**Day 4-5: Turning Points**: 13 Colonies Research (Tuesday/Wed)

**Standards:**

**ELA:**

* **RI.5.3 -** Explain the relationships or interactions between two or more individuals events ideas or concepts in a historical scientific or technical text based on specific information in the text

**SOCIAL STUDIES:**

- 3. Societies are shaped by beliefs, idea, and diversity.

- 4. Societies experience continuity and change over time.

- 5. Relationships between people, place, idea and environments are dynamic.

**Objectives:**

Content:

* I will research how societies are shaped by beliefs, ideas, and diversity.
* I will research the relationships between people, places, ideas, and environments
* I will research how societies change over time.

Literacy:

* I will explain the relationships or interactions between two or more individuals, events, ideas using informational text.

**Grammar**: (10 minutes)

**Opening:** (5 minutes)

* Tell students that today their job is to become introduced to the 13 original colonies.
* Put up a picture of the flag and ask them if they can find something on our flag that represents the 13 colonies. (the 13 stripes)

**Vocabulary**: (10 minutes) \*\*continue 3-column notes\*\*

* Colonies (13 Colonies)

**Main skill:** (60 minutes)

* Next pass out a blank map of the 13 colonies
* Have the students fill in the names of the 13 colonies using the document camera
* Next pass out Mr. Rupert’s 13 Colonies worksheet and go to the link <http://www.youtube.com/watch?v=CGdUDK8qSuw> play this video but stop at about 3:50 (the rest is song to help them remember so it’s up to you)
* Before playing the video have the students read through the worksheet so they know what they need to be listening for during the short clip. Tell them you will not pause it but that you will play it through 2 times.
* If you like, you may give them time to work with their table to compare answers.
* Finally explain that each student will be completing a short research project over one of the 13 colonies. Pass out the research paper. The students will need to type one paragraph summarizing all of the information they found. In addition to this they will need to create an advertisement of their choice to try and persuade people to come live in their colony. They will have the next 2 days to complete the projects. Advertisements need to be hung in the hallway when finished.
* While researching, have students keep these questions in mind and try to answer them based on what they find:
	+ What were the consequences of colonizing the New World?
	+ What happened to Native Americans who lived there before?
	+ How did geography affect the development of colonial America?

Give students following websites as resources

* <http://www.socialstudiesforkids.com/graphics/13mapnew.htm>
* http://mrnussbaum.com/history-2-2/nhcolony/

**Closing:** (5 minutes)

* Day 1: Pass out Map homework (will be a test on last day) and Northeast colonies HW
* Day 2: Pass out Middle Colonies

**Day 6: Turning Points**: *13 Colonies Research*

**Standards:**

**ELA:**

* **RI.5.3 -** Explain the relationships or interactions between two or more individuals, events ideas or concepts in a historical scientific or technical text based on specific information in the text

**SOCIAL STUDIES:**

- 3. Societies are shaped by beliefs, idea, and diversity.

- 4. Societies experience continuity and change over time.

- 5. Relationships between people, place, idea and environments are dynamic.

**Objectives:**

Content:

* I will research how societies are shaped by beliefs, ideas, and diversity.
* I will research the relationships between people, places, ideas, and environments
* I will research how societies change over time.

Literacy:

* I will explain the relationships or interactions between two or more individuals, events, ideas using informational text.

**Grammar**: (10 minutes)

**Opening:** (5 minutes)

* Pass out blank map and have them fill in the state names.
* Review the project and the rubric for the presentation.

**Main skill:** (70 minutes)

* Work day: Students will work independently on project to finish them
* Students should be working on their advertisement using the information they found during the research.
* Keep in mind these questions: (will be discussing the next day)
	+ What were the consequences of colonizing the New World?
	+ What happened to Native Americans who lived there before?
	+ How did geography affect the development of colonial America?

**Closing:** (5 minutes)

* Pass out Southern Colonies HW worksheet/article

**Day 7: Turning Points**: 13 Colonies Research (Friday)

**Standards:**

**ELA:**

* **RI.5.3 -** Explain the relationships or interactions between two or more individuals events ideas or concepts in a historical scientific or technical text based on specific information in the text

**SOCIAL STUDIES:**

- 3. Societies are shaped by beliefs, idea, and diversity.

- 4. Societies experience continuity and change over time.

- 5. Relationships between people, place, idea and environments are dynamic.

**Objectives:**

Content:

* I will research how societies are shaped by beliefs, ideas, and diversity.
* I will research the relationships between people, places, ideas, and environments
* I will research how societies change over time.

Literacy:

* I will explain the relationships or interactions between two or more individuals, events, ideas using informational text.

**Grammar:** (10 minutes)

**Opening:** (15 minutes)

* Discuss and brainstorm what students have discovered so far:
	+ What were the consequences of colonizing the New World?
	+ What happened to Native Americans who lived there before?
	+ How did geography affect the development of colonial America?

**Main skill:** (60 minutes)

* Allow students to make finishing touches on advertisement (20 minutes)
* Give students these two prompts:
	+ What were the consequences of colonizing the New World? What happened to the Native Americans who were there before?
	+ How did geography affect the development of colonial America?
* Tell the students to write one paragraph responding to BOTH of the questions:

**Closing:** (5 minutes)

* Students can share their responses.