

**Part I: Lesson Overview and Instructor Background Knowledge (20 points)**

**a). Unit Title:** The Struggle to Found Colonies

**b). Rationale:** The justification behind teaching a unit to fifth graders on colonial life in the thirteen original colonies of America has several parts. First, this unit fits into the Social Studies Grade Level Content Expectations as something exiting fifth graders are expected to know and understand. This ties in nicely with students' development as citizens of the United States of America; because they are required to learn this, they are given information that helps them understand the history of our country and ideally become better citizens as a result. Students will also become familiar with the content of this unit through integration of literature and writing, with the possibility of other subject areas, leading to a fulfilling and information-packed unit. Students will be able to make connections from our modern-day world to the world of the past, when our country was just beginning, and hopefully, better understand the current-day United States of America. It is important to know where we have come from, to understand where we are now and what the future holds for us, as Americans.

**c). Unit Objectives:** The unit objectives I have chosen for my Social Studies integrated unit are taken from Scott Foresman's Social Studies: Building a Nation curriculum book. My unit corresponds with unit three of this book, and covers one chapter of reading in the book; chapter five—*The Struggle to Found Colonies*. There is a lot of information to be covered in this chapter, as we are building our students' knowledge up so that they can better understand the American Revolution. I will also be integrating many literacy-grounded activities with the Social Studies content to keep students actively engaged in their learning, and weaving Social Studies expectations with literacy expectations.

1. Students will explain why the English founded a colony on Roanoke Island.
2. Students will interpret the reasons for the conflict between Spain and England.
3. Students will analyze the problems the first Jamestown colonists encountered and how they solved them.
4. Students will describe the type of government set up in the Virginia colony.
5. Students will evaluate the impact of the search for the Northwest Passage on the establishment of French and Dutch settlements in North America.
6. Students will explain the factors responsible for the founding and growth of New France and New Amsterdam.
7. Students will describe the motivations of the Pilgrims in coming to North America.
8. Students will summarize the difficulties encountered by the Pilgrims on their journey and in establishing Plymouth colony.
9. Students will describe how the Native Americans helped the Pilgrims and the significance of their Thanksgiving celebration.
10. Students will explain how the Puritans applied the experiences of earlier English colonists to the growth of Massachusetts Bay colony.
11. Students will compare and contrast the geography of the New England, Middle, and Southern Colonies.
12. Students will summarize the impact of religion on the founding of the New England Colonies.
13. Students will explain how events in England affected the founding of the Middle and Southern Colonies.
14. Students will outline the similarities and differences of the settlers in each region.

**d). Unit Standards or Grade Level Content Expectations:**

*Social Studies Grade Level Content Expectations*

1. **5 – U2.3.1** Locate the New England, Middle, and Southern colonies on a map.
2. **5 – U2.3.2** Describe the daily life of people living in the New England, Middle, and Southern colonies.
3. **5 – U2.1.1** Describe significant developments in the Southern colonies, including:
  - a. Patterns of settlement and control including the impact of geography (landforms and climate) on settlement
  - b. Establishment of Jamestown
  - c. Development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)
  - d. Relationships with American Indians (e.g., Powhatan) • development of colonial representative assemblies (House of Burgesses)
  - e. Development of slavery
4. **5 – U2.1.2** Describe significant developments in the New England colonies, including:
  - f. Patterns of settlement and control including the impact of geography (landforms and climate) on settlement
  - g. Relations with American Indians (e.g., Pequot/King Phillip’s War)
  - h. Growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies
  - i. The development of government including establishment of town meetings, development of colonial legislatures and growth of royal government
  - j. Religious tensions in Massachusetts that led to the establishment of other colonies in New England
5. **5 – U2.1.3** Describe significant developments in the Middle Colonies, including
  - k. Patterns of settlement and control including the impact of geography (landforms and climate) on settlement
  - l. The growth of Middle Colonies economies (e.g., breadbasket)
  - m. The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies
  - n. Immigration patterns leading to ethnic diversity in the Middle Colonies
6. **5 – U2.1.4** Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies.

*ELA Grade Level Content Expectations*

1. **L.CN.05.02** Listens to or views critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
2. **L.RP.05.01** Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
3. **L.RP.05.04** Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).

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4. **S.DS.05.04** Plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.
5. **S.CN.05.03** Speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.
6. **W.PS.05.01** Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).
7. **W.PR.05.01** Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.
8. **R.MT.05.01** Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
9. **R.CM.05.01** Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
10. **R.CM.05.02** Retell through concise summarization grade-level narrative and informational text.
11. **R.CM.05.04** Apply significant knowledge from grade-level science, social studies, and mathematics texts.

**e). Social Studies Content:**

The topic of colonial life in North America is a lofty topic because it encompasses so much of the time from when there were just Native Americans in North America, to when colonists are beginning to think about separating from the royal governments of England, and other European nations. I know a few things already about this topic, beginning with the different jobs of colonists throughout the colonies, like apprenticing, becoming an artisan, merchant, dressmaker, shoemaker, or others. I already know that the colonists used the resources that America provided for them, like trees, fish from the sea, and rich soil to produce a variety of crops. I know the differences between life in cities, towns, and farms, but could definitely use a review on those. I know about the differences in religious beliefs of the colonists, and am somewhat familiar with the results of the different religious beliefs (moving and creating new colonies). I am familiar with slavery in the colonies and the differences between North and South; however, I need to review the triangular trade and how the slaves' lives were impacted by the move across the Atlantic Ocean through reading the textbook as well as other sources. I would also like to learn more about the colonial towns and how they were configured. I also need to do some heavy researching on the different colonial settlements that began during this time in history: Roanoke Island, Jamestown, Plymouth, New Amsterdam, Quebec, and Boston. I have heard of each of these settlements, but do not have any knowledge on how they came to be.

The ways I plan to learn more about my unit topic are by thoroughly reading the teacher's edition, especially focusing on the assessment pieces to see what students really need to focus on. I also want to get to know the teacher's edition well so that when students ask me questions about their readings, I feel confident enough to give them a correct answer. Another way I plan to learn more about my unit topic is by reading select chapters from Making Thirteen Colonies by Joy Hakim, part of the Oxford A History of US book series. My cooperating teacher loves this book series and while we have been learning about Native Americans the past few months, has constantly pulled out the Native American

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book of this series and read from it to our students. The students also love hearing from this series because it gives much more detail about the content than the social studies book does, including the more shocking details. I will also look for other resources to read from to gain more knowledge.

When connecting teacher-level knowledge to the knowledge of children, it may become challenging to make the parts of the economy, or conflicts among nations, seem tangible. I want my students to come to a clear understanding of the parts of the American colonies, so it may be necessary to create study tools like Venn diagrams or other graphic organizers, note-taking sheets, or drawing pictures to map out the ways things worked in the past. I also hope to include language arts integration into as much of my unit as possible, so that students can incorporate their own literacy into Social Studies learning. Activities that bring history to life, like journal writing from a different perspective, acting out situations, or watching educational videos are all excellent ways to do this. As always, I will look to the assessment to see what students absolutely need to know and understand. The essential understandings and ideas that are developed in this unit are how Europeans traveled to our current day North America, and how the changes that they made to the land and attitudes of colonists would someday affect present-day Americans. Another major understanding that students will come to is how the Native Americans were pushed aside when the colonists arrived in America. Students will also come to a major understanding that we are where we are today because of a lot of conflict among other nations. All of the different nations that brought people to America affect the differing cultures of the present-day areas where they settled in. I want my students to understand the connections and relationships from their prior knowledge of Native American life, to colonial life, and fast-forward to their lives now. They will most certainly see some of our present-day customs and ideas in our current lives.

## **Part II: Knowing Your Students and their Learning Environment (15 points)**

### **a). Who are my students?**

In my fifth grade classroom, I have thirty students. We have spent most of the year so far with twenty-nine students, but acquired a new student after winter break, and he is an English Language Learner. My classroom is a decent size, six table groups holding five students each. We have a computer station in the back corner of our room with two computers, and a classroom library, among other things. Because both fifth grade classrooms at Cornell reached thirty students after winter break, we also acquired a teaching aide. Our aide helps us by making copies or doing other housekeeping tasks. If needed, she helps us in small group work. This provides an advantage, especially with such a large class size. We also have very active parent participation in our classroom. Many parents volunteer to come in and work with small groups during different subject areas, file papers into Friday Folders, or arrange for classroom parties. They strongly support their children's learning and we are in constant communication with them.

My students are very bright and especially love Social Studies and other nonfiction texts that we have talked about this year. They also love to read, write, and show their creativity through other media, like drama, technology, and drawings. The differences among students creates a challenge that my collaborating teacher and I are still struggling with; differentiating to bring in all students. Obviously, we want to challenge the ones who should be challenged, and accommodate for the students who need accommodations. I look forward to teaching an integrated Social Studies unit so that I can successfully bring in learners who learn in artistic, musical, tactile, or visual. My biggest challenge so far this year has been to accommodate for our gifted and talented children. Most of them seem to be challenged and enjoying their time in fifth grade, but one of the students is especially restless, doodles through almost all subject areas' lessons, and is often partaking in disrespectful

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activities. It will be especially important to accommodate for the students who are gifted and talented by providing extension activities where necessary and also keeping them grouped strategically with people they work well with. One gifted student in my classroom do have a hard time communicating with students who do not follow abstract logic like his own, so I have found it helpful to have him sit with other intellectually-thinking students.

When adapting for all of my students, I am especially excited to use some of the graphic organizers we discussed and learned about in TE 803. So many of my students benefit from doing visual activities, and I can totally relate to that because I learn that way too! I also plan to show meaningful videos about colonial life from United Streaming on the Discovery Channel's website. Our students love to see reenactments of history played out in front of them because it helps them visualize what life would have been like, had they been alive. I also want to include aspects of drama into my lessons because almost half of my students are apart of my CT's after-school drama club. Of course, I will have the students work with study buddies when they have to read the textbook and complete the worksheets that go along with them, because after the unit is over, those provide excellent study tools for most children in my classroom. For the resource room students, because they are both dyslexic, I may have to provide pre-typed notes for them or have someone scribe for them. One of them also has our textbook on CD, so he is able to work more in depth at home with his parents. Both of them have access to a program on our classroom and computer lab computers that can read back to them what they have typed, can predict what word they are typing, and help them spell words. I hope to create activities that can be naturally differentiated, where students can add more if they feel like it, they can meet set criteria, or I can differentiate it to suit accommodations for the resource room students.

**b). Student knowledge and interests.** *What is your students' prior knowledge, what are their conceptions, misconceptions and interests related to your lesson topic? Conduct a student interview (s) on the topic as a form of pre-assessment.*

Recently, students have been learning about the different Native American groups that existed in current-day North America. We started with ancient Native American groups, like the Inuit and Anasazi. Currently, my CT is finishing up with a unit on the Eastern Woodlands, Great Plains, Southwest Desert, and Northwest Coastal Indians. Our students absolutely love this content and had a great time learning about the Native groups. After talking with other grade-level teachers, I have come to the realization that Native Americans have been taught in almost every other grade level leading up to fifth grade. My CT has just begun a new unit on explorers, beginning with explorers of the thirteenth century such as Marco Polo. This new unit began the same day that I gave a pre-assessment to my students on colonial times, so there was some slight confusion because they were not sure why they had to answer questions that they did not know the answer to. They did understand that this was a pre-assessment, but my students tend to be perfectionists when it comes to taking assessments because they do not want to "get any answers wrong." I had them answer the questions to the best of their abilities, and paid particular attention to the first two questions, which were short answer. I also had a question at the end of the pre-assessment that asked students to tell me what way they learn best, with many choices to choose from, and a spot to write in any other ways that I had missed. The questions I asked are below.

1. After learning about the Native American groups that lived in our country, how do you think things changed when Europeans started coming over to North America? How did the two groups get along and interact?
2. Why did the colonists come to North America?
3. Which of the following are important people that lived during the time of colonial America? Circle the letters of your answers.

