Big Question Unit
Chelsey Ojard

Title:
❖ How did settling the colonies affect various groups of people?

Grade Level:
❖ Fifth

Estimated Time Required:
❖ Two – three weeks

Rationale and Overview:
❖ This unit allows students to explore a topic that is discussed in-depth during the fifth grade year - the original Thirteen Colonies. Students practice and skim the top of skills they will need in the future such as researching, creating a bibliography, writing quality paragraphs, keeping a schedule, writing a letter, creating a map and working in cooperative groups. Students also enjoy this unit; it gives them a chance to express themselves through writing and illustrations. While many units stifle students’ creativity, this unit begs for it.

❖ In groups of three or two, students will create a brochure about one of the Thirteen Colonies. Requirements are outlined in the Thirteen Colonies Project sheet included in this unit plan. Along with the group project, students are individually responsible for creating a map, keeping a work journal and writing a letter encouraging someone to immigrate to their colony. At the end of the unit, students will present their brochure and research findings in a short group skit.

National Standards
❖ Duluth Public School Standards
  ➢ New England, Middle and South Colonies
    ▪ The student will: Describe the development and growth of these three colonial regions.

❖ NCSS Standards
  ➢ Culture
    ▪ A. Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns
    ▪ D. Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs
  ➢ Time, Continuity and Change
    ▪ C. Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others
  ➢ People, Places & Environments
    ▪ B. Create, interpret, use and distinguish various representations of the earth, such as maps, globes, and photographs

Overall Goals
❖ Students will discover the difficulties various groups of people faced when settling the thirteen colonies.
Students will use their research to create a brochure about life in their colony.

**Specific Objectives**
- Students will become an expert about one colony.
- Students will read about reasons why people immigrated to the New World.
- Students will research using a number of different sources.
- Students will pretend they are a person from the 1600 or 1700s and write a letter encouraging a family member to join them in the New World.
- Students will create a brochure that summarizes their colony research.
- Students will present their brochure to the class.

**Inquiry or Focus Questions**
- Why did people immigrate to the New World?
- Was every colony the same?
- What was it like to live during the Colonial days?
- What is the best way to encourage my family to immigrate to the New World?
- What should I do to my brochure to make people want to come to my colony?
- What should I say that would make people want to immigrate to my colony?

**Resources**

- **Classroom Books**
  - World Book Encyclopedia (Classroom set)
  - United States by McGraw Hill (fifth grade textbook)

- **Library Books (Duluth Public Library)**
  - Making Thirteen Colonies by Joy Hakim
  - The Thirteen Colonies by Brendan January
  - Primary Sources by Lucent Books, San Diego, CA.
  - Food and Recipes of the Thirteen Colonies by George Erdosh
  - The Colony of Pennsylvania by Susan Whitehurst
  - The Colony of Rhode Island by Susan Whitehurst
  - Colonial America by Peggy Saari
  - The New York Colony by Dennis Fradin
  - The New Hampshire Colony by Dennis Fradin

  - There are countless resources available if you check out your local public library

- **Web Resources**
  - People of Williamsburg. [http://www.history.org/Almanack/people/people.cfm](http://www.history.org/Almanack/people/people.cfm)
  - The Thirteen American Colonies. [http://www.socialstudiesforkids.com/articles/ushistory/13massachusetts.htm](http://www.socialstudiesforkids.com/articles/ushistory/13massachusetts.htm)

  - There are many internet resources available. Make sure each source is appropriate before opening it for student use

**Student Assessment Plan**
- See attachment A.

**Lesson Plans**
Welcome to the New World! You are about to travel back in time and visit one of the first American colonies. While you visit, your job is to collect information about your colony, keep a journal of your adventures, and write a letter home. You will travel in groups of two or three and you must stick together. When you return, you will present the information you collected to the class in the form of a travel brochure and short presentation or skit. Good luck in your travels!

You will be responsible for completing the following:

1. **Letter:** Become a person from your colony and write a letter to someone in your European home country describing your new life. Tell them about an incident/event that recently happened to you and encourage them to immigrate to your colony. Make sure to include reasons why your colony is appealing. For example, you might want to describe why people are immigrating to your colony, what types of jobs most people hold, etc.

