Journalism in Colonial America
A Thematic Unit
By
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Collaborating Teachers – Elaine Rhymer and Jackie Morris
Norton Park Elementary School
4th Grade
Fall 2012
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Agreement Form

Thematic Unit Agreement Form
Stuart Ogbum
Kelsey Ranker and I have discussed and agreed upon

( TOSS Candidate’s Name)

“Colonial Life” as a suitable theme for the thematic unit that will be taught in this classroom during the field experience portion of TOSS.

( Collaborating Teacher’s Signature) (Date)

( TOSS Candidate’s Signature) (Date)

Suggestions:

• Consider a science or social studies topic.
• Refer to district curriculum map for ideas.
• Closely align the theme to the Georgia Performance Standards.
This unit focuses on the lives and events during America’s colonial period. There are six subjects integrated into this unit: mathematics, social studies, health, the arts, science, and language arts (writing and reading). We selected this topic because it aligned with the Cobb County School district’s schedule, and also because we find this to be a very fascinating and diverse content area! The purpose of the unit is for students to understand the daily lives of the colonists and be able to compare and contrast these details with their own lives. Furthermore, the students will learn about the major events of this time period and how they resulted in the formation of America as a nation. Throughout this unit the students will be exposed to multiple facets of the life of a colonist, including colonial occupations and events that affected their daily lives. The lessons were formed using Common Core standards for mathematics and language arts and Georgia Performance standards for social studies, health, the arts, and science.

The colonial period is one of the most important eras in American history. It recognizes the birth of our nation and celebrates the hard earned independence from England. This time period also touches on the relationship with the Native Americans and that while many mistakes were made, friendships with groups such as the Wampanoag tribe were formed. The students will practice many different learning styles corresponding with Bloom’s Taxonomy. They will also work both individually and in groups to address multiple learning styles and to assist students who need assistance. This will also give gifted students the opportunity to help their peers understand concepts that they have mastered. The students will investigate, research, discuss, share ideas, compare and contrast, make decisions based on research and opinions, and be enlightened to new cultures and ideas.

For the social studies portion of the unit, each day will begin with a mini lesson about a specific event or historical figure of the colonial time period. The students will then be given time to work on their research project. This project will be performed individually and in small groups and they will work together to create a colonial newspaper or book. Each student will be assigned a colonial occupation to research and write an article about. Then, as a group, they will type and compile the articles into a newspaper or book and share it with the class. The newspaper will also include images found on the Internet and an “about the author” section where the students get to write a short passage about themselves.

For the mathematics and health portions of the unit the students will complete a sleep chart for one week. They will record the times that they went to sleep and woke up and then will calculate how many hours they slept each night. They will use the class data to form fractions about how much sleep everyone was getting and if it was sufficient for their busy schedules! They will then compare
their sleep schedules to that maintained by colonial children and evaluate why these children may have needed more or less sleep.

In the science section of the assignment the students will learn about simple machines and how they were used in the colonial era. They will compare and contrast these devices to that of modern times. They will also examine weather-monitoring devices of modern times and compare them to that of colonial days. They will study things like weather vanes and almanacs and actually make their own weather vane!

This unit takes a holistic approach to education as it incorporates most, if not all, academic subjects. This particular unit focuses on colonial life, but a thematic unit could feature nearly any theme. We believe that this is a very effective way to present content to children as it allows the students to continuously make connections that they might not have made otherwise.
Thematic Unit – Project

COLONIAL OCCUPATIONS NEWSPAPER
SOCIAL STUDIES AND LANGUAGE ARTS

Description:
Students will research, write and type a detailed article about a specific colonial occupation over a span of 9 days.

*This will be an ongoing project that will span several days and will be paired with a mini lesson.

Specific Lesson Outcome Statement:
Students will be able to:
• Recognize the major aspects of colonial life and the life of colonial artisans.
• Write and type an article based on the research they find about their assigned colonial occupation.
• Effectively research information using both books and the Internet.

Georgia Performance Standards/ Common Core Standards:
Social Studies
SS4H3- The student will explain the factors that shaped British colonial America.
b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.

Language Arts
ELACC4W2- students will write informative/explanatory texts to examine a topic and convey ideas and information clearly
ELACC4W7- students will conduct short research projects that build knowledge through investigation of different aspects of a topic.

Essential Question(s):
“What were colonial jobs like in that time period and how are they different from jobs today?”
Materials Needed:
• Laptops (one per student)
• Graphic organizers for each occupation
• Google document with website links (www.tinyurl.com/bz8y8kb)

Procedural List:
Motivation (10 minutes):
• The teacher will explain to students that they are going to be researching a colonial occupation over the next few days. The teacher should then explain that the purpose of the project is to give students a new perspective and insight of what life was like during the colonial period. Next the teacher should explain student responsibilities. This will include distributing and explaining the graphic organizer for the occupations, telling the students who their partner will be (the person who has the same occupation), and other details about the project. The teachers will ask students questions such as “What differences do you expect to find with modern day jobs and colonial jobs?”.

Body (9 days- 90 minutes per day):
• Day 1-3: The teachers will give each student a laptop and instruct them to sit with their job partner. Once the students are logged in they should type in the web address for the Google document with the links. They can click on the appropriate links for their colonial job and find the information needed to fill out their graphic organizers. They will also have access to relevant books.
• Day 4: Once the students have completed the graphic organizer they will be given a list of supplemental questions in which they choose five to answer. These questions may require additional research through the books and Internet, but some of the questions are opinion based and can be answered without further research. The teachers will offer helpful prompts such as “What do you think life was like for these colonists without modern technology?”.
• Day 5-6: After both the graphic organizer and question sheet are answered the students will use this information to compose a rough draft of their article. The teachers will show the students how to use the information from their graphic organizers and convert it into paragraph form.
• Day 7: Once the rough draft is completed the students will work with a teacher to edit the paper, correcting sentence structure and spelling and grammatical errors. This will teach the students how to make the paper flow nicely.
• Day 7-8: Next the students will rewrite the paper, creating their final draft. Once this is complete and the teachers approve the paper the students can begin typing their article on the laptops.
Day 9: Once the article is typed they will search the Internet for a picture that corresponds with their colonial occupation and write their “About the Author” segment. This will be a brief paragraph that gives details and interesting facts about themselves. Finally, the teachers will proofread the articles with the students to do a final check for any errors. However, the students’ paper will be graded on the product before this final proofing.

Closing (30 minutes):

- As a closure to this project, the students will orally present their articles to their classmates. Because each student only researched one colonial occupation, the teachers would guide a discussion about the jobs after each student presents. Helpful prompts would include “So what did we just learn about an apothecary?” and “What other colonial worker might the cobbler work with?”.

Higher Level Thinking Questions:
These questions have been italicized in the above procedural list.

Accommodations:
For students with learning disabilities, this project involves a significant amount of pair work. The pairs can be assigned based on academic levels. For example, gifted students can be paired with lower achieving students to ensure that all students remain focused and have someone they can ask for assistance.

Reteaching:
The students who are having difficulty will be given supplemental resources to research their topic. For example, if they are having difficulty finding information online the teachers can help them find information in the books provided. Furthermore, the teachers can demonstrate to the students how to effectively navigate the websites provided.

Extension:
For students who have mastered the standard and completed their project ahead of time we will have additional assignments for them to complete. These assignments will correlate with the mini lesson of that day. Examples will include creating a political cartoon and/or writing a brief synopsis about the topic.

Assessment:
The teachers should explain the breakdown of the rubric to the students (see rubric below).

Formative assessment:
The teacher will assess the students by observing student participation. If a student does not seem motivated then the teacher will diagnose the cause of the lack of enthusiasm and try to alter their attitude about the assignment by sparking ideas of ways to make the project seem more exciting.
**Summative assessment:**
The teacher will score the articles with the below rubric and they will be assessed on the unit exam.

**Technology:**
Technology was infiltrated greatly into this project. The students use laptops almost every day as well as the Internet. They will also type their articles using the computers.
APOTHECARY

1. Describe the apothecary’s occupation.

2. What goods and/or services did the apothecary provide and to whom did they provide these goods and/or services?

3. Did the apothecary work in cities or the country? Why?

4. What tools did the apothecary use? Describe them.

5. List any other interesting facts about the apothecary.
1. Describe the tanner’s occupation.

2. What goods and/or services did the tanner provide and to whom did they provide these goods and/or services?

3. Did the tanner work in cities or the country? Why?

4. What tools did the tanner use? Describe them.

5. List any other interesting facts about the tanner.
1. Describe the cabinetmaker’s occupation.

2. What goods and/or services did the cabinetmaker provide and to whom did they provide these goods and/or services?

3. Did the cabinetmaker work in cities or the country? Why?

4. What tools did the cabinetmaker use? Describe them.

5. List any other interesting facts about the cabinetmaker.
COBBLER

1. Describe the cobbler's occupation.

2. What goods and/or services did the cobbler provide and to whom did they provide these goods and/or services?

3. Did the cobbler work in cities or the country? Why?

4. What tools did the cobbler use? Describe them.

5. List any other interesting facts about the cobbler.
1. Describe the milliner’s occupation.

2. What goods and/or services did the milliner provide and to whom did they provide these goods and/or services?

3. Did the milliner work in cities or the country? Why?

4. What tools did the milliner use? Describe them.

5. List any other interesting facts about the milliner.
1. Describe the wig maker/barber’s occupation.

2. What goods and/or services did the wig maker/barber provide and to whom did they provide these goods and/or services?

3. Did the wig maker/barber work in cities or the country? Why?

4. What tools did the wig maker/barber use? Describe them.

5. List any other interesting facts about the wig maker/barber.
1. Describe the cooper’s occupation.

2. What goods and/or services did the cooper provide and to whom did they provide these goods and/or services?

3. Did the cooper work in cities or the country? Why?

4. What tools did the cooper use? Describe them.

5. List any other interesting facts about the cooper.
SPINNER / WOOL CARDER

1. Describe the spinner / wool carder’s occupation.

2. What goods and/or services did the spinner / wool carder provide and to whom did they provide these goods and/or services?

3. Did the spinner / wool carder work in cities or the country? Why?

4. What tools did the spinner / wool carder use? Describe them.

5. List any other interesting facts about the spinner / wool carder.
1. Describe the silversmith’s occupation.

2. What goods and/or services did the silversmith provide and to whom did they provide these goods and/or services?

3. Did the silversmith work in cities or the country? Why?

4. What tools did the silversmith use? Describe them.

5. List any other interesting facts about the silversmith.
INNKEEPER

1. Describe the innkeeper’s occupation.

2. What goods and/or services did the innkeeper provide and to whom did they provide these goods and/or services?

3. Did the innkeeper work in cities or the country? Why?

4. What tools did the innkeeper use? Describe them.

5. List any other interesting facts about the innkeeper.
WHEELWRIGHT

1. Describe the wheelwright’s occupation.

2. What goods and/or services did the wheelwright provide and to whom did they provide these goods and/or services?

3. Did the wheelwright work in cities or the country? Why?

4. What tools did the wheelwright use? Describe them.

5. List any other interesting facts about the wheelwright.
1. Describe the blacksmith’s occupation.

2. What goods and/or services did the blacksmith provide and to whom did they provide these goods and/or services?

3. Did the blacksmith work in cities or the country? Why?

4. What tools did the blacksmith use? Describe them.

5. List any other interesting facts about the blacksmith.
Questions for Groups to Present on Posters

1. What training or education did the person need to learn this craft/trade?
2. Why was this craft needed? Did society depend upon this craft for survival?
3. What were some of the tools needed to perform this trade?
4. How did this trade affect the community? What were some of its benefits?
5. What was life like in their shop? Where would you see this business?
6. Was this trade/craft satisfying?
7. Does this trade/craft still exist today?
8. What challenges did this craftsman/tradesman face?
9. Was this trade/craft needed for survival or for luxury?
10. What area in the colonies was this trade needed the most?
11. How did the trade help/hurt the economy?
12. Was your trade/craft affected by politics?
13. Did you socialize while you worked, or did you work alone?
14. Was your trade affected by religion?
15. How did your trade affect what life is like for us today?
16. Where are you from originally?
# Colonial Occupations Rubric

**Teacher Name:**

**Student Name:** __________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Information is very organized with well-constructed paragraphs and subheadings.</td>
<td>Information is organized with well-constructed paragraphs.</td>
<td>Information is organized, but paragraphs are not well constructed.</td>
<td>The information appears to be disorganized.</td>
</tr>
<tr>
<td><strong>Amount of Information</strong></td>
<td>All topics are addressed and all questions answered.</td>
<td>All topics are addressed and most questions answered.</td>
<td>All topics are addressed, with some questions answered.</td>
<td>One or more topics were not addressed.</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td><strong>Graphic Organizer</strong></td>
<td>Completed the graphic organizer.</td>
<td>Completed most of the graphic organizer.</td>
<td>Completed some of the graphic organizer.</td>
<td>Did not or completed very little of the graphic organizer.</td>
</tr>
<tr>
<td><strong>Internet and Book Use</strong></td>
<td>Successfully uses suggested internet links and books to find information and navigates easily without assistance.</td>
<td>Usually able to use suggested internet links and books to find information and navigates these easily without assistance.</td>
<td>Occasionally able to use suggested internet links and books to find information and navigates easily without assistance.</td>
<td>Needs assistance or supervision to use suggested internet links and books and/or to navigate them.</td>
</tr>
<tr>
<td><strong>First Draft</strong></td>
<td>Completed a first draft.</td>
<td></td>
<td></td>
<td>Did not complete a first draft.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>No grammatical, spelling or punctuation errors.</td>
<td>Almost no grammatical, spelling or punctuation errors.</td>
<td>A few grammatical spelling, or punctuation errors.</td>
<td>Many grammatical, spelling, or punctuation errors.</td>
</tr>
<tr>
<td><strong>Typed</strong></td>
<td>Typed</td>
<td></td>
<td></td>
<td>Not Typed</td>
</tr>
</tbody>
</table>
Thematic Unit – Project

CHILDREN OF THE COLONIAL PERIOD
SOCIAL STUDIES, MATH AND HEALTH

Description:
Students will track their sleep habits and form fractional representations of their results and then compare their results to the life of a colonial child.

