16</td>
</tr>
<tr>
<td><strong>Lesson Title</strong></td>
<td>Comparing the Colonies Lesson 4</td>
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<tr>
<td><strong>Co-Teaching Model</strong></td>
<td>One teach- One assist</td>
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<tr>
<td><strong>Subject</strong></td>
<td>Social Studies</td>
</tr>
<tr>
<td><strong>Time Needed</strong></td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td>5th grade</td>
</tr>
<tr>
<td><strong>Students Involved</strong></td>
<td>Whole Class (26 students)</td>
</tr>
</tbody>
</table>

**Minnesota Academic Standards:**

Geography: Human Environment Interaction: 5.3.4.10.1 Explain how geographic factors affected land use in the North American colonies.

Geography: Places and Regions 5.3.2.3.1 Locate and identify the physical and human characteristics of places in the North American colonies.

History: United States History: 5.4.4.16.1 Identify various motivations of Europeans for exploration and settlement in Asia, Africa, and the Americas from the fifteenth to early seventeenth centuries. (Colonization and Settlement: 1585-1763)

RI.5.2.3.3. Key Ideas and Details: Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

SL.5.8.8.8. Speaking, Viewing, Listening and Media Literacy: Media Literacy: Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression).

**Learning Objectives:**

A. **Content Objective:**

a. C1: Students will be able to compare and contrast the reasons for founding, geography, economy and government in the New England, Middle and Southern colonies.
b. C2: Students will be able to draw evidence from the TCI textbook as well as their reading notes to create a billboard for one of their assigned colony and try to persuade others to settle in that colony.

B. Academic Language Objective:
   a. ALO1: Students will be able to compare and contrast the colonies using academic vocabulary such as economy, government, geography, religious freedom, assembly, voting, etc.
   b. ALO2: Students will be able to persuade their classmates to settle in their colony using a catchy slogan such as, “Get rich growing tobacco in Virginia!” or “Make your dreams come true in the fertile soil of Virginia!”

Previous Learning:
A. Prior Knowledge: Students have read an introduction to this unit, have identified a few of the similarities and differences between the three colonial regions, and have demonstrated an understanding of the key academic vocabulary for this unit. Students have also been given a thorough overview of the project details and expectations. The teacher has modeled the steps involved to complete this project and has shown students an example of what a final product could look like. Also, the students have prior experience creating presentation on the Educreations app, one of the possible modes of presenting this project.

B. Key Skills: re-reading for comprehension, using context clues to understand a text or word meaning, using prior knowledge to make inferences, note taking, following directions, collaborating with classmates, writing persuasive texts

C. Academic Language: economy, plantation, indentured servants, industry, West Indies, grant, assembly, apprentice

Assessments to Monitor Student Learning:
A. Informal: Both teachers will be circulating the classroom during work time in order to check in with groups of students. This will help teachers monitor and formatively assess the students’ understanding of their colony. I will make decisions about future instruction and the level of scaffolding needed based on my observations during this initial work session. Also, by requiring that students check in with a teacher after completing each step of the project, I will better be able to gauge how much time students will need to complete the project. This will also lend information regarding with groups are on task and which groups may need additional scaffolding or teacher support.

B. Formal: There will be no formal assessment during this lesson.

Provisions for Individual Differences:
In my classroom there is a very large range in reading levels. There are also a considerable amount of students who are English language learners. Therefore, in order to ensure that all students can access the social studies text, I have decided to use the online version of the textbook. The online version has many functions that provide additional scaffolding for students if needed. For example, there is an option to have the text read aloud to you, a function that underlines the main idea of a passage, a Spanish version of each reading, and a function that allows students to annotate the text and take notes as they read. The extra functions that are included in the online version of the textbook allows for students to access the content
information in different ways. Also, during this unit I will frequently use instructional strategies such as think-pair-shares and turn and talks. These activities allow for all students to participate and share their thinking, even if they may not be comfortable sharing their thinking with the whole class. The main project during this unit requires students to work with a group of their classmates. The groups will be assigned by the teacher with the goal of having students work together who bring different strengths to the group.