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- a. Benjamin Franklin
  - b. Elizabeth Lucas Pinckney
  - c. Harriet Tubman
  - d. John Peter Zenger
  - e. Pocahontas
  - f. Franklin D. Roosevelt
  - g. John Smith
4. **True or false:** Slavery began during this time period when shiploads of African people came to our country in order to work. \_\_\_\_\_
  5. **True or false:** All colonies were required to grow the same crops. \_\_\_\_\_
  6. **True or false:** The French and Indian war involved the French fighting against the Indians to get more land for settlements. \_\_\_\_\_
  7. **True or false:** Spain had colonies in the original 13 colonies of America. \_\_\_\_\_
  8. **True or false:** Colonists were required to practice certain religions depending on the colony they lived in. \_\_\_\_\_
  9. **True or false:** Colonial life was pretty much the same in cities, towns, and farms. \_\_\_\_\_
  10. **True or false:** Life was challenging for people who chose to immigrate to our country when they arrived here. \_\_\_\_\_
  11. Bonus question: How do you learn best in Social Studies class? You may choose more than one! If you choose “other” please tell what way it is that you learn best.
    - a. Artistic activities, like drawing pictures to remind me of what certain things mean
    - b. Reading the Social Studies textbook
    - c. Completing pages in our Social Studies packet
    - d. Acting out events that happened in our past
    - e. Watching educational videos
    - f. Hearing stories read to me by a teacher
    - g. Working in small groups or study buddies
    - h. Working by myself
    - i. Other:

With this pre-assessment, I hoped to get a sense of the thoughts and ideas that my students have about colonial life in America. I let them know that with this pre-assessment, I was finding out what I had to really focus on in my teaching, as well as finding out who our experts on colonial living were in the class! After looking over the results of my pre-assessment, I found that some students did have ideas that were on the right track. For example, most students wrote that the colonists and Native Americans did not get along. There were many students who took a guess as to why colonists came to North America, however. I had responses like: to get rich, to take advantage of the Native Americans, to find a direct water route to trade, and to settle and trade. A few students said that the colonists came to North America by mistake and were

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actually looking for a trade route to Asia. I believe that they were getting colonists mixed up with explorers. This lets me know that I have a lot of instructing to do so that my students come to the understanding that colonists came to North America for many reasons. Trade, religious persecution, and finding newer, richer land are among the many possibilities. The third question I asked did not give me many helpful results because there was so much variance in students' answers. Some students chose all of the people, and some chose one or two. This information is also helpful to know because that means that they probably do not have any prior knowledge about why these people were important to our history.

I was surprised that my sixth question about the French and Indian War yielded so many correct answers. I purposely asked this question because I know that as I grew up, it was confusing to me why the war was named for the two allies, instead of enemies. I was very impressed that many of my students answered that correctly, with false. I also loved getting answers to my last question about learning styles. These answers ultimately help plan a unit that is tailored specifically to the types of learners in my classroom. The most popular response was learning best by hearing stories read to me by a teacher. I was not surprised by this because my CT often reads from the A History of US series and the students love it. Artistic activities and watching educational videos were a close second, which lets me know that I have a lot of visual and creative learners. I hope to include many different ways of teaching and learning into my unit planning so that even the students in minority learning style groups are given an excellent learning experience.

**c). Classroom context.**

In my classroom, the tables are arranged in six "blocks", each holding five students. The tables are arranged in two rows across the classroom. Students often are given time to work with a partner or their small table groups during almost all subject areas. During Social Studies, my CT has set up a system of study buddies, where she paired lower-middle learners with middle-upper learners to create mixed groups for greater learning opportunities. Students usually work with their study buddies on textbook-generated worksheets or other sheets in class. Some classroom routines that I might need to consider for my lesson planning are how students are expected to come in and leave the classroom, how students know which materials they are to bring into class for each subject areas, and how to garner students' attention to bring them back from independent work time. When students enter the classroom, they are supposed to look at a small white board that tells them which materials they should bring in for transitions to new subject areas. They are to come into the room quietly and hastily, because we usually set a timer for three to five minutes to give them ample time to put old materials away and get new materials out of their lockers. When students leave our classroom, they have to be excused by our transitions leader, which is a weekly job that a student will have. Transitions leaders only excuse a table when the students sitting at it are quietly sitting with their materials gathered. I also need to be aware of ways to get students' attention back after independent work so that my lessons can flow smoothly; things like counting down from ten or five slowly, saying catchy phrases like, "if you can hear my voice clap once; if you can hear my voice clap twice" almost always work perfectly. Using a simple kitchen timer is so helpful for my students so that they understand how much time they have to complete a task; this also helps them develop their time management skills.

The resources that are available to students around my classroom are their Social Studies textbooks, various reference materials like dictionaries, thesauruses, atlases, globes, and pull-down maps. We also have a computer station in the back of our room with two computers, or a computer lab right across the hall from us. We have plenty of supplies for projects, like colored pencils, scissors, paper, and markers. Our school also makes accommodations for our students who need them based on their IEPs. We have special programs on our computers, as I

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mentioned above, that assist our dyslexic students in reading and writing texts. By pairing students in study buddies, we accommodate lower learners by giving them someone who understands the material better to help them out. We also have an excellent classroom community where students are eager to help students out who need assistance. Our resource room teacher also adapts tests and larger writing assignments for our resource room students, and those students take the tests or work on those larger assignments in the resource room with her. We accommodate for our gifted and talented students by allowing them to go above and beyond on many of their assignments, and often encouraging them to pursue researching something they are interested in, or going out to the “differentiation station” set up in the hallway. This station contains extra activities and challenges for students to work on in file folders.

**d). Linguistic, social and academic challenges, resources and supports.**

With a classroom as varied as mine, I have to be prepared to make various accommodations for my students. For my advanced students alone, there many different interests and skills present, so I hope to create activities and/or assessments that can be naturally differentiated for all of my students. A couple of my gifted and talented students are very artistically oriented and put immense amounts of effort and pride into anything that involves drawing or being creative. I hope that through some of my projects and assessments, I can provide the opportunity for them to go above and beyond in their artwork if they so choose to do so. Two of my other gifted and talented students love to research extra parts of the Social Studies curriculum, whether it be a group of people that is not focused on much in the textbook or classroom lessons, or the geographic aspect of where the groups come from. Because we have computers in our classroom, as well as encyclopedias, atlases, and other educational material, I plan to encourage those boys to spend time looking up information and preparing a report to share out with the rest of the class. Other gifted and talented students in my room enjoy math or science the best out of all the subject areas. I want them to think about how math is involved in the colonial times, whether it be the currency colonists used, the number of houses and occupants in each home, or how crowded with people each boat was that came to America. I will push them to create displays or reports to give us that intriguing information. My one science-oriented gifted student loves to make PowerPoints that display information she has researched. She could research how Native Americans and colonists planted crops, or how the spread of disease killed many of the newcomers to America.

For my ESL student, I plan to have him work closely with other students in our study buddies arrangement. He seems to love Social Studies already, and I hope to foster that love even further than what it is now! It has taken him some getting used to with taking notes and completing worksheets on time, but I have already seen him getting better at our timetable. However, I plan to support his learning by spending extra time with him to ensure that he understands the information very well. I also will encourage him to think about his home country of China or Switzerland and think about or research what those countries were doing at the time of the American colonization.

Our resource room students will be included in the regular classroom except for end of chapter tests, where they will take an adapted version of the test in the resource room. Our resource room teacher adapts the tests for these students based on their accommodations listed in their IEPs. In the regular classroom when it comes time to work on reading lessons in our textbook and doing worksheets that go along with them, I have been extremely impressed with the support these two boys receive from their study buddies, who at times have even offered to scribe for the boys, whose disabilities are both dyslexia, and scribing is often an accommodation we make for them in our classroom. I also plan to incorporate artistic activities and graphic organizers into my lessons as much as possible because not only are these boys artistic and love to draw, but they benefit from tactile learning, which is used in graphic organizers like the zip strip or two box. These boys are both in drama



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club, as are many of my students, so I plan to include some acting out of colonial living so that students can have an image in their minds and imaginations of what it may have been like to live back in the old days. I also have the opportunity to ask my CT or resource room teacher for advice on how to accommodate certain activities if they do not fit in the accommodations they require.

As for the rest of my learners, there are many different styles of learning that each one prefers. As I said before, many of my students are involved in drama club after school, so I plan to include some kind of acting out situations in some of my lessons. I also would like to see my students plan out something to act that demonstrates their learning of a particular concept. I also plan to show educational videos that will provide meaningful learning for visual learners. The videos my CT has saved from previously teaching this unit are absolutely awesome for learners who need to see something to remember it or understand it. When my class watches videos, they are very attentive because they have so many visual learning tendencies. I also want my students to create graphic organizers, especially the ones that require actually cutting a sheet of paper because tactile learners will benefit from moving a piece of paper aside to see a definition of a word, or a drawing, to help them remember what something means. For my artistic learners, I would love to incorporate drawing images that help them remember a concept. I am thinking of having students create flipbooks for the different parts of colonial living, or different groups of people coming together in America. Study buddies are also a great option to turn to for getting quiet students involved in discussions and mixing up who works with whom.

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**Part III: Resources (14 points)**

**a). Resources, Preparation/Materials:**

Materials for <b>whole class</b> :	Materials for <b>groups</b> :	Materials for <b>individual students</b> : (be sure to indicate how you are going to provide resources needed for any students with special needs)
<ul style="list-style-type: none"> <li>• Projector</li> <li>• Document camera</li> <li>• United Streaming Discovery Channel videos (titles listed below)               <ul style="list-style-type: none"> <li>○ <i>Roanoke Island</i></li> <li>○ <i>The Early Colonists</i></li> <li>○ <i>American Geography Close-ups: The New England States Volume 1</i></li> <li>○ <i>The New England Colonists: The Pilgrims and Puritans</i></li> <li>○ <i>American Geography Close-ups: The Middle Colonies</i></li> <li>○ <i>American Geography Close-ups: The Southern Colonies</i></li> </ul> </li> <li>• Books to read aloud (see annotated bibliography)               <ul style="list-style-type: none"> <li>○ <i>The First Americans</i></li> <li>○ <i>Making Thirteen Colonies</i></li> <li>○ <i>You Wouldn't Want to be an American Colonist</i></li> <li>○ <i>If you Sailed on the</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencils, markers, colored pencils</li> <li>• Social Studies textbook</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 6 assessment packet</li> <li>• Chapter 7 assessment packet</li> <li>• Construction paper</li> <li>• Colored pencils/markers</li> <li>• Notebooks</li> <li>• Plain paper</li> <li>• Social Studies textbook</li> <li>• Computers</li> </ul>

**b). Annotated Bibliography (compiled by Aaron Dawdy and Stephanie Dudewicz):**

1. Alleman, J, Brophy, J. (2007). *Powerful Social Studies for Elementary Students*. Canada: Thomson Wadsworth.
  - a. *Powerful Social Studies for Elementary Students* by Janet Alleman and Jere Brophy is a comprehensive textbook guide (college-level) to a course in social studies teaching methods. It offers a perspective on the nature and functions of elementary social studies. *Powerful Social Studies for Elementary Students* has been a valuable resource in learning how to be an effective social studies teacher. It provides methods and important issues to think about when planning integrated, meaningful social studies units. Personal bias may be an issue because it was written by only authors from Michigan State University, so it may be limited in its views. The book includes information on how to teach history content more meaningfully and ways to assess student learning in social studies activities.
2. Foresman, S. (2003). *Social studies: building a nation multimedia teacher's edition*. Glenview: Pearson Education, Inc.
  - a. *Social Studies: Building A Nation* is a teacher's guide to teaching effective social studies at the fifth grade level. The text provides the same chapters that are in the student textbook but also includes teacher resources, such as graphic organizers to help teach students the important concepts. Using this book, this is done through an integrative and inclusive approach where all students are reached and can engage in meaningful learning. The quality of this text seems to be high considering it has important text as well as a variety of extension activities and parts, including captivating pictures which enhance the learning experience. This book was written by seven program authors and seven contributing authors who come from a variety of backgrounds and expertise, but who all have the same goal in mind, so it has a wide range of views and doesn't seem to include too much bias outside of the educational field. This is the textbook that is used by the Okemos Public School district to teach to the social studies GLCEs for fifth grade and is being used to teach my colonial times unit, which is covered in chapter 6.
3. Fradin, D.B. (1987). *The Massachusetts Colony*. Chicago: Regensteiner Publishing Enterprises, Inc.
  - a. This book is by the same author as *The Virginia Colony* and provides much of the same information as that book, except about the Massachusetts Colony. This book also describes the people and places involved in the formation and upkeep of Massachusetts. There is a great bibliography and timeline located at the back of the book, helping to sum up the many events that happened during this time period. It goes into events leading up to the Revolutionary War, but that part will be left out of my unit plans because it comes after the chapters in the Social Studies text I am covering. The paintings and pictures are again in black and white, but they are helpful for the understanding of the text and events. I do not think this book contains any bias because of the research pulled from primary resources that is included.
4. Fradin, D.B. (1986). *The Virginia Colony*. Chicago: Regensteiner Publishing Enterprises, Inc.
  - a. This book is an account of the formation of the Virginia colony, as well as of the Native Americans that lived in that same area before the Europeans came over. It provides descriptions of the different people and places involved in the formation of this colony, and provides short biographies of very important people in the back of the book. A lengthy bibliography is included, as well, proving the validity of items found in this book. There are quite a few black and white photos and paintings found in this

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book, as well as important documents like notices of Africans arriving by boat to the Virginia colony. The text is easy to read because it is not too small and evenly separated by pictures. I do not believe this book contains any bias because of its grounding in historical documents and reliance on historians' research.

