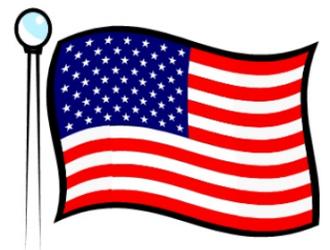
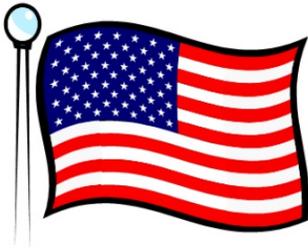


Welcome



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Roanoke County Schools

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Herding Cats



"It's probably about the toughest thing I think I've ever done"

"I'm living a dream"

"Not everyone can do what we do"

"I wouldn't do nothing else"

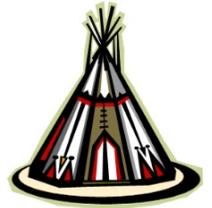
"It ain't an easy job, but when you bring a herd into town, and you ain't lost a one of 'em... ain't a feeling like it in the world"

The Basics...

I divide the curriculum into 9 units:



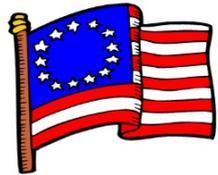
1. Geography
2. American Indians



3. Exploration
4. Colonial America



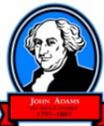
5. Road to Revolution
6. Revolutionary War



7. Birth of a Nation
8. Expansion & Reform



9. The Civil War



Unit Organization

1. Vocabulary
2. Notes Sheets
3. Notecards
4. Drawings/Pictures
5. Walk & Talks
6. Videos/Songs/Projects
7. Assessments
8. Review Stations

1. Vocabulary

I use a modified version of the Frayer Model that I learned at a conference a few years ago. I combine the Frayer Model with Robert Marzano's suggestions on teaching vocabulary.

Definition

Having or giving
off heat

Things it is like

Hot

Things it is NOT like

Drawing

<p><u>Definition</u></p> <p>Rich and capable of producing a lot.</p>	<p><u>Things it is like</u></p>	<p>Fertile</p>
<p>Things it is <u>NOT</u> like</p>	<p>Drawing</p>	
<p><u>Definition</u></p> <p>When water or wind eats away at rock and soil, changing the shape of the land.</p>	<p><u>Things it is like</u></p>	<p>Erosion</p>
<p>Things it is <u>NOT</u> like</p>	<p>Drawing</p>	
<p><u>Definition</u></p> <p>One of the large landmasses of the earth. There are seven of them.</p>	<p><u>Things it is like</u></p>	<p>Continent</p>
<p>Things it is <u>NOT</u> like</p>	<p>Drawing</p>	
<p><u>Definition</u></p> <p>Part of the ocean that is partly surrounded by land and is larger than a bay.</p>	<p><u>Things it is like</u></p>	<p>Gulf</p>
<p>Things it is <u>NOT</u> like</p>	<p>Drawing</p>	

2. Notes

I use teacher made note sheets that go directly with the Essential Knowledge that students are required to know for the SOL Test. For each note sheet I provide students will note cards to use to help them study at home.

Note Sheets

European Exploration

Motivation, Obstacles & Accomplishments

Motivating forces for exploration

Three G's (God, Gold and Glory)

Economic



Religious

Empire



Obstacles to exploration



*



*



*



*

Accomplishments

- Exchanged goods and ideas
- Improved navigational tools and ships
- Claimed territories

Colonization

The shaping of Colonial America; Colonies and why Europeans established them

Roanoke Island



Jamestown



Plymouth Colony



Massachusetts Bay Colony



Pennsylvania

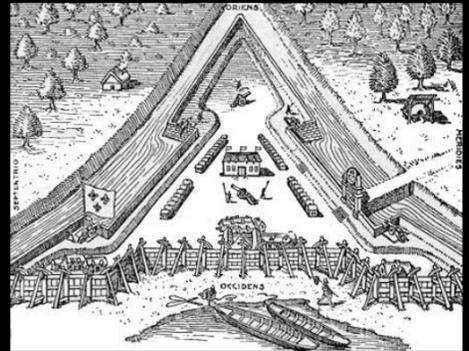


Georgia



JAMESTOWN

♪ "In sixteen hundred seven
♪ We sail the open sea ♪
♪ For glory, God, and gold ♪
And The Virginia Company"



3. Note cards

One of the things I noticed when I started teaching 6th grade was students didn't know HOW to study! I use 6th grade as a good time to teach them study skills. I use note cards for each unit to help students realize they don't need anyone to help them study!

Note Cards

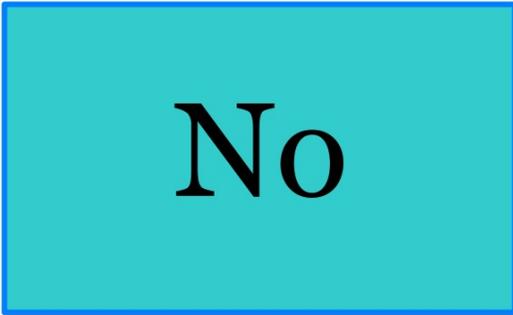
Notecards are printed one sided to two sided so when students cut them out they have a set of flash cards to study!

<p><u>Social Life</u> Villages and church as center of life Religious reformers and separatists</p>	<p><u>Political & Civic Life</u> Town meetings</p>	<p><u>Geography&Climate</u> Appalachian Highlands; coastal lowlands; bays; deep rivers; rich farmland;</p>	Mid-Atlantic	New England	New England
<p><u>Social Life</u> Villages and cities; Diverse lifestyles and diverse religions</p>	<p><u>Specialization</u> Livestock and grain and fish</p>	<p><u>Geography&Climate</u> Moderate climate; Mild winters</p>	Mid-Atlantic	Mid-Atlantic	Mid-Atlantic
<p><u>Political & Civic Life</u> Market towns</p>	<p><u>Specialization</u> Tobacco, cotton, indigo, wood products</p>	<p><u>Specialization</u> Fishing; shipbuilding industry and naval supplies</p>	New England	Southern Colonies	Mid-Atlantic
<p><u>Geography & Climate</u> Appalachian Highlands; Boston Harbor; hilly, rocky, jagged coastline;</p>	<p><u>Geography & Climate</u> Moderate summers; cold winters</p>	<p><u>Geography&Climate</u> Appalachian Highlands; piedmont; Atlantic Coastal Plain; good harbors; rivers;</p>	Southern Colonies	New England	New England
<p><u>Political & Civic Life</u> Counties (plantations and farms were spread out)</p>	<p><u>Social Life</u> Plantations (slavery); mansions; indentured servants; few schools; few cities; Church of England</p>	<p><u>Geography&Climate</u> Humid climate; Mild winters; Hot summers</p>	Southern Colonies	Southern Colonies	Southern Colonies

Students use notecards to independently study creating "Yes" and "No" piles for their cards.



Yes



No

4. Drawings

I take the learning profiles of my students at the beginning of the year to see what type of learners they are. I am amazed at the large percentage of my students who learn from pictures & visuals.

Draw a picture representing food, clothing & shelter for each of the First American Groups listed below.

