

Colonial Period Focus Unit
By: Jenny Mevis

FEATURED SELECTIONS:

- *A Lion to Guard Us*, by Clyde Bulla. This book was published by Harper Collins with a copyright in 1998. This book ranges in grade level from third to fifth grade. This historical fiction book with bigger print and an easier text. It is about three children, Jemmy, Amanda, and Meg, whose mother recently passed away. Now they are forced to look for the only family they have left which is their father. But there is a problem. They are in London, and their father is in an American colony. This story encompasses the courage of young children in an adventure to find their father in a new scary world.
- *Night Journeys*, by Avi is published by Beech Tree with a copyright in 1979. It is a more challenging text (4-6 grade) with some old style English. This book is about a young orphan forced to live with a strict Quaker family. He wants to escape the lifestyles and will do anything to get away from his new parents. He finds an easy way out when he discovers two runaway indentured servants. He could turn in the two boys for the reward money and be free himself, but he has a hard time making that decision. Throughout the book he become friends with the slaves and struggles with his own perception of what is right and what is wrong.

RELATED MATERIALS:

<p><i>The Land of the Gray Wolf</i> By: Thomas Locker Genre: Realistic Fiction Publisher: Dial Copyright: 1991</p>	<p>This story is about a Native American's appreciation of the earth, and the affects of settlement. With the burning of forests to make room for the new settlers this young boy is not happy how the pilgrims are hurting the earth and how they are chasing away the animals including the Gray Wolf.</p>
<p><i>A Revolutionary Field Trip: Poems of Colonial America</i> By: Susan Katz Genre: Poetry Publisher: Simon & Schuster Copyright: 2004</p>	<p><i>A Revolutionary Field Trip</i> brings colonial living alive to students by putting colonial experiences into verse. These poems about how pilgrims lived are engaging as well as informative.</p>

<p><i>Molly Bannaky</i> By: Alice McGill and Chris Soentpiet Genre: Non-fiction Publisher: Houghton Mifflin Hill Copyright: 1999</p>	<p>A heroic non-fiction book about Molly Bannaky, the grandmother of Benjamin Bannaky. This book illustrates one woman's journey to North America through the indentured slave system. After paying her seven year debt, she claims her own land and purchases a slave who soon becomes her slave.</p>
<p><i>A Good Night for Freedom</i> By: Barbara Olenyik Morrow Genre: Realistic fiction Publisher: Holiday House Copyright: 2004</p>	<p>This book illustrates the workings of the underground railroad and the conflict of beliefs concerning the justification of slavery. In the book, a little girl finds out that her aunt is hiding two runaway slaves, which is breaking the law. She must decide whether to turn in the slaves or to let them go free.</p>
<p><i>Hand in Hand</i> By: Lee Bennet Hopkins Genre: Poems Publisher: Simon and Schuster Copyright: 1994</p>	<p>Towards the beginning of the book, you will find long and short poems written in the colonial times. Topics range from the first thanksgiving to Paul Revere. For our unit, poems must be picked for appropriateness.</p>
<p><i>Slumps, Grunts, and Snickerdoodles</i> By: Richard Cuffari Genre: Non-Fiction Publisher: Seabury Press Copyright: 1975</p>	<p>This book is great for incorporating food into the unit. It not only gives recipes developed by pilgrims while they were adjusting to the new crops in North America, but it also explains why and how the Colonial Americans developed the new foods.</p>
<p><i>A Plymouth Partnership: Pilgrims and Native Americans</i> By: Susan Whitehurst Genre: Non-Fiction Publisher: PowerKids Press Copyright: 2002</p>	<p>This is a great read aloud book that discusses the topic of interaction between the Pilgrims and the Indians. It begins when the Pilgrims landed at Plymouth and ends when their treaty with the Wampanoag people began to disassemble.</p>
<p><i>The Pilgrims of Plymouth</i> By: Marcia, Sewall Genre: Non-Fiction Publisher: Atheneum Copyright: 1986</p>	<p><i>The Pilgrims of Plymouth</i> addresses the hardships of pilgrim life on the Mayflower as well as when they landed at Plymouth Rock. It continues with the development of a friendship between the Pilgrims and the Native Americans and how the Native Americans helped them survive in the new America.</p>

