

A Step Back in Time:



Developed by Tolulope Noah

5th Grade Teacher

Echo Horizon School

Culver City, CA

4/25/09

Email: tnoah@echohorizon.org

Colonial Williamsburg Teacher Institute (2008)

Los Angeles County Office of Education

Lesson Title: A Step Back in Time: Colonial Era Exhibition

Developed By: Tolulope Noah (tnoah@echohorizon.org)

Echo Horizon School, April 25, 2009

Grade Level: 5th

CWTI 2008

ACADEMIC CONTENT STANDARDS

History-Social Science Standard:

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

English Language Arts Content Standards:

Reading

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Writing

1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.

1.4 Create simple documents by using electronic media and employing organizational features (e.g. passwords, entry and pull-down menus, word searches, a thesaurus, spell checks)

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:

- a. Frame questions that direct the investigation
- b. Establish a controlling idea or topic.
- c. Develop the topic with simple facts, details, examples, and explanations

Listening and Speaking

1.4 Select a focus, organizational structure, and point of view for an oral presentation.

1.5 Clarify and support spoken ideas with evidence and examples.

1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

UNPACKING THE STANDARD

Content Knowledge

- Details about the daily lives of the colonists in relation to these topics: education & law, trades, architecture, clothing, food, medicine, chores, and entertainment
- General Vocabulary: gentry, middling sort, lesser sort, artifact, source
- Vocabulary specific to each colonial topic (For example, for the *trades* topic, students would need to know vocabulary words such as *apprentice*, *cooper*, *blacksmith*, etc)
- Characteristics of an effective research question
- Difference between main idea and supporting details

Skills

- Develop strong and focused research questions for their topic
- Conduct research on the internet and in books
- Take accurate notes that include the main ideas about their topic
- Paraphrase and quote information from various sources
- Synthesize information to write a research report
- Use a wiki to take notes, organize information, and publish the final report
- Write a Works Cited list of sources used
- Deliver an informative and engaging presentation
- Design artifacts to use in support of information
- Work in cooperative groups

BIG IDEA AND ESSENTIAL QUESTIONS

Big Idea

Colonial life was quite different from today in terms of education & laws, trades, architecture, clothing, food, medicine, chores, and entertainment. A person's social status (gentry, middling sort, or lesser sort) had a direct impact upon their lifestyle and experiences.

Essential Questions

1. How was colonial life different from how we live our lives today?
2. What are the similarities between life in the colonial era and now?
3. How did a person's social status (gentry, middling sort, or lesser sort) impact their lifestyle?

ASSESSMENT

The assessment will consist of two main parts:

Part One: Colonial Research Report

Students will work in groups of four to five. Each group will select one of the following colonial topics to research: education & law, trades, architecture, clothing, food, medicine, chores, or entertainment. Each group will develop focus questions (research questions) about their topic, and delegate 1-2 of the questions to each student. Students will conduct research about their focus questions. They will use a wiki to take notes, compose rough drafts, and publish their final reports.

Part Two: Colonial Era Exhibition

Students (dressed in colonial clothing) will conduct an exhibition of the colonial era. Each group will set up a booth in the auditorium to inform visitors about the topic that they researched. This assessment will require students to:

- design a historically-accurate booth to represent their topic
- prepare a 5 minute presentation about their topic
- create & share artifacts related to their topic (e.g., a hornbook, quill pen, etc)

Each part of the assessment will be scored on a 4-point rubric. The rubric for the report is an individual evaluation, while the rubric for the exhibition is a group evaluation.

INSTRUCTIONAL PROCESS

Teacher Preparation

Prior to starting this unit with the class, the teacher should create a wiki. A wiki is an online site that anyone can change or edit. For a more detailed explanation of wikis and how they work, watch the “Wikis in Plain English” video, located here:

<http://www.youtube.com/watch?v=-dnL00TdmLY>

Students will use the wiki that you create to take notes, collaborate with their peers, access important handouts, provide feedback to each other, and publish their final reports.

**Please visit and explore wiki that I created for this project,
which is located here:**

<http://noahhorizon.pbworks.com/>

The wiki is best viewed using the Safari internet browser.

