

Grade 1

Knowledge 9 | Teacher Guide

A New Nation: American Independence

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A New Nation: American Independence

Teacher Guide

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ISBN 978-1-68391-935-3

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Printed in the USA
01 LSCOW 2021

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Introduction

This introduction includes the necessary background information to be used in teaching the *A New Nation: American Independence* domain. The Teacher 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. The entire lesson will require a total of sixty minutes.

This domain also includes two Pausing Points, one after Lesson 5, which contains a Mid-Domain Assessment, and another after Lesson 10. 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 eighteen days total on this domain.

DOMAIN COMPONENTS

Along with this Teacher Guide, you will need:

- Flip Book for *A New Nation: American Independence*
- Image Cards for *A New Nation: American Independence*
- Activity Book for *A New Nation: American Independence*
- Digital Components for *A New Nation: American Independence*

Additional resources that you may wish to integrate into your classroom instruction are:

- Trade Book Guide for *A More Perfect Union: The Story of Our Constitution* by Betsy and Giulio Maestro
- Read-Aloud Videos for *A New Nation: American Independence*

All domain components materials can also be found on the program's digital components site.

A NEW NATION: AMERICAN INDEPENDENCE

In this domain, students will hear about when and how our country, the United States of America, started. They will be introduced to many important historical figures and events as the story unfolds of how the thirteen colonies determined and gained their independence from Britain to become the United States of America.

The overriding focus of this domain is from the perspective of a rather wide lens (i.e., to emphasize the story of how the colonies became an independent nation). Although students will hear about many people, events, and dates, it is important to recognize that Grade 1 students are not expected to master or recall all of these details and facts. Some specifics are, of course, necessary so that students can understand and retell the story of our nation's birth. The details that Grade 1 students should be able to recall are explicitly identified in the Core Content Objectives contained in this Introduction.

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

This unit also provides opportunities for students to build content knowledge and draw connections to the social studies subject area, but it does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of Government, Citizenship, Geography, and History from the social studies discipline.

WHAT STUDENTS HAVE ALREADY LEARNED

The following 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 your students' understanding of the Read-Alouds they are about to enjoy:

- **Native Americans: Tradition, Heritage, and the Land (Kindergarten)**
- **Colonial Towns and Townspeople: Once Upon America (Kindergarten)**
- **Presidents and American Symbols: Uniquely American (Kindergarten)**

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. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1 colony founded freedoms government settlements	Lesson 5 alternating patriotism represent seamstress	Lesson 9 almanac apprentice invention
Lesson 2 goods harbor representatives revolted taxes	Lesson 6 army daring defeat struggled	Lesson 10 anniversary architecture domed university
Lesson 3 militia obeyed signal spies volunteers	Lesson 7 confident surrendering wilderness	Lesson 11 equally justice liberty
Lesson 4 approved commander in chief declaration independent	Lesson 8 capital permanent president united	Lesson 12 seal symbols

CORE CONTENT OBJECTIVES

- Locate the thirteen original colonies
- Describe the Boston Tea Party
- Explain the significance of Paul Revere's ride
- Identify "one if by land, 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 part of the Declaration of Independence
- Explain the significance of the Fourth of July
- Identify the legend of Betsy Ross and the flag
- Identify Martha Washington as Patriot and the wife of George Washington
- 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 and become familiar with the significance of the flag, the Liberty Bell, and the bald eagle as U.S. symbols

WRITING

In this domain, students will explore the genre of informational writing. They will learn to identify important facts and information before, during, and after informational Read-Alouds. They will practice collecting and synthesizing information by note-taking as a group with graphic organizers and by retelling the Read-Alouds from the first eight lessons in an ongoing Story Chart. Students will also work as a class, in small groups, and independently to write captions for an ongoing Picture Gallery, analyzing and describing images depicting important events in this time period. In Lesson 11, you will review informational paragraph writing. Students will then plan and write their own informational paragraphs about the founding of the United States. You may wish to add the following to students' writing portfolios:

- Thirteen Colonies map (Lesson 1)
- captions for the Picture Gallery (Lessons 2, 4, 6, 9, 10)
- Somebody Wanted But So Then (Lesson 3)
- The Original Flag (Lesson 5)
- informational paragraphs (Lessons 11–12)
- any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities

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A NEW NATION: AMERICAN INDEPENDENCE

The New World

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will identify where and how the thirteen colonies were formed.

 **TEKS 1.1.C; TEKS 1.6.E**

Reading

Students will identify the first English settlements in America.

 **TEKS 1.6.I**

Language

Students will demonstrate an understanding of the Tier 3 word *settlements*.

 **TEKS 1.3.B**

Speaking and Listening

Students will identify and sequence the first English settlements in America.


 **TEKS 1.1.A; TEKS 1.7.B; TEKS 1.9.D.iii**

FORMATIVE ASSESSMENT

Activity Page 1.1

Thirteen Colonies Map Students will locate and write one to three sentences about the thirteen colonies in North America.

 **TEKS 1.7.B**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.9.D.iii** Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Core Connections	Whole Group	10 min.	<input type="checkbox"/> Image Cards 1–3 <input type="checkbox"/> world map or globe <input type="checkbox"/> board/chart paper and writing tools
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Thirteen Colonies Map (optional) (Digital Components) <input type="checkbox"/> world map or globe (optional) <input type="checkbox"/> Flip Book: 1A-1–1A-11
“The New World”			
Comprehension Questions			
Word Work: <i>Settlements</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Sequencing Events	Independent	20 min.	<input type="checkbox"/> Thirteen Colonies Map (Digital Components) <input type="checkbox"/> Activity Page 1.1
Working with Maps			
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 1.2

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display a world map to have students locate the continent, country, and state in which they live.

Read-Aloud

- Prepare and display an enlarged copy of the Thirteen Colonies Map on Activity Page 1.1 to reference throughout the domain. Alternatively, a digital version may be accessed in the digital components for this unit.

Application

- Be prepared to discuss and sequence the three English colonies: Roanoke Island ("The Lost Colony"), Jamestown, and Plymouth. Prepare Sequencing Events Cards with the names and/or images of each of these. You may wish to use Image Card 3 for Plymouth. Alternatively, you may access cards in the Teacher Resources section of this Teacher Guide.

Note to Teacher

The intent of this first lesson is to review information that students have learned earlier in the Kindergarten program. This knowledge provides the foundation for subsequent lessons in this domain. If students have not already participated in the Kindergarten program, 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. The most important information is included in the questions and answers for the Introducing the Read-Aloud section.

You should also be aware of and explain to students that 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 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 period before 1707, and they will also hear references to Great Britain, Britain, and the British for the time period after 1707.

Universal Access

- Prepare to illustrate the relationship between the concepts of continent, country, and state during the Introducing the Read-Aloud section by drawing concentric circles on the board/chart paper.

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

founded, v. set up; established

Example: The organization was founded to help find homes for homeless dogs.

Variation(s): found, founds, founding

freedoms, n. rights; liberties

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

Variation(s): freedom

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

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

Variation(s): governments

settlements, n. places where most people live

Example: The English had settlements throughout North America.

Variation(s): settlement

Vocabulary Chart for “The New World”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	colony (<i>colonia</i>) government settlements	founded freedoms	
Multiple Meaning			
Sayings and Phrases	set sail sailed the ocean blue		

Lesson 1: The New World



Introducing the Read-Aloud

Speaking and Listening: Students will identify where and how the thirteen colonies were formed.

 **TEKS 1.1.C; TEKS 1.6.E**

CORE CONNECTIONS (5 MIN.)

- Remind students that during the *Early American Civilizations* domain, they learned about several groups of people who lived in America before Columbus arrived. Ask students to recall where those people lived. (*present-day Mexico, Central and South America*)

Show Image Card 1 (Native Americans)

- Tell students that many tribes of Native Americans lived in the area that is now the United States of America. If students participated in the Kindergarten program, they may recall several of these tribes.
- Remind students that the Native Americans were the first people to live in North America, and there are still Native Americans today. Ask students to share anything they remember about Native Americans from Kindergarten.

Image Card 1



Check for Understanding


Recall: Who lived in America first: Native Americans or Europeans? (*Native Americans*)

Image Card 2



Show Image Card 2 (Columbus)

- Next tell students about the European explorer named Columbus. Explain to students that Columbus traveled by ship to the Americas. Use the world map or globe to point out Europe and the general transatlantic route taken by Columbus in sailing to North America.

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance.

- Tell students that the Native Americans were already living in America when Columbus arrived.

Show Image Card 3 (Pilgrims)

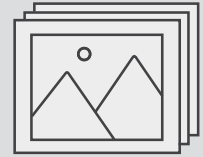
- Now explain to students that after Columbus's voyages, more and more groups of people from various countries in Europe decided to make the trip across the Atlantic Ocean to explore North America. Tell students that one of these groups who came from England and landed at Plymouth Rock were the Pilgrims.
- Use the world map or globe to point out the approximate location of the Pilgrims' landing in Massachusetts.
- Tell students that in today's Read-Aloud, they will hear more about the Pilgrims as well as two other early English colonies: Roanoke Island and Jamestown.

WHERE ARE WE? (5 MIN.)

Note: 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.

- Ask students to first name the country in which they live, and then the state in which they live.
- Tell students that there has not always been a country or nation known as the United States of America made up of different states such as [your state]. Tell students 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.
- 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.

Image Card 3



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Have students answer simple yes/no questions (e.g., "Do we live in the United States?").

Intermediate

Have students answer using sentence frames (e.g., "We live in the country of _____").

Advanced/Advanced High

Encourage students to answer the questions independently, using key details and vocabulary.

ELPS 1.E; ELPS 3.F

Lesson 1: The New World

Read-Aloud



Reading: Students will identify the first English settlements in America.



TEKS 1.6.I

Language: Students will demonstrate an understanding of the Tier 3 word *settlements*.



TEKS 1.3.B

PURPOSE FOR LISTENING

- Tell students that the Pilgrims were not the first English people to settle in North America. 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.

"THE NEW WORLD" (15 MIN.)

Support

Display the Thirteen Colonies Map and a world map or globe to locate the places named and help students understand how they relate to each other.



Show Image 1A-1: North America

This is the North American continent, where we live today. *The part colored red is the United States.* Many hundreds of years ago, life in North America was very different than it is today.



Show Image 1A-2: Native Americans

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

The first people who lived in North America are known as Native Americans. The Native Americans lived in groups called tribes in different regions of North America. There were no stores like we have now, so they had to

find or make most things they needed to survive, whether it was food to eat, clothing to wear, or a house in which to live.



TEKS 1.6.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 1A-3: Columbus aboard ship

Hundreds of years later, a European explorer by the name of Christopher Columbus sailed and reached North America, but that was not where he had planned to go. *[Point to the illustration of Columbus.] Tell students that Columbus was looking for spices, gold, and other treasures when he first set sail from*

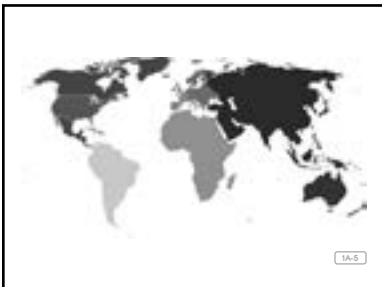
Europe. Columbus set sail from Europe, hoping to find a quicker way to reach India and China, where spices, gold, and other riches were plentiful.



Show Image 1A-4: Columbus and Native Americans

But in 1492, when Columbus actually reached land, after he “sailed the ocean blue,” he and his crew did not arrive in India or China. They landed instead in North America where they met the native people who lived there. *[Point to the Native Americans.] Who are these people?*

[Encourage students to use both the 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. Portugal, the Dutch Republic (now the Netherlands), Spain, France, and England all sent explorers to North America, continuing to hope to find riches and goods that they might bring back to trade and sell in Europe.

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



Show Image 1A-6: Thanksgiving: Pilgrims and Native Americans *[Point to the illustration and ask students if they recognize the event that is shown. (Thanksgiving)]*

The English did not want to just visit the Americas. They were interested in starting **settlements** in order to live there. *When people start settlements, they move to a new*

place to live. They wanted a place for their people to spread out from their small island country, England, across the Atlantic Ocean. You probably remember that English Pilgrims landed at Plymouth Rock in the 1600s, about a hundred years after Columbus. The Pilgrims had great difficulty adjusting to their life in the New World because it was very different from the city life they knew in Europe. The Native Americans that the Pilgrims met helped them survive, especially during that first year.



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

The Pilgrims were not the only English people to start settlements in North America. In fact, before the Pilgrims ever arrived at Plymouth *[Point to Massachusetts.] This is where the Pilgrims landed and lived.,* other English men

and women had settled in two other places. The first English **colony** was on Roanoke Island, *[Point to the area off the coast of North Carolina.]* followed by a colony at Jamestown. *[Point to Virginia]* 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. *A government is a group of people who make decisions and laws for the people they represent.*



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. *[Explain that the people are English settlers watching the baptism of Virginia Dare.] A baptism is a Christian religious ceremony.*

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." *The colony was not really lost, but the colonists were never seen again.* 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. Some people think the Roanoke Island settlers may have gone to live with the Native Americans since they may have run out of food.



Show Image 1A-9: English landing at Jamestown

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

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



Show Image 1A-10: Map of thirteen colonies

As time passed, more and more settlers from Great Britain arrived in North America. *[Remind students that at this time, many years after the first English colonists arrived in North America, the country they came from was now known as Great Britain or Britain.]* All up

and down the East Coast of North America they formed more colonies, where they started new lives for themselves. By 1732, there were thirteen British colonies in North America *[Point to each on the map.]*: Massachusetts, New Hampshire, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. *The people living in the thirteen colonies in North America were ruled and controlled by the king and government of Britain.*

Challenge

If your state is one of the original thirteen colonies, have students point it out on the map. You may also wish to share more information about its colonial history.



Show Image 1A-11: Map showing route from Africa to North America

The British did not accomplish the hard work of setting up colonies all by themselves. They especially needed lots of helpers to clear and farm the land. First, they encouraged indentured servants to come work in America. These indentured servants had to work only

for the English colonists for a certain, agreed-upon number of years without pay. After that time, they were free to live and work where they wanted, and to be paid for that work.

As the British colonies grew, more and more workers were needed. Before long, European ships brought enslaved people taken from the continent of Africa to work in America. *[Point to Africa and trace the route from that continent to North America.]* These enslaved people were forced to come to North America, where they did not share the **freedoms** enjoyed by the colonists. *Freedoms are rights or liberties.* They could not leave their farms without permission, and it was against the law for anyone to teach them to read or write.

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

COMPREHENSION QUESTIONS (10 MIN.)

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

Show Image 1A-10: Map of thirteen colonies



Check for Understanding

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

4. **Literal.** Who governed and ruled the thirteen British colonies—the king of Great Britain or the people who lived in the colonies? (*the king of Great Britain and the British government*)
5. **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.*)



ENGLISH
LANGUAGE
LEARNERS

Reading

Reading/Viewing Closely

Beginning

Have students answer simple yes/no questions (e.g., “Were the Europeans the first people to live in North America?”).

Intermediate

Have students answer using sentence frames (e.g., “The first people known to live in North America were . . .”).

Advanced/Advanced High

Encourage students to answer the questions in complete sentences using key details.

ELPS 4.G; ELPS 4.I

WORD WORK: SETTLEMENTS (5 MIN.)

1. In the Read-Aloud you heard, “[The English] were interested in starting settlements in order to live there [America].”
2. Say the word *settlements* with me.
3. Settlements are places where people move to live.
4. The English set up settlements up and down the East Coast of North America.
5. What settlements have you learned about so far? Think about places that groups of people settled in, not only in North America but around the world. Try to use the word *settlements* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The English made settlements in ____.”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. 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 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*)
- [your state] (*settlements*)

Lesson 1: The New World

Application



Speaking and Listening: Students will identify and sequence the first English settlements in America.

TEKS 1.1.A; TEKS 1.7.B; TEKS 1.9.D.iii

SEQUENCING EVENTS (5 MIN.)

- Show students the cards you prepared in advance with images/names of each of the three colonies. Ask students to identify each of the colonies on the cards. (*Roanoke Island, Jamestown, Plymouth*)
- Tell students that they will order these cards to show which colonies came first.
 - Ask students which colony was the first English colony in North America. (*Roanoke Island*) Affix this to the board/chart paper.
 - Ask students which colony was formed soon after, and was more successful. (*Jamestown*) Place this card to the right of the Roanoke Island card on the board/chart paper. Tell students you are doing this to show that Jamestown was founded after the Roanoke Island colony.
 - Show students the Plymouth card and ask them where in the sequence it should go. (*last, to the right of Jamestown*)
- Remind students that these three colonies—Roanoke Island, Jamestown, and Plymouth—were not the only English colonies settled in North America. By the early 1700s, people from Great Britain had settled in thirteen different colonies along the East Coast of North America.
- Invite students to share questions that they may have about the three colonies and the order in which they came in North America.

WORKING WITH MAPS (15 MIN.)



Check for Understanding

Point to It: As I name each colony, point to it on the Thirteen Colonies Map. [Name the colonies in any order: Massachusetts, New Hampshire, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.]

Support

Encourage students to keep pointing to the colonies' location on the map whenever they hear their names.

Challenge

Have students locate the approximate locations of Roanoke Island, Jamestown, and Plymouth on their maps.

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.9.D.iii** Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.

Activity Page 1.1



**ENGLISH
LANGUAGE
LEARNERS**



Writing

Writing

Beginning

Have students dictate their sentence(s) about the thirteen colonies to an adult to record.

Intermediate

Have students dictate their sentence(s) about the thirteen colonies to a peer to record.

Advanced/Advanced High

Encourage students to record their sentence(s) about the thirteen colonies independently.

ELPS 5.G

Activity Page 1.2



- 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.

- Have students turn to Activity Page 1.1. Explain that this is a map showing the thirteen colonies in America.
- Name each colony and have students locate it on the map. Have students color the thirteen colonies.
- On the back of the paper, have students write one to three sentences about the thirteen colonies using what they have learned.
- Some students may need to dictate their sentences to an adult, whereas others may write their sentences independently.
- Give students the opportunity to share their writing with a partner or with the entire class.

End Lesson

Take-Home Material

FAMILY LETTER

- Send home Activity Page 1.2.

A NEW NATION: AMERICAN INDEPENDENCE

A Taxing Time: The Boston Tea Party

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will identify the first English settlements in America.

 **TEKS 1.1.C****Reading**

Students will answer questions about the Boston Tea Party.

 **TEKS 1.7.C****Language**

Students will demonstrate an understanding of the Tier 2 word *goods*.


 **TEKS 1.3.B****Reading**

With assistance, describe the Boston Tea Party by examining a picture.

 **TEKS 1.1.B; TEKS 1.7.B; TEKS 1.9.D.ii; TEKS 1.9.D.iii****FORMATIVE ASSESSMENT****Exit Pass**

Response Card Students will write a sentence about the Boston Tea Party.

