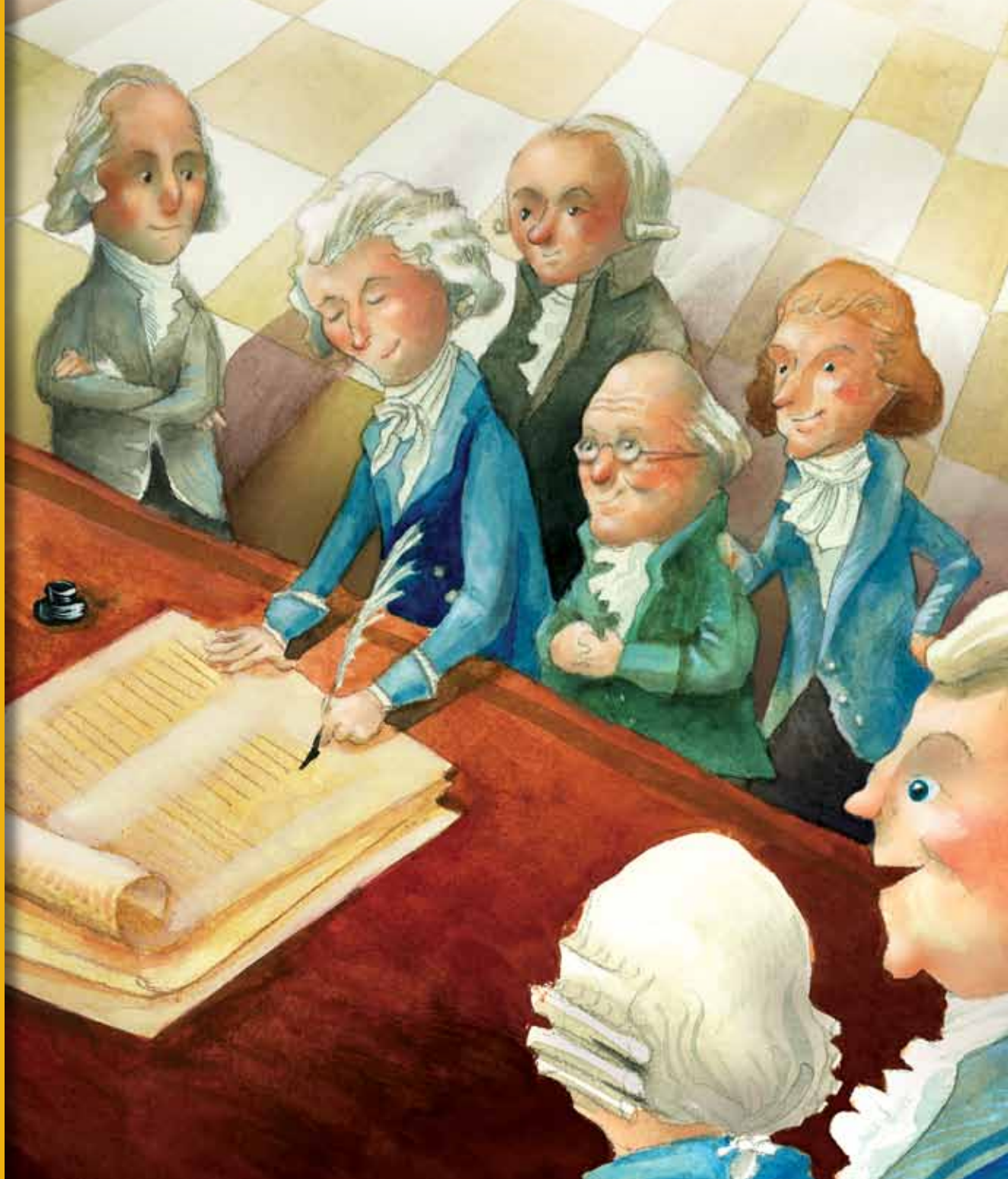
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1 grade ELA & Literacy Curriculum

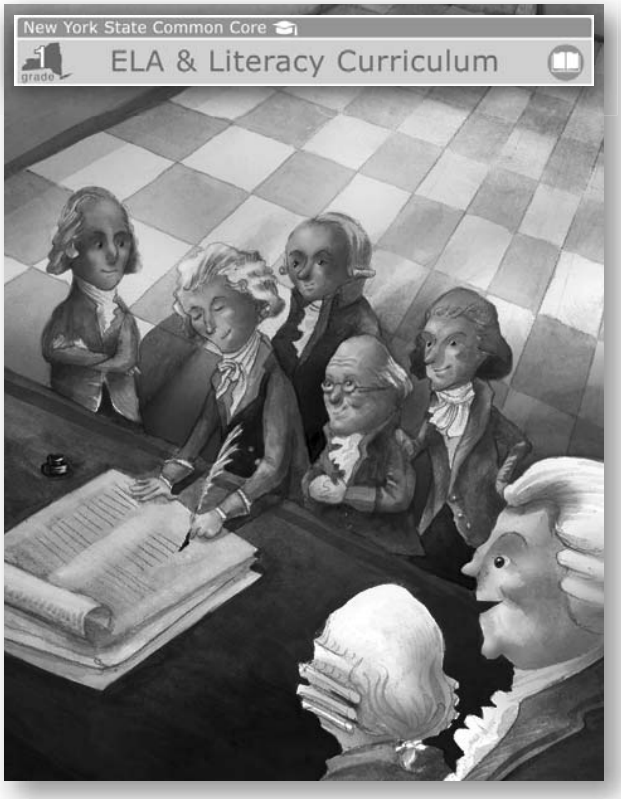
A New Nation
AMERICAN INDEPENDENCE
Tell It Again!™ Read-Aloud Supplemental Guide



Core Knowledge Language Arts® • New York Edition • Listening & Learning™ Strand

GRADE 1

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A New Nation

AMERICAN INDEPENDENCE

Transition Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

GRADE 1

Core Knowledge Language Arts®
New York Edition

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AMERICAN INDEPENDENCE

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Preface to the Transition Supplemental Guide

This preface to the *Transition Supplemental Guide* provides information about the guide's purpose and target audience, and describes how it can be used flexibly in various classroom settings.

Please note: The *Supplemental Guides* for the first three domains in Grade 1 contain modified read-alouds and significantly restructured lessons with regard to pacing and activities. These early *Supplemental Guides* provided step-by-step, scaffolded instruction with the intention that students receiving instruction from teachers using the *Supplemental Guide* for the first part of the year would be ready to participate in regular Listening & Learning lessons, and that teachers who have used the *Supplemental Guide* for the first part of the year would be equipped with the instructional strategies to scaffold the lessons when necessary. This shift from the full *Supplemental Guide* to the *Transition Supplemental Guide* affords teachers more autonomy and greater responsibility to adjust their execution of the lessons according to the needs of their classes and individual students.

Transition Supplemental Guides for the remaining domains will still contain Vocabulary Charts and *Supplemental Guide* activities such as Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. However, the *Transition Supplemental Guides* do not have rewritten read-alouds and do not adjust the pacing of instruction; the pacing and read-aloud text included in each *Transition Supplemental Guide* is identical to the pacing and read-aloud text in the corresponding *Tell It Again! Read-Aloud Anthology.* We have, however, augmented the introductions and extensions of each lesson in the *Transition Supplemental Guides* so teachers have additional resources for students who need greater English language support. As a result, there are often more activities suggested than can be completed in the allotted time for the introduction or extension activities. Teachers will need to make informed and conscious decisions in light of their particular students' needs when choosing which activities to complete and which to omit. We strongly recommend that teachers preview the Domain Assessment prior to teaching this domain; this will provide an additional way to inform their activity choices.

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Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. This guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Transition Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose individual activities from the *Transition Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. For example, teachers might use the Vocabulary Instructional Activities, Syntactic Awareness Activities, and modified Extensions during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Transition Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content.

Transition Supplemental Guide Contents

The *Transition Supplemental Guide* contains tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. The Domain Assessments and Family Letters have been modified. In some instances, the activities in the Extensions as well as the activities in the Pausing Point, Domain Review, and Culminating Activities have been modified or rewritten. Please refer to the following sample At a Glance Chart to see how additional support is communicated to the teacher.

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Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Introductory Content	[Additional materials to help support this part of the lesson will be listed here.]	[A brief explanation about how the material can be used.]
Vocabulary Preview	[There will be one or two vocabulary preview words per lesson.]	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Note: It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions, especially before a central or difficult point is going to be presented (e.g., While we are reading this part of the read-aloud, I want to you think about . . .) and supplementary questions (e.g., Who/What/Where/When/Why literal questions) to check for understanding.		
Title of Read-Aloud	[Materials that may help scaffold the read-aloud will be listed here.]	
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work		
 **Complete Remainder of the Lesson Later in the Day**		
Extensions (20 minutes)		
Extension Activities	[Additional Extension activities may include a Multiple Meaning Word Activity, a Syntactic Awareness Activity, a Vocabulary Instructional Activity, and modified existing activities or new activities.]	

The additional materials found in the *Transition Supplemental Guide* afford students further opportunities to use domain vocabulary and demonstrate knowledge of content. The lessons of this guide contain activities that create a purposeful and systematic setting for English language learning. The read-aloud for each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Transition Supplemental Guide's* focus on oral language in the earlier grades addresses the language learning needs of students with limited English

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language skills. These students—outside of a school setting—may not be exposed to the kind of academic language found in many written texts.

Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers which are generally categorized as follows:

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *flag, king,* and *cold*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *transportation, independent,* and *symbols*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *commander in chief, Founding Fathers,* and *constitution*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words

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that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model the use of these words as much as possible before, during, and after each individual lesson. The Vocabulary Chart could also be a good starting point and reference for keeping track of students' oral language development and their retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

Multiple Meaning Word Activities

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities focus on sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but they might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, interrelations between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

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Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in complex written texts. These activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Transition Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom, as well as teaching strategies that address those challenges.

English Language Learners

The *Transition Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) and to strengthen ELLs' understanding of the core content presented in the domains.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English, but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their

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first language and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an education setting.

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Language Development Stage	Comprehension and Production	Accommodations and Support Strategies
Entering	• Produces little or no English • Responds in nonverbal ways • Has a minimal receptive vocabulary in English	• Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use gestures (e.g., point, nod) to indicate comprehension • Use lessons that build receptive and productive vocabulary, using illustrated pre-taught words • Use pre-taught words to complete sentence starters • Use simply stated questions that require simple nonverbal responses (e.g., "Show me . . . ," "Circle the . . . ") • Use normal intonation, emphasize key words, and frequent checks for understanding • Model oral language and practice formulaic expressions • Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content

Emerging (Beginner)	• Responds with basic phrases
	• Includes frequent, long pauses when speaking
	• Has basic level of English vocabulary (common words and phrases)
		• Use repetition, gestures, and visual aids to facilitate comprehension and students' responses
		• Use manipulatives, visuals, realia, props
		• Use small-group activities
		• Use lessons that expand receptive and expressive vocabulary, especially Tier 2 vocabulary
		• Use illustrated core vocabulary words
		• Use pre-identified words to complete cloze sentences
		• Use increasingly more difficult question types as students' receptive and expressive language skills improve:
		  • Yes/no questions
		  • Either/or questions
		  • Questions that require short answers
		  • Open-ended questions to encourage expressive responses
		• Allow for longer processing time and for participation to be voluntary
		• Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language
		• Pair with same-language peers for activities and discussions focused on content

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Transitioning (Intermediate)	• Speaks in simple sentences
	• Uses newly learned words appropriately
	• With appropriate scaffolding, able to understand and produce narratives
	• Has a much larger receptive than expressive vocabulary in English
		• Use more complex stories and books
		• Continue to focus on Tier 2 vocabulary
		• Introduce academic terms (e.g., making predictions and inferences, figurative language)
		• Use graphic organizers
		• Use increasingly difficult question types as students' receptive and expressive language skills improve:
		  • Questions that require short sentence answers
		  • *Why* and *how* questions
		  • Questions that check for literal and abstract comprehension
		• Provide some extra time to respond
		• Pair with high-level English speakers for activities and discussions focused on the English language

Expanding (Advanced)	• Engages in conversations • Produces connected narrative • Shows good comprehension • Has and uses expanded vocabulary in English	• Continue work with academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Use questions that require opinion, judgment, and explanation • Pair with native English speakers
Commanding (Proficient)	• Uses English that nearly approximates the language of native speakers • Can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences. • Has and uses an enriched vocabulary in English	• Build high-level/academic language • Expand figurative language (e.g., by using metaphors and idioms) • Use questions that require inference and evaluation • Pair with students who have a variety of skills and language proficiencies

(Adapted from Hirsch and Wiggins 2009, 362–364; New York Department of Education 2013; Smyk et al. 2013)

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Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Transition Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on needs of the class and follow the section with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

Goals and Expectations

Make sure students know the purpose and the desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

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Instruction Format and Grouping

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation,** such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, storymaps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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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 enslaved people	✓											
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				✓								

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Alignment Chart for A New Nation: American Independence	**Lesson**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
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												✓

Note: The Language Arts Objectives in the Lessons may change depending on teacher's choice of activities.

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., *who, what, where, when*), 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 *why* 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			✓								✓
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		✓	✓	✓	✓	✓	✓			✓	✓	✓

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Alignment Chart for A New Nation: American Independence		**Lesson**											
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
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								✓				
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	✓				✓				✓			✓

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Alignment Chart for A New Nation: American Independence		Lesson											
		1	2	3	4	5	6	7	8	9	10	11	12
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)											✓	
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	✓											

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Alignment Chart for A New Nation: American Independence		Lesson											
		1	2	3	4	5	6	7	8	9	10	11	12
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						✓						
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., *who, what, where, when*), 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				✓								

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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., *because*).												
CKLA Goal(s)	Learn the meaning of common sayings and phrases			✓					✓	✓			
	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., *because*)	✓											
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.

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A New Nation: American Independence

Transition Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *A New Nation: American Independence* domain. The *Transition Supplemental Guide* 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 (20 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** # ⑩	**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.

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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.

Lesson Implementation

It is important to note that the interactive activities in the *Transition Supplemental Guide* count on the teacher as the "ideal reader" to lead discussions, model proper language use, and facilitate interactions among student partners.

It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions. To check for understanding—especially before a difficult point is to be presented—you might say, "While we are reading this part of the read-aloud, I want you to think about . . .," or you could ask supplementary questions, such as Who/What/When/Where/Why literal questions.

Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances beginning English Language Learners would benefit from being in a group of three. Also, pairing an older student or an adult volunteer with a student who has a disability may prove to be an advantage for that student. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home-language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

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Graphic Organizers and Domain-Wide Activities

Several different organizers and domain-wide activities are included to aid students in their learning of the content in the *A New Nation: American Independence* domain.

- Somebody Wanted But So Then (SWBST) Charts (Instructional Master 2A-1)—Use this graphic organizer to review the read-aloud content from the previous day's lesson. Examples of completed SWBST Charts are provided within the lessons.
- Response Cards for *A New Nation: American Independence*—Founding Fathers (Instructional Master 2A-2) include images of George Washington, Benjamin Franklin, and Thomas Jefferson. American Symbols (Instructional Master 12A-1) include images of the Liberty Bell, bald eagle, and the American flag.
  Use the Response Cards to preview, discuss, and review read-aloud content. Students may use these Response Cards to answer class questions.
- *A New Nation: American Independence* Timeline—You will create a running class Timeline using Image Cards which have been provided with this domain. This Timeline should play a central role in the presentation and review of domain content. Snippets of information for the Timeline are provided within each lesson. Please save adequate wall space for this Timeline.
- *Picture Gallery of a New Nation*—Students will create a picture gallery of various people and events they have learned about in the read-alouds. Help students write titles for their drawings. Students should write one or two sentences to tell about and describe each drawing. You may wish to put their drawings on the wall to create a class gallery, or you may wish to have students create a portfolio to hold their pictures.
- On Stage—Group students into five groups, and help them make up a short skit about one person in this domain: George Washington, Betsy Ross, Thomas Jefferson, Benjamin Franklin, or Deborah Samson.
- Music connections—You may wish to coordinate with the school's music teacher to practice singing the song presented in this domain: "Yankee Doodle."

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Anchor Focus in A New Nation: American Independence

This chart highlights two Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.1.2	*Picture Gallery of a New Nation:* Students will draw and write about the people and events in the lessons. Relevant academic language: *gallery, title, describe, sentences, share*
Language	L.1.1e	Use verbs to convey a sense of past, present, and future.

Domain Components

Along with this *Transition Supplemental Guide*, you will need:

- *Tell It Again! Media Disk* or *Tell It Again! Flip Book** for *A New Nation: American Independence*
- *Tell It Again! Workbook* for *Domains 9–11*
- *Tell It Again! Image Cards* 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

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Why A New Nation: American Independence Is Important

In this domain, students will hear about the creation and early years 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 the beginning of our nation. 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

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Americans during the colonial time period, and an overview of the 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

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- 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

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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. 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.

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Lesson 1

colony

freedoms

government

indentured servants

settlements

enslaved people

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

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In addition to this core vocabulary list, every lesson includes its own Vocabulary Chart. Words in this chart either appear several times in the Read-Aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the General Service list of the 2000 most common English words or part of the Dale-Chall list of 3000 words commonly known by Grade 4. Moreover, a conscious effort has been made to include words from the Primary Priority Words according to Biemiller's (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for A Taxing Time: The Boston Tea Party

Core Vocabulary words are in **bold**.
Multiple Meaning Word Activity word is underlined.
Vocabulary Instructional Activity words have an asterisk (*).
Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	American citizen colonist Loyalist/Patriots parliament revolted ***taxes*** troops	elect **goods** government peacefully proud ***representatives*** requests scarce transportation* valuable vote	friendly king law
Multiple Meaning	colony **harbor*** **port**	fair rule	shops stamps
Phrases	symbol of freedom tea party	tempers flared	
Cognates	Americano colonia tropas parlamento Patriotas colono **puerto** revuelta	elegir gobierno pacificamente ***representativos*** voto	estampillas

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References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford.
2. Biemiller, Andrew. 2010. *Words Worth Teaching.* Columbus, OH: SRA/McGrawHill.
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula.*
4. West, Michael. 1953. *A General Service List of English Words.* London: Longman, Green and Co.

Comprehension Questions

In the *A New Nation: American Independence* domain*,* there are three types of comprehension questions.

Literal questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.1.1) and Reading Standards for Informational Text 1 (RI.1.1).

Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–4 (RL.1.2–RL.1.4) and Reading Standards for Informational Text 2–4 (RI.1.2–RI.1.4).

Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.1.8). *Evaluative* questions might also ask students

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to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.1.9) and Reading Standards for Informational Text 9 (RI.1.9).

The *Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands that aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.1.7) and Reading Standards for Informational Text 7 (RI.1.7) are addressed as well.

Student Performance Task Assessments

In the *Transition Supplemental Guide* 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 (SPTAs) are identified 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 *Transition Supplemental Guide* for *A New Nation: American Independence,* there are numerous opportunities in the lessons and Pausing Points 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 Activities

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple meaning words in the

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read-alouds are underlined to indicate that there is a Multiple Meaning Word Activity associated with them. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: ⇆

Recommended Resources for A New Nation: American Independence

Trade Book List

The *Transition Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, and the Culminating Activities for teachers to select trade books from the list below 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 children 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

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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

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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

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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 enslaved people
- ✓ 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)
- ✓ Plan and draft an informative/explanatory text that presents information from "The New World" about the thirteen colonies (W.1.2)

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- ✓ 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 faraway country
Example: Massachusetts was a British colony in America before the American Revolution.
Variation(s): colonies

freedoms, *n.* Certain privileges or benefits to act and move as you wish
Example: My older sister has certain freedoms I do not have, including a later bedtime.
Variation(s): freedom

government, *n.* The group of people that makes decisions and laws for the people living in a community, state, or nation
Example: The government passed a law that said 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 (in the past) for passage to America
Example: After the indentured servants completed ten years of work, they were then allowed 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: Many people from England created settlements throughout North America.
Variation(s): settlement

enslaved people, *n.* People who work for others for no pay and do not have the freedom to choose where to live or work
Example: The farm owner had two enslaved people who worked in the fields picking cotton.
Variation(s): slave

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Vocabulary Chart for The New World			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	Africa baptism explorer Europe **indentured servants** **enslaved** spices	adjusting **freedoms*** ***government*** mysteriously permission survive	beaver deer goods ocean riches rules/laws sailors ships
Multiple Meaning	**colony** ***settlements***	trade	sail
Phrases	New World North America The Lost Colony	Native Americans	
Cognates	África bautismo explorador Europa especias **colonia**	***gobierno*** misteriosamente permisión sobrevivir trato	océano

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Domain Introduction	United States puzzle with state-shaped pieces	Use the puzzle as a visual support. Invite a volunteer to take out the puzzle piece for the state in which you live. Pass the piece around, and have students repeat the name of the state.
Where Are We?	world map or globe	Have students locate North America using the map or globe.
	chart paper, chalkboard, or whiteboard; chalk or markers	Draw three concentric circles on the chart paper, chalkboard, or whiteboard to illustrate the relationship between a continent, a country, and a state.
Timeline	chart paper, markers, tape; Image Card 1 (Native Americans), Image Card 2 (Columbus), and Image Card 3 (Pilgrims); world map or globe	Use chart paper to create a Timeline that will be displayed and added to throughout the domain.
Vocabulary Preview: Settlements, Government		
Purpose for Listening	Timeline	Refer back to the Timeline as a visual reminder to students about their purpose for listening.
Presenting the Read-Aloud (15 minutes)		
The New World	Instructional Master 1B-1 (Thirteen Colonies Map)	**Note:** It is recommended that you make a large copy of this Instructional Master to refer to the thirteen colonies throughout this domain. Invite students to locate the colonies mentioned in the read-aloud.
	world map or globe	Point out or have students find the continents and places mentioned in the read-aloud.

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Exercise	Materials	Details
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	Timeline	Refer back to the Timeline to help students respond to question 1.
Word Work: Freedoms		
 **Complete Remainder of the Lesson Later in the Day**		
Extensions (20 minutes)		
Timeline	Timeline; Image Card 4 (Thirteen Colonies); Image 1A-10; tape, markers	Add Thirteen Colonies to the Timeline.
Thirteen Colonies Map	Thirteen Colonies Map (Instructional Master 1B-1), writing and drawing tools	
Take-Home Material		
Family Letter	Instructional Masters 1B-2–1B-4	

Advance Preparation

Bring in a United States puzzle with state-shaped pieces.

Draw three concentric circles on the chart paper, chalkboard, or whiteboard to illustrate the relationship between a continent, a country, and a state.

Prepare a Timeline for this domain. Today you will place Image Card 1 (Native Americans), Image Card 2 (Columbus), Image Card 3 (Pilgrims), and Image Card 4 (Thirteen Colonies) on the Timeline. Keep this Timeline displayed throughout this domain.

Make an enlarged copy of Instructional Master 1B-1 (Thirteen Colonies Map) to display throughout this domain.

Make a copy of Instructional Master 1B-1 for each student, preferably on heavy paper such as cardstock. Students will color in the thirteen colonies. Have students use their Thirteen Colonies Map to locate places mentioned in the read-alouds on the map.

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Notes to Teacher

Young children sometimes have difficulties understanding concepts of geographic reasoning, such as the constructs of borders, states, countries, or continents. Be sure to provide opportunities for students to explore these constructs using globes, maps, or puzzles.

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The New World

1A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud — *10 minutes*

Domain Introduction — 10 minutes

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? — 10 minutes

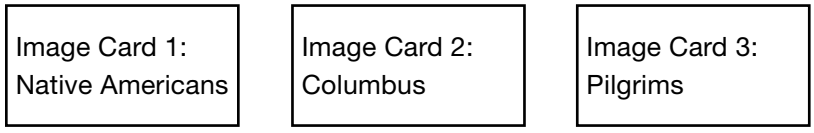
Using a world map or globe, ask students if they can locate the continent of North America, on which the United States of America is located. To clarify the relationship between the concepts of continent, country, and state, draw three concentric circles on chart paper, a chalkboard, or a whiteboard. 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.

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Timeline 10 *minutes*

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

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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.

Vocabulary Preview — 5 *minutes*

Settlements

1. Today you will hear how the English were interested in starting *settlements* in the New World.
2. Say the word *settlements* with me three times.
3. Settlements are regions or places where a group of people move to live.
4. Talia's family travelled a long way to get to the settlements in their new country.
   Marcos's grandmother liked to tell him stories about the first settlements started in her country.
5. I am going to name several places. If I say a place that you think can have or did have settlements, raise your hand. If the

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place I name cannot have settlements, keep your hands in your lap.

- the moon (no settlements)
- Massachusetts (settlements)
- the sun (no settlements)
- Virginia (settlements)
- under the sea (no settlements)
- [Name your state] (settlements)

Government

1. Today you will hear how English men and women who built settlements in America were ruled by the English king and *government*.
2. Say the word *government* with me three times.
3. A government is a group of people who makes decisions and laws for a larger group of people.
4. Sarah wanted to be the representative for her class in the school's student government.
   Tico would like to work for the American government.
5. The government has many important jobs, including making decisions and rules for people. Do you think you would like to work for the government?

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.

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Presenting the Read-Aloud — *15 minutes*

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.

1 The part colored red is the United States.



Show image 1A-2: Native Americans[2]

The first people who lived in North America are known today 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.

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



Show image 1A-3: Columbus aboard ship

In 1492, a European explorer by the name of Christopher Columbus[3] set sail from Europe, hoping to find a quicker way to reach India and China, where spices, gold, and other riches were plentiful.

3 [Point to illustration of Columbus.]



Show image 1A-4: Columbus and Native Americans

But 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.[4]

4 [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-5: World map

After Columbus, sailors from different countries in Europe traveled to North America with hopes of finding riches and goods that they could trade and sell in Europe.[5] Everyone was interested in this "New World."[6]

5 [Point to North America and Europe on the map.]

6 [Remind students that the European explorers called North America the "New World" because it was "new" to them, although it was not new to the native people already living there.]

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Show image 1A-6: Thanksgiving: Pilgrims and Native Americans [7]

The English Pilgrims did not want to just visit the New World. They were interested in starting **settlements** in order to live there. [8] They wanted a place for their people to spread out from their small island country, England, across the Atlantic Ocean. The 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.

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

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



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

The Pilgrims were not the only English people to start settlements in North America. In fact, before the Pilgrims ever arrived at Plymouth, [9] other English men and women had settled in two other places. The first English **colony** was on Roanoke Island. [10] 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. [11]

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

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

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



Show image 1A-8: Baptism of Virginia Dare

The first child born in North America to English parents was born on Roanoke Island. Her name was Virginia Dare. [12]

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." [13] 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.

12 [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.

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

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Show image 1A-9: English landing at Jamestown

Twenty years after the Roanoke Colony was settled, the English tried to settle again in North America. This time, 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 getting 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. [14] All up and down the East Coast of North America they formed more colonies. 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. [15]

14 [Remind students that many years after the first English colonists arrived in North America, the country they came from became known as Great Britain or Britain.]

15 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 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. [16] 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 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.

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

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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 **enslaved people.** They did not share the **freedoms** enjoyed by the colonists.[17] They could not leave their farms without permission, and it was against the law for anyone to teach them to read or write.

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

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

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* Were the Pilgrims the only English people to settle in North America? (no) What were the other settlements called? (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. *Inferential* Did the British set up the colonies all by themselves? (no) Who did they force to come to the New World to help? (enslaved Africans)

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6. *Literal* Who governed and ruled the thirteen British colonies—the king of Great Britian 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.]

