Introduction
Title: Childhood in Connecticut: Colonial through Pre-Civil War Times

Grade Level: Fifth Grade, Social Studies

Target Group: Mainstream Classroom with Integrated ELL Students

Sources of Original Written Reading Materials:


Source of Original Lessons: Created by me for an integrated social studies unit designed for EDU 505

Learning Goals:

1. I want my students to know what the society, culture, economy, and education was like in Colonial, Revolutionary, and Pre-Civil War Connecticut.
2. I want my students to know how to do research on a specific topic.
3. I want my students to know how to compare and contrast using a Venn Diagram.
4. I want my students to know how to write in a particular form and from a particular point of view.

Following are three lesson plans that have been significantly revised from the original lesson plans.
**Performance Indicators: Lesson 1**

Lesson 1: Research on a child in the category of their choice

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Language Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students will list questions to use to guide research.</td>
<td>1a. Students will talk in pairs about questions to use to guide research.</td>
</tr>
<tr>
<td>2. The students will conduct research about a specific child in a specific time period and social class, using a questionnaire created by the class.</td>
<td>1b. Students will, in pairs, ideas for questions to use as a guide in research.</td>
</tr>
<tr>
<td>3. Students will describe the daily activities and lifestyle of a specific child in a specific time period and social class.</td>
<td>2a. Individually, students will read questions from the questionnaire.</td>
</tr>
<tr>
<td></td>
<td>2b. Individually, students will write research information on their specific topic.</td>
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<td></td>
<td>2c. Individually, students will write answers to the questions listed on the questionnaire.</td>
</tr>
<tr>
<td></td>
<td>3a. Students will orally discuss, with a partner, the daily activities and lifestyle of their child.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5: Visual/Starting</th>
<th>Level 4: Emerging</th>
<th>Level 3: Developing</th>
<th>Level 2: Expanding</th>
<th>Level 1: Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking: 1a. talking in pairs</td>
<td>Working in pairs, students will discuss possible questions to use during research on a specific topic.</td>
<td>Working in pairs, students will contribute to a discussion of possible questions to use during research on a specific topic.</td>
<td>Working in pairs, students will contribute to a discussion of possible questions to use during research on a specific topic using language prompts provided by the teacher.</td>
<td>Working in pairs, students will contribute to a discussion of possible questions to use during research on a specific topic using language prompts and a word bank provided by the teacher.</td>
<td>Working in pairs, students will contribute to a discussion of possible questions to use during research on a specific topic by pointing to labeled pictures and using L1 support.</td>
</tr>
<tr>
<td>Writing: 1b. in pairs, ideas for questions</td>
<td>Students will write questions using proper WH-fronted words, complete sentences, and proper punctuation.</td>
<td>Students will contribute to the writing of questions using proper WH-front words, in phrases or 2-3 word responses.</td>
<td>Students will contribute to the writing of questions using language prompts (which contain WH-front words), in phrases or 2-3 word responses.</td>
<td>Students will contribute to the writing of questions using language prompts (which contain WH-front words) and a word bank, in 1-2 word responses.</td>
<td>Students will contribute to the writing of questions by drawing pictures, copying the WH-front word (chosen from a word bank) that corresponds with the picture, and copying a label (chosen from a word bank) for the picture.</td>
</tr>
<tr>
<td>Reading: 2a. Questions from questionnaire</td>
<td>Students will read questions from the questionnaire individually.</td>
<td>Students will read questions from the questionnaire with peer support.</td>
<td>Students will read questions from the questionnaire with peer and teacher support.</td>
<td>Students will read questions on a questionnaire that has been modified by the teacher into a Cloze format.</td>
<td>Students will read questions on a questionnaire that has been modified by the teacher, with peer, teacher, and graphic support.</td>
</tr>
<tr>
<td>2b. Research information</td>
<td>research information on websites provided by teacher, paying attention to relevant information.</td>
<td>information on websites provided by teacher, paying attention to relevant information.</td>
<td>information on websites provided by teacher, focusing on those websites with heavy graphic support, with peer support, paying attention to relevant information.</td>
<td>information in text that has been modified by the teacher, paying attention to relevant information.</td>
<td>information in text that has been modified by the teacher (and include more graphics), with peer support, paying attention to relevant information.</td>
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</tr>
<tr>
<td>Writing: 2c. Answers to questionnaire</td>
<td>Students will write answers to questionnaire using information from relevant websites, using complete sentences, proper spelling and grammar, and proper punctuation.</td>
<td>Students will write answers to questionnaire using information from relevant websites, using language prompts and 2-3 word responses.</td>
<td>Students will write answers to a Cloze format questionnaire that has been modified by the teacher, using a word bank.</td>
<td>Students will write answers to a questionnaire that has been modified by the teacher, using a word bank and labeling pictures.</td>
<td></td>
</tr>
<tr>
<td>Speaking: 3a. daily activities and lifestyle of their child</td>
<td>Students will lead a discussion with their partners about interesting and relevant details about the daily activities and lifestyle of their child.</td>
<td>Students will participate in a discussion with their partners about interesting and relevant details about the daily activities and lifestyle of their child, using sentence starters and a discussion guide.</td>
<td>Students will participate in a discussion with their partners about interesting and relevant details about the daily activities and lifestyle of their child, using sentence starters and a discussion guide, in 1-2 word responses.</td>
<td>Students will participate in a discussion with their partners about interesting and relevant details about the daily activities and lifestyle of their child, repeating short phrases and pointing to graphics and repeating labels.</td>
<td></td>
</tr>
</tbody>
</table>
### Functional Language Chart: Lesson 1

**Lesson 1: Research on a child in the category of their choice**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generate Questions</td>
<td>information about a child in a particular social class and time period.</td>
<td>What was ________ like in ________ times?</td>
<td>1. School</td>
<td>Past tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How was the experience of boys different than girls?</td>
<td>Work</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Food</td>
<td>versus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Play</td>
<td>Verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Toys</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sleep</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Home/House/Furniture</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Family Life</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Holidays</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Colonial</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Revolutionary</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Pre-Civil War</td>
<td></td>
</tr>
<tr>
<td>Describing</td>
<td>daily life for a child from a particular social class and time period.</td>
<td>________ in ________ times was...</td>
<td>1. School</td>
<td>Past Tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In ________, times children (did/did not ________)</td>
<td>Work</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For example...</td>
<td>Food</td>
<td>Verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys in ________ times...</td>
<td>Play</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls in ________ times...</td>
<td>Toys</td>
<td></td>
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<td></td>
<td></td>
<td>My child lived in ________ times and ______________________________________</td>
<td>Sleep</td>
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<td></td>
<td></td>
<td>His/her name will be...</td>
<td>Home/House/Furniture</td>
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<td></td>
<td>Family Life</td>
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<td></td>
<td>Pre-Civil War</td>
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<td></td>
<td>3. go to school.</td>
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<td></td>
<td></td>
<td>did not go to school.</td>
<td>help out in the house.</td>
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<td></td>
<td></td>
<td>work in the fields.</td>
<td>play games.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>help out in the house.</td>
<td>play with dolls.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>play games.</td>
<td>live in....</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>celebrate Christmas.</td>
<td>celebrate Thanksgiving.</td>
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<td></td>
<td></td>
<td>4. was part of the aristocracy.</td>
<td>lived on an independently owned farm.</td>
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<tr>
<td></td>
<td></td>
<td>lived on an independently owned farm.</td>
<td>was an indentured servant.</td>
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<td></td>
<td></td>
<td>was a tradesperson.</td>
<td>was a slave.</td>
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<tr>
<td></td>
<td></td>
<td>was a slave.</td>
<td>lived in the city.</td>
<td></td>
</tr>
</tbody>
</table>
Modified Lesson Plan: Lesson 1

Subject: Social Studies

Topic: Research on a child in the category of their choice

Length: 2 60-minute class periods

Materials: Computer Lab (1 computer per student)
- Paper, Pens, Pencils, Markers, Post-It Easel Pads
- Items in Appendix A

CLASS ONE

Pre-Lesson Preparation: Place large pieces of paper around the room as demonstrated in “Museum Walk” (see Appendix A, Item A, pg. 13).

Initiation (15 minutes):
1. Tell students:
   *Today and tomorrow we will be learning about childhood in Connecticut, from Colonial Times through Pre Civil War. Who can tell me something they remember about our unit on Colonial Times in America?*

2. Call on students to share what they remember.

3. Show a timeline (See Appendix A, Item B, pg. 15) and point out the periods we are discussing.

4. Review Content Objectives and Language Objective with the students:
   - **Content Objectives:**
     1. The students will list questions to use to guide research.

   - **Language Objectives:**
     1a. Students will talk in pairs about questions to use to guide research.
     1b. Students will write, in pairs, ideas for questions to use as a guide in research.

5. Tell students:
   *In order to get some practice, Turn and Share with your neighbor. Try asking them questions about what their typical, or normal, day is like. Pay attention to the type of questions you ask, because these will be models of what questions you will want to ask about you “adopted” child, or the child you will do research on.*
For example, if I wanted to know what [name of student] had for breakfast, I would have to ask [him/her]. What did you have for breakfast? If I wanted to know if [she/he] had a job, I would ask, Do you have a job? What is it? What do you do there? Do you like it? Is it hard or easy?

6. Break students up into pairs ensuring that all ELLs are paired with strong mainstream students. Allow them to discuss this topic for 5 minutes while circulating the room, paying special attention to those pairs with ELLs.

7. Bring the students back to center to do a “Word Splash” (brainstorm/semantic map) about the kinds of questions they asked their neighbor and what it helped them find out. Tell them that these are the types of questions they will be asking to find out about the typical, or normal, day of their adopted child.

Method (40 minutes):

8. Explain to students that they will be focusing on specific pieces of daily life for their child. Show an overhead, entitled “Important Parts of Daily Life” (see Appendix A, Item C, pg. 16) and walk through each item.

9. Tell students:

   Now we will pick the time period and social class that our child will be from.

Using popsicle sticks with children’s names on them, randomly select which student gets to choose first. They may choose between: social class (aristocracy; independently-owned farms; indentured servants/trades/apprentices like blacksmiths; slaves; or city) and time period (Colonial, Revolutionary War, or Pre-Civil War). Ensure that each social class in each time period is represented! Note: Students have already defined social class in this era of study.

10. Tell students:

   Working in pairs, you will do a Museum Walk around the room in order to think about and then write questions for each of these topics. Make sure that you put your initials next to any question you write.

   **Note:** Level 1 and 2 ELLs should be assigned Pre-Civil War Independently Owned Farm in order to use modified reading material.

11. Give students 30 minutes to conduct Museum Walk with peers.

   **Note:** Level 2 & 3 ELLs should be provided the “Museum Walk Language Prompts: Levels 2 & 3” (see Appendix A, Item D, pg. 17); and Level 1 ELLs should be provided the “Museum Walk Word Bank: Level 1” (see Appendix A, Item E, pg. 18).
Closure (5 minutes):

12. Ask students for one example of a question they came up with.

13. Tell students:
   *Tonight I will use the questions you came up with to make a Questionnaire, or a list of questions we will use for our research, that you can use tomorrow.*

14. Review objectives. Ask if objectives have been met.

Assessment:

In-Class Observation
Questions developed by students (refer to initials on large sheets)

CLASS TWO

Initiation (10 minutes):

1. Review Content Objectives and Language Objective with the students:

   Content Objectives:
   2. The students will conduct research about a specific child in a specific time period and social class, using a questionnaire created by the class.
   3. Students will describe the daily activities and lifestyle of a specific child in a specific time period and social class.

   Language Objectives
   2a. Individually, students will read questions from the questionnaire.
   2b. Individually, students will read research information on their specific topic.
   2c. Individually, students will write answers to the questions listed on the questionnaire.
   3a. Students will orally discuss, with a partner, the daily activities and lifestyle of their child.

2. Hand out Questionnaire based on students’ questions from previous day.

Note: Questionnaires for ELLs should follow a similar format as those found in “Museum Walk Language Prompts: Levels 2 & 3” (see Appendix A, Item D, pg. 17) and “Museum Walk Language Prompts and Word Bank: Level 1” (see Appendix A, Item E, pg. 18). ELLs should be able to identify questions they created. Sample Performance Indicators for this task include:
3. Using Thumbs Up/Thumbs down, ask students if they can find where a question they wrote is on the questionnaire. Call on some students to share where their question is on the questionnaire.

**Method (45 minutes):**

4. Remind students of the rules of behavior and expectations for the computer lab.

5. Have students conduct research using pre-approved websites.

**Note:** Level 2 ELLs should be provided the “Pre-Civil War Childhood: Level 2” (see Appendix A, Item F, pg. 19); Level 1 ELLs should be provided the “Pre-Civil War Childhood: Level 1” (see Appendix A, Item G, pg. 23).

6. Circulate in order to answer any questions and to provide support for Levels 1, 2 and 3 ELLs.

7. Tell students that they will now have ten minutes to do an Elbow Walk to share interesting findings with their partner.

**Note:** Level 3 Students should be provided the “Elbow Walk Discussion Guide: Level 3” (see Appendix A, Item H, pg. 26); Level 2 Students should be provided the “Elbow Walk Discussion Guide: Level 2” (see Appendix A, Item I, pg. 27); Level 1 Students should be provided the “Elbow Walk Discussion Guide: Level 1” (see Appendix A, Item J, pg. 28).

