

# The Story of 13 Colonies

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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).

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### 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.

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#### 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.

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### 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.

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### 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.

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## 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.

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## 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.

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## 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.

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## 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.

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### 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.

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## Speaking & Listening

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

Alignment: Oral presentations of colonial research.

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## 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.

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## 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.

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## 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
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## VII. CIVIC EDUCATION CONNECTIONS

### Center for Civic Education Standards

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