<p><i>Colonial Kids</i> By: Laurie Carlson Genre: Craft Book Publisher: Chicago Review Press Copyright: 1997</p>	<p>This book is full of crafts and recipes from the pilgrims time through the colonial era. These crafts are realistic items that would be made during these times in history. These crafts also require common and cheap items that can be used in any classroom.</p>
<p><i>Life on a Plantation</i> By: Bobbie Kalman Genre: Non-Fiction Publisher : Cabtree Copyright : 1997</p>	<p>This book covers almost every topic of colonial life. It is separated into sections that talk about the main home, the slaves, the life and crafts of colonial living, and the types of animals and plants that were used.</p>

GOALS:

▪ State Standards

- 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.
- 5.1.8 Locate the 13 British colonies that became the United States and describe their political, social, and economic organization and structure.
- 5.1.10 Examine the causes and consequences of the establishment of slavery and describe how slavery became an issue that began to divide the Northern and Southern colonies.

▪ Learning Objectives

- The students be able to describe at least two impacts that the European settlements had on the American Indians, at least two out of the three times asked.
- Given a map, the students will be able to identify and locate the 13 British colonies with 80% accuracy.
- The students will be able to describe the role of slavery in the 13 British colonies, at least two out of the three times asked.
- The students will be able to describe how the underground rail road worked using at least two facts, at least two out of the three times asked.

▪ Skills and Strategies

- The students will experience colonial life through art and play activities.
- The students will gain knowledge of the original 13 colonies.
- The students will learn and replicate how the pilgrims and the Indians interacted.
- The students will learn how to cook and prepare recipes that were unique in colonial America.
- The students will learn how to create their own compass.

- The students will be able to write meaningfully about the colonial era and the impact of slavery.

UNIT PLAN:

Pre-Reading

Have the students meet in their literature circles. As small groups, have the students list everything they know about colonial lifestyle. Have the students look at the cover of the book and have them make predictions about what the book might be about. Next have them read the back of the book and make a list of questions that they hope the book will answer.

Drama Activity: Read the book *The Land of the Grey Wolf*. Have the students create their own dramatic interpretation of the interaction between the Pilgrims and the Native Americans. Have them perform their skits in small groups in front of the class.

- Grouping: The students can work as one big group, or the students can work in two groups.
- Monitoring: As the students are performing, they should be assessed on participation and how well they grasped the interaction that was displayed in the book and other texts they have read.

Reading

Have the students meet in their literature circles from day 1 through day 6, and have them discuss the book according to the roles they are designated to perform. Roles should be rotated within the literature circle.

Science Activity: Use the book *Colonial Kids* to help the students make their own compass.

- Grouping: The students should do this activity in pairs or individually.
- Assessment: The students can be assessed on how much they are participating and if they follow the directions and complete the compass.

Social Studies Activity: Discuss Slavery with the class. Have a group discussion about what the students know about how slaves were used and why slaves were brought to America on the boats with the colonists. Next, Read *Molly Bannaky* and talk about indentured servants.

- Grouping: Whole group activity.
- Assessment: The students should be encouraged and be assessed on how and if they participate in the discussion.

Responding

Writing Activity: Read the book *A Good Night for Freedom*. Then have the students create their own poem about slavery from a slave's point of view or a plantation owner's point of view. Or you can write a poem about the Pilgrims from a settler's point of view or from the Native American's point of view.

- Grouping: Individual writing
- Assessment: The students will be assessed on if they met all the criteria (number of lines, rhyme scale) and if they took a reasonable stance through the eyes of a pioneer, Indian, slave, or plantation owner.

Fine Motor Activity: Use the book *Colonial Kids* to help the students make Quill Pens. With their pens, have the students re-write their poems on parchment paper and put them around the room as published poems.

- Grouping: Individual work.
- Assessment: The students will be assessed on how neatly they wrote their poems and how much effort they put into their finished product.

Exploring

Gross Motor Activity: Play the slave game. In an open area with boundaries, have a few slave catchers and then the rest are the students are slaves. They start at one end of the area and must get to the other end with out getting caught. Along the way, there are safe spots (safe homes) which represents the Underground Railroad. If a slave reaches one of those spots, then they are safe and can keep moving forward. If they are caught before they reach a safe spot, they must go back to the beginning. If a person makes it all the way across, they can travel back, using the same method. If they get all the way back, they can walk a friend all the way to the other side with out getting tagged.