**Closure (5 minutes)**

8. Tell students:

   *Now it is time to come up with a name for your adopted child, the child you have researched. Remember that the name should be appropriate to the time period and social class of your child! Turn and Share with a partner and remember to come up with a first and a last name. When you have one, write it on your white board and hold it up for me to see. Then, write it on your questionnaire so that you don’t forget it.*

10. Ask students outcome sentences: I think, I feel, I wonder, I learned

Assessment:
- In-Class observation
- Filled-in Questionnaire
- Outcome sentences
Item B

Timeline

Colonial America 1492-1763

Revolutionary Period 1764-1789

The New Nation 1790-1828

Western Expansion & Reform 1829-1859

Civil War 1860-1865

Pre-Civil War { }
Important Parts of Daily Life

- School
- Work
- Food/Eating
- Play and Toys
- Sleep
- Home and House
- Family
- Holidays
## Research Questions:

**Childhood from Colonial to Pre-Civil War Connecticut**

*Start your questions with...*  
*Fill in the blanks with...*

<table>
<thead>
<tr>
<th>What was ______ like in ________ times?</th>
<th>school, teachers, work, house, play, food, celebrations, holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who went to ________?</td>
<td>work, school, play</td>
</tr>
<tr>
<td>What did ________ do at/in ________?</td>
<td>girls, boys, school, work, play, celebrations</td>
</tr>
<tr>
<td>How did they ________________?</td>
<td>get to work, get to school, play</td>
</tr>
<tr>
<td>How long did they __________________?</td>
<td>stay at school, work, play, sleep</td>
</tr>
<tr>
<td>When did ________ go to ______________?</td>
<td>girls, boys, work, play, school, sleep</td>
</tr>
<tr>
<td>What kind of ________ did ________ have?</td>
<td>games, play, toys, work, bed, house, books, teachers, desks, animals, holidays, boys, girls, children</td>
</tr>
<tr>
<td>Why did ________ go to ______________?</td>
<td>girls, boys, families, work, school</td>
</tr>
<tr>
<td>Why did ________ do ______________?</td>
<td>girls, boys, mothers, fathers, washing, planting, school, work, gardening</td>
</tr>
<tr>
<td>Why didn’t ________ go to ______________?</td>
<td>girls, boys, families, work, school</td>
</tr>
<tr>
<td>Why didn’t ________ do ______________?</td>
<td>girls, boys, mothers, fathers, washing, planting, school, work, gardening</td>
</tr>
</tbody>
</table>

**How was the experience of boys different than girls?**
Research Questions:

Childhood from Colonial to Pre-Civil War Connecticut

???

QUESTION WORDS

???

Who    What    Where    Why    When    How

FOR EXAMPLE: You can ask:

What was ______ like in Pre-Civil War times?  school, work, play,

Who went to ______?  work, school, play

What did ______ do at/in ________?  girls, boys  school, work, play

Word Bank

School    Books    Teacher

Desk    Girls    Boys

Work    Field    Mother

Father    Play    Games
INTRODUCTION

In Pre-Civil War Farm Families, children worked hard in the house and on the farm.
They had many responsibilities.

Older brothers and sisters cared for younger children.
By age 3 or 4, some children started school.
By age 5 or 6, some children wore grown up clothes.

All children worked on farms.
What did they do on the farms?
That depended on age, gender (boy or girl), health, and size.

By age 6, children helped on the farm.
Children had many chores.
  All children: carried water, fed livestock, carried and chopped wood, helped in the garden
  Boys: drove oxen; taught by father
  Girls: learned to sew; taught by mother

Children played with hand-made toys, not toys from the store.
Children played with their brothers and sisters.
Some families had 5 to 10 children.
Children had many brothers and sisters to play with.

Education was important.
Children learned how to read, write and do math in school.
Most people in New England learned how to read, write, and do math in schools.

**WORK**
Many farms in New England had land for:
- Growing crops (or plants to eat)
- Mowing for hay
- Pasture (open field with grass) for livestock (animals used for food)
- Orchard

Many farmers raised:
- Cattle (cows)
- Sheep
- Swine (pigs)
- Poultry (chicken)

**Children helped their mother and father on the farm.**
Children shelled corn, fed the animals, and weeded the garden.
Girls learned how to sew, cook, wash, and take care of the dairy (milk) from their mothers.
Boys helped their father in the fields and in the barn.

**PLAY**

**Children had very little time to play.**
They spent most of their time working.
When they had time to play, they were glad.

**Children played many games.**
**Some games were like today’s games.**
For example, they played marbles and tag.
Children also:
- Told scary stories
- Hiked (walked in the woods)
Skated
Sledded
Jumped Rope

Most toys were handmade.
Many girls had dolls.
Dolls were handmade.
Some dolls were store bought.
Store bought dolls were made of wax.
They had glass eyes and real hair.

Some boys had toy animals, for example oxen.
These toys were handmade.
They were carved from wood and painted.

Toys helped children practice being grown up.
When they got older, girls would take care of children (like the doll).
When they got older, boys would take care of farm animals.

SCHOOL

Children learned many things at home.
Children still needed to learn how to read, write, and do math.
They learned how to read, write, and do math at district schools.

Taxes from the town paid for the school and the teacher.
Parents had to buy their children slates (to write on), slate pencils (to write with),
copybooks (notebooks), and pens.

Schools were closed in the spring and fall.
During the spring and fall, children had to work on the farms.
Older children went to school in the summer. School was for ten or twelve weeks.

Younger children went to school in the winter. They could travel to school safely in the summer.

**Schools had only one room.**
There were no grades.
All the students who were learning the same subject went to school together.
All the students who could do the same things went to school together.
Boys sat on one side of the school.
Girls sat on the other side of the school.

**Students learned by repeating what the teacher said.**
**Students also learned by memorizing what the teacher said.**
Sometimes one class would tell another class what they had memorized.

Many teachers were not professionals.
They were only teaching temporarily, or for a short time.
Teachers did not go to school to be a teacher.
Teachers went to the same schools they were now teaching in.

Male (boy) teachers taught the older student during the winter.
Female (girl) teacher taught the younger students in the summer.
Childhood in Pre-Civil War Connecticut: The Family Farm

*Directions: Read bold underlined sentences.*

**INTRODUCTION**

In Pre-Civil War Farm Families, *children worked hard in the house.*

*Children worked hard on the farm.*

**WORK**

*At age 6, children helped on the farm.*

*Children had many chores.*
- They fed animals.
- They chopped wood.
- They helped in the garden

*Girls were taught by their mother.*
- Girls sewed.
- Girls cooked.
- Girls washed.
- Girls took care of the dairy (milk).
Boys were taught by their father.
Boys worked in fields.
Boys worked in barns.
Boys drove oxen.

Children worked hard. They did not play much.

Children played games like today's games.
For example, they played marbles and tag.

Many children played with their brothers and sisters.

Children had hand-made toys, not from stores.

Many girls had dolls.
Some boys had toy animals, for example oxen.

Education was important.

Children learned how to read, write and do math in school.

Schools had only one room. There were no grades, or different levels.

Students repeated what the teacher said. This is how they learned.

Students memorized what the teacher said. This is how they learned.
ELBOW WALKING ABOUT OUR ADOPTED CHILD

My child goes to school....

His/her school is like....

My child works in.....

His/her chores are.....

My child would have eaten....

My child would have played.....

My child’s bed was....

....lived in my child’s house with him/her.

My child’s neighbors.....

My child celebrated.....

Boys did ______________________ but didn’t _____________________.

Girls did ______________________ but didn’t _____________________.

ELBOW WALKING ABOUT OUR ADOPTED CHILD

My child goes to school....

His/her school is like....

My child works in the.....

His/her chores are.....

My child would have played.....

....lived in my child’s house with him/her.

Boys did __________________ but didn’t __________________.

Girls did ________________ but didn’t ________________.

Interesting Notes about School:  Interesting Notes about Work:

Interesting Notes about Play:
ELBOW WALKING ABOUT OUR ADOPTED CHILD

WORK

The children helped parents in the fields.

The children helped take care of the house.

Boys learned from their fathers.

Girls learned from their mothers.

PLAY

The children had very little time to play.

The children played games we know today.

Toys were handmade.

SCHOOL

The students learned to read, write, and do math.

The school was one room.

The students learned by memorizing and repeating (saying).
Original Lesson Plan: Lesson 1

Subject: Social Studies

Topic: Research on a child in the category of their choice

Goal: Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text). (2.1)

Objective: TSW will research information about a child in a particular social class and time period and download information about that child’s daily life.

Length: 1-2 40-minutes class periods

Materials: Computer Lab (1 computer per student)
   Paper, Pens, Pencils

Introduction: Relate to final project: presentation in character and costume about their child. Using popsicle sticks with child’s name on them, randomly select which student gets to choose first. They may choose between: social class (aristocracy; independently-owned farms; indentured servants/trades/apprentices like blacksmiths; slaves; or city) and time period (Colonial, Revolutionary War, or Pre-Civil War). Ensure that each social class in each time period is represented!

Methods:
   Pre-Computer Lab:
      1. May only use website from “Approved Websites” list (see bibliography
      2. Should search for information related to their child’s school, work, food, play (including toys), sleep, home (what does their house look like? What kind of furniture is in it?), family life (who do they live with?), holidays (which ones and how were they celebrated?), and any other interesting part of life. Pay attention to gender! Students will download this information
      3. Review rules of behavior and expectations in the computer lab.
   Computer Lab:
      4. Students will find and download information related to their child.
   Post Computer Lab:
      5. TSW give a name to their child that is appropriate based on their research.

Closure:
   1) Review: Ask students to share their time period, social class, and child’s name.
2) Preview: Tomorrow we will use this information to create Venn Diagrams comparing their child’s daily activities to their own!

Homework: None, all work completed in class.

Assessment: In-class observation
Thoroughness of information downloaded

Accommodations/Modifications:
1) Preferential Seating: in computer lab, near positive role models
2) Extra Time: 2 extra days to complete assignment
3) HW Folder: assignment
Narrative

The original lesson was focused on doing research and learning about aspects of daily life in different time periods in Connecticut. However, as I began to modify the lesson for ELLs, I decided the lesson should have a second focus: conducting research. I therefore split the lesson into two different class periods: the first with a focus on designing research questions, and the second on conducting research with a purpose in mind.

In class one, background knowledge is activated by reminding students about previous learning about Colonial America. The timeline with graphic support also helps contextualize the time periods that students will be focusing on. In both classes, content and language objectives are clearly stated and should be written so that students can refer to them throughout the lesson. At the end of the lesson, they will be reviewed to check if the objectives have been met.

Throughout the lesson, students will be working in pairs. This will provide multiple opportunities for interaction, encouraging elaboration of concepts and the co-construction of knowledge. During these periods, ELLs should be paired with strong mainstream students and/or with strong ELL students with whom they share their L1. This will allow scaffolding within the pairs and allow ELLs to use L1 support in order to successfully complete their tasks.

For both classes, graphic organizers, sentences starters, and word banks are provided in order to make input comprehensible. For Level 1 and Level 2 ELLs, these graphic organizers have their language simplified and graphic support while maintaining the quality of the key concepts. The same is true for the questionnaires and modified text that students will be asked to read and respond to. The modified questionnaires will allow for opportunities for output in written form. The modified text fore Level 1 is meant to expose students to the entirety of the text, while requiring them to read only a few sentences, those that have been bolded and underlined.

Both the Museum Walk in class one and the Elbow Walk in class two are meant to allow students opportunities for interaction and will help students who are more spatial or kinesthetically oriented in their learning style. For all students, it will help keep them alert and focused, rather than having to sit at their desks where they can easily get off task or not pay as much attention as they should. The Elbow Walk consists of students linking elbows in pairs and walking around the room while sharing their work orally but quietly.

By asking students to put their initials by the questions they develop, the teacher will be able to identify which students came up with which questions for assessment purposes, and ensure that each student has at least one question on the Questionnaire. Students are asked to locate their question at the beginning of class two, which will help build their confidence and acknowledge their contribution to the class. For this reason, there is no Questionnaire included with the lesson plans.
Students are requested to come up with a name for their adopted child, or the child they are researching, in order for them to take ownership of the project. It is essential for all time periods and all social classes within each time period be represented (i.e. at least one student is researching each). At the end of the unit, students will be asked to give a presentation in their child’s character so that the whole class can learn about the different lifestyles of each group. Using popsicle sticks to select the order will ensure students understand that the selection is random. The teacher should keep track of student choices in order to ensure all groups are covered.

There is very little teacher-fronted conversation in this lesson. When it is, proper pacing and silence should be used in order to make input comprehensible. Teacher talk includes defining concepts that may be unfamiliar to ELLs and modeling language they will be using.
Performance Indicators: Lesson 2

Lesson 2: Creating a Venn diagram that depicts differences and similarities between childhoods in different time periods.

Content Objectives:
1. The students will compare and contrast their childhood with the childhood in a different time period.
2. The students will construct a Venn diagram.

Language Objectives:
1a. Students will discuss, orally in pairs, the differences between their childhood and the childhood in a different time period.
2a. Individually, students will write sentences about their childhood and the childhood in a different time period in order to fill in a Venn diagram.

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5: Visual/Starting</th>
<th>Level 4: Emerging</th>
<th>Level 3: Developing</th>
<th>Level 2: Expanding</th>
<th>Level 1: Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking: 1a. Talking in pairs</td>
<td>Working in pairs, students will discuss the differences and similarities between their childhood and the childhood in a different time period.</td>
<td>Working in pairs, students will contribute to a discussion about the differences and similarities between their childhood and the childhood in a different time period.</td>
<td>Working in pairs, students will contribute to a discussion about the differences and similarities between their childhood and the childhood in a different time period. using sentence starters and a word bank provided by the teacher.</td>
<td>Working in pairs, students will contribute to a discussion about the differences and similarities between their childhood and the childhood in a different time period. using sentence starters and a word bank provided by the teacher.</td>
<td>Working in pairs, students will contribute to a discussion about the differences and similarities between their childhood and the childhood in a different time period by pointing to labeled pictures and using L1 support.</td>
</tr>
<tr>
<td>Writing: 2a. Sentences for Venn diagram</td>
<td>Students will write complete sentences using proper spelling, grammar, punctuation.</td>
<td>Students will write two to three word phrases.</td>
<td>Students will write complete sentences using language prompts and a word bank.</td>
<td>Students will write complete sentences using language prompts and a word bank.</td>
<td>Students will arrange labeled pictures in the proper place in their Venn diagram.</td>
</tr>
</tbody>
</table>
Functional Language Chart: Lesson 2

Lesson 2: Creating a Venn diagram that depicts differences and similarities between childhoods in different time periods.