My wiki consists of the following pages:

- A home page with general information about the project, important due dates, and guidelines (<http://noahhorizon.pbworks.com/>)
- A “How to Use This Wiki” page with step-by-step directions for editing and saving pages on the wiki (<http://noahhorizon.pbworks.com/How-To-Use-This-Wiki>)
- A topic page for each group, which has:
 - Guidelines and links to helpful websites and documents that the group can use for research purposes (See the sample Education & Laws group topic page, located at <http://noahhorizon.pbworks.com/Education>)
 - A notes page for each student (Sample: <http://noahhorizon.pbworks.com/Education-Focus-Question-2>)
 - A rough draft page for each student (Sample: <http://noahhorizon.pbworks.com/Education-Focus-Question-2-RD>)
 - A final draft page for each student (Sample: <http://noahhorizon.pbworks.com/Education-Focus-Question-2-FD>)
 - A Conclusion page for the group’s report (Sample: <http://noahhorizon.pbworks.com/Education-Conclusion-FD>)
 - A Works Cited page for the group’s report (Sample: <http://noahhorizon.pbworks.com/Education-Works-Cited-FD>)
 - A scripts page where students can collaborate on the script for their presentation (Sample: <http://noahhorizon.pbworks.com/Education-Presentation-Script>)
- A handouts page where students can download the important documents for this project (<http://noahhorizon.pbworks.com/Handouts>)
- An “Ask Ms. Noah” page where students can post questions, and I respond within a short period of time (<http://noahhorizon.pbworks.com/Ask-Ms-Noah>)

Here are the steps for signing up for your own wiki:

- 1) Go to <http://pbworks.com/>
- 2) Click on the "Get Started" link.
- 3) Click on the "Educational" link.
- 4) Click on the "Try it now" button and select the free "Basic" plan.
- 5) Enter the requested information on the signup page in order to create your account. Where it says, "Choose your wiki address," enter a wiki name (mine is "noahhorizon"). Click on the "For education" button and select the appropriate information from the drop down menus. For your name, I would suggest putting Mr., Mrs., or Ms. and your last name (e.g., Ms. Noah). Click on the "Next" button to submit your information.
- 6) You will receive an email from PBWorks with your login information. Please note that the email from PBWorks may go into your Spam folder. Check your Spam folder and make PBWorks an approved sender.

Once you have signed up for a wiki, you will need to login and create all of the pages. For information about how to create pages and do other basic setup activities on the wiki, check out the PBWorks User Manual, located at <http://usermanual.pbworks.com/>. If you choose to make your wiki private, you will also need to create classroom accounts that students can use to access your wiki. For information on how to do so, go to <http://usermanual.pbworks.com/Classroom-Accounts> and click on the Classroom Accounts link.

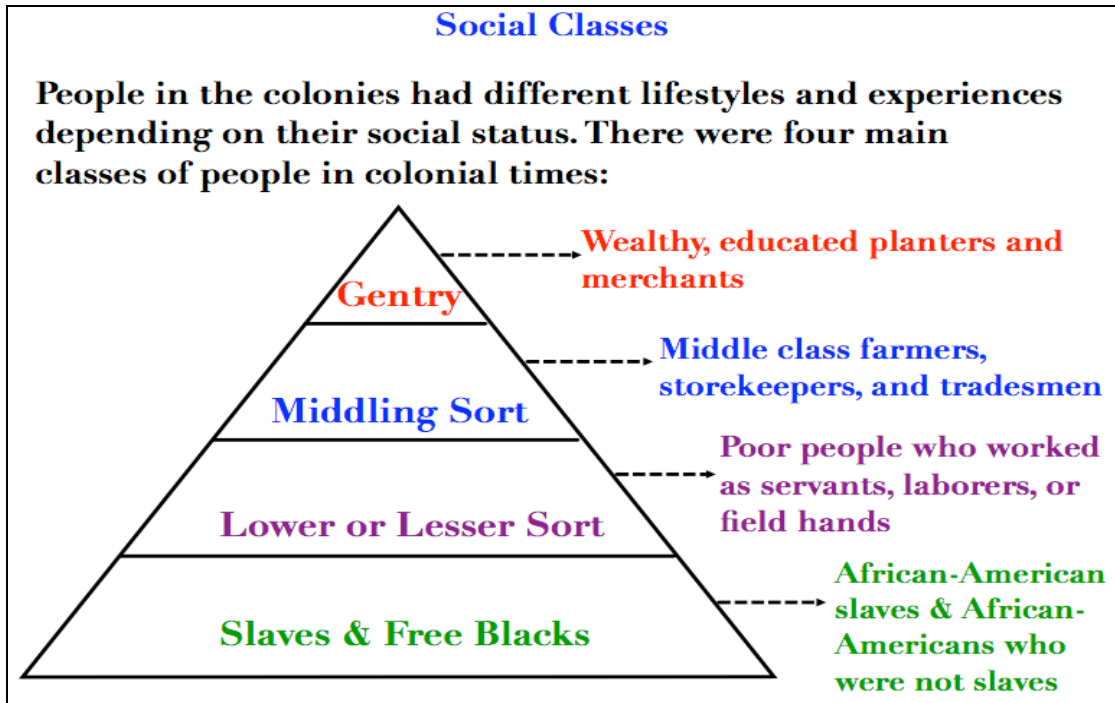
After creating the wiki, you should send a letter home to parents informing them of the project and costume requirements for the Colonial Era Exhibition. You can also give parents access to the wiki and provide information on how to do so in the letter. A copy of the letter that I sent home to parents is included in the appendices of this lesson plan.