Specific Lesson Outcome Statement:
Students will be able to:
• Understand the importance of sleep and create a fraction using various tasks performed in a 24 hour period.
• Compare two fractions between colonial students and themselves and mark if the fraction is greater than, less than or equal to each other.

Georgia Performance Standards/ Common Core Standards:
Social Studies:
SS4H3 The student will explain the factors that shaped British colonial America.
   b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.

Mathematics:
MCC4.NF.1 Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

National Health Education:
Standard 1 - Concepts
The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Essential Question(s):
“How would we write hours in a day as a fraction?”
“How can we tell if a fraction is equivalent, less than or greater than ½?”
“How many hours a night do we need to sleep to get a good night’s rest?”
“What was a day like for Colonial children and how does your day compare?”
Materials Needed:
- Sleep log filled out from the week before
- Daily Schedule Fraction Assessment
- Colored pencils
- Brown paper bags
- Fraction strips cut up
- Markers for game pieces
- Game Board
- Fraction Cards
- Fraction Sorting Mat
- PowerPoint for healthy sleep

Procedural List:
Motivation (15 minutes):
- The students will learn about the importance of sleep and why they need as many hours as they do in a night. They will also examine a day and divide it up into fractions. Teachers will ask helpful prompts such as: “How many hours are there in a day?”, “What would be the whole if we made this a fraction?”, “Is the whole the numerator or the denominator?”, and “What do you spend most of your time doing the majority of the hours in a 24 hour day?”.
- The class will also figure what portion of the day they spend sleeping in a 24 hour period and then will do an independent activity and take a look at what colonial children did during the day and compare it to a modern day. Each student filled out a sleep journal last week and the teachers will show them the average number of hours the class sleeps at night.

Body (60 minutes):
- The teachers will go over the PowerPoint on sleep with the class.
- The students will get in groups and do some various activities before the independent activity, which will be graded. The teachers will encourage the students to take their time in groups and work hard learning all about fractions.
- Center 1 (High level group)
  - This group will be doing an activity that requires them to solve a problem dealing with fractions. The students will be given 7 strips of brown paper each and another piece of paper labeled Brownies. They will be asked to draw a rectangular table that seats four people. The students will then come up with a solution to share the seven brownies equally between the four people. They may fold or draw to solve the problem but they must include their steps for sharing the brownies.
o Ask them the following questions: “How did you “cut” your brownies?”, “How can we use fractions in our daily lives?”, “What is a fraction?”, and “How do you know each person got a “fair share”?"

o Have the students compare strategies with each other and try to restate another strategy using their own words.

• **Center 2 (Mid level group)**
  o This group will be working on comparing, and ordering fractions as well as mixed numbers and represent equivalent fractions. They will be doing an activity called Paper Bag Fractions. The students will be divided into pairs and a game board and one paper bag will be distributed to each pair. The students will also have fraction strips that have been cut; these will be placed in the paper bags. Counters and markers will be given to the students to share. The object of this game is to cover five fractions in a row – horizontally, vertically or diagonally. Each player will take a turn choosing a fraction bar from the paper bag, naming the fraction, and marking one fraction on the game board. After each turn, the player will return the fraction bar to the bag and the next player will go. A strategy is for the opponent to block the other player from placing the five counters in a row. The first player to cover five fractions in a row wins.

• **Center 3 (Lower level group)**
  1. Have the students cut the fraction cards apart and shuffle them.
  2. Use the fraction sorting mat labeled with three sections: “Less than $\frac{1}{2}$”, “Equal to $\frac{1}{2}$”, and “Greater than $\frac{1}{2}$”.
  3. Have the student’s place the fraction cards face down in a stack.
  4. Ask students to place the color tile, fraction circles, or other concrete fraction manipulative near the two players.
  5. Ask students to take one whole and $\frac{1}{2}$ manipulative and place above the game board to use as a benchmark.
  6. Player one will take a fraction card from the top of the deck and determine if the fraction is “less than, equal or greater than $\frac{1}{2}$,” and then place the fraction card in the appropriate section of the sorting map. To prove that the card is in the correct place, player one will need to use the manipulatives to build a model of the fraction and compare to a model of $\frac{1}{2}$. If the other player agrees, player one will earn one point. If player one has placed the fraction card in the wrong section of the mat, he or she will not earn a point.
  7. Player two will now have a turn, following the same steps as Player one.
  8. Repeat this activity with thirds, sixths, and eights. Each time, have students relate the division statement to the fraction (1/6 is the same as 1 divided).
Closing (20 minutes):
  • Center 4 – Independent Graded Work
    o Once the students have practiced in their centers, they will return to
      their desks to complete independent work that will be graded. The
      independent work is a worksheet for them to complete. They
      already know the average number of hours of sleep they get at night
      from the sleep log they completed the week before. They will
      complete the bottom half of the sheet and write in their daily
      schedule. The student will then compare the number of hours they
      sleep, eat, play and do school work or chores.
    o The teachers will ask questions such as “How could you change
      your schedule to get more sleep?”.

Higher Level Thinking Questions:
These questions have been italicized throughout the procedural list.

Accommodations:
ELL and lower students can review vocabulary for fractions before dividing into
groups.

Reteaching:
Continue building student’s knowledge by providing a matching fraction game
and other activities to help them understand fractions. The teacher should have
an answer key available for students to check their work.

Extension:
Have students find recipes in magazines and see if they can make equivalent
fractions and create a different recipe using the equivalent fraction.

Formative assessment:
Students will be monitored for ongoing understanding and deepening
comprehension relating to this topic. Instruction is adjusted as needed based on
student feedback and monitored completion of the lesson.

Summative assessment:
The teacher will assess the students by collecting the colonial day worksheet from
the individual activity.

Technology:
Technology is utilized by presenting the PowerPoint on the SMART board to
show the importance of sleep and how many hours a day are needed for children
and adults.
Lesson Reflection 1:

Our math lesson used a sleep journal that the students kept the week before we did our lesson. It was eye opening to find out the number of hours sleep each student got on average a night, and it really helped us understand why they were not performing as well in certain areas. We were able to speak with the students at length about the importance of sleep and many students changed their bedtime because of these conversations. Our students also learned that the number of hours sleep they receive is more than the children during colonial times. The students learned what the schedule was like during that time for students their age and were able to compare their own schedule. They created fractions and decided if the fractions were greater than, less than or equal to the number of hours they receive now. Our small group activities were hands on for the kinesthetic learner. The activities engaged the students in a way they had to really think about fractions. Our small group activity we did with my students helped them make a connection to dividing up brownies equally between four children. They had to find a common denominator and write out the steps involved in finding the common denominator to share the brownies equally. The students did really well on this activity and we were pleased to see that a couple of them came up with different solutions.
Why is sleep important?
How many hours are in a day?
How many of those hours do we need to sleep?

Objective: Today we will learn the importance of sleep and create fractions using various tasks performed in a 24 hour period. We will compare two fractions and decide which fraction is greater than, less than or equal to each other.

Why do we sleep?
Sleep helps our body and brain develop and grow.

Your brain needs sleep, so you can:
– Remember what you learn
– Pay attention and concentrate
– Solve problems and think of new ideas

Your body needs sleep, so your:
– Muscles, bones, and skin can grow
– Muscles, skin and other parts can fix injuries
– Body can stay healthy and fight sickness
How many hours are in a day and how much sleep does a person need in one day?

- There are 24 hours in a day.
- Children between the ages of 5 to 12 need 10 to 11 hours of sleep each night.
- Adults need an average of 7 - 8 hours sleep each night.

What happens when we don’t get enough sleep?

- We forget what we learned
- Have trouble making good choices
- Be grumpy and in a bad mood
- Have trouble playing games and sports
- Be less patient with brothers, sisters, and friends
- Have trouble listening to parents and teachers
What is the average number of hours our class sleeps in a 24 hour period?

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mode</th>
<th>Mean</th>
<th>Enough Sleep</th>
</tr>
</thead>
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<td>7.30</td>
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Are we getting enough sleep? What can we do?

- We are not getting enough sleep on average.
- We can go to bed earlier.
  - We can establish a bedtime routine if we don’t have one.
  - Go to sleep in a dark and quiet room.
# Are We Getting Enough Sleep?

<table>
<thead>
<tr>
<th>Day</th>
<th>Time to Bed</th>
<th>Time Awake</th>
<th>How Many Hours Sleep Did You Get?</th>
<th>How Did You Feel When You Woke Up?</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
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<tr>
<td>Sunday</td>
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</tbody>
</table>

1. **Was there a mode (most common) number of hours of sleep? What was it?**  
2. **What was the range of hours of sleep during the week?**  
3. **What was the mean number hours of sleep you got this week?**  
4. **Are you getting enough sleep?**
Thematic Unit – Day 1

The First Thanksgiving
Social Studies and Language Arts

Description:
Students will explore the journey the Pilgrims took on the Mayflower and what they encountered when they reached Plymouth Rock.

Specific Lesson Outcome Statement
Students will be able to:
• Explain why the Pilgrims left England, what their journey was like and their interactions with the Wampanoag Indians.
• Determine the important role William Bradford and Squanto played.

Georgia Performance Standards/ Common Core Standards:
Social Studies:
SS4H2: The student will describe European exploration in North America.
b. Describe examples of cooperation and conflict between Europeans and Native Americans.
SS4H3 The student will explain the factors that shaped British colonial America.
b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.

Language Arts:
ELACC4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Essential Question(s):
“What are the similarities and differences between the Pilgrims and the Wampanoag Indians?”
**Materials Needed:**
- Colonization Pretest
- Mayflower song link: [https://www.youtube.com/watch?v=8gW7JJw9-tg](https://www.youtube.com/watch?v=8gW7JJw9-tg)
- Colonial vocabulary Smart Notebook presentation.
- Magic Squares Activity
- The first pilgrims video - [http://app.discoveryeducation.com/player/view/assetGuid/10D9AAAE-6073-4D21-91C4-9A1804751D35](http://app.discoveryeducation.com/player/view/assetGuid/10D9AAAE-6073-4D21-91C4-9A1804751D35)
- Pilgrim vs. Wampanoag Indian graphic organizer and corresponding packet.

**Procedural List:**

**Motivation (5 minutes):**
- Start by giving the students a pretest over colonization to see how much they know.
- Once the pre-test is collected discuss what students what they are going be learning over the next couple of weeks
- Then play a motivating song about the Mayflower found here: [https://www.youtube.com/watch?v=8gW7JJw9-tg](https://www.youtube.com/watch?v=8gW7JJw9-tg)
- Discuss the video. The teacher will use helpful prompts such as “What ship did the Pilgrims sail on?” and “Who can predict why the Pilgrims wanted to leave England?”

**Body (85 minutes):**
- Using the Smart Notebook File discuss the following terms: puritan, pilgrim, mayflower, settler, colonies, colonists, Wampanoag and immigrant. The teacher will prompt the student with questions such as “What is the difference between a settler and a colonist? What about a Puritan and a Pilgrim?”
- After discussing these terms give students the magic squares vocabulary activity and explain the directions on how to complete it.
- Give students a few minutes to complete this activity and help students who are struggling.
- Go over the correct answers on the worksheet and have them glue it into their social studies notebook.
- Play the video about William Bradford, the first pilgrims, their journey on the Mayflower and their life in Plymouth. The video is attached.
- Have students discuss and summarize the video.
- Next break students up into groups of 2 and have them complete a graphic organizer comparing the life of a Pilgrim to a Wampanoag Indian by using the corresponding packet.
Closing (5 minutes):
• Discuss and have students summarize the differences and similarities between the Pilgrims and Wampanoag Indians. Helpful prompts will include “How did these two groups help each other? What are some examples?”

Higher Level Thinking Questions:
These questions have been italicized throughout the procedural list.

Accommodations:
To accommodate ELL students and students with ADHD in the class they will be paired with a peer in order to help them complete tasks. Students can also be sent to http://www.scholastic.com/scholastic_thanksgiving/daily_life/ where the text from the Pilgrim vs. Wampanoag packet can be recited to them.

Reteaching:
Students who need extra help can be put into a small group where they will read and discuss the suggested book, “The Story of the Pilgrims” by Katherine Ross. The teacher could read any book that relates to the Pilgrims and their relationship with the Native Americans if this latter book is not readily available.

Extension:
Students who have a good grasp on the topic can further research the conditions the Pilgrims faced on their journey over to the New World through books or the Internet.

Formative assessment:
Students will be monitored for ongoing understanding and deepening comprehension relating to the Pilgrims and Wampanoag Indians. Instruction is adjusted as needed based on student feedback and monitored completion of the lesson.

