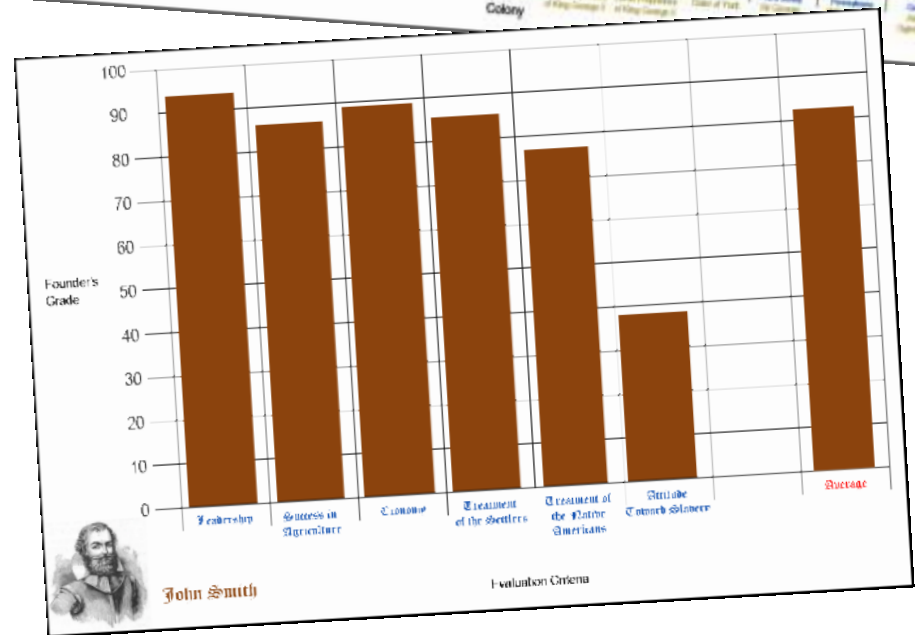
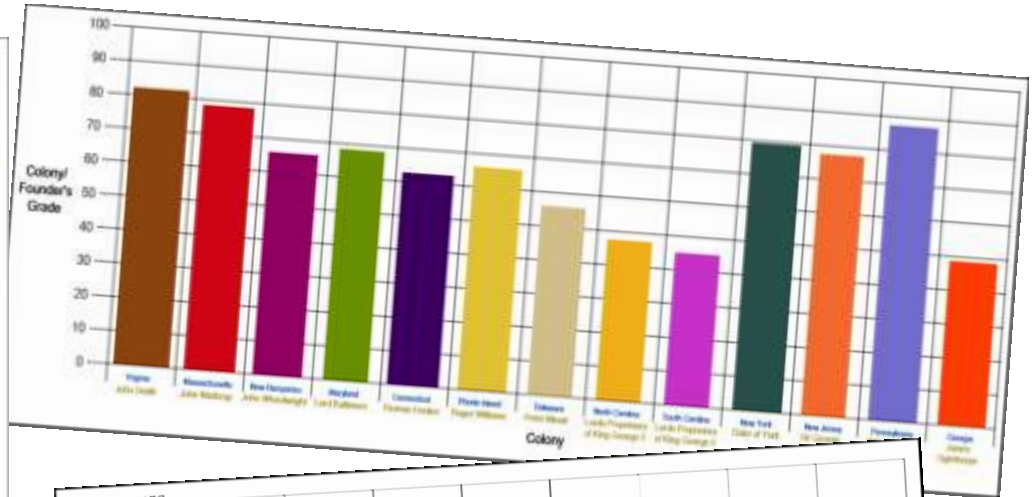