NOTE: As you continue reading this lesson plan, you will see screenshots of SMART Notebook, the presentation program that I use with my students. You will also see links to specific pages on my wiki. In addition, all of the documents that are referenced in this lesson plan are included in the appendices.

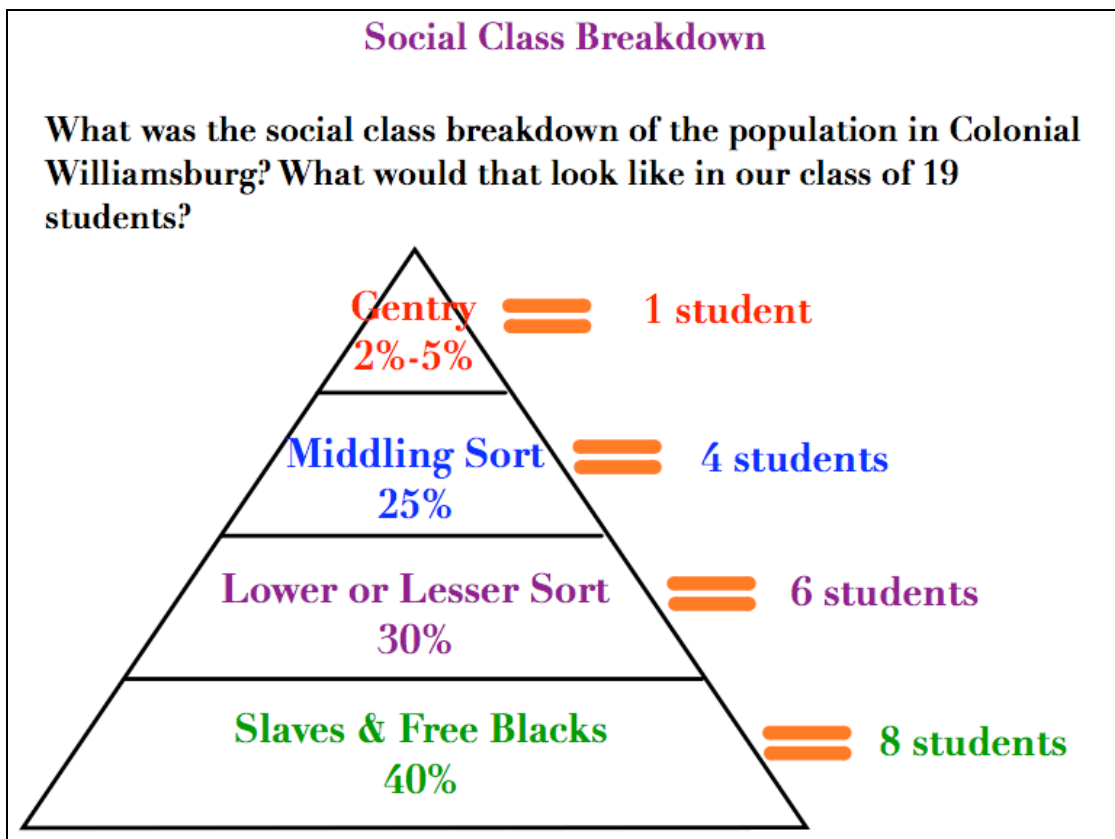
DAY 1 ~ Motivational Strategies & Background Information

The teacher will dress in colonial clothing and have students participate in a gallery walk about colonial customs and manners. Twelve quotes from the book, Colonial Kids, will be displayed on posters around the room. Students will walk around the room, read each quote, and write down their reactions or questions on the posters. After students have had an opportunity to read and respond to each quote, the teacher will lead a discussion about how the colonial customs and manners expressed in the quotes are similar to and different from today.

