

Colonial America Unit

By: Jenny Mevis

Contents:

	<u>Page</u>
Standards, Goals, Objectives, and Assessments.....	2-4
Topic Focused Literature.....	5
Incorporation of Technology.....	6
Field Trip Plans.....	7
Parent Letter.....	8
Art Lesson.....	9-10
Cooking Lesson.....	11-12
Math.....	13-14
Fine Motor	15-16
Reading.....	17-18
Science.....	19-20
Social Studies.....	21-22
Storytelling.....	23-24
Writing.....	25-26
Drama.....	27-28
Gross Motor.....	29-30
Music.....	31-32

Colonial America

Jenny Mevis

Theme: Colonial America

State Standards:

5.1.5. Locate and compare early Spanish, French, and British settlements, such as St. Augustine, Roanoke Island, Quebec, Santa Fe, and Jamestown.

5.1.6 Explain the religious, political, and economic reasons for movement of the people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.

Goal:

The students will learn why the colonists came to the U.S. and learn about their interactions with the Native Americans.

Objectives:

Upon completion of this colonial period unit, students will describe how colonist came to the Americas including at least one hardship or sacrifice and one benefit of moving.

Upon completion of this colonial period unit, students will describe how colonists and Native American's interacted including at least two specific encounters.

Upon completion of this colonial period unit, students will be able to locate at least three of the five major settlements and give a characteristic of each.

Assessment:

The students will receive a pre-test that will include a map where they will have to locate 8 different settlements that we will be discussing. This test will also include a short answer section that asks general questions related to the overall standards.

The post test will be the same map test but also with an opportunity to elaborate on their knowledge of each settlement. They will also be asked short answer questions that relate to the overall standards.

Colonial America

Name: _____

Date _____

I want to know what you are thinking !

Pre-Test

1. Why do you think Europeans would want to come to the Americas?

2. How do you think the Europeans affected the Native Americans when they arrived in the Americas?

3. Tell me all that you know about Colonists.

Colonial America

Name: _____

Date: _____ (Post-test)

Show me what you have learned!

Answer each question on a separate piece of paper.

1. List reasons why colonists wanted to come to the Americas.
2. How did the Europeans and the Native American's interact? How did each hurt or help the other. Give two specific examples.
3. Write about one benefit the colonists had for coming to the Americas and write about one hardship (bad thing) that happened because they came to the America's.
4. For each colony that you labeled on the map, describe one or more things that you learned about that colony.

Topic Focused Literature

Theme: Colonial America

1. *A Revolutionary Field Trip: Poems of Colonial America*

By: Susan Katz

2. *Molly Bannaky*

By: Alice McGill and Chris Soentpiet

3. *Hand in Hand*

By: Lee Bennet Hopkins

4. *Slumps, Grunts, and Snickerdoodles*

By: Richard Cuffari

5. *A Plymouth Partnership: Pilgrims and Native Americans*

By: Susan Whitehurst

6. *The Pilgrims of Plymouth*

By: Marcia, Sewall

7. *Colonial Kids*

By: Laurie Carlson

8. *Life on a Plantation*

By: Bobbie Kalman

9. *The Land of the Gray Wolf*

By: Thomas Locker

10. *What People Wore in Colonial America*

By: Allison Starke Draper

Incorporation of Technology

Unit Theme: Colonial America

During the colonial unit, there are a variety of places where technology could be incorporated.

1. The use of Computers
 - a. In groups, the students could create a power point presentation of one of the main 5 colonies.
 - b. On the internet, the students could research and become resident experts of one invention created during the colonial times.
 - c. On the internet, the students could research and become resident experts of colonial dress, food, music, games, ect.
 - d. The teacher could design a slide show of different pictures of colonial life to use during the discussions.
 - e. The students could use a word processing program to publish their point-of-view papers.
2. The use of video
 - a. The teacher could show a short video clip of an example of colonial life.
 - b. The students could video tape their drama reconstructions of the first interaction between the colonists and the Indians.
3. The use of MP3 players or iPods
 - a. The students could download a colonial song on their MP3 players or iPods at home to bring in to class. The students could then vote on which is the best.

