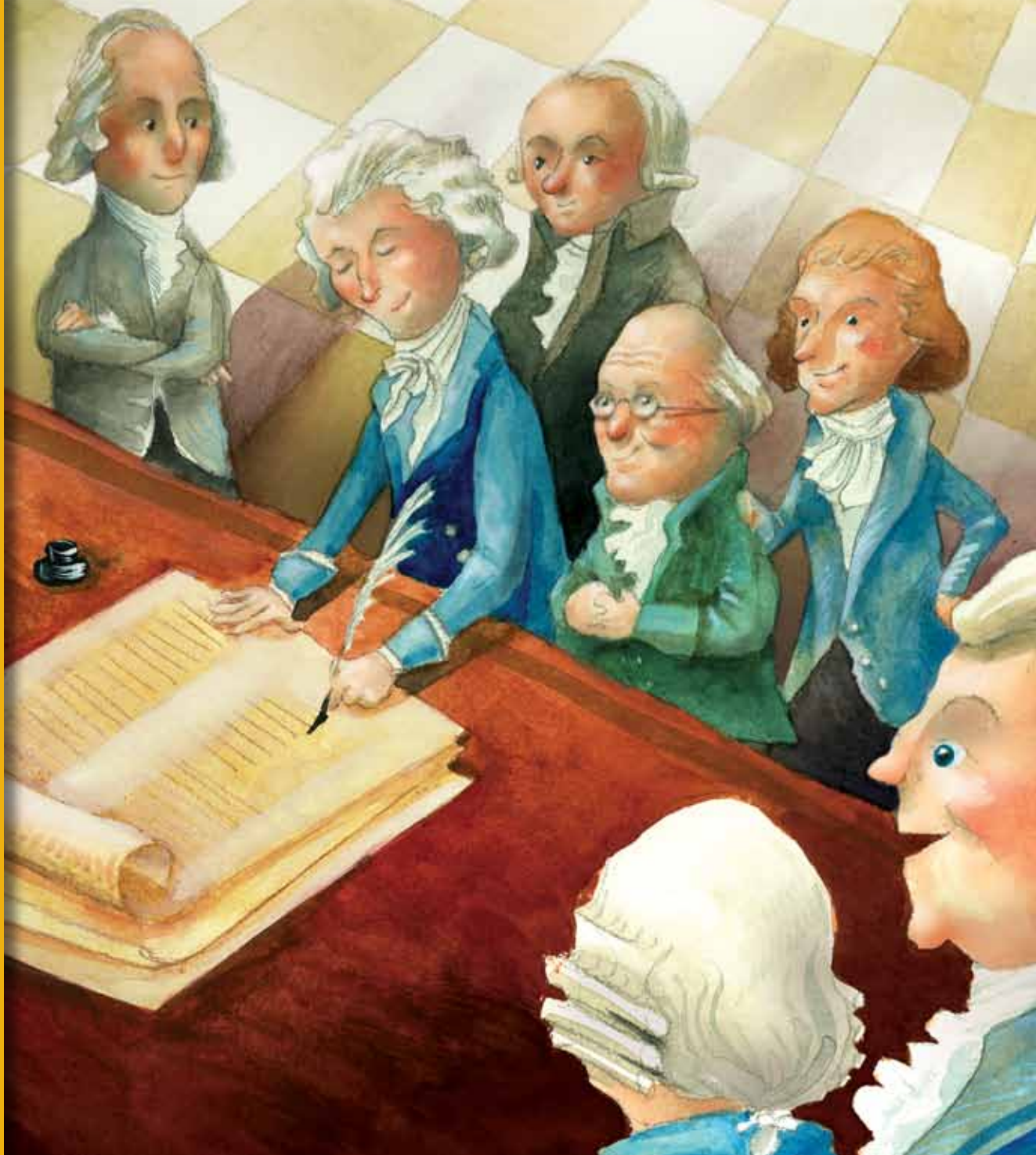




A New Nation

AMERICAN INDEPENDENCE

Tell It Again!™ Read-Aloud Anthology





A New Nation

AMERICAN INDEPENDENCE

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
GRADE 1

Core Knowledge Language Arts®
New York Edition



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents

A New Nation

AMERICAN INDEPENDENCE

Tell It Again!™ Read-Aloud Anthology

Alignment Chart for <i>A New Nation: American Independence</i>	v
Introduction to <i>A New Nation: American Independence</i>	1
Lesson 1: The New World	11
Lesson 2: A Taxing Time: The Boston Tea Party	25
Lesson 3: The Shot Heard Round the World	37
Lesson 4: Declaring Independence	50
Lesson 5: The Legend of Betsy Ross	63
Pausing Point	72
Lesson 6: George Washington, Commander in Chief	77
Lesson 7: Will This War Never End?	85
Lesson 8: A Young Nation Is Born	95
Lesson 9: Never Leave Until Tomorrow What You Can Do Today	108
Lesson 10: Building a Nation with Words and Ideas	118
Lesson 11: Liberty and Justice for ALL?	127
Lesson 12: What Do a Flag, a Bell, and an Eagle Have in Common?	137
Domain Review	147
Domain Assessment	151
Culminating Activities	155
Appendix	159

Alignment Chart for A New Nation: American Independence

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for

A New Nation: American Independence

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12
Core Content Objectives												
Identify the early English settlements on Roanoke Island and at Jamestown as colonies that were established before the Pilgrims landed at Plymouth Rock	✓											
Explain that the first Africans in the English colonies came to Jamestown as indentured servants, not slaves	✓											
Locate the thirteen original colonies	✓											
Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation	✓	✓	✓	✓	✓	✓	✓	✓				
Describe the Boston Tea Party		✓										
Explain the significance of Paul Revere's ride			✓									
Identify "one, if by land, and two, if by sea"			✓									
Identify Minutemen, Redcoats, and "the shot heard round the world"			✓									
Describe the contributions of George Washington as Patriot and military commander				✓		✓	✓					
Describe the contributions of Thomas Jefferson as Patriot, inventor, writer, author of the Declaration of Independence, and the third president of the United States				✓						✓		
Describe the contributions of Benjamin Franklin as Patriot, inventor, and writer				✓					✓			
Explain the significance of the Declaration of Independence				✓								
Identify "We hold these truths to be self-evident, that all men are created equal . . ." as a part of the Declaration of Independence				✓								

Alignment Chart for





A New Nation: American Independence

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12
Explain the significance of The Fourth of July				✓								
Retell the legend of Betsy Ross and the flag					✓							
Identify Martha Washington as the wife of George Washington							✓					
Describe the contributions of George Washington as first president of the United States								✓				
Identify Washington, D.C., as the nation's capital								✓				
Explain that the nation's capital, Washington, D.C., was named after George Washington								✓				
Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen colonies in America to independence as a nation											✓	
Identify the U.S. flag, the Liberty Bell, and the bald eagle												✓
Explain the significance of the flag, the Liberty Bell, and the bald eagle as U.S. symbols												✓

Reading Standards for Informational Text: Grade 1


Key Ideas and Details

STD RI.1.1		Ask and answer questions about key details in a text.											
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud												
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships												
STD RI.1.2		Identify the main topic and retell key details of a text.											
CKLA Goal(s)	Identify the main topic and retell key details of a nonfiction/informational read-aloud												

Alignment Chart for

A New Nation: American Independence


Lesson

Alignment Chart 10		1	2	3	4	5	6	7	8	9	10	11	12
A New Nation: American Independence													
STD RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.												
CKLA Goal(s)	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud		✓	✓	✓	✓	✓	✓			✓	✓	✓
Craft and Structure													
STD RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.												
CKLA Goal(s)	Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions												
STD RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.												
CKLA Goal(s)	Distinguish between information provided by pictures or other illustrations and information provided by the words in a nonfiction/informational read-aloud				✓								
Integration of Knowledge and Ideas													
STD RI.1.7	Use the illustrations and details in a text to describe its key ideas.												
CKLA Goal(s)	Use illustrations and details in a nonfiction/informational read-aloud to describe its key ideas	✓							✓		✓		✓
STD RI.1.8	Identify the reasons an author gives to support points in a text.												
CKLA Goal(s)	Identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud								✓				
STD RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).												
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds	✓											

Alignment Chart for

A New Nation: American Independence

Lesson

Alignment Chart 101													
A New Nation: American Independence		1	2	3	4	5	6	7	8	9	10	11	12
Range of Reading and Level of Text Complexity													
STD RI.1.10		With prompting and support, read informational texts appropriately complex for Grade 1.											
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3												
Writing Standards: Grade 1													
Text Types and Purposes													
STD W.1.2		Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.											
CKLA Goal(s)	Plan and/or draft and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that includes mention of a topic, some facts about the topic, and some sense of closure	✓				✓				✓			✓
Production and Distribution of Writing													
STD W.1.5		With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.											
CKLA Goal(s)	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed					✓							
Research to Build and Present Knowledge													
STD W.1.7		Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).											
CKLA Goal(s)	Participate in shared research and writing projects (e.g., group scientific research and writing)											✓	

Alignment Chart for

A New Nation: American Independence

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12
STD W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.												
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds					✓							
	With assistance, categorize and organize facts and information within a given domain to answer questions			✓									
Speaking and Listening Standards: Grade 1													
Comprehension and Collaboration													
STD SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.												
STD SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care; speaking one at a time about the topics and texts under discussion).												
CKLA Goal(s)	Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.							✓					
STD SL.1.1b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.												
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age							✓					
STD SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.												
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud							✓					

Alignment Chart for

A New Nation: American Independence

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12
STD SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.												
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud		✓		✓		✓	✓		✓			
STD SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.												
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines, and/or what a speaker says about a topic									✓			
Presentation of Knowledge and Ideas													
STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.												
CKLA Goal(s)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly		✓	✓	✓	✓	✓	✓		✓	✓		
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.												
CKLA Goal(s)	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings								✓	✓			✓
STD SL.1.6	Produce complete sentences when appropriate to task and situation.												
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation												

Language Standards: Grade 1

Vocabulary Acquisition and Use

STD L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.												
STD L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.												
CKLA Goal(s)	Provide examples of common synonyms and antonyms				✓								

Alignment Chart for

A New Nation: American Independence

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12
STD L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).												
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at home that are cozy)												
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).												
	Learn the meaning of common sayings and phrases			✓					✓	✓			
CKLA Goal(s)	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)												
Additional CKLA Goals													
	With assistance, create and interpret timelines and lifelines related to read-alouds	✓	✓	✓	✓	✓		✓	✓				
	Prior to listening to an informational read-aloud, orally identify what they know about a given topic		✓	✓	✓	✓	✓	✓	✓	✓	✓		
	Prior to listening to an informational read-aloud, orally predict what will happen next in the read-aloud based on the text heard thus far, and then compare the actual outcome to the prediction			✓			✓	✓					✓
	Share writing with others	✓	✓	✓		✓			✓	✓	✓		✓
	Identify new meanings for familiar words and apply them accurately		✓						✓				
	Use regular present-, past-, and/or future-tense verbs correctly in oral language										✓		



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to A New Nation: American Independence

This introduction includes the necessary background information to be used in teaching the *A New Nation: American Independence* domain. The *Tell It Again! Read-Aloud Anthology* for *A New Nation: American Independence* contains twelve daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 5. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than sixteen days total on this domain.**

Week One						
Day 1	#	Day 2	#	Day 3	Day 4	Day 5
Lesson 1A: “The New World” (40 min.)		Lesson 2A: “A Taxing Time: The Boston Tea Party” (40 min.)		Lesson 3A: “The Shot Heard Round the World” (40 min.)	Lesson 4A: “Declaring Independence” (40 min.)	Lesson 5A: “The Legend of Betsy Ross” (40 min.)
Lesson 1B: Extensions (6 min.)		Lesson 2B: Extensions (20 min.)		Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.		60 min.		60 min.	60 min.	60 min.

Week Two								
Day 6	# 10	Day 7	#	Day 8	10	Day 9	Day 10	#
Pausing Point (60 min.)		Lesson 6A: “George Washington, Commander in Chief” (40 min.)		Lesson 7A: “Will This War Never End?” (40 min.)		Lesson 8A: “A Young Nation Is Born” (40 min.)	Lesson 9A: “Never Leave Until Tomorrow What You Can Do Today” (40 min.)	
		Lesson 6B: Extensions (20 min.)		Lesson 7B: Extensions (20 min.)		Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)	
60 min.		60 min.		60 min.		60 min.	60 min.	

Week Three							
Day 11	Day 12	#	Day 13	Day 14	#	Day 15	10
Lesson 10A: “Building a Nation with Words and Ideas” (40 min.)	Lesson 11A: “Liberty and Justice for ALL?” (40 min.)		Lesson 12A: “What Do a Flag, a Bell, and an Eagle Have in Common?” (40 min.)	Domain Review (60 min.)		Domain Assessment (60 min.)	
Lesson 10B: Extensions (20 min.)	Lesson 11B: Extensions (20 min.)		Lesson 12B: Extensions (20 min.)				
60 min.	60 min.		60 min.	60 min.		60 min.	

Week Four	
Day 16	#
Culminating Activities (60 min.)	
60 min.	

⑩ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or *Tell It Again! Flip Book** for *A New Nation: American Independence*
- *Tell It Again! Image Cards* for *A New Nation: American Independence*
- *Tell It Again! Supplemental Guide* for *A New Nation: American Independence*

*The *Tell It Again! Multiple Meaning Word Posters* for *A New Nation: American Independence* are found at the end of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Grade 1 Teacher Handbook*, edited by E. D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN 978-1890517700

Why A New Nation: American Independence Is Important

In this domain, students will hear about the birth of our country, the United States of America. They will be introduced to many important historical figures and events as the story unfolds to describe how the thirteen colonies evolved slowly over time from their initial dependence on England to the status of an independent nation.

The overriding focus of this domain is from the perspective of a rather wide lens, i.e., to emphasize the story of how the colonies became an independent nation. Although students will hear about many people, events, and dates, it is important to recognize that Grade 1 students are not expected to master or recall all of these details and facts. Some specifics are, of course, necessary so

that students can understand and retell the story of our nation's birth. The details that Grade 1 students should be able to recall are explicitly identified in the Core Content Objectives contained in the Alignment Chart. Other factual information included in the read-alouds is incorporated to accurately tell and expose students to the complete story.

In addition, students will hear about many different places and geographical concepts in this domain, such as Great Britain, North America, New England, etc. When discussing these places and concepts, it is important to direct students' attention to maps or a globe so they can begin to build a solid foundation using the vocabulary and map skills they will continue to strengthen in later years.

In the read-alouds at the beginning of the domain, students will hear about the establishment of the thirteen colonies and will learn about the conflicts that ensued between the colonies and Great Britain. They will learn how the imposition of taxes upon the colonies by Britain led to the Boston Tea Party and, eventually, to war between the colonies and Britain, culminating in the Declaration of Independence and the founding of a new nation. Additional read-alouds highlight several particularly important historical figures—Betsy Ross, George Washington, Benjamin Franklin, and Thomas Jefferson. Finally, the domain concludes with two read-alouds that focus on the role of women, Native Americans, and African Americans during the colonial time period, as well as important symbols of our nation. Understanding the chronology of events and the importance of certain people—and how they fit together during this formative period of American history—will lay the foundation for another Grade 1 domain, *Frontier Explorers*, as well as for other historical topics in later grades.

What Students Have Already Learned in Core Knowledge Language Arts during Kindergarten

The following Kindergarten domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *A New Nation: American Independence*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

Native Americans

- Explain that there are many tribes of Native Americans
- Identify the environment in which the Lakota Sioux lived
- Identify the Lakota Sioux as a nomadic tribe
- Describe the food, clothing, and shelter of the Lakota Sioux
- Explain the importance of the buffalo to the Lakota Sioux
- Identify the environment in which the Wampanoag lived
- Understand how the Wampanoag tribe lived
- Identify the Wampanoag as a settled tribe
- Describe the food, clothing, and shelter of the Wampanoag
- Identify the environment in which the Lenape lived
- Understand how the Lenape tribe lived
- Explain that Native Americans still live in the United States today
- Recall that Native Americans were the first inhabitants of North America and that there were many tribes of Native Americans

Columbus and the Pilgrims

- Identify the continents of North America, South America, Europe, Africa, and Asia
- Explain why Europeans wanted to travel to Asia
- Describe the accomplishments of Christopher Columbus
- Recall the year of Columbus's first voyage to America: 1492
- Explain why Columbus called the land "India" and the inhabitants "Indians"
- Explain why Europeans eventually thought Columbus had discovered a "New World"
- Identify reasons why the Pilgrims left England
- Describe the Pilgrims' voyage on the Mayflower
- Explain the significance of Plymouth Rock
- Describe the Pilgrims' first year in America

- Describe the first Thanksgiving Day celebration

Colonial Towns and Townspeople

- Describe some features of colonial towns, such as a town square, shops, and adjacent buildings

Presidents and American Symbols

- Describe George Washington as a general who fought for American independence
- Recognize that General Washington led his army to victory even though it was smaller than the British army
- Recognize George Washington as the first president of the United States
- Describe the differences between a president and a king
- Identify the American flag
- Recognize Thomas Jefferson as the third president of the United States
- Identify Thomas Jefferson as the primary author of the Declaration of Independence
- Describe the purpose of the Declaration of Independence as a statement of America's liberty

Core Vocabulary for A New Nation: American Independence

The following list contains all of the core vocabulary words in *A New Nation: American Independence* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

colony
freedoms
government
indentured servants
settlements
slaves

Lesson 2

goods
harbor
port
representatives
taxes

Lesson 3

belfry
militia
obeyed
signal
spies
volunteers

Lesson 4

commander in chief
Continental Army
Declaration of
Independence
Fourth of July
independent

Lesson 5

alternating
legend
patriotism
seamstress
Stars and Stripes

Lesson 6

daring
defeat
struggled
Lesson 7
confident
surrendering
wilderness

Lesson 8

capital
permanent
president
united

Lesson 9

almanac
apprentice
invention
wise

Lesson 10

anniversary
architecture
domed
university

Lesson 11

equally
justice
liberty

Lesson 12

bald eagle
Liberty Bell
seal
symbols

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology* for *A New Nation: American Independence*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: 10. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology* for *A New Nation: American Independence*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed specifically to assist educators who serve students with limited English oral language skills or students with limited home literary experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning Strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities which call students’ attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities which place importance on building students’ general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for A New Nation: American Independence

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *The Fourth of July Story*, by Alice Dalgliesh and illustrated by Marie Nonnast (Aladdin, 1995) ISBN 978-0689718762
2. *American Revolution: A Nonfiction Companion to Revolutionary War on Wednesday*, by Mary Pope Osborne and Natalie Pope Boyce and illustrated by Sal Murdocca (Random House Books for Young Readers, 2004) ISBN 978-0375823794
3. *The Bald Eagle (American Symbols)*, by Norman Pearl and illustrated by Matthew Thomas Skeens (Picture Window Books, 2007) ISBN 978-1404826458
4. *The Bald Eagle (Symbols of Freedom)*, by Tristan Boyer Binns (Heinemann, 2001) ISBN 978-1588104021
5. *Betsy Ross*, by Alexandra Wallner (Scholastic, 1999) ISBN 978-0439072250
6. *Boston Tea Party*, by Pamela Duncan Edwards and illustrated by Henry Cole (Putnam Juvenile, 2001) ISBN 978-0399233579
7. *From Colonies to Independence*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050102
8. *George Washington (Welcome Books)*, by Philip Abraham (Children's Press, 2002) ISBN 978-0516236032

9. *George Washington*, by Ingri and Edgar Parin d'Aulaire (Beautiful Feet Books, 1996) ISBN 978-0964380318
10. *The Hatmaker's Sign: A Story by Benjamin Franklin*, retold by Candace Fleming and illustrated by Robert Andrew Parker (Scholastic, 2000) ISBN 978-0531071748
11. *Independent Dames: What You Never Knew About the Women and Girls of the American Revolution*, by Laurie Halse Anderson and illustrated by Matt Faulkner (Simon & Schuster Books for Young Readers, 2008) ISBN 978-0689858086
12. *The Liberty Bell (American Symbols)*, by Mary Firestone and illustrated by Matthew Thomas Skeens (Picture Window Books, 2007) ISBN 978-1404834675
13. *Now and Ben: The Modern Inventions of Benjamin Franklin*, by Gene Barretta (Square Fish, 2008) ISBN 978-0312535698
14. *Paul Revere's Ride*, by Henry Wadsworth Longfellow and illustrated by Ted Rand (Puffin, 1996) ISBN 978-0140556124
15. *A Picture Book of Benjamin Franklin*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1991) ISBN 978-0823408825
16. *A Picture Book of George Washington*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1990) ISBN 978-0823408009
17. *A Picture Book of Paul Revere*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1997) ISBN 978-0823412945
18. *A Picture Book of Thomas Jefferson*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1991) ISBN 978-0823408818
19. *Red, White, and Blue: The Story of the American Flag*, by John Herman and illustrated by Robin Roraback (Penguin Young Readers, 1998) ISBN 978-0448412702
20. *Revolutionary War on Wednesday (Magic Tree House #22)*, by Mary Pope Osborne and illustrated by Sal Murdocca (Random House Books for Young Readers, 2000) ISBN 978-0679890683

21. *Roanoke: The Lost Colony*, by G.S. Prentzas (Chelsea House Pub, 2011) ISBN 978-1604139709
22. *Saving the Liberty Bell*, by Megan McDonald and illustrated by Marsha Gray Carrington (Atheneum/Richard Jackson Books, 2005) ISBN 978-0689851674

Websites and Other Resources

Student Resources

1. Colonies Game
<http://www.purposegames.com/game/d4c1306c>
2. “Liberty’s Kids” Word Search
<http://libertyskids.com/wordsearch/index.html>
3. U.S. Symbols Matching Game
http://www.primarygames.com/holidays/july4/games/match_up/usa_match.htm

Teacher Resources

4. Fourth of July Printable Word Search
<http://www.apples4theteacher.com/word-finds/4th-of-july.html>
5. Patriot Symbols Lessons and Activities
<https://sites.google.com/a/solteacher.com/olteacher-com/home/first-grade-virginia-sol-resources/first-grade-social-studies/sol-1-11-patriotic-symbols>
6. School House Rock: “No More Kings”
<http://www.youtube.com/watch?v=t-9pDZMRCpQ>
7. School House Rock: “The Shot Heard Round the World”
<http://www.youtube.com/watch?v=Y6ikO6LMxF4>



The New World

1

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify the early English settlements on Roanoke Island and at Jamestown as colonies that were established before the Pilgrims landed at Plymouth Rock
- ✓ Explain that the first Africans in the English colonies came to Jamestown as indentured servants, not slaves
- ✓ Locate the thirteen original colonies
- ✓ Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe an illustration of Native Americans and use pictures and detail in “The New World” to describe the read-aloud’s key ideas (RI.1.7)
- ✓ Compare and contrast indentured servants and slaves in “The New World” (RI.1.9)
- ✓ Plan and draft an informative/explanatory text that presents information from “The New World” about the thirteen colonies (W.1.2)

- ✓ With assistance, create and interpret a timeline of the settlement of North America
- ✓ Share writing with others

Core Vocabulary

colony, n. A region or place ruled and controlled by a far-away country

Example: Massachusetts was a British colony in America before the American Revolution.

Variation(s): colonies

freedoms, n. Personal liberties or rights to determine personal action

Example: As the oldest child, my sister has certain freedoms I do not have, including a later bedtime.

Variation(s): freedom

government, n. The group of people who makes decisions and laws for a larger group of people

Example: The government passed a law that said that people could not smoke in public buildings.

Variation(s): governments

indentured servants, n. People who must work for another person for a specified time, in exchange for learning a trade or for passage to America

Example: After the indentured servants completed ten years of work, they were then permitted to choose where they wanted to live and where they wanted to work.

Variation(s): indentured servant

settlements, n. Regions or places where a group of people move to live


Example: The English had settlements throughout North America.

Variation(s): settlement

slaves, n. People who work for others for no pay and do not have the freedom to make personal choices

Example: The farm owner had two slaves who worked in the fields picking cotton from early morning until dark every day.

Variation(s): slave

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction		10
	Where Are We?	world map or globe; chart paper, chalkboard, or whiteboard	
	Timeline	Image Cards 1–3; chart paper, chalkboard, or whiteboard; world map or globe [This exercise requires advance preparation.]	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The New World		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Freedoms		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline	Image Card 4	20
	Working With Maps	Instructional Master 1B-1; drawing tools	
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-2, 1B-3	*



The New World

1A

Introducing the Read-Aloud

10 minutes

Domain Introduction

Ask students to first name the country in which they live, and then the state in which they live. Younger students often confuse the concepts of country and state, and when asked to name the country may respond by naming the state. If this happens, be sure to acknowledge that they have accurately provided the name of the state in which they live, but that you are asking them to name the country in which they live, of which their state is a part.