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Word Work: Freedoms *5 minutes*

1. In the read-aloud you heard, "They 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

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The New World

1B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

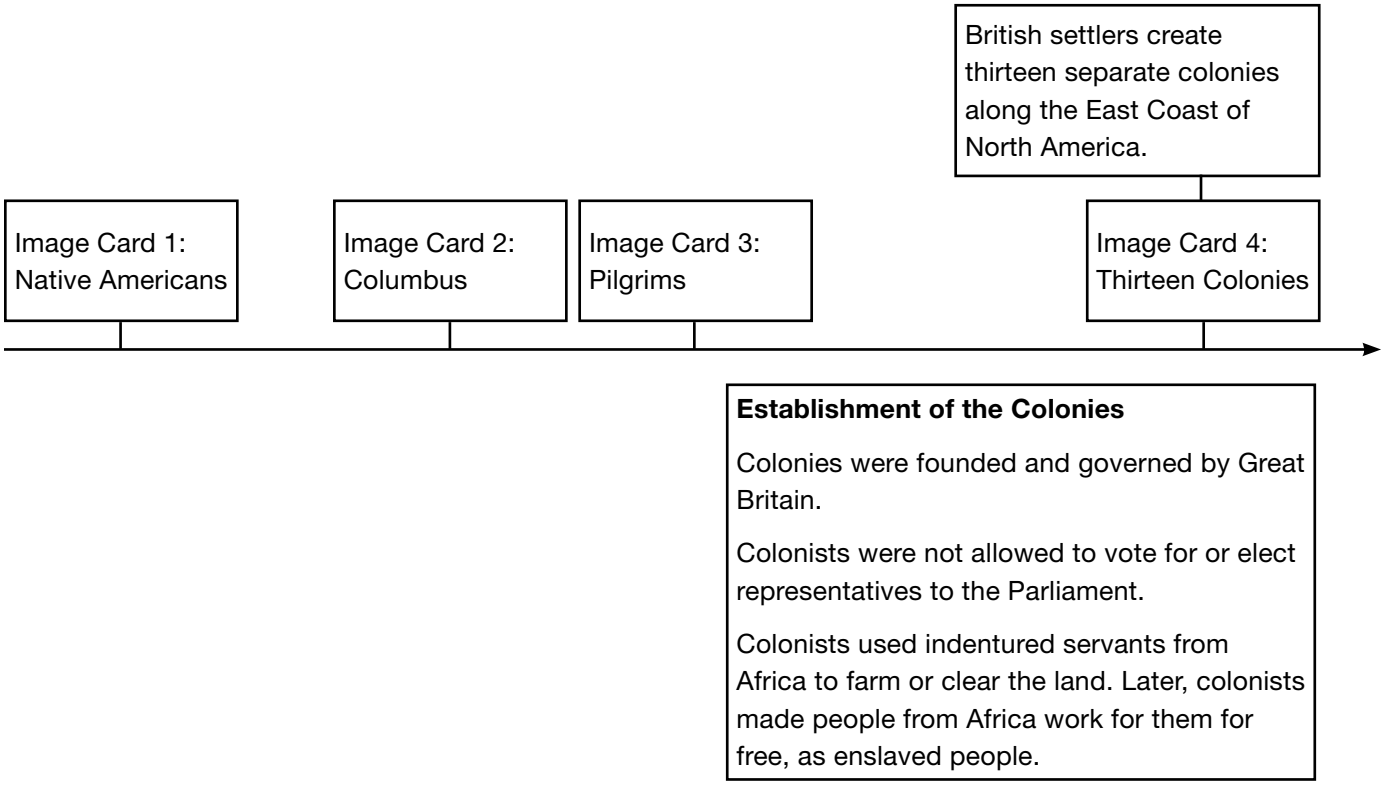
Timeline — 20 *minutes*

Note: Create simple drawings, when possible, to accompany your writing. 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. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them.

- Display the Timeline, and briefly review what each image represents. Remind students that the Pilgrims were not the only English people to settle in North America.
- Show students Image Card 4 (Thirteen Colonies). Ask students to describe the image. (The image shows the thirteen different colonies along the East Coast of North America.)
- Ask students where the Image Card should be placed. (The thirteen colonies were settled after the Pilgrims settled a new colony in what is now Massachusetts.)
- Place Image Card 4 (Thirteen Colonies) to the right of Image Card 3 (Pilgrims). Create a box above Image Card 4, and write a student description of the thirteen colonies in the box.
- Explain to students that you are going to record their thoughts and what they remember about how the thirteen original colonies were established. Draw a box below Image Card 4, write "Establishment of the Colonies" for the title, and record student responses to the following questions:

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- What country did many of the people who lived in the colonies originally come from? (Many of the people who lived in the colonies originally came from Great Britain.)
- Who governed or controlled the colonies? (The British King George and the British Parliament governed and controlled the colonies.)
- Did the colonists vote for or elect representatives to the British Parliament? (No, the colonists were not allowed to vote for or to elect representatives to the British Parliament.)
- What did the colonists do when they needed help to clear additional land for farming? (The colonists first brought indentured servants from Africa to help with farming and land clearing. Later the colonists made people from Africa work for them for free, as enslaved people.)



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Thirteen Colonies Map (Instructional Master 1B-1) 15 *minutes*

Note: There should be a large class copy of the Thirteen Colonies Map. Students should refer to their own Thirteen Colonies Map throughout the domain whenever the thirteen colonies are mentioned.

- 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.
- Show students a United States map, and remind them that the thirteen colonies were located only on the East Coast of North America. [You may wish to point out the boundaries or the lines that show where the thirteen colonies were located are sometimes different than the boundaries for the states that they became.]
- Have students locate the colony of Massachusetts on their maps. Have students say the name of the colony and color Massachusetts on the map. [Note that the colony of Massachusetts did not have the same boundaries as the current state of Massachusetts.]
- Ask students to select a different color to color the next colony. Point to a different colony on the class map, and name the colony. Then have students locate that colony on their own maps, say the name of that colony, and color that colony on their maps. Repeat this process until all thirteen colonies on the map have been colored.

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Take-Home Material

Family Letter

Send home Instructional Masters 1B-2–1B-4.

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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

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Core Vocabulary

goods, *n.* Things that can be traded, bought, or sold
Example: At the market, people bring goods such as vegetables from their farms, flowers from their gardens, or other things they have made, such as candles, for others to buy.
Variation(s): good

harbor, *n.* Water next to land that is deep enough for ships to sail in and out of
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 or goods
Example: As soon as the ships docked at the port, the sailors began to unload the goods on the ship.
Variation(s): ports

representatives, *n.* People chosen to speak on behalf of a larger group of people
Example: Representatives from each class told the principal what changes to the playground their classes 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

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Vocabulary Chart for A Taxing Time: The Boston Tea Party			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is <u>underlined</u>. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	American citizen colonist Loyalist/Patriots parliament revolted ***taxes*** troops	elect **goods** government peacefully proud ***representatives*** requests scarce transportation* valuable vote	friendly king law
Multiple Meaning	colony **harbor*** **port**	fair rule	shops <u>stamps</u>
Phrases	symbol of freedom tea party	tempers flared	
Cognates	Americano colonia tropas parlamento Patriotas colono **puerto** revuelta	elegir gobierno pacificamente ***representativos*** voto	estampillas

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Timeline	Use the Timeline throughout the discussion to help students understand how different events fit into history.
	Thirteen Colonies Maps	Have students locate and name the thirteen colonies using their maps.
	world map or globe	Invite students to point out the continents and countries named.
	Instructional Master 2A-1, chart paper, tape, markers	Complete a Somebody Wanted But So Then Chart to capture the information about the colonists presented in the previous read-aloud.
Vocabulary Preview: Taxes, Representatives	Image 2A-2	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
A Taxing Time: The Boston Tea Party	[Optional] Name of a representative of your locality	[Optional] You may wish to briefly name one representative of you locality as an example when discussing how taxation works.
	tin of loose black tea, postage stamps, and rubber stamps	Use the realia to help students understand tea and stamps. Pass the tin of tea, the postage stamps, and the rubber stamps around for students to see, feel, and smell.
	Thirteen Colonies Maps	Have students locate the colonies mentioned in the read-aloud on their maps (Massachusetts and Pennsylvania).
	Instructional Master 2A-2; writing tools, scissors; one sandwich bag or envelope per student.	Use the Response Cards with Image 2A-8. Have students name and hold up the appropriate Response Card for Washington, Franklin, and Jefferson as you point them out in the image.

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Exercise	Materials	Details
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Harbor	drawing paper, drawing and writing tools; whiteboard, chalkboard, or chart paper	Use the chalkboard, whiteboard, or chart paper to draw a harbor. Have students write one or more sentences about the things they would find in a harbor.
Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Stamps	Poster 1M (Stamps)	
Syntactic Awareness Activity: Action Words in the Past	Timeline	
Vocabulary Instructional Activity: Transportation		
Timeline	Timeline; Image Card 5 (The Boston Tea Party); tape, markers	Add details about the Boston Tea Party to the Timeline.

Advance Preparation

Bring in a tin of loose black tea, some postage stamps, and a few rubber stamps for students to see, smell, and feel. **Note:** Be sure to check with your school's policy regarding food distribution and allergies.

Reproduce Instructional Master 2A-1 (Somebody Wanted But So Then Chart) on large chart paper, or make a copy of Instructional Master 2A-1 on a transparency. Use the title of the previous lesson for the title of the chart.

Above and Beyond: Make copies of Instructional Master 2A-1 for students who are ready to complete the chart on their own.

Make a copy of Instructional Master 2A-2 (Response Cards: Founding Fathers) for each student. Have students cut out and write their name on the back of their Response Cards. Students should store their Response Cards in a bag or envelope labeled with their name.

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Notes to Teacher

The Timeline is one of the anchor charts for this domain. Starting with this lesson, the Timeline should become the primary place to capture the sequence of events leading up to American independence. The Timeline is also the place to summarize broader concepts that extend across multiple lessons. These concepts—such as taxation, representation, and ideas of freedom—are central to this domain, but might be too theoretical for many students. Associating them with specific events on the Timeline is one way for students to develop an understanding of the inter-relationships between historical events and theoretical concepts.

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A Taxing Time: The Boston Tea Party

2A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud — *10 minutes*

Note: This is an example of a completed Somebody Wanted But So Then Chart with information from Lesson 1.

The New World	
Somebody	English settlers from Great Britain
Wanted	wanted to spread out and form more new colonies.
But	It was difficult to clear the land and farm the land.
So	Colonists brought indentured servants from Africa to clear the land and farm.
Then	The colonists began forcing Africans to come to the colonies as enslaved people who did not have the same freedoms as indentured servants or colonists.

What Have We Already Learned? — 10 *minutes*

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:

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- 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 enslaved people. Ask students the difference between an indentured servant and an enslaved person. (Indentured servants had to work for a number of years before they were free to choose what work to do and where to live. Enslaved people 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.

Vocabulary Preview *5 minutes*

Taxes

1. Today you will hear how Great Britain spent a lot of money helping to set up and protect the colonies. Great Britain wanted to get some of that money back by asking the colonists to pay *taxes* on goods.
2. Say the word *taxes* with me three times.
3. Taxes are extra money people pay when they buy certain things.
4. Sarah knew that if she wanted to buy something that cost $1.00, she would really need $1.11 because she was going to have to pay 11¢ in taxes.
   Miguel did not mind paying a little bit extra for something when he knew the money he paid in taxes would be used to help pay for things that everybody needs.

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Show image 2A-2: How taxation works

5. This image shows an example of how taxes work.

[Point to the woman and then to the meal.] The woman is buying gasoline for her car; later, she will also buy a meal.

[Point to the bills and coins in the center.] She is going to pay taxes on the things she buys. The gasoline station and the restaurant she eats at will collect the taxes and give the money to the government.

[Point to the road and school image.] The government uses the money from taxes to help pay for things that everybody needs, such as schools, public transportation, roads, water and garbage services, and police and fire protection.

Turn and tell your partner some things that our tax money pays for that are important to you. Try to use the word *taxes* when you talk with your partner.

Representatives

1. In today's read-aloud, you will hear how we vote and elect *representatives*, or people to represent us in government.
2. Say the word *representatives* with me three times.
3. Representatives are people chosen to speak on behalf of a larger group.
4. Anna Luisa was elected as one of the homeroom representatives to the student council.
   Michaela and Noland were the second-grade representatives at the school assembly.
5. Would you like to be a representative for our class? Turn and tell your partner what you would say to the principal if you were one of the class representatives.

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.

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Presenting the Read-Aloud **15** *minutes*



A Taxing Time: The Boston Tea Party

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

For a long time, the colonists who lived in America were proud to be British citizens 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 a new shirt than what's listed on the price tag, or a few extra cents for a 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 that benefit all who live here.[1] The government uses 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.[2] So, many American colonists in the 1700s felt that it was unfair for the British king to ask them to pay taxes. The

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

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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.

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

All over the colonies, people grew more and more angry, but it was in the colony of Massachusetts that tempers flared the most.[4] King George of Great Britain sent troops to try to keep the peace in Boston, but it did not help very much. 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 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. They refused to pay taxes on tea, one of their favorite drinks.

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

They began sending shiploads of tea back to Britain and ordering tea from Holland instead.[5] 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 Why do you think the colonists ordered tea from Holland?



Show image 2A-5: Boston Tea Party

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 Native Americans, 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.

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

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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."

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.]



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.

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.

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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?

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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. *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.)

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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 water next to land that is deep enough for ships to sail in and out of. A harbor is a place 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.
6. What's the word we've been talking about?

Use a *Group Drawing and Individual Writing* activity for follow-up. Directions: I am going to draw a harbor. Help me make my drawing by telling me the things you might find in a harbor. (Answers will vary, but might include: land, water, ships, people, fish, and equipment for loading and unloading goods.)

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We are going to point out and name the items in our harbor drawing. [Invite students to point out and name the items in your drawing.]

Now, I want you to write a sentence or two about a harbor. Be sure to use the word *harbor* in your writing. I am going to call on one or two partner pairs to share their writing. [Some students may need to dictate their sentences to an adult, whereas others may be able to write their sentences independently.]



Complete Remainder of the Lesson Later in the Day

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A Taxing Time: The Boston Tea Party

2B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

Multiple Meaning Word Activity — *5 minutes*

Sentence in Context: Stamps

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Stamps).] In the read-aloud you heard, "The colonists were asked to pay extra for *stamps*, sugar, and other things." Which image shows the meaning of *stamps* from the read-aloud?
2. *Stamps* also has other meanings. The word *stamps* can mean objects you use to mark paper with a design. Which image shows this meaning of *stamps*?
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. Which image shows this meaning of *stamps*?
4. Now with your partner, make a sentence for each meaning of *stamps*. Try to use complete sentences. I will call on some of you to share your sentences with the class.

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Syntactic Awareness Activity *5 minutes*

Action Words in the Past

Note: 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 the action is done.
2. [Please emphasize the bold words and the word parts as you read.] In the read-aloud today you heard:
   Furious, King George of Great Britain ***closed*** *the port of Boston, one of the American colonies' most important ports.*
3. Notice that in the read-aloud, the action words tell us that King George ***closed*** the port of Boston. The word ***closed*** tells us that the king did this action in the past. This is true because King George lived a very long time ago.
4. We add *–ed* to action words to show that the action happened in the past.
5. [Emphasize the bold words and the word parts as you read.] I am going to read some other sentences from today's read-aloud. Listen carefully for action words with the *–ed* ending that tells us something happened in the past. When you hear the word, point behind you because the action happened in the past. I will call on someone to tell me which word has the *–ed* ending.

King George told the colonists that they would not receive any more goods from Britain until they paid for the tea that they had ***destroyed****.*

Food was scarce. Colonists from up and down the East Coast ***helped*** *out, sending money and supplies to Massachusetts.*

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," the colonists ***suggested****.*

6. Now you try! With your partner, use the words *vote*, *elect*, and *rule* from the read-aloud to make sentences about things that

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happened in the past. Remember to add *–ed* to each word to describe an action that happened in the past. I will call on two or three partner pairs to share their sentences.

Vocabulary Instructional Activity — 5 *minutes*

Word Work: Transportation

1. In the read-aloud you heard how "The government uses the taxes to help pay for things that everybody needs, such as schools, public *transportation*, roads, water and garbage services, and police and fire protection."
2. Say the word *transportation* with me three times.
3. Transportation refers to the way or to the equipment used to move people or goods from one place to another.
4. An airplane, walking, a train, a bus, a boat, a car, a bicycle, and a truck are all different types of transportation. Can you think of another type of transportation?
5. To come to school each day, you use transportation. Turn and tell your partner what type of transportation you use to get to school. Try to use the word *transportation* when you tell about it. I will call on a few students to share what their partner said.
6. What is the word we have been talking about?

Use a *Movement* activity for follow-up. Directions: *Transportation* is a word used to talk about a variety of ways in which people or things can go from place to place. I am going to show a movement that you might use if you were traveling a certain way. Copy my movement, and think about what kind of transportation I am acting out. Together, we will say, "My transportation is _____."

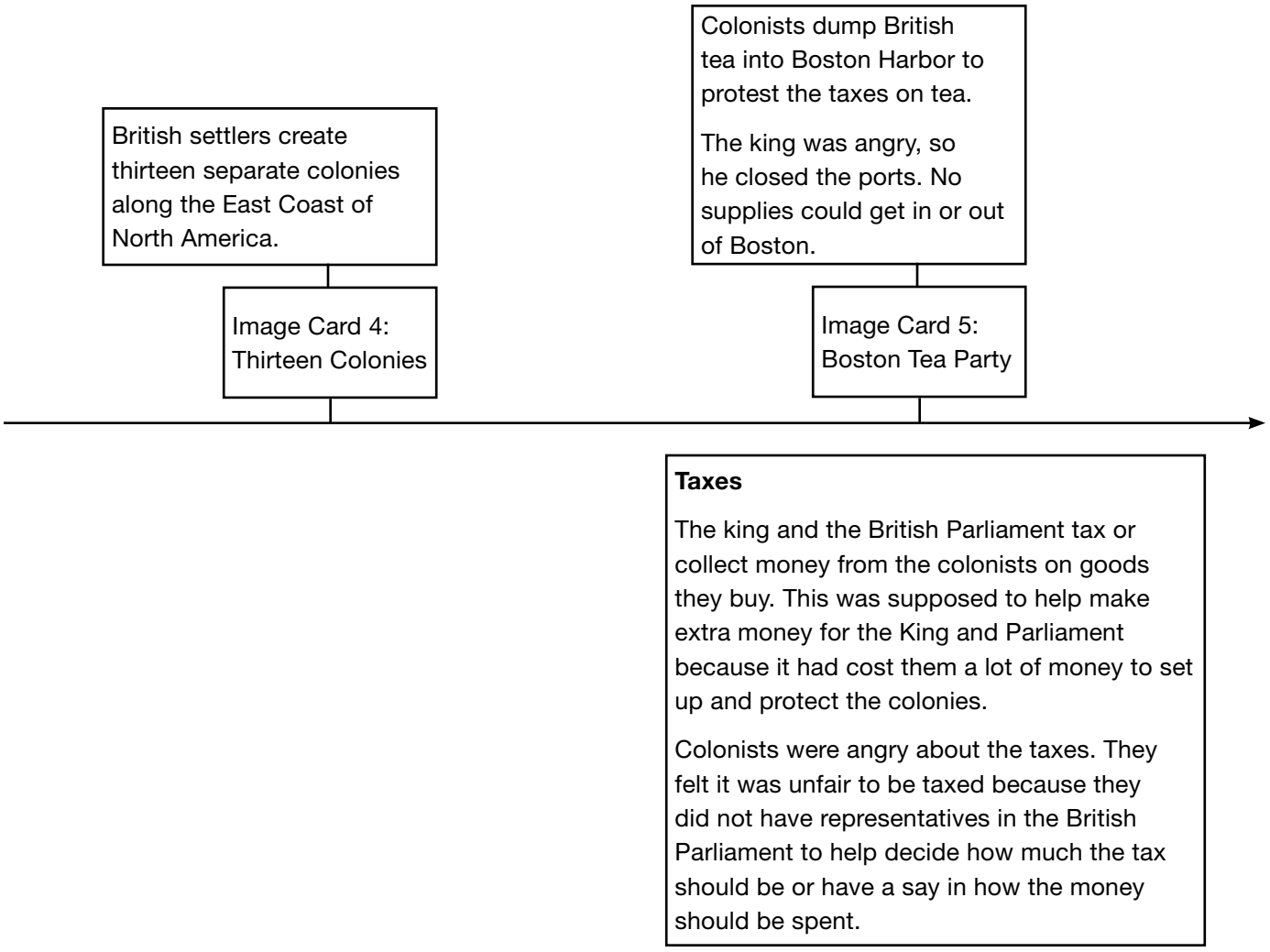
- [Walk in place.] My transportation is walking.
- [Pretend to move a steering wheel.] My transportation is a car.
- [Hold you arms out, and move like an airplane.] My transportation is an airplane.
- [Pretend to ride a bicycle.] My transportation is a bicycle.
- [Make a fist, and move your forearm up and down while saying "choo, choo."] My transportation is a train.

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Timeline 15 *minutes*

- **Note:** Create simple drawings, when possible, to accompany your writing. 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. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them.
- Display the Timeline and briefly review each Image Card.
- Show students Image Card 5 (The Boston Tea Party). Ask students to describe the event. (A group of colonists dumped tea from Great Britain into Boston Harbor to protest the taxes on tea. The king was angry, and he closed the ports so no supplies could come in or out of Boston Harbor.)
- Ask students where the Image Card should be placed. (The Boston Tea Party took place after the establishment of the thirteen colonies in America.)
- Place the Image Card 5 (The Boston Tea Party) to the right of Image Card 4 (Thirteen Colonies). Create a box above Image Card 5, and write a student description of the event in the box.
- Explain to students that you are going to create a box on the Timeline to record their thoughts and what they remember about how the colonists felt about taxes. Draw a box below Image Card 5. Write "Taxes" for the title, and record student responses to the following questions:
    - Why did the king and British Parliament start taxing the colonies on 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? (The British colonists were angry about the taxes. They felt it was unfair to be taxed because they did not have representatives in the British Parliament to help decide how much the tax should be or have a say in how the money should be spent.)

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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)

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- ✓ 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.* A gesture, sound, or action used to send a message without words
Example: The children waited for the crossing guard's signal that it was safe to cross the street.
Variation(s): signals

spies, *n.* People who secretly keep watch on other people to get information
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's spring fair.
Variation(s): volunteer

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Vocabulary Chart for The Shot Heard Round the World			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	**belfry** gunpowder lantern ***militia*** Minutemen/ Redcoats musket Patriots silversmith storehouse weapons	attack confusion disguised **obeyed** ragged swarmed trust **volunteers***	hiding galloped war word
Multiple Meaning	huddled saddled shutters	captured ***signal*** **spies**	fired march shot
Phrases	let the cat out of the bag one, if by land, and two, if by sea Paul Revere secret code		
Cognates	***milicia*** mosquete Patriotas	ataque confusión **voluntarios*** *señal* **espía**	marcha

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Timeline	Use the Timeline as a reference tool to prompt student discussion.
	world map or globe	Invite students to point out the continents and countries named.
	Instructional Master 2A-1, chart paper, tape, markers	Complete a Somebody Wanted But So Then with students to capture the information about the colonists and taxes presented in the previous read-aloud.
Making Predictions About the Read-Aloud	globe	Take a few moments to explain the meaning of "The Shot Heard Round the World" before asking students to predict if the shot could be heard on the other side of the world. Use the globe to model how the title suggests a shot, when you try to shoot an object at someone or something, could make a sound that could be heard all around the world. Make a circle around the globe with your finger to emphasize this idea.
	chart paper, markers, tape, sticky note–one per student	Invite students to predict if the shot was heard around the world by placing a sticky note with their name on it in the "yes" or "no" column of the Prediction Chart.
Vocabulary Preview: Signal, Militia	Images 3A-4 and 3A-6	
Purpose for Listening	Prediction Chart	Review the Prediction Chart to remind students of their predictions.

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Exercise	Materials	Details
Presenting the Read-Aloud (15 minutes)		
The Shot Heard Round the World	Thirteen Colonies Map	Ask students to locate Massachusetts on their maps.
	Image 3A-1	Pause and point out the British soldiers' uniforms. Ask students to reflect on why the soldiers were called "Redcoats." (Their uniforms were red and very fancy.)
	Image 3A-2	Ask students to think about why the colonists were hiding weapons and why the British were allowed to take the weapons when they found them. (The colonists were hiding weapons because they thought it was likely that they were going to go to war with the British. The British were still in charge of the colonies, so the British soldiers were allowed to take any weapons they found.)
	flashlight	Use the flashlight to demonstrate Paul Revere's signal system (one light if the British are coming by land, and two lights if the British are coming by sea.) Time permitting, allow students to dramatize Paul Revere's ride.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	Prediction Chart	Refer back to the Prediction Chart to help students answer Question 1.
Word Work: Volunteers		
Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Sayings and Phrases: Let the Cat Out of the Bag		
Timeline	Timeline; Image Card 6 (Paul Revere's Ride); Image 2A-9; tape; markers	Add information about the First Continental Congress and Paul Revere's ride to the Timeline.
Picture Gallery of a New Nation	Image 3A-2; Instructional Master 3B-1, writing and drawing tools	Students will add Paul Revere to their Picture Gallery.

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Advance Preparation

Reproduce Instructional Master 2A-1 (Somebody Wanted But So Then Chart) on large chart paper, or make a copy of Instructional Master 2A-1 on a transparency. Use the title of the previous lesson for the title of the chart.

- Above and Beyond: Make copies of Instructional Master 2A-1 for students who are ready to complete the chart on their own.

Create a Prediction Chart. Students will write their names on a sticky note, and place their names under "Yes" or "No."

Prediction Question: Was the shot really heard around the world?	
Yes	No

Make a copy of Instructional Master 3B-1 for each student. Students will draw a picture of Paul Revere and write a sentence about their pictures.

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The Shot Heard Round the World

3A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud — *10 minutes*

Note: This is an example of a completed Somebody Wanted But So Then Chart with information from Lesson 2.

A Taxing Time: The Boston Tea Party	
Somebody	The colonists
Wanted	wanted to have a say in how much they paid in taxes and how the money was spent.
But	King George of Great Britain did not agree with the colonists.
So	Colonists dumped tea into Boston Harbor during The Boston Tea Party. The king closed the port of Boston, making it hard for people to get food and goods.
Then	The colonists had many different ideas about how to solve their problem.

What Have We Already Learned? — 10 *minutes*

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.

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- 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 being enslaved by the colonists to help clear and farm the land. Ask students, "What is freedom? Did the enslaved Africans 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

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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 *5 minutes*

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.

Vocabulary Preview *5 minutes*

Signal



Show image 3A-4: Paul Revere looking at the signal

1. Today you will hear how Paul Revere arranged for a friend to give a *signal* to let everyone know if the British were coming toward Boston marching on land or sailing on the water. The signal they agreed upon was to hang one light in the bell tower of the Old North Church if the British were traveling on foot by land, or hang two lights if the British were traveling on a boat by sea. This signal was made famous in a poem that said, "One, if by land, and two, if by sea." [Invite students to repeat the phrase.]
2. Say the word *signal* with me three times.
3. A signal is an object or act used to send a message without words.
4. [Make a frown.] When the class is talking loudly at a time they should be quiet, I might frown as a signal that I am unhappy with the noisiness.
   Annalise waved at Katrina to signal that it was Katriana's turn to use the swing.
5. Work with your partner to create a signal for *recess*. I will call

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on several partner pairs to share their signals with the class. Try to use the word *signal* when you talk to the class. [You may wish to have students come up with signals for other things, actions, or emotions.]

Militia

1. In the read-aloud today, you will hear how the colonists in Massachusetts formed a *militia* to fight the British soldiers.
2. Say the word *militia* with me three times.
3. A militia is an army of ordinary people, not trained soldiers.
4. Marcos enjoyed imagining what it would have been like to be a member of the militia in Concord, Massachusetts, when the British soldiers attacked the city.
   Melissa felt that she would prefer to be a member of a trained army instead of a member of a militia.



Show image 3A-6: Battle of Lexington

5. Look at this image of the Battle of Lexington when the militia members—the Minutemen—met the Redcoats the morning after Paul Revere's ride. Listen as I describe the militia members. *The militia members in the Massachusetts colony were known as Minutemen because they were expected to be ready to fight very quickly. They were farmers and shopkeepers and looked messy next to the well-dressed British soldiers or Redcoats.*

- Help me find the Minutemen in this image.
- Help me find the Redcoats in this image.
- Tell your partner if you would have liked to have been a member of the Minutemen's militia or the Redcoats.

