

2012-2013 Teaching American History

Extended Discussion/Writing Lesson Plan

Lesson Title: Roles Women Played in Establishing Colonies

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Appropriate for Grade Level(s): 5th/7th

US History Standard(s): H1.5.4-Identify the contributions of Native Americans, Europeans, and Africans to North American beliefs and traditions; H1.5.5 Describe the social, political, and religious lives of people in the New England, Middle, and Southern Colonies; H1.5.6 Identify individuals and groups responsible for founding and settling the American colonies; H2.5.5 Explain how the interactions among Native Americans, Africans, and Europeans, during colonial America resulted in unique economic, social, and political institutions; H2.5.5 Explain how the interactions among Native Americans, Africans, and Europeans, during colonial America resulted in unique economic, social, and political institutions.

CCSS(s): RI.5.1 Quote accurately from a text; RI.5.2 Determine two or more main ideas of a text; RI.5.3 Explain relationships or interactions between two or more individuals, events, ideas or concepts; RI.5.4 Determine the meaning of general academic or domain specific words; RI.5.5 Compare and contrast overall structure of events or information in two or more texts; RI.5.6 Analyze multiple accounts of the same event; RI.5.7 Draw on information from multiple print or digital sources; RI.5.9 Integrate information from several texts on the same topic in order to write or speak on it knowledgeably; RI.5.10 By the end of the year read and comprehend informational text; RF.5.4 Read with sufficient accuracy and fluency to support comprehension; W.5.2 Write informative texts to examine a topic and convey ideas and information clearly; SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly; SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally; SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence; SL.5.4 Report on a topic or text sequencing ideas logically and using appropriate facts, descriptive detail; speak clearly; L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

Discussion Question(s): What Roles did Women Play in Establishing Colonies?

Discussion Engagement Strategy: Jigsaw with planning sheet and excerpt note taker

Student Readings/sources (list):

"Native American Women" excerpted from: Dubois, Ellen and Lynn Dumenil. *Through Women's Eyes*. Boston, MA, 2005. pgs. 4-11. Print.

Excerpted pieces from: Searle, Jennifer. "The Role of Women in Colonial America." www.helium.com/items/359813-Colonial-Early-American; and "Native American Women" at www.Indians.org.

"African American Women" excerpted from: Dubois, Ellen and Lynn Dumenil. *Through Women's Eyes*. Boston, MA, 2005. pgs. 34-70. Print.

Excerpted pieces from: Schonbeck, Joan. "We Were Here, Too." *Appleseeds* 8.4 (Dec 2005): 8-10. Print.; Fradin, Judith. "Adapting to the New World." *Footsteps* 5.3 (May/June 2003): 29. Print.

"European Women" excerpted from: Dubois, Ellen and Lynn Dumenil. *Through Women's Eyes*. Boston, MA, 2005. pgs. . Print. Excerpt Piece from: Jordan, Ann. "What Were Women up to, Anyway?" *Appleseeds*. 8.4 (Dec 2005); 2-3. Print.

The pages that follow the Lesson Plan Template include: student readings (sources) and questions, assignment sheet, model essay and rubric, self-assessment/reflection.

Description of student writing assignment and criteria/rubric used for assessment of student writing: Students will write a 4 paragraph essay to the question, “What Roles did Women Play in Establishing Colonies?” and will participate in a Jigsaw Discussion. The Informational Writing Rubric from www.doe.nv.gov will be used as well as a Jigsaw Discussion Rubric.

Total Time Needed: 1-2 weeks

Lesson Outline:

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
15 min	Split class into three groups. Hand out the texts and planning sheet and go over expectations of reading, annotating, and highlighting texts. Make sure students understand that one group will focus on Native American Women; one group will focus on African American Women, and one group will focus on European Women. Teacher will also hand out the Women in Colonies Jigsaw Direction Sheet and explain these are the directions for the entire lesson (the reading, excerpts, informative writing rough draft, Jigsaw Discussion, and final draft).	Students get into assigned groups and read over directions on the Women in Colonies Jigsaw Direction Sheet.
45 min	Circulate while students are reading and annotating texts.	Read and annotate assigned text.
15-20 min	Allow groups to discuss the reading and their findings. Have groups discuss vocabulary words that may have been circulated. At this time, the teacher may have to help clarify any confusion on meaning of words.	Students discuss what they read and share information.
30 min	Circulate and facilitate the filling in of the planning sheet for the readings.	Discuss the planning sheet in your group. Make sure that the group is in agreement on the answers. Students need to be aware that they are the “expert” on their reading and will be expected to discuss it with the other groups.
15 min	Split class back into the same three groups. Hand out the excerpted pieces for Native American Women, African American Women, and European Women with the note taker that goes with each page. Have students read, annotate, and highlight texts. Discuss that students will record notes that can be used in 3-4 paragraph informative essay on “What Roles Did Women Play in Establishing Colonies?”	Students get back into their assigned groups and listen to directions.
45 min	Circulate while students are reading and annotating texts.	Read and annotate assigned text.
15-20 min	Allow groups to discuss the reading and their findings. Have groups discuss vocabulary words that may have been circulated. At this time, the teacher may have to help clarify any confusion on meaning of words.	Students discuss what they read and share information.