Summative assessment:
There will be a comprehensive unit exam at the end of the unit.

Technology:
This lesson incorporates technology through the use of the SMART board to introduce students to some colonial vocabulary. Also, technology will be utilized when showing the “Mayflower” video from YouTube. Students will also use technology if they need to be accommodated or extended by using the Internet.
## Colonization Anticipation Guide

Name___________________________________________

Directions: Read each statement about colonization in the middle. Before completing the unit, circle either the checkmark to the left if you agree or the “X” to the left if you disagree. Then after the unit decide if you agree with each statement by circling the checkmark to the right or the “X” to the right if you disagree.

<table>
<thead>
<tr>
<th>Before Agree</th>
<th>Disagree</th>
<th>After Agree</th>
<th>Disagree</th>
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<tr>
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<td>✗️</td>
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<td>✗️</td>
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<tr>
<td></td>
<td></td>
<td>1. A colonist is a person who moved from a civilized country to an uncivilized country to create a small town that modeled their old country.</td>
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<td>2. In the colonial days they relied on machines to make their clothing, automobiles, and other items.</td>
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<td>3. The “Boston Tea Party” was a meeting for the wealthy individuals.</td>
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<td>4. One of the reasons the Revolutionary War began was because the British were taxing the colonist’s very high amounts.</td>
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<td>5. The Battle of Lexington led to the defeat of the British during the Revolutionary War.</td>
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<td>6. King George III was the king of England during the Revolutionary War.</td>
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<td>7. Benjamin Franklin was the first president of the United States of America.</td>
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Colonial Vocabulary
### Magic Squares

**Directions:** Match the number of the definition that defines the boxed word. Each row and column will total 15 points if you answered correctly!

<table>
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<tr>
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<th>Plymouth</th>
<th>Colonist</th>
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<td>____________</td>
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<td>________</td>
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<tr>
<td>Pilgrim</td>
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<td>Puritan</td>
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<td>________</td>
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<tr>
<td>Mayflower</td>
<td>Immigrant</td>
<td>Wampanoag</td>
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1. The colony founded by the Pilgrims at Plymouth, Massachusetts, in December, 1620.
2. A Native American tribe originally from Massachusetts that befriended the Pilgrims at Plymouth in 1620.
3. A member of a group of English Puritans seeking religious freedom that sailed in the *Mayflower* and founded the colony of Plymouth, Massachusetts, in 1620.
4. The ship in which the Pilgrims sailed to the New World in 1620.
5. A person who settles in a different area, typically one with no or few previous people living there.
6. A person who lives in a colony.
7. A religious group in the 16th and 17th centuries that rejected many of the ideas of the Church of England.
8. A group of people living in an area under full or partial control of another country.
9. A person who l
CLICK HERE TO DOWNLOAD
PILGRIM VS. WAMPONOAG PACKET
Compare and contrast the daily life of the Pilgrims and the Wampanoag tribe.

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<thead>
<tr>
<th></th>
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<th>Wampanoag tribe</th>
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THE COLONIES
SOCIAL STUDIES AND LANGUAGE ARTS

Description:
Students will look at the geographical region of the 13 colonies and evaluate the advantages and disadvantages of the location.

Specific Lesson Outcome Statement:
Students will be able to:
• Identify the location of the different colonial regions.
• Identify the advantages and disadvantages of each region.

Georgia Performance Standards/ Common Core Standards:
Social Studies:
SS4E1: Compare and contrast life in the New England, Mid-Atlantic and Southern colonies.
Language Arts:
ELACC4RI.7 Reading Informational Text: Interpret information presented visually (charts, graphs, and diagrams) and explain how the information contributes to understanding of the text in which it appears.

Essential Question(s):
“What was life like in the colonies?”

Materials Needed:
• Jigsaw Puzzle
• Colonial map handout
• Sticky-notes or Post-its in 4 different colors (orange, green, purple, yellow)
• Social Studies textbook
• Online textbook: https://secure.eservices.eduplace.com/eservicesadmin/login.do?targeturl=/eservices/ Login: cobbstudent4, password: password
• Graphic organizer for page 164
• SMART Notebook Presentation
**Procedural List:**

**Motivation (7 minutes):**
- Students will put together a jigsaw puzzle that relates to the 13 colonies. They review words on puzzle pieces after they build their puzzle and compare pronunciation and understanding with peers at their table. The teacher will prompt the students to higher level thinking by asking questions such as “Do you notice any patterns in the sizes of the colonies and their location? Why would this pattern exist?”.

**Body (45 minutes):**
- Students will use their understanding of today's task/inferring how to read the map.
- Students use the small handout to be glued into their interactive notebook (color map).
- Students, with peer partners or small group, will use color-coded post-its to read the map by section (New England, Middle, Southern colonies).
- Students will talk with partner(s) and share what they see and notice about each segment of the 13 colonies. Each color-coded post-it matches the distinct colony about which they are speaking. They write down or brainstorm any connections or anything they notice about that segment on the post-it, and then prepare to share out on behalf of their partner or small group. Teacher facilitates brainstorm and note-taking by modeling their ideas on the SMART board file.
- Students will then elaborate on their understanding by sharing out what they know about each part of the region and comparing and contrasting the 3 regions. Using their understanding, students will begin to form ideas, opinions and informed understanding of what the 3 regions would have been like geographically, in order to surmise what life would have been like for residents. The teacher will guide this discussion by asking questions such as “Why would New England have a short growing season?” and “Why do you think the Middle colonies were called the ‘Bread Colonies?’”
- Students should then stick the post-its in their social studies journal.

**Closing (7):**
- Students will take the yellow post-it note and write two things they learned and then share it with the class.

**Higher Level Thinking Questions:**
These are listed in the above procedural list in italics.
Accommodations:
For ELLs, heavy visuals and pictures to support vocabulary and word/text learning will be used. Also, the teachers will implement the use of engaging hands-on resources such as post-its, journals and tactile response. Students are directed to talk as much as possible about the learning as well as to share with peers. Students are discouraged from worrying about accurate spelling and grammar but highly encouraged to use visual clues and strengths to read the map and geography.

Reteaching:
Students who need extra help can be put into a guided reading group where the teacher and students can use the map and corresponding text on page 164 of the online textbook to learn how to distinguish the main idea in a paragraph. They will read a passage about the New England, Middle and Southern colonies and put the main idea from each paragraph into the corresponding graphic organizer below.

Extension:
Students will use the map and corresponding text on page 164 of the online textbook to distinguish the main idea in a paragraph. They will read a passage about the New England, Middle and Southern colonies and put the main idea from each paragraph on the corresponding graphic organizer below.

Formative assessment:
Students will be monitored for ongoing understanding and deepening comprehension relating to map and informational reading/text skills. Instruction is adjusted as needed based on student feedback and monitored completion of the lesson.

Summative assessment:
There will be a comprehensive unit exam at the end of the unit.

Technology:
Technology is incorporated into this lesson through the use of the SMART board presentation.
Stop and Go Strategies

Do you understand?

Stop! I don't understand.

Wait - I'm not sure...

Yes, I understand. Got it!

What did you learn from your puzzle?
Two for 2

- 2 minutes to write
- 2 things you learned (or more)
- then share out

Let's TRY it!

A summary is a {brief} account of the {main points}. It’s not telling everything. It’s putting together {important} information.
Let's TRY it!

Read the paragraph.

Find the 3 most important words in each sentence.

List them in order, separated by commas.

Like this:

word, word, word

Let's TRY it together.

During the 1600s and 1700s, many English settlers moved to North America. People believed that they had a better chance to make a living in North America or to find freedoms that they didn’t have at home. These settlers established thirteen English colonies.
Let's TRY it together.

The geography and climate of the thirteen colonies separated them into three different regions: New England, the Middle Colonies, and the Southern Colonies.

Let's TRY it together.

The colonies were located along the Atlantic Ocean, with New France to the north and New Spain to the south. The Appalachian Mountains formed a natural boundary to the west.
New England

New England’s geography was shaped by glaciers. During the Ice Age, thick sheets of ice covered much of North America. As the glaciers moved slowly across New England, they carried rocks trapped in the ice. The ice and rocks cut deep valleys through the mountains. They scraped up New England’s rich soil and pushed it south, leaving a thin, rocky layer of dirt.

Farming was difficult in New England. Most of the land was filled with rocks or was too sandy to farm. The region’s many forests and rugged mountains made it hard to find good farmland.
The climate also affected New England farming. Summers were warm, but winters were long and bitterly cold. The growing season was short. The **growing season** is the time of year when it is warm enough for plants to grow. In New England, the growing season lasted only from late May to early October. Most farmers could grow just enough food for their families, with a little left over to sell.

Farming in New England was hard, but the area had many natural resources. Colonists used these resources to make a living. They took wood from the thick forests to make buildings and ships. They caught fish and whales from the Atlantic Ocean to use for food and other products.
CLICK HERE TO DOWNLOAD NOTEBOOK FILE
Comparing the Colonial Regions

New England
1.
2.
3.
4.
5.

Middle Colonies
1.
2.
3.
4.
5.

Southern Colonies
1.
2.
3.
4.
5.
Description:
Students will explore the 13 colonies and their specific characteristics.

Specific Lesson Outcome Statement:
Students will be able to:
• Explore, discover, and compare and contrast the geographic setting of the New England, Mid-Atlantic and Southern colonies.
• Compare the life of the colonists in the different regions.

Georgia Performance Standards/ Common Core Standards:
Social Studies:
SS4E1: Compare and contrast life in the New England, Mid-Atlantic and Southern colonies.
Language Arts:
ELACC4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Essential Question(s):
“How were the colonial regions different?”

Materials Needed:
• Colonial Regions PowerPoint Presentation
• Graphic organizer
• SMART notebook activity

Procedural List:
Motivation (5 minutes):
• The teacher will review and discuss the first settlers and the three different regions in the colonies.
Body (20 minutes):
• The teacher will present a PowerPoint presentation on the colonial regions. Students will complete a graphic organizer as the information is presented to them. Ask students to make inferences based on their previous knowledge and newly gained knowledge “If the New England colonies have a short growing season and the Middle colonies have a medium growing season what type of growing season do the southern colonies have?”

Closing (5 minutes):
• The teacher will review with students what they just learned through an oral discussion and SMART notebook activity.

Higher Level Thinking Questions:
These questions have been italicized throughout the procedural list.

Accommodations:
To accommodate ELL students and students with ADHD in the class they will be paired with a peer in order to help them complete tasks.

Reteaching:
Students who have not mastered the material will be placed into a small group where the teacher will perform a guided reading lesson over a text about the different colonial regions.

Extension:
Students who have already mastered the material can go to http://www.socialstudiesforkids.com/articles/ushistory/13colonies2.htm and research the colonial regions further. Then they can write an informational summary of what they learned.

Formative Assessment:
Students will be monitored for ongoing understanding and deepening comprehension relating to the characteristics of the 13 colonies. Instruction is adjusted as needed based on student feedback and monitored completion of the lesson. The teacher can also use the SMART notebook activity as a way to informally assess the students.

Summative Assessment:
There will be a comprehensive unit exam at the end of the unit.

Technology:
This lesson uses a PowerPoint presentation to present new information about the colonial regions to the students. Likewise students will also use the Internet in the extension activity.
Lesson Reflection 2:

Today we continued our thematic unit on colonization. We began the day with a review of what we learned yesterday (the first Thanksgiving, Pilgrims, Mayflower, etc.). We tried to make the discussions as student centered as possible by avoiding lecturing them direct information. For instance, when we mentioned that the Pilgrims wanted to leave England, we asked the students to remind us why. Our professor once told us that the students should be talking more than the teacher throughout a lesson, and that even though you'll be tired after a day of teaching, the students should be pretty tired too! We try to keep these words in mind as we teach our mini lessons.

After we reviewed yesterday's material we talked about how the colonies were growing. We talked about the three regions that developed and characteristics for each. We also used graphic organizers so that the students could easily reference the information later. Next we told the students about their research project, which involves creating a newspaper as a class about colonial occupations. Each student will be assigned a job and will be given time with a laptop to research this occupation. The students seemed enthusiastic about this project, which gives me hope that they will be motivated to work hard on it!

Overall we think today went really well. We were impressed at how much the students remembered from the previous day, and student participation is very abundant. Tomorrow we will probably try to draw quieter students into discussion more so that we can be sure that they are retaining the information too.
Colonial Regions

Environment, and Culture

The Three Regions

- New England
- Middle Colonies
- Southern Colonies
New England Environment

- Very Short Growing Season
- Long Cold Winters
- Large Forests
- On the Atlantic Ocean

New England Culture

PRODUCTS
- Ship Building Supplies (Rope, wood)
- Dried Fish

PEOPLE
- Puritans and Pilgrims who believed in working hard and following strict rules.
- Merchants, Lawyers, Doctors.
Mid-Atlantic Colonies
Environment

- Medium growing season and cold winters.
- Many lakes and rivers for transportation.

Mid-Atlantic Colonies
Culture

PRODUCTS
- Called the “Bread Colonies”
- Farmed Wheat, Oat, Barley and Rye.
- Traded very little.

PEOPLE
- People from: England, the Netherlands, France, Germany and others.
- Puritans, Catholics, and Jews.
Southern Colonies

ENVIRONMENT

- Long growing season and fertile land.
- Warm weather and coastal plains.

Southern Colonies
Culture

PRODUCTS
- Farmed Tobacco, Rice, and Cotton.
- Traded crops farmed on Plantations.