Field Trip Plans**Colonial Unit****By: Jenny Mevis**

To enhance student learning, I have planned a variety of activities including a field trip to engage the students. For the field trip, I would like to take the students to Amish Acres during the fall season. Amish Acres is located in Nappanee, Indiana, and is about forty five minutes from Triton Elementary School. The students would typically stay at the farm for most of the school day. Lunch would need to be brought by the students, but we could eat together in the round barn. Since our class consists of 20 students, I would ask four parents to assist on the trip so that there is a 4 to1 ratio of students to adults.

Amish Acres is a historical farm with the goal of replicating the lives of the first Amish settlers. This farm was actually the first settlement in Indiana. A visit to this resort would allow the students to grasp how colonists would have lived in the early settlements while also learning some of Indiana's history. Activities at the resort would include candle making, historical games, a wagon ride, and historical house tours. There will also be a variety of craft demonstrations that would give an example of typical household chores. This field trip would give students a visual and kinesthetic experience of a lifestyle without the simple pleasures of electricity, automobiles, and familiar clothing. In order to help the student make the connection between the unit and the field trip, I would have the students research the history behind Amish Acres before the visit takes place. The farm has its own website that can guide the student's understanding of how the settlement was started and why the Amish decided to leave Europe.



!! Newsletter !!



From: Mrs. Mevis's Class

Dear Parents,

I have exciting news to share with you. Over the next couple of weeks, our class will be learning about Colonial America! During this time the students will learn about how the United States started, and the early interactions with the Native Americans. This is a really fun time for the classroom because we get to do a lot of hands on activities and projects that incorporate the big theme of Colonial America while also learning new Math and Reading skills. Your student will be participating in activities such as making a compass, creating a rain dance, and interviewing a colonist. I also have tied in a couple of places where students can research information using different e technology sources. Finally, I have made plans for the class to visit Amish Acres to help the students grasp just what life was like in the earliest settlements. History is such a fun subject to teach, and I hope your students enjoy all the activities I have planned for this unit.

Thank you,
Mrs. Mevis



ART**Lesson:** The 1st Colonies Art Project**Length:** 5 min Instruction
15 min independent**Age or Grade Intended:** 5th Grade**Academic Standards:**

Colonial Theme Standard:

5.1.5. Locate and compare early Spanish, French, and British settlements, such as St. Augustine, Roanoke Island, Quebec, Santa Fe, and Jamestown.

Performance Objectives:

After a discussion about the first American settlements, the students will draw a map locating at least 5 of the major settlements we have discussed.

Assessment:

The students will turn in their completed maps and be assessed based on if they located at least 5 major settlements and that they are located in the correct place.

Advanced Preparation by Teacher:

- A template of an outlined map of the U.S.
- Materials like crayons and markers and colored pencils
- Post-it tape

Procedure:

Introduction: “Who knows where Indiana is? Yes, and why is that important? For the same reason, we need to know where our earliest colonies are located. (Linguistic) Does anyone remember some of the settlements we have been talking about? (Knowledge) Well, in order to help us visualize and remember where they are located, we are going to create our own maps.”

Step-By-Step Plan:

- Give the students a map template or tell them what page to look at in the book so they know how their map should look like.
- Write on the board the names of the colonies they need to locate on their map.

- Next, explain that they need to draw a picture next to each colony. The picture should illustrate something they learned about that colony. For example, New Amsterdam was a Dutch colony, so I would draw a little Dutch person next to that colony. (Spatial)

Closure: What types of pictures did you draw? (Analysis) How do these pictures help you remember which colony it is? (Synthesis) (Intrapersonal) Ok, I want you to keep these maps as a study guide, because you will be having a map test to locate these colonies. If you want to practice on your free time, just put post-it tape over the colony names and try to guess the colony using the picture you drew.

Adaptations/Enrichments:

- If a student gets done early, he or she can research and add more colonies or choose to practice for their test early using the post-it tape.
- If a student has a hard time understanding what to draw, he or she can use the pictures in the book to help them, or write something that they have learned instead of drawing it.

