

Building a Colonial Community

Grade Level: 3

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National Content Standard Alignment

Science (NSTA):

- Content Standard A & E

English Language Arts (NCTE):

- Standards 11 & 12

Learner Background

- Group work skills are essential. Some prior knowledge regarding colonial America and how communities function is beneficial.

Student Learning Objective(s)

- SWBAT identify aspects of a colonial community and simulate them in a class activity.
- SWBAT identify colonial foods and ways of life.
- SWBAT analyze the need for independence from, and dependence on a colonial community.

Assessment

- Formal: The students will be assigned a formal reflection for homework. Students should be instructed to write a journal entry that contains three paragraphs.

Materials/Resources

*Note: Requires a great deal of teacher preparation

- Salt Dough
- “Green” 4’ X 4’ material as a landscape base (plywood, drywall)

- Worksheet (found in “worksheets – appendix” document)
- Pencils
- Coloring materials
- Soup (cooked by teacher)
- Milk Cartons
- Scissors
- Glue

Learning Activities

Initiation

- The teacher begins the lesson with a class discussion about the importance of community in colonial America focusing on the kinds of food the colonists ate, and the ways in which they grew, cooked, and shared their food.
- Group by table, students are presented with the lesson’s scenario: “You are a group of colonists getting ready for the winter. Each sub-group (table) is in charge of one farm in our community. Each of you will receive a vegetable that your farm is to grow during the spring and summer months. Your job is to build your farm in an appropriate manner for your crop. You should include a farmhouse, a field, and a stone wall to identify where your field starts and stops. When you are done creating your plot of farmland, include it on the community green. Then as a group, you will need to answer the important farming facts on your worksheet. This information is very important for you to know how to grow your crop. Good luck.”

Lesson Development

- (20 minutes) Materials should be laid out and ready for the groups to take one of each. Each group member is in charge of one piece of material. One person will need to get the milk carton, one the scissors, one the salt dough, and one will need to get the coloring materials. When all supplies are brought back to the table, the group must map out their farmland design. When the map is completed, the group will begin construction.
- (10 minutes) Students now place their farms on the “Town Green” and then complete their worksheets. If a group finishes early, they may begin building a town circle on the Town Green. The teacher monitors group work skills and problem solving skills of each group member. How are the groups creating their farms? Is there tension and why? This is a good pre-activity for a group work

activity. The teacher can take notes to determine what types of communication and interactions must be practiced.

- (15 minutes) The teacher will now ask one person to help with passing out the soup to all the group members. As the group members are eating the soup, one at a time, each group explains what crop they grew, and what important facts they learned about their crop. The students may use the completed worksheet as a reference.

Closure

- (5 minutes) The teacher asks students if they thought the soup could have been made by just one group or by just one farm alone. Why or why not? The students focus their discussion on the need for community. How might one group be able to make the soup by themselves? How could they get all the ingredients if they did not grow them all? This is a good time to assess whether students understand how a community functions.

Homework Assignment:

Write a journal entry about the following topics. Each topic must have its own paragraph. This means there must be three paragraphs total. Each paragraph should have at least three sentences. Do not forget to put your name and date on this journal entry.

- What was the setting of today's activity and why is it important? How would this have been different today?
- What was the problem in today's activity? Could your group survive by itself? What was the class's solution to the problem?
- How did you personally contribute to your group's project? What did you do today that you feel proud of? Why were you important?