 **TEKS 1.7.B**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.9.D** Recognize characteristics of informational text including (ii) features and simple graphics to locate or gain information; (iii) organizational patterns such as chronological order and description with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<ul style="list-style-type: none">❑ Story Chart❑ Thirteen Colonies Map (Digital Components)
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<ul style="list-style-type: none">❑ Thirteen Colonies Map, world map or globe (optional) (Digital Components)❑ Poster 1M: Stamps (optional) (Flip Book)❑ loose tea, postage stamps, and rubber stamps (optional)❑ Flip Book: 2A-1–2A-9
“A Taxing Time: The Boston Tea Party”			
Comprehension Questions			
Word Work: <i>Goods</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Sequencing Events	Independent	20 min.	<ul style="list-style-type: none">❑ Sequencing Events Cards: taxes, Boston Tea Party, First Continental Congress❑ image of the Boston Tea Party❑ paper and writing tools❑ pictures with captions (optional)
Picture Gallery			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Beginning in this lesson and continuing throughout the domain, you will transcribe as students work together to retell Read-Alouds using a running piece of chart paper referred to as the Story Chart. As you are able, display the “story” they retell over the course of the domain in a linear fashion by placing pieces of chart paper one after another.
- Display the Thirteen Colonies Map you prepared in Lesson 1. Alternatively, you may access a digital version in the digital components for this domain.

Application

- Prepare for a sequencing activity like you did in Lesson 1. For this activity, prepare three Sequencing Events Cards with names/images for taxes, Boston Tea Party, and First Continental Congress. You may wish to use Image Card 5 for the Boston Tea Party. Alternatively, you may access cards in the Teacher Resources section of this Teacher Guide.
- Throughout this domain, you will be creating a picture gallery with students, displaying pictures and student-created captions of important people and events from the founding of the United States. It is recommended that you designate a board for displaying these pictures and their captions as space allows. In this first picture gallery activity, you will display an image of the Boston Tea Party and write and display a caption for it as a class. You may access this image in the Teacher Resources of this Teacher Guide.

Universal Access

- Bring in a tin of loose black tea, some postage stamps, and a few rubber stamps for students to see, smell, and feel during the Read-Aloud.

Note: Be sure to check with your school’s policy regarding food distribution and allergies.

- Bring in pictures with captions from a magazine, book, or newspaper to share with students during the Picture Gallery introduction.

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. a protected body of water where ships can be left

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

Variation(s): harbors

representatives, n. people chosen to speak or act on behalf of a larger group

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

Variation(s): representative

revolted, v. rebelled; rose up against

Example: The girls revolted against their mother, going out when they weren't allowed.

Variation(s): revolt, revolts, revolting

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

Vocabulary Chart for "A Taxing Time: The Boston Tea Party"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	taxes revolted	goods representatives (representantes)	
Multiple Meaning	harbor		
Sayings and Phrases	a long time these days tempers flared voice their opinions keep the peace		



Language

Exchanging Information
and Ideas

Beginning

Have students answer simple yes/no questions (e.g., “Did the King of England govern the thirteen colonies?”).

Intermediate

Have students answer using sentence frames (e.g., “_____ governed and controlled the colonies.”).

Advanced/Advanced High

Encourage students to answer the questions independently and using key details and vocabulary.

ELPS 1.E; ELPS 3.F;

ELPS 4.1

Support

If students have difficulty telling their assigned part of the story, prompt them by stating the questions as sentences and have them finish your sentences. 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.

Lesson 2: A Taxing Time: The Boston Tea Party


Introducing the
Read-Aloud

Speaking and Listening: Students will identify the first English settlements in America.

 **TEKS 1.1.C**

WHAT HAVE WE ALREADY LEARNED?

- Ask students to recall the names of the three English settlements in North America they learned about in the last Read-Aloud. (*the Pilgrims in Plymouth, Roanoke Island (the “Lost Colony”), and Jamestown*)
- Remind students these were some of the first English settlements in North America. 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.
- Tell students that throughout the domain, they will help you retell the story they have heard about the founding of the United States by answering some questions.
- Divide the class into four groups for discussion of each of the questions 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 minute 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.
 - 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*)

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

- Have a student show the location of the thirteen British colonies on the Thirteen Colonies Map.
-



Check for Understanding

Point to It: [Have students stand in a circle or in lines of 13. Have each student point to and name one colony, moving in an order of your choosing.] Point to and name one of the 13 British colonies.

- 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.

Lesson 2: A Taxing Time: The Boston Tea Party

Read-Aloud



Reading: Students will answer questions about the Boston Tea Party.

✦ **TEKS 1.7.C**

Language: Students will demonstrate an understanding of the Tier 2 word *goods*.

✦ **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Tell students to listen to learn about some of the problems the colonists encountered, and to find out why colonists did something drastic when they had the Boston Tea Party.

“A TAXING TIME: THE BOSTON TEA PARTY” (15 MIN.)



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

For a long time, many colonists were proud to be British citizens, ruled by the king of Great Britain. But then things began to change. The king and the British Parliament, had spent a lot of money helping to set up and protect the colonies. To help pay for these expenses, Parliament decided to make the colonies in

America pay **taxes** to Great Britain.



Show Image 2A-2: How taxation works

Taxes are extra money people pay when they buy certain things. For example, today, we may pay taxes when we buy clothes at a department store, food in a restaurant, or gasoline for the car. Depending on the state where you live, you might have to pay a dollar or two more for your new shirt than what's

listed on the price tag, or a few extra cents for your sandwich than the price listed on the menu. But these stores do not keep this extra money. They must give the extra money, or taxes, to the government. These days, we vote

Support

Display the Thirteen Colonies Map and world map or globe to locate the colonies and countries mentioned in the Read-Aloud.

✦ **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

and elect **representatives**, or people to represent us in government. These people make decisions about how to best spend taxes to provide public services that benefit all who live here. *[You may wish to briefly name one representative of your locality and say, "We voted for this person to represent us in government. This person speaks for the people who live here."]* The government uses the taxes to help pay for things that everybody needs, like schools, public transportation, roads, water and garbage service, police and fire protection, and other public services.



Show Image 2A-3: British Parliament

But back in the time when the colonies were first established, the people who lived in the colonies were not permitted to vote and elect representatives or people to represent them in the British Parliament on the other side of the ocean. *[Tell students that the room in this image is one of the rooms in Great Britain*

in which the British Parliament meets.] So, many people who lived in the American colonies in the 1700s felt that it was unfair for the British king to ask them to pay taxes. The colonists were asked to pay extra for stamps, sugar, and other things. 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.

Support

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 your foot heavily and noisily. Show students Poster 1M and/or samples of loose black tea, some postage stamps, and a few rubber stamps for students to see, smell, and feel.



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. King George of Great Britain sent troops to try to keep the peace in Boston, but it did not help very much. *The people in the colony of*

Massachusetts were really mad about paying taxes! Then, in 1773, the British Parliament did something that the colonists could not stand. They passed a law called the Tea Act and tried to force the colonists to buy tea from one British company only, charging a large tax for the tea. The colonists did not think it was fair to force them to pay more for tea, and they refused to pay taxes on tea, one of their favorite drinks.

They began sending shiploads of tea back to Britain and ordering tea from the Dutch Republic instead. *The Dutch Republic was the name of the country we know as the Netherlands today.* 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. *Why do you think the colonists ordered tea from the Dutch Republic?*



Show Image 2A-5: Boston Tea Party

Shiploads of British tea continued to enter the port of Boston, Massachusetts. *A port is a place on the coast where ships load and unload goods.* On a December night in 1773, a group of men known as the Sons of Liberty planned a most unusual “tea party.” *If we were going to have a tea party, what might we do? Listen*

to see if that is the kind of tea party the Sons of Liberty had. Smearing their faces with soot, grease, and streaks of red paint, they stuck feathers in their hair. Disguised as Mohawk Native Americans, a common symbol of freedom at the time, they made their way down to the **harbor or the water along the coast**. Climbing aboard three British ships, they dumped 342 chests of valuable tea into the Boston Harbor. This meant that the British lost tea and money. This event became known as the Boston Tea Party.



Show Image 2A-6: Paul Revere's shop in Boston

Furious, King George of Great Britain closed the port of Boston, one of the American colonies' most important ports. He told them that they would not receive any more **goods** from Britain until they paid for the tea that they had destroyed. 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. *[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.]* Many people lost their jobs. Food was scarce. Colonists from up and down the East Coast helped out, sending money and supplies to Massachusetts.

Support

Here, goods are things that can be traded, bought, or sold. The word *good* can also mean enjoyable, obedient, positive, or better than average.

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

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



Show Image 2A-7: First Continental Congress

All thirteen colonies decided to come up with a plan together. They held a big meeting in Philadelphia, Pennsylvania, about midway between the farthest New England colonies and the farthest Southern colonies. *[Point out Philadelphia on a U.S. map. Review the location of the thirteen colonies.]* Each colony elected

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



Show Image 2A-8: George Washington, Benjamin Franklin, and Thomas Jefferson

[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

attended the second meeting of the Continental Congress, 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. *[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.

Challenge

When you stop buying and/or selling goods out of protest, it is called boycotting.



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

[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. *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?* It certainly was not a calm time!

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** 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. **Literal.** 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.)*
 - **Literal.** 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.)*
4. **Literal.** What was the Boston Tea Party? *(The colonists dumped tea into the Boston Harbor.)*
5. **Literal.** 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.)*



Check for Understanding

Think-Pair-Share: 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.)*

- **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.)*

WORD WORK: GOODS (5 MIN.)

1. In the Read-Aloud you heard, “[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.”
2. Say the word *goods* with me.
3. Goods are things that can be traded, bought, or sold.
4. The workers unloaded goods from the ship in the harbor.
5. Have you ever bought or sold any goods? [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I bought goods when . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to list several things. If something can be bought, traded, or sold, say, “_____ is/are a good.” If something cannot be bought, traded, or sold, say, “_____ is/are not a good.”

- freedom (*Freedom is not a good.*)
- clothes (*Clothes are goods.*)
- pineapples (*Pineapples are goods.*)
- moon (*The moon is not a good.*)
- love (*Love is not a good.*)
- rings (*Rings are goods.*)



ENGLISH
LANGUAGE
LEARNERS

Language

Selecting Language Resources

Beginning

Have students answer simple yes/no questions using the domain-specific word *goods* (e.g., “Are pineapples goods?”).

Intermediate

Have students answer using the domain-specific word *goods* in sentence frames (e.g., “_____ is/is not a good.”).

Advanced/Advanced High

Encourage students to create a list of things that are and are not goods independently.

ELPS 1.E; ELPS 1.F

Challenge

Have students create their own lists of things that are and are not goods. You may wish to write them on the board/chart paper under the categories “Goods” and “Not Goods.”

Lesson 2: A Taxing Time: The Boston Tea Party

Application



Reading: With assistance, describe the Boston Tea Party by examining a picture.



TEKS 1.1.B; TEKS 1.7.B; TEKS 1.9.D.ii; TEKS 1.9.D.iii

SEQUENCING EVENTS (5 MIN.)

- Show students the cards you prepared in advance with images/names of each of the three events. Ask students to identify each of the events on the cards. (*taxes [Tea Act], Boston Tea Party, First Continental Congress*)
- Tell students that they will order these cards to show which came first.
 - Ask students what the British Parliament did that upset many colonists. (*made them pay taxes*) Affix the taxes card to the board/chart paper.
 - Ask students how the Sons of Liberty responded to these acts, especially the Tea Act. (*Boston Tea Party*) Ask students to describe this event. Place the Boston Tea Party card to the right of the taxes card on the board/chart paper. Tell students you are doing this to show that the Boston Tea Party occurred after the Stamp and Tea Acts were passed, and it was also a result, or reaction to, those acts.
 - Show students the First Continental Congress Card, and ask them where in the sequence this card would go. (*last, to the right of the Boston Tea Party*) Ask students to describe why the First Continental Congress met. (*to come up with a plan for dealing with the British king and Parliament*)
- Ask students where this set of cards would be placed compared to the colony cards they ordered in the previous lesson. (*after the colony cards*) Ask students why. (*These events took place after those colonies were formed.*)

PICTURE GALLERY (15 MIN.)

Introduction

- Tell students that in the next several lessons, they will examine pictures of some of the important people and places connected with story of the United States as a new nation.
- Tell students that as they discuss these pictures together, they will write captions to go along with them, describing the image and the people or things that are happening within it. Explain to students that captions are the words, phrases, or sentences that describe something being pictured.

Support

Show students samples of images with captions in magazines, books, or newspapers.



TEKS 1.1.B Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.9.D** Recognize characteristics of informational text including (ii) features and simple graphics to locate or gain information; (iii) organizational patterns such as chronological order and description with adult assistance.



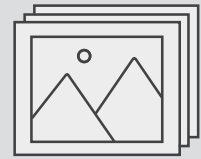
Check for Understanding

Recall: Ask students to turn to a partner and repeat what they will be doing for the picture gallery in the coming lessons. (*describe and discuss the pictures, then write captions for them*)

Sons of Liberty and The Boston Tea Party

- Show students Image Card 5 (The Boston Tea Party). Tell them that today you will work together as a class to create a caption for this picture, the first picture in their picture gallery.
- Ask students to identify the event in the picture. (*the Boston Tea Party*)
Ask students who the people are who are pictured in this scene. (*members of the Sons of Liberty*)
- Ask students to answer the following questions to help them understand what is being depicted in the picture. Record this information on the board/ chart paper for their reference.
 - Describe what actions you see happening here. (*boxes are being dumped into the harbor from a large ship, men are riding in a small boat, etc.*)
 - What is in the boxes they are dumping? (*tea*)
 - What are the men in this image wearing? (*They are dressed as Native Americans.*)
 - What time of day is it? (*night*) How do you know? (*It is dark; the moon and stars are visible.*)
- Tell students that now that they have described the picture, they will work together to write a caption for it.
- Have several students share sentences describing what is happening in the picture using important details as you previously discussed (e.g., “The Sons of Liberty are dressed up as Native Americans and throwing tea into the Boston Harbor.”).
- Ask students questions regarding the content to help build on this initial description (e.g., “Who were the Sons of Liberty?” “Why were they doing this?”).
- As you form complete sentences, write them on paper or chart paper. For example, it may look like something like this:

Image Card 5



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Exchanging Information and Ideas

Beginning

Have students answer using simple yes/no questions (e.g., “Are there people in the picture?”).

Intermediate

Have students respond to the question using a sentence frame (e.g., “In this picture, there is/are . . .”).

Advanced/Advanced High

Have students respond to the question in complete sentences using key details.

ELPS 5.F

Challenge

The men in this image are dressed as Mohawk Indians, a common symbol of freedom at the time. Why are the men dressed this way? (*They were showing they wanted more freedom.*)

The Boston Tea Party

The Sons of Liberty are dressed up as Native Americans and throwing tea into the Boston Harbor. The Sons of Liberty were a group of colonists. They threw tea into the Boston Harbor because they did not think it was fair that they were taxed when they had no representatives in Parliament.

- When you have finished recording the caption, place it near the image card in a designated area of your room.
- Tell students they will write and add their own captions for other pictures in the picture gallery in later lessons.



Exit Pass

On an index card, respond to the following with a sentence: How and why did the Sons of Liberty respond to the taxes the British Parliament was making the colonists pay? (*Answers will vary, but should include that they responded with the Boston Tea Party because they did not think they should be taxed when they were not represented in Parliament.*)

End Lesson

A NEW NATION: AMERICAN INDEPENDENCE

The Shot Heard Round the World

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will describe the Boston Tea Party.

✦ **TEKS 1.1.C; TEKS 1.7.D**

Reading

Students will identify and describe significant events leading to the Revolutionary War.

✦ **TEKS 1.6.G**

Language

Students will demonstrate an understanding of the Tier 2 word *volunteers*.

✦ **TEKS 1.3.B**

Language

Students will demonstrate an understanding of the phrase “let the cat out of the bag.”

✦ **TEKS 1.3.B**

Reading

In groups, students will use a graphic organizer to summarize the Read-Aloud.

✦ **TEKS 1.6.H; TEKS 1.7.D**

FORMATIVE ASSESSMENT

Activity Page 3.1

Somebody Wanted But So Then

Students will use a graphic organizer to summarize the Read-Aloud.

✦ **TEKS 1.6.H**

✦ **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	❑ Story Chart
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Thirteen Colonies Map (optional) (Digital Components) ❑ image of shutters (optional) ❑ Flip Book: 3A-1–3A-6
“The Shot Heard Round the World”			
Comprehension Questions			
Word Work: <i>Volunteers</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Sayings and Phrases: “Let the Cat Out of the Bag”	Small Group	20 min.	❑ Activity Page 3.1 ❑ Somebody Wanted But So Then Chart (Digital Components)
Somebody Wanted But So Then			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to divide students into three groups to retell parts of the Read-Aloud from Lesson 2, and to transcribe their retelling on the Story Chart.

Application

- Prepare and display the following Somebody Wanted But So Then Chart. Alternatively, you may access a digital version in the digital components for this domain.

Somebody	
Wanted	
But	
So	
Then	

- Prepare to place students in small groups to complete the Somebody Wanted But So Then charts.

Note to Teacher

The Read-Aloud in this lesson follows Henry Wadsworth Longfellow's poem, "Paul Revere," which has become a legend. You may wish to review the term *legend* with students. It is highly recommended that you preface the Read-Aloud by telling students that parts of this story are true but other parts were made up by the author. Tell students that they will learn more about Paul Revere in later grades. For now, the most important things for students to gain familiarity with are his ride as a patriotic gesture, and commonly used phrases from Longfellow's poem (e.g., "One, if by land, two, if by sea.").

It is worth noting that Paul Revere was a real man, and did make a ride similar to the one told here to save fellow Sons of Liberty Samuel Adams and John Hancock from arrest. While riding his horse on the way to where they were staying, he was incredibly boisterous and noisy, waking many along his path. His fellow Patriots, you might note, were not particularly pleased by this (British soldiers or spies, for example, could have quickly discerned what was happening), but when Henry Wadsworth Longfellow immortalized the man with his poem, "Paul Revere's Ride" in 1860, Revere became a symbol of American patriotism.

Universal Access

- Display the Thirteen Colonies Map to locate Massachusetts as mentioned in the Read-Aloud.
- Gather an image of shutters to show students and explain how they could be opened and closed to open or block light and air.

CORE VOCABULARY

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 you were told to

Example: The girl obeyed her mom's instructions and cleaned up her room.

Variation(s): obey, obeys, obeying

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

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

Variation(s): signals

spies, n. people who secretly keep watch on other people to find out what's happening

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

Variation(s): spy

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

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

Variation(s): volunteer

Vocabulary Chart for "The Shot Heard Round the World"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	militia (<i>milicia</i>)	obeyed (<i>obedecían</i>) signal (<i>señal</i>) spies (<i>espías</i>) volunteers (<i>voluntarios</i>)	
Multiple Meaning			
Sayings and Phrases	swarmed the streets one, if by land, two, if by sea shutters were thrown open to this day nerves had been on edge reached [his] ears		

**Beginning**

Have students answer simple yes/no questions (e.g., “Did the British king and Parliament start taxing the colonies because they were angry?”).

Intermediate

Have students answer using sentence frames (e.g., “The British king and Parliament started taxing the colonies because . . .”).

Advanced/Advanced High

Encourage students to answer the questions independently, using key details and vocabulary.