Following the discussion, the teacher will explain that while colonial times were quite different from now, there were also differences among the people in colonial times based on their social status. In other words, people in colonial times had different experiences depending on who they were. The teacher will explain the different levels of society (gentry, middling sort, lesser sort, slaves & free blacks), and who was in each class (see diagram on next page).



Then, the teacher will give a breakdown of what percentage of the population was in each social class. The teacher will connect this back to students by explaining how many students would be in each social class, based on the percentages.



Next, the teacher will display images of items people purchased in the 1700s and have students guess which social class would have used each item. The images will come from a QuickTime presentation file which is available in an online Colonial Williamsburg lesson plan entitled, "Buying Respectability." The QuickTime presentation file and the complete lesson plan can be accessed here:

<http://www.history.org/History/teaching/enewsletter/volume5/december06/teachstrategy.cfm>

Lastly, students will apply their understanding of the differences among social classes by completing the Buying Respectability graphic organizer. (The organizer can be downloaded from the website above and is also provided in the appendices of this lesson plan). For each category listed on the graphic organizer (e.g., "car"), students will list examples of modern-day objects that would be considered "expensive," "middle of the road" and "least expensive."

Accessing Prior Knowledge

The gallery walk activity, discussions, and "Buying Respectability" activities will tap into students' prior knowledge and give the teacher an assessment of students' understanding of colonial life and the various social classes.

DAY 2 ~ Research Groups & Focus Questions

Students will be organized into groups of 4 or 5. Each group will select a topic to research by picking one of the Colonial Life Topic Cards from a paper bag. After each group has selected their topic, the teacher will provide each group with a KWL Chart. Students will complete the first two sections of the KWL chart by discussing and recording what they already know about their topic in the K section, and writing questions expressing what they want to learn about their topic in the W section. After students have had some time to complete this task, the teacher will explain that they should look back at the questions they wrote in the W section, along with the guidelines listed on the topic card, and develop four to five focus questions for their report. The teacher will explain that focus questions should be "just right" (not too broad or too narrow for one person to research and write about). The following guideline may be used: If the focus question cannot be answered in 1-2 pages, it may be too broad or too narrow. Also, the teacher will remind students that each focus question should cover a different aspect of the topic so that when all of the focus questions and answers are put together in the final report, a more complete picture of the topic will be formed. Students will record their focus questions and who will be responsible for researching and writing about each one on the Colonial Life Focus Questions form. The teacher will collect the forms and review the questions in order to ensure that they are "just right" and delegated appropriately.

Sample focus questions for the Food group:

- What were the main food customs and manners in colonial times?
- What foods and drinks did each class have?
- What kinds of food did colonists grow in their gardens?
- How did colonists cook and prepare their food?
- How did colonists preserve their food?

DAY 3 ~ Wiki Overview

The teacher will use this day to take students on a tour of the wiki and model how to use it. Students will also have the opportunity to practice editing and saving a page on the wiki.

Colonial Era Exhibition Project Wiki

What is a Wiki?

A Wiki is an online site that anyone can change or edit.

Why are we using a Wiki?

Wikis enable people to collaborate (work together) on projects easily, from wherever they are. You can share information with each other on the site and edit information.

Where is the Wiki?

The Wiki is located at <http://noahhorizon.pbworks.com/>

You will need to enter your username and password (which you'll receive later) to enter the site.

Let's take a look at the site...



Colonial Era Exhibition Project Wiki

What are the rules for using the Wiki?

- 1. Use academic language only**
- 2. Do not put your last name or any other identifying information (phone number, address, email address, etc) on this site.**
- 3. Only edit your group's focus question pages**
- 4. Do not make any inappropriate changes or additions to the site.**
- 5. Remember that your comments reflect yourself, me as your teacher, and our school! Points of Pride apply here as well :)**

How do you use the Wiki?