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Compare and     | students’ childhood and the childhood in a    | 1. I/me                     | 1. I/me
                    | Contrast                      | 2. her/his                  | my adopted child/[child’s name]                                               | Tense            |
                        | in a different time period.             | 2. She/her                  | She/he/we                                                                     | choices          |
|                 |                                               |                             |                                                                              |                  |
|                 | Both of us                                    | 2. [went/goes/go] to school. |                                                                              | Subject-verb     |
|                 |                                               | 1. also                      | [did/does/do] not go to school.                                               | agreement        |
|                 |                                               | 2. too.                     | [went/goes/go] to school in a one room schoolhouse.                          | Prepositions      |
|                 |                                               | 3. like                     | school [was/is/am] important.                                                 | Comparatives     |
|                 |                                               | 4.                         | [worked/works/work] in the fields.                                           | Pronouns         |
|                 | Much as                                       | 5.                          | [helped/helps/help] out in the house.                                         |                  |
|                 |                                               |                             | [does/did/do] not work.                                                      |                  |
|                 |                                               |                             | [played/plays/play] with dolls.                                              |                  |
|                 | Similar to                                     | 7.                          | [had/has/have] lots of time to play.                                          |                  |
|                 |                                               |                             | [had/has/have] little time to play.                                           |                  |
|                 | however                                       | 8.                          | [played/plays/have] with handmade toys.                                      |                  |
|                 |                                               |                             | [played/plays/have] with store-bought toys.                                  |                  |
|                 | but                                           | 9.                          |                                                                              |                  |
|                 | On the other hand                             | 10.                         |                                                                              |                  |
|                 |                                               |                             |                                                                              |                  |
|                 | While                                         | 11.                         |                                                                              |                  |
|                 |                                               |                             |                                                                              |                  |

Lesson 2
| Describe | student’s childhood and childhood from a different time period. | I _______________.  
My child/name _______________.  
We both _______________. | [went/goes/go] to school.  
[did/does/do] not go to school.  
[went/goes/go] to school in a one room schoolhouse.  
school [was/is/am] important.  
[worked/works/work] in the fields.  
[helped/helps/help] out in the house.  
[does/did/do] not work.  
[played/plays/play] games.  
[played/plays/play] with dolls.  
[had/has/have] lots of time to play.  
[had/has/have] little time to play.  
[played/plays/have] with handmade toys.  
[played/plays/have] with store-bought toys. | Subject-verb agreement  
Tense choice  
Simple present  
Simple past |
Modified Lesson Plan: Lesson 2

Subject: Social Studies

Topic: Create a Venn Diagram

Length: 1 60-minute class period

Materials: Dry erase markers
Blank White Paper, Pens, Pencils
Items in Appendix B

Initiation (5 minutes):
1. Ask students if they remember what a Venn diagram is. Ask a student to come up to the board and draw an example, comparing cats and dogs.

2. Review Content Objectives and Language Objectives with the students:
   Content Objectives:
   1. The students will compare and contrast their childhood with the childhood in a different time period.
   2. The students will construct a Venn diagram.

   Language Objectives:
   1a. Students will discuss, orally in pairs, the differences between their childhood and the childhood in a different time period.
   2a. Individually, students will write sentences about their childhood and the childhood in a different time period in order to fill in a Venn diagram.

3. Tell students:
   Today we will each create our own Venn diagram. We will compare what we do every day to what our adopted child - the child we researched yesterday - does every day. First we’re going to talk about the similarities – what is the same – and differences - what is different – in pairs.

Method (30 minutes):
4. Break students up into pre-determined pairs. Give students 10 minutes to discuss the similarities and differences. Suggest that they write notes down in a T-Chart. Tell them:
   This will help you fill out your Venn diagram in the next part of the lesson.
**Note:** Level 1, 2 and 3 ELLs should be placed in groups of 3, with two strong mainstream students. All ELLs should receive the discussion guide “Signal Words: Compare and Contrast” (see Appendix B, Item A, pg. 41). Level 1 ELLs should receive the discussion guide “Similarities and Differences: Level 1” (see Appendix B, Item B, pg. 42); Level 2 and 3 ELLs should receive the discussion guide “Similarities and Differences: Level 2 & 3” (see Appendix B, Item C, pg. 43). All students should receive the handout “T-Chart” (see Appendix B, Item D, pg. 45).

5. Tell students:

   *Now, with help from your partners, you will create your Venn diagram. Remember, you should have at least 10 sentences total (write on board):
   3 in the "ME" section
   3 in the "MY CHILD" section
   4 in the "BOTH" section*

6. Hand out worksheets and blank white paper. As students work, circulate in order to ensure understanding and answer any questions.

**Note:** All Level 1, 2 and 3 ELLs should receive the handout “Venn Diagram: Levels 1-3” (see Appendix B, Item E, pg. 46). All Level 4 and 5 ELLs should receive the handout “Venn Diagram: Levels 4 & 5” (see Appendix B, Item F, pg. 47). Be sure to instruct students to draw their own Venn Diagram on a separate piece of paper.

Level 1 ELLs should receive the picture cards found in “Venn Diagram Picture Cards: Level 1” (see Appendix B, Item G, pg. 48); Level 2 and 3 ELLs should receive the handout “Venn Diagram Sentence Starters: Levels 2 & 3” (see Appendix B, Item H, pg. 50).

**Closure (25 minutes):**

7. Prepare students for the *Inside-Outside Circle* activity*. Tell students:

   *You will now have a chance to share your Venn diagrams with your classmates. We will all learn something new about how we are like our adopted child, and how we are different. Remember the steps (write on board):
   i. Inside circle tells your partner your child’s time period, social class, and name.
   ii. Inside circle shares one line from their Venn diagram.
   iii. Outside circle helps edit: Does this line belong in this part of the Venn diagram? Does it have correct grammar? Does it have correct spelling? Does it have correct punctuation?
   iv. Teacher says when to switch partners and which section to read from (ME, BOTH, or MY CHILD).
   v. Then, outside and inside circles switch.*
8. As student moves through the Inside-Outside Circle activity, students switch partners after each line. Tell students:

*Please share something from the "ME" section.*

Give students 1 minute to share and edit. Then tell students:

*Please switch partners. Outside circle move one person to your left. Inside circle doesn’t move.*

*Please share something from the "BOTH" section.*

Etc. until each child has read 10 sentences. Then have inside circle switch with outside circle, and start activity over.

11. Review Objectives.

12. Ask students outcome sentences: I think, I feel, I wonder, I learned. Tell students:

*Please start your sentence first by using a Compare-Contrast Sentence like we practiced at the beginning of class. You may use your notes, any handouts, and your Venn diagrams. Then tell us: what do you think about this? How do you feel about it? What do you wonder about it? What did you learn about it?*

*For example, I would say: While my adopted child worked in the fields, I do not work. I feel lucky because this means I can focus on school and playing with my friends.*

**Assessment:**

- In-class observation
- Venn diagram
- Outcome sentences (including use of comparatives)

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Item A
Signal Words: Compare and Contrast

**SIGNAL WORDS:**
**COMPARE AND CONTRAST**

If you are asked to **COMPARE**
two or more things,
use these words:

- As well as
- Also
- Both
- Too
- Like
- Much as
- Similarly
- Similar to

If you are asked to **CONTRAST**
two or more things,
use these words:

- However
- But
- On the other hand
- While
- Although
- Different from
- Less than
- Though
- Yet
- whereas

**VENN DIAGRAMS**
Comparing (Same) and Contrasting (Different)

We both do chores at home.

I play with toys. They are bought in the store.

My adopted child also plays with toys. However, they are made by hand.

School is important to both of us.

While my adopted child works , I do not work.
Comparing (Same) and Contrasting (Different)

SAME

_______ as well as ________ _________.  • I  • do chores
• my adopted child  • go to school
• work  • play

_______ too.

• I  • do(oes) chores
• my adopted child  • go(oes) to school
• work(s)  • play(s)

We both ______________________.
• go to school
• play games
• play with dolls

_______ was important for both of us.
• school  • play
• work  • helping out in the house

Similar to _____ , _____ _________.
• I  • do(oes) chores
• me  • go(oes) to school
• my adopted child  • play(s)
• work(s)
DIFFERENT

however ________

• I
• my adopted child
• went to school in a one-room school house
• work(s/ed) in the fields
• help(s/ed) in the house
• play(s/ed) with handmade toys
• play(s/ed) with store-bought toys
• (has/had/have) lots of time to play
• ((has/had/have) little time to play

but _______

• I
• my adopted child
• went to school in a one-room school house
• work(s/ed) in the fields
• help(s/ed) in the house
• play(s/ed) with handmade toys
• play(s/ed) with store-bought toys
• (has/had/have) lots of time to play
• ((has/had/have) little time to play

While ______

• I
• my adopted child
• went to school in a one-room school house
• work(s/ed) in the fields
• help(s/ed) in the house
• play(s/ed) with handmade toys
• play(s/ed) with store-bought toys
• (has/had/have) lots of time to play
• ((has/had/have) little time to play

Lesson 2
<table>
<thead>
<tr>
<th>ME</th>
<th>BOTH</th>
<th>ADOPTED CHILD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
Example: VENN DIAGRAM

ME

BOTH

MY CHILD
Example: VENN DIAGRAM

- ME
- BOTH
- MY CHILD
We both help in the house.

My child works in the fields.

School is a one room schoolhouse

School is important to both of us.

We both play lots of games.

My toys are bought in a store.
My child’s toys are handmade.

We both play with toys.

My school is a big building. It has many classrooms.

I have lots of time to play.

My child has little time to play.

I do not work.
THINK: How are we the SAME? How are we DIFFERENT?

Hint: You will NOT use all the options in each box!

1 __________________.

[went/goes/go] to school.
[does/did/do] not work.
[helped/helps/help] out in the house.
[had/has/have] lots of time to play.
[played/plays/play] games.
[played/plays/play] with store-bought toys.

My child/[name] __________________.

[did/does/do] not go to school.
[went/goes/go] to school in a one room schoolhouse.
[worked/works/work] in the fields.
[helped/helps/help] out in the house.
[had/has/have] little time to play.
[played/plays/play] with handmade toys.
We both ______________.

[went/goes/go] to school.
[helped/helps/help] out in the house.
[played/plays/play] games.
[played/plays/play] with dolls.
[had/has/have] lots of time to play.

_____________ is important to both of us.

School
Work
Play
Helping out in the house
Original Lesson Plan: Lesson 2

Subject: Social Studies

Topic: Creating a Venn diagram that depicts differences and similarities between childhoods in different time periods.

Goal: Create various forms of written work (e.g. journal, essay, blog, Webpage, brochure) to demonstrate an understanding of history and social studies issues (2.3). Organize information in outlines and graphic organizers (7.)

Objective: TSW accurately depict the differences and similarities in childhoods in different time periods on a Venn Diagram and accompany it with a written explanation of the diagram.

Length: 1 40-minutes class period

Materials: Dry erase markers

- Venn Diagram worksheets
- Paper, Pens, Pencils
- Written Summary Worksheet (see accommodations/modifications)

Introduction: Ask each student to share a piece of information that they found interesting or unexpected from their research the previous day. As a class, identify any similarities or differences in what they found interesting/unexpected. Tell students that they will be using this information to create a Venn Diagram that will help them in their final presentation for the unit.

Methods:

T: On the board, make three columns: Me  Both  Name of Child.

T: Bring the students attention to the board. Suggest to the students that before filling out their Venn Diagrams, they use a scrap of paper to make three similar columns that they can complete using the information from the previous day’s research.

S: Working in pre-determined pairs, students will support each other as they differentiate similarities and difference between their childhood and the childhood of their child.

T: Walk around the room to ensure understanding and answer any questions.

Closure:

1) Review: Ask students to share one piece of information that they and their child had in common that they were surprised by.
2) Preview: Tell students they can finish their Venn Diagram at home if they did not finish it in class. Tomorrow, field trip!
Homework: If necessary, finish Venn Diagram. Write a one paragraph explanation for each part (Me, Both, Child).

Assessment: Venn Diagram and Written Summary
In-class observation

Accommodations/Modifications:
1) Extra Time: extra day to complete homework
2) Daily Homework List: Venn Diagram and written summary
3) Folders: Venn Diagram worksheet and Written Summary Worksheet
4) Preferential Seating: assigned seat in classroom, assigned pair for work
5) Cue Expected Behavior: in pair work
6) Review homework directions: have student restate homework directions
7) Provide student with vocabulary word back: related to childhood activities
Narrative

The overall goal of this lesson plan is for students to practice using comparatives. It is assumed they have already been introduced to Venn diagrams; therefore, the first piece is meant to activate background knowledge to remind students what a Venn diagram looks like and how it can be used. Content and language objectives are clearly stated and should be written so that students can refer to them throughout the lesson. At the end of the lesson, they will be reviewed to check if the objectives have been met.

Students have two opportunities to form and practice comparative sentences: once at the beginning of the lesson while they are working in pairs, and again at the end of the lesson in connection with the outcome sentences. This first opportunity is guided by leveled handouts to ensure they form and practice proper structure. The final opportunity is used as a quick assessment tool by the teacher to see if they have acquired the proper forms. This opportunity is connected with higher order thinking as well, since students are not only asked to provide the comparison but also evaluate it.

Similarly, there are two opportunities for interaction in this lesson: working in pairs at the beginning, and in the Inside-Outside Circle activity during the closure. During these interactions, ELLs should be paired with strong mainstream students and/or strong ELL students at a higher level of English proficiency. In each case, use of L1 should be encouraged in order to ensure an understanding of ideas, provide a true interactive experience, and allow for coconstruction of knowledge. The Inside-Outside Circle activity will pair ELLs with several students; it is helpful to have strong students in one circle and weaker students in the other circle (whether mainstream or ELL) so that there is always scaffolding occurring. The final activity allows students to interact with several students during one activity. This allows each student to learn something about other students’ projects, to see multiple versions of a Venn diagram, and to have multiple opportunities to help and get help in the editing and revising of Venn diagrams and sentence structure.