Cooking

Lesson: Cooking Cornbread (Colonial Times)

Length: 10-15 min prep time, 15 min bake time

Age or Grade Intended: 5th Grade

Academic Standards:

Social Studies Unit Theme:

5.1.6 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.

Performance Objectives:

After discussing the importance of corn for the colonists, the students will make corn bread in small groups, completing their specific job within that group.

Assessment:

The students will be assessed based on their participation in the group. The teacher will observe the groups while they are preparing the recipe, to see if each member is doing the job assigned to them by their group.

Advanced Preparation by Teacher:

- 4 sets of ingredients : 1 cup of yellow cornmeal, ½ cup of flour, ¾ teaspoon salt, 1 cup milk, 1 egg, 2 tbs. veg oil,
- 4 sets of utensils: mixing bowl, measuring cups, measuring spoons, 8x8 baking pan greased.
- Colonial Kids, By Laurie Carlson
- Preheat the oven to 425°

Procedure:

Introduction:

- Ask questions that review how the Native Americans introduced the Colonists to Corn.
- Introduce how they used corn for cooking to help traditional dishes taste better. Use introduction ideas for page 38 of Colonial Kids.
- “We are going to make a traditional dish called corn bread...”

Step-By-Step Plan:

- Go over rules and appropriateness
- Separate class into 4 groups and give them the ingredients and utensils.

- Have the groups assign a job to each member. (measurer, mixer, pourer, reader) (Intrapersonal)
- Have the groups mix the cornmeal, flour, and salt in the bowl. Then stir in the milk, egg, and the oil. Mix until smooth. Pour it into greased pan, and then bake for 15 minutes. (Bodily Kinesthetic)
- When it is done, serve to the class with jam, honey, or syrup.

Closure:

- Why do you think the colonists made cornbread one of their favorite dishes? (Analysis)
- What do you think would have happened if the Native Americans didn't help the Colonists find food like corn? (Application)
- How do you think this affected their relationship with the Native Americans? (Synthesis)
- Now that we know how the colonists used corn, we can better understand why it was so valuable to them.

Adaptations/Enrichments:

- If a student needs to be challenged more, he or she can research the other traditional dishes that used corn in the colonial days.
- The student with a visual impairment can have the ingredients read to them, or have their job be the mixing person.

Math

Lesson: Distance Lesson for Colonial Unit

Length: 15-20 min

Age or Grade Intended: 5th

Academic Standards:

Social Studies Unit Theme:

5.1.6 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.

Math Standard:

5.7.2 Decide when and how to break a problem into simpler parts.

Performance Objectives:

Working cooperatively, the students will solve a word problem presented by the teacher showing all of their work on a sheet of paper.

Assessment:

The students will be assessed based on if they present ideas on how to attack the problem. The strategy or answer could be wrong, but the groups will still receive participation credit.

Advanced Preparation by Teacher:

- Create a problem for the students to attack and solve. The problem must have more than one component.
- Separate the class into small groups of two or three.

Procedure:

Introduction: Who remembers how the early American's arrived in America? (Knowledge) How many of you have ridden in a boat before? Do boats go very fast? Well, I have a problem that I need your help with. This weekend I am leaving from Jamestown on a boat. I only get one day to travel, but I want to see how far I can get. The boat only goes 20 miles an hour, so can you help me figure out how many miles I can go in one day? (Application,)

Step-By-Step Plan:

Ask students to get in groups of two or three and then revile the problem written on the board. Ask the student to work together to try and solve the problem. (Interpersonal) If they have any ideas, write them on a piece of paper to show their work. Give the students about 7

minutes of work time. Bring the class back together. Ok, before I take any answers from anyone, who can tell me some of the important information that we need to solve this problem. (Comprehension)

Closure: Ask the students to share their answers and how they got those answers. “Well, we have a few possible correct answers, how about we do the problem together and see who is correct. Everyone turn you papers over, follow along, and take notes as we do the problem. (Visual Spatial) Now that we have all of the calculations, how far can I go? How far do you think that is? Here to Wal-Mart maybe?” Allow students to make guesses, then give them an example of it actual relative distance. (Synthesis) Ask the students if they would have been able to figure out the problem if one of the parts was missing, or they forgot a component of the calculation. (Comprehension) Ask what the benefits are of breaking a problem down.(Evaluation) “Great job, I hope you use the same strategies when you work on your math homework.