5. Hakim, J. (1993). *The Thirteen Colonies*. USA: Oxford University Press.
  - a. This book is an informational text that describes the influx of people to what is now North America. The author also focuses some chapters on the important figures of the time, like John Smith, Benjamin Franklin, and William Penn. Adults and students alike enjoy this author's writing style because she tells about the past in a story-like way, as if the real people and places were actually characters in a setting somewhere. *The Thirteen Colonies* also gives the perspective of the Native Americans of the area, and details what happened when the colonists began arriving to the Americas. There is also an illustration on almost every page, although they are all in black and white. This book is an interesting and riveting supplement to our fifth grade textbook that we have to use, and will get students interested in the content even further. There is no issue of bias in Hakim's book because she presents the viewpoints of the different groups of people who came together in our country. She also presents information about the mother countries, across the Atlantic.
6. Levstik, L, Barton, K. (2005). *Doing history: investigating with children in elementary and middle schools*. New Jersey: Lawrence Erlbaum Associates, Inc.
  - a. *Doing History* by Linda Levstik and Keith Barton is a case study-driven (college-level) social studies methods text. It provides specific examples of successful activities that teachers can do to engage their students in authentic historical investigations. It does so also in the context of an integrated curriculum, with activities rich in literature, art, writing, and discussion, also while creating interpretations of history through drama, narrative, and the arts. The quality of the material within this text is elaborate and meaningful, with visual examples of the topic at hand. Personal bias may be somewhat of an issue because it was written by only two authors, but one is a professor in a department of curriculum and instruction while the other is a professor in the division of teacher education and also taught in elementary and middle school, so it portrays the views of scholarly educators with best education practice in mind. This book is related to my unit plan because it provides many great examples of integrated activities within history learning and also inquiry-oriented instruction examples.
7. Sewell, M. (1986). *The Pilgrims of Plimoth*. New York: Atheneum.
  - a. This book is a children's reading level of fourth or fifth grade, but I will probably use it as a read-aloud during implementation of my lessons. This book sums up the immigration of the Pilgrims to the Americas, and the hardships that they came across on their journey here on the Mayflower. It then goes into the different perspectives of men, women, and children after they had settled into Plimoth, Massachusetts. I really like this book because it provides the different points of view and describes the jobs that each group of people have to take care of each day. The illustrations are very nice and are painted by the author, depicting the lives of the men, women, and children of the American colonies. The text is also great to read because it provides quotations from historical documents and has a glossary in the back for reference while reading. This book may have some bias because it only looks at the points of view of the Pilgrims, and does not focus on the European nations. It also does not take into account the other groups of people immigrating to the colonies, or the Native Americans' points of view.
8. Whitcraft, M. (2003). *The Mayflower Compact*. London/New York: Scholastic.

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- a. This book is a short summary of the people, places, and hardships involved with the immigration of Europeans to what is now the United States of America. It also describes the conflicts that began to arise between the colonists and the authority across the Atlantic Ocean in England. This book provides a great resource for both paintings and descriptions of people and scenery from the 1600s. It also describes some people involved in this time period that my students' Social Studies textbook does not go into detail with, giving a greater perspective of the things that happened during that time. I do not see any threat of bias in this book because it gives a factual account of the reasons for the Separatists leaving England and continues to describe the interactions between the peoples of America.

**Part IV: Overview of Lessons and Assessments (20 points)**

**a) Narrative Overview: Chapter 5**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>March 2</b></p> <p>No Social Studies Instruction</p>	<p><b>March 3</b>  <i>Chapter Overview/Lesson 1</i></p> <ul style="list-style-type: none"> <li>• GLCE: Describe significant developments in the Southern colonies, including patterns of settlement and control including the impact of geography (landforms and climate) on settlement, and establishment of Jamestown. 5 – U2.1.1</li> <li>• ELA GLCE: Students will respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions. L.RP.05.05</li> <li>• Obj: Explain why the English founded a colony on Roanoke Island. Interpret the reasons for the conflict between Spain and England. Analyze the problems the first Jamestown colonists encountered and how they solved them.</li> <li>• Instr. Format:</li> </ul>	<p><b>March 4</b>  <i>Lesson 1</i></p> <ul style="list-style-type: none"> <li>• GLCE: Describe significant developments in the Southern colonies, like development of one-crop economies and the establishment of Jamestown. 5 – U2.1.1</li> <li>• ELA GLCE: Students will respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions. L.RP.05.05</li> <li>• Obj: Analyze the problems the first Jamestown colonists encountered and how they solved them.</li> <li>• Instr. Format:             <ul style="list-style-type: none"> <li>• As a class, we will check over the work on the vocabulary preview to ensure that all students have the correct answers.</li> <li>• Discussion about the mystery of Roanoke will continue and we</li> </ul> </li> </ul>	<p><b>March 5</b>  <i>Lesson 1</i></p> <ul style="list-style-type: none"> <li>• GLCE: Describe significant developments in the Southern colonies, such as development of colonial representative assemblies (House of Burgesses). 5 – U2.1.1</li> <li>• ELA GLCE: Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. R.CM.05.01            Students will retell through concise summarization grade-level narrative and informational text. R.CM.05.02</li> <li>• Obj: Describe the type of government set up on in the Virginia colony. Continue discussing the problems Jamestown colonists encountered.</li> <li>• Instr. Format:             <ul style="list-style-type: none"> <li>• Create a graphic</li> </ul> </li> </ul>	<p><b>March 6</b>  <i>Lesson 2</i></p> <ul style="list-style-type: none"> <li>• GLCE: Describe significant developments in the Middle Colonies, including patterns of settlement and control including the impact of geography (landforms and climate) on settlement. 5 – U2.1.3            Describe significant developments in the Middle Colonies, including The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies. 5 – U2.1.3</li> <li>• ELA GLCE: Students will respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions. L.RP.05.05</li> <li>• Obj: Analyze information by identifying cause-and-effect relationships. Explain the factors responsible for the</li> </ul>

	<ul style="list-style-type: none"> <li>• Anticipatory think/pair/share activity.</li> <li>• A video clip on the mystery of Roanoke Island will be shown (<i>Roanoke Island</i>, United Streaming). Students will focus on the reasons for forming a colony on Roanoke Island, and what happened to the colonists who lived there.</li> <li>• Students will complete the Vocabulary Preview worksheet, perhaps for homework.</li> <li>• Assessment:       <ul style="list-style-type: none"> <li>• Anticipatory set activity will be informally assessed to see where students' original ideas lie in this topic.</li> <li>• Vocabulary Preview worksheet is informally assessed by giving students 5 points for completion; however, students correct their work and fix wrong answers so that they have correct</li> </ul> </li> </ul>	<p>will discuss the different reasons for why the colonists were gone.</p> <ul style="list-style-type: none"> <li>• Move onto Jamestown colony and John Smith, discussing John Smith's harsh, yet effective way of governing his colony.</li> <li>• Read a portion of <i>Making Thirteen Colonies</i>, by Joy Hakim and encourage note-taking on the colonists and struggles that occurred in Jamestown.</li> <li>• Have students visualize what it might have been like to live in Jamestown, especially during the "starving time" when John Smith returned to England, providing scenarios for them and asking them how they would feel if those situations occurred for them.</li> <li>• Discuss the Spanish Armada and its</li> </ul>	<p>organizer for students to keep track of the beginning settlements in North America (six spots, one for each of the main settlements discussed in chapter 5) and fill in spots for Roanoke Island and Jamestown.</p> <ul style="list-style-type: none"> <li>• Read a portion of <i>Jamestown</i>, edited by Carolyn Yoder, and a portion of <i>Making Thirteen Colonies</i> by Joy Hakim and discuss Jamestown and the House of Burgesses. How did this begin the tradition of self-government in North America?</li> <li>• Complete lesson one page in worksheet packet.</li> <li>• Assessment:       <ul style="list-style-type: none"> <li>• Informal assessment on student creation of graphic organizers and filling in spots for Roanoke Island and Jamestown.</li> <li>• Informal assessment on hands raised during discussion questions to</li> </ul> </li> </ul>	<p>founding and growth of New France and New Amsterdam.</p> <ul style="list-style-type: none"> <li>• Instr. Format:       <ul style="list-style-type: none"> <li>• Correct lesson 1 page in packet and graphic organizer spaces.</li> <li>• Students will view an instructional video on Samuel de Champlain and Henry Hudson regarding their explorations and settlements in North America (<i>The Early Colonists</i>, United Streaming). They will focus on the places that Hudson and Champlain settled in, why they settled there, and the natural resources that each settlement offered.</li> <li>• Discuss the cause and effect of Champlain's and Hudson's explorations. Where did these two explorers come from? Where did they settle? Why did they want to settle in North America, and why did they choose the areas they did?</li> </ul> </li> </ul>
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	information for studying.	<p>implications on the formation of colonies in the Americas.</p> <ul style="list-style-type: none"> <li>• Read lesson one for homework.</li> <li>• Assessment:           <ul style="list-style-type: none"> <li>• Informal observation on students having to correct a lot of answers or not correct a lot of answers on page.</li> <li>• Informal observation on number of hands raised for discussion.</li> </ul> </li> </ul>	<p>see that students are engaged and know the information we are discussing. The hands raised will also let me know that students read lesson one for homework.</p>	<p>Did these settlements last for a long time?</p> <ul style="list-style-type: none"> <li>• Read lesson two for homework.</li> <li>• Assessment:           <ul style="list-style-type: none"> <li>• Informal assessment of lesson one page in packet by giving 5 points for completion and having students give their answers.</li> <li>• Informal assessment of number of hands raised during discussion of Champlain and Hudson's explorations after viewing the video.</li> </ul> </li> </ul>
<p><b>March 9</b></p> <p>No Social Studies Instruction</p>	<p><b>March 10</b>  <i>Lesson 2</i></p> <ul style="list-style-type: none"> <li>• GLCE: Describe significant developments in the Middle Colonies, including patterns of settlement and control including the impact of geography (landforms and climate) on settlement. 5 – U2.1.3</li> <li>Describe significant developments in the Middle Colonies, including The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English</li> </ul>	<p><b>March 11</b>  <i>Lesson 2</i></p> <ul style="list-style-type: none"> <li>• GLCE: Describe significant developments in the Middle Colonies, including The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies. 5 – U2.1.3</li> <li>• ELA GLCE: Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or</li> </ul>	<p><b>March 12</b>  <i>Lesson 3</i></p> <ul style="list-style-type: none"> <li>• GLCE: Describe significant developments in the New England colonies, including patterns of settlement and control including the impact of geography. 5 – U2.1.2</li> <li>• ELA GLCE: Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings. L.CN.05.02</li> </ul>	<p><b>March 13</b>  <i>Lesson 3</i></p> <ul style="list-style-type: none"> <li>• GLCE: Describe significant developments in the New England colonies, such as relations with American Indians, as well as agriculture. 5 – U2.1.2</li> <li>• ELA GLCE: Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase</li> </ul>