The pages that follow the Lesson Plan Template include: student readings (sources) and questions, assignment sheet, model essay and rubric, self-assessment/reflection.

30 min	Circulate and facilitate the filling in of the note taker for the readings.	Discuss the note taker in your group. Make sure that the group is in agreement on information to include. Students need to be aware that they are the “expert” on their reading and will be expected to discuss it with the other groups.
15 min	Students return to their seat. Teacher explains to students that they will begin their informative writing piece using the following prompt, “What Roles did Women Play in Establishing Colonies?” Teacher explains students will need to write a 3-4 paragraph, informative essay using their planning sheet and excerpted piece note taker for the Jigsaw Discussion, about the role of the women from their assigned readings. Teacher hands out the informative writing rubric.	Students take out necessary materials. Students listen to directions.
15 min	Teacher helps students start organizing their thoughts by modeling. Teacher shows students the model essay and discusses how teacher came up with the information for each paragraph in the model essay.	Students listen and offer ideas for teacher to include in the modeled writing.
20 min	Teacher circulates the room answering any questions students may have. Teacher should suggest that students skip lines so that when they revise the essay it is easier to add the new information.	Students begin writing a rough draft that will be used in the Jigsaw Discussion.
20 min	Give each student the Jigsaw rubric and Accountable Talk. Explain to students that they will be participating in a Jigsaw Discussion and go over the rubric with them.	Students go over hand-outs with the teacher.
5 min	Put students into heterogeneous groups with students from each reading.	Go to new group to begin Jigsaw Discussion.
	<p>Circulate while students are doing the discussion. Take notes on students who are adding to the discussion. Also note those who are not participating.</p> <p>Instructions for the jigsaw:</p> <ol style="list-style-type: none"> 1. Put students into 3 heterogeneous groups. 2. Moderate the discussion and ensure that all three topic areas have an opportunity to be explored. FOLLOW THE: <u>3-3-3 PRESENTATION STRATEGY</u> for this JIGSAW DISCUSSION SEMINAR. The 3-3-3 creates a format for teachers and students to follow a specific timeframe for presenting information (3 minutes), asking clarifying questions (3 minutes), 	<p>Students take turns talking in their heterogeneous groups. Students not presenting are listening, asking questions, and finally, writing on their organizers.</p> <p>Students can ask clarifying questions and/or add to the discussion if something they have relates to what is being said.</p> <p>Students should use “Accountable Talk” when discussing.</p>

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	<p>and taking notes (3 minutes). Tell your class that they will have 3 minutes to present their information to their group, 3 minutes to have the listening group members ask questions and get clarifications, and finally 3 minutes to finish taking notes on the note taker. Make sure you set a timer for each section. Emphasize that students are not to take notes during the first 3 minutes when the presenter is talking. As your students gain experience with this strategy, extend the time for the presenter and reduce the note taking time. 5-3-2 is the target time frame.</p> <p>3. Take notes on students as you are circulating.</p>	
15 min	Provide a whole class wrap up and some additional context for the students and the knowledge they have just finished sharing with their groups.	Students can share information that they found to be similar, ask questions, and make comments about the Jigsaw Discussion.
20-30 min	Give students time to revise their rough draft of their informational paper if they find they were missing information.	Students revise their informational papers
20-30 min	Give students time to work with a partner to revise and edit their informational papers.	Students revise and edit using two different color pens and give back to the paper to their original person.
15-20 min	Allow students to write their final draft of their informational paper.	Students write their final draft using their revised and edited paper.
5 min	<p>Collect all papers from this lesson:</p> <ul style="list-style-type: none"> *Informational papers *Planning Sheet *Excerpt Note taker *Informative Writing Rubric *Jigsaw Rubric 	Hand in all required papers.

Include the model essay for the writing assignment, which uses the sources and criteria students will be using for their writing assignment.

Roles of Native American Women in Colonial America

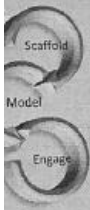
The role of a woman has changed significantly over time. Their power in helping develop colonies was overlooked during that time period. Many believe they did not have a large role in colonial history. However, the status of women throughout all of the American colonies was different dependent upon race, status and which colony they settled in.

