



# Teaching with Historic Places Lesson Plan

## If You Lived in Colonial Times

**School:** Oaklandvale School  
**Subject:** Social Studies

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**Grade:** 3-4

### Introduction:

This lesson is based on the book *If You Lived in Colonial Times* by Ann McGovern (Scholastic, 1992). The text includes information on the New England Colonies and is written in a question-answer format. The table of contents serves as a planning and information guide.

This book tells you what it was like to be a young boy or girl in the New England Colonies during the years 1630 to 1730. It offers a wide variety of questions about colonial life that are asked and answered. Students will be able to find out basic information about what people were like, what they ate, and how they dressed, customs, terminology, transportation, and tradition. Students will also discover unusual facts about recreation, school, community, punishment, and laws. It also contains detailed information about the occupations in a colonial town including cobblers, hatters, blacksmiths, silversmiths, cabinetmakers, tailors, etc. and shows how they are all interdependent. This one book lends itself to many lesson opportunities and can be connected to many of the museums we visited.

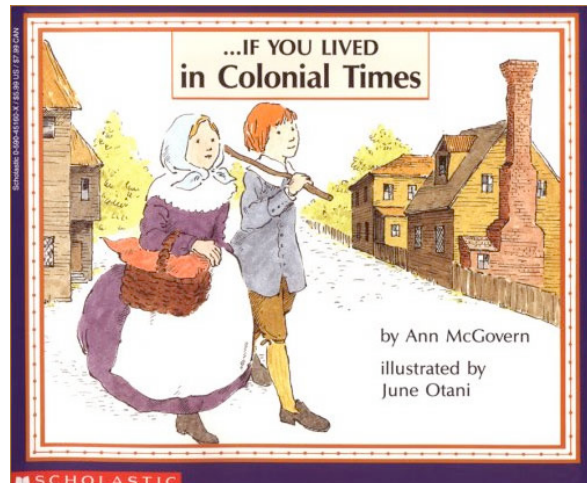
Students will participate in a pre-reading strategy by creating and completing a *KWL Chart* (know, want to know, learned) about colonial days.

### Objectives:

- The student will answer the questions based on previously known information.
- The student will find facts about a focused topic.
- The student will compare and determine accuracy of previously learned information.

### Materials:

- *If You Lived in Colonial Times*, by Ann McGovern
- Overhead projector and transparency
- Chart paper and markers



The cover of *If You Lived in Colonial Times*



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## **Preparation:**

Reproduce the table of contents from the literature selection onto transparency film.

Prepare the chart paper by marking columns labeled: “KNOW”, “WANT TO KNOW”, “LEARNED”.

## **Activity:**

Place the table of contents transparency on the overhead projector. Have students read the table of contents and indicate the questions to which they think they know the answers. Record the answers in the “KNOW” column on the chart paper.

Next, have students indicate their areas of interest from the table of contents. List these in the “WANT TO KNOW” column. Divide the class into similar interest groups and assign portions of the text to each group for further investigation. After the fact gathering is complete, bring the class back together, and the various groups teach the rest of the class what they learned. Record this information in the “LEARNED” column on the chart.

Finally, have the students compare the “LEARNED” information with the “KNOW” information. How accurate was students’ prior knowledge on the subject of colonial times?

## **Evaluation:**

Is the student able to draw on previously-learned knowledge? Is the student able to conduct research with a focus? Does the student exhibit understanding of a KWL chart?

## **Follow Up:**

The students are taken on a field trip to the Saugus Iron Works, N.P.S. and will participate in a lesson called “Meet the People”. This involves students dressing up and acting out the roles of various workers in the colonial village once called Hammersmith.