

Lesson Plan: Building a Colony

Grades and Subjects

Grade 4 Social Studies Focus with ELA and Science

Topic

Building a Colony

Conceptual Understanding

- The interaction among peoples from three different continents created a distinctly American culture.
- The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.
- A text can be used to understand multiple perspectives and how to solve a complex problem.

Primary Standards/Indicators

ELA

4-RI7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.

Social Studies

4-2.2 Compare the various European settlements in North America in terms of economic activities, religious emphasis, government, and lifestyles.

Secondary Standards/Indicators

ELA

4-RI7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.

Social Studies

4-2.3: Explain the impact of the triangular trade, indentured servitude, and the enslaved and free Africans on the developing culture and economy of North American.

Note - This lesson also covers many Science and Engineering indicators

Academic Language

Vocabulary

- Colony
- Natural resources
- Cash crops
- Pilgrim
- Puritan
- Monarchy
- Religious mission
- Fur trade



Objective/Language Function

- Explain the problems and solutions that a settler may face when building a new colony.
- Synthesize information about European colonies that were settled in North America order to create a new colony with its own motivations, resources, government, economy and culture.
- Infer the impact of geographic features as well as a culture's values on how and where people live.

Assessment Plan

- Pre-Assessment-
 - Students will complete an [anticipation guide](#) that covers questions on colonization, including reasons for moving to a new place and differences in environment, government and economy. These will be agree or disagree questions that will provide insight into current levels of understanding. This will not count as a grade.
- Post-Assessment-
 - Students will refer back to the anticipation guide. They will complete the "after" portion at this time to see how their answers have changed. Additionally, they will need to complete the exit ticket questions.
- Criteria for Mastery-
 - Student is able to successfully read both primary and secondary sources to be able to explain different colonies in North America.
 - Student is able to distinguish the costs and benefits or a solution to a problem.
 - Student can create a solution to a problem.

Materials

- Anticipation guide
- Padlet
- *You Wouldn't Want to Be an American Colonist!*, by Jacqueline Morley
- Cardboard
- Tape
- Glue - Can use hot glue guns
- Construction paper, popsicles sticks, balloons, string, gauze, etc.

Teacher Preparation

This lesson will serve as a review of the Industrial Revolution but will also push students to think of real life scenarios where solution oriented thinking is required. The lesson can be used to help reinforce the importance of using an informational text in order to better understand complex ideas and themes. Students will be required to focus on understanding the differences in each colony in order to create one of their own.

Due to time constraints this lesson could be divided several days, with one lesson focusing on ELA and the next several devoted to planning and construction of the colony. It is particularly helpful to have materials set and ready to go in order to make this lesson run smoothly.



Meat of Lesson

• Hook

1. Think of a time you helped make or build something. What did you build? Why did you build it?
 - a. Students record answers on Padlet.
 - b. Next, students turn and talk to share answers. The instructor may call on a few students to share their examples.
 - c. The instructor should highlight the **why** for each example. Usually humans build or make things to solve a problem. What problem did they solve when they made or built something?
2. Today we will read parts of *You Wouldn't Want to Be an American Colonist!* This text will serve as an introduction to the lesson and includes primary and secondary sources, along with pictures, charts and graphs.
 - a. Read the introduction text to students.
 - b. Discuss book. (See discussion guide for questions)
3. Students will then be divided into groups of approximately 4 students. Each group will need to create a colony that includes all of the following:
 - a. Geographic Features/Natural resources
 - b. Government (How are laws made and enforced?)
 - c. Economy (Jobs)
 - d. Culture
 - e. Optional - Entertainment

Students may need to use the text to read about examples of a colony's economy or government.

4. Introduction to lesson: Just like we saw when reading about the early American colonies, settlers had to make many decisions and work together in order to survive. Today you will be the colonist. You must build a colony that helps your mother country but also allows you and the other settlers to survive. You must solve the problem of creating a new colony while also thinking about natural resources, government, economy and culture.

