

Name: Christina Millson

Interdisciplinary Unit

Phase One: Creating a Structure

Theme and Essential Question:

Colonial America: How does present day United States compare with the same region during the Colonial Period?

Phase Two: Organizing the Resource Unit

Step I: Identifying State and National Standards

Primary (PK-3)

SCIENCE:

1. The student will investigate and understand that plants produce oxygen and food, are a source of useful products, and provide benefits in nature. Key concepts include
 - a) important plant products (fiber, cotton, oil, spices, lumber, rubber, medicines, and paper);
 - b) the availability of plant products affects the development of a geographic area; and (VA 2.8 a, b)
2. The students will acquire abilities to distinguish between natural objects and objects made by humans (National K-4, Table 6.5)
3. The students will understand characteristics and changes in populations (National K-4, Table 6.7)
4. The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals. Key concepts include how temperature, light, and precipitation bring about changes in
 - c) people (dress, recreation, and work). (VA 1.7 c)

SOCIAL STUDIES:

1. The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose. (VA 2.6)
2. The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population. (VA 2.3)

3. The student will describe how location, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation. (VA 1.6)
4. The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present. (VA 1.1)

MATH:

1. The student will read, construct, and interpret a simple picture and bar graph. (VA 2.23)
2. The student will tell time to the nearest five-minute interval and to the nearest minute, using analog and digital clocks. (VA 3.15)
3. The student will create and solve story and picture problems involving one-step solutions, using basic addition and subtraction facts. (VA 1.8)
4. The student will use actual measuring devices to compare metric and U.S. Customary units (cups, pints, quarts, gallons, and liters) for measuring liquid volume, using the concepts of *more*, *less*, and *equivalent*. (VA 2.17)

READING/LANGUAGE ARTS:

1. The student will demonstrate comprehension of fiction and nonfiction.
 - c) Discuss characters, setting, and events. (VA K.8 c)
2. The student will demonstrate an understanding of oral language structure.
 - a) Create oral stories to share with others. (VA 2.1 a)
3. The student will demonstrate comprehension of information in reference materials.
 - a) Use a table of contents.
 - b) Use pictures and charts.
 - c) Use dictionaries and indices. (VA 2.9)
4. The student will write stories, letters, simple explanations, and short reports across all content areas.
 - a) Use a variety of planning strategies.
 - b) Organize information according to the type of writing.
 - c) Identify the intended audience.
 - d) Revise writing for specific vocabulary and information.
 - e) Use available technology. (VA 3.10)

ARTS:

1. The student will create a three-dimensional work of art, using a variety of materials. (VA 2.10)
2. The student will respond to music with movement.
 2. Perform dances and games from various cultures. (VA 3.4, 2)
3. The student will create music through a variety of experiences.
 1. Use the voice in speech and song.
 2. Dramatize songs, stories, and poems. (VA K.7)
4. The student will identify selected orchestral and folk instruments, using sight and sound. (VA 2.8)

HEALTH AND PHYSICAL EDUCATION:

1. The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities.
 - c) Demonstrate moving to a rhythm (e.g., perform simple dances in various formations, develop and refine a creative educational dance sequence). (VA 3.1 c)
2. The student will explain that good health is related to health-promoting decisions. Key concepts/skills include
 - e) physical activity and healthy entertainment; (VA 1.2 e)
3. The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
 - a) Demonstrate critical elements used in the locomotor skills of walking, running, hopping, jumping and landing, galloping, leaping, skipping, and sliding. (VA 1.1)
4. The student will demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulative skills.
 - c) Demonstrate a minimum of two critical elements (small, isolated parts of the whole skill or movement) used in stationary manipulative skills (e.g., toss and throw to targets, bounce and catch, toss and catch, kick to target, strike with paddle, dribble, roll underhand, trap, volley with hand). (VA K.1)

Upper Elementary and Sixth Grade (4-6)

SCIENCE:

1. The student will investigate and understand the organization of the solar system and the relationships among the various bodies that comprise it. Key concepts include
 - a) the sun, moon, Earth, other planets and their moons, meteors, asteroids, and comets; (VA 6.8)
2. The student will plan and conduct investigations in which
 - a) data are collected, recorded, and reported using the appropriate graphical representation (graphs, charts, diagrams); (VA 5.1, e)
3. The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include
 - b) human impact. (VA 5.7 f)
4. The students will understand the roles of science and technology in society (National 6.6.)

