

Voices: A Thematic Approach to Teaching the Road to the American Revolution

Title:	Day 2: Who lived in the American colonies?
Written by:	Ally Ehrhart and Jennie Burke
Subject:	Social Studies
Grade Level(s):	4th
Duration:	30-40 minutes
Unit Description:	This lesson is the second lesson in a unit that will explore the voices and perspectives of colonial America leading to the varying beliefs and perspectives that lead to the American Revolution.
Lesson Description for Day:	Students will explore the colonization of America, specifically why people left Europe and where they settled.
PA Core Standards or Alternative Standards:	<p>Standard - 5.3.4.F Explain how different perspectives can lead to conflict.</p> <p>Standard - 8.3.4.D Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Goals

Unit Goals:	Through primary sources and inquiry questions, students will be able to explain the road to the American Revolution through the perspectives of diverse voices and will be able to compare and contrast how different people might have felt about these events.
Lesson Objective(s):	<ul style="list-style-type: none"> • Students will be able to list a few of the specific groups who lived in America in the 1700s. • Students will be able to explain the push and pull factors that lead Eupoeans to immigrate to North America in the late 1600-into the 1700s. • Students will be able to compare and contrast the experiences of the enslaved people who were forced to come to North America and

	those from Europe who had the freedom to choose.
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Methods

<p>Anticipatory Set:</p>	<p>Canva slides will be used throughout the lesson. You can copy and paste if the link in the Materials section of this lesson plan does not work: https://www.canva.com/design/DAFz4wghPzM/rVWf2bJvKF9Ze18yqRFrpA/view?utm_content=DAFz4wghPzM&utm_campaign=designshare&utm_medium=link&utm_source=editor</p> <p>Play music on slides from Wampanoag and Europe. Remind the students that the Wampanoag are the people who lived in the Massachusetts area before any European came over to live.</p>
<p>Introduce and Model New Knowledge: (Day 1 of the Lesson)</p>	<p>Ask the class to brainstorm the basic needs every human has (food, clothing, water, and shelter). Address how it is easier to get all of these in many societies if you have money.</p> <p>Ask them what they would do if they were living somewhere and they couldn't meet their needs? Explain that it is a push factor, something that pushes you away from where you are.</p> <p>Explain that not everyone had a choice in moving to North America. Share the map of people showing the areas where people had the freedom to make the choice to move to America, and places where people were kidnapped and enslaved.</p> <p>Explain some pull factors for North America. Remind the students of the independence activity from the day before. Explain that in America Europeans had the freedom to make up their own churches, which many people forbid in Europe. Also explain the appeal of land to farm if you didn't have any land in Europe. Be sure to remind the students that the land was already being used by people, but that didn't stop Europeans from coming over and taking it for their own.</p>
<p>Provide Guided Practice:</p>	<p>In a small group circle, go around the group taking turns sharing something you just learned. Each person (or one recorder) should write down the information people are sharing to create a log of the</p>

	group's notes. Go around sharing facts until you are out of information or time is up.
Provide Independent Practice:	Students will create a visual explaining the three major groups we discussed in this lesson (Indigenous, Enslaved, and European immigrants). The visual must include what factors brought them there or how they met their needs if they were already there.
Wrap-Up	Share visuals with a seatmate.

Assessment

Formative/Ongoing Assessment:	Guided practice group notes
Summative/End Of Lesson Assessment:	Student created visual of three groups

Materials

<ul style="list-style-type: none"> ● Canva slides for this lesson ●
