

# The Beginning of a Nation: The Colonial Era

**Grade Level:** Third Grade

**Presented by:** Johnnie Thomas, Loretta McCoy, Tammie Brooks, Malika Green, Eastside Elementary, Haines City, Florida

**Length of Unit:** Ten lessons including a Culminating Activity. (The unit is organized by lessons instead of by days. The Individual teacher can decide how much time to spend on each lesson.)

## I. ABSTRACT

The unit is an integrated curriculum that incorporates skills across all discipline areas that include math, science, language arts, social studies, writing and geography. The student will use hands on activities to learn about Colonial America. There will be a variety of activities such as writing, map skills, rewriting short colonial books through summarization, dioramas which represent their lifestyle, colonial calendars and a colonial quilt in which measurements are used, comparing and contrasting different colonial events, planting a miniature garden, the importance of trees for day to day life, games such as making kites, which includes geometric shapes and measurements, pomander balls, daily diary entry, and other related colonial activities.

## II. OVERVIEW

### A. Concepts

1. The students will gain an understanding of how belief systems (religion, government, philosophy) affect a society's actions.
2. The students will develop a sense of historical empathy.
3. The students will gain an understanding of how geography, industry, and the development of government affect the growth of a nation.
4. The students will develop geographical awareness.

### B. Content

1. Colonial America

### C. Skills

1. Skills to be taught are vocabulary, brainstorming, summarizing, comparing and contrasting, map skills, following oral and written direction, research skills, drawing conclusions, creative writing, recreating models, problem solving, cause and effect, fact and opinion, poetry expressions, time lines, and other higher order thinking skills.

## III. BACKGROUND KNOWLEDGE

- A. Alderman, Clifford Lindsey. The Story of the Thirteen Colonies. Random House, 1966.
- B. McGovern, Ann. If You Lived in Colonial Times, Scholastic Inc., 1964.
- C. Sabin, Louis. Colonial Life in America. Troll Associate, 1985.
- D. Dubowski, Cathy East. Squanto, First Friend of the Pilgrim.
- E. What Your Second/Third Grader Needs To Know. Hirsch, E.D. New York: Doubleday, 1992.

## IV. RESOURCES

### A. Teacher Resource Books:

1. Middleton, W I. Felicity's Craft Book, Pleasant Company Publication Inc., 1994
2. Creative Teaching Press. Colonial America Volume II. 1994.
3. Cooney, Barbara. Miss Rumphius. New York, The Trumpet Club, 1982

4. Howarth, Sarah. Colonial People. The Millbrook Press, 1994.
5. Markham, Lois. Kids Discover Colonial America. Kids Discover, 1995.
6. Fritz, Jean. The Double Life of Pocahontas, Grey Castle.
7. The Education Center Inc., The Mailbox, Magazine for Teachers, December/January, 1993-94.
8. The Education Center Inc., October November Activity Book. From the Editors of Mailbox, 1990.
9. McCarthy, Tara. Literature-Based Geography Activities, An Integrated Approach K-3. Scholastic Professional Books, 1992.
10. Freeman, Sara, Colonial Life. Frank Shaffer Publications, 1992.
11. Rybak, Bob. Life as a Colonist. Frank Shaffer Publications. 1994.
12. Longfellow, Henry Wadsworth. Hiawatha. New York, Scholastic Inc., 1992.
13. Maestro, Betsy and Giulio. The Discovery of the Americas. New York, Scholastic, Inc., 1992.
14. Teacher's Video Company. U. S. History Colonial Days. The Mayflower Pilgrims. Item #MPIL Mayflower Pilgrim.
15. Teacher's Video Company. U. S. History. Plimoth Plantation. Item #PPLH Plymouth Plantation.