SOCIAL STUDIES:

1. The student will develop skills for historical and geographical analysis including the ability to
 - a) 1. make connections between past and present; (VS.1 a)
2. The student will demonstrate knowledge of life in the Virginia colony by
 - a) explaining the importance of agriculture and its influence on the institution of slavery;
 - d) describing how money, barter, and credit were used. (VS.4 a, d)
3. The students will learn how political, religious, and social institutions emerged in the English colonies. (Era 2, Std. 2)
4. The students will understand economic, social, and cultural developments in contemporary United States (Era 10, Std. 2)

MATH:

1. The student will
 - a) estimate and measure weight/mass, using actual measuring devices, and describe the results in U.S. Customary/metric units as appropriate, including ounces, pounds, grams, and kilograms;
 - b) identify equivalent measurements between units within the U.S. Customary system (ounces and pounds) and between units within the metric system (grams and kilograms); and (VA 4.10 a, b)

2. The student will use estimation strategies to solve multistep practical problems involving whole numbers, decimals, and fractions (rational numbers). (VA 6.7)
3. The student will
 - a) estimate and measure length, using actual measuring devices, and describe the results in both metric and U.S. Customary units, including part of an inch ($\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$), inches, feet, yards, millimeters, centimeters, and meters;
 - b) identify equivalent measurements between units within the U.S. Customary system (inches and feet; feet and yards; inches and yards) and between units within the metric system (millimeters and centimeters; centimeters and meters; and millimeters and meters); and (VA 4.11)
4. The student will create and solve problems involving addition, subtraction, multiplication, and division of whole numbers, using paper and pencil, estimation, mental computation, and calculators. (VA 5.3)

READING/LANGUAGE ARTS:

1. The student will make and listen to oral presentations and reports.
 - a) Use subject-related information and vocabulary.
 - b) Listen to and record information.
 - c) Organize information for clarity. (VA 4.2)
2. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. (National #7)
3. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. (National #8).
4. The student will make planned oral presentations.
 - a) Determine appropriate content for audience.
 - b) Organize content sequentially or around major ideas.
 - c) Summarize main points before or after presentation.
 - d) Incorporate visual aids to support the presentation.
 - e) Use grammatically correct language and specific vocabulary. (VA 5.3)

ARTS:

1. The student will examine the roles of crafts and artisans in Colonial Virginia. (VA 4.15)

2. The student will create a work of art that uses themes, ideas, and art forms from the past.
(VA 4.3)

3. The student will compare contemporary and historical art and architecture. (VA 5.18)

4. Demonstrating and understanding dance in various cultures and historical periods.

-Students accurately answer questions about dance in a particular culture and time period (for example: In colonial America, why and in what settings did people dance? What did the dances look like?) (National #5)

HEALTH AND PHYSICAL EDUCATION:

1. The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities.

b) Demonstrate moving to a rhythm (e.g., perform a variety of educational dances with different international and regional American formations; create educational dances with apparent beginning, middle, and end, combining shapes, levels, pathways, and locomotor patterns). (VA 4.1)

2. The student will demonstrate the ability to use health information to improve personal health.
Key concepts/skills include

b) the ways in which health care has improved as a result of technology; (VA 3.4 b)

3. The student will explain how peers, families, and community groups work together to build a healthy community. Key concepts/skills include

b) the existence of customs and traditions; (VA 5.5 b)

4. The student will understand and apply movement concepts and principles in complex motor skills.

a) Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed).

b) Apply movement principles and concepts to basic game strategies. (VA 4.2)

Step II: State Broad Goals and Significance of Unit

A. Goals

1. Students will learn how to make comparisons between past and present.

2. Students will know how to distinguish between the Colonial U.S. and present day U.S.

B. Significance

1. Students will benefit from an appreciation of the culture and events from the United States' past.
2. Students will acquire critical thinking skills necessary to make comparisons and contrasts.

Step III: Create a Task Analysis Sequence

A. Identify major ideas to be stressed

1. The United States has evolved greatly since Colonial times.
2. While many aspects of the U.S. have changed, there remain constancies.
3. It is important to learn from the past in order to understand the present.