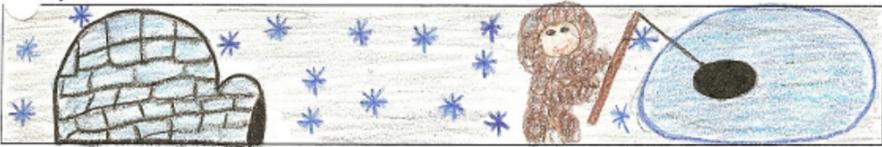
Lakota



Pueblo



Inuit



Kwakiutl



Iroquois

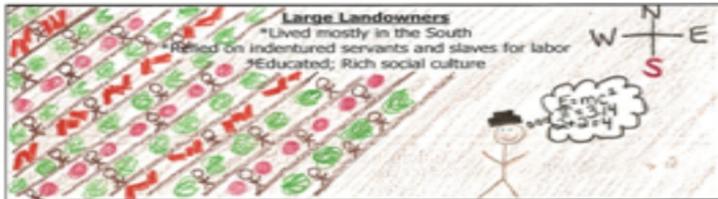


Cactus Hill

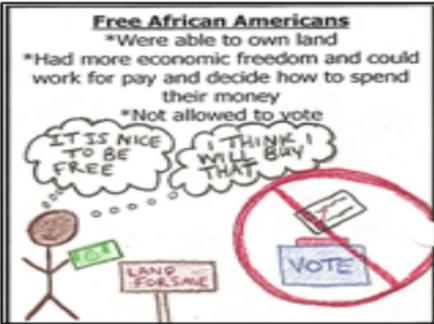
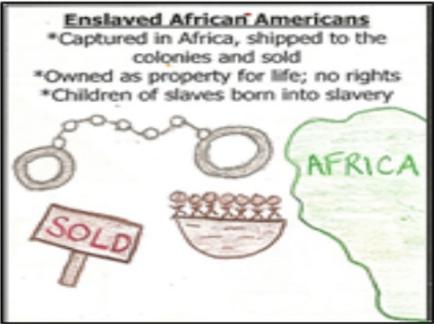
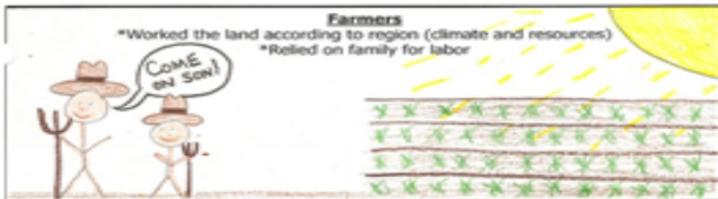
Archaeologists study human behavior and cultures of the past through the recovery and analysis of artifacts.

Scientists are **not** in agreement about when and how people first arrived in the Western Hemisphere.

Cactus Hill is located on the **Nottoway River** in **southeastern Virginia**. Evidence that humans lived at Cactus Hill as early as **18,000 years ago** makes it one of the **oldest archaeological sites in North America**.



Colonial America Occupations



Essential Knowledge

Colonies	Resources	Geography and Climate	Specialization	Examples of Interdependence	Social/Political
New England	Natural resources: e.g., timber, fish, deep harbors Human resources: e.g., skilled craftsmen, shopkeepers, shipbuilders Capital resources: e.g., tools, buildings	Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline Moderate summers, cold winters	Fishing, shipbuilding, naval supplies, metal tools and equipment	The New England colonies depended on the Southern colonies for crops such as tobacco, rice, cotton, and indigo, and for forest products such as lumber, tar, and pitch. They depended on the Mid-Atlantic colonies for livestock and grains.	Villages and churches were centers of life. Religious reformers and separatists Civic life: town meetings
Mid-Atlantic	Natural Resources: e.g., rich farmlands, rivers Human resources: e.g., unskilled and skilled workers, fishermen Capital resources: e.g., tools, buildings	Appalachian Mountains, coastal lowlands, harbors and bays Mild winters and moderate climate, wide and deep rivers	Livestock, grains, fish	The Mid-Atlantic colonies traded with the Southern and New England colonies to get the products they did not produce. The Mid-Atlantic colonies depended on the Southern colonies for tobacco, rice, cotton, indigo, and forest products. They traded with the New England colonies for metal tools and equipment.	Villages and cities, varied and diverse lifestyles, diverse religions Civic life: market towns
Southern	Natural resources: e.g., fertile farmlands, rivers, harbors Human resources: e.g., farmers, enslaved African Americans Capital resources: e.g., tools, buildings	Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors and rivers Humid climate with mild winters and hot summers	Tobacco, rice, cotton, indigo, forest products (lumber, tar, pitch)	The Southern colonies depended on the New England colonies for manufactured goods, including metal tools and equipment. They depended on the Mid-Atlantic colonies for grains and other agricultural products not plentiful in the South.	Plantations (slavery), mansions, indentured servants, fewer cities, fewer schools, Church of England Civic life: counties

New England



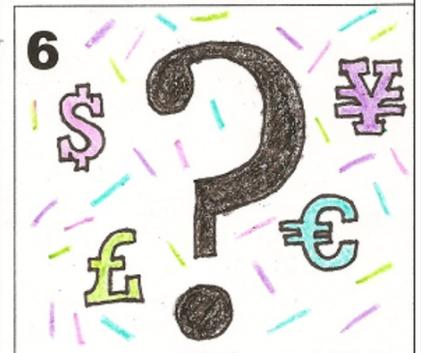
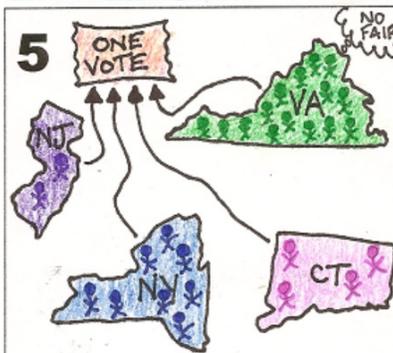
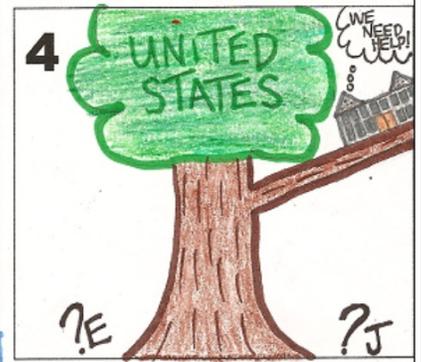
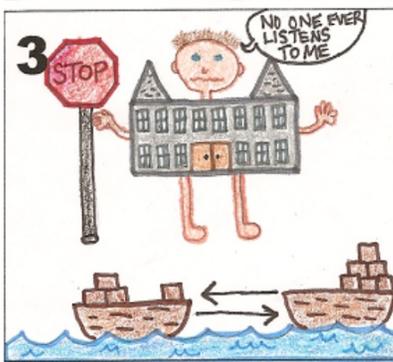
Mid-Atlantic



Southern



Weaknesses of the Articles of Confederation



NORTH

SOUTH



5. Walk & Talk

I use Walk & Talks for students to describe their drawings to promote higher levels of thinking and get them up and moving for the kinesthetic learners.

Sometimes I will use teacher created cards and others I will use student notes & drawings.

Walk & Talks

Front of Walk & Talk Card

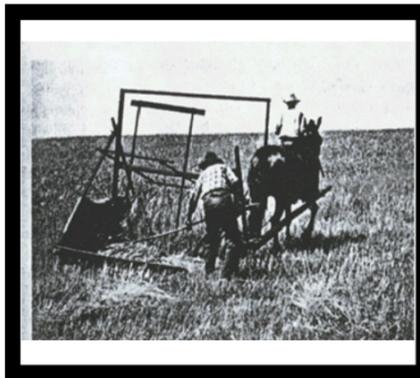
Discuss the areas of conflict between the American Indians and European Explorers pictured below.



Back of Walk & Talk Card

1. Competition for trade
2. Language differences
3. Cultural differences
4. Land
5. Diseases

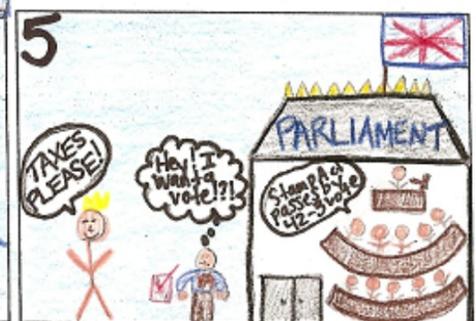
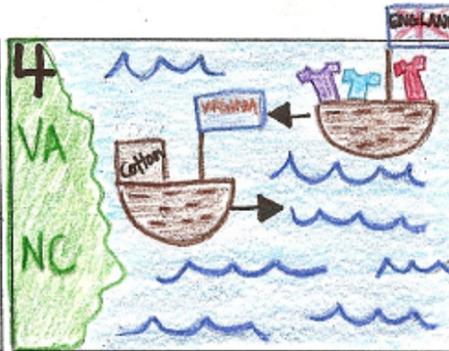
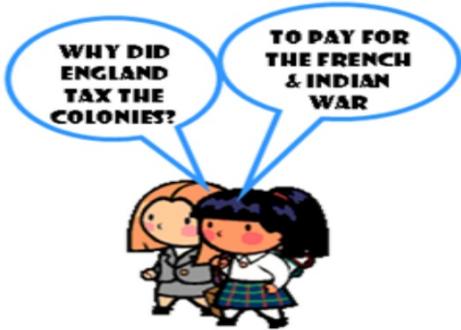
Front of Walk & Talk Card



Back of Walk & Talk Card

Reaper

Invented by Cyrus McCormick & Jo Anderson. It increased productivity of the American farmer



6. Projects

I typically plan a project in each unit though we sometimes don't have enough time to get to it depending on each class and their progress throughout the unit.

