

Title: *Literacy for All*- Teaching Colonial New England in the Content Areas

By Cheryl Morrow

Description: This collection of lessons provides a blueprint for a school-wide approach to bringing the history of Colonial New England into multiple content areas. As a part of our school's *Literacy for All* program, teachers distribute select readings to the students along with a writing prompt. Students are instructed to *actively* read the selection, and then write an open-response essay. This collection seeks to provide support for teachers who wish to approach their content through a social studies lens with a spirit of embracing cross-curricula opportunities for engagement. This work is meant to be the first step in bringing Colonial New England to our school, but the hope is that the resources provided here will create a culture for all teachers in our school to create their own lessons.

Choir and Band: Go to <http://1704.deerfield.history.museum/>. Select "Voices and Songs". Select "English Songs from the 17th Century". Listen to *Psalm 137*, *Toss the Pot*, *Old 100*, *A Cat Catch*, and *Our Forefather's Song*. Actively read the text transcript of each song. Direct students to answer the following writing prompt in a well-developed essay format: In what ways do the secular songs differ from the religious songs in both music and message? Assessment: Use the *Literacy for All* rubric, Handout 1.

Economics: Go to <http://1704.deerfield.history.museum/>. Select "Explanations". Select "Trade and Alliance". Read three passages, "Trading at Springfield", "Trading at Albany", and "Trading at Quebec". Select Artifacts. Direct students to actively read each passage along with the descriptions of the artifacts. Direct them to answer the following writing prompt in a well-developed essay format: What are the similarities and differences of trading in the three cities? Assessment: Use the *Literacy for All* rubric, Handout 1.

English Language Arts 10th Grade:

Option 1: Go to <http://1704.deerfield.history.museum/>. Select "People". Select the biography of [Eunice Kanenstenhawi Williams](#). Direct students to actively read the biography. Direct them to answer the following writing prompt in a well-developed essay format: Describe the transformation that occurred with Eunice from the moment of capture to death. Assessment: Use the *Literacy for All* rubric, Handout 1.

Option 2: Go to <http://1704.deerfield.history.museum/>. Select "People". Evenly distribute copies of the biographies of each of the persons whose lives intersected on February 29, 1704. Have students actively read the biography

they have received. Have students present a three-act play (the raid, the journey, the aftermath).

Family and Consumer Science (Home Economics):

Option 1: <http://www.americancenturies.mass.edu/>. Select “Turns of the Centuries Exhibit”. Select “Family Life”. Direct students to actively read the descriptions for each time period presented. Direct them to answer the following writing prompt in a well-developed essay format: Compare and contrast what roles gender played in three time periods, 1680-1720, 1780-1820, and 1880-1920. Assessment: Use the *Literacy for All* rubric, Handout 1.

Option 2: Select a recipe from *Martha Washington’s Book of Cookery* by Karen Hess. Direct students to actively read the narrative by Hess. Direct them to answer the following writing prompt in a well-developed essay format: What are the origins of the recipe chosen and what made the recipe unique to colonial America? (Cooking is optional, but recommended if possible.) Assessment: Use the *Literacy for All* rubric, Handout 1.

French: Go to <http://1704.deerfield.history.museum/>. Select “Voices and Songs”. Select “Creation and Deeptime Stories”. Select the “Heritage of the Circle”. Listen to the narrative in both French and English. Direct students to actively read both versions of the narrative. Direct them to answer the following writing prompt in a well-developed essay format: Compare and contrast the French and English versions of the narrative. Assessment: Use the *Literacy for All* rubric, Handout 1.

Health Sciences Academy and Agri-science: Provide excerpts from *Curious Customs and Cures* by Robert Ellis Cahill and direct students to answer the following writing prompt in a well-developed essay: Compare and contrast the Indian rituals and remedies with the medicine practiced by colonial quacks. This book is donated by Cheryl Morrow to the Hillcrest High School Library. To further supplement the study of this topic, choose *How Indians Use Wild Plants for Food, Medicine and Crafts* Revised ed. Edition by [Frances Densmore](#). Assessment: Use the *Literacy for All* rubric, Handout 1.

