**INQUIRY BASED LESSON PLANS**

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| **Teacher:** Heather Sheron and Candy Candler | **Expected length of lesson:** 7 days (30 minutes each) | **Lesson Topic:** British Colonial America | **Unit:** |

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|  | **Standards-Based Instructional Focus** | **Targeted Content Standards/**  **Element:**  (Include the entire standard) | **SS3H3 Explain the factors that shaped British Colonial America.**   1. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit). 2. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion). | | |
|  | **Targeted Literacy Skills or Standards:** (include as many as your lesson incorporates) |  | | |
|  | **Targeted SS Matrices:** (include as many as your lesson incorporates) | Information Processing 1. Compare similarities and differences  8. Identify social studies reference resources to use for a specific purpose | | |
|  | **Inquiry Question (or what you would like the students answer)?**  (\*Teachers may present the question or require students to develop questions and narrow down to this one). | Why and how were the three colonial American regions so different from each other? | | |
|  | **Key Vocabulary:**  Words important for understanding content and skills (ex: Tier 2 and 3 words) | **Religious freedom**  **Profit**  **Education**  **Economy**  **Religion** |  |  |
|  | **Learning Targets**  (I-Can Statements)  \*\*\*At the end of the week, what will students know and what will students be able to do? | | **Foundational:**  I can name the three colonial regions.  **Mastery:**  I can identify the difference between the New England, Mid-Atlantic, and Southern colonies.  I can explain the key reasons why the colonies were founded.  **Extension:**  I can define religious freedom and profit for each colonial region.  I can explain the geography of \_\_\_\_\_\_\_\_\_\_\_\_ region (New England, Mid-Atlantic, Southern).  I can explain the climate of \_\_\_\_\_\_\_\_\_\_ region (New England, Mid-Atlantic, Southern).  I can explain the resources of \_\_\_\_\_\_\_\_\_\_ region (New England, Mid-Atlantic, Southern).  I can explain the economy of \_\_\_\_\_\_\_\_\_\_\_ region (New England, Mid-Atlantic, Southern).  I can explain the way of life of \_\_\_\_\_\_\_\_\_\_\_\_ region (New England, Mid-Atlantic, Southern).  **Directions for the 5E Portion:** Attach all 5E resources to the back of this plan in order of use. Please indicate how long you plan for each session to take. Include in your description a notation of the literacy standards or Social Studies Matrices for the activity which they align with. | | |
|  | **ENGAGE**  Describe how the teacher will capture students’ interest.  What kind of questions should the students ask themselves after the engagement? | | Day 1 (30 minutes)  Students will explore, in groups of 3-4, a bag of pictures and items. They are going to try and figure out what we are going to begin learning about in this unit. In each basket include a cross, coins, toy handcuff, picture of colonies, a picture of the King of England, picture of the Mayflower, pencil, and paper.  As a whole group, introduce the graphic organizer: I see, I think, I wonder. Then dismiss students to their stations giving them their graphic organizer and a magnifying glass. Once students are in their groups, begin the lesson by asking students to look and touch the items. While students investigate the items in the basket walk around the classroom and ask students questions about what they think the items have in common.  Next, have students work together to write down the items that they see in the “I see” section of the graphic organizer. Remind students that they need to write down their observations in complete sentences. As students are working, occasionally stop and have one or two students share their observations.  When students have finished their “I see” portion of the graphic organizer, direct them to the “I think” section. Ask them to write at least two sentences about what they think they will be learning about.  Finally, when the students have finished with “I think” they can begin “I wonder”. Ask students to create a question that they have about the items and write in the “I wonder” section of their graphic organizer.  Guide the students to a question like “Why and how were the colonial American regions so different from each other?” | | |
|  | **EXPLORE**  Describe what hands-on/minds-on activities students will be doing.  List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration | | Explore lessons are incorporated each day and listed in more detail under each day. | | |
|  | **EXPLAIN**  Student explanations should precede introduction of terms or explanations by the teacher. What questions, resources, or strategies will the teacher use to help students connect their exploration to the concept under examination?  List higher order thinking questions which teachers will use to solicit *student* explanations and help them to justify their explanations.  Describe how the teacher will clarify the content or skill. | | Day 2 (30 minutes) **New England Colonies**  Show students the video on the New England Colonies <https://www.youtube.com/watch?v=4eTJ0hCgyC4>. Afterwards brainstorm any other questions the students may want to know about the New England colonies. Stop the video at the three questions and have students pair up and share their answers. Discuss as a whole group.  Then, pass out the 3 colonies study guide for the students to fill in as we discuss each region of colonies in more detail. Use the powerpoint to guide students through specifics about the New England colonies.  Day 3 (30 minutes) **Mid-Atlantic Colonies**  Show students the video on the Mid-Atlantic Colonies <https://www.youtube.com/watch?v=R7CDn6Aa7Z0> . Afterwards brainstorm any other questions the students may want to know about the Mid-Atlantic colonies. Stop the video at the three questions and have students pair up and share their answers. Discuss as a whole group.  Then, have students get their study guide out from the day before and they will fill it in as we discuss the Mid-Atlantic region. Use the powerpoint to guide students through specifics about the Mid-Atlantic colonies.  Day 4 (30 minutes) **Southern Colonies**  Show students the video on the Southern Colonies <https://www.youtube.com/watch?v=leqglZG8Af4> . Afterwards brainstorm any other questions the students may want to know about the Southern colonies. Stop the video at the three questions and have students pair up and share their answers. Discuss as a whole group.  Then, have students get their study guide out from the day before they will fill it in as we discuss the Southern region. Use the powerpoint to guide students through specifics about the Southern colonies. | | |
|  | **ELABORATE**  Describe how students will develop a more sophisticated understanding of the concept.  What vocabulary will be introduced and how will it connect to students’ observations?  How will students make real-life connections? | | Day 5 (30 minutes) \***Optional**\*  Have students come to school dressed up like a person from the New England, Middle, or Southern colonies. They can share why they dressed in that way and how it goes with what they know about the region.  Gather the questions that the students still had about the three colonial regions and allow them to work with groups of 3-4 to see if they can find the answers to their questions. Resources could include textbook, any picture books, library books, encyclopedias, internet sites (listed below).  [www.socialstudiesforkids.com/articles/ushistory/13colonies1.htm](http://www.socialstudiesforkids.com/articles/ushistory/13colonies1.htm)  [www.landofthebrave.info](http://www.landofthebrave.info)  [www.13colonies.mrdonn.org/dailylife.html](http://www.13colonies.mrdonn.org/dailylife.html) | | |
|  | **EVALUATE**  How will students be evaluated THROUGHOUT the lesson?  How will students demonstrate that they have mastered the learning target(s)? | | Day 6 & 7 (30 minutes)  Students will create a flipbook of the 3 colonial regions (New England, Mid-Atlantic, Southern). Students may use their study guide as a resource! Each region must include: geography, resources, and life of the colonists. Students need to draw a picture to go along with each region as well. Students will be given a rubric to self-assess themselves as they complete the flipbook. | | |



Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Colonial Regions Study Guide

New England (Massachusetts, Connecticut, Rhode Island, New Hampshire)

**Geography**

* Mountains
* \_\_\_\_\_\_\_\_\_ and rocky soil
* Difficult to \_\_\_\_\_\_\_\_\_
* Most farming was done to feed families
* Boston Harbor and many other ports on the coast

**Climate**

* \_\_\_\_\_\_\_\_ growing seasons
* Mild \_\_\_\_\_\_\_\_\_\_\_
* Long, cold winters

**Resources**

* Thick woods- excellent timber for \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_
* Rich coastal waters- lots of \_\_\_\_\_\_\_\_ and whales

**Economy**

* Traded with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and other colonies
* Traded the timber for other items like \_\_\_\_\_\_\_\_\_\_ and clothing
* Industry
* Ship building
* \_\_\_\_\_\_\_\_\_\_\_\_\_

**Way of Life**

* Mostly Puritans and other religious groups
* Came to America for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Church was the CENTER of life

Middle (New York, New Jersey, Pennsylvania, Delaware)

**Geography**

* Mountains
* Ports and \_\_\_\_\_\_\_\_\_\_
* Many deep and wide rivers
* More \_\_\_\_\_\_\_\_\_\_ soil

**Climate**

* \_\_\_\_\_\_\_\_\_ climate- not too hot, not too cold
* Longer growing seasons

**Resources**

* Small farms
* Had many rivers that made \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ easier

**Economy**

* Grew \_\_\_\_\_\_\_\_\_\_\_ (wheat, rye, oats, barley)
* Known as the “Breadbasket” colonies
* Trade
* Skilled \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Weavers
* Shoemakers
* Bakers
* Blacksmith

**Way of Life**

* People lived differently in different areas.
* Some were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Some were artisans (skilled workers)
* Went to town, markets, stores, church, etc.

Southern (Virginia, Maryland, N. Carolina, S. Carolina, Georgia)

**Geography**

* Mountains
* Good rivers and ports
* Long \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Atlantic Coastal Plain)
* Piedmont-
* A hilly region of the eastern US, between the Appalachians and the coastal plain
* Rich soil
* \_\_\_\_\_\_\_\_\_\_\_\_\_ plots of empty land

**Climate**

* \_\_\_\_\_\_\_\_\_\_\_\_ climate of the colonies
* Long growing season

**Resources**

* Good soil for farming

**Economy**

* Large farms worked by slaves
* Grew mainly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Tobacco
* Rice
* Cotton

**Way of Life**

* A few port cities on the coast
* Some \_\_\_\_\_\_\_\_\_\_\_\_\_\_ owners
* Others were poor