The graphic organizers, sentences starters, word banks, and picture cards provided throughout the lesson are meant to make input comprehensible and to provide models so that ELLs have opportunities for output. For Level 1 and Level 2 ELLs, these graphic organizers have their language simplified and added graphic support while maintaining the quality of the key concepts. All students may be provided the T Chart in order to record their ideas during the first discussion. This will help guide their thinking while creating the Venn diagram. Similarly, the samples of Venn diagrams are meant as just that: samples for students to copy onto their own paper. Level 1 and 2 ELLs receive a modified Venn diagram: 2 intersecting rectangles as opposed to circle. This allows more space for writing.

Throughout the lesson, teacher’s directions should be clear, articulated, and paced for understanding. All important steps should be written so students can refer back to them throughout the lesson. This ensures that expectations are clear. Teacher talk in general should include proper pacing and wait time.
Most of the teacher talk in this lesson is giving directions; the students themselves are developing the understanding of the concepts and providing each other with opportunities to use their new grammatical structures. Even while working individually on their Venn diagrams, all students should be comfortable asking for support from a peer or the teacher.
Performance Indicators: Lesson 3

Lesson 3: Writing a diary entry for a day-in-the-life of their adopted child.

Content Objective:
1. The students will write a diary entry from the point of view of their adopted child.

Language Objective:
1a. Students will write, individually, a diary entry in which they sequence the daily life of their adopted child from their adopted child's point of view.

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5: Visual/Starting</th>
<th>Level 4: Emerging</th>
<th>Level 3: Developing</th>
<th>Level 2: Expanding</th>
<th>Level 1: Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: 1a. Diary entry/sequencing</td>
<td>Students will write a 2-page diary entry that encompasses the complete day of their adopted child, uses proper point of view, elaboration, details, creativity, sequencing, spelling, grammar, and punctuation. Diary entry will be based on their research.</td>
<td>Students will write a 10 sentence diary entry that encompasses the complete day of their adopted child, uses proper point of view, elaboration, details, creativity, sequencing, spelling, grammar, and punctuation. Diary entry will be based on their research.</td>
<td>Students will write a 10 sentence diary entry by finishing sentence starters that encompasses the complete day of their adopted child, uses proper point of view, elaboration, details, creativity, sequencing, spelling, grammar, and punctuation. Diary entry will be based on their research.</td>
<td>Students will write a 10 sentence diary entry by correctly sequencing a series of labeled pictures that encompasses the complete day of their adopted child, uses proper point of view, elaboration, details, creativity, sequencing, spelling, grammar, and punctuation. Diary entry will be based on their research. Students will use peer and L1 support.</td>
<td>Students will write a 10 sentence diary entry by correctly sequencing a series of labeled pictures that encompasses the complete day of their adopted child, uses proper point of view, elaboration, details, creativity, sequencing, spelling, grammar, and punctuation. Diary entry will be based on their research. Students will use peer and L1 support.</td>
</tr>
</tbody>
</table>
# Functional Language Chart

**Lesson 3:** Writing a diary entry for a day-in-the-life of their adopted child.

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequencing</td>
<td>daily life of a child from another time period</td>
<td>When I wake up</td>
<td>I help my mom cook breakfast.</td>
<td>Simple present tense</td>
</tr>
<tr>
<td>Point of View</td>
<td></td>
<td>In the morning</td>
<td>I eat porridge.</td>
<td>Subject-verb agreement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In the afternoon</td>
<td>I take care of my younger brothers and sisters.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>At lunch</td>
<td>I help my dad in the fields.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>After lunch</td>
<td>I feed the animals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>At school</td>
<td>I wash the clothes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>At home</td>
<td>I chop wood.</td>
<td></td>
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<tr>
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<td>In the evening</td>
<td>I weed the garden.</td>
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<td>At night</td>
<td>I milk the cows.</td>
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<td>At dinner</td>
<td>I help in the orchard.</td>
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<td>After dinner</td>
<td>I eat a simple lunch.</td>
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<td>Before I go to sleep</td>
<td>I walk to school.</td>
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<td>Then</td>
<td>I listen to school lesson.</td>
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<td>Later</td>
<td>I learn math and reading.</td>
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<td>Next</td>
<td>I play tag with my brothers and sisters.</td>
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<td>Finally</td>
<td>I brush my doll’s hair.</td>
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<td>I do my homework.</td>
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<td>I sew clothes.</td>
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<td>I help cook dinner.</td>
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<td>I clean the barn.</td>
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<td>I clean the house.</td>
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<td>I go to sleep.</td>
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58 Lesson 3
Modified Lesson Plan: Lesson 3

Subject: Language Arts

Topic: Write a diary entry

Length: 1 75-minute class period

Materials: Computer Lab (1 computer per student)
- Paper, Pens, Pencils, Post-It Easel Pads, Markers
- Dry erase markers
- Items in Appendix C

Preparation: Students will have a read a sample primary source diary entry for homework before this lesson begins.

Note: Levels 4 & 5 ELLs and Mainstream students should be assigned “Diary Entry: Original” (see Appendix C, Item A, pg. 64); Level 3 ELLs should be assigned “Diary Entry: Level 3” (see Appendix C, Item B, pg. 68); Level 2 ELLs should be assigned “Diary Entry: Level 2” (see Appendix C, Item C, pg. 71); Level 1 ELLs should be assigned “Diary Entry: Level 1” (see Appendix C, Item D, pg. 75).

Initiation (10 minutes):
1. Ask students if they know what a diary is, and if any of them keeps a diary.

2. Ask students to raise their hands and share ideas about what they write about in their diary. As they share, create a semantic map on the white board with each student’s ideas. Title this “What I write about.”

3. Next, ask students what they include in their diary entry. Tell students:
   
   These are the ELEMENTS of a diary entry. For example, I always put the date and time I am writing in my diary entry. I would like to know what you always include in yours.

   In order to answer this question, you will work in groups and create your own Word Splash. Then each group will share their ideas. Finally, as a class, we will agree on the five most important elements that you came up with, and I will give my five most important elements if you have not already thought of them.

4. Allow students to work in groups of four for five minutes. Circulate to ensure understanding and answer any questions.

Note: ELLs should be grouped with strong mainstream students and/or with other ELLs who are at a higher level and share the same first language. Use of L1 should be encouraged.
5. When students are done, have each group share their ideas, without duplicating something someone else has said. Write responses on white board.

6. Have students vote on the most important elements. Tell students:
   I will now read each item. If you think it is important, raise your hand. The five items with the most stars next to it will be included in our list of required diary entry elements.

7. Tell students:
   Today you will be writing a diary entry from the point of view of your adopted child. That means you will write a diary about their typical, or normal, day as if you were them. This means we should all be using “I” sentences.”

8. Review Content and Language objectives with the students:
   
   Content Objective:
   1. The students will write a diary entry from the point of view of their adopted child.

   Language Objective:
   1a. Students will write, individually, a diary entry in which they sequence the daily life of their adopted child from their adopted child’s point of view.

9. Tell students (add to list on white board; only add those students have not thought of):
   Now that you know your task for the day I will share my five elements for the diary entry.
   1. all times of the day must be included
   2. there must be lots of details, elaboration, and creativity
   3. it must be based on your research
   4. it should be dated from the time period of your adopted child
   5. It must be written from the point of view of you adopted child. This means “I” sentences”

10. Write the finalized list on a Post-It Easel Pad to bring with the class to the computer lab.

Method (45 minutes):

11. Remind students of the rules of behavior and expectations for the computer lab.

12. Tell students:
   You will now have time to work on the first draft of you diary entry in the computer lab. This should be done alone. If you have a question, raise your hand and I will either come and help you or assign a peer to help you. As you work, I will hold two-minute conferences with each of you. Remember to refer to our list of requirements and to look at your Venn diagram and other projects we have been working on this week. These will help your organize your thoughts as you write. They were the “Pre-Writing” stage of the writing process.
Note: Level 1 ELLs should be provided cards cut out from “Diary Entry Sequencing Cards” (see Appendix C, Item E, pg. 78) and the “Diary Entry Sequencing Sheet: Level 1” (see Appendix C, Item F, pg. 81); Level 2 ELLs should be provided the “Diary Entry Cloze Activity: Level 2” (see Appendix C, Item G, pg. 83); and Level 3 ELLs should be provided the “Diary Entry Sentence Starters: Level 3” (see Appendix C, Item H, pg. 85).

All students should receive the graphic organizer “Diary Entry Details Graphic Organizer” (see Appendix C, Item I, pg. 86) and the graphic organizer “Diary Entry Story Map Graphic Organizer” (see Appendix C, Item J, pg. 87). Note: Basic story structure has been review in previous units of study; these graphic organizers are meant to activate this background knowledge and guide students in the writing of their diary entry.

13. Hold 2-5 minute conference with each student in order to ensure success with the assignment. Focus on content, or helping students revise their work.

Closure (20 minutes):
14. Break students up into groups of three. Tell students:
   
   You will now work with your group to write knew words to the song “There was a farmer had a dog.” Who can sing the song for me to remind us?

15. Call on 1-4 students to sing song together.

16. Tell students:

   Think back to the list of required elements for a diary entry we made at the beginning of class. Using that list and what you learned while writing today, please write new words to “Bingo” that would teach a new student how to write a diary entry.

   Make sure you have one person in charge of writing down the song, one person in charge of keeping track of time, and one person in charge of keeping your group on topic.

17. Allow students 5 minutes to write new lyrics.

Note: ELLs should be grouped with strong mainstream students and/or with other ELLs who are at a higher level and share the same first language. Use of L1 should be encouraged.

18. Have each group share song with class.

19. Tell students that tomorrow they will continue revising and editing their diary entries.

Assessment:
In-Class observation
Student-Teacher Conference
Old McDonald song lyrics
First draft of diary entry
Appendix C
Many nineteenth-century New Englanders kept diaries, but almost all of them began their journals when they were young adults. Documents like Louisa Jane Trumbull's diary, which records the daily life of a girl in her own words, are rare. Louisa was the daughter of George Trumbull, a merchant and banker, and his wife Louisa Clap Trumbull, living in Worcester, a fast-growing county seat in central Massachusetts. She began her diary in 1832, when she was ten years old, and kept it until she was thirteen. In these entries, Louisa sometimes sounds like an adult but many of her concerns — friends, visits and socializing, fashions, conflict with sisters, increasing self-consciousness — are not too different from those of young teenagers today. Louisa's diary tells us that she was very aware of what was happening in her family and community. After all, there was no television or other mass media to compete for her attention with local news and gossip! It also reveals that she used her diary to record thoughts and feelings which she did not share with anyone else. Like many young people in nineteenth-century America, she often turned her thoughts to "self-improvement" — working harder, behaving better, correcting her faults.

With eleven children, Louisa's family was large even for the early nineteenth century. Her conflicts with her younger sister Sarah suggest that the large families of the past were not necessarily any more harmonious than the much smaller ones most of us live in today.

**Excerpts from Louisa Trumbull's Diary**

**January 29th 1834.** Our quarter* at Mr. Wright's was out yesterday and Mr. Wright gave us today for a holiday. I have spent a very happy day today, in fact I have not been so happy as I have been today for this long while. I will now write how I have passed my time. I got up this morning at eight o'clock and after eating my breakfast I washed up the breakfast things and then sat down to my work and sewed until twelve o'clock. I then put up my work, swept the kitchen, prepared some bread and milk for Susan and Charles. I then made my own & Joseph's bed and fixed up my room. I then ate my dinner & afterwards warmed my india rubbers* and put on my cloak and bonnet and went up to call for Mary Jennison to go down street with me. We went down to Mr. Harris's and bought me a lead pencil & Sarah a book. I then went to Mr. Dorr and Howland's and bought a slate & Slate pencil for Nancy. I then returned and gave Sarah her book & Nancy her slate with which they were much pleased. I then read some in the "Juvenile Repository"* and have spent my evening in writing in my journal. I suppose one reason of my being so happy today is because I have tried to be as pleasant as I possibly could and I think I have succeeded tolerably well. Sometimes I feel almost discouraged about trying to be pleasant but I know that if I persevere I shall at length accomplish the glorious event for which I have so long toiled and toiled in vain.

**Worcester, Saturday evening, February 22nd 1834.** Another week has passed away and another evening devoted to writing in my journal has come round it seems fit and proper that I should review my conduct of the past week and to form some good resolutions for the preceding. Have I improved any? Am I a better child? If so I have not lived in vain. If not I have offended my Maker and Preserver... May my conduct on this earth be such that I can meet death with composure and with pleasure. My reflections this evening are more, much more pleasant than the one before. I have, I think, in part at least overcome the petulant* disposition which I think is my chief and principal difficulty. I have at least found
out one thing. When I feel angry and ready to give some sharp answer, I keep still and do not say a single word. I have found this a very effectual method to conquer my disposition and I shall try and persevere and at length I hope to become a pleasant girl...

[A full year has passed between these entries.]

**February 7 1835.** Since I last wrote we have entered upon a new year and many things have happened...First, Father has failed [in business]. I need not say this is a new and important event in the history of our little family circle. I shall make no remarks upon this for they require none save to say that Father is universally pitied. Secondary, Elizabeth Trumbull is engaged to be married to William Lincoln...Thirdly, Father has had the gout in both of his feet. Mother took the sole care of him and George was Cashier of the bank...I have been sick but am now getting better...When the weather gets a little warmer I shall probably go to Greenfield [to visit Grandparents] and stay about a month. I wish much to go for I am sick of the noise and crying of our little children and glad shall I be to go there where in the quiet of Aunt Susan’s family I shall for a short time at least escape that noise which is daily and hourly made by each child from Sarah down to Isabella...

