**Lesson Cycle**

**Lesson Title/Topic:** Roger Williams, Anne Hutchinson

**Concept:** The accomplishments of significant individuals during the colonial period.

**Standards/Rationale:** 3rd Grade; 113.16(b)1B

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| **Learning Target:**  The student will describe and compare the significant accomplishments of Roger Williams and Anne Hutchinson with 70% accuracy. | **Assessment:**  Completed Quiz. |

**Materials:** Flip boards, markers, video, PowerPoint, textbook.

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| **Lesson Cycle:** **(Cooperative Learning: Carousel)** |

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| **The teacher will:** | **The student will:** |
| **Focus/Mental Set:** (Hook): have video playing from colonial period. The dry erase board will read “Religious Dissenters.” After video ask them to give you examples of what the colonial period was like in the 1600’s? Describe how they dressed? How would you compare the roles of men and women in the community different from what it is today?  Can you elaborate on the reasons the colonists risked everything to come to the America?  Explain what dissent means (disagree)?  Review: In our last lesson we learned when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain. Ask them for examples of someone who stood against authority for what they believed in: Martin Luther King. Today we are going to expand on religious freedom and identify 2 significant figures during the time period Go to slide one of 113.16(b)1B PowerPoint. | Sit down at tables 4 to a group. Watch video. Answer questions. Recite names of people on slide 1. Read along in textbook. |
| **Teacher Input:** Ask students to turn to Chapter 4, page 165 in your textbook and follow along. Pick a student to read the few paragraphs about the New England colonies and the religious dissenters.  PowerPoint: Display 113.16(b)1B **‘***Religious Dissenters***.’**  Slide 1 - Ask the students to read the names of the people listed.  Slide2 -Review answers given during Focus.  Slide 3 - Show picture of Anne Hutchinson.  Slide 4 - Have a student read slide then explain what they read.  Slide 5 - Read beginning then have all students respond to question. On last question get multiple answers.  Slide 6 - Compliment students on correctly defining heresy. (An opinion contrary to commonly accepted belief.)  Slide 7 - Read slide. Ask students to again define what dissent means. Ask them what banished means.  Slide 8 - Read top of slide. Ask question. Receive multiple answers.  Slide 9 - Show slide.  Slide 10 - You’re right! It is the first amendment of the United States Constitution.  Slide 11 - Say “now we are going to find out about our second dissenter” ask them to say his name.  Slide 12 - Select a student to read each of the statements listed. Ask what dissenting means.  Slide 13 - Read slide 13 out loud. Discuss why Anne Hutchinson lived there.  Slide 14 - Review from last lesson where the colonies were located. This is Massachusetts Bay. Both dissenters were banished from here.  Slide 15 - This is the new colony that was created. Ask which significant individual created this new colony? Describe the individuals who lived here?  Slide 16 - Read why he is a symbol today. Ask the question at bottom of slide. Get multiple answers.  Slide 17 - Praise them for coming up with correct answer or review to make sure they understand it.  Slide 18 - Compare what these people have in common. Listen to multiple answers.  Slide 19 - Review slide. Ask for any other similarities.  Slide 20 - The end. Praise them for their hard work and input. | Observe PowerPoint, read C4 pp 164-165 in text, listen, answer questions, read slides when called upon and follow along. Pick one or two students to read section about The New England Colonies.  Before PowerPoint, have them pair up. Look at language objective (usually vocabulary) written on the board. Look at the pictures associated with the words, say the words together, read the definition, discuss it. (if necessary use bilingual dictionary). Repeat 3 times. Encourage them to look and listen to other pairs during the process. |
| **Guided Practice:** Carousel Feedback:  Table 1 & 3 will be given Anne Hutchison; Tables 2 & 4 will be given Roger Williams.  Giving a time limit of 2 minutes per table, ask each person at each table to sketch an image of an activity they imagine their assigned dissenter to be involved in during their time. Provide an example to get them started: Anne Hutchison leading a bible study at her home; Roger Williams in one of several court proceedings. Each group vote on their favorite image from their specific group and have the artist tape it to the board. Each group will walk to each “station” and answer the questions, “Describe what is happening in the picture”, and “Do you believe the dissenter is justified in their actions?”  After each group has visited each station, ask the class to return to their seats. Ask Table 1 to read their answers and discuss with the class their findings. Move on to Table 2, 3, & 4. After everyone has had a chance to answer, Ask the class if they would like to live during this time and give reasons why. | Participate in the Carousel Feedback activity both in the sketch and writing portions of the exercise. Rephrase what they’ve learned. |
| **Independent Practice:** Provide students with a Fill in the Blank activity and ask them to complete. Clearly read the directions and ask if everyone understands. For low level learners, you can read the questions quietly to them and ask for opinions. For the mid-level learners, ask them to expand on their learning by creating a question about Religious dissenters. For the high level learners, ask them to consider what it was like to live during that period. Write a short essay on the back explaining all the differences between the 1800’s and today. | Participate by completing the worksheet. Asking questions if necessary. |
| **Closure: (Mix Pair Share)**  Have students move around the classroom, when mixed enough have them pair with person closest to them and share 3 things they learned during the lesson.  Freedom / banished definitions  Step 1: Show a picture of banished, give thumbs down gesture and a sad face and say banished.  Show a picture of freedom, give thumbs up and a happy face and say freedom  Step 2: Teacher says banished then freedom then teacher / student switch roles for repetition.  Step 3: Teacher says banished then freedom | Share and explain 3 takeaways from this lesson.  Freedom / banished definitions  Step 1: Teacher shows a picture of banished, give thumbs down gesture and sad face say banished.  Teacher shows a picture of freedom, give thumbs up and a happy face and say freedom  Step 2: student does the gesture, teacher checks for learning by displaying correct/incorrect picture. Student shakes head yes or no.  Step 3: student repeats word and does gesture (thumbs up and happy face) then repeats word and gesture (thumbs down and sad face) |