2. **Map:** You must color and label a map of the colonies. Use a different color or pattern for the New England colonies, for the Southern colonies, and for the Middle colonies. Label each of the original thirteen colonies, the ocean and nearby land or countries. Make a legend at the bottom that includes colors, patterns and symbols you used.

3. **Brochure:** In your group, you will create a brochure about your colony. The brochure must be colorful, attractive and carefully done. The brochure will have six sections. Each section must have a short paragraph explaining something about your colony, a title, bibliographic information (where you found your information) and a picture. You and your group members will discuss how to divide the six sections.
   - Your group must include a section on the following **two** topics:
     - why people should come to your colony
     - the history/beginnings of your colony
   - Your group will need to choose **four** other topics to include in you brochure. Here are some possibilities:
     - best seaport at which to arrive
     - type of work available
     - climate
     - typical foods
     - map of colony
     - typical clothing
     - famous landmark
     - positive features of colony
     - living conditions
     - education available
     - physical shape of the land
     - famous person/people
     - typical buildings/homes
   - You will keep a **daily journal** while you work on your brochure. This will help you keep track of what you need to accomplish each day. It will also help me grade your group participation.

4. **Presentation:** In your groups, use the information you collected when making your brochure to convince us (an audience) to move to your colony. **Each person must have a speaking part.** You might want to consider creating a skit and dressing up in costume that represents your colony. Be creative!

Happy traveling! If you have questions, ask Mrs. Ojard or Mrs. Maack-Younggren
Social Studies Lesson One

Grade: 5  
Time: 45 minutes

Teacher materials:
  • S.S. book, project sheets, colony slips, research materials, paper for work journals

Student materials:
  • S.S. book, project sheets, work journal, scissors

Teacher prep:
  • Before class begins, cut 60 pieces of 8 x 10 paper in half the short way. The students will use this to make their work journals.
  • Write each of the thirteen colonies on a small slip of paper. The students will use this to choose their colony.

Goals:
  • Students will discover the difficulties various groups of people faced when settling the thirteen colonies.

Objectives:
  • Students will become an expert about one colony.

Lesson:
  • Introduce Big Question
    1. How did settling the colonies affect various groups of people?  
       ▪ Write question on overhead and ask students to think about question.
  
  • Discuss Project sheet/Group jobs
    1. Pass out Thirteen Colonies Project sheet
       ▪ Read sheet together. Show examples of each of the four projects.
       ▪ Bibliography- in journals, each student needs to keep track of the resources he or she uses for information.
    2. Discuss Group jobs:
       ▪ Leader: This person keeps group on task and encourages group members.
       ▪ Recorder: (Each person is his or her own recorder.) The recorder will be the person to draw out the rough copy of your brochure to show me before you begin your final draft.
       ▪ Materials coordinator: This person is responsible for gathering the books and other materials at the end of each work time and putting back in the correct spot.
       ▪ Each day student will write in his/her work journal about what they accomplished during work time and what their job responsibilities were for that particular day.
  
  • Maack: Make work journals
    1. Pass out paper cut before class. Each person will need four sheets of paper to make two journals.
  
  • Erickson: go to #5
  
  • Group Time: (5 minutes, set timer)
    1. Announce groups
    2. Determine roles
    3. Choose colony
  
  • Skim Chapter/other resources
1. Walk through chapter 9. Look and talk about pictures and captions. Point out areas where they can find information about their colony.
2. Show other resources.
   - If time:
     1. Write first journal entry. Summary of what they did today.
   - Dismissal
Social Studies Lesson Two

Grade: 5
Time: 45 minutes

Teacher materials:
- S.S. book, project sheets, research materials

Student materials:
- S.S. book, project sheets, work journals, research materials

Teacher prep:
- Read through Chapter 9, lesson 1 and prepare notes

Goals:
- Students will discover the difficulties various groups of people faced when settling the thirteen colonies.

Objectives:
- Students will become an expert about one colony.
- Students will read about reasons why people immigrated to the New World.

Inquiry Question:
- Why did people immigrate to the New World?

