Student: Kaleigh Narracci Date: 9/25/2012

Grade: 7 Topic: The Jamestown and Massachusetts Bay Colonies Content Area: Social Studies

**Instructional Objective**

Objective: After the completion of a group assignment on the Jamestown and Massachusetts Bay colonies, the students will present their charts comparing and contrasting (Common Core) the two colonies by explaining at least three similarities and differences between the Jamestown and Massachusetts Bay colonies specific aspect of life.

**Standards and Indicators**

NYS Social Studies Learning Standard #7.3:

The American colonies were established based on distinct economic, religious, or political goals. The colonists adapted ideas from their European heritage to develop new political and religious institutions and economic systems. The differing political, economic, and social structures of the British New England, Middle, and Southern colonies led to regional differences among the colonies.

Conceptual Understanding #7.3b:

The reasons for the settlement shaped the political, religious, and economic institutions as well as relationships with European countries.

Indicator:

This will be evident when the students present their chart comparing and contrasting a specific aspect of life in the Jamestown and Massachusetts Bay colonies.

National Theme #5 – Development and Transformation of Social Structures:

* Role of social class, systems of stratification, social groups, and institutions.
* Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture.
* Social and political inequalities.
* Expansion and access of rights through concepts of justice and human rights.

Indicator:

This will be evident when the students present their chart comparing and contrasting a specific aspect of life in the Jamestown and Massachusetts Bay colonies.

Common Core Standard #2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Indicator:

This will be evident when the students present their chart comparing and contrasting a specific aspect of life in the Jamestown and Massachusetts Bay colonies.

Habits of Mind Exercised – Comparison and Contextualization:

Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.

Indicator:

This will be evident when the students present their chart comparing and contrasting a specific aspect of life in the Jamestown and Massachusetts Bay colonies.

**Motivation**

Using their prior knowledge, the students will be asked to describe life in the original US colonies.

**Materials**

* Primary source articles on life in Jamestown and Massachusetts Bay colonies
* White board
* Textbook exerts on life in Jamestown and Massachusetts Bay colonies
* Graphic organizers (Venn Diagrams)
* Pictures of life in Jamestown and Massachusetts Bay colonies

**Strategies**

Cooperative Learning: the students will work in groups to complete a Venn diagram on the similarities and differences between the Jamestown and Massachusetts Bay colonies addressing a specific aspect of life.

Class Discussion: after the group assignment, the students will present their charts on the similarities and differences between the Jamestown and Massachusetts Bay colonies addressing a specific aspect of life.

**Adaptations**

Students that have testing accommodations will be put into different groups to get aid from their peers.

**Differentiation of Instruction**

Tier 1: The students will present their charts comparing and contrasting (Common Core) the two colonies after rehearsing their presentation with the teacher.

Tier 2: The students will present their charts comparing and contrasting (Common Core) the two colonies.

Tier 3: The students will present their charts comparing and contrasting (Common Core) the two colonies and explain which colony they would have preferred to live in.

**Developmental Procedures**

* The students will be put into groups to read and analyze journals, articles, and pictures about the Jamestown and Massachusetts Bay colonies in order to complete their Venn Diagrams. *(What document are you working on? What information did you gain from it? How does this information make you feel about life in the first American colonies?)*
* The students will present their charts comparing and contrasting the colonies to the class. *(Who can tell me what life was like in Jamestown? Massachusetts Bay? What were some similarities between the two colonies? Differences? Why do you think these similarities and differences occurred? Which colony would you rather live in?)*
* The students will decide which colony they would’ve rather lived in after the presentations.

**Assessment**

The students will present their charts comparing and contrasting (Common Core) the two colonies by explaining at least three similarities and differences between the Jamestown and Massachusetts Bay colonies specific aspect of life.

**Independent Practice**

For homework, the students will create a postcard depicting life in the colony they would prefer to live in.

**Follow-Up: Direct Teacher Intervention and Academic Enrichment**

Direct Teacher Intervention: The student, under direct intervention with the teacher, will go over the similarities and differences of the Jamestown and Massachusetts Bay colonies to complete their Venn Diagram after class.

Academic Enrichment: The student will write a letter to a relative in England describing their life in the colonies.

**Teacher References**

Heinsohn, R. (2012). Sail 1620: Comparing Plymouth and Jamestown [Web file]. Retrieved from http://www.sail1620.org/history/articles/122-plymouth-jamestown.html (9/23/12).

National Parks Service (1995, November). Jamestown and plymouth: Compare and contrast [Web file]. Retrieved from http://www.nps.gov/jame/historyculture/jamestown-and- plymouth-compare-and-contrast.htm (3/23/2012).

Skinner, E. (2011). *Women and the national experiences: Sources in women’s history* (3rd ed.). Upper Saddle River, NJ: Pearson.