

Lesson 11

Roger Williams and the Founding of Rhode Island

Subject Area: Social Studies Rules and Laws Part II

Group/Grade: K-2

Time Frame: 2 (45 minute) class periods

Objectives: Students will recognize and give examples of the tensions between wants and needs of individual and groups, and concepts such as fairness, equity, and justice. Students will compare these principles to their own daily lives.

Standards:

V-Individuals, Groups, and Institutions

VI-Power, Authority, and Governance

X-Civic Ideals and Principles

Materials:

- *Finding Providence: The Story of Roger Williams*, by Avi.
- Video: Roger Williams and Rhode Island
- Cobblestone Magazine: “Roger Williams and the Lively Experiment of Rhode Island
- Brochure on Roger Williams Memorial/National Parks Programs in Schools
- “What Cheer, Nepot” by Roger Williams
- Construction paper
- Stapler
- Markers
- Chart paper for KWL
- Lined paper for writing letters

Learner Factors:

- role playing (interpersonal)
- interactive performance (kinesthetic, musical)
- writing journals (linguistic)
- mapping skills (logical-mathematical)
- reading and discussion (linguistic)
- art activity (spatial)

Motivational Activities:

Begin the lesson by setting purpose. Tell the students that they are going to begin a new story. The story takes place in 1635 in the Massachusetts Bay Colony. Eleven years have passed since the Pilgrims journeyed to the New World. People have continued to travel to the New World and more colonies are being established. Two such colonies were located near what is now Boston and Salem, Massachusetts. In fact, these two colonies have more inhabitants than Plymouth, which is inhabited by the original Pilgrim group and many new comers. The people who started the Massachusetts Bay colony have some similarities to the Pilgrims. They came from England. Some came seeking religious freedom. There are also major differences between the Pilgrims of Plymouth and the settlers of the Massachusetts Bay Colony. Many of the settlers in the Massachusetts Bay Colony are Puritans. The Puritans came to America to seek religious freedom for themselves, but not for anyone else. The Puritans wanted to purify the Church of England, not separate from it. The Puritans believed they could create the perfect society in the New World. This new society would set an example for others to follow. This is the environment in which our story takes place. The story we are going to share is about a man named Roger Williams. How do you think we could learn the most from the story? We can prepare to learn as much as possible by beginning with a story walk

Lesson Development:

Introduce *Finding Providence: The Story of Roger Williams* (If the students are younger you may choose to read the story to them instead of having the students read the story themselves. You could divide the book and read sections of the book to the class as a read aloud).

Review the story walk procedure, but allow students to tell you which sequential steps to take in performing the story walk. Instead of reviewing vocabulary, you may wish to explain words, phrases, and concepts as you read to allow the focus to remain on the story versus the procedure. After reading the story, explain to the students that you want to learn as much as possible about Roger Williams. You have practiced reading strategies and word strategies; today you will learn something different. You will use a *KWL* chart to help you organize what you are learning. From what you have read or heard so far, what do you remember about Roger Williams? Write the student responses under the *K*. After each chapter or reading session, add to the *K*. When the book is complete, have students discuss in small group or in pairs what other things they would like to know about Roger Williams that were not found in the book. List these responses under *W* on the *KWL* chart. If the questions were answered in the story, class members should work to revise the list.

Explain to the students that they are having a visitor. His name is Roger Williams! At the end of his visit, they can ask any additional questions that are not answered during his presentation. After the visit of Roger, the students fill in the *L* on the chart. The visit of Roger Williams, which is sponsored by the National Park Service, can be geared to any level of learner. (Information enclosed).

Closure:

Take a picture of Roger Williams with the students. Have class members dictate or write a letter to Roger. Send him the finished product. Keep a copy to display in the museum. Have students create a word web describing Roger Williams in the shape of a flower. Write Roger Williams in the center of the flower. Use words to describe him on the petals. Explain to the students that they will be using words to describe the character and personality of

Roger Williams, not his appearance. No one really knows what Roger Williams actually looked like. The flowers can be made into a three dimensional display by using construction paper. When working with younger students, you may wish to pre-cut the leaves and the petals of the flowers. The stem of the flower can be made by rolling the construction paper to form a tight tube shape, then taping the tube together, then stapling the ‘flower’ to the top of the stem and attaching leaves.

Extensions:

Visit the Roger Williams National Memorial in Providence, Rhode Island.

Read the author’s notes about Roger Williams located in the back of the book.

Writer’s response to literature

Contribute to the timeline

Student Assessment:

students contribute to their writer’s response

students will write letters to Roger Williams

students will complete the KWL

word web flowers displayed in classroom museum and included in social studies/art portfolios

Self Assessment:

Response journal