Purpose for Listening

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

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Presenting the Read-Aloud — *15 minutes*



The Shot Heard Round the World

Show image 3A-1: Massachusetts unrest

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 *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.

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



Show image 3A-2: Paul Revere

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]

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?



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

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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 that the British were coming by sea.[5]

Revere spied on[6] the British to discover the soldiers' plans. Then he arranged for a **signal** to be given, a secret code. 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."

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

6 or secretly watched over

7 or bell tower



Show image 3A-4: Paul Revere looking at the signal

That night, after dark, Paul Revere left his family and crept down to the banks of the Charles River. He quietly crossed the river in a boat to a spot where fellow Patriots waited with a horse, saddled and ready to go. Mounting the horse, Paul Revere tipped his hat in thanks to the Patriots and 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.

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Show image 3A-6: Battle of Lexington

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.

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 in the colonies, but it also changed things 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]

8 Volunteers choose to do a job without being paid.

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.]

10 [Pause for students to share ideas.]

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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. *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 arranged by 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 this shot was really heard around the world? Why or why not? (Answers may vary.)

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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. 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 help at . . ."]
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

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The Shot Heard Round the World

3B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

Sayings and Phrases: Let the Cat Out of the Bag — 5 minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. 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.



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

- Point to Paul Revere, and ask students what he is doing in the image. (He is warning the colonists that the British soldiers are coming by sea.)
- Ask students if they have ever heard the saying "let the cat out of the bag." If students are familiar with the saying, ask them to explain what it means. If necessary, explain that when someone "lets the cat out of the bag," it is a way of saying that a person has told a secret. Explain that the "cat" represents a secret, and the "bag" represents a place you would store a secret, such as in your head. Explain that the British soldiers, the Redcoats, were probably angry that Paul Revere "let the cat out of the bag," or told their secret.
- Ask students if they have ever "let the cat out of the bag" or if they know of someone else who "let the cat out of the bag." For example, "My sister let the cat out of the bag and told me

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about the surprise party my mother was planning for me." Give students an opportunity to share their experiences.

- Ask students if they can think of other times they might use this saying.

Use a *Making Choices* activity for follow-up. Directions: I will say some sentences, if the person named told a secret, say, "_____ [insert name of person] let the cat out of the bag." If the person named did not tell a secret, say, "_____ [insert name of person] did not let the cat out of the bag."

- Marisol told her mother that her father made a surprise dinner. (Marisol let the cat out of the bag.)
- Hui never told his aunt his secret birthday plans. (Hui did not let the cat out of the bag.)
- Savannah knew where her family was going for their vacation, but kept the surprise to herself. (Savannah did not let the cat out of the bag.)
- Maria could not keep from telling his grandmother what his grandfather had planned for their anniversary. (Maria let the cat out of the bag.)

Timeline — 15 *minutes*

Note: Create simple drawings, when possible, to accompany your writing. 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. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them.

- Display the Timeline, and briefly review each Image Card.
- Show students Image Card 6 (Paul Revere's Ride). Ask students to describe the image. (The image shows Paul Revere warning the colonists that the Redcoats, members of the British Army, were coming to Lexington, Massachusetts.)
- Ask students where on the Timeline the Image Card should be placed. (Paul Revere's Ride took place after the Boston Tea Party.)

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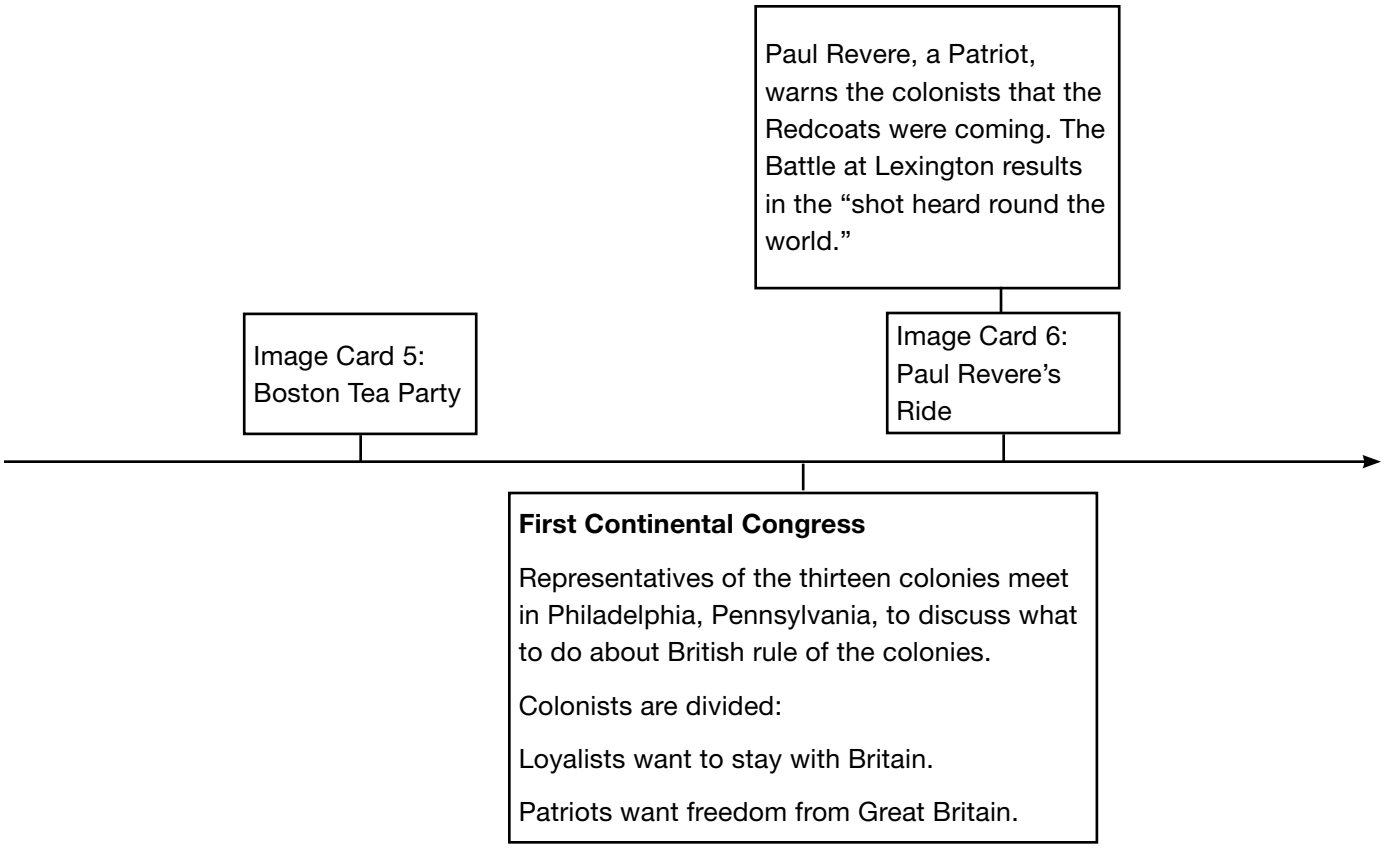
- Place Image Card 6 (Paul Revere's Ride) to the right of Image Card 5 (The Boston Tea Party). [Note: Leave extra space between Image Cards 5 and 6 to add information about the First Continental Congress.]
  Create a box above Image Card 6, and write a student description of Paul Revere's ride in the box.



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

- Remind students that this building is the place where the First Continental Congress took place and that it happened after the Boston Tea Party. Ask students where you should place information about the First Continental Congress on the Timeline. (The information should go between Image Card 5 and Image Card 6 because the Continental Congress began between these two events.)
- Draw a box below the Timeline between the two events and write "First Continental Congress" inside the box.
- Explain to students that you are going to record their thoughts and what they remember about the First Continental Congress. Record student responses to the following questions:
  - What was the First Continental Congress? (It was a meeting of representatives from the colonies to discuss what to do about Great Britain.)
  - What were the colonists called who wanted to remain loyal to the British king? (The colonists who wanted to remain loyal to the British king were called Loyalists.)
  - What were the colonists called who wanted to rule themselves? (The colonists who wanted to rule themselves were called Patriots.)

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Picture Gallery of a New Nation (Instructional Master 3B-1)

20 *minutes*



Show image 3A-2: Paul Revere

- Ask students if they remember the name of the man in the illustration. (Paul Revere.)
- Have students recall important details about Paul Revere from the read-aloud. You may wish to prompt discussion with the following statements:
  - Paul Revere's was a silversmith in Boston, Massachusetts, who agreed to let the militia know what kind of transportation the British soldiers were using by having a friend spy on them and signal to him with lights.
  - After Revere's saw two lights in the bell tower of a church, he galloped through all the towns on the way to Lexington to warn the colonists that the Redcoats were coming by sea.

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    - As a result of Paul Revere's ride, the Minutemen militia was ready for the British when they arrived at Lexington the next morning.
- Tell students that today they are going to draw a picture of something they learned about Paul Revere for their Picture Gallery of a New Nation.
    - First, they should draw a picture related to Paul Revere in the frame.
    - Next, they should write "Paul Revere" in the space beneath the frame. [You may wish to write this name on the board.]
    - Then, ask students to write a sentence or two in the space provided, telling something they learned about Paul Revere.
    - Finally, students should share their drawings and writing with their partners or home-language peers.

Checking for Understanding

Say: "Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, 'What should I draw in the frame?' Turn to your partner and ask your own question now. I will call on several of you to share your questions with the class." [Be sure that students understand the four-part instructions to this activity.]

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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)

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- ✓ 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 leader of the entire military
Example: The president of the United States is the commander in chief of the military.
Variation(s): none

Continental Army, *n.* The army created by the Continental Congress formed with people from the thirteen British Colonies
Example: There were soldiers from every colony 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 visitors 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 park to watch the fireworks.
Variation(s): none

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independent, *adj.* Not controlled by any person, country, or thing
Example: Jeremy's brother is independent and living on his own in another state.
Variation(s): none

Vocabulary Chart for Declaring Independence

Core Vocabulary words are in **bold**.
Multiple Meaning Word Activity word is underlined.
Vocabulary Instructional Activity words have an asterisk (*).
Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	liberty military *nation*	approved arguing author distrust evident **independent*** representatives	army birthday important lead unfair writing/rewriting
Multiple Meaning	colony taxing uniform	dipped divided equal free printing pursuit	
Phrases	***commander in chief*** ***Continental Army*** **Declaration of Independence** **Fourth of July**		
Cognates	libertad military *nación* perseguimiento colonia uniforme	argumento autor evidente **independiente*** representativos divídido igual imprenta	importante

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	[Optional] Timeline	**Note:** You may wish use the Timeline to review and discuss the events leading up to American independence as an alternative to, or in addition to, creating a Story Chart.
	chart paper, tape, markers	Create a Story Chart to capture the events leading up to American Independence.
	Instructional Master 2A-1, chart paper, tape, markers	Complete a Somebody Wanted But So Then Chart with students to capture the information about the Redcoats and the Minutemen presented in the previous read-aloud.
Vocabulary Preview: Commander in Chief/ Continental Army, Nation	Image 4A-3; globe or world map	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Declaring Independence	Response Cards: Founding Fathers	Prior to the read-aloud, review the names of the three individuals pictured on the Response Cards. During the read-aloud, have students hold up the appropriate Response Card when they hear that person's name mentioned in the text.
	Thirteen Colonies Map; globe	Ask student volunteers to locate and show the class the places mentioned in the read-aloud.
	realia or image of a quill pen and ink bottle	Share the realia or image with students when you discuss Guided Listening Support 8.
	twelve-month calendar; [Optional] class birthday calendar	Show students the Fourth of July on the calendar, and draw a birthday hat on that day to stress the idea that this is the birthday of the United States. [Optional] Add the United States to the July entries on your class birthday calendar or graph.

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Exercise	Materials	Details
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Independent		
Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Timeline	Timeline; Image Card 7 (The Declaration of Independence); Image 4A-5; tape, markers	Add details about the Second Continental Congress and the Declaration of Independence to the Timeline.
Picture Gallery of a New Nation	Image 4A-7; Instructional Master 4B-1, writing and drawing tools	Students will add the Declaration of Independence to their books.
Domain-Related Trade Book	trade book about the Declaration of Independence or the Fourth of July; drawing paper and drawing tools	

Advance Preparation

Reproduce Instructional Master 2A-1 (Somebody Wanted But So Then Chart) on large chart paper, or make a copy of Instructional Master 2A-1 on a transparency. Use the title of the previous lesson for the title of the chart.

- Above and Beyond: Make copies of Instructional Master 2A-1 for students who are ready to complete the chart on their own.

Bring in realia or an image of a quill pen and an ink bottle, as well as a twelve-month calendar. [Optional] If you have a class birthday calendar, chart, or graph, add the birthday of the United States to it.

Make a copy of Instructional Master 4B-1 for each student. This will be the third picture in the students' Picture Gallery of A New Nation. Students will draw a picture about the Declaration of Independence and write a sentence about their picture.

Find a trade book about the Declaration of Independence or the Fourth of July to read aloud to the class.

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Notes to Teacher

When reading aloud the words of the Declaration of Independence, be sure to pause and discuss how Jefferson's words relate to our lives today. If students suggest that inequalities exist, acknowledge their concerns, and let them know that the topic of equality will be explored in greater depth throughout the domain.

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Declaring Independence 4A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud ***10** minutes*

What Have We Already Learned? 10+ *minutes*

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

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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 enslaved them, taking away their freedom.)

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.)

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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.

Note: This is an example of a completed Somebody Wanted But So Then Chart with information from Lesson 3.

The Shot Heard Round the World	
Somebody	The Redcoats
Wanted	wanted to take the colonist's weapons.
But	Paul Revere warned the colonists.
So	The Minutemen were ready when the Redcoats came.
Then	There was "the shot heard round the world." The Revolutionary War began!

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Vocabulary Preview

5 minutes



Commander in Chief/Continental Army

Show image 4A-3: George Washington

1. [Point to George Washington.] Today you will hear how George Washington was respected by everyone and was easily elected as the *commander in chief* of the *Continental Army*.
2. Say the phrase *commander in chief* of the *Continental Army* with me three times.
3. The commander in chief is the head of an entire army. The Continental Army was the army created by the Continental Congress during the time period when the thirteen colonies existed.
4. George Washington was the first commander in chief of the Continental Army.
   In the United States, the Continental Army no longer exists. Today, the President is the commander in chief of the United States military.
5. Do you think being the commander in chief of the Continental Army was an easy job or a hard job? What do you think would have been some of your responsibilities? Try to use the phrases *commander in chief* and *Continental Army* when you speak with your partner.

Nation

1. Today, you will hear how the thirteen colonies declared themselves a free and independent *nation*.
2. Say *nation* with me three times.
3. A nation is a country and its people.
4. The thirteen colonies wanted to become one nation. [Show students Germany on a globe or world map.] Sometimes one nation forms from two nations, such as when East Germany and West Germany joined together again to create a country called “Germany.”
5. If you were in charge of naming and leading a new nation,

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what would you call your nation? Turn and tell your partner the name you would use for your new nation, and tell them why you selected that name.

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."

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Presenting the Read-Aloud **15** *minutes*

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]

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



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.

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



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.

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

Meanwhile, the Continental Congress continued to meet in Philadelphia.



Show image 4A-4: Benjamin Franklin

Among the representatives was a man named Benjamin Franklin. He went to Great Britain to speak to Parliament about 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 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

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

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British Parliament began to distrust and dislike him.[5] And so, in 1775, Franklin returned home just in time for the second meeting of the Continental Congress. The other representatives were delighted to have someone there who had spent time in Great Britain. He could help them decide what to do.

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



Show image 4A-5: Second Continental Congress

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.

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

6 or this statement to declare the colonists free



Show image 4A-6: Thomas Jefferson writing

Among those mentioned for the job was Thomas Jefferson, a representative from Virginia. Jefferson was a powerful writer. He was elected to be the author of the Declaration of Independence.[7]

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.

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.



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.

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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]



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]

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

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

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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 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* Who did the Second Contintental Congress choose to be the commander in chief, or leader, of the army? (George Washington) Why do you think George Washington was chosen to be the leader of the army? (He had fought to protect the colonies before; he was respected by everyone.)
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 . . ."? (Answers may vary, but should emphasize that 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.)

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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.
(Explain that the word *independent* can also be used to describe a person. An independent person is able to take care of himself.)

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.

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Jeremy's brother is independent and living on his own in another state.

5. Do you know someone who is an independent person? Why is that person independent? 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 . . ."]
6. 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

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Declaring Independence 4B

Extensions — *20 minutes*

Timeline — *15 minutes*

Note: Create simple drawings, when possible, to accompany your writing. 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. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them.

- Display the Timeline, and briefly review each Image Card.
- Show students Image Card 7 (Declaration of Independence). Ask students to describe the importance of this document. (The document declares the colonies are a free and independent nation.)
- Ask students where the Image Card should be placed. (The Declaration of Independence was written after Paul Revere's ride.)
- Place Image Card 7 (Declaration of Independence) to the right of Image Card 6 (Paul Revere's Ride). [**Note:** Leave extra space between Image Cards 6 and 7 to add information about the Second Continental Congress.]
- Create a box above Image Card 7, and write a student description of the Declaration of Independence in the box.

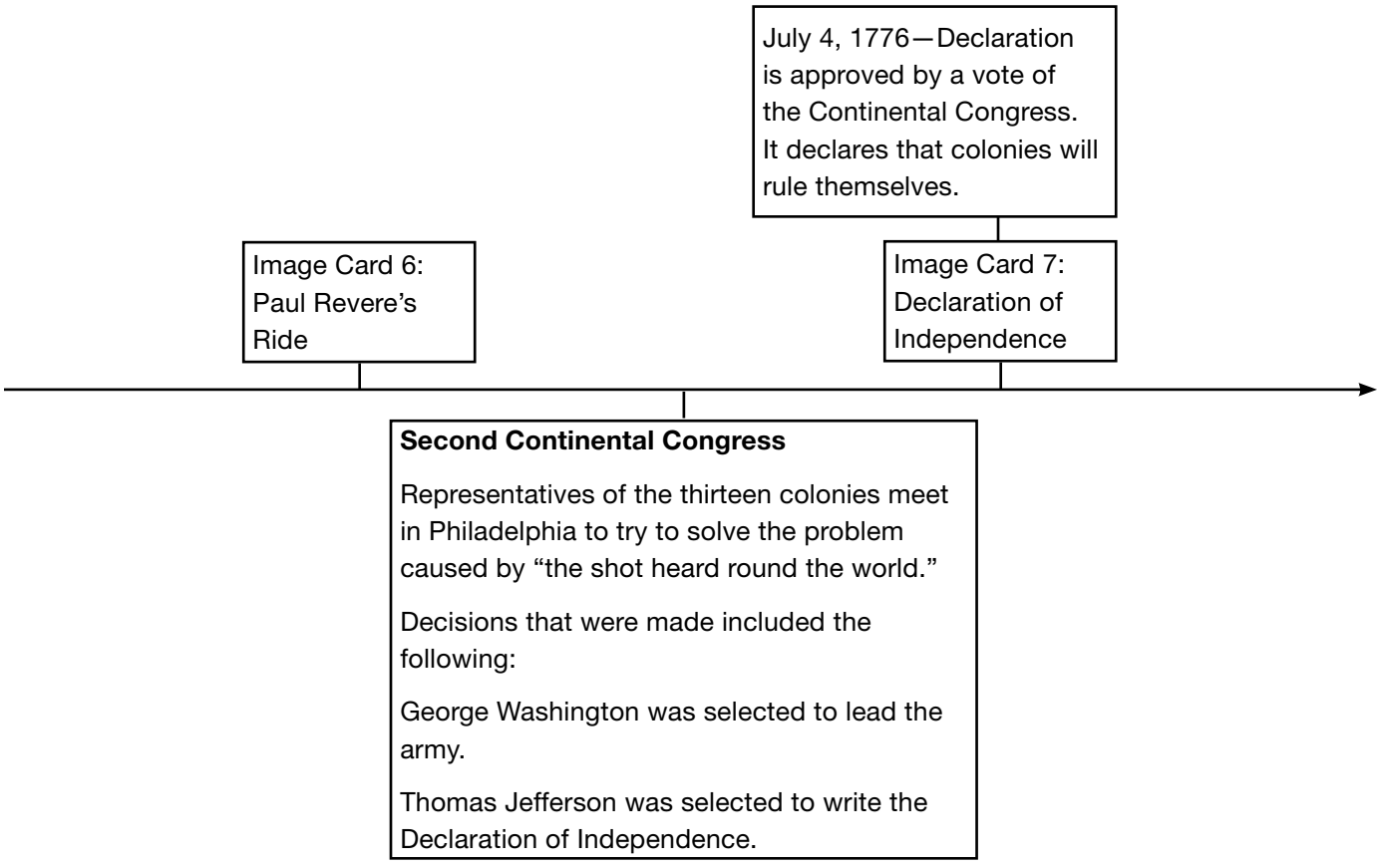


Show image 4A-5: Second Continental Congress

- Remind students that this is a drawing of the Second Continental Congress, which began before the Declaration of Independence was written. Ask students where you should place information about the Second Continental Congress on the Timeline. (The information should go after Image Card 6 and before Image Card 7 because the Second Continental Congress began between those two events.)

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- Draw a box below the Timeline between the two events and write “Second Continental Congress” inside the box.
- Explain to students that you are going to record their thoughts and what they remember about the Second Continental Congress. Record student responses to the following questions:
    - What was the Second Continental Congress? (It was a meeting of representatives from the colonies to try to solve the problem caused by “the shot heard round the world.”)
    - What important decisions were made at the Second Continental Congress? (George Washington was chosen as leader of the Continental Army; the representatives decided to declare themselves a free and independent nation by writing the Declaration of Independence.)
    - Who was chosen to write the Declaration of Independence? (Thomas Jefferson was chosen to write the Declaration of Independence.)



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Picture Gallery of a New Nation (Instructional Master 4B-1)

20 *minutes*

Show image 4A-7: Declaration of Independence

- Ask students if they remember the name of the document in the illustration. (The document is the Declaration of Independence.)
- Have students recall important details about the Declaration of Independence from the read-aloud. You may wish to prompt discussion with the following statements:
    - Thomas Jefferson was known to be a great writer and was selected by the other representatives of the Second Continental Congress to write the Declaration of Independence.
    - Thomas Jefferson wrote this famous document that declares the colonies to be a free and independent nation, no longer under the rule of the King George and the British Parliament.
    - The Declaration of Independence was approved by a vote of the Second Continental Congress on July 4, 1776, the birthday of the United States.
- Tell students that today they are going to draw a picture of something they learned about the Declaration of Independence for their Picture Gallery of a New Nation.
    - First, they should draw a picture related to the Declaration of Independence in the frame.
    - Next, they should write "Declaration of Independence" in the space beneath the frame. [You may wish to write this name on the board.]
    - Then, ask students to write a sentence or two in the space provided, telling something they learned about the Declaration of Independence from the read-aloud.
    - Finally, students should share their drawings and writing with their partners or home-language peers.

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Domain-Related Trade Book 20 *minutes*

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about the Declaration of Independence or the Fourth of July to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools and writing tools. Have students draw one detail they remember from the trade book. Ask students to label their pictures or write a sentence to go along with their drawings. Have students share their drawings and writing with their partners or with home-language peers.

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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)

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- ✓ 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 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

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Vocabulary Chart for The Legend of Betsy Ross			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	Patriot **patriotism** nation ***seamstress*** spool	**alternating*** officially represent sew/sewing sketch suggestion symbol	died needle war
Multiple Meaning	bolt ***legend*** rapping scrap stitches thread	adopted design pride slip	flag
Phrases	Betsy Ross Fourth of July George Washington **Stars and Stripes**		
Cognates	nación Patriota **Patriotism** **leyenda**	**alterno*** oficialmente representar sugestión símbolo adoptado diseño	

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Timeline	**Note:** From this lesson forward, you can refer to the Timeline in conjunction with or in place of the Story Chart for this section.
	Story Chart (from Lesson 4 Introduction)	
	Instructional Master 2A-1, chart paper, tape, markers	Complete a Somebody Wanted But So Then Chart with students to capture the information about the Declaration of Independence presented in the previous read-aloud.
Vocabulary Preview: Legend, Seamstress	Image 5A-7	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
The Legend of Betsy Ross	needle, thread, scissors, and cloth	Use the realia to demonstrate sewing to help students understand the work of a seamstress.
	Thirteen Colonies Maps	Have students locate the colonies mentioned in the read-aloud on their maps.
	Response Cards: Founding Fathers	Have students locate and hold up the Response Card for George Washington when he is mentioned in the read-aloud.
	scrap of paper, drawing tools	Use the scrap of paper and drawing tools to demonstrate a sketch.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		

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Exercise	Materials	Details
Word Work: Alternating	Image 5A-8; picture of a checkerboard; small colored cubes or blocks	Students will create and describe alternating patterns.
	Complete Remainder of the Lesson Later in the Day	
Extensions (20 minutes)		
Multiple Meaning Word Activity: Slip	Poster 2M (Slip)	
Timeline	Timeline; Image Card 8 (Original U.S. Flag); tape, markers	Add details about the "Stars and Stripes" to the Timeline.
The Original Flag	Instructional Master 5B-1; drawing and writing tools	
Picture Gallery of a New Nation	Image 5A-7; Instructional Master 5B-2; drawing and writing tools	Students will add Betsy Ross to their picture gallery.

Advance Preparation

Reproduce Instructional Master 2A-1 (Somebody Wanted But So Then Chart) on large chart paper, or make a copy of Instructional Master 2A-1 on a transparency. Use the title of the previous lesson for the title of the chart.

Above and Beyond: Make copies of Instructional Master 2A-1 for students who are ready to complete the chart on their own.

Bring in needle(s), thread, scissors, and cloth to show students during the read-aloud.

Bring in a checkerboard (or an image of a checkerboard). Provide small, colored blocks for students to work with during the *Vocabulary Instructional Activity*.

Make a copy of Instructional Master 5B-1 for each student. This is the worksheet for *The Original Flag* activity.

Make a copy of Instructional Master 5B-2 for each student. Students will draw a picture of Betsy Ross and write a sentence about their picture.

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The Legend of Betsy Ross 5A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud *10 minutes*

What Have We Already Learned? 10 minutes

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.

Review content from the previous read-aloud using a Somebody Wanted But So Then Chart.

Note: This is an example of a completed Somebody Wanted But So Then Chart with information from Lesson 4.

Declaring Independence	
Somebody	Thirteen Colonies
Wanted	no longer wanted to be part of Great Britain.
But	King George and the British Parliament did not want to let the colonies free.
So	The Second Continental Congress asked Thomas Jefferson to write a Declaration of Independence to announce that the colonies were a free and independent nation.
Then	The Declaration of Independence was approved on July 4, 1776. Now July 4th is celebrated as America's birthday!

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Vocabulary Preview *5 minutes*

Legend

1. In today's read-aloud, you will hear how there is a famous *legend* about the making of our country's first flag.
2. Say the word *legend* with me three times.
3. A legend is a story that has been told and retold through the years that may or may not be true.
4. Mei Mei's mom loved to tell her Chinese legends that she had heard when she was a young girl.
   Zayvion loved to hear the legend of Johnny Appleseed, even though he thought it might not be true.
5. According to legend, George Washington asked Betsy Ross to sew the first flag of the United States. Turn and tell your partner if you think this legend is true or not true.

Seamstress

1. Today you will hear about a *seamstress* named Betsy Ross.
2. Say the word *seamstress* with me three times.
3. A *seamstress* is a person who sews with needle and thread to make or repair things made of cloth.
4. Tran's father took his pants to the seamstress to see if she could make them shorter.
   Marguerite loved to sew. She dreams of becoming a seamstress when she grows up.