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According to excerpt from *The Role of Women in Colonial America*, as colonial men stepped off the ship, they viewed many Native Americans. These men saw Native women taking care of their children and tending to the camps or tribal communities. This was very different than what these men were used to. Women in Britain tended to the inside of the home while the men tended to the duties outside the home. According to E. Dubois and L. Dumenil, the Pueblo men were responsible for collecting and placing the timbers for the construction of their homes, but the woman's job was to plaster the walls.

Native women worked in the fields while the men hunted and fought off neighboring tribes. E. Dubois and L. Dumenil state on Line 24, "Women viewed their food production as something vital to their people, as something spiritual." An important job was to grind the corn and it was a task shared by daughters and mothers. Women also valued the land around them because the control of the land was passed through the women. Lines 27-28 from the excerpt from *Through the Women's Eyes* explains that men usually left their birth home to marry and moved in with their wife's family giving control of the land to the women. This was very different from the European women.

However, Native American women were not just homemakers. Many women made pottery, blankets, baskets, and jewelry. Others made weapons and tools using animal bone. *Native American Women* emphasizes that the tools and weapons were absolutely necessary for everyone's survival. Some Native women actually hunted and were warriors, while others were tribal leaders, spiritual leaders, and healers. The colonial men were shocked to see the Native women so involved in their tribal community. Native women were a very important asset and played a significant role in the development of their communities.



The Common Core State Standards require that we focus on text-based instruction. Students should have rich and rigorous conversations which are dependent on a common text. Teachers should insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text. Thoughtful annotation may be one way to help bridge the gap between our current practice and this new focus.

Text Annotation

Provide the Scaffolding (Give them something to hook onto.)

A scaffolding skill that you can teach to struggling readers and great readers alike is the **annotation** of text. This means, quite simply, that the reader “marks up” sections of text and making notes as you interact with the text. Annotation helps build three key **reading skills**. When annotating a text, the reader:

- ▶ Formulates questions in response to what he is reading
- ▶ Analyzes and interprets elements of the text (e.g. argument, reasoning, evidence)
- ▶ Draws conclusions and makes inferences based on explicit and implicit meaning

Model & Guide...Model & Guide

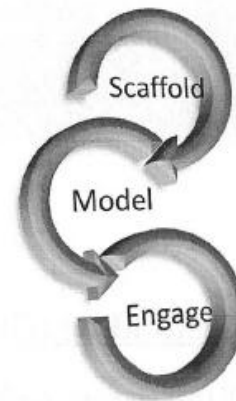
In order for this to be effective, it is essential that you model with your students how to annotate a text.

1. **READ IT ALOUD FIRST:** Students need to know that they don't start highlighting until after they've first read through the text.
2. **MODEL A THINK-ALOUD:** You can then annotate it yourself by talking your way through **WHY** you choose certain items to mark up. As you do this, you can also ask the students to pick items for annotation and have them explain why they selected them.
3. **CREATE AN ANNOTATION GUIDE:** Determine what you want students to get out of the documents, and then make sure that the annotation guide requires them to find this type of information. Provide students with symbols or codes to use in their own annotation. **Underline the claim in a passage.** The rest is supporting information and examples. Identify the topic sentence to find it easier.
 - ▶ Use symbols/codes –question marks to indicate disagreement, exclamation marks to note agreement or to flag a strong statement, triangles to indicate a change in thinking, or a star for the topic sentence
 - ▶ Write the passage topic in the margin as a reminder – Just a word or two.
 - ▶ Write questions in the margin – When you don't understand something or when you don't understand the author's thought process on a particular topic, write the question in the margin as a reminder to settle the question.
 - ▶ Circle new and unfamiliar words – Look them up as soon as possible.
 - ▶ Add your or other author's perspectives in the margins – Other authors have surely written on the same subject. What do they say? Do they agree with this author? If not, what do they say. Add these ideas in the margins.
 - ▶ Draw arrows to related ideas – Or unrelated ideas...
 - ▶ Summarize – Add your own summary after the last paragraph. That simple exercise will crystalize your thinking on the topic. If you can't write it, you don't understand it.