Lesson:
- Chapter 9, Lesson 1
  1. How did settling the colonies affect various groups of people?
     - Write question on overhead. Ask students to think about question as they read lesson
     - Read lesson aloud. Students will follow along in their own textbooks. As chapter is read, go through notes on overhead. (See attached notes.)
  2. Work Journals:
     - Ask students to pull out work journals and make a new title. (Colony name) Journal

Bibliography
1. Walk through making a bibliography on the overhead.
   - Students must keep track of each resource they use. They can use post-it notes with their name to mark their pages.

Group Work Time
1. Show other resources briefly.
2. Ask students to take out 13 colonies project sheet.
   - Today the groups have three jobs:
     - Choose which other four topics will be included in the brochure.
     - Choose who will write about what topics.
     - Recorder: make a list of what topics your brochure will cover and who will write about each section.

3. Work/Research time

Journal Time (last five minutes)
1. Each day student will write in his/her work journal about what they accomplished during work time and what their job responsibilities were for that particular day.
   - Entries need to include:
• Date/What I did today/What I need to do tomorrow/How my group worked together:

• Homework
  1. If students need to finish reading chapter, assign it for homework.
  2. If students finished chapter in class, assign research for homework
     ▪ Find one fact about your colony from your book tonight. Bring it to class tomorrow

• Dismissal

Group Jobs
  ▪ Leader: This person keeps group on task and encourages group members.
  ▪ Recorder: (Each person is his or her own recorder.) The recorder will be the person to draw out the rough copy of your brochure to show me before you begin your final draft.
  ▪ Materials coordinator: This person is responsible for gathering the books and other materials at the end of each work time and putting back in the correct spot.
Social Studies Lesson Three

Grade: 5
Time: 45 minutes

Teacher materials:
- S.S. book, project sheets, research materials

Student materials:
- S.S. book, project sheets, work journals, research materials

Teacher prep:
- Have research materials ready for students to use

Goals:
- Students will discover the difficulties various groups of people faced when settling the thirteen colonies.

Objectives:
- Students will become an expert about one colony.
- Students will read about reasons why people immigrated to the New World.
- Students will research using a number of different sources.

Inquiry Question:
- Was every colony the same?

Lesson:
- Introduction
  1. How did settling the colonies affect various groups of people?
     - Write question on overhead. Ask students to think about question as they conduct research today.

- Map
     - Color the map according to the sections of colonies. The map should only have three different colors: one color for the New England colonies, one color for the Middle colonies, and one color for the Southern colonies. Label each colony, the ocean and the surrounding land. Make sure to include a key that tells me what colors, patterns and symbols you used. This will be due on Friday, December 2.

- Bibliography
  1. Hand out bibliography sheet. Walk through making a bibliography on the overhead.
     - Students must keep track of each resource they use. They can use post-it notes with their name to mark their pages.

- Group Work Time
  1. Today the groups have two jobs:
     - If needed, add to list from yesterday and give back to Mrs. O.
     - RESEARCH!!
  2. Work/Research time

- Journal Time (last five minutes)
  1. Each day student will write in his/her work journal about what they accomplished during work time and what their job responsibilities were for that particular day.
     - Entries need to include:
• Date/What I did today/What I need to do tomorrow/How my group worked together:

• Homework
  1. Find one fact about your colony from your book tonight. Bring it to class tomorrow.
  2. Start your map, which is due on Friday, December 2.

• Dismissal

Group Jobs

  ▪ **Leader:** This person keeps group on task and encourages group members.
  ▪ **Recorder:** (Each person is his or her own recorder.) The recorder will be the person to draw out the rough copy of your brochure to show me before you begin your final draft.
  ▪ **Materials coordinator:** This person is responsible for gathering the books and other materials at the end of each work time and putting back in the correct spot.

Name_____________________ ID #____

**Bibliography Guide**

1. **Books**
   
   Author’s last name, first name. *Title of book*, pages used.
   
   Example: **Barrett, Tracy.** *Growing up in Colonial America.* p. 12-17.

2. **Encyclopedia**
   
   Author of article (last name, first name). “Article Title (in quotation marks).”
   
   *Title of encyclopedia*. Pages used.
   