## V. LESSONS

### Lesson One: Destination-Freedom to Choose

#### A. Objectives

1. *Lesson Content*
  - a. Students will define colony and explain why they are formed.
2. *Concept Objective*
  - a. Students will gain an understanding of how belief systems (religion, government, philosophy) affect a society's actions. The students will develop geographical awareness.
3. *Skill Objective*
  - a. Students will use maps and globes to identify regional location of the thirteen colonies.
  - b. Students will design a colonial diary for daily entry

#### B. Materials

1. Map of the world and a globe
2. Transparency of thirteen colonies taken from Mailbox page 7, Dec./Jan. 1993-94
3. Discovery of the Americas
4. Copy of sailboat page 104 from October November Activity Book (one per student)
5. Construction paper (one sheet per child)
6. Third grade writing paper
7. Writing prompt: Today my family decided to travel to the new land because...

#### C. Prior Knowledge for Students

1. Review seven continents and four oceans, cardinal directions using a compass rose

#### D. Key Vocabulary

1. Colony
2. Mayflower
3. Saying: (Touch and Go)
4. Colonist

5. diary
- E. *Procedures/Activities*
1. Using a map, introduce the thirteen colonies by regional location. Through discussions, students will understand what a colony is and why they were established.
  2. Brainstorm ways the colonists traveled to the New World. Students' logical conclusion would be by ship.
  3. Since the colonists traveled by water, which of the major oceans did they cross? List the oceans on transparency as students recall them. Have students identify the colonists' origin of departure (which continent?) and name the remaining six continents.
  4. Brainstorm possibilities as to why the colonists would pack up and leave England. Randomly select students and record their responses on transparency. Prompt student to conclude on two particular reasons for leaving England. ( the desire to worship God freely and in search of riches told to them by the early explorers.)
  5. Students color, cut out and label the sailboat handout as the Mayflower. Also write to previously described prompt on third grade handwriting paper. Have students paste boat to upper half of an 11 by 18 inches blue construction sheet. After prompt has been completed, paste to bottom portion of paper.
  6. Students keep a diary throughout the unit telling about themselves, their family, and their friends. Describe schooling, chores, and how they had fun as a colonial child. Using construction paper folded in half as the outside cover of diary. Allow students to decorate simply, place writing paper inside, punch two holes and fastened together by using yarn or ribbon.
  7. Write the saying "Touch and Go" on the overhead projector, and have students brainstorm its meaning and record responses on a web. Ask students to think of times when the colonies may have considered their situation as a time of uncertainty; such as the long journey to the new land or the long and difficult winter.
- F. *Evaluation and Assessment*
1. Through a random selection and participation, orally assess students' comprehension of the vocabulary and regional locations of the thirteen colonies.
  2. Using the writing process, describe at least two reasons why the colonists chose to leave England.
- G. *Standardized Test/State Test Connections:*
1. Map skills
  2. Drawing Conclusions
  3. Brainstorming
  4. Following Oral Directions

## **Lesson Two: Struggles of the Colonists**

### A. *Objectives*

1. *Lesson Content*
  - a. hardships the colonists faced and endured in their new homeland , Native Americans as a source of support for the colonists.
2. *Concept Objective*
  - a. Students will gain an understanding of how geography, industry, and the development of government affect the growth of a nation. Students will develop a sense of historical empathy.
3. *Skill Objective*
  - a. Students will label the colonies by regional divisions.

B. *Material*

1. Dennis Fradin, The Thirteen Colonies.
2. Transparencies, The colonies in 1763 taken from The Colonies Move Toward Independence. 1A. and 5A Milliken Publishing Company
3. E.D. Hirsch, What Your Third Grader Needs To Know . Pages 130-133
4. Teacher made T-Chart for cause/effect
5. 8-ounce paper cups, potting soil
6. Everything You Need To Know About American History by Anne Zeman
7. Vegetable seeds especially corn
8. Markers, scissors, and 18 by 11 inch tag board
9. Linda Hayward, The First Thanksgiving pages 20-48
10. Diary and Science Observation Log
11. Unlabeled copy of thirteen colonies, Colonies Move Toward Independence page 1, 1 copy per student
12. Squanto and The First Thanksgiving by Joyce K. Kessel

C. *Prior Knowledge for Students*

1. Review with students that life in the early colonies was hard. The people had to chop down trees. They had to learn how to make everything that they needed. The colonists slept on straw mats. They learned how to grow their own food. Diseases such as smallpox, malaria, typhoid, and yellow fever killed many people.