After Students Engage With the Text, Engage Them in Discussion of It

Taking notes on reading is typically an individual quest. It still can be, but if you are trying to teach the skill of annotation, using it only for reading on homework assignments will not suffice. Make sure that all students are held accountable for their annotations. But remember that the accountability should also encourage further engagement with the text. Students will engage with the text while annotating; make sure that you engage with them (or allow to engage with one another) after. Accountability for annotation should always be positive. Some ideas might include:

- ▶ **Best Question Contest** – Encourage questions in text by making a list of everyone's question in the front of the class. Use this as a tool to provide answers and make sure the whole class is on the same page. Reward students with thoughtful questions.
- ▶ **The Huddle** – Place a small amount of text on a large piece of paper (or overhead or smart board) and enlist a small group to come together with their own annotations and make a “super annotated text.” The group will discuss what the most important annotations are and the best way to complete them to help others understand the document. Have the group present or allow other students to visit their work.
- ▶ **First Word/Last Word:** In small groups, take turns speaking about a text with the following steps.
 1. The person will read a short section that they annotated, but they will not comment on the section or explain why they annotated it the way they did.
 2. Then, in a clockwise fashion everyone in the group will be given time to respond and share their thoughts on this particular section of the text.
 3. Finally, the author of the card gets the LAST WORD by reading his/her reaction and explaining the reason for their annotation.



What Not To Do

- ▶ **Don't use a highlighter** – Quality marking isn't done with a fat-tipped highlighter. You can't write, which is an important part of marking the text, with a large marker. Get yourself some fine point colored pens to do the job.
- ▶ **Don't mark large volumes of text** – You want important points to stand out. Although we all know that everything can't be important, we often highlight all of the text on the page. You want to find the 20% of the text that is important and mark that.
- ▶ **Don't mark the obvious** – Don't waste time marking up things that are already in your knowledge-base or skill set. If you already know it, you don't need to mark it.

Super Annotator!!!

Annotation: a fancy way of saying to make notes on a document.

Whether it's a primary or secondary source, annotating is a great way to work through a complicated text. Using the symbols below and this strategy, you will be able to read almost anything and understand it!

Symbol	Name	Usage
!	Great Point!	Use this symbol when you have found the main point of the reading or something that is interesting to you. Underline or highlight the main idea.
?	What???	Use this symbol to mark an area of a reading that you don't understand. It could be a sentence or even a whole page. This symbol is not to be used when you are giving up on reading.
○	Unknown vocab	Circle an unknown vocabulary word. Remember: look it up later.
○→	Unknown vocab definition	After looking up an unknown vocabulary word or by figuring a word out using context clues, you now know what it means. Write the definition in the margin.
“ ”	Author's idea	Put quotations around an author's idea. This idea probably will be his/her conclusion after presenting evidence. These might also be used with the Great Point! Feel free to highlight.
1, 2, 3...	Major points	If an author is making many different points, number them in the margin.
↔	Connections	There will be connections between different parts of a reading. Connect them with arrows!

A couple hints:

Write anywhere you can! Write thoughts that pop into your brain about what you are reading. You can review these later.

Women in Colonies

Jigsaw

Directions:

1. You will be assigned Native American Women, African American Women, or European Women. You will read an excerpted piece and fill out the planning sheet with information to be used to write an informative essay on, “What Roles Did Women Play in Establishing Colonies?”
2. You will read another piece excerpted from 1 or 2 other authors. You will record any other information that you can use in your informative essay on the note taker provided.
3. Using the information your planner and note taker from steps 1 and 2, write a 3-4 paragraph informative essay answering the question “What Roles Did Women Play in Establishing Colonies?” Support your writing with evidence. Cite your evidence. Use your informative rubric, planner, and note taker when writing.
4. You will be placed in a group of 3 students. Each one of you will have a different group of women to discuss. You will take notes on your planner.
5. You and your group will answer some closing questions about your writing and discussion after the Jigsaw.

Post Discussion Questions:

1. Ask for clarification if you are confused about anything anyone in your group said.
2. Add to your notes if you need to.
3. Come to a decision. Did one group of women have more important roles than the other groups? If yes, what were these roles and why were they more important? You will be discussing these questions as a class too.
4. Discuss with your group how the roles of women have changed over time. Do you believe the women of Colonial Times helped open the door for women? Why or why not? You will be discussing your answer with the class.
5. How did you do in the Jigsaw Discussion? Be specific. What did you do well? What do you need to improve upon?

Native American Women

An Excerpt from Through the Women's Eyes by E. Dubois & L. Dumenil pages 4-11

The diversity of Native peoples extended to their gender systems, which shifted from group to group. The divisions between the worlds of men and the worlds of women were varied. Women's experiences after marriage depended on whether they were expected to live among their husband's people or whether their husbands came to live with them. Indigenous women's daily work varied according to where they lived and what foodstuffs were available. For example, women planted and tended corn in both the Northeast and the Southwest, but southwestern women spent more time irrigating their crops. No matter what specific tasks were included, roles related to economic activities were a powerful determinant in Native women's lives.