   Example: **Duncan, Debbie.** “Eastern United States.” *World Book Encyclopedia*, p. 45-46

3. **Internet**
   
   “Article title (in quotation marks).” <http://(web address here)>.
   
Social Studies Lesson Four

Grade: 5
Time: 45 minutes

Teacher materials:
- S.S. book, project sheets, research materials

Student materials:
- S.S. book, project sheets, work journals, research materials

Teacher prep:
- Have research materials ready for students to use

Goals:
- Students will discover the difficulties various groups of people faced when settling the thirteen colonies.

Objectives:
- Students will become an expert about one colony.
- Students will read about reasons why people immigrated to the New World.
- Students will research using a number of different sources.

Lesson:
- Introduction
  1. Re-name journal
     - Work journal is a boring title. Ask students to rename their journal something such as “My Journal about Massachusetts”
  2. Reminders
     - Remember you only need to research the topics you picked to write about for your brochure.

- Group Work Time: SET TIMER!
  1. Today the groups have two jobs:
     - Keep track of who is researching what by writing their names next to their topics.
     - RESEARCH!!
  2. Work/Research time

- Last 10 minutes:
  1. Remind students that they have five minutes to finish.
  2. Materials coordinator must put books away.

- Journal Time (last five minutes)
  1. Each day student will write in his/her work journal about what they accomplished during work time and what their job responsibilities were for that particular day.
     - Entries need to include:
       - Date/What I did today/What I need to do tomorrow/How my group worked together:
       - Recorder will gather the journals and place them in the box.

- Homework
  1. Start your map, which is due on Tuesday, December, 6.

- Dismissal
Group Jobs

- **Leader:** This person keeps group on task and encourages group members.
- **Recorder:** (Each person is his or her own recorder.) The recorder will be the person to draw out the rough copy of your brochure to show me before you begin your final draft.
- **Materials coordinator:** This person is responsible for gathering the books and other materials at the end of each work time and putting back in the correct spot.
Social Studies Lesson Five

Grade: 5
Time: 45 minutes

Teacher materials:
- S.S. book, project sheets, research materials

Student materials:
- S.S. book, project sheets, work journals, research materials

Teacher prep:
- Have research materials ready for students to use

Goals:
- Students will discover the difficulties various groups of people faced when settling the thirteen colonies.

Objectives:
- Students will become an expert about one colony.
- Students will read about reasons why people immigrated to the New World.
- Students will research using a number of different sources.

Lesson:
- Introduction
  1. (Maack) Re-name journal
     - Work journal is a boring title. Ask students to rename their journal something such as “My Journal about Massachusetts”
  2. Journal Review
     - Talk about journal scores.
       - 2 – answered all questions completely
       - 1 – need a little more information/did not answer questions completely
       - 0 – did not answer questions
       - If gone, write “absent” for that day.
       - Remember dates!
       - Answer all questions in complete sentences unless I tell you not to.
- Group Work Time: SET TIMER!
  1. Today’s Goals:
     - At the end of class, have enough information to write your two paragraphs over the weekend.
     - RESEARCH!!
  2. Work/Research time
- Last 10 minutes:
  1. Remind students that they have five minutes to finish.
  2. Materials coordinator must put books away.
- Journal Time (last five minutes)
  1. Each day student will write in his/her work journal about what they accomplished during work time and what their job responsibilities were for that particular day.
     - Entries need to include:
• Date/What I did today/What I need to do tomorrow/How my group worked together:
  ▪ Recorder will gather the journals and place them in the box.

• Homework
  1. Start your map, which is due on Tuesday, December, 6th.
  2. Write the RD of your paragraphs.

• Dismissal

  Group Jobs
  ▪ **Leader:** This person keeps group on task and encourages group members.
  ▪ **Recorder:** (Each person is his or her own recorder.) The recorder will be the person to draw out the rough copy of your brochure to show me before you begin your final draft.
  ▪ **Materials coordinator:** This person is responsible for gathering the books and other materials at the end of each work time and putting back in the correct spot.
Social Studies Lesson Six

Grade: 5
Time: 45 minutes

Teacher materials:
- S.S. book, project sheets, research materials, paper for final drafts

Student materials:
- S.S. book, project sheets, work journals, research materials, paper for final drafts

Teacher prep:
- Have research materials ready for students to use

Goals:
- Students will discover the difficulties various groups of people faced when settling the thirteen colonies.

