HBCSD TECHNOLOGY LESSON PLAN
5th GRADE (Lesson 3)

Grade Level - 5

Lesson Title - American Colonies

Standards

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

> 5.4.1. Understand the influence of location and physical setting on the founding of the
> original 13 colonies, and identify on a map the locations of the colonies and of the
> American Indian nations already inhabiting these areas.
> 5.4.5. Understand how the British colonial period created the basis for the development of
> political self-government and a free-market economic system and the differences
> between the British, Spanish, and French colonial systems.

NGSS 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere,
and/or atmosphere interact.

NGSS 5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs
to provide evidence about the distribution of water on Earth.

NGSS 5-ESS3-1.Obtain and combine information about ways individual communities use science ideas to
protect the Earth's resources and environment.

Common Core State Standards Connections:

ELA/Literacy -	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *(5-ESS3-1)*
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-ESS3-1)
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS3-1)
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. - W.5.1b Provide logically ordered reasons that are supported by facts and details. - W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). - W.5.1d Provide a concluding statement or section related to the opinion presented.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-ESS3-1)

W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. *(5-ESS3-1)*
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Mathematics -	
MP.2	Reason abstractly and quantitatively. *(5-ESS3-1)*

Technology Competencies

- Create/Use/Save files to and retrieve from network folders **M**
- Use appropriate tools for the application (word processing, data base, spreadsheet, multimedia) **I**
- Use data collection technologies (geographic mapping systems) **I**
- Use peripheral devices (e.g. camera, microphones, etc.) **R**
- Understand the purpose of using a multimedia presentation **R**
- Use the digital camera to obtain images **I**
- Edit/Format graphic images/video **R**
- Create a product (e.g. newsletter, sign, card, web page) using grade level appropriate tools (Publisher, Front Page) **R**
- Create and publish online presentations to audiences inside/outside the classroom **R**
- Format published products (columns, WordArt, overlays, etc.) **R**
- Use an Internet browser to access web sites **R**
- Use on-line reference sites to access information (e.g. encyclopedia, map, dictionary, IMDB) **M**
- Develop effective search strategies **I**
- Assess reliability and validity of electronic information **I**
- Understand and abide by District Acceptable Use Policy **M**
- Respect ideas and material as property (e.g. plagiarism, intellectual property) **R**
- Understand copyright including citing resources **R**
- Practice injury prevention and technology safety (e.g. ergonomics, electrical dangers) **R**

Purpose

After deciding on criteria for locations of early colonies, create a video or podcast to convince people to begin a new colony in a location of your choosing. What features make your area unique and attractive?

Resources

National Geographic
Mr. Nussbaum's 13 Colonies
http://www.brtprojects.org/cyberschool/history/ch04/regions.html
Video: Early Settlers: The Era of Colonization (Discovery Education)

Social Studies Text

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Supplies

- Social Studies TE and textbooks
- Computers with Internet access
- Video Cameras
- Video editing software
- Microphones
- Sound editing software

Direct Instruction

1. As the unit on Colonization is taught, students should keep notes on features that provide a good location for a colony.

Guided Practice

1. Students will create their own advertisements in either video or podcast form for the land they choose as a new colony. They need to persuade their audience that they have the best location.

Differentiated Instruction

ELL - Have students work with a peer buddy to create the videos. Have them practice several times before recording.
GATE - Have them add more real estate propaganda (brochures, business cards, signs, etc.)

Assessment

View/listen to student advertisements. Check for understanding about geographically desirable locations for living. See if they considered the political, religious, social, and economic institutions that would evolve from their choice.