The Pueblo Peoples

In many Indian nations, women had more power than most European women of their time did. There were clear distinctions between the labor and responsibilities of men and women. By the 1500s, the Pueblos were already practicing intensive agriculture, growing corn, squash, and beans. The labor was divided by gender. Men collected and placed the timbers for construction of their homes, but women plastered the walls. Women's work centered on what went on within the walls, the "inside" of the community. They created pottery, made moccasins and blankets, and, most, crucially prepared the food. Grinding the dried corn was women's work, a task that daughters and mothers shared. Women viewed their food production as something vital to their people, as something spiritual.

| The control of the land was passed through the women, which gave women a strong position in their communities. The men usually left their mothers' homes to marry and moved in with their wives' families giving control of the land to the women. Due to this, older women were therefore particularly influential members of the community. While men dominated the "outside" realm-trade, defense, and war-women dominated the world inside the pueblo walls they had constructed.

The Iroquois Confederacy

The chiefs of the Iroquois Confederacy were always men, but they were chosen by the women and could be removed from the Confederacy by them. Like the Pueblo People, Iroquois women controlled the land.

Men prepared fields for planting, but their major duties took them to the forests where they hunted, conducted trade, and warred with hostile tribes. Women's responsibilities centered in the village, where they raised crops (corn, beans, and squash); gathered mushrooms, berries, and nuts; prepared food; distributed the results of men's hunting; and made baskets, and pottery. They worked hard, but they worked together.

Women also had a significant voice in religious activities. The women formed Chanters of the Dead, a group that interpreted dreams and participated in numerous rituals. Women may have had some control of the political side because they food supplies-both current crops and the food they had carefully preserved and stored-they prepared warriors and had a say in plans for raids and wars. A European observer named Father Joseph-Francois Lafitau noted late as 1724 that "nothing, however, is more real than this superiority of the women... The land, the fields and their harvest all belong to them. They are the souls of the Councils, the arbiters of peace and of war. They have

49 charge of the public treasury. To them are given the slaves. They arrange marriages. The
50 children are their domain (p. 11).

African American Women

Excerpted from Through the Women's Eyes by E. Dubois & L. Dumenil pages 34-70

Although the great majority of Africans shipped to the pre-nineteenth-century Americas as slaves were men, African women made up a huge majority of nonnative women there. Put another way, although men outnumbered women in the slave trade, African women outnumbered European women in the migration to the New World. Unlike virtually all other female immigrants in this period, African women were not sent to America as wives or daughter within male-headed family systems.

Most African slaves were initially sent to the Chesapeake Bay colonies of Maryland and Virginia. The majority of these slaves cultivated and processed tobacco. Tobacco could be raised on small farms as well as large plantation; thus, slaveholding was widespread in the Chesapeake region. On small farms white and black, master and slave, and male and female worked together to bring in a crop, with African women performing both field work and domestic tasks, including spinning and weaving. On the great plantations, all the labor of most slaves, women and men alike, went to cultivating tobacco.

Women were particularly involved in the Carolinas' two major export crops, one of which was the indigo plant. The other, rice, was South Carolina's most important and valuable product, in large part because African women had useful knowledge about its cultivation. They used African techniques for processing the rice, but with a critical difference. Women in Africa had spent a small part of their day pounding rice for their families, African women in America spent whole long days shelling rice for distant markets.

26 By the early eighteenth century, second -and third-generation slaves were forming
27 a composite African American culture that included both English and Christian elements.
28 Slaves whose parents and grandparents spoke different languages began to develop a
29 pidgin language, a mixture of English and African words. While many African religious
30 practices continued, African Americans also incorporated African elements of
31 Christianity as it began to spread in the middle of the eighteenth century. Women seem to
32 have been responsible for transferring and adapting medicines, foods, and some cultural
33 and religious practices. For example, they led shout-and-response dances and made quilts
34 following African patterns of decorations.

European Women

Excerpted from Through the Women's Eyes by E. Dubois & L. Dumenil pages 57-61, 70-72, 76

Although colonists came from many European nations, the English dominated the eastern seaboard region, which eventually formed the political foundation of the United States as the thirteen colonies. English cultural values were influential in shaping early American assumptions concerning women's proper place. The male-headed family was the primary unit of society. Women's work was expected to be confined to household production.

Women in Southern Colonies

Men outnumbered women in the early colonies by 6 to 1. Many men in the southern colonies paid the passageway for respectable young women. These men not only wanted a wife, but were looking for another pair of hands to work in the fields. These women helped with household chores, such as childbirth and child care and worked the fields until the introduction of slaves, which then only the wives of poor families continued to work in the fields. In the middling families, women conducted business and trade in their husband's absence.

