

Sample Social Studies Learning Plan

Big Idea/ Topic

Connecting Theme/Enduring Understanding:

Beliefs and Ideals: The student will understand that beliefs and ideals of a society influence the social, political, and economic decisions of that society (people’s ideas and feelings influence their decisions).

Location: The student will understand that location affects a society’s economy, culture, and development (where people live matters).

Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences (what people, groups, and institutions say and do can help or harm others whether they mean to or not).

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost (because people cannot have everything they want, they have to make choices).

Production, Distribution and Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society (the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services).

Essential Questions:

How can artifacts teach us about the past?

How do artifacts connect us to people, places, and times of the past?

What are challenges and responsibilities of historians?

Standard Alignment

SS3H3 Explain the factors that shaped British Colonial America.

b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).

c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

SS3G3 Describe how physical systems affect human systems.

c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.

Connection to Literacy Standards for Social Studies and Social Studies Matrices

ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.

ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELAGSE3W7: Conduct short research projects that build knowledge about a topic.

ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Map and Globe skills – – 1 (cardinal directions), 2 (intermediate directions), 3 (use a letter/number grid system to determine location), 6 (use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps), 7 (use a map to explain impact of geography on historical and current events), 8 (draw conclusions and make generalizations based on information from map), 9 (use latitude and longitude to determine location)

Information Processing Skills – – 1 (compare similarities and differences), 5 (identify main idea, detail, sequence of events, and cause and effect in a social studies context), 6 (identify and use primary and secondary sources), 7 (interpret timelines), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables), 10 (analyze artifacts), 11 (draw conclusions and make generalizations) 13 (translate dates into centuries, eras, or ages)

[Click here for resources](#) referenced throughout this lesson for use in your presentation and to print for unplugged students.

[Click here to download the PowerPoint Presentation](#) for use in your presentation and to print for unplugged students.

Instructional Design

*These lessons have a flexible timeline and will cross over several days. Lessons may be used separately or as a unit study.

The lessons are intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.

Map and Globe Skills:

Lessons linked to SS3H3b-c; 3Gc rely heavily on Map & Globe Skills and Information Processing Skills within these lessons. Students are encouraged to explore their understanding that other European nations in addition to the British were colonizing at this same time, including the French, Dutch, and Spanish and that colonies were grouped together geographically and economically. Students will continue to explore understandings of the various perspectives of individuals who lived and worked within these colonies.

Students study the maps provided (and others available to your classroom) to draw conclusions about this period of time and ask questions:

- *Why is each map significant to study?*
- *What do we already know about these locations during these times?*
- *What areas are shown on the map and how do they relate to today's time and place?*
- *What stories can be told regarding the time and place in these resources?*

Additional information can be found using this link <https://www.history.com/topics/colonial-america/thirteen-colonies>

***Unplugged variation** – Provide students with a printed copy of the PowerPoint. Have students study the maps on slides 4 and 5. Talk with a helper about what they notice. How are the maps similar? How are they different? Have students answer the questions on slide 3 in their interactive notebook or journal.

Part 1: How do artifacts teach us about the past?

Artifacts as Historical Sources- Place and Time- Middle Colonies

This lesson may be extended across several days as needed for pacing based on instructional time.

Discuss viewing artifacts from the perspective of an archaeologist and historian~ define **archaeology** as the **study of human activity through the recovery and analysis of material culture.**

- **Human activity**- people and their actions and movements
- **Recovery**-rescue, salvage, reclaim.
- **Analysis**- study, analyze, examine, inquire, evaluate.
- **Material** - physical, solid, measurable
- **Culture**- beliefs, values, way of life, society, civilization

As you talk about the artifacts used in the lesson be prepared to describe how these terms can be used to describe them?

Vocabulary cards and word sorts are in the resource packet.

Terms may be added to a vocabulary chart, content study word wall, and used in daily conversation and interactions throughout the lessons by both the teacher and students. It is not necessary for the terms to be memorized or tested in these lessons but instead they should be used to support students in their journey of study as they become researchers, geographers, historians, and economists.

Have students add the vocabulary terms to their interactive notebook or journals to create a vocabulary resource. Students can record and illustrate on their own or use the illustrations from the resource packet.