• Brainstorm

1. First, students should meet with their group to discuss what their plans for their colony. They should use their planning sheet and answer each question to ensure that they think about all required elements. (Listed again below). They may be creative and add more to their colony when they design it, but all of these parts must be included.
 - a. Geographic Features/Natural resources
 - b. Government (How are laws made and enforced?)
 - c. Economy (Jobs)
 - d. Culture
 - e. Optional - Entertainment
2. Next, they should sketch their colony design on paper and list which materials they'll need to represent each of the required elements. Once this is complete they may gather materials.



- **Prototype**
 1. Students will work in their groups. Each group will receive cardboard, scissors and tape. They will use these materials to build their colony.
 2. After they've done this, they may add decorations to their colony. They may cut, paste, draw, etc.
 - i. Students that struggle with this should be encouraged to talk with others who are having success designing their structure. At this point the teacher should try to step back and allow students to problem solve.
 3. Once students have put all of the pieces together, they should review their work. Does the colony have all of the required parts? What challenges might these colonists face? How can it be improved?
 - i. Instructor should be asking these questions of groups. If anyone finishes early, ask them how they can further improve their building.
- **Share**
 1. Each student should be able to discuss their colony. Groups should then take turns showing off their colonies. Ask them to talk about how their colony uses the environment, makes laws, and/or economic opportunities. (Can be done as a whole class or in table groups)
 2. Instructor asks for feedback- What went well? What made this challenging?
- **Synthesize**
 1. Bring students back together for a final discussion. During this conversation, students will discuss the process of making. *See discussion guide for questions.*
**Note- Three questions are also included on the back of the anticipation guide. It is recommended that students write their answers for these three.*
 2. Finally, have students complete the anticipation guide.

Supports for Student Learning

Accommodations

- **ELs**- Provide labels and written directions for each of the steps. The instructor can also use props to further help students understand major concepts and instructions. Due to the visual and hands-on nature of this lesson, there is little written work but it may be necessary to provide word sort or story in another language depending on student's present level.
- **Grade Level adaptations**- Stencils can be provided to scaffold for those that need more support. Definitions can be introduced and practiced ahead of time. Those that need help explaining their building can develop a script.
- **Advanced students**- Those students who are able to grasp these concepts quickly will be asked to incorporate Little Bits into their building. This can serve as a review on the electricity unit and add a level of complexity.
- **Additional supports**- As needed.

Discussion Guides

- Hook- While or after reading, can ask students these questions:
 - What is the purpose of founding a colony?



- What were some of the European countries that founded colonies in North America?
- Why is it helpful to read letters and newspapers or look at paintings and pictures from the time period?
- What were some of the reasons people came to North America? Did everyone have a choice?
- What were some ways people made money?
- How were laws made?
- How did different cultures develop?
- Synthesis- Ask students:
 - What went well and what was difficult about making the colony? *(Allow them to share their answers and see if any talk about how they adapted their invention.)*
 - Were you like the founder of a colony today? Why or why not? *(Stress the idea of planning, making decisions and working together)*
 - Is your colony similar to any we studied in class? Why or why not? *(Students may discuss jobs, reliance on the environment, or supporting a mother country. This may be a concept they need help with, especially because they may have included modern elements into their design.)*
 - What challenges might your colony have? *(Discussion of geography, weather, etc)*
 - How does this lesson connect to science? *(Answers will vary but want them to realize that they've gone through the design process. May also discuss environment)*

More to Explore (Resources)

http://hiltonjs.weebly.com/uploads/3/9/5/2/39525821/build_a_colony.pdf

<https://www.florence.k12.mt.us/cms/lib01/MT15000348/Centricity/Domain/114/Creating%20a%20Colony%20Activity.pdf>

https://alex.state.al.us/lesson_view.php?id=13299

<http://christykeeler.com/TAH/ColonialSimulations/WhereToBuildAColonyLessonPlan.pdf>