ELPS 1.E; ELPS 3.F;**ELPS 4.I****Support**

If students have difficulty telling their assigned part of the story, prompt them by stating the questions as sentences and have them finish your sentences. 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.

Lesson 3: The Shot Heard Round the World

Introducing the Read-Aloud



Speaking and Listening: Students will describe the Boston Tea Party.

TEKS 1.1.C; TEKS 1.7.D

WHAT HAVE WE ALREADY LEARNED?

- Tell students that today, they will help you retell the story they have heard thus far about the founding of the United States by answering some questions.

**Check for Understanding**

Sequencing Events: Remind students of the sequence of events they created in the previous lesson. Ask them to recall this sequence in order. (*taxes, the Boston Tea Party, First Continental Congress*) [If cards are available, shuffle and have students reorder them according to this sequence.]

- Divide the class into three groups for discussion of each of the questions, 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.

Group 1: 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.*)

TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

Group 2: The Boston Tea Party

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

Group 3: 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*)
- Remind students that they will continue learning about some of the important events that led to the creation of our nation, the United States of America.

Lesson 3: The Shot Heard Round the World

Read-Aloud



Reading: Students will identify and describe significant events leading to the Revolutionary War.

TEKS 1.6.G

Language: Students will demonstrate an understanding of the Tier 2 word *volunteers*.

TEKS 1.3.B

PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what happened that led to the shot heard round the world.

“THE SHOT HEARD ROUND THE WORLD” (15 MIN.)



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 *or to make sure that the colonists did as the king ordered them to do*. 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** *or people who secretly kept watch on other people to try to figure out what they were up to* spread out all over the city—British soldiers disguised as colonists, and colonists disguised as British soldiers. There was lots of whispering in the streets as people kept secrets from one another. It was not very pleasant and even a little scary.



Show Image 3A-2: Paul Revere

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. *In those days, it was common for*

Support

Remind students that Boston was located in the colony of Massachusetts. Point out Massachusetts on the Thirteen Colonies Map.

Support

Pause and point out the British soldiers' uniforms. Ask students to reflect on why the soldiers were called “Redcoats.” (*Their uniforms were red and fancy.*)

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Speaking and Listening

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., "I think they hid these because . . .").

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., "I think the colonists started hiding weapons because . . .").

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 1.E; ELPS 3.G

Challenge

Ask students to think about why the British were allowed to take the weapons when they found them. (*The British were still in charge of the colonies, so they were allowed to take any weapons they found.*)

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

Revere and others spied on *or secretly watched over* the British to discover the soldiers' plans. When Revere learned the troops were coming by sea, 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 *or bell tower* if the British are traveling on foot by land," Revere told his friend. "But if they are traveling on a boat by sea, hang two lanterns."



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

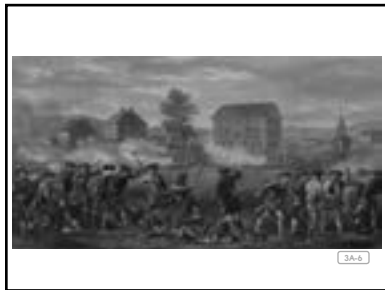
Paul Revere left his family and crept down to the banks of the Charles River. He quietly crossed the river in a boat to a spot where he borrowed a horse from his friend and fellow Patriot. Paul Revere mounted the horse, tipped his hat in thanks to the Patriots, and sped away.



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. Revere was joined by a second rider, William Dawes, who had been sent on the same mission, but following a different path to Lexington.



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. *Volunteers choose to do a job without being paid.* They looked ragged next to the well-dressed British soldiers, or Redcoats.

In the confusion of the early morning hours, a shot was fired. Others fired back, and fighting continued throughout the morning. Finally, Minutemen were able to force the British to return to Boston, firing at them from behind rocks, trees, and fences all along the way. To this day, no one knows who fired the first shot that day. Nerves had been on edge since the Boston Tea Party, so it is not surprising that guns went off.

Support

Show students what shutters look like and explain that they could be opened and closed to allow and block light and air. You may wish to demonstrate throwing open imaginary shutters.

That first shot was the beginning of a long war between the British and their American colonies. It is known as “the shot heard round the world” because, not only did it change life in the colonies, but it also changed things around the world in Great Britain, all the way across the Atlantic Ocean. *[On a globe, point out that Great Britain is on the other side of the world from the British colonies, so the people in Great Britain couldn’t actually hear the shot fired that morning. Explain that this famous saying simply means that that shot had a big effect on Great Britain and on the entire world.]* That 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? *[Pause for students to share ideas.]*

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is the main topic of this Read-Aloud? (*Paul Revere helped get the Minutemen prepared to fight the British, and the Revolutionary War started with the battle at Lexington.*)
2. **Literal.** Who were the Redcoats? (*the British army*) Who were the Minutemen? (*the colonial militia*)
3. **Evaluative.** Why do you think Paul Revere warned colonists that the Redcoats were coming? (*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. One lantern meant the Redcoats were coming by land, and two meant they were coming by sea.*)



Check for Understanding

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

WORD WORK: VOLUNTEERS (5 MIN.)

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 something.
4. There are many volunteers at the fire station.
5. Have I ever asked for volunteers in the classroom? Can you think of some other places where volunteers might help out? Try to use the word *volunteers* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: “The volunteers helped . . .”]
6. What's the word we've been talking about?

Use a Making Choices activity for follow-up. 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.”

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

Lesson 3: The Shot Heard Round the World

Application



Language: Students will demonstrate an understanding of the phrase “let the cat out of the bag.”



TEKS 1.3.B

Reading: In groups, students will use a graphic organizer to summarize the Read-Aloud.



TEKS 1.6.H; TEKS 1.7.D

SAYINGS AND PHRASES (5 MIN.)

Let the Cat Out of the Bag

- Ask students if they have ever heard the saying “let the cat out of the bag.” Have students repeat the saying.
- Explain that if someone “let the cat out of the bag,” that person told a secret. Explain that the Redcoats were probably angry that Paul Revere “let the cat out of the bag” by warning the colonists that the Redcoats were coming. In other words, Paul Revere told the Redcoats’ secret.
- Ask students if they have ever “let the cat out of the bag” or if they knew someone else who “let the cat out of the bag.” For example, share the following example with students:

My sister let the cat out of the bag and told me about the surprise party my mom was planning for me.

- Give students the opportunity to share their experiences and encourage them to use the saying.



Check for Understanding

Stand Up/Sit Down: Are the following good examples of “let the cat out of the bag”?

- I had such a long soccer game, I went home, laid down, and let the cat out of the bag. (*sit down/no*)
- Michaela asked Charlize to keep it a secret, but Charlize let the cat out of the bag and told the whole class. (*stand up/yes*)



TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

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

SOMEBODY WANTED BUT SO THEN (15 MIN.)

- Refer to the Somebody Wanted But So Then chart you prepared in advance. Tell students that they will use the chart to summarize today's Read-Aloud.
- Remind students that writers use charts and other devices such as this one to plan a story.
- Ask students to recall the title of the Read-Aloud. (*"The Shot Heard Round the World"*)
- Place students in small groups as you prepared in advance to complete the chart on Activity Page 3.1.
- Ask students the following questions to get them started:
 - What was another name for the British soldiers? (*the Redcoats*)
Write "The Redcoats" on the chart next to "Somebody."
 - What did the Redcoats want? (*to take the colonists' weapons*)
Write this on the chart next to "Wanted."
- Have students complete the rest of the chart in their groups. When students have completed their tables, ask several students share. Ask students the following questions to help guide them:
 - Why didn't the Redcoats succeed? (*Paul Revere warned the colonists*)
 - What happened next? (*The Redcoats encountered the Minutemen.*)
 - What happened once the Redcoats encountered the Minutemen? (*fighting, "the shot heard round the world"*)

Activity Page 3.1



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Interacting via Written English

Beginning

Have students respond to targeted yes/no questions to fill in the chart (e.g., "Were the Redcoats British soldiers?")

Intermediate

Provide students with specific sentence frames to fill in the chart (e.g., "Another name for the British soldiers was _____.")

Advanced/Advanced High

Have students volunteer information to summarize the Read-Aloud by filling in the chart.

ELPS 5.F

Somebody	the Redcoats
Wanted	to take the colonists' weapons.
But	Paul Revere warned the colonists.
So	the Redcoats encountered the Minutemen.
Then	fighting broke out; there was "the shot heard round the world."

Challenge

Encourage students to create an alternative Somebody Wanted But So Then chart demonstrating what the colonists wanted.

- Read the completed chart to the class to show how they summarized the story.

End Lesson

A NEW NATION: AMERICAN INDEPENDENCE

Declaring Independence

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will identify and describe significant events leading to the Revolutionary War.

✦ **TEKS 1.1.A; TEKS 1.7.D**

Reading

Students will explain the significance of the Declaration of Independence.

✦ **TEKS 1.6.E; TEKS 1.7.C**

Language

Students will demonstrate an understanding of the Tier 2 word *independent*.

✦ **TEKS 1.3.B**

Reading

In small groups, students will explain the significance of the Declaration of Independence by examining a picture.

✦ **TEKS 1.7.B; TEKS 1.7.F; TEKS 1.9.D.ii**

FORMATIVE ASSESSMENT**Exit Pass**

Picture Gallery Students will write a caption describing and explaining the significance of the Declaration of Independence.

✦ **TEKS 1.7.B; TEKS 1.9.D.ii**

✦ **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.9.D.ii** Recognize characteristics of informational text including features and simple graphics to locate or gain information.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Image Card 6 <input type="checkbox"/> Story Chart <input type="checkbox"/> Somebody Wanted But So Then chart (optional) (Digital Components)
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Thirteen Colonies Map (optional) (Digital Components) <input type="checkbox"/> quill pen and ink, calendar (optional) <input type="checkbox"/> Flip Book: 4A-1–4A-8
“Declaring Independence”			
Comprehension Questions			
Word Work: <i>Independent</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Picture Gallery	Independent	20 min.	<input type="checkbox"/> Flip Book: 4A-2 <input type="checkbox"/> index cards, writing tools <input type="checkbox"/> sample images with captions (optional)

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to divide students into four groups to retell parts of the Read-Aloud from Lesson 3, and to transcribe their retelling on the Story Chart.

Application

- In this lesson, you will continue creating a picture gallery with students. This time, students will write captions in small groups, so prepare to place them in groups of 3–5 students. In this activity, you will display an image of the Second Continental Congress (Flip Book image 4A-2). You may wish to display the version found in the Teacher Resources section of this Teacher Guide so you can keep it up throughout the domain.

Universal Access

- During the Introducing the Read-Aloud activity, display the Somebody Wanted But So Then chart you created in the previous lesson.
- Display the Thirteen Colonies Map to locate the colonies mentioned in the Read-Aloud.
- Show students the Fourth of July on a calendar in your classroom, and draw a birthday hat on that day to stress the idea that this is the birthday of the United States.

CORE VOCABULARY

approved, v. accepted or said yes to something

Example: My mom approved of my choice to play soccer this summer.

Variation(s): approve, approves, approving

commander in chief, n. the head of the entire military

Example: The president of the United States is the commander in chief of the army.

Variation(s): none

declaration, n. a formal announcement

Example: The judge's declaration made it clear that the man was innocent.

Variation(s): declarations

independent, adj. not controlled by any person, country, or thing

Example: The girl's older sister lived on her own and was completely independent.

Variation(s): none

Vocabulary Chart for "Declaring Independence"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		approved declaration independent (<i>independiente</i>)	
Multiple Meaning			
Sayings and Phrases	commander in chief the shot heard round the world speak out . . . against the other side of the ocean		

Lesson 4: Declaring Independence

Introducing the Read-Aloud



Speaking and Listening: Students will identify and describe significant events leading to the Revolutionary War.

 **TEKS 1.1.A; TEKS 1.7.D**

WHAT HAVE WE ALREADY LEARNED? (10 MIN.)


- Review what students have learned in previous Read-Alouds by reading the stories you wrote on chart paper based on student discussion from Lessons 2 and 3.
- Remind students that in the previous Read-Aloud they heard a story about the ride of Paul Revere and the “shot heard round the world.”
- Divide the class into four groups for discussion of each of the questions 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 minute 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.



Check for Understanding

Think of a Word: [Show students Image Card 6.] Think of what you learned about Paul Revere in the previous lesson. [Pause.] Think of one word that describes him or the significance of his legendary ride. [Ask several students to share.] *(Answers will vary, but may include Patriot, brave, important, etc.)*

- What did “one, if by land, and two, if by sea” mean? *(It referred to a signal: one lantern meant the Redcoats were coming by land, and two meant they were coming by sea.)*
- Who were the Redcoats? Who were the Minutemen? *(British soldiers; militiamen from the colonies)*

 **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
TEKS 1.7.D Retell texts in ways that maintain meaning.

Support

If students have difficulty telling their assigned part of the story, prompt them by stating the questions as sentences and have them finish your sentences. 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.

Support

Display the Somebody Wanted But So Then chart you created in Lesson 3 to prompt students.



Language

Exchanging Information and Ideas

Beginning

Collaborate on the joint

Story Chart by having students answer simple yes/no questions (e.g.,

“Were the Redcoats British?”).

Intermediate

Collaborate on the joint

Story Chart by having students answer using sentence frames (e.g.,

“The Redcoats were . . .”).

Advanced/Advanced High

Encourage students to answer the questions to contribute to the joint Story Chart using key details and vocabulary.

ELPS 3.E; ELPS 4.I

- What was “the shot heard round the world”? (*the beginning of fighting between the Redcoats and Minutemen at Lexington that started the Revolutionary War*)
- Why was Paul Revere’s ride important? (*Answers may vary, but may include that he was being patriotic, and he helped get the Minutemen prepared to fight the British.*)
- You may wish to write the story chart on chart paper, a chalkboard, or a whiteboard to read for review the next day.
- Ask students what questions they may have about Paul Revere and his legendary ride.
- Remind students that they will continue learning about some of the important events that led to the creation of our nation, the United States of America.

Lesson 4: Declaring Independence

Read-Aloud



Reading: Students will explain the significance of the Declaration of Independence.

✦ **TEKS 1.6.E; TEKS 1.7.C**

Language: Students will demonstrate an understanding of the Tier 2 word *independent*.

✦ **TEKS 1.3.B**

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.”

“DECLARING INDEPENDENCE” (15 MIN.)



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.

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. *The word independent means not controlled by others.*

If the colonists became independent from

Great Britain, they could decide things on their own. But several more small battles in the Massachusetts colony convinced them that they needed an army and someone to serve as a commander.

✦ **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Support

Display the Thirteen Colonies Map to locate the colonies mentioned in the Read-Aloud.



Speaking and Listening

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “I think they started to dislike him because . . .”).

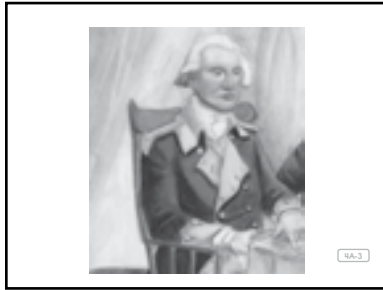
Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “I think the British Parliament started to dislike Benjamin Franklin because . . .”).

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 1.E; ELPS 3.G

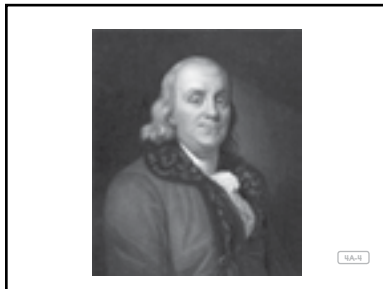


Show Image 4A-3: George Washington

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. *George Washington would be in charge of the army created by the Continental Congress.* Washington set off to join troops from across the colonies in Massachusetts, ready to meet the British in battle.

Meanwhile, the Continental Congress continued to meet in Philadelphia.



Show Image 4A-4: Benjamin Franklin

Among the representatives was a man named Benjamin Franklin. Franklin, who was born in the colony of Massachusetts and then lived in the colony of Pennsylvania, had actually moved to London, England, for a few years. He had gone there to speak out in Parliament against the unfair taxing of the

American colonies, and the fact that the Americans had no say in Parliament. *Americans had no official representatives to speak out for them in Parliament, but Franklin went and spoke as their representative.* 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 British Parliament began to distrust and dislike him. *Why do you think the British Parliament started to dislike Franklin?* And so, in 1775, Franklin decided that it was time to return home, arriving in Philadelphia, Pennsylvania, just in time for the second meeting of the Continental Congress. The other representatives were delighted to have someone there who had spent so much time on the other side of the ocean. He could help them decide what to do.



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 or this statement to declare the colonists free? The members of the Continental Congress considered different people.



Show Image 4A-6: Thomas Jefferson writing

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

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

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. *Pens in those days did not hold the ink; the pen had to be dipped into the bottle of ink.* Sometimes he stopped and crossed out some words, then went on. He knew a lot of important people were going to read this, so he had to make it good. Every morning for seventeen days, he got up at dawn and got to work, writing and rewriting to make sure it was his best work.

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

Challenge

How do you think Britain felt about the colonists wanting to be a free and independent nation?

Support

Show students the Fourth of July on a calendar in your classroom, and draw a birthday hat on that day to stress the idea that this is the birthday of the United States.



Show Image 4A-7: Declaration of Independence

On July 4, 1776, the Declaration of Independence was **approved** by a vote of the Continental Congress. It was sent to a printing shop that very night. Riders headed out across the countryside with copies. In town squares all over the colonies, people gathered to hear

Thomas Jefferson's words read aloud. One part is still read again and again today: *I want you listen to a part of our Declaration of Independence, and then I will explain to you what it means.*

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



Show Image 4A-8: Fourth of July celebration

We still celebrate this important event every Fourth of July, and you could call it the birthday of the United States. *The Fourth of July is now a national holiday to celebrate the Declaration of Independence and declaring freedom from Great Britain.*



Check for Understanding

Turn and Talk: What did the Declaration of Independence do?
Hint: Think about the words *declare* and *independent*. (*It said that the colonies were now going to be their own nation, no longer ruled by Britain.*)

COMPREHENSION QUESTIONS (10 MIN.)

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. **Literal.** What important decisions were made at the Second Continental Congress? (*George Washington was chosen as commander in chief of the Continental Army; the representatives decided to declare themselves a free and independent nation by writing the Declaration of Independence.*)
3. **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.*)
4. **Evaluative.** How do you think the colonists felt when they first heard the Declaration of Independence? (*Answers may vary.*)

Show Image 4A-8

5. **Literal.** What do we celebrate each Fourth of July? (*our independence; the signing of the Declaration of Independence; the United States' birthday*) 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*)
6. **Evaluative.** *Think-Pair-Share:* What do you think of when you hear these words from the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal . . ."? (*All people are equal and have the right to live, the right to be free, and the right to pursue what they believe will make them happy.*)

WORD WORK: INDEPENDENT (5 MIN.)

1. In the Read-Aloud you heard, “The representatives to the Second Continental Congress were divided in their feelings about breaking away from Britain and becoming a completely independent nation.”
2. Say the word *independent* with me.
3. *Independent* means not controlled by others.
4. Canada, the United States of America, and Mexico are three independent nations on the continent of North America. (Explain that the word *independent* can also be used to describe a person. An independent person is able to take care of himself.)
5. Who would you describe as an independent person? Try to use the word *independent* when you tell about that person. [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. 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.)