Math Literacy: Go to <http://1704.deerfield.history.museum/>. Select Maps. Select three maps: [The Raid on Deerfield](#), [The March to Canada](#), and [The Northeast Showing Native Homelands and Movements](#). Direct students to actively read the descriptions for each time period presented. Direct them to answer the following writing prompt in a well-developed essay format: Using the maps, describe the lives and events that intersected the night of the raid on February 29, 1704. Use the *Literacy for All* rubric, Handout 1.

Science: Go to <http://1704.deerfield.history.museum/>. Select “Explanations”. Select “Epidemics and Social Disorder” by Kevin Sweeney. Direct students to actively read the essay. Direct them to answer the following writing prompt in a well-developed essay format: How did the invisible invaders of disease impact the lives of Native communities during the 1500s and 1600s? Assessment: Use the *Literacy for All* rubric, Handout 1.

U.S. History:

Option 1: Go to <http://1704.deerfield.history.museum/>. Select “Explanations”. Select “Slavery and the Slave Trade in Colonial New England” by Joanne Pope Melish. Direct students to actively read the essay. Direct them to answer the following writing prompt in a well-developed essay format: Describe the ways in which “whites, blacks, and Indians lived in New England in a variety of shifting conditions of freedom and servitude.” Assessment: Use the *Literacy for All* rubric, Handout 1.

Option 2: Go to <http://www.americancenturies.mass.edu/>. Select “African Americans in Early Rural New England”. Direct students to actively read the three passages “Three Centuries of African Americans”. Direct them to answer the following writing prompt in a well-developed essay format: Compare and contrast the lives of African Americans in three different periods of time, 1680-1720, 1780-1820, and 1880-1920 in New England. Assessment: Use the *Literacy for All* rubric, Handout 1.

Handout 1

Literacy for All Grading Rubric

| <i>CONTENT</i> | 10 | 7 | 5 | 2 | 0 |
|--|--|--|--|--|--|
| <i>Thesis</i> | The thesis is clear and thoroughly answers all parts of the question. | The thesis is clear and adequately answers all parts of the question. | The thesis is present, but it only partially answers the question. | The thesis is present, but only minimally answers the question. | The thesis is missing. |
| <i>Textual evidence</i> | Evidence provided is relevant and specific. | Evidence provided is relevant but general. | Evidence provided is partly accurate and partly inaccurate. | Evidence provided is insufficient and largely inaccurate. | No evidence is provided. |
| <i>Explanation of evidence and understanding of material</i> | Explanations are clear and accurate; understanding of the material is superior | Explanations are mostly clear and accurate; understanding of the material is good. | Explanations are vague and/or demonstrate limited understanding of the material. | Explanations are unclear and/or demonstrate minimal understanding of the material. | Explanations are off-topic, missing altogether, and/or contain irrelevant content. |

| <i>FORM</i> | 4 | 3 | 2 | 1 | 0 |
|---|--|---|--|--|--|
| <i>Transitions</i> | Transitions are sophisticated and effective. | Transitions are adequate but simplistic. | Transitions are somewhat inappropriate. | Transitions are incorrect or inadequate. | Transitions are not evident. |
| <i>Organization of thesis, paragraphing, and sequencing of examples</i> | Response is logically and effectively organized in all three areas. | Response is organized in all three areas. | Response demonstrates lapses in the organization in all three areas. | Response reflects minimal organization in all three areas. | Response reflects no organization in any of the three areas. |
| <i>Sentence structure</i> | Response has clear structure with few or no errors. | Response has clear structure with no distracting errors. | Response has lapses in structure that interfere with clarity of thought. | Response has major structure errors. | Response has little or no structure. |
| <i>Grammar, punctuation, and capitalization</i> | Errors are infrequent and have minor impact on the overall communication of the paper. | Errors are occasional but do not impact the overall communication of the paper. | Errors are frequent and impair the overall communication of the paper. | Errors are numerous and impair the overall communication of the paper. | Errors are numerous and serious, and the overall communication of the paper is lost. |
| <i>Length and legibility</i> | | | Response length is sufficient (3 pt); writing is legible (1 pt) | | Response length is insufficient, and writing is illegible. |

Possible Scoring: 48=100%; 38-47 points = 95% (advanced); 29-37 points = 85% (proficient); 24-28 points = 75% (basic); 19-23 = 65% (needs improvement); 1-22 =55% (failing)

Total Points Earned on *CONTENT* _____ + Total Points Earned on *FORM* _____ = Final Grade _____