

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

Title:	Day 3: Intro to the American Colonies
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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 learn about the New England, Middle and Southern Colonies, including who settled there, the geography, what life was like, and the government of the region.
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:	<ul style="list-style-type: none"> • 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 identify which region a colony belongs in and explain what made that region of colonies unique from the others.

Methods

Anticipatory Set:	<ul style="list-style-type: none"> • Bring up slides with images of geography of each of the 3 regions and have students share and discuss what they have noticed about the images and what questions they have.
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Introduce and Model New Knowledge:	<ul style="list-style-type: none"> ● Explain that as people settled in the colonies, their experiences and daily life varied depending on the region in which they settled. ● Introduce each of the three regions and go over a general description of each
Provide Guided Practice:	<ul style="list-style-type: none"> ● Hand out brochure templates to students and explain that there were three distinct regions while you bring up the same template on the board. ● Go over which colonies were part of which region and have students color in their map as you do it on the board. ● Work together to fill in the tab about who settled where.
Provide Independent Practice:	<ul style="list-style-type: none"> ● Have students work independently or with a partner to use the links on the back of the brochure and get a more detailed picture of what each region was like.
Wrap-Up	<ul style="list-style-type: none"> ● After students complete their brochure, have them record a flipgrid video sharing which region they would have chosen to move to if they were a colonist and why they would choose that region.

Assessment

Formative/Ongoing Assessment:	<ul style="list-style-type: none"> ● As students are working on their brochures, the teacher will walk around and check in with students to answer any questions and make sure the information they are writing is correct.
Summative/End Of Lesson Assessment:	<ul style="list-style-type: none"> ● Students will turn in their brochures after they complete them.

Materials

<ul style="list-style-type: none"> ● Slideshow of regional images and overview ● Brochure template ● iPad/laptop for each student ● Flipgrid link