**Wednesday afternoon, February 11th 1835.** Nothing of special moment has occurred since I last wrote. I do not feel much better and I begin to be afraid I never shall get out again, as I have been completely isolated from the world without for the space of a fortnight* and three days. Caroline [Louisa’s older sister, 14 years old] is going to singing school* tonight...What is there I would not give to go with her!...As soon as I can I mean to go round and drink tea with everybody that I can do so without an invitation. I have today received my usual scoldings not unaccompanied with blows and thumps from Sarah [Louisa’s younger sister, 10 years old]...And much would I give that for one day Mother could witness how much she troubles and belabours* me. Of all the punishments that could be inflicted upon me, none could be equalled or begin to be equalled by obliging me to live with her...For her I feel not that love which one sister should feel for another, but I cannot love anyone be it who it may who is in reality [reality] my enemy...I wish to go from my home to escape the tongue and hands of Sarah!!

**Saturday morning, April 4th 1835.** ...In keeping a journal I at first did it because my sisters kept one. Afterwards I wrote because it was the wish of my mother and now it is done not only to serve as means of being employed about something useful and proper, but because it is a source of pleasure to me. “In after life,” said my Mother, “you will read with pleasure what you are now writing.” And even now I am much interested in what I wrote a year or two ago...In the pages of these two books [her diaries] there is probably little, perhaps nothing, that would amuse any save myself. But as they were written for no eye save mine, if they amuse my mind or gratify mine eye their purpose will be accomplished. Therefore I begin my next book as I began my last in many respects. My purpose being (as may be very plainly seen by reading it) to keep an account of the most important things that happen in our family. Together with the births, deaths, and marriages of our friends and acquaintances...

**May 8th 1835.** ...Elizabeth Paine has got a beautiful wax doll as large as a baby that is a fortnight old. It is most elegantly dressed and opens and shuts its eyes. It was sent to her from London. She has got a great collection of toys but this, I believe, is considered the handsomest plaything. I also have a beautiful doll far handsomer than hers. It is much larger, has beautiful blue eyes and five teeth. It is named Isabella Frink Trumbull [Louisa’s baby sister]. Her doll was given her by a friend. Ours was given by a much greater friend, even our God...

**May 9th 1835, Saturday morning.** ...Greene Street has increased amazingly in the course of a year. The
houses seem to be formed and placed here by enchantment. I can hardly realize the change which has been affected. In fact the whole town has altered very much. Old houses are continually coming down and new ones as continually filling their places. Worcester is a very large place and in my own humble opinion a very pleasant one. It is an old but true saying "there's nae place like home"...

**Monday afternoon, May the 11th 1835.** It has ever been my dear Mother's desire that every day something should be written in our journals and therefore I am prepared to write in mine although I have little or nothing to write. William and very possibly Elizabeth will go to Greenfield in the course of this week as he is obliged to go on business and she wishes much to accompany him. I have written therefore a few lines to Grandmother...Elizabeth Paine has begun to study Latin. Her father rebelled at first but at last concluded it was best to consent...Sarah Flagg brought me a fate flower* this morning—I find Lizzy is to marry a man of religious principles, Cally a merchant, and I a peddler. Poor I come off rather badly. Liz I don't know who hers can apply to but Caroline's must mean William Frick and as to mine I know nothing of peddlars excepting there is an immense sight of them, tin peddlars more particularly...

**Wednesday noon, May 13th.**...The day is beautiful and I think I shall go out in the course of the afternoon. Isabella has a horrid ringworm* which pains her very much. Excepting that she is quite well, dear little one...I feel much better today and begin to flatter myself I shall be in Greenfield by June...But enough of this and as I have written all I think worthy of writing I cease till morrow-day.

**Friday afternoon, May 15th 1835.** As the day has been very unpleasant, the scholars* have none of them been to school. It is clearing off this afternoon...Miss Randall is not engaged, as reported, but it is her sister who is to be married to a physician...

**Thursday noon, May 19th.**...I wish much to go to G[Greenfield]. We shall not probably leave till the middle or latter part of June...Miss R. has left Worcester to attend her sister's wedding. I never went to one in all my life.

**Wednesday evening, June 3rd 1835.** Yesterday took tea at Aunt Bradishes. [Cousin] Emma today came and called to see us this evening. She invited me to go to Milton on a visit of a month. I accepted of course and on Saturday I leave Worcester for the first time without my mother. I anticipate much pleasure from my visit...

**TRUMBULL FAMILY, WORCESTER, MASS**

*Father: George born 1792*

*Mother: Louisa Clap born 1798*

*They were married: September 20, 1815*

*Sisters and Brothers:*

- Elizabeth born August 31, 1816
- George born March 1, 1818
- Caroline born June 24, 1820
• Louisa born October 12, 1822 (me)
• Sarah born August 26, 1824
• Joseph born July 22, 1826
• John born July 31, 1828 (died 1832)
• Charles born September 12, 1830
• Susan born March 20, 1832
• Isabella born May 20, 1834 [Her birth is noted in Louisa’s diary]
• Mary born February 2, 1837
• John born March 23, 1841

Glossary

*belabours - to strike with blows; to thump
*fate flower - a toy used in telling fortunes or predicting the future
*fortnight - 14 days
*india rubbers - rubber overshoes

*Juvenile Repository - A publication of educational stories and poems. There was a Juvenile Repository published in Boston in 1833 and 1834.

*petulant - peevish; annoyed by small things
*quarter - a term of school, usually 12 weeks
*ringworm - a skin disease characterized by ring-shaped patches of blistered, scaly and discolored skin
*scholars - students, children attending school
*singing school - music classes sponsored by people interested in improving quality of singing at church services; social gatherings for young people
January 29th 1834.

Yesterday was the last day of school. Mr. Wright, our teacher, gave us today off.

Today was a good day. I woke up at 8 o’clock. I ate breakfast and then cleaned the breakfast dishes. Next, I sat down to do work and sew until 12 o’clock. Then I cleaned the kitchen and got bread and milk ready for Susan and Charles, my sister and brother. Then I made Joseph’s bed and cleaned my room.

Later, I ate dinner and then went to find my friend Mary. We went to the store where I bought a pencil for me and a book for Sarah, my sister. We went to another store where I bought a slate and slate pencil for Nancy, my sister. They were very happy with their gifts.

At night I read a magazine and wrote in my diary.

I think today was a good day because I tried my best to be as good as possible. I think I was a good as possible.

Worcester, Saturday evening, February 22nd 1834.

I have learned that when I am angry, I should stand still and not say anything. Learning this helps me be a better person.

[A full year has passed between these entries.]

February 7 1835.

Many things have happened since I last wrote:

First, Father’s business was closed because it was not doing well. Second, my sister Elizabeth is engaged. She will marry William Lincoln. Third, father is sick. He has gout. Mother is taking care of him. Fourth, my brother has been working instead of my father. He works as a cashier at the bank. Fifth, I was sick. I am feeling better now.

I am looking forward to visiting my grandparents. My house is very loud because of all the children. My Aunt’s house is quiet.
Wednesday afternoon, February 11th 1835.

Because I am sick, I have not been able to leave the house for over two weeks. My sister Caroline is going to singing lessons tonight. I wish I could go to singing lessons. As soon as I can, I will go visit my friends and drink tea with them.

My sister Sarah, who is 10, is always yelling at me and hitting me. I wish Mother knew how much she bothered me. It find it hard to love her, rather than feel like she is my enemy. I wish I could leave my house and escape from Sarah!

Saturday morning, April 4th 1835.

I started writing my diary because my sisters wrote in theirs. Then my mother made me write in my diary. Now, I like writing in my diary. “In after life,” said my Mother, “you will read with pleasure what you are now writing.” Even now I like reading what I write 1 or 2 years ago.

While no one else would be interested in my diaries, I am very interested in them. I enjoy them. I like reading them. This is what they are meant to do. The reason I write in my diary is to talk about the most important things that happen in our family, along with the births, deaths, and marriages of our friends and neighbors.

May 8th 1835

My friend Elizabeth has a beautiful wax doll as large as a 2 week old baby. It has a fancy dress and can open and close its eyes. I also have a beautiful doll. It is much larger, has blue eyes, and has 5 teeth. Her name is Isabella, after my baby sister.

Friday afternoon, May 15th 1835.

The weather was very bad today. It was so bad that no students went to school. It is finally clearing up this afternoon.

Wednesday evening, June 3rd 1835.

Today I went to visit my cousins. We drank tea. My friend Emma came to visit us this evening. She invited me to go to Milton with her for a month. I told her I would, of course. We leave on Saturday. It will be the first time I leave home without my mother. I am looking forward to the trip.
TRUMBULL FAMILY, WORCESTER, MASS

Father: George born 1792

Mother: Louisa Clap born 1798

They were married: September 20, 1815

Sisters and Brothers:

- Elizabeth born August 31, 1816
- George born March 1, 1818
- Caroline born June 24, 1820
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- Mary born February 2, 1837
- John born March 23, 1841
Louisa Trumbull at 12, Diary

1834

January 29th 1834.
Yesterday was the last day of school.
Our teacher gave us today off.

Today was a good day.
I woke up at 8 o’clock.
I ate breakfast.
Then I washed the dishes.
Next, I sewed until 12 o’clock.
Then I cleaned the kitchen
I made my sister and brother a snack.
Then I cleaned my room.

Later, I ate dinner.
Then I went to find my friend Mary.
We went to the store.
I bought one thing for me.
I bought some things for my sisters.
My sisters liked their gifts.

At night I read a magazine.
I wrote in my diary.

I wanted to be good today.
I was good today.
Today was a good day.
Worcester, Saturday evening, February 22nd 1834.

Sometimes I get angry.
When I get angry I should stand still.
I should not say anything.
This helps me be a better person.

[A full year has passed between these entries.]

February 7 1835.

Many things have happened since I last wrote:
First, Father’s business was closed.
It was not doing well.

Second, my sister Elizabeth is engaged.
She will marry William Lincoln.

Third, father is sick.
Mother is taking care of him.

Fourth, my brother has been working.
Usually my father works.
Father is sick.
So my brother works instead of my father.
He works at a bank.
He is the cashier

Fifth, I was sick.
I am feeling better now.

I want to visit my grandparents.
My house is very loud.
My house has many children.
They make lots of noise.
My Aunt’s house is quiet.
Wednesday afternoon, February 11th 1835.

I am still sick.
I cannot leave the house.
I want to visit my friends.
I want to drink tea with my friends.

My sister Sarah is 10.
She yells at me.
She hits me.
I don’t like it when she yells at me.
I don’t like it when she hits me.

Saturday morning, April 4th 1835.

My diaries are interesting only to me.
That is OK.
I like reading my old diaries.
I write about what happens to our family.
I write about what happens to our friends and neighbors.

May 8th 1835

My friend Elizabeth has a beautiful wax doll.
I also have a beautiful doll.
It is more beautiful than Elizabeth’s doll.

Friday afternoon, May 15th 1835.

It rained a lot today.
We did not go to school.
Wednesday evening, June 3rd 1835.

Today I went to visit my cousins.  
We drank tea.  
Later my friend Emma came to visit.  
She invited on a trip.  
I said I would go on the trip with her.  
I am excited for the trip.
January 29th 1834.
I woke up at 8 o'clock.
I ate breakfast.
Then I washed the dishes.

Next, I sewed.
Then I cleaned the kitchen.

In the afternoon, I made my sister and brother a snack.

Later, I ate dinner.

Then I went to the store.
I bought one thing for me.
I bought some things for my sisters.
My sisters liked their gifts.

At night I read a magazine.
I wrote in my diary.
I wanted to be good today.
I was good today.
Today was a good day.

February 7 1835.

I want to visit my grandparents.
My house is very loud.
My house has many children.
They make lots of noise.
My Aunt’s house is quiet.

Wednesday afternoon, February 11th 1835.

I am still sick.
I cannot leave the house.
I want to visit my friends.
I want to drink tea with my friends.

My sister Sarah is 10.
She yells at me.
She hits me.
I don’t like it when she yells at me.
I don’t like it when she hits me.

May 8th 1835

My friend Elizabeth has a beautiful wax doll.
I also have a beautiful doll.
It is more beautiful than Elizabeth’s doll.
Friday afternoon, May 15th 1835.

It rained a lot today.
We did not go to school.
I help my mom cook breakfast.

I eat porridge.

I help my dad in the fields.

I take care of my younger brothers and sisters.

I wash the clothes.

I feed the animals.

I weed the garden.

I chop wood.
I milk the cows.

I eat a simple lunch.

I walk to school.

I listen to my lesson.

I learn math and reading.

I do my homework.

I play tag with my brothers and sisters.

I cook dinner.
I clean the house.

I clean the barn.

I sew clothes.

I go to sleep.
Directions:
SELECT 10 Picture Cards.
Put them in order to complete the sentences below.

My Name is ____________________

1) In the morning

2) Then

3) Next

4) At school

5) In the afternoon

6) Then

Date__________
7) Next

8) At night

9) Then

10) Finally
Diary Entry: Girl

Directions: fill in the blanks with the correct word from the word bank.

My Name is _____________________________ Date__________

When I wake up I help my mom cook ________.

Then I ___ porridge (oatmeal).

Next I _____ of my younger brothers and _______.

Finally I walk to _______.

In school I ____ math and reading.

In the afternoon I ____ tag with my brothers and sisters.

Then I ___ clothes.

Next I help ____ dinner.

At _____ I do my homework.

Finally I go to _____.

WORD BANK

sow                  sleep              eat
sisters             play               cook
night                breakfast           school
take care            wash               learn
Diary Entry: Boy

Directions: fill in the blanks with the correct word from the word bank.

My Name is ____________________________

When I wake up I feed the ________.

Then I ___ porridge (oatmeal).

Next I ___ my dad in the fields.

Finally I walk to ______.

In school I ____ math and reading.

In the afternoon I ____ tag with my brothers and ______.