B. Identify skills to be taught

- 1..Students will learn how to determine similarities and differences across time.
2. Students will understand how to create a venn-diagram
3. Students will acquire a sense of time and construct time lines to visually represent time.

C. Identify attitudes to be developed

1. Students will acquire an appreciation for cultures of the past
2. Students will acquire an interest in how the present is connected and related to the past
3. Students will learn to appreciate the living history surrounding them in Williamsburg, Jamestown, and Yorktown (*Note: Only if unit plan utilized in WJCC or surrounding area)

Step IV: State learning objectives in performance terms (behaviorally stated)

1. Primary: Given information from power-point and read aloud, students will compare and describe jobs from present day and Colonial U.S.
2. Primary: Given data, students will create pie charts of populations in Colonial U.S. and present day U.S.
3. Upper Elementary: Given step by step instruction and demonstration, students will perform a dance from Colonial U.S.
4. Sixth Grade: Given online and print resources, students will plan and write a research paper comparing lives of women or African Americans in Colonial U.S. and present day.

Step V: Strategies to be Employed for Learning

A. Students could *read*

- B. 1. Students could read *Kids in colonial times* by Lisa A. Wroble to prepare them to write letters to children of Colonial U.S.

2. Students can read *A lion to guard us*, by Clyde Robert Bulla (Gr. 5-6), independently and write reflections. (Since book is about children finding their father in the Virginia Colony after their mother has passed away, student #14 may find it emotionally difficult to read and may need someone to talk to occasionally.)
3. Student can read *Abigail Adams: Girl of colonial days*, by Jean Brown Wagoner, in heterogeneous reading groups.
4. Students can read *John Hancock, independent boy*, by Kathryn Cleven Sisson and Cathy Morrison, in heterogeneous reading groups.
5. Students can read *The beaded moccasins: The story of Mary Campbell*, by Lynda Durrant.
6. Students can read *Charlie's house*, by Clyde Robert Bulla, independently and write reflections in reading journal in order to discover the perspective of runaway slaves in Colonial U.S.

B. Students can *investigate*

1. Students can identify and examine human made and natural resources of modern day, determining if the items were found in Colonial U.S.
2. Students can investigate how time of day was determined in Colonial U.S. (sundial, grandfather clocks) and compare to techniques of present day (digital clocks).
3. Students can investigate items to determine which come from plants and then decide which items were available in Colonial U.S.
4. Students can determine measurements used in Colonial U.S (metric) and compare to measurements of modern day US (Us Customary units).

C. Students could *listen to*

1. Students can listen to *A day in the life of a colonial doctor*, by Laurie Krebs, to prepare them for writing a story about a trip to the doctor.
2. Students can listen to *Inventors and inventions in colonial America*, by Charlie Samuel, and discuss the impact of inventions from the past on society of the past and present.
3. Students can listen to *People of the breaking day*, by Marcia Sewall, and then discuss the point of view of the Native Americans in Colonial U.S. (Ask on the side if #13 wishes to share part of her heritage.)
4. Students can listen to *Colonial times from A to Z*, by Bobbie Kalman, before beginning a research project on a topic of their choice from Colonial U.S.
5. Students can listen to the lecture of a guest speaker, such as a doctor or nurse of present day and compare their experiences to a doctor of Colonial times.

It will be important to stress visual cues and symbols in all stories for ESL learners (#10, 14, 15) and find either bilingual books or adapt their reading lessons depending on their individual English proficiency.

D. Students can *construct*

1. Students can create a cup and ball game out of paper cups, string, and foil.
2. Students can create artwork with themes from Colonial U.S. (#16, #10 will enjoy because they are strong in art)
3. Students can label and color map of Colonial U.S.
4. Students can construct a diorama of the inside of building from Colonial U.S. (#9 will do exceptionally well- allow her to use more detail)
5. Students can construct a “hornbook”, a wooden tablet used by students in Colonial U.S.