Tell them that there has not always been a country or nation known as the United States of America made up of different states such as [insert the name of the state in which you live]. Tell them that for the next several days they will be learning about some of the important events and people responsible for the creation of our country, the United States of America.

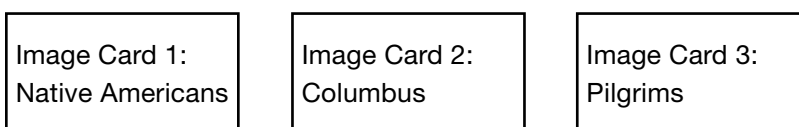
Where Are We?

Using a world map or globe, ask students if they can locate the continent of North America, on which the United States of America is located. To clarify the relationship between the concepts of continent, country, and state, draw three concentric circles on chart paper, a chalkboard, or a whiteboard. Label the outer circle North America, the second circle the United States of America, and the innermost circle with the name of your state. Then, using the world map or globe, ask students to identify the part of North America that we call the United States of America. Finally, assist students in identifying the location of their own state.

Timeline

Note: The intent of this first lesson is to review information that students have learned earlier in the Core Knowledge Language Arts program. This knowledge provides the foundation for subsequent lessons in this domain. In the timeline activity below, students are asked to recall what they already know about Native Americans, Columbus, and the Pilgrims. In this activity, it is not necessary to provide an exhaustive review of each of these topics. Rather, the purpose is to orient students to the topics that will be addressed in the read-aloud.

On a large piece of chart paper, a chalkboard, or a whiteboard, create a timeline similar to the one shown below.



Remind students that, in the Kindergarten Core Knowledge Language Arts program, they learned about the first-known people who lived in North America, the Native Americans. Tell students that you are going to place a picture of Native Americans—Image Card 1 (Native Americans)—at the left end of the timeline to help them remember that Native Americans were the first people known to live in North America. Ask students to share what they remember about Native Americans.

Next remind students that they also learned in Kindergarten about a European explorer named Columbus who traveled by ship to the continent of North America. Use the world map or globe to point out Europe and the general transatlantic route taken by Columbus in sailing to North America. Ask students to share what they remember about Columbus's travels. Tell them that you are going to place a picture of Columbus—Image Card 2 (Columbus)—on the timeline to show that he came to North America many years after the Native Americans who had been living there for many, many years.

Now explain to students that after Columbus's voyages, more and more groups of people from various countries in Europe

decided to make the trip across the Atlantic Ocean to explore North America. Remind students that one of these groups was the Pilgrims who came from England and landed at Plymouth Rock, along the coast of North America. Use the world map or globe to point out the approximate location of the Pilgrims' landing in Massachusetts. Ask students to share what they remember about the Pilgrims and their travels. Tell students that you are going to place a picture of Pilgrims—Image Card 3 (Pilgrims)—on the timeline to show that the Pilgrims came to America after Columbus.

Explain to students that, in the early part of the domain when they hear about the Pilgrims and other settlers who came from England, those settlers are called English settlers because they came from a country called England. Later, many years after the first English settlers arrived in North America, the country of England became part of a new and larger country known as the United Kingdom of Great Britain and Northern Ireland, commonly referred to as Great Britain or, simply, Britain. Because of this change, students will hear references to England and English settlers when learning about the early colonial time period before 1707, and they will also hear references to Great Britain, Britain, and the British for the time period after 1707.

Purpose for Listening

Tell students that the Pilgrims were not the first English people to settle in North America. In fact, English people had settled in other places in North America before the Pilgrims. Tell them that in today's read-aloud they are going to learn about some of the other places in North America where the English settled, both before and after the Pilgrims' arrival. Ask students to listen to find out about other English settlements in North America.



- 1 The part colored red is the United States.

The New World

◀ Show image 1A-1: North America

This is the North American continent, where we live today.¹ Many hundreds of years ago, life in North America was very different than it is today.



- 2 [Ask students to describe what they see in this illustration.]

◀ Show image 1A-2: Native Americans²

The first people who lived in North America are known as Native Americans. The Native Americans lived in groups called tribes in different regions of North America. There were no stores like we have now, so they had to find or make everything they needed to survive, whether it was food to eat, clothing to wear, or a house in which to live.



- 3 [Point to illustration of Columbus.]
4 Do you remember what Columbus was looking for when he first set sail from Europe? (spices, gold, and other treasures)

◀ Show image 1A-3: Columbus aboard ship

Hundreds of years later, a European explorer by the name of Christopher Columbus³ sailed and reached North America, but that was not where he had planned to go.⁴ Columbus set sail from Europe, hoping to find a quicker way to reach India and China, where spices, gold, and other riches were plentiful.



- 5 [Point to the Native Americans.] Who are these people? [Encourage students to use both terms, Native Americans and Indians.] Why did Columbus call the people Indians?

◀ Show image 1A-4: Columbus and Native Americans

But in 1492, when Columbus actually reached land, after he “sailed the ocean blue,” he and his crew did not arrive in India or China. They landed instead in North America where they met the native people who lived there.⁵



- 6 [Point to North America and Europe on the map.]
7 [Remind students that the European explorers called North America the “New World” because it was “new” to them, as compared to the countries of Europe from which they came.]

◀ Show image 1A-5: World map

After Columbus, sailors from different countries in Europe traveled to North America. Portugal, Holland, Spain, France, and England all sent explorers to North America, continuing to hope to find riches and goods that they might bring back to trade and sell in Europe.⁶ Everyone was interested in this “New World.”⁷



← **Show image 1A-6: Thanksgiving: Pilgrims and Native Americans**⁸

8 [Point to illustration and ask students if they recognize the event that is shown. (Thanksgiving)]

9 When people start settlements, they move to a new place to live.

The English did not want to just visit the New World. They were interested in starting **settlements** in order to live there.⁹ They wanted a place for their people to spread out from their small island country, England, across the Atlantic Ocean. You probably remember that English Pilgrims landed at Plymouth Rock in the 1600s, about a hundred years after Columbus. The Pilgrims had great difficulty adjusting to their life in the New World because it was very different from the city life they knew in Europe. The Native Americans that the Pilgrims met helped them survive, especially during that first year.



← **Show image 1A-7: Map of the United States of America with Massachusetts, Virginia, and North Carolina highlighted**

10 [Point to Massachusetts.] This is where the Pilgrims landed and lived.

11 [Point to the area off the coast of North Carolina.]

12 [Point to Virginia.]

13 A government is a particular group of people who make decisions and laws for the people who elect them.

The Pilgrims were not the only English people to start settlements in North America. In fact, before the Pilgrims ever arrived at Plymouth,¹⁰ other English men and women had settled in two other places. The first English **colony** was on Roanoke Island,¹¹ followed by a colony at Jamestown.¹² A colony is a place that is ruled by a faraway country. So, the English men and women who moved to and settled Roanoke Island and Jamestown did not make their own rules or laws. The English king and **government** ruled the colonies.¹³



← **Show image 1A-8: Baptism of Virginia Dare**

14 [Explain that the people are English settlers watching the baptism of Virginia Dare.] A baptism is a Christian religious ceremony that sometimes takes place after a baby is born.

15 The colony was not really lost, but the colonists were never seen again.

The first child born in North America to English parents was born on Roanoke Island. Her name was Virginia Dare.¹⁴

We don't really know what happened to Virginia Dare or the other English settlers living on Roanoke Island, because they mysteriously disappeared several years after they arrived. For this reason, Roanoke Colony is often called "The Lost Colony."¹⁵ Some people think life was so difficult on Roanoke Island that the colonists left their settlement and went to live with some of the Native American tribes in the area. Remember, the Pilgrims had difficulty, too, and depended upon the Native Americans to help

them grow and find food. Some people think the Roanoke Island settlers may have gone to live with the Native Americans since they may have run out of food.



← **Show image 1A-9: English landing at Jamestown**

It was another twenty years after the Roanoke Colony before the English tried to settle again in North America. When they did, one hundred English men and boys sailed up a river from the Atlantic Ocean and named the river “James” in honor of the king of England. The settlement they founded was called “Jamestown.”

Like the other English settlers, the people who came to Jamestown met the Native Americans who were already living in this area. The English wanted to trade goods with them and were especially interested in acquiring the Native Americans’ beaver and deer skins to send back to England, where they were able to sell them for a high price.



← **Show image 1A-10: Map of thirteen colonies**

As time passed, more and more settlers from Great Britain arrived in North America.¹⁶ All up and down the East Coast of North America they formed more colonies, where they started new lives for themselves. By 1732, there were thirteen British colonies in North America: Massachusetts, New Hampshire, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.¹⁷

16 [Remind students that at this time, many years after the first English colonists arrived in North America, the country they came from was now known as Great Britain or Britain.]

17 The people living in the thirteen colonies in North America were ruled and controlled by the king and government of Britain.



← **Show image 1A-11: Map showing route from Africa to North America**

The British did not accomplish the hard work of setting up colonies all by themselves. They especially needed lots of helpers to clear and farm the land. European ships brought people taken from the continent of Africa to work in the New World.¹⁸ The first Africans to arrive at Jamestown were probably **indentured servants**. This meant that they were forced to work with no pay for the English colonists for a certain number of years. During this

18 [Point to Africa and trace the route from that continent to North America.]

time, the Africans were not free to live or work anywhere else until they had finished working for the agreed-upon number of years. After that time, they were free to live and work where they wanted, and to be paid for that work.

As the British colonies grew, more and more workers were needed. Before long, many people from Africa were forced to come to North America and were no longer treated as indentured servants. They were **slaves**. The slaves did not share the **freedoms** enjoyed by the colonists.¹⁹ They could not leave their farms without permission, and it was against the law for anyone to teach a slave to read or write.

As the colonists settled in the colonies, more changes were to come.

¹⁹ Freedoms are rights to decide what you want to do or how you want to live.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who were the very first people known to live in North America? (Native Americans; Indians)
2. *Literal* English Pilgrims settled Plymouth Colony. Name two other English colonies in North America that were settled before the Pilgrims arrived in Plymouth. (Roanoke Island or "The Lost Colony"; Jamestown)
3. *Inferential* Why is Roanoke Island called "The Lost Colony?" (because the colonists mysteriously disappeared)



◀ Show image 1A-10: Map of thirteen colonies

4. *Literal* [Point to the colonies on this map.] How many British colonies were settled in North America? (thirteen)

5. *Evaluative* Were the first Africans that arrived in Jamestown indentured servants or slaves? (indentured servants) In what ways were indentured servants and slaves similar? (They both had to work, at least for a period of time, without getting paid and without having freedom.) In what ways were they different? (An indentured servant had to work for a certain number of years and was then free to choose what work to do and where to live. A slave was never free and always had to work for no money.)
6. *Inferential* Why did the colonists want indentured servants and slaves? (to do the hard work needed to start the colony, like clearing the land and farming)
7. *Literal* Who governed and ruled the thirteen British colonies—the king of Great Britain or the people who lived in the colonies? (the king of Great Britain and the British government)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* If you could travel back in time, would you rather be one of the Native Americans who first lived in North America, one of the sailors who traveled with Columbus, or one of the English colonists? What do you think you might like and dislike about living in that time? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Freedoms

5 minutes

1. In the read-aloud you heard, “The slaves did not share the freedoms enjoyed by the colonists.”
2. Say the word *freedoms* with me.
3. Freedoms are rights to decide what you want to do or how you want to live.
4. I have more freedoms now than when I was younger. For example, one of my freedoms now is to choose what clothes I want to wear to school.
5. What other freedoms do you enjoy? Think about things that perhaps you can do now as a first grader that you were not permitted to do when you were in Preschool or Kindergarten. Try to use the word *freedoms* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ is one of my freedoms.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name a possible freedom. If it is one of the freedoms that you have in your family, say, “I have that freedom.” If it is not one of the freedoms you have in your family, say, “I do not have that freedom.” (Answers may vary for all.)

1. picking out what clothes to wear to school
2. deciding when it’s time to go to bed
3. crossing the street by yourself
4. deciding what to watch on TV
5. choosing what to eat for lunch



Complete Remainder of the Lesson Later in the Day



The New World

1B

Extensions

20 minutes

Timeline

Display the timeline that you completed prior to the read-aloud, and briefly review what each image represents. Remind students that the Pilgrims were not the only English people to settle in North America. By the early 1700s, people from Great Britain had settled in thirteen different colonies along the East Coast of North America. Show image 1A-10, the map of the thirteen colonies, and assist students in pointing out the colonies. Place Image Card 4 (Thirteen Colonies) on the timeline after the Pilgrims Image Card. Ask students why Image Card 4 (Thirteen Colonies) is placed after the image of the Pilgrims. (The thirteen colonies were settled after the Pilgrims settled a new colony in what is now Massachusetts.)

Working with Maps (Instructional Master 1B-1)

Reread the following from the read-aloud:

All up and down the East Coast of North America, [the British] had formed more colonies, where they started new lives for themselves. By 1732, there were thirteen colonies in North America: Massachusetts, New Hampshire, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.

Give each student a copy of Instructional Master 1B-1. Explain that this is a map showing the thirteen colonies in America. Name each colony and have students locate it on the map. Have students color the thirteen colonies.

On the back of the paper, have students write a sentence about the thirteen colonies using what they have learned. Some students may need to dictate their sentences to an adult, whereas others may write their sentences independently. Give students the opportunity to share their writing with a partner or with the entire class.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-2 and 1B-3.



A Taxing Time: The Boston Tea Party

2

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation
- ✓ Describe the Boston Tea Party

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between the taxes imposed by the British on the colonies and the Boston Tea Party (RI.1.3)
- ✓ Ask and answer *what* questions orally, requiring literal recall and understanding of the details or facts from “A Taxing Time: The Boston Tea Party” (SL.1.2)
- ✓ Describe the Boston Tea Party with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ With assistance, create and interpret a timeline of the settlement of North America and the creation of the United States of America
- ✓ Prior to listening to “A Taxing Time: The Boston Tea Party,” orally identify what they know and have learned about the British colonies
- ✓ Share writing with others
- ✓ Identify new meanings for the word *stamps* and apply them accurately

Core Vocabulary

goods, n. Things that can be traded, bought, or sold

Example: At the market, people bring goods like vegetables from their farms, flowers from their gardens, or other things they have made, like candles, for others to buy.

Variation(s): good

harbor, n. A protected body of water that is deep enough for ships to set anchor and that has port facilities

Example: Every Saturday, Mariela and her father would watch ships come in and out of the harbor.

Variation(s): harbors

port, n. A place located in a harbor where ships can load and unload their cargo

Example: As soon as the ships docked at the port, the sailors began to unload them.

Variation(s): ports

representatives, n. People chosen to speak on behalf of a larger group


Example: Representatives from each class told the principal what changes to the playground their class wanted.

Variation(s): representative

taxes, n. Money people pay to a government for services

Example: The government collects taxes on gasoline to help pay for the construction and repair of roads.

Variation(s): tax

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	map of North America	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	A Taxing Time: The Boston Tea Party	U.S. map	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Harbor	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline	Image Card 5; timeline from previous lesson	20
	Multiple Meaning Word Activity: Stamps	Poster 1M (Stamps)	



A Taxing Time: The Boston Tea Party

2_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

In the last read-aloud, students learned about two other English settlements in North America that were settled before the Pilgrims arrived in Plymouth: Roanoke Island (called The Lost Colony), and Jamestown. As time passed, more and more English settlers arrived in North America. All up and down the East Coast of North America, they formed more colonies where they started new lives for themselves. By 1732, there were thirteen British colonies.

Have a student show the location of the thirteen British colonies on a map of North America. Ask students what *British colonies* means, being certain that students understand the following points:

- Most of the people who lived in the thirteen colonies originally came from Great Britain.
- There were thirteen separate colonies, or places along the coast of North America, where the British settled.
- The people governing and controlling the colonies, however, still lived in Great Britain.

As the British colonies grew, more and more help was needed in the colonies. Before long, the Africans who were brought to North America were no longer treated as indentured servants but as slaves. Ask students the difference between an indentured servant and a slave. (Indentured servants had to work for a number of years before they were free to choose what work to do and where to live. Slaves had no such freedom and were never paid for their work.) Make sure students understand the concept of freedom.

Remind students that they are learning about some of the important events that led to the creation of our country or nation, the United States of America.

Purpose for Listening

Tell students to listen to learn about some of the problems the colonists encountered, and to find out why colonists started thinking about making their own rules and no longer following the king of Great Britain.



A Taxing Time: The Boston Tea Party

◀ Show image 2A-1: Map of the thirteen colonies

For a long time, almost everyone who lived in America was proud to be a British citizen, ruled by the king of Great Britain. But then things began to change. The king and the British government, or Parliament, had spent a lot of money helping to set up and protect the colonies. To help pay for these expenses, Parliament decided to make the colonies in America pay **taxes** to Great Britain.



◀ Show image 2A-2: How taxation works

Taxes are extra money people pay when they buy certain things. For example, today, we may pay taxes when we buy clothes at a department store, food in a restaurant, or gasoline for the car. Depending on the state where you live, you might have to pay a dollar or two more for your new shirt than what's listed on the price tag, or a few extra cents for your sandwich than the price listed on the menu. But these stores do not keep this extra money. They must give the extra money, or taxes, to the government. These days, we vote and elect **representatives**, or people to represent us in government. These people make decisions about how to best spend the taxes to provide public services that benefit all who live here.¹ The government uses the taxes to help pay for things that everybody needs, like schools, public transportation, roads, water and garbage service, police and fire protection, and other public services. Many people agree that it is a good use of their money, and they don't mind paying taxes for a good cause.

1 [You may wish to briefly name one representative of your locality as an example and say: "We voted for this person to represent us in government. S/he speaks for the people who live here."]



◀ Show image 2A-3: British Parliament

But back in the time when the colonies were first established, the people who lived in the colonies were not permitted to vote and elect representatives or people to represent them in the British Parliament on the other side of the ocean.² So, many people

2 [Tell students that the room in this image is one of the rooms in Great Britain in which the British Parliament meets.]

- 3 In this sentence the word *stamps* refers to small pieces of paper you stick to an item to show you paid the government what you owe, such as a postage stamp you put on a letter to send it through the mail. The word *stamps* can also refer to the action of bringing down a foot heavily and noisily.



← **Show image 2A-4: Eighteenth century teacup**

- 4 The people in the colony of Massachusetts were really mad about paying taxes!

who lived in the American colonies in the 1700s felt that it was unfair for the British king to ask them to pay taxes. The colonists were asked to pay extra for stamps, sugar, and other things.³ Because the colonists could not voice their opinions to the British government through representatives, why, they wondered, should they have to pay taxes? It just didn't seem fair to them.

All over the colonies, people grew more and more angry, but it was in the colony of Massachusetts that tempers flared the most. King George of Great Britain sent troops to try to keep the peace in Boston, but it did not help very much.⁴ Then, in 1773, the British Parliament did something that the colonists could not stand. They passed a law called the Tea Act and tried to force the colonists to buy tea from one British company only, charging a large tax for the tea. The colonists did not think it was fair to force them to pay more for tea, and they refused to pay taxes on tea, one of their favorite drinks.

- 5 Why do you think the colonists ordered tea from Holland?



← **Show image 2A-5: Boston Tea Party**

- 6 A port is a place on the coast where ships load and unload supplies.
- 7 If we were going to have a tea party, what would we do? Listen to see if that is the kind of tea party the Sons of Liberty had.
- 8 or the water along the coast

They began sending shiploads of tea back to Britain and ordering tea from Holland instead. This made the king even angrier. He told them that they could not send any more tea back to Great Britain without paying the tax. Because of this, the colonists of Massachusetts revolted, or rose up, against the British king. They decided that they would not accept the king's decision.⁵

Shiploads of British tea continued to enter the **port** of Boston, Massachusetts.⁶ On a December night in 1773, a group of men known as the Sons of Liberty planned a most unusual "tea party."⁷ Smearing their faces with soot, grease, and streaks of red paint, they stuck feathers in their hair. Disguised as Mohawk Native Americans, a common symbol of freedom at the time, they made their way down to the **harbor**.⁸ Climbing aboard three British

ships, they dumped 342 chests of valuable tea into the Boston Harbor. This meant that the British lost tea *and* money. This event became known as the Boston Tea Party.



← **Show image 2A-6: Paul Revere's shop in Boston**

Furious, King George of Great Britain closed the port of Boston, one of the American colonies' most important ports. He told them that they would not receive any more **goods** from Britain until they paid for the tea that they had destroyed.⁹ With no supplies coming from Great Britain, there was nothing for the colonists to sell in their shops, so people had to close their shops.¹⁰ Many people lost their jobs. Food was scarce. Colonists from up and down the East Coast helped out, sending money and supplies to Massachusetts.

What were the colonists to do? What should they say to the British king?

The people of Boston began to talk of war against Great Britain and its king, but other colonists warned them not to act so quickly. "Wait a bit," they suggested. "It is never a good idea to fight back without cooling off a bit first."



← **Show image 2A-7: First Continental Congress**

All thirteen colonies decided to come up with a plan together. They held a big meeting in Philadelphia, Pennsylvania, about midway between the farthest New England colonies and the farthest Southern colonies.¹¹ Each colony elected representatives to attend the meeting.¹² It was the first time that representatives from all the colonies (except Georgia) met together in one place. They called themselves the Continental Congress.

Leaders in the colonies were divided. Some remained loyal, or faithful, to Great Britain and the king. They were called Loyalists. "After all," they said, "we're British, too!" Others were beginning to think of themselves not as British citizens, but as Americans. They wanted to rule themselves instead of being ruled by a faraway king. These people were called Patriots.

9 Goods are things that can be traded, bought, or sold.

10 [Point to the image and explain that it is a shop in Boston that was owned by a man named Paul Revere. Tell students they will hear more about Paul Revere in the next read-aloud.]

11 [Point out Philadelphia on a U.S. map. Review the location of the thirteen colonies.]

12 It wasn't possible for all colonists to attend the meeting, so each colony sent a few people to speak for them.



← **Show image 2A-8: George Washington, Benjamin Franklin, and Thomas Jefferson**¹³

13 [Point to each person in the image as you read about him.]

Members of the Continental Congress included George Washington from Virginia, a young army commander who had helped protect the colonies. Benjamin Franklin was there too, a Philadelphian known for his ability to get people to work together. Though unable to attend, Thomas Jefferson, known as an excellent writer, was elected as a representative from Virginia.¹⁴

14 [Point to the men again, and have students repeat the names of these three men after you.]

At that first Continental Congress, the representatives decided to approach the king in a friendly way. They sent him a letter, telling him that they wanted to work things out peacefully. They asked the British Parliament to stop making laws or rules for them. “We feel that we should create our own laws since we are not able to vote for laws in Parliament,” they said. In the meantime, while they waited for an answer from the king, the colonists decided to stop selling goods *to* Great Britain and to stop buying goods *from* Great Britain.



← **Show image 2A-9: Carpenters' Hall, location of First Continental Congress**¹⁵

15 [Point out that the representatives met in this building in Philadelphia, Pennsylvania.]

At the end of the meeting, the colonists were still split in their opinions about what to do. The Loyalists hoped that the king would grant their requests, letting them make their own laws while still remaining British. The Patriots kept things stirred up, talking of going to war and breaking away from Britain altogether.¹⁶ It certainly was not a calm time!

16 So the Loyalists and Patriots did not agree about what to do. The Loyalists were loyal to whom? The Patriots wanted to make their own laws. Did they want to obey the king anymore?

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* What are taxes, and what are they used for? (extra money paid for goods you buy that government uses to help pay for public services, such as schools, police and fire protection, water and garbage services, etc.)
2. *Literal* What is a representative? (someone elected to represent a larger group of people in the government; helps the government decide what to spend taxes on)
3. *Inferential* Why did the king and the British Parliament decide to tax the British colonies in America? (They wanted to get some money; the British Parliament had spent a lot of money to help set up and protect the colonies.)
4. *Evaluative* How did the British colonists feel about being taxed? (They disagreed with it; they were angry.) Why do you think they felt that way? (They didn't have representatives in Parliament.)
5. *Literal* What was the Boston Tea Party? (The colonists dumped tea into the Boston Harbor.)
6. *Evaluative* Did the Boston Tea Party solve the problem of tea being taxed? (no) How do you know the problem wasn't solved? (The king was furious and closed the port so that no more supplies could come into Massachusetts; the colonists didn't have anything to sell in their stores, which led to more problems.)
7. *Inferential* What was the colonists' next plan for solving the problem with the British king? (They had a meeting called the First Continental Congress and wrote the king a letter.)

8. *Literal* Did everyone agree on what should be done? (No, some colonists—the Loyalists—wanted to remain loyal to the king, while others—the Patriots—wanted to rule themselves.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

9. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What did you learn about in today’s read-aloud?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Harbor

5 minutes

1. In the read-aloud you heard, “Climbing aboard three British ships, they dumped 342 chests of valuable tea into the Boston *Harbor*.”
2. Say the word *harbor* with me.
3. A harbor is a protected body of water that is deep enough for ships to set anchor; a harbor has port facilities where ships load and unload goods.
4. The workers unloaded crates of fruit from the ship in the harbor.
5. Have you ever visited a harbor or seen a picture of a harbor in a book? Try to use the word *harbor* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I saw a harbor . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: You are going to draw a picture of a harbor. First we will brainstorm what you will need to include in your drawing so that anyone looking at the picture will know that it is a harbor. (land, water, ships)

[After drawing, have students write a sentence about the picture, making sure that the word *harbor* is used. Some students may need to dictate their sentences to an adult, whereas others may be able to write their sentences independently. Give students the opportunity to share their drawings and writing with the class or a partner.]