D. *Key Vocabulary*

1. Middle Colonies (breadbasket colonies)
2. New England Colonies
3. Southern Colonies
4. Jamestown, Virginia
5. Region
6. crops

E. *Procedures/Activities*

1. The students will discuss the hardships the colonist faced in the new land. The class will then create a T-Chart. It will provide a diagram of the cause and effect relationships of the environment on the lives of the colonists. The T-Chart will include adjustments of the colonists to the weather, disease, food, and shelter. The class will also discuss the source of support provided by the Native Americans. Read Pages 28-34 of Squanto and the first Thanksgiving.
2. The teacher will provide background information on landforms for each region using transparency 5A from above materials. The condition of the land was important to the colonist since that was their means of support. Explain that New England Colonies fish, built ships, and farm of the land. The Middle Colonies soil was better and farming was the main way of life. It became known as the Breadbasket colony. In the Southern Colonies farming was better and the crops grew almost all year. Through discussion and reading, students will conclude why good land is important. Make a transparency of page 11 from the book Everything You Need To Know About American History .
3. The class will create a garden using paper cups to simulate the conditions faced by the colonists in the new land. The students will be divided in to three groups that represent each region. The New England group will plant seeds in soil that will contain rocks and other debris. The Middle Colony group will plant seeds in fertile soil. The Southern Colony group will plant seed in semi-fertile soil. The class will tend to their crops over a three to five week period. The class will write the progress of the plants as

- they grow in their observation log. The groups will then compare their results.
4. Daily entry in diary (see lesson one)
- F. *Evaluation and Assessment*
1. Observing students' participation during discussion.
  2. Successfully completing the teacher-made T-Chart- See Appendix A: Cause and Effect
  3. Completion of planting seeds and recording in science log
- G. *Standardized Test/State Test Connections*
1. Cause and Effect
  2. Recalling Information
  3. Making a hypothesis
  4. Summarization

### **Lesson Three: New England Colonies**

- A. *Objectives*
1. *Lesson Content*
    - a. the growth of the New England colonies
  2. *Concept Objective*
    - a. The students will gain an understanding of how geography, industry, and the development of government affect the growth of a nation.
  3. *Skill Objective*
    - a. Students will identify the five New England Colonies and research each colony
    - b. Student will make a quilt using basic geometric shape and display research data on shapes.
- B. *Materials*
1. Linda Hayward, The First Thanksgiving pages 20-36
  2. Laurie Carson Colonial Kids page 67 (quilt)
  3. Brown Paper, School USKids History: Book of the American Colonies pages 82-83
  4. Sara Freeman, Colonial Life, Frank Shaffer Publications, 1992
  5. Teacher-made research guideline (Appendix B)
  6. The Mailbox- Primary. Theresa Audet and Karen Gibson. The Education Center. Oct./Nov. 1995, Vol. 17, Number 5.
  7. Quilting materials: 9 by 12-inch paper or fabric and fabric crayons.
  8. Valerie Flournoy, The Patchwork Quilt
  9. The Colonies Move Toward Independence Transparency 5A
  10. Daily Diary Entry (see lesson one)
- C. *Background Knowledge*
1. Location and names of the New England Colonies
  2. Familiarity with basic geometric figures
  3. Map skills
  4. E.D. Hirsch, What Every Third Grader Needs to Know.
- D. *Key Vocabulary*
1. Geometry
  2. Quilt
  3. Patchwork
  4. Industry
  5. Geography
  6. Government

