

# Are You a Historian?

5<sup>th</sup> grade

Cathy Johnson

## OBJECTIVES:

Explain the international economic and cultural interactions occurring because of the triangular trade routes including the forced migration of Africans in the Middle Passage to the British colonies. (CCRIT 3) 5.CS2.3

Analyze and compare the daily life in the colonies as experienced by different social classes including large landowners, craftsmen and artisans, farmers, women, enslaved and freed African Americans, indentured servants, merchants, and Native Americans, noting important similarities and differences in the points of view they represent. (CCRIT 6) 5.CS2.6

## BACKGROUND:

1. Knowledge of primary and secondary sources.
2. Knowledge of the way Native Americans lived in the New England area prior to settlers.
3. Knowledge of John Winthrop settling area.
4. Knowledge of the way a wealthy colonial family would have lived in New England area.
5. Knowledge of how a slave family that might have a separate living area would have lived.
6. Knowledge of how Washington and his troops might have lived traveling and setting up headquarters.
7. Knowledge of what is correct for writing complete statements supported by cited documents.

## PRESENTATION LESSON ONE:

- A. What is a historian? Take definitions from the room and write for all at the front of the room.
- B. Webster says? Write the definition that the dictionary says for a historian.
- C. Reflect and review and guide discussion to lead students to see that archaeologist find the artifacts, researchers find the documents, catalogers keep track of information found, collect oral information and analyze to create a educated guess to fill in the spaces between what is written or drawn during that time about that time. Therefore if they write about something that is taking place right now they are historians, or remember yesterdays events they are historians, but they can even analyze long ago and be a historian. It is everyone's job to learn of and preserve the past, to understand and participate in the present, to be able to build and shape a better tomorrow. \*\*\* (prepare worksheets according to grade level)
- D. Discuss the worksheet and assign the reading of information about five different types of people that lived or stayed on the Ten Hills/Royal Family land. (natives, puritan, wealthy colonial, slave, militia)

## PRESENTATION LESSON TWO:

- A. Break into assigned groups. Designate a recorder of information, a legal representative that monitors if instructions are being followed, a preservationist to clean items found, and a sketcher to draw what has been discovered. Also designate a leader for each group and each student sign their name by their duty.
- B. Preservationist go get the box. The box is a clear plastic box with 5 to 6 items placed in sand (this can be in dirt and wet then hardened if you have the time for students to excavate and don't need to reset up rapidly for following classes.) The box should have a symbol for north on it and legal representative should make sure it is placed north on the table to help in listing where the item is found. Sketcher should pick up all the tools: toothbrush, paint brush, spoon. Recorder should have gotten worksheet. Leader should have gotten directions sheet.
- C. Leader should insure that everyone has the opportunity to dig. As the artifacts are found, listed, described, sketched and observed students begin to make assumptions as to which group might have used these items.
- D. After twenty minutes the items are returned and covered and box is returned to main table for next class. Students complete their group work and begin assignment due when the return tomorrow.

ASSIGNMENT: Students will each write a half page to one page describing their discoveries and which group they believe the artifacts belong to. They must cite reference to a primary or a secondary source, textbook, or internet site. This information can be listed on the back of the page. Students will have a table with the information from previous days available all three days.

## PRESENTATION LESSON THREE:

- A. Students will have 10 minutes to complete citations if needed or read on the next assignment to begin the hour. Assignments will be taken up. Students return to their groups and each group leader will present their findings by calling on people in the group to show the drawings and to describe what was excavated to the class and then speculate on who would have used the items. After all have presented then the reveal will be made to students.

## EXTENSIONS:

- A. Cross curriculum with literature teacher for reading various books that depict this time period.
- B. Cross curriculum with science teacher discussion on excavation and carbon dating.
- C. Cross curriculum with art teacher to make various pottery, or a paper quilt using drawings of items.

- D. Cross curriculum with literature teacher to do independent research and writing.
- E. Cross curriculum with art teacher to make game the African's played.
- F. Cross curriculum with math teacher for a time line showing the amount of years between the occupants.