***Unplugged variation** – Provide students vocabulary terms from the packet. Have students record and illustrate the terms or use the vocabulary terms from their packet to create a vocabulary resource in their interactive notebooks or journals.

Hook-

Have students work in small groups with copies of images in the PowerPoint or observe photos digitally. Students will view images of *The Old Stone House* and various maps to ask questions, make predictions, infer, and draw conclusions.

Use the National Archives “Analyze a Map” and “Analyze a Photograph” to guide thinking and support learners (A novice version is available for additional support). Guide students to discuss the following:

- How do images depict then and now and depict how change over time is shown?
- How does the location affect a society’s economy, culture, and development (where people live matters) based on colonies and where *The Old Stone House* was/is located?
- How do the maps and images relate to each other?

Discuss changes over time using annotations in the “Notes” section of the PowerPoint. [Old Stone House Website is Here](#)

[Have students analyze the artifacts and complete the templates.](#)

ReadWorks article- Read “The Old Stone House (Brooklyn)” as a shared reading or as a teacher read aloud. Students listen for how the house is being described during the Battle of Brooklyn-the largest battle to take place in the American Revolution (1776)- and compare the descriptions to how it is today. Show the one-minute video clip of the historical overview of The Old Stone House to affirm thoughts and generate questions. Focus discussion and curiosity on how The Old Stone House has changed over time, calculating how many years it has been standing (both intact and as artifacts of the foundation) and has stood to represent historical significance at this location. [Video Clip Overview is Here](#)

Discuss and record reflections as a class or in individual notebooks; what are the challenges and responsibilities of historians to record the facts and tell the stories of what happened during this time and place? What conclusions can be drawn about how artifacts from the past can be used to teach us about our country, our heritage, our community? What stories can be told from historical places? How does this information affirm or provoke questions about colonial life in America?

Connect the study of The Old Stone House to your town and surrounding community. Are there places closer to your town or community that can be used to teach about the past? Are there places that house artifacts from the local area (historical buildings, monuments, plaques, museums, etc.....)? List these on a chart or in student notebooks to refer to later in the unit.

Have students create a timeline using significant dates and illustrate.

1699-1852: Dutch Family Farm- The original [Vechte-Cortelyou House](#)

1776-1783: Battle of Brooklyn -Embattled and Occupied

1883-1891: First home of the Brooklyn Dodgers Baseball Team

1854-1929: Revival Alliance begins for restoration

1910: Fallen into disrepair

1935: Opened a playground on the site of Old Stone House

1980s-1990s: Building memorial to the Battle of Brooklyn

Today: Old Stone House and Washington Park is listed a Historic House Trust of New York City

Georgia Department of Education

Students share their thoughts on “The Most Important Thing About...because.... In their notebook or on the provided organizer.

Additional Resources:

[OSH video 7.mp4 - Google Drive 15:00 clip](#)

<https://theoldstonehouse.org/history/battle-of-brooklyn/>

[The 13 Colonies: Map, Original States & Regions | HISTORY - HISTORY](#)

[13 Everyday Objects of Colonial America - HISTORY](#)

***Unplugged variation** – Provide students with a copy of the PowerPoint and the coordinating organizers from the resource packet. Note: students will need multiple copies of the organizers to use for each image. (See unplugged checklist.)

Part 2: How do artifacts teach us about the past?

Analyzing Artifacts to foster inquiry. Place and Time- Southern Colonies

This lesson may be extended across several days as needed for pacing based on instructional time.

Remind students of the previous discussion about artifacts and the different ways archaeologists and historians analyze them.

Terms may be added to a vocabulary chart, content study word wall, and used in daily conversation and interactions throughout the lessons by both the teacher and students. It is not necessary for the terms to be memorized or tested in these lessons but instead they should be used to support students in their journey of study as they become researchers, geographers, historians, and economists.

Hook: Project digitally or print copies to show artifacts in the PowerPoint “*Analyzing Artifacts to Foster Inquiry*”- Project slide16-17 showing Dr. Ivor Noël Hume at a dig site (later to be revealed as Jamestown). Guide students in generating questions from the image. Allow them to view the image for a few minutes independently with no conversation. Have them describe what they see (jot notes or key words that come to mind). The image may also be divided and viewed in quadrants to discuss what information can be obtained from each section. This may be done by covering the image physically and revealing each quadrant one at a time with a document camera or printed copy.