7. Region
  8. Founders
- E. *Procedures/Activities*
1. Through discussion and the transparency “Life in the English Colonies”, define geography, government, and industry. Explain how each affects the growth of a colony. Discuss the resources of each colony and how they affect the survival and growth of the colony.
  2. Explain procedures for researching the New England Colonies and of the settlement, and any important facts that relate to the colony. This information will be displayed on the quilt pieces. Each group will receive a teacher-made guideline sheet. The students will be divided into groups of three. The groups will conduct research in the school media center with assistance from the school media specialist.
  3. Steps for making a Colonial quilt using geometric shapes:
    - Read: *The Patchwork Quilt* by Valerie Flournoy
    - Show models of modern quilts
    - Identify and list basic geometric shapes
    - Model layout of quilt pieces, include research data. (see [Colonial Kids](#) page 67)
  4. Daily entry in diary
- F. *Evaluation and Assessment*
1. Observing of participation during discussion.
  2. Completion of research for the five colonies
  3. Transfer of information onto quilt pieces in the shape of geometric figures.
  4. Summarization
- G. *Standardized Test/State Test Connections*
1. Identification of geometric shapes
  2. Following directions
  3. Research/study skills

#### **Lesson Four: Middle Colonies**

- A. *Objectives*
1. *Lesson Content*
    - a. The four Middle Colonies
  2. *Concept Objective*
    - a. The students will gain an understanding of how geography, industry, and the development of government affect the growth of a nation.
  3. *Skill Objective*
    - a. Students will identify the four Middle Colonies.
    - b. Students will continue research of colonies using research guidelines and display data on geometric shape quilt
      - Ongoing project: Students will create a diorama that demonstrates knowledge of the geography, industry, and government of the New England Colonies.
- B. *Materials*
1. Laurie Carson, *Colonial Kids* page 67 (quilt)
  2. Brown Paper School US Kids History: Book of the American Colonies pages 57-58
  3. Sara Freeman, *Colonial Life*, Frank Shaffer Publications, 1992
  4. Teacher-made research guideline (Appendix B)
  5. Quilting materials: paper or fabric and fabric crayons.

6. Valerie Flourney, *The Patchwork Quilt*
  7. Shoe boxes, construction paper, glue, crayons, markers, paint, paintbrushes, scissors, and various coloring and activity books.
  8. *The Colonies Move Toward Independence* Transparencies 1A, 5A
  9. *Diary*: Write your response to today's entry.
  10. Prepackage paper bags; paper, crayons, pencils, etc.
- C. *Background Knowledge*
1. Location and names of the Middle Colonies
  2. Familiarity with basic geometric figures using teacher made math geo-shapes
  3. Map skills
  4. E.D. Hirsch, *What Every Third Grader Needs to Know*.
- D. *Key Vocabulary*
1. Diorama
  2. Bread basket
  3. Trade
  4. Bartering
- E. *Procedures/Activities*
1. Through discussion and the transparency "Life in the Middle Colonies" review geography, government, and industry. Explain how each affects the growth of a colony. Discuss the resources of each colony and how they affect the survival and growth of the colony.
  2. Explain procedures for researching the Colonies and include the topics to be researched. Such as name of colony, founder, founding date, original name of the settlement, and any important facts that relate to the colony. This information will be displayed on the quilt pieces. Each group will receive a teacher-made guideline sheet. The students will be divided into groups of three. The groups will conduct research in the school media center with assistance from the school media specialist.
  3. Steps for making a Colonial quilt using geometric shapes.
    - Show models of modern quilt
    - Model layout for quilt pieces
    - Include research data (see Colonial Kids page 67)
  4. Explain through examples the meaning of key terms. Have students role play bartering by exchanging needed items that are required to complete an assigned task. Each pair will receive a prepackage bag of tools needed to draw a colonial picture. Students trade needed items.
- F. *Evaluation and Assessment*
1. Observing students' participation during discussion.
  2. Completion of research for assigned colonies
  3. Transfer information onto geometric shape quilting pieces
  4. Ongoing construction of the diorama
  5. Summarization
- G. *Standardized Test/State Test Connections*
1. Identification of geometric shapes
  2. Following directions
  3. Research/study skills

## **Lesson Five: Southern Colonies**

### **A. Objectives**

1. *Lesson Content*
  - a. The Southern Colonies
2. *Concept Objective*
  - a. The students will gain an understanding of how geography, industry, and the development of government affect the growth of a nation.
3. *Skill Objective*
  - a. Students will compare and contrast the New England Colonies, Middle Colonies and Southern Colonies using a Venn Diagram.
  - b. Students will identify the four Southern Colonies and continue research of each using research guidelines.
  - c. Students will continue to make quilt using geometric shape to display research data.
    - On going project: Students will create a diorama that demonstrates knowledge of the geography, industry, and government of the Middle Colonies.