**Resources and Materials:**
- TCI section 7 readings on iPad
- TCI section 7 reading notes template in Showbie app
- Billboard planning handout
- Group assignments on note card
- Anchor Chart (always posted during social studies class)
  ○ Learning targets
  ○ Unit vocabulary and definitions

**Instructional Strategies and Learning Tasks to Support Student Learning:**
1. Explain that students will be given time during class to work on steps 2 and 3 of their projects with their group. Remind students that they must check in with a teacher after completing each step and get approval before moving on to the following step on the planning handout. When checking, teacher should make sure that the reading notes have been completed thoroughly enough to present to their classmates.
   a. Tell students that they will need to use their class time wisely during today’s work time and that they must be ready to begin working on their rough draft of their billboard on Monday. Ask students if there are any questions before they begin working.

2. **Student Work Time (post groups on PPT)**

3. Stop work time 5 minutes before end of lesson. Ask students to return to their seats.
   a. **Exit ticket (turn and talk):** Tell the person next to you the most persuasive slogan or catchy statement your group has come up with so far. Invite students to share with the class.
Lesson Plan

Name: Kylie Daniels

Date Taught: Monday: 2/22/16

Lesson Title: Comparing the Colonies Lesson 5

Co-Teaching Model: One teach- One assist

Subject: Social Studies

Time Needed: 45 minutes

Grade: 5th grade

Students Involved: Whole Class (26 students)

Minnesota Academic Standards:
Geography: Human Environment Interaction: 5.3.4.10.1 Explain how geographic factors affected land use in the North American colonies.

Geography: Places and Regions 5.3.2.3.1 Locate and identify the physical and human characteristics of places in the North American colonies.

History: United States History: 5.4.4.16.1 Identify various motivations of Europeans for exploration and settlement in Asia, Africa, and the Americas from the fifteenth to early seventeenth centuries. (Colonization and Settlement: 1585-1763)

RI.5.2.3.3. Key Ideas and Details: Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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Learning Objectives:

A. Content Objective:
   a. C1: Students will be able to compare and contrast the reasons for founding, geography, economy and government in the New England, Middle and Southern colonies.
a. C2: Students will be able to draw evidence from the TCI textbook as well as their reading notes to create a billboard for one of their assigned colony and try to persuade others to settle in that colony.

B. Academic Language Objective:
   a. ALO1: Students will be able to compare and contrast the colonies using academic vocabulary such as economy, government, geography, religious freedom, assembly, voting, etc.
   b. ALO2: Students will be able to persuade their classmates to settle in their colony using a catchy slogan such as, “Get rich growing tobacco in Virginia!” or “Make your dreams come true in the fertile soil of Virginia!”

Previous Learning:
   A. Prior Knowledge: Students have read an introduction to this unit, have identified a few of the similarities and differences between the three colonial regions, and have demonstrated an understanding of the key academic vocabulary for this unit. Students have also been given a thorough overview of the project details and expectations. The teacher has modeled the steps involved to complete this project and provided students with a detailed planning guide. Students have already researched their assigned colony with their groups and have begun to write persuasive slogans and catchy statements about their colony. Also, the students have prior experience creating presentation on the Educreations app, one of the possible modes of presenting this project. They have already been given two full days of work time on this project.
   B. Key Skills: re-reading for comprehension, using context clues to understand a text or word meaning, using prior knowledge to make inferences, note taking, following directions, collaborating with classmates, writing persuasive texts
   C. Academic Language: economy, plantation, indentured servants, industry, West Indies, grant, assembly, apprentice

Assessments to Monitor Student Learning:
   A. Informal: Both teachers will be circulating the classroom during work time in order to check in with groups of students. This will help teachers monitor and formatively assess the students' understanding of their colony. I will make decisions about future instruction and the level of scaffolding needed based on my observations during this initial work session. Also, by requiring that students check in with a teacher after completing each step of the project, I will better be able to gauge how much time students will need to complete the project. This will also lend information regarding with groups are on task and which groups may need additional scaffolding or teacher support.
   B. Formal: There will be no formal assessment during this lesson.

Provisions for Individual Differences:
   In my classroom there is a very large range in reading levels. There are also a considerable amount of students who are English language learners. Therefore, in order to ensure that all students can access the social studies text, I have decided to use the online version of the textbook. The online version has many functions that provide additional scaffolding for students if needed. For example, there is an option to have the text read aloud to you, a function that underlines the main idea of a passage, a Spanish version of each reading,
and a function that allows students to annotate the text and take notes as they read. The extra functions that are included in the online version of the textbook allows for students to access the content information in different ways. Also, during this unit I will frequently use instructional strategies such as think-pair-shares and turn and talks. These activities allow for all students to participate and share their thinking, even if they may not be comfortable sharing their thinking with the whole class. The main project during this unit requires students to work with a group of their classmates. The groups will be assigned by the teacher with the goal of having students work together who bring different strengths to the group. This lesson also offers differentiation for enrichment. If students finish their project before the rest of the class, I have provided a suggestion for a meaningful enrichment activity for those students to engage in.