Go here for step-by-step directions:

<http://noahhorizon.pbworks.com/How-To-Use-This-Wiki>

Your Turn!

1. Go to the website: <http://noahhorizon.pbworks.com/>
2. Login using your username and password from the green slip.
3. Find the sidebar box. Click on the link for your group's topic.
4. Scroll down the page until you see the "Notes" section.
5. Look at the Colonial Life Focus Questions sheet that your group filled out yesterday to see which focus question number is yours. Click on the link to get to that focus question's page. This is the page that you will be taking notes on.
6. Click on the Edit tab at the top of the page. Type your focus question on the page, along with your first name only. **Example:**
Focus Question #3: Who created the laws? by Tolulope
7. Scroll down to the bottom of the page and click Save.
8. Close your laptop lid compl <http://noahhorizon.pbworks.com/>

DAYS 4-6 ~ Research & Note Taking

Students will visit their group's topic page on the wiki and begin researching their focus questions. Each group's topic page contains a list of helpful resources for information about their topic. Some are website links, some are PDF documents, and others are book titles. Students are encouraged to use these resources in addition to other credible ones that they find.

Visit <http://noahhorizon.pbworks.com/Education> to see a sample group topic page from my wiki.

As students research their focus questions, they will take notes on their individual notes pages on the wiki. The notes pages are set up like charts, with boxes to record the sources used at the top and boxes to take notes from each source below. Students will be reminded to paraphrase information from the text as they take notes and to keep track of all sources used.

Visit <http://noahhorizon.pbworks.com/Education-Focus-Question-2> to see a sample notes page from my wiki.

NOTE: One of the major benefits of taking notes on the wiki is that students can access their group member's notes pages and post comments on them. My students often used the comments feature to share resources such as book titles and helpful websites with their group members. If sufficient technology is not available, students may take handwritten notes on the Colonial Life Notes sheet instead.

DAYS 7-8 - Rough Draft of Focus Question Page

The teacher will provide each student with a copy of the Colonial Research Report Requirements handout. At this time, the teacher will only review the requirements in the “Focus Questions and Answers” section of the handout. Then the teacher will provide each student with a copy of the Colonial Research Report Rubric and review how students will be assessed.

Students will use the notes that they took on the wiki to type the rough draft of their focus question page in a word processing program (e.g., Microsoft Word or Pages). Once students have finished typing their rough drafts, they will copy and paste it onto their individual rough draft pages on the wiki.

Visit <http://noahhorizon.pbworks.com/Education-Focus-Question-2-RD> to see a sample rough draft focus questions page from my wiki.

Colonial Era Exhibition Project: Rough Draft Steps

- 1. Read over your notes on the Wiki.**
- 2. Type the rough draft of your Focus Question & Answer page in Pages according to the research report requirements that we just discussed. Make sure that your rough draft is written in your own words and that you use transition words to connect the ideas. Save the document as TopicFocusQuestionNumberRoughDraft. Example: Education1RoughDraft.**
- 3. Do a spell check on your work. Read over your page one more time in order to ensure that it covers all of the important information and is clearly written. Save the document again.**
- 4. Go to your group's topic home page, and scroll down to the "Rough Drafts" section. Click on the link for your focus question.**
- 5. Copy and paste the Pages document onto your Wiki page.**

All rough drafts are due on the Wiki by 8:30 a.m. on Wednesday, January 21!

DAY 9 ~ Peer Feedback & Revision

Each group will be assigned to read the rough draft pages of another group on the wiki. They will post feedback and suggestions for improvement on each person's rough draft page using the comments feature of the wiki. For homework, students will read the comments that were posted on their rough draft, and use the feedback to revise it.

Colonial Era Project: Rough Draft Feedback

Today, you'll read another group's Focus Question & Answer pages, and post comments (in the form of questions) on each page. You should comment on things that you want to know more about, things that were unclear, etc. For example:

- * **Could you explain more about...?**
- * **How did...?**
- * **What is...?**
- * **Why...?**
- * **Could you organize your paragraphs by...?**
- * **What did you mean when you said...?**

Who Reads What?