- What do I see in the photograph? Who are the people?
- What do I know already about what is happening? What time of day, season, year, and century?
- What do I wonder? What activities are happening; what are people doing; what event is taking place?
- Where is this place; urban/rural, indoor/outdoor? What can you describe from the landscape and other features?
- What questions would I ask this person if I could speak with him now?
- What caption or title could I use to describe this image?

(See National Park Service, ***Teaching with Museum Collections- How to Read a Photograph*** organizer to guide observations and discussion. This may be used as a recording sheet as well.)

Location and Context: View slides 18-20 with maps and a compass rose to determine and infer the location of this archaeological dig site. Rely on map and globe skills that students should be consistently applying in describing the location (using compass rose with cardinal and intermediate directions; M&G 1, 2).

Continue with Slide 21 of Dr. Hume’s quote- “One object leads to another” ... to discuss what is meant by the quote and how this applied to his work as an archaeologist. Notice any of the vocabulary words studied earlier and incorporate those into class conversations. Background information on Dr. Hume’s work and this dig is included in the document sources for teachers or is available [at this link](#).

Artifacts 1-4 (slides 22-29) are items representing “**exchange**”, artifacts 5-6 (slides 30-31) are items representing **household furniture**, and artifacts 7-8 (slides 32-33) are artifacts representing **agriculture and tobacco**. Throughout discussion and teacher demonstration, continue to emphasize how things/items have changed over time or stayed the same. Descriptions of each artifact is included in the Notes section of each PowerPoint slide for teacher and/or student use during this lesson. Information details about the artifact include the following: **Material, Place of Origin, Date of artifact, and Context** (location of where it was found during the excavation process. An interactive map is available online to locate the places items were recovered and can be accessed at this link: [Jamestowne Rediscovery](#).

The teacher will demonstrate how to analyze an artifact using one of these slides, 22-33. Use the resource provided by National Park Service, **Teaching with Museum Collections: How to read an Object**, if needed in the demonstration lesson. This page may also be used as a student guide to extend learning or as a group recording sheet. A more simplistic analysis sheet is included.

Share the observation assessment below after the demonstration lesson to model how the analysis meets these expectations. Set goals for students using these sentence stems as they begin independent work and encourage the use of vocabulary terms during the lessons and within student responses.

Progress Check	
Accuracy-	My <u>description</u> and <u>evidence</u> of the artifact shows the information with accuracy.
Evidence-	I <u>identified</u> and <u>used evidence</u> from the artifact and written text to support my thinking and analysis.
Sketch-	My <u>sketch</u> shows detail and effort to represent the artifact.
Students self-evaluate using: <i>Still working--- Almost there--- Yes, I did it!</i>	

Refer back to Dr. Hume’s quote on Slide 21 earlier in the lesson- “one object leads to another”. Student or student pairs select a different artifact slide or printed copy of a slide to complete the Artifact Analysis page and self-evaluate when finished. Students may choose additional artifacts to analyze depending upon time striving to show progress and growth in analyzing each one.

Maps and Context: Continue the study of artifacts by relating the items documented, and many others on [the website link of Jamestowne](#), by introducing the map in slide 34, *Colonial Trade Routes and Goods*. Guide students to infer about the items by reading the map legend, map scale, compass rose, and labels used to relay information. View the map in terms of economic standards SS3E1 (productive resources) and SS3E3 (interdependence, trade, and voluntary exchange) with the material used to make the artifacts as well as the places of origin. Use the map in slide 35, Lines of Latitude and Longitude, to demonstrate (or review) for students how to use these to determine location (Information Processing Skill-9). What conclusions and generalizations can be made based on these trade routes and the artifacts studied previously in the lessons ((Information Processing Skill-8)? Discuss and highlight the origins of items, previous European explorers who

came to North America from other countries and their accomplishments, and locations specific to British Colonial American regions.

