

## Library Services Library Lesson

<b>Topic</b>	Students will research the unique characteristics of The Thirteen Colonies in Britannica School Encyclopedia. They will access multiple articles, images, videos, and web's best sites to understand the economic, social, and political characteristics of each colonial region. The students will take notes to answer questions from multiple articles as they compile their research to complete their exit ticket.
<b>Grade</b>	7
<b>Essential Question(s)</b>	<ol style="list-style-type: none"> <li>1. When was each colony settled and who were the founders?</li> <li>2. What religions did the colonists practice in the three colonial regions? How did religion shape the different colonies?</li> <li>3. What was the geography, climate, and natural resources of the three colonial regions and how did this contribute to the development of economies in each area?</li> <li>4. How did the difference between the three colonial regions affect daily life in each area?</li> </ol>
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. I can name and describe daily life in the thirteen colonies.</li> <li>2. I can define what role religion played in the three colonial regions.</li> <li>3. I can compare the impact of geography, climate, and natural resources on the economies of the three colonial regions.</li> <li>4. I can describe the differences between the three colonial regions and its affect on daily life in each area.</li> </ol>
<b>Lesson</b>	The teacher will ask the following: Can you name one of the Thirteen Colonies and tell us one fact about it? The teacher will lead a class discussion about the unique characteristics of each colonial region. She will explain that today you will research, what life was like in the different regions. Next, the teacher will review with the students how to login to CLEVER. Students will scroll down or click Library Services in the left-side menu and click on Britannica School. The teacher will demonstrate how to use the icon buttons (Send to, Favorites, Print, Cite, Translate, Listen, Font up, and Font down) available in all articles to help them navigate multiple articles for this project. She will show them additional features (Table of Contents, Did you Know? and Related Sources to view age-appropriate vetted websites.

	<p>Finally, the teacher will explain the Exit Ticket assignment before sending each student to a computer. Each student will login to Clever and repeat the steps above. Each student will type 13 colonies in the search bar and click the search term to view and read the article. Students will also search United States History and will select from the table of contents: The New World settled 1492 – 1763 and read the article to gain a better understanding of life in the different colonial regions. Students will select the Reading Level as they read each article. As they read, the articles they will take notes on the handout provided by the teacher. Students will also view the related content to complete their research. When the student has finished taking notes, they will complete the Exit Ticket.</p>
<p><b>Standards</b></p>	<p><u>NG ELA 7W2f</u>: Establish and maintain a style appropriate to the writing task.  <u>NYS K-8 Social Studies Framework 7.2c</u> : European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of economies in the New England, Middle, and Southern Colonies.  <u>ISTE 3a</u>: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.  <u>Empire State Information Fluency Continuum (ESIFC):</u>  <u>Standard 1: Inquiry and Design Thinking</u>  <u>1.1: Connect</u>  <u>7.1: Prior Knowledge, Background Information and Inquiry Questions</u></p>
<p><b>Assessment</b></p>	<p>Exit Ticket: Suppose you are a colonist and you are collecting research to write a report about each colonial region. For this report, you will choose one of the colonial regions and describe the people, religion, geography, natural resources, and climate of this region. Also, include how these factors contributed to the development of the economy in this area. Remember to include details from your research. Draw a picture that illustrates this colonial region and write a caption for your drawing.</p>

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Library and Information Science

Ms. Westphal

## **Prior Knowledge, Background Information and Inquiry Questions**

Topic: \_\_\_\_\_

**What do you already know about your topic?**

### **Background Information:**

Important people, places, dates:

Important issues:

**What additional questions do you have?**

**Empire State Information Benchmark Skills**

**Connect 7.1**

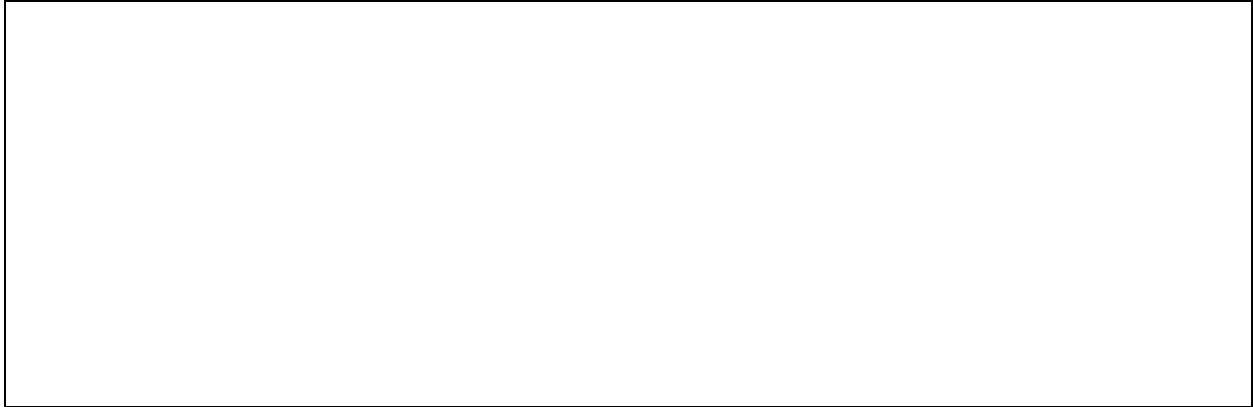
Name: \_\_\_\_\_

Class: \_\_\_\_\_

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**Draw a picture that illustrates this colonial region and write a caption for your drawing.**



**Suppose you are a colonist and you are collecting research to write a report about each colonial region. For this report, you will choose one of the colonial regions and describe the people, religion, geography, natural resources, and climate of this region. Also, include how these factors contributed to the development of the economy in this area. Remember to include details from your research.**