Objectives:
- Students will become an expert about one colony.
- Students will read about reasons why people immigrated to the New World.
- Students will research using a number of different sources.

Inquiry Question:
- What was it like to live during the Colonial days?

Lesson:
- Introduction:
  1. Discuss how to write brochure paragraphs. If students are finished with paragraphs, they may decide which paragraph for which they would like to draw a picture. (Provide white paper for this purpose.)
     - Ask students to take out their notebooks and write down the following sentences as an example.
     - Remember you are pretending that you actually visited your colony and it is the 1700s. Your paragraphs should be in the “present tense” like this: “The colony of Connecticut is a great place to visit! You can buy wonderful meats and vegetables in the market every day! When you walk down main street, you will pass the blacksmith’s shop, the bakery, and the clockmaker’s shop.”
  2. Review Bibliography
     - Look at your notes. Did you write the book or internet site you found your information in at the top of the page? Remember to use the bibliography sheet I passed out as an example.
  3. Recorders, come and collect journals from the box.

- Group Work Time: SET TIMER!
  1. Today’s Goals:
     - Finish research
     - Start the RD of your paragraphs.
     - RESEARCH!!
  2. Work/Research time

- Last 10 minutes:
  1. Remind students that they have five minutes to finish.
  2. Materials coordinator must put books away.
• **Journal Time (last five minutes)**
  1. Each day student will write in his/her work journal about what they accomplished during work time and what their job responsibilities were for that particular day.
     ▪ Entries need to include:
       • Date/What I did today/What I need to do tomorrow/How my group worked together:
       ▪ Recorder will gather the journals and place them in the box.

• **Homework**
  1. Map is due tomorrow.
  2. Write the RD of your paragraphs.

• **Dismissal**

  Group Jobs
  ▪ **Leader:** This person keeps group on task and encourages group members.
  ▪ **Recorder:** (Each person is his or her own recorder.) The recorder will be the person to draw out the rough copy of your brochure to show me before you begin your final draft.
  ▪ **Materials coordinator:** This person is responsible for gathering the books and other materials at the end of each work time and putting back in the correct spot.
Social Studies Lesson Seven

Grade: 5
Time: 45 minutes

Teacher materials:
• S.S. book, project sheets, research materials, paper for final drafts and pictures

Student materials:
• S.S. book, project sheets, work journals, research materials, paper for final drafts and pictures

Teacher prep:
• Have research materials ready for students to use

Goals:
• Students will discover the difficulties various groups of people faced when settling the thirteen colonies.

Objectives:
• Students will become an expert about one colony.
• Students will read about reasons why people immigrated to the New World.
• Students will research using a number of different sources.
• Students will pretend they are a person from the 1600 or 1700s and write a letter encouraging a family member to join them in the New World.

Inquiry Question:
• What is the best way to encourage my family to immigrate to the New World.

Lesson:
• Introduction:
  2. Maps
    • Hand in Thirteen Colonies map due today

• Letter
  1. Ask students to take out their notebooks and copy down the letter format

April 17, 1755

Dear Grandmother,

I love my new life in Connecticut! The market is always filled with plenty of fruit, vegetables and meat. I found work at a bakery nearby. The owner pays me well and I am never hungry! You must leave Germany and join me here in Connecticut!

Yours Truly,
Abigail Wagner

2. Requirements: Look at yellow sheet
  • Correct form
  • Encourage family member to come
  • Description of new life
  • Event in the New World
  • Two-three paragraphs
• Date must be in the 1600s or 1700s

• **Group Work Time: SET TIMER!**
  1. Today’s Goals:
     - Finish RD of paragraphs
     - Start FD and picture
     - Unless you type your paragraphs at home, write your final draft on a sheet of lined paper from your notebook. Make sure it is neat and readable.
     - Choose which paragraph you would like to make a picture for. Your picture must show a person doing something. There is paper in the front for your picture.
     - You need to have your paragraphs and pictures finished for tomorrow. Tomorrow you will have time to put your brochure together and practice/think about your presentation. Presentations will begin on Thursday.