- tying your shoes
- washing your clothes
- fixing your breakfast
- reading a book
- getting dressed

Lesson 4: Declaring Independence

Application



Reading: In small groups, students will explain the significance of the Declaration of Independence by examining a picture.

TEKS 1.7.B; TEKS 1.7.F; TEKS 1.9.D.ii

PICTURE GALLERY

- Tell students they will examine a picture of a famous event connected with story of the United States as a new nation. As they discuss this picture together, they will write a caption to go along with it, describing the image and the people or things that are happening within it.



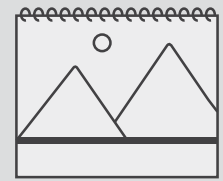
Check for Understanding

Recall: What are captions? (*the words, phrases, or sentences that describe something being pictured*)

Show Image 4A-2: Second Continental Congress

- Ask students to identify the event in the picture. (*the Second Continental Congress, the writing of the Declaration of Independence*) Ask students who the people are who are pictured in this scene. (*representatives from the Second Continental Congress*)
- Ask students to answer the following questions to help them understand what is being depicted in the picture. Record this information on the board/chart paper for their reference.
 - What is in the mens' hands in the center of the picture? (*paper, possibly the Declaration of Independence*)
 - What is hanging in the background of the picture? (*flags*)
 - Do people look happy or sad or something else? (*serious*) Why do you think they look serious? (*They were doing something serious.*)
 - Describe what you think was happening here. (*Answers may vary.*)

TEKS 1.7.B Write brief comments on literary or informational texts; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.9.D.ii** Recognize characteristics of informational text including features and simple graphics to locate or gain information.



**ENGLISH
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Writing

Exchanging Information and Ideas

Beginning

Have students answer using simple yes/no questions (e.g., "Are there people in the picture?").

Intermediate

Have students respond to the question using a sentence frame (e.g., "In this picture, there is/are . . .").

Advanced/Advanced High

Have students respond to the question in complete sentences using key details.

ELPS 5.F

Challenge

[Point out to students to that one of these was the British flag.] Why might the British flag be hanging in that room? (*The colonies were still part of Britain at this time.*)

- Tell students that now that they have described the picture, they will work together in groups to write captions for it.
- Encourage students to share sentences describing what is happening in the picture using important details as you previously discussed (e.g., “The representatives from the colonies in the Second Continental Congress are discussing a serious document.”).
- Ask students questions regarding the content to help build on this initial description (e.g., “Do we know the names of any of the men who were there?” “What was the Declaration of Independence?”)
- As students form complete sentences, have students assign a scribe to write them on an index card. For example, it may look like something like this:

Second Continental Congress

The representatives from the colonies in the Second Continental Congress are discussing a serious document. Thomas Jefferson wrote this document. The document was the Declaration of Independence, which said that the colonies wanted to be their own nation and free from Britain.

- When students have finished writing their captions, place them near the image in a designated area of your room. Ask several groups to share their captions.
- Tell students they will write and add their own captions for other pictures in the picture gallery in later lessons.



Exit Pass

Review the captions to check that students are able to summarize the important events and use key details and domain vocabulary.

End Lesson

A NEW NATION: AMERICAN INDEPENDENCE

The Legend of Betsy Ross

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will identify and describe significant events leading to the Revolutionary War.

✦ **TEKS 1.1.A**

Reading

Students will identify the legend of Betsy Ross and the flag.

✦ **TEKS 1.6.G; TEKS 1.9.A**

Language

Students will demonstrate an understanding of the Tier 2 word *alternating*.

✦ **TEKS 1.3.B**

Speaking and Listening

Students will identify and sequence events in the early history of the United States.

✦ **TEKS 1.1.D; TEKS 1.7.B; TEKS 1.7.D; TEKS 1.9.D.iii**

FORMATIVE ASSESSMENT

Activity Page 5.1

The Original Flag Students will color and write one to three sentences about the original flag of the United States.

✦ **TEKS 1.7.B**

✦ **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.9.D.iii** Recognize characteristics of informational text including organizational patterns such as chronological order and description with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Story Chart <input type="checkbox"/> state and/or country flags (optional)
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> board/chart paper and drawing tools <input type="checkbox"/> Thirteen Colonies Map (optional) (Digital Components) <input type="checkbox"/> Flip Book: 5A-1–5A-8 <input type="checkbox"/> needle, thread, scissors, cloth (optional)
“The Legend of Betsy Ross”			
Comprehension Questions			
Word Work: <i>Alternating</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Sequencing Events	Whole Group/Independent	20 min.	<input type="checkbox"/> Sequencing Events Cards: Boston Tea Party, Battle of Lexington, Declaration of Independence <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> red, white, and blue coloring utensils
The Original Flag			

ADVANCE PREPARATION

Application

- Prepare for a Sequencing Events Activity by preparing three Sequencing Events Cards with names/images for the Boston Tea Party, Battle of Lexington, and Declaration of Independence. You may wish to use Image Card 5 for the Boston Tea Party and Image Card 7 for the Declaration of Independence. Alternatively, you may access cards in the Teacher Resources of this Teacher Guide.

Universal Access

- Gather samples or images of flags from other countries and your state.
- Display the Thirteen Colonies Map to locate the colonies mentioned in the Read-Aloud.
- Gather a needle, thread, scissors, and cloth to demonstrate sewing—the work of a seamstress—to students.

CORE VOCABULARY

alternating, adj. following one after another

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

Variation(s): none

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

represent, v. to be a symbol of something; to speak or act on behalf of others

Example: The stars on the U.S. flag represent each of the states.

Variation(s): represents

seamstress, n. a woman whose job is to sew

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

Variation(s): seamstresses

Vocabulary Chart for “The Legend of Betsy Ross”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	patriotism (<i>patriotismo</i>) seamstress	alternating (<i>altern/a</i>)	
Multiple Meaning		represent (<i>representar</i>)	
Sayings and Phrases	let me know a perfect circle Stars and Stripes		

Lesson 5: The Legend of Betsy Ross



Introducing the Read-Aloud

Speaking and Listening: Students will identify and describe significant events leading to the Revolutionary War.



TEKS 1.1.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Review what students have learned in previous Read-Alouds by reading the Story Chart from Lessons 2–4.
- 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.



Check for Understanding

Think-Share: What significant events leading to the Revolutionary War have you heard about so far?

(*Answers will vary, but may include the Boston Tea Party, Paul Revere/the “shot heard round the world,” the Declaration of Independence, etc.*)



TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that in today's Read-Aloud, they will hear a legend about a woman named Betsy Ross. Ask students to recall what a legend is.
(*a story told over the years that cannot be proven true*)
- Explain to students that in this story, Betsy Ross creates the first flag for the new country.
- Ask students if they know what a flag is. If students participated in the Kindergarten program, they will have already learned briefly about the American flag during the *Presidents and American Symbols* domain. Help students to understand a flag is a piece of cloth with special designs that is a symbol of a country, state, etc. This new flag Betsy Ross made is important because it is a symbol of America.
- Ask students if they know what the flag of the United States looks like.
(*red, white, and blue; red and white stripes; fifty stars*)
- Explain that the flag Betsy Ross designed in the legend they will hear today looked similar to the one we have now, but not exactly the same.

Support

Show students flags from other countries and from your state. Explain what each of these symbolize.



**ENGLISH
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Language

Exchanging Information and Ideas

Beginning

Have students answer simple yes/no questions (e.g., "Does the U.S. flag have stars on it?").

Intermediate

Have students answer using sentence frames (e.g., "The U.S. flag has . . .").

Advanced/Advanced High

Encourage students to answer the questions independently using key details and vocabulary.

ELPS 1.E; ELPS 3.F;

ELPS 4.I

Support

Display the Thirteen Colonies Map to locate the colonies mentioned in the Read-Aloud.

ENGLISH LANGUAGE LEARNERS



Language

Evaluating Language Choices

Beginning

Have students answer simple yes/no questions to evaluate the language used (e.g., “Is this word made up of two other words?”).

Intermediate

Have students answer using sentence frames to evaluate the language used (e.g., “This word contains the words . . .”).

Advanced/Advanced High

Encourage students to answer the questions independently to evaluate the language used.

ELPS 1.F

Support

Show students a needle, thread, scissors, and cloth to demonstrate sewing, the work of a seamstress.

Lesson 5: The Legend of Betsy Ross

Read-Aloud



Reading: Students will identify the legend of Betsy Ross and the flag.

TEKS 1.6.G; TEKS 1.9.A

Language: Students will demonstrate an understanding of the Tier 2 word *alternating*.

TEKS 1.3.B

PURPOSE FOR LISTENING

- Tell students to listen carefully to discover a legend about the flag Betsy Ross made.

“THE LEGEND OF BETSY ROSS” (15 MIN.)



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. *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? A seamstress is a person who sews with needle and thread to make or repair things made of cloth. John hung a sign outside their house at 239 Arch Street. The needle and spool of thread helped people find their shop.



Show Image 5A-2: Boston Tea Party

At about the same time that Betsy and John were having a party to celebrate their wedding, Patriots in Boston were having their own party, the Boston Tea Party. And you remember what a party that was! The Patriots used the sea as a giant teapot, dumping shiploads of tea into it. After that night, the colonies decided to work

together to come up with a plan for answering the British demand for taxes. The meeting of representatives from all thirteen colonies, the First Continental Congress, was held in the Ross' hometown of Philadelphia, Pennsylvania.

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 5A-3: Colonial Philadelphia

Midway between the New England colonies and the Southern colonies, Pennsylvania was an important meeting place for colonists from all over. John and Betsy found it an exciting city in which to live, especially as the Patriots began to gather there. John agreed with the Patriot cause and wanted to break away from Great Britain.

One night, Betsy's husband, John, died suddenly. It was very sad and not yet three years since Betsy and John Ross had celebrated their wedding day.



Show Image 5A-4: Betsy Ross running her shop

After John's death, Betsy decided to run the seamstress business on her own.

Betsy Ross was an independent woman.

What does independent mean? She took great pride in her work and had become well-known throughout the colonies for her

tiny, even 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.

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

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.

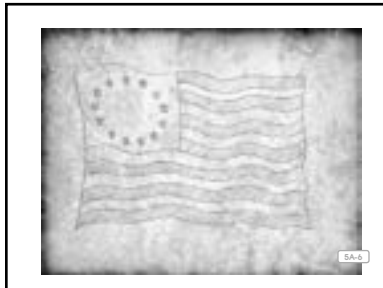
"Good evening, Madame," he began. "We have an important job that needs to be done very quickly. As your husband, John, was a Patriot, and you are known to be the best seamstress in the colonies, we feel that you are the right person for the job."

Challenge

What other legends have you heard this year? Retell one to a partner.

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

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



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

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** or love for your country as your late husband, John,

did. I have drawn a rough design sketch for the new flag. Please take a look and let me know what you think. We would like for you to sew the first flag of a new nation, thirteen colonies united against Great Britain.”

Betsy took the slip of paper from General Washington’s hand. On it was a square drawing of thirteen stripes and thirteen stars. Betsy nodded her head, and then looked up into the general’s face. *Why did the design have thirteen stripes and thirteen stars?*

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

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

Support

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.



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 *or roll* of cloth from the shelf, she measured and cut seven strips of equal length and width. Then she did the same thing with a bolt of white cloth, this time cutting six strips. She applied her famous even stitches along the length of each strip—first

a red, and then a white—until thirteen stripes of **alternating** colors joined together to form a large rectangle. Next, Betsy measured and cut a square from a bolt of blue cloth and carefully stitched it into the upper left-hand corner of the flag. Days later, when she had completely finished, thirteen white stars almost twinkled in a perfect circle against the dark blue background.



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

When Betsy showed George Washington and his fellow representatives the finished flag, they were very pleased. They knew this flag would **represent** the new country well. This new flag stood as an important symbol to the men who gathered under it on the Fourth of

July when they voted to approve their letter of independence to King George. One year later, in June 1777, the Continental Congress officially adopted Betsy Ross's flag, the "Stars and Stripes," as the national flag of the United States of America. *"Stars and Stripes" is a name often used for the flag of our country. Why do you think this name is used?*

COMPREHENSION QUESTIONS (10 MIN.)

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*)



Check for Understanding

Recall: What is the legend of Betsy Ross? (*She made the first official flag for the United States at George Washington’s request.*)

3. **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*)
4. **Inferential.** Why were there thirteen stripes and thirteen stars? (*for the thirteen colonies*)
5. **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.*)

WORD WORK: ALTERNATING (5 MIN.)

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.
4. I love to eat my mother’s lasagna, which has alternating layers of cheese, noodles, and sauce.
5. What other things have you seen or heard that have alternating items? Try to use the word *alternating* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I saw the _____, which has alternating . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to draw several shapes on the board. If they are alternating, or following one after another, taking turns, say, “Those are alternating.” If they are not alternating, but are steady or not in a pattern, say “Those are not alternating.” [Draw the following shapes on the board.]

- In a row: heart, circle, heart, circle (*Those are alternating.*)
- Forming a circle: square, circle, heart, circle, green dot (*Those are not alternating.*)
- One house (*That is not alternating.*)
- One on top of the other: red dot, black dot, red dot, black dot (*Those are alternating.*)

Challenge

Give each student a piece of different drawing paper and two colored pencils or crayons. Have them create a design using the two different colors. They can create a flag design, like Betsy Ross and George Washington did, or some other item. Whatever they design should have alternating colors or patterns. After students create their design with alternating colors and/or patterns, have them share their designs with the class. Encourage students to use the word *alternating* when describing their designs.

Lesson 5: The Legend of Betsy Ross

Application



Reading: Students will identify and sequence events in the early history of the United States.



TEKS 1.1.D; TEKS 1.7.B; TEKS 1.7.D; TEKS 1.9.D.iii

SEQUENCING EVENTS (5 MIN.)

Support

If students have trouble sequencing these two items, remind them of the following line from the Read-Aloud: "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." So if the flag was there when the Declaration of Independence was signed, it should come first in the sequence of events.

- Show students the cards you prepared in advance. Ask students to identify each of the events or items on each of the cards. (*Boston Tea Party, battle of Lexington, Declaration of Independence, original U.S. flag*)
- Tell students they will order these cards to show which colonies came first.
 - Ask students how the colonists reacted to the British Parliament taxing them without representation. (*Boston Tea Party*) Affix the Boston Tea Party card to the board/chart paper.
 - Ask students what happened when the colonists and British continued to fight. (*Battle of Lexington, "shot heard round the world"*) Place the Battle of Lexington card to the right of the Boston Tea Party card, and tell students you are doing this to show that the battle occurred after the Boston Tea Party.
 - Show students the Declaration of Independence and original U.S. flag cards and ask them what order these go in. (*U.S. flag came first, then Declaration of Independence*) Ask students what order they go in compared to the Boston Tea Party and Battle of Lexington. (*after them*) Ask students why. (*These events took place after the Boston Tea Party and Battle of Lexington.*)



Check for Understanding

Which Came First?: [Shuffle the Sequencing Events Cards.]

I am going to show you several pairs of cards. For each pair, tell me which events are shown, which one came first, and why. (*Answers will vary.*)



TEKS 1.1.D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.9.D.iii** Recognize characteristics of informational text including organizational patterns such as chronological order and description with adult assistance.

THE ORIGINAL FLAG (15 MIN.)

- Have students turn to Activity Page 5.1. Tell them they will color the flag and write a sentence(s) about it.
- Ask students what they see on the flag, and how they should color it.
(blue background for stars, top stripe is red and then alternating with white)
- After students have colored the flag, ask students to write one to three sentences about the original flag of the United States on the back of the Activity Page.
- Give students the opportunity to share their writing with a partner or the class. As students share, encourage them to respond to questions and suggestions from classmates about ways to add details to strengthen their writing.
- Model for students a constructive way to provide peer feedback to a writer. For example, suggest to students that they ask the writer questions such as:
 - Did you want to explain why there are thirteen stars on the flag?
 - Did you want to tell about George Washington's role in creating this new flag?
 - Could you tell more about Betsy Ross?

~ End Lesson ~

Activity Page 5.1



Challenge

What does the U.S. flag look like today? How similar or different is it from the original Stars and Stripes? Why is there a difference?



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Exchanging Information and Ideas

Beginning

Have students dictate their responses to a teacher to be recorded.

Intermediate

Have students dictate their response to a peer to be recorded, writing their own phrases and sentences as possible.

Advanced/Advanced High

Have students write their own responses independently.

ELPS 5.F

Pausing Point 1

NOTE TO TEACHER

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

It is highly recommended you use the Mid-Domain Assessment to assess students' knowledge of the content taught thus far. You may also choose to do any combination of the following activities in any order, or create other activities that will help review, reinforce, and/or extend the material taught thus far.

CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

- Locate the thirteen original colonies
- Describe the Boston Tea Party
- Explain the significance of Paul Revere's ride
- Identify "one if by land, 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
- 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
- Identify the legend of Betsy Ross and the flag

Identifying Events Activity

Directions: You will use Activity Page PP1.1 to identify the events you have been hearing about. You should recognize the images on the activity page as smaller versions of some of the images you have used during the Sequencing Events and Picture Gallery activities. You will identify these events by writing the number on the line below each image to reflect the order in which I describe them.

[Prior to students working independently on this assessment, you may wish to review as a class what is depicted in each image.]

1. At the Second Continental Congress, this important document was signed, which declared the colonies free from Britain. (*Declaration of Independence*)
2. According to legend, Betsy Ross sewed and helped design this at the request of George Washington. (*Stars and Stripes*)
3. This group of early English settlers founded Plymouth. (*Pilgrims*)
4. These were established by the British in North America and include Georgia, New York, New Jersey, and North Carolina. (*thirteen colonies*)
5. “The shot heard round the world” occurred when Minutemen and Redcoats met in this battle. (*Lexington*)
6. The Sons of Liberty dressed up and dumped tea into the ocean during this event. (*Boston Tea Party*)

Activity Page PP1.1**Challenge**

Encourage students to write the name of the event, group, or object on the line next to its identifying number.

ACTIVITIES

Picture Gallery

- Choose another image from the Flip Book for this domain and have students write captions as they did in Lessons 2 and 4.

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*)

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.

Thirteen Original Colonies

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

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

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

- Have students pretend that they were at one of the important events 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.

Image Review

- Show the Flip Book images from any Read-Aloud again and have students retell the Read-Aloud using the images.

Flip Book 1A-10

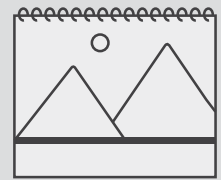


Image Cards 5–8

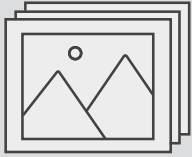


Image Card Review

Materials: Image Cards 5–8

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

Domain-Related Trade Book or Student Choice

Materials: Trade book

- Read a trade book to review a particular event; refer to the books listed in the digital components for this domain. You may also choose to have students select a Read-Aloud to be heard again.