Slide 35 may be used to continue practice and demonstration of Map and Globe Skill 9 by having students locate various places on the map and tracing in the directions given by the teacher. For example, the student is asked to locate the New England, Mid-Atlantic, or Southern regions of the Thirteen British Colonies. From this region, determine the latitude and longitude of the location. The reverse may be used as well by giving a latitude and longitude of a location and the student must locate it using the map in this slide or a similar map used in the classroom.

Practice in using latitude and longitude as a game and a puzzle to determine location may be found at the link below or in the teacher resources.

- Students may complete a “What did you dig?” sheet to choose one artifact they found most interesting to answer question prompts and write about their thinking (included in resource packet).
- Choose an Exit Ticket prompt to respond to the information and processes learned within the lessons (Exit Ticket Summarizing Prompts included in resource packet).

Additional Teacher Resources and Support:

Jamestown:

[Jamestown Rediscovery - a world uncovered - YouTube \(youtube-nocookie.com\)](https://www.youtube.com/watch?v=...)

Total Time: 47:00-preview and show clips to align with class inquiry and research.

Church Site: 5:00 minute overview <https://www.youtube.com/user/JamestownRediscovery>

Interactive History Timeline of Early Years: [History Timeline | Historic Jamestowne](https://www.history.com/topics/early-years)

Timeline: Connect Moments of Discovery: [Dig Update Archive | Historic Jamestowne](https://www.history.com/topics/early-years)

Jamestowne Rediscovery:

Collections: [Explore the Artifacts | Historic Jamestowne](https://www.history.com/topics/early-years)

Map of Discoveries: <https://historicjamestowne.org/archaeology/map-of-discoveries/>

Education World: Latitude and Longitude Lesson and Game:

https://www.educationworld.com/a_lesson/dailylp/dailylp/dailylp130.shtml

Archaeology:

<https://www.amnh.org/explore/ology/archaeology/being-an-archaeologist-chuck-spencer>

<https://www.nps.gov/archeology/public/kids/index.htm>

[Archaeology Playlist: National Geographic](https://www.nationalgeographic.com/learn/history-culture/ancient-civilizations/american-archaeology/)

This lesson/unit may be extended by following the same sequence or adapting as needed with the study of George Washington’s Boyhood Home or Colonial Williamsburg, both having been excavated and offering many artifacts and resources.

1. **George Washington Boyhood Home Place- Southern Colonies**

Video: 4:15 [Colonial Artifacts... or Fiction? | Explorers in the Field – YouTube](#)

<https://www.mountvernon.org/preservation/archaeology/archaeology-online/>

[Washington House Construction | Lives & Legacies \(livesandlegaciesblog.org\)](#)

https://www.upi.com/News_Photos/Features/George-Washingtons-childhood-home-excavated/656/5/ph13/

[George Washington Birthplace National Monument | VISITOR CENTER | \(npplan.com\)](#)

2. **Colonial Williamsburg- Southern Colonies**

Archaeological Dig-virtual tours

[Colonial Williamsburg Archaeological Research](#)

[Archaeologists dig to uncover one of America's first Black churches in Colonial Williamsburg \(nbcnews.com\)](#)

3. **Time Capsule of your family/classroom-** [Click here to view website](#) of American Museum of National History to learn about a class time capsule including directions on how to create one for your classroom.

4. **STEM:** This online opportunity from the Maryland State Department of Education may be adapted to meet the needs and interests of the students depending upon time.

[STEM: Colonial America \(thinkport.org\)](#)

***Unplugged variation** – Provide students with a copy of the PowerPoint and the coordinating organizers from the resource packet. Note: students will need multiple copies of the organizers to use for each of the listed activities. (See unplugged checklist.)

Part 3: How do artifacts teach us about the past?

How do artifacts link us to our past?

Why is the past important?

Preserving History

Uncovering artifacts can be an exciting adventure. Deciphering how objects were used, who might have used them, and other aspects of their context helps us to think about the commonalities between cultures. It also leads us to ask questions about our past:

How do artifacts link us to our past? Why is this important?

Students who know about archeology will have a greater appreciation for sites that are historically and culturally significant.

Hook:

Show slide 37 from PowerPoint “How do artifacts teach us about the past?” to discuss “Why is the past important? What are the archaeologists doing in the image? Why is this important to us today? What can be inferred by the site at this point?”