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

5. [Point to the woman, the needle, the thread, and the cloth.] This is an image of Betsy Ross sewing with a needle, thread, and some cloth. According to a legend, or story, she sewed the first flag of the United States. Betsy Ross was a very good seamstress who was able to make clothing and other things. I am going to name some tasks. If you think a seamstress would be able to complete that task with a needle, thread, and cloth, say, "That is a task for a seamstress." If you do not think a seamstress would be able to complete the task

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with a needle, thread, and cloth, say, "That is not a task for a seamstress."

- sewing a pair of pants (That is a task for a seamstress.)
- making a wooden cart (That is not a task for a seamstress.)
- sewing a button on a shirt (That is a task for a seamstress.)
- painting a house (That is not a task for a seamstress.)
- making a dress (That is a task for a seamstress.)
- sewing a flag (That is a task for a seamstress.)
- fixing a gate (That is not a task for a seamstress.)

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.

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Presenting the Read-Aloud — **15** *minutes*



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.

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?



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

Because it was 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 Patriots 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?

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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

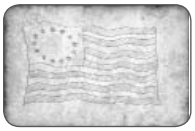
There is a famous **legend** about Betsy Ross.[3] According to this legend, Betsy sat in her shop, sewing and enjoying the light of a warm summer evening in June 1776, when she heard a loud rapping at her door. John's uncle, George Ross, stood before her with two other men. One of them was General George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

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



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

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 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."

4 or love for your country

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

"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 having five-pointed stars instead of the six-pointed stars that he had drawn. Then the three visitors turned and left as quickly as they had come.

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?



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

Betsy set to work on the flag the very next day. Taking down a red bolt[7] 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.

7 or roll



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]

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

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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* 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.)

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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

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

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. [Show an image of a checkerboard and point to the appropriate colors as you speak.] This checkerboard is made up of alternating black and red squares. I am going to describe the pattern; it is black, red, black, red, black, and red.
5. [Point to the appropriate colors as you speak.] Betsy Ross is showing George Washington and his fellow representatives the flag she created. Look at the alternating color pattern she used to create the flag. Turn and describe the alternating color pattern on this flag to your partner. 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: "The alternating pattern is _____ and _____."]

6. What is the word we have been talking about?

Use a *Word to World* activity for follow-up. Directions: I am going to give each partner pair a set of colored blocks. First, one partner should create an alternating pattern and the other partner should try to describe the alternating pattern. Next, partners will change jobs and repeat the same activity. I will call on a few partner pairs to share their alternating patterns with the class.

Complete Remainder of the Lesson Later in the Day

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The Legend of Betsy Ross 5B

Note: Extensions may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

Multiple Meaning Word Activity — *5 minutes*

Sentence in Context: Slip

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

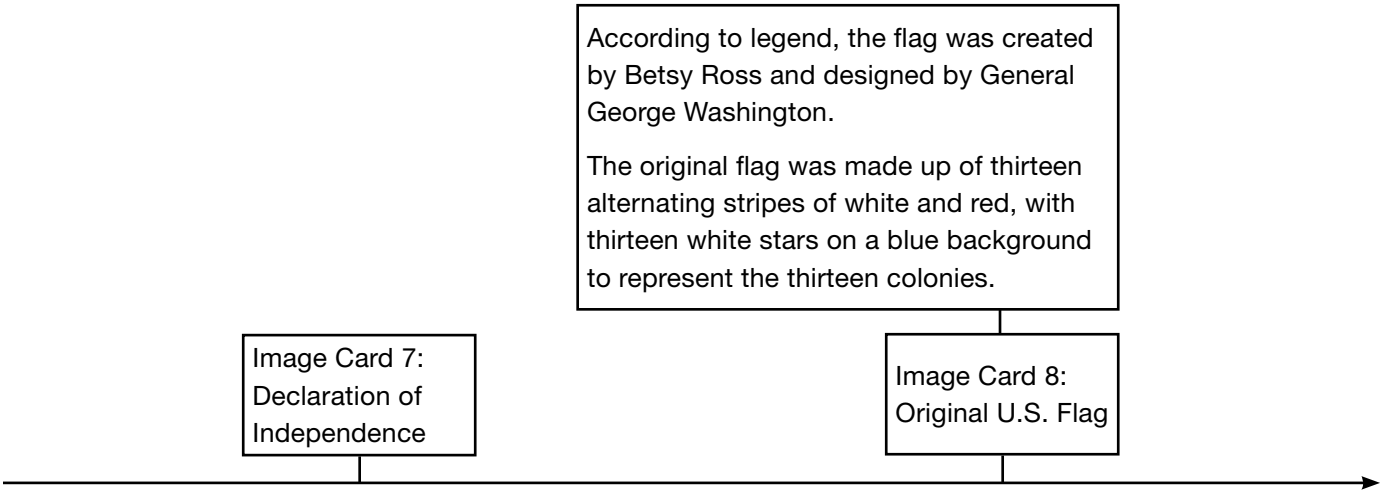
1. [Show Poster 2M (Slip).] In the read-aloud you heard, "Betsy took the *slip* of paper from General Washington's hand." Which image shows this meaning of *slip*?
2. The word *slip* can also describe when you lose your balance on a slippery surface. Which image shows this meaning of *slip*?
3. Now with your partner, make a sentence for each meaning of *slip*. Use complete sentences. I will call on some of you to share your sentences with the class.

Timeline — *10 minutes*

Note: Create simple drawings, when possible, to accompany your writing. 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. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them.

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- Display the Timeline, and briefly review each Image Card.
- Show students Image Card 8 (Original U.S. Flag). Ask students to describe the image. (It is the "Stars and Stripes," the first official flag of the United States.)
- Ask students where on the Timeline the Image Card should be placed. (The flag was created after the establishment of the thirteen colonies in America, after the Boston Tea Party, after Paul Revere's ride, and after the Declaration of Independence was written.)
- Place Image Card 8 (Original U.S. Flag) to the right of Image Card 7 (Declaration of Independence). Create a box above Image Card 8, and write a student description of this symbol in the box.



The Original Flag (Instructional Master 5B-1) 15 *minutes*

- 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 red, then alternating with white)
- Ask students to write one or two sentences 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 with the class.

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- 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 the following:
- 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?

Picture Gallery of a New Nation (Instructional Master 5B-2)

20 *minutes*



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

- Ask students if they remember the name of the woman in the illustration. (The woman is Betsy Ross.)
- Have students recall important details about Betsy Ross from the read-aloud. You may wish to prompt discussion with the following statements:
  - Betsy Ross was a seamstress who lived in Philadelphia, Pennsylvania.
  - Legend suggests that Betsy Ross made the first official flag for the United States at George Washington's request.
- Tell students that today they are going to draw a picture of something they learned about Betsy Ross for their Picture Gallery of a New Nation.
  - First, they should draw a picture related to Betsy Ross in the frame.
  - Next, they should write "Betsy Ross" in the space beneath the frame. [You may wish to write this name on the board.]
  - Then, ask students to write a sentence or two in the space provided, telling something they learned about Betsy Ross.
  - Finally, students should share their drawings and writing with their partners or home-language peers.

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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 enslaved people
- ✓ 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

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- ✓ 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 1–8

Divide students into small groups. Review the Image Cards with students and identify each image. In your hand, hold Image Cards 1–8 fanned out like a deck of cards. Ask each group to choose a card but not to show it to anyone else in the class. Explain to students that the class is going to try to guess what image is on their Image Card. Have each small group come up with clues about their Image Card to tell the class. For example, for Image

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Card 8 (The Original U.S. Flag), they may say, "Legend suggests this symbol of the United States was sewn by Betsy Ross." The rest of the class will guess what is being described.

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.

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: A New 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.

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Thirteen Original Colonies

Materials: Thirteen Colonies Map 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.

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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.

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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

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Core Vocabulary

daring, *adj.* Bold or courageous
Example: The daring mouse ran right past the cat.
Variation(s): none

defeat, *v.* To beat someone in a game or battle
Example: The children were able to defeat the adults at the board game.
Variation(s): defeats, defeated, defeating

struggled, *v.* Tried very hard to do something
Example: The climbers struggled up the mountain.
Variation(s): struggle, struggles, struggling

Vocabulary Chart for George Washington, Commander in Chief

Core Vocabulary words are in **bold**.
Multiple Meaning Word Activity word is underlined.
Vocabulary Instructional Activity words have an asterisk (*).
Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	bullets French Germans gunpowder militiamen/ Redcoats muskets	***daring*** disease opinion respect statue **struggled*** trained/ unprepared	army battles bunks enemies farmers ice rags tents winter wrong
Multiple Meaning	camped spirits	***defeat*** plan	cold
Phrases	commander in chief George Washington	surprise attack	
Cognates		opinión respect estatua *victoria*	

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Timeline	Use the Timeline to review the events covered in the domain thus far.
	Story Chart	If you created a Story Chart, add the writing of the Declaration of Independence and the creation of the Stars and Stripes to the chart.
	Instructional Master 2A-1, chart paper, tape, markers	Complete a Somebody Wanted But So Then Chart with students to capture the information about the legend of Betsy Ross presented in the previous read-aloud.
Making Predictions About the Read-Aloud	Image 6A-1	Students will make predictions using the read-aloud title and the image.
Vocabulary Preview: Defeat, Daring		
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
George Washington, Commander in Chief	Response Cards: Founding Fathers	Have students hold up the appropriate Response Card when mention is made of George Washington or Benjamin Franklin in the read-aloud.
	U.S. map	Show students the location of the Delaware River and Valley Forge.
	Thirteen Colonies Maps	Have students locate the colonies mentioned in the read-aloud on their maps.
	world map or globe	Invite students to use the world map or globe to locate the countries mentioned in the read-aloud.

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Exercise	Materials	Details
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Struggled		
Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Picture Gallery of a New Nation	Image 6A-3; Instructional Master 6B-1, writing and drawing tools	Students will add George Washington to their picture gallery.
Domain-Related Trade Book	trade book about George Washington; drawing paper, writing and drawing tools	
Take-Home Material		
Family Letter	Instructional Masters 6B-2 and 6B-3	

Advance Preparation

Reproduce Instructional Master 2A-1 (Somebody Wanted But So Then Chart) on large chart paper, or make a copy of Instructional Master 2A-1 on a transparency. Use the title of the previous lesson for the title of the chart.

Above and Beyond: Make copies of Instructional Master 2A-1 for students who are ready to complete the chart on their own.

Make a copy of Instructional Master 6B-1 for each student. Students will draw a picture of George Washington and write a sentence about their picture.

Find a trade book about George Washington to read aloud to the class.

Notes to Teacher

You may wish to mention that George Washington is one of the most important people behind the building of our nation. As such, students will be learning more details in the upcoming read-alouds about George Washington's life and work.

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George Washington, Commander in Chief

6A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud ***10** minutes*

What Have We Already Learned? **10** *minutes*

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.

Review content from the previous read-aloud using a Somebody Wanted But So Then Chart.

Note: This is an example of a completed Somebody Wanted But So Then Chart with information from Lesson 5.

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The Legend of Betsy Ross	
Somebody	George Washington
Wanted	wanted a flag to represent the new nation.
But	The new nation did not have a flag, and the Second Continental Congress was about to declare independence from Great Britain.
So	He asked Betsy Ross, a seamstress, to use his design and to quickly make a flag.
Then	The "Stars and Stripes" became the national flag of the United States of America.

Making Predictions About the Read-Aloud *5 minutes*

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.

Vocabulary Preview *5 minutes*

Defeat

1. Today you will hear how the French government was willing to help George Washington's militiamen *defeat* the British Redcoats in New York.
2. Say the word *defeat* with me three times.
3. To defeat someone means to win or beat that person in a game or battle.
4. Matthew loved to defeat his dad in checkers because it felt good to win.
5. Do you think George Washington's militiamen will defeat the British Redcoats?

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Daring

1. In today's read-aloud, you will hear how George Washington came up with a *daring* plan to surprise the Redcoats.
2. Say the word *daring* with me three times.
3. *Daring* means bold or courageous.
4. Mai felt daring when she read a story in front of her class, even though she was very nervous.
   Sometimes being too daring can cause trouble or hurt you; for example, sticking your arms out of a quickly moving car in very dangerous.
5. Are you are daring person? Turn and tell your partner if you are a daring person.

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.

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Presenting the Read-Aloud — *15 minutes*



George Washington, Commander in Chief

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

You will remember that while the Second Continental Congress was meeting and signing the Declaration of Independence, George Washington was far away from Philadelphia.[1] He was in Boston fighting the British. This 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. There weren't enough guns, and there was hardly any gunpowder.

1 What was the Declaration of Independence?

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]

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



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

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.

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

George Washington nearly lost his army in the fierce fighting 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]

4 What do you think the colonists did?

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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 and just held up their hands in defeat. 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.

5 *Daring* means courageous.



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** the British army, one of the greatest armies in the world.[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.

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Show image 6A-5: Valley Forge

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.

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

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.]

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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 climb up the stairs while carrying a heavy box.
5. Have you ever struggled with learning something or doing something? 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.)

- Have you ever struggled to get out of bed in the morning?
- Have you ever struggled with cleaning your room?
- Have you ever struggled to find something?
- Have you ever struggled to wait your turn?



Complete Remainder of the Lesson Later in the Day

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George Washington, Commander in Chief

6B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

Picture Gallery of a New Nation (Instructional Master 6B-1) — 20 *minutes*



Show image 6A-3: Washington crossing the Delaware

- Ask students if they remember the name of the man in the illustration. (The man is George Washington.)
- Have students recall important details about George Washington from the read-aloud. You may wish to prompt discussion with the following statements:
  - George Washington was the Commander in Chief of the Continental Army.
  - Washington was a brave leader and well-respected by the militiamen he led in fight against the British.
- Tell students that today they are going to draw a picture of something they learned about George Washington for their Picture Gallery of a New Nation.
  - First, they should draw a picture related to George Washington, Commander in Chief, in the frame.
  - Next, they should write "George Washington" in the space beneath the frame. [You may wish to write this name on the board.]
  - Then, ask students to write a sentence or two in the space provided, telling something they learned about George Washington.

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- Finally, students should share their drawings and writing with their partners or home-language peers.

Domain-Related Trade Book — 20 *minutes*

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about George Washington to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools and writing tools. Have students draw one detail they remember from the trade book. Ask students to label their pictures or write a sentence to go along with their drawings. Have students share their drawings and writing with their partners or with home-language peers.

Take-Home Material

Family Letter

Send home Instructional Masters 6B-2 and 6B-3.

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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

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- ✓ 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.* Certain or sure of something
Example: I am confident that I will do well on the math test because I can do all of the problems on my own.
Variation(s): none

surrendering, *v.* Giving up and turning over the power to the opponent
Example: The army was surrendering because 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 are built in areas that were once wilderness.
Variation(s): wildernesses

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Vocabulary Chart for Will This War Never End?			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is <u>underlined</u>. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	battles birdsong British drummer Mount Vernon ***wilderness***	**confident*** distant escape exhausted obey peace prepared representatives scoffed ***surrendering***	king ocean winning
Multiple Meaning	tune weather	blocking* <u>charge</u> comfort promising supplies	flag free
Phrases	waved a white flag	shouting out orders	
Cognates	batallas tono	**confiado*** distante escaper exhaust obedecer paz preparado representativos <u>cargar</u> confortar prometedor	océano

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Timeline	Use the Timeline to review the events in the domain thus far.
	Story Chart	If you created a Story Chart, add details about the Revolutionary War to the chart.
	Instructional Master 2A-1, chart paper, tape, markers	Complete a Somebody Wanted But So Then Chart with students to capture the information about George Washington and his militiamen presented in the previous read-aloud.
Making Predictions About the Read-Aloud	chart paper; markers, tape; sticky note–one per student	Invite students to predict whether or not the war will end by placing a sticky note with their name written on it in the "yes" or "no" column of the Prediction Chart.
Vocabulary Preview: Wilderness, Surrendering	Image 7A-1; images of the wilderness	
	Image 7A-3; white flag/piece of cloth	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Will This War Never End?	Thirteen Colonies Map; globe or world map	Have students refer to their Thirteen Colonies Map and the globe or world map to locate places mentioned in the read-aloud.
	compass, chart paper, markers, tape	Use the compass to explain the four cardinal directions: north, south, east and west. Draw and display a compass rose on chart paper.
	Response Cards: Founding Fathers	Have students hold up the appropriate Response Card when George Washington or Benjamin Franklin is mentioned in the read-aloud.

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Exercise	Materials	Details
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	Prediction Chart	Use the Prediction Chart for Question 1.
Word Work: Confident		
 **Complete Remainder of the Lesson Later in the Day**		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Charge	Poster 3M (Charge)	
Syntactic Awareness Activity: Action Words in the Past and Present		
Vocabulary Instructional Activity: Blocking		
Timeline	Timeline; Image Card 9 (Surrender at Yorktown); tape, markers	Add details about the surrender at Yorktown to the Timeline.
Song: "Yankee Doodle"	recording of "Yankee Doodle"; small musical instruments	Invite students to use the instruments to form a marching band.

Advance Preparation

Reproduce Instructional Master 2A-1 (Somebody Wanted But So Then Chart) on large chart paper, or make a copy of Instructional Master 2A-1 on a transparency. Use the title of the previous lesson for the title of the chart.

Above and Beyond: Make copies of Instructional Master 2A-1 for students who are ready to complete the chart on their own.

Create a Prediction Chart. Students will write their names on a sticky note and place their name under "Yes" or "No."

Prediction Question: Will the Revolutionary War end?	
Yes	No

Find images of the wilderness to show the class. Bring in a white flag or piece of cloth to relate the saying "raise the white flag" to the word *surrender*.

Find a recording of the song "Yankee Doodle." Bring in or borrow small musical instruments (e.g., maracas, tambourines, rhythm sticks, bells, or shakers) for students to use while they march to "Yankee Doodle."

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Notes to Teacher

This read-aloud introduces more personal details about the life of George Washington. You may wish to let students know that they will be asked to draw upon these details for a brainstorming exercise about George Washington as part of the next lesson. Help students create a list or Idea Web about George Washington to use for the brainstorming exercise in the next lesson.

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Will This War Never End? 7A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud ***10** minutes*

What Have We Already Learned? **10** *minutes*

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.

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Review content from the previous read-aloud using a Somebody Wanted But So Then Chart.

Note: This is an example of a completed Somebody Wanted But So Then Chart with information from Lesson 6.

George Washington, Commander in Chief	
Somebody	The Continental Army
Wanted	wanted to defeat the British Army.
But	The militiamen were untrained, and the Redcoats were well trained.
So	George Washington, Commander in Chief of the Continental Army, had to come up with a daring plan to defeat the British.
Then	Washington and his men crossed the Deleware River, attacked the British troops, and won!

Making Predictions About the Read-Aloud *5 minutes*

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.

Vocabulary Preview *5 minutes*

Wilderness



Show image 7A-1: Map of thirteen colonies

1. [Point to the green area to the west of the colonies on the map.] Today you will hear how, during the Revolutionary War, the area to the west of the thirteen colonies, beyond the Mississippi River, was thought of as *wilderness*.
2. Say the word *wilderness* with me three times.
3. Wilderness is an area of land where few people live.
4. Raul and Ramon liked to go camping with their families in the wilderness near their home.
   Nikita preferred cities to wilderness.

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5. [Show additional images of wilderness.] Do you think living in the wilderness would be fun? What would living in the wilderness be like?

Surrendering

1. Today you will hear how the British troops waved a white flag to show they were *surrendering* to the Continental Army.
2. Say *surrendering* with me three times.
3. *Surrendering* means giving up.
4. Waving a white flag is a traditional way to indicate you are surrendering.
   The British troops were used to winning wars, surrendering was a new experience for them.



Show image 7A-3: Surrender at Yorktown

5. This is a drawing of the British surrendering at the Battle of Yorktown. How do you think the British soldiers felt after surrendering to the Continental Army? Turn and tell your partner how you think the British troops felt after surrendering. Try to use the word *surrendering* when you talk to your partner.

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?

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Presenting the Read-Aloud **15** *minutes*



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 bitter 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. 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?

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Show image 7A-3: Surrender at Yorktown

British drummer boys waved a white flag to show they were **surrendering.**[5]

Surrendering was not easy for the British, who were used to winning wars and ruling colonies. Now they had lost a war. They would no longer rule 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.

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



Show image 7A-4: Peace treaty[6]

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 distant[9] 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]

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?



Show image 7A-5: Mount Vernon

George Washington, exhausted by six years of battle, went back home to his family. He loved Mount Vernon, his home on the Potomac River in Virginia. He liked 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 the long, hard

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winters, and even camping with them in their field tents. She enjoyed 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.

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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. 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

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Will This War Never End? 7B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

Multiple Meaning Word Activity — *5 minutes*

Multiple Choice: Charge

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Charge).] In the read-aloud you heard, "[T]he British were no longer in *charge*, and the colonists did not have to obey the rules of a distant king." Which image shows this meaning of *charge*?
2. *Charge* has other meanings. The word *charge* can mean to put electricity into a battery so a machine or device will work. Which image shows this meaning of *charge*?
3. *Charge* also has another meaning as well. The word *charge* can mean to rush or run forcefully towards something. Which image shows this meaning of *charge*?
4. Now that we have gone over the different meanings for *charge*, quiz your partner on these different meanings. For example, you could say, "Kelly likes to be in charge of her little sister and tell her what to do." And your partner should respond, "That's '1.'"

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Syntactic Awareness Activity — 5 *minutes*

Action Words in the Past and Present

Note: 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 the action is done.
2. [Please emphasize the bold words and the word parts as you read.] In the read-aloud today you heard the following: *"Will this war never end?" people* ***wondered****.*
3. Notice that in the read-aloud, the action word ***wondered*** tells us that this action took place in the past. This is true because the Revolutionary War happened a very long time ago.
4. Remember we add *–ed* to action words to show that the action happened in the past.
5. [Emphasize the bold words and the word parts as you read.] I am going to read some sentences that describe actions that are happening in the present or right now. When an action happens in the present, we do not add *–ed* to the action word. Listen carefully to my sentences. When you hear the action word, point at your feet because the action is happening in the present or right now. I will call on someone to tell me which word is the action word.
   - They **play** in the gym. (*Play* is the action word.)
   - They **work** outside in the garden. (*Work* is the action word.)
   - They **move** quietly down the hall. (*Move* is the action word.)
   - They **dance** joyfully around the classroom. (*Dance* is the action word.)
6. Now you try! With your partner use the words *obey*, *surender*, and *tune* from the read-aloud to make sentences about things that happened in the past and the present. Remember to add *–ed* to each word that is an action that happened in the past. I will call on two or three partner pairs to share their sentences.

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Vocabulary Instructional Activity — 5 *minutes*

Word Work: Blocking

1. In the read-aloud you heard how "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."
2. Say the word *blocking* with me three times.
3. *Blocking* describes the act of stopping the movements of someone or something.
4. The train was blocking the road, so the cars just had to wait until the train passed.
5. Have you ever seen a tree, a vehicle, a person, an animal, or a train blocking the road or blocking traffic? Turn and tell your partner about what you saw. Try to use the word *blocking* when you tell about it. I will call on two or three partner pairs to share your responses with the class.
   [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Once I saw a _____ blocking a _____."]
6. What is the word we have been talking about?

Use a *Movement* activity for follow-up. Directions: Blocking describes when something is in the way or stops movement. I am going to stand in different places in the room in such a way that I am blocking something. Together, we will describe what I am blocking by saying, "[Name of teacher] is blocking the _____." Later, I will ask volunteers to block something, and we will describe what he or she is blocking by saying, "[Name of student] is blocking the _____."

- [Block a desk.] S/he is blocking a desk.
- [Block a window.] S/he is blocking a window.
- [Block a student.] S/he is blocking a student.
- [Select two or three additional items to block.] S/he is blocking a _____.]

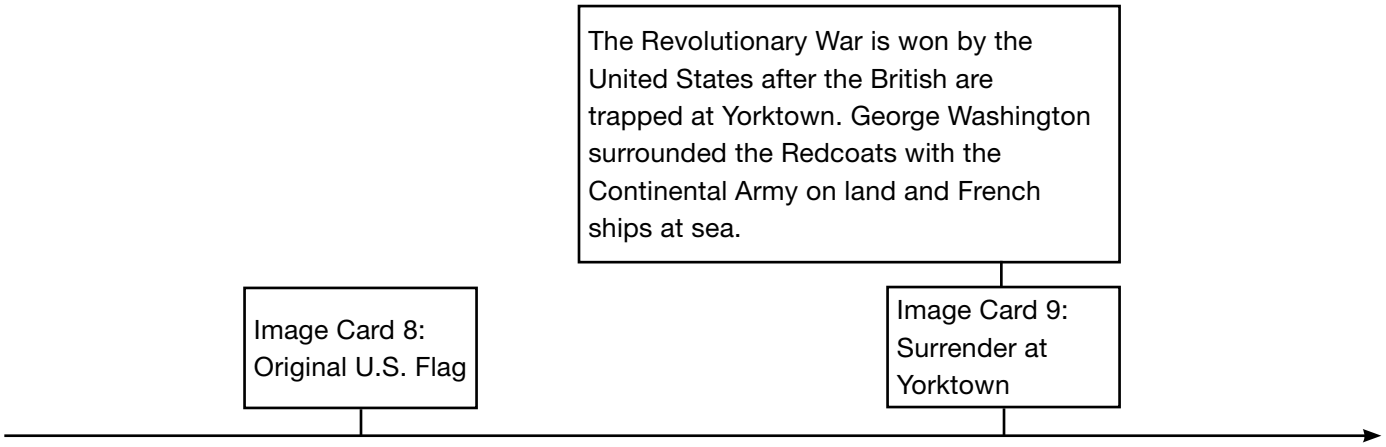
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Timeline

10 *minutes*

Note: Create simple drawings, when possible, to accompany your writing. 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. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them.

- Display the Timeline, and briefly review each Image Card.
- Show students Image Card 9 (Surrender at Yorktown). Ask students to describe the event. (The Revolutionary War is won by the United States after the British are trapped at Yorktown. George Washington surrounded the Redcoats with the Continental Army on land and French ships at sea.)
- Ask students where the Image Card should be placed. (The Surrender at Yorktown took place after the first official United States Flag.)
- Place Image Card 9 (Surrender at Yorktown) to the right of Image Card 8 (Original U.S. Flag). Create a box above Image Card 9, and write a student description of the event in the box.



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Song: "Yankee Doodle" 15 *minutes*

- Tell students 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)

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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.

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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)

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- ✓ 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 militiamen formed a united group to fight against the Redcoats.
Variation(s): none

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Vocabulary Chart for A Young Nation is Born			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	banking **president***	arguing* discussed example government guess monument **permanent** system	coin king leader
Multiple Meaning	bill **capital** *constitution* convention	packed rules serve settle **united**	name
Phrases	District of Columbia/D.C. *Founding Fathers* there's no place like home United States of America		
Cognates	**Presidente*** *constitución* billete **capital** convención	argumento* ejemplo gobierno monumento **permanente** sistema servir **unido**	nombre

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Timeline	Use the Timeline to review the events in the domain thus far.
	Story Chart	If you created a Story Chart, add details about the founding of our country to the chart.
	Instructional Master 2A-1, chart paper, tape, markers	Complete a Somebody Wanted But So Then Chart with students to capture information about the British surrender presented in the previous read-aloud.
Vocabulary Preview: Founding Fathers, Constitution	Response Cards: Founding Fathers; Images 8A-3 and 8A-4	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
A Young Nation is Born	Thirteen Colonies Map; U.S. map	Have students refer to their Thirteen Colonies Map and the U.S. map to locate places mentioned in the read-aloud.
	Response Card: Founding Fathers	Have students hold up the appropriate Response Card when George Washington or Benjamin Franklin is mentioned in the read-aloud.
	One-dollar bills, quarters	Pass around the bill and the coin, and have students identify George Washington's image on it.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: President		
 **Complete Remainder of the Lesson Later in the Day**		

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Exercise	Materials	Details
Extensions (20 minutes)		
Multiple Meaning Word Activity: Capital	Poster 4M (Capital)	
Syntactic Awareness Activity: Action Words in the Past, Present, and Future		
Vocabulary Instructional Activity: Arguing		
Saying and Phrases: There's No Place Like Home	drawing paper; drawing and writing tools	Ask students to draw and write about things that made Mount Vernon special to George Washington.
Timeline	Timeline; Image Card 10 (George Washington); Image Card 11 (Washington, D.C.); tape, markers	Add George Washington and Washington, D.C. to the Timeline.