Adaptations/Enrichments:

- If a student/group needs to be challenged more that group/student can figure out the places I could go in that one day based on the distance.
- If a student has a hard time staying on task or following direction, he or she can be the class recorder and write the steps or diagrams on the board.

Fine Motor

Lesson: Colonial Pottery Less

Length: 15-20 minutes

Age or Grade Intended: 5th grade

Academic Standards:

Social Studies Unit Theme:

5.1.6 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.

Performance Objectives:

After a discussion over how North Americans and Colonists use clay pots for cooking and storing food, the students will make clay pinch pots, completing at least the first three steps.

Assessment:

While the students are completing the pots, the teacher will observe and assess the students based on their participation. The teacher will grade the students based on the completion of the first three steps of the pot making process.

Advanced Preparation by Teacher:

- Materials: newspapers, self-hardening clay, Styrofoam bowls, water, toothpicks, acrylic paints, and paint brushes.
- Colonial Kids by Laurie Carlson
- An example pinch pot that was made ahead of time.

Procedure:

Introduction: Place the example pot in front of the students. Ask the students probing questions about pottery. (How colonists would have used it, why it is important.) (Knowledge) Describe to the kids the importance of pottery to the colonists. Use the book Colonial Kids if needed, page 100. Ask the students if they ever used clay and tell them about the pinch pots we will be making today.

Step-By-Step Plan:

- Have clay and bowls of water waiting on newspaper covered desks for the students.
- Have the students follow the next three steps: 1. Roll out the clay into a small 2in. ball. 2. Push thumb into center and pinch the sides up. Be careful not to

push a hole through the bottom. Clay can be added to the sides if you want to make it bigger. 3. Decorate the outside of the pot using toothpicks.

- Let the clay dry for 1 day and they will have a chance later to paint their pots if they get their work done. (Bodily- Kinesthetic)

Closure: What types of things could colonists use these pots for? (Comprehension) How could we make these pots more useful? (Application) Where do you think the colonists got the clay? (Analysis). Ask students to summarize what they have learned. (Linguistic)

Adaptations/Enrichments:

- If a student is getting bored with the project, he or she could explore decorating their pot with other utensils, or try to make a top to their pot.
- If a student is having a hard time working with a small piece clay, he or she can use more clay to make a bigger pot, or use a bigger utensil to decorate the pot.

Reading

Lesson: Mini Lesson on Conflict

Length: 10-15 min

Age or Grade Intended: 5th

Academic Standards:

Social Studies Unit Theme:

5.1.6 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.

Reading Standard:

5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.

Performance Objectives: Individually, the students will be able to identify the main problem in their literature circle books, listing at least one way the problem could be resolved.

Assessment: The students will be assessed upon if they identified a major problem in their book, and if they listed at least one possible way the problem could be resolved.

Advanced Preparation by Teacher:

- An example of a text where a major problem and its resolutions are easily identifiable.
- Worksheets that allow the students to identify the main problem and possible solutions of their individual texts.

Procedure:

Introduction: Can anyone tell me what the word conflict is? (Knowledge) What are some conflicts you have? Today, I am going to read you a short book, and I want you to try to find the main conflict and how that conflict is resolved. Can anyone tell me what I mean by the main conflict? (Knowledge) Ok, let's get started.

Step-By-Step Plan: Read the book and ask the students to help you identify the main conflict and the resolutions. (Comprehension) (Visual-Spatial) Ask the students get out their literature circle books. Hand out the worksheets to the students and have them identify the main conflict in their colonial books and one possible solution to their conflict. (Application) When all the students are done, have the students meet in their colonial literature groups to discuss their answers. (Interpersonal)

Closure: Bring the students back together. Discuss each group's conflict and resolutions. Ask if any groups had members who had answers that varied. (Analysis) Ask the student why they think that members of the same group could

have different answers. Ask the students why they think it is important to identify the conflict and resolutions.(Evaluation)

Adaptations/Enrichments:

- If a student has a hard time staying on task, he or she could illustrate the conflict instead of writing the conflict.
- If a student needs to be challenged more, he or she could identify the major conflict along with three other minor conflicts and justify why one is the main conflict.