ToonDoo

This is an online cartoon creator that students LOVE to use. It is very easy to use and once students are familiar with the program students can complete a cartoon in about 45 minutes.

IROQUOIS - BY SANDLIN

WWW.TOONDOO.COM



I have "Direction Sheets" if you tackle this project!

TROY AND ELIJAH





Song Projects



I use Audacity to record songs that the students create. This is typically a really difficult project for the students to get started with (because they think they can't do it) but really fun once they get started and pretty amazing finished products. I will also use already created songs for the students to sing out loud together and record them singing to post as a podcast for them to listen to at home on our classroom blog.

Inuit Song

Lakota Song

Latitude & Longitude Song

Iroquois Song

Pueblo Song

Kwakiutl Song

Virginia Company Song- Pocahontas



You and your group will be assigned a group of First Americans to create a song on. You must include the following information in the lyrics of your song and in your final presentation to be turned in to and recorded by Mrs. Sandlin.

- Some type of rhythm or rhyme (not just saying words) _____/10
 - Where they lived _____/5
 - What they lived in (shelter) _____/5
 - Description of the geography/climate/environment _____/5
 - At least one extra fact about the group not from notes _____/5
 - Lyrics typed or written very neatly _____/10
 - Presentation/Participation _____/10
- TOTAL POINTS** _____/50

MAKE SURE YOU ARE DOING YOUR PART!

Each group will be monitored as they are working. Each group member will have an opportunity to self-evaluate and evaluate the participation/effort of others in the group.

Timeline:

1. Decide what type of song you would like to create (rap/children's song)
2. Brainstorm/Begin writing the lyrics and create the beat
3. Make sure you have included everything off of the checklist above
4. Practice—**EVERYONE MUST PARTICIPATE!**
5. Schedule a time with Mrs. Sandlin to record
(Only one group may record at a time so you may have to wait your turn)



**In sixteen hundred seven
We sail the open sea
For glory, God, and gold
And the Virginia Company**



**For the New World is like heaven
And we'll all be rich and free
Or so we have been told
By the Virginia Company
So we have been told by the
Virginia Company**



**For glory, God and gold
And the Virginia Company**



**On the beaches of Viriginny
There's diamonds like debris
There's silver rivers flow
And gold you pick right off a tree**

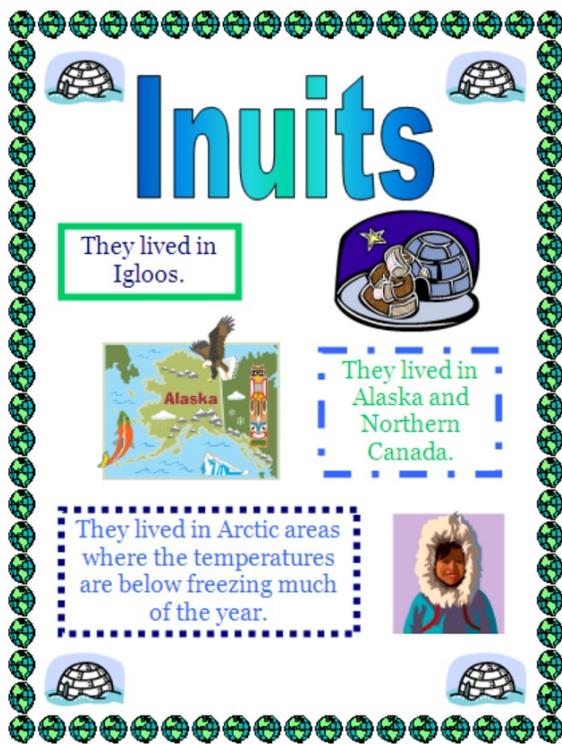


**With a nugget for my Winnie
And another one for me
And all the rest'll go
To The Virginia Company
It's glory, God and gold
And the Virginia Company**



Flyer Projects

Students use MS Word to create flyers on whatever topic we are discussing in class. I typically use these for units where I can give each group a different topic and then hang them on the walls for us to complete "Gallery Walks" and talk about all of the wonderful works of art!



Inuits

They lived in Igloos.



Alaska

They lived in Alaska and Northern Canada.

They lived in Arctic areas where the temperatures are below freezing much of the year.



This flyer is titled "Inuits" in large blue letters. It features a decorative border of small igloo icons. The text includes: "They lived in Igloos." (in a green box), a map of Alaska with "Alaska" written on it, "They lived in Alaska and Northern Canada." (in a blue dashed box), and "They lived in Arctic areas where the temperatures are below freezing much of the year." (in a blue dashed box). There are also illustrations of an igloo, a person in an igloo, and a person in a parka.

Paul Revere



Paul Revere rode to warn the colonists of the British arrival. He was also a leader during the Boston Tea Party dumping tea into the Boston Harbor to protest tea taxes.

PhotoStory Projects

PhotoStory is a free program that can be downloaded to your computer. Students find pictures and use a voice over narrative to create a movie with background music.

Project Example

Below is the script for the example Mrs. Sandlin presented in class. Your Photo Story worksheet should follow the example. Remember, you don't need to copy word for word, but it needs to be in complete sentences or thoughts. You may use anywhere from 4-10 frames for your Photo Story.

1 <i>Inuit Indian picture Person</i>	<u>The Inuits were some of the First Americans in North America.</u>	2 <i>Where they live Picture of Alaska or Canada</i>	<u>They settled in Alaska and Northern Canada.</u>
3 <i>Cold Arctic Area</i>	<u>They lived in cold arctic areas where the temperature is below freezing much of the year.</u>	4 <i>Igloo</i>	<u>They build shelters called igloos out of snow and ice.</u>
5 <i>Fur Coat</i>	<u>They dressed in warm fun coats as protection from the bitter cold.</u>	6 <i>Whale</i>	<u>The Inuit's hunted whale in the ocean for food.</u>

PHOTO STORY PROJECT #1 GRADING RUBRIC PRE-AP- AMERICAN INDIANS

NAME: _____

At least 4 slides: _____/5

Each slide contains a caption (Spelling Counts): _____/8

Loud & clear narration: _____/5

Name of tribe, food, clothing, shelter
geography & climate _____/12

Extra fact from textbook _____/5

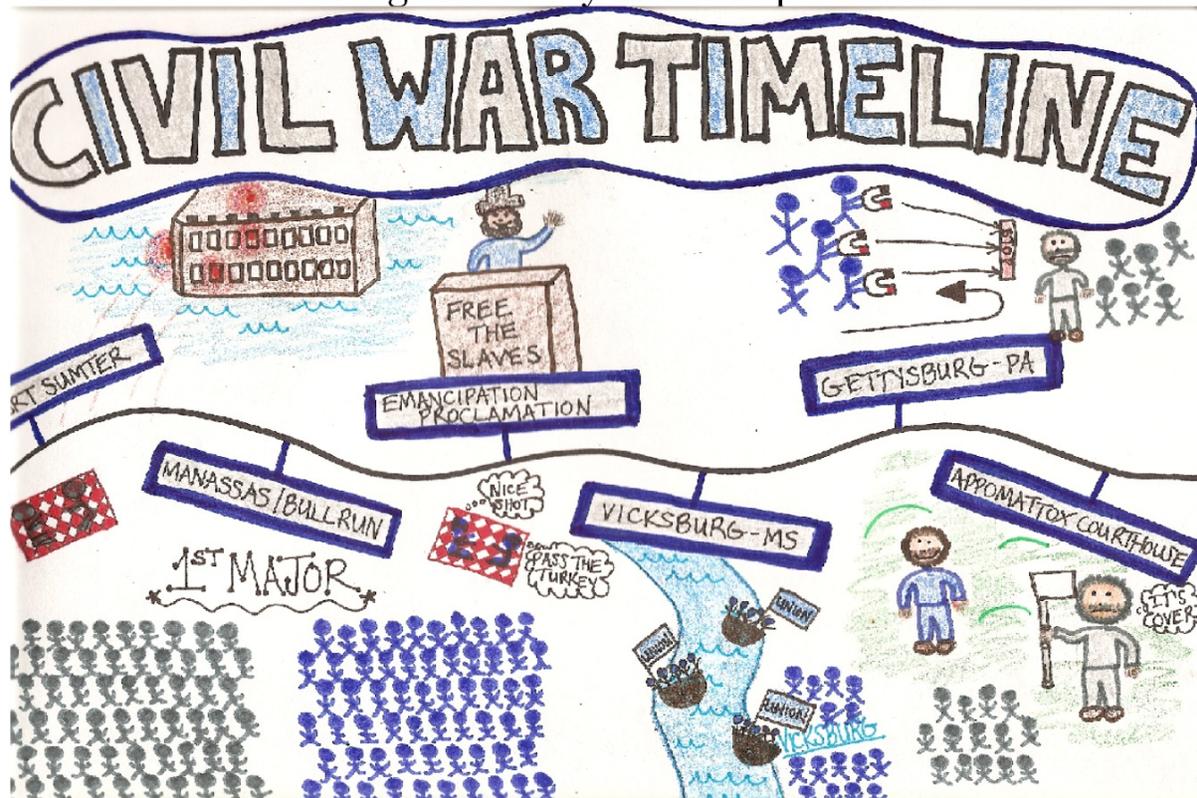
Script is written in complete sentences _____/10