If your topic is:

You will read this group's pages:

Education ← → Medicine

Trades ← → Entertainment

Architecture ← → Food

Food ← → Chores

Clothing ← → Education

Medicine ← → Clothing

Entertainment ← → Architecture

Chores ← → Trades

Colonial Era Project: RD Feedback Steps

1. Go to the Wiki site: <http://noahhorizon.pbworks.com/>
2. Click on the link for the topic you have been assigned to read about.
3. Scroll down to the "Rough Drafts" section.
4. Click on the link for the first Focus Question & Answer rough draft page.
Example: Education Focus Question 1 RD
5. Carefully read the page. Take your time.
6. In the comments box, write any questions that you have about what you read, things that were unclear, etc.
7. Repeat steps 2 to 6 until you have carefully read AND commented on ALL of that group's Focus Question & Answer pages.

DAY 10 ~ Rough Draft of Conclusion

The teacher will refer back to the Colonial Research Report Requirements handout, and only review the requirements in the "Conclusion" section of the handout. Students will have time to discuss with their groups what the similarities and differences are between colonial times (then) and modern times (now) in terms of their topic. Then, they will work together to complete the Compare and Contrast Paragraph Frames sheet, which they will use for prewriting and organizing the ideas for their conclusion.

Each group will get their form checked by the teacher, and then type a rough draft of the conclusion and post it on the wiki. For homework, students will read the conclusion of the group whose rough draft focus question pages they read yesterday. They will post feedback about the conclusion on the wiki, using the comments feature.

Visit <http://noahhorizon.pbworks.com/Education-Conclusion-RD> to see a sample rough draft conclusion page from my wiki.

DAYS 11-12 ~ Finish Rough Draft of Entire Report (Works Cited Page, Conclusion Revision, Cover, & Table of Contents)

The teacher will refer back to the Colonial Research Report Requirements handout, and review the requirements for the remaining sections of the report (Works Cited Page, Cover, and Table of Contents). Students will use these two days to compose a Works Cited page of the sources used by the entire group. To assist in creating the Works Cited page, they will refer to the guidelines on the Creating a Works Cited List handout.

Visit <http://noahhorizon.pbworks.com/Education-Works-Cited-RD> to see the rough draft of a sample Works Cited page from my wiki.

After creating the Works Cited page, students will revise their group's conclusion based on the feedback they received on the wiki. Last, they will create the cover and Table of Contents of their report. Students will assemble their group's report in the proper order and turn it into the teacher, who will review it and provide additional revision and editing suggestions.

Colonial Era Project: Works Cited Page Steps

- 1. Each person should go to his/her notes page on the Wiki AND open the Works Cited handout. Double check that all of the sources in your notes are written according to the format in the Works Cited handout.**
- 2. Open up a new Safari window or a tab. Go to your group's topic page, and scroll down to the "Rough Drafts" section. Click on the link for the Works Cited page.**
- 3. Copy and paste each of your sources into the comments box on your group's Works Cited page. DO NOT try to edit the page.**
- 4. Once everyone has copied their sources and pasted them as comments on your group's Works Cited page, refresh the screen so that you can see all of the information.**
- 5. Go back to the Works Cited handout. Work together as a group to read the first page of the handout completely.**
- 6. Have a different person in your group type the rough draft of your Works Cited page in Pages by copying and pasting the sources from the comments section into Pages and arranging them according to the directions on the Works Cited handout. EVERYONE MUST CONTRIBUTE!**
- 7. Complete the Works Cited checklist on the attached handout to check your work. When you're sure that you've followed all the guidelines, save your Works Cited page as **TopicWorksCitedRD**. **Example:** EducationWorksCitedRD**

Colonial Era Exhibition Project: Conclusion Revision

1. Go to <http://noahhorizon.pbworks.com/>
2. Click on the link for your group's page.
3. Scroll down to the "Rough Drafts" section.
4. Click on the conclusion page. Quietly read your conclusion and the comments that others made about it.
5. Discuss the comments and revise the conclusion together as a group. Make the changes in Pages and save your work. Then, copy it and replace the older version on the Wiki.

