

Lesson Plan (Jen Beakas)

Lesson: The Thirteen Original Colonies

Length: Approximately 45 minutes each day for a week

Age or Grade Level Intended: 5th Grade

Academic Standard(s): Social Studies 5.1.7 Colonization and Settlements: 1607-1763.

Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure).

Performance Objective(s): Given a colony, students will create a brochure with information about their colony, with each student scoring an 80% or better based on the rubric.

Assessment: The teacher will use the attached rubric to assess the students brochures.

Advance Preparation by Teacher:

- Make enough copies of the 13 colonies maps for each student (see attached)
- Obtain a copy of Colonial Life by Brenden January.
- Get construction paper, colored pencils, crayons, and markers for students to use while making their brochures.

Procedure:

Introduction/Motivation: Remind the students that they have recently been learning about the colonization of the Americas. Ask the students “Who can name one of the original colonies of the Americas?” (**Bloom, Knowledge**) When a student correctly names one of the colonies, write it on the board. Continue to call on students until all thirteen colonies have been named. Pass out a blank map of the 13 original colonies to the students (see attached). Have the students label the 13 colonies correctly and turn in their maps. (**Gardner, Intrapersonal**) Assess the maps to see how many colonies the students labeled correctly, but do not take a formal grade on the assignment (students will take a test in which they will need to label the colonies correctly later in the unit).

Step-by-Step Plan:

1. After the students have turned in their maps, tell the students that we are going to begin to talk about what life was like back in the times of the original colonies. Explain to students that life was very different than it is today.

2. Read students the book Colonial Life by Brenden January. **(Gardner, Verbal/Linguistic)** Have a grand discussion with the students. Ask, "In what ways was life in the colonies different than life today?" "In what ways was life similar?" **(Bloom, Comprehension)** "Would you like to have lived in the colonial time period? Why or why not?" **(Bloom, Evaluation)**
3. Break the students up into pairs. **(Gardner, Interpersonal)** Assign each pair a different colony. Tell the students that they are going to learn more about the daily life in a specific colony.
4. Explain the assignment to students. Each pair is going to research about the colony that they were assigned. Students will need to gather information and create a brochure about the economy in each colony, the religious beliefs, and what people in the colony did for entertainment. **(Gardner, Visual/Spatial) (Bloom, Synthesis)** The brochure also needs to include a picture of the colony as well as any other interesting information that the pair discovered during their research. Give the students a copy of the assignment sheet and rubric (see attached) for their reference throughout the project.
5. Throughout the next 4 days give students approximately 45 minutes each day to meet with their partners and work on their brochure.
6. At the end of the week, have students turn in their brochures and assess based on the criteria found on the rubric.

Closure: Have the students present their brochures to the class. Have them tell their classmates the three most interesting facts that they found out about their colony. Leave the brochures out in the classroom so that other students can look of them during free time.

Adaptations/Enrichment:

Student with Autism: Give this student the option of working with a partner, or working by his or her self.

Student with Visual Impairment: Give this student a larger version of the map of the 13 colonies so that he or she can fill it out easier.