Science

Lesson: Make a Compass (Science)

Length: 15-20 minutes

Age or Grade Intended: 5th

Academic Standards:

5.1.5 Explain that technology extends the ability of people to make positive and/or negative changes in the world.

Social Studies Unit Theme:

5.1.6 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.

Performance Objectives:

After creating their own compass, the students will discuss how colonists used this technology to travel to the new world listing at least one specific example.

Assessment:

The students will be assessed based on their participation while making the compasses. They will also be assessed on if they can explain why this technology was able to help the colonists reach the new world listing at least one specific example.

Advanced Preparation by Teacher:

- Materials include a nail, a cork or piece of Styrofoam, a small magnet, and a plastic bowl of water for each student.
- The book *Colonial Kids*, by Laurie Carlson

Procedure:

Introduction:

“How do you think a captain of a big ship like the Mayflower knew how to get to the new world?” (Knowledge) Read the introduction provided on page 16 of *Colonial Kids*.

“Well today we are going to create our own compasses using simple materials.”

Step-By-Step Plan:

- Give the students one of each of the materials listed above.
- Next, have the students follow along as you demonstrate creating a compass using the instructions given on page 16 of *Colonial Kids*. (“Push the nail

through the center of the cork. Make sure some of the nail sticks out both ends. Brush the nail across the magnet several times. Brush it in the same direction with each stroke. That will line up the electrons inside the nail, magnetizing it. Drop the cork in the bowl of water and watch what happens. It will float and bob a bit. Then it will stop. The nail will point north. It lines itself up with the North Pole.) (Bodily -Kinesthetic)

- Have the students experiment with the compass by moving the water to see if it will still point north. (Visual-Spatial)
- “How do you think this compass could help the Mayflower’s captain?” (Logical-Mathematical) (Comprehension)

Closure:

Explain that when the captain could not use the sun or the stars for direction, they would use compasses. Compasses allowed ships to travel anywhere in any weather conditions.

- Ask questions to check understanding.
 - “What do you think could have happened if the captain did not have a compass?” (Application) (Logical-Mathematical)
 - “How do you think the compass could have been used after arriving in the Americas?” (Analysis)
- “Now that we know more about how the colonists go to America, we can explore what they did when they got here.”

Adaptations/Enrichments:

- If a student has trouble using their fine motor skills, the teacher could provide a bigger piece of Styrofoam with a bigger water bowl so it is easier to manipulate.
- If a student needs to be challenged have the student try and make another compass using different materials that they must find around the classroom.

Social Studies

Lesson: Colonial Social Studies Lesson

Length: 15-20 Minutes

Age or Grade Intended: 5th

Academic Standards:

Social Studies Unit Theme:

5.1.6 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians

Performance Objectives: Independently, the students will describe the impacts of exploration on the settlement by the Europeans on the Americans, listing at least 2 reasons.

Assessment: The students will be assessed based on if they listed at least 2 impacts we discussed or that are accurately depicted in the reading.

Advanced Preparation by Teacher:

- Research where the text book discusses this issue to possibly use the material as a supplement.
- Research a book that depicts some of the early interactions.
- Research some of the inventions the Europeans shared with the Indians
- Research some of the tools and plants the Indians shared with the Europeans

Procedure:

Introduction: Have you ever gone to a new place where you didn't know anyone? How do you think you would feel? Well today we are going to talk about the colonists coming to the new world (America)?

Step-By-Step Plan:

- Complete the first two parts of a KWL Chart of what the students already know, what they want to know, about the colonists and the Indians. (Knowledge) (Visual-Spatial)
- Lead the students in discussing how they think the colonists would have reacted to seeing the Indians and vice versa.
- Address what the students want to know (identified by the chart) while tying in how both groups help each other.
- Have small groups discuss how each group could have hurt each other? (Interpersonal)
- Read the book you researched or go to the next step.
- Teach about the actual negatives and positives of the first interactions between the two peoples using examples from the book.