	<p>takeover of the Middle Colonies. 5 – U2.1.3</p> <ul style="list-style-type: none"> <li>• ELA GLCE: Students will analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing. R.CM.05.03</li> </ul> <p>Students will set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece. W.PR.05.01</p> <ul style="list-style-type: none"> <li>• Obj: Evaluate the impact of the search for the Northwest Passage on the establishment of French and Dutch settlements in North America. Explain the factors responsible for the founding and growth of New France and New Amsterdam.</li> <li>• Instr. Format:       <ul style="list-style-type: none"> <li>• Fill in the spots in the graphic organizer for Quebec and New Amsterdam.</li> <li>• Discuss how New Amsterdam developed into what is now New</li> </ul> </li> </ul>	<p>informational piece. W.PR.05.01</p> <p>Students will listen to or view knowledgeable and discuss a variety of genre and compare their responses to those of their peers. L.RP.05.01</p> <ul style="list-style-type: none"> <li>• Obj: Explain the factors responsible for the founding and growth of New France and New Amsterdam.</li> <li>• Instr. Format:       <ul style="list-style-type: none"> <li>• Students will share their letters by first partnering up with the same explorer, then jigsawing and partnering up with the opposite explorer, talking about why the explorers wanted to explore and what they hoped to find. Also make sure to include what the settlements looked like in the end.</li> <li>• Complete lesson 2 page in worksheet packet.</li> </ul> </li> <li>• Assessment:       <ul style="list-style-type: none"> <li>• Informal assessment on</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Obj: Describe the motivations of the Pilgrims in coming to North America.</li> <li>• Instr. Format:       <ul style="list-style-type: none"> <li>• Correct lesson 2 page in packet.</li> <li>• Students will view an instructional video on the first colonies being formed, particularly focusing on the reasons why they left the colonies (<i>The New England Colonists: The Pilgrims and the Puritans</i>).</li> <li>• Students will listen to teacher read-aloud information about the Pilgrims’ reasons for leaving England and their struggles as they founded a new settlement (portion of <i>Making Thirteen Colonies</i>, by Joy Hakim), while taking notes on the important points that I describe.</li> <li>• Read lesson 3 and do worksheet.</li> </ul> </li> <li>• Assessment:       <ul style="list-style-type: none"> <li>• Lesson 2 pages in</li> </ul> </li> </ul>	<p>comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions. R.MT.05.01</p> <p>Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. R.CM.05.01</p> <ul style="list-style-type: none"> <li>• Obj: Summarize the difficulties encountered by the Pilgrims on their journey and in establishing Plymouth colony. Describe how the Native Americans helped the Pilgrims and the significance of their Thanksgiving celebration.</li> <li>• Instr. Format:       <ul style="list-style-type: none"> <li>• Correct lesson 3 sheet as a class.</li> <li>• Read aloud from <i>If You Sailed on The Mayflower in 1620</i> and the book and have pages copied to rotate around the room,</li> </ul> </li> </ul>
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	<p>York City and how the diverse population affected its development.</p> <ul style="list-style-type: none"><li>• Do a quickwrite: half of the class is Henry Hudson and half is Samuel de Champlain, writing to their rulers to explain their reasons and motives for exploration.</li></ul> <p>• Assessment:</p> <ul style="list-style-type: none"><li>• Informal assessment on students' graphic organizers—are they filling out the correct spots, with the correct information?</li><li>• Informal assessment on the number of hands raised during discussion of New Amsterdam.</li><li>• Informal assessment on students' progress while completing the quickwrite.</li></ul>	<p>students' work with partners as they share their letters.</p> <ul style="list-style-type: none"><li>• Formal assessment on content, neatness, and creativity of Hudson and Champlain letters.</li></ul>	<p>worksheet packets are informally assessed by giving 5 points for completion. Students give answers for the class.</p> <ul style="list-style-type: none"><li>• Informal assessment of students' hands raised during read-aloud if they have comments.</li></ul>	<p>so that students can read different aspects of the Pilgrims' voyage to the Americas, answering questions.</p> <ul style="list-style-type: none"><li>• Have students recall video and read-aloud from previous day.</li><li>• Pantomime being the Pilgrims coming to the new world for the first time and settling in Plymouth. Have the males in the class sign a Mayflower Compact to show how the Pilgrims created a government and how the men of the society were the decision-makers.</li><li>• Discuss similarities and differences between Thanksgiving nowadays and Thanksgiving of the past, from textbook and from the read-aloud books earlier in the lesson.</li><li>• Quickwrite journal entry about students' experiences on the Mayflower.</li></ul> <p>• Assessment:</p> <ul style="list-style-type: none"><li>• Lesson 3 pages in worksheet packets are</li></ul>
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				<p>informally assessed by giving 5 points for completion. Students give answers for the class.</p> <ul style="list-style-type: none"> <li>• Informal assessment on students' hands raised during recalling of video and read-alouds, as well as Thanksgiving (if time permits).</li> <li>• Informal assessment on successful participation during the pantomiming activity—are students showing the correct body language that reflects what the Pilgrims went through?</li> <li>• Informal assessment of quickwrites as students begin working on them in class (if time permits).</li> </ul>
<p><b>March 16</b>          No Social Studies Instruction</p>	<p><b>March 17</b>  <i>Lesson 3</i></p> <ul style="list-style-type: none"> <li>• GLCE: Describe significant developments in the New England colonies, such as religious tensions in Massachusetts that led to the establishment of other colonies in New England. 5 – U2.1.2</li> <li>• ELA GLCE: Students will</li> </ul>	<p><b>March 18</b>  <i>Lesson 4</i></p> <ul style="list-style-type: none"> <li>• GLCE: Locate the New England, Middle, and Southern colonies on a map. 5 – U2.3.1          Describe the daily life of people living in the New England, Middle, and Southern colonies. 5 – U2.3.2</li> </ul>	<p><b>March 19</b>  <i>Lesson 4</i></p> <ul style="list-style-type: none"> <li>• GLCE: Locate the New England, Middle, and Southern colonies on a map. 5 – U2.3.1          Describe the daily life of people living in the New England, Middle, and Southern colonies. 5 – U2.3.2</li> </ul>	<p><b>March 20</b>  <i>Lesson 4</i></p> <ul style="list-style-type: none"> <li>• GLCE: Locate the New England, Middle, and Southern colonies on a map. 5 – U2.3.1          Describe the daily life of people living in the New England, Middle, and Southern colonies. 5 – U2.3.2</li> </ul>

	<p>respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions. L.RP.05.05        Students will analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing. R.CM.05.03</p> <ul style="list-style-type: none"> <li>Obj: Explain how the Puritans applied the experiences of earlier English colonists to the growth of Massachusetts Bay colony.</li> <li>Instr. Format:           <ul style="list-style-type: none"> <li>Read aloud a portion of <i>Making Thirteen Colonies</i> by Joy Hakim regarding the Puritans, having students focus on the reasons for leaving England, how they might be different from the Pilgrims, and where they settled and why.</li> <li>Discuss the differences and similarities between</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>ELA GLCE: Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings. L.CN.05.02        Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. W.PR.05.01</li> <li>Obj: Compare and contrast the geography of the New England, Middle, and Southern Colonies.</li> <li>Instr. Format:           <ul style="list-style-type: none"> <li>Watch a short video on the New England Colonies, having students focus on the geographic location of the area, which colonies are included, and what the culture was of the colonists living there.</li> <li>Work on new graphic organizer to compare the characteristics of each region of colonies to fill out the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>ELA GLCE: Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. W.PR.05.01        Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. R.CM.05.01</li> <li>Obj: Summarize the impact of religion on the founding of the New England Colonies. Explain how events in England affected the founding of the Middle and Southern Colonies.</li> <li>Instr. Format:           <ul style="list-style-type: none"> <li>Correct lesson 4 page in packet.</li> <li>Continue discussion of the important parts of the groups of colonies, especially focusing on geographic locations of, the cultures of, and the economies of the Middle Colonies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>ELA GLCE: Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. W.PR.05.01        Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. R.CM.05.01        Students will listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers. L.RP.05.01</li> <li>Obj: Outline the similarities and differences of the settlers in each region.</li> <li>Instr. Format:           <ul style="list-style-type: none"> <li>Complete regional graphic organizer and finish discussion of Southern Colonies.</li> <li>Watch a portion of the Southern Colonies video from United Streaming,</li> </ul> </li> </ul>
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	<p>the Puritans and Pilgrims.</p> <ul style="list-style-type: none"> <li>• Have students fill in graphic organizers with Boston and Plymouth for each of the different groups.</li> <li>• Read lesson 4 for homework.</li> <li>• Assessment:       <ul style="list-style-type: none"> <li>• Informal assessment of students' attention levels during read-aloud, as well as number of hands raised during discussion on Puritans and Pilgrims.</li> <li>• Informal observation of the graphic organizers students are creating—are they including the correct information?</li> </ul> </li> </ul>	<p>New England portion.</p> <ul style="list-style-type: none"> <li>• Come back together and discuss the characteristics of the New England Colonies and begin discussion of the Middle Colonies.</li> <li>• Introduce the travel poster project and let students know what groups they will be a part of.</li> <li>• Lesson 4 worksheet for homework.</li> <li>• Assessment:       <ul style="list-style-type: none"> <li>• Informal assessment of students' attention and ideas about the New England Colonies.</li> <li>• Informal assessment on students' work on new graphic organizer about the geographic regions of colonies.</li> <li>• Informal assessment on the discussion of characteristics of New England and Middle Colonies.</li> </ul> </li> </ul>	<p>and Southern Colonies (watch the Middle Colonies video). Emphasize the major separation of each region of colonies.</p> <ul style="list-style-type: none"> <li>• Fill in graphic organizers for the Middle and Southern Colonies.</li> <li>• Work on posters in groups for travel poster project.</li> <li>• Assessment:       <ul style="list-style-type: none"> <li>• Lesson 4 pages in worksheet packets are informally assessed by giving 5 points for completion. Students give answers for the class.</li> <li>• Informal assessment on the discussion of the groups of colonies talked about today—the Middle and Southern colonies.</li> <li>• Informal assessment on student progress with filling out regional graphic organizer—are they including everything?</li> <li>• Informal assessment</li> </ul> </li> </ul>	<p>having students focus on the economies, people, and geography of the area.</p> <ul style="list-style-type: none"> <li>• Remind students of all of their resources for studying: graphic organizer(s), worksheet packets, quick-writes, and travel posters.</li> <li>• Students will have time to work in groups on their travel posters, which will be due on Tuesday, the day of jeopardy review.</li> <li>• Assessment:       <ul style="list-style-type: none"> <li>• Informal assessment on regional graphic organizer.</li> <li>• Informal assessment on student participation during read-aloud, pointing out relevant parts that we learned about.</li> <li>• Informal assessment on students' work on posters.</li> </ul> </li> </ul>
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			on students' work in groups on travel posters.	
<b>March 23</b>  No Social Studies Instruction	<b>March 24</b>  <i>Jeopardy Review Game</i> <ul style="list-style-type: none"> <li>• GLCE: All GLCEs from unit.</li> <li>• ELA GLCE: Students will apply significant knowledge from grade-level science, social studies, and mathematics texts. R.CM.05.04 Students will plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning. S.DS.05.04</li> <li>• Obj: To review chapter content in order to take an accumulative test over the content.</li> <li>• Instr. Format:           <ul style="list-style-type: none"> <li>• Jeopardy review game</li> </ul> </li> </ul>	<b>March 25</b>  <i>Chapter Test</i> <ul style="list-style-type: none"> <li>• GLCE: All GLCEs from unit.</li> <li>• Obj: Students will demonstrate their knowledge of the newly found colonies in America.</li> <li>• Instr. Format/Assessment:           <ul style="list-style-type: none"> <li>• Students will take an end of the chapter test.</li> </ul> </li> </ul>	<b>March 26</b>  <i>New Chapter</i>	<b>March 27</b>  <i>New Chapter</i>

	<p>in groups.</p> <ul style="list-style-type: none"> <li>• Present and vote on travel posters to show which colony is the most desirable to our class to live in.</li> <li>• Assessment:           <ul style="list-style-type: none"> <li>• Informal assessment on students' answers to jeopardy questions.</li> </ul> </li> </ul>			
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**b) Family/Parent Letter:**

February 2009

Dear Tcepsr(this is my class's name—it is “respect” spelled backward!) families,

I am so thrilled to tell you that I will be taking over your fifth grader's instruction for the next six weeks in each subject area: Math, Language Arts, Science, and Social Studies. The purpose of this letter is to let you know specifically about my plans for our upcoming Social Studies unit on the struggle to found colonies in what is now North America. This unit of lessons scaffolds off of students' understanding of the Native American groups that inhabited our country before settlers began arriving, as well as their knowledge on the explorers who were determined to find new land to expand their knowledge of the world. I can't wait for your child to begin learning about the next pages in American History.

