

The Story of 13 Colonies

ELC-5022

I. SOCIAL STUDIES – C3 FRAMEWORK ALIGNMENT (Grades 6–8)

Dimension 1: Developing Questions and Planning Inquiries

D1.1.6-8 – Explain how a question represents key ideas in the field.

Alignment: Students develop higher-level research questions for each colony, focusing on political influence, economics, geography, and leadership. They analyze how these questions connect to big ideas like governance, independence, and civic responsibility.

D1.2.6-8 – Identify disciplinary concepts to frame inquiry.

Alignment: Students frame questions using disciplinary lenses such as geography (trade routes), civics (ratification of the Constitution), economics (colonial trade systems), and history (Revolutionary leadership).

Dimension 2: Applying Disciplinary Concepts

Civics

D2.Civ.1.6-8 – Distinguish roles and responsibilities of citizens in a democracy.

Alignment: Examination of leaders like Caesar Rodney, George Washington, Roger Sherman, and others supports understanding civic responsibility and early democratic participation.

D2.Civ.4.6-8 – Explain the powers and responsibilities of citizens and government.

Alignment: Students analyze ratification debates, state contributions to federalism, and early governance structures.

History

D2.His.1.6-8 – Analyze connections among events and developments.

Alignment: Students connect colonial economies, religious freedom movements, and geographic positioning to the American Revolution and formation of the nation.

D2.His.2.6-8 – Classify series of historical events and developments.

Alignment: Chronological study of colonization, independence, and ratification.

D2.His.14.6-8 – Explain multiple causes and effects of events.

Alignment: Students analyze how economic systems (e.g., plantation agriculture, shipping trade) shaped political decisions.

Economics

D2.Eco.1.6-8 – Explain how economic decisions affect society.

Alignment: Study of trade routes, agriculture (rice, indigo, tobacco), port cities, and colonial industries.

D2.Eco.6.6-8 – Explain how trade policies influence relationships.

Alignment: Colonial trade and British mercantilism examined through interdisciplinary economic-geographic study.

Geography

D2.Geo.1.6-8 – Construct maps to represent spatial patterns.

Alignment: Students create and analyze portrait maps highlighting each colony.

D2.Geo.4.6-8 – Explain how cultural patterns influence regions.

Alignment: Religious settlements (Puritans, Quakers, Catholics) shape colonial development.

Dimension 3: Evaluating Sources and Evidence

D3.1.6-8 – Gather relevant information from multiple sources.

Alignment: Students research primary and secondary sources about each colony.

D3.2.6-8 – Evaluate credibility of sources.

Alignment: Comparing historical texts, biographies, and digital archives.

Dimension 4: Communicating Conclusions

D4.1.6-8 – Construct arguments using evidence.

Alignment: Students argue how specific colonies influenced national identity.

D4.3.6-8 – Present arguments in written, oral, and visual forms.

Alignment: Map creation, presentations, written research summaries.

II. NCSS THEMATIC STRANDS

- I. Culture** – Religious tolerance in Pennsylvania, Rhode Island.
- II. Time, Continuity, and Change** – Colonial to constitutional transition.
- III. People, Places, and Environments** – Geographic mapping activities.
- V. Individuals, Groups, and Institutions** – Colonial assemblies, proprietors.
- VI. Power, Authority, and Governance** – Ratification debates.
- VII. Production, Distribution, and Consumption** – Trade economies.
- X. Civic Ideals and Practices** – Constitutional ratification.

III. COMMON CORE – ELA & LITERACY IN HISTORY/SOCIAL STUDIES (Grades 6–8)

Reading Informational Text

CCSS.ELA-LITERACY.RI.6.1 / 7.1 / 8.1 – Cite textual evidence.

Alignment: Research-based answers using historical sources.

RI.6.3 / 7.3 / 8.3 – Analyze interactions among individuals and events.

Alignment: Study of Founding Fathers and colonial leaders.

Writing

W.6-8.2 – Write informative texts.

Alignment: Research summaries of colonies.

W.6-8.7 – Conduct short research projects.

Alignment: Each colony investigation.

W.6-8.8 – Gather and evaluate information from sources.

Speaking & Listening

SL.6-8.4 – Present claims and findings clearly.

Alignment: Oral presentations of colonial research.

IV. NATIONAL GEOGRAPHY STANDARDS

Standard 1: Use maps and geospatial tools.

Alignment: Portrait colony maps.

Standard 4: Physical and human characteristics of places.

Alignment: Geographic influence on economic systems.

Standard 11: Patterns of economic interdependence.

Alignment: Colonial trade networks.

V. NATIONAL CORE ARTS STANDARDS (Visual Arts)

VA:Cr1.1.6-8 – Apply creative problem-solving in art.

Alignment: Designing colony maps.

VA:Re7.2.6-8 – Analyze how images influence perception.

Alignment: Visual emphasis of highlighted colonies.

VI. INTERDISCIPLINARY CONNECTIONS

Mathematics

- Data analysis of trade production
- Graphing population growth

Science

- Study of natural resources influencing settlement
- Environmental impact of agriculture

Technology

- Digital map creation
- Research using digital archives

Art & Design

- Visual literacy
- Spatial composition

VII. CIVIC EDUCATION CONNECTIONS

Center for Civic Education Standards

- Understanding constitutional principles
- Federalism and state powers
- Civic participation

SUMMARY OF STANDARDS MET

This curriculum addresses:

- Historical inquiry
- Geographic reasoning
- Economic literacy
- Civic understanding
- Research literacy
- Argument writing
- Visual analysis
- Oral communication
- Interdisciplinary STEM connections

It meets comprehensive middle school standards across Social Studies, ELA, Geography, Civics, Economics, and Arts integration, supporting deeper conceptual understanding rather than rote memorization.