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| **Options:** |  |
| ***Enrichment:*** Word Search puzzle | ***Reteach:*** <https://www.youtube.com/watch?v=XcjzLXuD-uQ>  <https://www.youtube.com/watch?v=6nk1fuKTSdw> |

**Modifications/Correctives:**

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| IDEA #10 - Specific Learning Disabilities:  Dyslexia – a disorder that affects reading, comprehension and writing.  Dysgraphia – a disorder in written expression  Allow use of technology: text to speech and speech to text.  Read aloud having students use voice recorder to record lesson. Allow oral answers.  Provide typed lesson (PowerPoint, lesson outlines, typed notes) when possible.  ELL/ESL students:  Discussions make abstract concepts more concrete. Discuss the making and using of graphic organizers.  Language development is promoted when given opportunities for social interaction. Small group discussions, reporting out information orally and in writing, working with partners this is done during the activities of the lesson.  Have the students create a content word wall: the vocabulary is specific to the content area being studied. Create personal dictionaries: an individual and spelling resource for students. | 504 student: Dyslexia – Provide PowerPoint in large print with key points highlighted. Allow to use a voice recorder to record lesson and review. Allow use of technology (reading pen or text to speech) to read the 2 pages in textbook.  504 student: Dysgraphia – Use speech to text technology to help student complete worksheet in independent study. Provide students with typed notes and/or use technology to record voice recorded notes.  ELL/ESL students will create with the help of their partners and in small groups:  A content word wall – key vocabulary is listed and defined in language they understand.  Personal Dictionaries –as an individual and spelling resource for students.  Anne Hutchinson Freedom  Banished \*Heresy  Colony Massachusetts Bay  \*Dissent Roger Williams  The \* words are extra credit and not counted off if missed in this week’s follow-up assignments. |

**References:**

Alonzo, A. C., Bennett, L., Kracht, J. B., & White, W. E. (2016). *My world social studies*. Boston, MA: Pearson.