PEOPLE
Colonial Regions

Vocabulary

- **Indentured Servants**: People who are brought to the colonies and must work to pay off the trip.
- **Transported Criminals**: Criminals that are taken from jail and made to work in the colonies.
- **Slaves**: People captured in Africa and sold to plantation owners. The plantation owner saw them as property.
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<thead>
<tr>
<th></th>
<th>New England</th>
<th>Middle</th>
<th>Southern</th>
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<tbody>
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<td>Environment</td>
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<td>Products</td>
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<td>People</td>
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**The French and Indian War**

**Social Studies and Language Arts**

**Description:**
Students will look at the causes and effects of the French and Indian War and how it played an important role in the formation of colonial America.

**Specific Lesson Outcome Statement:**
Students will be able to:
- Understand the causes and effects of the French and Indian War.
- Apply background knowledge to make connections and determine meanings of new vocabulary.
- Read with the purpose of locating the details and vocabulary needed to complete the cloze activity.

**Georgia Performance Standards/ Common Core Standards:**

**Social Studies:**
SS4H3 The student will explain the factors that shaped British colonial America.
SS4H4 The student will explain the causes, events, and results of the American Revolution.
a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, and the Boston Tea Party.

**Language Arts:**
ELACC4RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Essential Question(s):**
“What were the causes and effects of the French and Indian War?”

**Materials Needed:**
- Smart Notebook Presentation
- Cloze activity
**Procedural List:**

**Motivation (5 minutes):**
- Start with a brief review of the colonies and discuss with students the similarities and differences between the different regions. The teacher will prompt the students to higher thinking with questions such as "*What do you predict will occur next now that the colonies are growing and producing more goods and services?*"

**Body (20 minutes):**
- Present to students the French and Indian War Smart Notebook presentation. The teacher should use the animations to tell the students what happened. This is a very interactive presentation and it includes hand drawn characters representing the participants in the French and Indian War. The teacher should be sure to utilize these features and their mobility within the presentation to the highest extent.
- The teacher will prompt the students to higher level thinking by asking questions such as "*Who do you think was fighting in the French and Indian War?*" and "*Why did this war occur?*

**Closing (10 minutes):**
- Have students complete the French and Indian War cloze activity and then discuss it with students. The teacher will guide the students to higher level thought patterns by asking students "*Where did the War occur?*"

**Higher Level Thinking Questions:**
These are listed in the above procedural list in italics.

**Accommodations:**
To accommodate ELL students and students with ADHD in the class they will be paired with a peer in order to help them complete tasks. Students are directed to talk as much as possible about the learning as well as to share with peers.

**Reteaching:**
Students who have not mastered the material can be placed into a small group where the teacher can perform a guided reading lesson over a text about the French and Indian war.

**Extension:**
Students can research the leaders of the French and Indian war and then write a short story, rap, song, poem, etc. about their significance in the war.

**Formative assessment:**
Students will be monitored for ongoing understanding and deepening comprehension relating to the French and Indian war. Instruction is adjusted as needed based on student feedback and monitored completion of the lesson.
**Summative assessment:**
There will be a comprehensive unit exam at the end of the unit.

**Technology:**
This lesson uses a Smart Notebook file to present the French and Indian war to the students. Likewise students will also be encouraged to research information on the Internet for the extension activity.
Lesson Reflection 3:

Today (after our review) we taught about the French and Indian War! We let the students guess the causes and participants before beginning our actual lesson. Not surprisingly, they anticipated that the war was between the French and the Indians. We clarified this common misconception by informing them that the French and the Indians were actually allies fighting against the English over land. We also explained that England won the war, granting them access to the land in the Ohio Valley. We told them that the French had to move to places like Canada and Louisiana, which is why parts of those areas still speak French today. One student in Mrs. Morris’ class was actually from Louisiana so he was able to attest to this fact. The students loved our SMART board activity that featured hand drawn French and English soldiers arguing over land. We are beginning to realize that the students like things that the teachers create themselves more than things found online, even if it means that the quality or artistic ability is not as refined. We had not thought of this before, but it does make sense that they would like to see our effort and creativity more than that of a professional graphic designer that they do not know. Maybe in future lessons we can let them help us create things for the SMART board!

The students also worked on their projects again today. We were impressed at how focused they were. We had predicted that giving fifty children laptops and letting them work independently would create a certain amount of chatter and chaos, but the students worked very diligently!
THE FRENCH AND INDIAN WAR

The French and Indian War (1754-1763) was a seven-year-long ___________________ between __________________________ and France (France was allied with the Indians). Although fighting began in 1754, the war did not officially begin until 1756. They were __________________________ for the control of much of North America. This war was a part of a larger war that was going on in __________________________.

At the beginning of the war, France controlled Canada and the Louisiana Territory. Britain controlled most of the ________________ coast of __________________________.

The French lost the war, and gave Britain control of Canada. Spain gave Florida to Britain, and received the former French areas west of the Mississippi River. As a result of the war, the English colonists became more independent from Britain. This war also resulted in higher ___________________ paid to Britain. These influences eventually led to the American __________________________

Word Bank

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<th>Europe</th>
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<td>east</td>
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<tr>
<td>Revolution</td>
<td>taxes</td>
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Thematic Unit – Day 5

THE STAMP ACT
SOCIAL STUDIES AND MUSIC

Description:
Students will look at colonial America’s reaction to the Stamp Act through an interactive demonstration and rap.

Specific Lesson Outcome Statement:
Students will be able to:
• Explain why Americans were upset with British tax laws, such as the Stamp Act, after the French and Indian War.
• Identify two tactics colonists used to demonstrate their displeasure with these taxes.

Georgia Performance Standards/ Common Core Standards:
Social Studies:
SS4H3 The student will explain the factors that shaped British colonial America.
SS4H4 The student will explain the causes, events, and results of the American Revolution.
a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, and the Boston Tea Party.
Music:
MESBB.1 - Singing, alone and with others, a varied repertoire of music
a. Sing to recognize fundamentals of tone production.
b. Sing to match pitch through call and response (stepwise and major intervals).

Essential Question(s):
“In what ways did the Stamp Act affect the colonists?”

Materials Needed:
• One 8 ounce bag of M&M’s or individual pack for each student.
• One small paper cup for each student.
• Two plastic spoons (or surgical latex gloves)
• A copy of the “Stamp Act Rap” lyrics, the recorded version of the rap and background beat to the rap.
Procedural List:
Motivation (15 minutes):
• Complete the following motivational activity found at the following link. http://www.teachervision.fen.com/tv/printables/TCR/1557344809_034-036.pdf
• Be sure to explain unfamiliar vocabulary such parliament, taxes, etc. The teacher will ask the students follow up questions to the activity such as “Who ended up with the most candy?” and “Did the taxes forced on the colonists seem fair? Why or why not?”

Body (15 minutes):
• Discuss and explain to students what the Stamp Act was by using the following prompts: “What was so unfair about how the class was taxed?” “How could it have been handled more fairly?” “Why were tax collectors tarred and feathered?” “Why were British goods boycotted?” “What methods and organizations were devised by the colonists in order to resist these laws?” “How significant were these laws to the ultimate break from Great Britain?”
• Next distribute the lyrics to “The Stamp Act Rap” and have students glue this into their interactive social studies notebook.
• The teacher should then perform the rap for the students or play the recorded version. The teacher may dress up in colonial wear in order to make the rap more interesting and engaging for students.
• Have students practice the rap with you a few times and discuss the lyrics.

Closing (5 minutes):
• Perform the rap with the beat provided and have students provide an oral summary of the causes and effects of the stamp act. The teacher will guide the students’ responses with questions such as “What does ‘No Taxation Without Representation’ mean?”

Higher Level Thinking Questions:
These are listed in the above procedural list in italics.

Accommodations:
For the motivational activity the teacher can accommodate students by having them work in pairs. Also, instead of students representing individual colonists, a pair or group of students could represent a family.

Reteaching:
Students who have not mastered the material will be placed into a small group where the teacher will perform a guided reading lesson over a text about the Stamp Act.
Extension:
Students can write a few paragraphs about a time that they were treated unfairly.

Formative Assessment:
Students will be monitored for ongoing understanding and deepening comprehension relating to the Stamp Act. Instruction is adjusted as needed based on student feedback and monitored completion of the lesson.

Summative Assessment:
There will be a comprehensive unit exam at the end of the unit.

Technology:
This lesson incorporates technology by using the computer to play “The Stamp Act Rap” and beat.
Lesson Reflection 4:

Today we began with a more extensive review to see what the students remembered over the weekend. They took more prompting than usual, but they still retained almost all of the information from last week. Next we began our mini lesson on the Stamp Act. We included a video on this topic as a motivational activity and the students seemed to enjoy it. Next, Stuart wrote a rap about the Stamp Act over the weekend and he performed it, complete with his paper colonial hat! The students LOVED it. He also recorded the rap and printed the words on paper that the students could glue into their interactive social studies journals. We then had the students perform it with us using the recording Stuart had made. They had so much fun with this activity! We also talked about the lyrics and what they meant. We were impressed that the students easily made the connection that England raised the taxes to pay for the war expenses from the French and Indian War.

The students worked on their projects again. Some students had finished the first graphic organizer we gave them so we gave them the next part of the assignment. This was a list of supplemental questions that they were required to pick five to answer. Some of the questions were subjective and the students could express their opinions, while others required more Internet research. We also had twenty-three books that we handed out to the students for them to research. The students struggled researching with the books so this is something we would like to work on with them in the future. They also struggled with the opinionated question on the questions sheet. This surprised us because we assumed that it would be easier for them to write without having to do research. We would like to do more opinionated writing with them in the future to prepare them for persuasive writing assignments they will have to do in upcoming years.
STAMP ACT RAP

So we know you just won the French and Indian war
And you think you’re so hot and that you can take more
So come on Mr. King and Parliament
I really don't know why you want my dollars and cents!

You started to tax things such as pamphlets
Newspapers and other documents.
Were getting really angry, so you better run
No taxation without representation!

Give us something to represent
Or we'll have a big argument.
So boycott the goods and the STAMP ACT
And tell the British to take the act back!

What was the Stamp Act and who was involved?

CLICK HERE TO DOWNLOAD RECORDED RAP

CLICK HERE TO DOWNLOAD RAP BEAT
THE BOSTON TEA PARTY
SOCIAL STUDIES AND DRAMA

Description:
Students will learn about the event known as “The Boston Tea Party”, including the causes, effects, and people involved by acting out a short skit.

Specific Lesson Outcome Statement:
Students will be able to:
• Identify all aspects of the Boston Tea Party, such as the high taxes on tea, Samuel Adams and the Sons of Liberty's involvement, the colonists' disguised as Indians, and why this event occurred.
• Demonstrate comprehension through acting out a play and a writing a summary in their social studies journals.

Georgia Performance Standards/ Common Core Standards:
Social Studies:
SS4H3 The student will explain the factors that shaped British colonial America. SS4H4 The student will explain the causes, events, and results of the American Revolution.
a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, and the Boston Tea Party.
Language Arts:
ELACC4W2- students will write informative/explanatory texts to examine a topic and convey ideas and information clearly
Performing Arts:
TAES4.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

Essential Question(s):
“Why did the Boston Tea Party occur?”
“Who was involved in the Boston Tea Party and how?”
Materials Needed:
- Paper colonist hats (6)
- Scripts (24)
- Indian attire (6)
- Small boxes (6)
- Felt crew hats (2-4)
- SMART board
- Computers (for extension)
- Composition notebooks/ Interactive social studies notebooks (24)
- Schoolhouse Rock YouTube song: http://www.youtube.com/watch?v=t-9pDZMRCpQ

Procedural List:
Motivation (5 minutes):
- Class discussion as a review of previously taught topics (French and Indian War, Stamp Act, etc.). Teacher will ask students “Now that the colonists are angry about being taxed, what do you think might occur next?“
- Schoolhouse Rock YouTube song.

Body (25 minutes):
- The teacher will prompt students to summarize the video and hypothesize why the Boston Tea Party occurred.
- The teacher will hand out scripts for the Boston Tea Party skit. Each student will have a part, including narrators, stage hands, etc.
- Students will perform a “read through” in which they remain seated and practice their parts as the entire class reads through the script. The teacher asks helpful prompts throughout the script to ensure comprehension. For example, “The script says the Indians saw the ‘Redcoats’ on the ship. Who do you think the ‘Redcoats’ are?”
- Students will perform the skit including props, movements/scene changes, and lighting.

Closing (10-15 minutes):
- Students will write a summary of the Boston Tea Party in their interactive social studies journals (composition notebooks). Things to include: location of the Boston Tea Party, people involved, and main events. The teacher will also ask the students “How would you feel if you were a colonist in this situation?”
- The teacher will play the School House Rock video again.

Higher Level Thinking Questions:
These are listed in the above procedural list in italics.
Accommodations:
Students will be monitored for ongoing understanding and deepening comprehension relating to the Boston Tea Party. Instruction is adjusted as needed based on student feedback and monitored completion of the lesson.

Reteaching:
Students needing supplemental information to fully comprehend the content can be given appropriate leveled books to read about the event. These books can feature pictures of the events, timelines, and other useful information that will reinforce the material covered previously.

Extension:
These students can use the computers located in the classroom to research additional details about the Boston Tea Party and write a short paragraph about what they found. They can also research what will occur next in the history of America.

