

## Teaching American History Project 2009-2012

### Education in Colonial New England

**Grade:** 5

**Length of Lesson:** Two 45- minute class periods

**Inquiry:**

- How can students make deeper connections to the past?
- What was schooling like in the New England Colonies?
- How does colonial schooling compare to current educational practices?

**Objectives:**

- Explain 3-4 aspects of colonial schooling in New England
- Identify the elements in a hornbook and draw conclusions about the goals of education in colonial times.
- Identify the elements in a primer and draw conclusions about the goals of education in colonial times.
- Evaluate engravings from the time period to draw conclusions about typical classroom procedures and the roles of students and teachers in colonial times.
- Compare and contrast colonial schooling with their own school experiences

**Materials:**

- Optional PowerPoint reviewing primary and secondary Sources
- Hornbook reproductions\*
- Primer reproductions\*
- Colonial engraving of a Dame School \*
- Colonial engraving of a Latin School\*
- 4 large pieces of chart paper (one for each source) with two columns. Label column 1: **Familiar (like me)** and label column 2 **Unfamiliar (not like me)**.
- Secondary sources on colonial schooling in New England. *Suggestions:* Textbooks or appropriate sections from If you Lived in Colonial Times by Anne McGovern or Everyday Life in Colonial Times by Walter A. Hazen

\*Note: These are available online by searching google images or [www.earlyamericanimages.com](http://www.earlyamericanimages.com). Another great resource is Scholastic's Primary Sources Teaching Kit: Colonial America.

## Activities:

### Day1:

- Teacher will provide background on the sources being used for today's lesson.
- Students will work in small groups to examine and analyze primary sources.
- Students will discuss and record observations on a guided worksheet.
- At the end of the 1<sup>st</sup> class period students will complete an exit card listing 3 conclusions they drew about colonial education in New England after examining their primary source.

### Day 2

- Students will evaluate their findings from day 1 and record their findings in the appropriate column on one of the 4 large two-column pieces of chart paper (labeled for each source).
- Students will read a short selection from a secondary source in order to refute, confirm, or expand on their findings from Day 1.
- Students will add any new information to the charts.
- Each group will share their findings with the class.
- Homework or class period #3: **Raft Writing**: Students will compose a letter to a 10 year old colonial boy or girl comparing their educational experiences.

### Assessment:

- Teacher will informally assess progress as students are working through the guided worksheets and provide additional support through guided questions where needed.
- At the end of Day 1 students will complete an exit card listing 3 conclusions they drew about colonial education in New England.
- Students will be formally assessed after Day 2 when they produce a written piece reflecting on their findings and points of comparison.

### Connecticut Grade Level Expectations:

- Content: Early American History through the American Revolution/Constitution with an emphasis on local history connections and the use of primary material.
- Skills: Standard 2: History and Social Studies Literacy
  - 2.1: Locate and gather information from primary and secondary sources
  - 2.2: Compare and contrast information gathered from primary and secondary sources
  - 2.3: Create written work using primary sources