**Resources and Materials:**
- TCI section 7 readings on iPad
- TCI section 7 reading notes template in Showbie app
- Billboard planning handout
- Powerpoint #4
- Group assignments on note card
- Poster paper and markers
- iPads with Educreations
- Anchor Chart (always posted during social studies class)
  - Learning targets
  - Unit vocabulary and definitions

**Instructional Strategies and Learning Tasks to Support Student Learning:**
1. **Launch:** Tell the person next to you why they should settle in your colony.

2. Explain that students will be given time during class to continue working on their projects with their group. Explain that in the same groups as last week, students will be using the TCI textbook, the notes they took on the reading notes guide and their slogans and catchy statements to create a billboard and a sales presentation for their assigned colonies. The goal will be to convince your classmates that they should settle in your colony.
   a. Remind students that they should have already completed the first three steps (research, slogans, and catchy statements). Teacher lets students know that they will be learning about the next steps involved in the project, but that if they haven’t finished writing their slogans, they must do that before beginning to work on their rough draft of the billboard.

3. Teacher tells students to take out their planning guide to follow along. Explain next steps of project:
   a. **Step 4: Create a rough draft of your billboard:** On a white piece of paper, plan out your rough draft of your billboard. Your billboard should include your slogan and the three catchy statements. You should also add some images, related to your colony, that will help persuade your classmates that your colony is the best one to settle in. Don’t spend too much time on this step! When you are ready, show a teacher and then you may begin step #6.
   b. **Step 6: Create your billboard.** Work together to complete the final billboard. You may choose to create your billboard using poster paper and markers or
educreations on your iPad. Add creative touches, such as a decorative border and extra visuals, to make your billboard visually appealing.

c. **Step 7: Present.** Each group will present their billboard to the rest of the class. Try to present it in a way that will convince your classmates to settle in your colony! After you present your billboard, you must share the information that you gathered when reading about your colony. It is your job to help your classmates fill out their reading notes with information about the reasons for founding, geography, economy, and government in your colony.

4. Show example of a completed billboard on PPT. Identify the components of the project. *Is there a catchy slogan? What do you notice about the words? What do you notice about the images?*

   a. Teacher models effective presentation skills as presenting the model billboard to the class. For example, ”Right here, ladies and gentlemen, this is the colony that you have been searching for! Virginia is a great place to settle. It has a rich history dating back to this first settlement. Job opportunities abound in Virginia. Do you want to be a farmer? You'll love Virginia. It has rich soil that is perfect for farming. As citizens of Virginia, you can elect your own lawmakers. Make Virginia your settlement choice today!”

5. **Student Work Time**

   a. If a group of students finish early, have them research Benjamin Franklin, one of the most successful businessmen in the colonies during the early 1700s. Ask students look for biographical information as well as information about the businesses he was involved in. Have students use this information either to make a brief class presentation or to create a pamphlet highlighting five secrets of Franklin's business success.

6. Stop work time 5 minutes before end of lesson. Ask students to return to their seats.

   a. **Exit ticket (turn and talk):** Tell the person next to you the most persuasive catchy statement your group has come up with so far. Invite students to share with the class.
Lesson Plan

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<thead>
<tr>
<th>Name</th>
<th>Kylie Daniels</th>
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<tr>
<td>Date Taught</td>
<td>Tuesday: 2/23/16</td>
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<tr>
<td>Lesson Title</td>
<td>Comparing the Colonies Lesson 6</td>
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<tr>
<td>Co-Teaching Model</td>
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<td>Subject</td>
<td>Social Studies</td>
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<td>Time Needed</td>
<td>45 minutes</td>
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**Geography: Human Environment Interaction:** 5.3.4.10.1 Explain how geographic factors affected land use in the North American colonies.

**Geography: Places and Regions** 5.3.2.3.1 Locate and identify the physical and human characteristics of places in the North American colonies.