### **B. Materials**

1. Laurie Carson, Colonial Kids page 67 (quilt)
2. Brown Paper School USKids History: Book of the American Colonies pages 57-58
3. Sara Freeman, Colonial Life, Frank Shaffer Publications, 1992
4. Teacher-made research guideline (Appendix B)
5. Quilting materials: paper or fabric and fabric crayons.
6. Valerie Flournoy, The Patchwork Quilt
7. Shoe boxes, construction paper, glue, crayons, markers, paint, paintbrushes, scissors, and various coloring and activity books.
8. The Colonies Move Toward Independence Transparencies
9. Diary (students prepared)
10. Teacher made copies of a Venn Diagram

### **C. Background Knowledge**

1. Location and names of the Southern Colonies
2. Familiarity with basic geometric figures
3. Map skills
4. E.D. Hirsch, What Every Third Grader Needs to Know.
5. Venn Diagram

### **D. Key Vocabulary**

1. Tobacco
2. Indigo

### **E. Procedures/Activities**

1. Through discussion and the transparency “Life in the Southern Colonies”, review geography, government and industry. Explain how each affects the growth of a colony. Discuss the resources of each colony and how they affect the survival and growth of the colony.
2. Explain procedures for researching the Southern Colonies and include the topics to be researched, such as name, founder, founding date, original name of the settlement, and any important facts that relate to the colony. This information will be displayed on the quilt pieces. Each group will receive a teacher-made guideline sheet. The students will

- be divided into groups of three. The groups will conduct research in the school media center with assistance from the school media specialist.
3. Steps for making a Colonial quilt using geometric shapes:
    - Show models of modern quilts
    - Model layout for quilt pieces, include research data. (see Colonial Kids page 67)
  4. Teacher will model how to use the Venn Diagram to compare the colonies. Students will compare and contrast the types of shelter and food used by the New England Colonies, Middle Colonies, and Southern Colonies.
- F. *Evaluation and Assessment*
1. Observing participation during discussion.
  2. Completion of research for the four colonies
  3. Transfer of information onto quilt pieces in the shape of geometric figures.
  4. Ongoing construction of the diorama
  5. Summarization
- G. *Standardized Test/State Test Connections*
1. Identification of geometric shapes
  2. Following directions
  3. Research/study skills

### **Lesson Six: Points of View/How do you see it?**

- A. *Objectives*
1. *Lesson Content*
    - a. The relationship between the Native Americans and the colonists.
  2. *Concept Objective*
    - a. The students will gain an understanding of how geography, industry, and the development of government affect the growth of a nation.
  3. *Skill Objective*
    - a. The students will create a class big book, by summarizing and illustrating each chapter of the book Pocahontas and the Stranger, and compare and contrast the video, *A&E Biography of Pocahontas Her True Story* to the book Pocahontas and the Stranger using a Venn Diagram.
- B. *Materials*
1. Clyde Bulla, Pocahontas and the Stranger (Any version is acceptable)
  2. A&E Biography of Pocahontas, Her True Story (video)
  3. Brown Paper School USKids History: Book of the American Colonies pages 18-19.
  4. Chart paper.
  5. Teacher-made handout of a Venn diagram
  6. The Thirteen Colonies (A New True Book) pages 32-36
- C. *Background knowledge*
1. Founding leader of the Southern Colony, Jamestown, Virginia (John Smith)
- D. *Vocabulary*
1. Settlement
  2. Warrior
  3. Conflict
  4. Captain
  5. Chief

