



Lesson Name:	Settling New England
Name of Sanctuary:	Moose Hill Wildlife Sanctuary
Grade Level:	Grades 3 - 5
Location Options:	Moose Hill or at the school
Time:	2 – 2.5 hours
For more info:	moosehilledu@massaudubon.org

Program Description

The challenges of living in the 1700's come to life for students as they card and spin wool; study an old map and diary; write with quills; dress in period clothing and decide where to build their homestead.

Significant savings are offered when you select a second program to create a full-day of hands-on learning at Moose Hill. This program combines well with Native American Life, Habitat Hunt, Maple Sugaring and others. Because of our large trail system and full-day option, we can serve up to 130 students for many programs. We provide a ratio of one Moose Hill teacher-naturalist to 12 to 14 students.

Massachusetts State Curriculum Frameworks

Subject:	History and Social Science
Topic:	History and Geography

Learning Standards

History

- 3 History #3: Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.
- 3 History #5: Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19th, or early 20th century.

Geography

- 5 History #7: Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16th and 17th century maps of the world.

Massachusetts State Curriculum Frameworks

Subject:	English Language Arts
Topic:	Language

Learning Standards

Questioning, Listening, and Contributing

- PreK-12 Language #2: Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.



Vocabulary and Concept Development

PreK-12 Language #4: Students will understand and acquire new vocabulary and use it correctly in reading and writing.

Lesson Objectives

What will students know and be able to do? These objectives must be observable and measurable.

Students will know and be able to:

- Provide a description of the steps needed to turn wool fleece into yarn.
- Describe the challenges they faced when learning to spin wool.
- Name two decisions a settler needed to make when deciding where to homestead.
- Recognize the types of clothing worn by Americans in the 1700's.
- Compare a map of New England drawn in 1670 to a modern map.
- Learn and apply critical thinking skills to analyze primary materials.

Vocabulary

Settler	Linen	Waistcoat
Homestead	Burlap	Breeches
Subsistence farming	Fleece	Garter
Oxen	Carding	Shift
Quill	Spindle	Pinafore
India ink	Spinning	

Assessments

How will the Mass Audubon educator know that the students have met the standards?

- Mass Audubon educator will observe students carding wool and using a spindle.
- Students will participate in answering teacher prompted questions about clothing worn in America during the 1700's.
- Students will answer questions and evaluate the primary source document, a "Map of New England."
- Students will demonstrate their understanding of what factors a settler needed to consider when determining where to place their homestead by answering questions on the worksheet.



Summarizer

How will the Mass Audubon educator close the lesson to see if students met your objective?

- As the students visit the different learning stations they will complete sections in the complete sections of the Moose Hill Settling New England booklet. They will match the names to articles of clothing worn by men and women, make comparisons of a historical map of New England and a modern map, and write two decisions a settler needed to make when deciding where to homestead.

Mass Audubon School Programs

At Mass Audubon we strive to create learning experiences that are enriching, innovative, meaningful, and engaging. All our school programs are aligned with Massachusetts Curriculum Frameworks. Our network of wildlife sanctuaries and nature centers located in urban, suburban, and rural communities around the state enable us to have strong relationships with local schools.

Our Education Foundations

- Place-based education is an educational philosophy that connects learning to what is local for an individual. We help build conservation communities, working with students and teachers in cities and towns to develop place-based environmental education that is linked directly to their home community.
- Inquiry-based learning is focused on teamwork, being learner-centered, questioning ourselves and the world around us, providing a more focused, time-intensive exploration, promoting lifelong learning, communication, and learning as fun.
- We are fully committed to creating a positive and supportive environment for all learners.
- We strive to be culturally sensitive, recognizing and embracing cultural differences.

Differentiated Instruction

- We strive to create a positive learning environment that is inclusive, supportive to all learners, and sensitive to cultural diversity.
- Outdoor classroom experiences are structured to meet the needs of the particular learners.
- Students work in small groups using hands-on materials.
- A variety of educational media are used, including colorful illustrations.
- With advance notice, efforts will be made to accommodate all learning styles and physical needs.

Notes

- Nature exploration is dependent upon the weather and other conditions. A class might observe different wildlife than they expected to see. An outdoor lesson can sometimes provide unexpected, but enriching teachable moments on a natural history topic that was not planned.
- Mass Audubon nature centers each have a unique landscape and will customize programs to work best at their particular site.
- Our lessons can be adapted to incorporate a classroom teacher's needs when given enough notice.