We will begin by talking about the founding of the first settlements in what is now Virginia: the fascinating, mysterious Roanoke Island settlement and Jamestown. The interactions among colonists and Native Americans will also be a significant part of these lessons. We will then move on to talking about the French and Dutch settlements of Quebec and New Netherland, and discuss why those areas of settlement were strategically chosen for living. It also is extremely interesting that New Amsterdam, a diversely-populated city in New Netherland, is what we know today as New York City!

We will also do an extensive study on the Pilgrims who broke away from the Church of England in the 1600s because they did not agree with the way the king of England required English citizens to worship. The Pilgrims set course to land in the Virginia colony, but instead blew off course and landed near Cape Cod and named their settlement Plymouth. We'll talk about the first official Thanksgiving celebration that the Pilgrims had with the Wampanoag tribe. We'll also learn about another group of people who separated from the Church of England: the Puritans. This group of Europeans sailed to America and created the Massachusetts Bay Colony for religious freedom, too. The ending lesson of this unit focuses on the settlement patterns of the New England, Middle, and Southern Colonies. Students will understand the advantages and disadvantages of each settlement area by the end of this unit!

Throughout teaching of this Social Studies unit, I plan to create integrative activities such as acting out the past, reading picture books that bring the past to life, and using drawing and art to make learning more meaningful. We will still continue to fill out the worksheets in the Social Studies chapter packets because I feel they provide an excellent study tool for students when it comes time to study for the test. There

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may be other assignments along the way, such as short writing assignments or drawing assignments, but as always, we will strive to get as much work done in class as we can! If you have any artifacts at home that date back to the 17<sup>th</sup> century and wouldn't mind sending them in for us to carefully view, please feel free to do so! As always, I ask that you ask your child what they learned about each day when they get home from school. He or she will be learning a very important part of our country's history: the beginning of the formation of our nation. Thank you for your support!

Miss Dudewicz

**c) Assessments:**

- Fill out a worksheet for each part of the chapter (covers all objectives):
  - Vocabulary Preview
  - Hard Times in Virginia: cause and effect relationships
  - New European Colonies: distinguishing the differences between French and Dutch
  - The First Colonies: reviewing the reasons for the Pilgrims and Puritans to come to North America
  - The 13 English Colonies: matching descriptions of colonies to their examples
- Create a graphic organizer to keep track of the different characteristics for the first colonies: Roanoke, New Amsterdam, Quebec, Boston, Plymouth, and Jamestown. (Objectives 3, 4, and 9)
- Write a quick-write piece portraying either Henry Hudson or Samuel de Champlain, giving reasons for exploration, what they hope to find, and what their settlements turned out to be. (Objectives 5 and 6)
- Write a quick-write piece portraying the point of view of a Pilgrim coming to North America on the Mayflower, being sure to talk in detail about the hardships encountered. (Objective 8)
- Create a graphic organizer that shows the geographic regions of colonies: New England, Middle, and Southern Colonies. Include pertinent information about the cultures, economies, etc. that show the separation of each group. (Objectives 10-12)
- Create a travel poster with a group of classmates to advertise for an assigned colony (see bullet point #2), being sure to include key information about your colony. The goal is to convince people to want to travel to live in your colony. (Encompasses all objectives)
  - Scoring rubric:
    - 10 points for using correct conventions.
    - 20 points for including all relevant, important facts about your colony.
    - 10 points for making a creative display that entices “travelers” to come to your colony.
    - 40 points total.
- End of chapter test. (Encompasses all objectives)



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**d) Out-of-school learning: opportunities to expand and enrich the curriculum outside of class (home assignment):**

Students will apply what they learn in the school to out-of-school settings in a variety of ways. The information provided in this unit is so important to understand because it helps us realize how our country began. We can look back and think about or discuss how our country has changed, whether it be for the reasons we are here, how things physically look now, or how we base our current cultures on things that happened in the past. Some of the ways I will incorporate expanding and enriching the curriculum outside of the classroom would be to encourage students to visit our classroom's website and go onto the Social Studies links. There, students can find activities related to the colonization of America, or research further information on the colonies. I will also have a book basket in the front of the classroom with trade books related to the colonization of America and the colonial times that students can check out and bring home to look at. I will challenge students to go home the night before starting a new subtopic on the colonization of the Americas, for example the night before we start talking about the New England colonies, to look up which colonies are a part of the region. These challenges will be extrinsically motivating because they will be presented to students as challenges, rather than assignments. Students who come to me first would get some sort of a reward, like an extra credit point on a test, or just the pride of being the first to bring the answer to me! I will also encourage students to think about activities that interest them; for example, if a student is really excited about Roanoke Island and wants to look further into the colony, I would let them know they could get some extra credit for doing some research and create a report for the class. There are many extension activities provided through the Social Studies teacher edition textbook that I can present to children who express an interest in looking further into a group of people or a certain colony.

**Part V: Individual Lesson Plans**

- a) **Lesson #1 Title and length:** *Overview of Colonial Times; Hard Times in Virginia, 55 minutes*
- b) **Lesson Objective(s):** *Explain why the English founded a colony on Roanoke Island. Interpret the reasons for the conflict between Spain and England. Analyze the problems the first Jamestown colonists encountered and how they solved them.*
- c) **Rationale:** *The first activity, an anticipatory set, will get students excited about the content they are about to begin learning. Students will begin the learning about the struggles Europeans went through when first settling in what is now North America. They will become familiar with the lost colony of Roanoke and begin learning about the colony of Jamestown and John Smith's hard, yet effective way of governing. These are the important seeds to plant in students' minds as they continue because it is important to know the harsh circumstances in which the early colonists had to endure, to understand how amazing the successes they experienced, later.*
- d) **Lesson Standards/Grade Level Content Expectations:**
  - *SS GLCE: Describe significant developments in the Southern colonies, including patterns of settlement and control including the impact of geography (landforms and climate) on settlement, and establishment of Jamestown. (5 – U2.1.1)*
  - *ELA GLCE: Students will respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions. (L.RP.05.05) Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions. (R.MT.05.01)*

e) Lesson Procedure:

<b>Activity Element &amp; Time (in minutes)</b>	<b>Procedures and management</b> <i>Step-by step procedures including questions and main points – write out what you are going to say verbatim.</i>	<b>Students</b> <i>Describe what the students will be doing as a result of your instructions</i>	<b>Academic, social &amp; linguistic adaptations, resources, and support</b> <i>How will you support ALL students?</i>
Introduction 20 minutes	<ul style="list-style-type: none"> <li>• Today, we are beginning a new chapter in our Social Studies textbook about the struggle to found colonies in what is now North America. We will be learning about the Europeans that came to our country in order to create new settlements, and the reasons behind why they wanted new settlements. There were also many struggles that these people went through as they started a new life. I have a short questionnaire I'd like you to fill out, and this will hopefully get you all very excited to begin learning about colonial times! It is a think/pair/share activity; first, you will fill it out individually. Then, when I give the instructions, you will sit with a partner and talk about your responses. Last, we will share out with the class what our responses are.</li> <li>• I want to give you an overview of the first colony we'll be talking about, Roanoke Island, by showing you a short video clip about it. This is a mystery that scholars are still trying to solve! Please pay close</li> </ul>	<ul style="list-style-type: none"> <li>• Students will fill out the think/pair/share sheet when it is handed out to them.</li> <li>• When given the instruction to do so, they may move to the floor to watch the video clip on Roanoke Island.</li> </ul>	<ul style="list-style-type: none"> <li>• All students will be supported in the introduction to this lesson because they will be given a clear idea of what is to come for them in future weeks. Visual and audio learners will benefit from this introduction activity and video sequence because they will hear and see the things we will be learning about.</li> </ul>

	<p>attention. You may want to take notes!</p> <ul style="list-style-type: none"> <li>Point students' attention to the last few pages of the SS packet: there are questions that are useful for note-taking purposes, not homework. They may want to look over the first 4 questions while the movie and readings are being done.</li> </ul>		
<p>Activity 1          2-3 minutes</p>	<ul style="list-style-type: none"> <li>Video clip about Roanoke Island, from United Streaming Discovery Education. (2:08)</li> </ul>	<ul style="list-style-type: none"> <li>Students will be intently watching the video, taking notes if they choose to do so.</li> </ul>	<ul style="list-style-type: none"> <li>All students are supported by hearing and seeing the content.</li> </ul>
<p>Transition          1 minute</p>	<ul style="list-style-type: none"> <li>Have students return to their seats to continue the lesson. Turn the lights back on and turn off the presenter.</li> </ul>	<ul style="list-style-type: none"> <li>Students will return to their seats and wait patiently for the lesson to continue.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Activity 2          4 minutes</p>	<ul style="list-style-type: none"> <li>Discuss the video and students' ideas of Roanoke Island, and what may have happened to the colonists there. Why did England want to find settlements in North America? Why did Spain and England fight? They may refer to their textbooks, on page 157.</li> </ul>	<ul style="list-style-type: none"> <li>Students raise their hands and share ideas with the class. They may open their textbooks and get ideas about Roanoke Island.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to discuss their ideas. This fosters greater learning because students may learn more from one another.</li> </ul>
<p>Transition          0-1 minute</p>	<ul style="list-style-type: none"> <li>Transition from discussion to read-aloud of information regarding this time period.</li> </ul>	<ul style="list-style-type: none"> <li>Students will adjust themselves from discussion behavior to listening behavior by ceasing to talk and showing proper listening skills.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Activity 3          10 minutes</p>	<ul style="list-style-type: none"> <li>Read aloud chapter 37 of <i>The First Americans</i>. Pause every now and then for questions or comments. If time permits, show students Roanoke Island on Google Maps on the presenter.</li> </ul>	<ul style="list-style-type: none"> <li>Students will listen intently to the read-aloud portion of information, making note of any questions that arise, or just taking notes on the information for future reference.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to hear the information, which is important for many learning styles.</li> </ul>

<p>Transition <i>1 minute</i></p>	<ul style="list-style-type: none"><li>• Give students a chance to get together with their Social Studies Study Buddies to work on reading lesson one and completing the Vocabulary Preview worksheet that comes along with this chapter. Allow them to work around the room as they please, but to be productive.</li></ul>	<ul style="list-style-type: none"><li>• Students will find their study buddies and move to a spot in the room that they can be productive.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
<p>Activity 4 <i>10 minutes</i></p>	<ul style="list-style-type: none"><li>• Reading lesson one of chapter five in partners, and completing the Vocabulary Preview page in their worksheet packet.</li></ul>	<ul style="list-style-type: none"><li>• Students work in pairs to complete the designated activities.</li></ul>	<ul style="list-style-type: none"><li>• Working in pairs of high and low ability ensures that students are learning and completing their work in the proper way.</li></ul>
<p>Conclusion <i>3 minutes</i></p>	<ul style="list-style-type: none"><li>• Bring the class together when the time has run out. If time permits, check over the worksheet today. If students have not finished yet, let them know that this portion of the work is now homework and we will go over the answers in class tomorrow.</li></ul>	<ul style="list-style-type: none"><li>• Students return to their seats and listen as I go over the instructions for either correcting the worksheet now, or finishing their work tonight so that we can go over it together, tomorrow.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>