- E. *Procedures/Activities*
1. Review the Thirteen Colonies, concentrating on the Southern Colony, Virginia.
  2. Read aloud, Pocahontas, and the Strangers, stopping after each chapter to allow the children to summarize the main event, as the teacher records their responses on the chart paper.
  3. Students type the summarization of each chapter, using the computer word processor.
  4. Students illustrate each chapter.
  5. Watch the video, *Pocahontas, Her True Story*.
  6. Brainstorm and complete the Venn Diagram comparing similarities and differences of the two media.
  7. Through discussions and using a T-chart as a graphic organizer to list the possible points of views of the colonists verses Native Americans.
  8. Read and discuss ‘What Happened to the Indians?’ From Thirteen Colonies pages 32-36.
- F. *Evaluations/Assessments*
1. Oral participation of the summarization of the book
  2. Demonstrate knowledge of the writing process, (editing) to provide complete sentences in summarization, and word processing.
  3. Complete Venn Diagram.
  4. Appropriate illustrations and summary of each chapter
  5. Active participation in discussions
- G. *Standardized Tests/State Test Connection*
1. Compare & Contrast
  2. Summarization
  3. Brainstorm
  4. Drawing Conclusions

### **Lesson Seven: The Rise of Democracy**

- A. *Daily Objectives*
1. *Lesson Content*
    - a. the growth of democracy in the British Colonies
  2. *Concept Objective*
    - a. The students will gain an understanding of how geography, industry, and the development of government affect the growth of a nation.
  3. *Skill Objective*
    - a. Students will analyze the laws that governed the colonies
    - b. Identify how the colonists chose their leaders
    - c. Students will improve penmanship by copying everyday colonial laws
- B. *Material*
1. If You Lived In Colonial Times by Ann McGovern
  2. American History (A Desk Reference) pages 14-17
  3. Writing paper
  4. Pre-copied colonial laws of chart paper
  5. Colonies on the Move, Growth of Democracy in the Colonies Transparency 13A and page 13-14
  6. Construction paper, glue, scissors
- C. *Prior Knowledge*
1. Understand democracy in the role of government.
  2. E.D. Hirsch, What Your Third Grader Needs to Know.

- D. *Vocabulary*
1. Democracy
  2. Mayflower Compact
  3. Compact
  4. Acts
  5. Horn Book
  6. New England Primer
- E. *Procedures/Activities*
1. Define democracy by brainstorming examples of classroom rules. Allow students to discuss and vote on whether rule should be enforced or not.
    - Repeat using a colonial law to determine its fairness
    - Small groups report their opinion as to fairness of that law
    - Colonists on the Move, pages 13-14. (Teacher Resource)
  2. Discuss how the colonial leaders were chosen for each colony. Anne Zeeman and Kate Kelly Everything You Need to Know About American History, page 14-17 use in defining compact, Mayflower Compact, acts and how leaders were chosen for each colony.
  3. Read aloud and discuss: Anne McGovern, If You Lived in Colonial Times and relate everyday colonial laws.
  4. Discuss colonial laws as they related to schools.
  5. Make a Hornbook (see appendix c)
    - Cut a rectangle from construction paper
    - Glue writing paper to construction paper
    - Practice penmanship by writing everyday colonial laws
- F. *Evaluation and Assessment*
1. Class participation through discussion
  2. Completion of horn book
- G. *Standardized Test/State Test Connections*
1. Brainstorming
  2. Compare and contrast
  3. Problem solving

### **Lesson Eight: Colonies Revolt**

- A. *Daily Objectives*
1. *Lesson Content*- unfair government policies
  2. *Concept Objective*
    - a. The students will develop a sense of historical empathy.
  3. *Skill Objective*
    - a. The students will identify the cause and effect of Taxation Without Representation, French and Indian War, The Acts, Boston Tea Party, and The Boston Massacre.
    - b. Students will identify Fact and Opinion teacher-made activity (see appendix d)
- B. *Materials*
1. The Colonies Move Toward Independence page 14-15.
  2. Transparency 18a The Conflict, 15a The British colonial Policy, 13a Growth of Democracy in the Colonies, 10a French and Indian War.
  3. Johnny Tramane video by Arts and Entertainment

