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Title:	Colonial Research Fun
Grade Levels:	6-8
Curriculum Areas:	 Social Studies
Measurable Objectives:	 TSW research one colony to answer 6 specific questions about that colony (founder, why it was founded, groups of people, how settlers made a living, famous people, important events).  Find a period map showing the colony.  TSW create either a newspaper or travel brochure from the information they gathered.
LA Content Standards:	 History: Time, Continuity, and Change Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world. <ul style="list-style-type: none"> • H-1A-M2 demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred; • H-1A-M4 analyzing historical data using primary and secondary sources; • H-1A-M6 conducting research in efforts to answer historical questions; • H-1B-M3 describing the interactions among Native Americans, early Europeans, and Africans in the Americas; • H-1B-M4 tracing the emergence of religious freedom and changing political institutions in the English colonies;  English/Language Arts : Standard One Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.  English/Language Arts : Standard Four Students demonstrate competence in speaking and listening as tools for learning and communicating.  English/Language Arts : Standard Five Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate

	knowledge.
Technology Guidelines:	<ul style="list-style-type: none"> • Demonstrate the operations of a computer (e.g., touch-keyboarding skills, save, organize and back-up files) and other peripheral devices (scanner, digital and video cameras, VCR, laser disc player) at an intermediate level. (6) • Compose and edit a multi-page document with appropriate formatting using word-processing skills. (e.g., menu, tool bars, dialog boxes, spell check, thesaurus, page layout, headers and footers, word count, margins, tabs, spacing, columns, page orientation) (1, 3, 6) • Use multimedia tools and desktop publishing to develop and present computer-generated projects for directed and independent learning activities. (1, 3) • Use technology tools (e.g., multimedia authoring, writing tools, digital cameras, drawing tools, web tools) to gather information for problem solving, communication, collaborative writing and publishing to create products for various audiences. (1, 3, 4)
Technology Connection:	<ul style="list-style-type: none">  Word or Publisher  Trackstar #27007
Procedures:	<ul style="list-style-type: none">  The teacher tells the class that they are going to become experts in one colony.  The teacher states the objectives.  The teacher divides the classes into 13 groups, assigning each of them a colony to research.  The students find information on that colony, with supporting maps. <ul style="list-style-type: none">  Print material: textbooks, magazines,  Reference materials: Dictionaries, encyclopedia  Worldbook Online, Gale Group  Trackstar Keyword colonies or go to #27007  Online Search Engines  The students use the information to answer the six questions on Colonial Research Fun activity sheet.  The students use the info to make a travel brochure or newspaper about their colony. <ul style="list-style-type: none">  They cite their sources.  The students report to the class what they learned when they present their product to the class.  The students use the checklist for assessment.  The teacher uses the students' products for Family Technology Night or at Open House.
Materials:	<ul style="list-style-type: none">  Colonial Research Fun Sheet

Assessment:	 PBL checklist
Teacher's Name:	 Linda Hyde, KHS