

A Colony Is Born Unit Plan Overview

Day 1

Diagnostic Assessment

Who Am I? What Do I Know?

Lesson Plan

Hull of a Ship

This is the introductory lesson to the Unit Plan: A Colony Is Born. In this lesson, a bulletin board for the unit will be started, Colonial Notebooks will be presented to each student, and a pre-test on colonization will be administered.

Day 2

Sez Who?

This is the second lesson in a unit on colonization. It establishes baseline knowledge of students' understanding of primary and secondary sources and the likenesses and differences of them with regard to a selected historical event.

Student Web Lesson

From Colonial Crossing to Kitty Hawk

Students compare primary and secondary sources.

Day 3

Lesson Plan

Marking Time

This lesson swiftly travels through time from 1492 to 1607. Significant events are marked on a timeline, note taking is modeled, and a focus on reasons for leaving England for the New World is clarified with use of a graphic organizer.

Student Web Lesson

"Treasures from the Past"

Students learn about significant events in the colonization of North America.

Day 4

Lesson Plan

What Went Wrong

The focus of Lesson 4 is on Roanoke and Jamestown. Students examine what worked well, what did not, and significant events of the two colonies. Students emulate modeled note taking, use a T-chart for organizing the information, and make additions to timelines.

Day 5

Lesson Plan

Dear Mem

The primary informational source of journal writing is the focus. Journal entry traits and rubric expectations are established. Identified and charted by students, they'll be used to assess examples and be a guide for students' required journal writing.

Day 6

Lesson Plan

To Leave or Not To Leave

A pivotal point of the unit. Students, assigned a reason for coming to the New World, will utilize the resources in their notebooks to establish an identity. Three regions settled will be identified, and students will associate with a particular region.

Days 7-10

Lesson Plan

What's My Line

These four lessons represent the guided resource time that groups need to research their assigned regions, complete the regional guide, and prepare their group presentations.

Days 11-13

Summative Assessments

Summative Assessment A - Regional Presentation

Summative Assessment B - Journal Entries

Summative Assessment C - Colonial Notebook

Summative Assessment D - Created Response (I Know Who I am and I Know What I Know)

Lesson Plan

Group Presentations and Summative Assessments

Group presentations will be for the next three days. Classroom students take notes on the presentations and play a card game for content review. On day four the short answer summative assessment is given, and notebooks are turned in.

A Colony Is Born

Sunshine State Standards

(Note: The complete benchmark has been **bolded** and included in order to understand the origination of the GLE. The indented GLE is what is taught and assessed in the unit.)

T – Taught

M – Modeled

taught and assessed in the unit.)

P – Practiced

R – Reviewed

D – Diagnostically Assessed

F – Formatively Assessed

S – Summatively Assessed

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10	DAY 11	DAY 12	DAY 13	DAY 14
<p>SS.A.1.2.2 The student uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.</p> <p>SS.A. 1.2.2.5.1 The student compares and contrasts primary and secondary accounts of selected historical events (for example, diary entries from a colonial soldier in a Civil War battle and newspaper articles about the same battle).</p>													
D	TRMPF	PRF		PRMF	TPRF	PRF	PRF	PRF	PRF	RPS	RPS	RPS	S
<p>SS.A. 1.2.3 The student understands broad categories of time in years, decades, and centuries.</p> <p>SS.A. 1.2.3.5.1 The student constructs and labels a timeline based on a historical reading (for example, about United States history)</p>													
D		TPMF	PRF	PRMF		PF	PF	PF	PRF	RPF	RPF	RPF	S
<p>SS.A. 4.2.2 The student understands why Colonial America was settled in regions.</p> <p>SS.A. 4.2.2.5.1 The student knows significant events in the colonization of North America, including but not limited to the Jamestown and Plymouth settlements, and the formation of the thirteen original colonies.</p>													
D	TPRF	TMPRF	TPMF	TRF	PRF	PF	PF	PF	PF	RPS	RPS	RPS	S
<p>SS.A.4.2.2.5.2 The student understands selected aspects of everyday life in Colonial America (for example, impact of religions, types of work, use of land, leisure activities, relations with Native Americans, slavery).</p>													
D						TMPF	TPMF	TPMF	TPMF	RPS	RPS	RPS	S
<p>LA.A.2.2.1 The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.</p> <p>LA.A.2.2.1.5.1 The student extends previously learned knowledge and skills of the fourth grade level with increasingly complex texts and assignments and tasks (for example, explicit and implicit ideas).</p>													
D	TPMF	PRF	TPMF	MPF	PRF	MPF	MPF	MPF	MPF	RPS	RPS	RPS	S
<p>LA.A.2.2.5 The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.</p> <p>LA.A. 2.2.5.1 The student reads and organizes information from multiple sources for a variety of purposes (for example, supporting opinions, predictions, and conclusions; writing a research report; conducting interviews; taking a test; performing tasks)</p>													
D	TPMF	MPF	TPMF	PRMF	PRF	MPF	MPF	MPF	MPF	RPS	RPS	RPS	S