**f) Basis for assessment**

<p><b>Task:</b></p> <ul style="list-style-type: none"><li>• Anticipatory set activity will be informally assessed to see where students' original ideas lie in this topic.</li><li>• Vocabulary Preview worksheet is informally assessed by giving students 5 points for completion; however, students correct their work and fix wrong answers so that they have correct information for studying.</li></ul>	<p><b>Diagnostic features:</b></p> <ul style="list-style-type: none"><li>• In the anticipatory set, I will be looking for good, thoughtful answers that let me know my students have thought in depth about the connections to real life and the connections to history. I will use their answers to let me know where their ideas lie in the concepts of early colonization.</li><li>• I will, of course, look for student work to be finished, with correct answers. However, it is routine in my classroom to check over answers as a class with no penalty if answers are wrong; it is just expected that students will change their answers to the correct ones for studying purposes.</li><li>• I will assess this task by having either my CT or our teaching aide walk around the classroom and give 5 points for completion on a class checklist for each student having their work complete. This tells students that their work is valued and they are being recognized for completing it. Those students who do not have it finished by the due date will receive a late slip.</li></ul>	<p><b>Support:</b></p> <ul style="list-style-type: none"><li>• My students with special needs will benefit from working with their Social Studies study buddies because they will have the support from students who are fluent readers and can help write, if needed, too. If the work needs to be completed outside of class, both boys have the Social Studies textbook on CD-rom, so they will be able to listen to the content in the chapter.</li></ul>
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- g) Lesson #8 Title and length:** *The Pilgrims come to Plymouth, 50-55 minutes*
- h) Lesson Objective(s):** *Summarize the difficulties encountered by the Pilgrims on their journey and in establishing Plymouth colony. Describe how the Native Americans helped the Pilgrims and the significance of their Thanksgiving celebration.*
- i) Rationale:** *Students will “experience” leaving England and traveling by way of the Mayflower to the Americas for the purpose of finding religious freedom and owning their own land. By learning about this important part of history, students will have a better understanding of the rights and freedoms we have nowadays and why the amendments to our constitution, both national and class, are so important. The people who were fleeing from England did not have the right to believe as they pleased.*
- j) Lesson Standards/Grade Level Content Expectations:**
- *SS GLCE: Describe significant developments in the New England colonies, such as relations with American Indians, as well as agriculture. 5 – U2.1.2*
  - *ELA GLCE: Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions. R.MT.05.01 Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. R.CM.05.01*
- k) Lesson Procedure:**

<b>Activity Element &amp; Time (in minutes)</b>	<b>Procedures and management</b> <i>Step-by step procedures including questions and main points – write out what you are going to say verbatim.</i>	<b>Students</b> <i>Describe what the students will be doing as a result of your instructions</i>	<b>Academic, social &amp; linguistic adaptations, resources, and support</b> <i>How will you support ALL students?</i>
Introduction <i>1 minute</i>	<ul style="list-style-type: none"> <li>• Today, we are going to experience being a part of the group of settlers that came to America from England to gain religious freedom. I will need your full concentration as we do our special activity today, but first, we have to correct the lesson three page in the worksheet packet.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be in their seats listening intently as I go over the setup for the day. They will have their worksheets out and ready to correct for errors.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Activity 1 <i>5-7 minutes</i>	<ul style="list-style-type: none"> <li>• Correct the lesson three page in the worksheet packet on the document camera/presenter by picking popsicle sticks to call on students to answer. Clarify facts and ask for elaboration on answers when necessary, so that students gain a</li> </ul>	<ul style="list-style-type: none"> <li>• Students will pay attention and make corrections as needed on their worksheets.</li> </ul>	<ul style="list-style-type: none"> <li>• Corrections will be done quickly, but students will have opportunities to add in any answers that we missed. I am also supporting many learning styles by visually putting</li> </ul>

	learning experience from this.		the answers up on the presenter, as well as saying them aloud.
Transition <i>1 minute</i>	<ul style="list-style-type: none"> <li>Have students put their materials away and be ready for listening to a read-aloud and for following instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Students put their worksheets and Social Studies textbooks away and prepare themselves for a read-aloud and for listening to instructions.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Activity 2 <i>12-15 minutes</i>	<ul style="list-style-type: none"> <li>I will read aloud portions of the book <i>If You Sailed on The Mayflower in 1620</i> and the book <i>The Pilgrims of Plimoth</i> (if necessary). I will stop and call on students when they have questions or comments, or simply to point out interesting facts from the books. At the end, I will ask if anyone has questions or comments to make.</li> </ul>	<ul style="list-style-type: none"> <li>Students will listen intently as I read aloud portions of each book, raising their hands politely if they have anything to add into the discourse.</li> </ul>	<ul style="list-style-type: none"> <li>Audio/visual learners will benefit from hearing the story read aloud and also seeing the pictures as I show the class.</li> </ul>
Transition <i>2 minutes</i>	<ul style="list-style-type: none"> <li>Let students know that we will be doing an activity that I know many of them will benefit from: acting out the way the Pilgrims felt throughout the many stages of their travels, all the way until they landed on shore in the Americas. Remind students that this activity is for learning purposes, not to goof off, and that they should take this seriously because they are going to be asked to complete an assignment afterwards. There should be no laughing; only focus on yourself at this time. I will give you prompts, and change your body language to fit the situation.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be adjusting their bodies so that they are ready for an activity that is both fun and educational. They will raise their hands if they have any questions.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Activity 3	<ul style="list-style-type: none"> <li>First, have students stand up out of</li> </ul>	<ul style="list-style-type: none"> <li>Students will change their body</li> </ul>	<ul style="list-style-type: none"> <li>Many learners in my class</li> </ul>

*10 minutes*

their seats. I will have students first close their eyes, and picture themselves leaving England. What emotions are you feeling at this time? Remind students to show me with facial expressions and body language. Show me how you felt as you got on the Mayflower. Show me how you felt when you realized that you had to sleep on the floor, next to a lot of other people. Show me how you felt when you had gone 20 days without a bath, or bathing. How did you feel when you felt the boat rocking in wind and storms? How did you feel when you could hear the seagulls squawking...what does that mean? Show me with your movements the things you would do with your time during the day and night. At the end of your voyage, the men on your ship decided to form a governing document called the Mayflower Compact. Boys, come forward and sign the class Mayflower Compact. Everyone, please show me with your body language how you felt at this; remember, you are in a time when women did not have the right to be a part of the government in this culture. Now, show me how you feel when you have set foot on dry, real land! How do you feel?

language based on the prompts that I give them to follow. They will take this part of the lesson very seriously, not goofing off, joking around, or talking, at all. This is a completely silent activity. When given the prompt, the boys of the class will come forward and sign the class Mayflower Compact. When we are finished, I will have students go back to their seats.

learn by acting, seeing, and hearing. This activity incorporates all three of those pieces, allowing students to do physical activities while hearing the things that the Pilgrims encounter as they travel to the new world.



<p>Transition  <i>1 minute</i></p>	<ul style="list-style-type: none"> <li>• Please return to your seats so we can discuss what we just felt as we experienced being Pilgrims coming to America on the Mayflower.</li> </ul>	<ul style="list-style-type: none"> <li>• Students return to their seats, ready to continue onto the next part of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Activity 4  <i>7 minutes</i></p>	<ul style="list-style-type: none"> <li>• Fast forward through the next few months of the settlement of Plymouth Rock to the first Thanksgiving celebration. Who were some of the most helpful people to the Pilgrims during this time? What did the Pilgrims have to celebrate? How was that first official Thanksgiving celebration different from what we do nowadays? Why did they invite the Wampanoag to be a part of their celebration?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will raise their hand to discuss the different parts of the Pilgrims' new settlement, including the Native Americans' help with planting crops and giving the Pilgrims tips on how to survive. Students will raise their hands to discuss the first Thanksgiving.</li> </ul>	<ul style="list-style-type: none"> <li>• This part of the lesson appeals to many learners because we are applying the past to the present when discussing the first Thanksgiving.</li> </ul>
<p>Activity 5  <i>7 minutes</i></p>	<ul style="list-style-type: none"> <li>• Pretend you are back in the shoes of a Pilgrim, leaving England and coming to America for religious freedoms. Quickwrite a one to two page journal entry from the perspective of a Pilgrim, detailing from when you set sail from England, until you reached the shores of North America. Be sure to talk about the emotions you felt, and why you left England in the first place. You may use your textbook for help in including all of the details needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will listen for directions to complete their quickwrites. They will look through their materials for ideas to write in their quickwrites and may begin if time permits.</li> </ul>	<ul style="list-style-type: none"> <li>• Many learners will be able to succeed at this assignment because they can use their own experiences from the pantomiming, as well as their memories from the read-alouds and seeing the pictures from the books, to complete the assignment. The two dyslexic students in my classroom will succeed at this assignment because they can use their AlphaSmart laptops or the computers in our classroom or at home to</li> </ul>

<p>Conclusion  <i>2 minutes</i></p>	<ul style="list-style-type: none"> <li>• Thank students for their excellent participation during the pantomiming experience. Remind them that they have their Mayflower-Pilgrim quickwrite due tomorrow, and that it doesn't have to be typed, although it can be if they want to.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will prepare themselves to get ready to move to the next subject area. They will be reminded to have their homework done for the next day.</li> </ul>	<p>type up their responses.</p>
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**1) Basis for assessment**

<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Lesson 3 pages in worksheet packets are informally assessed by giving 5 points for completion. Students give answers for the class.</li> <li>• Informal assessment on students' hands raised during recalling of video and read-alouds, as well as Thanksgiving (if time permits).</li> <li>• Informal assessment on successful participation during the pantomiming activity—are students showing the correct body language that reflects what the Pilgrims went through?</li> <li>• Informal assessments of quickwrites as students begin working on them in class (if time permits).</li> </ul>	<p><b>Diagnostic features:</b></p> <ul style="list-style-type: none"> <li>• During the pantomiming experience when I have students acting out experiences that the Pilgrims may have had, I expect that students will take this seriously. If students goof off or laugh, I will have them sit out of the experience. They should follow along with the prompts and take this activity seriously.</li> <li>• This task will be informally assessed by teacher observation.</li> <li>• In the Mayflower-Pilgrim quickwrites, I expect that students will fulfill the minimum of one page and/or not go too much over the two page limit. Students will be graded on correct usage of conventions, the content they include in facts, opinions, and emotions that go along with the Pilgrims' voyage on the Mayflower,</li> </ul>	<p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• For my students with special needs, I will encourage them to use their AlphaSmart laptops to type up their quickwrites, or to work on a computer in the classroom or at home. For my students who love to write and be creative, I will encourage them to write the full two pages and go above and beyond by including many facts and emotions in their quickwrite journal entries.</li> <li>• For my students who love to act and be</li> </ul>
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	<p>and the neatness of the writing piece.</p> <ul style="list-style-type: none"> <li>This task will be formally assessed by me when they are turned in; 10 points for proper content, and 5 points for conventions—15 points total.</li> </ul>	<p>dramatic, I will preface the pantomiming activity by telling them to take it very seriously and really act out their emotions as if they were a part of the Pilgrims. I want to see their body language reflect the experiences they are going through!</p>
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**m) Lesson #9 Title and length:** *Reviewing the Pilgrims, and Discussing the Puritans, 45-50 minutes*

**n) Lesson Objective(s):** *Explain how the Puritans applied the experiences of earlier English colonists to the growth of Massachusetts Bay colony.*

**o) Rationale:** *Students will review the importance of the Pilgrims coming to North America on the Mayflower and the purpose of the Mayflower Compact. They will then learn about the Puritans, another group traveling by boat to the Americas for religious freedom. Students will need to understand that the Puritans believed different things from the Pilgrims, and that they settled in Boston to create a place where they could worship as they pleased. Eventually, the Puritans persecuted those who believed different from them, becoming hypocritical. This aspect will be touched upon in the next few lessons, as well.*

