

2003 National Teacher Training Institute

Grade 4

Colonial Life in Virginia

Master Teacher

Sherry Williams

Time Allotment

60 minutes or two 45-minute lessons (**Note to Teacher:** Have **Learning Activities** one day and the **Culminating Activity** the next day.)

Overview

The first English colony in America was at Jamestown, Virginia. This colony set the tone for colonial development in the Southeast. Many of these early colonists brought their British values with them, including grand manors with servants working on the grounds and in the house.

This lesson will give the students a general idea of what life was like on a colonial plantation. It will also help students become familiar with the various activities that took place on a daily basis on the plantation.

Differentiation of Instruction

This particular lesson plan was written for use with deaf students with the use of captions in the video. The lesson may need to be signed.

Activities for this lesson are based on guidelines from SC Curriculum Standards Implementation Guide, Chapter Four, pages 7-8, 19. Differentiation of Instruction (<http://www.myschools.com/offices/cso/SIG/k5.htm>) modifications for special needs students are included in the lesson plan. The modifications support the achievement of the selected standards.

Subject Matter

Social Studies

Learning Objectives

Students will be able to:

- ✎ Compare life in England with plantation life in America;
- ✎ Compare the life of the plantation family with the other people on the plantation;
- ✎ Name some dependencies (mini-industries) that are found on a plantation.

South Carolina Standards

(These Standards are available online at [http://www.myschools.com/Offices/CSO/.](http://www.myschools.com/Offices/CSO/))

- 4.1.5 Compare and contrast the lives of European, African, and North American families in various regions in colonial times.
- 4.6.4 Explain connections among places.
- 4.6.5 Describe the causes and consequences of spatial interaction among people.

Media Components

Video

The Living History Series, Lesson 7: "Living on a Colonial Plantation"

Web Sites

Stratford Hall Plantation, Birthplace of Robert E. Lee

(http://www.stratfordhall.org/map/site-map/great_house/index.htm) provides a virtual tour of the plantation house. There are online games that support the lesson.

Mount Vernon

(<http://www.mountvernon.org/groundstour>) provides a tour of Mount Vernon. The tour features the dependencies and outbuildings at Mount Vernon. The tour

2003 National Teacher Training Institute

continues using links at the bottom of each Web page.

Materials

2 candle tapers attached to each other
with wick
sample of ironwork
paper and pencil for each student

Equipment

TV
VCR with remote

Adapting NTTI Strategies for Deaf/Hard of Hearing and/or Visually-Impaired Students

Adapting Video

- ✎ Closed captioned and total communication for deaf students
 - Interpret (sign) closed-captioned video to provide total communication for deaf students.
 - Use visual communication to enhance understanding of the video scenes for students not reading at the vocabulary level of the captions.
 - Signing over narration helps students focus when an emphasis on certain information is needed.
- ✎ PAUSE strategy and closed captioned
 - When using closed captioned, pausing the video can cause the loss of 1-3 sentences of closed captioned as the pause is released and the video begins to play at the pause point. Suggestions for modifying the PAUSE strategy:
 - The teacher may need to rewind after the pause and then begin to play the video.

- Play closed captioned in longer segments and provide a video guide sheet with the **Focus for Media Interaction**.
- Play the video segments through from the beginning point to the ending point. The **Focus for Media Interaction** would be given at the beginning. Tell the students that they will watch the entire segment, and then watch it again, pausing for them to answer the focus task for each segment. Tell them some of the caption is lost at pause points, read carefully the first time.

✎ Non-captioned video

- Prepare to interpret (sign) the video for deaf students.
- Arrange for a qualified interpreter to sign the video. Plan the lesson in advance to allow time for this arrangement.

✎ Screen size for visually-impaired students

- Use a projection device with the VCR to project the video to a large screen.
- Allow students to sit close to TV or large screen.
- Determine how the students can touch the TV screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.

Adapting Web Sites

✎ Web sites with audio

- Provide an interpreter for each hearing-impaired student.
- Use with small groups with teacher interpreting and guiding the activity.

2003 National Teacher Training Institute

- Direct students to alternate text files for the video/audio if available.
- ✎ Screen size for visually-impaired students
 - Use a projection device with the computer to project to a large screen.
 - Allow students to sit close to computer screen or projector screen.
 - Determine how the students can touch the screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.
- ✎ Web sites with total communication for the blind
 - Use sites encoded with Braille.
 - Use sites with audio.

Use sites that are easily read by text reader software. (Page is formatted from left to right allowing tab or arrow keys to move the reader through the text and images. Images have alternate text that identifies the image in relation to the text on the page.)