Closure: Bring the class back together, and complete the KWL chart together.

(Comprehension) Ask the students to write in their journals what they learned today listing at least two impacts that the colonists had on the lifestyle of the Indians. (Analysis)

Adaptations/Enrichments:

- If the student needs to be challenged more, he/she could read some of the researched book to the class.
- If a student has a hard time focusing, he or she could be the recorder and write the answers to the KWL chart on the board as the class responds to the questions.

Storytelling

Lesson: Colonial Diary (Storytelling)

Length: 10-15 minutes

Age or Grade Intended: 5th grade

Academic Standards:

Social Studies Unit Theme:

5.1.6 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.

Language Arts Standard:

5.7.1 Ask questions that seek information not already discussed.

Performance Objectives: After reading a colonial diary entry, the students will create a least one question to ask a colonist, that seeks information that has not already been revealed by the diary.

Assessment: After having a discussion about the diary entry, the students will construct at least one question that they wish to ask a colonist that seeks information not already discussed in class.

Advanced Preparation by Teacher:

- Pick out a journal entry from Pilgrim Girl, by Jule Selbo and Laura Peters, or go to <http://www.pilgrimgirl.com/Sample%20Chapter.htm>
- Optional- research traditional colonial dress, and read the diary in costume as if you were telling the story of your life.
- Have enough note cards to give each student one card.

Procedure:

Introduction:

Students, I am glad to see you today. My name is Constance. I traveled to America on the Mayflower, and I want to read to you a page from my diary. As I read my story, think about questions you would like to ask me about my life. Make them good questions, questions you can't live with out knowing, because you only get to ask me one.

Step-By-Step Plan:

Have the students bring a pencil and make a circle around you on the floor as you read to them the journal entry in Pilgrim Girl. Before starting, give each student a note card and explain that once they think of a good question, write it on the note card. Next read the journal entry. While reading, discuss some of the metaphors and language used. (Knowledge) (Linguistic) When you are finished discuss how good readers ask lots of good questions. Readers wonder about things all the time. Today, though, we need to only write down your very best question. Give the students a few seconds to jot down their thoughts and then collect the cards. Discuss new things the students learned from the diary about colonial life. (Comprehension) (Intrapersonal)

Closure:

After the cards are collected, ask the students if anyone would like to share their question. Discuss possible answers from gathered knowledge. (Synthesis) (Logical-Mathematical) Be sure to talk about your own wonderings. Discuss how asking our selves questions helps us understand what we are reading better. (Interpersonal) Finally tell them that they will be using their questions later when they create their own interview or diary.

Adaptations/Enrichments:

- If a student needs to be further challenged, the teacher could ask the student to brainstorm on a possible, but logical response to another student's question. This could be used on a question where no one knows the real answer.
- If a student has difficulty writing, that student can share their question with the class orally, write on a larger piece of paper, or have another student write the question for them.

Writing

Lesson: Colonial Writing Lesson

Length: 5-10 instructional
25-30 independent writing

Age or Grade Intended: 5th

Academic Standards:

Social Studies Unit Theme:

5.1.6 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.

Writing Standard:

5.5.1 Write narratives that:

- establish a plot, point of view, setting, and conflict.
- show, rather than tell, the events of the story.

Performance Objectives: After discussing the components of a narrative, the students will create their own narrative from the point-of-view of either an Indian or a Colonist, including a plot, setting, and a conflict.

Assessment: The students will be assessed based on if they completed the narrative and if they included the necessary components which include a setting, plot, and a conflict. The narratives also must be created in the point-of-view of either an Indian or a Colonist. See rubric below. Rubric is also based on completion of future lessons that add to this project.

Advanced Preparation by Teacher:

- Pick out a journal entry from Pilgrim Girl, by Jule Selbo and Laura Peters, or go to <http://www.pilgrimgirl.com/Sample%20Chapter.htm>
- Prepare a writing rubric for the students to follow.

Procedure:

Introduction:

How many of you have ever written in a journal or a diary? And when we write in these types of books, what do we write about? (Knowledge) What do you think is the purpose of those types of books? (Evaluation) Those are all good examples.

