

NTTI Media-Rich Lesson

Planning Guide

Title: Coming to America

Time Allotment: 3 class periods

Grade Level(s): Grade(s) 5 & 6

Overview: Students will read primary sources used to influence English to come North America. (Original and translation).
Students will decide why they were good or poor reasons (supporting answers). Students will use personal opinions of why or why not they made their decisions.

Subject Matter:

Reasons why English decided to come and colonize America

Learning Objectives:

Understand reasons why English chose to move to North America
Identify reliability of source of information.

Standards:

6th P. Outcome III. II World Interactions
Examine instances of contact between people of different regions of the world and determine the reasons for these contacts.

Media Components - Video:

Media Components - Web:

Prep for Teachers:

Previously prepare partner clock photocopies.
Type original document "inducements" with translations on a sheet, then cut into individual strips.
Photocopy instructions for evaluation letter.
Photocopy record sheet for presentations
Prepare rubric for evaluation letter.

Introductory Activity: (remember to number each step)

1. Orally share why each came to our school from where they were before
2. Review what primary sources are - introduce writer of reasons to come.
3. Pair up using partner clock and pick two slips with "inducements" typed on them.

Materials: Book: Envisioning America by Peter C. Mancall pages 34 - 39
Slips with material from #1
Partner clock.

Learning Activities: (remember to number each step)

1. With partner, choose 2 "inducement" slips
2. Decide with partner if a good reason or not and support why you made that choice.
3. Prepare 3 x 5 cards to share your work with the rest of the class.
4. EACH student records reasons given on record sheet.

Materials: Paper, 3 x 5 cards, presentation record sheet.

Culminating Activity: (remember to number each step)

1. Individual students will use presentation notes to write a persuasive letter to a student and family in England as though they were colonists trying to get them to come to America.

Materials: Presentation record sheet
Paper
Rubric

Cross-Curricular Extensions:

Students will get practice in writing a persuasive piece.

Community Connections:

Interview a neighbor or relative to determine why their families came to Hamilton to be shared with the class -- names not necessary.

Student Material:**Assessment:**

Students will write persuasive letters as presented in culminating activity.