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**Learning Objectives:**

**A. Content Objective:**

a. C1: Students will be able to compare and contrast the reasons for founding, geography, economy and government in the New England, Middle and Southern colonies.
a. C2: Students will be able to draw evidence from the TCI textbook as well as their reading notes to create a billboard for one of their assigned colony and try to persuade others to settle in that colony.

B. Academic Language Objective:
   a. ALO1: Students will be able to compare and contrast the colonies using academic vocabulary such as economy, government, geography, religious freedom, assembly, voting, etc.
   b. ALO2: Students will be able to persuade their classmates to settle in their colony using a catchy slogan such as, “Get rich growing tobacco in Virginia!” or “Make your dreams come true in the fertile soil of Virginia!”

Previous Learning:
A. Prior Knowledge: Students have read an introduction to this unit, have identified a few of the similarities and differences between the three colonial regions, and have demonstrated an understanding of the key academic vocabulary for this unit. Students have also been given a thorough overview of the project details and expectations. The teacher has modeled the steps involved to complete this project and provided students with a detailed planning guide. Students have already researched their assigned colony with their groups and have begun to write persuasive slogans and catchy statements about their colony. Also, the students have prior experience creating presentation on the Educreations app, one of the possible modes of presenting this project. They have already been given three full days of work time on this project.

B. Key Skills: re-reading for comprehension, using context clues to understand a text or word meaning, using prior knowledge to make inferences, note taking, following directions, collaborating with classmates, writing persuasive texts

C. Academic Language: economy, plantation, indentured servants, industry, West Indies, grant, assembly, apprentice

Assessments to Monitor Student Learning:
A. Informal: Both teachers will be circulating the classroom during work time in order to check in with groups of students. This will help teachers monitor and formatively assess the students’ understanding of their colony. I will make decisions about future instruction and the level of scaffolding needed based on my observations during this initial work session. Also, by requiring that students check in with a teacher after completing each step of the project, I will better be able to gauge how much time students will need to complete the project. This will also lend information regarding with groups are on task and which groups may need additional scaffolding or teacher support.

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Provisions for Individual Differences:
In my classroom there is a very large range in reading levels. There are also a considerable amount of students who are English language learners. Therefore, in order to ensure that all students can access the social studies text, I have decided to use the online version of the textbook. The online version has many functions that provide additional scaffolding for students if needed. For example, there is an option to have the text read aloud to you, a function that underlines the main idea of a passage, a Spanish version of each reading,
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Resources and Materials:
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- Billboard planning handout
- Powerpoint #5
- Group assignment on note card
- Poster paper and markers
- iPads with Educreations
- Anchor Chart (always posted during social studies class)
  - Learning targets
  - Unit vocabulary and definitions

Instructional Strategies and Learning Tasks to Support Student Learning:
1. Explain that students will be given time during class to create the final drafts of the billboard project with their group. Explain that students should use the rough draft they created yesterday as well as the planning guide to create their billboard. Students may choose to create their billboard using poster paper and markers or educreations on your iPad. Encourage students to add creative touches, such as a decorative border and extra visuals, to make your billboard visually appealing.

2. Student Work Time
   a. If a group of students finish early, have them research Benjamin Franklin, one of the most successful businessmen in the colonies during the early 1700s. Ask students look for biographical information as well as information about the businesses he was involved in. Have students use this information either to make a brief class presentation or to create a pamphlet highlighting five secrets of Franklin’s business success.

3. Stop work time 5 minutes before end of lesson. Ask students to return to their seats.
   a. Exit ticket (Think-Write-Pair-Share): What is one thing that you still wonder about your colony? What questions do you still have?
### Lesson Plan

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<tr>
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<th>Kylie Daniels</th>
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- Poster paper and markers
- iPads with Educreations
- Anchor Chart (always posted during social studies class)
  - Learning targets
  - Unit vocabulary and definitions
Instructional Strategies and Learning Tasks to Support Student Learning:
1. Explain that students will be given time during class to finish the final drafts of the billboard project with their group. Encourage students to add creative touches, such as a decorative border and extra visuals, to make their billboard visually appealing.

2. Explain that tomorrow we will start presentations where each group will present their billboard to the rest of the class. Students should try to present the billboard in a way that will convince their classmates to settle in their colony. Explain that after presenting their billboard, each group must also share the information that they gathered when reading about the colony. It is each group’s job to teach the rest of the class about the reasons for founding, geography, economy, and government in their colony.