Participation/Following Directions _____/5

TOTAL: _____50

Timeline Projects

Timeline projects help students with sequencing and discussing the order of events. I do a timeline project for each war and do sequencing practice sorts throughout many units for practice.



Many times I will give students different projects on the same topic to choose from so they have options and can be working on something that suits their own interests. Sometimes all students are required to complete the same project.

- Song Creation
- Writing Summary
- Diarama/Shadow Box
- Drawing & Description
- Play Script
- E-mail correspondence
- ToonDoo Cartoons
- Postcards
- Poster Advertisement

NAME: _____

GEOGRAPHICAL REGIONS OF NORTH AMERICA EMAIL PROJECT

OBJECTIVE: Today you will create a set of emails about two of the 8 geographical regions of the United States. You will demonstrate your knowledge of the regions, including characteristics of the region.

DIRECTIONS: You will create two characters (real or fictional). Each of these characters will go on a vacation to a different region. You will create a set of emails that the two characters exchange, comparing their regions and their characteristics.

YOUR EMAILS MUST INCLUDE THE FOLLOWING INFORMATION:

1. Describe the characteristics of the region that each experienced on their trip. _____ 10 PTS
2. Personalize it! Don't write directly from your notes! _____ 5 PTS
Ex: Instead of "there were mountains," write: My legs are so sore from hiking up the mountains today.
3. Compare the regions that each character has traveled to. _____ 5 PTS
4. At least four emails must be exchanged _____ 5 PTS
5. All emails combined must be AT LEAST 12 sentences _____ 5 PTS
6. Include the names of their regions in the email _____ 5 PTS
7. Your emails have correct spelling & grammar and are neatly written or typed _____ 10 PTS
8. Your emails look authentic (ex. include email addresses, dates, and times) _____ 5 PTS

TOTAL POINTS _____ **50 PTS**

NAME: _____

GEOGRAPHICAL REGIONS OF NORTH AMERICA JINGLE PROJECT

OBJECTIVE: Today you will create a jingle about one of the 8 geographical regions of the United States. You will demonstrate your knowledge of the region, including characteristics of the region and its location.

DIRECTIONS: You will choose a region of the United States that you will write a jingle for. Your jingle must advertise your region and make your region seem appealing!

YOUR JINGLE MUST INCLUDE THE FOLLOWING INFORMATION ABOUT YOUR REGION:

1. Describe the characteristics of your region that visitors would experience. _____ 10 PTS
2. Name the geographical regions your region is located next to. _____ 5 PTS
3. Personalize it! Don't write directly from your notes! Be creative! _____ 5 PTS
Ex: Instead of "there are mountains," write: Your legs will be sore from hiking up the mountains!
5. Include a catchy title. _____ 5 PTS
6. Include the name of your region in your jingle _____ 5 PTS
7. Your jingle has correct spelling & grammar and is neatly written or typed _____ 10 PTS
8. Your jingle is at least 10 lines _____ 5 PTS
9. Your jingle has a specific tune or melody _____ 5 PTS

TOTAL POINTS _____ **50 PTS**

NAME: _____

GEOGRAPHICAL REGIONS OF NORTH AMERICA TRAVEL JOURNAL PROJECT

OBJECTIVE: Today you will write a travel journal about the eight geographical regions of the United States. You will demonstrate your knowledge of the regions, including characteristics of the regions and their locations.

DIRECTIONS: You will write a travel journal that takes you across the United States. You will pick a starting point and journey across the entire country, recording your thoughts for each region.

YOUR TRAVEL JOURNAL MUST INCLUDE THE FOLLOWING INFORMATION:

1. Describe the characteristics of each region that you experience on your trip. _____ 10 PTS
2. Use at least two sentences to describe each region _____ 10 PTS
3. Personalize it! Don't write directly from your notes! Be creative! _____ 5 PTS
Ex: Instead of "there were mountains," write: My legs are so sore from hiking up the mountains today.
4. Must be LOGICAL – You can't jump from the Coastal Range to the Coastal Plain _____ 5 PTS
5. Include the name of each region as you travel to it _____ 5 PTS
6. Your travel journal has correct spelling & grammar and is neatly written or typed _____ 10 PTS
7. Your travel journal looks authentic (must include dates) _____ 5 PTS

TOTAL POINTS _____ **50 PTS**

NAME: _____

GEOGRAPHICAL REGIONS OF NORTH AMERICA POSTCARD PROJECT

OBJECTIVE: Today you will design and write a postcard about one of the 8 geographical regions of the United States. You will demonstrate your knowledge of the region, including characteristics of the region and its location.

DIRECTIONS: You will each be assigned a region of the United States that you will pretend to travel to. On your trip you will write a postcard to someone (mom, dad, grandma, friend) telling them about your trip.

YOUR POSTCARD MUST INCLUDE THE FOLLOWING INFORMATION ABOUT THE REGION YOU TRAVELED TO:

1. Name at least 1 or 2 regions you traveled through on your way to your region. _____ 5 PTS
2. Describe the characteristics of your region that you experienced on your trip. _____ 10 PTS
3. Name the geographical regions (or water) your region is located next to _____ 5 PTS
4. Personalize it! Don't write directly from your notes! _____ 5 PTS
Ex: Instead of there were mountains write: My legs are so sore from hiking up the mountains today.
5. Include a drawing/picture of what you saw to decorate your postcard. _____ 5 PTS
6. Include the name of your region on the front of your postcard _____ 5 PTS
7. Your postcard has correct spelling & grammar and is neatly written or typed _____ 10 PTS
8. Your postcard looks authentic (like a real postcard) including a WBMS Stamp _____ 5 PTS

TOTAL POINTS _____ **50 PTS**

SONG CREATION & RECORDING

For this assignment you will be creating a song about the area of Colonial America your group was assigned. Your recording must include the following:

- ❖ Some type of rhythm or rhyme- a beat of claps or beats or to the tune of a well known song
- ❖ Lyrics typed in Microsoft Word with a Song Title
- ❖ At least one extra fact about the area of Colonial America
- ❖ Description of the Geography & Climate, Political & Civic Life, Social Life and Specialization of the area of Colonial America
- ❖ A recording of the song—you may record by yourself or use a group of friends to record with you. See Mrs. Sandlin when you are ready to record... make sure you PRACTICE first so you get a good recording!



SHADOW BOX/DIORAMA



For this assignment you will be creating a Shadow Box/Diorama of the area of Colonial America you and your classmates have researched. Your "Shadow Box" must include:

- ❖ A background that represents your area of Colonial America- it should include characteristics from the Geography & Climate.
- ❖ A representation of the Political & Civic Life, Specializations, Social Life, and Human & Natural Resources
- ❖ You can print up to 3 pages of ClipArt from Microsoft Word. Make sure to include as many items as you can on each page. You may use any construction paper that you need and can draw as many items as you would like. You can bring in any items from home that you would like to use to create your Shadow Box.
- ❖ Label the Shadow Box with the name of the area of Colonial America your Shadow Box/Diorama is about.