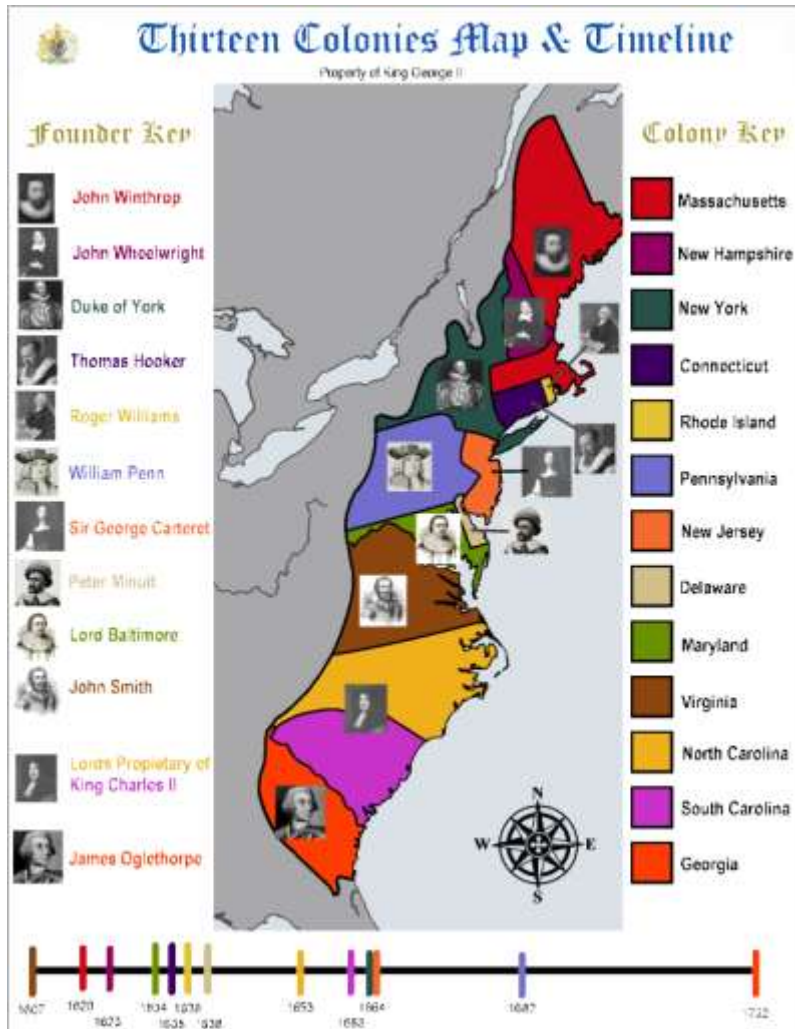




