

Lesson Title: Describing Colonial Life Part Two

Lesson Components	Description
Virginia Standards of Learning (VSOL)	VS.4 The student will demonstrate knowledge of life in the Virginia colony by e) describing everyday life in colonial Virginia. 4.6 The student will read and demonstrate comprehension of nonfiction texts. 4.7 The student will write cohesively for a variety of purposes. 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. 4.9 The student will demonstrate comprehension of information resources to research a topic.
Objective (“KUD”)	<ul style="list-style-type: none"> • To help students realize that it is important to understand that resources found in Virginia were used in everyday life and that everyday life was different for whites, enslaved African Americans, and free African Americans.
Assessment/Monitoring	<ul style="list-style-type: none"> • Formal- The students will have to make brochure/pamphlet explaining the site and the differences in lifestyle.
Procedures	<p>*Day Before Lesson:</p> <ol style="list-style-type: none"> 1. The day before this lesson plan, assign numbers 4- 5 as homework. 2. Separate students into groups of four. 3. Pass around a basket or bag with the names of different historical places in Virginia. 4. Explain to the students their assignment. 5. They will be pretending that the place they picked is under threat of being destroyed. They will be researching the place’s history and will write a letter to the owners of the place requesting that they don’t destroy the home. 6. In class, pass around a sample letter and read it with the students. The letter should be written in a form of persuasive writing as well as informative writing- make sure the students identify it as so. 7. Tell the students to take copious amounts of notes on the research and bring it in to discuss with their groups. <p>*Day of Lesson</p> <ol style="list-style-type: none"> 8. Collect the letters from the students. Tell them that during their writing time you will pass them back out and have them peer edit their letters and then write a final draft. 9. Have the students organize themselves into their groups. 10. Explain to the students that they will be making an

	<p>informative pamphlet to share with the public on the historic site.</p> <ol style="list-style-type: none">11. Share some examples of informative pamphlets with the class as examples.12. Tell them you want a section on the different social classes that lived at the place, a section on the style of homes- and how you can tell the difference between slave quarters, and a section on why it is important to save the site- why are historical homes so important to our nation?13. Make sure to inform them that they need to include pictures.14. Have them make a rough draft of the pamphlet on paper. Then, the next time they all have computers available to them, have them create the pamphlet on the computer. (Hopefully, within the same week!!!)
Materials/Equipment/ Preparation	<ul style="list-style-type: none">• Group assignments• Basket to put the different sites in that the students can choose from• Sample letter• Sample pamphlet• Computers• Homework from the night before