Visit “*What’s the Big Idea about Archaeology?*” from the [American Museum of Natural History Ology site here](#). Discuss how artifacts give us glimpses of what life was like long ago. This would be a good time to introduce and/or review Information Processing Skill 13-translates dates into centuries, eras, or ages.

<https://www.merriam-webster.com/dictionary/century>; <https://www.merriam-webster.com/dictionary/era>;

<https://www.merriam-webster.com/dictionary/age>

Century: a period of 100 years; the 18th *century*; [How to calculate century reference](#)

- **Additional lesson extension for “century” may be found at this link from the National Archives:**
 - <https://www.nationalarchives.gov.uk/education/resources/how-we-were-taught/>

Era: 1. a: a fixed point in time from which a series of years is reckoned

b: a memorable or important date or event *especially*: one that begins a new period in the history of a person or thing; the *era* of the horse and buggy.

2: a system of chronological notation computed from a given date as basis.

3: a period identified by some prominent figure or characteristic feature the *era* of the horse and buggy.

Age: a period of time dominated by a central figure or prominent feature such as the *age* of *Discovery*

a: a period in history or human progress; the *age* of reptiles; the *age* of exploration

b: a cultural period marked by the prominence of a particular item; entering the atomic *age*.

View the link below to read the timeline as a class and discuss Information Processing Skill 13 using the terms above:

Colonial America (1492-1763)

[Colonial America Timeline \(1492-1763\) – Period of Early Colonization \(totallyhistory.com\)](#)

Pull out specific dates relating to GSE standards to discuss and highlight. If there is a class timeline visible in the room, additional dates/illustrations could be added, or a timeline could be created at this time as a visual reference for students to make connections to changes over time and to see a visual representation of time passage. Include the dates and a photograph or representation of the class in the appropriate time slot. As research begins, dates for the local community’s history may be added as well.

Refer back to artifacts studied previously or use the PowerPoint in the Resource Packet “How do artifacts teach us about the past?” to view items and focus on the materials used in making them. Discuss with students the age of these artifacts and how many years ago they were used in civilization. Calculating the age of these, where they were found, the conditions the items have been exposed to over many years, etc..... should lead students to inferring and hypothesizing on how they have remained without decomposing completely. Students should also recognize how many of these artifacts have commonalities between cultures; long ago and currently. Most things from the past, like fabric, wood, and food decay over time. How have these artifacts been able to survive over the years? How do historians and archaeologists piece together the history of these artifacts? Why is this important for us and in our society?

After discussion and determining the importance of artifacts and what they can teach us about the past, turn the conversation to how we have been able to learn about long ago through museums, archaeological digs, restoration of buildings, and preservation of historical places. Pose a question to students, such as, what if

there were no archaeologists? How does Historical Jamestown or The Old Stone House in previous lessons provide tangible links to the British colonies in America? By examining remains and objects from historic buildings and archaeological sites, they might also provide scientific information about the lives of the historic inhabitants.

Is it important to know about your past? Why or Why not?

Humans have lived in North America for over 12,000 years. Is it important to know about the human past? Why or why not?

Guide students in making the connections within these lessons and to change over time. What we can learn from these changes; how and why did changes occur? How did early American Indian cultures change over time? How did European exploration change North America? How does finding and preserving these discoveries impact us now?

Refer to the Connecting Themes at the beginning of the lessons:

- **Beliefs and Ideals:** The student will understand that beliefs and ideals of a society influence the social, political, and economic decisions of that society (people's ideas and feelings influence their decisions).
- **Location:** The student will understand that location affects a society's economy, culture, and development (where people live matters).
- **Individuals, Groups, and Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences (what people, groups, and institutions say and do can help or harm others whether they mean to or not).
- **Scarcity:** The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost (because people cannot have everything they want, they have to make choices).
- **Production, Distribution and Consumption:** The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society (the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services).

After discussion, a chart or web may be created as a class to pose questions with possible reasons; students choose a question to begin drafting an opinion piece to support their point of view with reasons.

- a. Introduce the topic they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

Be sure to include vocabulary from the previous lessons that are also available on cards to post in the classroom and/or student notebooks.