A number of occupations were open to women in the colonial period. There is evidence that female colonists worked as tutors and schoolmistresses. Several women opened their own schools, and a few operated the printing presses. Midwives and nurses delivered babies and tended to the sick. An examination of advertisements in the several colonial newspapers indicated that women worked as shopkeepers, operated ferries, and served food and drink at taverns. A few women managed plantations on their own.

24 Married women were just as subordinate to their husbands as in England. A
25 married woman became a *feme covert* (meaning her legal identity became her husband's).
26 Married women took their husbands' family names. These women had no separate
27 identity. They could not sue or be sued, hold public office or vote. Their husbands had
28 legal control over their property and their children. When a married woman was brought
29 before the court for an offense, her husband was held responsible.

30 **Women in Northern Colonies**

31 The people who founded the colonies of Plymouth, Massachusetts Bay,
32 Connecticut, and New Hampshire were Puritans. Puritans acknowledged women
33 spiritually equal before God, however most of the communities were male-headed and a
34 woman was expected to be subordinate. Puritans encouraged love and respect within the
35 family, but each person's role was clearly defined according to gender and age.

36 Most New England women led ordinary work filled lives. Wealthier women's
37 labor was less physically demanding than poorer or rural women's, but all women's work
38 was valued for its contribution to the family economy. Men's duties concentrated outside
39 the home in farming, fishing or trade; women's duties centered within the home around
40 food preparation, childbirth, child care. They also took care of domestic animals, worked
41 in the vegetable gardens, and prepared meals. The women produced their own candles,
42 soap, thread, cloth, and clothing. Some women took the job of a midwife. This proved
43 that women could engage in work beyond their own home. These women were highly
44 respected and used herbs as medicine.

	Native American Women	African American Women	European Women
Jobs/Duties			
Hobbies/Crafts			
Political Rights or Restrictions			
Religion Importance			
Other Important Facts			

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1 **Excerpted from *The Role of Women in Colonial America* by Jennifer Searle**

2 The role of women in Colonial America was an influential one. The colonist who
3 first settled here were mainly men. Jamestown was made up of working men looking for
4 profits and gold in the new land. When they arrived there were shocked to see how the
5 Natives lived.

6 They saw Native women caring for their children, working fields if they were an
7 agricultural tribe, making the housing, and making things like pottery, jewelry, and tools.
8 The men of Native tribes were usually busy hunting and fighting off neighboring tribes,
9 while their women stayed at the camps or tribal communities to tend to daily life. Though
10 throughout the Native cultures women's roles did vary greatly. Some were actually
11 hunters and warriors; some were tribal leaders, spiritual leaders, and some were healers.

12 **Excerpted from *Native American Women* from www.Indians.org**

13 **Native American Women**

14 Women played a very important role in the life of the Native American. They
15 were more than just mothers of the tribes' children. They were builders,
16 warriors, farmers, and craftswomen. Their strength was essential to the
17 survival of the tribes.

18 But Native American women were not simply homemakers. In fact, they
19 served a great deal of important purposes and were essential to the tribe in
20 other ways as well. Women made tools and weapons out of animal bone,
21 which were absolutely necessary for everyone's survival. Not only were there
22 medicine men in the tribes but there were medicine women as well. In fact,

23 many Native American tribes believed that the women had more healing
24 power and were able to soothe ill souls with their chants and connection to
25 the spirit world. Medicine women gathered herbs to create healing medicines
26 for those who fell sick within the tribe. Additionally, most Native American
27 women were master craftsman who made beautiful blankets, baskets, and
28 pottery. Jewelry was another favorite. There was a feeling of mutual respect
29 between the men and women of the tribes. They cared for their children and
30 husbands, just like the modern woman does today. Without their help, it
31 would have been very difficult for the Native Americans to survive.

Native American Women Excerpted Pieces

Use this page to take notes that can be useful in your informational writing piece on
“What Roles Did Women Play in Establishing Colonies?”

Excerpt from *The Role of Women in Colonial America* by Jennifer Searle

Excerpt from *Native American Women* from www.Indians.org

1 **Excerpted from *We Were Here, too* by Joan Schonbeck**

2
3 Not all of the "founding mothers" were in America because they wanted to be here. Imagine that
4 you could hear the voices of three other women. They tell a different story. Our voices whisper
5 across centuries. We were brought to America against our will as slaves, though at first they
6 called us "servants" instead. The names you know us by aren't our real names but rather names
7 our captors gave us. We cleared and planted their fields, raised their children, got sick from
8 disease, went hungry when the crops failed, and helped America become free from England.
9 Right from 1619, when Africans were brought to Virginia, we were here, too.