E. Students can *write*

1. Students can compose a story about a trip to the Colonial doctor (allow #11 to write at home if she wishes to elaborate; Be aware that #3, 15 might not have visited a doctor in the U.S. before because of their lower SES and cultural differences)
2. Students can write word problems about Colonial U.S. (extra assistance for #5, #13 and give extra problems for #7, #10)
3. Students can write a story about traveling back in time to Colonial U.S.
4. Students can collaborate as a class to write a play based in Colonial U.S. (allow #11 to participate more in writing process because they will need a smaller speaking role)

F. Students can *discuss*

1. Students can discuss lives of slaves and plantation owners and social classes in Colonial U.S., explaining how segregation is no longer allowed in present day U.S. (make sure that #3, #6 are comfortable and not singled out)
2. Students can compare and contrast jobs in present day U.S. and those in Colonial times.
3. Students can discuss physical fitness and activities of children in Colonial times in comparison to children of modern day U.S in a class debate.
4. Students can discuss the impact of invention on society in Colonial U.S. in heterogeneous groups

G. Students can *physically express* themselves by

1. Students can demonstrate dances from Colonial U.S. (helpful for #2, #12--- emphasize hand movements for #9--- #14 might require more acceleration)
2. Students can create and act out a play based in Colonial U.S. (#7 will enjoy, but #11 will need a smaller speaking part or given the chance to help more with the writing or production of the play)

3. Students can play hopscotch, a game played by children in Colonial and modern U.S. (Student #9 will need a different or adapted activity. For example, a group could play tabletop bowling while the rest of the class played hopscotch)

4. Students can dress up as an individual from Colonial U.S. to create a living museum for their parents.

Step VI: Grouping and Differentiation

Students:

1. Brett is a quiet child from a big family; youngest of five boys; is a Jehovah's witness; piano player; wears glasses

2. Galena is an only child; has ADHD; excels in science and math; English and writing are weaknesses

3. Sumana is African American; lives in a broken household with mother and two brothers; excels in math; enjoys school and sees it as an escape from home; from low SES background

4. Cindy is affluent; good at everything; plays soccer, piano, and takes ballet; father travels; oldest of three

5. Linn struggles in math; bilingual in Korean and English; parents speak only Korean; tomboyish and popular with boys

6. Thomas is African American; tall and athletic; popular with girls; lives with both parents, but father could leave at any time

7. Sandra excels in literature and English; loves theatre; has two older sisters; mother and father work a lot and she entertains herself; wears glasses

8. Darren speaks three languages; excels in foreign language; has an older sister and younger brother; mother stays at home while diplomat father travels; moves every two years

9. Gill is in a wheelchair; father recently passed away; has problems socializing; from lower SES family; strength in spatial skills

10. Misha and her family recently moved from Russia; ESL but becoming proficient in English quickly; very good at math and art; gets along well with other children; brother has been abused

11. Natasha loves to read and write; has speech difficulty and self-conscious about it; lives with grandparents

13. Teresa is part Native American; younger of two and older brother has emotional troubles; loves science, but not math; bullies other children

14. Kiyomi has refugee status and father was separated during journey to U.S.; ESL; learning disability that hasn't been addressed because of language barrier; gifted in science and dance

15. Gabriel arrived from Guatemala with mother and sister; ESL; Mom is illiterate; from low SES background

16. Bobby is the class clown; lives in rural area with small family; strong in art but picked on for girlish artistic talent

Step VII: What Forms of Assessment will be Administered?

1. Pre-assessment: Questions posed to class
2. Post-assessment: Multiple Choice question
3. Diagnostic: N/A due to time constraint
4. Formative: questions to students during lesson