Then I chop ____.

Next I clean the ____.

At _____ I do my homework.

Finally I go to ______.

WORD BANK

wood           sleep           eat
sisters        play            barn
night           animals        school
help            house           learn
Diary Entry

Directions: complete the sentences using your research

My Name is ____________________  Date________

Start your sentences with...

When I wake up________
In the morning________

In the afternoon ________
At lunch______________

After lunch______________
At school______________

At home______________
In the evening______________

At night______________
At dinner______________

After dinner______________
Before I go to sleep______________

Then______________
Later______________

Next______________
Finally______________
Use this chart to help you fill in the DETAILS of each time of day in your diary entry.

**MAIN IDEA**

In the [time of day].... Then... Later...

Next... Finally...

**SUPPORTING DETAIL**

**SUPPORTING DETAIL**

**SUPPORTING DETAIL**

**CONCLUSION**
Use this chart to help you fill in the PLOT of each time of day in your diary entry.

<table>
<thead>
<tr>
<th>Time Period and Social Class</th>
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<tbody>
<tr>
<td>Main Character (Adopted Child)</td>
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<td>Other Characters</td>
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Original Lesson Plan: Lesson 3

Subject: Language Arts

Topic: Writing a Diary Entry

Goal: Students use descriptive, narrative, expository, persuasive and poetic modes. (3.1) Students prepare, publish and/or present work appropriate to audience, purpose and task. (3.2)

Objective: TSW write a diary entry for a day-in-the-life of the child they have chosen.

Length: 1 60-minute class period

Materials: Primary Source diary entry
  Dry erase markers
  Paper, Pens, Pencils
  Alternative Diary Entry (see accommodations/modifications)
  Diary Entry Reading Guide (see accommodations/modifications)

Introduction: Inform students that they will be writing a diary entry for their child in order to help them get into their role, which will help them with their final presentation. Ask students if any of them keep a diary or journal, how and why.

Methods:
  T/S: Using sample diary entry from homework, brainstorm the essential and non-essential pieces of a journal/diary entry. Together, use ideas to create a list that will become the required elements of the students’ diary entries.
  T: Remind students they can look back at their chart and graph of the number of hours spent doing particular activities as a reminder and guide for their diary entry.
  S: Work independently to write diary entry.
  T: Hold 2-5 minute conference with each student in order to ensure success with the assignment.

Closure:
  1) Review: Remind students about required elements before they leave for the day. Tell them they will have to finish a final copy of their diary entries by the end of the unit, and should bring in a draft the next day for review by the teacher.
  2) Preview: In our next lesson, we will delve deeper into Colonial life by looking at diseases people suffered from during that time period, and what kinds of cures were available.

Homework: To be done before this lesson: read assigned sample diary entry. To be done after this lesson: If necessary, finish a rough draft of diary entry. Read Part I of “That Quacking Sound in Colonial America”
Assessment: Diary Entry
In-class observation

Accommodations/Modifications:
1) Access to Computer: to use while writing diary entry
2) Alternative text: alternative diary entry and reading guide
3) Daily Homework List: Diary Entry
4) Folders: Diary Entry and required elements list (to be made by teacher after class discussion)
5) Preferential Seating: assigned seat in classroom
6) Cue Expected Behavior: during individual work
7) Review homework directions: have student restate homework directions
8) Provide student with vocabulary word bank: related to diary entry
Narrative

This lesson is focused on giving students practice in writing from a particular point of view and for a particular audience, and in sequencing events.

Background knowledge is activated at the beginning of the lesson in two ways: first by having the teacher ask students if they write diaries and if so, what they write about. This allows for the creation of a personal connection with the lesson content. Students are then asked to work together to create a “Word Splash” or semantic map, about the elements included in a diary entry. This further activates their background knowledge and simultaneously validates their contribution to the concept since they are able to help decide what the requirements for the assignment will be. The teacher’s requirements are included in order to ensure that objectives are met. If students already list them, there is no need to include this piece in the lesson.

Content and language objectives are presented at the beginning of class and should be written so students can reference them throughout class. They will be reviewed at the end of class.

The majority of the lesson consists of individual work; therefore, activities were built into the beginning and end of the lesson in order to ensure some opportunities for interaction. The group Word Splash activity provides students an opportunity to work in a group and contribute to a conversation about the elements of a diary entry. ELLs should be in groups with strong mainstream students and/or ELLs with a higher level of English proficiency and, preferably, the same L1. The use of L1 in order to fully develop the concept should be encouraged. Later in the lesson, students will be placed into groups a second time, in order to reinforce the concepts by creating new lyrics to a known song. The song itself does not matter; it is the creation of the lyrics that is important.

Comprehensible input is presented through the modified diary entry. While the original diary entry should be assigned to Levels 4 and 5 ELLs along with mainstream students, diary entries for Levels 1, 2, and 3 have been modified using simple sentence structure, more white space, and graphic support, as appropriate for the given level. The basic content has not been changed.

This lesson is an opportunity for students to practice written output. In order to ensure student success at this, there are two different kinds of graphic organizers that will be provided. ELLs will receive picture cards, a sequencing sheet, sentence starters, word banks, and a cloze activity depending on their English proficiency level. In all cases, the concepts, functions, requirements, and content remain the same while making it suitable for their level. All students will receive graphic organizers that will provide them pre-writing support in story structure. Students should be encouraged to view their Questionnaire from lesson 1 and their Venn diagram from lesson 2 as pre-writing tools as well.

As students write, teachers should hold individual conferences with each student. These conferences are meant to focus on content rather than grammar, spelling, and punctuation (these should be
addressed at a future time as this is their first draft of the diary entry). For ELLs, the teacher should properly adjust their conferences in order to make input comprehensible and to scaffold the student's work. During this time, students should feel comfortable seeking teacher or peer help and support.

Throughout the lesson, teacher talk should be properly paced and include sufficient wait time. All important directions should be written and kept in view of students in order to ensure that expectations are clear.
Checklists
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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Final Reflective Narrative

Monica Nachemaj-Bunton
July 19, 2011
TSL 518
Dr. Verplaetse
This class has been extremely insightful into how to incorporate sheltered strategies into my teaching in order to ensure the academic, social, and language success of English Language Learners (ELLs) in my classroom. While many of the strategies overlap with what is considered “good” or “effective” teaching, it is clear that there are strategies that go above and beyond this to meet the particular needs of ELLs. This class has helped me understand those strategies and has provided concrete ways to implement them in my classroom.

Many of the insights that I appreciated the most were in terms of the teacher’s role in the classroom. This includes how to make sure the teaching is more student-centered rather than teacher-centered. It includes strategies such as questioning techniques, instructional conversations, wait time and silence, and feedback techniques. This means asking more authentic questions, questions that are derived from students’ utterances, higher-order questions, and clarifying questions. It also means evaluating the thought process of students rather than their ideas, backchanneling, restating their ideas, and never saying that they are right or wrong. All of these encourage extended dialogue in the classroom. I also learned that, while the pacing and language used may change depending on the student’s English proficiency level, the nature of the question should remain the same. While this seems like a lot to keep in mind while simultaneously addressing content, language, and classroom management, I believe that implementing these strategies is in fact crucial in order to successfully address these same areas.

There should also be a large focus on vocabulary development, something that was only implicitly addressed in my modified unit. I know that this is one of my weak areas and so I recognize that I need to develop this in order to ensure that the ELLs in my classroom are gaining a rich vocabulary as they are learning English and academic content. This should be done not just by presenting a word and its definition, but by allowing students to truly engage with the vocabulary words in authentic ways.

Authentic activities, hands-on activities, modeling, use of realia and graphic organizers, and opportunities for interaction are other strategies that I plan to implement in my classroom. All of these allow students to make personal connections with the material, to co-construct knowledge, and to develop a deeper understanding of the content and language being taught. No student should have to sit through a lesson consisting of pure teacher-fronted talk, but this is especially true for ELLs.

I also saw that there are multiple creative ways to assess students in the classroom, whether formal or informal. Constant assessment is key to the success of ELLs and it is crucial for the teacher to always have a grasp on what students understand and what they are struggling with. If necessary, teachers must go back and reteach. If students miss something at any point in the lesson, it will be difficult if not impossible for them to successfully meet the objectives or to understand concepts that build on previous ones. One of my favorite strategies that was presented in the SIOP film was the outcome questions: “I think..., I feel..., I wonder...” I love these because they allow students to personally engage with the content and in higher order thinking, and they allow the teacher to evaluate how well the students understood the content or gained the language.
Finally, presenting both content and language objectives is something I will definitely implement in my classroom. These should be written in clear view of all students, read at the beginning of each class, and reviewed at the end to see if they have been met. Teaching is not something that should be done in secret, and there is no reason why our students should not know what our goals and objectives for any given day are. In fact, if they do know the objectives, they will engage with the work and activities in a much more focused manner because they know what the teacher wants them to get out of it.

Overall, this was a very inspiring class. It is good to know that there are so many people working to ensure that ELLs are successful in school, and it is good to know that the strategies to meet this goal are commonsense and practical. The class itself was a great model on how to implement some of the strategies, and provided great insight as to how it feels to be a student sitting in a classroom where sheltered strategies are used. This makes me all the more convinced that it is the right thing to do for our students.
Original Lessons
In the following pages please find the original unit, developed by Monica Nachemja-Bunton, which includes a total of 8 lesson plans. This unit was originally developed for EDU 505 with Dr. Steven Greengross at Southern Connecticut State University in Summer 2011 as an integrated social studies unit. The lessons are presented in the order they are meant to be taught, with the performance assessment as a culminating activity (not included in the lesson plans). Also included are rubrics created for the significant assessment pieces in the unit and a bibliography, which can be used for reference or student and teacher materials for the unit. This information is included for those teachers who may wish to modify the additional lessons in the same manner that three of the lessons have been modified in the previous sections. Lesson numbers DO NOT correlate between this section (original unit) and previous sections (modified lesson plans).
Childhood in Colonial Connecticut through the Civil War

Grade: 5

Rationale: Students will understand society, culture, economy, and education in Colonial, Revolutionary, and Pre-Civil War Connecticut by making a personal connection with children who lived during that time.

Performance Assessment: Working individually, students will give a presentation, in character and costume, from the point of view of a child that lived in Colonial through Civil War Connecticut from one of four social classes (aristocracy, Independently-owned farms, Indentured servants/trades/apprentices like blacksmiths, slaves, or city).

Lesson Objectives:

Social Studies:
- TSW identify a child in a particular time period (Colonial, Revolutionary War, Pre-Civil War) and social status and describe and compare/contrast their daily activity and lifestyle to their own experiences in these areas.
  1. TSW will research information about a child in a particular social class and time period and download information about that child's daily life.
  2. TSW accurately depict the differences and similarities in childhoods in different time periods on a Venn Diagram and accompany it with a written explanation of the diagram.

Language Arts:
- TSW write a diary entry for a day-in-the-life of the child they have chosen.
  3. Field Trip to Sturbridge Village (including “The District School” Program): Working in groups, TSW compare and contrast the daily life of different families.
  4. TSW write a diary entry for a day-in-the-life of the child they have chosen.

Math:
- TSW create a table and graph that depicts the percentage of hours in a day doing different activities for their child and compare it to a table and graph comparing the same information for their own typical day.
  4. TSW determine the number of hours per day they and their child spend doing particular activities, and change those into percentages and fractions.
  5. TSW create a table and graph that depict the numbers of hours per activity and the percentage and fractions of same.

Science:
- TSW identify common diseases and treatments that affected people during Colonial America.
7. TSW complete a “gallery walk” connecting names and descriptions of diseases to their cures
8. TSW develop their own Colonial cure and write an advertisement or medicine label of the same.
Lesson 1

Subject: Social Studies

Topic: Research on a child in the category of their choice

Goal: Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text). (2.1)

Objective: TSW will research information about a child in a particular social class and time period and download information about that child’s daily life.

Introduction: Relate to final project: presentation in character and costume about their child. Using popsicle sticks with child’s name on them, randomly select which student gets to choose first. They may choose between: social class (aristocracy; Independently-owned farms; indentured servants/trades/apprentices like blacksmiths; slaves; or city) and time period (Colonial, Revolutionary War, or Pre-Civil War). Ensure that each social class in each time period is represented!

Methods:

Pre-Computer Lab:
6. May only use website from “Approved Websites” list (see bibliography
7. Should search for information related to their child’s school, work, food, play (including toys), sleep, home (what does their house look like? What kind of furniture is in it?), family life (who do they live with?), holidays (which ones and how were they celebrated?), and any other interesting part of life. Pay attention to gender! Students will download this information
8. Review rules of behavior and expectations in the computer lab.

Computer Lab:
1. Students will find and download information related to their child.

Post Computer Lab:
1. TSW give a name to their child that is appropriate based on their research.

Materials: Computer Lab (1 computer per student)
   Paper, Pens, Pencils

Closure:
1) Review: Ask students to share their time period, social class, and child’s name.
2) Preview: Tomorrow we will use this information to create Venn Diagrams comparing their child’s daily activities to their own!

Homework: None, all work completed in class.
Assessment: In-class observation
   Thoroughness of information downloaded

Accommodations/Modifications:
   4) Preferential Seating: in computer lab, near positive role models
   5) Extra Time: 2 extra days to complete assignment
   6) HW Folder: assignment
Lesson 2

Subject: Social Studies

Topic: Creating a Venn diagram that depicts differences and similarities between childhoods in different time periods.

Goal: Create various forms of written work (e.g. journal, essay, blog, Webpage, brochure) to demonstrate an understanding of history and social studies issues (2.3). Organize information in outlines and graphic organizers (7.)

Objective: TSW accurately depict the differences and similarities in childhoods in different time periods on a Venn Diagram and accompany it with a written explanation of the diagram.

Introduction: Ask each student to share a piece of information that they found interesting or unexpected from their research the previous day. As a class, identify any similarities or differences in what they found interesting/unexpected. Tell students that they will be using this information to create a Venn Diagram that will help them in their final presentation for the unit.