3. Show example of a completed billboard on PPT. Identify the components of the project. Is there a catchy slogan? What do you notice about the words? What do you notice about the images?
   a. Teacher models effective presentation skills as presenting the model billboard to the class. For example, “Right here, ladies and gentlemen, this is the colony that you have been searching for! Virginia is a great place to settle. It has a rich history dating back to this first settlement. Job opportunities abound in Virginia. Do you want to be a farmer? You’ll love Virginia. It has rich soil that is perfect for farming. As citizens of Virginia, you can elect your own lawmakers. Make Virginia your settlement choice today!”

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A. Content Objective:
   a. C1: Students will be able to compare and contrast the reasons for founding, geography, economy and government in the New England, Middle and Southern colonies.
a. C2: Students will be able to draw evidence from the TCI textbook as well as their reading notes to create a billboard for one of their assigned colony and try to persuade others to settle in that colony.

B. Academic Language Objective:
   a. ALO1: Students will be able to compare and contrast the colonies using academic vocabulary such as economy, government, geography, religious freedom, assembly, voting, etc.
   b. ALO2: Students will be able to persuade their classmates to settle in their colony using a catchy slogan such as, “Get rich growing tobacco in Virginia!” or “Make your dreams come true in the fertile soil of Virginia!”

Previous Learning:
   A. Prior Knowledge: Students have read an introduction to this unit, have identified a few of the similarities and differences between the three colonial regions, and have demonstrated an understanding of the key academic vocabulary for this unit. Students have also been given a thorough overview of the project details and expectations. The teacher has modeled the steps involved to complete this project and provided students with a detailed planning guide. Students have already created billboards that aim to persuade readers to settle in their colony after completing research using the TCI textbook.
   B. Key Skills: following directions, collaborating with classmates, writing persuasive presentations, public speaking
   C. Academic Language: economy, plantation, indentured servants, industry, West Indies, grant, assembly, apprentice

Assessments to Monitor Student Learning:
   A. Formal: During this lesson, students will present their billboard to their classmates as well as share the information that they collected regarding the reason for founding, economy, geography and government of their assigned colonies. Teacher will assess the students performance on this project using a rubric in order to determine whether or not the students met the learning targets of this social studies unit. If needed, teacher will ask additional questions once the students finish their presentation in order to determine the level of students’ understanding of the social studies content.

Provisions for Individual Differences:
This project required students to work with a group of their classmates. The groups will be assigned by the teacher with the goal of having students work together who bring different strengths to the group. Also, the teacher has grouped the English language learners together for this project and provided extra scaffolding for this group of students during the three days of work time. The teacher made sure that this group of students could access the information by reading it with them and stopping frequently throughout the text to check for comprehension and clarify unfamiliar words.

Resources and Materials:
   ● TCI section 7 reading notes in Showbie app
   ● Final billboard posters
Instructional Strategies and Learning Tasks to Support Student Learning:

1. Explain that today students will be presenting their billboards to the rest of the class. Students should present their billboard in a way that aims to convince their classmate that they should settle in that colony. Be persuasive! After students present their billboards, ask them to teach the class a little more about their colony. Using the reading note guide, students share the information that they gathered when they researched. Students should provide information about the reasons for founding, geography, economy, and government of their assigned colonies.
   a. As students present, teacher takes notes that will later be distributed for all students to have a copy in their reading notebooks.
   b. Teacher completes a rubric for each group to assess the students’ work as they present.
   c. Teacher should also have a copy of the completed reading notes to add any important information that the students forget to mention.

2. After each presentation, the teacher locates the colony on a map that has already been divided into the three colonial regions so that the students can see in which colonial region each colony belongs.

3. Exit ticket (Think-Write-Pair-Share): In which colony would you settle and why?
Lesson Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>Kylie Daniels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Taught</td>
<td>Monday: 2/29/16</td>
</tr>
<tr>
<td>Lesson Title</td>
<td>Comparing the Colonies Lesson 9</td>
</tr>
<tr>
<td>Co-Teaching Model</td>
<td>One teach- One assist</td>
</tr>
<tr>
<td>Subject</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Time Needed</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Grade</td>
<td>5th grade</td>
</tr>
<tr>
<td>Students Involved</td>
<td>Whole Class (26 students)</td>
</tr>
</tbody>
</table>

Minnesota Academic Standards:
Geography: Human Environment Interaction: 5.3.4.10.1 Explain how geographic factors affected land use in the North American colonies.

