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**Social Studies Lesson Plan Template**

* **Title:**  New England Colonies/Colonial Growth
* **Overview - Big Ideas:**

Enduring Understandings –It is important for student to understand this because the early American colonies were a meeting place of cultures. The Europeans who settled these colonies included Protestants, Catholics, and Jews. This is important because colonies influenced values and beliefs many Americans cherish today. For example, representative government remains an important part of the American part of the American political system.

Essential Questions – What was unique about the British colonial experience that laid the foundations for revolution?

* **Lesson Objectives and Key Vocabulary: (Key words: Puritans, charters, Joint Stock Company, burgesses, dissented, Pilgrims, persecuted, Mayflower Compact, Separatist, proprietary colony, pacifists, indentured servants, debtors,**

Standards -

* SS.A.4.3.1 – Understand factors involved in the development of cities and industries in the U.S.
* SS.A.4.3.2 – Knows the role of physical and cultural geography in shaping events in the U.S.
* SS.B.1.3.1 – Extends and refines use of various maps forms and other geographic representations, tools, and technologies to acquire, process, and report geographic information about the U.S.
* Other standard cover during this lesson are : LA.A.1.3.2; SS.C.2.3.4; LA.B.1.3.2.8.7
* **Evidence of Student Understanding (Assessment) in this Lesson:**

What key knowledge and skills will students acquire as a result of this lesson?

Students will know why Pilgrims and the Puritans came to America. How Connecticut, Rhode Island, and New Hampshire colonies began. How the Southern colonies were established, and how French and English colonies differed.

What will students be able to do as a result of such knowledge and skills?

Students will know were Sir George Calvert’s two main reasons for establishing Maryland? What was there a high demand for slave labor in the Carolinas? Why did the Virginia Company create the House of Burgesses? They will be able to name at least two things that colonial leaders offered to attract settlers.

Both **formative and summative assessments** are included

Formative Assessments –

* **Questions/Answer** (Asking better questions affords students an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of student understanding.  Questions of this nature engage students in classroom dialogue that expands student learning.
* **Discussions** - Classroom discussions can tell the teacher much about student learning and understanding of basic concepts.  The teacher can initiate the discussion by presenting students with an open-ended question.  The goal is to build knowledge and develop critical and creative thinking skills.  Discussions allow students to increase the breadth and depth of their understanding while discarding erroneous information and expanding and explicating background knowledge (Black and William 1998; Doherty 2003).   By activating students as learning resources for one another there is the possibility of some of the largest gains seen in any educational intervention (Slavin, Hurley and Chamberlain 2003).

Summative Assessments –

* End of Unit Chapter Test
* Test of History Documents
* **Materials Needed:** (Include primary sources you will use in this lesson
* The American Journey Text Book
* Mayflower Compact document
* Daily Focus Skills Transparency
* Maps of the original 13 colonies
* Cartoons – colonial times
* Pictures of life in the colonies and pictures of slave ships.
* **Steps to Deliver the Lesson:**

1. Introduce life and the begin of the New England Colonies. Students should read chapter 3 and chapter 4 prior to starting the lesson plan. This lessons plan will consist of 2 weeks and should be followed by step by step.
2. Discussion should follow with the reasons why the colonies were formed. E.g. Jamestown and follow by Mass; and the difference between both colonies and all of the other colonies. Introduce The Mayflower Compact with a discussion to follow of what is so important about this document and what was introduce in the document.
3. Introduce the first Thanksgiving and talk about the miths and the real Thanksgiving. Look at pictures of historical Thanksgiving, and teacher and students would look and discuss picture for factual information or make believe.
4. Middle Colonies - Discussion of differences between New England colonies, not only on culture but also in regards to weather terrain, and products produce. Question and answer on why are the middle colonies important and how did they shape the history of the U.S.
5. Introduce Penn’s Treaty with the Indians and why did Penn see Pennsylvania as a “holy experiment? What was so unique about Penn?
6. Souther Colonies – Discussion about the Carolinas and how they see things different that the other colonies. How was the Carolinas form? Why did the south depended so much on slavery, discussion how this will shape the future and how this will come to be important for the Civil War.

* **Specific Activities: (From Guided to Independent)**

List and/or describe the activities designed to facilitate the gradual release of teacher responsibility, from teacher-led to independent

1. Independent reading.
2. Research
3. Visual understanding - Maps
4. Fordables –The 13 colonies - When, and Who, and Why they were founded. Unique information about each one.
5. Bar graph of period and major events during the time.
6. Create a sketch as a pilgrim – Each student will create a monolouge on the life of a colonist. How their life it’s different in the American colonies versus their life in England?

* **Differentiated Instruction Strategies:**

Describe how you will accommodate a variety of student learning needs, remediation strategies as well as enrichment strategies.

* Building background, concept building,vocabulary building.
* Development of Language Drills
* Cooperative Teaching and Learning
* Simplification of text; paraphrasing, vocabulary,
* Study resource guide
* Overhead notes two-column notes and concept mapping
* Preset material in logical manner
* Project – Monologue
* **Technology Integration:**

Describe activities incorporating technology; e.g., address lesson content through online resources.

* U.S. Archives – Mayflower Compact – Read understand and highlight key information important for the formation of a new form of government.
* Look at the Penn act with the Indians – Understanding why is this important.
* Maps – Products made or growned in each colony, terrain why are these products useful in each colony and why are they useful to England.
* **Lesson Closure:**

Because of the influenced values and beliefs of the original settlers students will be able to see and explain how this affects the values and beliefs many Americans cherish today. For example many people still come to the Americas in search of economic opportunity ,and religious freedom.