Students may share opinion pieces with other classes to educate them on the importance of learning about our past and the impact it has on us in today's world. An alternate activity may be to make a short video of them reading their piece or creating an infomercial, recording, and uploading to the class webpage used for parent contact. Easy to use and free options are *FlipGrid*, *Adobe Spark*, *iMovie*, or *Animoto*.

At this time, the class/small groups/individual students may continue research to find places that house artifacts from the local area (historical buildings, monuments, plaques, museums, etc....) to extend learning closer to home. These may have been recorded earlier in student notebooks or on a class chart.

***Unplugged variation** – Provide students with a copy of the PowerPoint and the coordinating organizers from the resource packet and a printout of the dates, events and images to create the timeline [[Colonial America Timeline \(1492-1763\) – Period of Early Colonization \(totallyhistory.com\)](#)]. Note: students will need multiple copies of the organizers to use for each of the listed activities. (See unplugged checklist.)

Part 4: Taking Action: Historic Preservation

Pose the question: what if there were no archaeologists? Do we as a society benefit from archaeology? Why or why not? How do we benefit? Show slide 39 to introduce the National Park Service and Historic Preservation. Guide students in making connections between previous lessons and the information gathered through artifacts and historical places. How and why did these changes over time occur?

- How did early American Indian cultures change over time?
- How did early European exploration change North America?
- How does finding and preserving these discoveries affect us now?

One way to launch student action on preservation is to share the picture book *Imogene's Last Stand* by Candace Fleming.

Have students take action by creating a flyer, brochure, poster, or video encouraging the preservation of history.

- Find a Park: Georgia-research parks close to your community and create a brochure on why others should visit this location.
- “Dig Deeper” in your local community. Learn about local history at your public library, the town’s historical society, or the Georgia Historical Society to educate others about where you live.
- National Park Service: Many historical locations are managed by the National Park Service. Research how you can Become a Volunteer on their website.
- Close to Home: Is there a National Park, Historical Marker, building, statue, or monument near your area? Research the history and share with your family and friends.
- Be a Researcher: Continue to research archaeology and preservation in the United States to educate your family and friends with your findings.
- _____ The student or class may come up with their own idea specific to your location.

➤ **National Park Service: Become a Volunteer**

<https://www.nps.gov/media/video/view.htm?id=801CA269-E24B-EF83-6128B58A839DB89A>
<https://www.nps.gov/getinvolved/volunteer.htm>
[NPS Junior Ranger Programs | Historic Jamestowne](#)

➤ **Find a Park: Georgia-**

<https://www.nps.gov/state/ga/index.htm>

➤ **“Dig Deeper” in your community** to learn more about the local area and its history to educate your family and friends. Begin with your local library and the Georgia Historical Society at <https://georgiahistory.com/>.

- **Close to Home:** Is there a National Park, historical marker, building, statue, or monument near your area? Research the history and share with your family and friends.
- **Become a Junior Ranger**
<https://www.nps.gov/kids/junior-rangers.htm>
- **Be a Researcher:** Continue to research archaeology and preservation in the United States; educate others in your family and your friends with your findings.
<https://www.nps.gov/Archeology/PUBLIC/discover.htm>
 - Preserving America's Past: The National Parks:
<https://www.nps.gov/Archeology/BestIdea/index.htm>

***Unplugged variation** – Provide students with a copy of the PowerPoint and the opinion writing checklist. (See unplugged checklist.)

Opportunities for Extension:

- Interviews with relatives in the home using primary sources from parents/grandparents (artifacts such as letters, quilts, dish wares, etc...),
 - <https://www.loc.gov/classroom-materials/primary-sources-and-personal-artifacts/#procedure>
- Archaeology for Kids:
 - <https://www.nps.gov/archeology/public/kids/index.htm>
- Lesson plan and resources from Library of Congress: this may be used in part or as a week of lessons by specifically choosing primary sources to be analyzed and adjusting pacing that addresses all three regions of Colonial America.
 - [Geography and Its Impact on Colonial Life | Classroom Materials at the Library of Congress | Library of Congress \(loc.gov\)](#)

NOTE:

[Click here for resources](#) referenced throughout this lesson for use in your presentation and to print for unplugged students.