Methods:
- T: On the board, make three columns: Me, Both, Name of Child.
- T: Bring the students attention to the board. Suggest to the students that before filling out their Venn Diagrams, they use a scrap of paper to make three similar columns that they can complete using the information from the previous day's research.
- S: Working in pre-determined pairs, students will support each other as they differentiate similarities and difference between their childhood and the childhood of their child.
- T: Walk around the room to ensure understanding and answer any questions.

Materials: Dry erase markers
- Venn Diagram worksheets
- Paper, Pens, Pencils
- Written Summary Worksheet (see accommodations/modifications)

Closure:
- 1) Review: Ask students to share one piece of information that they and their child had in common that they were surprised by.
- 2) Preview: Tell students they can finish their Venn Diagram at home if they did not finish it in class. Tomorrow, field trip!

Homework: If necessary, finish Venn Diagram. Write a one paragraph explanation for each part (Me, Both, Child).
Assessment: Venn Diagram and Written Summary
In-class observation

Accommodations/Modifications:
1) Extra Time: extra day to complete homework
2) Daily Homework List: Venn Diagram and written summary
3) Folders: Venn Diagram worksheet and Written Summary Worksheet
4) Preferential Seating: assigned seat in classroom, assigned pair for work
5) Cue Expected Behavior: in pair work
6) Review homework directions: have student restate homework directions
7) Provide student with vocabulary word back: related to childhood activities
Lesson 3

Subject: Language Arts

Topic: Field Trip to Sturbridge Village (including “The District School” Program)

Goal: Students use descriptive, narrative, expository, persuasive and poetic modes. (3.1) Students prepare, publish and/or present work appropriate to audience, purpose and task. (3.2)

Objective: Working in groups, TSW compare and contrast the daily life of different families.

Introduction: Relate to final project: will put them in the middle of a late-colonial to pre-Civil War village, give them ideas on costumes and mannerisms, and provide other useful information and strategies.

Methods:

Pre-Field Trip:
1) Remind students about reason for field trip
2) Put students in pre-determined groups (preferably of 4) with pre-determined chaperone
3) Assign each student their family: Farm Family, Blacksmith’s Family, Minister’s Family, Farm Laborer’s Family
4) Remind students that they will be primarily responsible for answering the Guiding Questions about their family, but will also be responsible for the answers to those questions about their group members’ families.

Field Trip:
1) Working with group, answer Guiding Questions about families.

Post Field Trip:
1) Compare notes with rest of members of group and answer Guiding Questions for all families.

Materials: Guiding Questions worksheet
Paper, Pens, Pencils

Closure:
1) Review: Students share what they learned about their families and those of their group members.
2) Preview: In our next lesson, we will look at the breakdown of hours our children spent doing particular activities compared to how much time we spend doing different activities in a typical day.

Homework: None, all work completed on Field Trip.

Assessment: Answers to Guiding Questions
Accommodations/Modifications:

1) Preferential Seating: on bus, next to chaperone
2) Assign partner at Sturbridge Village: complete guiding questions with model student
3) Daily Homework List: Guiding Questions Worksheet
4) Folders: Guiding Questions Worksheet
5) Cue Expected Behavior: during individual work
6) Review homework directions: have student restate directions and expected behavior
7) Extra Time: can finish Guiding Questions for homework
Lesson 4

Subject: Math

Topic: Determine number of hours doing activities in a day and turn into percentages and fractions

Goal: Understand that a variety of numerical representations can be used to describe quantitative relationships. (2.1)

Objective: TSW determine the number of hours per day they and their child spend doing particular activities, and change those into percentages and fractions.

Introduction: Relate to final presentation; how will help them understand the daily lives of their child compared to their own typical day. Will help them write a diary entry from the point of view of their child.

Methods:

T: Tell students there are four parts to this activity: determining the number of hours they each spend doing different activities in a typical day; determining the number of hours their child would have spent doing different activities in a typical day; changing those calculations into fractions; and changing those calculations into percentages.
T: Give a sample break down of teacher’s typical day as an example.
T/S: Brainstorm on how to convert those numbers into fractions and percentages. Teacher guides towards correct process.
S: Work independently to determine hours and do calculations.
T: Walk around the room to ensure understanding and answer any questions.

Materials: Paper, Pens, Pencils
Clock manipulative (see accommodations/modifications)
Graphic Organizer (see accommodations/modifications)

Closure:

1) Review: Ask students to share what they have noticed in terms of the different amount of time spent on different activities for themselves and for their child.
2) Preview: In our next lesson, we will use these numbers to create graphs as a visual representation of the same information.

Homework: If necessary, finish calculations.

Assessment: How realistic the breakdown of hours per activity is
Calculation of fractions and percentages
In-class observation
Accommodations/Modifications:
1) Access to Calculator: to use for adding totals and while determining fractions and percentages
2) Daily Homework List: Hours per Day: Percentages and Fractions
3) Use Manipulatives: clock manipulative
4) Graphic Organizers: for calculating hours per activity for himself and child
5) Folders: Hours per Day: Percentages and Fractions
6) Preferential Seating: assigned seat in classroom
7) Cue Expected Behavior: during individual work
8) Review homework directions: have student restate homework directions
Lesson 5

Subject: Math

Topic: Chart and Graph of Hours per Activity

Goal: Collect, organize and display data using appropriate statistical and graphical methods. (2.1)

Objective: TSW create a table and graph that depict the numbers of hours per activity and the percentage and fractions of same.

Introduction: Ask students to brainstorm different ways to talk about information they calculate the day before, leading to idea of charts and graphs depicting hours, fractions, and percentages.

Methods:

Pre-Computer Lab:
- T/S: Using numbers from day before about number of hours spent doing activities per day and subsequent percentages and fractions, brainstorm how to display this information in a chart and later in a graph. Review list of necessary elements in a table and graph (i.e. Title, Key, etc)
- T: Tell students they will do this first by hand and then using Excel in the computer lab. They will make two charts and two graphs: one table and one chart for their hours per activity, and one table and one chart for their child’s hours per activity.
- S: Work independently to create charts and graphs based on their numbers.
- T: Walk around the room to ensure understanding and answer any questions.
- T: Once students have finished (may need to do another day), remind students how to use Excel to create a similar graph to that they created by hand. Review rules of behavior and expectations in the computer lab.

Computer Lab:
- S: Work independently to create graph using Excel.
- T: Walk around the room to ensure understanding and answer any questions.

Post Computer Lab:
- T/S: brainstorm benefits versus downfalls of creating graphs by hand and benefits versus downfalls of creating graphs using Excel.

Materials: Paper, Pens, Pencils, Rulers, Colored Pencils or Markers
- Computer Lab (1 computer per student)
- Graphic Organizer (see accommodations/modifications)

Closure:
- 1) Review: Ask students to share what they have noticed about different ways to present the same information.
2) Preview: Tomorrow we will use this information to write a diary entry from the point of view of our child.

Homework: Read sample diary lesson.

Assessment: Tables and graphs, both done by hand and using Excel
In-class observation

Accommodations/Modifications:
1) Preferential Seating: in computer lab, near positive role models
2) Daily Homework List: Diary Entry, Graphing
3) Graphic Organizers: for making tables and graphs by hand
5) Folders: Diary Entry, Graphing
6) Preferential Seating: assigned seat in classroom
7) Cue Expected Behavior: during individual work and in computer lab
8) Review homework directions: have student restate homework directions
Lesson 6

Subject: Language Arts

Topic: Writing a Diary Entry

Goal: Students use descriptive, narrative, expository, persuasive and poetic modes. (3.1) Students prepare, publish and/or present work appropriate to audience, purpose and task. (3.2)

Objective: TSW write a diary entry for a day-in-the-life of the child they have chosen.

Introduction: Inform students that they will be writing a diary entry for their child in order to help them get into their role, which will help them with their final presentation. Ask students if any of them keep a diary or journal, how and why.

Methods:
T/S: Using sample diary entry from homework, brainstorm the essential and non-essential pieces of a journal/diary entry. Together, use ideas to create a list that will become the required elements of the students’ diary entries.
T: Remind students they can look back at their chart and graph of the number of hours spent doing particular activities as a reminder and guide for their diary entry.
S: Work independently to write diary entry.
T: Hold 2-5 minute conference with each student in order to ensure success with the assignment.

Materials: Primary Source diary entry
   Dry erase markers
   Paper, Pens, Pencils
   Alternative Diary Entry (see accommodations/modifications)
   Diary Entry Reading Guide (see accommodations/modifications)

Closure:
1) Review: Remind students about required elements before they leave for the day. Tell them they will have to finish a final copy of their diary entries by the end of the unit, and should bring in a draft the next day for review by the teacher.
2) Preview: In our next lesson, we will delve deeper into Colonial life by looking at diseases people suffered from during that time period, and what kinds of cures were available.

Homework: To be done before this lesson: read a sample diary entry. To be done after this lesson: If necessary, finish a rough draft of diary entry. Read Part I of “That Quacking Sound in Colonial America”

Assessment: Diary Entry
   In-class observation
Accommodations/Modifications:
1) Access to Computer: to use while writing diary entry
2) Alternative text: alternative diary entry and reading guide
3) Daily Homework List: Diary Entry
4) Folders: Diary Entry and required elements list (to be made by teacher after class discussion)
5) Preferential Seating: assigned seat in classroom
6) Cue Expected Behavior: during individual work
7) Review homework directions: have student restate homework directions
8) Provide student with vocabulary word back: related to diary entry
Lesson 7

Subject: Science

Topic: Colonial Diseases and Cures Gallery Walk

Goal: Use data to construct reasonable explanations. (B INQ.5)

Objective: TSW complete a “gallery walk” connecting names and descriptions of diseases to their cures

Introduction: Teacher will show pictures, replicas, or examples of medical instruments used during Colonial times and have students guess what they were used for.

Methods:

T: Before class, place 4-5 sheets around room as different stations. Each sheet should have, on the left side, the name of a colonial disease and its description/symptoms and, on the right side, a colonial cure that matches those diseases but are listed in a different order than the cures, labeled A, B, C. Each sheet should be labeled so as to be able to identify which station it is from.

T: Tell students that today, working in pre-determined pairs, they will become “Herby Ladies and Gentlemen” and Colonial Doctors, and will go on a Gallery Walk where there job at each station is to connect each disease with its correct cure or treatment.

T/S: Using ideas from reading from homework, brainstorm clues students can use to match the disease to the correct cure.

S: Conduct Gallery Walk.

T: Walk around the room to ensure understanding and answer any questions.

Materials: “That Quacking Sound in Colonial America”
   Sheets for each station (4-5 total)
   Colonial Diseases and Cures Gallery Walk worksheet (one per student)
   Paper, Pens, Pencils
   Dictionaries

Closure:

1) Review: Teacher tells students what each instrument from beginning of lesson was used for. As a class, determine correct answers to Colonial Diseases and Cures Gallery Walk.

2) Preview: In our next lesson, we will develop our own Colonial Cures for a particular disease.

Homework: Review Part I of “That Quacking Sound in Colonial America”; skim Part II of “That Quacking Sound in Colonial America”

Assessment: Colonial Diseases and Cures Gallery Walk worksheet
In-class observation
Participation, both in Gallery Walk and in final discussion

Accommodations/Modifications:
1) Daily Homework List: Colonial Diseases and Cures Gallery Walk worksheet, “That Quacking Sound in Colonial America”
2) Folders: Colonial Diseases and Cures Gallery Walk worksheet, “That Quacking Sound in Colonial America”
3) Preferential Seating: assigned group during gallery walk (3-person group), with positive role models
4) Cue Expected Behavior: during group work
5) Review homework directions: have student restate homework directions
6) Vocabulary Word Bank: for “That Quacking Sound in Colonial America”
Lesson 8

Subject: Science

Topic: Our Own Colonial Cures

Goal: Analyze, critique and communicate investigations using words, graphs and drawings. (B INQ.6)

Objective: TSW develop their own Colonial cure and write an advertisement or medicine label of the same.

Introduction: Class brainstorm of the ways Herb Ladies and doctors developed cures from Colonial times, based on the reading. Discussion of what is a legitimate basis for a cure and what is not. Student will work in groups of 4 to develop a cure based on a disease, and to then design either an advertisement or a medicine label for said cure. Teacher will provide each group with the name of the disease, and its description, assumed cause (based on Colonial times), and symptoms.

Methods:
T: Break students into pre-determined groups of four. Ask students to determine group roles:
Time Manager, Observer (to ensure everyone stays on task and is participating), illustrator, copy editor (to check for spelling and grammar mistakes). Everyone will play a role in helping to develop the cure. Discuss requirements for length of description of cure.
S: Work in groups to design advertisement or medicine label.
T: Walk around the room to ensure understanding and answer any questions.

Materials: “That Quacking Sound in Colonial America”
Poster board
Markers, crayons, colored pencils
Colonial Diseases sheets (1 per group, each with a different disease)
Paper, Pens, Pencils
Dictionaries

Closure:
1) Review: Each group reads the description, cause, and symptoms of their disease and shares their final product.
2) Preview: In our next lesson, we will doing our final presentations!

Homework: finalize presentation.