Formative Assessment:
Students will be observed throughout the discussions and the play. If a student is not fully involved then the teacher will engage the student directly by asking helpful prompts related to the discussion topics.

Summative Assessment:
The written summarization in their social studies notebooks will be collected and serve as the summative assessment. The writings will be graded on completion and a general understanding of the major causes, effects, and individuals involved in the Boston Tea Party.

Technology:
This lesson incorporates technology through the use of the SMART board to show pictures for scenery during the script. Also, technology will be utilized when showing the “Schoolhouse Rock” video from YouTube. Lastly, the students who require an extension activity will use computers to perform Internet research on the Boston Tea Party and other major events regarding the uprising to the American Revolution.
THE BOSTON TEA PARTY

One of the major events that led to the American Revolution was the anger of a group of Boston citizens to the British tax on tea imported to the colonies.

THE BOSTON TEA PARTY was a raid by American colonists on British ships in Boston Harbor. It took place on December 16, 1773. A group of citizens disguised as Indians, armed with tomahawks threw the contents of 342 chests of tea into the bay in retaliation over a tax which had been placed by the British Parliament on tea coming into the colonies. The colonists called town meetings and came up with resolutions to stop the importation.

Characters:

**Narrator**

**Samuel Adams**

**Colonist 1**

**Colonist 2**

**Colonist 3**

**Colonist 4**

**Colonist 5**

**Colonist 6**

**Colonist 7**

**Colonist 8**

**Colonist 9**

**Colonist 10**

**Colonist 11**

**Colonist 12**

**Colonist 13**

**Colonist 14**

**Crewmember 1**

**Crewmember 2**

**Crewmember 3**

**Captain**

**Crowd**

**4 Stage Hands**
SCRIPT:

Act I

Scene 1 – At the Old South Church

- Lights Off -

(Only the voice of the narrator is heard)

Narrator: It was a cold rainy day, on December 16, 1773, when thousands of angry colonists gathered at the Old South Church, in Boston, Massachusetts. It was the first step toward freedom of our great nation, the United States of America.

- Lights On -

(Samuel Adams is standing in the middle of the room/stage surrounded by the colonists)

Samuel Adams: Friends! Countrymen! Old England and crazy King George III, are asking for taxes on our favorite drink...tea!

Colonist 1: Why do we have to pay taxes to that old and fat England which is thousands of miles away?

Colonist 2: That’s ridiculous!

Colonist 3: We need to do something about this!

Colonist 4: England has never done anything for us...and now they want to take our money!

Colonist 5: Everything is taxed!

Crowd: No more taxes!

Colonist 6: Sugar is taxed...newspapers are taxed...

Colonist 7: If we allow more taxes, they will take all our money without giving us anything in return.

Colonist 8: I can’t afford to pay that ridiculous amount of taxes!

Colonist 9: Me neither...I have a family to support!

Colonist 10: It’s not fair!
Colonist 11: We need to take action!

Colonist 12: I think it’s best if the ships go back to Britain with their tea!

Colonist 13: And it’s not about the money...it’s the fact that a distant country is trying to control our colonies. We are free men!

Samuel Adams: The tea on British ships must not land on American soil...because if it does...a tax would be due upon it! We must destroy the tea! Are you with me?

Crowd: Yes! Yes! Yes!

(Colonists 1-6 disguise themselves as Indians)

Indian 1, 2, 3, 4, 5, 6: We are the Sons of Liberty!

Colonist 14: Tonight the Boston Harbor will be an enormous teapot!

- Lights Off -

(Only the voice of the narrator is heard)

Narrator: The crowd, the colonists, and some leaders and businessmen disguised as Mohawk Indians went to Boston’s deck to board the ships that were loaded with tea. Tonight they would do something that would change the history of our country.
Scene 2 – In the Ship

(Only the voice of the narrator is heard)

Narrator: The British crew was sleeping, when suddenly they heard a loud noise. One of the crewmembers woke up, and saw the Indians climbing aboard the ship.

-Lights On -

Crewman 1: Wake up! Wake up! The Indians are aboard the ship! They are stealing the tea!

Crewman 2: Come on...we are very tired!

Crewman 1: I’m telling you! The Indians are here!

Crewman 3: Indians? ...Let’s stop them!

(Crew members walk toward the Colonists disguised as Indians)

Colonist 1: Throw all the tea boxes into the sea! (throws box into ocean)

Colonist 2: I hate this tea...don’t leave any box aboard the ship! (throws box into ocean)

Colonist 3: British must know that we are against them! (throws box into ocean)

Colonist 4: Let’s hurry up! (throws box into ocean)

Colonist 5: Just the tea remember...we are not to damage anything else! (throws box into ocean)

Colonist 6: We are almost finished! (throws box into ocean)

(The Indians see the crew members)

Colonist 3: The redcoats are here!

Captain: Stop it! On behalf of the King...you are under arrest!

Crewman 4: This is a ship from the England Royal Navy. You must be loyal to the King, and you should obey the laws of England!

Colonist 1: We will not obey those laws...we live in a free country!
Colonist 2: Let’s abandon the ship. Our mission is accomplished...all the tea is in the water!

(The Colonists leave the ship)

The End
**Thematic Unit – Day 7**

**COLONIAL JOURNALISM VS. MODERN JOURNALISM**  
SOCIAL STUDIES AND VISUAL ARTS

**Description:**  
Students will explore the different types of communication used during the colonial period and today. Students will also investigate the importance of the newspaper in colonial times and understand the process of the printing press.

**Specific Lesson Outcome Statement:**  
Students will be able to:

- Understand the types of communication used during the colonial period and compare it to the modern types of communication used today.

- Have a thorough understanding of the importance of newspapers in the colonial period and how the printing process worked.

**Georgia Performance Standards/ Common/ Core Standards:**  
**Social Studies:**  
SS4H3 The student will explain the factors that shaped British colonial America.  
SS4H4 The student will explain the causes, events, and results of the American Revolution.

**Visual Arts:**  
VA4MC.1 Engages in the creative process to generate and visualize ideas.  
VA4PR.1 Creates artworks based on personal experience and selected themes.  
VA4PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

**Essential Question(s):**  
“How do we communicate today?”  
“How did people in colonial times communicate?”
Materials Needed:

- Smart Notebook presentation
- The following videos:
  - Bill Nye: [https://www.youtube.com/watch?v=lSCkPuj2n7A](https://www.youtube.com/watch?v=lSCkPuj2n7A)
- Printing Materials: lino handle, individual linoleum squares (enough for the whole class), tray for inking, brayer, tracing paper, rice paper, microwave or iron.
- Political Cartoon Materials: cartoon squares handout, markers, crayons, etc....

Procedural List:

Motivation (7 minutes):

- Begin the lesson by asking students two essential questions. “How do we communicate today?” and “How did people in colonial times communicate?” After asking each question write the students ideas on the corresponding Smart notebook presentation. Be sure to explain that in the colonial period people could only communicate through using newspapers and letters, but today we can communicate through radios, televisions, telephones, etc.

Body (100 minutes):

- Play the “Bill Nye the Science Guy” video on communication.
- Discuss the different types of communication that was not previously mentioned by the students. Ask students “How would this make their lives more difficult?”
- Restate to the students that the main type of communication during the colonial period was via newspapers and that is how people received their information.
- Discuss how they did not have modern computers and printers to print newspapers so they had to use a device known as the printing press to print multiple newspapers.
- Play the video about the printing press.
- Discuss the concepts behind the printing press. Ask questions such as “How did colonial printing presses vary from the printing press you saw Bill Nye standing next to?”
- Discuss what a political cartoon is and how political cartoons were used during the colonial period.
- Complete the compare and contrast activity in the presentation.
Activity
The following activities will be performed in four stations:

1. Students will perform the process of the printing press by creating a linoleum print. Instructions for creating a linoleum print can be found here: http://makeprojects.com/Project/Linocuts+101/807/1#.ULbQ2tPjnX4

2. Students will also create a political cartoon based on either the Stamp Act, Boston Tea Party, The Sons of Liberty or the general statement “no taxation without representation!”

Station 1: Drawing design for linoleum print
Station 2: Carving design into linoleum
Station 3: Printing
Station 4: Creating a political cartoon

Closing (10 minutes):
• Students will share their work. Ask the students “What is the meaning behind your political cartoon?”

Higher Level Thinking Questions:
These are listed in the above procedural list in italics.

Accommodations:
To accommodate ELL students and students with ADHD in the class they will be paired with a peer in order to help them complete tasks. The videos requires no reading and features pictures that describe the events occurring, so this is very appropriate for ELL students. Students can also be assisted with cutting the linoleum if it is too hard for them to do it independently.

Reteaching:
Students who have difficulty grasping the concepts presented in class will be permitted to work on their political cartoon paired with another student. These students will be paired with a gifted or higher level student to ensure that the pair can successfully complete the assignment. Students who need further supplemental information will be given books with both pictures and text to help them better understand the material.

Extension:
The students who excel at this activity and finish quickly will have the opportunity to revisit the stations and create another political cartoon on one of the other topics given. They will also have the option to be paired with a student who is struggling. This will help them learn to work cooperatively with their peers.
Formative Assessment:
Students participation in the discussions will serve as formative assessments. If a student is not fully involved then the teacher will engage the student directly by asking helpful prompts related to the discussion topics.

Summative Assessment:
The hard copy of the political cartoon will be collected and serve as the summative assessment. The cartoons will be graded on completion and a general understanding of the events that their cartoon is portraying.

Technology:
This lesson incorporates technology through the use of the SMART board to show the videos. Also, the SMART board will be used to record student responses in the discussion about technology of the colonial days and modern times.
How do we communicate?

How did colonial people communicate?
affix the STAMP.

This is the Place to
## Communication

<table>
<thead>
<tr>
<th>Ancient Civilizations</th>
<th>Colonial Period</th>
<th>Today</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Description:
Students will be introduced to the different simple machines and how they were used during the colonial period.

Specific Lesson Outcome Statement:
Students will be able to:
- Investigate the six different machines, their uses and how they were used during the colonial period.
- Complete a graphic organizer that introduces the uses of simple machines and examples of each.

Georgia Performance Standards/ Common Core Standards:
Social Studies:
SS4H3 The student will explain the factors that shaped British colonial America.
  b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.
Science:
S4P3. Students will demonstrate the relationship between the application of a force and the resulting change in position and motion on an object.
  a. Identify simple machines and explain their uses (lever, pulley, wedge, inclined plane, screw, wheel and axle).
Language Arts:
ELACC4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Essential Question(s):
“What objects incorporate simple machines and how?”
“What are some examples of the simple machines colonists used?”
Materials Needed:
• Video Links:
  o Introduction / Lever / Wheel and Axle: http://www.youtube.com/watch?v=grWIC9VsFY4
  o Inclined Plane / Screw: http://www.youtube.com/watch?v=wWPIy6Of6-U
  o Pulley: http://www.youtube.com/watch?v=9T7tGosXM58&playnext=1&list=PLE643CDBD9328CFB5&feature=results_video
• Simple machines of the colonial period PowerPoint
• Simple machine graphic organizer
• Resource chart

Procedural List:
Motivation (10 minutes):
• Distribute the simple machines graphic organizer.
• Using the PowerPoint introduce students to William Henry, a cartoon colonist who will help the teacher present the different simple machines.
• Play the video that will introduce students to simple machines, levers and the wheel and axle. The teacher will ask the students questions such as “What is an example of a lever?”

Body (25 minutes):
• With the accompaniment of the PowerPoint and resource chart explain, discuss and help students complete their graphic organizer for the lever, wheel and axle. Explain the definition and examples of each.
• Next play the video about the inclined plane and screw and help students fill in their graphic organizer in the same manner as the lever, wheel and axle.
• After that play the video about the pulley and help students fill in their graphic organizer.
• Next present to students the definition and examples of a wedge.
• When the teacher is finished presenting have students write about how they could use simple machines to design and build their own settlement. Prompt the students by asking “What kinds of buildings would you build?” “How would you use your tools to accomplish this?” Have students include at least 3 of the 6 simple machines.
Closing (10 minutes):
- Have students read to the class about the settlement they built and what simple machines they used to build it. Discuss with the class the different ways the student used simple machines and ask students if that was a practical application of the tools back during the colonial period. Prompt creativity and higher level thinking by asking questions like “What is the name of your town and how did they use simple machines?”

Higher Level Thinking Questions:
These are listed in the above procedural list in italics.

Accommodations:
To accommodate ELL students and students with ADHD in the class they will be paired with a peer in order to help them complete tasks.

Reteaching:
For students who have not mastered the material they will visit the website http://www.brainpopjr.com/science/forces/simplemachines/ and watch the video about simple machines. They will then complete two or more of the activities listed below the video.

Extension:
Students will continue to expand on their colonial settlement that they built using their simple machines. This can include (but is not limited to) the simple machines that you would find inside a typical colonial home, the simple machines that colonial artisans used, etc. Students can also draw a sequence cartoon of colonists using the simple machines to build their settlement.

Formative assessment:
Students will be monitored for ongoing understanding and deepening comprehension relating to colonization and simple machines. Instruction is adjusted as needed based on student feedback and monitored completion of the lesson.

Summative assessment:
The teacher will use the paragraph(s) about the creation of a settlement using the simple machines as a summative assessment.