- Grouping: Whole Group Activity
- Assessment: The students will be assessed by participation in the game.

Math Activity: As the teacher, pre-pick some recipes out of the *Slumps, Grunts, and Snickerdoodles* book. Next, review why the recipes were important to the pilgrims and colonists. Then, have the students separate into small groups to make the recipes. Some good no-bake recipes include churning butter and making pudding out of cornmeal. To meet the math standard 5.7.7, have the students develop the recipe into a math problem. Tell the students they must make enough of the food to feed all of the students. This might require them to double or triple their recipes.

- Grouping: Small groups of 3 or four people.
- Assessment: The students will be assessed on if they followed the cooking directions and were able to increase the recipe in order to accommodate all the students.

Art Activity: During the colonial day, make up activity stations using the activities provided in *Colonial Kids*. Some activities could be weaving and candle making.

- Grouping: This activity will be set up in stations where only three to four students visit a station at a time.
- Assessment: The students will be assessed on their participation and their ability to follow the directions at each of the stations.

Applying

Art Activity: Have the students use what they have learned about slavery and the Underground Railroad to draw a map from an unsafe slave owner's home to a safe place in the north. Mark different safe houses that you will have to stop at, make sure you travel across at least three states.

- Grouping: Individual work.
- Assessment: The students will be assessed on how accurately they identify the thirteen colonies.

Music Activity: The Counting Rhyme will help students remember about colonial chores just as it helped colonial children. Review the rhyme and have the students try and apply what they have learned about colonial life to figure out what each step means. Then share the true meaning of the rhyme. One, two buckle my shoe; (Get up early) Three, four, shut the door; (shut to keep out the farm animals) Five, six, pick up sticks; (gather firewood and kindling) Seven, eight, lay them straight; (stack wood neatly near the fireplace) Nine, ten, a big fat hen; (gather eggs from the hens) Eleven, twelve, dig and delve. (help care for the garden).

- Grouping: Small groups
- Assessment: The students will be assessed on participation and how much input they contribute to their small group and large group discussions.

Story Telling Activity: First read sections of *Life on a Plantation*. Reflect and collaborate together on the ways of life in colonial America. Next, have the students write a diary about what their day would be like if they lived in one of the thirteen colonies in the 1600-1700's. In small groups have the students visit different stations that highlight food that was common, games that were common, and ways of life that were common. Other resources include *Sarah Morton's Day: A Day in the Life of A Pilgrim Girl* and *Samuel Eaton's Day: A Day in the Life of A Pilgrim*. While they are in those groups, they can write down important facts that they want to include in their diary.

- Grouping: Small group learning, but individual writing.
- Assessment: The student's diaries will be assessed on their grasp and research on the lifestyle of Colonial Americans.

TIME SCHEDULE:

Day 1	Day 2	Day 3	Day 4
Introduce the featured selection and start responding and begin independent reading	Read independently and respond in literature circles.	Read independently and respond in literature circles	Read independently and respond in literature circles
Read <i>The Land of the Grey Wolf</i> and Perform the dramatic play	Make the compass Read <i>Molly Bannaky</i> and Discuss types of slavery	Draw a map of the 13 colonies.	Read <i>A Good Night for Freedom</i> and create poems

Day 5	Day 6	Day 7	Day 8
Read independently and respond in literature circles	Finish reading featured selection and conclude literature circles	Explore the colonial music	Colonial Day
Publish poems with quill pens	Play the Slave Game	Tell a colonial story through a diary	Dress up
			Make the colonial recipes
			Make colonial crafts

ASSIGNMENT CHECKLIST:

_____Drama Activity—Interaction between the Pilgrims and the Native Americans

_____Creating a Compass

_____Draw Colonial Map

_____Create Poem/ Publish Poems

_____Play the Slave Game

_____Make Colonial foods

_____Applying knowledge to Colonial Rhymes

_____Create Journal

_____Colonial Day

Resources:

<http://www.libsci.sc.edu/miller/colony.htm>

<http://www.carolhurst.com>