Advance Preparation

Reproduce Instructional Master 2A-1 (Somebody Wanted But So Then Chart) on large chart paper, or make a copy of Instructional Master 2A-1 on a transparency. Use the title of the previous lesson for the title of the chart.

- Above and Beyond: Make copies of Instructional Master 2A-1 for students who are ready to complete the chart on their own.

Bring in one-dollar bills and quarters.

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A Young Nation is Born

8A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud — *10 minutes*

Note: This is an example of a completed Somebody Wanted But So Then Chart with information from Lesson 7.

Will This War Never End?	
Somebody	The Continental Army
Wanted	wanted to defeat the British Army.
But	The British army was stronger and better prepared.
So	The Continental Army trapped the British on land and used French ships to trap them by sea at the Battle of Yorktown.
Then	The British surrendered, and the colonies won the war!

What Have We Already Learned? — 10 *minutes*

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.)

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- 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.

Vocabulary Preview *5 minutes*

Founding Fathers



Show image 8A-3: Washington, Franklin, and Jefferson

1. [Point to each individual as you name them.] Today you will hear how three of the *Founding Fathers*—George Washington, Benjamin Franklin, and Thomas Jefferson—helped to start our new country.
2. Say the phrase *Founding Fathers* with me three times.
3. The *Founding Fathers* were men who had been representatives to the Continental Congress at the beginning of the Revolutionary War. They played the important role at the end of the war to unite the thirteen colonies into one nation. They are called *Founding Fathers* because they helped found, or start, our new country.
4. Of the three Founding Fathers in this image, Benjamin Franklin was the only one who was never elected president. The Founding Fathers had a difficult job because each of the colonies had different ideas about how the new country should be ruled.
5. I am going to say the name of one of the Founding Fathers. When I say his name, hold up the Response Card that shows his picture and say, "_____ was one of the Founding Fathers." Then tell your partner something you remember about that Founding Father.
   - Benjamin Franklin (Benjamin Franklin was one of the Founding Fathers. He was good at getting people to work

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together. He was also good at arguing. He traveled to England to represent the colonists.)

- Thomas Jefferson (Thomas Jefferson was one of the Founding Fathers. He was an excellent writer and was chosen to write the Declaration of Independence.)
- George Washington (George Washington was one of the Founding Fathers. He was chosen to be the commander in chief of the army. He is said to have designed the U.S. flag and to have asked Betsy Ross to make it.)

Constitution

1. Today you will hear about how the representatives of the colonies wanted to come up with a *constitution*.
2. Say the word *constitution* with me three times.
3. The United States *Constitution* is a plan of how to rule the country without a king.
4. The set of rules for our country is called the *Constitution*. Many countries have their own constitution.



Show image 8A-4: Constitutional Convention

5. Look at this image. This is a drawing of the Constitutional Convention held in Philadelphia, Pennsylvania. Turn and tell your partner if you would have liked to be one of the people who were there to write the Constitution.

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.

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Presenting the Read-Aloud **15** *minutes*



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 Jefferson [1]

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]

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.

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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]



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]

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.]

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.

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

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] 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]

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

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]

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

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Discussing the Read-Aloud **15** *minutes*

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 it to become the first president of the United States? (Answers may vary.)
4. *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.)
5. *Inferential* How do we remember George Washington today? (Our nation's capital is named after him; monuments have been built in his honor; his picture is on the dollar bill and quarter.)

[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

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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 the person in charge of a country, a company, or a group.
4. Every four years, the United States elects a president for the country.
5. Do you know who is the president of the United States? Have you ever seen the president in pictures or on television? [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The president of the United States is _____. I've seen the president . . . "]
6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: If you were president of the United States, what would you do as president? Turn and tell your partner what you would do as the president. Try to use the word *president* when you are talking to your partner.



Complete Remainder of the Lesson Later in the Day

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A Young Nation is Born

8B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

Multiple Meaning Word Activity — *5 minutes*

Multiple Choice: Capital

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

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*." In this sentence, *capital* means a city that has the main offices of a government. Which picture shows this type of *capital*?
2. *Capital* also means an uppercase letter. Which picture shows this type of *capital*?
3. Now that we have gone over the different meanings for *capital*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, "We use a capital at the beginning of a sentence." And your partner should respond, "That's number '2.'"

Syntactic Awareness Activity — *5 minutes*

Action Words in the Past, Present, and Future

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures

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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 the action is done.
2. [Please emphasize the bold words and the word parts as you read.] In the read-aloud today you heard: *From then on, the thirteen colonies were* ***called*** *the United States of America*.
3. Notice that in the read-aloud, the action word ***called*** is an action that took place in the past. This is true because the thirteen colonies have been called the United States for a long time.
4. Remember we add *–ed* to action words to show that the action happened in the past, but we do not add the ending to action words that describe things that happen in the present.
5. [Emphasize the bold words as you read.] I am going to read some sentences that describe actions in the future. When an action happens in the future, we use the word *will* before the action word. Listen carefully to my sentences. When you hear the action word, point in front of you because the action will happen at a future time. I will call on someone to tell me which words are the action words.
    - Later, we **will play** in the gym. (*Will play* is the action word.)
    - This afternoon, we **will work** outside in the garden. (*Will work* is the action word.)
    - Tomorrow, we **will draw** a picture for your Picture Gallery. (*Will draw* is the action word.)
    - Next week, we **will write** a story about George Washington. (*Will write* is the action word.)
6. Now you try! With your partner use the words *serve*, *discuss*, and *guess* from the read-aloud to make sentences about things that happened in the past, the present, and the future. Remember to add *–ed* to each action word to describe an action that happened in the past and *will* to each action word to describe a future action. I will call on two or three partner pairs to share their sentences.

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Vocabulary Instructional Activity *5 minutes*

Word Work: Arguing

1. In the read-aloud you heard George Washington say, "Stop *arguing.* . . . We have an important job to do."
2. Say the word *arguing* with me three times.
3. *Arguing* means discussing for or against something.
4. Francis's mother and father were arguing about whether the family should go to the movies or go out to dinner.
5. Have you heard people arguing before? Were they using loud voices or soft voices? Were they being nice or mean? What were they arguing about? Try to use the word *arguing* when you talk with your partner.
6. What is the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say some sentences. If the sentence is an example of arguing, say, "That is arguing." If the sentence is not an example of arguing, say, "That is not arguing."

- Sarah and Marcos play quietly. (That is not arguing.)
- Marsha keeps telling her mother reasons she should stay up later, and her mother keeps saying "no." (That is arguing.)
- Alexander and his friends always discuss which bicycle is best, but never agree and get upset at each other. (That is arguing.)
- Lily and Ramon are talking about summer vacation. (That is not arguing.)
- Mary tells Isabel that swimming is better than soccer, but Isabel does not agree. Then they get mad at each other. (That is arguing.)
- Manny and Karen both enjoy playing football. (That is not arguing.)

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Sayings and Phrases: There's No Place Like Home *5 minutes*

Note: The Sayings and Phrases Extension has been organized around George Washington's Mount Vernon home in an effort to teach the phrase in a historical context, but at the same time to be sensitive to issues of homelessness and itinerancy that many students face 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.

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: e.g., he liked riding in the fields; he liked spending time with his

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family; etc.) 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.

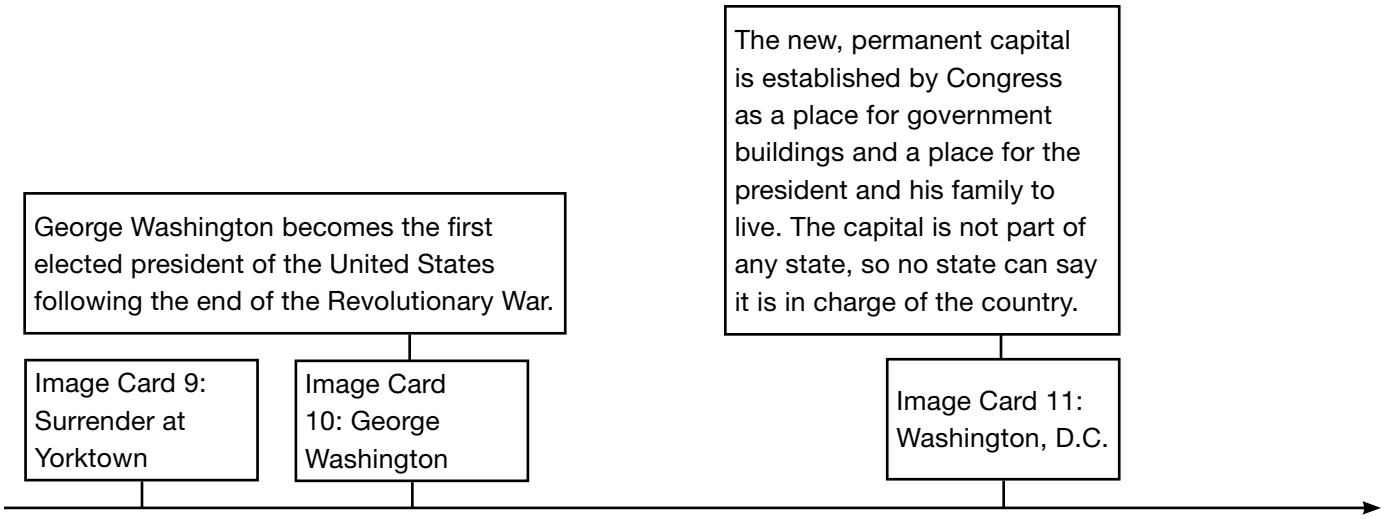
Try to find opportunities to use this saying in various situations in the classroom.

Timeline — 10 *minutes*

Note: Create simple drawings, when possible, to accompany your writing. 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. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them.

- Display the Timeline, and briefly review the Image Cards.
- Show students Image Card 10 (George Washington). Ask students to describe the image. (The image is of George Washington, the first president of the United States after the Revolutionary War.)
- Ask students where the Image Card should be placed. (George Washington became president after the British surrendered.)
- Place Image Card 10 (George Washington) to the right of Image Card 9 (Surrender at Yorktown). Create a box above Image Card 10, and write a student description of George Washington in the box.
- Show students Image Card 11 (Washington, D.C.). Ask students to describe the image. (The image is of present-day Washington, D.C., our nation's capital.)
- Ask students where the Image Card should be placed. (Washington, D.C., became our nation's capital after George Washington was elected president.)
- Place Image Card 11 (Washington, D.C.) to the right of Image Card 10 (George Washington). Create a box above Image Card 11, and write a student description of the image in the box.

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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)

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- ✓ 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 someone who is an expert
Example: The apprentice learned from a master how to weave beautiful cloth from wool.
Variation(s): apprentices

invention, *n.* Something new that is created, usually something creative and useful
Example: The wheel is an invention that changed the way people lived.
Variation(s): inventions

wise, *adj.* Showing good sense or judgment, often based on experience
Example: It is wise to bring an umbrella with you when you see storm clouds in the sky.
Variation(s): wiser, wisest

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Vocabulary Chart for Never Leave Until Tomorrow What You Can Do Today			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	***almanac*** **apprentice** bifocals fibers funeral half-mast	electricity* ***invention*** practical published **wise***	key kite newspaper stove swimming thunderstorm
Multiple Meaning	paddles shock strikes	charged printing puzzles series	shop
Phrases	Benjamin Franklin lightening rod never leave until tomorrow what you can do today rocking chair		
Cognates	***almanaque*** **aprendiz** bifocales fibras funeral	electricidad* práctico ***invención*** imprenta serie	estufa

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Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Timeline	Use the Timeline to review the events covered in the domain thus far.
	Story Chart	If you created a Story Chart, add the details about the founding of our country with a few sentences about the Constitution and our first president to the chart.
	Response Cards: Founding Fathers	Ask students to name the Founding Fathers pictured (George Washington, Thomas Jefferson and Benjamin Franklin). Have students hold up the appropriate Response Card when discussing Washington or Franklin.
	Instructional Master 2A-1, chart paper, tape, markers	Complete a Somebody Wanted But So Then Chart with students to capture information about George Washington becoming the first president presented in the previous read-aloud.
Vocabulary Preview: Almanac, Invention	Image 9A-3, [optional] copy of *The Old Farmer's Almanac*	
	Images 9A-5 and 9A-8; diagram of a lightning rod	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Never Leave Until Tomorrow What You Can Do Today	U.S. map, globe or world map	Have students use the U.S. map and the globe or world map to locate places mentioned in the read-aloud.
	[Optional] swim fins, rocking chair, bifocals, a key and kite	[Optional] Use the realia to bring the read-aloud images to life. Pass around the objects for students to feel and see.

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Exercise	Materials	Details
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	Flip Book	Use the Flip Book images of Franklin's inventions for Question 5.
Word Work: Wise		
 **Complete Remainder of the Lesson Later in the Day**		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Strikes	Poster 5M (Strikes)	
Syntactic Awareness Activity: Yesterday, Today, Tomorrow	Calendar	
Vocabulary Instructional Activity: Electricity		
Sayings and Phrases: Never Leave Until Tomorrow What You Can Do Today		
Picture Gallery of a New Nation	Image 9A-1; Instructional Master 9B-1, writing and drawing tools	Students will add Benjamin Franklin to their Picture Gallery.

Advance Preparation

Reproduce Instructional Master 2A-1 (Somebody Wanted But So Then Chart) on large chart paper, or make a copy of Instructional Master 2A-1 on a transparency. Use the title of the previous lesson for the title of the chart.

- Above and Beyond: Make copies of Instructional Master 2A-1 for students who are ready to complete the chart on their own.

Bring in a copy of *The Old Farmer's Almanac (*or another type of almanac), a diagram of a lightning rod, and the following optional realia: swim fins, a rocking chair, bifocals, a key, and a kite.

Make a copy of Instructional Master 9B-1 for each student. Students will draw a picture of Benjamin Franklin and write a sentence about their picture.

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Never Leave Until Tomorrow What You Can Do Today

9A

Introducing the Read-Aloud — *10 minutes*

Note: This is an example of a completed Somebody Wanted But So Then Chart with information from Lesson 8.

A Young Nation is Born	
Somebody	George Washington
Wanted	wanted to relax at his home, Mount Vernon, after the Revolutionary War ended.
But	Many people wanted George Washington to lead the new nation.
So	He was called to Philadelphia, Pennsylvania, to attend the Constitutional Convention.
Then	He agreed to do more work to help the young nation and he became the country's first president.

What Have We Already Learned? — *5 minutes*

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

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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.

Vocabulary Preview

5 *minutes*



Almanac

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

1. [Point to the image as you read the text aloud.] Today you will hear how Benjamin Franklin wrote a book each year called an *almanac*.
2. Say the word *almanac* with me three times.
3. [If you have *The Old Farmer's Almanac*, or another kind of almanac, show it to students, and read an appropriate quote or joke.] An *almanac* is a book that is written and printed each year that includes a calendar, information about the weather, stories, poems, puzzles, and jokes.
4. Many farmers look at their almanac to find the times of sunrise and sunset.
   Before television, people used an almanac for information and entertainment.
5. Benjamin Franklin printed *Poor Richard's Almanack* for many years. His almanac contained wise sayings, puzzles, jokes, a calendar, the times of sunrise and sunset, weather information, and advice. I am going to name some type of information. If you think that information could be found in an almanac, say, "I could find that in an almanac." If you do not think that information could be found in an almanac, say, "I could not find that in an almanac."
   - a funny joke (I could find that in an almanac.)
   - your home address and telephone number (I could not find that in an almanac.)

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- what time the sun will rise tomorrow (I could find that in an almanac.)
- your friend's birthday (I could not find that in an almanac.)
- a calendar (I could find that in an almanac.)
- what the weather might be like next month (I could find that in an almanac.)

Invention

1. [Show students a diagram of a lightning rod.] Today you will hear about Benjamin Franklin's *invention*, the lightning rod. This invention is still used today to prevent fires caused by lightning strikes.
2. Say the word *invention* with me three times.
3. An invention is an object that someone has created. It is usually a helpful, creative solution to a problem.



Show image 9A-8: Wooden rocking chair

4. The rocking chair is another invention designed by Benjamin Franklin.



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

Another invention designed by Benjamin Franklin are bifocal glasses or glasses with lenses so you can see far away on the top and lenses for seeing things close up on the bottom.

5. Listen carefully as I name some things. If you think the thing I name is an invention, say, "That is an invention." If you think it is not an invention, say, "That is not an invention." Remember an invention is created by a human being.

- bifocal glasses (That is an invention.)
- a river (That is not an invention.)
- a telephone (That is an invention.)
- air (That is not an invention.)
- a cloud (That is not an invention.)
- airplanes (That is an invention.)
- the wind (That is not an invention.)

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Purpose for Listening

Tell students that Benjamin Franklin was both a writer and an inventor. 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.

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Presenting the Read-Aloud — *15 minutes*



Never Leave Until Tomorrow What You Can Do Today

Show image 9A-1: Benjamin Franklin

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 a very busy man!

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



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

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.[2] 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.

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



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

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. 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 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.

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

4 [Pause for student responses.]

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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.

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



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

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.

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



Show image 9A-7: Franklin and the kite

Lightning was another thing that fascinated Benjamin Franklin. He had watched houses and barns burn to the ground after being 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]

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

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One day, Franklin took his son William out in the middle of a thunderstorm, with lightning raging all around them. He tied a little metal key near the end of the string of a kite.[8] Franklin was pretty sure that if lightning was electricity, flying the kite in the thunderstorm would cause the key to become charged with electricity. He kept touching the key as the kite flew above their heads. As fibers on the kite string stood on end, Franklin felt a little shock. He was right! Lightning *was* electricity! Franklin used his discovery to invent the lightning rod, a pole that helps carry electricity away from buildings and into the ground. His **invention**[9] is used today to prevent fires caused by lightning strikes.[10]

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.

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Discussing the Read-Aloud **15** *minutes*

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 do we have today that is similar to the almanac? (Answers may vary.)
3. *Literal* What was Benjamin Franklin interested in? (Franklin was interested in science and the way things work.)
4. *Evaluative* What did Benjamin Franklin find out about lightning? (He found out that lightning is electricity.)
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.]

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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. Josefa thinks her grandfather is wise. She goes to him for advice and when she has a problem she cannot solve on her own.
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: "_____ 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

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Never Leave Until Tomorrow What You Can Do Today

9B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

Multiple Meaning Word Activity — *5 minutes*

Multiple Choice: Strikes

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 5M (Strikes).] In the read-aloud you heard that Benjamin Franklin's invention, the lightning rod, is used today to prevent fires caused by lightning *strikes*. Lightening strikes are flashes of light that are produced in the sky during a storm and might hit something on land, such as a tree or building. Which image shows this meaning of *strikes*?
2. The word *strikes* also means hits with force. Which image shows this meaning of *strikes*?
3. Now that we have gone over the different meanings for *strikes*, quiz your partner on these different meanings. For example, you could say, "You have to be careful of lightning strikes during a thunderstorm." And your partner should respond, "That's number '1.'"

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Syntactic Awareness Activity

5 *minutes*

Yesterday, Today, Tomorrow

Note: 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* an action is done.
2. [Please emphasize the bold words and the word parts as you read.] In the read-aloud today you heard the following:
   As Benjamin Franklin grew older, he ***continued*** *to invent new things.*
3. Notice that in the read-aloud, the action word ***continued*** tells us that this action took place in the past. This is true because Benjamin Franklin lived a very long time ago.
4. Remember we add *–ed* to action words to show that the action happened in the past, but we do not add the *–ed* ending to action words that describe things that happen in the present. When things are going to happen in the future we add the word *will* in front of the action word.
5. The words *today*, *tomorrow*, and *yesterday* also tell us when an action has taken place.
6. [In the blanks below, please insert an action words inflected with –ed that describes an actual activity your class did yesterday in the blanks. Emphasize the action word as you read.] We use *yesterday* when we want to talk about something that happened the day before today.
   For example: "Yesterday, we _____." [Point to "yesterday" on the calendar, and have students repeat your sentence while pointing backward to indicate the event happened in the past.]
   Let's say my sentence again, "Yesterday, we _____." Point behind you when you say *yesterday* because the action happened in the past.

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7. [In the blanks below, please insert an action word that describes actual activities your class is doing today. Emphasize the action word as you read.] We use *today* when we want to talk about something that is happening right now or on this day. For example: "Today, we _____." [Point to "today" on the calendar, and have students repeat your sentence while pointing to their feet to indicate that the event happens in the present.]
   Let's say my sentence again, "Today, we _____." Point to your feet when you say *today* because the action happens in the present.

8. [In the blanks below, please insert an action word that describes actual activities your class will be doing tomorrow. Emphasize the action word as you read.] We use *tomorrow* when we want to talk about something that will happen the day after today.
   For example: "Tomorrow, we will _____." [Point to "tomorrow" on the calendar, and have students repeat your sentence while pointing forward to indicate that the event will happen in the future.]
   Let's say my sentence again, "Tomorrow, we will _____." Point forward when you say *tomorrow* because the action will happen in the future.

9. Listen to how the action word changes in these three sentences. Point behind you, at your feet, or in front of you to show me when that event happened.
   Yesterday, Hannah **played** in the gym.
   Today, Hannah **plays** soccer.
   Tomorrow, Hannah **will play** in the park.

10. Now you try! With your partner use the action word *watch* to talk about something you **watched** yesterday, something you **watch** today, and something you **will watch** 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. Remember to point in front of you when you say *tomorrow* because it will happen in the future. I will call on a few partner pairs to share their sentences with the class.

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Vocabulary Instructional Activity — 5 *minutes*

Word Work: Electricity

1. In the read-aloud you heard how Benjamin Franklin took a kite with a key tied to the end of its string out in a thunderstorm. This was very dangerous and he was very lucky that he did not get hurt. He took the kite and key out during the storm because he was pretty sure that if lightning was *electricity*, flying the kite in the thunderstorm would cause the key to become charged with *electricity*.
2. Say the word *electricity* with me three times.
3. *Electricity* is the energy that powers your lights and appliances—or machines, such as computers, microwave ovens, televisions, etc.
4. Francis's uncle was always reminding him to save electricity by turning off the lights when he left a room.
5. What would our world be like if we did not have electricity? Turn and talk with your partner pair about how the world might change if we did not have electricity. Try to use the word *electricity* when you talk to your partner.
   [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "If we did not have electricity, our world would be . . ."]
6. What is the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some things. If I name something that uses electricity, say, "That uses electricity." If I name something that does not use electricity, say, "That does not use electricity."

- a sunflower (That does not use electricity.)
- a lamp (That uses electricity.)
- a computer (That uses electricity.)
- a soccer field (That does not use electricity.)
- a television (That uses electricity.)
- a book (That does not use electricity.)

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Sayings and Phrases: Never Leave Until Tomorrow What You Can Do Today — 5 *minutes*

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 may 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.

Picture Gallery of a New Nation (Instructional Master 9B-1) — 20 *minutes*



Show image 9A-1: Benjamin Franklin

- Ask students if they remember the name of the man in the illustration. (The man is Benjamin Franklin.)
- Have students recall important details about Benjamin Franklin from the read-aloud. You may wish to prompt discussion with the following statements:
    - Benjamin Franklin was one of the Founding Fathers of our country.
    - Franklin was never a president, but he was part of the Continental Congress, a signer of the Declaration of

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Independence, and a representative of our country in both Great Britain and France.

- Franklin invented many things: bifocals, the lightning rod, and the rocking chair.

- Tell students that today they are going to draw a picture of something they learned about Benjamin Franklin for their Picture Gallery of a New Nation.
  - First, they should draw a picture related to Benjamin Franklin in the frame.
  - Next, they should write "Benjamin Franklin" in the space beneath the frame. [You may wish to write this name on the board.]
  - Then, ask students to write a sentence or two in the space provided, telling something they learned about Benjamin Franklin.
  - Finally, students should share their drawings and writing with their partners or home-language peers.

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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

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Core Vocabulary

anniversary, *n.* An important date that occurs on the same day each year
Example: My parents celebrated their wedding anniversary by going out to dinner.
Variation(s): anniversaries

architecture, *n.* The design and construction of buildings
Example: Colonial architecture included brick and wooden buildings.
Variation(s): none

domed, *adj.* Round, like the top of a ball
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

Vocabulary Chart for Building a Nation with Words and Ideas

Core Vocabulary words are in **bold**.
Multiple Meaning Word Activity word is underlined.
Vocabulary Instructional Activity words have an asterisk (*).
Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	college Founder lawyer Monticello Patriot president ***university***	afford **anniversary*** ***architecture*** automatically designed **domed** excellent fortunate invent mechanical public	cent education shelf third youngest/oldest
Multiple Meaning	retired	copies	farm nickel
Phrases	copy machine lap desk Thomas Jefferson Washington, D.C.		
Cognates	colegio Fundador Patriota presidente ***universidad*** retirado	afortunado **aniversario*** ***arquitectura*** designado excelente inventar mecánico público	centavo educación níquel

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Flip Book	Use the Flip Book images from Lesson 9 to prompt student responses to the review questions.
	Response Cards: Founding Fathers	Ask students to name the Founding Fathers pictured (George Washington, Thomas Jefferson, and Benjamin Franklin). Have students hold up the appropriate card when discussing Franklin or Jefferson.
	Instructional Master 2A-1, chart paper, tape, markers	Complete a Somebody Wanted But So Then Chart with students to capture information about Benjamin Franklin presented in the previous read-aloud.
Vocabulary Preview: Architecture, University	Image 10A-2; additional images that show examples of "Jeffersonian architecture"	
	images of local/state universities	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Building a Nation with Words and Ideas	U.S. map, globe or world map	Have students use the U.S. map and the globe or world map to locate places mentioned in the read-aloud.
	Response Cards: Founding Fathers	Have students respond to the read-aloud by holding up the appropriate Response Card when they hear the name of George Washington, Benjamin Franklin, or Thomas Jefferson.
	nickel(s) with Thomas Jefferson's image	Pass around the nickels for students to examine.
	images: dumbwaiter, pulley, mechanical clock	Share the images with students to help them understand Jefferson's inventions.

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Exercise	Materials	Details
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	Flip Book	Use Flip Book images for Question 4.
Word Work: Anniversary	drawing paper, writing and drawing tools	Students will discuss and then write a sentence about how they celebrate the Fourth of July.
Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Picture Gallery of a New Nation	Image 10A-1; Instructional Master 10B-1, writing and drawing tools	Students will add Thomas Jefferson to their Picture Gallery.
Domain-Related Trade Book	trade book about Thomas Jefferson; drawing paper, writing and drawing tools	

Advance Preparation

Reproduce Instructional Master 2A-1 (Somebody Wanted But So Then Chart) on large chart paper, or make a copy of Instructional Master 2A-1 on a transparency. Use the title of the previous lesson for the title of the chart.

Above and Beyond: Make copies of Instructional Master 2A-1 for students who are ready to complete the chart on their own.

Find images of "Jeffersonian architecture," your local or state universities, as well as images of a dumbwaiter, a pulley, and a mechanical clock to show the class.

Bring in nickel(s) with Jefferson's image on them.

Make a copy of Instructional Master 10B-1 for each student. Students will draw a picture of Thomas Jefferson and write a sentence about their picture.

Find a trade book about Thomas Jefferson to read aloud to the class.

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Building a Nation with Words and Ideas

10A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud — *10 minutes*

Note: This is an example of a completed Somebody Wanted But So Then Chart with information from Lesson 9.

Never Leave Until Tomorrow What You Can Do Today	
Somebody	Benjamin Franklin, Patriot, Founding Father, inventor, and writer
Wanted	wanted to fix problems.
But	No one had come up with ideas that worked.
So	Anytime Franklin saw a problem, he tried to invent a way to fix it.
Then	He invented many things, such as bifocal glasses, the Franklin stove, the lightning rod, and the rocking chair. Many of Benjamin Franklin's inventions are still used today!