Founding the Thirteen Colonies

The Foundation of our Union

4th Grade





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4th Grade

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Founding the Thirteen Colonies

A comprehensive unit that:

- Aligns with many Common Core Learning Standards
- Encompasses multiple reading and writing opportunities
- Provides valuable hands-on performance-based learning projects
- Stresses the importance of visual learning
- Develops life-long oral and written communication skills
- Offers differentiated learning opportunities
- Engages students in American history

Designed and written in collaboration by:

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Great Software Tools, LLC.
and
Melissa Ritz
4th Grade Teacher, Brooklyn, NY

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Instructor Guidelines

Thank you for purchasing *Founding the Thirteen Colonies* for your 4th grade class! We are confident that your students will enjoy learning about the founding of the Thirteen Colonies and that you will love how engaged they will become in history. We want to give you a few suggestions on how to best utilize this kit:

Founding the Thirteen Colonies.PDF – This document contains all of the documentation for this comprehensive kit. It is in PDF form to keep it properly formatted and uneditable. Keep an intact copy of this as the reference document for the unit.

Teacher Materials – These pages are provided as a Word document so that you can edit them to meet your own requirements. We have designed this unit with the expectations that teachers will revise it somewhat to make it their own and to meet the individual needs of their classes.

- **Vocabulary** – Feel free to add or delete words and to tweak the definitions if desired.
- **Some Useful Resources** – You can add or delete resources from this list and then provide the students with your final resource list if you wish. Since the links are live, if you open the document on your computer with a projector or interactive whiteboard, you can quickly access the websites for a lesson with the whole class.
- **Essential Questions and Big ideas** – These are supposed to get the creative juices flowing! Brainstorm with the class to come up with other essential questions and big ideas and then involve the class in great critical thinking opportunities. Remember, it is important for them to see the big picture and understand why they are learning about the Founding of the Thirteen Colonies.
- **Common Core Learning Standards (CCLS)** – Isn't it exciting to see how many standards you can cover in one lesson?
- **Instructor Details** – These pages give specific suggestions for the individual projects. Feel free to tailor them to meet your needs.
- **Instructional Essay Rubric** - This rubric been designed using the same terminology and requirements as the student checklist, which has the same terminology as the Common Core Learning Standards. By using these valuable assessment tools, you are providing your students with the opportunity to assess themselves as they are working and understand the grade you award them at the end.

Student Handouts - This document was compiled with the expectations of you printing and handing these pages out to the students. They are also in Word document format so that you can edit them to meet your personal requirements.

- **Vocabulary without Definitions** – This is for the students to use if you want them to look up the definitions.
- **Performance Task** – You can edit this task to fine tune it with regard to your students and community.
- **Project Details** – We provide basic instructions for the students on these pages with room for you to add more details if desired. Your Instructor Details pages provide more detailed project instructions.
- **Student Checklists** – The project checklists are less detailed than the writing checklists. Feel free to add other requirements that you feel are important to the project checklists. The writing assignments have more detailed checklists that use the terminology from the CCLS. The rubric for the Informational Essay uses the same terminology as the CCLS and the checklist, so if you edit any of the writing assessment pieces, be careful to keep them aligned with the appropriate standard.

Project Templates – The templates that you will need for the projects are in a separate folder. Before beginning that project, make sure the template is available to the students on their computers or network drive.

Tutorial Videos – The tutorial videos are accessible from our website. Use the password that you were given to download this kit to access the links to the project videos. The videos will teach the students step-by-step how to make the projects. Pause the video as needed to allow them to work, contemplate, organize and save their work. Manipulating graphics is a very creative form of self-expression. These projects will prove that the students understand the material they have learned and give them an opportunity to teach back in an effective visual format. Let the students have the time to work, make mistakes, correct their mistakes, and revise their layouts so that they can complete a project they can show with pride.



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Introduction

Lessons about the thirteen original colonies have been taught to students for over two hundred years, and it is the founding of these very colonies that are the basis for our country, government, and schools. We know how important it is that our “foundations” are strong, which gives us all the more reason, as teachers, to provide our students with a strong foundation and understanding of these historical events. The *Founding of the Thirteen Colonies* unit adds a new appreciation for how the colonies were established and how each influences the country that we are today. The students are challenged to think critically about the quality of leadership in each of those original colonies and apply problem-solving skills to find ways to support the needs of the colonial leaders. In linking the leadership of the colonies to reflection on the part of the student, teachers can facilitate discussions which will surround the essential questions and big ideas of the unit.

The Founders Map project is one that has been very well received by educators because it is ideal for differentiation. In integrated classrooms, special education, general education, and enrichment students can all work on the same project, taking it as far as their capabilities allow. And when students learn to convey their knowledge and understanding using few words and effective images, they are cultivating important life skills. People can look at this finished map and immediately recognize that William Penn founded Pennsylvania in 1682 and be able to see where and what Pennsylvania looked like at that time. The story is told wordlessly with images, color, and positioning. Hang the maps on the bulletin board in the hall and imagine how students walking by will be attracted to the maps and will learn about the early colonies out of curiosity!

Increasing the rigor of class lessons is a goal of all good teachers. It is crucial for educators to not only increase rigor but to raise the engagement level of the students in the process. The *Founding the Thirteen Colonies* unit aligns engaging, hands-on projects with the essential Common Core Standards, which will allow students to not only meet the national requirements for 4th graders, but also develop their critical thinking skills in the process.

