



UNIT TIME CHART

| PHASE ONE | | |
|--|--|---|
| PRE-UNIT | DAY 1 | DAY 2 |
| <ul style="list-style-type: none"> Decide on composition of regional travel agencies Prepare Agency Folders and Colony Envelopes Arrange for tri-fold boards for <i>Sail America Expo</i> MAP OF THE COLONIES TRAVEL AGENCY GUIDELINES RESEARCH CHECKLIST | <ul style="list-style-type: none"> Introduce simulation Learn of and practice consensus process to name Travel Agencies PRETEST MAP OF THE COLONIES STEPS TO REACH CONSENSUS PRETEST/POSTTEST CONSENSUS CHART ROLES ROTATION CHART <p>Teacher Reference</p> <ul style="list-style-type: none"> Geographical Significance Sample Consensus Chart | <ul style="list-style-type: none"> Review process of consensus building Agencies use consensus to pair students for colony research Make flashcards to study 13 colonies RESEARCH NOTES RUBRIC FLASHCARDS: Set 1 FLASHCARDS: Set 2 |
| PHASE ONE | PHASE TWO | |
| DAY 3 | DAY 4 | DAY 5 |
| <ul style="list-style-type: none"> Learn how to take notes and cite sources accurately May start research Understand meaning of plagiarism SAMPLE TEXT RESEARCH CHECKLIST WORKS CITED RECORDING BLANKS COOP GROUP WORK RUBRIC <p>Teacher Reference</p> <ul style="list-style-type: none"> Sample Text Example | <ul style="list-style-type: none"> Learn Daily Routine for Phase Two Continue research, citing sources TASKS AGREEMENT WORKS CITED RECORDING BLANKS COOPERATIVE GROUP WORK RUBRIC REFLECTION RECORD <p>Teacher Reference</p> <ul style="list-style-type: none"> Reasons for Settling Colony Facts (13) | <ul style="list-style-type: none"> Create <i>Sail America Expo</i> guest list Continue research, citing sources REFLECTION RECORD COOPERATIVE GROUP WORK RUBRIC <p>Teacher Reference</p> <ul style="list-style-type: none"> Reasons for Settling Colony Facts (13) |
| PHASE TWO | PHASE THREE | |
| DAY 6 | DAY 7 | DAY 8 |
| <ul style="list-style-type: none"> Compare their colony to at least two other colonies Learn to use qualifying words and specific vocabulary when making comparisons COLONY COMPARISON CHART SAMPLE COLONY COMPARISON CHART <p>Teacher Reference</p> <ul style="list-style-type: none"> Reasons for Settling Colony Facts (13) | <ul style="list-style-type: none"> Preview donated travel brochures Use consensus to design and plan their colony Travel Brochures Create a nickname or slogan for their colony TRAVEL BROCHURE CHECKLIST TASKS AGREEMENT COOPERATIVE GROUP WORK RUBRIC REFLECTION RECORD | <ul style="list-style-type: none"> Take a formative assessment Continue work on colony Travel Brochures Use consensus and cooperation to complete tasks on time FORMATIVE ASSESSMENT REFLECTION RECORD COOPERATIVE GROUP WORK RUBRIC |



UNIT TIME CHART

| PHASE THREE | | PHASE FOUR |
|---|---|---|
| DAYS 9–10 | DAY 11 | DAY 12 |
| <ul style="list-style-type: none"> • Continue work on colony Travel Brochures • Use consensus and cooperation to complete tasks on time • REFLECTION RECORD • COOPERATIVE GROUP WORK RUBRIC | <ul style="list-style-type: none"> • Complete Travel Brochures • Color and address invitations to Sail America Expo • Use consensus and cooperation to complete tasks on time • Design invitations (optional) • Write bibliographies (optional) • TRAVEL BROCHURE CHECKLIST • EXPO INVITATIONS | <ul style="list-style-type: none"> • Share Travel Brochures • Learn Daily Routine for Phase Four • Review Role Responsibilities • Use consensus to assign tasks for Agency <i>Expo</i> Displays • EXPO TASKS AGREEMENT • EXPO CHECKLIST • REFLECTION RECORD • CONSENSUS CHART |
| PHASE FOUR | | |
| DAY 13 | DAY 14 | DAY 15 |
| <ul style="list-style-type: none"> • Continue work on <i>Expo</i> Displays • Organize travel documents • Use consensus and cooperation to complete tasks on time • CHOICES OF SPONSORSHIP • RECORD OF BOOKED CLIENTS • BOOKING RECEIPTS • DISCOUNTS AND INCENTIVES • FAQs | <ul style="list-style-type: none"> • Finish <i>Expo</i> Displays and all travel documents • Finish Agency <i>Expo</i> booths • Practice booking “prospective clients” • EXPO SCRIPT | <ul style="list-style-type: none"> • Host and conduct <i>Sail America Expo</i> • Meet and “book” prospective clients • Organize and maintain all travel documents • POSTTEST RUBRIC |
| PHASE FOUR | | |
| DAY 16 | | |
| <ul style="list-style-type: none"> • Participate in a debriefing discussion • POSTTEST • POSTTEST RUBRIC • DEBRIEFING QUESTIONS | | |

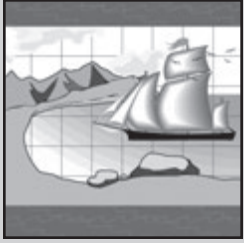
Student Name: _____

SAIL AMERICA

Have you ever wanted to slip out of present time? To travel in a time capsule to the past so you can live in that time and return to the present to tell about it? Well, here is your chance to visit the 1600s in Colonial America and then return to the present. With your firsthand knowledge of life in the Colonies, you will become a travel agent. Your job, and the job of every member of your Travel Agency, will be to book as many clients as you can to settle in your colony in the New World. Welcome to SAIL AMERICA!

