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Developed Lesson Plan Format  
Teaching American History Grant

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**Standard (Include analysis skills):**

Social Studies Standard:

5.4 – Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

Language Arts Standards:

1.2 Students read narrative and expository texts.

2.0 Students read for information and understanding, and for critical analysis and evaluation.

1. **Key concepts:** 5.3, 5.4
2. **Vocabulary:**  
values, family, colony, colonist, education, roles, work ethic

**Objective:**

Students will be able to compare colonial family life to life today through internet exploration, visual discovery, and reading. Students will write a paper explaining which they think is better family life in colonial times, or family life today.

**TCI Strategy:** Visual Discovery, Writing for Understanding

**EL/Inclusion Strategies:** Visual learning (internet, placards made into transparencies).

**Materials:**

(Note: I have listed far more resources than needed to ensure that students have plenty of opportunities for learning).

- Interactive Student Notebooks
- History Alive! America's Past textbook pages 89-91.
- Computers with internet access – ideally in a computer lab scenario where teacher can direct the class in accessing the following sites:

[www.hfmgv.org/education/smartfun/colonial/intro/intro.html](http://www.hfmgv.org/education/smartfun/colonial/intro/intro.html)

<http://library.thinkquest.org/J002611F/>

- Placards 1.3P and 1.3N from the “Colonial Life and the American Revolution TCI unit – made into transparencies.
- Butcher paper (approx. 8 sheets poster size)
- Venn diagram for each student
- Documents found at the following links:

<http://www.stratfordhall.org/ed-games.html>

<http://www.stratfordhall.org/ed-boysgirls.html>

<http://hastings.ci.lexington.ma.us/Colonial/Life/Food/Kitchen.trivia.html>

[http://www.nps.gov/fofr/col\\_kids.htm#girls48](http://www.nps.gov/fofr/col_kids.htm#girls48)

### **Preview – (Day 1)**

- **Step 1-** Front load Vocabulary into student notebooks with short definitions and discussion led by teacher.
- **Step 2 -** Ask students to answer the following question in their notebooks: What are at least five values or things that are important to you and your family? Why are these things so important to you? (Emphasize that these are things that the family needs to stay together and happy. Refer back to family and values discussion. Give students time to respond in their notebooks. Have students do a pair/share, then ask for students to share some of their answers with the class.
- **Step 3 -** Explain to students that colonial families also had core values and things that were important to them. Some of these values may be similar to yours, and some may be very different. Explain that students will be learning about daily life in a colonial family.

### **Procedure:**

**Day 2 –** Take students to computer lab and do one or both of the interactive website activities listed under materials. Upon completion of this activity return to class and have students process what they have learned in their notebooks. They need to answer the following questions:

How did the colonial families you learned about live? What were their daily activities? How is this different from, or the same as, what you do every day? Students should do a pair /share and add to their information as needed.

**Day 3 –** Students should reread their process writing from the day before. After that the teacher should break the class up into groups of four and pass out the documents available at the links under materials. (There are four handouts – give each group one handout – the last link’s document is long and can be cut into two sections). Students should team read or popcorn read these documents together, discussing as they read. Once the group has read the document they should (as a group) make a list of the five most interesting facts they learned. They need to agree and be prepared to share these facts with the class. Pass out a sheet of butcher paper to each group. They need to express the five facts in writing and artistically on the butcher paper – this may be continued the next day depending on time. When all groups are done they take turns sharing their posters with the class. Each student then processes the information in their notebook by answering the following question: What were some of the most interesting things you learned today? Why?

**Day 4** – Students should reread their processing assignments from the last two days. The class should read together from History Alive! America's Past. Students should then write in their notebooks about what they just learned. After the students are finished, a large venn diagram should be displayed with one side labeled “Colonial Life” and the other side “Life Today”. The class (with teacher guidance) should fill in the venn diagram using information from their notebooks, and documents they have in their possession. Students then fill in their own venn diagram using the master diagram for assistance.

**Day 5** – Review previous work, including the venn diagrams. Students are asked to write a paper answering the following questions: Which do you think is better – colonial family life, or family life today? Why? What items make the better lifestyle more appealing than the other? Was this a difficult decision for you? Why or why not?

**Technology Component:** Computers/internet, overhead

**Assessment:**

- 1 - Preview assessment - a walk and check/stamp notebook assessment.
- 2 – Processing assessment – a walk and check/stamp notebook assessment.
- 3 - Writing assessment - Rubric as follows:
  - Grade - A - 4 - Writing includes all of the elements in the matrix.
  - Grade - B - 3 - Writing includes 4 of the elements in the matrix.
  - Grade - C - 2 - Writing includes 3 of the elements in the matrix.
  - Grade - D - 1 - Writing includes 2 of the elements in the matrix.
  - Grade - F - 0 - Writing includes 1 or fewer of the elements in the matrix.