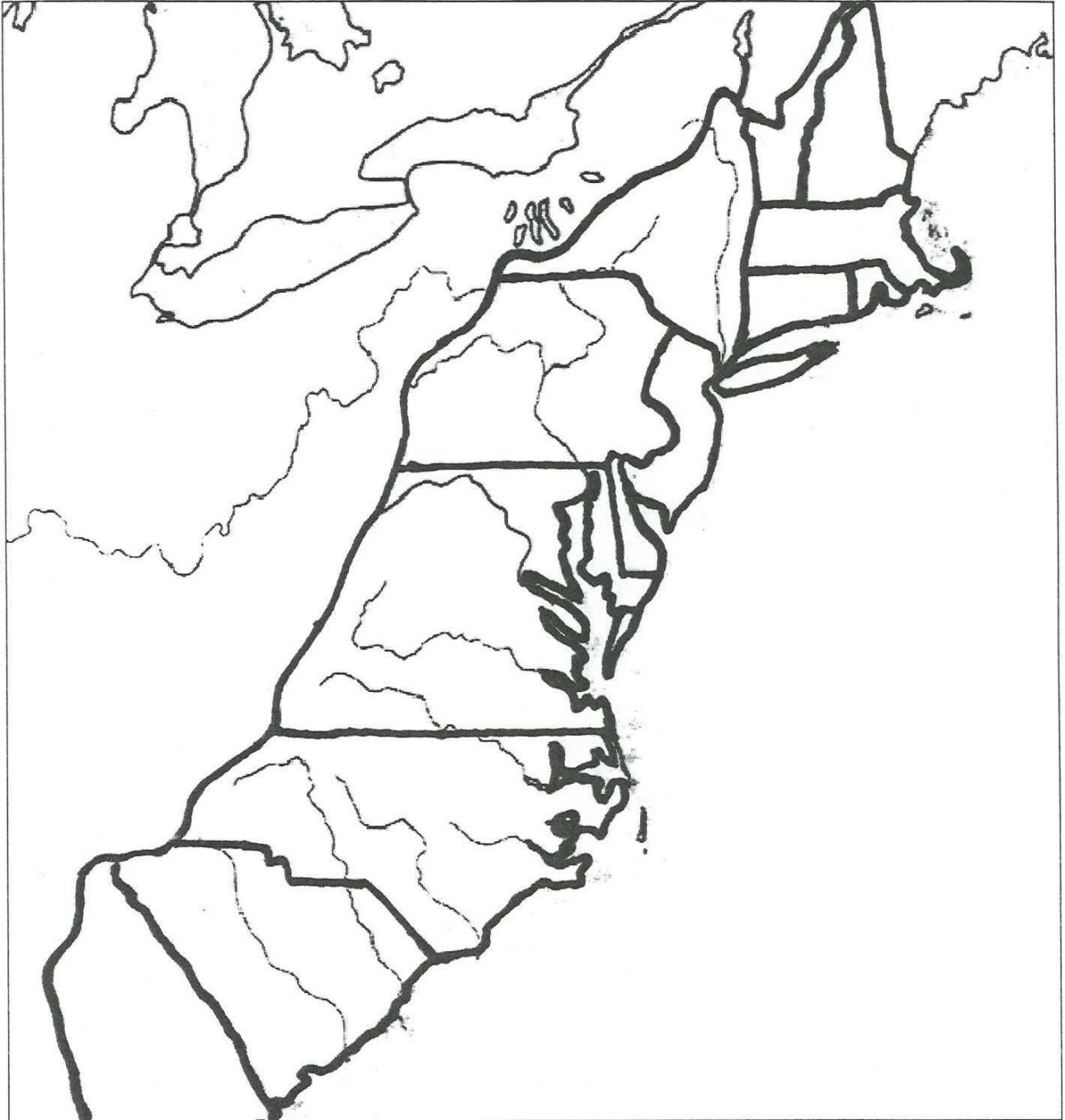
Student who is Gifted and Talented: Have this student create a poster advertising their assigned colony.

Student with ADHD: Frequently give the student breaks from working on the project by having him or her take notes to the office or pass out materials.

Self-Reflection: Did the students meet the performance objectives? Did the students work together well in their pairs? Did the students seem to enjoy the project? What can I do to improve this assignment the next time that I teach it?

Name _____

Directions: Label the 13 Original Colonies.



Colonial Brochure Assignment

My colony is _____

Your assignment is to work with a partner to create a brochure about the colony which you were assigned. You and your partner need to gather information about the colony and create a colorful and attractive brochure to try to encourage colonists to move to your colony.

In your brochure, you need to be sure to include the following:

- Information about the economy of the colony (What kinds of jobs did the colonists have?)
- The major religions and religious beliefs of the colony
- What people in the colony did for entertainment (What kinds of games did they play? What did they do for fun?)
- A picture of your colony
- Any other interesting information you found during research (What was school like in the colony? What did they wear? What kinds of food did they eat?)

Make sure that your brochure is colorful and appealing. Remember, you are trying to encourage other colonists to move to your colony!

Thirteen Colonies Brochure

Name: _____

Teacher: Miss Beakas

Date : _____

	Criteria				Points
	0	2	3	4	
Information	Brochure does not contain any required information	Brochure contains 1 or 2 of the required components	Brochure contains 3 or 4 of the required components	Brochure contains all of the required components	_____
Appeal	Brochure is lacking both color and pictures	Brochure is colorful, but includes no pictures.	Brochure is colorful and has one or two pictures	Brochure is extremely visually appealing, with lots of color and pictures.	_____
Cooperative Group Work	Group member did not participate and allowed his or her partner to do all of the work	Partners argued often, and/or the workload was divided unevenly	Partners worked together well most of the time, but there was some arguing	Partners worked together well with no arguing and the work divided equally	_____
Conventions	Brochure contains more than 7 spelling or punctuation errors	Brochure contains 5 or 6 spelling or punctuation errors.	Brochure contains 3 or 4 spelling or punctuation errors	Brochure contains less than 3 spelling or punctuation errors	_____

				Total---->	