Prep for Teachers

- ✎ Preview and cue the video.
- ✎ Preview and bookmark all the Web sites used in this lesson.
- ✎ When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

Introductory Activity

Step 1: Show the class two candle tapers with the cord still attaching them together. Ask the class the reason for the cord. Next

ask the class if they know how to make the candles.

Step 2: After a brief discussion, present some ironwork. Now ask the class how ironwork was made. Explain that today we have machines that make many things but long ago, everything was made by hand. Tell students that today's lesson will focus on life on a colonial plantation. How did plantations start? Who lived on a plantation? What was life like on a plantation?

Learning Activities

Step 1: Tell the class the early English settlers brought the concept of the plantation here. How is it similar to Britain's? Where are the roots? Give the class a **Focus for Media Interaction**, asking them to examine the similarities of the colonial plantations with the grand manors back in England. **START** the video at the very beginning and **STOP** at the scene of a grand manor house. You will hear: "...copy as many of the grand old ways as possible."

Step 2: Tell the students to fold their paper in half and write down some characteristics of an English manor on one side and the characteristics of a colonial plantation on the other side. Label each column. After they finish, discuss the characteristics with the class. If needed, replay the segment for students to complete the lists.

Step 3: Next look at the people who actually worked on the plantation. Who are they? Are they all equal? How are they not equal? The **Focus for Media Interaction** for the next segment will be the people who lived on a plantation. Were all laborers the same in status and with division of labor? **START** the next segment at the black title page which says "Plantation Laborers: Indentured Servants and Slaves." **STOP** at the black and white picture of the slaves working in the

2003 National Teacher Training Institute

field. You will hear: "...people who were actually owned by the plantation."

Step 4: Facilitate a class discussion. Ask students if we still have indentured servants today? Why or why not? Were both indentured servants and slaves equal? Why would a plantation owner prefer to have slaves than indentured servants?

Step 5: Next compare the life of the plantation owner and the slaves. FAST FORWARD the video to the black title page which says, "Plantation Life: The Rich and the Poor." Give the class a **Focus for Media Interaction:** Look at the life of the plantation owner and the workers. How are they different? Were all houses on the plantation the same? STOP the video at the black and white picture of slave cabins in Florida. The statement is, "like this village in Florida."

After viewing the video, go to Web site: <http://www.stratfordhall.org>. Click on "Tour Stratford" on the bottom right. Click on "Great House" and take a tour of the plantation manor house. Provide students with a **Focus for Media Interaction** by instructing them to compare this plantation house to the house in the video. What features are the same and which are different? Have the students do both the Main Floor Plan and Ground Floor Plan tours. Give them 15 minutes to do this tour. Facilitate a discussion of the similarities and differences of the two plantation houses. (**Note to Teacher:** If time permits at the end of this activity, the students can go back to this Web site and click on "just for kids" and play one of the four online games.)

Step 6: FAST FORWARD the video to the black title page, which says "Dependencies." Give the class a **Focus for Media Interaction** by instructing them to

list on a sheet of paper the dependency as soon as it is introduced. START the video and continue until the blacksmith dependency and STOP at the picture of metal work pieces. You will hear: "...fill many important needs of the plantation." Tell the students to compare lists to ensure that all dependencies are listed on each student's paper.

Step 7: Direct the students to the Web site: http://www.mountvernon.org/grounds_tour/ and have them click on the "Next" button at the bottom of the page to take a tour of Mount Vernon. They will view some of the dependencies and outbuildings at Mount Vernon. Add any different dependencies to their list. Students should compare the list of dependencies. Facilitate a discussion of who did the work on the plantation.

Culminating Activity

Students will write a narrative on plantation life. Each student will choose a dependency that would be his or her job on a plantation. They will describe the job they do, the status of worker they are and the house that they live in.

Cross-Curricular Extensions

Language Arts: Instruct students to select Mount Vernon, Monticello or Stratford Hall, and write up a brief narration about their chosen plantation and its owners.

Language Arts /Art: Have students choose a mini-industry or dependency found on a plantation. Tell them to write a description of it and either draw or find a picture to illustrate it.

Science: Have students describe the life cycle of either tobacco or cotton.

2003 National Teacher Training Institute

Community Connections

✎ Visit a plantation or living history farm. Examples in Upstate South Carolina are Walnut Grove Plantation, Roebuck and

the Roper Mountain Science Center Living History Farm, Greenville.

✎ Find a local artisan that does spinning weaving or candlemaking. Ask him/her to come give a demonstration.