What Have We Already Learned? — 10 *minutes*

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)

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- 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.

Vocabulary Preview

5 *minutes*



Architecture

Show image 10A-2: Monticello

1. [Point to the image as you read the text aloud.] Today you will learn about Thomas Jefferson's home, Monticello. Jefferson designed his home with ideas he gathered from France and Italy. Because of Monticello and some other buildings he designed, Jefferson is called the father of American *architecture*.
2. Say the word *architecture* with me three times.
3. Architecture is the design and construction of buildings.
4. If you look around the city, you will see that many buildings have different styles of architecture.
   Jim wants to study architecture when he is in college.
5. Thomas Jefferson loved architecture so much that he designed his own home, Monticello, and he also worked on the design of Washington, D.C., our nation's capital. [You may wish to show additional images of buildings that have "Jeffersonian architecture."]
   Remember that architecture is the design and construction of buildings. I am going to say a list of things. If you think what I say is an example of architecture, say, "That is architecture." If you do not think what I say is an example of architecture, say,

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"That is not architecture."

- a sketch of Mount Vernon before it is built (That is architecture.)
- a puddle of water on the road (That is not architecture.)
- Monticello, the home of Thomas Jefferson (That is architecture.)
- the designs for the buildings in Washington, D.C. (That is architecture.)
- an animal coloring page (That is not architecture.)
- a drawing of what the new library will look like (That is architecture.)

University

1. Today you will hear how Thomas Jefferson founded a *university*, called the University of Virginia.
2. Say the word *university* with me three times.
3. A university is a place to continue studying after high school.
4. Keiko's family is saving money to send her to a university after she finishes high school.
5. [Show images of local/state universities.] Do you know what this is a picture of? Would you like to attend university after you finish high school?

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.

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Presenting the Read-Aloud — **15** *minutes*



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: Monticello [2]

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. [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.

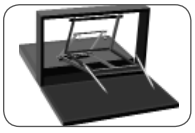
2 This is Jefferson's home, his favorite place to spend time.

3 This image shows present-day Monticello.

4 *Architecture* refers to the design of buildings, or the way that buildings look.

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

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himself. So Jefferson bought a copy machine from his friend, Charles Wilson Peale. 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 held all of his paperwork and office tools. He could carry with him on horseback and continue his work away from home.[6]

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 copy machine, 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.

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.



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

George Washington served as president of the United States for eight years. When he retired to Mount Vernon, another Founding Father named John Adams took his place, becoming America's second president. Thomas Jefferson became John Adams's 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.

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



Show image 10A-5: University of Virginia

One of the things that Thomas Jefferson believed in most was public education. He realized how fortunate he had been to have 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]

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

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]

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.

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

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.

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.]

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, lap desk)
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.)

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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 and your family remember every year. Try to use the word *anniversary* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Every year my family celebrates 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 birthday, 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

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Building a Nation with Words and Ideas

10B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

Picture Gallery of a New Nation Instructional Master 10B-1) — 20 *minutes*



Show image 10A-1: Thomas Jefferson

- Ask students if they remember the name of the man in the illustration. (The man is Thomas Jefferson.)
- Have students recall important details about Thomas Jefferson from the read-aloud. You may wish to prompt discussion with the following statements:
  - Thomas Jefferson was one of the Founding Fathers of our country. He wrote the Declaration of Independence.
  - Jefferson was the country's third president.
  - He was an inventor and is often called "the father of American architecture." He designed his home, Monticello, and created designs for our nation's capital, Washington, D.C.
- Tell students that today they are going to draw a picture of something they learned about Thomas Jefferson for their Picture Gallery of a New Nation.
  - First, they should draw a picture related to Thomas Jefferson in the frame.
  - Next, they should write "Thomas Jefferson" in the space beneath the frame. [You may wish to write this name on the board.]

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- Then, ask students to write a sentence or two in the space provided, telling something they learned about Thomas Jefferson.
- Finally, students should share their drawings and writing with their partners or home-language peers.

Domain-Related Trade Book 20 *minutes*

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Thomas Jefferson to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools and writing tools. Have students draw one detail they remember from the trade book. Ask students to label their pictures or write a sentence to go along with their drawings. Have students share their drawings and writing with their partners or with home-language peers.

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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 enslaved Africans 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

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liberty, *n.* Freedom, or the right to choose without being forced
Example: Antonio's parents have given him the liberty to choose which after-school program he would like to attend.
Variation(s): liberties

Vocabulary Chart for Liberty and Justice for ALL?

Core Vocabulary words are in **bold**.
Multiple Meaning Word Activity word is underlined.
Vocabulary Instructional Activity words have an asterisk (*).
Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	African American American British Founders Military Native Americans New England plantations slavery/enslaved South unalienable	created disguised **equally*** evident freedom seeking	written women words
Multiple Meaning	constitution ***justice*** ***liberty*** vote	trade treat	land
Phrases			
Cognates	Americano Fundadores plantaciones el Sur inalienable constitución ***libertad*** ***justicia*** voto	evidente **igualmente*** tratar	

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Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Brainstorming Links	Flip Book	Use the Flip Book images from Lesson 1 to prompt student responses to the review questions.
	chart paper, markers, tape	Use the chart paper to create three brainstorm charts.
What Have We Already Learned?	Instructional Master 2A-1, chart paper, tape, markers	Complete a Somebody Wanted But So Then Chart with students to capture information about Thomas Jefferson presented in the previous read-aloud.
Vocabulary Preview: Liberty, Justice		
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Liberty and Justice for ALL?	U.S. map, globe or world map	Have students use the U.S. map and the globe or world map to locate places mentioned in the read-aloud.
	Response Cards: Founding Fathers	Have students respond to read-aloud Guided Listening Support question 1 by holding up the appropriate Response Card (Thomas Jefferson).
	Brainstorming Charts	Pause throughout the read-aloud to add additional information to the Brainstorming Charts from the Introduction.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	Brainstorming Charts	You may wish to refer back to the Brainstorming Charts to help students answer the inferential questions.
Word Work: Equally		
 **Complete Remainder of the Lesson Later in the Day**		

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Exercise	Materials	Details
Extensions (20 minutes)		
Image Review/Writing	Images 11A-1, 11A-4, 11A-5, and 11A-6; Brainstorming Charts; chart paper, markers, tape	As a class, write a short story retelling the read-aloud.

Advance Preparation

Create three Brainstorm Charts; label them *Women*, *African Americans*, and *Native Americans*.

Reproduce Instructional Master 2A-1 (Somebody Wanted But So Then Chart) on large chart paper, or make a copy of Instructional Master 2A-1 on a transparency. Use the title of the previous lesson for the title of the chart.

Above and Beyond: Make copies of Instructional Master 2A-1 for students who are ready to complete the chart on their own.

Notes to Teacher

You begin creating the Brainstorming Charts during the Introduction, but continue to fill them out with student input throughout the read-aloud. Use the charts during the *Image Review/Writing* activity.

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Liberty and Justice for ALL?

11A

Introducing the Read-Aloud — *10 minutes*

Brainstorming Links — 10 *minutes*

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, enslaved Africans, 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,' 'Enslaved Africans,' 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 enslaved people, or that Betsy Ross was a seamstress.

What Have We Already Learned? — 10 *minutes*

Note: This is an example of a completed Somebody Wanted But So Then Chart with information from Lesson 10.

Building a Nation with Words and Ideas	
Somebody	Thomas Jefferson, Patriot, inventor, writer, author of the Declaration of Independence, and the third president of the United States
Wanted	wanted to offer a place for students to continue studying after high school.
But	His state, Virginia, did not have public universities or colleges.
So	Jefferson planned for a public college in his state of Virginia.
Then	He raised the money, designed the buildings, and selected the subjects to be taught at the University of Virginia, which is still around today!

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- Tell students that they are going to talk about the previous read-aloud and that you are going to write down what they say, but they are not expected to be able to read what you write because they are still learning all the tools for decoding. Emphasize that you are writing down what they say so you don't forget. Tell them that you will read the words to them.
- Tell students that you are going to write *Thomas Jefferson*, *Patriot*, *inventor*, *writer*, *author of the Declaration of Independence*, and *the third president of the United States* next to *Somebody*.
- Ask students what Thomas Jefferson wanted to do about offering students a place to learn after high school. (Jefferson wanted to offer a place to for students to continue studying after high school.) Write student responses on the chart next to *Wanted*.
- Ask students what kept Jefferson from doing this? (Jefferson's state, Virginia, did not have public universities or colleges for students to continue studying after high school.) Write student responses on the chart next to *But*.
- Ask students what happened next. (Jefferson planned for a public college in his state, Virginia.) Write student responses on the chart next to *So*.
- Ask students, "What happened to Jefferson's plans?" (Jefferson raised the money for a public university. He designed the buildings and selected the subjects to be taught at the University of Virginia, which is still around today.) Write student responses on the chart next to *Then*.
- Read the completed chart to the class.

Vocabulary Preview — 5 minutes

Liberty

1. You have heard that the colonists did not feel they were being treated fairly by the British king. As a result, the colonists decided to seek *liberty* from the rules of the British.
2. Say the word *liberty* with me three times.

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3. Liberty is freedom or the right to choose for yourself, without being forced.
4. The colonists who participated in the Boston Tea Party wanted liberty from the king's tax on tea.
   Our class is going to learn about American symbols, including one special symbol that represents liberty, the Liberty Bell.
5. I am going to describe some situations. If you think the situation I describe is an example of *liberty*, say, "That is liberty." If you do not think the situation I describe is an example of *liberty*, say, "That is not liberty."
   - Only the teacher made decisions for the class.
   - The class held a vote to decide what to play at the class party.
   - Kailan's parents told her that she must learn piano.
   - Jerome's parents let him decide which sport he would like to play.
   - Leslie must eat what her mother tells her to eat

Justice

1. Today you will hear how the Founders of our country included *justice* as an important idea in our nation's Constitution.
2. Say the word *justice* with me three times.
3. *Justice* means fairness, especially in the way people are treated.
4. When we say the Pledge of Allegiance, our final words are, " . . . with liberty and justice for all."
   A judge's job is to make sure that all people in court receive justice.
5. I am going to describe some situations. If you think the situation I describe is an example of *justice*, say, "That is justice." If you do not think the situation I describe is an example of *justice*, say, "That is not justice."
   - Jose's twin brother was permitted to stay up two hours later than Jose.

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- Abigail's grandmother treats Abigail and her cousin equally.
- Cinderella's stepsisters forced her to help them get ready for the ball but did not allow Cinderella to attend the ball.
- Principal Amstutz allowed the other first-grade class to have a longer lunch.
- Mrs. Jones only allowed the girls to vote in her class.

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, enslaved Africans, 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.

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Presenting the Read-Aloud **15** *minutes*



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:

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]

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.



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

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

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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 enslaved Africans? 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 and enslaved by the colonists. When the colonists decided to fight for freedom from Great Britain, they themselves were keeping freedom from a large number of Africans, by enslaving them. These Africans 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 enslaved Africans.[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.

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?

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Enslaved Africans also were not allowed to vote. Was that liberty and justice for *all*?



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, enslaved Africans, and Native Americans)

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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 enslaved Africans 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.

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4. I divided the pie equally among all the people at the table.
5. Tell about a time when you 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 divided _____ 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 enslaved Africans, women, and Native Americans.]



Complete Remainder of the Lesson Later in the Day

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Liberty and Justice for ALL?

11B

Extensions — *20 minutes*

Image Review/Writing — 20 minutes

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 the image represents and how it relates to today's read-alouds. 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.

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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)

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- ✓ 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 symbolizes strength and freedom.
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 she had seen 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

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Vocabulary Chart for What Do a Flag, a Bell, and an Eagle Have in Common?			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	cannonballs copper Latin talons	cracked freedom recognizes repaired symbolizing **symbols*** weighs	melt read stripe turkey
Multiple Meaning	revolution* **seal** shield	arranged represent state	arrows feet flag rung stars tail
Phrases	***bald eagle*** ***Liberty Bell*** United States of America	stands for something else	
Cognates	cobre revolución* **sello**	reconocer **símbolos*** representar estado	

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Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Making Predictions About the Read Aloud	Image 12A-1	Show students the image to help them understand the prediction question. Define the word *common* as sharing something or having something the same.
Vocabulary Preview: Liberty Bell, Bald Eagle	Image 12A-7	
	Images 12A-8 and 12A-10	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
What Do a Flag, a Bell, and an Eagle Have in Common?	Instructional Master 12A-1 (Response Cards: American Symbols); writing tools	Have students name and hold up the appropriate Response Card for each symbol throughout the read-aloud.
	[Optional] items with the American flag, bells, and eagles	In advance of students arriving for the day, you may wish to stage a few items in your classroom so that students can be successful "symbol detectives."
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	Images 12A-4, 12A-5, and 12A-8	Use the images to help students respond to the Comprehension Questions.
Word Work: Symbols	Response Cards: American Symbols	Students will use their Response Cards as part of the Word Work activity.
Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Stars	Poster 6M (Stars)	
Vocabulary Instructional Activity: Revolution	chart paper; writing tools	Create a Word Web for *Revolution*.

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Exercise	Materials	Details
Picture Gallery of a New Nation	Image 12A-1; Instructional Master 12B-1, drawing and writing tools	Students will add the bald eagle to their Picture Gallery.
Domain-Related Trade Book	trade book about one of the American symbols from the read-aloud; drawing paper, drawing and writing tools	

Advance Preparation

Make a copy of Instructional Master 12A-1 (Response Cards: American Symbols) for each student. Have students cut out and write their names on the back of their Response Cards. Students should store their Response Cards in a bag or envelope labeled with their name.

Make a copy of Instructional Master 12B-1 for each student. Students will draw a picture of an American symbol and write a sentence about their picture.

Find a trade book about the American flag, the Liberty Bell, or the bald eagle to read aloud to the class.

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What Do a Flag, a Bell, and an Eagle Have in Common? 12A

Introducing the Read-Aloud — *10 minutes*

Making Predictions About the Read-Aloud — *5 minutes*

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.

Vocabulary Preview — *5 minutes*



Liberty Bell

Show image 12A-7: Liberty Bell

1. [Point to the Liberty Bell.] Today you will learn how the *Liberty Bell* became a symbol of America.
2. Say *Liberty Bell* with me three times.
3. Remember that the word *liberty* means freedom. The *Liberty Bell* represents or stands for freedom. The Liberty Bell was the bell that was rung to call people to meetings in Philadelphia. The Liberty Bell might have been rung after the Declaration of Independence was read aloud in Philadelphia.
4. The Liberty Bell is made of a type of metal, called copper, and it is extremely heavy.
   During the Revolutionary War, the Liberty Bell was hidden so the Redcoats would not be able to find it.
5. The Liberty Bell is cracked and can no longer be rung. However, you can visit Independence Hall in Philadelphia and see the real bell on display outside. If you were to look inside the Liberty Bell, you would see words of freedom written on the inside. What kinds of words do you think were written on or inside the Liberty Bell? [Tell students to listen carefully to find out what is written inside the Liberty Bell.]

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Bald Eagle

➧ **Show image 12A-8: Bald eagle**

1. [Point to the bald eagle.] Today you will hear how the Founders did not all agree at first that the *bald eagle* should be the national bird of the United States.
2. Say *bald eagle* with me three times.
3. Today the *bald eagle* is the national bird of the United States. It is a large bird. It is a predator that has a white head and white tail. The bald eagle can only be found in North America.



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

4. [Point to the olive branch.] The seal or official image of the United States shows a bald eagle holding an olive branch for peace.
   [Point to the arrows.] The bald eagle on the seal holds thirteen arrows in one of its talons or claws.
5. Why do you think the bald eagle is holding an olive branch for peace? Why do you think the bald eagle on the seal holds thirteen arrows in its claws?

Purpose for Listening

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

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Presenting the Read-Aloud — *15 minutes*



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

Show image 12A-1: American symbols

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 something that stands for something else and is easy to recognize.

1 [Pause for students' responses.]



Show image 12A-2: Stop sign [2]

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.

2 What does this symbol stand for?



Show image 12A-3: Betsy Ross's flag

You already know a little bit about our flag from the legend of Betsy Ross. [3] The first official flag of our nation was the one you learned about, flown on Independence Day—July 4, 1776. Do you remember what the thirteen stars and stripes stood for? [4] Yes, they were symbols for the thirteen colonies that became thirteen states.

3 Who was Betsy Ross?

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 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] Our flag is flown every day all across America, from the Atlantic to the Pacific Ocean, as a symbol of the land of freedom.

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.]

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Show image 12A-5: Liberty Bell

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.

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

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).

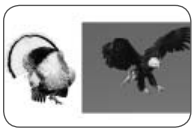
7 [Show students about how tall three feet is.]



Show image 12A-8: Bald eagle

So, we have a flag and a bell. The third symbol is the **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.

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Show image 12A-9: Turkey and bald eagle [8]

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]

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?



Show image 12A-10: United States seal

Six years later, the bald eagle 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. Around its head is 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.

11 [Have students to identify the bald eagle on the seal.]

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



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.

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Discussing the Read-Aloud **15** *minutes*

Comprehension Questions **10** *minutes*

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-4: Current American flag

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.)



Show image 12A-5: Liberty Bell

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) Where can you find an image of a bald eagle? (on the official seal of the United States)
7. *Inferential* What type of bird did Benjamin Franklin want on the official seal? (turkey)

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

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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 *Matching Activity* for follow-up. Directions: Symbols are images used to represent something else. Listen carefully as I name some important words from the read-aloud. After I say each word, hold up Response Card with the symbol you think represents that word. [Answers may vary.]

- the United States (American flag)
- strength (bald eagle)
- liberty (Liberty Bell)
- freedom (bald eagle, Liberty Bell, and the American Flag)
- the seal of the President of the United States (bald eagle)



Complete Remainder of the Lesson Later in the Day

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What Do a Flag, a Bell, and an Eagle Have in Common? 12B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions — *20 minutes*

Multiple Meaning Word Activity — *5 minutes*

Multiple Choice: Stars

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 6M (Stars).] In the read-aloud you heard that "The flag with its circle of thirteen *stars* was not the first flag to be flown in America." In this sentence, *stars* are shapes with five or more points. Which image shows this meaning of *stars*?
2. *Stars* also means performers in a movie or play. Which image shows this meaning of *stars*?
3. The word *stars* means objects in space that are made of burning gas and look like points of light in the night sky. Which image shows this meaning of *stars*?
4. Now that we have gone over the different meanings for *stars*, quiz your partner on these different meanings. For example, you could say, "When I look up at the sky at night, I love to see the stars." And your partner should respond, "That's '3.'"

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Vocabulary Instructional Activity — 5 *minutes*

Word Work: Revolution

1. In the read-aloud you heard, "During the *Revolution,* the colonists feared that the British might melt down the [Liberty Bell] for cannonballs, so it was moved and hidden until the war ended."
2. Say the word *revolution* with me.
3. A revolution is a very big and complete change in something that causes many other things to change.
4. When the car was invented, it caused a revolution in the way people traveled.
5. What kind of change did the American Revolution cause for the colonists? [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The American Revolution changed . . ."]
6. What is the word we've been talking about?

Use a *Discussion activity* for follow-up. Directions: You have been hearing about the American Revolution, which was a very big and complete change in the way our country was ruled. You learned about several people who were important in the Revolution. You also learned about some important events that took place during the Revolution. Turn and tell your partner two things you think of when you think about the American Revolution. Try to use the word *revolution* when you talk with your partner. I will call on several partner pairs to share, and I will write your responses on the Word Web.

Picture Gallery of a New Nation (Instructional Master 12B-1) — 20 *minutes*



Show image 12A-1: American symbols

- Ask students to name the symbols in the image.
- Have students recall important details about these symbols from the read-aloud. You may wish to prompt discussion with the following questions:

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- What is the U.S. flag/the LIberty Bell/the bald eagle a symbol of?
- Why were the U.S. flag/the LIberty Bell/the bald eagle chosen to be symbols of America?
- Where can you find these symbols today?

- Tell students that today they are going to make a drawing of an American symbol for their Picture Gallery of a New Nation.
  - First, they should draw a picture of an American symbol of their choice.
  - Next, they should write the name of the American symbol in the space beneath the frame. [You may wish to write the names on the board.]
  - Then, ask students to write a sentence or two in the space provided, telling something they learned about the American symbol.
  - Finally, students should share their drawings and writing with their partners or home-language peers.

Domain-Related Trade Book — 20 *minutes*

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about the American flag, Liberty Bell, or bald eagle to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.

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- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools and writing tools. Have students draw one detail they remember from the trade book. Ask students to label their pictures or write a sentence to go along with their drawing. Have students share their drawings and writing with their partners or with home-language peers.

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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 enslaved people
- ✓ 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

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- ✓ 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

Divide students into small groups. Review the Image Cards with students and identify each image. In your hand, hold Image Cards 9–16 fanned out like a deck of cards. Ask each group to choose a card but not to show it to anyone else in the class. Explain to students that the class is going to try to guess what image is on their Image Card. Have each small group come up with clues about their Image Card to tell the class. For example, for Image Card 14 (Liberty Bell), they may say, "This is something that may have been rung in Philadelphia after the Declaration of

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Independence was signed." The rest of the class will guess what is being described.

Riddles for Core Content

Materials: Image Cards 10, 12-16; Response Cards: Founding Fathers and American Symbols

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

- I published my almanac every year and invented things. Among the things I invented were bifocal glasses, the rocking chair, and the lightning rod. 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? (Liberty Bell)
- I am the bird on the official seal of the United States. What am I? (bald eagle)
- I left my home at Monticello to become the third president of the United States. Who am I? (Thomas Jefferson)
- I am a symbol of the United States that has fifty stars and thirteen stripes. What am I? (United States flag)
- I lived at Mount Vernon with my wife, Martha. When my country needed me, I became the first president of the United States. Who am I? (George Washington)

Information Station

Materials: Timeline; Somebody Wanted But So Then Charts

Display all of the charts created during this domain. Divide students into groups, and assign each group one chart. Have the groups read over and discuss the material. Ask each group to prepare a short spoken statement about the important information on their chart. Tell students that they are going to present their statements to their classmates. Have half the groups stand next to their chart; that is their "station." The remaning groups will visit the "stations" to hear the information. Then have groups change roles.

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You Were There: People Who Made a Difference

Materials: Picture Gallery of a New Nation

Have each student select one person from their Picture Gallery of a New Nation. Have the student describe the person without saying their name and why they are important. Ask the other students to guess which person the student is describing.

Letter to a Founding Father

As a class, brainstorm ideas and then write a letter to George Washington, Thomas Jefferson, or Benjamin Franklin. The students might want to write about what they have learned about the founding of our country or ask questions they may still have about the creation of the United States as a nation.

Above and Beyond: You may also ask students to write individual letters if they are ready to do this activity on their own.

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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 I will 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 that makes decisions and laws. (smiling face)
2. **Colony:** A colony is a place that is controlled by a faraway country. (smiling face)
3. **Declaration of Independence:** The Declaration of Independence states that the colonies are a free and independent nation. (smiling face)
4. **Patriots:** The Patriots were a group of people who wanted the king of Great Britain to continue to rule the colonies. (frowning face)
5. **Revolution:** A revolution is small change that does not matter. (frowning face)

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6. **Stars and Stripes:** "Stars and Stripes" is a name for the U.S. flag. (smiling face)
7. **Liberty:** To have liberty means that you are free to choose for yourself, without being forced. (smiling face)
8. **Justice:** When people receive justice, it means they are treated fairly. (smiling face)
9. **Capital:** Philadelphia is the capital of the United States. (frowning face)
10. **Founding Fathers:** The Founding Fathers were important people who helped to start the United States. (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. **Symbols:** Symbols are pictures or things that are used to represent something else. (smiling face)
12. **Independent:** Someone who is independent needs help to do everything. (frowning face)
13. **Volunteers:** Volunteers are people who do something without being paid or told to do it. (smiling face)
14. **Wise:** If someone makes a wise decision, it means they made a bad decision. (frowning face)
15. **Invention:** An invention is something new that is created. Usually an invention is creative and useful. (smiling face)

⑩ Part II (Instructional Master DA-2)

Directions: I will read ten sentences about the Revolutionary War and the beginning of the United States. Listen carefully to each sentence. If my sentence is true or correct, circle the letter 'T.' If my sentence is false or not correct, circle the letter 'F.'

1. The thirteen colonies in North America became the first thirteen states of the United States of America. (T)

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2. Thomas Jefferson was chosen to write the Declaration of Independence. (T)
3. The Boston Tea Party was a fancy party where the colonists and the king of Great Britain sat down and drank tea together. (F)
4. Paul Revere did not make it in time to warn the colonists that the Redcoats were coming. (F)
5. The Fourth of July is America's birthday. (T)
6. According to legend, Betsy Ross refused to make a flag for the new nation. (F)
7. The "shot heard round the world" was the beginning of the fighting between the Minutemen and Redcoats. (T)
8. The Declaration of Independence stated that the colonists wanted to be ruled by Great Britain. (F)
9. Native Americans, enslaved Africans, and women were given the same freedoms that colonial men enjoyed in colonial America. (F)
10. Our nation's capital, Washington, D.C., was named in honor of George Washington. (T)

10 Part III (Instructional Master DA-3)

Directions: I will read ten sentences about important people and American symbols in this domain. Listen carefully to my sentence. Then look at the three pictures in the row. Circle the picture that my sentence describes.

1. I was commander in chief of the Continental Army. (George Washington)
2. I invented many things, including bifocal glasses, the rocking chair, and the lightning rod. (Benjamin Franklin)
3. I was the architect for my home called Monticello. (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)

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6. I was a Founding Father, but I was never the president of the United States. (Benjamin Franklin)
7. I was the first president of the United States of America. (George Washington)
8. Another name I have is "Stars and Stripes." (U.S. flag)
9. I was rung in Philadelphia to call people to meetings in the town square. (Liberty Bell)
10. I am the national bird of the United States. (bald eagle)

[You may also ask students to use the back of Instructional Master DA-3 to write about the most interesting thing they learned during the course of this domain.]

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Culminating Activities CA

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 areas of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include

- targeting Review Activities;
- revisiting lesson Extensions; and
- rereading and discussing select read-alouds.

Enrichment

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.

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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.

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And there was General Washington

Upon a slapping stallion,

A-giving orders to his men,

I guess there was a million.

Refrain:

Yankee Doodle, keep it up,

Yankee Doodle dandy,

Mind the music and the step,

And with the girls be handy.

Class Book: A New 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 in this domain. Have students brainstorm important information about the people they have met in this domain: George Washington, Thomas Jefferson, Benjamin Franklin, and Betsy Ross. 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.

Be an Inventor

Materials: drawing paper; drawing and writing tools

Tell students that they are going to be inventors like Thomas Jefferson and Benjamin Franklin. Remind students that when Benjamin Franklin was a young boy, he created swimming paddles to help him move through the water more easily. Challenge students to work with their partner to come up with inventions to solve a problem they experience. For example, Thomas Jefferson made a letter-copying device so he could write on two papers

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at the same time. Students should draw a picture and write a sentence about their inventions.

Response Card Memory Game

Materials: Response Cards: Founding Fathers and American Symbols

Working in partner pairs, students will combine their Response Card Sets to create a 12-card memory game. Have students mix up their cards and lay them face down on the carpet or table. The youngest student goes first; s/he turns over two cards and looks to see if they are a match. If the cards are a match, the student names the card pair and puts those cards aside. If the cards are not a match, they return to play. However, the student can earn another turn by explaining the relationship between the two cards. For example, if the student turns over the card for George Washington and the card for the first official United States flag, they might say, "George Washington is said to have designed the first official United States flag." Students play until all the cards have been matched.

Building Up Washington, D.C.

Materials: drawing paper; drawing and writing tools

Remind students that Thomas Jefferson is called the father of American architecture. Jefferson designed his own home, Monticello, and he was one of the people that worked on the design for our nation's capital, Washington, D.C.