Complete Remainder of the Lesson Later in the Day



A Taxing Time: The Boston Tea Party

2_B

Extensions

20 minutes

Timeline

Use the timeline created for Lesson 1. Show students Image Card 5 (The Boston Tea Party) and ask them to describe that event. Ask them where on the timeline the Image Card should be placed. Make sure they understand that the Boston Tea Party took place after the establishment of the thirteen colonies in America, so the Image Card should be placed to the right of the Image Card of the colonies.

↔ Multiple Meaning Word Activity: Stamps

Sentence in Context: Stamps

1. [Show Poster 1M (Stamps).] In the read-aloud you heard, “The colonists were asked to pay extra for *stamps*, sugar, and other things.” Here *stamps* means small pieces of paper you buy to put on an envelope or package to pay the cost of mailing it. [Have students hold up one, two or three fingers to indicate which image on the poster shows this meaning.]
2. *Stamps* also has other meanings. The word *stamps* can mean objects you use to mark something else with a design. [Have students hold up one, two or three fingers to indicate which image on the poster shows this meaning.]
3. *Stamps* also has another meaning as well. The word *stamps* can mean to bring a foot down heavily and with a lot of noise. [Have students hold up one, two or three fingers to indicate which image on the poster shows this meaning.]
4. Now with your neighbor, make a sentence for each meaning of *stamps*. Remember to use complete sentences. I will call on some of you to share your sentences. [Call on a few students to share their sentences.]



The Shot Heard Round the World

3

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation
- ✓ Explain the significance of Paul Revere's ride
- ✓ Identify "one, if by land, and two, if by sea"
- ✓ Identify Minutemen, Redcoats, and "the shot heard round the world"

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify the main topic of "The Shot Heard Round the World" and retell key detail of the informational read-aloud (RI.1.2)
- ✓ Describe the connection between Paul Revere's ride and "the shot heard round the world" (RI.1.3)
- ✓ With assistance, categorize and organize facts and information from "The Shot Heard Round the World" in a Somebody Wanted But So Then chart (W.1.8)
- ✓ Describe Paul Revere's famous ride with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Explain the meaning of the saying "let the cat out of the bag" and use in appropriate contexts (L.1.6)

- ✓ With assistance, create and interpret a timeline of the settlement of North America and the creation of the United States of America
- ✓ Prior to listening to “The Shot Heard Round the World,” orally identify what they know and have learned about the British colonies and the Boston Tea Party
- ✓ Prior to listening to “The Shot Heard Round the World,” orally predict what the main topic of the read-aloud is, and then compare the actual outcomes to predictions
- ✓ Share writing with others

Core Vocabulary

belfry, n. A tower that holds a large bell inside

Example: During the field trip, the children went up the stairs to the belfry and rang the bell.

Variation(s): belfries

militia, n. An army made up of ordinary people, not trained soldiers

Example: Long ago, towns would have a small militia to help keep people safe.

Variation(s): militias

obeyed, v. Followed orders, or did something someone told you to do

Example: The girl obeyed her mom’s orders and cleaned up her room.

Variation(s): obey, obeys, obeying

signal, n. An object or act used to send a message without words

Example: The pirates waited for the signal before rushing off the boat.

Variation(s): signals

spies, n. People who secretly keep watch on other people to find out information about what’s happening


Example: The spies hid behind a bush to find out who went in and out of the building.

Variation(s): spy

volunteers, n. People who do something without being paid or told to do it

Example: There were many wonderful volunteers who helped at the school fair last weekend.

Variation(s): volunteer

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	U.S. map; timeline from previous lessons	10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Shot Heard Round the World	globe	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Volunteers		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline	Image Card 6; timeline from previous lessons	20
	Somebody Wanted But So Then	Instructional Master 3B-1 (optional)	
	Sayings and Phrases: Let the Cat Out of the Bag	drawing paper, drawing tools	



The Shot Heard Round the World

3A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned ?

Display the timeline that you have created thus far, and briefly review what each of the first three images represents. Remind students that the Pilgrims were not the only English people to settle in North America. By the early 1700s, people from Great Britain had settled in thirteen different colonies along the East Coast of North America.

Point to Image Card 4 (Thirteen Colonies) on the timeline. Have a student show the location of the thirteen British colonies on a U.S. map. Ask students what *British colonies* means, reviewing the following points:

- Many of the people who lived in the colonies originally came from Great Britain.
- There were thirteen separate colonies or places along the coast of North America where the British settled.
- The people governing and controlling the colonies, however, still lived in Great Britain.

Remind students that as the British colonies grew, more help was needed and that people from Africa were forced into being slaves by the colonists to help clear and farm the land. Ask students, “What is freedom? Did the slaves have any freedom?” Remind students to use complete sentences and read-aloud or domain vocabulary in their responses, and acknowledge correct responses by expanding students’ responses using richer and more complex language.

Continue the discussion by asking students to explain why the Image Card of the thirteen colonies is to the left of Image Card 5 (The Boston Tea Party). Then have them share what they learned about the Boston Tea Party in the last read-aloud. If students have difficulty, prompt them with the following questions:

- Why did the king and the British Parliament start taxing the colonies on the goods they purchased, such as tea? (They wanted to make extra money, because it had cost them a lot to set up and protect the colonies.)
- Were the British colonists happy about being taxed? Why or why not? (No, they were angry because they felt it was unfair to be taxed, because they didn't have representatives in the British Parliament to help decide how much the tax should be or what to spend the taxes on.)
- What did the colonists do in response, and what is the event called? (The colonists dumped British tea into the Boston Harbor. This event is called the Boston Tea Party.)

Make sure students have a good command of the definitions of *taxes* (extra money paid for goods you buy that the government uses to help pay for public services, such as schools, police and fire protection, water and garbage services, etc.) and *representative* (someone elected to represent a larger group).

Conclude the review by reminding students that the Boston Tea Party didn't solve the problem of tea being taxed. It just made the king of Great Britain so angry that he closed the port so that no supplies could get in or out of Boston. This led to a meeting called the First Continental Congress, where representatives from the colonies met to decide what to do. Some colonists wanted to remain loyal to the king and were called Loyalists, whereas others wanted to rule themselves and were called Patriots.

Remind students that they are learning about some of the important events that led to the creation of our country or nation, the United States of America.

Making Predictions About the Read-Aloud

Share the title of the read-aloud with students. Ask them to predict what they think the main topic, or main idea, is in this read-aloud.

Purpose for Listening

Tell students to listen carefully to find out whether or not their predictions about the main topic are correct.



The Shot Heard Round the World

◀ Show image 3A-1: Massachusetts unrest

1 or to make sure that the colonists did as the king ordered them to do

2 or people who secretly kept watch on other people to try to figure out what they were up to

After the Boston Tea Party, King George sent thousands of British soldiers to Boston to make sure the colonists **obeyed** the king's orders.¹ They swarmed the streets of the city in their fancy red uniforms with shiny buttons, earning themselves the name of Redcoats. They carried weapons with them everywhere they went. This made the people of Boston very angry. The city no longer felt like home to them. They did not know whom to trust. **Spies**² spread out all over the city—British soldiers disguised as colonists, and colonists disguised as British soldiers. There was lots of whispering in the streets as people kept secrets from one another. It was not very pleasant and even a little scary.



◀ Show image 3A-2: Paul Revere

3 In those days, it was common for shopkeepers to hang signs above their doors with pictures of what could be bought inside their shops. Do you remember the picture of the Boston shop you saw in the previous read-aloud? That was a picture of Paul Revere's silversmith shop.

4 Why do you think the colonists might have started hiding these materials?

Paul Revere was a silversmith living in Boston. As a silversmith, he was kept quite busy making and repairing silver dinnerware, candlesticks, and jewelry. A sign with a silver pitcher hung outside his shop on the town square.³ One day, the door to his shop flew open and a friend rushed over to Revere's side. The two men were both members of the Sons of Liberty, the group of Patriots who had emptied tea into Boston's harbor.

Ever since the Boston Tea Party, the colonists of Massachusetts had been hiding weapons, gunpowder, and cannonballs in neighboring towns. The British, afraid the colonists might be planning to attack them, captured the weapons whenever they learned where they were hidden.⁴



◀ Show image 3A-3: Paul Revere and his friend conferring

Now, as the two men huddled together in the back of Revere's shop, his friend whispered that the British were planning to raid the colonists' storehouse of weapons in the town of Concord. The British were to travel that night, he said, but nobody knew whether

5 A militia is an army of ordinary people, not trained soldiers.

6 or secretly watch over

7 or bell tower



they would march there by land or choose the shorter route and sail on a boat by sea. The Patriots knew they must somehow warn the **militia** in Concord.⁵

Revere asked a friend to spy on⁶ the British to discover the soldiers' plans. Then he arranged for a **signal** to be given, a secret code, to let him know the answer to his question. His friend was to climb up the bell tower of the Old North Church. "Light one lantern and hang it in the **belfry**⁷ if the British are traveling on foot by land," Revere told his friend. "But if they are traveling on a boat by sea, hang two lanterns."

← **Show image 3A-4: Paul Revere awaiting the signal**

That night, after dark, Paul Revere left his family and crept down to the banks of the Charles River. He quietly rowed his boat across the river to a spot where fellow Patriots waited with a horse, saddled and ready to go. Mounting the horse, Paul Revere watched the church, waiting patiently for a signal. It wasn't long before he spotted a light in the tower. One light. Then two. "Ah," he said to himself, "just as I thought. They've chosen the quickest way, by water, where fewer people are apt, or able, to see them. Then I shall go by land, arriving before they do." Tipping his hat in thanks to the Patriots, he sped away.



← **Show image 3A-5: Paul Revere raising the alarm**

As he galloped through towns along the way, Revere shouted to the colonists in their beds, "The Redcoats are coming! The Redcoats are coming!" All around him, shutters were thrown open as people began waking in the middle of the night.

When Revere reached the town of Lexington with word of the approaching British troops, men hurried from their homes, joining one another with their muskets in the middle of the town. These men, known as Minutemen because they were expected to be ready to fight at a minute's notice, slept with their muskets and gunpowder beside their beds.



← **Show image 3A-6: Battle of Lexington**

8 Volunteers choose to do a job without being paid.

At dawn, the British reached Lexington. The Minutemen were farmers and shopkeepers, **volunteers** for their country, not trained soldiers.⁸ They looked ragged next to the well-dressed British soldiers, or Redcoats. In the confusion of the early morning hours, a shot was fired. Others fired back, and fighting continued throughout the morning. Finally, Minutemen were able to force the British to return to Boston, firing at them from behind rocks, trees, and fences all along the way. To this day, no one knows who fired the first shot that day. Nerves had been on edge since the Boston Tea Party, so it is not surprising that guns went off.

9 [On a globe, point out that Great Britain is on the other side of the world from the British colonies, so the people in Great Britain couldn't actually hear the shot fired that morning. Explain that this famous saying simply means that that shot had a big effect on Great Britain and on the entire world.]

That first shot was the beginning of a long war between the British and their American colonies. It is known as “the shot heard round the world” because, not only did it change life in the colonies, but it also changed things around the world in Great Britain, all the way across the Atlantic Ocean.⁹ That long war became known as the Revolutionary War. Could it be that “the shot heard round the world” rang out so loudly from the Massachusetts colony that it actually reached King George’s ears that April morning? What do you think?¹⁰

10 [Pause for students to share ideas.]

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions about the main topic of the read-aloud correct? Why or why not? (Answers may vary.) What is the main topic of this read-aloud? (Paul Revere helped get the Minutemen ready to fight the British, and the Revolutionary War started with the battle at Lexington.)
2. *Inferential* How did Paul Revere help the colonists? (He warned the colonists that the Redcoats were coming.)
3. *Evaluative* Why do you think Paul Revere was willing to do this? (He was a Patriot.)
4. *Inferential* What does the well-known phrase “one, if by land, and two, if by sea” mean? (It refers to a signal for Paul Revere. One lantern meant the Redcoats were coming by land, and two meant they were coming by sea.)
5. *Literal* Who were the Redcoats? (the British army) Who were the Minutemen? (the colonial militia)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* What was “the shot heard round the world”? (the beginning of fighting between the Redcoats and Minutemen at Lexington that started the Revolutionary War) Do you think there would have been a “shot heard round the world” if Paul Revere had not made his ride? (Answers may vary.)

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Volunteers

5 minutes

1. In the read-aloud you heard, "The Minutemen were farmers and shopkeepers, *volunteers* for their country, not trained soldiers."
2. Say the word *volunteers* with me.
3. Volunteers are people who do something without being paid or told to do it.
4. There are many volunteers at the fire station.
5. Have I ever asked for volunteers in the classroom? Can you think of some other places where volunteers might help out? Try to use the word *volunteers* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The volunteers helped . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe a situation. If it describes people helping out without being paid or told to do something, you will say, "They are volunteers." If it does not, you will say, "They are not volunteers."

1. Tony and John were paid ten dollars to rake the leaves in their neighbor's yard. (They are not volunteers.)
2. Lisa and Pablo offered to pick up the litter on the playground. (They are volunteers.)
3. The teacher was amazed that ten students asked if they could help clean up the art supplies. (They are volunteers.)
4. Maria and Hannah were paid \$5.00 to babysit their little brother. (They are not volunteers.)
5. Jeff and Leila asked if they could take their grandparents' dog for a walk. (They are volunteers.)



Complete Remainder of the Lesson Later in the Day



The Shot Heard Round the World

3_B

Extensions

20 minutes

Timeline

Use the timeline created thus far. Show students Image Card 6 (Paul Revere's Ride) and ask them to describe that event. Ask students where on the timeline the Image Card should be placed. Make sure they understand that Paul Revere's ride took place after the Boston Tea Party and the establishment of the thirteen colonies in America, so the Image Card should be placed to the right of the Image Card for the Boston Tea Party on the timeline.

Somebody Wanted But So Then (Instructional Master 3B-1, optional)

Write the following blank summary chart on a piece of chart paper, a chalkboard, or a whiteboard.

Somebody	
Wanted	
But	
So	
Then	

Tell students that they are going to talk about the read-aloud and that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. (Use a Somebody Wanted But So Then chart for writing.) Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them. Modeling this type of writing will help prepare students to do this type of activity on their own.

✈ Above and Beyond: An Instructional Master has been included for any students who are ready to do the writing on their own.

Tell students that you are going to write *Redcoats* on the chart

next to *Somebody*.

Ask students what the Redcoats wanted to do. Tell them that you are going to write that the Redcoats wanted to take the colonists' weapons.

Ask students what kept the Redcoats from being successful. Tell them that you are going to write that Paul Revere warned the colonists.

Ask students what happened next. Tell them that you are going to write that the Redcoats encountered the Minutemen.

Ask students what happened once the Redcoats encountered the Minutemen. Tell them that you are going to write that “the shot heard round the world” happened.

Somebody	The Redcoats
Wanted	Wanted to take the colonists' weapons
But	But Paul Revere warned the colonists.
So	So the Redcoats encountered the Minutemen.
Then	Then there was “the shot heard round the world.”

Read the completed chart to the class.

Sayings and Phrases: Let the Cat Out of the Bag

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard the saying “let the cat out of the bag.” Have students repeat the saying. Explain that if someone “let the cat out of the bag,” that person told a secret. Explain that the Redcoats were probably angry that Paul Revere “let the cat out of the bag” by warning the colonists that the Redcoats were coming. In other words, Paul Revere told the Redcoats' secret.

Ask students if they have ever “let the cat out of the bag” or if they knew someone else who “let the cat out of the bag.” For example, “My sister let the cat out of the bag and told me about the surprise party my mom was planning for me.” Give students the opportunity to share their experiences and encourage them to use the saying.

You may also ask students to draw a picture of and write about the figurative meaning of the saying. Give students the opportunity to share their drawings and writing with a partner or the class.

Try to find opportunities to use this saying in various situations in the classroom.



Declaring Independence

4

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation
- ✓ Describe the contributions of George Washington as Patriot and military commander
- ✓ Describe the contributions of Thomas Jefferson as Patriot, writer, and the author of the Declaration of Independence
- ✓ Describe the contributions of Benjamin Franklin as Patriot
- ✓ Explain the significance of the Declaration of Independence
- ✓ Identify “We hold these truths to be self-evident, that all men are created equal . . .” as a part of the Declaration of Independence
- ✓ Explain the significance of The Fourth of July

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between Thomas Jefferson and the Declaration of Independence (RI.1.3)
- ✓ Distinguish between information provided by pictures of a Fourth of July celebration and information about the Fourth of July provided by the words in “Declaring Independence” (RI.1.6)

- ✓ Ask and answer *who* questions orally, requiring literal recall and understanding of the details or facts from “Declaring Independence” (SL.1.2)
- ✓ Describe the meaning of the first few lines of the Declaration of Independence with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Accurately apply the meanings of the antonyms *independent* and *dependent* (L.1.5a)
- ✓ With assistance, create and interpret a timeline of the settlement of North America and the creation of the United States of America
- ✓ Prior to listening to “Declaring Independence,” orally identify what they know and have learned about the British colonies, taxes, the Boston Tea Party, the First Continental Congress, and Paul Revere’s ride

Core Vocabulary


commander in chief, *n.* The commander or head of the entire army
Example: The president of the United States is the commander in chief of the army.
Variation(s): none

Continental Army, *n.* The army created by the Continental Congress during the time period in which the thirteen British colonies existed
Example: I’ve been told that one of my ancestors was in the Continental Army.
Variation(s): none

Declaration of Independence, *n.* A document that explained why the thirteen American colonies no longer wanted to be controlled by Great Britain
Example: The children saw the original Declaration of Independence while in Washington, D.C.
Variation(s): none

Fourth of July, *n.* The day that the Declaration of Independence was adopted by the Continental Congress; the national holiday to celebrate this event
Example: Every Fourth of July, Maggie and her family go to the city to see the fireworks.
Variation(s): none

independent, *adj.* Not controlled by any person, country, or thing
Example: The girl's older sister lived on her own and was completely independent.
Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	U.S. map; chart paper, chalkboard, or whiteboard	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Declaring Independence		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Independent		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline	Image Card 7; timeline from previous lessons	20



Declaring Independence

4_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Note: Creating a story chart may take more than the time allotted. However, a story chart will be very beneficial for students not only to review the story thus far, but also to simulate and truly understand the concept of being a representative. The read-aloud and extension activities in this lesson are somewhat shorter than usual, so it is recommended that you take the additional time to complete the introductory activities.

Remind students that the Pilgrims were not the only people to settle in North America, and that by the early 1700s, there were many settlements along the East Coast of North America. Point to the location of the colonies on a U.S. map.

Tell students that today you want them to help you retell the story they have learned thus far about the founding of the United States by answering some questions. Divide the class into four groups for discussion of their topics below, and prompt each group's discussion with the questions listed. Have each group choose a representative to tell their part of the story after they have had a few minutes to discuss. You may wish to write the story chart on chart paper, a chalkboard, or a whiteboard to read for review the next day as students tell the story. If students have difficulty telling their assigned part of the story, prompt them by stating the questions below as sentences and have them finish your sentences. (For example: Most of the people who lived in the colonies originally came from _____. The number of British colonies settled along the coast of North America was _____. The colonies were governed and controlled by _____.) If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language.

Group 1: Establishment of the Colonies

- What country did many of the people who lived in the colonies originally come from? (Great Britain)
- How many different or separate colonies along the coast of North America did the British settle? (thirteen)
- Who governed and controlled the colonies? (the British king and his British Parliament)
- When the colonists needed more help to clear additional land for farming, what did they do? (They brought people from Africa and made them work as slaves, allowing them very few freedoms.)

Group 2: Taxes

- Why did the king and the British Parliament start taxing the colonies on the goods they purchased, such as tea? (They wanted to make extra money, because it had cost them a lot to set up and protect the colonies.)
- Were the British colonists happy about being taxed? Why or why not? (No, they were angry because they felt it was unfair to be taxed, because they didn't have representatives in the British Parliament to help decide how much the tax should be or what to spend the taxes on.)

Group 3: The Boston Tea Party

- What did the colonists do in response to the king's taxes, and what is the event called? (The colonists dumped British tea into the Boston Harbor. This event is called the Boston Tea Party.)
- What did the king of Great Britain do in response to the Boston Tea Party? (He closed the ports so that no supplies could get in or out of Boston.)

Group 4: The First Continental Congress

- What was the First Continental Congress? (It was a meeting of representatives from the colonies who got together to discuss what to do about Great Britain. It took place after the Boston Tea Party.)
- What were the colonists who wanted to remain loyal to the king called? (Loyalists)

- What were the colonists who wanted to rule themselves called? (Patriots)

Finally, as a class, ask students to share what they learned in the previous read-aloud about Paul Revere's ride and "the shot heard round the world." You may prompt discussion with the following questions:

- Why did Paul Revere make his ride?
- What did "one, if by land, and two, if by sea" mean?
- Who were the Redcoats? Who were the Minutemen?
- What was "the shot heard round the world"?
- Why was Paul Revere's ride important?

Finish writing the story on the chart by adding information about Paul Revere and the start of the Revolutionary War. Remind students that they are learning about some of the important events that led to the creation of our country or nation, the United States of America.

Purpose for Listening

Tell students to listen carefully to find out how the colonists tried to solve the problems caused by "the shot heard round the world."



- 1 What is a representative? [Pause for students' responses.] Each colony sent someone to represent them at the meeting.



- 2 The word *independent* means not controlled by others. If the colonists became independent from Great Britain, they could decide things on their own.



- 3 George Washington would be in charge of the army created by the Continental Congress.



- 4 Americans had no official representatives to speak out for them in Parliament, but Franklin went and spoke as their representative.

Declaring Independence

← Show image 4A-1: Map of the thirteen colonies

News of “the shot heard round the world” spread throughout the colonies. Once again, the colonists sent representatives to a meeting in Philadelphia, Pennsylvania, to discuss what had happened and to decide what to do.¹

← Show image 4A-2: Second Continental Congress

The representatives at the Second Continental Congress were divided in their feelings about breaking away from Britain and becoming a completely **independent** nation.² But several more small battles in the Massachusetts colony convinced them that they needed an army and someone to serve as a commander.

← Show image 4A-3: George Washington

General George Washington seemed to be the perfect choice to lead the army. He had fought to protect the colonies before and he knew how the British fought. Dressed in his military uniform at the Continental Congress, he was respected by everyone and was easily elected as the **commander in chief** of the **Continental Army**.³ Washington set off to join troops from across the colonies in Massachusetts, ready to meet the British in battle.

Meanwhile, the Continental Congress continued to meet in Philadelphia.

← Show image 4A-4: Benjamin Franklin

Among the representatives was a man named Benjamin Franklin. Franklin, who was born in the colony of Massachusetts and then lived in the colony of Pennsylvania, had actually moved to London, England, for a few years. He had gone there to speak out in Parliament against the unfair taxing of the American colonies, and the fact that the Americans had no say in Parliament.⁴ Benjamin Franklin was very good at arguing, and he

5 Why do you think the British Parliament started to dislike Franklin?



← **Show image 4A-5: Second Continental Congress**

was able to get the British to remove *some* of their taxes on the colonies. Benjamin Franklin had many British friends in London, but after the Boston Tea Party, an angry British Parliament began to distrust and dislike him.⁵ And so, in 1775, Franklin decided that it was time to return home, arriving in Philadelphia, Pennsylvania, just in time for the second meeting of the Continental Congress. The other representatives were delighted to have someone there who had spent so much time on the other side of the ocean. He could help them decide what to do.

The Continental Congress decided it was time to announce to Parliament and to the British king that the colonies no longer wanted to be a part of Great Britain. They wanted to declare themselves a free and independent nation. An official declaration would have to be written so that Parliament and the king would take them seriously.

6 or this statement to declare the colonists free



← **Show image 4A-6: Thomas Jefferson writing**

Who would write this important **Declaration of Independence**?⁶ The members of the Continental Congress considered different people.

Among those mentioned for the job was Thomas Jefferson, a thirty-two-year-old representative from Virginia, and one of the youngest men there. Jefferson had not been able to attend the First Continental Congress, but the representatives were all familiar with his powerful writing. Jefferson was elected to be its author.⁷

7 What would Jefferson do if he was going to be the author of the Declaration of Independence?

8 Pens in those days did not hold the ink; the pen had to be dipped into the bottle of ink.

Thomas Jefferson went back to the rooms he was renting in Philadelphia, got out some paper, and scratched his head. He dipped his pen in ink and started writing.⁸ Sometimes he stopped and crossed out some words, then went on. He knew a lot of important people were going to read this, so he had to make it good. Every morning for seventeen days, he got up at dawn and got to work, writing and rewriting to make sure it was his best work.

