

South Carolina Academic/Career Development Integration Activity

Title **A Letter Home... (ESS-2)***
Subject **Social Studies**

Grade Level(s) 4

SC Content Standard – United State Studies to 1865: Standard 4-2. The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

4-2.4. Compare the European settlements in North America in terms of their economic activities, religious emphasis, government, and lifestyles. (H, G, E, P)

National Career Development Guidelines Goal/Indicator

Career Management GOAL CM3. Use accurate, current, and unbiased career information during career planning and management.

Indicator CM3.K5. Identify occupations you might consider without regard to your gender, race, culture, or ability.

Career Development Objectives

1. The student will research one of the original 13 colonies in America.
2. The student will identify occupations found in the colony researched.
3. The student will identify a colonial occupation he/she finds interesting and its modern day counterpart.

Assessment

1. The student will write *A Letter Home....* focusing on his/her colonial career and the economic activities of a colony.
2. The student will identify at least 10 occupations found in the colony researched (*A Letter Home....* worksheet).
3. The student will identify a colonial occupation he/she finds interesting and its modern day counterpart (*A Letter Home...worksheet*).

Preparation

- Prior Learning—Unit on European settlements in North America
- Handouts/Worksheets—*A Letter Home... Worksheet and A Letter Home... Outline*
- Resources/Materials—Writing materials, textbook, other resource books, and the Internet
- Time Required—60-120 minutes for activity, plus discussion time and homework

* Adapted from *Career Development Tool Kit Grades 6-8*, Linda Kobylarz & Associates, 2000. Used with permission.

Procedures

Part One (60 -120 minutes over several days)

- In this activity, students will describe the economy of one of the original 13 colonies. This activity takes place over several days.
- Begin by engaging students in a quick review of the colonies with a focus on the major economic activities of each colony (Georgia, South Carolina, North Carolina, Virginia, Maryland, Delaware, New Jersey, Pennsylvania, New York, Connecticut, Rhode Island, Massachusetts, and New Hampshire) in the year 1700.
- Tell students to pretend it is the year 1700 and they have been living in the colonies for about a year. The relatives back home are very interested in learning about where you live...especially about opportunities for work and business. So, you are writing a long letter home to tell them about your new life.
- Group students in teams of 2 or 3.
- Have each team select a colony (or you might make assignments).
- Hand out the *A Letter Home...* worksheet and review it with the students. Students work as a team to complete Part 1 of the worksheet. Then each student completes Part 2 of the worksheet and writes his/her letter.
- Review research resources. Give students time in class to complete the worksheet and their research.
- Give students a copy of *A Letter Home...Outline* and review it with them. Have students write the letter as homework.
- Optional: Create a *Colonial Careers* notebook with all of the students' letters.

Part Two - Career Development Connections

- Introduce the idea that many of the *colonial careers* are still part of our economy today.
- Explore with students some of the *colonial careers* they chose and their modern day counterparts. How are they the same? How have they changed?
- Continue the discussion by inviting students to share some of the careers in today's workplace they find interesting.
- Wrap up by pointing out to students that there are over 12,000 different careers. With changes in technology and the economy, new ones emerge and some disappear. During their school years, students will have many opportunities to explore careers. It is important for them to know about many careers, so they can make a good choice about what kind of work they want to do.

Crosswalks

SC Career Guidance Standard/Competency

Learning to Work Standard 1. Students will understand the relationships among personal qualities, education and training, and the world of work.

Competency 1.1. Explore career interests and related occupations.

Key Employability Skills

Basic Skills—Writing

Thinking Skills—Creative Thinking

Information Management—Acquires, interprets, and communicates information

A Letter Home...Worksheet

Name: _____

Date: _____

Directions: Gather information about a colony. Complete Part 1 as a team. Complete Part 2 on your own. Write the title and author for each source you use. Follow the worksheet outline when you write your letter.

Part 1 Team Ideas

1. Description of colony and general information (climate, geography, major cities/towns, population). Include this information in paragraph one of your letter.

2. Colony's Economy: Crops, products, trade, and businesses. Include this information in paragraph two of your letter.

3. Colonial Careers (list at least 10 careers). Include this information in paragraph three of your letter.

Part 2 My Ideas (Include this information in paragraphs four and five of your letter)

1. My colonial career (e.g., merchant) _____

Does your colonial career exist today?

_____No

_____Yes (Name of career _____)

2. What I like/don't like about life in the colony.

Resources

Source Title

Author

Source Title

Author

Source Title

Author

A Letter Home... Outline

Directions: Follow this outline when you write your letter.

May 1, 1700

Dear _____,

Paragraph One: Description of colony and general information

Paragraph Two: Colony's economy

Paragraph Three: Colonial careers/business and trade opportunities

Paragraph Four: My colonial career

Paragraph Five: What I like/don't like about life in the colony

Yours truly,