  2. Work/Research time

• **Last 10 minutes:**
  1. Remind students that they have five minutes to finish.
  2. Materials coordinator must put books away.

• **Journal Time (last five minutes)**
  1. Each day student will write in his/her work journal about what they accomplished during work time and what their job responsibilities were for that particular day.
     - Entries need to include:
       - Date/What I did today/What I need to do tomorrow/How my group worked together:
     - Recorder will gather the journals and place them in the box.

• **Homework**
  1. FD and pictures are due tomorrow
  2. Letters are due Friday

• **Dismissal**

  **Group Jobs**
  - **Leader:** This person keeps group on task and encourages group members.
  - **Recorder:** (Each person is his or her own recorder.) The recorder will be the person to draw out the rough copy of your brochure to show me before you begin your final draft.
  - **Materials coordinator:** This person is responsible for gathering the books and other materials at the end of each work time and putting back in the correct spot.
Social Studies Lesson Eight

Grade: 5
Time: 45 minutes

Teacher materials:
- S.S. book, project sheets, research materials, paper for final drafts and pictures, brochure materials, markers

Student materials:
- S.S. book, project sheets, work journals, research materials, paper for final drafts and pictures, brochure materials, markers

Teacher prep:
- Have research materials ready for students to use
- Paper, markers, and art materials ready for students to use

Goals:
- Students will discover the difficulties various groups of people faced when settling the thirteen colonies.

Objectives:
- Students will become an expert about one colony.
- Students will read about reasons why people immigrated to the New World.
- Students will research using a number of different sources.
- Students will create a brochure that summarizes their colony research.

Inquiry Question:
- What should I do to my brochure to make people want to come to my colony?

Lesson:
- Introduction:
  3. Brochure Construction:
     - How to fold brochure paper
       - Measure into three sections and fold
       - Eyeball it and fold gently, making sure edges are lined up
       - LEAVE BACK EMPTY!
     - Brochure cover – name of colony, group names, colorful and neat
       - Make cover on a separate sheet of paper and glue in when finished
     - Inside – paragraphs cut to size and glued in an orderly fashion with corresponding pictures, neat and colorful
     - Back flap – designed with something to do with colony
       - Ex. Crops, clothing, houses, people
       - Make Back flap on a separate sheet of paper and glue in when finished
       - Requirements: Look at yellow sheet

- Group Work Time: SET TIMER!
  1. Today’s Goals:
     - Finish Brochure
     - Discuss presentation
     - Each person needs to have a short speaking part
• Probably best to talk about the topic you researched and are most familiar with
• Make it fun! Be creative!

2. Work/Research time

• Last 10 minutes:
  1. Remind students that they have five minutes to finish.
  2. Materials coordinator must put materials away.
• Journal Time (last five minutes)
  1. Each day student will write in his/her work journal about what they accomplished during work time and what their job responsibilities were for that particular day.
  ▪ Entries need to include:
    • Date/What I did today/What I need to do tomorrow/How my group worked together:
    ▪ Recorder will gather the journals and place them in the box.

• Homework
  1. Letters are due Friday
• Dismissal

Group Jobs

□ Leader: This person keeps group on task and encourages group members.
□ Recorder: (Each person is his or her own recorder.) The recorder will be the person to draw out the rough copy of your brochure to show me before you begin your final draft.
□ Materials coordinator: This person is responsible for gathering the books and other materials at the end of each work time and putting back in the correct spot.
Social Studies Lesson Nine

Grade: 5
Time: 45 minutes

Teacher materials:
- S.S. book, project sheets, research materials, paper for final drafts and pictures, brochure, materials, markers, evaluation papers

Student materials:
- S.S. book, project sheets, work journals, research materials, paper for final drafts and pictures, brochure materials, markers, evaluation papers

Teacher prep:
- Have research materials ready for students to use
- Paper, markers, and art materials ready for students to use

Goals:
- Students will discover the difficulties various groups of people faced when settling the thirteen colonies.