The Continental Congress liked Thomas Jefferson's work. Benjamin Franklin, among others, changed a word or two here and there, but most of the words remained those of young Jefferson.



◀ **Show image 4A-7: Declaration of Independence**

On July 4, 1776, the Declaration of Independence was approved by a vote of the Continental Congress. It was sent to a printing shop that very night. Riders headed out across the countryside with copies. In town squares all over the colonies, people gathered to hear Thomas Jefferson's words read aloud. One part is still read again and again today:⁹

We hold these Truths to be self-evident, that all Men are created equal,

that they are endowed by their Creator with certain unalienable Rights,

that among these are Life, Liberty, and the Pursuit of Happiness.

Those words mean that nobody is born any better than anyone else, and that all people all over the world have equal rights.¹⁰

9 I want you listen to a part of our Declaration of Independence, and then I will explain to you what it means.

10 such as the right to live, the right to liberty (which means freedom), and the right to be happy



◀ **Show image 4A-8: Fourth of July celebration**

We still celebrate this important event every **Fourth of July**, and you could call it the birthday of the United States.¹¹

11 The Fourth of July is now a national holiday to celebrate the Declaration of Independence and declaring freedom from Great Britain.

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who was the representative who went to Great Britain, was very good at arguing, and got the British to remove some of the taxes they had put on the colonies? (Benjamin Franklin)
2. *Inferential* How did the colonists try to solve the problem caused by “the shot heard round the world”? (They sent representatives to meet in Philadelphia; this was known as the Second Continental Congress.)
3. *Inferential* What important decisions were made at the Second Continental Congress? (George Washington was chosen as commander in chief of the Continental Army; the representatives decided to declare themselves a free and independent nation by writing the Declaration of Independence.)
4. *Inferential* Who was chosen to write the Declaration of Independence? (Thomas Jefferson) Why do you think Thomas Jefferson was chosen to be the author? (He was an excellent writer.)
5. *Evaluative* How do you think the colonists felt when they first heard the Declaration of Independence? (Answers may vary.)
6. *Evaluative* What do you think of when you hear these words from the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal . . .”? (All people are equal and have the right to live, the right to be free, and the right to pursue what they believe will make them happy.)

7. *Inferential* What do we celebrate each Fourth of July? (our independence; the signing of the Declaration of Independence; the United States' birthday) [Show image 4A-8.] What is something that happens on the Fourth of July to celebrate our nation's birthday? (fireworks) How do you know this? Did you hear about this in the read-aloud, or did you get this information from the picture? (from the picture)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, "Who did you hear about in today's read-aloud?" Turn to your neighbor and ask your *who* question. Listen to your neighbor's response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Independent

5 minutes

1. In the read-aloud you heard, “The representatives to the Second Continental Congress were divided in their feelings about breaking away from Britain and becoming a completely *independent* nation.”
2. Say the word *independent* with me.
3. *Independent* means not controlled by others.
4. Canada, the United States of America, and Mexico are three independent nations on the continent of North America. (Explain that the word *independent* can also be used to describe a person. An independent person is able to take care of himself.)
5. Who would you describe as an independent person? Try to use the word *independent* when you tell about him or her. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ is an independent person because . . .”]
What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite, or antonym, of *independent* is *dependent*. An independent person does for himself what a dependent person relies on someone else to do for him. I am going to name a task. If it is something that you can do by yourself, say, “I am independent when I do that.” If it describes something that you rely on someone else to help you do, say, “I am dependent on someone to help me do that.” (Answers may vary for all.)

1. tying your shoes
2. washing your clothes
3. fixing your breakfast
4. reading a book
5. getting dressed



Complete Remainder of the Lesson Later in the Day



Declaring Independence

4_B

Extensions

20 minutes

Timeline

Use the timeline created thus far. Show students Image Card 7 (Declaration of Independence) and ask them to describe the importance of this document. Ask students where on the timeline the Image Card should be placed. Make sure they understand that the Declaration of Independence was written after the establishment of the thirteen colonies in America, the Boston Tea Party, and Paul Revere's ride, so the Image Card should be placed to the right of the Image Card of Paul Revere's ride.



The Legend of Betsy Ross

5

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation
- ✓ Retell the legend of Betsy Ross and the flag

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between the first official flag of the United States and the thirteen colonies (RI.1.3)
- ✓ Plan and draft an informative/explanatory text that presents information from “The Legend of Betsy Ross” about the first U.S. flag (W.1.2)
- ✓ With guidance and support from adults, focus on the topic of the U.S. flag, respond to questions and suggestions from peers, and add details, as needed, to strengthen student writing about the flag (W.1.5)
- ✓ Make personal connections to the informative text “The Legend of Betsy Ross” by describing a flag that would be representative of their class (W.1.8)
- ✓ Describe the first U.S. flag with relevant details, expressing ideas and feelings clearly (SL.1.4)

- ✓ With assistance, create and interpret a timeline of the settlement of North America and the creation of the United States of America
- ✓ Prior to listening to “The Legend of Betsy Ross,” orally identify what they know and have learned about George Washington, Thomas Jefferson, Benjamin Franklin, and Paul Revere
- ✓ Share writing with others

Core Vocabulary

alternating, *adj.* Following each other in turns

Example: In the spring, I planted both beans and squash in alternating rows in the garden.

Variation(s): none

legend, *n.* A story told over the years that may or may not be true

Example: I always enjoy hearing the legend about George Washington chopping down the cherry tree.

Variation(s): legends

patriotism, *n.* Loyalty to one’s country

Example: Many people show their patriotism to the United States by flying the American flag.

Variation(s): none

seamstress, *n.* A woman whose job is to sew clothes and other objects


Example: Her mother took the ripped dress to the seamstress.

Variation(s): seamstresses

Stars and Stripes, *n.* The flag of the United States of America

Example: The Stars and Stripes flew high over the roof of the school.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	story chart from Lesson 4	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Legend of Betsy Ross		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Alternating	two different colored pencils or crayons per student, drawing paper	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline	Image Card 8; timeline from previous lessons	20
	The Original Flag	Instructional Master 5B-1	



The Legend of Betsy Ross

5_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review what students have already learned by reading the story you wrote on the chart in the introduction activity of the previous read-aloud. Ask students who they have heard about in the read-alouds thus far who helped the British colonies in America become independent (George Washington, Thomas Jefferson, Benjamin Franklin, and Paul Revere), and discuss the role each person played. Tell students that women also helped, and that today's read-aloud is about a woman named Betsy Ross.

Purpose for Listening

Tell students to listen carefully to find out what Betsy Ross did to help the new nation, the United States of America.



1 You just heard that John and Betsy were newlyweds. What two separate words do you hear in the word *newlywed*? What do you think that word means?



The Legend of Betsy Ross

◀ Show image 5A-1: Sign with needle and spool of thread

Betsy and John Ross were newlyweds in 1773 when they opened their **seamstress** shop in the busy port town of Philadelphia.¹ A seamstress is a person who sews with needle and thread to make or repair things made of cloth. John hung a sign outside their house at 239 Arch Street. The needle and spool of thread helped people find their shop.

◀ Show image 5A-2: Boston Tea Party

At about the same time that Betsy and John were having a party to celebrate their wedding, Patriots in Boston were having their own party, the Boston Tea Party. And you remember what a party that was! The Patriots used the sea as a giant teapot, dumping shiploads of tea into it. After that night, the colonies decided to work together to come up with a plan for answering the British demand for taxes. The meeting of representatives from all thirteen colonies, the First Continental Congress, was held in the Ross's hometown of Philadelphia, Pennsylvania.



◀ Show image 5A-3: Colonial Philadelphia

Midway between the New England colonies and the Southern colonies, Pennsylvania was an important meeting place for colonists from all over. John and Betsy found it an exciting city in which to live, especially as the Patriots began to gather there. John agreed with the Patriot cause and wanted to break away from Great Britain. One night, Betsy's husband, John, died suddenly. It was very sad and not yet three years since Betsy and John Ross had celebrated their wedding day.



◀ Show image 5A-4: Betsy Ross running her shop

After John's death, Betsy decided to run the seamstress business on her own.² She took great pride in her work and had become well-known throughout the colonies for her tiny, even

2 Betsy Ross was an independent woman. What does *independent* mean?

stitches and beautiful cloth. When men gathered in Philadelphia for meetings, they often ordered clothing from Betsy for their families at home. No order was too difficult for her. As war approached, Betsy was asked to make flags for the Pennsylvania navy. The Continental Army, led by General George Washington, flew one of her flags as well.



← **Show image 5A-5: Betsy Ross working in her shop**

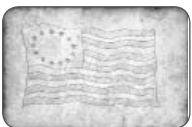
3 A legend is a story that has been told through the years and may or may not be true.

There is a famous **legend** about Betsy Ross.³ According to this legend, Betsy sat in her shop, sewing and enjoying the light of a warm summer evening in June 1776, when she heard a loud rapping at her door. John's uncle, George Ross, stood before her with two other men. One of them was General George Washington himself.

"Good evening, Madame," he began. "We have an important job that needs to be done very quickly. As your husband, John, was a Patriot, and you are known to be the best seamstress in the colonies, we feel that you are the right person for the job."

"Do come in," Betsy replied. "I will heat the kettle for tea, and you can explain to me your business."

"Thank you kindly, dear Betsy," said George Ross, entering the house, "but I am afraid we do not have time to sit down. As you may have heard, the Continental Congress is meeting here in Philadelphia for a second time. We are on our way to a meeting this very evening. Soon, quite soon, we will formally declare our independence from Britain. We must be ready with a new flag, for we will no longer want to fly the flag of the British king."



← **Show image 5A-6: Design for the first flag**

4 or love for your country

Betsy stood still, listening to his words and turning to General Washington who had taken a scrap of paper from his coat pocket.

"Mrs. Ross," General Washington said, "this is your chance to show your **patriotism**⁴ as your late husband, John, did. I have drawn a rough design sketch for the new flag. Please take a look and let me know what you think. We would like for you to sew the first flag of a new nation, thirteen colonies united against Great Britain."

5 In this sentence, the word *slip* means a small piece of paper. The word *slip* can also mean to lose your balance, especially on a slippery surface.

6 Why did the design have thirteen stripes and thirteen stars?



7 or roll



8 *Stars and Stripes* is a name often used for the flag of our country. Why do you think this name is used?

Betsy took the slip of paper from General Washington's hand.⁵ On it was a square drawing of thirteen stripes and thirteen stars. Betsy nodded her head, and then looked up into the general's face.⁶

"Yes," she smiled, "I accept. I will gladly make the flag. Might I offer just one suggestion, sir?"

George Washington liked Betsy's suggestion of a five-pointed star instead of the six-pointed one that he had drawn. Then the three visitors turned and left as quickly as they had come.

◀ **Show image 5A-7: Betsy Ross sewing the flag**

Betsy set to work on the flag the very next day. Taking down a red bolt⁷ of cloth from the shelf, she measured and cut seven strips of equal length and width. Then she did the same thing with a bolt of white cloth, this time cutting six strips. She applied her famous even stitches along the length of each strip—first a red, and then a white—until thirteen stripes of **alternating** colors joined together to form a large rectangle. Next, Betsy measured and cut a square from a bolt of blue cloth and carefully stitched it into the upper left-hand corner of the flag. Days later, when she had completely finished, thirteen white stars almost twinkled in a perfect circle against the dark blue background.

◀ **Show image 5A-8: Betsy Ross displaying the completed flag**

When Betsy showed George Washington and his fellow representatives the finished flag, they were very pleased. They knew this flag would represent the new country well. This new flag stood as an important symbol to the men who gathered under it on the Fourth of July when they voted to approve their letter of independence to King George. One year later, in July 1777, the Continental Congress officially adopted Betsy Ross's flag, the "**Stars and Stripes**," as the national flag of the United States of America.⁸

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What type of work did Betsy Ross do? (She was a seamstress.)
2. *Literal* The title of the read-aloud is "The Legend of Betsy Ross." What is a legend? (a story that has been told and retold through the years but may or may not be true)
3. *Literal* What is the legend of Betsy Ross? (She made the first official flag for the United States at George Washington's request.)
4. *Literal* What did the first official flag of the United States look like? (thirteen alternating red and white stripes, thirteen white stars on a blue background)
5. *Inferential* Why were there thirteen stripes and thirteen stars? (for the thirteen colonies)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* If you were able to design a flag for our class, what would your flag look like? What kinds of things would you include in your flag to let everyone know it represents our class? (Answers may vary.)

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Alternating

5 minutes

1. In the read-aloud you heard, "She applied her famous even stitches along the length of each strip—first a red, and then a white—until thirteen stripes of *alternating* colors joined together to form a large rectangle."
2. Say the word *alternating* with me.
3. *Alternating* means following one after another, or taking turns.
4. I love to eat my mother's lasagna, which has alternating layers of cheese, noodles, and sauce.
5. What other things have you seen or heard that have alternating items? Try to use the word *alternating* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I saw the _____, which has alternating . . ."]
6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Give each student a piece of different drawing paper and two colored pencils or crayons. Directions: You are going to create a design today, using the two different colored pencils or crayons. You can create a flag design, like Betsy Ross and George Washington did, or you can create some other item. Whatever you design will have alternating colors, just like Betsy Ross's flag. Your design may also have alternating patterns. For example, you may have one row of circles and one row of stars, and your pattern would be alternating circles and stars. [After students create their design with alternating colors and/or patterns, have them share their designs with the class. Encourage students to use the word *alternating* when describing their design.]



Complete Remainder of the Lesson Later in the Day



The Legend of Betsy Ross

5_B

Extensions

20 minutes

Timeline

Use the timeline created thus far. Show students Image Card 8 (Original U.S. Flag) and ask them to describe it. Ask them where on the timeline the Image Card should be placed. Make sure they understand that the flag was chosen after the establishment of the thirteen colonies in America, the Boston Tea Party, Paul Revere's ride, and the Declaration of Independence; so, the Image Card should be placed to the right of the Image Card of the Declaration of Independence.

The Original Flag (Instructional Master 5B-1)

Give each student a copy of Instructional Master 5B-1. Ask them what they see. Ask how they should color the flag. (blue background for stars, top stripe is red and then alternating with white)

Ask students to write a sentence about the original flag of the United States on the back of the Instructional Master. Some students may need to dictate their sentences to an adult, whereas others may write their sentences independently. Give students the opportunity to share their writing with a partner or the class.

As students share, encourage them to respond to questions and suggestions from classmates about ways to add details to strengthen their writing. Model for students a constructive way to provide peer feedback to a writer. You may wish to suggest to students that they ask the writer questions such as:

- Did you want to explain why there are thirteen stars on the flag?
- Did you want to tell about George Washington's role in creating this new flag?
- Could you tell us more about Betsy Ross?



Pausing Point

PP

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of the early history of the United States as a new nation. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Identify the early English settlements on Roanoke Island and at Jamestown as colonies that were established before the Pilgrims landed at Plymouth Rock
- ✓ Explain that the first Africans in the English colonies came to Jamestown as indentured servants, not slaves
- ✓ Locate the thirteen original colonies
- ✓ Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation
- ✓ Describe the Boston Tea Party
- ✓ Explain the significance of Paul Revere's ride
- ✓ Identify "one, if by land, and two, if by sea"
- ✓ Identify Minutemen, Redcoats, and "the shot heard round the world"
- ✓ Describe the contributions of George Washington as Patriot and military commander

- ✓ Describe the contributions of Thomas Jefferson as Patriot, writer, and author of the Declaration of Independence
- ✓ Describe the contributions of Benjamin Franklin as Patriot
- ✓ Explain the significance of the Declaration of Independence
- ✓ Identify “We hold these truths to be self-evident, that all men are created equal . . .” as part of the Declaration of Independence
- ✓ Explain the significance of the Fourth of July
- ✓ Retell the legend of Betsy Ross and the flag

Student Performance Task Assessment

10 Timeline Activity (Instructional Master PP-1)

Explain to students that they will be using PP-1 to recreate the timeline you have been creating as a class. Students should recognize the images on PP-1 as smaller versions of some of the images on the class timeline. Explain that students will sequence these events by writing a number on the line below each image to reflect the order in which the events occurred. Prior to students working independently on this assessment, you may wish to review as a class what is depicted in each image.

Activities

Image Review

Show the Flip Book images from any read-aloud again and have students retell the read-aloud using the images.

Image Card Review

Materials: Image Cards 5–8

Hold Image Cards 5–8 in your hand, fanned out like a deck of cards. Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the original flag, a student may pretend to be Betsy Ross sewing the flag. The rest of the class will guess what event is being described. Proceed to another card when the correct answer has been given.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book to review a particular event; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *Declaration of Independence*. Have them brainstorm everything that comes to mind when they hear the word, such as, “written by Thomas Jefferson; free from Great Britain,” etc. Record their responses on a piece of chart paper, a chalkboard, or a whiteboard for reference.

Riddles for Core Content

Ask students riddles such as the following to review core content:

- I wrote the Declaration of Independence. Who am I? (Thomas Jefferson)
- I wore a red uniform and fought against the colonists. Who am I? (Redcoat)
- I rode a horse to warn the colonists that the Redcoats were coming. Who am I? (Paul Revere)
- Legend says that George Washington asked me to sew a flag for the new nation. Who am I? (Betsy Ross)
- I am the name for the flag of the United States. What am I? (Stars and Stripes)

Class Book: The Birth of Our Nation

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have the students brainstorm important information about the colonies, the Boston Tea Party, Paul

Revere's ride, the Declaration of Independence, and the legend of Betsy Ross. Have each student choose one idea to draw a picture of and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

Thirteen Original Colonies

Materials: Map of the thirteen original colonies, or image 1A-10

Help students locate and identify the thirteen original colonies on a map. (You may use Flip Book image 1A-10.) Name each colony, and ask students if they remember any events that took place in that colony. You may prompt discussion by asking questions, such as, "Where did the Boston Tea Party take place?" (Massachusetts); or, "Where did the Continental Congress meet?" (Pennsylvania)

You Were There: Boston Tea Party, Paul Revere's Ride, Writing of the Declaration of Independence, Making the Flag

Have students pretend that they were at one of the important events that related to our nation's independence. Ask students to describe what they saw and heard. For example, for "Paul Revere's Ride," students may talk about seeing Paul Revere on his horse; the signal being given with the lanterns; hearing Paul Revere warning the colonists that the Redcoats were coming; "the shot heard round the world"; etc. Consider extending this activity by adding group or independent writing opportunities associated with the "You Were There" concept. For example, ask students to pretend they are newspaper reporters describing the Boston Tea Party and write a group news article describing the events.

Class Flag

Materials: Chart paper, drawing tools

Review the legend of Betsy Ross and the design of the first flag. Review George Washington's idea for the first flag having thirteen stripes and thirteen stars to represent the unified colonies.

Tell students that they are going to come up with a design for a classroom flag. Have students brainstorm what unifies them as

a class. Have them think of symbols to show what unifies them as a class to put on their flag. You may wish to have them draw their design on a large piece of chart paper. Have students work as a class or in groups. Display the finished product(s) in your classroom.

On Stage: Boston Tea Party, Paul Revere's Ride, Writing of the Declaration of Independence, Legend of Betsy Ross

Have a group of students plan and then act out the Boston Tea Party, Paul Revere's ride, the writing of the Declaration of Independence, or the legend of Betsy Ross.

"One, if by Land, and Two, if by Sea"

You may wish to read at least the first two verses of Henry Wadsworth Longfellow's famous poem about Paul Revere's ride and explain that it is the origin of this well-known phrase about Paul Revere.

"The Shot Heard Round the World"

You may wish to explain that the origin of this well-known phrase is from "Concord Hymn," a poem by Ralph Waldo Emerson. You may wish to read the first verse of this poem to students.

Colonial Flag

Materials: Chart paper, drawing tools

Have students work as a class, in groups, or individually to create a drawing of the flag during colonial times. As students create, discuss what the stars and stripes symbolize. You may also wish to have some students create a current flag to compare and contrast the two.



George Washington, Commander in Chief

6

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation
- ✓ Describe the contributions of George Washington as military commander

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between the Declaration of Independence and its affect on the Continental Army (RI.1.3)
- ✓ Ask and answer *who* questions orally, requiring literal recall and understanding of the details or facts from “George Washington, Commander in Chief” (SL.1.2)
- ✓ Describe George Washington’s army with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Prior to listening to “George Washington, Commander in Chief,” orally identify what they know and have learned about the sequence of events leading up to the creation of the United States as a nation
- ✓ Prior to listening to “George Washington, Commander in Chief,” orally predict what the next event is in the sequence of events leading to the creation of the United States as a nation, and then compare the actual outcomes to predictions

Core Vocabulary

daring, *adj.* Bold or courageous

Example: The mouse made a daring move and ran right past the cat.

Variation(s): none

defeat, *v.* To beat someone in a game or battle


Example: Using only their brains, the children were able to defeat the adults at the board game.

Variation(s): defeats, defeated, defeating

struggled, *v.* Found it difficult and had to work really hard to do something

Example: The climbers struggled up the mountain.

Variation(s): struggle, struggles, struggling

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	story chart from Lesson 4; Image Cards 1–8; timeline from previous lessons	10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	George Washington, Commander in Chief	world map	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Struggled		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Student Choice		20
<i>Take-Home Material</i>	Family Letter	Instructional Master 6B-1	*



George Washington, Commander in Chief

6_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Have students use the timeline with Image Cards 1–8 to retell, in correct sequence, the events from the creation of thirteen colonies, to the Boston Tea Party, to Paul Revere’s ride, to the writing of the Declaration of Independence, and the creation of a flag. If students give one-word descriptions and/or fail to use read-aloud or domain vocabulary in their discussion of each Image Card, acknowledge correct responses by expanding students’ responses using richer and more complex language.

Finally, tell students that you need help adding to the story you wrote thus far about the founding of our country. Reread the story from the chart, which was created during the introduction activity in Lesson 4. When you get to the end, ask students to dictate what you should fill in about the writing of the Declaration of Independence and the creation of the Stars and Stripes.

Making Predictions About the Read-Aloud

Share the title of the read-aloud with students and show them Flip Book image 6A-1. Ask them to think about the title and what is happening in the picture to make predictions about the read-aloud and what will happen next in the sequence of events shown on the timeline.

Purpose for Listening

Tell students to listen carefully to find out whether or not their predictions about the next event in the creation of the United States as a nation are correct.



George Washington, Commander in Chief

◀ Show image 6A-1: George Washington's army

1 What was the Declaration of Independence?

You will remember that while representatives to the Second Continental Congress met and signed the Declaration of Independence, George Washington was far away from Philadelphia.¹ He was sent north to Boston to fight the British. His was a very difficult job. Washington's army was made up mostly of farmers with no military experience at all; they had no uniforms and only old guns, called muskets, which they hardly knew how to fire. There weren't enough guns, and there was hardly any gunpowder.

2 How do you think the army felt when they heard the declaration?

The wording of the Declaration of Independence was approved on July 4, 1776. Five days later, messengers carrying copies of the declaration reached New York, where General Washington's army was camped. His army heard the words and rallied in support of independence. A statue of King George was melted down into bullets for the Continental Army.²



◀ Show image 6A-2: British warships in New York Harbor

3 Germans are people who are from Germany, another country on the continent of Europe. Show students its location on a world map.

The men soon realized that they would never have enough bullets for the fight ahead. Later that summer, British warships were spotted entering New York's harbor. King George had gotten help from the Germans as well.³ More than thirty thousand trained troops arrived to fight the unprepared colonial militiamen.

4 What do you think the colonists did?

George Washington nearly lost his army in the fierce fighting around New York and New Jersey that fall. The Redcoats chased the Continental Army south, across the Delaware River. Thinking that they had scared them off, the Redcoats left only a small force to guard them on the other side of the river. It was December, and they felt sure that nobody would fight during the dead of winter. But they were wrong.⁴



5 *Daring* means courageous.

← **Show image 6A-3: Washington crossing the Delaware**

George Washington came up with a **daring** plan.⁵ On Christmas night, he gathered his men together. It was snowing and cold, but Washington had the men get into their boats and row quietly across the ice-filled river. More than two thousand soldiers crossed the river. The crossings took nine hours! Marching through the wind and sleet of the December cold, the Continental Army reached the British troops just before dawn. While the Redcoats were still sleeping, Washington's men launched a surprise attack on the enemy camp.

The Redcoats were surprised all right! Some of them came out of their bunks in their underwear and just held up their hands. It was a total victory for General Washington. Nobody in his army had been killed. Washington and his army returned to Philadelphia to shouts of joy. But the war wasn't over yet.