Technology:
This lesson incorporates technology in the use of the PowerPoint presentation and videos. It also includes the use of the Internet for the reteaching activity.
The Colonies and Simple Machines

Settlement Building with Simple Machines

Hi! I'm William Henry. Thank you for joining me in the journey to build our colony! We need all the help we can get!
Suppose you lived in the southern colonies and your job was to build a settlement. How would you do this? What tools would you use? What if you had to move the materials for the structures many miles? What would you do?

Tools

Colonists needed tools to clear land, build their settlement, and farm, much like today. Though some colonial tools look a little different from those we use today, they were just as important and performed many of the same tasks. Can you think of some tools that we use today? How do we use them?
You probably thought of some of the tools that are shown below. These tools are called simple machines.

Simple Machines

A simple machine is any tool that only requires the application of a single force to work. It is a tool used to make work easier. Simple machines use a force (a push or a pull) to move a load.
Hmmm... so, what does that mean? Think about it for a minute.

Lever

A hammer is an example of a lever. Levers are used to exert a large force over a small distance at one end by exerting only a small force over a greater distance at the other. Colonists used hammers on everything from building houses to shaping metal.

Lever Video
Wheel and Axle

A wheel and axle is really two machines in one because you can use each part in different ways. The first way is to roll something along. Wheels help you move an object across the ground because they cut down on the amount of friction between what you're trying to move and the surface you're pulling it against. The axle is the object that attaches the wheel to the object it's moving. The second way of using a wheel is like a lever in the round. A door knob or a faucet on a sink are really round levers, and the fulcrum is in the middle where the axle turns.

Inclined Plane

The inclined plane is a surface set at an angle against a horizontal surface. The inclined plane lets us move a large or heavy object by applying a smaller force through a longer distance than the load is to be raised.

Inclined Plane Video
Screw

A screw depends upon another machine (the lever) for its operation. It can be looked at as a twisted wedge that gets its power from being turned by a lever. In other words, it is a cylinder with an inclined plane wrapped around it. It can raise weights and it can press or fasten objects.

Pulley

Pulleys are clever devices that allow you to lift large weights with much smaller forces.

Pulley Video
Wedge

Axes and hatchets are examples of wedges. The colonists used them for cutting down trees and working them into useful pieces of wood. The felling axe, which has a long narrow blade, was used to chop down trees and cut off limbs.

![Wedge Image]

### RESOURCE CHART

<table>
<thead>
<tr>
<th>SIMPLE MACHINES</th>
<th>WHAT IT IS</th>
<th>HOW IT HELPS US WORK</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVER</td>
<td>A stiff bar that rests on a support called a fulcrum</td>
<td>Lifts or moves loads</td>
<td>Shovel, nutcracker, seesaw, crowbar, elbow tweezers, bottle opener</td>
</tr>
<tr>
<td>INCLINED PLANE</td>
<td>A slanting surface connecting a lower level to a higher level</td>
<td>Things move up or down it</td>
<td>Slide, stairs, ramp, escalator, slope</td>
</tr>
<tr>
<td>WHEEL AND AXEL</td>
<td>A wheel with a rod, called an axel, through its center: both parts move together</td>
<td>Lifts or moves loads</td>
<td>Car, wagon, doorknob, pencil, sharpener, bike</td>
</tr>
<tr>
<td>SCREW</td>
<td>An inclined plane wrapped around a pole</td>
<td>Holds things together or lifts</td>
<td>Screw, jar lid, vise, bolt, drill, corkscrew</td>
</tr>
<tr>
<td>PULLEY</td>
<td>A grooved wheel with a rope or cable around it</td>
<td>Moves things up, down, or across</td>
<td>Curtain rod, tow truck, mini-blind, flag pole, crane</td>
</tr>
<tr>
<td>WEDGE</td>
<td>An object with at least one slanting side ending in a sharp edge</td>
<td>Cuts or spreads an object apart</td>
<td>Knife, pin, nail, chisel, ax, snowplow, front of a boat</td>
</tr>
</tbody>
</table>
Process

Now you know what kinds of tools the colonists needed and used to build their settlements.

Now, write about how you could use simple machines to design and build your own settlement. What kinds of buildings would you build? How would you use your tools to accomplish this? Please include at least 3 of the 6 simple machines that you’ve discovered and learned about.

Good job!
<table>
<thead>
<tr>
<th>Simple Machine</th>
<th>What it is</th>
<th>How it helps us work</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>Lever</td>
<td></td>
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<tr>
<td>Inclined Plane</td>
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<tr>
<td>Wheel and Axel</td>
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<tr>
<td>Simple Machine</td>
<td>What it is</td>
<td>How it helps us work</td>
<td>Examples</td>
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<tr>
<td>Screw</td>
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<tr>
<td>Pulley</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Wedge</td>
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</tbody>
</table>
Thematic Unit – Day 9

Weather in Colonial America
Social Studies, Science, Language Arts, Performing Arts

Description:
Students will learn about the different weather instruments used during colonial times vs. the weather instruments used today. They will also learn key vocabulary terms for weather and understand weather patterns.

Specific Lesson Outcome Statement:
The students will be able to:

- Create a weather script and weather vane as well as explore weather on a virtual field trip.
- Understand how much the tools help us predict weather and they have changed over the years.

Georgia Performance Standards/ Common Core Standards: Science:
S4E4. Students will analyze weather charts/maps and collect weather data to predict weather events and infer patterns and seasonal changes.
   a. Identify weather instruments and explain how each is used in gathering weather data and making forecasts (thermometer, rain gauge, barometer, wind vane, anemometer).
   b. Using a weather map, identify the fronts, temperature, and precipitation and use the information to interpret the weather conditions.
   c. Use observations and records of weather conditions to predict weather patterns throughout the year.
   d. Differentiate between weather and climate.
S4E3. Students will differentiate between the states of water and how they relate to the water cycle and weather.
   a. Demonstrate how water changes states from solid (ice) to liquid (water) to gas (water vapor/steam) and changes from gas to liquid to solid.
   b. Identify the temperatures at which water becomes a solid and at which water becomes a gas.
   c. Investigate how clouds are formed.
   d. Explain the water cycle (evaporation, condensation, and precipitation).
   e. Investigate different forms of precipitation and sky conditions. (rain, snow, sleet, hail, clouds, and fog).
Performing Arts:
TAES4.2 Developing scripts through improvisation and other theatrical methods
a. Uses the playwriting process: pre-write/pre-play; prepare to write/plan
dramatization; write/ dramatize; reflect and edit; re-write/play; publish/perform
b. Analyzes the elements of a well-written script
c. Researches and incorporates a variety of media into a script
d. Creates in-depth scripts that include character motivation and dialogue
e. Creates an organizing structure for writing scripts.

Language Arts:
ELACC4W3: Write narratives to develop real or imagined experiences or events using
effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters;
organize an event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences and events or show the responses
of characters to situations.

c. Use a variety of transitional words and phrases to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events
precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

ELACC4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Social Studies:
SS4H3 The student will explain the factors that shaped British colonial America.

b. Describe colonial life in America as experienced by various people, including
large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.

Essential Question(s):
“How do meteorologists predict weather?”
“Why do they predict the forecast?”
“How did they predict weather during colonial times?”
“What are the ingredients involved in weather?”
Materials Needed:
- SMART board
- Different animal shapes for the weather vane that can be traced (pig, sheep, cow, rooster)
- Dowels and stands for the weather vane
- Poster board for the weather vane
- Scissors
- Glue
- Markers, crayons or paint
- Paper for the students to write their weather script
- Pencils
- Graphic organizers to organize weather script
- Weather vocabulary
- Pictures of different types of weather
- Computers with links for students to explore
- Pictures of weather vanes
- Glogster link for VFT: [http://www.glogster.com/tossvft/vft-intro/g-6l6t5udbaq2fr7mofusda0](http://www.glogster.com/tossvft/vft-intro/g-6l6t5udbaq2fr7mofusda0)

Procedural List:
**Motivation (10 minutes):**
- Start off with these jokes for 4th graders: “Can anyone tell me what a tornado’s favorite game is? Twister! What did the hurricane say to the other hurricane? I have my eye on you!”.
- Explain how weather occurs daily in our lives.
- Next describe how they will learn about the tools used in Colonial times to help predict weather as well as the tools used today.
- Helpful prompts for discussion include “What kind of tools would you use to predict weather?” and “How would you escape from the harsh weather during colonial times?”
- Show them pictures of the old almanac and various weather vanes. “How do you think the weather vane and almanac helped the people during colonial times?”
Body (60 minutes):

• Explain to the students that they are going to take a virtual field trip and listen to an interview with Chesley McNeal from 11 Alive news in Atlanta. They will see a video clip of students who created their own weather script for their weather report. Instruct them to pay close attention because they will be writing their own weather script.
• Have students read over anticipation guide and have them circle what they think for the before on the guide.
• Play the interview with Chesley McNeal that can be found through the glogster link.
• Play the weather script performed by other students. Ask the students “What types of things did the students include in their weather script?”
• Divide the students into groups. Some will create weather vanes, others will work on weather script, and the remaining students will research the weather links on the computer.

Closing (10 minutes):

• Distribute weather VFT assessment and have students complete it. Guide the students by saying “What did Chesley McNeal tell us about weather patterns?”

Higher Level Thinking Questions:
These are listed in the above procedural list in italics.

Accommodations:
The teacher should provide students with graphic organizers, pictures and weather vocabulary words for students that struggle in their writing to help create weather scripts. To accommodate ELL students and students with ADHD in the class they will be paired with a peer in order to help them complete tasks.

Reteaching:
For students who have not mastered the material the teacher may review vocabulary terms and have more visuals for the students to relate the vocabulary to. The teacher can also create a small group lesson about the topic and areas the students struggle with.

Extension:
Students can create a weather station. Let them research and have them work on the weather station while the other students are reviewing concepts they didn’t understand.

Formative Assessment:
Students will be monitored for ongoing understanding and deepening comprehension relating to the virtual field trip. Instruction is adjusted as needed based on student feedback and monitored completion of the lesson.
**Summative Assessment:**
The teacher will use the anticipation guide, participation checklist, and Virtual Field Trip Assessment as summative assessments.

**Technology:**
This lesson incorporates the use of the SMART board for the students to view two different video clips. The teacher will also show them a picture of the first almanac and various weather vanes. The computers will be used for exploring various web sites that they will explore in creating weather, and learning more about weather.
Lesson Reflection 5:

The virtual field trip was about weather and since our unit was on Colonial America, we had to integrate this topic by teaching the students about the tools used during this time period. We showed them examples of weather vanes and almanacs. The students also saw an interview with 11 Alive’s Chesley McNeal. We wanted the students to understand the job of a meteorologist and so we had them choose a weather picture that they would like to forecast. We created a weather graphic organizer and gave them weather vocabulary to help them with their script. The students did an excellent job in filling in the graphic organizers and were able to create some fabulous scripts. We will be videoing our weather forecast soon so the students can see their work come to life. The students also created a model of a weather vane for decorative purposes. They used templates of different farm animals and traced them on poster board and cut them out. They painted the animals as well as the stands for them go on and were allowed to decorate them however they wanted. Another part of the field trip consisted of exploration on the computer. The students had a guide that told them which websites to visit and they had to explore the website and answer questions from the websites. This was to show me they did not just go through the motions of clicking on different things on the computer but had to read and learn about weather. Overall, the students enjoyed the virtual field trip!
11Alive Weather
Virtual Field Trip

Glogster link:
http://www.glogster.com/tossvft/vft-intro/g-6l6t5udbaq2ftr7mofusda0

1. Fill out the virtual field trip anticipation guide for weather field trip.
2. Open the glogster link and click on the video in the middle of the page and watch an interview with meteorologist Chesley McNeal.
3. Click the red and yellow flower on the bottom right hand corner that says students.
4. Click the cloud that says National Geographic Video and watch the video. Pay close attention as this video has some of the answers that were on your anticipation guide.
5. Click the lightning bolt for weather games and learn the recipe for weather. Be sure to click on each ingredient to learn more about the role each ingredient plays in creating weather.

6. Next Click on Predict the weather on the same website and type in your zip code to check the most recent forecast and weather map for your city.
7. Click on the rainbow for vocabulary activities and open the activity in SMART notebook express. 
   http://exchange.smarttech.com/details.html?id=f5aa381d-656b-4b8c-b306-2655a1fce174

8. Click on the umbrella on the student page. Try your hand at creating your own weather. You decide the conditions from a beautiful day, a storm, or a major blizzard. http://www.scholastic.com/kids/weather/

9. In conclusion of viewing the virtual weather field trip, create your own weather script for your zip code. Be creative. Let your personality come through. Be sure to include weather vocabulary in your script, and you might want that umbrella and rain jacket so you don’t get soaked when you are walking to the bus stop tomorrow.

10. For additional ideas... Go back to the student page of the glogster and click on the video of students just like you reporting weather. Watch the video.

Assessment for ELLS
Starting – Have pictures available for students.
   1. Point to the weather map you use for your area.
   2. Do you have an umbrella or a hat to keep you from getting wet in the rain?

Emerging
   1. (The teacher will point to a stormy day.) Is it a stormy day with lots of rain, or is it snowing in the picture?
   2. Can the weather be the same in different parts of the world?

Developing
   1. Describe what a weatherman does.
   2. What would you do if a tornado developed in your area?

Expanding
   1. What kind of tool is used to measure rain?
   2. What is the difference between cold front and warm front?