Explain how diaries and Narratives are alike. Then explain that we will be creating our own narrative taking on the point-of-view of either an Indiana or a Colonist.

Step-By-Step Plan:

Explain what needs to be included in the narrative: it needs have I statements, it needs to include a setting, plot, and a conflict. Also explain that the narrative should be at least

three paragraphs long. Emphasize that good writers try to show, not tell, what they write about, so they should use descriptive words.

Brainstorm ideas of what kinds of conflicts between the Indians and the Colonists that they could write about, and put them on a chart in front of the classroom. (Visual) Read an example out of the book Pilgrim Girl. (Linguistic)

Let the students start writing their narratives. (Application) (Intrapersonal)
While they are writing, walk around the room to make sure everyone is on track.

Closure:

Bring the students back together. Ask the students what kind of ideas they put in their narrative. Ask them to remember all the key components that should be in a narrative. (Comprehension) Explain that they should finish their narratives at home, and tomorrow we will be peer-editing their stories and putting them into their final draft.

Adaptations/Enrichments:

- A student is having a hard time thinking of ideas or is getting distracted; he or she could brainstorm ideas in their writer's notebook first. They might even be able to move to a different area where they are not distracted, and then when they have found their idea, they can return to be with their peers.
- If a student gets done early or needs to be challenged more, have the student go through his/her paper to identify descriptive words. Then have the student look in the thesaurus for bigger and better words to use that makes their story more interesting. Give them the large vs. humungous example.

Rubric: Indian or Colonist Narrative	Points Available	Points
Earned		

<i>The narrative...</i>		
Included an Indian or Colonist point-of-view	2	_____
Included a setting	2	_____
Included a plot	2	_____
Included a conflict	2	_____
At least 3 paragraphs long	3	_____
Was peer-edited	2	_____
Had minimal spelling/grammar errors	2	_____

Drama

Lesson: Colonial Drama

Length: 20-30 minutes

Age or Grade Intended: 5th

Academic Standards:

Social Studies Unit Theme:

5.1.6 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.

Performance Objectives: After preparing a skit, the students will be able to act out their interpretation of the early interactions between colonists and the Indians, with each student having at least one speaking part.

Assessment: The students will be assessed on their participation in the skit. Each student must have a speaking part to get all of the points.

Advanced Preparation by Teacher:

- Split the students into small groups of 4 or 5

Procedure:

Introduction: How many of you have ever acted in a play before? How many of you want to become actors some day? Well today, we are all going to be actors in some skits. You'll be using everything you know about the Indians and the colonists to perform in these skits. Who can tell me some key points of how the two groups of people interacted? (Knowledge)

Step-By-Step Plan: Ask the students to get into small groups. Inform the students that they are creating their own skit that has to last around a minute long. Also add that each student must have a speaking part. Let the groups brainstorm for about 10 minutes. (Interpersonal) As they are brainstorming, walk around and observe their ideas. Make sure everyone understands the task. Ask the students to give you a preview if they are done early. Encourage the students to write down their lines on a note card if they need it. (Visual-Spatial)

Closure: Bring the students back together and have them perform the skits. (Comprehension) (Bodily-Kinesthetic) Ask the students how their skits were alike and different. Ask the groups why they made such interpretations. (Analysis) If the students missed any key points, add them here. Ask the students how things would be different today, if the two groups would have acted differently. (Synthesis)

Adaptations/Enrichments:

- If a student needs to be challenged more, the student can create props for their skit.
- If a student has a hard time speaking in front of other, the student can create props to use in the skit or be the director of the skit instead of performing.

Gross Motor

Lesson: Food Source Game

Length: 15-20 min.

Age or Grade Intended: 5th

Academic Standards:

Social Studies Unit Theme:

5.1.6 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians

Performance Objectives:

After playing the food source game, the students will be able to give at least one reason why the settlement of the Europeans was not good for the American Indians.

Assessment:

After the game, the teacher will give the students a slip of paper where they will have to write one reason why the settlement of the Europeans was not good for the American Indians.