Key Vocabulary Brainstorming

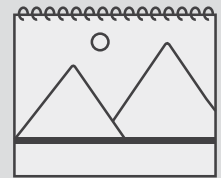
Materials: chart paper, chalkboard, or whiteboard

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

Multiple Meaning Word Activity

- Show Poster 1M (Stamps). Remind students that in the Read-Aloud they heard, “The colonists were asked to pay extra for stamps, sugar, and other things.” Tell students that here, *stamps* means small pieces of paper you buy to put on an envelope or package to pay the cost of mailing it. Have students hold up one, two or three fingers to indicate which image on the poster shows this meaning. (1)
- Tell students that *stamps* also has other meanings. The word *stamps* can mean objects used to mark something with a design. Have students hold up one, two or three fingers to indicate which image on the poster shows this meaning. (2)
- Tell students that *stamps* has another meaning as well. The word *stamps* can mean to bring a foot down heavily and with a lot of noise. Have students hold up one, two or three fingers to indicate which image on the poster shows this meaning. (3)
- With a neighbor, have students make a sentence for each meaning of *stamps*. Remind students to use complete sentences.
- Call on several students to share their sentences.

Flip Book Poster 1M



6

A NEW NATION: AMERICAN INDEPENDENCE

George Washington,
Commander
in Chief

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will identify the key events in the founding of the United States.

✦ **TEKS 1.1.A; TEKS 1.7.D; TEKS 1.7.F**

Reading

Students will describe the contributions of George Washington.

✦ **TEKS 1.6.B; TEKS 1.6.G**

Language

Students will demonstrate an understanding of the Tier 2 word *struggled*.

✦ **TEKS 1.3.B**

Reading

Students will describe the contributions of George Washington by examining a picture.

✦ **TEKS 1.7.B; TEKS 1.9.D.ii**

FORMATIVE ASSESSMENT

Exit Pass

Picture Gallery Students will write a caption describing the contributions of George Washington.

✦ **TEKS 1.7.B; TEKS 1.9.D.ii**

✦ **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.9.D.ii** Recognize characteristics of informational text including features and simple graphics to locate or gain information.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Story Chart
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Thirteen Colonies Map (optional) (Digital Components) <input type="checkbox"/> Flip Book: 6A-1–6A-5
“George Washington, Commander in Chief”			
Comprehension Questions			
Word Work: <i>Struggled</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Picture Gallery	Independent	20 min.	<input type="checkbox"/> Washington Crossing the Delaware <input type="checkbox"/> index cards, writing tools
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 6.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to divide students into five groups to discuss what they learned about in the previous Read-Aloud, and transcribe their retelling on the Story Chart.

Application

- Students will write captions for the picture, Washington Crossing the Delaware. You may find a copy of this image in the Teacher Resources section of this Teacher Guide.
- Have index cards available for each student.

Universal Access

- Display the Thirteen Colonies Map and a world map or globe to locate the colonies and countries mentioned in the Read-Aloud.

CORE VOCABULARY

army, n. the group of people who protect a country and fights its enemies
Example: The British army had better equipment and training than the Continental Army did.
Variation(s): armies

daring, adj. bold or courageous
Example: The mouse made a daring move and ran right past the cat.
Variation(s): none

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

struggled, v. had to work hard to do something difficult
Example: The climbers struggled up the mountain.
Variation(s): struggle, struggles, struggling

Vocabulary Chart for “George Washington, Commander in Chief”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	army	daring defeat struggled	
Multiple Meaning			
Sayings and Phrases	dead of winter launched a surprise attack pitched tents		

Lesson 6: George Washington, Commander in Chief



Introducing the Read-Aloud

Speaking and Listening: Students will identify the key events in the founding of the United States.



TEKS 1.1.A; TEKS 1.7.D; TEKS 1.7.F

WHAT HAVE WE ALREADY LEARNED?



Check for Understanding

Sequencing Events: [Referring to the Sequence of Events Cards you have used in previous lessons, have students retell, in the correct order, the events depicted on these cards. Encourage students to use key details and domain vocabulary in their discussion of each card. Expand responses using richer and more complex language as needed.]

- Tell students you need help adding to the story they have been retelling so far about the founding of our country.
- Read the stories you have recorded thus far. When you get to the end, ask students questions to help you continue retelling the story of the Declaration of Independence and the Stars and Stripes.



TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate.



Language

Exchanging Information and Ideas

Beginning

Have students answer simple yes/no questions (e.g., “Did Thomas Jefferson write the Declaration of Independence?”).

Intermediate

Have students answer using sentence frames (e.g., “_____ wrote the Declaration of Independence.”).

Advanced/Advanced High

Encourage students to answer the questions independently and using key details and vocabulary.

ELPS 1.E; ELPS 3.C;

ELPS 4.I

Support

If students have difficulty telling their assigned part of the story, prompt them by stating the questions as sentences and have them finish your sentences. 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.

- Divide the class into five groups for discussion of each of the questions 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 minute 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.
 - Who wrote the Declaration of Independence? (*Thomas Jefferson, for the Second Continental Congress*)
 - What did the Declaration of Independence do? (*It explained why the thirteen colonies no longer wanted to be controlled by Britain; made them an independent nation.*)
 - How do we celebrate the Declaration of Independence today? (*the Fourth of July; with fireworks*)
 - What is the legend of Betsy Ross? (*She made the first official flag for the United States.*)
 - What did this flag look like? (*thirteen red and white stripes; thirteen white stars on a blue background*)
- Tell students they will learn more about some of the important events during the Revolutionary War in today's Read-Aloud.

Lesson 6: George Washington, Commander in Chief

Read-Aloud



Reading: Students will describe the contributions of George Washington.

✦ **TEKS 1.6.B; TEKS 1.6.G**

Language: Students will demonstrate an understanding of the Tier 2 word *struggled*.

✦ **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about one of George Washington's important jobs, as the commander in chief of the new army.

"GEORGE WASHINGTON, COMMANDER IN CHIEF" (15 MIN.)



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

You will remember that while representatives to the Second Continental Congress met and signed the Declaration of Independence, George Washington was far away from Philadelphia. *What was the Declaration of Independence?* He was sent north to Boston to fight the British. His was a very difficult

job. Washington's **army** was made up mostly of farmers with no military experience at all; they had no uniforms and only old guns, called muskets, which they hardly knew how to fire. There weren't enough guns, and there was hardly any gunpowder.

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

✦ **TEKS 1.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Support

Display the Thirteen Colonies Map to locate the colonies mentioned in the Read-Aloud.



**ENGLISH
LANGUAGE
LEARNERS**

Language

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., "I think they felt . . .").

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., "I think the army felt . . . when they heard the Declaration of Independence because . . .").

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 1.E; ELPS 3.G



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.

Germans are people who are from Germany, another country on the continent of Europe. Show students its location on a world map. More than thirty thousand trained troops arrived to fight the unprepared colonial militiamen.

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



Show Image 6A-3: Washington crossing the Delaware

George Washington came up with a **daring** plan. *Daring means courageous.* 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 several hours. Marching through the wind and sleet of the December cold, the Continental Army reached the British troops just before dawn. While the Redcoats were still sleeping, Washington's men launched a surprise attack on the enemy camp.

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

Support

In the *Astronomy* domain, you learned that *launch* means to lift or push an object forcefully. In this sentence, *launch* is similar to *start*.

Challenge

What do you think would have happened if George Washington did not launch the surprise attack?



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. *The French are people who are from France, another country on the continent of Europe. [Show students its location on a world map.]* The Continental Congress decided to send some men to France to ask for their support. Their chief representative was seventy-year-old Benjamin Franklin. *Who was Benjamin Franklin?*

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



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

COMPREHENSION QUESTIONS (10 MIN.)



Check for Understanding

Think of a Word: Think of what you heard today about George Washington as commander in chief. [Pause.] Think of one word that describes him or his actions. [Ask several students to share.] (*Answers will vary, but may include brave, leader, strong, etc.*)

1. **Inferential.** How would you describe George Washington's army? (*They had no military experience and few supplies.*)
2. **Inferential.** *Think-Pair-Share:* Why were George Washington and his army willing to fight the Redcoats? (*Answers may vary.*)
3. **Literal.** What happened on Christmas day in 1776? (*George Washington and his men rowed across the Delaware River and launched a surprise attack on the British. It was a victory.*)
4. **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.

WORD WORK: STRUGGLED (5 MIN.)

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

Use a Discussion activity for follow-up. 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?

Lesson 6: George Washington, Commander in Chief

Application



Challenge

Why do you think they aren't all wearing uniforms? (The new nation did not have money to give everyone uniforms.)

Support

Some students may need to dictate their sentences to an adult or peer.

ENGLISH LANGUAGE LEARNERS



Writing

Exchanging Information and Ideas

Beginning

Have students answer using simple yes/no questions (e.g., "Is George Washington in the picture?").

Intermediate

Have students respond to the question using a sentence frame (e.g., "George Washington was . . .").

Advanced/Advanced High

Have students respond to the question in complete sentences using key details.

ELPS 5.F

Reading: Students will describe the contributions of George Washington by examining a picture.



TEKS 1.7.B; TEKS 1.9.D.ii

PICTURE GALLERY

Show Image 6A-3: Washington crossing the Delaware

- Tell students that today they will work independently to create captions for this picture to add to the class picture gallery.



Check for Understanding

Recall: Identify the people and the event in this picture.
(Washington and members of the Continental Army crossing a river to attack the British)

- Ask students to answer the following questions to help them describe what is depicted in the picture.
 - What actions do you see happening here? (*Men are rowing, some are holding a flag, George Washington is commanding them.*)
 - What do you see in front of the boat? (*ice*) Why would that be there? (*It was very cold.*)
 - What important symbol do you see in this picture? (*American flag*)
 - How do the men look in this picture? (*cold, tired, proud*)
- Tell students that now that they have described the picture, they will work together to write a caption for it. Give each student an index card on which to write their caption.
- Remind students that their caption should describe what is happening in the picture, and also give some background information on the event pictured.



TEKS 1.7.B Write brief comments on literary or informational texts; **TEKS 1.9.D.ii** Recognize characteristics of informational text including features and simple graphics to locate or gain information.

Have students write one sentence describing the picture. Ask a few students to share their sentences. Then ask students the following questions to help them explain some important background information as well.

- Who was George Washington? Was he well-liked by the Continental Army as he led them?
- Why is he leading them across the river? What happened when they got to the other side?
- As students write their follow-up statements, check in to make sure they are providing relevant and accurate background information.
- Ask several students to share their completed captions.



Exit Pass

Collect student captions to check that they are recording accurate information, using key details and domain vocabulary as possible.

Display the captions adjacent to the picture of George Washington crossing the Delaware in the classroom picture gallery.

End Lesson

Take-Home Material

FAMILY LETTER

- Have students take home Activity Page 6.1.

Activity Page 6.1



7

A NEW NATION: AMERICAN INDEPENDENCE

Will This War
Never End?

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will describe the contributions of George Washington.

✚ **TEKS 1.1.C; TEKS 1.7.D**

Reading

Students will describe the contributions of George Washington.

✚ **TEKS 1.6.G**

Language

Students will demonstrate an understanding of the Tier 2 word *confident*.

✚ **TEKS 1.3.B**

Language

Students will practice using action words in the past and present.

✚ **TEKS 1.3.C; TEKS 1.3.D; TEKS 1.11.D.ii**

Reading

Students will discuss rhyme, rhythm, repetition, and alliteration in a song.

✚ **TEKS 1.9.B**

FORMATIVE ASSESSMENT

Exit Pass

Response Card Students will describe one of George Washington's contributions: the end of the Revolutionary War.

✚ **TEKS 1.6.G**

✚ **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.11.D.ii** Edit drafts using conventions of standard English past and present verb tense; **TEKS 1.9.B** Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.

LESSON AT A GLANCE

	Grouping	Time	Materials
Core Connections (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Story Chart
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Thirteen Colonies Map, world map or globe (optional) (Digital Components) <input type="checkbox"/> Flip Book: 7A-1–7A-5 <input type="checkbox"/> compass, image of Yorktown (optional)
“Will This War Never End?”			
Comprehension Questions			
Word Work: <i>Confident</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Syntactic Awareness Activity	Independent	20 min.	<input type="checkbox"/> “Yankee Doodle” (Digital Components) <input type="checkbox"/> musical instruments
Song: “Yankee Doodle”			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to divide students into six groups to discuss what they learned about in the previous Read-Aloud, and transcribe their retelling on the Story Chart.

Application

- Prepare and display the lyrics to “Yankee Doodle” (or at least the refrain) on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.
- Gather musical instruments so students can form a colonial marching band.

Universal Access

- Display the Thirteen Colonies Map and a world map or globe to locate the colonies and countries mentioned in the Read-Aloud.
- Gather a compass or draw and display a compass rose to show students and explain the four cardinal directions (north, south, east, west).
- Gather an image of Yorktown, Virginia to help students associate the place with victory.

CORE VOCABULARY

confident, adj. certain or sure of something
Example: I am confident that I will do well on the math test because I've done all my homework.
Variation(s): none

surrendering, v. declaring yourself the loser and ending a conflict
Example: The army was forced into surrendering when they realized that they were outnumbered.
Variation(s): surrender, surrenders, surrendered

wilderness, n. an area of land where few people live
Example: Many American cities were once wilderness.
Variation(s): wildernesses

Vocabulary Chart for “Will This War Never End?”			
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	wilderness	confident (<i>confiado/a</i>) surrendering	
Multiple Meaning			
Sayings and Phrases	in much better spirits bitterly cold little did they know waved a white flag world turned upside down		

**Beginning**

Have students answer simple yes/no questions (e.g., “Was Benjamin Franklin the commander in chief?”).

Intermediate

Have students answer using sentence frames (e.g., “_____ was the commander in chief of the Continental Army.”).

Advanced/Advanced High

Encourage students to answer the questions independently, using key details and vocabulary.

ELPS 1.E; ELPS 3.C;**ELPS 4.I****Support**

If students have difficulty telling their assigned part of the story, prompt them by stating the questions as sentences and have them finish your sentences. 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.

Lesson 7: Will This War Never End?

Introducing the Read-Aloud




Speaking and Listening: Students will describe the contributions of George Washington.

 **TEKS 1.1.C; TEKS 1.7.D**

WHAT HAVE WE ALREADY LEARNED?

- Tell students you need help adding to the story they have been retelling so far about the founding of our country.
- Read the stories you have recorded thus far. When you get to the end, ask students questions to continue retelling the story of the Revolutionary War.
- Divide the class into six groups for discussion of each of the questions 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 minute 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.
 - 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*)
- Tell students that in today's Read-Aloud they will learn more about other important events of the Revolutionary War.

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.7.D** Retell texts in ways that maintain meaning.



Check for Understanding

Brainstorm: Name one thing George Washington did for his country. (*Answers will vary, but may include that he took part in the Continental Congress, commander in chief of the Continental Army, etc.*)

Lesson 7: Will This War Never End?

Read-Aloud



Reading: Students will describe the contributions of George Washington.

TEKS 1.6.G

Language: Students will demonstrate an understanding of the Tier 2 word *confident*.

TEKS 1.3.B

PURPOSE FOR LISTENING

- Tell students to listen carefully to find out how George Washington's contributions to the new nation grew.

“WILL THIS WAR NEVER END?” (15 MIN.)



Show Image 7A-1: Map of thirteen colonies

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

Fighting continued all across the colonies, on land and on sea, and into the **wilderness** west of the Mississippi River. *[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.]* “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. *Confident means certain. Why do you think that the British felt so confident, or sure, that they could win the war?* Indeed, the British won quite a few battles in the South. Little did they know that their successes were about to end.

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Support

Display the Thirteen Colonies Map and a world map or globe to locate the colonies and countries mentioned in the Read-Aloud.

Support

Show students a compass or draw and display a compass rose to explain the four cardinal directions (north, south, east, west).

Support

Show students an image of Yorktown, Virginia.



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 or “the shot heard round the world,” 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. *How do you think the French ships could help Washington and his army trap the British?*

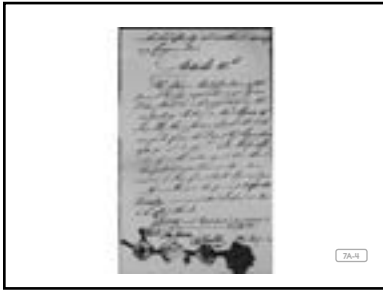
General Washington’s troops, now camped in New York, marched all day and often through the night to Yorktown, Virginia, a town built on the banks of the York River, just a little inland from the Atlantic Ocean. While Washington moved his troops over land, French ships moved in by sea. The British couldn’t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



Show Image 7A-3: Surrender at Yorktown

British drummer boys waved a white flag to show they were **surrendering**, and bands are rumored to have played a tune called “The World Turned Upside Down.” *The word surrendering means giving up. The British knew that they had lost the war.*

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



Show Image 7A-4: Peace treaty *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.*

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. *Who was Benjamin Franklin?* 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. *[Point to this territory on a U.S. map.]*

Now that the British were no longer in charge and the colonists did not have to obey the rules of a distant or faraway king, who would rule the new nation?

The term in charge here means to have the responsibility of watching over something. 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?

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, wanted only to go back to his family. He loved Mount Vernon, his home on the Potomac River in Virginia. He dreamed of being able to ride peacefully about his farm, listening to birdsong instead of shouting out orders to his men. Washington's wife, Martha,

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

Challenge

Why do you think Benjamin Franklin was sent to sign the peace agreement? *(Answers may vary.)*



Language

Reading/Viewing Closely

Beginning

Have students answer simple yes/no questions (e.g., “Did the colonists want to have a new king now that the war was over?”).

Intermediate

Have students answer using sentence frames (e.g., “The colonists would/would not have a new king because . . .”).

Advanced/Advanced High

Encourage students to answer the questions independently, using key details and vocabulary.

ELPS 1.E; ELPS 4.G;

ELPS 4.I



Check for Understanding

Brainstorm: What can you add to the list of things that George Washington did for his country? (*won the Revolutionary War*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **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.*)
2. **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.*)
3. **Literal.** Who was Martha Washington? (*George Washington’s wife*) How did she show patriotism during the war? (*She brought food and clothing to his troops and camped out with them in their field tents.*)
4. **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.*)
5. **Evaluative.** *Think-Pair-Share:* In the beginning of the Read-Aloud, you heard that some people questioned whether the war was worthwhile. How do you think they felt at the end of the war? (*Answers will vary.*)

WORD WORK: CONFIDENT (5 MIN.)

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

Use a Making Choices activity for follow-up. 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."

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

Lesson 7: Will This War Never End?

Application



Language: Students will practice using action words in the past and present.



TEKS 1.3.C; TEKS 1.3.D; TEKS 1.11.D.ii

Reading: Students will discuss rhyme, rhythm, repetition, and alliteration in a song.



TEKS 1.9.B

SYNTACTIC AWARENESS ACTIVITY (5 MIN.)

