

MANCHESTER COLLEGE  
Education Department

LESSON PLAN by Jennie Husband

Lesson: Find the Colonies (PE- Fine Motor) Length: 30 mins

Grade Intended: 5<sup>th</sup> Grade

**Academic Standards:** History 5.1.7 Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure).

**Performance Objectives:** Given the students' prior knowledge, students will correctly identify and locate all 13 colonies as a group with 100% accuracy.  
Given the students' prior knowledge, the students will to correctly identify and locate at least 10 out of the 13 colonies on their quiz.

**Assessment:** Students will be assessed by a checklist. This checklist will be a list of the students name and when they put their colony up I will check off their name. I will also take notes on each child whether they had trouble figure out what names were colonies and whether they knew right away where to put them. The students will also have a short quiz where they have to label the 13 colonies on a blank map.

**Advanced Preparation by Teacher:**

- Large Blank Map with Velcro on the 13 colonies (one per group)
- 13 colonies typed out with Velcro on back
- Space outside
- 2 cones or dots per group (anything that students can use as a marker to run around)
- Somewhere to hang up the large maps (tree, side of the school, portable chalk board)

**Procedure:**

**Introduction/Motivation:** We all practiced what the colonies are and where they are located when we colored our maps right? (Bloom's, Knowledge) Well today we are going outside to play a game. Tell them that they will be doing a relay to review what the 13 colonies are and where they are located.

**Step-by-Step:** Before going outside you will want to explain the game. "Once we get outside we are going to split into groups. Each group will have a copy of this map (hold up map) and these colony name tags (hold up the colony strips)." (Gardner, Visual)

(Draw this on the board as explaining it to the students) (Gardner, Visual)

"How we are going to play this relay is your maps with be here, and your team will be lined up here. So you are going to start here and one person at a time run around these cones and then you will go in the middle grab colony name tag, make sure it's a colony and then run over and put it on the map (Bloom's, Knowledge). Once your tag is on the map run back to your line and the next person can go." Then take the students outside and show them where the cones, tags, and maps are at. Start by asking the students what the 13 colonies are? (Bloom's, Knowledge) (Gardner, Linguistics) Split up the students and let them begin (Gardner, Kinesthetic). You also may want to play this game twice and mix up the teams the second time that way people wont say well "I'm better then you" because everyone will be mixed.

**Closure:** Have a discussion with the students, ask different question on reciting the colonies (Bloom's, Knowledge) and why the colonies are located where they are? (Bloom's, Application) Also talk to the kids and see if the activity helped them, if so ask if this will help them with other subjects/topics. Then pass out a short quiz for the student to take on the 13 colonies and where they are located. "Now that we know about the colonialist and the colonies, lets learn more about what the colonist had to deal with because they were still under King George III rule and the taxes that he placed on them."

**Adaptation/Enrichment:** To enrich this activity you can change the movements, instead of just running you can hop, jump, crawl, etc. To enrich it on the social studies side you can add extra tags with city names on them so the students have to pick out the colonies from non-colony tags. To adapt this activity for a class that may have a student in a wheelchair, you could move it from the grass to a pavement area so it's easier for a wheelchair to roll around the cones. For students with crutches you can give them the option to hop through it if that easier, you could also shorten the course for them maybe have them go around one cone instead of two. For students with severe learning disabilities you could partner them up with someone else. The person helping could start at the front of the line and run through first for their turn. Then when it comes to the person they are helping, they will help them through the course, to pick a colony tag, then also to put it on the map.

**Self-Reflection:** Were students able to complete the map? Did I clearly explain the directions, or did students have many questions? Were the students able to pick out the different colonies and remember where they were located? Did this lesson overall run smoothly? If not what can I do differently to help this lesson be more successful?

### Colonies name tags

New York

Pennsylvania

Delaware

Connecticut

Massachusetts

New Hampshire

New Jersey

Virginia

Maryland

South Carolina

Rhode Island

North Carolina

Georgia

## Colonies Map