Colonial Era Project: Cover & T.O.C. Steps

1. Have one person type the cover of your report in Pages according to the requirements that we just discussed. You will NOT include a picture, since this is just a rough draft of the cover. Save the document as **TopicCoverRD**.
Example: EducationCoverRD.
2. Reread the requirements for the Table of Contents. Discuss as a group which order all of your Q & A pages and conclusion will go in. Get a scratch sheet of paper and make an outline of your Table of Contents with the focus questions and page numbers. Make sure that the page numbers match up with how long each person's Q & A pages actually are.
3. Have one person type the Table of Contents in Pages according to the requirements. Do a spell check on your work. Save the document as **TopicTOCRD**.
Example: EducationTOCRD.
4. Work as a group to read the entire handout, "Colonial Research Report Requirements." Print out and assemble (put together) the rough draft of your group report according to these requirements. Don't forget to number the pages!
5. Turn in your group report to Ms. Noah (**due by 2:45 p.m. today!!!!**)

DAYS 13-15 ~ Final Report

The teacher will return each group's report, which will include revision and editing suggestions. Groups will revise and edit their report, and compose a final draft. They will publish the final draft of their focus question pages, conclusion, and Works Cited page on the wiki. Students will also have the opportunity to add pictures to the final drafts of their focus question pages on the wiki.

Visit <http://noahhorizon.pbworks.com/Education> to see a sample final draft of the Education & Law report. Scroll down to the section that says, "Click on the links below to read students' final reports."

Colonial Era Project: Final Draft of Wiki

- 1. Go to the Wiki site: <http://noahhorizon.pbworks.com/>**
- 2. Click on your group's topic. _**
- 3. Scroll down until you see the section that says, "Click here to read students' final reports!"**
- 4. Click on the link for your focus question.**
- 5. Copy and paste the final draft of your report from Pages onto the Wiki page.**
- 6. Copy and paste your group's conclusion and Works Cited page to the Wiki as well.**

Text Guidelines:

- *Highlight the title and make it size 200% and bold**
- *Highlight your name and make it size 150% and bold**
- *Highlight the text and make it size 130%**
- *You may change the color of the title ONLY by highlighting it and clicking on the color you want in the panel. Make sure the title and your name are centered.**
- *Make sure to indent your paragraphs by using the tab button.**
- *Press return between each paragraph, so that there is a space between the paragraphs.**
- *Save your work. Double check that the saved version looks the way it should.**

Adding Pictures

- 1. Go to your focus question page and click on Edit.**
- 2. Click on the "Images and Files tab" in the box on the right side of the screen.**
- 3. Click on the "Upload Files" link.**
- 4. Find the picture that you want to add to your page. Click on it and press "Select." PBWorks will upload the picture, and it will appear in the space below the "Upload Files" link.**
- 5. Put your cursor where you want the picture to go on your page. You should either put your cursor at the beginning of the page (between your title and first paragraph) or at the end of the page (below your last paragraph).**
- 6. Go back to the box on the right side of the screen and find the name of the picture you just uploaded (it should be the first one). Click on the link and the picture will appear on your Wiki Page.**
- 7. If the picture is really big, hold down the Control button and click once on the picture. A button that says "Image Properties" should appear. Click on the "Image Properties" button. Then, type "400" into the width box and click "OK".**
- 8. Highlight the picture and center it on the page.**
- 9. Save your work. Make sure that the page looks the way it should.**

DAYS 16-21 ~ Exhibition Preparation: Q & A Flap Board and Booth Artifacts

The teacher will provide each group with a copy of the Colonial Era Exhibition Requirements handout. At this time, the teacher will only review the requirements in the "Q & A Flap Board (Foam Board)" and "Booth" sections of the handout. Then the teacher will provide each group with a copy of the Colonial Era Exhibition Rubric and review how they will be assessed.

Groups will begin planning their Q & A Flap Board and booth for the exhibition by completing the Colonial Era Exhibition Planning Packet. Once groups have completed the planning sheet and have had it checked by the teacher, they will have time to create their Q & A flap board, artifacts, and artifact labels.

See the pictures on the following page for examples of a Q & A Flap Board and artifacts with labels.

Colonial Chores Q & A Flap Board



Clothing Artifacts with Labels



DAYS 22-25 ~ Exhibition Preparation: Presentation Script & Rehearsal

The teacher will refer back to the Colonial Era Exhibition Requirements handout, and only review the requirements in the “Presentation” section of the handout. For the presentation, students will pretend as if they are people from colonial times as they explain their topics. Students will work in groups to write and rehearse their script for the exhibition.