Bridging
   1. What would you predict when you see a cumulus cloud?
   2. Evaluate the weather map?
Links for additional exploration:


http://www.sciencekids.co.nz/videos/weather.html Watch different weather videos from powerful tornados to dust storms that can occur.

Georgia Standards

S4E4. Students will analyze weather charts/maps and collect weather data to predict weather events and infer patterns and seasonal changes.
   a. Identify weather instruments and explain how each is used in gathering weather data and making forecasts (thermometer, rain gauge, barometer, wind vane, anemometer).
   b. Using a weather map, identify the fronts, temperature, and precipitation and use the information to interpret the weather conditions.
   c. Use observations and records of weather conditions to predict weather patterns throughout the year.
   d. Differentiate between weather and climate.

S4E3. Students will differentiate between the states of water and how they relate to the water cycle and weather.
   a. Demonstrate how water changes states from solid (ice) to liquid (water) to gas (water vapor/steam) and changes from gas to liquid to solid.
   b. Identify the temperatures at which water becomes a solid and at which water becomes a gas.
   c. Investigate how clouds are formed.
   d. Explain the water cycle (evaporation, condensation, and precipitation).
   e. Investigate different forms of precipitation and sky conditions. (rain, snow, sleet, hail, clouds, and fog).
Weather Anticipation Guide

Directions: Read each statement about Weather in the middle. Before completing the virtual field trip, circle either the checkmark to the left if you agree or the “X” to the left if you disagree. Then after the virtual field trip decide if you agree with each statement by circling the checkmark to the right or the “X” to the right if you disagree.

<table>
<thead>
<tr>
<th>Before Agree</th>
<th>Disagree</th>
<th>After Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>8. The earth has 6 major climate zones.</td>
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</tr>
<tr>
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<td></td>
<td>9. The weather determines where we live.</td>
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<td></td>
<td></td>
<td>10. The ingredients for weather include temperature, pressure, volume, and density.</td>
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<td></td>
<td></td>
<td>11. The safest place to hide from severe weather is under your bed.</td>
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<tr>
<td></td>
<td></td>
<td>12. A meteorologist uses many different tools to predict the weather.</td>
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<td></td>
<td></td>
<td>13. An accurate weather forecast helps people prepare for some of the most extreme weather.</td>
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<tr>
<td></td>
<td></td>
<td>14. There are many types of clouds and the clouds determine the type of weather.</td>
<td></td>
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</tbody>
</table>

Which of the above statements did you disagree with? List the number of the statement below and then after going on the Virtual Field Trip, state the correct answer and where you found it. (Hint- One of the statements you should have disagreed with!)
Lesson Plans

Weather Tools of the Trade

Extension Activity

Have students write their own weather script and then perform it in front of an audience or record it.

Weather Instruments

4th Grade Standards

S4E4. Students will analyze weather charts/maps and collect weather data to predict weather events and infer patterns and seasonal changes.

S4E3. Students will differentiate between the states of water and how they relate to the water cycle and weather.

Essential Questions

- How are clouds formed? What is the water cycle?
- What are forms of precipitation?
- Why do we use the following weather instruments: rain gauge, thermometer, anemometer, barometer, and wind vanes?
- How do we distinguish between weather and climate?
- Why do we use symbols on a weather map and what do they mean?
- How do we know a weather forecast is accurate?
- Where does water go in a drought?

Assessment

Click here to download some assessments
1) A person who predicts the weather is called a
   a. Weather Predictor
   b. Biologist
   c. News Person
   d. Meteorologist

2) Weather is determined by all of these EXCEPT:
   a. Moisture
   b. Temperature
   c. Time
   d. Cloudiness

3) Which are the four examples of precipitation.
   a. Rain, Hail, Snow, Sleet
   b. Hail, Wind, Tornado, Thunderstorm
   c. Snow, Sleet, Humidity, Wind
   d. Sleet, Rain, Thunderstorm, Tornado

4) When water vapor in the air condenses, what is formed?
   a. Hail
   b. Clouds
   c. Wind
   d. A tornado
5) What is the temperature in Atlanta on the weather map?
   a. 63°F  
   b. 74°F  
   c. 67°F  
   d. 65°F

6) From which direction the cold front comes from?
   a. North  
   b. North West  
   c. South  
   d. West

7) What instrument measures wind speed?
   a. A wind sock  
   b. A barometer  
   c. A wind vane  
   d. An Anemometer
8) What instrument is used to measure the amount of rain?
   a. A thermometer
   b. A rain gauge
   c. A barometer
   d. An anemometer

9) What instrument is used to help predict the weather?
   a. Satellites
   b. Hygrometer
   c. Rain gauge
   d. Thermometer

10) Which clouds are low and gray?
    a. Cirrus
    b. Cumulus
    c. Stratus
    d. Nimbus

Answer Key:
1. D  6. B  
2. C  7. D  
3. A  8. B  
4. B  9. A  
5. C  10. C
APPENDIX A
Appendix A – Description of Class Population

Norton Park Elementary is located at 3041 Gray Road in Smyrna, GA in Cobb County. The school is a Title I school and has a diverse population. The following statistics are taken from the 2010-2011 report cards. This elementary school has a total enrollment of 694 students with approximately 57 full-time teachers. It has a student to teacher ratio of about 12 students per teacher. The average student-teacher ratio for Cobb County is 16 to 1. The demographics for the school include 33% black, 54% Hispanic, 8% white, 4% Dual Race and 1% Asian. 10% of the students have disabilities, 41% are limited English proficient, 1% is migrant and 88% are eligible for free/reduced meals.

Our classrooms represent a diverse population as well. In Mrs. Rhymer’s class we have 26 students in the classroom (85% Hispanic, 12% Black, and 3% Asian). There are 10 girls in this class and 16 boys. 23 of the students have been classified as ESOL students. Mrs. Morris’ class has 23 students (39% Hispanic 48% Black, 8% other and 4% White). There are 11 girls in the class and 12 boys. 11 of these students have been classified as ELL students.

The ages of our students range from 9 to 11 years of age. The learning styles vary immensely in this group of students. We have found that many of them are kinesthetic learners therefore many of the activities we do in the classroom have to be hands-on for them to grasp the concepts that are being taught. The maturity level varies as well in this group of students. We have found that some of our oldest students require us to double check behind them, remind them to stay on task as opposed to some of the other students who seem to be a little more responsible with their learning and responsibilities in the classroom.
## Appendix A – Individual Student Profiles

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Favorite Subject</th>
<th>Hobby/Sport</th>
<th>Other Information</th>
<th>School Related Flags</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric</td>
<td>M</td>
<td>H</td>
<td>Math</td>
<td>Playing Soccer</td>
<td>Favorite food is tamales</td>
<td>ELL</td>
</tr>
<tr>
<td>Brian</td>
<td>M</td>
<td>H</td>
<td>P.E.</td>
<td>Playing Soccer</td>
<td>Favorite color is orange</td>
<td>ELL</td>
</tr>
<tr>
<td>Kevin</td>
<td>M</td>
<td>H</td>
<td>P.E.</td>
<td>Playing Soccer</td>
<td>Loves SpongeBob</td>
<td>ELL</td>
</tr>
<tr>
<td>Aldo</td>
<td>M</td>
<td>H</td>
<td>Art</td>
<td>Playing Video Games</td>
<td>From Mexico</td>
<td>ELL, Speech</td>
</tr>
<tr>
<td>Diego V.</td>
<td>M</td>
<td>H</td>
<td>Science</td>
<td>Playing Video Games</td>
<td>Loves SpongeBob</td>
<td>ELL</td>
</tr>
<tr>
<td>Jose</td>
<td>M</td>
<td>H</td>
<td>Social Studies</td>
<td>Play Soccer</td>
<td>Loves Star Wars</td>
<td>ELL</td>
</tr>
<tr>
<td>Juan</td>
<td>M</td>
<td>H</td>
<td>Social Studies</td>
<td>Listening to Music</td>
<td>Favorite color is green</td>
<td>ELL</td>
</tr>
<tr>
<td>Elias</td>
<td>M</td>
<td>H</td>
<td>P.E.</td>
<td>Play Basketball</td>
<td>Loves Star Wars</td>
<td>ELL</td>
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<tr>
<td>Name</td>
<td>Gender</td>
<td>Ethnicity</td>
<td>Favorite Subject</td>
<td>Hobby/Sport</td>
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<tr>
<td>Beatriz</td>
<td>F</td>
<td>H</td>
<td>Reading</td>
<td>Singing and Dancing</td>
<td>From El Salvador</td>
<td>ELL</td>
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<tr>
<td>Jasmin</td>
<td>F</td>
<td>H</td>
<td>Music</td>
<td>Listing to Music</td>
<td>Favorite food is macaroni and cheese</td>
<td>ELL</td>
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<tr>
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<td>H</td>
<td>Reading</td>
<td>Shopping</td>
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<td>ELL</td>
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<tr>
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<td>F</td>
<td>H</td>
<td>Math</td>
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<td>ELL Tier 2 EIP</td>
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<tr>
<td>Areli</td>
<td>F</td>
<td>H</td>
<td>Math</td>
<td>Shopping</td>
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<td>ELL</td>
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<tr>
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<td>From Mexico</td>
<td>ELL Tier 1 Speech</td>
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<td>M</td>
<td>H</td>
<td>P.E.</td>
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<td>ELL EIP</td>
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<tr>
<td>Namya</td>
<td>F</td>
<td>B</td>
<td>Art</td>
<td>Watch T.V.</td>
<td>Loves to watch <em>Shake it up</em></td>
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<tr>
<td>Estrella</td>
<td>F</td>
<td>H</td>
<td>Reading</td>
<td>Shopping</td>
<td>From Equador</td>
<td>ELL</td>
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<td>Name</td>
<td>Gender</td>
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<td>Diego C.</td>
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<tr>
<td>Edgar</td>
<td>M</td>
<td>H</td>
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<td>Mayana</td>
<td>G</td>
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<td>Loves Scooby Doo</td>
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<td>G</td>
<td>H</td>
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<td>G</td>
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<td>She has 2 sisters and 2 brothers</td>
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<td>B</td>
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<td>Gender</td>
<td>Ethnicity</td>
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<td>A</td>
<td>Math</td>
<td>Play video games</td>
<td>1 brother and 2 sisters</td>
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<td>Play video games</td>
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<td>Playing Soccer</td>
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<td>Jalik</td>
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<td>B</td>
<td>Math</td>
<td>Playing Football</td>
<td>One brother and one sister.</td>
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<td>H</td>
<td>Art</td>
<td>Loves to sing</td>
<td>Loves Nickelodeon</td>
<td>Monitoring 1st year ELL</td>
</tr>
<tr>
<td>Name</td>
<td>Gender</td>
<td>Ethnicity</td>
<td>Favorite Subject</td>
<td>Hobby/Sport</td>
<td>Other Information</td>
<td>School Related Flags</td>
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</tr>
<tr>
<td>Ezekuiel</td>
<td>M</td>
<td>H</td>
<td>P.E.</td>
<td>Play with his dog</td>
<td>Loves to read animal books</td>
<td>ELL</td>
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<tr>
<td>Tatyanna</td>
<td>F</td>
<td>B</td>
<td>Matha</td>
<td>Listing to music</td>
<td>Favorite food is Spaghetti</td>
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<td>Imani</td>
<td>F</td>
<td>B</td>
<td>Writing</td>
<td>Reading</td>
<td>Favorite candy is gummy worms</td>
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<tr>
<td>Darreon</td>
<td>F</td>
<td>B</td>
<td>Music</td>
<td>Singing and Dancing</td>
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<td>Cristina</td>
<td>F</td>
<td>H</td>
<td>Social Studies</td>
<td>Shopping</td>
<td>Favorite movie is Scream</td>
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</tbody>
</table>
APPENDIX

B
Appendix B –

Narrative Impact on Student Learning Analysis

Our thematic unit was over Colonial Times. We were enthusiastic about this topic because it establishes a foundation for the colonization of America and the students can learn about the way of life in Colonial America and compare the way we live today. It gave me the opportunity to relate our everyday experiences to what life was like in Colonial America and to tie this into our lessons.

The first lesson we taught was Social Studies over the Pilgrims, Puritans, and the first Thanksgiving. We had already learned about the explorers and their many quests to discover the New World, so we tied this information into the lesson to segway into the 13 original colonies. Overall, I felt the lesson was engaging and the students were able to make connections. The students did very well on the activities that were planned and with the discussion over the video that was shown for motivation.

The lessons we taught on days 2 and 3 were about the colonial regions and their attributes and characteristics. We did a variety of activities including a SMART board presentation, and SMART board game, and graphic organizer. The students responded well to this lesson, particularly the SMART board game. Some of the information about the colonial regions was very detailed and similar between the regions, so some students struggled with this.

We have really started enjoying teaching math to our 4th graders. We feel that anyone can do well in math as long as they are taught the content in a creative way that is easy for them to understand and they are able to make a connection with what they are learning. Our math lesson used a sleep journal that the students kept the week before we did the lesson. It was eye opening to find out the number of hours’ sleep each student got on average a night= it really helped us understand why they were not performing as well in certain areas and we were able to speak with the students at length about the importance of sleep and many students changed their bedtime because of these conversations. Our students also learned that the number of hours’ sleep they receive is more than the children during colonial times. The students learned what the schedule was like during that time for students their age and were able to compare their own schedule. They created fractions and decided if the fractions were greater than, less than or equal to the number of hours they receive now. Our small group activities were hands on for the kinesthetic learner. The activities engaged the students in a way they had to really think about fractions. Our small group activity we did with the students helped them make a connection to dividing up brownies equally between four children. They had to find a common denominator and write out the steps involved in finding the common
denominator to share the brownies equally. The students did really well on this activity and we were pleased to see that a couple of them came up with different solutions.