10 **Angela** — My name was not Angela, but that's what people called me in Virginia. I was
11 captured in my village on the West Coast of Africa, carried away, and thrown into a ship's dirty,
12 wet hold below the deck. The sailors gave us little to eat as we crossed the sea. It was too
13 horrible to describe. Some of those who crossed with me died. I cried a lot and wondered how I'd
14 ever find my way back home.

15 I was sold to a tobacco farmer as soon as I arrived in this strange new place. At first, I worked in
16 the tobacco fields with others from home and some English servants. These "indentured
17 servants" eventually got their freedom, but I never did. Native people who had been enslaved
18 worked with us, but they often escaped. Some of the Africans I knew ran away to the forests with
19 the Natives.

20 I never tried that. Later, I was moved into the family's house to cook, clean, and care for the
21 children.

22 Many other women made that terrible trip from Africa to America in the years after Angela's
23 arrival in Virginia. On a slave dock in Boston in 1761, Suzannah and John Wheatley bought a
24 little girl. Worrying about the sickly girl, they took her home and treated her almost like family.
25 Eventually, she became famous as the first published African American author.

26 **Phillis Wheatley** — I crossed the Atlantic twice, and what a difference between those two
27 journeys! The first time, I was only 7, a captive, shamed and terrified. I was half-naked and
28 missing my mother and father fiercely. But the second time, I was 20, and everyone knew me as
29 Phillis Wheatley; I sailed to London to get my book of poetry published. The Wheatleys had
30 risked getting into trouble by teaching me to read and write. (It was against the law to teach a
31 slave these things. But my master and mistress did, and I began to write my own poetry!)
32 Though I wrote about the rebellion against England, 'twas the English who helped me to get my
33 book published. Even General Washington bowed and called me "Miss Phillis"!

34 **Excerpted from *Adapting to the New World* by Judith Fradin**

35 Many of the Africans brought to the American Colonies in the early 1700s were put to work in
36 the fields on southern plantations. Such work had not always been their trade.

37 Some were skilled craftsmen such as boat builders, wood-carvers, and basket weavers. To craft
38 the tools they needed to survive in the New World, these resourceful people now turned to the
39 wood and grasses in the South.

40 Many of the people brought from Africa were from Angola, a rice-growing region on the
41 southwest coast of Africa. In the New World, some were enslaved to work on island rice
42 plantations along the South Carolina coast. There they established a community and culture
43 called Gullah, a name some believe is derived from the word “Angola.”

44 The Gullah were skilled at making tools for cultivating and harvesting rice. The large rice-
45 fanning baskets they crafted were elegant as well as practical. The flat, two-foot-wide fanners
46 were used to separate the grains of rice from the chaff—the inedible part of the plant. After
47 harvesting the rice, the workers placed it in the fanners, shook it, and then poured it slowly into
48 another basket. The ocean breezes blew the chaff away, leaving behind the heavier grains of rice.

49 Fanning baskets are thought to be the earliest African American crafts. Coiled from twisted
50 sweet-grasses and sewn together with strips of palmetto leaves and/or oak, their design was
51 purely West African.

African American Women Excerpted Pieces

Use this page to take notes that can be useful in your informational writing piece on
“What Roles Did Women Play in Establishing Colonies?”

Excerpt from *We Were Here, Too* by Joan Schonbeck

Excerpt from *Adapting to the New World* from by Judith Fradin

1 **Excerpted from *What Were Women up to, Anyway* by Ann Jordan**

2 When Europeans came to live in America, in colonial times, women's lives were
3 more restricted. Men were expected to make most of the decisions in the
4 family, in business, and in the community.

5

6 Mothers taught their daughters the skills necessary for becoming a good
7 wife and mother. Whether rich or poor, a woman was expected to focus on
8 her family.

9

10 In most colonial families, women helped raise the food for the table and
11 knew how to mix herbs for medicine to treat the sick. They knew how to
12 spin thread and sew clothing. Many women learned to read and do math so
13 they could keep track of the family money when they got married. (Some
14 women from wealthy families were better educated because their fathers
15 would let them study with a brother. They were also more likely to have
16 books at home that they could read.)

17

18 Women didn't have many rights. A single woman could own property, set up
19 a business, and earn money. But if she got married, she became the
20 responsibility of her husband.

21

22 Her property and belongings became his, and she could no longer buy or
23 sell property or own a business. Women were not allowed to vote in
24 elections or run for office. Even so, they found ways to make their
25 voices heard.

26

27 Since the beginning of our nation, women have "worn many different
28 hats"; they have been mothers, wives, writers, cooks, soldiers,

29 washerwomen, farmers, seamstresses, nurses, spies, and much more.