Geography: Places and Regions 5.3.2.3.1 Locate and identify the physical and human characteristics of places in the North American colonies.

History: United States History: 5.4.4.16.1 Identify various motivations of Europeans for exploration and settlement in Asia, Africa, and the Americas from the fifteenth to early seventeenth centuries. (Colonization and Settlement: 1585-1763)

RI.5.2.3.3. Key Ideas and Details: Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Learning Objectives:
A. **Content Objective:**
   a. C1: Students will be able to compare and contrast the reasons for founding, geography, economy and government in the New England, Middle and Southern colonies.

B. **Academic Language Objective:**
   a. ALO1: Students will be able to compare and contrast the colonies using academic vocabulary such as economy, government, geography, religious freedom, assembly, voting, etc.
Previous Learning:
A. **Prior Knowledge:** Students have read an introduction to this unit, have identified a few of the similarities and differences between the three colonial regions, and have demonstrated an understanding of the key academic vocabulary for this unit. Students have researched one of the colonies and created billboards that aimed to persuade readers to settle in their colony. Students have shared their billboards as well as the information they collected while they were researching with the rest of the class.
B. **Key Skills:** making connections, comparing and contrasting, using prior knowledge to make inferences
C. **Academic Language:** economy, plantation, indentured servants, industry, West Indies, grant, assembly, apprentice

Assessments to Monitor Student Learning:
A. **Informal:** Teacher will make observations of students’ responses during group discussion. Teacher will informally assess students’ understanding of the unit content as they compare and contrast the three colonial regions.
B. **Formal:** Students will imagine that they are moving from Great Britain to one of the North American colonies in the 1740s and write a farewell letter to their family. The letter requires students to compare and contrast the three colonial regions. Therefore, this letter will serve as a summative assessment and will help the teacher determine to what degree students’ comprehended the social studies content.

Provisions for Individual Differences:
Turn and talks during this lesson allow all students to participate and share their thoughts and ideas. Also, by completing a venn diagram that compares and contrasts the three colonies as a group, students who need extra scaffolding will have ideas already formulated to refer back to as they write their letter. The students will also receive the notes and information gathered by other groups about each colony that they will be encouraged to refer back to as they engage in the writing activity. Finally, teachers will be circulating the room during work time, providing students with extra support as seen needed.

Resources and Materials:
- Document camera
- Comparing British Colonies visual
- Students’ writing notebooks
- Anchor chart (always posted during social studies class)
  - Learning targets
  - Unit vocabulary and definitions
Instructional Strategies and Learning Tasks to Support Student Learning:

1. As a class, complete a venn diagram comparison of the three colonial regions on the anchor chart. Show the colonial products map to refresh students' memories of the geography and jobs available in each colonial region.

2. Writing Activity: Suppose that you are moving from Great Britain to one of the North American colonies in the 1740s. Write a farewell letter to your family. Your letter should include the following:
   a. the colony in which you plan to settle and your reasons for moving there.
   b. a comparison of your choice of colony with the two other regions of colonial America (for example, if you were to choose Georgia—a Southern colony—you would compare it with the New England and Middle regions)
      i. Encourage students to use the venn diagram that we created to support their writing. Teacher hands out reading notes for students to use as well.

3. Exit ticket: On a half piece of paper, and the following question:
   a. What is one thing that you still wonder about the colonial regions? What questions do you still have?
Student resources: (attached)

- **TCI Social Studies Alive! America’s Past textbook (online version)**
  - The TCI textbook online version will be used throughout the entire unit. This is the source that students will use to gather the majority of their research as they learn about the colonies. I chose to use this textbook since it is so adaptive to different student needs. For example, there are functions to have the text read aloud, as well as functions that underline the main ideas of each passage. These functions allow for students with diverse needs and abilities to access the social studies content.

- **Reading notes handout**
  - Students will use this handout (see below) to organize their research as they are reading about the colonies in the TCI textbook. Students are given the option to complete the reading notes on Showbie (electronically) or using pencil/paper. The students complete the reading notes for their assigned colony as a small group. The completion of the reading notes serve as a good form of formative/informal assessment to determine to what degree students are understanding and learning about their assigned colony.

