

Dear 4<sup>th</sup> Grade Families:

The 4<sup>th</sup> Grade students have recently begun a Social Studies unit on the study of Colonial America and the American Revolution. During this unit, the students will be working on a long-range project entitled "***Colonial Times.***" DON'T PANIC!!! This letter may seem long and involved, but the project really isn't as difficult as it may seem - don't worry we will be walking them through the process. We will discuss the requirements with the class. It is a wonderful opportunity for students to practice their time-management skills, as well as use the Higher-Order Thinking Skills of analyzing, evaluating, and creating!

For this project, students will become news reporters. The newspaper they work for happens to have technology allowing them to bring people from the past into current times! That means that the student reporters will have the opportunity to "interview" people who lived during the Colonial period. (Since this technology doesn't actually exist, students will watch videos and read passages about what life was like for the European Colonists.) Then, they will create a newspaper with articles about the events that took place in America during Colonial times. There are 6 articles that the students will be required to complete. A 7<sup>th</sup> article is optional for those who wish to extend their learning.

Each article topic will be introduced in class and will be due one week from that date. **The research and writing will be done in class, but some students may need more time to work on it at home.** The table on the next few pages shows you all of the start dates and due dates. Even though there are start dates, students may work at their own pace (work ahead) if they wish, as long as they turn in each entry on its due date. When the articles are completed, it will be put into a newspaper format. A Slideshow outlining each article and the required Newspaper Format will be posted on Google Classroom. We will supply the students with organizers to help plan the articles and time to type the articles into the Newspaper format.

Students simply read each slide, do the research, then complete a news article and add illustration/picture to the newspaper. They may click on the hyperlinks located on each slide or type in the web address given to help them gather information they may need for each entry. **Again, much of the project will be worked on at school**, but, some of it may have to be worked on **at home** as well. Please note that while viewing the PowerPoint, you must be in the ***Slideshow mode*** for the hyperlinks to work.

***IMPORTANT: Please contact us if you have little or no access to a computer or the Internet at home.***

This project covers several 4<sup>th</sup> Grade Reading and Writing Standards. Those standards are listed on the last page.

We look forward to reading and sharing some truly awe-inspiring journals! Please contact us if you have any questions.

Sincerely,  
4th Grade Team

Introduced		Due
Monday, Sept. 24	<p style="text-align: center;"><b>Article 1</b>  <b><i>The Night Before the English Set Sail to the Colony of New Jersey</i></b></p> <p>You are interviewing an English family on the eve of them sailing from England to the colony of New Jersey. You ask about their thoughts and feelings as they are about to participate in this exciting adventure!!! Why they are leaving England for the Colony of New Jersey? What do they expect when they arrive?</p>	Monday, Oct. 1
Monday, Oct. 1	<p style="text-align: center;"><b>Article 2</b>  <b><i>Everyday Life in the Colony of New Jersey</i></b></p> <p>You are to write an article about what life is like in the colony of New Jersey. After reading various resources, you need to describe what everyday life was like for a European colonist.</p>	Tuesday, Oct. 9
Tuesday, Oct. 9	<p style="text-align: center;"><b>Article 3</b>  <b><i>Clash of Cultures:  Colonists and Native Americans</i></b></p> <p>The colonist over time have noticed some similarities and differences between themselves and the Native Americans. After reading about the Native American way of life, you need to compare and contrast both cultures in an article.</p>	Monday, Oct. 15
Monday, Oct. 15	<p style="text-align: center;"><b>Article 4</b>  <b><i>Choosing a Trade</i></b></p> <p>At age 13, colonial children chose a trade. You need to research their options for different trades. After reading some of the possible trades for them to choose, choose few trades for boys and girls and describe them to the readers. Also, let the reader know what they had to give up to do these trades. This could also be completed in the form of Help Wanted ads in your newspaper, which list the requirements for the trade.</p>	Monday, Oct. 22

<p>Monday, Oct. 22</p>	<p style="text-align: center;"><b>Article 5</b> <b><i>The American Revolution Has Begun!</i></b></p> <p>The American Revolutionary War has begun. You are now reporting about the War. You will read various resources to give you background information. Then you are asked to write about the causes of the war as well as reflect on how the war impacted the colonial people in NJ and their feels about the war.</p>	<p>Monday, Oct. 29</p>
<p>Monday, Oct. 22</p>	<p style="text-align: center;"><b>Article 6</b> <b><i>The Declaration of Independence</i></b></p> <p>In 1776, Congress has officially declared its independence from Britain! After learning more about this document, you are asked to describe why it was so important and how the colonist felt about declaring their independence from the country in which they were born.</p>	<p>Friday, Nov. 2</p>
<p>*Optional*</p>	<p style="text-align: center;"><b>Article 7 (Optional)</b> <b><i>General George Washington</i></b></p> <p>This entry is an <b>optional</b> entry for any student who wishes to extend their learning. Students will read about George Washington and describe what kind of leader he was and why he was important to the people of this time.</p>	<p>Friday, Nov. 2</p>

### 4<sup>th</sup> Grade Writing Standards

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

W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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.

### 4<sup>th</sup> Grade Reading Standards

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.

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

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

## **Social Studies Standards**

### **Civics, Government, and Human Rights**

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage

### **Geography, People, and the Environment**

6.1.4.B.1: Compare and contrast information that can be found on different types of maps, and determine how the information may be useful.

### **History, Culture, and Perspectives**

6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.

6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.