Before signing on, though, your future colonists will be anxious to know all about life in Early Colonial times. No problem—you will “visit” the time by conducting historical research and becoming an expert. You will share all your knowledge by creating an attractive travel brochure. This brochure will entice your future clients to set sail to the New World.

So, climb into the time capsule, set your course, and prepare to return as an expert guide to the past!



STUDENT GUIDE



OVERVIEW

During the different phases of SAIL AMERICA you will be part of a regional Travel Agency (during Phases One and Four) or will work with a partner as a Colony Pair (during Phases Two and Three).

Phase One ~ Travel Agencies

- Join a Travel Agency representing one of the three regions of colonial America: the New England, Middle, or Southern regions.
- Learn the skill of reaching consensus to make decisions and share responsibilities.
- Learn how to take notes from your research and how to create a bibliography.

Phase Two ~ Colony Pairs

- You and a Colony Pair partner use all the skills you learned in Phase One to research one of the original 13 colonies during the 1600s.
- Record facts about the geography, climate, natural resources, trades and skills, important leaders, early government, Native Americans, and other information about your colony.

Phase Three ~ Colony Pairs

- Use your research to create an original travel brochure to entice prospective clients to “book passage” to your colony.
- Write text and insert maps, pictures, and any other creative graphics.

Phase Four ~ Travel Agencies

- The whole class plans the *Sail America Expo*.
- Your Travel Agency will create an *Expo* booth for your region that includes:
 - Display table
 - Poster for display table
 - Decorations for the table
 - Appropriate music and snacks
 - Travel documents for booking client voyages to your colony



Cooperative Group Work Rubric

- 4 — EXEMPLARY**—You *consistently* and *actively* help your group achieve its goals by communicating well with other group members, by encouraging the group to work together, and by *willingly* accepting and completing the necessary work of your daily role.
- 3 — EXPECTED**—You *usually* help your group achieve its goals by communicating with other group members, by encouraging your group to work together, and by accepting and completing the necessary work of your daily role.

(If your evaluation is less than EXPECTED,
try to use your cooperating skills more consistently.)

- 2** — You *sometimes* help your group achieve its goals.
- 1** — You *do very little* to help your group achieve its goals.

ROLES AND RESPONSIBILITIES

Phase One

Roles and Responsibilities

Your Travel Agency will have many **Agency Members**. You are all responsible for helping your Travel Agency reach its goals every day and throughout the phase. Every day members of your Agency will take turns as the **Leader**, **Recorder**, and **Agency Member**. These roles will rotate. Role responsibilities are:

Leader

- Conducts consensus meetings

Recorder

- Records information on the **Consensus Chart**

Agency Member

- Works cooperatively to complete all tasks on time

Phase Two and Phase Three

Roles and Responsibilities

Colony Pair partners research one colony. Create a Travel Brochure about your colony. Roles rotate daily.

Leader

- Conducts *Daily Meeting* to create or update **Tasks Agreement**
- Conducts *Reflection Meeting* to report progress and/or problems

Recorder

- Records all information on the **Tasks Agreement**

Daily Routine

1. *Daily Meeting* (3–5 minutes)
 - Students meet in Colony Pairs
 - Create or update **Tasks Agreement**
2. Complete work described on **Tasks Agreement**
3. *Reflection Meeting* (5 minutes)
 - Report progress and/or problems
 - Share information learned

Phase Four

Roles and Responsibilities

The roles are **Leader**, **Recorder**, and **Timekeeper**. Roles rotate daily.

Leader

- Guides Travel Agency discussion to reach consensus.
- Make sure all views are heard during discussion.
- Evaluates time lines, due dates, and distribution of tasks

Recorder

- Records consensus discussions and decisions
- Maintains the daily **Expo Tasks Agreement**
- Organizes all papers at the end of each day

Timekeeper

- Keeps Agency Members on task
- Reminds Agency Members of remaining time

Agency Member

- Works cooperatively to complete tasks on time

Daily Routine

1. *Daily Meeting* (5–7 minutes)
 - Meet as a Travel Agency to create or update **Expo Tasks Agreement**
2. Complete work described on **Expo Tasks Agreement**
3. *Reflection Meeting* (10 minutes)
 - Report progress and/or problems
 - Share information learned with team

STEPS TO SUCCEED

Steps to Reach Consensus

The word Consensus means *an opinion or position reached by a group as a whole*.

Reaching consensus is *a process that requires groups to reach a general agreement while still acknowledging everyone's ideas and opinions*.

Follow these steps whether in a large group or working with a partner.

1. State and understand the **Problem to be Solved**.
2. Brainstorm and then discuss **Possible Solutions** with all the pros and cons.
3. Make necessary **Compromises** so all involved are satisfied.
4. Make an **Informed Decision** as a group that all can accept.
5. If no acceptable decision is made, repeat the process.

| | | |
|---|--------------|--------------|
| Problem to be Solved: | | |
| Possible Solutions: <i>(Brainstorm)</i> | | |
| Considerations: <i>Pros & Cons of the solutions</i> | Pros: | Cons: |
| Compromises: | | |
| Informed Decision: | | |

Steps for Research

Use these steps as you research and select information for your travel brochure.

1. Read the text to get a general idea of the information.
2. Reread the text and take notes in the correct boxes on pages 6 and 7.
 - a. Write the information in your own words.
 - Use **phrases, not sentences**.
 - Record in a **bulleted fashion**.
 - b. Make sure spelling is correct and notes are understandable.
3. Collect information for all eight boxes.
4. Cite the sources on your **Works Cited Recording Blanks** as you work.
5. Sometimes there may be information that is very interesting but does not fit into the boxes. Record it on a separate paper and label it *Interesting Facts*.