← **Show image 6A-4: Benjamin Franklin in France**

The Continental Congress knew that they needed more help in order to win their war for independence. German soldiers were fighting alongside the British. Perhaps the French would send soldiers across the ocean to help the colonists fight against the British. It was no secret that the French and British had long been enemies.⁶ The Continental Congress decided to send some men to France to ask for their support. Their chief representative was seventy-year-old Benjamin Franklin.⁷

The French did not like to lose in battle, and they were still angry about losing to the British in an earlier war. At first they did not want to support the colonists. It was crazy to think that an army of farmers could **defeat** one of the greatest armies in the world, the British army.⁸ But an American victory in New York in the fall of 1777 changed their opinion overnight. They promised gunpowder, soldiers, and ships.

6 The French are people who are from France, another country on the continent of Europe. [Show students its location on a world map.]

7 Who was Benjamin Franklin?

8 If you defeat someone, you win.



← **Show image 6A-5: Valley Forge**

9 Washington worked very hard to keep his men from quitting.

General Washington's army was camped in Pennsylvania at a place called Valley Forge during the winter of 1777 and 1778. Snow lay on the ground when Washington and his men arrived. They pitched tents and built log cabins, but neither kept out the cold. The men were dressed in rags, and many of them had no shoes, walking barefoot in the snow. There was hardly any food, and some days the men had little to eat and drink other than bread and water. Disease spread through the camp, and many men died. The men missed their families and wanted to go home. Washington **struggled** to keep up his men's spirits.⁹ He camped in a tent beside them for a time, earning their respect. No battles were fought at Valley Forge that winter, but the cold and hungry men spent hours training to be ready when they met the British again in the spring.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about what happened next in the formation of the United States as a new nation correct? Why or why not? (Answers may vary.)
2. *Inferential* How would you describe George Washington as commander in chief? (He was brave; he was a good leader; etc.)
3. *Inferential* How would you describe George Washington's army? (They had no military experience and few supplies.)
4. *Inferential* Why were George Washington and his army willing to fight the Redcoats? (Answers may vary.)
5. *Evaluative* How did the Declaration of Independence make George Washington's soldiers feel, and what did they do after they heard it? (It made them want to fight for independence. They melted a statue of King George to use for bullets, and they started winning some battles.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

6. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-aloud?” Turn to your neighbor, and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
7. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Struggled

5 minutes

1. In the read-aloud you heard, “Washington *struggled* to keep up his men’s spirits.”
2. Say the word *struggled* with me.
3. *Struggled* means had difficulty and worked very hard to accomplish something.
4. I struggled to get up the steps with the heavy box.
5. Have you ever struggled with a task? Try to use the word *struggled* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I struggled with . . .”]
6. What’s the word we’ve been talking about?

Use a *Discussion* activity for follow-up. Directions: I will ask a question. Be sure to use the word *struggled* in your answer. (Answers may vary for all.)

1. Have you ever struggled to get out of bed in the morning?
2. Have you ever struggled with cleaning your room?
3. Have you ever struggled to find something?
4. Have you ever struggled to wait your turn?



Complete Remainder of the Lesson Later in the Day



George Washington, Commander in Chief

6_B

Extensions

20 minutes

Student Choice

Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles of recent read-alouds to refresh students' memories. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss during the read-aloud previously.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Take-Home Material

Family Letter

Send home Instructional Master 6B-1.



Will This War Never End?

7

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation
- ✓ Describe the contributions of George Washington as military commander
- ✓ Identify Martha Washington as the wife of George Washington

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between General Washington's military strategy and the end of the war (RI.1.3)
- ✓ Ask and answer *who* questions orally, requiring literal recall and understanding of the details or facts from "Will This War Never End?" (SL.1.2)
- ✓ Describe, with relevant details, the way in which General Washington and the French military won the war, expressing ideas and feelings clearly (SL.1.4)
- ✓ With assistance, create and interpret a timeline of the settlement of North America and the creation of the United States of America

- ✓ Prior to listening to “Will This War Never End?” orally identify what they know and have learned about the formation of the United States as a new nation
- ✓ Prior to listening to “Will This War Never End?” orally predict whether or not the war will end, and then compare the actual outcomes to predictions

Core Vocabulary

confident, *adj.* Self-assured; certain or sure of something

Example: I am confident that I will do well on the math test because I’ve done all my homework.

Variation(s): none

surrendering, *v.* Declaring oneself the loser, thus ending a conflict


Example: The army was forced into surrendering when they realized that they were outnumbered.

Variation(s): surrender, surrenders, surrendered

wilderness, *n.* An area of land where few people live

Example: Many American cities were once wilderness.

Variation(s): wildernesses

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	story chart from Lesson 6	10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Will This War Never End?	U.S. map	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Confident		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline	Image Card 9; timeline from previous lessons	20
	Song: “Yankee Doodle”	musical instruments [This activity requires advance preparation.]	



Will This War Never End?

7_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review what students have already learned by reading the story you have written thus far about the founding of the United States. Ask students to share what they learned about the war in the most recent read-aloud, “George Washington Commander in Chief”. You may prompt discussion with the following questions:

- Why were the colonists at war with Great Britain? (They felt they were being unfairly treated and taxed, so they wanted to rule themselves and become an independent nation.)
- Who was the commander in chief of the Continental Army? (George Washington)
- Who were the Redcoats? (British soldiers)
- What kind of weather did Washington and his army have to endure when crossing the Delaware and at Valley Forge, Pennsylvania? (snowy, cold)
- Do you think Washington was a brave man? Why or why not? (Answers may vary.)
- The British got help from Germany. The colonists asked which country in Europe for help to fight the war against the British? (France)

Ask students to dictate what you should add to the story about the details of the Revolutionary War, and add this information to the chart.

Making Predictions About the Read-Aloud

Tell students that the title of today’s read-aloud is “Will This War Never End?”

Ask them why they think the author chose that title. (The war had lasted for a very long time. People were getting tired of fighting a war that never seemed to end.) Ask them to predict whether or not the war will end.

Purpose for Listening

Tell students to listen carefully to find out whether or not the war ends. If so, how does it end? If not, why not?



Will This War Never End?

◀ Show image 7A-1: Map of thirteen colonies

By the spring of 1778, General Washington and his Continental Army at Valley Forge were in much better spirits. Soldiers and supplies had arrived from France, the army was better prepared, and the bitterly cold weather was behind them. They were ready to take on the British once more.

Fighting continued all across the colonies, on land and on sea, and into the **wilderness** west of the Mississippi River.¹ “Will this war never end?” people wondered. “Is it worth the loss of so many lives?” The war was shifting south now, and the British, under the command of General Cornwallis, felt **confident** that they could defeat the colonial militia at long last.² Indeed, the British won quite a few battles in the South. Little did they know that their successes were about to end.

1 [Point to the map of the colonies, designating where the wilderness lies to the west of the original colonies. Stress the extent of the fighting up and down the coast.]

2 *Confident* means certain. Why do you think that the British felt so confident, or sure, that they could win the war?



◀ Show image 7A-2: Map of Virginia with Yorktown noted

In 1781, six long years after the first shot of the war was fired in Lexington, Massachusetts,³ things began to look promising for the Continental Army. George Washington received news that twenty-eight French ships were on their way to the coast of Yorktown, Virginia, where General Cornwallis and the Redcoats were camped. He was very excited. George Washington came up with a plan to trap the British.⁴

General Washington’s troops, now camped in New York, marched all day and often through the night to Yorktown, Virginia, a town built on the banks of the York River, just a little inland from the Atlantic Ocean. While Washington moved his troops over land, French ships moved in by sea. The British couldn’t escape by land because the Continental Army was blocking them, and they couldn’t escape by sea, because the French ships were blocking them there. George Washington and his forces had the British blocked from both sides.

3 or “the shot heard round the world”

4 How do you think the French ships could help Washington and his army trap the British?



← **Show image 7A-3: Surrender at Yorktown**

- 5 The word *surrendering* means giving up. The British knew that they had lost the war.

British drummer boys waved a white flag to show they were **surrendering**, and bands are rumored to have played a tune called “The World Turned Upside Down.”⁵

It must surely have seemed like an upside-down world to the British, who were used to winning wars and ruling colonies. Now they had lost a war. They would no longer rule over the American colonies. The British army was captured at Yorktown, and all the fighting in the colonies soon ended. The British sailed home and George Washington stepped down as commander in chief of the Continental Army.



← **Show image 7A-4: Peace treaty⁶**

- 6 The colonists and the British had to agree to peace—to no more fighting. Representatives from both sides met in France to work out an agreement.
- 7 Who was Benjamin Franklin?
- 8 [Point to this territory on a U.S. map.]
- 9 or faraway
- 10 The word *charge* here means to have the responsibility of watching over something. The word *charge* can also mean to put electricity into a battery so that a machine or device will run.
- 11 Why do you think George Washington did not want a king to be the leader of their new government?

It took two years of meetings in Paris, France, to plan for peace. In 1783, Benjamin Franklin was there to sign the peace agreement that gave the American colonies their independence.⁷ They were finally free of British rule. They would no longer have to pay taxes to the British king. Their new nation reached from Canada in the north, to Florida in the south, to the Mississippi River in the west.⁸

Now that the British were no longer in charge and the colonists did not have to obey the rules of a distant⁹ king, who would rule the new nation?¹⁰ Some suggested that George Washington be made king. “King?” he scoffed. “We have been fighting to rid ourselves of a king. Our new government must be one where the people rule.” But how?¹¹



← **Show image 7A-5: Mount Vernon**

George Washington, exhausted by six years of battle, wanted only to go back to his family. He loved Mount Vernon, his home on the Potomac River in Virginia. He dreamed of being able to ride peacefully about his farm, listening to birdsong instead of shouting out orders

to his men. Washington's wife, Martha, had been a great help to him during the war, bringing food and clothing to his troops during their long, hard winters, and even camping out with them in their field tents. She, too, looked forward to spending time with her husband in the comfort of Mount Vernon. But George Washington was not able to relax on his farm for too long, as you will soon learn.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about whether or not the war ended correct? (Answers may vary.) Did the war between the British and the American colonists ever end? (yes)
2. *Inferential* How did General Washington win the war? (He trapped the British at Yorktown, surrounding them with the combined efforts of his army on land and the French ships at sea.)
3. *Inferential* With the war over, it meant that the colonists would no longer be ruled by the British king. Who was going to be their new king? (They would not have one. They asked George Washington, but he said they needed to come up with a better plan of government.)
4. *Literal* Who was Martha Washington? (George Washington's wife)
5. *Literal* Did George Washington remain commander in chief after the war ended? (No, he went back home to Mount Vernon to be with his wife, Martha Washington.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

6. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, "Who did you hear about in today's read-aloud?" Turn to your neighbor and ask your *who* question. Listen to your neighbor's response. Then your neighbor will ask a new *who* question,

and you will get a chance to respond. I will call on several of you to share your questions with the class.

7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Confident

5 minutes

1. In today's read-aloud you heard, "[T]he British . . . felt *confident* that they could defeat [General Washington and his men] at long last."
2. Say the word *confident* with me.
3. *Confident* means that you are sure or certain about something, having no doubts.
4. I am confident that Tuesday is the day after Monday. There is no doubt in my mind.
5. Tell me something that you are confident about, perhaps something that you know you do well. Try to use the word *confident* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I am confident that . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some statements. If you are certain the statement is true, say, "I'm confident." If you are not sure about the statement, say, "I'm not confident."

1. School is open today. (I'm confident.)
2. It will never rain again. (I'm not confident.)
3. All birds have wings. (I'm confident.)
4. Plants need water and sunlight to grow. (I'm confident.)
5. I won't have homework tomorrow. (Answers may vary.)



Complete Remainder of the Lesson Later in the Day



Will This War Never End?

7_B

Extensions

20 minutes

Timeline

Use the timeline created thus far. Show students Image Card 9 (Surrender at Yorktown) and ask them to describe what they see in the image. Ask them where on the timeline the Image Card should be placed. Make sure they understand that the British surrendered after the establishment of the thirteen colonies in America, the Boston Tea Party, Paul Revere's ride, the Declaration of Independence, and the selection of the flag, so the Image Card should be placed to the right of the Image Card of the flag.

Song: "Yankee Doodle"

Tell students that in today's read-aloud they heard about a song played by the British band when the British lost the war at Yorktown. Then tell them that the Americans also had a song they liked to sing often during the war, and that the song is still sung today. Sing the first verse to them:

*Yankee Doodle went to town
A-riding on a pony.
Stuck a feather in his cap
And called it macaroni.*

Ask them to raise their hands if they have ever heard the song. Tell them the British first made up the song to make fun of the Americans, but the Americans liked being called Yankees and made up their own verses to the British tune. Sing the next verse to them:

*Father and I went down to camp
Along with Captain Gooding,
And there we saw the men and boys
As thick as hasty pudding.*

Tell students that “hasty pudding” is a thick pudding made of cornmeal or oatmeal. Ask them what that could mean, “men and boys as thick as oatmeal.” (There were lots and lots of them.)

*And there was General Washington
Upon a slapping stallion,
A-giving orders to his men,
I guess there was a million.*

Ask them who this verse is talking about (George Washington) and what they think the line “on a slapping stallion” means. (on a beautiful horse)

Refrain:

*Yankee Doodle, keep it up,
Yankee Doodle dandy,
Mind the music and the step,
And with the girls be handy.*

Sing or play a recording of the song for students and teach them the refrain to be sung between each verse. Then hand out musical instruments (tambourines, rhythm sticks, etc.) and allow students to form their own marching band, pretending to be colonial soldiers.



A Young Nation is Born

8

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation
- ✓ Describe the contributions of George Washington as first president of the United States
- ✓ Identify Washington, D.C., as the nation's capital
- ✓ Explain that the nation's capital, Washington, D.C., was named after George Washington

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe an illustration of George Washington, Benjamin Franklin, and Thomas Jefferson, and use pictures and detail in “A Young Nation Is Born” to describe the read-aloud’s key ideas (RI.1.7)
- ✓ Identify the reasons or facts the author of the read-aloud gives to support the point that George Washington is known as the “Father of Our Country.” (RI.1.8)
- ✓ Add drawings to descriptions of what the student would do if s/he were president to clarify ideas, thoughts, and feelings (SL.1.5)

- ✓ Explain the meaning of the saying “there’s no place like home” and use in appropriate contexts (L.1.6)
- ✓ With assistance, create and interpret a timeline of the settlement of North America and the creation of the United States of America
- ✓ Prior to listening to “A Young Nation Is Born,” orally identify what they know and have learned about the end of the Revolutionary War
- ✓ Identify new meanings for the word *capital* and apply them accurately
- ✓ Share writing with others

Core Vocabulary

capital, *n.* A city that serves as the center of government for a state or country

Example: The capital of the United States is Washington, D.C.

Variation(s): capitals

permanent, *adj.* Lasting forever; not expected to change

Example: The rules of the game were permanent and didn’t change from game to game.

Variation(s): none

president, *n.* The person in charge of a country, a company, or an organization


Example: The president of the United States is elected every four years.

Variation(s): presidents

united, *adj.* Combined into one

Example: The team members formed a united group against their opponents.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	story chart from Lesson 7	10
	Where Are We?	map of thirteen colonies U.S. map	
	Brainstorming Links	chart paper, chalkboard, or whiteboard	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	A Young Nation Is Born		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: President	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline	Image Cards 10, 11; timeline from previous lessons	20
	Multiple Meaning Word Activity: Capital	Poster 4M (Capital)	
	Sayings and Phrases: There's No Place Like Home	drawing paper, drawing tools	



A Young Nation is Born

8_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students to share what they learned in the previous read-aloud about the end of the Revolutionary War. You may prompt discussion with the following questions:

- How did General Washington win the war with the help of the French? (Washington trapped the British at Yorktown, surrounding them with the combined efforts of his army on land and the French ships at sea.)
- When the war was over, it meant that the colonists would no longer be ruled by the British king. Who did the colonists ask to be their new king and what did he say? (They asked George Washington, but he said they needed to come up with a better plan and that they didn't need another king.)
- What was the name of George Washington's wife and how did she help during the war? (Martha Washington helped by bringing food and clothing to the troops during their long, hard winters.)
- What did George Washington do after the war was over and the British surrendered? (He stepped down as commander in chief and went back home to Mount Vernon to be with Martha.)

You may wish to continue adding details to the class story chart about the founding of our country.

Where Are We?

Show students a map of the colonies, such as Flip Book image 1A-10, and one of the United States. Have a student or several students find the thirteen colonies on the U.S. map. Then remind them that in the previous read-aloud, they learned that at the end of the war the United States stretched from Canada in the north

to Florida in the south, from the Atlantic Ocean in the east to the Mississippi River in the west. Show students these reference points on the map.

Brainstorming Links

Write *George Washington* on chart paper, a chalkboard, or a whiteboard. Say his name, reminding students that they have already learned a lot about George Washington. Tell students that they are going to brainstorm as many things as they can remember about Washington from the previous read-alouds. Tell them to give you words, phrases, concepts, etc., that connect to Washington. (fought the British, general, commander in chief of the Continental Army, led troops to victory at Yorktown, loved Mount Vernon, had a wife named Martha, etc.) Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary. If a student's response includes inaccurate factual information, acknowledge the response by saying something like, "So you think that George Washington was British?"

Purpose for Listening

Remind students that George Washington went back to Mount Vernon at the end of the war. Tell them to listen closely to today's read-aloud to discover what happened to him next.



A Young Nation Is Born

◀ Show image 8A-1: Arguing states

For the first few years after the Revolutionary War ended, the former British colonies could not seem to agree on anything. They had not yet come up with a name for themselves. Some said they should be called “The Union of States”; others liked the sound of “The American Nation.” Others simply wanted to call themselves by the names of the states in which they lived—Virginians, if they lived in Virginia; New Yorkers, if they lived in New York; and so on. There was no plan for how they would be governed, or ruled, so lots of different people were making up lots of different rules. States were taxing one another unfairly, just like the British had done before the war. What a big mess!



◀ Show image 8A-2: George Washington at Mount Vernon

George Washington was enjoying life at Mount Vernon with his wife, their children, and grandchildren. At fifty-seven, he felt he had served his country well as a commander in chief, and he was not looking for any more jobs away from his farm. But four years after returning home from the revolution, Washington was called to Philadelphia, Pennsylvania, for another big meeting.



◀ Show image 8A-3: Washington, Franklin, and Jefferson¹

- 1 Do you recognize anyone in these pictures?
- 2 A president is the person in charge of a large meeting, or country.
- 3 Do you remember how Washington said that they needed to come up with a plan of how to rule the country without a king? Well, these men were meeting to come up with that plan, which they called the Constitution.

He joined many of the same men with whom he had worked in the Continental Congress at the beginning of the war. These men are called our Founding Fathers, or simply Founders, because they helped found, or start, our new country. Benjamin Franklin, now eighty-one years old, was the oldest representative there.

George Washington was elected **president** of the convention, or meeting.² It was called the Constitutional Convention because the men were writing a constitution, a plan for how the new nation could live together peacefully.³



← **Show image 8A-4: Constitutional Convention**

“Stop arguing,” George Washington told the men. “We have an important job to do.” It was hard work. They met for four long, hot months, from May to September. The men continued to argue. Some walked out. But most of them stayed until they came up with a good plan, or constitution. Their hard work paid off. The rules they wrote that summer, more than two hundred years ago, are the ones we still use today. And when our Founding Fathers left Philadelphia that September, our country had a new name.



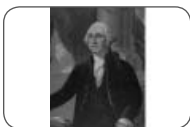
← **Show image 8A-5: United States**

“We, the people of the **United States** . . .” they wrote.⁴ From then on, the thirteen former British colonies were called the United States of America.

One thing the representatives discussed that summer was their need for a leader. They decided that a president, chosen by the people to serve for only a few years, would be better than a king who was not elected and served for his entire lifetime. And guess who they wanted to lead them?⁵

4 *United* means combined into one. So now all the states have come together; they are a united, or single, nation.

5 [Pause for student responses.]



← **Show image 8A-6: President George Washington**

You guessed it: George Washington! Once again, he had wanted to settle down at Mount Vernon, but once again, he had been called to serve his country.

In 1789, when George Washington left his home in Virginia to become the first president of the United States of America, he had no idea what he was going to do. As the president of the new country, he knew that his presidency would set an example for all future presidents. While president, Washington stayed very busy. He helped organize a **permanent** national army and navy, and set up a national banking system.⁶

As president, George Washington lived first in New York City, and later in Philadelphia.

6 If something is permanent, it means that it is lasting; it will not go away. Today, our country still has a permanent national army and navy.



← **Show image 8A-7: Washington, D.C., today**

7 A capital city is the city where leaders gather to govern the entire country. The word *capital* can also mean an uppercase letter. [Explain that this image shows Washington, D.C., as it looks today.]

8 D.C. stands for District of Columbia.



← **Show image 8A-8: George Washington's legacy**

9 George Washington's picture is on the one-dollar bill and the quarter.

He worked hard on plans for a city that would be our nation's **capital**. George Washington personally chose the capital's site along the Potomac River, on land that is between Maryland and Virginia.⁷ This capital city would not be in any state, so no state could say that it was in charge of the country. The capital city was designed to have a house in which the president and his family would live. It would also have many government buildings. George Washington was no longer president when the capital city was finally built, but the city was named in his honor. It was called Washington, D.C.⁸

After serving as president of the United States for eight years, George Washington packed up and headed home to Virginia. He died at Mount Vernon at the end of 1799, about two and half years later. A Patriot, a Founder of our nation, a military commander, and our first president, Washington has rightly been called the "Father of Our Country." Many places have been named for him. Monuments and statues have been built in his honor. You can even find his picture on our money, both on a paper bill and on a coin.⁹

Comprehension Questions

10 minutes

1. *Inferential* What did George Washington do after the war ended? (president of Constitutional Convention; first president of the United States.)
2. *Literal* The read-aloud tells us that George Washington was a Founder, or Founding Father, of our country. What did these founders do? (They helped write the new rules for our country to live by, called the Constitution.)
3. *Evaluative* If Washington loved Mount Vernon so much, why do you think he left again, first going to Philadelphia for another meeting, and then becoming president of the country? (He fought for independence for many years, and he realized that his job was not over yet. He knew that his help was needed in “founding” the new nation.)
4. *Inferential* Why do you think Washington felt it was important to have a permanent, or lasting, army and navy? (He had learned first-hand how difficult it was to fight a war with untrained men, and wanted to be prepared in the event of another war.)
5. *Evaluative* The author of the read-aloud said that George Washington is called the “Father of Our Country.” What reasons did the author give for calling George Washington the “Father of Our Country”? (He was a Patriot, a Founder who helped write the Constitution, led the military, and was our first president.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* If you had the chance to meet George Washington, what would you say to him or ask him? (Answers may vary.)

7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: President

5 minutes

1. In the read-aloud you heard, "George Washington was elected *president* of the convention, or meeting."
2. Say the word *president* with me.
3. A president is in charge of a meeting or a country.
4. Every four years, the United States elects a president for the country.
5. Tell about a president whom you have heard about or seen pictured. Try to use the word *president* when you tell about him or her. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The president of the book club led the meeting to talk about the book the group just read."]
6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: If you were president of the United States, what would you do as president? Please draw a picture of yourself as president, and then write a sentence that tells one thing you would do as president. [Some students may need to dictate their sentences to an adult, whereas others may write their sentences independently. Give students the opportunity to share their writing with a partner or the class.]



Complete Remainder of the Lesson Later in the Day



A Young Nation is Born

8_B

Extensions

20 minutes

Timeline

Use the timeline created thus far. Show students Image Card 10 (George Washington), and ask them what they remember about George Washington, our first president. Ask them where on the timeline the Image Card should be placed. Make sure they understand that George Washington became the first president after the establishment of the thirteen colonies in America, the Boston Tea Party, Paul Revere's ride, the Declaration of Independence, the adoption of the flag, and the surrender at Yorktown, so the Image Card should be placed to the right of the Image Card of the surrender at Yorktown.

Then show students Image Card 11 (Washington, D.C.) and ask them to tell what they know about our nation's capital. Ask them where on the timeline the Image Card should be placed. Make sure they understand that Washington, D.C., became our nation's capital after the establishment of the thirteen colonies in America, the Boston Tea Party, Paul Revere's ride, the Declaration of Independence, the adoption of the flag, the surrender at Yorktown, and the election of George Washington as our first president, so the Image Card should be placed to the right of the Image Card of President George Washington.

Note: You should remind students that Image Card 11 shows present-day Washington, D.C., and that it did not look like this when it was first chosen as the capital.

↔ Multiple Meaning Word Activity

Associated Phrase: Capital

1. [Show Poster 4M (Capital).] In the read-aloud you heard, “[George Washington] worked hard on plans for a city that would be our nation’s capital.” [Have students hold up one or two fingers to indicate which image on the Poster shows this meaning.]
2. *Capital* can also mean something else. *Capital* also means an uppercase letter. [Have students hold up one or two fingers to indicate which image on the Poster shows this meaning.]
3. [Point to the capital letters.] With your partner, talk about what you think of when you see this kind of capital. I will call on a few partners to share what they came up with. Try to answer in complete sentences. (When I see this kind of capital, I think of letters, writing, alphabet, etc.)
4. [Point to the picture of Washington, D.C.] With your partner, talk about what you think of when you see this kind of capital. I will call on a few partners to share what they came up with. Try to answer in complete sentences. (When I see this kind of capital, I think of government, city, George Washington, etc.)