- **Project planning guide:**
  - Students use the planning guide to work through all of the steps of the final project. This planning guides helps students focus their work and stay organized. They will then use the completed planning guide to create their final billboard project.

- **Project materials: poster paper and markers**
Use information from each section of your book to complete the corresponding row in the matrix below.

<table>
<thead>
<tr>
<th>Reason for Founding</th>
<th>Geography</th>
<th>Economy</th>
<th>Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England Colonies</td>
<td>GA</td>
<td>MA</td>
<td></td>
</tr>
<tr>
<td>Middle Colonies</td>
<td>PA</td>
<td>NY</td>
<td></td>
</tr>
<tr>
<td>Southern Colonies</td>
<td>MD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Steps for Preparing a Colonial Billboard

Work with your group to create a billboard that encourages others to settle in your colony. Follow the steps below. When you complete each step, have your teacher initial it before you move to the next step.

Colony name: ________________________________________

Group members:

________________________________________

________________________________________

________________________________________

________________________________________

________ Step 1: Learn about your colony. Read the information about your colony in section 7 of the textbook. Complete the section of the reading notes in Showbie about your colony. Read the text as many times as you need to complete the reading notes (reason for founding, geography, economy, government). You will be using this information to create a billboard about your colony. You will also share these notes with your classmates when it is time to present.

________ Step 2: Write a slogan for your billboard. Your billboard must contain a slogan that summarizes your colony’s best feature. For example, for the colony of Virginia, your group might write: Make your dreams come true in the fertile soil of Virginia! This slogan identifies one of Virginia’s outstanding features: the availability of rich soil for farming. It also tries to persuade people to move to Virginia by suggesting that they could become wealthy there. After you have brainstormed some ideas, decide on one as a group and write it below.

Slogan:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
Step 3: Write catchy statements for your billboard. Your billboard must also contain three catchy statements that describe other qualities of your colony, such as its geography or job opportunities. After you have brainstormed some ideas, decide on one as a group and write it on your planning handout.

Catchy statement #1:
____________________________________________________________________________
____________________________________________________________________________

Catchy statement #2:
____________________________________________________________________________
____________________________________________________________________________

Catchy statement #3:
____________________________________________________________________________
____________________________________________________________________________

Step 4: Create a rough draft of your billboard: On a white piece of paper, plan out your rough draft of your billboard. Your billboard should include your slogan and the three catchy statements. You should also add some images, related to your colony that will help persuade your classmates that your colony is the best one to settle in.

Step 6: Create your billboard. Work together to complete the final billboard. You may choose to create your billboard using poster paper and markers or Educreations on your iPad. As a group, you only need to make one final billboard. Add creative touches, such as a decorative border and extra visuals, to make your billboard visually appealing.

Step 7: Present. Each group will present their billboard to the rest of the class. Try to present it in a way that will convince your classmates to settle in your colony! After you present your billboard, you must share the information that you gathered when reading about your colony. It is your job to help your classmates fill out their reading notes in Showbie with information about the reasons for founding, geography, economy, and government in your colony.
Student Work Samples: Summative Assessment

In groups of 4-5, students researched a colony and created a billboard that aimed to persuade their classmates to settle in that colony.
### Scoring rubric for the summative assessment: billboard projects and presentations

**Comparing the Colonies: Scoring Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of class time</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Effort</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Completed reading notes and billboard</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Accuracy of information</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Spelling, capitalization</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:
Student Work Samples: Unit Wrap Up

Students imagined that they are moving from Great Britain to one of the North American colonies in the 1740s. Students wrote a farewell letter to their family. The letters included which colony they would choose to settle in and why and which colony they would not want to settle in and why. Before students began working, I provided students with sentence frames for writing a letter. This was especially beneficial for the English language learners.

Dear family,

I am moving to Georgia because England has no more space to farm. There are no more trees and the water is polluted. And Georgia has much more space and there are a lot of jobs.

Sincerely,

Avery
Dear family,
I am moving to New York Colony because I want a job.
I don't want to settle in Georgia because it is so hot.

Dear Mom,
I am moving to New York Colony because the land is good.

Dear Mum and dad,
I love you but in leaving New York, I'm setting in the colony Massachusetts bay bee of the many job opportunities.
I don't want to settle in Georgia colony because of the super hot weather. I'm sorry I have to go but I love you.

love,