- C. *Prior Knowledge for Students*
1. Understand why the government needs to have power over its subjects.
  2. France and Spain have colonies in the New Land.
- D. *Key Vocabulary*
1. Act
  2. Repeal
  3. Revolt
  4. Protest
- E. *Procedures and Activities*
1. Review democracy
  2. Role play "Taxation Without Representation": Provide each student with an equal amount of play money (four quarters)
    - Explain that each time anyone gets out of their seat, a seat tax will be charged in the amount of one quarter. No Money! No Seat!
    - Continue simulation throughout the day and discuss the fairness of the tax since students had no voice in the decision to impose the tax and possible forms of protest.
  3. Discuss Stamp Act using transparency 18a, as a model that represents the conflict of how the colonists reacted to England acts.
  4. List and discuss the reasons for the French and Indian War. (The Colonies move Toward Independence pages 10-11 and transparency 10A)
  5. Discuss how the colonists sought help from the mother country and the British sent the Red Coats.
  6. Discuss that as a result of sending troops the Quartering Act was imposed. (see resource materials Colonies Move Toward Independence, pages 17 and 18.
  7. Discuss The Boston Massacre, The Townsend Act, The Boston Tea Party, and the Intolerable Acts using prewritten charts, transparencies. View the video *Johnny Tremain*.
- F. *Evaluation and Assessment*
1. Diary Entry
  2. Participation
  3. Complete teacher-made fact and opinion handout.
- G. *Standardized Test/State Test Connections*
1. Fact and Opinion
  2. Drawing conclusion
  3. Writing
  4. Critical Thinking

### **Lesson Nine: Road to Independence...**

- A. *Daily Objectives*
1. *Lesson Content*
    - a. the power of a self-sufficient government of the colonies
  2. *Concept Objective*
    - a. The students will understand time and chronology
  3. *Skill Objective*
    - a. Students will cooperatively construct a timeline of major events of the Colonial Era

- b. Students recall events that were important in the forming of the Declaration of Independence
- B. *Materials*
  - 1. The Colonies Move Toward Independence transparencies 20A and 23A
  - 2. Chart Tablet
  - 3. Butcher Paper
  - 4. Markers/crayons
  - 5. Ruler
- C. *Prior Knowledge*
  - 1. Lessons 1-8
- D. *Vocabulary*
  - 1. Patriot
  - 2. Congress
  - 3. Continental
  - 4. Liberty
  - 5. Declaration of Independence
  - 6. Revolution
  - 7. Minutemen
  - 8. Nation
- E. *Procedures/Activities*
  - 1. Define and discuss vocabulary words
  - 2. Discuss major events that led the New England colonists to decide to form a new nation (First Continental, minutemen, Second Continental Congress and the Declaration of Independence) using pre-written chart information and The Colonies Move Toward Independence pages 18-20, transparencies 220Aa and 23A.
  - 3. Using butcher paper, the students will work in pairs to construct a dated and illustrated timeline of major events leading to the signing of the Declaration of Independence and thus creating a Unified Nation.
- F. *Evaluation and Assessment*
  - 1. Participation
  - 2. Write a news article of major event
  - 3. Daily diary entry
- G. *Standardized Test/State Test*
  - 1. Summarization
  - 2. Problem Solving
  - 3. Timeline

## VI. CULMINATING ACTIVITY

- A. Student will participate in a colonial dress-up celebration of the rocky start of Christmas in the New World. Since there were no shopping centers, gifts were made by the colonists as presents. The holiday season they celebrated was joyous time of hospitality, savory foods, decorations made from natural materials, songs, games and gift giving.
- B. Resource Materials
  - 1. \*1992 Teacher Created Materials, Inc. , #282 Thematic Unit - Westward Ho!
  - 2. \*\*The Intermediate Mailbox, Dec. /Jan. 1993-94
  - 3. \*\*\*Laurie Carlson, Colonial Kids.
  - 4. \*\*\*\*Acrostic Poem Teacher-Made
  - 5. \*\*\*\*\*Pleasant Company Publications, Inc., Felicity's Craft Book.