LESSON PLAN

Title: Occupations of past and present		Content Area/s: Social Studies, L.A./English	
Grade Level: 2 nd Grade	Time Frame: 1 hr 30 min- over course of two days	Date: 7/27/10	
<p>SOLs:</p> <p><u>The student will identify and compare changes in community life over time in terms of buildings, <u>jobs</u>, transportation, and population. (Math VA 2.3)</u></p> <p>Related SOLs:</p> <p>The student will write stories, letters, and simple explanations.</p> <p>a) Generate ideas before writing.</p> <p>b) Organize writing to include a beginning, middle, and end.</p> <p>c) Revise writing for clarity. (English VA 2.11)</p> <p>Technology SOLs: N/A</p>			
<p>Lesson Objectives:</p> <ol style="list-style-type: none"> 1. Given information from power-point and read aloud, students will compare and describe jobs from present day and Colonial U.S. 2. Given example, students will plan and write story about trip to Colonial doctor. <p>Goal: Students will understand how jobs have evolved from Colonial times to present day.</p>		<p>Resources (Texts & Technology):</p> <p>-<i>A Day in the Life of a Colonial Doctor</i></p> <p>-Power point presentation</p>	
<p>Content: Many occupations have changed since the Colonial Era of the United States, however there remain several jobs that have persisted throughout the centuries. Some of the occupations have changed names, but the actual activities performed have remained the same. A list of Colonial occupations include, carrier (person who offers hired cart transportation), cartwright (wagon maker), dareman (dairyman), glover (maker or seller of gloves), hedger (one who trims hedges), millwright (mill designer), fence viewer (farm fence inspector), ironmonger (iron goods seller), ploughwright (plough repair man), shipwright (boat builder), and town crier (news broadcaster) (Bachelor, 2009). Colonial doctors took on the responsibilities of surgeons and apothecaries. They treated sicknesses, broken bones, and wounds and concocted their own drugs. They also utilized American plants, valuing their healing powers. (Janurary, 1999). Lancets and leeches were used to let blood without the use of anesthesia (Cox, 2004).</p>			

<p>Instructional Procedures: Include the estimated time for each activity.</p> <p>(Number steps) beginning with Initial Activity and ending with <i>Closing Activity</i>.)</p> <ol style="list-style-type: none"> 1. (5 min) <i>Initial Activity</i>: Ask students about jobs people have in their communities. Explain that jobs have changed and remained the same over time. 2. (15 min) Present power-point with jobs from Colonial and Present times, specifically describing similarities and differences. Create venn-diagram on the board for two jobs, teacher and baker. 3. (20 min) Ask students if they have been to the doctor recently. Have students think to themselves about their experience and the items used by the doctor. Ask “Would you like to find out about doctors in Colonial U.S.?” Then read text about visit to Colonial Doctor. Reflect on read aloud and recall details from the doctor’s daily routine. Ask students to compare the Colonial doctor to their own doctor. 	
<p>Instructional Procedures (continued):</p> <ol style="list-style-type: none"> 4. (40 min) Explain that students will compose a short story about a trip to the Colonial Doctor and read an example story. List components of story on board (introduction, details about visit, conclusion) 5. (10 min) <i>Closing Activity</i>: Ask several volunteers to share their stories aloud. 	
<p>Assessment/s:</p> <p>Formative: Multiple Choice Question</p> <p>Doctors of present day and Colonial U.S. are similar in the following ways EXCEPT:</p> <ol style="list-style-type: none"> a. They want to help others. b. They cure illnesses/sicknesses. c. They use leeches. d. They give treatment. <p>Summative: Story and questions asked during lesson</p>	<p>Extension Activities/</p> <p>Interdisciplinary Links:</p> <p>Students can interview members of the community about their occupations.</p> <p>Students can listen to a presentation by a doctor of the local community.</p> <p>Students can visit the apothecary in downtown Fredericksburg.</p> <hr/> <p>Differentiation Strategies/Activities:</p> <p>Allow children with glasses to sit toward the front of class to see power-point.</p> <p>Allow children with an interest in writing more time to compose story.</p>

Reflection/Recommendations for Future use:

References

- Bachelor, R. E. (2009). *Occupations of colonial American ancestors*. Retrieved from http://colonial-america.suite101.com/article.cfm/occupations_of_our_colonial_ancestors
- Barrett, T. (1995). *Growing up in colonial America*. Brookfield, Connecticut: The Milbrook Press.
- Barry, K. (2010). *Woodworker's workshop.com*. Retrieved from <http://images.rockler.com/rockler/images/30286-01-200.jpg>
- Bulla, C. R. (1983). *Charlie's house*. New York, NY: Crowell.
- Bulla, C. R. (1981). *A lion to guard us*. New York, NY: Crowell.
- Claude Moor Colonial Farm. (2010). *Colonial recipes to try*. Retrieved from http://www.1771.org/cd_recipes.htm
- Cooperman Fife and Drum Co. (2010). *History lives*. Retrieved from http://www.historylives.com/toysandgames_files/cupball2.jpg
- Cox, J. (2004). *That quacking sound in colonial America*. Retrieved from <http://www.history.org/foundation/journal/spring04/quackery.cfm>
- Durrant, L. C. (1998). *The beaded moccasins: The story of Mary*. New York, NY: Clarion Books.
- Enchanted Learning.com. (2010). *Map of 13 colonies*. Retrieved from <http://www.enchantedlearning.com/usa/label/13/13.shtml>
- Hildebrand, D. K. (2001). *About early American music*. Retrieved from <http://www.colonialmusic.org/Resource/Instr10.jpg>
- Janurary, B. (1999). *Science in Colonial America*. New York, NY: Franklin Watts.

