

MANCHESTER COLLEGE

LESSON PLAN by: Lauren Bailey

Lesson Title: Thirteen Colonies Length: 70 Minutes

Grade Intended: Fifth Source: Me & <http://www.cstone.net/~bcp/3/3DHistory.htm>

**Academic Standard:**

- Social Studies 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 Object:** Given a pilgrim persona, the student will write about the issues facing their move to America with 100% accuracy.

**Assessment:** I will formatively assess the students' knowledge of the reasons that people moved from Europe to America during our classroom discussion. Then I will summatively assess the short stories the students create using a pilgrim persona about how they felt moving to America.

**Advanced Preparation by the Teacher:**

- Locate *Mayflower 1620*
- Each student will need paper and a pencil.
- Split students into small groups

**Procedure:**

**Introduction/Motivation:**

- Read *Mayflower 1620: A New Look at a Pilgrim Voyage* by Plimoth Plantation. (Verbal-Linguistic Intelligence)

**Step-by-Step Plan:**

- Have a class discussion about the voyage to America. (Interpersonal Intelligence)
- Ask, "What are some of the reasons that a country like England would want to establish a colony in a place far away?" (acquire new land, take advantage of the natural resources of the colony) (Analysis Question) and "Why do you think people would want to leave their country and go to live in an unfamiliar, far away place?" (make a new start, opportunities to make a better living, etc.). (Analysis Question)
- Write down a list of ideas the students come up with on the blackboard. (Visual-Spatial Intelligence)
- Talk about the economic and human rights issues surrounding the voyage. (Analysis Question) Continue to write down ideas students come up with on the blackboard.
- Have the students write a short story from the point of view of one of the voyagers. The students should include the trials of moving to a new land, materials they will bring with them, reasons for moving to the new world, and their hopes for what the new land will provide them. (Intra-personal Intelligence) (Verbal-Linguistic Intelligence)

**Closure**

- The students will share their stories in small groups.

**Adaptations:** Instead of writing a short story, I will allow the students to write a list of trials, materials, reasons for moving, and hopes for the new land on a sheet of paper.

**Enrichment:** I will allow these students to write a series of journal entries as a pilgrim, explaining how they felt throughout the course of their voyage to America.

**Self-Reflection:**