Sayings and Phrases: There’s No Place Like Home

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone say, “There’s no place like home.” Have students repeat the proverb. Explain that this proverb is another way of saying that there are many wonderful places to go and things to see and do, but there is no place quite as wonderful as one’s own home.

Show Flip Book image 7A-5 again. Ask students if they remember the name of George Washington's family home. (Mount Vernon) Remind them that this was his favorite place to be. Tell them that this saying is often used at the end of a sentence. Give the following examples of ways George Washington might have used the saying:

- Exploring the wilderness is exciting, but there's no place like home.
- Commanding troops is an honor, but there's no place like home.
- Meeting friends in Philadelphia is nice, but there's no place like home.

Ask several students to make up their own sentences using the format above and ending their sentences with the saying "there's no place like home."

Ask students to think about what things made Mount Vernon special to George Washington. (Accept reasonable responses: He liked riding in the fields. He liked spending time with his family.) Tell students that they are going to draw a picture of something that they think George Washington probably enjoyed doing at home. Have students copy the saying at the bottom of their papers or write it on a sentence strip and staple it to their drawings. Give students the opportunity to share their drawings.

Try to find opportunities to use this saying in various situations in the classroom.



Never Leave Until Tomorrow What You Can Do Today

9

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe the contributions of Benjamin Franklin as Patriot, inventor, and writer

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Plan and draft an informative/explanatory text that presents information from “Never Leave Until Tomorrow What You Can Do Today” about Benjamin Franklin (W.1.2)
- ✓ Ask and answer *what* questions orally, requiring literal recall and understanding of the details or facts from “Never Leave Until Tomorrow What You Can Do Today” (SL.1.2)
- ✓ Ask questions to clarify directions, exercises, and/or classroom routines in connection with drawing details from “Never Leave Until Tomorrow What You Can Do Today” (SL.1.3)
- ✓ Describe Benjamin Franklin’s inventions with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Add drawings to descriptions of information learned from listening to “Never Leave Until Tomorrow What You Can Do Today” to clarify ideas, thoughts, and feelings (SL.1.5)
- ✓ Explain the meaning of the saying “never leave until tomorrow what you can do today” and use in appropriate contexts (L.1.6)

- ✓ Prior to listening to “Never Leave Until Tomorrow What You Can Do Today,” orally identify what they know and have learned about the the founding of the United States
- ✓ Share writing with others

Core Vocabulary

almanac, n. An annual publication that includes a calendar and other useful information

Example: Some farmers use the almanac to determine the best time to begin planting crops.

Variation(s): almanacs

apprentice, n. Somebody being trained for a job by one who knows the job well

Example: The apprentice learned from a master how to weave beautiful cloth from wool.

Variation(s): apprentices

invention, n. An object that somebody has created


Example: The invention of the wheel by the Mesopotamians changed the way modern man lives.

Variation(s): inventions

wise, adj. Showing good sense or judgment, often based on experience

Example: It is wise to wear a warm coat when it is a cold day.

Variation(s): wiser, wisest

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	story chart from Lesson 8	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Never Leave Until Tomorrow What You Can Do Today		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Wise		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Never Leave Until Tomorrow What You Can Do Today		20
	Drawing the Read-Aloud	drawing paper, drawing tools	



Never Leave Until Tomorrow What You Can Do Today

9^A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students to share what they learned in the previous read-aloud about our new, young nation. You may prompt discussion with the following questions:

- What did the Founding Fathers of our country do? (They helped write the new rules for our country to live by, called the Constitution.)
- Who became the first president of the United States? (George Washington)
- What was the name of the capital of our new country? (Washington, D.C.)

You may wish to conclude the class story on the chart about the founding of our country with a few sentences about the Constitution and our first president.

Tell students that in today's read-aloud, they will learn more about Benjamin Franklin. Ask them to name things that they have already learned about Benjamin Franklin from previous read-alouds. (He was a representative in the Continental Congress; he traveled to Great Britain to try to defend the colonies; he was sent by the Continental Congress to ask France for help with the Revolutionary War; he was one of our Founding Fathers and helped write the Constitution.) As students respond, repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Purpose for Listening

Tell students that Benjamin Franklin was both a writer and an inventor. (Explain terms as needed.) Ask them to listen carefully to find out two things: at least one thing that Benjamin Franklin wrote, and at least one thing that he invented.



Never Leave Until Tomorrow What You Can Do Today

◀ Show image 9A-1: Benjamin Franklin

- 1 Benjamin Franklin was wise because he used his intelligence to make good choices and do clever things.

Like George Washington, Benjamin Franklin was one of the Founding Fathers of our country. He was never a president, but he was a very **wise** man with wonderful ideas.¹ You will remember that Franklin was a part of the Continental Congress, a signer of the Declaration of Independence, and a representative of our country in both Great Britain and France. He was all over the place!



◀ Show image 9A-2: Franklin in his printing shop

- 2 An apprentice is someone who is learning how to do a job from someone who is an expert at that job.

Long before his days in government, Benjamin Franklin was a successful businessman in Philadelphia. He had always been a good reader and writer, and as a boy he had been an **apprentice** in his brother's printing shop in Boston.² So, when he moved to Philadelphia, Franklin set up his own printing shop and started his own newspaper, eventually becoming the busiest printer in the American colonies.



◀ Show image 9A-3: *Poor Richard's Almanack*

- 3 [Benjamin Franklin spelled his almanac the old-fashioned way with a "ck." Today, most people spell *alamanac* with just a "c."]

For more than twenty-five years, Benjamin Franklin published a series of books called *Poor Richard's Almanack*.³ His **almanac** was often the only book that people bought. It contained lots of practical information that they wanted to know. For example, the almanac had a calendar with the times of the sunrise and sunset. Today, we listen to weather forecasts on the radio or television, but back then, people looked in their almanacs to find out what the weather would be like. The almanac had stories and poems as well as puzzles, jokes, and lots of advice. Franklin included many wise sayings, many of which we still use today. Have you ever heard anyone say, "Never leave until tomorrow what you can do today"? What do you think that means?⁴ Franklin must have lived by his own words because he got so much done! He was never still for a minute. His brain was working constantly, spilling over with questions and ideas.

- 4 [Pause for student responses.]



5 What else have you learned about that happened in Boston Harbor?

← **Show image 9A-4: Child inventor**

Benjamin Franklin had a keen interest in science and the way things work. As a young boy in Boston, Benjamin spent much of his time swimming in the harbor.⁵ He was pretty good, but he wanted to be even better and faster. One day he thought of a way that he could be a faster swimmer. He found some wood and carved some wooden paddles to fit over his hands and feet, kind of like the flippers that divers use today. When he swam with those, he was much faster, probably faster than all the other children his age.



← **Show image 9A-5: 18th-century bifocals**

As Benjamin Franklin grew older, he continued to invent new things. Anytime he saw a problem, he tried to invent a way to fix it. He had two pairs of glasses, one for reading and one to help him see things far away. He didn't like having to switch glasses all day long, so he asked a glass cutter to slice all of his lenses in half. He made one new pair of glasses, with the distance lenses on top and the close-up lenses on the bottom. Franklin had just invented bifocal glasses, still worn by many people today.



← **Show image 9A-6: Iron stove**

6 [Explain to students that Franklin's stove was similar to this iron stove.]

While sitting by the fire one night, Benjamin Franklin watched warm air disappearing up the chimney and wondered how he could trap more warm air inside the house. He made a wood-burning stove out of iron.⁶ It put out twice as much heat as a regular fireplace and burned less wood. This stove was named the Franklin stove, after its inventor.



← **Show image 9A-7: Franklin and the kite**

7 [Before reading the legend, ask students if they remember what a legend is.]

Lightning was another thing that fascinated Benjamin Franklin. He had watched houses and barns burn to the ground when struck by lightning. Could it be, he wondered, that lightning was electricity? He was going to find out. A legend about Franklin's experiment with a kite during a lightning storm goes like this:⁷

8 [Point to the key near Franklin's hand and to the string that extends from it. Explain that the kite is at the other end of the string, just outside of the picture. Emphasize to students that this was a very dangerous thing for Ben Franklin to do, and he was extremely lucky not to have gotten hurt during this experiment.]

9 or creation

10 The word *strikes* in this sentence means the flashes of light that are produced in the sky during a storm. The word *strikes* can also mean hits something with force, such as a drum.



← **Show image 9A-8: Wooden rocking chair**

Benjamin Franklin's list of inventions goes on and on. The next time you rock back and forth in a rocking chair, thank Franklin for helping you to relax. This clever man invented the rocking chair.



← **Show image 9A-9: Flag at half-mast**

In 1790, just three years after Benjamin Franklin helped to write the Constitution for our country, he died peacefully in his sleep at the age of eighty-four. Twenty thousand people attended his funeral, at the time the biggest funeral ever held in Philadelphia. Bells rang and flags flew at half-mast as signs of respect for one of America's greatest heroes.¹¹

11 If you look at the picture, you will see a flag flying at half-mast, or halfway up the flag pole.

Comprehension Questions

10 minutes

1. *Literal* Name one thing that Benjamin Franklin wrote. (*Poor Richard's Almanack*)
2. *Evaluative* Franklin's almanac was the only book that some families owned. The almanac had stories and poems as well as puzzles, jokes, lots of advice, and many wise sayings. What part of the almanac would you have read? (Answers may vary.)
3. *Inferential* What did Benjamin Franklin do as an apprentice? (Franklin practiced writing as an apprentice in his brother's printing shop.)
4. *Evaluative* If you were an apprentice learning how to do something, with whom would you want to apprentice? (Answers may vary.)
5. *Inferential* What are some of the things that Benjamin Franklin invented? [**Note:** You may want to show Flip Book images from today's read-aloud to prompt responses. Allow several students to respond.] (wooden swimming flippers, bifocals, Franklin stove, lightning rod, rocking chair)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

6. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, "What would you like to invent?" Turn to your neighbor and ask your *what* question. Listen to your neighbor's response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Wise

5 minutes

1. In the read-aloud you heard, “[Benjamin Franklin] was never a president, but he was a very *wise* man with wonderful ideas.”
2. Say the word *wise* with me.
3. *Wise* means that you use knowledge, experience, and insight to make good decisions.
4. I think the painter was wise to clean his paintbrushes when his job was done.
5. Think of a wise person that you know and tell why that person is wise. Try to use the word *wise* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My grandmother is wise because . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the things I say might be an example of a wise person, say, “S/he is wise.” If not, say, “S/he is not wise.”

1. someone who eats a whole chocolate cake (She is not wise.)
2. someone who brushes his teeth after dinner (He is wise.)
3. someone who treats other people kindly (She is wise.)
4. someone who doesn’t wear a coat in cold weather (He is not wise.)
5. someone who goes inside during a thunderstorm (She is wise.)



Complete Remainder of the Lesson Later in the Day



Never Leave Until Tomorrow What You Can Do Today

9_B

Extensions

20 minutes

Sayings and Phrases:

Never Leave Until Tomorrow What You Can Do Today

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Remind students that Benjamin Franklin was a wise man. Tell them that he used his almanac to publish wise sayings, or proverbs, for others to read. Remind them that one of the sayings he used is similar to the title of the read-aloud that they heard today: “Never leave until tomorrow what you can do today.” Have the students repeat the proverb. Explain that this proverb is another way of explaining that often when you put off doing things, you give yourself more work. For example, if you don’t put your toys away today, there will be more toys to put away tomorrow. Ask students to think of other examples.

Try to find opportunities to use this saying in various situations in the classroom.

Drawing the Read-Aloud

Tell students to think about the read-aloud they listened to earlier in the day: “Never Leave Until Tomorrow What You Can Do Today.” Tell them to draw three details that they remember about the read-aloud, allowing no more than six to eight minutes for the drawing. Explain that the drawing does not have to recreate a “scene” from the read-aloud or represent a coherent, integrated drawing of

the read-aloud; students may draw any three “things” that they remember about the read-aloud. Tell students to also write about each of the three things. Some students may need to dictate to an adult what will be written. Others may write one word or a complete sentence.

Say, “Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, ‘What should we do first?’ Turn to your neighbor and ask your own question now. I will call on several of you to share your questions with the class.”

Give students the opportunity to share their drawings and writing with a partner or the class. As students share, expand their responses using richer and more complex language, including, if possible, any read-aloud vocabulary.



Building a Nation with Words and Ideas

10

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe the contributions of Thomas Jefferson as Patriot, inventor, writer, author of the Declaration of Independence, and the third president of the United States

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between the designation of Thomas Jefferson as “the father of American architecture” and his contributions to the design of Washington, D.C., Monticello, and the University of Virginia (RI.1.3)
- ✓ Describe an illustration of Monticello and use pictures and details in “Building a Nation with Words and Ideas” to describe the read-aloud’s key ideas (RI.1.7)
- ✓ Describe Thomas Jefferson’s inventions with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Prior to listening to “Building a Nation with Words and Ideas,” orally identify what they know and have learned about Benjamin Franklin
- ✓ Share writing with others
- ✓ Use regular past, present, and future tense verbs correctly in oral language

Core Vocabulary

anniversary, *n.* A date that is observed annually, such as a wedding date

Example: My parents celebrated their tenth wedding anniversary yesterday.

Variation(s): anniversaries

architecture, *n.* The design and construction of buildings

Example: Colonial architecture included brick and wooden buildings.

Variation(s): none

domed, *adj.* Shaped like a hemisphere, resembling the top of someone's head


Example: Sports arenas often have domed roofs.

Variation(s): none

university, *n.* A school for learning beyond the high school level

Example: My cousin is studying at the university to be a scientist.

Variation(s): universities

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Building a Nation with Words and Ideas		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Anniversary	writing paper	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Syntactic Awareness Activity: Past, Present, and Future		20



Building a Nation with Words and Ideas

10^A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students to share what they learned in the previous read-aloud about one of the nation's Founding Fathers, Benjamin Franklin. You may prompt discussion with the following questions:

- What kinds of things did Franklin include in his *Poor Richard's Almanack*? (He had stories and poems as well as puzzles, jokes, lots of advice, and many wise sayings.)
- How would you describe Franklin? (wise; inventor; painter; Founding Father; representative of the colonies; etc.)
- Name some things that Benjamin Franklin invented. (wooden swimming flippers, bifocals, Franklin stove, lightning rod, rocking chair)
- Name one saying you learned that Franklin used to say. ("Never leave until tomorrow what you can do today.")
- How do you know that Ben Franklin was well-liked and admired? (He had one of the biggest funerals ever attended at the time; people rang bells and flags flew at half-mast as signs of respect.)

Tell students that in today's read-aloud, they will learn more about another one of our Founding Fathers, Thomas Jefferson. Ask them what they remember about him from other read-alouds. If needed, remind them that he was with Franklin and Washington at important meetings in Philadelphia, and that Jefferson was the author of the Declaration of Independence.

Purpose for Listening

Tell students that although Thomas Jefferson is remembered as the author of the Declaration of Independence, he is also remembered for other reasons. Tell students to listen carefully to learn about Thomas Jefferson's contributions.



Building a Nation with Words and Ideas

◀ Show image 10A-1: Thomas Jefferson

Benjamin Franklin enjoyed the company of another Patriot, Thomas Jefferson from Virginia. Jefferson was often the youngest person in the room when the Founders met in Philadelphia, whereas Franklin was often the oldest.

Like George Washington, Thomas Jefferson was always ready to serve his country, but the place he most liked to be was at home with his family.¹

- 1 What saying did you learn that Jefferson might have used in talking about his home? (“There’s no place like home.”)

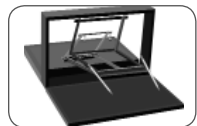


◀ Show image 10A-2: Monticello²

When Thomas Jefferson was a young lawyer, he started building a house close to the farm where he grew up in Virginia. Built on a hill, he named it Monticello (Mon-ti-*CHELL*-o), which means “little mountain” in Italian. He worked on it for many years—before, during, and after the war.³ Jefferson traveled in Europe and brought back many ideas from France and Italy. Because of Monticello and some other buildings he designed, Jefferson is called the father of American **architecture**.⁴ In fact, Jefferson was one of the people who worked on the design of Washington, D.C., our nation’s capital.

Like Benjamin Franklin, Thomas Jefferson liked to invent things. For his house, he invented a pulley system that opened doors, and a mechanical clock that kept track of the days of the week.

He also invented a dumbwaiter, a shelf that could be piled high with food dishes, raised from the kitchen downstairs up to the dining room, then lowered back down with empty dishes when the meal was over.



◀ Show image 10A-3: Jefferson’s copy machine

Thomas Jefferson was one of the most important writers in the colonies. Remember, he was the author of the Declaration of Independence. Because he wrote so many important papers and letters, he wanted to be able to make copies of them for himself.

- 2 This is Jefferson’s home, his favorite place to spend time.
- 3 This image shows present-day Monticello.
- 4 *Architecture* refers to the design of buildings, or the way that buildings look.

5 [Point to the picture, and explain that Jefferson could write a letter and hand you a second copy right away, without even going to a copy machine. Explain to students that this is a picture of a modern-day version of Jefferson's invention, and his would not have used writing tools like the pencils in this image.]

6 This is similar to carrying a backpack or using a laptop computer.



← **Show image 10A-4: Presidents Washington, Adams, and Jefferson**

So Jefferson invented the first copy machine. As he wrote at his desk, a second pen was automatically writing the same thing right beside him.⁵ He also invented a lap desk that he could carry with him on horseback, holding all of his paperwork and office tools, so that he could continue his work away from home.⁶

After the Constitutional Convention and the election of George Washington as the country's first president, Thomas Jefferson returned to Virginia to work on Monticello. When he was not at Monticello, often he was off representing his country, sharing his ideas both in America and in Europe.

7 A vice president is someone who is second in command to the president.



← **Show image 10A-5: University of Virginia**

George Washington served as president of the United States for eight years. When he retired to Mount Vernon, another one of the Founding Fathers named John Adams took his place, becoming America's second president. Thomas Jefferson became John Adams' vice president.⁷ Four years later, Thomas Jefferson became our nation's third president. In the eight years that he was president, he did many things to help the young nation grow.

8 A public school is one that is funded or paid for with the people's tax money. A college, or university, is a place to continue studying after high school.

9 [Point to the picture and ask students if they notice anything similar about this building and Monticello.]



← **Show image 10A-6: President Thomas Jefferson**

One of the things that Thomas Jefferson believed in most was public education. He realized how fortunate he had been, having the chance to attend excellent schools all his life, but he knew that not everybody could afford to do so. Perhaps Jefferson's greatest project was planning for a public college in his state of Virginia.⁸ He designed the buildings, chose the subjects to be taught, and raised money to build the University of Virginia. The **university** was built on a friend's farm just down the hill from Monticello so that Jefferson could watch it being built.⁹

10 An anniversary is celebrated every year, like your birthday. Your birthday is the anniversary of your birth. So, Jefferson died fifty years to the day after the signing of the Declaration of Independence.

Thomas Jefferson died on the afternoon of July 4, 1826, just hours before the death of his friend John Adams. The second and third presidents of the United States of America died on the fiftieth **anniversary** of Independence Day.¹⁰



← Show image 10A-7: Heads and tails of a nickel

11 [Point to the image, explaining that a domed building is one with a curved top like many sports arenas.]

12 [Pause for student responses.]

Like George Washington and Benjamin Franklin, Thomas Jefferson is remembered in many ways today. Some of our nickels, or five-cent coins, have a picture of Jefferson on one side of them and a picture of a **domed** building on the other.¹¹ Can you guess what building that is? ¹² Right! It's his beloved Monticello.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* What important job did Thomas Jefferson have that George Washington also had some years before him? (president of United States)
2. *Inferential* Jefferson is called “the father of American architecture.” What did he design? (He helped design Washington, D. C.; he designed his home, Monticello; and he designed a university, the University of Virginia.)
3. *Evaluative* You learned that both George Washington and Thomas Jefferson are pictured on some United States money. Do you think that money is a good place to put the faces of people we want to remember? Why or why not? (Answers may vary.)
4. *Inferential* Describe one of Thomas Jefferson’s inventions. (dumbwaiter, pulley system for doors, copy machine, lap desk, mechanical clock)
5. *Evaluative* Why was public, or free, education important to Thomas Jefferson? (He thought education was very important, and he wanted everyone to be able to have a good education, regardless of how much money they had.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* What is the most interesting thing that you learned about Thomas Jefferson? (Answers may vary.)

7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Anniversary

5 minutes

1. In the read-aloud you heard, "The second and third presidents of the United States of America died on the fiftieth *anniversary* of Independence Day."
2. Say the word *anniversary* with me.
3. An anniversary is an important date that you remember on the same day each year.
4. My parents went out to dinner last night to celebrate their wedding anniversary.
5. Think of an anniversary, a date that you or a friend remembers in some way every year on the same day. Try to use the word *anniversary* when you tell about it. For example, you might say, "Today is the second anniversary of the day we got our dog." That means that you got your dog two years ago on this same day. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I celebrate the anniversary of . . ."]
6. What's the word we've been talking about?

Use a *Discussion* activity for follow-up. Directions: Most anniversaries are celebrated by only a few people for whom the anniversary is important, but that the anniversary of our country's birth, the Fourth of July, is celebrated by people all across the nation. How do you celebrate this anniversary? [After the discussion, ask students to write a sentence telling about how they celebrate either the Fourth of July or another important anniversary in their lives. Tell them to be sure to use the word *anniversary* in their sentence. Some students may need to dictate their sentences to an adult, whereas others may write their sentences independently. Give students the opportunity to share their writing with a partner or the class.]



Complete Remainder of the Lesson Later in the Day



Building a Nation with Words and Ideas

10_B

Extensions

20 minutes

↔ Syntactic Awareness Activity: Past, Present, and Future

The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

1. Today we will listen carefully to action words and how they change based on when something is done.
2. [Please emphasize the bold words and word parts as you read.] In the read-aloud today you heard:

*When Thomas Jefferson was a young lawyer, he **started** building a house close to the farm where he grew up in Virginia. He **worked** on it for many years.*

3. Notice that in the read-aloud, the action words tell us that Thomas Jefferson **worked** on his house. The word **worked** tells us that he did this in the past. This is true because Thomas Jefferson lived a very long time ago. We add *-ed* to action words to show that it happened in the past.
4. [Please insert action words inflected with *-ed* that describe actual activities your class did yesterday in the blanks. Please emphasize the action word as you read.] We use *yesterday* when we want to talk about something the day before today, as in, “Yesterday, we ____.” Point behind you when you say *yesterday* because it happened in the past.
5. [Please insert action words that describe actual activities your class is doing today in the blanks. Please emphasize the action word as you read.] We use *today* when we want to talk about something that is happening now, or on this day, as in, “Today, we ____.” Point at your feet when you say *today* because it is happening right now in the present.

6. [Please insert *will* before action words in the blanks that describe actual activities your class will do tomorrow. Please emphasize the word *will* and the action word as you read.] We use *tomorrow* when we want to talk about something that will happen the day after today, as in, “Tomorrow, we will ____.” Point in front of you when you say *tomorrow* because it will happen in the future.
7. Listen to these three sentences for how the action word changes [Please emphasize the action word as you read.]:
- Yesterday, Hannah **played** with blocks.
- Today, Hannah **plays** soccer.
- Tomorrow, Hannah **will play** with chalk.
8. Now you try! With your partner, use the word *look* to talk about something you looked at yesterday, something you are looking at today, and something you will look at tomorrow. Remember to point behind you when you say *yesterday* because it happened in the past. Remember to point at your feet when you say *today* because it is happening right now, in the present. Remember to point in front of you when you say *tomorrow* because it will happen in the future.



Liberty and Justice for ALL?

11

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen colonies in America to independence as a nation

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between women, Native Americans, and slaves and the way they were treated at the time of the Revolutionary War (RI.1.3)
- ✓ Participate in a shared writing activity of an informative text that presents information from a nonfiction/informational read-aloud (W.1.7)

Core Vocabulary

equally, adv. In the same way or with the same amount

Example: The parents treated their children equally, setting the same bedtime for all of them.

Variation(s): none

justice, n. Fairness, especially in the way people are treated


Example: A judge's job is to make sure that all people in court receive justice.

Variation(s): none

liberty, n. Freedom, or the right to choose without being forced

Example: Antonio's parents have given him the liberty to choose the type of shoes he would like to wear to school.

Variation(s): liberties

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Brainstorming Links	chart paper, chalkboard, or whiteboard	10
	Essential Background Information or Terms		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Liberty and Justice for ALL?		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Equally		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Image Review/Writing	chart paper, chalkboard, or whiteboard	20



Liberty and Justice for ALL?

