

REVISED DATES

Dear 4th Grade Families:

The 4th 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 ***“My Colonial Character Journal.”*** DON'T PANIC!!! This letter may seem long and involved, but the project really isn't as difficult as it may seem – there has been a lot of positive feedback from parents and students after doing it in previous years. We will discuss the requirements with the class and show multiple examples from last year's students. 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! You are invited to our Colonial Fair at the end of this unit, which is tentatively scheduled for the morning of Parent Visitation Day, November 14.

For this project students will travel back in time, create a Colonial character, and write about events that took place during Colonial times from the ***perspective*** of this Colonial character. Since actually traveling back in time has not occurred yet, the students will be taking a **Virtual** Field Trip back in time!!! They imagine that character they created has been given a journal to record his/her thoughts regarding life during Colonial times. There are 6 journal entries the students will be required to complete. A 7th entry is optional for those who wish to extend their learning.

Each entry 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 journal is completed, it will be bound in a “leather” cover (brown craft paper that I will supply). The **Virtual Field Trip** Slideshow and the coaching/scoring rubric will be posted on Google Classroom. I will supply the students with the paper they will be using.

Students simply read each slide, do the research, then complete a journal entry and illustration. 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 me if you have little or no access to a computer or the Internet at home.

This project covers several 4th Grade Common Core Reading and Writing Standards. Those standards are listed on the last page.

I am looking forward to reading and sharing some truly awe-inspiring journals! Please contact me if you have any questions.

Sincerely,

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4th grade team

Introduced		Due
Wednesday, Sept. 12	<p style="text-align: center;"><i>Creating a Colonial Character</i> (no writing involved)</p> <p>Students choose a colonial first name and last name for their character. They receive their journal and start designing the cover.</p>	Friday, Sept. 14
Monday, Sept. 24	<p style="text-align: center;">Journal Entry - Day 1 <i>The Night Before You Sail to the Colony of New Jersey</i></p> <p>Characters are 9-years-old and receive their journal on the eve of them sailing from England to the colony of New Jersey. The characters are asked to write about their thoughts and feelings as they are about to participate in this exciting adventure!!!</p>	Monday, Oct. 1
Monday, Oct. 1	<p style="text-align: center;">Journal Entry - Day 2 <i>Everyday Life in the Colony of New Jersey</i></p> <p>The characters are now 10-years-old and have lived in the colony of New Jersey for almost a year. After reading various resources, students are asked to describe what everyday life was like for a colonist.</p>	Tuesday, Oct. 9
Tuesday, Oct. 9	<p style="text-align: center;">Journal Entry - Day 3 <i>Clash of Cultures:</i> <i>Colonists and Native Americans</i></p> <p>The characters are now 11-years-old and over time have noticed some similarities and differences between the Colonists and the Native Americans. After reading about the Native American way of life, students are asked to compare and contrast both cultures.</p>	Monday, Oct. 15

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<p>Monday, Oct. 15</p>	<p align="center">Journal Entry - Day 4 <i>Choosing a Trade</i></p> <p>A few years have gone by and the characters are now 13-years-old. Teenagers - YIKES!!! This journal entry has 2 slides, one for a boy and one for a girl. Characters are told that their parents have decided it is time to learn a trade. After reading some of the possible trades for them, they choose a trade and are asked to describe what it is like working the trade.</p>	<p>Monday, Oct. 22</p>
<p>Monday, Oct. 22</p>	<p align="center">Journal Entry - Day 5 <i>The American Revolution Has Begun!</i></p> <p>Characters are now 15-years-old and the American Revolutionary War has begun. Students read various resources to give them background information. Then they are asked to write about the causes of the war as well as reflect on how their character feels about the war.</p>	<p>Monday, Oct. 20</p>
<p>Monday, Oct. 29</p>	<p align="center">Journal Entry - Day 6 <i>The Declaration of Independence</i></p> <p>The year is 1776 and the characters are now 16-years-old. Congress has officially declared its independence from Britain! After learning more about this document, students are asked to describe why it was so important and how their character feels about declaring their independence from the country in which they were born.</p>	<p>Friday, Nov. 2</p>
<p>*Optional*</p>	<p align="center">Journal Entry - Day 7 (Optional) <i>General George Washington</i></p> <p>This entry is an optional entry for any student who wishes to extend their learning. It can be worked on at any time, but will have the same due date as Journal Entry - Day 6. Students read about <i>George Washington</i> 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>

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4th 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.

4th 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

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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.