Visit <http://noahhorizon.pbworks.com/Education-Presentation-Script> to see a sample script.

DAY 26 ~ Culminating Event: Colonial Era Exhibition!

MORNING SCHEDULE:

Students will come to school dressed in colonial clothing. In the morning, they will rotate through different colonial life stations, including:

- Cornhusk Dolls



- Cornbread & Butter Making



- Quill & Ink



- Candle Dipping



- The Most Royal Game of the Goose



AFTERNOON SCHEDULE:

Each group will set up their booth in the auditorium for the Colonial Era Exhibition. Parents and students from other classes will be invited to go around and visit each booth in order to learn more about education & law, trades, architecture, clothing, food, medicine, chores, and entertainment in colonial times. As visitors stop by each booth, students will give their presentation about their topic, using their artifacts and Q & A flap boards throughout the presentation. They will also answer questions from the audience.



RESOURCES

NOTE: MOST OF THE RESOURCES THAT MY STUDENTS USED (WEBSITES, DOCUMENTS, ETC) ARE POSTED ON EACH GROUP'S TOPIC PAGE ON MY WIKI (<http://noahhorizon.pbworks.com/>). OTHER GENERAL RESOURCES ARE LISTED BELOW.

Visuals

- Gallery Walk Quotes pasted on sheets of construction paper (Source: Carlson, Laurie. Colonial Kids. Chicago: Chicago Press Review, Inc., 1997.)
- Pictures taken during trip to Colonial Williamsburg

Primary Sources

Primary sources from the Colonial Williamsburg Teacher Institute CD

Textbook

- Bower, Bert, and Jim Lobdell. History Alive: America's Past. Palo Alto: Teachers' Curriculum Institute, 2001.
 - Chapter 9: Life in Colonial Williamsburg

Literature

- Brenner, Barbara. If You Lived in Williamsburg in Colonial Days. New York: Scholastic, Inc., 2000.
- Carlson, Laurie. Colonial Kids. Chicago: Chicago Press Review, Inc., 1997.
- Copeland, Peter F. Early American Trades Coloring Book. New York: Dover Publications, Inc., 1980.
- Copeland, Peter F. Everyday Dress of the American Colonial Period Coloring Book. New York: Dover Publications, Inc., 1975.
- Kalman, Bobbie. Colonial Times from A to Z. New York: Crabtree Publishing Company, 1998.
- Kalman, Bobbie. Colonial Life. New York: Crabtree Publishing Company, 1992.
- Masoff, Joy. Colonial Times: 1600-1700. New York: Scholastic Inc., 2000.
- McGovern, Ann. If You Lived in Colonial Times. New York: Scholastic Inc., 1964.
- Nobleman, Marc Tyler. History Pockets: Colonial America. Monterey: Evan-Moor Corp., 2003.
- Rice, George. Children's Life in Colonial America. Nashville: Homestead Publications, 2007.

Other Resources

- Colonial Williamsburg Website: www.history.org
- Williamsburg Kids Website: <http://www.williamsburgkids.com/>
- PBworks Website: <http://pbworks.com/>

USING THE DATA

The teacher will use data from the research report and colonial era exhibition to differentiate instruction for students. Students who are having difficulty mastering the standards will work with the teacher in a one-on-one setting so that more individualized assistance can be offered. Students who are meeting or exceeding the standard will be challenged by completing an extension activity, such as writing diary entries from the perspective of a gentry, middling sort, or lesser sort person who lived during colonial times or creating a podcast.

APPENDICES FOR "A STEP BACK IN TIME: COLONIAL ERA EXHIBITION" LESSON PLAN

By: Tolulope Noah (tnoah@echohorizon.org)

A: Parent Letter

B: Gallery Walk Quotes

C: Buying Respectability Graphic Organizer

D: Colonial Life Topic Cards

E: KWL Chart: Colonial Life

F: Colonial Life Focus Questions

G: Colonial Life Notes Sheet

H: Colonial Research Report Requirements

I: Colonial Research Report Rubric

J: Compare and Contrast Paragraph Frames Sheet

K: Creating a Works Cited List Packet

L: Colonial Era Exhibition Requirements

M: Colonial Era Exhibition Rubric

N: Colonial Era Exhibition Planning Packet