PLAY SCRIPT & GRAPHICS



For this assignment you will be using Microsoft Word to type up the script for a play you have written about your area of Colonial America. Your script must include the following:

- ❖ The characters name written first bold & underlined with a colon ":" after the name followed by the lines for that character.
Example:
Sarah: Hey John, isn't it hot & humid here??!
- ❖ Skip a line when switching characters
Example:
Sarah: Hey John, isn't it hot & humid here??!
John: Yes, I can't believe how hot and sticky the Southern colonies get!
- ❖ At least 5 different "actions" to be acted out by the characters italicized in parenthesis (.....)
Example:
John: (*wiping his forehead of sweat*) Yes, I can't believe how hot and sticky the Southern colonies get!
- ❖ At least 10 different ClipArt pictures evenly distributed throughout the script (don't put them all in the same place)
Example:
John: (*wiping his forehead of sweat*) Yes, I can't believe how hot and sticky the Southern colonies get!
- ❖ No grammatical or spelling errors or typos
- ❖ No longer than 4 pages and **minimum** of size 14 font
- ❖ You must include the Geography & Climate, Specializations, Social Life, Political & Civic Life and Resources found in that region throughout your play.



POSTER ADVERTISEMENT

For this assignment you will be creating a current day poster advertisement for the area of Colonial America that you and your classmates have researched. Your poster must include:

- ❖ A catchy title written VERY LARGE on the poster
- ❖ Make-up some type of event that would only be related to that area of Colonial America for tourists to come see.
- ❖ Select a date and time for the event to take place
- ❖ Choose a famous actor/actress to be attending your event
- ❖ Lots of COLOR- and NEATNESS COUNTS!!
- ❖ You may use the computer to type letters/names or get pictures, but you are limited to printing only 3 sheets of paper- so make sure you include as much as you can on each sheet and cut it out to place on the poster.
- ❖ A picture to represent the famous star attending the event- you may use ClipArt/Magazines or draw it yourself!
- ❖ A background/theme that represents the Geography & Climate of the area of Colonial America your poster is about
- ❖ You may have "white space" but you should not have a lot. Your poster should be appealing to the eye and make people want to come visit your region!



SUMMARY & PICTURE



For this assignment you will be writing a summary and drawing a picture about the area of Colonial America that you and your classmates have researched. Your summary must include:

- ❖ A paragraph (at least 6-7 sentences) about your area of Colonial America
- ❖ Information about the Geography, Climate, Specialization, Social Life, Political & Civic Life, and Resources found in the area along with at least one extra fact from your research
- ❖ A hand drawn & colored picture that represents the area of Colonial America. Your drawing must be done in pencil first and then colored. No stick figures and you will be graded on the **neatness and effort** of your drawing. (I wouldn't choose this assignment if you are not an artist.)
- ❖ A catchy title for the Summary & Picture written at the top of the assignment
- ❖ A rough draft that has been **proofread by another member of your group** in a different color pen. The group member must sign off on your rough draft that they have proofread it.
- ❖ Correct spelling & grammar
- ❖ Your name written underneath the title



TOONDOO CARTOONS



For this assignment you will be using <http://www.toondoo.com> to create **at least 4 comic strips** (of course you can create more) about the area of Colonial America you and your classmates have researched. Your cartoons must include:

- ❖ Three cartoon squares in each cartoon

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- ❖ A background that relates to your area of Colonial America in each cartoon square
- ❖ At least one picture that relates to your topic or adds to the scene you are creating in each cartoon square
- ❖ Information about **each of the following topics** included in your four cartoons: Natural & Human Resources, Geography & Climate, Specialization, Social Life, and Political & Civic Life
- ❖ All pictures and text are relevant to the time period
- ❖ All text has correct spelling & grammar
- ❖ Each cartoon square must have text. It can be a speech bubble, thought bubble, heading or labeling of objects
- ❖ See Mrs. Sandlin for your individual ToonDoo username and password to be used for your project.



SONG CREATION & RECORDING

For this assignment you will be creating a song about the area of Colonial America your group was assigned. Your recording must include the following:

- ❖ Some type of rhythm or rhyme- a beat of claps or beats or to the tune of a well known song
- ❖ Lyrics typed in Microsoft Word with a Song Title
- ❖ At least one extra fact about the area of Colonial America
- ❖ Description of the Geography & Climate, Political & Civic Life, Social Life and Specialization of the area of Colonial America
- ❖ A recording of the song—you may record by yourself or use a group of friends to record with you. See Mrs. Sandlin when you are ready to record... make sure you PRACTICE first so you get a good recording!





PLAY SCRIPT & GRAPHICS



For this assignment you will be using Microsoft Word to type up the script for a play you have written about your area of Colonial America. Your script must include the following:

- ❖ The characters name written first bold & underlined with a colon ":" after the name followed by the lines for that character.
Example:
Sarah: Hey John, isn't it hot & humid here??!
- ❖ Skip a line when switching characters
Example:
Sarah: Hey John, isn't it hot & humid here??!

John: Yes, I can't believe how hot and sticky the Southern colonies get!
- ❖ At least 5 different "actions" to be acted out by the characters *italicized* in parenthesis (.....)
Example:
John: (*wiping his forehead of sweat*) Yes, I can't believe how hot and sticky the Southern colonies get!
- ❖ At least 10 different ClipArt pictures evenly distributed throughout the script (don't put them all in the same place)
Example:
 **John**: (*wiping his forehead of sweat*) Yes, I can't believe how hot and sticky the Southern colonies get!
- ❖ No grammatical or spelling errors or typos
- ❖ No longer than 4 pages and **minimum** of size 14 font
- ❖ You must include the Geography & Climate, Specializations, Social Life, Political & Civic Life and Resources found in that region throughout your play.



SUMMARY & PICTURE



For this assignment you will be writing a summary and drawing a picture about the area of Colonial America that you and your classmates have researched. Your summary must include:

- ❖ A paragraph (at least 6-7 sentences) about your area of Colonial America
- ❖ Information about the Geography, Climate, Specialization, Social Life, Political & Civic Life, and Resources found in the area along with at least one extra fact from your research
- ❖ A hand drawn & colored picture that represents the area of Colonial America. Your drawing must be done in pencil first and then colored. No stick figures and you will be graded on the **neatness and effort** of your drawing. (I wouldn't choose this assignment if you are not an artist.)
- ❖ A catchy title for the Summary & Picture written at the top of the assignment
- ❖ A rough draft that has been **proofread by another member of your group** in a different color pen. The group member must sign off on your rough draft that they have proofread it.
- ❖ Correct spelling & grammar
- ❖ Your name written underneath the title



SHADOW BOX/DIORAMA



For this assignment you will be creating a Shadow Box/Diorama of the area of Colonial America you and your classmates have researched. Your “Shadow Box” must include:

- ❖ A background that represents your area of Colonial America- it should include characteristics from the Geography & Climate.
- ❖ A representation of the Political & Civic Life, Specializations, Social Life, and Human & Natural Resources
- ❖ You can print up to 3 pages of ClipArt from Microsoft Word. Make sure to include as many items as you can on each page. You may use any construction paper that you need and can draw as many items as you would like. You can bring in any items from home that you would like to use to create your Shadow Box.
- ❖ Label the Shadow Box with the name of the area of Colonial America your Shadow Box/Diorama is about.



POSTER ADVERTISEMENT

For this assignment you will be creating a current day poster advertisement for the area of Colonial America that you and your classmates have researched. Your poster must include:

- ❖ A catchy title written VERY LARGE on the poster
- ❖ Make-up some type of event that would only be related to that area of Colonial America for tourists to come see.
- ❖ Select a date and time for the event to take place
- ❖ Choose a famous actor/actress to be attending your event
- ❖ Lots of COLOR- and NEATNESS COUNTS!!
- ❖ You may use the computer to type letters/names or get pictures, but you are limited to printing only 3 sheets of paper- so make sure you include as much as you can on each sheet and cut it out to place on the poster.
- ❖ A picture to represent the famous star attending the even- you may use ClipArt/Magazines or draw it yourself!
- ❖ A background/theme that represents the Geography & Climate of the area of Colonial America your poster is about
- ❖ You may have "white space" but you should not have a lot. Your poster should be appealing to the eye and make people want to come visit your region!