Objectives:
- Students will become an expert about one colony.
- Students will create a brochure that summarizes their colony research.
- Students will present their brochure to the class.

Lesson:
- Group Work Time: SET TIMER!
  1. Today’s Goals:
     - 10 minutes to Finish Brochure
     - 10 minutes to discuss presentation
     - Each person needs to have a short speaking part
     - Probably best to talk about the topic you researched and are most familiar with
     - Make it fun! Be creative!
  2. Presentations
     - Students need to evaluate their peers using the evaluation sheets

- Last 10 minutes:
  1. Remind students that they have five minutes to finish.
  2. Materials coordinator must put materials away.

- Journal Time (last five minutes)
  1. Each day student will write in his/her work journal about what they accomplished during work time and what their job responsibilities were for that particular day.
     - Entries need to include:
       - Date/What I did today/What I need to do tomorrow/How my group worked together:
       - Recorder will gather the journals and place them in the box.

- Homework
  1. Letters are due Friday

- Dismissal
Social Studies Lesson Ten

Grade: 5
Time: 45 minutes

Teacher materials:
- evaluation papers

Student materials:
- brochures, evaluation papers, research notebook pages

Teacher prep:

Goals:
- Students will discover the difficulties various groups of people faced when settling the thirteen colonies.
- Students will use their research to create a brochure about life in their colony.

Objectives:
- Students will present their brochure to the class.

Inquiry Question:
- What should I say that would make people want to immigrate to my colony?

Lesson:
- Presentation discussion
  1. Walk through Group Brochure and presentation (use yellow sheet as a reference)
     - Must have:
       - 6 sections with paragraphs and titles (60)
       - colony name (1)
       - attractive (1)
       - careful lettering (2)
       - colorful (2)
       - 3 illustrations with captions and people in action (5pts each, 15 total)
       - each person speaks (5 pts each, 15 pts total)
       - evidence to convince us (2)
  2. Work time: 5 minutes to fix up brochure
  3. TUCK INSIDE YOUR BROCHURE WHEN FINISHED PRESENTING
     - Research notes
     - Yellow sheets for evaluation
     - letters
  4. Behavior of audience
     - Treat other groups with respect
     - Do not talk to your neighbor while groups are presenting
     - You will lose points if you talk during someone else’s presentation
  5. Presentations
     - Students need to evaluate their peers using the evaluation sheets
- Unit conclusion
  1. Write Big Question on overhead
     - How did settling the colonies affect various groups of people?
       - Ask students to volunteer answer to question. Write notes on overhead.
• **Journal Time (last two minutes)**
  1. Each day student will write in his/her work journal about what they accomplished during work time and what their job responsibilities were for that particular day.
    - Entries need to include:
      - I liked _____ about my presentation because ____.
      - Next time I would do ____ differently because ____.
    - Recorder will gather the journals and place them in the box.
• **Dismissal**
Social Studies ID# __________
Unit 2 Test Name __________
Project Evaluation Room __________

**Group Brochure:** (100)
- 6 sections with paragraph & titles... (60)
- colony name... (1)
- attractive... (2)
- careful lettering... (2)
- colorful... (2)
- 3 illustrations with captions & people in action... (15)
- group names... (1)

**Group Presentation:**
- each person speaks... (15)
- evidence to convince us... (2)

**Individual Map:** (20)
- New England Colonies... (4)
- Middle Colonies... (4)
- Southern Colonies... (5)
- Neatness... (3)
- Key... (1)
- Map Title... (1)
- Your name... (1)
- Ocean & other countries... (1)

**Individual Letter:** (25)
- correct form... (10)
- encouraging to come... (5)
- description of your life... (5)
- event in New World... (5)

**Daily Work Journal:** (20)
- dates... (5)
- summary of each day... (10)
- complete sentences... (5)

**Individual Paragraph:** (25)
- Notes with Bibliography... (5)
- Topic sentence... (5)
- Details... (10)
- Final draft Form... (3)
- Name... (2)

**Evaluation:** (10)
- Complete the group evaluation... (5)
- Complete the self evaluation... (5)

*Individual Language Grade __________*