Ask students to design a new building for our nation's capital, Washington, D.C. Explain to students that they can design any type of building, but that the design should show the building's purpose. For example, if they designed a children's museum, they might use bright colors and symbols that would suggest to someone looking at the building that this building is for children. Create a display, and allow time for students to share their designs for building up Washington, D.C.

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Be a Drummer

Materials: two pencils (preferably unsharpened), scissors, tape, construction paper, markers; one empty oatmeal container, large yogurt container, or coffee can

Remind students that when the British surrendered at Yorktown, Virginia, British drummer boys waved a white flag to show that the Redcoats were surrendering. Drummers played an important part in the Revolutionary War.

Explain to students that they are going to make their own drums. First, provide each student with a container, a pair of scissors, and tape. Next, have students write their names on the bottom of their drums. Then, students should wrap construction paper around the sides of their container and tape it to the container. Any excess construction paper may be trimmed off. After that, students should decorate the sides of their drums. Give each student a pair of pencils to use as drumsticks. Last, invite students to form a circle to drum to the tune of "Yankee Doodle" or another simple song that is familiar to students.

Virtual Visit to a Museum

Explore famous artifacts related to the domain online. Use the links below to access the artifacts in the Smithsonian's collections.

- George Washington's military uniform:
  http://americanhistory.si.edu/collections/search/object/nmah_434863
- This chest or trunk contained the tools necessary for cooking and eating a meal for General Washington while he was fighting the Revolutionary War. George Washington's camp chest:
  http://americanhistory.si.edu/collections/search/object/nmah_434899
- Thomas Jefferson wrote the Declaration of Independence on this portable desk.The Declaration of Independence desk:
  http://americanhistory.si.edu/collections/search/object/nmah_513641

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For Teacher Reference Only:

Instructional Masters for
A New Nation: American Independence

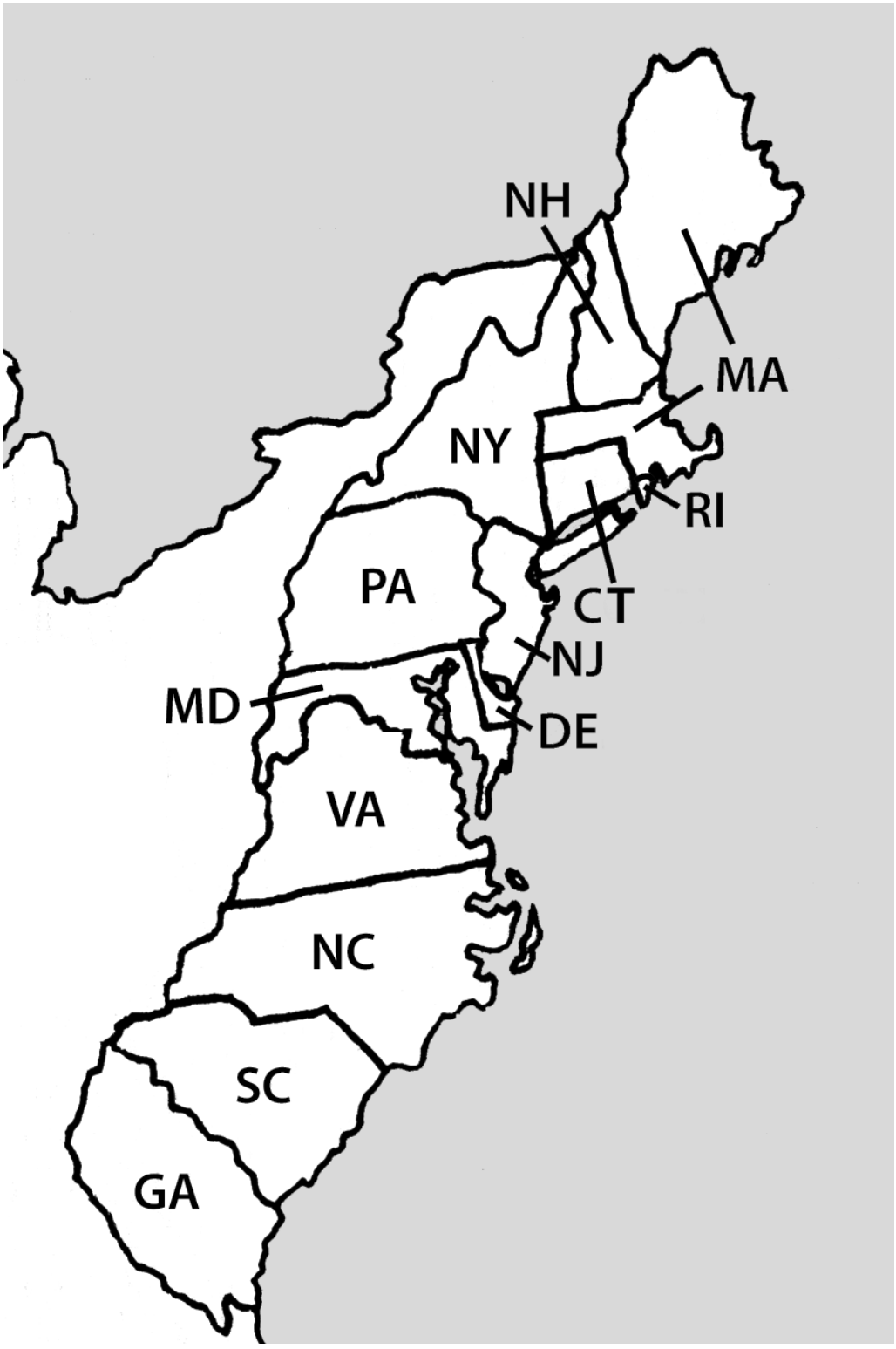


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Thirteen Colonies Map



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1B-2



Dear Family Member,

Over the next several days, your child will be learning about the events that led to the beginning 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 and the American flag.

Below are some suggestions for activities that you and your child can do at home to continue to enjoy learning about this period of American history.

1. Creating a Self-Portrait

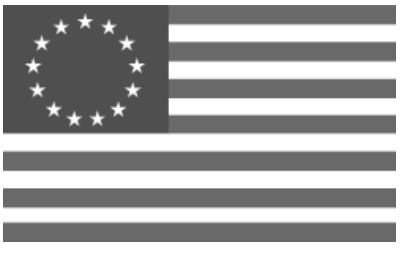
Your child will learn about portraits and how they are used to remember important people and events. Have your child draw their self-portrait inside the frame on the attached activity sheet. Ask your child to write their name on the line below the frame. Talk with your child about what makes your child special, and have your child write one or two sentences about him/herself.

2. Solving Problems

In a few days, your child will be learning about the Boston Tea Party, when a few American colonists dumped tea into Boston Harbor to express their anger about being unfairly taxed by the British king. However dumping tea into the harbor did not solve their problem of taxes; in fact, it only made the king angrier. The king closed the harbor, making it difficult to bring goods in and out. The colonists had nothing to sell in their stores, which led to more problems. The colonists tried to solve the problem by holding the First Continental Congress and writing the king a letter, but this too failed.

Talk with your child about ways that the colonists tried to solve their problems and the ways that your family tries to solve problems. Talk about a time that your child had a problem. What did s/he do to solve it? Did his/her solution work? How is it similar to or different from the ways the colonists tried to solve their problems?

3. "Stars and Stripes"



Soon your child will hear the famous legend or story about the American seamstress Betsy Ross. According to this legend, Betsy made the first American flag. Tell your child that this flag is called the "Stars and Stripes" and was the first flag of the United States. Count the thirteen stars together. Ask your child what each star on the flag represents. (The thirteen stars represent the thirteen colonies.)

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4. Sayings and Phrases: Let the Cat Out of the Bag

Your child will be learning the saying "let the cat out of the bag," which means that someone told a secret. For example, Paul Revere "let the cat out of the bag" when he told the colonists that the British were coming by water. Talk with your child about the meaning of this saying, and discuss situations when it may or may not be appropriate to reveal a secret or "let the cat out of the bag."

5. Read Aloud Each Day

Set aside time to read to your child each day. Your local library or your child's teacher may have books about this time period in U.S. history. A list of books for this topic is attached to this letter.

Be sure to let your child know how much you enjoy hearing about what s/he has been learning at school.

Recommended Trade Books for A New Nation: American Independence Supplemental Guide

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

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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

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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

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1B-3

Name _____



Vocabulary List for A New Nation: American Independence (Part 1)

This list includes many important words your child will learn about in *A New Nation: American Independence*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ❑ colony
- ❑ freedoms
- ❑ harbor
- ❑ port
- ❑ representatives
- ❑ taxes
- ❑ militia
- ❑ signal
- ❑ spies
- ❑ volunteers
- ❑ commander in chief
- ❑ Declaration of Independence
- ❑ independent
- ❑ alternating
- ❑ seamstress

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

	**Draw it**
	**Use it in a sentence**
	**Find one or two examples**
	**Tell a friend about it**
	**Act it out**
	**Make up a song using it**

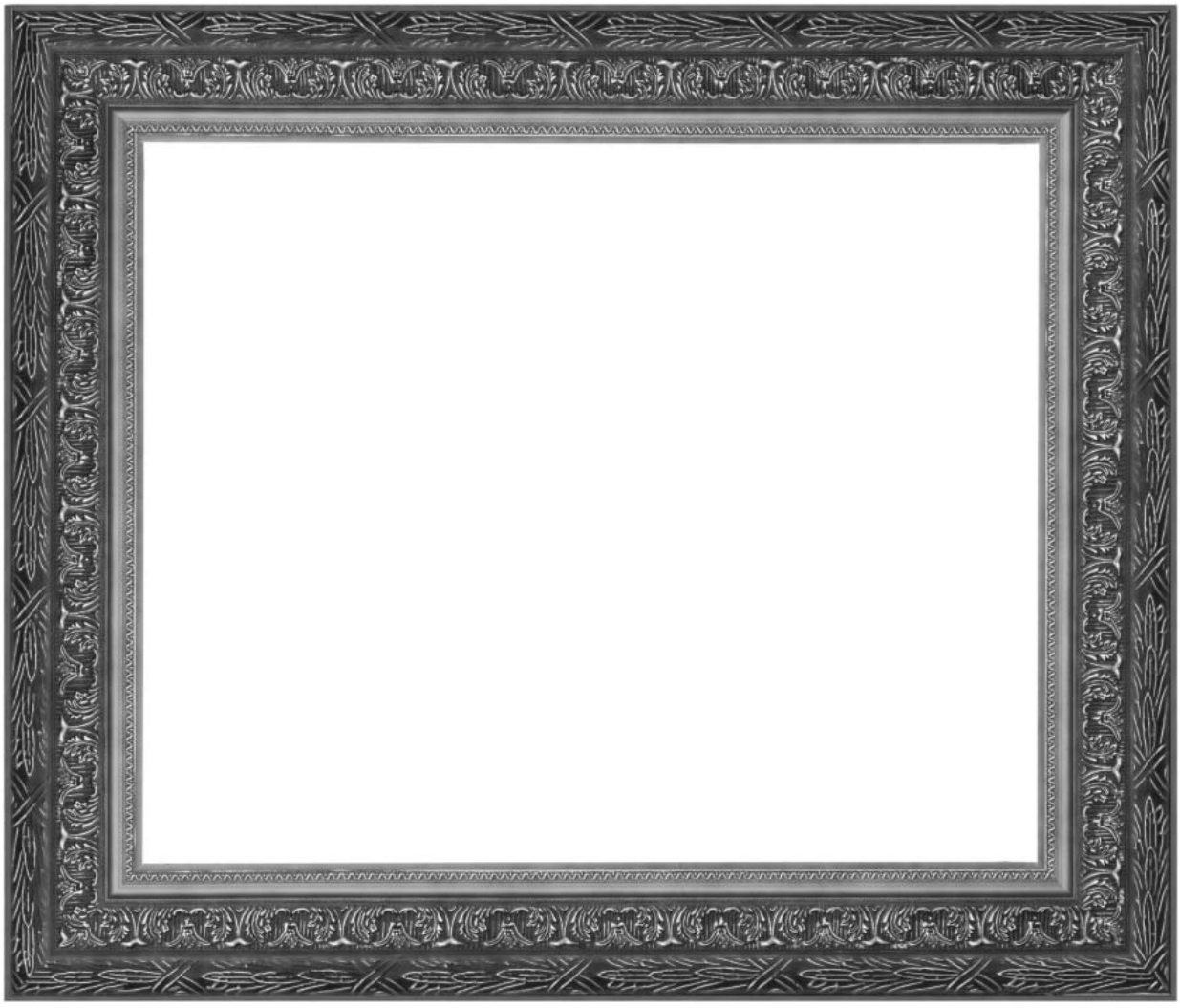
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1B-4

Name _____





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2A-1

Name _____

Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

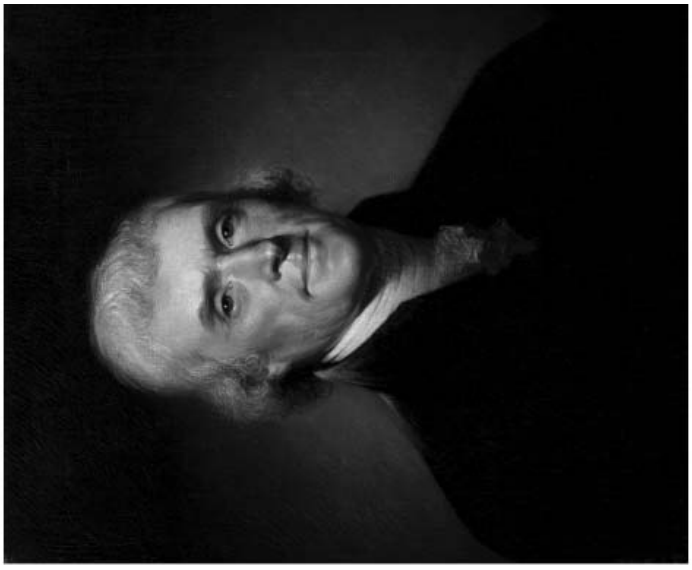
Somebody	
Wanted	
But	
So	
Then	

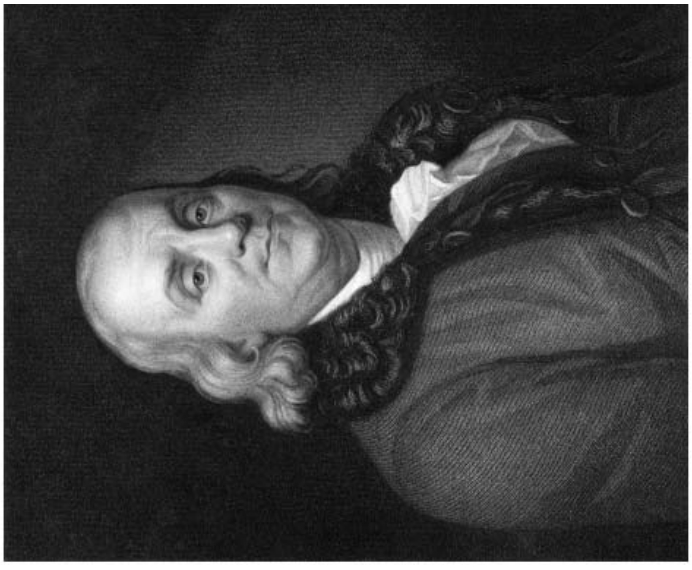
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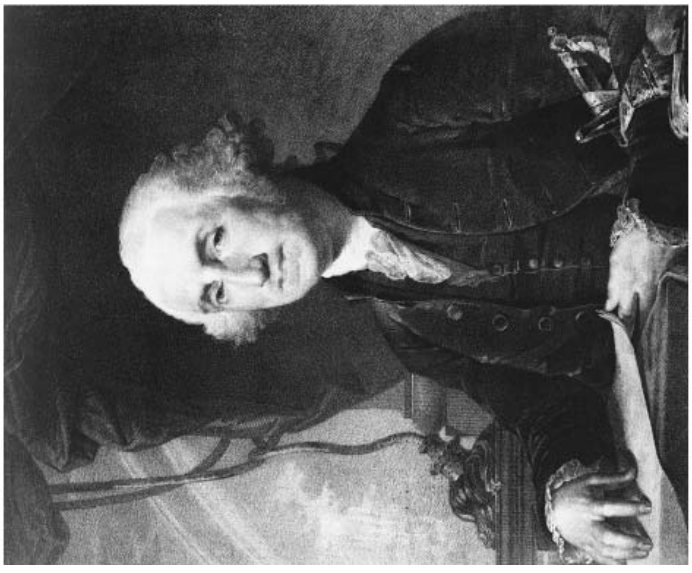
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2A-2

Name _____





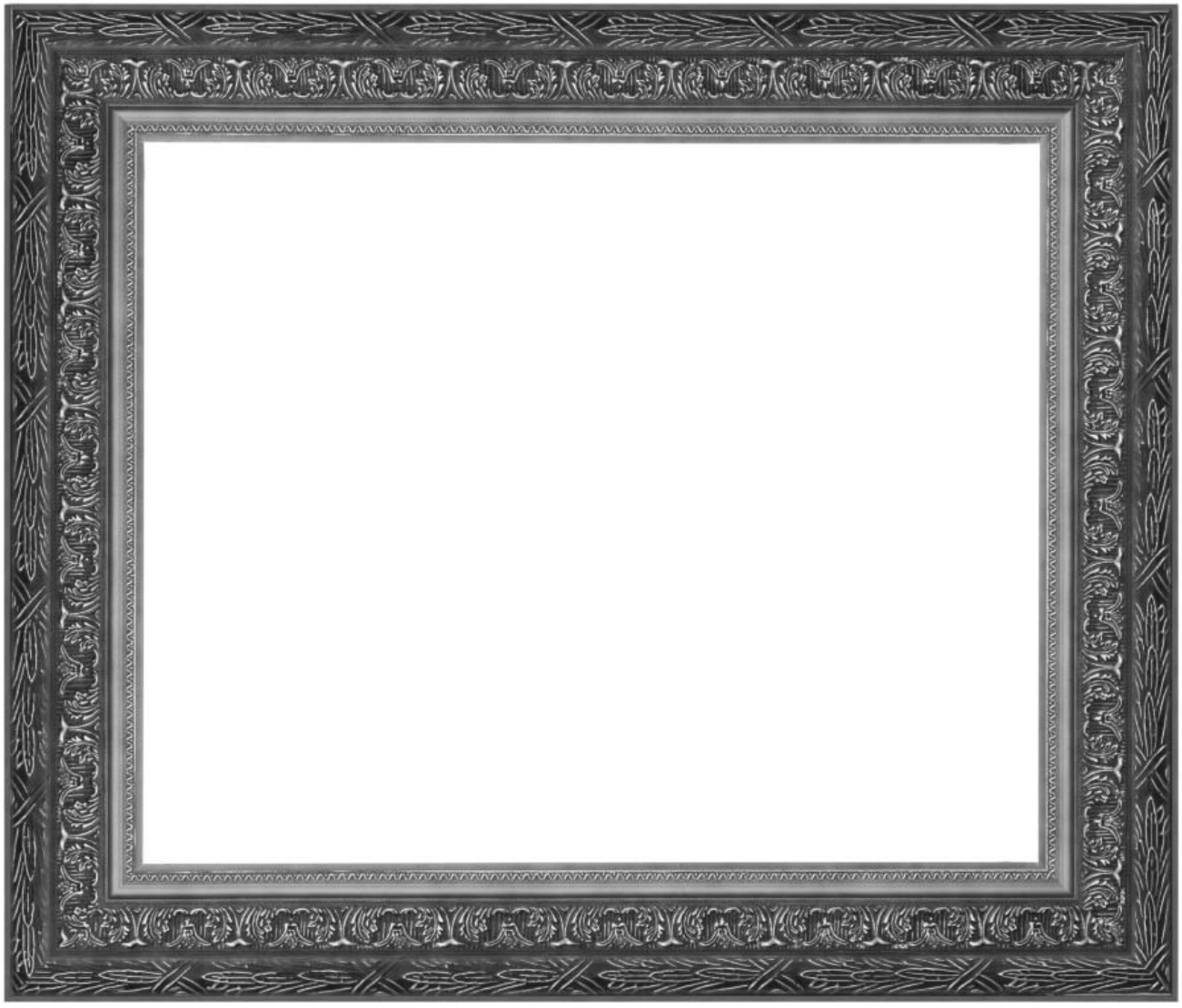


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3B-1

Name _____

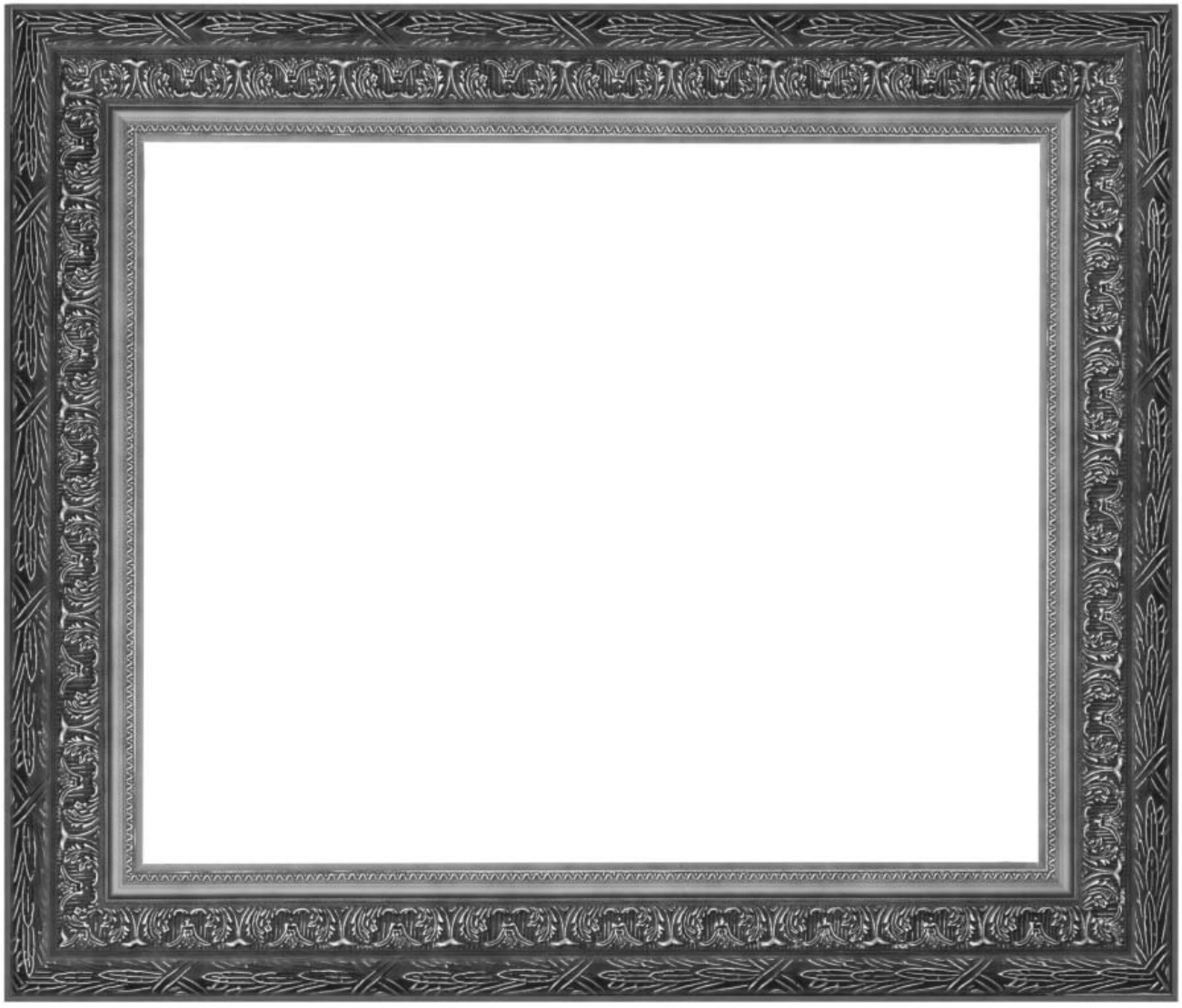


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4B-1

Name _____



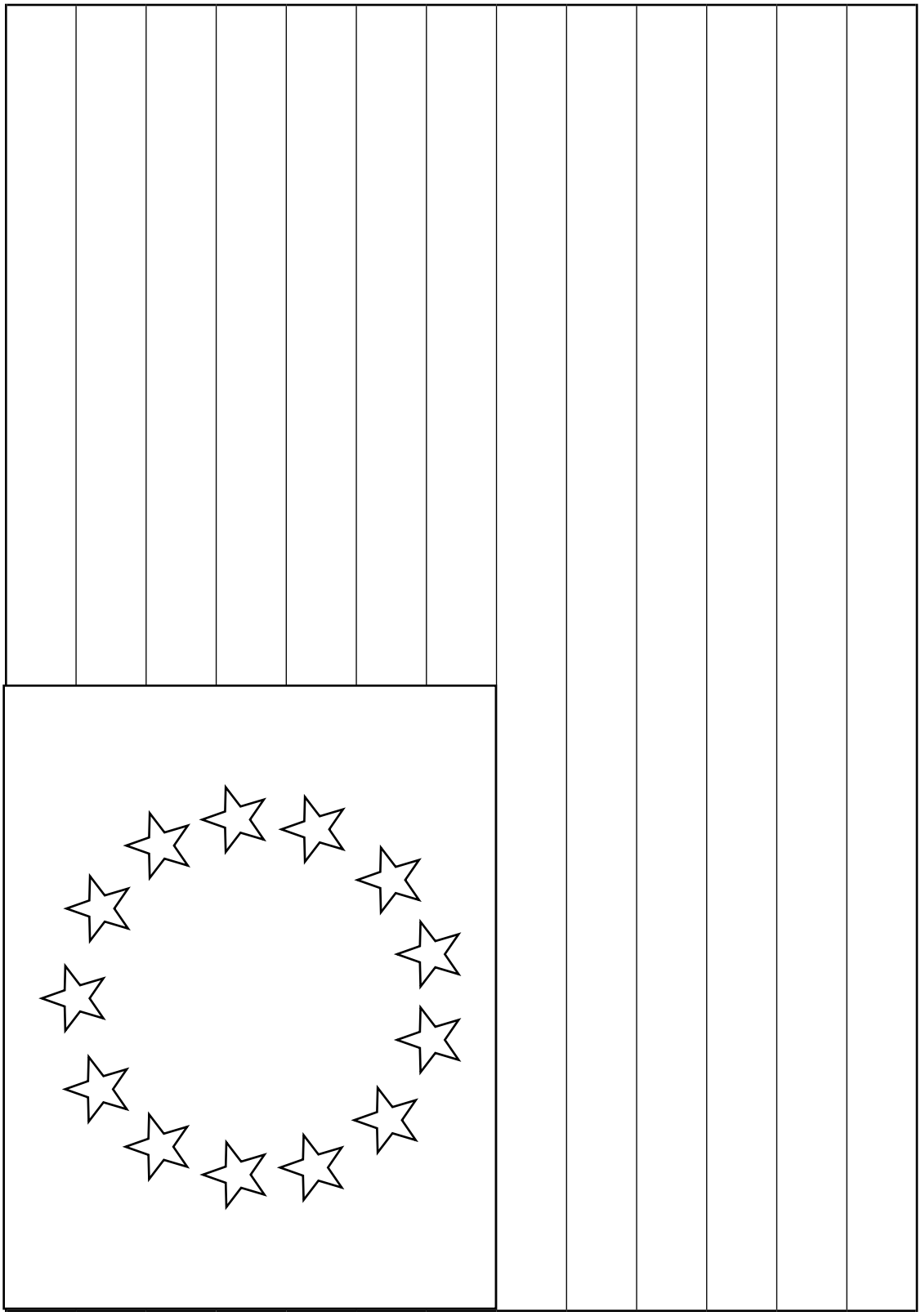
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5B-1

Name _____

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.