30 Colonial women might have lived with many restrictions, but they found
31 great ways to help our country.

European Women Excerpted Pieces

Use this page to take notes that can be useful in your informational writing piece on
“What Roles Did Women Play in Establishing Colonies?”

Excerpt from *What Were Women up to, Anyway?* by Ann Jordan

ACCOUNTABLE TALK

- ❖ I believe _____ because...
- ❖ I want to agree with _____ because ...
- ❖ I would like to disagree with what _____ said...
- ❖ I need clarification on...
- ❖ In other words, what you said was...
- ❖ Can you give me an example?
- ❖ I can give you an example of that...
- ❖ That reminds me of...
- ❖ I have made a connection...
- ❖ Maybe it means...
- ❖ This is really important...
- ❖ Aha!... Or Yes!... or I get it...
- ❖ What would you say _____, about this?
- ❖ What conclusions can you draw?
- ❖ What would you recommend..?
- ❖ Based on what you know, how would you explain...?
- ❖ What would happen if...?
- ❖ How would you improve...?

2013 Informative/Explanatory Writing Rubric (Grades 3-5)

	4	3	2	1
Statement of Purpose/Focus	The response is fully sustained and consistently and purposefully focused: <ul style="list-style-type: none"> controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the context 	The response is adequately sustained and generally focused: <ul style="list-style-type: none"> focus is clear and for the most part maintained, though some loosely related material may be present some context for the controlling idea or main idea of the topic is adequate 	The response is somewhat sustained and may have a minor drift in focus: <ul style="list-style-type: none"> may be clearly focused on the controlling or main idea, but is insufficiently sustained controlling idea or main idea may be unclear and somewhat unfocused 	The response may be related to the topic but may provide little or no focus: <ul style="list-style-type: none"> may be very brief may have a major drift focus may be confusing or ambiguous
Organization	The response has a clear and effective organizational structure creating unity and completeness: <ul style="list-style-type: none"> use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose 	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: <ul style="list-style-type: none"> adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end adequate introduction and conclusion 	The response has an inconsistent organizational structure, and flaws are evident: <ul style="list-style-type: none"> inconsistent use of transitional strategies with little variety uneven progression of ideas from beginning to end conclusion and introduction, if present, are weak 	The response has little or no discernible organizational structure: <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude
Elaboration of Evidence	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details: <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, and relevant effective use of a variety of elaborative techniques 	The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details: <ul style="list-style-type: none"> some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques 	The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details: <ul style="list-style-type: none"> evidence from sources is weakly integrated, and citations, if present, are uneven weak or uneven use of elaborative techniques 	The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details: <ul style="list-style-type: none"> use of evidence from the source material is minimal, absent, in error, or irrelevant
Language and Vocabulary	The response clearly and effectively expresses ideas, using precise language: <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	The response adequately expresses ideas, employing a mix of precise with more general language: <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose 	The response expresses ideas unevenly, using simplistic language: <ul style="list-style-type: none"> use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose 	The response expression of ideas is vague, lacks clarity, or is confusing: <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary may have little sense of audience and purpose
Conventions	The response demonstrates a strong command of conventions: <ul style="list-style-type: none"> few, if any, errors are present in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling 	The response demonstrates an adequate command of conventions: <ul style="list-style-type: none"> some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling 	The response demonstrates a partial command of conventions: <ul style="list-style-type: none"> frequent errors in usage may obscure meaning inconsistent use of punctuation, capitalization, and spelling 	The response demonstrates a lack of command of conventions: <ul style="list-style-type: none"> errors are frequent and severe and meaning is often obscure

A response gets no credit (0) if it provides no evidence of the ability to fill in with key language from the intended target.

This rubric was released by the Smarter Balanced Assessment Consortium to help teachers, administrators, and policymakers better understand the Common Core Standards and prepare for the implementation of the Smarter Balanced assessments. The Nevada Department of Education has reformatted it to fit on one page.

Working Copy January 30, 2013

Jigsaw Discussion Rubric

Student Name: _____

CATEGORY	4	3	2	1
Information	All information presented in the jigsaw was clear, accurate and thorough.	Most information presented in the jigsaw was clear, accurate and thorough.	Most information presented in the jigsaw was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Understanding of Topic	The student clearly understood the topic in-depth and presented their information forcefully and convincingly.	The student clearly understood the topic in-depth and presented their information with ease.	The student seemed to understand the main points of the topic and presented those with ease.	The student did not show an adequate understanding of the topic.
Accountable Talk	The student used Accountable Talk consistently when asking and answering questions.	The student used Accountable Talk most of the time when asking and answering questions.	The student used Accountable Talk some of the time when asking and answering questions.	The student used Accountable Talk rarely when asking and answering questions.