TOONDOO CARTOONS



For this assignment you will be using <http://www.toondoo.com> to create **at least 4 comic strips** (of course you can create more) about the area of Colonial America you and your classmates have researched. Your cartoons must include:

- ❖ Three cartoon squares in each cartoon

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- ❖ A background that relates to your area of Colonial America in each cartoon square
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- ❖ Information about **each of the following topics** included in your four cartoons: Natural & Human Resources, Geography & Climate, Specialization, Social Life, and Political & Civic Life
- ❖ All pictures and text are relevant to the time period
- ❖ All text has correct spelling & grammar
- ❖ Each cartoon square must have text. It can be a speech bubble, thought bubble, heading or labeling of objects
- ❖ See Mrs. Sandlin for your individual ToonDoo username and password to be used for your project.



Writing Prompts

I will typically use some type of primary resource document or picture as a prompt to get students writing. Sometimes students will turn in the writing and sometimes they will have "Silent Conversations" with a partner that will be turned in for me to review.

Slave Auction Writing Prompt

Imagine that you are an abolitionist or a slave in 1859. Depending on your role, you are either witnessing or a part of the slave auction. Using the Slave Auction 1859 article, write a diary entry about this event. Your diary entry should be at least one page long.

If you are an abolitionist: How did the slave auction make you feel? How did this strengthen or challenge your view of slavery? Why? What about this scene might inspire new converts to the abolition movement?

If you are a slave: What happened to you in this slave auction? What happened to your family? What are your hopes, fears, and worries about the future? How do you feel about your life and your situation?

RUBRIC

At least one page in length	_____ / 5 pts
Uses evidence from the passage	_____ / 10 pts
Draws conclusions about slavery	_____ / 10 pts
In diary form	_____ / 5 pts
Diary entry is supported by the facts	_____ / 10 pts
Creativity	_____ / 5 pts
Spelling and Grammar	_____ / 15 pts
TOTAL POINTS:	_____ / 60 pts

Slave Auction, 1859

References:

New York Daily Tribune, March 9, 1859 reprinted in Hart, Albert B., American History Told by Contemporaries v. 4 (1928).

Preparation...

"The slaves remained at the race-course, some of them for more than a week and all of them for four days before the sale. They were brought in thus early that buyers who desired to inspect them might enjoy that privilege, although none of them were sold at private sale. For these preliminary days their shed was constantly visited by speculators. The negroes were examined with as little consideration as if they had been brutes indeed; the buyers pulling their mouths open to see their teeth, pinching their limbs to find how muscular they were, walking them up and down to detect any signs of lameness, making them stoop and bend in different ways that they might be certain there was no concealed rupture or wound; and in addition to all this treatment, asking them scores of questions relative to their qualifications and accomplishments.

All these humiliations were submitted to without a murmur and in some instances with good-natured cheerfulness - where the slave liked the appearance of the proposed buyer, and fancied that he might prove a kind 'mas'r.'

The following curiously sad scene is the type of a score of others that were there enacted:

'Elisha,' chattel No. 5 in the catalogue, had taken a fancy to a benevolent looking middle-aged gentleman, who was inspecting the stock, and thus used his powers of persuasion to induce the benevolent man to purchase him, with his wife, boy and girl, Molly, Israel and Sevanda, chattels Nos. 6, 7 and 8. The earnestness with which the poor fellow pressed his suit, knowing, as he did, that perhaps the happiness of his whole life depended on his success, was interesting, and the arguments he used were most pathetic. He made no appeal to the feelings of the buyer; he rested no hope on his charity and kindness, but only strove to show how well worth his dollars were the bone and blood he was entreating him to buy.

'Look at me, Mas'r; am prime rice planter; sho' you won't find a better man den me; no better on de whole plantation; not a bit old yet; do mo' work den ever; do carpenter work, too, little; better buy me, Mas'r; I'se be good sarvant, Mas'r. Molly, too, my wife, Sa, fus rate rice hand; mos as good as me. Stan' out yer, Molly, and let the gen'lm'n see.'

7. Assessments

I give all of my tests & quizzes online through a website called Quia. Quia enables teachers across the country to share their tests, quizzes, and activities with others. Everything I have created I can share with you!!! Quia can also be used to create review games. You don't need an account to play the games or even take some of the quizzes!

Who lived in the South and relied on slaves and indentured servants for labor?

A Women
 B Artisans
 C Large landowners
 D Farmers

\$ 1,000,000
 \$ 500,000
 \$ 250,000
 \$ 128,000
 \$ 64,000
 \$ 32,000
 \$ 16,000
 \$ 8,000
 \$ 4,000
 \$ 2,000
 \$ 1,000
 \$ 500
 \$ 400
 \$ 300
 \$ 200

Hint Hint Hint

2 out of 20

Hint: Were able to own land, could work for pay, but could NOT vote

Guess the answer

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Battleship (medium)

Captain, we hit something!
The enemy sunk our submarine!

You have:

- Battleship 1
- Cruiser 2
- Frigate 2
- Submarine 0

Enemy has:

- Battleship 1
- Cruiser 2
- Frigate 2
- Submarine 1

Player 1 0 Player 2 0

Geography and Climate	Political and Civic Life	Geography and Climate 2	Interdependence	Vocabulary Terms
100	100	200	200	200
200	200	400	400	400
300	300	600	600	600
400	400	800	800	800
500	500	1000	1000	1000

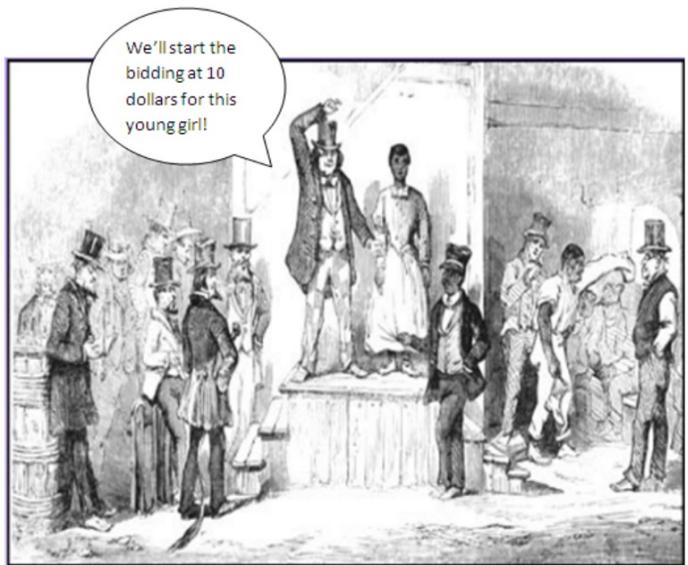
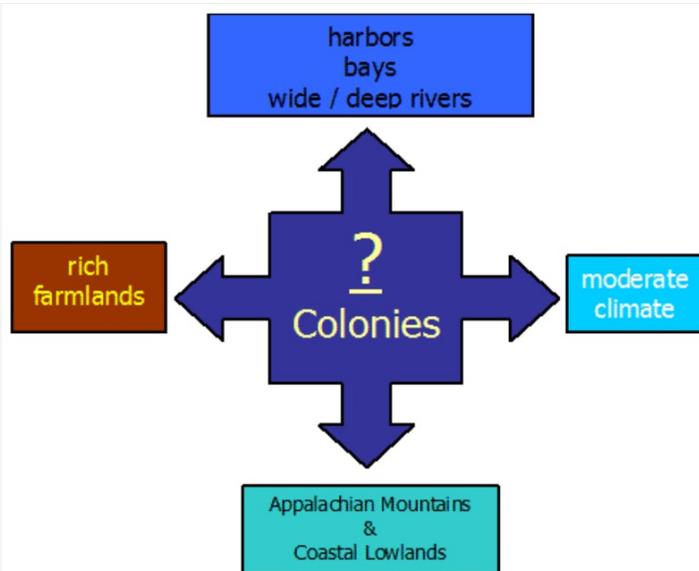
Start Over

Sample Test Questions

"The Condition of this obligation is such that . . . Richard Garfford shall well and truly deliver or cause to be delivered [to] . . . Thomas Workman . . . in Virginia a sound and able man servant between Eighteen and 25 years of age that shall have [four] years to serve at the least, and that [when] the first, second, or third . . . ship . . . [arrives] in the Port of James River in Virginia from London, that then the bond above [will]be [void] . . ."