Our last lesson was a virtual field trip that we created with a few other students in our TOSS cohort. The virtual field trip was about weather, and since our unit was on Colonial America, we had to integrate by teaching the students about the tools used during this time period. We showed them examples of weather vanes and almanacs. The students also saw an interview with 11Alive’s Chesley McNeal. We wanted the students to understand the job of a meteorologist and so we had them choose a weather picture that they would like to forecast. We created a weather graphic organizer and gave them weather vocabulary to help them with their script. The students did an excellent job in filling in the graphic organizers and were able to create some fabulous scripts. We will be videoing our weather forecast soon so the students can see their work come to life. The students also created a model of a weather vane for decorative purposes. They used templates of different farm animals and traced them on poster board and cut them out. They painted the animals as well as the stands for them go on and were allowed to decorate them however they wanted. Another part of the field trip consisted of exploration on the computer. The students had a guide that told them which websites to visit and they had to explore the website and answer questions from the websites. This was to show me they didn’t just go through the motions of clicking on different things on the computer but had to read and learn about weather. Overall, the students enjoyed the virtual field trip and the lesson was a success.
Assessments and Analysis

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will portray the proper use of adverbs, nouns, verbs,</td>
<td>The students were given a graphic organizer to complete in order to have</td>
</tr>
<tr>
<td>adjectives and pronouns relating to their assigned colonial occupation.</td>
<td>information for their articles. They had to use the various parts of speech</td>
</tr>
<tr>
<td></td>
<td>that we have been learning in their articles.</td>
</tr>
<tr>
<td>Students will understand the importance of sleep and create a fraction</td>
<td>The students were given an independent activity to complete. They had to</td>
</tr>
<tr>
<td>using various tasks performed in a 24 hour period comparing two fractions</td>
<td>compare a day of a colonial student to their schedule today. The students</td>
</tr>
<tr>
<td>between Colonial students and themselves and mark if the fraction is</td>
<td>had to color a fraction, write and simplify the fraction as well as tell</td>
</tr>
<tr>
<td>greater than, less than or equal to each other.</td>
<td>which fraction was greater than, less than, or equal to. This was a graded</td>
</tr>
<tr>
<td></td>
<td>activity.</td>
</tr>
<tr>
<td>The students will create a weather script and weather vane as well as</td>
<td>The students created a weather script using a graphic organizer and</td>
</tr>
<tr>
<td>explore weather on a virtual field trip. They will understand how much</td>
<td>vocabulary. Overall, the students did an excellent job on their scripts</td>
</tr>
<tr>
<td>the tools help us predict weather and they have changed over the years.</td>
<td>and we will be recording them acting out their scripts. The students</td>
</tr>
<tr>
<td></td>
<td>traced, cut out and painted animals for a decorative weather vane. They</td>
</tr>
<tr>
<td></td>
<td>painted their stands and glued the top together. The students also did</td>
</tr>
<tr>
<td></td>
<td>exploration on the computer for their virtual field trip. They filled out</td>
</tr>
<tr>
<td></td>
<td>a questionnaire for each link they visited to check for understanding and</td>
</tr>
<tr>
<td></td>
<td>to help them learn more about weather. They were given a weather quiz</td>
</tr>
<tr>
<td></td>
<td>over the virtual field trip that was counted as a grade.</td>
</tr>
<tr>
<td>Students will be able to describe the lives of the people in New England,</td>
<td>The students were given a graphic organizer to complete as well as</td>
</tr>
<tr>
<td>Middle, and Southern colonies and the characteristics that made the</td>
<td>participate in discussions. They also played the SMART board game that</td>
</tr>
<tr>
<td>each region unique.</td>
<td>required them to match the characteristics to the corresponding colonial</td>
</tr>
<tr>
<td></td>
<td>region.</td>
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</table>
The students will create a political cartoon featuring pictures and text, including vocabulary from the lessons.

The students were given a piece of paper that had a blank cartoon strip for them to fill in. They had to draw a political cartoon based on the colonial period and use the various parts of speech. The students were given a participation grade of O for Outstanding, S for Satisfactory and N for Needs Improvement.

The students will create a stamp that simulates how a colonial printing press would work.

The students were given a linoleum tile, tools to carve their image, rice paper on which to print their image, and ink. The students were enthusiastic about this project and comprehended how tedious the printing process was in colonial times.

Pre-test and Post-test

We gave a pre-test to find out how much the students knew about the content that we would be teaching on throughout the thematic unit on the colonization of America. The pre-test scores averaged a 32 which is about what I expected considering the students had no prior knowledge of the content that I was about to teach them. When we gave the students their post-test the class average was about 72. We felt successful and that the students really grasped the content that was taught.

The median grade was a 31 for the pre-test taken by Girl C. Her score on the post-test was a 76, this was a 45% increase in her score.
The above graph shows all of the students as a whole group. Each student made major improvement from the pretest to the post-test. Even though not everyone passed the post-test they still did better. Students I and J didn’t take a pretest due to being absent the day I gave the test. Overall, we were pleased with the results of the way the graph came out showing how much they learned. Some of our students are not test takers and really struggle. Looking back, the pretest was a really difficult test and we should not have made the subjects so broad. We wanted it to cover everything we were teaching for the unit but we could have assessed them a little differently and then had their post test as a paper test.

<table>
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<th>Boys and Girls</th>
<th>Pre-test</th>
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<tr>
<td><strong>Average</strong></td>
<td>31.5</td>
<td>71.8</td>
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<tr>
<td><strong>Median</strong></td>
<td>31</td>
<td>76</td>
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<td><strong>Mode</strong></td>
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<td>50</td>
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<tr>
<td><strong>Range</strong></td>
<td>8 - 54</td>
<td>50 - 100</td>
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</table>

The above table shows the comparison of the averages between the boys and the girls in our classroom. Overall, the boys and girls averages were about the same averaging around 72 for the girls and 73 for the boys. Interestingly enough the boys did better on the post-test than the girls.
Conclusion:

Overall, we enjoyed teaching our thematic unit on Colonial America. The students really enjoyed the activities that we had planned and we believe overall we have made a huge impact on their learning. Even the students who did not do as well on their test still understood as we were working on our activities that the times were completely different than today. They really amazed us how they created their character descriptions and were able to place themselves into the time period and put themselves into another character from that time. This really shows overall understanding of this era. The articles they are writing reflect the content they learned over the past month on the Colonial Unit taught. As far as helping the students that didn’t score as well on their post-test, we don’t know exactly what I would change about the test. The students that didn’t score as well on the post-test generally do poorly on written tests. Many of our students have already been retained and have not met the standards on the CRCT. We are continually trying to find a different way to help these students master the standards. Our collaborating teachers have discussed working with small groups on every subject. We have also differentiated on test and student class work for these students. The students that need remediation on the content of this overall theme will be getting remediation as we continue to work with them. We will help them build vocabulary, revisit content that they have learned, help them research using various methods through technology and library books as well as everyday writing through the use of graphic organizers and partnering with other students to help them with their writing.

Overall, the lessons were all engaging that addressed the many learning styles. All of our objectives were met and all of the standards were taught for each lesson. I am encouraged by the amount of enthusiasm the students showed during my lessons and know that in the future that thematic units are a great way to plan lessons as this gives us the opportunity to teach Science and Social Studies on a daily basis as opposed to teaching it only ten days a month per subject. We also enjoyed integrating the arts and HPS in my lessons. We believe this helped the students make connections to the content they were studying in a more realistic way.
Appendix C - Classroom Management Philosophy

Behavior management is important in the classroom. Over the years we have seen many different types of plans used throughout our various field experiences. As teachers, we feel strongly about letting the students know from day one our expectations of them in the class. Above anything else, we want our students to respect themselves, their classmates and us as their teachers as well as any other guests that walk through our classroom door. We believe that students need to be disciplined when they are not doing what is expected of them, but they do need to have a warning before they are punished. Over the years we have found that there are many reasons why students behave the way they do. Many times the students are looking for attention and they have found that if they act out, then they will get attention whether it is positive or negative attention. Children act out when they are hungry or haven’t had enough rest the night before, they act out because something is bothering them and they can’t express what is bothering them in words, so they take it out on others. Then there are the students who misbehave because they have problems that are far beyond their control, they are ADHD and they have a hard time staying on task and not disrupting other students.

Students also have positive behavior in the classroom and need to be rewarded in a positive way. Stickers and other tangible items are great for positive rewards, but we have found that students need compliments and praise more than the tangible items. In our classroom we have a monetary system in which the students are given fake money for good behavior and have to pay money for poor behavior. They have the opportunity to buy things from the class treasure box with their fake money. They can also save up their money and buy more expensive prizes like eating lunch with the teacher. This shows the students that the teacher cares about his or her students enough to want them to eat lunch with them if they have good behavior. Furthermore, the students have to use their money to pay for recess if the classroom behavior is poor.

Stuart’s collaborating teacher overall does a wonderful job with classroom management and the students know what is expected of them in her classroom as well as other classrooms they visit. We don’t have any changes we would make in the behavior plan. We love being with the students, they have been respectful to me and overall they are eager to listen and even more so eager to learn. We think this is because they feel comfortable in their classroom and comfortable with their teachers. We just received a new student in our class this past week that is ADHD and takes medicine for this. The medicine is not working the way it should be, because the student is easily distracted and also distracts some of the other students, this is beyond his control and we started setting a timer for him to give him the opportunity to focus on his work to complete it. We are also only giving him half of the amount of work to help him accomplish each task so he has
some success. We have found this to be one of the best ways to manage his behavior and keep him on task.

We had the opportunity to visit several other classes during our field experience at Norton Park Elementary School. We noticed that our students didn’t behave any differently in the other classrooms. We did have the opportunity to discuss with the Specials teachers what behavior management system they had in place in case our students didn’t participate the way they should in their classroom. Each teacher had different plans set in place and for the most part, they did express that because they only had about 50 minutes to teach, the children were generally engaged because they didn’t get to go to that class every day and wanted to make the most of the time they had in the classroom. Since we saw firsthand how excited our students were when they went to specials and how they behave in our classroom, we don’t think the discipline problems are there. Regardless these are the following behavior management plans used by the following teachers.

Music Teacher – Love and Logic Behavior Plan and Class Dojo - The music teacher uses these two plans for her classroom. She found that it really helps her students and keeps them on task. Love allows the students to grow through their mistakes and logic allows the children to live with their consequences. We had never heard of this program before and look forward to researching it a little more and seeing if it would work in our classroom – based on what the music teacher told us, it seems to implement a parenting style that works in a classroom. Class dojo is an interactive computer program that the music teacher uses for positive behavior in the classroom. It uses technology such as a smart phone, ipad, etc. to reward students with points for good behavior. The students see their points instantly put up on the interactive promethean board and are motivated to get as many points as possible so they stay on task and participate fully in music class. Apparently this is a new behavior management plan that the music teacher just started using, and we will be looking further into this plan as well for future use in my classroom.

Art Teacher - We spoke with the art teacher about her behavior management and basically she does it the old fashioned way. She writes down any misbehavior during the class and lets their teacher deal with the problem. If the students are really disruptive, she will separate the student and let them work at another table away from the students. She said that she didn’t want to spend her entire class time working on discipline and this is the best way for her to manage the students. Generally the only problems she has in her class is with 5th grade students.
**Computer Teacher** – The computer teacher uses old-fashioned time out. The students rarely get in trouble, but she does have an occasional incident here and there where the student doesn’t listen and follow directions. Since the students are only with her for a limited amount of time, she generally only has them scoot their chair back and take a 3-5 minute timeout. Generally this works because the student realizes their behavior and is able to control their behavior and participate fully after their timeout.

**2nd grade classroom** - We also visited a 2nd grade classroom. The classroom seems to be orderly and on our visits we didn’t see any major behavioral problems. We spoke with the teacher about the behavior management plan they have in place for their classroom and it seems to be run strictly through verbal warnings and verbal praise. If a student is disruptive in the classroom during a lesson they are given a verbal warning and if they continue, their name is put on a behavior pad and they have to sit out for the remainder of the class and not participate. Sometimes the student will have to miss recess as well depending on the behavior. This teacher’s class doesn’t have tally marks or cards so they don’t have a visual aid. The teacher does praise students for a job well done when they do well on their class work or when they listen and follow directions. The class in general often receives compliments from others outside of the classroom. They are able to then write down the compliment on the board and when the class reaches a certain number they get a class party.

As future teachers, we do not know that we will stick with one behavior plan that we saw implemented in the classrooms. We feel that our plan is really going to depend on our class and their personalities. We will let them know my expectations at the beginning of the year and we will establish classroom rules as a class in addition to other rules we will have in place that are general classroom rules. We will also let our students help decide the consequences for the rules they break in our classroom. We want them to understand we are a community and we will work well together as long as we treat each other with respect.
Appendix D – Resources


Ga DOE. (n.d.). *Georgia Department of Education.* Retrieved December 2, 2012, from [https://www.georgiastandards.org/Pages/default.aspx](https://www.georgiastandards.org/Pages/default.aspx)


