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Grade: 4th

Goals/ Objectives:

Students will be able to:
- Identify and discuss key components of colonial life.
- Demonstrate and apply knowledge of colonial life through discussion, explanation and “creation” of a colony.

Learning Standards:

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.

3.1: Study about the major social, political, economic, cultural and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Materials:

- SMART Board
- YouTube video (http://www.youtube.com/watch?v=ARvTz5ffWcs)
- Creating a Colony Guiding Questions
- Chart paper
- Loose-leaf Paper
- Markers
- Exit Card

Procedure:

Introduction—The Dutch and the Colonization of New Netherlands (New York)

- Introduction/ Attention Grabber—YouTube Video: This is a short video clip that briefly describes and summarizes the beginning of the Dutch settlement and colonization of the New Netherlands (New York). Students will watch the video, reviewing it from the previous day in order to grab their attention and begin their focus for the lesson and the proceeding discussions and activities.
Presentation:
- Introduce, give directions and model the SMART Board activity.
- Complete the activity as a class
- Discuss information from the video and information they knew or gained from the activity (What do you recall from the video yesterday? What are some new pieces of information that you learned? Is this information important? Why? Is any information or relevant to life today? Why?).
- Divide students into groups. Within these groups, students will discuss and write down characteristics and key aspects of colonial life based on the video, activity and discussion (Who was there? What did it possibly look like? What did the people there do? For jobs? For school? For fun? What was family life like? Do you think it was an easy lifestyle or a hard lifestyle? Why?). Once groups have completed their lists, they will share with class through class discussion. At this time the teacher will also be facilitating the discussion (Why did your group choose these characteristics and components?) and will be writing the information down on the SMART Board, making a collaborative list of characteristics and components of colonial life in the New Netherlands colony. Students will be able to add to their group’s list.
- Class discussion and the compilation of the collaborative list will then conclude.
- Next, students will be instructed to return to their groups and directions will be given to the students about their next activity. This activity will have students work in collaborative groups to brainstorm and make decisions in order to plan the characteristics, components and life in a colony. They will then use their ideas and information to complete a different portion of the activity in the following lesson.
- Students will work in their collaborative groups to brainstorm about the successful colony they would form. They will be given Chart paper and guiding questions on a separate piece of paper. The groups will use the guiding questions to make decisions about the colony they would create. They will list these answers, which identify and describe characteristics, key components and life in their colony. In the next lesson, students will use their list of ideas to create a poster, and advertisement or a brochure depicting their colony.
- Students will work in their groups until there is approximately 5-10 minutes left in the lesson period.
Closure:
- Wrap-Up Discussion: This class discussion will focus on summarizing the small group and the whole class discussion. (What have learned today or learned more about? Why is it important? How does it relate to our learning of the explorers? Why is learning about colonies important?)

Assessment/Evaluation:
- Introduce and give instruction on completing and exit card.
- Distribute and have students complete the exit card.