11A

Introducing the Read-Aloud

10 minutes

Brainstorming Links

Ask students who they have been learning about. (mostly American men who were important to the development of America before, during, and after the war) Then tell them that today they will learn more about others who were living in America at the same time: women, African Americans, and Native Americans. Tell them that they are going to brainstorm some ideas of what these groups of people might have been doing while others were fighting and planning their independence from Great Britain.

On chart paper, a chalkboard, or a whiteboard draw three circles, each with spokes coming out from it. Label the circles as follows: 'Women,' 'African Americans,' and 'Native Americans'. Working on one circle at a time, ask students to tell what they think they know about how each of the groups spent their days during this period of American history. For example, someone might remember that Native Americans traded with and helped the new settlers, that people from Africa were brought over as indentured servants and later as slaves for the colonists, or that Betsy Ross was a seamstress.

Essential Background Information or Terms

Tell students that they have heard a lot of big words in this domain and in today's read-aloud they will hear more words that may be unfamiliar to them. Two of these words are very important in understanding the story of our country, or nation, the United States: *liberty* and *justice*. Tell them that *liberty* means freedom and that the war against Great Britain was fought so that Americans could be free citizens, able to make their own laws. Have students say the word *liberty* with you, and then tell them *liberty* means freedom. Tell them that *justice* means treating others

fairly and that the war was fought in part to ensure that the laws they made were fair for everyone. Have students say the word *justice* with you, and then tell them *justice* means fairness. So *liberty* and *justice* are the same as *freedom* and *fairness*.

Purpose for Listening

Tell students to keep these two words, *liberty* and *justice*, in mind as they listen to the read-aloud. Tell them to think about all three groups—women, African Americans, and Native Americans—and to decide whether these people were given liberty and justice, freedom and fairness, when the United States was a new country.



Liberty and Justice for ALL?

◀ Show image 11A-1: Declaration of Independence

Life, liberty, and the pursuit of happiness. Where have you heard those words before? Listen again and see if you remember who wrote these words:

- 1 [Pause and repeat the question.]
Who wrote those important words?
Hint: He was a Founding Father and wonderful writer, he lived at Monticello, and he became the third president.

*We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.*¹



◀ Show image 11A-2: Thomas Jefferson

Thomas Jefferson wrote them as part of our Declaration of Independence. Remember how the Founders felt that they were being treated unfairly by the British? They did not feel that they were being treated **equally**, or the same as, the British on the other side of the ocean.² The colonists wanted **liberty**, or freedom, from the rules of the British.³ And so, when Jefferson sat down to write these famous words, he wanted to make sure that the new American nation would treat its people fairly.

- 2 or the British who actually lived in the country of Great Britain
3 What were the British doing that the Americans felt was so unfair?



◀ Show image 11A-3: Constitutional Congress

Again, when the Founders met to write our Constitution of the United States, they wrote about liberty and **justice**. When we hold our hands over our hearts and pledge allegiance to our country today, our final words are “with liberty and justice for all.” These are important words written by our Founders, but not all people were treated fairly in the American colonies.⁴

- 4 Can you think of anyone who was not being treated fairly, or with justice, in the American colonies?

Let’s look back at the 1700s, during and after the war, when the Founders were busy writing these important words. Whom did they mean by we when they wrote in the Constitution, “We, the People of the United States . . .”? Some people say they must have just been thinking about themselves, a group of white men

who made the laws of the land. Were they forgetting the other people on the continent—Native Americans who had lived there the longest, women, and African American slaves? These were very smart men, writing words that they knew would be read and reread by others for many years to come. They were writing for the future. Nevertheless, it is true that not everyone in colonial times was treated equally, and even today people are still seeking liberty and justice for all.



← **Show image 11A-4: Deborah Samson**

During the Revolutionary War, women had different roles than they have today. Although today many women serve in our military and help protect us by fighting in wars, this wasn't the case during the Revolutionary War. Some women wanted to be soldiers, but they were not allowed to join the army.⁵ We know that some women actually disguised themselves by dressing like men so they could fight alongside them.⁶ One of the most famous of these women was Deborah Samson, who fought in the war under the name of Robert Shurtleff. Women also were not allowed to vote, and in fact, all women did not receive the right to vote in America for nearly one hundred and fifty years after the Constitution was written!⁷ Was that liberty and justice for *all*?

- 5 Why do you think they weren't allowed to fight? Do you think that was fair?
- 6 [Point to the picture of Deborah Samson.]
- 7 Remember, one reason that the war was fought was because the colonists felt it was unfair that they could not vote in the British Parliament, and yet women were not able to vote in their own land. Do you think that was fair?



← **Show image 11A-5: Cotton field**

There were many people from Africa who were brought to America as slaves for the colonists. When the colonists decided to fight for their freedom from Great Britain, they themselves were keeping freedom from a large number of African slaves, because the slaves did not have the freedom to choose how to live their lives. Slavery was especially common in the South, where huge plantations had large amounts of land to farm, and colonists depended upon the work of the slaves.⁸ In the New England and Middle states, slavery started to disappear after the Revolutionary War, but it continued for a long time in the South, where these large farms were located. Slaves also were not allowed to vote. Was that liberty and justice for *all*?

- 8 [Point to the image.] Can you imagine how difficult it was to harvest, or pick, crops like the cotton shown in this image before there were machines to do it?



← **Show image 11A-6: Native Americans in colonial times**

For a long time, Native Americans lived on the North American continent alone, yet life for them began changing when the first European explorers arrived hundreds of years before the Revolutionary War. You will remember that some of them chose to help the colonists and trade with them when they first arrived. However, it wasn't long before the colonists started exploring lands to the west, pushing Native Americans off their land. Native Americans also were not allowed to vote. Was that liberty and justice for *all*?



← **Show image 11A-7: Saying the Pledge of Allegiance**

So what do you think? Was the decision of our nation's Founders to fight a six-year war for independence a wise decision? It probably was. The government they set up two hundred years ago has served as a model for the rest of the world ever since. It was certainly not fair to all people in the early years, and there are still many ways in which it can be improved, but it is up to us—*WE, THE PEOPLE*—to make each day a better day for all of us. After all, liberty and justice have a lot to do with how we treat one another every day.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* What are the two big words that you were listening for in the read-aloud? (liberty and justice)
2. *Literal* The Declaration of Independence of the new nation states that “. . . all Men are created equal . . . “ What groups of people that you heard about were not given certain rights at the time that the Declaration was written? (women, African American slaves, and Native Americans)
3. *Inferential* If a woman wanted to fight in a battle, what did she have to do? (dress in disguise) In what ways were women not given liberty or justice? (They were not able to fight for their country and were not allowed to vote.)

4. *Inferential* In what ways were African American slaves not given liberty or justice? (They didn't have freedom and were not allowed to vote.)
5. *Inferential* In what ways were Native Americans not given liberty or justice? (They were pushed off their lands and were not allowed to vote.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you have discussed with your neighbor.

6. *Evaluative Think Pair Share:* The title of today's read-aloud is a question: "Liberty and Justice for *all*?" Why do you think the author chose this title? (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Equally

5 minutes

1. In the read-aloud you heard, "[The Founders] did not feel that they were being treated *equally*, or the same as, the British on the other side of the ocean."
2. Say the word *equally* with me.
3. *Equally* means treating someone exactly the same as another, or dividing something into parts that are the same size or amount.
4. I divided the pie equally among all the people at the table.
5. Tell about how you or others treat people equally or how you may have divided something equally among friends. Try to use the word *equally* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I shared _____ equally among my classmates."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name two groups of people. If you think that they are treated equally, or the same, say, “They are treated equally.” If you don’t think that they are treated the same, say, “They are not treated equally.” Explain why. (Answers may vary for all.)

1. parents and children
2. girls and boys
3. students and teachers
4. brothers and sisters

[Use students’ varied opinions to discuss how differently the word *equally* may be interpreted. How one person defines *equal* may not be the same as another. Hence, our Founders defined *equally* differently for slaves, women, and Native Americans.]



Complete Remainder of the Lesson Later in the Day



Liberty and Justice for ALL?

11_B

Extensions

20 minutes

Image Review/Writing

Tell students that as a class, they are going to write a short retelling of the read-aloud you have just read. One by one, show the following images from the story:



← Show image 11A-1: Declaration of Independence



← Show image 11A-4: Deborah Samson



← Show image 11A-5: Cotton field



← Show image 11A-6: Native Americans in colonial times

When you show an image, brainstorm ideas for a sentence that explains what is happening in that picture. Explain that you are going to write down what the students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and also tell them that that you will read the words to them. Write the sentence on a piece of chart paper, a chalkboard, or a whiteboard and then read it to the class.

After writing sentences about the four images, model for the students how to write a concluding sentence. Reread the entire paragraph to the class.

✈ Above and Beyond: For any students who are ready to do so, they may write their own sentences.



What Do a Flag, a Bell, and an Eagle Have in Common?

12

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify the U.S. flag, the Liberty Bell, and the bald eagle
- ✓ Explain the significance of the flag, the Liberty Bell, and the bald eagle as U.S. symbols

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify the main topic of “What Do a Flag, a Bell, and an Eagle Have in Common?” and retell key details of the informational read-aloud (RI.1.2)
- ✓ Describe the connections between a flag, a bell, and an eagle (RI.1.3)
- ✓ Describe an illustration of a turkey and a bald eagle and use pictures and detail in “What Do a Flag, a Bell, and an Eagle Have in Common?” to describe the read-aloud’s key ideas (RI.1.7)
- ✓ Plan and draft an informative/explanatory text that presents information about our nation’s symbols from “What Do a Flag, a Bell, and an Eagle Have in Common?” (W.1.2)
- ✓ Add drawings to descriptions of our nation’s symbols to clarify ideas, thoughts, and feelings (SL.1.5)

- ✓ Prior to listening to “What Do a Flag, a Bell, and an Eagle Have in Common?” orally predict what the main topic is of the read-aloud, and then compare the actual outcomes to predictions
- ✓ Share writing with others

Core Vocabulary

bald eagle, n. The national bird of the United States

Example: The bald eagle is native to North America.

Variation(s): bald eagles

Liberty Bell, n. The bell that was rung to call people to meetings in Philadelphia; one of the symbols of the United States

Example: You can recognize the Liberty Bell by the large crack down its side.

Variation(s): none

seal, n. An official image or mark


Example: The teacher put her personal seal on each of the papers so the students knew who graded them.

Variation(s): seals

symbols, n. Images or objects that represent something else

Example: The letters of the alphabet are symbols for sounds that we hear.

Variation(s): symbol

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Making Predictions About the Read-Aloud		10
	Purpose for Listening		
Presenting the Read-Aloud	What Do a Flag, a Bell, and an Eagle Have in Common?		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Symbols	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Vocabulary Instructional Activity: Revolution	drawing paper, drawing tools	20
	Domain Review	story chart created in previous lessons; Image Cards 1–16	



What Do a Flag, a Bell, and an Eagle Have in Common?

12^A

Introducing the Read-Aloud

10 minutes

Making Predictions About the Read-Aloud

Tell students the title of today's read-aloud: "What Do a Flag, a Bell, and an Eagle Have in Common?" Ask them to make predictions about what they think the topic, or main idea, of the read-aloud will be.

Purpose for Listening

Tell students to listen carefully to find out if their predictions are correct.



What Do a Flag, a Bell, and an Eagle Have in Common?

← Show image 12A-1: American symbols

1 [Pause for students' responses.]

What do a flag, a bell, and an eagle have in common with each other? ¹ All three are **symbols** of the United States of America. A symbol is a sign that everybody recognizes and stands for something else.



← Show image 12A-2: Stop sign²

2 What does this symbol stand for?

People see a symbol and know what it stands for. For example, does your school have a mascot, logo, or banner—something that makes you think of your school every time you see it? Many sports teams have symbols. Can you think of any? We have symbols all around us. Before you even learned to read words, you probably learned to read symbols. Let's find out how a flag, a bell, and an eagle came to be symbols of, or represent, the United States of America.



← Show image 12A-3: Betsy Ross's flag

3 The word *stars* in this sentence means symbols with five or more points. The word *stars* may also mean objects in space that are made of burning gas and look like points of light in the night sky.

You already know a little bit about our flag from the legend of Betsy Ross. The flag with its circle of thirteen stars was not the first flag to be flown in America. ³ During the early days of exploration, flags of many different countries were used to represent land claims. The first official flag of our nation was the one you learned about, flown on Independence Day—July 4, 1776—and adopted by the Continental Congress a year later, on June 14, 1777. Do you remember what the thirteen stars and stripes stood for? ⁴ Yes, they were symbols for the thirteen colonies that became thirteen states.

4 [Pause for student responses.]



← Show image 12A-4: Current American flag

As the country grew, more states were added. With each new state, a new star was added to the flag. Pretty soon, there were too many stars to fit in a circle, so the patterns changed over the

- 5 How many of those original thirteen colonies can you name? [Use the stripes of the flag to count off as the students name a few.]



← **Show image 12A-5: Liberty Bell**

years. Now we have fifty states and fifty stars arranged in rows, still on a blue background like the original flag. The same thirteen red and white stripes remain as reminders of the original thirteen colonies.⁵ June 14 is National Flag Day in the United States, but our flag is flown every day all across America, from the Atlantic to the Pacific Ocean, as a symbol of the land of freedom.

- 6 You learned that *liberty* is another word for freedom, but why do you think this bell was chosen as a symbol of freedom? Let's find out.



← **Show image 12A-6: Bell being rung**

It is pretty easy to understand how the Stars and Stripes became a symbol for our nation, but what about a bell? The **Liberty Bell**, another well-known symbol, is actually older than the United States itself.⁶ In 1751, the mostly copper bell was made in Great Britain and shipped to Philadelphia where it was rung to call people to meetings in the town square.

According to legend, the Liberty Bell may have been rung from the State House steeple after the Declaration of Independence was first read in July of 1776, but we don't know for sure. During the Revolution, the colonists feared that the British might melt down the bell for cannonballs, so it was moved and hidden in a town north of Philadelphia until the war ended.



← **Show image 12A-7: Liberty Bell**

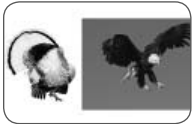
Over the years, the bell cracked and was repaired several times. It was rung for the last time on George Washington's birthday in 1846 when it cracked beyond repair. Today, the bell sits outside Independence Hall in Philadelphia. It is only about three feet tall,⁷ but it weighs as much as a hippopotamus! If you visit the Liberty Bell, be sure to look for the words of freedom, taken from the Bible and written on its side: "Proclaim liberty throughout all the land and unto all the inhabitants thereof" (Leviticus 25:10).

- 7 [Show students about how tall three feet is.]



← **Show image 12A-8: Bald eagle**

So, we have a flag and a bell. The third symbol is a **bald eagle**, a large bird of prey with a white head and tail, found only in North America. Who chose the American bald eagle as a symbol of our country? To find out, we must return once more to our friends Thomas Jefferson and Benjamin Franklin.



← **Show image 12A-9: Turkey and bald eagle**⁸

8 What do you see in this picture?

9 A seal is an official image or mark.
A seal is also a symbol.

10 Why do you think Franklin wanted to use the turkey as a symbol of our country?

When the Second Continental Congress met and declared independence from Great Britain, they also decided that they needed an official **seal**.⁹ Benjamin Franklin, Thomas Jefferson, and John Adams met to design the seal. They talked about using an eagle on the seal but Franklin said, “No! I don’t agree. I think that a turkey would be a much better symbol of our country than an eagle!”¹⁰ As there was not much time, the men only agreed on part of the seal that year, a statement that read “E Pluribus Unum” which, in Latin, means “out of many, one.” They chose this saying because they were making *one* nation out of *many* separate states.



← **Show image 12A-10: United States seal**

11 [As you read the description of the seal, point to the appropriate parts of the seal.]

12 Why do you think there are thirteen arrows and thirteen stars on the seal?

It was not until six years later, in 1782, that the bald eagle—a symbol of long life, strength, and freedom—was officially added to the seal.¹¹ On the seal, the eagle holds an olive branch for peace in one of its talons; in the other, it grips a bundle of thirteen arrows, symbolizing the power of war. Covering its breast is a shield of red and white stripes, and around its head, a crest with thirteen stars.¹² If you look carefully, you might be able to read the words written on the scroll in its bill: “E Pluribus Unum,” out of many, one.



← **Show image 12A-11: American symbols**

Now that you know what to look for, try being a symbol detective. As you go through your day, be on the lookout for flags, bells, and eagles: symbols of freedom, and reminders of our country’s Founders, who fought for our freedom long ago.

Comprehension Questions

10 minutes



← **Show image 12A-4: Current American flag**

1. *Evaluative* What do a flag, a bell, and an eagle have in common? (They are all symbols of our country.) Were your predictions about the topic of the read-aloud correct? (Answers may vary.) What was the main topic, or main idea, of the read-aloud? (Our nation has many symbols, including a flag, a bell, and an eagle. This read-aloud discussed why those three items are symbols of our nation.)



← **Show image 12A-5: Liberty Bell**

2. *Inferential* What is this? (current flag) How and why has our flag changed in appearance over the years? (It has added more stars because more states have been added; there are now fifty stars instead of thirteen.)
3. *Literal* What is this? (the Liberty Bell)
4. *Literal* Why was the Liberty Bell moved from Philadelphia during the Revolutionary War? (The colonists were afraid that the British would melt it down for cannonballs.)
5. *Evaluative* Why do you think the Liberty Bell cracked? (Answers may vary.)



← **Show image 12A-8: Bald eagle**

6. *Literal* What is this? (a bald eagle)
7. *Inferential* The turkey is a symbol of what important American holiday? (Thanksgiving) If Benjamin Franklin had gotten his way and the turkey had become the symbol of our nation, how may that have changed our Thanksgiving meals? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Talk with your neighbor about places where you have seen the three symbols discussed today, or which one you would most like to see. (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Symbols

5 minutes

1. In the read-aloud you heard, "All three are *symbols* of the United States of America."
2. Say the word *symbols* with me.
3. Symbols are images used to represent something else.
4. Letters of the alphabet are symbols of the sounds we use to speak.
5. Tell about some symbols that you know about. Try to use the word *symbols* in your sentence. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ are symbols for _____."]
6. What is the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: Choose one of the nation's symbols that you have learned about. First, draw a picture of the symbol. Then write a sentence about the symbol or tell why it is your favorite. [Some students may need to dictate their sentences to an adult, whereas others may be able to write independently. Have students share their pictures and writing with a partner or the class.]



Complete Remainder of the Lesson Later in the Day



What Do a Flag, a Bell, and an Eagle Have in Common?

12_B

Extensions

20 minutes

↔ Vocabulary Instructional Activity

Word Work: Revolution

1. In the read-aloud you heard, “During the *Revolution*, the colonists feared that the British might melt down the bell for cannonballs, so it was moved and hidden in a town north of Philadelphia until the war ended.”
2. Say the word *revolution* with me.
3. A revolution is a sudden or complete change in something.
4. When the car was invented, it caused a revolution in the way people traveled from place to place.
5. Think about some other revolutions, or complete changes you know about. Try to use the word *revolution* in your sentence. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ was a revolution in . . .”]
6. What is the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: You have been hearing about the American Revolution, which was a sudden and complete change in the way our country was ruled. You learned about several people who were important in the Revolution, and about some important events that took place in the Revolution. Please draw three things you think of when you think about the American Revolution. [Have students share their drawings with the class or with individual students and explain why they chose the images they did. Encourage them to use the word *revolution* when describing their drawings.]

Domain Review

Start the review by reading the story chart that students helped write during previous lessons about the founding of our country.

Then gather together all sixteen Image Cards from the domain. Hand one card to each of sixteen students. Ask each student holding a card, one by one, to tell one thing that was learned about his/her image. If students give one-word descriptions and/or fail to use read-aloud or domain vocabulary in their discussion of each Image Card, acknowledge correct responses by expanding the students' responses using richer and more complex language.

Once all students have had the opportunity to share, redistribute the cards and have a second group of students add something new about each image. Redistribute until all students in the class have had the chance to contribute. Be sure to tell students to listen carefully to their classmates so that information is not repeated. Encourage students to use domain vocabulary as they tell about each card.



Domain Review

DR

Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Identify the early English settlements on Roanoke Island and at Jamestown as colonies that were established before the Pilgrims landed at Plymouth Rock
- ✓ Explain that the first Africans in the English colonies came to Jamestown as indentured servants, not slaves
- ✓ Locate the thirteen original colonies
- ✓ Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation
- ✓ Describe the Boston Tea Party
- ✓ Explain the significance of Paul Revere's ride
- ✓ Identify "one, if by land, and two, if by sea"
- ✓ Identify Minutemen, Redcoats, and "the shot heard round the world"
- ✓ Describe the contributions of George Washington as Patriot and military commander
- ✓ Describe the contributions of Thomas Jefferson as Patriot, inventor, writer, author of the Declaration of Independence, and the third president of the United States
- ✓ Describe the contributions of Benjamin Franklin as Patriot, inventor, and writer
- ✓ Explain the significance of the Declaration of Independence

- ✓ Identify “We hold these truths to be self-evident, that all men are created equal . . .” as a part of the Declaration of Independence
- ✓ Explain the significance of The Fourth of July
- ✓ Retell the legend of Betsy Ross and the flag
- ✓ Identify Martha Washington as the wife of George Washington
- ✓ Describe the contributions of George Washington as first president of the United States
- ✓ Identify Washington, D.C., as the nation’s capital
- ✓ Explain that the nation’s capital, Washington, D.C., was named after George Washington
- ✓ Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen colonies in America to independence as a nation
- ✓ Identify the U.S. flag, the Liberty Bell, and the bald eagle
- ✓ Explain the significance of the flag, the Liberty Bell, and the bald eagle as U.S. symbols

Review Activities

Image Review

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

Image Card Review

Materials: Image Cards 9–16

Hold Image Cards 9–16 in your hand, fanned out like a deck of cards. Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the Liberty Bell, a student may say, “This is something that may have been rung in Philadelphia after the Declaration of Independence was signed.” The rest of the class will guess what person or object is being described. Proceed to another card when the correct answer has been given.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book that focuses on the important people or symbols of the United States; refer to the books listed in the Introduction. You may also have students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *almanac*. Have them brainstorm everything that comes to mind when they hear the word, such as “a book with a calendar in it, the only book in many colonial homes, *Poor Richard’s Almanack*, Ben Franklin, etc.”

Riddles for Core Content

Ask students riddles such as the following to review core content:

- I invented a stove, bifocal glasses, a rocking chair, and many other things. Who am I? (Benjamin Franklin)
- I am one of the symbols of the United States, and I can be seen outside Independence Hall in Philadelphia. What am I? (the Liberty Bell)
- I am the bird on the the U.S. seal. What am I? (a bald eagle)
- I left my home at Monticello to become the third president of the United States. Who am I? (Thomas Jefferson)
- I am the day that firework displays light the skies of American cities as people celebrate Independence Day. What day am I? (The Fourth of July)
- I am a symbol of the United States that has fifty stars and thirteen stripes. What am I? (the U.S. flag)

Class Book: The Birth of Our Nation

Materials: Drawing paper, drawing tools

You may have already begun a class book with students earlier in the domain. If so, continue to work on the book. Otherwise, tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about the people they have met in this domain: George Washington, Thomas Jefferson, Benjamin Franklin, Native Americans, African Americans, and women. Have each student choose one person or group of people to draw a picture of, and then ask them to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

You Were There: People Who Made a Difference

Have students pretend that they are one of the people that lived in America during its struggle for independence from Great Britain. Ask students to describe who they are and what they did. For example, for George Washington, students may talk about his role as a commander, leading men into battle at Trenton, Valley Forge, and Yorktown.



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *A New Nation: American Independence*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *A New Nation: American Independence*.

10 Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Government:** The government is the group of people who makes decisions and laws for a larger group of people. (smiling face)
2. **Representatives:** Representatives are the people we send to speak for us in the government. (smiling face)
3. **Spies:** Spies need to work quietly so the people they are watching don't see them. (smiling face)
4. **Declaration of Independence:** The Declaration of Independence is a song that was written by the King of Great Britain. (frowning face)
5. **The Stars and Stripes:** The Stars and Stripes is the name given to a poem the American colonists wrote. (frowning face)

6. **Capital:** Washington, D.C., is the capital of the United States. (smiling face)
7. **President:** The president of the United States is a very important leader of our government. (smiling face)
8. **Justice:** When people receive justice, it means they are treated fairly. (smiling face)
9. **Bald Eagle:** The bald eagle is a national symbol for the King of Great Britain. (frowning face)
10. **Symbols:** The letters of our alphabet are symbols for sounds we hear. (smiling face)

Directions: I am going to read more sentences using other words you have heard in the read-alouds. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Freedoms:** People usually get more freedoms, or rights, as they get older. (smiling face)
12. **Independent:** Someone who is independent needs help to do everything. (frowning face)
13. **Struggled:** The mountain climbers struggled to climb the very high mountain. (smiling face)
14. **Wise:** It is wise to go outside on a very cold day with short sleeves. (frowning face)
15. **Anniversary:** The Fourth of July is an important anniversary Americans celebrate every year. (smiling face)

10 Part II (Instructional Master DA-2)

Directions: I will read a sentence about what you have been learning about the birth of the United States. If what I say is correct, you will circle the smiling face. If what I say is not correct, you will circle the letter frowning face.