Kalman, B. (1998). *Colonial times from A to Z*. New York, NY: Crabtree Publishing Company.

Krebs, L. (2004). *A day in the life of a colonial doctor*. New York, NY: Powerwood Kids Press.

Music Educators National Conference. (1994). *National standards for arts education*. Retrieved July 12, 2010, from <http://artsedge.kennedy-center.org/teach/standards/standards.cfm>

National Academies of Sciences. (2010). *Science content standards*. Retrieved July 12, 2010, from http://www.nap.edu/openbook.php?record_id=4962&page=103

National Center for History in the Schools. (2004). *Standards contents*. Retrieved July 12, 2010, from <http://nchs.ucla.edu/standards/>

National Council of Teachers of English. (1996). *Standards for the English language arts*.

Retrieved July 12, 2010 from <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>

Oodlekadoodle Primitives. (2010). *Time worn treasures from the past*. Retrieved from http://1.bp.blogspot.com/_ZeQpZiHbg3U/SQoptvNuV-I/AAAAAAAAAVU/TmskMxDMTJE/s400/apple+pie.jpg

Samuel, C. (2003). *Government and politics in colonial America*. New York, NY: The Rosen Publishing Group, Inc.

Samuel, C. (2003). *Inventors and inventions in colonial America*. New York, NY: The Rosen Publishing Group, Inc.

Sewall, M. (1990). *People of the breaking day*. New York, NY: Atheneum.

Spurgeon, M. (2010). *Highland, Wisconsin*. Retrieved from <http://www.villageofhighland.net/images/bowling.jpg>

Sisson, K.C. (2004). *John Hancock, independent boy*. Carmel, Indiana: Patria Press.

Touet, H. (2010). *English 803*. Retrieved from <http://drc.usask.ca/projects/eng803/heather/images/books1.gif>

U.S. History Images. (2009). *Colonial dress*. Retrieved from <http://ushistoryimages.com/images/colonial-dress/fullsize/colonial-dress-5.jpg>

Virginia Department of Education. (2002). *English standards of learning*. Retrieved July 12, 2010 from http://www.doe.virginia.gov/testing/sol/standards_docs/english/complete/stds_englishk-12.pdf

Virginia Department of Education. (2006). *Fine arts standards of learning*. Retrieved July 12, 2010, from http://www.doe.virginia.gov/testing/sol/standards_docs/fine_arts/complete/stds_finearts-12.pdf

Virginia Department of Education.(2008). *Health education standards of education*. Retrieved July 13, 2010 from http://www.doe.virginia.gov/testing/sol/standards_docs/health/complete/stds_healthk-10.pdf

Virginia Department of Education. (2001). *History and social science standards of learning*. Retrieved July 12, 2010, from http://www.doe.virginia.gov/testing/sol/standards_docs/history_socials_cience/complete/stds_history.pdf

Virginia Department of Education. (2001). *Mathematics standards of learning*. Retrieved from http://www.doe.virginia.gov/testing/sol/standards_docs/mathematics/complete/stds_math.pdf

Virginia Department of Education. (2008). *Physical education standards of learning*. Retrieved July 12, 2010, from http://www.doe.virginia.gov/testing/sol/standards_docs/physicaleducation/complete/stds_physedk-12.pdf

Virginia Department of Education. (2003). *Science standards of learning*. Retrieved July 12, 2010, from http://www.doe.virginia.gov/testing/sol/standards_docs/science/complete/stds_sciencek-12.pdf

Wagoner, J. B. (1992). *Abigail Adams: Girl of colonial days*. New York, NY: Aladdin Books.

Wroble, L. A. (1997). *Kids in colonial times*. New York, NY: The Rosen Publishing Group, Inc.