**Colonial Society Lesson**

**Grade Level:** 5th Grade

**Subject Area:** Social Studies

**Materials Needed:** Books on Colonial life (*The Life of a Colonial Wigmaker; Printer; Blacksmith; Innkeeper; Schoolteacher* by Andrea Pelleschi // *Life in the American Colonies* by: Ruth Dean and Melissa Thompson // *A Visual Dictionary of a Colonial Community* by: Bobbie Kalman), Articles printed from (<https://www.landofthebrave.info/colonial-society.htm>) PowerPoint overview of Colonial Society, Social Studies notebooks, pencils

**Standard:**

* ***5.2.10🡪*** Describe the daily lives of people from different social groups (e.g., large landowners, farmers, artisans, women, slaves) in colonial America

**Objectives:**

* Students will recognize differences in the daily lives of people from different social classes in Colonial times.
* Students will describe the daily life of one particular person during the Colonial Era through a journal entry.

**Learning Activities:**

 OPENING ELEMENTS: REVIEW/ EXPELL MISCONCEPTIONS

* The lesson will begin with review of prior knowledge on Colonial America.
	+ Where did the Colonists come from?
	+ Why did the Colonists come to America?
* “We already know a great deal about why the Colonists came to America but we do not know much about what they did once they got here.”
* “I think we all have sort of one idea in our minds of what a Colonist looks like. What do you picture?”
	+ Students should mention: wigs and puffy sleeved shirts and vests for men, bonnets and dresses for women.

TECHNOLOGY: PROJECTOR, POWERPOINT PRESENTATION

* + *Teacher can project on the board of these typical images.*
* “That is what I have always sort of pictured too. But what about all of these people?”
	+ *Teacher projects images of indentured slaves, farmers, blacksmiths, etc.*
* “These people are going to be the focus of our lesson today. We are going to talk about how even though many of these people came from similar places and lived in the same time, their lives were very different.
* “Now I want you all to quickly and quietly get your Social Studies notebooks and bring them to your desks. I am going to go over a quick PowerPoint presentation on a few of the roles in Colonial Society and I want you to be taking notes because it will help you with the assignment I have planned for afterward.”
	+ *Teacher will present the PowerPoint that will give more details about lives of different types of people from within Colonial Society.*
* “Does anybody have any questions about anything we just covered?”
	+ *Teacher will address areas of concern.*

DIFFERENTIATION:

 VISUAL: POWERPOINT TO SEE PICTURES

 AUDITORY: LISTEN TO EXPLANATIONS

 KINESTHETIC: TAKING DOWN THEIR OWN NOTES

**Assessment:**

* *Time permitting: ask students to recall ONE important piece of information from each of the professions discussed in the PowerPoint—answer as a class.*
* “Now that you have all of this information on the different people from the Colonial Era, you are about to step back in time and become these people.”
* “I have found some really great articles and books that will help you.”
* “I have 6 books and one packet of information here. I am going to hand out a book or packet to each row. With that, there are notecards. (Please do not destroy them, I am using them with the other class as well.) These not cards have your new identity on them—a new name and a job that we just talked about. I want you to write a journal entry from the perspective of your new identity. In this journal entry I want you to think about what your life would be like as this person so introduce yourself, tell me about your job and tell me about your life. I will project the requirements on the board and even give you the rubric I am using to grade you so you should not exactly what to do. I only have one book per group so you will have to share them. In order to save time, pay more attention to the yellow boxes than all of the word bubbles because the boxes are where the important information comes from.”
* “If anybody wants to look at these books I will make them available during study hall if you have finished the rest of your work.”
* “I also have books up here at the front that might give you more information and more to talk about depending on your job so you are free to come check them out as well.”
* “Your job with these books is to use them to help you write a journal from the perspective of your new identity but honestly, in the notes you have just taken, you could get started without them—they are more for additional support.”
	+ *Teacher will project the writing conditions on the board.*
		- Tell me:
			* Who you are
			* What your job is
			* What your life is like
				+ Do you have a family?
				+ Do you have a good or hard life?
		- Be creative!
* *Teacher will monitor student progress and give support where needed.*
* *Journal assignment will be turned in and graded by a rubric (found on the following page).*
* **Summative Assessment**: Students are taking a final test on the entire unit surrounding Colonial America that will be supplied by the regular classroom teacher.

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date:\_\_\_**

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|  | 4 | 3 | 2 | 1 |
| Content | Information in the journal is accurate and complete. Student surpasses expectations by providing additional details. (Greater than who they are, what they do, what their life is like) | Information in the journal is accurate and complete. All the questions were answered (Who they are, what they do, what their life is like) | Information in journal is either slightly inaccurate OR incomplete. Only 2 out of the 3 questions are answered (Who they are, what they do, what their life is like) | Information in journal is inaccurate and incomplete. Only one question is answered. (Who they are, what they do, what their life is like) |
| Creativity | Journal entry is original student content and is not copied from the book or article content. Student went beyond expectations and wrote with time-appropriate voice. | Journal entry is original student content and not just information copied form the book or article content. | Journal entry is original student content but parts were copied from book or article content. | Journal entry is not original student content and is based heavily on or copied from book and article content. |

**Score: /12pts**