Action Words in the Past and Present

- Tell students they will listen carefully to action words and how they change based on when the action is done.
- Emphasize the bold words and the word parts as you read. Tell students in the Read-Aloud today they heard the following:
*“Will this war never end?” people **wondered**.*
- Ask students to 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.
- Remind students that we add *-ed* to action words to show that the action happened in the past.
- Emphasize the bold words and the word parts as you read. Tell students you are 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. When students hear the action word, ask them to point at their feet because the action is happening in the present or right now. Call on someone to tell 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.*)
- With a partner, have students use the words *obey*, *surrender*, and *want* from the Read-Aloud to make sentences about things that happened in the past and the present. Remind students to add *-ed* to each word that is an action that happened in the past.
- Call on two or three partner pairs to share their sentences.

Challenge

Have students make sentences with their own action verbs in the past and present.



TEKS 1.3.C Identify the meaning of words with the affixes *-s*, *-ed*, and *-ing*; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.11.D.ii** Edit drafts using conventions of standard English past and present verb tense; **TEKS 1.9.B** Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.



Check for Understanding

Point at It: Point to your feet if the action happens in the present. Point behind you if the action happens in the past.

- The colonists wondered if they would win the war. (*past/behind*)
- The children play with a new toy. (*present/feet*)
- The fish move quickly in the water. (*present/feet*)
- The woman worked hard on the new design. (*past/behind*)



SONG: “YANKEE DOODLE” (15 MIN.)

TEKS 1.9.B

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

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

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

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



ENGLISH
LANGUAGE
LEARNERS

Language

Presenting

Beginning

Have students practice the beat of the song and do the motions.

Intermediate

Have students say most of the words to the song and do the motions.

Advanced/Advanced High

Have students say all the words of the song and do the motions.

ELPS 3.C



TEKS 1.9.B Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.

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

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

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

Refrain:

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

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

Support

Have students tap their knees or clap their hands to the beat of the song.



Exit Pass

Have students respond to the following question on an index card:
How did the Revolutionary War end? (*victory for the colonists at Yorktown*)

End Lesson

A NEW NATION: AMERICAN INDEPENDENCE

A Young Nation Is Born

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will describe the contributions of George Washington.

✦ **TEKS 1.1.A; TEKS 1.7.D**

Reading

Students will describe the contributions of George Washington.

✦ **TEKS 1.6.G**

Language

Students will demonstrate an understanding of the Tier 2 word *president*.

✦ **TEKS 1.3.B**

Language

Students will practice using action verbs in the past, present, and future.

✦ **TEKS 1.3.C; TEKS 1.3.D; TEKS 1.11.D.ii**

Speaking and Listening

Students will identify and sequence events in the early history of the United States.

✦ **TEKS 1.1.C; TEKS 1.9.D.iii**

FORMATIVE ASSESSMENT

Exit Pass

Response Card Students will describe a contribution George Washington made to his country.

✦ **TEKS 1.6.G**

✦ **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.11.D.ii** Edit drafts using conventions of standard English past and present verb tense; **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.9.D.iii** Recognize characteristics and structures of informational text including organizational patterns such as chronological order and description with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Story Chart <input type="checkbox"/> board/chart paper
Brainstorming Links			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Thirteen Colonies Map (optional) (Digital Components) <input type="checkbox"/> one-dollar bills and quarters (optional) <input type="checkbox"/> Flip Book: 8A-1–8A-8
“A Young Nation Is Born”			
Comprehension Questions			
Word Work: <i>President</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Sayings and Phrases: “There’s No Place Like Home”	Whole Group	20 min.	<input type="checkbox"/> Flip Book: 7A-5 <input type="checkbox"/> Sequencing Events Cards: Surrender at Yorktown, Constitutional Convention, Washington, D.C. <input type="checkbox"/> board/chart paper
Syntactic Awareness Activity			
Sequencing Events			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to divide students into five groups to discuss what they learned about in the previous Read-Aloud, and transcribe their retelling on the Story Chart.

Application

- Prepare three Sequencing Events Cards with names/images for the Surrender at Yorktown, Constitutional Convention, and Washington, D.C. You may wish to use Image Card 9 for the Surrender at Yorktown and Image Card 11 for Washington, D.C. Alternatively, you may access cards in the Teacher Resources of this Teacher Guide

Universal Access

- Display the Thirteen Colonies Map to locate the colonies mentioned in the Read-Aloud.
- Bring in one-dollar bills and quarters to have students identify George Washington's image.

CORE VOCABULARY

capital, n. a city that is 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 or an organization

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

Variation(s): presidents

united, adj. combined into one

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

Variation(s): none

Vocabulary Chart for "A Young Nation Is Born"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		permanent (<i>permanente</i>) president united (<i>unido/a</i>)	
Multiple Meaning	capital		
Sayings and Phrases	served his country Founding Fathers had no idea there's no place like home		

**Beginning**

Have students answer simple yes/no questions (e.g., “When the war was over, were the colonists still ruled by the British king?”).

Intermediate

Have students answer using sentence frames (e.g., “When the war was over, the colonists were/ were not still ruled by the British king.”).

Advanced/Advanced High

Encourage students to answer the questions independently using key details and vocabulary.

ELPS 1.E; ELPS 3.F;**ELPS 4.I****Support**

If students have difficulty telling their assigned part of the story, prompt them by stating the questions as sentences and have them finish your sentences. 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.

Lesson 8: A Young Nation Is Born

Introducing the Read-Aloud




Speaking and Listening: Students will describe the contributions of George Washington.

 **TEKS 1.1.A; TEKS 1.7.D**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Tell students you need help adding to the story they have been retelling so far about the founding of our country.
- Read the stories you have recorded thus far. When you get to the end, ask students questions to continue retelling the story of the Revolutionary War.
- Divide the class into five groups for discussion of each of the questions 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 minute 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.
 - How did General Washington win the war with the help of the French? (*Washington trapped the British at Yorktown, surrounding them with the combined efforts of his army on land and the French ships at sea.*)
 - When the war was over, it meant that the colonists would no longer be ruled by the British king. Who did the colonists ask to be their new king and what did he say? (*They asked George Washington, but he said they needed to come up with a better plan and that they didn’t need another king.*)
 - What was the name of George Washington’s wife and how did she help during the war? (*Martha Washington helped by bringing food and clothing to the troops during their long, hard winters.*)
 - What did George Washington do after the war was over and the British surrendered? (*He stepped down as commander in chief and went back home to Mount Vernon to be with Martha.*)
- Tell students they will learn more about some more of the important events in the founding of our country in today’s Read-Aloud.

 **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
TEKS 1.7.D Retell texts in ways that maintain meaning.

BRAINSTORMING LINKS (5 MIN.)

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



Check for Understanding

Turn and Talk: Turn to your partner and describe in more detail one of these phrases or concepts that connect to George Washington. (*Answers will vary.*)

Lesson 8: A Young Nation Is Born

Read-Aloud



Reading: Students will describe the contributions of George Washington.

✦ **TEKS 1.6.G**

Language: Students will demonstrate an understanding of the Tier 2 word *president*.

✦ **TEKS 1.3.B**

PURPOSE FOR LISTENING

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

"A YOUNG NATION IS BORN" (15 MIN.)



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-five, 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.

✦ **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Support

Display the Thirteen Colonies Map to locate the colonies mentioned in the Read-Aloud.

Challenge

Why do you think the colonies had trouble deciding things? (Answers will vary.)



Show Image 8A-3: Washington, Franklin, and Jefferson *Do you recognize anyone in these pictures?*

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.

A president is the person in charge of a large meeting, or country. It was

called the Constitutional Convention because the men were writing a constitution, a plan for how the new nation could live together peacefully.

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.



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. *United means combined into one.*

So now all the states have come together;

they are a united, or single, nation.

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?

[Pause for student responses.]



Show Image 8A-6:

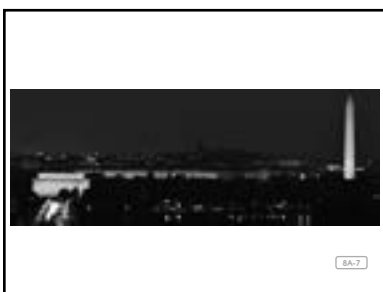
President George Washington

You guessed it: George Washington!

Once again, he had wanted to settle down at Mount Vernon, but once again, he had been called to serve his country.

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

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



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. *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.] This capital city would not be in any state, so no state could say that it was in charge of the country. The capital city was designed to have a house in which the president and his family would live. It would also have many government buildings. George Washington was no longer president when the capital city was finally built, but the city was named in his honor. It was called Washington, D.C. *D.C. stands for District of Columbia.*

Support

Show students one-dollar bills and quarters to have students identify George Washington's image.



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

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** What did George Washington do after the war ended? (*retired; president of Constitutional Convention; first president of the United States*)



Check for Understanding

Recall: 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.*)

2. **Evaluative.** If Washington loved Mount Vernon so much, why do you think he left again, first going to Philadelphia for another meeting, and then becoming president of the country? (*He fought for independence for many years, and he realized that his job was not over yet. He knew that his help was needed in “founding” the new nation.*)
3. **Inferential.** Why do you think Washington felt it was important to have a permanent, or lasting, army and navy? (*He had learned first-hand how difficult it was to fight a war with untrained men and wanted to be prepared in the event of another war.*)

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. **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.*)

WORD WORK: PRESIDENT (5 MIN.)

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

Use a Sharing activity for follow-up. If you were president of the United States, what would you do as president? Turn to a partner and describe one thing you would do as president.



**ENGLISH
LANGUAGE
LEARNERS**

Language

Selecting Language Resources

Beginning

Have students answer simple yes/no questions (e.g., “Would you try to help others if you were president?”).

Intermediate

Have students answer using sentence frames (e.g., “I would help the country by . . . if I were president.”).

Advanced/Advanced High

Encourage students to answer the questions independently, using key details and vocabulary.

ELPS 1.E; ELPS 3.G;

ELPS 4.I

Lesson 8: A Young Nation Is Born

Application



Language: Students will practice using action verbs in the past, present, and future.

✚ **TEKS 1.3.C; TEKS 1.3.D; TEKS 1.11.D.ii**

Speaking and Listening: Students will identify and sequence events in the early history of the United States.

✚ **TEKS 1.1.C; TEKS 1.9.D.iii**

SAYINGS AND PHRASES (5 MIN.)

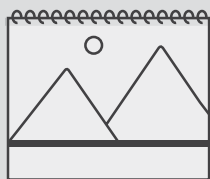
There's No Place Like Home

- 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

- Ask students if they remember the name of George Washington's family home. (*Mount Vernon*) Remind students that this was his favorite place to be. Tell them that this saying is often used at the end of a sentence. Give the following examples of ways George Washington might have used the saying:
 - Exploring the wilderness is exciting, but there's no place like home.
 - Commanding troops is an honor, but there's no place like home.
 - Meeting friends in Philadelphia is nice, but there's no place like home.
- Ask several students to make up their own sentences using the format above and ending their sentences with the saying "there's no place like home."
- Ask students to think about what things made Mount Vernon special to George Washington. (*Accept reasonable responses: He liked riding in the fields. He liked spending time with his family.*)
- Try to find opportunities to use this saying in various situations in the classroom.

Flip Book 7A-5



Challenge

Have students draw a picture of something that they think George Washington probably enjoyed doing at home and 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.

✚ **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.11.D.ii** Edit drafts using conventions of standard English past and present verb tense; **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.9.D.iii** Recognize characteristics and structures of informational text including organizational patterns such as chronological order and description with adult assistance.



Check for Understanding

Stand Up/Sit Down: Are the following good uses of the phrase “there’s no place like home”?

- During a long trip for work, my dad was homesick and said, “There’s no place like home!” (*stand up/yes*)
- While playing basketball, the girl scored and exclaimed, “There’s no place like home!” (*sit down/no*)

SYNTACTIC AWARENESS ACTIVITY (5 MIN.)

Action Words in the Past, Present, and Future

- Tell students that today they will listen carefully to action words and how they change based on when the action is done.
- Emphasize the bold words and the word parts as you read. Remind students that in the Read-Aloud today they heard:

*From then on, the thirteen colonies were **called** the United States of America.*

- Prompt students to 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.
- Remind students that 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.
- Read some sentences that describe actions in the future, emphasizing the words in bold. When an action happens in the future, tell students the word will appears before the action word. When students hear the action word, ask them to point in front of them because the action will happen at a future time. Call on someone to tell which words are the action words.
 - Later, we **will play** in the gym. (*Will play are the action words.*)
 - This afternoon, we **will work** outside in the garden. (*Will work are the action words.*)
 - Tomorrow, we **will draw** a picture for your Picture Gallery. (*Will draw are the action words.*)

Support

Remind students of some sentences in the present tense as well, to help them distinguish between tenses.



Language

Exchanging Information and Ideas

Beginning

Have students answer simple yes/no questions (e.g., “Did the colonists win the Revolutionary War?”).

Intermediate

Have students answer using sentence frames (e.g., “The Revolutionary War ended with . . .”).

Advanced/Advanced High

Encourage students to answer the questions independently, using key details and vocabulary.

ELPS 1.E; ELPS 3.F;

ELPS 4.I

- Next week, we **will write** a story about George Washington. (Will write *are the action words*.)
- With a partner, have students 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. Remind students 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.
- Call on two or three partner pairs to share their sentences.

SEQUENCING EVENTS (10 MIN.)

- Show students the cards you prepared in advance. Ask students to identify each of the events or items on each of the cards. (*Surrender at Yorktown, Constitutional Convention, Washington, D.C.*)
- Tell students they will order these cards to show which came first.
 - Ask students how the Revolutionary War ended. (*The British surrendered at Yorktown.*) Affix the Surrender at Yorktown card to the board/chart paper.
 - Ask students what the new nation did to decide its government. (*They held a constitutional convention and decided to have a president as a leader.*) Place the Constitutional card to the right of the Surrender at Yorktown card, and tell students you are doing this to show that the convention occurred after the Surrender at Yorktown.
 - Show students the Washington, D.C. card and ask them where this would go. (*after the Constitutional Convention*) Ask students what order they go in compared to the other sequencing events cards used in previous lessons. (*after them*) Ask students why. (*These events took place later.*)



Exit Pass

On an index card, have students write one important thing George Washington did to serve the United States. (*Answers may vary, but may include commanded the Continental Army, was president of the Constitutional Convention, was president of the United States, helped design the capital city, etc.*)

End Lesson

A NEW NATION: AMERICAN INDEPENDENCE

Never Leave Until Tomorrow What You Can Do Today

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will describe the contributions of George Washington.

✦ **TEKS 1.1.C; TEKS 1.7.D**

Reading

Students will describe the contributions of Benjamin Franklin.

✦ **TEKS 1.6.B; TEKS 1.6.G**

Language

Students will demonstrate an understanding of the Tier 3 word *almanac*.

✦ **TEKS 1.3.B; TEKS 1.7.E**

Language

Students will demonstrate an understanding of the saying “never leave until tomorrow what you can do today.”

✦ **TEKS 1.3.B**

Reading

Students will describe the contributions of Benjamin Franklin by examining a picture.

✦ **TEKS 1.6.G; TEKS 1.7.B; TEKS 1.9.D.ii**

FORMATIVE ASSESSMENT

Exit Pass

Picture Gallery Caption Students will write a caption to describe the contributions of Benjamin Franklin.

✦ **TEKS 1.7.B**

✦ **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	❑ Story Chart
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Thirteen Colonies Map (optional) (Digital Components) ❑ copy of the Old Farmer’s Almanac; fins, rocking chair, bifocals, a key, and a kite (optional) ❑ Flip Book: 9A-1–9A-9
“Never Leave Until Tomorrow What You Can Do Today”			
Comprehension Questions			
Word Work: <i>Almanac</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Saying and Phrases: “Never Leave Until Tomorrow What You Can Do Today”	Independent	20 min.	❑ portrait of Benjamin Franklin ❑ index cards
Picture Gallery			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to divide students into three groups to discuss what they learned about in the previous Read-Aloud, and transcribe their retelling on the Story Chart.

Application

- Students will write captions for a portrait of Benjamin Franklin. You may find a copy of this image in the Teacher Resources section of this Teacher Guide.
- Have index cards available for each student.

to read or hear to learn or clarify word meanings; **TEKS 1.7E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.7B** Write brief comments on literary or informational texts; **TEKS 1.9.D.ii** Recognize characteristics of informational text including features and simple graphics to locate or gain information.

Universal Access

- Display the Thirteen Colonies Map to locate the colonies mentioned in the Read-Aloud.
- Bring in a copy of The Old Farmer’s Almanac, and show students real swim fins, a rocking chair, bifocals, a key, and a kite to bring some of Benjamin Franklin’s inventions to life.

CORE VOCABULARY

almanac, n. a yearly publication that includes a calendar and other helpful information

Example: Some farmers use the almanac to decide when to plant their crops.

Variation(s): almanacs

apprentice, n. somebody being trained for a job by someone else who knows the job well

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

Variation(s): apprentices

invention, n. an object that somebody has created for the first time

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

Variation(s): inventions

Vocabulary Chart for “Never Leave Until Tomorrow What You Can Do Today”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	almanac (<i>almanaque</i>) apprentice	invention (<i>invención</i>)	
Multiple Meaning			
Sayings and Phrases	goes on and on Never leave until tomorrow what you can do today. all over the place		



Beginning

Have students answer simple yes/no questions (e.g., “Was George Washington the first president of the United States?”).

Intermediate

Have students answer using sentence frames (e.g., “. . . was the first president of the United States.”).

Advanced/Advanced High

Encourage students to answer the questions independently, using key details and vocabulary.

ELPS 1.E; ELPS 3.F;

ELPS 4.I

Support

If students have difficulty telling their assigned part of the story, prompt them by stating the questions as sentences and have them finish your sentences. 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.

Lesson 9: Never Leave Until Tomorrow What You Can Do Today



Introducing the Read-Aloud

Speaking and Listening: Students will describe the contributions of George Washington.

TEKS 1.1.C; TEKS 1.7.D

WHAT HAVE WE ALREADY LEARNED?

- Tell students you need help adding to the story they have been retelling so far about the founding of our country.
- Read the stories you have recorded thus far. When you get to the end, ask students questions to continue retelling the story of the Revolutionary War.
- Divide the class into three groups for discussion of each of the questions 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 minute 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.
 - 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.*)
- Tell students this is the end of the class story about the founding of our country. Tell students in today's Read-Aloud, they will learn more Benjamin Franklin, one of the Founding Fathers.



Check for Understanding

Recall: Why was Washington, D.C. given its name?
(*to honor George Washington*)

TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

Lesson 9: Never Leave Until Tomorrow What You Can Do Today

Read-Aloud



Reading: Students will describe the contributions of Benjamin Franklin.

✦ **TEKS 1.6.B; TEKS 1.6.G**

Language: Students will demonstrate an understanding of the Tier 3 word *almanac*.

✦ **TEKS 1.3.B; TEKS 1.7.E**

PURPOSE FOR LISTENING

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

**“NEVER LEAVE UNTIL TOMORROW WHAT YOU CAN DO TODAY”
(15 MIN.)**



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.

Benjamin Franklin was wise because he used his intelligence to make good choices and do clever things. You will remember that Franklin

was a part of the Continental Congress, a signer of the Declaration of Independence, and a representative of our country in both Great Britain and France. He was all over the place!



