

Roosevelt, 4th Grade, Cycle I, Lesson Link
11/14/06

Lesson Link Lesson: Response to Literature

Objective: Students will demonstrate the appropriate use of vocabulary while comparing the deterioration of the symbiotic relationship between the Colonist at Plymouth Colony and the Native Americans.

Standards: Writing

2.2-Write response to Literature

Social Studies 5.32-Cooperation between colonist and Native Americans

Demonstration: Teacher Says: Brief verbal introduction and review. "Today we will read about the changes between the relationship of the colonists and the Pilgrims as the population of Plymouth colony grew."

Students Say:

Class Reads p.174-175 in the social studies textbook. Teacher does think aloud when students come to appropriate vocabulary such as prosper, discuss a definition and add to chart. Ask students, "what does that mean in your own words?"

Teacher Says: "How did the colonists and the Indians help each other that first winter at Plymouth Colony. who can tell us some of the factors that affected the change between the Indians and the colonists?"

Students Say:

Active Engagement: Lead into discussion with examples posted on chart paper or board. Teacher Sys: Now lets chart some vocabulary that has to do with changes in the relationship between the

colonists and the Indians as the population in the colony grew. What words will help us explain the situation fully?."

Students chart appropriate vocabulary, examples include: modify influence, advantage of, population relationship, symbiotic effect/affect, mutually beneficial, etc.. Chart could also be broken up into two columns, Before and After to help students compare and contrast the relationship between the colonist and the Native American before and after the population growth of the colonists.

Apply: Students will write a paragraph with specifics about the changes in the relationship between the colonists and the Indians as the population of Plymouth Colony grew. Students will use vocabulary from the chart and of their own creation in appropriate ways.

Share: Teacher will share example of students being successful in a teacher interruption

Integrate: Teacher Says: "So having seen how the changes in the relationship between to different groups of people in the colonies over time, what generalizations can we make about how different groups of people function in relationships together.

Extensions- Talk about the nature of symbiotic relationships in science. The Clownfish and the sea Anemone, the Pilot Fish and The Shark etc...