In the agreement, Thomas Workman wants to get a(n)

- Small farmer
- African slave
- Indentured servant
- Legal wife



Which colonial region is represented in the graphic?

- New England
- Mid-Atlantic
- Southern
- Western

In which colonial region would this scene most likely have taken place?

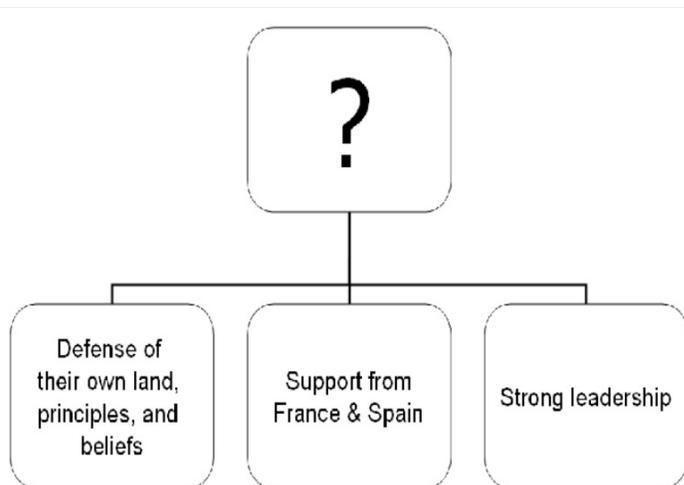
- New England
- Mid-Atlantic
- Southern
- Western



Ships in the Boston Harbor

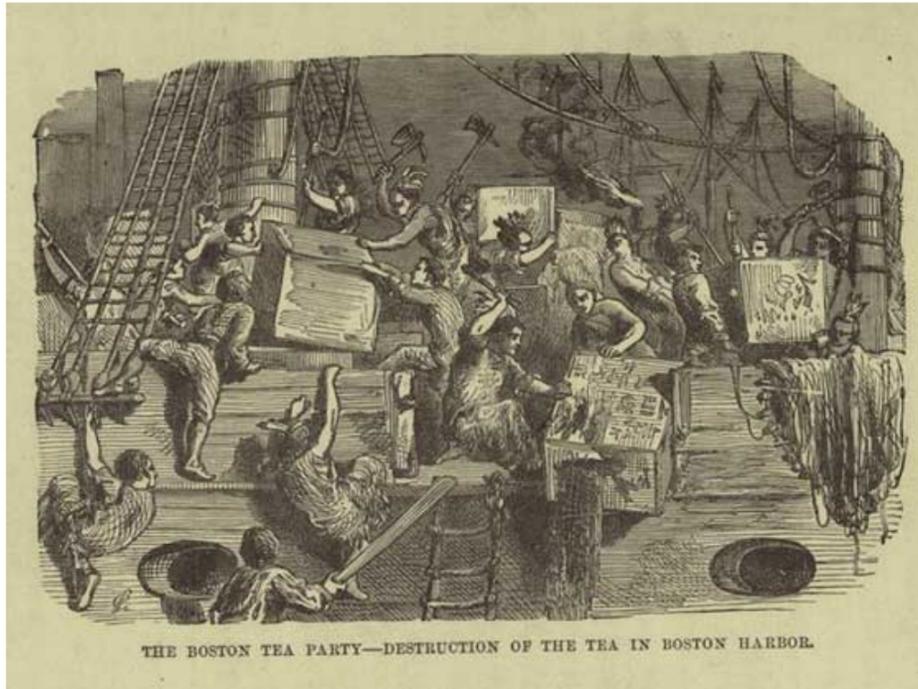
The area in the picture utilizes the political & civic life of:

- town meetings
- market towns
- county governments
- plantations



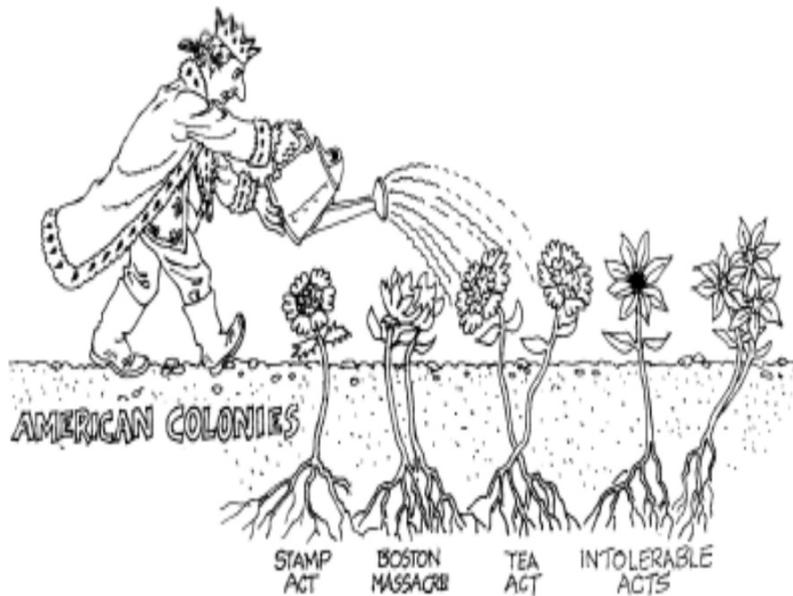
What title below would best fit the question mark in the graphic?

- Reasons for England's win
- Colonial Advantages
- Colonial Dissatisfactions
- Reasons for Canada's win



Which pair of colonists listed below played a leadership role in the event in the image?

- John Adams & Benjamin Franklin
- George Washington & Patrick Henry
- Paul Revere & Samuel Adams
- Benjamin Franklin & George Washington



The roots of the plants in this cartoon represent-

- people living in Great Britain
- opponents of the French & Indian War
- factors leading to the America Revolution
- laws passed by colonial legislatures

The BLOODY MASSACRE perpetrated in King-Street, the 5th of March, 1770, by a party of the 29th Regt.



Engraved, Printed & Sold by JOHN BARNES, 1770.

Unhappy Victims! for the Sons deplore,
 Thy bloodless Walks befouled with guileless Gore,
 While faithless P—n and his savage Bands,
 With mad Rancour stretch their bloody Hands,
 Like fierce Barbarians grinning o'er their Prey,
 Approve the Carnage and enjoy the Day.

If falling drops from Rage & Anguish bring,
 If Speechless Sorrows, 'tis Fins for a Tongue,
 O'er a weeping World can't ought appease,
 The plaintive Ghosts of Victims from the Heavens,
 The Patriot's agonizing for enduring shed,
 A glorious Tribute which embalms the Dead.

But know Ere flaming to that woful Goal,
 When Justice stops the Mind'er of his Soul,
 Should venal C—te the funeral of the Land,
 Snatch the reluctant Victim from her Hand,
 Even Executions on this Plate infernal,
 Shall reach a Juncture who never can be brid.

The unhappy sufferers were Messrs. DANIEL GAY, SAMUEL MAVERICK, JAMES CALDWELL, CALPHURN ATTICES & FINE CARE,
 Killed, six wounded; two of them (CHRISTOPHER MORGAN & JOHN CLARK), Mortally.
 Published in 1770 by Paul Revere.