[Click here to download the PowerPoint Presentation](#) for use in your presentation and to print for unplugged students.

Student Learning Supports

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

- Students work with a learning partner in analyzing artifacts
- Limit the number of artifacts to be analyzed and include tips on the Analyzing Artifacts sheet
- Highlight lines of latitude and longitude for students to trace in locating specific area on the map; have students orally respond with locations as needed
- Play games of Latitude and Longitude as group or in small groups
- Students may use 5W's +H organizer in responding to lessons to summarize learning

Unplugged Supplies: Lesson checklist, blank paper, interactive notebook (or something to take notes on) graphic organizers: (use version that fits your circumstance), crayons, highlighters, colored pencils, etc., as available.

Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

Engaging Families

Materials included to support unplugged learners:

Lesson checklist, provided maps, copies of specific slides chosen from PowerPoint presentation, article- The Old Stone House, The Most Important Thing organizer, vocabulary cards and sort, How to Read a Photograph sheet, How to Read an Object sheet, Analyzing an Artifact sheet, Lines of Latitude and Longitude map, What did I dig? sheet

Optional materials to support learning not included: blank paper, interactive notebook (or something to record notes), crayons or colored pencils, etc., as available

Lesson Checklist:

How do artifacts teach us about the past?

SS3H3 Explain the factors that shaped British Colonial America.

- b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).
- c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

SS3G3 Describe how physical systems affect human systems.

- c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.

Map and Globe Skills:

Look at the maps on slides 4 and 5 of your PowerPoint. Talk to a helper about what you notice. How are the maps alike? How are they different? Look at the maps on slides 4 and 5 to answer these questions in your interactive notebook or journal:

- Why is each map significant to study?
- What do we already know about these locations during these times?
- What areas are shown on the map and how do they relate to today's time and place?
- What stories can be told regarding the time and place in these resources?

Part 1: Artifacts as Historical Sources- Place and Time: Middle Colonies

- 1. Look at the vocabulary terms in your packet. Write the terms in your interactive notebook or journal and draw a picture to match the words.
- 2. Look at the images on slides 6-9 of *The Old Stone House*. Use what you learned from each slide and evidence from the photographs/paintings to tell the story of this location in your interactive notebook or journal.
- 3. Look at slides 6-9 of *The Old Stone House*. Complete the "Analyze a Photograph" organizer for each picture.
- 4. Look at slides 10-13 to discuss location of *The Old Stone House*. Talk to a helper and respond to the question in your interactive notebook or journal. Why is this location important in the study of British Colonial America?
- 5. Look at slides 10-13 showing maps of *The Old Stone House*. Complete the "Analyze a Map" organizer for each map.

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6. Read the article from “ReadWorks”- *The Old Stone House* to gather information that relates to the images of it over hundreds of years. Record responses in your interactive notebook or journal.
- Calculate the age of the site and explain your answer.
 - What artifacts would you expect to find in a location such as *The Old Stone House*?
 - What are the challenges and responsibilities of historians to record the facts and tell the stories of what happened during this time and place?
7. Connect the study of historical places to your local community. Record responses to these questions in your interactive notebook or journal:
- What places are near you that teach us about the past?
 - Are there places that house artifacts from your community and represent times past (historical monuments, plaques, museums, etc....)?
8. Have students create a timeline using the dates below and illustrate.
- 1699-1852: Dutch Family Farm- The original [Vechte-Cortelyou House](#)
 - 1776-1783: Battle of Brooklyn -Embattled and Occupied
 - 1883-1891: First home of the Brooklyn Dodgers Baseball Team
 - 1854-1929: Revival Alliance begins for restoration
 - 1910: Fallen into disrepair
 - 1935: Opened a playground on the site of Old Stone House
 - 1980s-1990s: Building memorial to the Battle of Brooklyn
 - Today: Old Stone House and Washington Park is listed a Historic House Trust of New York City
9. Share your thoughts from the lesson on “The Most Important Thing About...because....” organizer or your interactive notebook or journal.

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Part 2: Analyzing Artifacts to foster inquiry: Place and Time- Southern Colonies

1 . Look at the image on slide 16. Respond to the questions below in your interactive notebook or journal **OR** use slide 16 to complete the *How to Read a Photograph* organizer.