Assessment: Final Product: Colonial Cure
In-class observation
Participation, both in group work and presentation

Accommodations/Modifications:
1) Preferential Seating: assigned group for group work, with positive role models
2) Cue Expected Behavior: during group work
### Sample Rubrics: Original Unit

**Venn Diagram**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All statements noting similarities are placed in the center circle; all statements that note the differences are placed in the correct outer circles.</td>
<td>All statements are relevant to students’ child, for a total of 3 statements. 1 point/statement. ____/3 points</td>
<td>All statements are relevant to both student and child, for a total of 3 statements. 1 point/statement. ____/3 points</td>
<td>All statements are relevant to the student, for a total of 3 statements. 1 point/statement. ____/3 points</td>
<td>At least one circle includes an extra, relevant statement. ____/1 point</td>
<td>____/10 points</td>
</tr>
</tbody>
</table>

**Number of Quality Statements: 10 points total**

<table>
<thead>
<tr>
<th>Number of Statements within Diagram:</th>
<th>Number of Statements within Diagram: “Child” Circle</th>
<th>Number of Statements within Diagram: “Both” Circle</th>
<th>Number of Statements within Diagram: “Me” Circle</th>
<th>Extra Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student makes 3 or more statements in each circle, for a total of 10 statements.</td>
<td>There are at least 3 statements in the “Child” circle. ____/3 points</td>
<td>There are at least 3 statements in the “Both” circle. ____/3 points</td>
<td>There are at least 3 statements in the “Me” circle. ____/3 points</td>
<td>At least one circle contains an extra statement. ____/1 point</td>
</tr>
</tbody>
</table>

**Written Explanation: 15 points total**

<table>
<thead>
<tr>
<th>Written Explanation for</th>
<th>Written Explanation for “Child” Piece</th>
<th>Written Explanation for “Both” Piece</th>
<th>Written Explanation for “Me” Piece</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each piece of the Venn Diagram has a corresponding 1-paragraph explanation that includes the required elements.</td>
<td>The paragraph includes at least 1 topic sentence, 3 support sentences, and 1 concluding sentence. 1 point/sentence. ____/5 points</td>
<td>The paragraph includes at least 1 topic sentence, 3 support sentences, and 1 concluding sentence. 1 point/sentence. ____/5 points</td>
<td>The paragraph includes at least 1 topic sentence, 3 support sentences, and 1 concluding sentence. 1 point/sentence. ____/5 points</td>
<td>____/15 points</td>
</tr>
</tbody>
</table>

**Text Support of Statements: 5 points total**

<table>
<thead>
<tr>
<th>Text Support of Statements:</th>
<th>“Child” Piece</th>
<th>“Both” Piece</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All statements regarding their child are supported by text.</td>
<td>Each statement is supported by text gathered from research. ____/3 points</td>
<td>Each statement relevant to the student’s child is supported by text gathered</td>
<td>____/5 points</td>
</tr>
<tr>
<td>Text Legibility and Spelling: 5 points total</td>
<td>from research. __/2 points</td>
<td>Total</td>
<td>__/5 points</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>In both the Venn Diagram and Written Explanation, hand writing is readable, there are no spelling errors, and there are no grammatical errors. Organization of Venn Diagram is clear and logical.</td>
<td>One point will be deducted for each grammatical or spelling error; 1-2 points will be deducted if handwriting is difficult to read or if Venn Diagram is unclear. __/5 points</td>
<td>TOTAL __/45 Points</td>
<td></td>
</tr>
<tr>
<td>Time Allotted per Activity: 10 points total</td>
<td>&quot;Child&quot; Piece</td>
<td>&quot;Me&quot; Piece</td>
<td>Total</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>The time allotted per activity in a single day is logical and/or consistent with research.</td>
<td>There are 5 or more activities discussed and their time allotments are logical and/or based on research. 1 point/activity. ____/5 points</td>
<td>There are 5 or more activities discussed and their time allotments are logical. 1 point/activity. ____/5 points</td>
<td>____/10 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Calculations: 20 points total</th>
<th>Percentages</th>
<th>Fractions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculations of hours per day into percentages and fractions are correct.</td>
<td>Calculations from hours per day into percentages are correct. Work is shown on a separate piece of paper. 1 point/per calculation. ____/10 points</td>
<td>Calculations from hours per day into fractions are correct. Work is shown on a separate piece of paper. 1 point/per calculation. ____/10 points</td>
<td>____/20 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization of Table and Graph: 20 points total</th>
<th>Table</th>
<th>Graphs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both table and graph include required elements, are legible and well-organized.</td>
<td>There are two tables: one for the child, one for the student. Each table includes both student and child, a title, proper labels for rows and columns, and is legible and well-organized. 1 point/element. ____/10 points</td>
<td>There are two graphs: one for the child, one for the student. Each graph is based on its corresponding table, has a title, a key, proper labels, and is legible and well-organized. 1 point/element. ____/10 points</td>
<td>____/20 points</td>
</tr>
</tbody>
</table>

**TOTAL** ____/50 points
## Diary Entry

### Accuracy: 10 points total

Events portrayed in the diary entry must be relevant to the time and social status of the student’s child.

<table>
<thead>
<tr>
<th>Event relevance</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant</td>
<td>10/10</td>
</tr>
<tr>
<td>Irrelevant</td>
<td>0/10</td>
</tr>
</tbody>
</table>

### Creativity: 10 points total

While staying focused on the accuracy of the events, the story contains many creative details and/or descriptions that contribute to the reader’s enjoyment. The story is more than a listing of facts or events, but rather there is clear elaboration demonstrated.

<table>
<thead>
<tr>
<th>Creative detail</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presented</td>
<td>10/10</td>
</tr>
<tr>
<td>Absent</td>
<td>0/10</td>
</tr>
</tbody>
</table>

### Point of View: 10 points total

Diary entry is written from the point of view of the child, rather than of the student.

<table>
<thead>
<tr>
<th>Point of view</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly</td>
<td>10/10</td>
</tr>
<tr>
<td>Incorrect</td>
<td>0/10</td>
</tr>
</tbody>
</table>

### Organization: 15 points total

The diary entry is very well organized, covering all times of day. This may be accomplished by discussing one complete day, or through several days in a given time period (week, month, year, etc). One idea or topic follows another in a logical sequence with clear transitions.

<table>
<thead>
<tr>
<th>Time covered</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete</td>
<td>5/5</td>
</tr>
<tr>
<td>Partial</td>
<td>0/5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity alignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corresponding</td>
<td>5/5</td>
</tr>
<tr>
<td>Misaligned</td>
<td>0/5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition clarity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear</td>
<td>5/5</td>
</tr>
<tr>
<td>Confusing</td>
<td>0/5</td>
</tr>
</tbody>
</table>

### Length: 5 points total

Diary entry is at least 2 pages long.

<table>
<thead>
<tr>
<th>Length</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5/5</td>
</tr>
<tr>
<td>No</td>
<td>0/5</td>
</tr>
</tbody>
</table>

### Spelling and Legibility: 10 points total

The final draft of the diary entry is readable, clean, and neat. It is free of erasures and crossed-out words. There are no spelling, grammar, or punctuation errors.

<table>
<thead>
<tr>
<th>Spelling and legibility</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>10/10</td>
</tr>
<tr>
<td>Poor</td>
<td>0/10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Error type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>5/5</td>
</tr>
<tr>
<td>Grammar</td>
<td>5/5</td>
</tr>
<tr>
<td>Punctuation</td>
<td>1/10</td>
</tr>
</tbody>
</table>

For each ½ page missing, one point will be deducted. Writing should be of standard size on standard paper.

<table>
<thead>
<tr>
<th>Missing pages</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5/5</td>
</tr>
<tr>
<td>1</td>
<td>0/5</td>
</tr>
</tbody>
</table>

One point will be deducted for each spelling, grammar, or punctuation error; 1-4 points will be deducted if handwriting is difficult to read, if there are many

<table>
<thead>
<tr>
<th>Handwriting clarity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>10/10</td>
</tr>
<tr>
<td>Poor</td>
<td>0/10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Error type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>5/5</td>
</tr>
<tr>
<td>Grammar</td>
<td>5/5</td>
</tr>
<tr>
<td>Punctuation</td>
<td>1/10</td>
</tr>
<tr>
<td>Errors in the final draft. Character and place names that the student invented are spelled consistently throughout.</td>
<td>Erasure marks, and if final copy is not generally clean and clean.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>TOTAL</td>
<td>/60 points</td>
</tr>
</tbody>
</table>

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Original Unit
## Performance Assessment: Presentation in Character

<table>
<thead>
<tr>
<th><strong>Accuracy: 20 points total</strong></th>
<th><strong>Point of View: 20 points total</strong></th>
<th><strong>Knowledge Gained: 20 points total</strong></th>
<th><strong>Props/Costume: 20 points total</strong></th>
<th><strong>Length: 10 points total</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All historical information should be accurate (with some room for creativity), relevant to the time period and social class, and in chronological order.</td>
<td>Presentation was given from point of view of the student's character.</td>
<td>Student includes information about how his/her child's social class and time period affected their daily activities and point of view. This may include school, work, food, play (including toys), sleep, home (what does their house look like? What kind of furniture is in it?), family life (who do they live with?), holidays (which ones and how were they celebrated?), any other interesting part of life, and how their child's gender affected these areas. Student can also articulate the difference between their child's society, culture, economy, and education and today's.</td>
<td>Student's costume should be accurate according to their child's time period and social class. Student should use several props that accurately fit the period. Both props and costume should show considerable work/creativity and make the presentation better.</td>
<td>Presentation should be between 10-12</td>
</tr>
</tbody>
</table>
| One point will be deducted for each fact that is inaccurate or irrelevant to the child's time period and social class.  
___/10 points | One points will be deducted each time the student did not used “I” and “My” statements or used vocabulary not relevant to time period and social class:  
___/10 points  
Student used proper accent/dialect:  
___/10 points | Student links child's time period and social class to child's daily activities and point of view. 1 point/activity or point of view:  
___/10 points  
Accurately and fully compare and contrast society, economy, culture and education from child and today:  
___/10 points | Costume: accurate, shows creativity, and makes presentation better (rather than detracting from the presentation):  
___/10 points  
Props: accurate, show creativity, and make presentation better (rather than detracting from the presentation):  
___/10 points | For each minute over or under, 1 point  
___/10 points |
<table>
<thead>
<tr>
<th>Clarity of Presentation: 25 points total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student speaks clearly and distinctly,</td>
<td></td>
</tr>
<tr>
<td>does not mispronounce any words,</td>
<td></td>
</tr>
<tr>
<td>pauses effectively (but not too often)</td>
<td></td>
</tr>
<tr>
<td>throughout, has obviously prepared</td>
<td></td>
</tr>
<tr>
<td>and/or rehearsed, stays on topic the</td>
<td></td>
</tr>
<tr>
<td>entire time and uses complete sentences,</td>
<td></td>
</tr>
<tr>
<td>and shows enthusiasm for topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks clearly and distinctly all (100-95%)</td>
<td></td>
</tr>
<tr>
<td>the time, and mispronounces no words:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Pauses were effectively used 2 or more</td>
<td></td>
</tr>
<tr>
<td>times to improve meaning and/or</td>
<td></td>
</tr>
<tr>
<td>dramatic impact:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is completely prepared and has</td>
<td></td>
</tr>
<tr>
<td>obviously rehearsed, using notes only</td>
<td></td>
</tr>
<tr>
<td>occasionally:</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Stays on topic all (100%) of the time</td>
<td></td>
</tr>
<tr>
<td>and always (99-100% of time) speaks in</td>
<td></td>
</tr>
<tr>
<td>complete sentences:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Facial expressions and body language</td>
<td></td>
</tr>
<tr>
<td>generate a strong interest and</td>
<td></td>
</tr>
<tr>
<td>enthusiasm about the topic in others:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td>___/115 points</td>
<td></td>
</tr>
</tbody>
</table>
Bibliography: Original Unit


This site includes an alphabetized listing of diseases suffered by those living during colonial times, and a shorter listing of “medical recipes” that were used during those times. Good resource for the science lesson plans about Colonial Diseases and cures.

Cox, Jim. “That Quacking Sound in Colonial America,”

An article from the Colonial Williamsburg website that describes the history or medical cures, doctors, surgeons, and “quacks” from colonial America through the beginnings of early America. There is detailed descriptions of some of the cures used and the justifications for using them. The website also includes some pictures of early medical instruments.


Timeline of slavery in Connecticut from 1638, when New Haven was founded, through 1862. Though the focus is on Yale University’s connection to slavery and abolition, the timeline and the report it is a part of provides detailed information about slavery and abolition movements in Connecticut.


Interactive game where students become “history detectives” as they learn about life in a colonial community in Northeastern Connecticut. Using primary source documents, students answer questions about the daily lives of the members of the Daggett family. After answering each question, a detailed explanation follows.


Concise history of the history of slavery and the treatment of slaves, freed slaves, and runaway slaves in Connecticut. Though the account lacks a description of the daily lives of slaves, it provides enough detailed that a general understanding of what life was like for slaves during these time periods can be inferred.


Website from the West Hartford Historical Society and Noah Webster house describing the life of Noah Webster, life in Connecticut in the 1700s, and colonial schools and “fun.” Information is presented in student-friendly language.

This is the website for Old Sturbridge Village in Sturbridge, MA. The website provides students, teachers, and parents a huge variety of information, including primary and secondary source documents, ideas for lesson plans, detailed description of the site and attractions located within it, possibilities for school field trips, and a chaperone and teacher guide for said field trips. Great source for readings to provide students for their initial research on a child in pre-civil war Connecticut.


Short vignettes about life in the colonies in areas such as church, school, the farm, the park, and food. Presented in an easy-to-read format, it is a good beginning page for students get acquainted with life in Colonial America. Areas are broken down between New England, Middle, and Southern colonies, acknowledging that lifestyles were different depending on the part of the country.


Primary source document of a young girl growing up in Worcester, Massachusetts, she recounts her days from the age of 10 until she was 13 years old. Provides detailed accounts of colonial life and her perceptions of herself as a young adult. Also includes a glossary of terms that may be unfamiliar to young readers. Great source for the assigned sample diary entry as part of the language arts lesson plans.


Interactive painting of a typical colonial farm. When students role their mouse over different parts of the farm, a small text box appears that gives details about that area, including livestock, horses, rural areas, transportation, men’s duties, women’s duties, reading, etc.


From the Webb-Deane-Stevens Museum in Wethersfield, CT, a description of the kinds of toys children may have had from the later 1700s through the 1800s. Connects the type of toys to social and cultural expectations of the time.