"His Majesty having taken into his own consideration, the miserable circumstances of many of his own poor subjects...And His Majesty further grants all his lands between Savannah and Alatamaha, which he erects into a province by the name of _____.... The Trustees intend to relieve such unfortunate persons as cannot subsist (survive) [in England], and establish them in an orderly manner, so as to form a well regulated town. As far as their fund goes, they will [take over] the charge of their passage to _____; give them necessaries, cattle, land, and subsistence, till such time as they can build their houses and clear some of their land." - James Oglethorpe

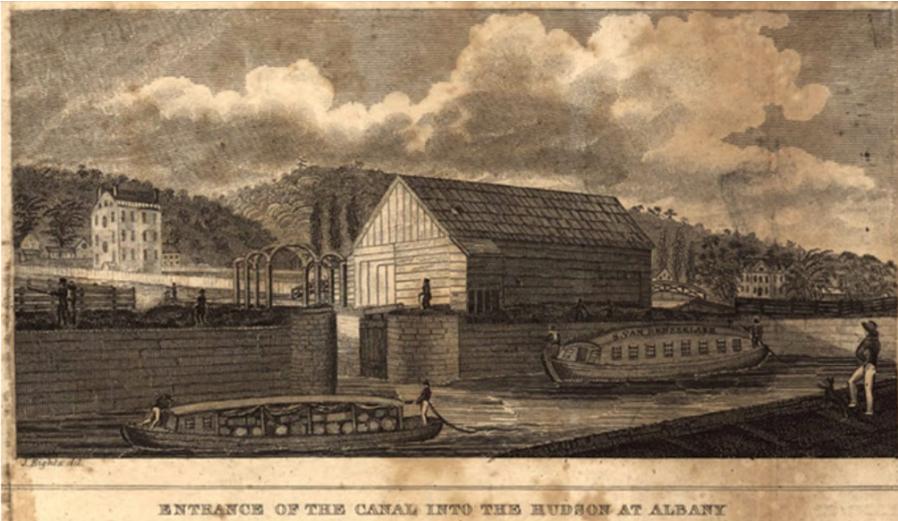
Which colony should fill in the blank in the paragraph above?

- Georgia
- Pennsylvania
- Plymouth
- Massachusetts Bay



The event mentioned in this flier was what kind of motivation for westward migration

- Economic
- Social
- Political
- Religious



"The most gigantic undertaking yet proposed, is that of New York, for drawing the waters of Lake Erie into the Hudson. The distance is 353 miles, and the height to be surmounted 661 feet. The expense will be great, but its effect incalculably powerful of the Atlantic States." *Thomas Jefferson*

What was the effect of the picture & quote above:

- Made water travel more difficult
- Made water travel quicker and cheaper
- Made water travel more expensive
- Made people build railroads

Exit Card

1. What region is labeled #10

2. What type of geographic feature is pictured?

3. What area(s) from this unit do you need more practice with?

- Geographic Regions
- Bodies of Water
- Geographic Features
- Latitude/Longitude
- Continents/Oceans
- Vocabulary



Exit Card

1. Describe Cactus Hill (in as much detail as possible)

Ex: Where is it located? What do they study there? Think of your drawing!

2. Describe the Kwakiutl in as much detail as possible.

Plank



Directions: Number your paper 1-9 and list the name of the geographic feature illustrated. The blue numbers are water features; and the green are land features



EXIT CARDS

1. What 3 colonies were established for religious reasons?

2. Describe the New England colonies in as much detail as possible

8. Review Stations

I do review stations in class the day before the Unit Test. Stations vary each unit depending on the needs of the students, and the resources I have available.

PINK STATION

1. Complete the ActivBoard flipchart with the members in your group.

2. Each person should answer 3 questions **OUT LOUD** then pass the pen on to the next person. Everyone should be watching and paying attention as each person is up at the board. If you get one of your questions incorrect you need to keep trying until you get it correct and then repeat the correct answer.

3. When you have completed the entire flipchart start back at the beginning having each member complete an entire page by themselves.

COLONIZATION

Economic venture Religious "Lost Colony" Economic venture
Separatists Puritans Religious
Religious Economic freedom 1st Permanent English settlement
Debtors Virginia Company of London Quakers Owed money

JAMESTOWN

ROANOKE ISLAND

PLYMOUTH

MASSACHUSETTS BAY

PENNSYLVANIA

GEORGIA

New England

Town meetings

Hilly terrain Market towns

Livestock & grain

Counties

Tobacco & cotton

Indigo & wood products

Moderate climate

Cold winters

Humid summers

Church of England

Separatists

Southern

Religious Reformers

Diverse religions

Piedmont

Jagged coastline

**Invented by Cyrus
McCormick & Jo
Anderson**

**Invented by Eli
Whitney**

**Invented by Robert
Fulton**

**Increased the
productivity of the
American farmer**



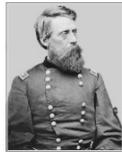
**Cheaper and faster
river transportation**



**Increased the need
for slave labor**



Opposed to tariffs



Pro-slavery

Rural



Manufacturing Region

Strong central government

Anti-Slavery

Urban

Agricultural Society



Favored tariffs



States Rights

NORTH

SOUTH

PURPLE STATION

1. Go to Mrs. Sandlin's Blog
2. Play the Unit 4 Test Review Millionaire Game until you become a millionaire without using any hints! 😊
3. Play the Unit 4 Test Challenge Board/Jeopardy Game. Record your score on the sheet at the station.
4. Finally, you can try the Challenge Board again, or play any of the Unit 4 Review Games to prepare for your test.

BLUE STATION

1. Pick a partner from your group
2. You will be playing the “Dice Game” with your partner. Player #1 will roll the die and then will draw from the ziplock bag the number of questions that are on the die.
3. Keep score using a dry erase board give each player a tally mark when they get a correct answer- the higher number you roll- the better chance to beat your partner!
4. Players should alternate turns and each player should go twice for each different color of ziplock bag- then switch to a different color bag. Continue playing until you have done all of the colors- then start again!
5. Record the final score for your game on the station worksheet.

Who was the President of the Confederate States of America?

Who was the President of the Confederate States of America?

Jefferson Davis

Who was the President of the United States during the Civil War?

Who was the President of the United States during the Civil War?

Abraham Lincoln

Who was the leader of the Army of Northern Virginia?

Who was the leader of the Army of Northern Virginia?

Robert E. Lee

Who was the General of the Union Army?

Who was the General of the Union Army?

Ulysses S. Grant

Who was the Civil War nurse who created the Red Cross?

Who was the Civil War nurse who created the Red Cross?

Clara Barton

Who issued the Emancipation Proclamation?

Who issued the Emancipation Proclamation?

Abraham Lincoln

Red
Unit 9

Blue
Unit 9

Purple
Unit 9

Orange
Unit 9

Green
Unit 9

Turquoise
Unit 9

BLUE STATION

1. Pick a partner from your group
2. Take one of the sort ziplock bags from the station and with your partner quietly try to place the items correctly under the category titles: “New England” “Mid-Atlantic” and “Southern.”
3. Next take an answer key and check your answers to see how many you got correct and record your score under both names.
4. Have each partner try the sort by themselves and record each score individually.
5. Finally discuss the picture cards with your partner taking turns listing characteristics of each region.

RED STATION

1. Complete the “Unit 1 Test Review” Worksheet (p. 9)
Make sure you keep track of your worksheet because it is a page in your notebook to turn in after your test tomorrow!
2. Check your answers with the answer keys found at the station- Make sure you **correct the questions you missed with different color!**
3. Next you can start working on your Unit 1 Title Page. Make sure you include all of the unique ways we use to remember the information! You should write your Geographical Regions sentence on your Title Page!

ORANGE STATION

1. Get a Scavenger Hunt worksheet, pencil & dry erase board and go into the hallway and complete the Unit 6 Scavenger Hunt.
2. When you are finished bring your sheet inside to be checked. You will continue to correct your sheet until you have all of the answer correct! 😊
3. Once you have completed the Scavenger Hunt accurately you can work on your timeline project or study notecards quietly.

GREEN STATION

1. Go to Mrs. Sandlin's Blog
2. Take the Review Quiz #1
(until you score an 85% or higher)
3. Take the Review Quiz #2
(until you score an 85% or higher)
4. Finally, you can play review games on the blog to review for your Unit 1 test.

9. Retakes

I allow students to retake tests & quizzes they do poorly on. They are required to spend at least one day with me during lunch before retaking a quiz, and come before/after school to retake a test.

10. Student Tutors

I take student volunteers who have an A average in my class to help others who are struggling during lunch. I partner them up and they meet twice a week during lunch to review & complete assignments together.

Student Tutors

1. Need to have an A average in History class to be eligible
2. Need to be dedicated to their student (at least twice a week)
3. Need to be organized
4. Need to be self-reliant
5. Need to be responsible
6. Self-motivated

CAN YOU DO IT?!?!

Questions?



<http://www.ksandlin.blogspot.com>

YOU make a
difference!

Thanks for coming!



Katie Sandlin

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<http://www.ksandlin.blogspot.com>

<http://www.quia.com/web>