Student: Kaleigh Narracci Date: 11/27/12

Grade: 7 Topic: Colonial Life on Long Island Content Area: Social Studies

**Instructional Objective**

Objective: After the completion of the statement readings activity, the students will write an argument using evidence from the passages (Common Core) to answer the question *Which industry do you think most effected the development of slavery on Long Island?* The students will use at least two pieces of evidence from the text to support their argument.

**Standards and Indicators**

NYS Social Studies Learning Standard #7.4:

The slave labor system that was introduced in the Americas and the loss of Native American lives as a result of the encounter with Europeans had a lasting impact on the development of the United States and American culture.

Conceptual Understanding #7.4c:

The inequitable economic system in the colonial era shaped the economy and culture of the United States.

Indicator:

This will be evident when the students use the text-based evidence to write an argument answering the question of *which industry do you think most effected the development of slavery on Long Island?*

National Theme #3 – Time, Continuity, and Change:

* History as a formal study that applies research methods
* Reading, reconstructing, and interpreting events
* Analyzing causes and consequences of events and developments
* Considering competing interpretations of events

Indicator:

This will be evident when the students use the text-based evidence to write an argument answering the question of *which industry do you think most effected the development of slavery on Long Island?*

Common Core Writing Standard #1b:

Write arguments focused on discipline‐specific content. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Indicator:

This will be evident when the students use the text-based evidence to write an argument answering the question of *which industry do you think most effected the development of slavery on Long Island?*

Habits of Mind Exercised – Gathering, Using, and Interpreting Evidence:

Define and frame questions about events and the world in which we live and use evidence to answer these questions.

Indicator:

This will be evident when the students use the text-based evidence to write an argument answering the question of *which industry do you think most effected the development of slavery on Long Island?*

**Motivation**

The students will describe life in the New York colony based on their prior knowledge of the regional differences in thirteen colonies.

**Materials**

* Reading passages on colonial life on Long Island.
* Exit Slip for students to complete.
* PowerPoint on Colonial life on Long Island.
* Computer and Projector.
* Markers to highlight the textual evidence on the board.
* Highlights for the students to highlight the textual evidence in the passage.

**Strategies**

Cooperative Learning: the students will work in pairs to complete the reading on Colonial Long Island assigned to them. The students will then present their answers to the class and show the class where they found their information.

Class Discussion: after the group assignment, the students will discuss which industry they think most effected the development of slavery on Long Island.

Statement Strategy: the students will read the passages and then have to agree or disagree with the statements given. Then the students will explain were they found the evidence in the text. After they complete the activity, they will present answers to the class.

**Adaptations**

The student that is learning disabled will have his reading on colonial life in Long Island highlighted to pinpoint key information.

**Differentiation of Instruction**

Tier 1: The students will use the text-based evidence (Common Core) to write an argument answering the question of *which industry do you think most effected the development of slavery on Long Island,* using their highlighted readings on colonial life on Long Island.

Tier 2: The students will use the text-based evidence (Common Core) to write an argument answering the question of *which industry do you think most effected the development of slavery on Long Island?*

Tier 3: The students will use the text-based evidence (Common Core) to write an argument answering the question of *which industry do you think most effected the development of slavery on Long Island?* The students will then put the different industries that affected the development of slavery on Long Island in order and explain why they chose that order.

**Developmental Procedures**

* The students will read the passage and answer the questions in pairs on colonial life on Long Island. *(Where did you find that in the text? Do you agree or disagree with the statement? Why did you agree or disagree with the statement?)*
* The students will present their answers to the class. While the students are giving their answers to the class, they will underline where in the reading they found the information on the board. *(Can you find any other evidence in the passage to support your decision to agree or disagree with the statement?)*
* The students will answer the question of *which industry do you think most effected the development of slavery on Long Island?* *(How did you come to that decision? Why do you feel that industry had the most effect on slavery on Long Island? In what ways did that industry effect the development of slavery on Long Island?)*
* The students will complete their exit slips before leaving class.

**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 compare their life on Long Island to life during colonial times.

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

Direct Teacher Intervention: The student, under direct intervention with the teacher, will develop an argument using the textual evidence to determine which industry they believe had the most effect on the development of slavery on Long Island.

Academic Enrichment: The student will research Old Bethpage Restoration Village and write an essay on the work they do there and how it preserves Long Island’s history.

**Teacher References**

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