Teacher Candidate: Kaleigh Narracci College Supervisor: Mrs. Dorothy Garvin

Content Area: Social Studies/ Special Education Cooperating Teacher: Mrs. Caldera

Grade: 7 Lesson#1 Topic: Why did people come to live in the English Colonies Date: 10/4/2012

School District: East Meadow Union Free School District School: W.T. Clarke Middle School

**Instructional Objective**

Objective: After a class discussion on why people came to live in the English Colonies, the students will write a letter to their mothers explaining the reason why they had to leave England and move to the colonies (Common Core) which cites at least one well developed cause for their big move.

**Standards and Indicators**

New York State Standards Addressed:

**Key Idea 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 #7.3a**- European settlements in North America were established for a variety of economic, religious, and political reasons.

Indicator: This will be evident when the students write a letter to their mothers explaining the reason why they had to leave England and move to the colonies.

National Standards Addressed:

**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 write a letter to their mothers explaining the reason why they had to leave England and move to the colonies.

Common Core Standards Addressed:

**Writing Standard #5** - With some guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Indicator: This will be evident when the students will write a letter to their mothers explaining the reason why they had to leave England and move to the colonies.

Habits of Mind Exercised:

Chronological Reasoning and Causation - Identify causes and effects using examples from current grade‐ level content and historical ideas and events.

Indicator: This will be evident when the students write a letter to their mothers explaining the reason why they had to leave England and move to the colonies.

**Motivation**

The teacher will ask the students to help her brainstorm ideas of how to tell her mother that she is moving out and what her reasons are.

**Materials**

* White board
* Paper
* Pencils
* Handout on reasons why people left England and moved to the colonies

**Strategies**

Direct Instruction: the teacher will present the information on why people moved in the English Colonies to the students.

Class Discussion: The students and the teacher will discuss each reason why people moved to the English Colonies.

**Adaptations**

The child that is a selective mute will only be asked yes or no questions on why people moved to the English Colonies this way he can nod his head as an answer.

**Differentiation of Instruction**

Tier 1: The students will write a letter to their mothers explaining the reason why they had to leave England and move to the colonies using their typed notes from class.

Tier 2: The students will write a letter to their mothers explaining the reason why they had to leave England and move to the colonies.

Tier 3: The students will write a letter to their mothers explaining the reason why they had to leave England and move to the colonies and draw a post card to send with the letter depicting their new life.

**Developmental Procedures**

* The students will receive typed notes from the teacher. *(Does everyone have the sheet? Who would like to read the next reason*?*)*
* The students will participate in a class discussion on the reasons people came to the English Colonies. *(Would you move for that reason? Do you think that life in England was fair? If you lived during that time would you move to the colonies?)*
* The students will write a letter to their mothers explaining why they left England and came to the colonies. *(What are the four reasons people came to the English Colonies? Which reason are you explaining? Did you include how your life is now?)*

**Assessment**

The students will write a letter to their mothers explaining the reason why they had to leave England and move to the colonies (Common Core) which cites at least one well developed cause for their big move.

**Independent Practice**

Once their letter is complete, the students will brain storm using a KWL chart, what they thought life was like in the colonies.

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

Direct Teacher Intervention: The student, under direct intervention with the teacher, will proof read their letters to correct any spelling, grammatical, or informational errors.

Academic Enrichment: The student will write an essay describing the four main reasons that people moved to the English colonies to review for their test later in the unit.

**Teacher References**

Danzer, D., Klor de Alva, J., Krieger, L., Wilson, L., & Woloch, N. (2007). *The americans*. Evanston, IL: McDougal Littell.

Davidson, J., Castillo, P., Stoff, M. (2000). *The american nation* (1st ed.). Upper Saddle River, NJ: Prentice Hall.

Dumfy, J. (2010, October 18). [Personal Packet]. *Why people came to live in the english colonies*. Chapter 4: English colonies thrive in north america.