- C. Colonial Christmas Corner
  - 1. Pomander Balls\*\*
  - 2. Friendship Quilt\*\*
  - 3. Snow Candy\*
  - 4. Johnny Cakes\*
  - 5. Homemade Butter\*
  - 6. Acrostic Poem using the word cornbread\*\*\*\*\*
  - 7. Candle making\*\*\*
  - 8. Kite Making (games)\*\*\*\*\*

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A Cause and Effect T-Chart
- B. Appendix B Teacher-made research handout
- C. Appendix C The Hornbook
- D. Appendix D Teacher-made fact and opinion handout on why colonists revolted.

## **VIII. BIBLIOGRAPHY**

- Penner, Lucile, The True Story of Pocahontas, Random House, New York. ISBN 0-679-86166-1
- Bulla, Clyde Robert, Pocahontas and The Strangers, Scholastic Inc. New York. ISBN 0-590-41771-8
- Hakim, Joy, A History of US, The First Americans, Oxford University Press, New York. ISBN 0-19-511070-6
- Fitzpatrick, Shannon, American Artists Reflect American History Volume II, 1994, Creative Teaching Press, Inc. Cypress, California. ISBN 1-57471-046-X
- Tripp, Valerie, Tea for Felicity, ISBN 1-56247-122-8
- Video- Pocahontas: Her True Story, ISBN-1-56501-555-X

**Appendix A**  
**Cause and Effect T-Chart**

- |  |  |
|--|--|
| A. Due to long winters and shortage of food.               | A. Colonists starved to death.               |
| B. There was no shelter for the colonists in the New Land. | B. They lived aboard the Mayflower.          |
| C. Squanto taught befriended Pilgrims.                     | C. They learned how to survive off the land. |
| D. They came to the New Land.                              | D. To have religious freedom and riches.     |

**Appendix B**  
**Research Handout**

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Name the colony: \_\_\_\_\_
2. Name of the founder of the colony: \_\_\_\_\_
3. The founding date of the colony: \_\_\_\_\_
4. The name of the original settlement: \_\_\_\_\_
5. A famous person from that colony: \_\_\_\_\_
6. Important facts about the colony: \_\_\_\_\_

---

---

---

**Appendix C**  
**The Hornbook**

Directions: Copy these sayings in your best penmanship.

1. If you didn't know your lesson you were called a dunce. You had to sit on the dunce stool and wear a dunce cap.

---

---

---

---

2. If you whispered to a friend you had to wear a whispering stick in your mouth.

---

---

---

---

3. If you didn't pay attention to the schoolmaster, you had to wear a card around your neck that said idle boy.

---

---

---

---

## Appendix D

### Fact and Opinion

Directions: Read each sentence carefully. Write (F) for Fact, or (O) for Opinion for the following.

- \_\_\_\_\_ 1. In 1765, Parliament passed an act called the Stamp Act. It forced Colonists to pay a tax on almost everything printed on paper.
- \_\_\_\_\_ 2. Taxation without representation was fair.
- \_\_\_\_\_ 3. Once established in the colonies, the ideas of democracy began to grow and expand.
- \_\_\_\_\_ 4. The Colonists reaction to these acts was too violent.
- \_\_\_\_\_ 5. The laws passed by Parliament were considered fair to the Colonists.
- \_\_\_\_\_ 6. The Intolerable Acts were a series of laws passed to punish the Colonists for dumping the tea off the Boston Harbor.
- \_\_\_\_\_ 7. The British had every right to tax the Colonists.
- \_\_\_\_\_ 8. The revolts against the British were unsuccessful.
- \_\_\_\_\_ 9. The Boston Massacre was triggered when a snowball was

thrown.