Advanced Preparation by Teacher:

- 30 small squares of paper with the word "FOOD" typed on it.
- A place reserved outside or in the gym.
- Mark off a large rectangular area with cones or land marks like trees. The area should be large enough for students to run from one side to the other (about the size of a basketball court). Sprinkle the food cards on one end of the area.

Procedure:

Introduction: How many of you have ever gone hunting? Well did you know that hunting and gathering were the Native American's way of getting food? How do you think the Europeans got food? (Knowledge) Do you think that hurt the Native Americans? (Analysis) Well in order to answer this question, I want all of us to play a little game called *Food Source*.

Step-By-Step Plan:

Take the students outside or to the gym where you have the play area marked off. Have them stand at the opposite side of the food cards. Explain that you need 10 volunteers to be Native Americans. Then explain that in order to live, you need 2 food cards (these represent animals, nuts, and berries). The only rules are that they can only take one food card at a time, they must walk, and they have to bring one food card back to where they started before getting

another one. Allow the 10 students 2 minutes to complete their mission. (Everyone should survive by getting two food cards). (Bodily-Kinesthetic)

Next, place the food cards in the play area again and tell all the other students that they are Europeans, and they too need 2 food cards. Run the activity again, but some may not survive. Finally, tell the Europeans they are now allowed to run (representing the advantage of guns). Play the game once more. How many Native American's survived? (Visual-Spatial).

Closure: How did the European's affect the Native American's food source? (Comprehension) Was it harder for everyone to find food after the European's came? (Analysis) Did any Native American's survive after the Europeans used their guns? (Knowledge) Why do you think that is? (Synthesis) Ok, from what you learned, I want you to explain in your own words, on a piece of paper, why you think it was bad for the Native Americans when the Europeans came. (Comprehension)

Adaptations/Enrichments:

- If a student needs to be challenged more, he or she could brainstorm a possible solution for the problem. (What the Native American's could have done to help them survive).
- If a student has a mobility problem, he or she could help retrieve the food cards at the end of each game and help the teacher lay them out. He or she could also call the start and the stop times.

Music

Lesson: Rain Dance Lesson

Length: 20-25 min

Age or Grade Intended: 5th

Academic Standards:

Social Studies Unit Theme:

5.1.6 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians

Performance Objectives: In groups, the students will develop their own rain dance and perform it at least once for the class.

Assessment: The students will be assessed on their participation and if every member performed the dance in front of the class. If a student chooses to only help create the dance and not perform it, he or she will only get partial credit.

Advanced Preparation by Teacher:

- Have a sample video of a rain dance prepared for the students to watch.
- Have a tape or CD of a tribal song for the students to base their dances on, or bring in hand drums for the students to play.

Procedure:

Introduction: Who in here likes to dance, or to make up their own dances at home? Do any of you know what Native American's do to help bring rain? (Knowledge) Why do you think they would want rain to come? (Knowledge) Not only did Native Americans use the dances to help themselves, but sometimes the Native Americans would perform rain dances for the colonists in hope to help the colonists' crops. Well today, we are going to be Native Americans and create our own rain dance.

Step-By-Step Plan:

First, have the students watch a video of an authentic rain dance. (Visual-Spatial) Next separate the students into small groups of three or four. (Interpersonal) While in their groups, encourage the students to come up with original ideas and focus on the movements matching the music. Tell them that they will be performing the dance for the class for one minute. (Bodily-Kinesthetic) Then play the music softly so each group can start creating their movements. (Musical) Give the students about 7-10 minutes to create a 1 minute dance. If you

are using hand drums, give each group a drum to create their own beat. As they are creating, walk around to make sure everyone is participating.

Closure:

Bring the students back together and allow them to perform their dances for everyone. After the performances are over ask comprehension questions. Why were rain dances important to Native American's? (Comprehension) How could they have made their relationship with the colonist's better? (Application) Why do you think they chose to dance in order to bring rain? (Synthesis) Finally, tell the students that later we will talk more about the relationship between the Native American's and the Colonists.

Adaptations/Enrichments:

- For students who have trouble staying on task, the teacher could assign him or her the role of making sure each one of the group members is staying on beat with the dance.
- For students who need to be challenged more, he or she could be assigned the job of the judge where he or she has to critique different elements of the dances.