**p) Lesson Standards/Grade Level Content Expectations:**

- SS GLCE: Describe significant developments in the New England colonies, such as religious tensions in Massachusetts that led to the establishment of other colonies in New England. 5 – U2.1.2*
- ELA GLCE: Students will respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions. L.RP.05.05 Students will analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing. R.CM.05.03*

**q) Lesson Procedure:**

<b>Activity Element &amp; Time (in minutes)</b>	<b>Procedures and management</b> <i>Step-by step procedures including questions and main points – write out what you are going to say verbatim.</i>	<b>Students</b> <i>Describe what the students will be doing as a result of your instructions</i>	<b>Academic, social &amp; linguistic adaptations, resources, and support</b> <i>How will you support ALL students?</i>
Introduction <i>10 minutes</i>	<ul style="list-style-type: none"> <li>Review the concepts from the last lesson regarding the Pilgrims and their long journey from England to</li> </ul>	<ul style="list-style-type: none"> <li>Students will have their Social Studies textbooks out and open to the pages about the Puritans. They</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	<p>America for religious freedom. Let students know that today, we will be focusing on another group coming from England to settle in Massachusetts, the Puritans. What are some things we know about the Puritans from our textbook? Make note of facts that are particularly similar or different from the Pilgrims.</p>	<p>will raise their hands to bring up ideas about the Puritans that they have read about.</p>	
<p>Activity 1  <i>10 minutes</i></p>	<ul style="list-style-type: none"> <li>Read aloud pages 55-60 from <i>Making Thirteen Colonies</i>, by Joy Hakim. Stop and make comments or ask questions when interesting facts arise from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be active listeners, raising their hand to comment or ask questions, if needed. They will also take notes if they feel the need to.</li> </ul>	<ul style="list-style-type: none"> <li>.Audio learners' needs will be satisfied by hearing facts about the Puritans being read aloud to them, creating meaningful learning.</li> </ul>
<p>Transition  <i>0 minutes</i></p>	<ul style="list-style-type: none"> <li>Move from reading aloud to stimulating discussion about the similarities and differences between the Pilgrims and Puritans.</li> </ul>	<ul style="list-style-type: none"> <li>Students will remain seated, brainstorming ideas for similarities and differences between the Pilgrims and Puritans.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Activity 2  <i>7-10 minutes</i></p>	<ul style="list-style-type: none"> <li>Let students know that the discussion about the similarities and differences between the Pilgrims and Puritans would be an essay question on the end of chapter test. Where did each group settle? How did they know where the best places to settle were? Why did they leave England in the first place? Who were their respective governors? How were their economies similar and different?</li> </ul>	<ul style="list-style-type: none"> <li>Students will answer questions that I pose to them, and also feed off of one another's comments to create more of a discussion about the two groups.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion will promote learning from classmates, not just from a textbook, video, or read-aloud. Students will learn from one another.</li> </ul>
<p>Transition  <i>1 minute</i></p>	<ul style="list-style-type: none"> <li>Have students get their graphic organizers about the first settlements out of their safe place.</li> </ul>	<ul style="list-style-type: none"> <li>Students will get their graphic organizers out of a folder or binder and prepare to fill in the designated</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	<p>They will also need pencils and colored pencils.</p>	<p>spots for today.</p>	
<p>Activity 3  <i>10 minutes</i></p>	<ul style="list-style-type: none"> <li>Fill out spots for Plymouth, where the Pilgrims settled, and Boston, where the Puritans settled. Be sure to include motivation for settling, location, economical factors, goods and services offered at each area, or other relevant information. Students may use colored pencils to draw pictures of things on the outside flap of the graphic organizer, and on the inside, give facts and information.</li> </ul>	<ul style="list-style-type: none"> <li>Students will work at their table spots to fill in the graphic organizer spots for each colony settlement for today. They may chat quietly with tablemates to bounce ideas off of one another, but should not get off task from Social Studies topics.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing pictures and writing facts down touches on the learning needs of artistic learners. Students who have a hard time writing or reading can use the pictures of their graphic organizers to help them remember important facts, like why and where people settled in certain places in North America.</li> </ul>
<p>Transition  <i>1 minute</i></p>	<ul style="list-style-type: none"> <li>Have students put their coloring utensils away. Transition to a discussion of the different things students put on their graphic organizers if time permits.</li> </ul>	<ul style="list-style-type: none"> <li>Students put their coloring utensils away and prepare for teacher to give further directions.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Activity 4  <i>5 minutes</i></p>	<ul style="list-style-type: none"> <li>Ask students to share some of the things that they put on their graphic organizers on the outside, with drawings, and in the inside, with words and sentences as reminders for facts about the two settlements. Add those ideas to the class's graphic organizer, used for display purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Students will share their ideas for things to add to the graphic organizers in an organized way by raising their hands and sharing with the class.</li> </ul>	<ul style="list-style-type: none"> <li>All learners will benefit from this exercise because they can add new ideas to their graphic organizers. This means that they will have a greater chance of success when it comes to studying from this tool, because there will be more ideas.</li> </ul>
<p>Conclusion  <i>1 minute</i></p>	<ul style="list-style-type: none"> <li>Thank students for great participation and discussion in class today. Remind them to put their graphic organizers in a safe place</li> </ul>	<ul style="list-style-type: none"> <li>Students will listen as the homework is assigned and put their graphic organizers away in a safe place.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	for future reference. Tell them to read lesson four for homework tonight.	
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r) **Basis for assessment**

<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• After the completion of filling out Boston and Plymouth spots in their graphic organizers, students will be assessed on the thoroughness of the work they did on these graphic organizers. It is important to add in drawings of things that remind them of the settlements, as well as to write complete facts and ideas in the inside of their graphic organizer.</li> <li>• Informal assessment of students' attention levels during read-aloud, as well as number of hands raised during discussion on Puritans and Pilgrims.</li> </ul>	<p><b>Diagnostic features:</b></p> <ul style="list-style-type: none"> <li>• I will look for neat drawings, and make sure that each student has a decent amount of drawing for each settlement. Students should also have a decent amount of facts and idea regarding each settlement.</li> <li>• I will assess this task on the day of the test by having students turn them into me and giving them 4 points for each settlement, with a total of 24 points.</li> </ul>	<p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• I will support my special needs learners in this activity by helping them write their facts, if they request the help. I look forward to this activity because I know that many of my students learn well by drawing and seeing things in a visual way. This will be helpful for both boys with dyslexia because they won't have to worry about writing as much.</li> </ul>
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s) **Lesson #12 Title and length:** *The Thirteen Colonies; Review of The Struggle to Found Colonies, 45-50 minutes*

t) **Lesson Objective(s):** *Outline the similarities and differences of the settlers in each region. Review content from the chapter in preparation for the review game and chapter test.*

u) **Rationale:** *It is important for students to review the concepts in this chapter with a concluding lesson on the colonies, and the way they are grouped based on characteristics. The lesson on The Thirteen Colonies in the textbook provides an overview of the people who were important to this time period; the people who strayed from the first colonies they settled in to create their own colony, based on beliefs or want of land. Students will also have time to work on their travel posters for the colonies in this chapter, which is another form of review.*

**v) Lesson Standards/Grade Level Content Expectations:**

- *SS GLCE: Locate the New England, Middle, and Southern colonies on a map. (5 – U2.3.1) Describe the daily life of people living in the New England, Middle, and Southern colonies. (5 – U2.3.2)*
- *ELA GLCE: Students will set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece. (W.PR.05.01) Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. (R.CM.05.01) Students will listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers. (L.RP.05.01)*

**w) Lesson Procedure:**

<b>Activity Element &amp; Time (in minutes)</b>	<b>Procedures and management</b> <i>Step-by step procedures including questions and main points – write out what you are going to say verbatim.</i>	<b>Students</b> <i>Describe what the students will be doing as a result of your instructions</i>	<b>Academic, social &amp; linguistic adaptations, resources, and support</b> <i>How will you support ALL students?</i>
Introduction <i>2 minutes</i>	<ul style="list-style-type: none"> <li>• Remind students that this is the last day of learning content from chapter five before the test in a couple of days. In the next class period, we will be playing the jeopardy review game, so it is important to review all of the content from the chapter before the game so that you can get your team ahead! Open up your Social Studies textbooks to lesson four, chapter five, and we will finish reviewing the Southern Colonies.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be listening intently as I describe what events are to come in the next few days. They will open their Social Studies textbooks to lesson four of chapter five so that we can finish going over any content we missed over the last few days.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Activity 1 <i>15 minutes</i>	<ul style="list-style-type: none"> <li>• Go over the content of the remaining portion of lesson four, the Southern Colonies, such as the important people of each colonial region, the reasons for founding new colonies, and the fact that the colonies would continue to grow. A special focus will be put on William Penn, the Quaker founder</li> </ul>	<ul style="list-style-type: none"> <li>• Students will raise their hands to ask questions or give comments on the content material we are talking about in this portion of the lesson. They may want to take notes, or just listen to make sure they understand all of the material.</li> <li>• Students will also fill in facts or</li> </ul>	<ul style="list-style-type: none"> <li>• By using the textbook to go over the remaining portion of lesson four, I am ensuring that students of all learning styles see that there are multiple venues for learning. They will be able to read along, and look at the</li> </ul>

	<p>of Pennsylvania. Also, students should fill in facts about the Southern Colonies on their graphic organizers that help distinguish the different characteristics of the geographic regions of colonies.</p>	<p>information on their geographic regions graphic organizers.</p>	<p>pictures in the book.</p> <ul style="list-style-type: none"> <li>The graphic organizer to distinguish the vast differences among the regions of colonies. This will also appeal to the artistic learners.</li> </ul>
<p>Transition  <i>1 minute</i></p>	<ul style="list-style-type: none"> <li>Let students know that I will be reading aloud a book that gives a great review of the material covered in this chapter, <i>The New Americans: Colonial Times</i> by Betsy Maestro. They may move to the front of the room to sit on the floor, if they want to.</li> </ul>	<ul style="list-style-type: none"> <li>Students will prepare themselves for a read-aloud by showing proper audience skills. Those who move up to the floor in the front of the room will be careful to choose a good spot to sit, not near someone they will be tempted to chat with or cause problems with.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Activity 2  <i>10 minutes</i></p>	<ul style="list-style-type: none"> <li>Read aloud <i>The New Americans: Colonial Times</i> by Betsy Maestro to students. Have students make comments at spots that they should be paying extra attention to, for example, spots that there will be test questions about. Ask questions or make comments as necessary. The purpose of reading this book aloud is for a good review of content.</li> </ul>	<ul style="list-style-type: none"> <li>Students will sit quietly and listen to me read aloud the book, and look at the pictures. Now and then, someone may raise their hand to make a comment or ask a question.</li> </ul>	<ul style="list-style-type: none"> <li>By reading this trade book aloud and showing the pictures to my students, they will be receiving an excellent review of content, seeing detailed pictures of what things may have looked like in the past, and hearing ideas spoken aloud. Many learners will benefit from this activity through sight and hearing.</li> </ul>
<p>Transition  <i>1 minute</i></p>	<ul style="list-style-type: none"> <li>Have students go back to their seats for review on what they can use to study for the jeopardy game and test with.</li> </ul>	<ul style="list-style-type: none"> <li>Students return to their seats quietly.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Activity 3  <i>2 minutes</i></p>	<ul style="list-style-type: none"> <li>Ask students what materials they have that would be good to use for</li> </ul>	<ul style="list-style-type: none"> <li>Students will review the materials they have in their possession for</li> </ul>	<ul style="list-style-type: none"> <li>This activity ensures that all students understand</li> </ul>