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

Long before his days in government, Benjamin Franklin was a successful businessman in Philadelphia. He had always been a good reader and writer, and as a boy he had been an **apprentice** in his brother's printing shop in Boston. *An apprentice is someone who is*

Support

Display the Thirteen Colonies Map to locate the colonies mentioned in the Read-Aloud.

Challenge

Can you recall another important document Benjamin Franklin signed? (*the peace agreement ending the Revolutionary War and giving the colonies independence*)

Support

The phrase *all over the place* means that he went to many different places.

✦ **TEKS 1.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

Support

Show students a copy of the *Old Farmer's Almanac*, real swim fins, a rocking chair, bifocals, a key and kite to bring some of Benjamin Franklin's inventions to life.

ENGLISH LANGUAGE LEARNERS



Language

Listening Actively

Beginning

Have students answer simple yes/no questions (e.g., "Did you learn about something else that happened in Boston Harbor?").

Intermediate

Have students answer using sentence frames (e.g., "The . . . happened in Boston Harbor?").

Advanced/Advanced High

Encourage students to answer the questions independently, using key details and vocabulary.

ELPS 1.E; ELPS 2.I

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

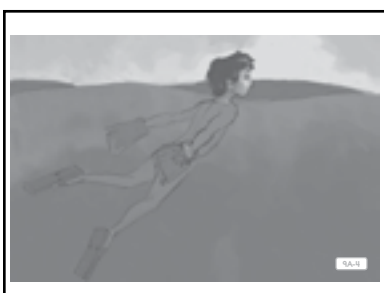
So, when he moved to Philadelphia, Franklin set up his own printing shop and started his own newspaper, eventually becoming the busiest printer in the American colonies.



Show Image 9A-3: Poor Richard's Almanack

For more than twenty-five years, Benjamin Franklin published a series of books called *Poor Richard's Almanack*. *[Benjamin Franklin spelled his almanac the old-fashioned way with a "ck." Today, most people spell almanac with just a "c."]* His **almanac** was often the only book that people bought. It contained lots of

practical information that they wanted to know. For example, the almanac had a calendar with the times of the sunrise and sunset. Today, we check the weather forecasts on television, the internet, or on an app, but back then, people looked in their almanacs to find out what the weather would be like. The almanac had stories and poems as well as puzzles, jokes, and lots of advice. Franklin included many wise sayings, many of which we still use today. Have you ever heard anyone say, "Never leave until tomorrow what you can do today"? What do you think that means? *[Pause for student responses.]* 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.



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. *What else have you learned about that happened in Boston Harbor?* He was pretty good, but he wanted to be even better and faster. One day he thought

of a way that he could be a faster swimmer. He found some wood and carved some wooden paddles to fit over his hands and feet, kind of like the flippers that divers use today. When he swam with those, he was much faster, probably faster than all the other children his age.



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

As Benjamin Franklin grew older, he continued to invent new things. Anytime he saw a problem, he tried to invent a way to fix it. He had two pairs of glasses, one for reading and one to help him see things far away. He didn't like having to switch glasses all day long, so he asked a glass cutter to slice all of his lenses in

half. He made one new pair of glasses, with the distance lenses on top and the close-up lenses on the bottom. Franklin had just invented bifocal glasses, still worn by many people today.



Show Image 9A-6: Iron stove

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. *[Explain to students that Franklin's stove was similar to this iron stove.]* It put out twice as much

heat as a regular fireplace and burned less wood. This stove was named the Franklin stove, after its inventor.



Show Image 9A-7: Franklin and the kite

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

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

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. *[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.]* 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** or **creation** is used today to prevent fires caused by lightning strikes.

Support

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 a rocking chair with a fan to help people keep cool while they rocked.



Show Image 9A-9: Flag at half-mast

In 1790, just three years after the Constitution was written for our country, Benjamin Franklin 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. *If you look at the picture, you will see a flag flying at half-mast, or halfway up the flag pole.*

COMPREHENSION QUESTIONS (10 MIN.)



Check for Understanding

Thumbs-Up/Thumbs-Down: Did Benjamin Franklin do these things?

- signed the Declaration of Independence (*thumbs-up/yes*)
- invented swimming fins (*thumbs-up/yes*)
- published *Poor Richard's Almanack* (*thumbs-up/yes*)
- was president of the United States (*thumbs-down/no*)

1. **Inferential.** What did Benjamin Franklin do at his brother's print shop?
(*Franklin practiced as an apprentice.*)
 - **Literal.** Name one thing that Benjamin Franklin wrote.
(*Poor Richard's Almanack*)
 - **Evaluative.** If you were an apprentice learning how to do something, with whom would you want to apprentice? (*Answers may vary.*)
2. **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 with fan*)
3. **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.

Support

Show students a copy of the *Old Farmer's Almanac*.

WORD WORK: ALMANAC (5 MIN.)

1. In the Read-Aloud you heard, “[Benjamin Franklin’s] almanac was often the only book people bought.”
2. Say the word *almanac* with me.
3. An *almanac* is a yearly publication that includes a calendar and other helpful information.
4. My mother always checks the almanac to see if winter will last long this year.
5. As you learned in the Read-Aloud, people used almanacs to find out important and practical information like times for sunrise and sunset, what the weather would be like, and wise sayings. Think about whether you would use an almanac today. Try to use the word *almanac* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I would/would not use an almanac today because . . .”]
6. What’s the word we’ve been talking about?

Use a Drawing activity for follow-up. What might you use an almanac to do if you lived during Benjamin Franklin’s time? Draw a picture showing something you might use an almanac to do, and then write a sentence about it. Be sure to use the word *almanac* in your sentence.

Lesson 9: Never Leave Until Tomorrow What You Can Do Today

Application



Language: Students will demonstrate an understanding of the saying “never leave until tomorrow what you can do today.”

 **TEKS 1.3.B**

Reading: Students will describe the contributions of Benjamin Franklin by examining a picture.

 **TEKS 1.6.G; TEKS 1.7.B; TEKS 1.9.D.ii**

SAYINGS AND PHRASES (5 MIN.)

Never Leave Until Tomorrow What You Can Do Today


- 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 students that one of the sayings he used is similar to the title of the Read-Aloud that they heard today: “Never leave until tomorrow what you can do today.” Have the students repeat the proverb.
- Explain that this proverb is another way of explaining that often when you put off doing things, you give yourself more work. For example, if you don’t put your toys away today, there will be more toys to put away tomorrow.



Check for Understanding

Think-Share: Quietly think of other times you might use the saying “never leave until tomorrow what you can do today.” [Pause.] Share with a partner. [Ask several students to share.] (*Answers will vary.*)

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

 **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.9.D.ii** Recognize characteristics of informational text including features and simple graphics to locate or gain information.

Challenge

Have students draw a picture of something that they think would be best to do now and not put off. Then 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.

Support

Some students may need to dictate their sentences to an adult or peer.

ENGLISH LANGUAGE LEARNERS



Writing

Exchanging Information and Ideas

Beginning

Have students answer using simple yes/no questions (e.g., “Was Benjamin Franklin a Founding Father?”).

Intermediate

Have students respond to the question using a sentence frame (e.g., “I know Benjamin Franklin was/was not a Founding Father because . . .”).

Advanced/Advanced High

Have students respond to the question in complete sentences using key details.

ELPS 5.F

Challenge

Encourage students to use the proverb “never leave until tomorrow what you can do today” in their captions.

PICTURE GALLERY (15 MIN.)

Show Image 9A-1: Benjamin Franklin

- Tell students that today they will work in groups to create captions for this picture to add to the class picture gallery. Place students in small groups, as you prepared in advance.
- Ask students to identify the person in this picture. (*Benjamin Franklin*)
- Ask students to answer the following questions to help them describe the man depicted in the picture.
 - Was Benjamin Franklin considered one of the Founding Fathers? (yes) Explain your reasoning. (*Answers will vary.*)
 - What things did Benjamin Franklin do to serve his country? (*part of the Continental Congress, signed the Declaration of Independence, was a representative of our country to Great Britain and France*)
 - What other things did Benjamin Franklin do? (*He wrote Poor Richard’s Almanack, found out that lightning is electricity, and invented wooden swimming flippers, bifocals, the Franklin stove, the lightning rod, and the rocking chair with fan.*)
- Tell students that now that they have described the picture, they will write a caption for it. Give each group an index card on which to write their caption, and have them assign a scribe.
- Remind students that their caption should describe what is happening in the picture, and also give some background information on the events they mention.
- Have students write one sentence describing the picture. Ask a few groups to share their sentences. Then ask students questions to help them explain some important background information as well (e.g., “What did the Declaration of Independence do?”, “What did Franklin accomplish as a representative to other countries?”, “Why did people like to read *Poor Richard’s Almanack*?”)
- As groups write their follow-up statements, circulate and check to make sure they are providing relevant and accurate background information.
- Ask several groups to share their completed captions.



Exit Pass

Collect captions to check that students are recording accurate information, using key details and domain vocabulary as possible. Display the captions adjacent to the picture of Benjamin Franklin in the classroom picture gallery.

End Lesson

10

A NEW NATION: AMERICAN INDEPENDENCE

Building a Nation with Words and Ideas

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will describe the contributions of Benjamin Franklin.

✦ **TEKS 1.1.C; TEKS 1.6.E; TEKS 1.6.F**

Reading

Students will describe the contributions of Thomas Jefferson.

✦ **TEKS 1.6.G**

Language

Students will demonstrate an understanding of the Tier 2 word *anniversary*.

✦ **TEKS 1.3.B; TEKS 1.7.B; TEKS 1.7.F**

Reading

Students will describe the contributions of Thomas Jefferson by examining a picture.

✦ **TEKS 1.7.B; TEKS 1.7.F; TEKS 1.9.D.ii**

FORMATIVE ASSESSMENT

Exit Pass

Picture Gallery Caption Students will write a caption describing the contributions of Thomas Jefferson.

✦ **TEKS 1.7.B**

✦ **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.9.D.ii** Recognize characteristics of informational text including features and simple graphics to locate or gain information.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> images of Jeffersonian buildings (optional)
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map, world map or globe (optional) <input type="checkbox"/> nickels (optional) <input type="checkbox"/> Flip Book: 10A-1–10A-7
“Building a Nation with Words and Ideas”			
Comprehension Questions			
Word Work: <i>Anniversary</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Picture Gallery	Independent	20 min.	<input type="checkbox"/> Flip Book: 10A-6 <input type="checkbox"/> index cards, writing tools

ADVANCE PREPARATION

Application

- Students will write captions for a portrait of Thomas Jefferson. You may find a copy of this image in the Teacher Resources section of this Teacher Guide.
- Have index cards available for each student.

Universal Access

- Use the Flip Book images from Lesson 9 to prompt student response to the review questions in the Introducing the Read-Aloud section.
- Display images of Jeffersonian buildings.
- Display a U.S. map and world map or globe to locate the places mentioned in the Read-Aloud.
- Bring in nickels to have students identify Thomas Jefferson's image.

CORE VOCABULARY

anniversary, n. a date that is celebrated every year

Example: My parents celebrated their tenth wedding anniversary yesterday.

Variation(s): anniversaries

architecture, n. the design and construction of buildings

Example: The architecture of Monticello included a domed roof.

Variation(s): none

domed, adj. rounded roof or ceiling

Example: Sports arenas often have domed roofs.

Variation(s): none

university, n. a school attended after high school

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”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		anniversary (<i>aniversario</i>) architecture (<i>arquitectura</i>) university (<i>universidad</i>) domed	
Multiple Meaning			
Sayings and Phrases	enjoyed the company took his place		

Support

Show students the Flip Book images from Lesson 9 to prompt student response to the review questions in the Introducing the Read-Aloud section.

ENGLISH
LANGUAGE
LEARNERS

Language

Exchanging Information
and Ideas

Beginning

Have students answer simple yes/no questions (e.g., “Was Franklin an inventor?”).

Intermediate

Have students answer using sentence frames (e.g., “Benjamin Franklin was . . .”).

Advanced/Advanced High

Encourage students to answer the questions independently, using key details and vocabulary.

ELPS 1.E; ELPS 2.I

Lesson 10: Building a Nation with Words and Ideas

Introducing the
Read-Aloud

Speaking and Listening: Students will describe the contributions of Benjamin Franklin.

TEKS 1.1.C; TEKS 1.6.E; TEKS 1.6.F

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- 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*)
 - 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.*)



Check for Understanding

Recall: Name one saying you learned that Franklin used to say. (*“Never leave until tomorrow what you can do today.”*)

- 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.



TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that in today's Read-Aloud they will learn more about Thomas Jefferson and his home, Monticello. Tell students that Jefferson is called the father of American architecture.
- Have students say the word *architecture* with you three times.
- Ask students if they know what the word means. Explain to students that architecture is the design and construction of buildings.
- Tell students that if they look around their town or city, they will see many buildings with different styles of architecture. Do many of their buildings look similar or very different? Ask students to share buildings that look different on the outside.
- Explain to students that Thomas Jefferson loved architecture so much he designed his own home, Monticello, and he also worked on the design of Washington, D.C.

Challenge

Show students images of buildings in Washington, D.C. and point out the columns and rotundas that make "Jeffersonian architecture."

Lesson 10: Building a Nation with Words and Ideas

Read-Aloud



Reading: Students will describe the contributions of Thomas Jefferson.



TEKS 1.6.G

Language: Students will demonstrate an understanding of the Tier 2 word *anniversary*.



TEKS 1.3.B; TEKS 1.7.B; TEKS 1.7.F

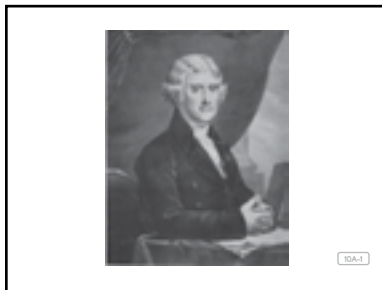
PURPOSE FOR LISTENING

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

“BUILDING A NATION WITH WORDS AND IDEAS” (15 MIN.)

Support

Display a U.S. map and world map or globe to locate the places mentioned in the Read-Aloud.



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. *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

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

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*tee*chel*oe/],



TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate.

which means “little mountain” in Italian. He worked on it for many years—before, during, and after the war. *This image shows present-day Monticello.* 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**. *Architecture refers to the design of buildings, or the way that buildings look.* In fact, Jefferson was one of the people who worked on the design of Washington, D.C., our nation’s capital.

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

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



Show Image 10A-3: Jefferson’s copy machine

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

his friend, Charles Wilson Peale. It was one of the first copy machines ever made. As Jefferson wrote at his desk, a second pen was automatically writing the same thing right beside him. *[Point to the picture, and explain that Jefferson could write a letter and hand you a second copy right away, without even going to a copy machine. Explain to students that this is a picture of a modern-day version of Jefferson’s invention, and his would not have used writing tools like the pencils in this image.]* So he could continue his work away from home, Thomas Jefferson invented a lap desk that he could carry with him on horseback that could hold all of his paperwork and office tools. *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. When he was not at Monticello, often he was off representing his country, sharing his ideas both in America and in Europe.

Challenge

What inventions can you think of, or imagine, that would make life easier?



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 one of the Founding Fathers named John Adams took his place, becoming America's second president. Thomas Jefferson became John Adams' vice

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



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, having the chance to attend excellent schools all his life, but he knew that not everybody could afford to do so. Perhaps Jefferson's greatest project was planning for a public college in his state

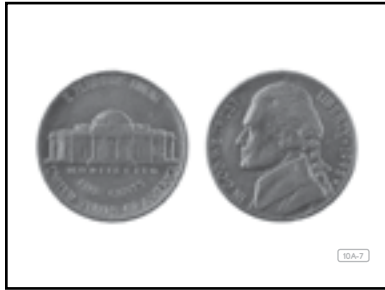
of Virginia. *A public school is one that is funded or paid for with the people's tax money. A college, or university, is a place to continue studying after high school.* He designed the buildings, chose the subjects to be taught, and raised money to build the **University** of Virginia. The university was built on a friend's farm just down the hill from Monticello so that Jefferson could watch it being built. *[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. *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.



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. *[Point to the image, explaining*

that a domed building is one with a curved top like many sports arenas.]

Can you guess what building that is? *[Pause for student responses.]*

Right! It's his beloved Monticello.

Support

Show students nickels to have students identify Thomas Jefferson's image.



Check for Understanding

Thumbs-Up/Thumbs-Down: Did Thomas Jefferson do these things?

- help design Washington, D.C. and his own home, Monticello (*thumbs-up/yes*)
- lead the Continental Army (*thumbs-down/no*)
- found the University of Virginia (*thumbs-up/yes*)
- serve as president of the United States (*thumbs-up/yes*)



Language

Reading/Viewing Closely

Beginning

Have students answer simple yes/no questions (e.g., “Did Thomas Jefferson serve as president of the United States?”).

Intermediate

Have students answer using sentence frames (e.g., “Thomas Jefferson was . . . just like George Washington before him.”).

Advanced/Advanced High

Encourage students to answer the questions independently, using key details and vocabulary.

ELPS 1.E; ELPS 2.I

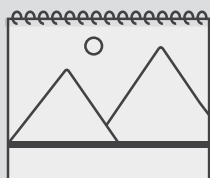
COMPREHENSION QUESTIONS (10 MIN.)

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, mechanical clock*)
5. **Evaluative.** Why was public, or free, education important to Thomas Jefferson? (*He thought education was very important, and he wanted everyone to be able to have a good education, regardless of how much money they had.*)
6. **Evaluative.** *Think-Pair-Share:* What is the most interesting thing that you learned about Thomas Jefferson? (*Answers may vary.*)

WORD WORK: ANNIVERSARY (5 MIN.)

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

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



Challenge

Now that you know what George Washington, Benjamin Franklin, and Thomas Jefferson looked like, can you spot them in any of the group images? [Show students 4A-2, 8A-4.]

ENGLISH LANGUAGE LEARNERS



Writing

Exchanging Information and Ideas

Beginning

Have students answer using simple yes/no questions (e.g., “Was Thomas Jefferson a Founding Father?”).

Intermediate

Have students respond to the question using a sentence frame (e.g., “I know Thomas Jefferson was/was not a Founding Father because . . .”).

Advanced/Advanced High

Have students respond to the question in complete sentences using key details.

ELPS 5.F

Lesson 10: Building a Nation with Words and Ideas

Application



Reading: Students will describe the contributions of Thomas Jefferson by examining a picture.



TEKS 1.7.B; TEKS 1.7.F; TEKS 1.9.D.ii

PICTURE GALLERY

Show Image 10A-6: Thomas Jefferson

- Tell students that today they will work independently to create captions for this picture to add to the class picture gallery.
- Ask students to identify the person in this picture. (*Thomas Jefferson*)
- Ask students to answer the following questions to help them describe the man depicted in the picture.
 - Was Thomas Jefferson considered one of the Founding Fathers? (*yes*)
 - What things did Thomas Jefferson do to serve his country? (*wrote the Declaration of Independence, was the third president*)
 - What other things did Thomas Jefferson do? (*inventor; “the father of American architecture” because he designed his home and helped design Washington, D.C.*)
- Tell students that now that they have described the picture, they will write a caption for it. Give each student an index card on which to write their caption.
- Remind students that their caption should describe what is happening in the picture, and also give some background information on the events they mention.
- Have students write one sentence describing the picture. Ask a few students to share their sentences. Then ask students questions to help them explain some important background information as well (e.g., “What did the Declaration of Independence do?”, “When did Thomas Jefferson die?”, “What helpful inventions did Jefferson make?”)
- As groups write their follow-up statements, circulate and check to make sure they are providing relevant and accurate background information.
- Ask several students to share their completed captions.



