

Colonial Life

Objectives:

SI01e: Compare the geographic and cultural differences between New England, Middle, and Southern Colonies.

Materials:

“Colonial Life” book bought on trip
Other colonial life books from library
Colonies list to divide them up by (see attached)
Travel brochure project (see attached)
Butcher paper
Markers
Computers/iPads for research

Research helps:

<http://www.history.org/> (Colonial Williamsburg – go under history)

http://apva.org/rediscovery/page.php?page_id=1 (Jamestown)

<http://www.smithsoniansource.org/>

Pictures of colonial times

Lesson Plan:

1. Start off by showing students some pictures of the field study building and people as well as others found online. In small groups, have them write down differences between what they saw in the pictures and the differences between then and now. Discuss these differences as a class quickly.
2. Pose the question, “What was colonial life like in the 1600-1700s?”
3. Students will then be divided up into colonies (see attached for ideas on colony groups to divide up into. Each colony will be in charge of researching specific items about colonial life in their colony (see brochure guidelines).
4. Teacher will go over the assignment, “Colonial Travel Brochure” with the students as well as tell them the objectives.
5. Students will have 1-2 days to research information about their colony (or more if available). Teacher will have multiple resources for them to use along with primary

resource documents where available. Groups should divide up into smaller partnerships within their group so that everyone has a job to do and is engaged (teacher should monitor this).

6. Students in their groups (or partnerships) will come up with one travel brochure that has all the items listed on the directions. It is encouraged to have more information if they find relevant facts.
7. Once done, students will turn in their brochures. Teacher will then get butcher paper (one more than how many brochures you have). Teacher will put butcher paper on each table or spread out around classroom. Each butcher paper will have one brochure on it. The extra butcher paper will be for later.
8. Students will then go around, look & read through the brochure someone else made and write 2 facts they learned (different than their own colony) on the butcher paper around the brochure. They will rotate to all brochures.
9. On the extra butcher paper, students will write a question they still have after they have gone around to all brochures.
10. Teacher will then summarize the different colonies and what life was like for them. Teacher will also go over any questions that she feels still need to be answered on the butcher paper.

Assessment:

Teacher will walk around to note involvement for a participation grade. Teacher will also grade the brochures quality. Participation during the debriefing activity with the butcher paper could also be taken as a grade.