We hope that you and your students learn as much from using this unit as we did from developing it! Please contact us with your feedback. We are continuing to expand our library of Common Core Learning Units, and we are interested in your comments on this kit and your suggestions for future topics. Happy learning!

Sincerely,

Melissa Ritz

4th Grade Teacher



Summary / Purpose

In this unit, *Founding the Thirteen Colonies*, the students will put a 21st century twist on mapping the original colonies. The hands-on projects provide a way for students to have a bird's eye view on what the foundations of our country looked like long before we were a unified nation. The students will incorporate their technology skills, use important research methods, incorporate valuable note taking strategies, and present their new expertise effectively as they build their own foundation of competencies for middle and high school. The projects spark a natural curiosity for engaged learning: color coordinated mapping and timelines, report card grading for individual colonies, an oral presentation of the condition of the colony, and an informational essay.

Take advantage of these great student projects to compile dynamic visuals for hall bulletin boards. It is a great way to showcase the student's work, show parents, administrators, and colleagues how effective a teacher you are, and inspire other students to learn more about the Founding of the Thirteen Colonies!

All of the **Common Core English Language Arts Standards for Grade 4: Reading Informational Text, Writing and Speaking & Listening, most of the Language standards and several math standards** are covered in this unit. As you engage your students in learning, you can be confident that you are aligning your curriculum with the standards that are expected of all 4th graders across our nation.

Expectations

When information is engaging, students will often think of the learning as fun or play. People make the wisest career choices when they choose jobs where they do things that they are interested in. In this unit, the students can expect to engage themselves in projects that will not only enlighten them as to how the thirteen colonies were formed, but also encourage them to become leaders both in the classroom and the world outside.

By integrating the projects of *Founding the Thirteen Colonies*, students will be perceiving the colonies in a new and rigorous way. The history of the United States will come alive on their computer screens. This unit will make the students experts in the history of the thirteen original colonies, cartography, and leadership roles, and they will build confidence as they teach their information to others. The ultimate goal is for students to have fun while learning so that they convey that enthusiasm for learning with others. This could lead them to careers in teaching, politics or opportunities that have yet to be discovered in new uncharted lands. We may even see future governors who will impact the contemporary United States, as much as the original founders impacted Colonial America! It is clear that learning is not just about what we need to know for a test; it is about facilitating the growth of knowledge, having fun, and exceeding expectations in the process.

Unit Projects

1. Thirteen Colonies Founders Map & Timeline
2. Founder's Report Card
3. Oral Presentation
4. Informational Essay

Required Software

- Graphics-Toolbox
- Microsoft Word





Provided Templates

- Thirteen Colonies Map
- Colony Key
- Timeline
- Founder Key
- Founder Images
- Report Card Bar Graphs
- Colonial Report Card
- Colonial Evaluation Sheet
- Colonial Action Plan for Informational Essay

Available Videos

- Building the Founders Map and Timeline
- Report Card Bar Graph





Common Core State Standards¹ Covered in *Founding the Thirteen Colonies*

English Language Arts Standards » Reading: Informational Text » Grade 4

Key Ideas and Details

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

English Language Arts Standards » Writing » Grade 4

Text Types and Purposes

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).



d. Provide a concluding statement or section related to the opinion presented.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing



W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

English Language Arts Standards » Speaking & Listening » Grade 4

Comprehension and Collaboration

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

English Language Arts Standards » Language » Grade 4

Conventions of Standard English

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*



- Correctly use frequently confused words (e.g., to, too, two; there, their).*

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases to convey ideas precisely.*
- Choose punctuation for effect.*
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Mathematics » Grade 3 » Measurement & Data

Represent and interpret data.

3.MD.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

Mathematics » Grade 4 » Number & Operations in Base Ten¹

Generalize place value understanding for multi-digit whole numbers.

4.NBT. 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Mathematics » Grade 4 » Measurement & Data

Represent and interpret data.



4.MD.4. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$).

Mathematics » Grade 5 » Number & Operations in Base Ten

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Mathematics » Grade 6 » Ratios & Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.

6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.

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