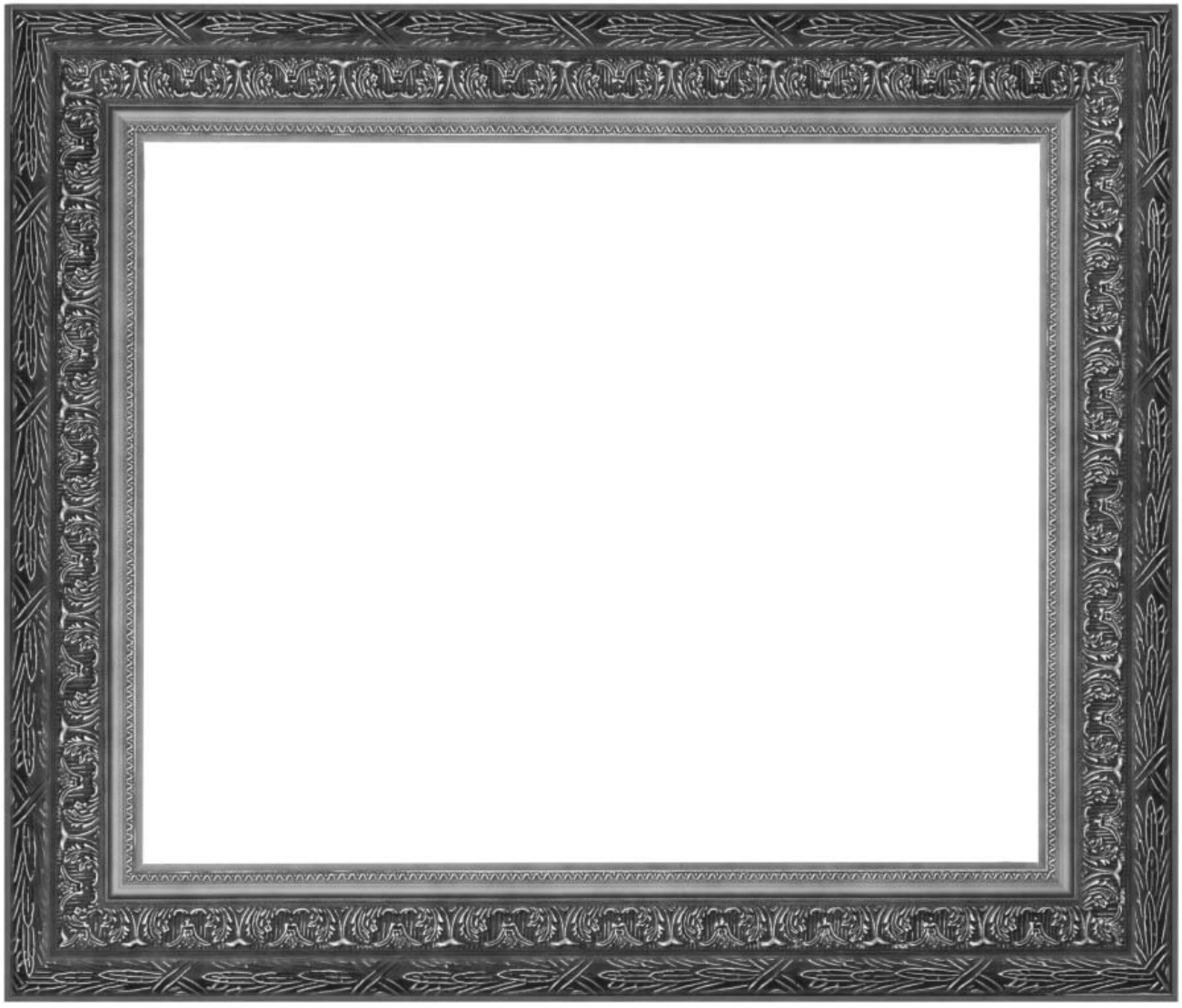


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5B-2

Name _____



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PP-1

Name _____

Directions: Number these images in the order in which the events occured.

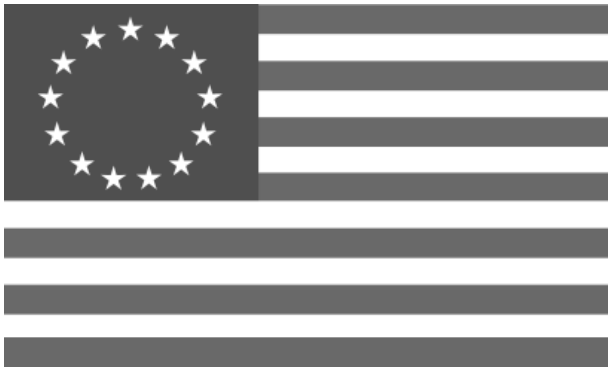












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PP-1

Name **Answer Key**

Directions: Number these images in the order in which the events occured.



3



4



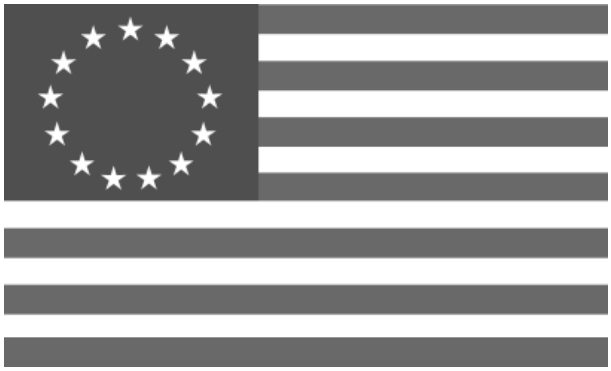
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2



1



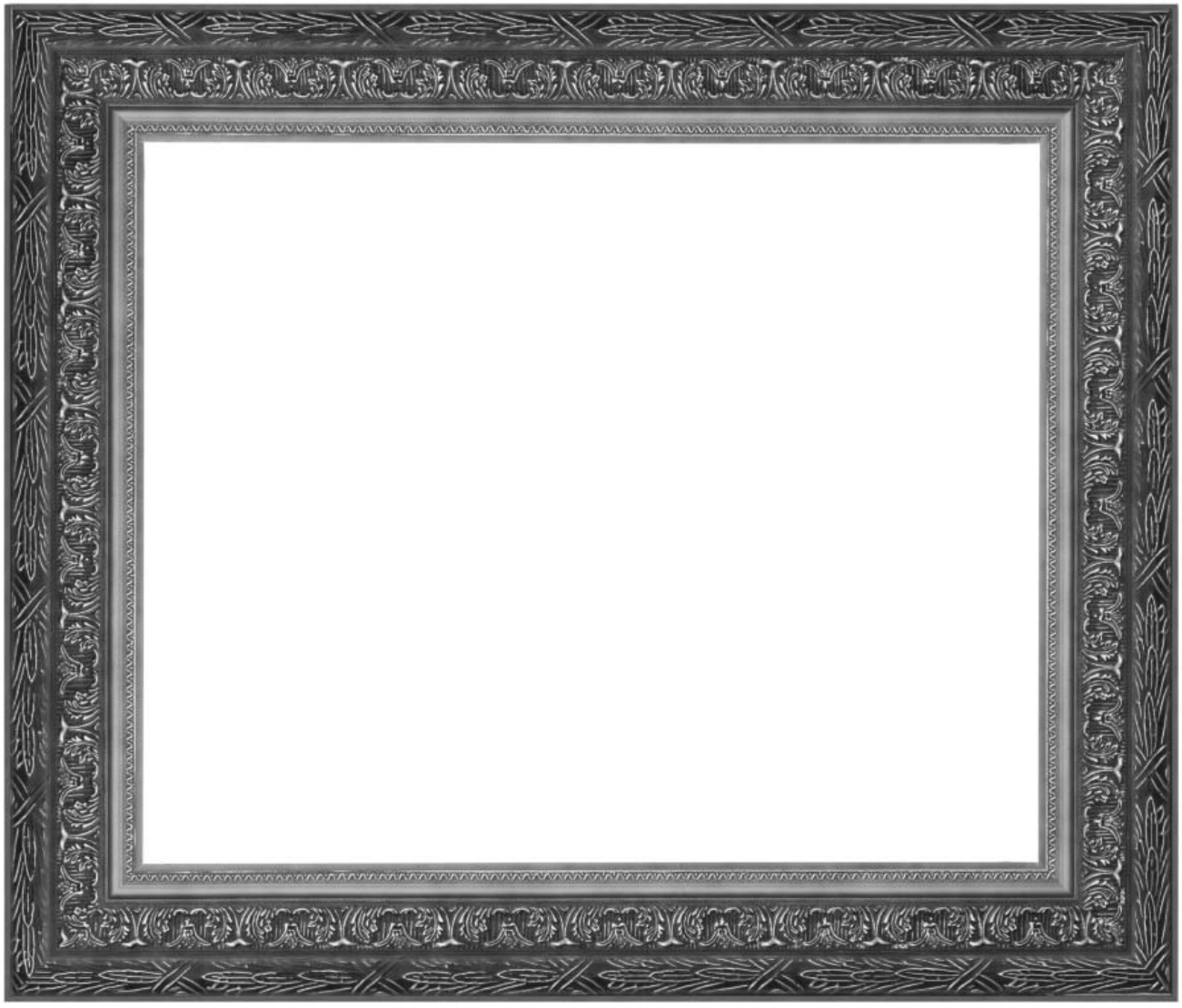
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6B-1

Name _____



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6B-2



Dear Family Member,

I hope your child has enjoyed learning about important events leading to the beginning of the United States. Over the next several days, s/he will learn more about important people during that time period: George Washington, Benjamin Franklin, and Thomas Jefferson. Your child will also learn about three special symbols representing America as a land of freedom: the Liberty Bell, the bald eagle, and the American flag.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the founding of America.

1. Important American Symbols and People

Have your child complete the Activity Sheet on the reverse side of this letter. Help your child match the images of the Founding Fathers and the symbols of the United States on the left-hand side of the page with the labels on the right-hand side of the page.

2. Money Detective

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 quarters. Some nickels depict Thomas Jefferson on the front and his home, Monticello, on the reverse side. 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!

3. Sayings and Phrases: There's No Place Like Home

Your child will learn the saying "There's no place like home," which means no matter where you go, there is no place quite like home. Thomas Jefferson, the third President of the United States loved his home, Monticello. Show your child Jefferson's Monticello on the reverse side of nickels that feature Jefferson's image.

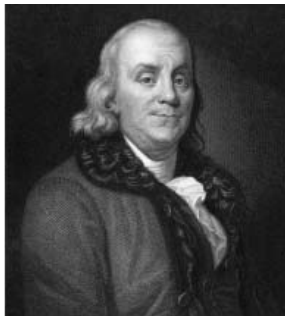
Saying and Phrases: Never Leave Until Tomorrow What You Can Do Today

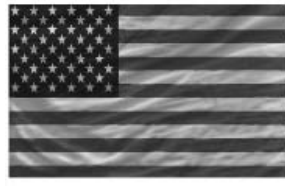
You child will also learn the famous saying from Benjamin Franklin that you should "never leave until tomorrow what you can do today." Franklin's words remind us that when you put off doing things that must be done, you give yourself more work. Discuss times when you or your child put off doing something and ended up with more work. For example, if your child does not put away all of his or her toys today, there will be more to put away tomorrow.

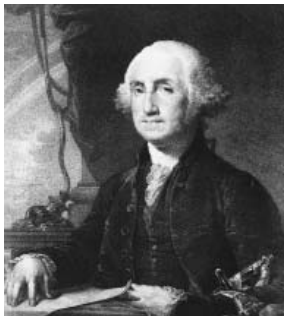
Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

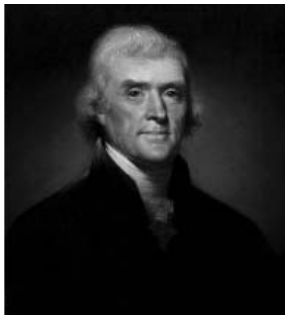
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Thomas Jefferson

American Flag

George Washington

Liberty Bell

Eagle

Benjamin Franklin

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6B-3

Name _____



Vocabulary List for A New Nation: American Independence (Part 2)

This list includes many important words your child will learn about in *A New Nation: American Independence*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ❑ daring
- ❑ struggled
- ❑ surrendering
- ❑ capital
- ❑ president
- ❑ united
- ❑ invention
- ❑ wise
- ❑ anniversary
- ❑ equally
- ❑ justice
- ❑ liberty
- ❑ bald eagle
- ❑ Liberty Bell
- ❑ symbols

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

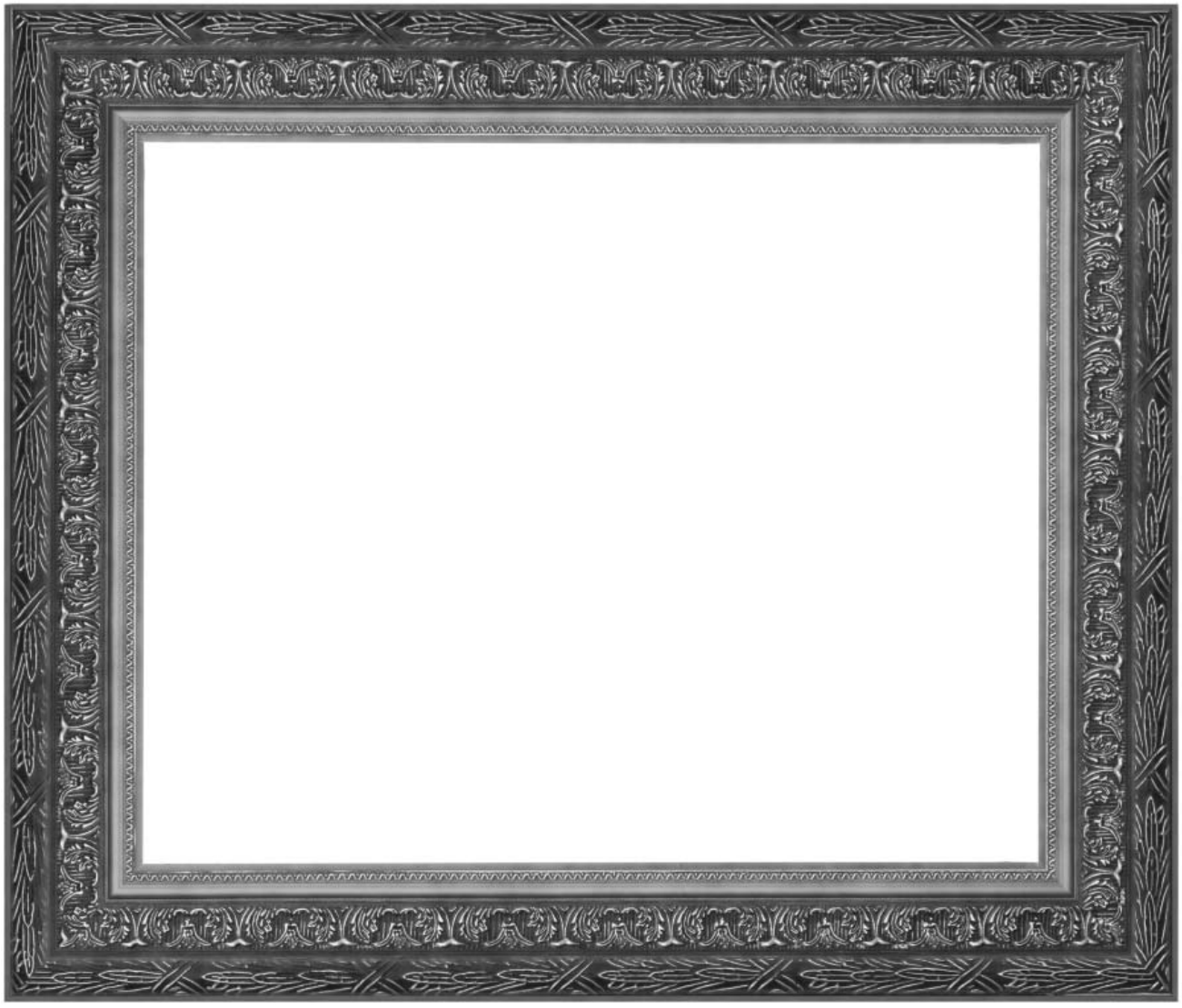
	**Draw it**
	**Use it in a sentence**
	**Find one or two examples**
	**Tell a friend about it**
	**Act it out**
	**Make up a song using it**

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9B-1

Name _____

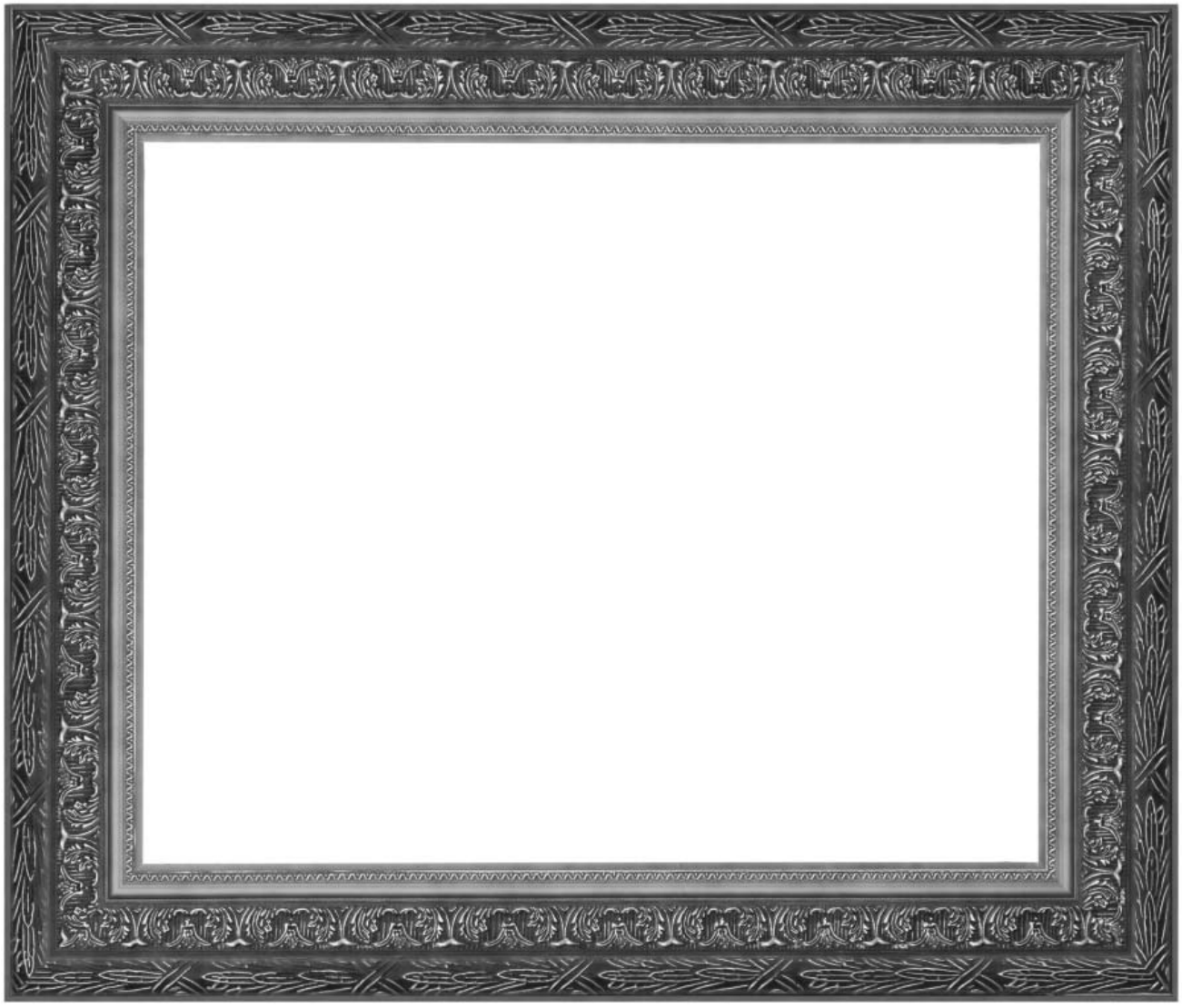


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10B-1

Name _____

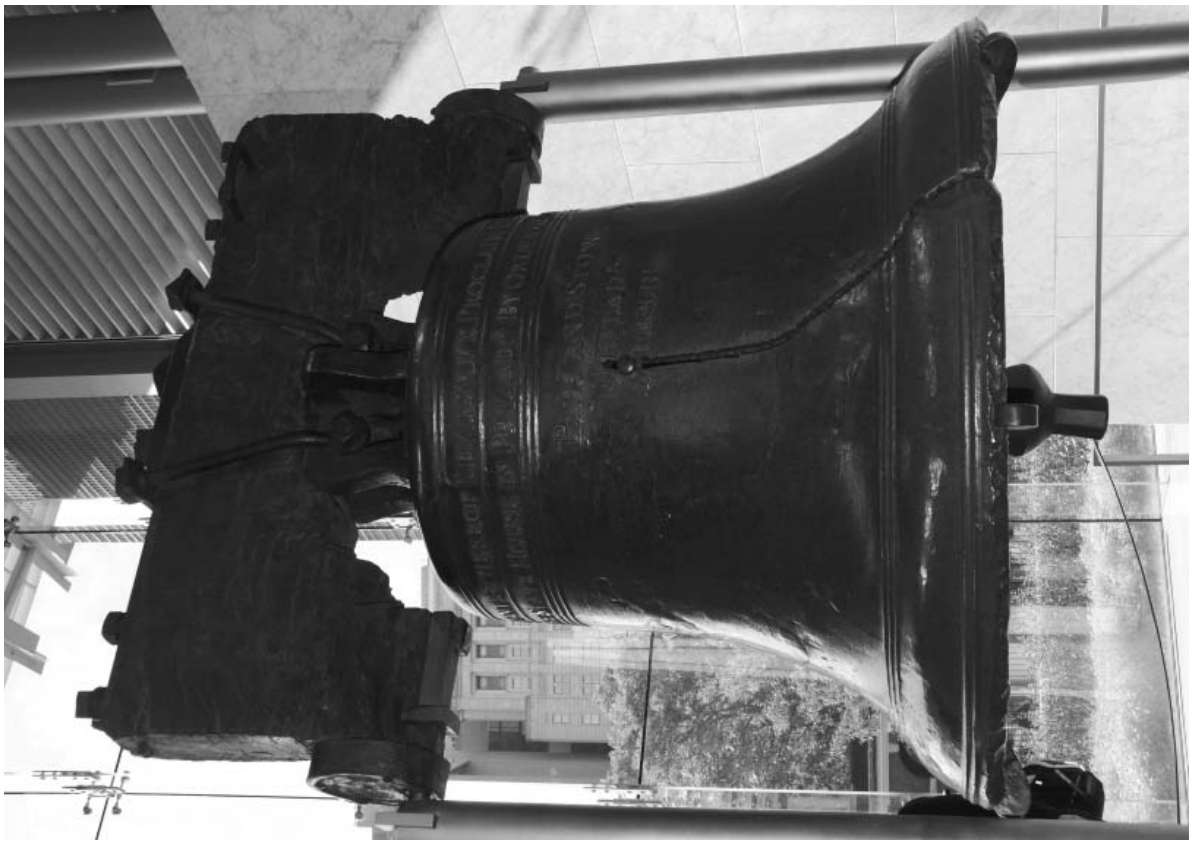


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12A-1

Name _____





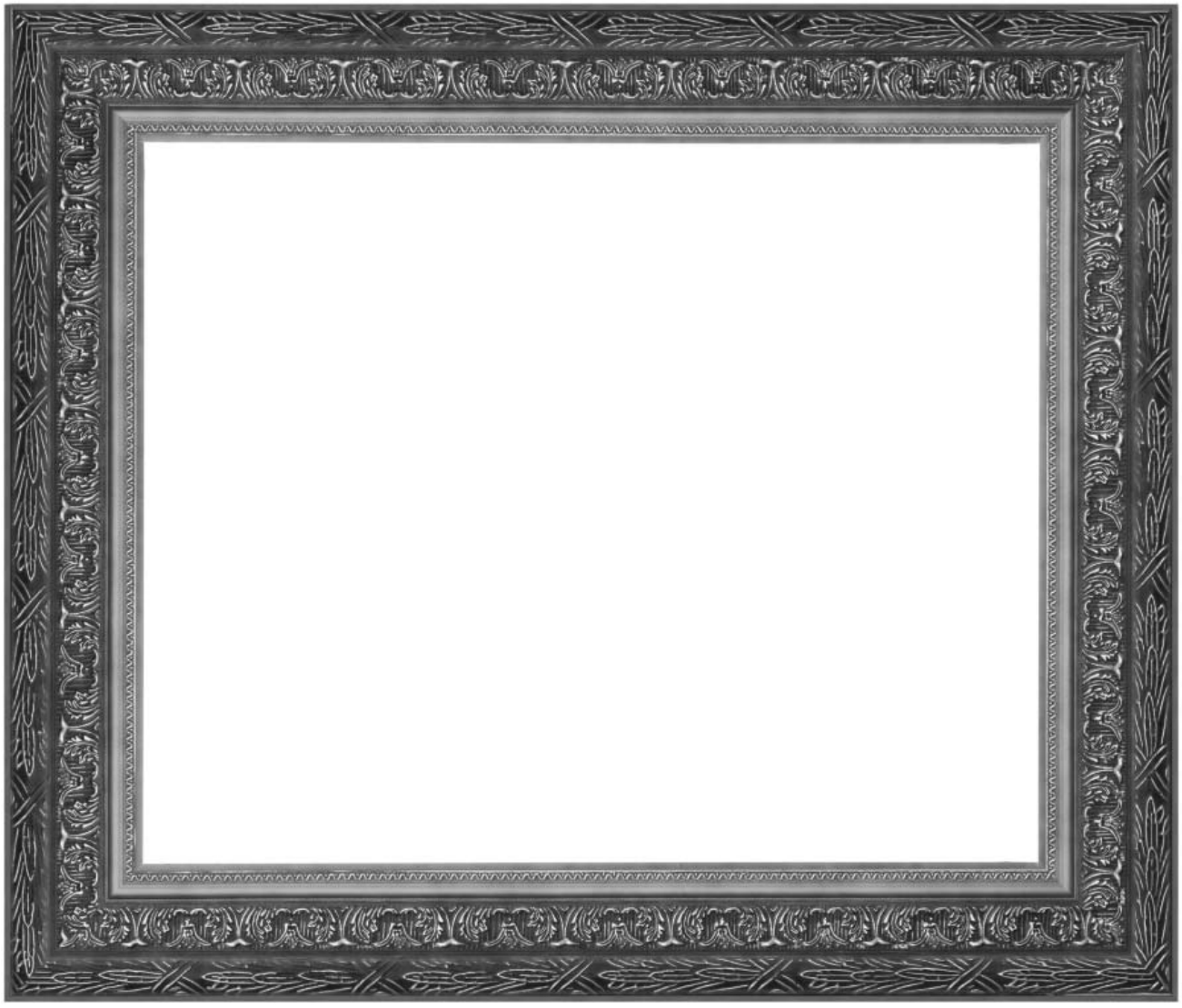


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12B-1

Name _____



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DA-1

Name _____

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

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11.  

12.  

13.  

14.  

15.  

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DA-1

Name **Answer Key**

Directions: Listen to your teacher's instructions.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 












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11.  

12.  

13.  

14.  

15.  

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DA-2

Name _____

Directions: Listen to your teacher's instructions.

1.	T	F
2.	T	F
3.	T	F
4.	T	F
5.	T	F
6.	T	F
7.	T	F
8.	T	F
9.	T	F
10.	T	F

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DA-2

Name **Answer Key**

Directions: Listen to your teacher's instructions.

1.	(T)	F
2.	(T)	F
3.	T	(F)
4.	T	(F)
5.	(T)	F
6.	T	(F)
7.	(T)	F
8.	T	(F)
9.	T	(F)
10.	(T)	F

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DA-3

Name _____

Directions: Listen to the sentence read by the teacher. Circle the picture 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.			
9.			
10.			

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DA-3

Name **Answer Key**

Directions: Listen to the sentence read by the teacher. Circle the picture 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.			
9.			
10.			

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Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name														

Tens Conversion Chart

Number Correct

Number of Questions	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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

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