1. There were thirteen British colonies in North America. (smiling face)
2. The Declaration of Independence was written by Thomas Jefferson to declare independence from Great Britain. (smiling face)
3. The Boston Tea Party was a fancy party where the colonists and the king of Great Britain sat down and drank tea together. (frowning face)
4. Paul Revere made his ride to warn the colonists that the Redcoats were coming. (smiling face)
5. “One, if by land, and two, if by sea” was a song that the Redcoats sang when they were marching. (frowning face)
6. The Fourth of July is a national holiday to celebrate the approval of the Declaration of Independence. (smiling face)
7. According to legend, Betsy Ross refused to make a flag for the new nation. (frowning face)
8. The “shot heard round the world” was the end of the fighting between the Minutemen and Redcoats. (frowning face)
9. “We hold these truths to be self-evident, that all men are created equal . . .” are the beginning words of the Declaration of Independence. (smiling face)
10. Our nation’s capital, Washington, D.C., was named for Thomas Jefferson. (frowning face)
11. Native Americans, African Americans, and women were not given the same freedoms that colonial men enjoyed in colonial America. (smiling face)
12. The original thirteen colonies became the first thirteen states of the United States of America. (smiling face)

10 Part III (Instructional Master DA-3)

Directions: I will read a sentence about what you have been learning about the people who played important roles in the birth of the United States. I will also read some sentences about symbols of the United States. Listen to the sentence that I read. Then look at the three pictures in the row. Circle the picture or pictures that the sentence describes.

1. I was commander in chief of the Continental Army that defeated the British army at Yorktown, winning the war for the Americans. (George Washington)
2. I invented many things, including bifocal glasses, the rocking chair, and the lightning rod. (Benjamin Franklin)
3. I left Monticello to become the third president of the United States. (Thomas Jefferson)
4. I loved spending time at Mount Vernon with my wife, Martha. (George Washington)
5. I wrote the Declaration of Independence. (Thomas Jefferson)
6. I wrote wise sayings and included them in my famous book, *Poor Richard's Almanack*. (Benjamin Franklin)
7. I was the first president of the United States of America. (George Washington)
8. We were Patriots and Founding Fathers who signed the Declaration of Independence. (George Washington, Benjamin Franklin, and Thomas Jefferson)
9. Circle the Liberty Bell.
10. Circle the bald eagle.

[You may also ask students to use the back of the paper to draw a picture of and write about the most interesting thing they learned during the course of this domain.]



Culminating Activities



Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

Enrichment

On Stage: George Washington, Thomas Jefferson, Benjamin Franklin

Have a group of students plan and then act out roles played by the important founders discussed in this domain. They may choose to have all three men talking together at the Continental Congress,

or focus on one man alone, such as Benjamin Franklin and his experiment with electricity.

Letters to People Who Made a Difference

Have students choose people introduced in this domain about whom they wish they knew more. Ask them to brainstorm a list of questions they would ask that person. Then have them write letters using their lists of questions as starting points.

Symbol Search

Have students go on a symbol walk, searching for the three symbols of freedom introduced in this domain: the eagle, the flag, and the Liberty Bell. Students may also search books for these symbols.

Yankee Doodle

Sing the verses from the song “Yankee Doodle,” and review the meanings of each verse. Have students form a marching band, pretending to be colonial soldiers. Another option is to have students listen to the recording of “Yankee Doodle” and draw what comes to mind as they hear the lyrics of the song. Have students share their drawings with the class.

For your convenience, here are the song lyrics:

Yankee Doodle went to town

A-riding on a pony.

Stuck a feather in his cap

And called it macaroni.

Father and I went down to camp

Along with Captain Gooding,

And there we saw the men and boys

As thick as hasty pudding.

*And there was General Washington
Upon a slapping stallion,
A-giving orders to his men,
I guess ther was a million.*

Refrain:

*Yankee Doodle, keep it up,
Yankee Doodle dandy,
Mind the music and the step,
And with the girls be handy.*

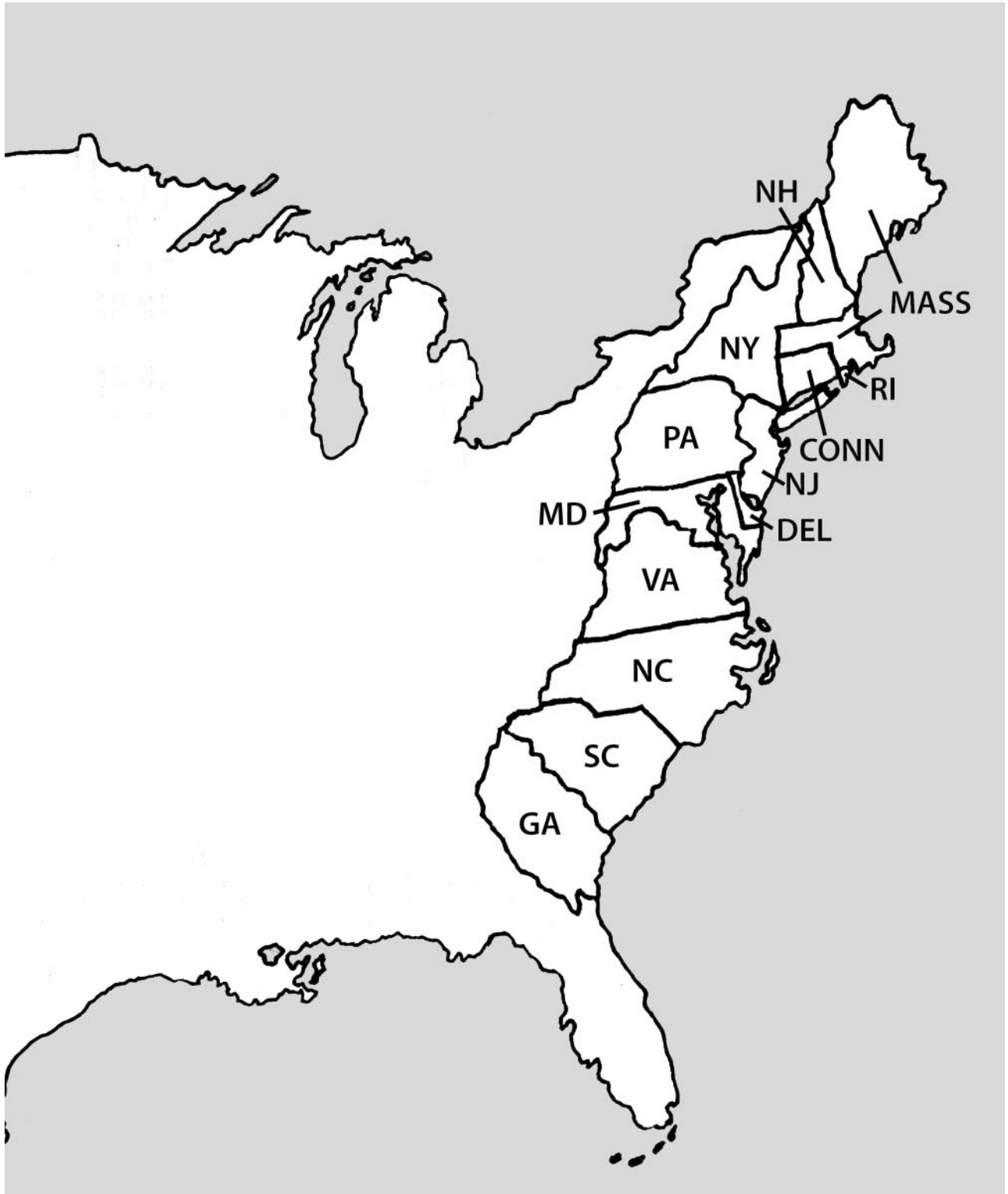
You Were There: People Who Made a Difference

Have students pretend that they are one of the people that lived in America during its struggle for independence from Great Britain. Ask students to describe who they are and what they did. For example, for George Washington, students may talk about his role as a commander, leading men into battle at Trenton, Valley Forge, and Yorktown.

For Teacher Reference Only:
Copies of *Tell It Again! Workbook*



Directions: Color the thirteen original colonies in North America. On the back of the paper, write a sentence about what you have learned about the thirteen colonies.



Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. The page contains ten sets of these three-line guides.



Dear Family Member,

During the next several days, your child will be learning about the events that led to the birth of the United States of America. S/he will learn about the thirteen original colonies, the Boston Tea Party, Paul Revere's ride, the Declaration of Independence, and the legend of Betsy Ross. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about this period of American history.

1. Where Are We?

On a U.S. map, have your child locate the thirteen original colonies in America. Share with each other any knowledge that you have of this area. (If you do not have a map, you may check one out from the library.)

2. Draw and Write

Have your child draw and/or write about what has been learned about these events and then share the drawing and/or writing with you. Ask questions to keep your child using the vocabulary learned at school.

3. If You Had Been There

With your child, imagine what it would have been like to have been at one of the following events: Boston Tea Party, Paul Revere's ride, signing of the Declaration of Independence, or sewing of the flag. Talk about what you would have seen and heard and how you would have felt.

4. Read Aloud Each Day

It is very important that you read to your child each day. The local library has many books on the history of the United States as a new nation, and a list of books and other resources relevant to this topic is attached to this letter.

5. Sayings and Phrases: Let the Cat Out of the Bag

Your child will be learning the saying "let the cat out of the bag." Talk with your child about the meaning of this saying and when it may or may not be appropriate to reveal a secret.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

Recommended Resources for A New Nation: American Independence

Trade Book List

1. *The Fourth of July Story*, by Alice Dalgliesh and illustrated by Marie Nonnast (Aladdin, 1995) ISBN 978-0689718762
2. *American Revolution: A Nonfiction Companion to Revolutionary War on Wednesday*, by Mary Pope Osborne and Natalie Pope Boyce and illustrated by Sal Murdocca (Random House Books for Young Readers, 2004) ISBN 978-0375823794
3. *The Bald Eagle (American Symbols)*, by Norman Pearl and illustrated by Matthew Thomas Skeens (Picture Window Books, 2007) ISBN 978-1404826458
4. *The Bald Eagle (Symbols of Freedom)*, by Tristan Boyer Binns (Heinemann, 2001) ISBN 978-1588104021
5. *Betsy Ross*, by Alexandra Wallner (Scholastic, 1999) ISBN 978-0439072250
6. *Boston Tea Party*, by Pamela Duncan Edwards and illustrated by Henry Cole (Putnam Juvenile, 2001) ISBN 978-0399233579
7. *From Colonies to Independence*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050102
8. *George Washington (Welcome Books)*, by Philip Abraham (Children's Press, 2002) ISBN 978-0516236032
9. *George Washington*, by Ingri and Edgar Parin d'Aulaire (Beautiful Feet Books, 1996) ISBN 978-0964380318
10. *The Hatmaker's Sign: A Story by Benjamin Franklin*, retold by Candace Fleming and illustrated by Robert Andrew Parker (Scholastic, 2000) ISBN 978-0531071748
11. *Independent Dames: What You Never Knew About the Women and Girls of the American Revolution*, by Laurie Halse Anderson and illustrated by Matt Faulkner (Simon & Schuster Books for Young Readers, 2008) ISBN 978-0689858086

12. *The Liberty Bell (American Symbols)*, by Mary Firestone and illustrated by Matthew Thomas Skeens (Picture Window Books, 2007) ISBN 978-1404834675
13. *Now and Ben: The Modern Inventions of Benjamin Franklin*, by Gene Barretta (Square Fish, 2008) ISBN 978-0312535698
14. *Paul Revere's Ride*, by Henry Wadsworth Longfellow and illustrated by Ted Rand (Puffin, 1996) ISBN 978-0140556124
15. *A Picture Book of Benjamin Franklin*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1991) ISBN 978-0823408825
16. *A Picture Book of George Washington*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1990) ISBN 978-0823408009
17. *A Picture Book of Paul Revere*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1997) ISBN 978-0823412945
18. *A Picture Book of Thomas Jefferson*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1991) ISBN 978-0823408818
19. *Red, White, and Blue: The Story of the American Flag*, by John Herman and illustrated by Robin Roraback (Penguin Young Readers, 1998) ISBN 978-0448412702
20. *Revolutionary War on Wednesday (Magic Tree House #22)*, by Mary Pope Osborne and illustrated by Sal Murdocca (Random House Books for Young Readers, 2000) ISBN 978-0679890683
21. *Roanoke: The Lost Colony*, by G.S. Prentzas (Chelsea House Pub, 2011) ISBN 978-1604139709
22. *Saving the Liberty Bell*, by Megan McDonald and illustrated by Marsha Gray Carrington (Atheneum/Richard Jackson Books, 2005) ISBN 978-0689851674

Websites and Other Resources

Student Resources

1. Colonies Game
<http://www.purposegames.com/game/d4c1306c>
2. “Liberty’s Kids” Word Search
<http://libertyskids.com/wordsearch/index.html>
3. U.S. Symbols Matching Game
http://www.primarygames.com/holidays/july4/games/match_up/usa_match.htm

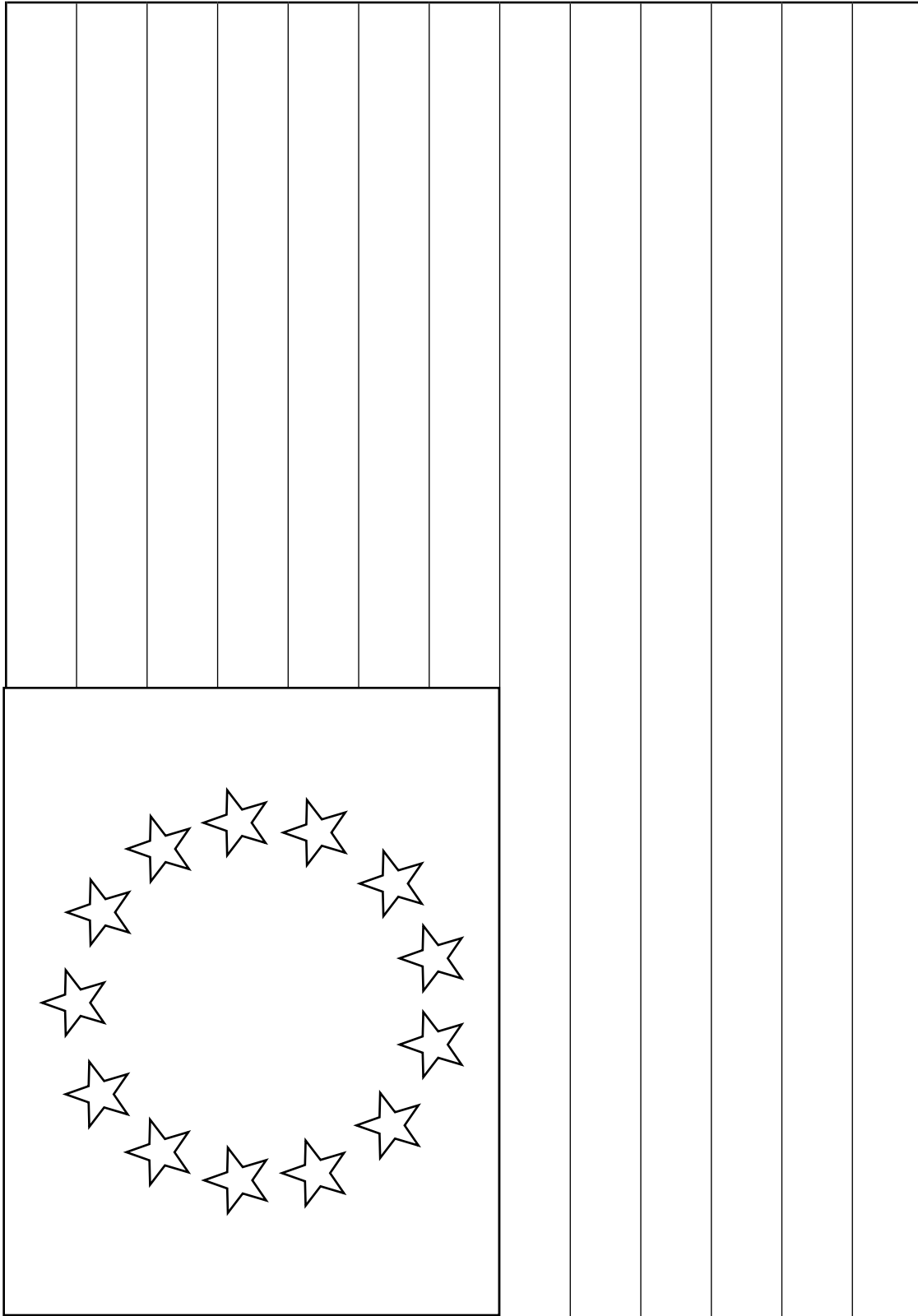
Family Resources

4. Fourth of July Printable Word Search
<http://www.apples4theteacher.com/word-finds/4th-of-july.html>
5. Patriot Symbols Lessons and Activities
<https://sites.google.com/a/solteacher.com/olteacher-com/home/first-grade-virginia-sol-resources/first-grade-social-studies/sol-1-11-patriotic-symbols>
6. School House Rock: “No More Kings”
<http://www.youtube.com/watch?v=t-9pDZMRCpQ>
7. School House Rock: “The Shot Heard Round the World”
<http://www.youtube.com/watch?v=Y6ikO6LMxF4>

Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	

Directions: Color the original flag of the United States. Remember that the white stars are on a blue background and the top stripe is red and then alternates with white. On the back of the paper, write a sentence about what you have learned about the original flag.

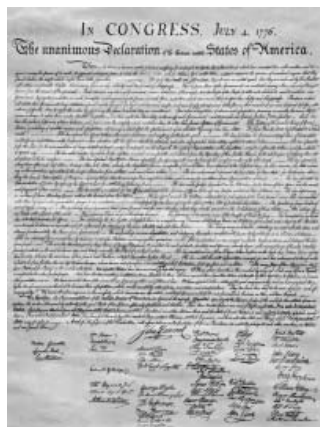


Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. The page contains ten sets of these three-line guides.

Directions: Number these images in the order in which the events occurred.

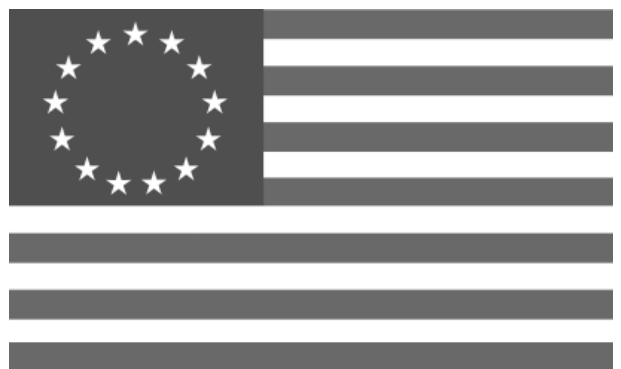










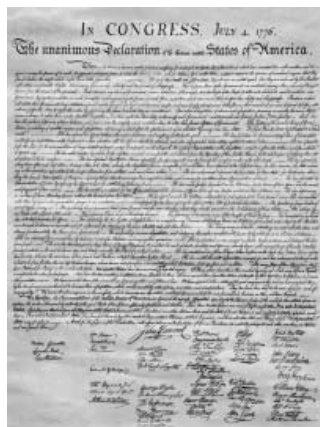




3



4



5



2



1



6

Directions: Number these images in the order in which the events occurred.



Dear Family Member,

I hope your child has enjoyed learning about some of the important events that led to the birth of the United States. Over the next several days, s/he will learn more about some of the key people who played significant roles during those events. Your child will learn about three special symbols representing America as a land of freedom. S/he will also learn that some people, both then and now, still struggle for freedom. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about George Washington, Benjamin Franklin, and Thomas Jefferson.

1. Money Detective: Search for the Founding Fathers

Look on coins and paper bills with your child to find images of the people s/he has been learning about. George Washington's face is on the one-dollar bill and on some quarters. Thomas Jefferson is on some nickels with his home, Monticello, appearing on the reverse. Jefferson is also pictured on the two-dollar bill with a picture of the signing of the Declaration of Independence on the opposite side. Benjamin Franklin appears on the one-hundred dollar bill!

2. Draw and Write

Have your child draw and/or write about what has been learned about the people and events leading up to the birth of our nation, and then share the drawing with you. Ask questions to keep your child using the vocabulary learned at school.

3. Symbol Walk

Take your child for a walk to look for one of the most prominent symbols of the United States, the U.S. flag. You might also set a greater challenge for yourselves by trying to find two other American symbols your child has learned about: the bald eagle and the Liberty Bell.

4. Read Aloud Each Day

It is very important that you read to your child each day. Please refer to the list of books and other resources sent home with the previous family letter, recommending resources related to the history of the United States as a new nation.

5. Sayings and Phrases: There's No Place Like Home/Never Leave Until Tomorrow What You Can Do Today

Your child will learn two common sayings, "there's no place like home," and "never leave until tomorrow what you can do today." Talk to your child about the meaning of these sayings, and try to use them in everyday speech.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

Directions: Listen to your teacher's instructions.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.





Directions: Listen to your teacher's instructions.

1.	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input checked="" type="radio"/>	<input type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input checked="" type="radio"/>
5.	<input type="radio"/>	<input checked="" type="radio"/>
6.	<input checked="" type="radio"/>	<input type="radio"/>
7.	<input checked="" type="radio"/>	<input type="radio"/>
8.	<input checked="" type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input checked="" type="radio"/>
10.	<input checked="" type="radio"/>	<input type="radio"/>

11.	<input checked="" type="radio"/>	<input type="radio"/>
12.	<input type="radio"/>	<input checked="" type="radio"/>
13.	<input checked="" type="radio"/>	<input type="radio"/>
14.	<input type="radio"/>	<input checked="" type="radio"/>
15.	<input checked="" type="radio"/>	<input type="radio"/>

Directions: Listen to your teacher's instructions.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



Directions: Listen to your teacher's instructions.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.		
12.		

Directions: Listen to the sentence read by the teacher. Circle the picture or pictures in each row that the sentence describes.

1.



G.W.



B.F.



T.J.

2.



G.W.



B.F.



T.J.

3.



G.W.



B.F.



T.J.

4.



G.W.



B.F.



T.J.

5.



G.W.



B.F.



T.J.

6.



G.W.



B.F.



T.J.

7.



G.W.



B.F.



T.J.

8.



G.W.



B.F.



T.J.

9.



10.



Directions: Listen to the sentence read by the teacher. Circle the picture or pictures in each row that the sentence describes.

1.



G.W.



B.F.



T.J.

2.



G.W.



B.F.



T.J.

3.



G.W.



B.F.



T.J.

4.



G.W.



B.F.



T.J.

5.



G.W.



B.F.



T.J.

6.



G.W.



B.F.



T.J.

7.



G.W.



B.F.



T.J.

8.



G.W.



B.F.



T.J.

9.



10.



Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

[illegible]

Tens Conversion Chart

		Number Correct																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Questions	1	0	10																			
	2	0	5	10																		
	3	0	3	7	10																	
	4	0	3	5	8	10																
	5	0	2	4	6	8	10															
	6	0	2	3	5	7	8	10														
	7	0	1	3	4	6	7	9	10													
	8	0	1	3	4	5	6	8	9	10												
	9	0	1	2	3	4	6	7	8	9	10											
	10	0	1	2	3	4	5	6	7	8	9	10										
	11	0	1	2	3	4	5	5	6	7	8	9	10									
	12	0	1	2	3	3	4	5	6	7	8	8	9	10								
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

The Word Work exercises are based on the work of Beck, McKeown, and Kucan in Bringing Words to Life (The Guilford Press, 2002).

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

EXPERT REVIEWER

J. Chris Arndt

WRITERS

Catherine S. Whittington

ILLUSTRATORS

Scott Hammond	2A-5, 3A-1, 4A-3, 4A-6, 5A-2, 5A-4, 5A-5, 5A-7, 5A-8
Jed Henry	3A-3, 3A-4, 5A-1, 6A-1, 8A-1, 9A-4
Dustin MacKay	1A-3, 1A-4
Steve Morrison	Cover
Mary Parker	1A-2
Michael Parker	1A-6
Carolyn Wouden	11A-6

PHOTOGRAPHS

Library of Congress	1A-8, 2A-3, 2A-7, 2A-8a, 3A-2, 3A-5, 3A-6, 4A-2, 4A-5, 6A-2, 6A-4, 6A-5, 7A-3, 7A-4, 8A-2, 8A-3a, 8A-4, 8A-6, 9A-2, 9A-3, 9A-7, 10A-1, 10A-4a, 10A-4b, 11A-2, 11A-3, 11A-4, 12A-6
Wikimedia / Urban	2A-6



A New Nation: American Independence

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
GRADE 1

The Core Knowledge Foundation
www.coreknowledge.org