- What do I see in the photograph? Who are the people?
- What do I know already about what is happening? What time of day, season, year, and century?
- What do I wonder? What activities are happening; what are people doing; what event is taking place?
- Where is this place; urban/rural, indoor/outdoor? What can you describe from the landscape and other features?
- What questions would I ask this person if I could speak with him now?
- What caption or title could I use to describe this image?

2. Look at slides 18-20 to determine location of this site by using the compass rose as students follow clues in the slide images. Predict the significance of this location and how it relates to British Colonial America.

3. Look at the quote on slide 21 from Dr. Hume. Respond to the quote in your interactive notebook or journal.

- What does this quote mean?
- How does it apply to his work as an archaeologist?

4. Study the artifacts from the Jamestowne Museum recovered in archaeological digs on slides 22-33. Record the artifacts in your interactive notebook or journal. For each artifact include:

- Does the artifact represent exchange, household furniture, or agriculture and tobacco?
- Draw a picture of the object.
- Describe the object in your own words.
- What does the artifact teach us?

5. Choose one artifact to study closely. Complete the *How to Analyze an Object or Analyzing an Artifact* organizer on your artifact.

6. Study the map on slide 34. Answer these questions in your interactive notebook or journal:

- What does the map teach us about colonial trade?
- What do you notice about the trade routes?
- How do these maps relate to the artifacts you studied?

7. Choose one artifact from slides 22-33 to complete the *What Did I Dig?* activity.

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Part 3: Preserving History -How do artifacts link us to our past? Why is the past important?

- 1. Study slide 37 and answer the questions in your interactive notebook or journal:
 - How do artifacts teach us about the past?
 - Why is the past important?
 - What are the archaeologists doing in the image?
 - Why is this important to us today?
 - What can be inferred by the site at this point?
- 2. Use the dates, events, and images to create a timeline showing Colonial America from 1492-1763 in your interactive notebook/journal or on paper.
- 3. You be the expert: write a letter, create a visual, record a video, talk to a friend or family member. Teach someone you know about archeology. Teach what you've learned about how artifacts have been preserved over time and how we are able to learn about long ago times by having access to them through museums, archaeological digs, restorations of buildings (The Old Stone House), and preservation of other historical places.

Part 4: Taking Action: Historic Preservation

- 1. Read slides 39 and 40. Talk to a helper about what you've learned and answer the questions on slide 40 in your interactive notebook/journal.
- 2. Think about these questions. Choose one question to use what you've learned to write an opinion piece. Use the checklist for help.
 - How did early American Indian cultures change over time?
 - How did early European exploration change North America?
 - How does finding and preserving these discoveries affect us now?
- 3. Take action. Create a flyer, brochure, poster, or video encouraging the preservation of history. Choose from the ideas below or create your own:
 - Find a Park: encourage your reader/listener to visit a national park online or in person.
 - "Dig Deeper" in your local community: encourage your reader/listener to learn about local history at your public library, the town's historical society, or the Georgia Historical Society.
 - Become a Volunteer: encourage your reader/listener to visit the National Park Service for how to become a volunteer.
 - Close to Home: encourage your reader/listener to look for National Parks, Historical Markers, buildings, statues, or monuments near them. Encourage them to research the history and share it with their family and friends.
 - Be a Researcher: encourage your reader/listener to research archaeology and preservation in the United States. Encourage them to educate their family and friends with their findings.
 - _____ come up with their own idea specific to your location.

Opinion Writing Checklist

Choose one question on which to write an opinion piece. Use what you've learned, your handouts, and your interactive notebook or journal to give your opinion and support it with evidence.

- How did early American Indian cultures change over time?
- How did early European exploration change North America?
- How does finding and preserving these discoveries affect us now?

Introduction: State your opinion

Main reason 1:

- Supporting detail or fact
- Supporting detail or fact

Main reason 2:

- Supporting detail or fact
- Supporting detail or fact

Main reason 2:

- Supporting detail or fact
- Supporting detail or fact

Closing: Restate your opinion

I used words or phrases to help my writing: because, therefore, since, for example

I checked my writing for capital letters and punctuation.

I used an introduction to hook my reader.

I used a closing to convince my reader.