	<p>reviewing for the game and test in the next few days. Make comments to let students know that there are many options they can use: their graphic organizers with the six settlements, worksheet packets, and quickwrites from the two activities earlier in the unit that we wrote them for. Students should also be reminded that they will be able to use the travel posters as something to review from when they are finished. The textbook is another option for those who choose to study from it.</p>	<p>study materials. They will raise their hand to suggest more things to study from.</p>	<p>that there are multiple ways to study for the upcoming game and test. All students should have something to study from.</p>
<p>Transition  <i>2-3 minutes</i></p>	<ul style="list-style-type: none"> <li>Let students know that the remaining time left for Social Studies today will be spent working in groups to put finishing touches on the travel posters and to make sure that all facts needed on the poster are on there. They will work in groups to finish up the poster and clean up their areas when finished working.</li> </ul>	<ul style="list-style-type: none"> <li>Students will wait for instructions for the travel poster activity before dispersing around the classroom, and ask questions if they have any.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Activity 4  <i>10-12 minutes</i></p>	<ul style="list-style-type: none"> <li>There will be work time for groups to finish their travel posters for their assigned colony settlement.</li> </ul>	<ul style="list-style-type: none"> <li>Students will work in groups cooperatively to finish up their group's poster and double-check to see that all needed information is on the poster before turning them in. They will also clean up their areas when they are finished.</li> </ul>	<ul style="list-style-type: none"> <li>By having students work in groups to complete these posters, many learners are coming together to work on one task. All learners will benefit from learning from one another, as well as putting their thoughts and ideas down in an</li> </ul>

			<p>artistic way. They need to use many resources to make sure they've included all details, so students are constantly reviewing the chapter's material for this activity.</p>
<p>Conclusion  <i>2 minutes</i></p>	<ul style="list-style-type: none"> <li>• Call the class back together. Let them know that in the next class period, we will vote by ballot on which settlement we would like to live in based on the posters. We will also play the jeopardy review game, so it is important to study for the game as well as the test. Please make sure all of your art materials are picked up and put in their proper places.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will return back to their seats and listen as I explain what is to come in the next few days. They will pick up any materials that are left out and listen for any further directions.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**x) Basis for assessment**

<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Informal assessment on regional graphic organizer.</li> <li>• Informal assessment on student participation during read-aloud, pointing out relevant parts that we learned about.</li> <li>• Informal assessment on students' work on posters.</li> </ul>	<p><b>Diagnostic features:</b></p> <ul style="list-style-type: none"> <li>• Students will need to include important facts about their settlements, such as: which group settled in each area, why they chose to come to this area, what their economies were like, who their leaders were, what other groups lived near them, etc. Students will also need to include an artistic display that would entice a traveler coming from Europe to want to live there.</li> <li>• To assess this task, I will have a</li> </ul>	<p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• For my two students with IEPs, it will be important that they have a part in something with the posters that they can truly succeed in. Since they both have dyslexia, it will be important they have something to do with finding the facts to put on the poster or to</li> </ul>
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	<p>rubric with the following details on it:</p> <ul style="list-style-type: none"> <li>○ 20 points for all relevant facts about your colonial settlement.</li> <li>○ 10 points for correct conventions (spelling, grammar, capitalization, etc.)</li> <li>○ 10 points for creative display.</li> <li>○ 10 points for contributions from all group members.</li> <li>○ 50 points total.</li> </ul>	<p>draw the pictures. They may need to use their AlphaSmart laptops to type ideas up. I also may let them use the trade books that I read aloud during the chapter for ideas on what to say or draw for their posters.</p>
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**Part VI: Post-Teaching Reflection (15 points)**

**a) Reflection:**

Throughout my unit on the founding of colonies in America, I learned a great deal about the content and how to teach effective Social Studies lessons. Not having taught Social Studies plans that I had created on my own before, I was nervous to begin an entire unit from scratch about content that I was not entirely sure of. One of the strengths of my unit was that I thought I did a great job of integrating many different learning styles into the Social Studies content I taught. I did many read-alouds, especially from Joy Hakim’s *The First Americans* and *Making Thirteen Colonies*. I also had my students create a graphic organizer for each of the six main colonial settlements that we talked about during my unit. I had students fold an 11x17 piece of white paper in half length-wise and cut five times so that there were six flaps. Each section belonged to a different colonial settlement, and for each settlement, the outside flap was for drawing related pictures that would help students remember notable things about each settlement. Inside the flap, students wrote notes about each settlement, based on what they found to be important. After each flap was completed, students would have the chance to share what they drew and wrote with group members so that correct and plentiful information was always available.

Another strength of my unit was how solidly and engagingly my students learned the content. I am lucky to be the intern of a collaborating teacher who is very excited about teaching Social Studies, so my students already had a great perspective on this subject area. During read-alouds or other activities, students were usually, for the most part, entirely engaged in whatever it was that I was teaching. I

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attribute this to the content I was teaching, the ways I brought the information to my students, and the group work that I incorporated into activities. I always made sure to be excited about the material I was teaching because I know that when a teacher is excited, that enthusiasm is transferred into his or her students about the same content. I loved incorporating group work into lessons because I honestly feel that students can learn more from one another and gain responsibility because groups needed to split parts of a project among group members. Watching group presentations of colonial settlement travel posters was very enjoyable because I could tell my students had split parts of the presentation up so that each person was responsible for something. I also had students fill out a group evaluation form after that final project, so that they could rate their group members on how much work they did. Students were very thoughtful in their responses to this, and that helped me to see who did not put in as much effort as others.

A weakness of my unit was that I did not feel that I completely knew all of the content by heart when I taught my students. For example, during a lesson on Henry Hudson's explorations, I made the mistake of telling my students that he founded New Amsterdam, a city that is now New York City, for the Dutch. However, after a night of thinking, I did some research and found that Henry Hudson actually died before New Amsterdam was founded. He actually claimed the land that later became that colonial settlement! So, the next day, I confessed my mistake to my students and let them know that teachers are humans too, and they're allowed to make mistakes. My students understood completely. However, I did not want that to happen again! I also felt that I could have done a little more research on what I taught just so that I could answer some of the random questions students asked, or to provide more interesting details for my students as they worked through the chapter.

Another weakness of my unit was that I didn't differentiate as much as I could have. Some of my students are very proficient in Social Studies content, and a new student came into my unit after missing about a week of lessons, already having been taught this same content. I thought through my decision to pretest him out of the unit, but he did not show thoughtfulness in responses or the knowledge it took to go above and beyond the current content being taught. However, if I taught this unit again, I would definitely have extension activities available for students who would like a push, or students that I feel could use that extra push. Next time, if I taught a unit like this, I would definitely push for more outside-school inquiry about the Social Studies topics I covered during my unit, so that students were constantly being stimulated by the content I was teaching and furthering their own learning independently.

My cooperating teacher offered a lot of great comments about preparation for Social Studies lessons and for the lessons that she observed during my Guided Lead Teaching. For two weeks of my teaching, however, she was out of the room so that I could be solo, so she missed a lot of the lessons I wished she could have seen! When I was upset that I had given the wrong information about Henry Hudson to my students, my CT reassured me that things like that happen all the time to teachers just beginning to teach a completely new unit on something they have never learned before. She told me the best thing to do would be to reflect on what happened, so that I would remember later to always do my research thoroughly, and then to apologize to the classroom in a professional way. The way I ended up telling my class the information was wrong worked out really well; I let them know that I made a mistake, and then asked them if making mistakes was an okay thing to do. My students agreed that it was fine, and I told them that I'm just learning this content at the same time they are, so that sometimes things like that happen. They were completely understanding, and I felt that my CT's tip enabled me to deal with the situation in a positive way. My CT loved a lot of the activities I did, and asked me to save copies of things I created for my unit so that she could use them later. She also had great suggestions of trade books to read aloud to my class, such as *You Wouldn't Want to be an American Colonist!* I was extremely glad for this suggestion and ended reading it to my class, and they had a ball with the humor in it. A couple of other times, my CT just let me know that it's

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great to try new things in teaching, and if a new strategy for learning doesn't quite work out for your class, it's okay! She was a great support to me.

I definitely learned a lot of information about the content I was teaching during my unit. Like I said before, my learning process was very constant, because at fifth grade, there is a ton of content to teach. Just by looking through the grade level content expectations, I realized that the curriculum was much more rigorous than younger elementary grades. I had to be on top of what I was teaching at all times, especially because my students would have questions about what we were learning, and in my readings, I sometimes did not come across those answers! I came to realize, however, that saying, "I don't know the answer to that question. Does anyone else know? We should look it up together," works very well, and students understand completely where I am coming from. I also learned that because my CT had fostered such a huge love of Social Studies into my students, my job of getting students excited was easier. I loved playing off of their interests, and getting them to connect to their own lives. For example, when we finished my unit, groups created travel posters for an assigned colonial settlement. I loved that my students created travel posters with catchy phrases and sarcastic humor in them, all while using the correct Social Studies content. The group who had Roanoke Island as their settlement wrote, "If you love peace and quiet, come to Roanoke!" This plays off of the fact that the colonists who settled Roanoke disappeared. I also learned, again, that flexibility is one of the most important, if not the most important, part of being a teacher. It is a good thing when lessons are planned out, but a better thing to realize that they can change in an instant.

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### CT FEEDBACK FORM for Social Studies Teaching

Names of Intern: Stephanie Dudewicz

\*Filled out by collaborating teacher\*

Date: 3/12/09

**COLLABORATING TEACHERS:** Please complete this feedback form for one of the lessons that your intern plans and teaches in your classroom. If you prefer to type up your comments, please ask your intern to email you an electronic copy of the feedback form.

1. Strengths of the lesson (content, activities, active student involvement, management, etc.):

This was an excellent, creative lesson. I appreciated that Stephanie began the lesson by correcting an error that occurred the previous day with incorrect content. Students were able to see how human it is to make mistakes and how it is important to rectify those mistakes. She was extremely conscientious to make sure that students had the correct information.

In this lesson, the students took the perspective of a historical figure and wrote a journal entry from that perspective. I felt that this created an opportunity for students to really internalize what it must have been like to experience the accomplishments of Samuel de Champlain and Henry Hudson. It also gave those students who enjoy writing or art to go “the extra mile” and really get creative with this assignment. It was a very proactive step to have students meet with other students who had written about the same person to meet first to ensure that they had their facts straight. The name tags made it fun and made the activity seem as if it were a “mixer” of sorts where they were meeting characters out of history.

2. Comments about preparation and planning for this lesson:

Stephanie’s plan for this lesson was clear and easy to follow. It would have been easy to follow if another teacher had to step in and teach the lesson again. I also think that there was additional research that was done in order to make sure that accurate information was being presented. The lesson was prepared well in advance and was carefully thought out, including the management of transitions.

3. Comments about timing, pacing, wait time:

Stephanie is always attentive to the amount of time students need for activities. She maintains a good balance of giving enough time without allowing a lesson to drag on too long. The use of a timer to keep students on track is a good management system.

4. Suggestions for improvement regarding classroom management:

The trickiest part of management is maintaining consistency for expectations when students are excited. I think it is important to always explain what you expect students to do in each part of the lesson and then hold students to those expectations. I think Stephanie does this well, and I believe she should continue to keep it in mind when beginning a lesson.

5. Suggestions for improvement regarding the social studies content, practices, activities, showing the connectedness and usefulness of the content:

Looking at the GLCE for this lesson I believe it did cover some of the objectives. However, it might cover them more thoroughly to give some specific expectations for what the students should include in their journal entries to ensure that the emphasis is in the correct content.

6. Comments about connecting to students' backgrounds and building on students' prior knowledge:

These students love to socialize, and I think that was one of the key factors that hooked them in this lesson. Stephanie gave them an opportunity to talk, and share their writing, which they also love to do. I liked that the different thoughts that each student brought to the activity enriched and strengthened other students' understandings of the content.

7. Comments about promoting student thinking:

Having students consider the perspective of a historical figure promoted student thinking. They had to use the content they had been taught to make their journal entries seem authentic. The different partnerships with students also promoted student thinking in that they had to compare their own viewpoint with another student that took that same perspective, and then share that perspective with another student who had taken a different perspective. Both partnerships allowed students to deeply examine their thoughts on this time period.

8. Comments about supporting students with special needs:

This assignment was provided to the Special Education Resource teacher in order to give our two dyslexic students extra time to complete it with assistance. Stephanie is always conscientious about giving these students extra time or will work with them to scribe their ideas. Both students are strong social studies students, but need a little extra assistance with the writing process.

9. Other comments, reactions, questions:

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I strongly felt this was a creative, exciting lesson for our fifth grade students. It was clear from the students' reactions that they enjoyed it, and their products were entertaining and historically accurate!

Thank you so much for providing this opportunity  
and for providing feedback!



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