



Colonial Region Similarities

Analyzing data to create a visualization of the 3 Colonial Regions, by Chanda Greco

Summary

The students will analyze a chart with the characteristics of the three colonial regions and determine a better way to visualize the information that shows the similarities and differences between the three.

Objectives

The students will be able to . . .

- extract information from a chart
- re-classify information based on similar characteristics
- analyze information that has been gathered and organized
- investigate and understand the effect geographical features and climate have on life in the three colonial regions

Standards Alignment

Computer Science (Grade 6 VDOE)

- **CS 6.8:** The student will use computational tools to collect, organize, and clean data to make it more useful and reliable.
- **CS 6.9:** The student will explain the insight and knowledge gained from digitally processed data by using appropriate visualizations.

United States History I (USI VDOE)

- **USI.1.5b:** The student will apply social science skills to understand the factors that shaped colonial America by describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services.

Materials

- [Colonial Regions Chart with Similarities Underlined](#)
- paper/journal
- pencil/pen
- plain white paper
- Chromebook
- [Colonial Region Signs](#)
- [Teacher slide deck](#)
- [Folder of Graphic Organizer Examples](#)
- [Vocabulary Chart \(if needed\)](#)
- [T-Chart \(if needed\)](#)

Vocabulary

Term	Definition
Natural Resources	Anything that is found in nature that can be used by living things (water, forests, fossil fuels, plants, air, animals, minerals).
Human Resources	All the people working in a service or providing help to other people
Capital Resources	Anything that has value in an economy (money, gold, property, buildings, furniture)
Data Visualization	Taking information and making it into a visual chart, graph, or other image to understand data in an easier way

Before the Lesson

Students will need to know about reading basic charts and graphs and understanding the information. Students will also need to know the basic features of geography from US 1.2.



Outline

1. Teacher will post a slide deck with a map of the thirteen colonies at the front of the room. Students will use a sheet of paper to brainstorm for five minutes what they notice about a map of the thirteen colonies that has been posted on the board.

Once the brainstorm period is over they will pair with their neighbor and to find as many items on their lists that are the same in two minutes.

Next hold a class discussion for, the class to share what they noticed about the map and share their similarities.

2. Students will participate in a game of three corners ? called "This Region has...." Three walls of the classroom will need to be labeled ahead of time as the following:

- New England
- Mid-Atlantic
- South

Display the slide deck up front with the slide "Which Region Has...?" showing. Hand each student the chart of characteristics of all three regions. Students will use this chart as reference to complete the activity.

Follow through the slide deck, when the teacher asks, "which region has... a moderate climate?" the students will look at their chart and then move to the wall labeled with the correct region.

Continue through the slide deck until you reach the last slide which the answer is the Appalachian Mountains. This geographic feature is in all three regions. Which wall do the kids move towards? (answer on the right)

What would be a better way for this information to be presented so that everyone can plainly see the similarities and differences between the regions?

The answer the the Appalachian Mountains is all three. Does the chart fairly represent the fact that ALL three regions have the Appalachian Mountains?

What would be a better way to represent this information so that we can not only see the characteristics of each region, but also see what the regions have in common?

Colonial Region Similarities

- Students will be divided into groups of 2-4 students each. Make groups in advance if necessary. Each group will be given a large piece of printer paper. (Butcher or bulletin board paper works as well). Each group will also receive several different colors of markers.

As a group the student will work together to determine what is the best way to represent the information on the chart. They may use their devices as a resource to research different types of charts and graphs that can represent similarities with large amounts of information. Students are then to create a new visualization that will display the information in the chart that will represent the data more fairly. (ie. what is similar, are there items that can be combined).

Visualizations will be posted on the wall at the end as the class takes a gallery walk answering the main question: why did they choose this way to represent the information and why is it better than the chart?

Groups charts can be collected by the teacher and reviewed as a summative assessment. The charts can also remain on the walls throughout the unit and the teacher can assess them via their own gallery walk and the discussion at the end of the activity. Students will be asked to note the similarities and differences between their work and the work of other groups using a t-chart. (Can use t-chart provided in resources or students can fold a sheet of paper 'hot dog' and label each column.)

- Students will write a paragraph from the perspective of living as a colonist in one of the regions using their newly created visualization as a reference. Students need to fully describe their region as if they are describing it to someone who has never been to this region before. The students must include the following sentence stems in their paragraph/journal entry.

Living in the _____ region.....

Unlike the _____ and _____ region

Similar to the _____ region

Walk around the room during the assignment to answer questions as students determine what type of visualization to use.

How many groups ended up with a Venn like diagram?

How many ended up with the same similarities?

Were there any groups whose diagrams were so different from the others? What were those major differences?

This summary can be collected as a summative assessment.

Assessment Strategies

In addition to formative assessments (see *Outline* above), here are a few opportunities for students to show their learning by creating artifacts:

Simple Assessments

- Formative assessments will occur throughout the lesson in the form of questioning and observation.
- Students will discuss their new visualizations whole-class and compare their new graphics to each others. Teachers will assess students throughout this process through questioning and observation.
- Summative Activity: Students will write a paragraph from the perspective of a colonist living in one of the colonial regions. (Can students interpret the information on their new visualization to describe one of the regions to a person who has never visited?)

	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>
<i>Accurate Data in Representation</i>	The student is able to accurately and clearly represent the geography of the three colonial regions in a graph that demonstrates similarities and differences, factually and comprehensively.	The student is able to accurately represent the geography of the three colonial regions in a data representation.	The student's work does not accurately represent the similarities and differences between the three regions.
<i>Distinguishes between Data Representations</i>	The student is able to explain similarities and differences between groups' data representations and justify their choices as a way of clearly demonstrating the similarities and differences between regions.	The student is able to explain the similarities and differences between data representations but is not able to explain why one particular format is more clear than another.	The student does not make any comparisons between different data representations or justify their own data representation as a clear way to demonstrate similarities and differences across regions.

Some Accommodations & Extensions

Provide students with various graphic organizers that can be used to show similarities and differences. (Some students can be provided with fewer choices. Four were provided in total.)

Provide some students with the accommodated chart that highlights all similar items.

Allow students to work as pairs when brainstorming at the beginning.

Extension ideas:

How has this region of the United States changed since 1775? (Students can pick one feature to focus on or several features.)

Determine what would be the major regions of the US today. How would you fill out the chart for the US at the present?



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