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## Unit Plan Overview for Traveling Interdisciplinary Literacy Trunk (TILT)

Title of Unit: **Our Great Nation** Grade Level: **4** Duration: **2-3 weeks**

Developed by: **Ridge Spring Monetta Elementary**

Alignment with Common Core and/or South Carolina Academic Standards for two or more content areas:

<b>Science</b> <b>4-5.5</b> Explain how electricity, as a form of energy, can be transformed into other forms of energy (including light, heat, and sound). <b>4-5.6</b> Summarize the function of the components of complete circuits (including wire, switch, battery, and light bulb). <b>4-5.7</b> Illustrate the path of electric current in series and parallel circuits.	<b>Social Studies</b> <b>4-4.1</b> Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress. <b>4-4.2</b> Explain the structure and function of the legislative, executive, and judicial branches of the federal government. <b>4-4.4</b> Compare the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison.	<b>ELA</b> <b>RI.4.3</b> 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.
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Connections to one or more Exploratories:

<b>Art</b> Communicate with calligraphy (quill pens/inkwells) and printing process.	<b>Music</b> Sing and research the National Anthem. Create a rap version of the National Anthem using modern day verbiage.	<b>Technology</b> Use Internet resources for research.
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<b>Summary of activities showing connections between content areas</b>	<p>Fourth graders will research and discover the ideals and people that established our great nation. Students will:</p> <ul style="list-style-type: none"> <li>• Read <u>A is for America</u> as a class.</li> <li>• Research different topics about America using text and Internet sources.</li> <li>• Read <u>John Adams Speaks for Freedom</u> to make connections and ask questions about topics covered in text.</li> <li>• Create skits to act out the novel they read.</li> <li>• Create a classroom constitution using quill pens and inkwells.</li> <li>• Use a printing press method to print the Preamble to the Constitution.</li> <li>• Compare the Articles of Confederation and the Constitution.</li> <li>• Research and act out roles of early leaders of the nation.</li> <li>• Read to learn how Benjamin Franklin discovered electricity.</li> <li>• Create parallel and series circuits.</li> </ul>
<b>Text Set (This might include children's literature, films, maps, brochures, magazines, websites, and other resources)</b>	<p> <u>John Adams Speaks for Freedom</u> (20)  <u>How Ben Franklin Stole the Lightning</u> (6)  <u>Who Was George Washington?</u> (1)  <u>Who Was Ben Franklin?</u> (4)  <u>Amazing Ben Franklin Inventions You Can Build Yourself</u> (4)  <u>Great Colonial America Projects You Can Build Yourself</u> (1)  <u>The Complete Book of American Facts &amp; Games</u> (1)  <u>A Big Cheese for the White House</u> (4)  <u>A is for America: A Patriotic Alphabet Book</u> (6)  <u>We the People: The Constitution of the United States</u> (1)  Simple Electric Circuit Kits (10)  Betsy Ross flags (4)  Benjamin Franklin Instant Disguise Kit (1)  Benjamin Franklin costume (1)  Colonial tri-cornered hat with hair (1)  Quill and ink sets (4)  Copy of newspaper about Delaware Crossing (1)  <i>Four Documents of Freedom</i> (4 sets) </p>
<b>Essential Questions</b>	<p><b>ELA:</b></p> <ol style="list-style-type: none"> <li>1. How does a writer create an informational text?</li> <li>2. How can images and graphics help a reader?</li> </ol> <p><b>Social Studies:</b></p> <ol style="list-style-type: none"> <li>1. How did the Constitution of the United states address the weaknesses that were contained in the Articles of Confederation?</li> <li>2. How is each branch of government checked and balanced by the other branches?</li> <li>3. Why does the Constitution value the rights of some citizens more than others?</li> <li>4. How did the early leaders of the United States play significant roles in the development of the new government?</li> <li>5. How did the social and economic policies of the two political parties formed in</li> </ol>

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	<p>the 1790s shape our political system today?</p> <p><b>Science:</b></p> <ol style="list-style-type: none"> <li>1. How does electricity flow through a circuit?</li> <li>2. How is a parallel circuit different from a series circuit?</li> </ol>
<b>Pre-Writing and Writing Activities</b>	<p>Create a bubble map.</p> <p>Create a double entry journal of the story the students read.</p> <p>Write a skit to act out parts of the story.</p> <p>Create a presentation explaining/describing roles of early leaders.</p> <p>Write a modern version (rap) of the National Anthem.</p> <p>Write a class constitution.</p> <p>Create a picture book explaining electrical circuits.</p>
<b>Instructional Strategies</b>	<p>Whole class</p> <p>Stations</p> <p>Small group activities</p> <p>Collaborative work with a partner</p> <p>Research stations</p>
<b>Accommodations, Modalities of Learning, Differentiating Instruction</b>	<p>Activities are multisensory and address visual, auditory, and kinesthetic learning.</p> <p>Students have choices and opportunities to work collaboratively. Open-ended assignments provide flexibility.</p>
<b>Assessment</b>	<p>Formative and summative writing assessments</p> <p>Project assessment</p> <p>Formative and summative content area assessments</p>