TEKS 1.7.B Write brief comments on literary or informational texts; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.9.D.ii** Recognize characteristics of informational text including features and simple graphics to locate or gain information.



Exit Pass

Collect students' captions to check that they are recording accurate information, using key details and domain vocabulary as possible. Display the captions adjacent to the picture of Thomas Jefferson in the classroom picture gallery.

End Lesson

Pausing Point 2

NOTE TO TEACHER

You should pause here and spend two days reviewing, reinforcing, and/or extending the material taught thus far.

It is highly recommended you use the Mid-Domain Assessment to assess students' knowledge of the content taught thus far. You may also choose to do any combination of the following activities in any order, or create other activities that will help review, reinforce, and/or extend the material taught thus far.

CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

- Locate the thirteen original colonies
- Describe the Boston Tea Party
- Explain the significance of Paul Revere's ride
- Identify "one if by land, 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 part of the Declaration of Independence
- Explain the significance of the Fourth of July
- Identify the legend of Betsy Ross and the flag
- Identify Martha Washington as Patriot and the wife of George Washington
- Identify Washington, D.C., as the nation's capital
- Explain that the nation's capital, Washington, D.C., was named after George Washington

MID-DOMAIN ASSESSMENT

Identifying Events Activity

Directions: You will use Activity Page PP2.1 to identify the events you have been hearing about. You should recognize the images on the activity page as smaller versions of some of the images you have used during the Sequencing Events and Picture Gallery activities. You will identify these events by writing the number on the line below each image to reflect the order in which I describe them.

[Prior to students working independently on this assessment, you may wish to review as a class what is depicted in each image.]

1. At the Second Continental Congress, this important document was signed, which declared the colonies free from Britain. (*Declaration of Independence*)
2. The nation's capital was named after the first president of the United States. (*Washington, D.C.*)
3. These were established by the British in North America and include Georgia, New York, New Jersey, and North Carolina. (*thirteen colonies*)
4. "The shot heard round the world" occurred when Minutemen and Redcoats met in this battle. (*Lexington*)
5. George Washington and the colonists won the Revolutionary War with this final victory. (*Yorktown*)
6. The Sons of Liberty dressed up and dumped tea into the ocean during this event. (*Boston Tea Party*)

ACTIVITIES

Picture Gallery

- Choose another image from the Flip Book for this domain and have students write captions as they did in Lessons 2, 4, 6, 9, and 10.

Riddles for Core Content

- Ask students riddles such as the following to review core content:
 - I invented a stove, bifocal glasses, a rocking chair, and many other things. Who am I? (*Benjamin Franklin*)
 - I left my home at Monticello to become the third president of the United States. Who am I? (*Thomas Jefferson*)

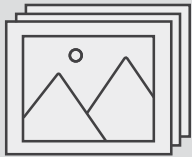
Activity Page PP2.1



Challenge

Encourage students to write the name of the event, group, or object on the line next to its identifying number.

Image Cards 1–13



You Were There: People Who Made a Difference

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

On Stage: George Washington, Thomas Jefferson, Benjamin Franklin

- Have a group of students plan and then act out roles played by the important founders discussed in this domain. They may choose to have all three men talking together at the Continental Congress, or focus on one man alone, such as Benjamin Franklin and his experiment with electricity.

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 1–13

- Hold Image Cards 1–13 in your hand, fanned out like a deck of cards. Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or give a clue about the picture they are holding. For example, for the original flag, a student may pretend to be Betsy Ross sewing the flag.
- Have the rest of the class guess what event is being described.
- Proceed to another card when the correct answer has been given.

Domain-Related Trade Book or Student Choice

Materials: Trade book

- Read a trade book to review a particular event; refer to the books listed in the digital components for this domain. You may also choose to have students select a Read-Aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

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

A NEW NATION: AMERICAN INDEPENDENCE

Liberty and Justice for ALL?

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will describe the contributions of the Founding Fathers.

 **TEKS 1.1.C****Reading**

Students will describe the roles of enslaved Africans, Native Americans, and women during the evolution from colonies to independence.

 **TEKS 1.7.F****Language**

Students will demonstrate an understanding of the Tier 2 word *equally*.


 **TEKS 1.3.B****Writing**

Students will use a graphic organizer to plan an informational paragraph.

 **TEKS 1.11.A****FORMATIVE ASSESSMENT****Activity Page 11.1****Plan an Informational Paragraph**

Students will use a graphic organizer to plan an informational paragraph.

 **TEKS 1.11.A**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming.

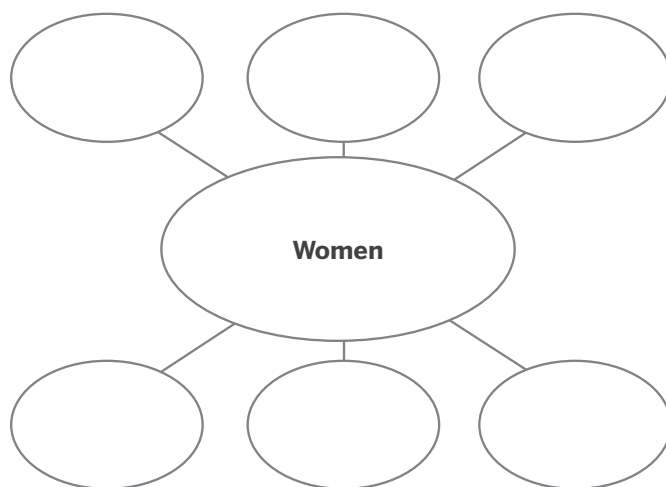
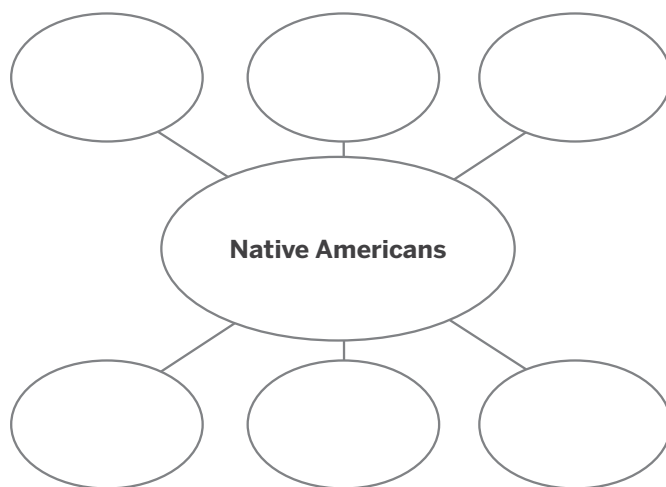
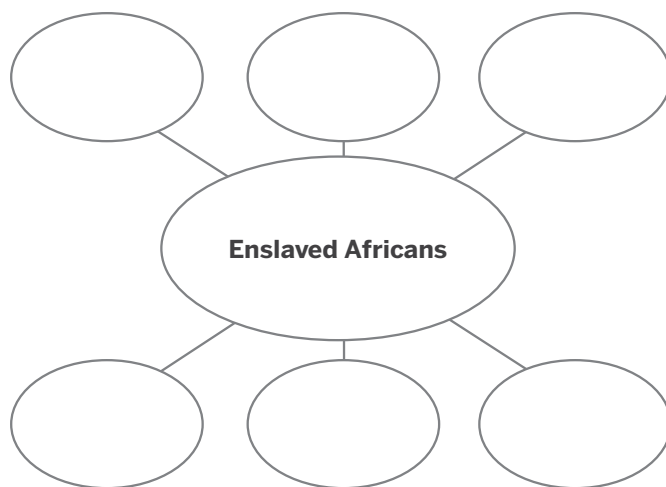
LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Brainstorming Links	Whole Group	10 min.	<input type="checkbox"/> Brainstorming Charts (Digital Components)
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map, world map or globe (optional) <input type="checkbox"/> Brainstorming Charts (optional) (Digital Components) <input type="checkbox"/> Flip Book: 11A-1–11A-7
“Liberty and Justice for ALL?”			
Comprehension Questions			
Word Work: <i>Equally</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Write About It	Independent	20 min.	<input type="checkbox"/> Model Informational Paragraph (Digital Components) <input type="checkbox"/> Activity Page 11.1
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 11.2

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare and display three Brainstorming Charts with the labels “Women,” “Enslaved Africans,” and “Native Americans” as shown here. Alternatively, you may access digital versions in the digital components for this domain.



Application

- Prepare and display a Model Informational Paragraph as below. Alternatively, you may access a digital version in the digital components for this domain.

Model Informational Paragraph

George Washington attended this Continental Congress. The Declaration of Independence was written at this meeting. When the new nation had to fight for its independence from Britain, George Washington was the commander in chief. When they won, Washington went on to become president. He was a Founding Father.

Universal Access

- Display a U.S. map and world map or globe to locate the places mentioned in the Read-Aloud.
- During the Application, students will plan their own informational paragraph by examining two images and finding a connection between them, and then discussing that connection in writing. To help students who may need additional support with choosing and finding a connection between two images, you may access a list of possible image choices and connections in the Teacher Resources section of this Teacher Guide.

CORE VOCABULARY

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

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

Variation(s): none

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

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

Variation(s): none

liberty, n. freedom

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

Variation(s): liberties

Vocabulary Chart for "Liberty and Justice for ALL?"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	liberty (<i>libertad</i>)	equally (<i>igualmente</i>)	
Multiple Meaning		justice (<i>justicia</i>)	
Sayings and Phrases	liberty and justice for all we, the people		

Lesson 11: Liberty and Justice for ALL?



Introducing the Read-Aloud

Support

Refer to the Flip Book images from Lesson 1 to prompt student responses.

Speaking and Listening: Students will describe the contributions of the Founding Fathers.



TEKS 1.1.C

BRAINSTORMING LINKS (5 MIN.)

**ENGLISH
LANGUAGE
LEARNERS**



Speaking and Listening

Interacting via Written English

Beginning

Have students answer simple yes/no questions to contribute to the charts (e.g., “Did you learn about any women during this period in American history?”).

Intermediate

Have students answer using sentence frames to contribute to the charts (e.g., “One woman I learned about is . . .”).

Advanced/Advanced High

Encourage students to contribute to the charts using key details and vocabulary.

ELPS 1.E; ELPS 3.J

Check for Understanding



Recall: What are the names of the Founding Fathers you have heard stories about so far? (*George Washington, Benjamin Franklin, Thomas Jefferson*)

- 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*)
- Tell students that today they will learn more about others who were living in America at the same time: enslaved Africans, Native Americans, and women. 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.
- Working on one circle at a time on the Brainstorming Charts you prepared in advance, ask students 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 to America as enslaved people, or that Betsy Ross was a seamstress.
- Record this information on the Brainstorming Charts.



TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

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

Lesson 11: Liberty and Justice for ALL?

Read-Aloud



Reading: Students will describe the roles of enslaved Africans, Native Americans, and women during the evolution from colonies to independence.



TEKS 1.7.F

Language: Students will demonstrate an understanding of the Tier 2 word *equally*.



TEKS 1.3.B

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—enslaved Africans, Native Americans, and women—and to decide whether these people were given liberty and justice, freedom and fairness, when the United States was a new country.

Support

Pause throughout the Read-Aloud to add additional information to the Brainstorming Charts.

LIBERTY AND JUSTICE FOR ALL? (15 MIN.)



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.

[Pause and repeat the question.]

Who wrote those important words?

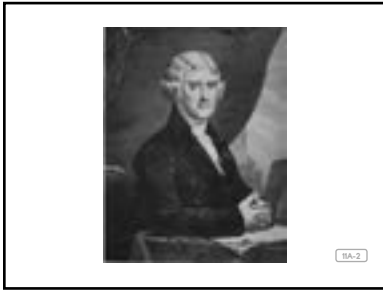
Hint: He was a Founding Father and wonderful writer, he lived at Monticello, and he became the third president.

Challenge

What does this part of the Declaration of Independence mean? What rights does it say should be natural? (*life, liberty (freedom), and the pursuit of happiness*).



TEKS 1.7.F Respond using newly acquired vocabulary as appropriate; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



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 *or the British who actually lived in the country*

of Great Britain. The colonists wanted liberty, or freedom, from the rules of the British. *What were the British doing that the Americans felt was so unfair?* 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.



Show Image 11A-3: Constitutional Congress

Again, when the Founders met to write our Constitution of the United States, they wrote about liberty and **justice**. *Justice means fairness. So they were writing about freedom and fairness when they wrote about liberty and justice.* When we hold our hands over our hearts and pledge allegiance to our country,

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

Let’s look back at the 1700s, during and after the war, when the Founders were busy writing these important words. Whom did they mean by we when they wrote in the Constitution, “We, the People of the United States . . .”? Some people say they must have just been thinking about themselves, a group of white men who made the laws of the land. Were they forgetting the other people on the continent—Native Americans who had lived there the longest, women, and 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.

Support

Display a U.S. map and world map or globe to locate the places mentioned in the Read-Aloud.



Speaking and Listening

Supporting Opinions

Beginning

Have students offer opinions and provide good reasons (e.g., “I do/ do not think that was fair, because . . .”).

Intermediate

Have students offer opinions, providing good reasons and some textual evidence (e.g., “I think that . . . because earlier we learned that . . .”).

Advanced/Advanced High

Have students offer opinions, providing good, detailed reasons and textual evidence.

ELPS 3.B; ELPS 4.1



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. *Why do you think*

they weren't allowed to fight? Do you think that was fair? We know that some women actually disguised themselves by dressing like men so they could fight alongside them. *[Point to the picture of Deborah Samson.]* 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! *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?* Was that liberty and justice for all?



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 their 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 enslaved Africans. *[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?* 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. 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.

Support

Refer to the Brainstorming Charts to help students answer inferential questions.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What are the two big words that you were listening for in the Read-Aloud? (liberty *and* justice) Explain what these two words mean. (*freedom and fairness*)
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*)
3. **Inferential.** If a woman wanted to be a soldier, what did she have to do? (*dress in disguise*)



Check for Understanding

Turn and Talk: What were some ways enslaved Africans, Native Americans, and women were not given liberty or justice? (*Answers will vary, but may include that enslaved Africans didn't have any freedoms and were not allowed to vote, Native Americans were pushed off their lands and not allowed to vote, and that women were not allowed to fight for their country or vote.*)

4. **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.*)

WORD WORK: EQUALLY (5 MIN.)

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

Use a Making Choices activity for follow-up. 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.*)

- parents and children
- girls and boys
- students and teachers
- brothers and sisters

Support

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.

Lesson 11: Liberty and Justice for ALL?

Application



Writing: Students will use a graphic organizer to plan an informational paragraph.



TEKS 1.11.A

WRITE ABOUT IT

Model an Informational Paragraph

- Tell students that today they will use what they have learned about the founding of the United States to write a paragraph. Explain to students that they will consider and combine some of the pictures in the picture gallery to tell about the beginning of the new nation. They will then use their captions to plan and write their informational paragraph.
- Model this for students by choosing two to three images from the picture gallery and, referring to the model paragraph, show how they can write an informational paragraph with three to five sentences. Tell students you chose the Second Continental Congress and George Washington images:

Model Informational Paragraph

George Washington attended the Second Continental Congress. The Declaration of Independence was written at this meeting. When the new nation had to fight for its independence from Britain, George Washington was the commander in chief. When they won, Washington went on to become president. He was a Founding Father.

- Ask students to help you identify each of the following in the model paragraph:

Challenge

Would you add anything else to this paragraph?



TEKS 1.11.A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.



Writing

Writing

Beginning

Provide students with two images and provide them with significant scaffolding to find possible predictions, using the chart found in the Teacher Resources section.

Intermediate

Allow students to choose their own images and provide them with scaffolding to find possible connections using the chart found in the Teacher Resources section.

Advanced/Advanced High

Have students choose their images and find possible connections with minimal scaffolding.

ELPS 5.G

Challenge

Students may choose to incorporate a third image in their paragraphs.

What It Is	Sentence in Model	What It Does
Introductory sentence	George Washington attended of the Second Continental Congress.	introduces image topics and tells how they are connected
Body	The Declaration of Independence was written at this meeting. When the new nation had to fight for its independence from Britain, George Washington was the commander in chief. When they won, Washington went on to become president.	offers details about the main topics
Concluding sentence	He was a Founding Father.	summarizes the central idea(s)

Plan an Informational Paragraph

- Ask students what the first step in The Writing Process is, referring to the poster. (*plan*)
- Tell students that today they will choose the images they will write about and plan their paragraphs.
- Have students consider the five pictures in the picture gallery and choose two to discuss in their paragraphs.



Check for Understanding

Share It: Have each student share the images they chose and explain how they are connected. [This is a good opportunity to provide feedback and help students make decisions more suited to their level of understanding.]

Activity Page 11.1



- Have students turn to Activity Page 11.1 and record the images they have chosen. Then, have students answer the questions on the activity page with your guidance.
- As students work, circulate and check in to help guide them as they think of details and explain the connections between their images.
- If students have time, have them share their plans with a partner.
- Collect the activity pages to check student understanding and provide feedback before they begin writing.

End Lesson

Take-Home Material

FAMILY LETTER

Activity Page 11.2



- Have students take home Activity Page 11.2.

A NEW NATION: AMERICAN INDEPENDENCE

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

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will describe the contributions of the Founding Fathers and others.

✦ **TEKS 1.1.C; TEKS 1.9.D.ii; TEKS 1.9.D.iii**

Reading

Students will identify and explain the significance of several U.S. symbols.

✦ **TEKS 1.6.C; TEKS 1.6.G; TEKS 1.9.D.i**

Language

Students will demonstrate an understanding of the Tier 2 word *symbols*.

✦ **TEKS 1.3.B**

Writing

Students will draft an informational paragraph.

✦ **TEKS 1.11.B.i; TEKS 1.11.B.ii; TEKS 1.12.B**

FORMATIVE ASSESSMENT

Activity Page 12.1

Drafting an Informational Paragraph

Students will draft an informational paragraph about the founding of the United States.

✦ **TEKS 1.11.B.i; TEKS 1.11.B.ii; TEKS 1.12.B**

✦ **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.9.D** Recognize characteristics and structures of informational text including (ii) features and simple graphics to locate or gain information; (iii) organizational patterns such as chronological order and description with adult assistance; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.9.D.i** Recognize characteristics of informational text including the central idea and supporting evidence with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.11.B** Develop drafts in oral, pictorial, or written form by (i) organizing with structure; (ii) developing an idea with specific and relevant details; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Story Chart <input type="checkbox"/> Sequencing Events Cards
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 12A-1–12A-11
“What Do a Flag, a Bell, and an Eagle Have in Common?”			
Comprehension Questions			
Word Work: <i>Symbols</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Write About It	Independent	20 min.	<input type="checkbox"/> Activity Pages 11.1, 12.1 <input type="checkbox"/> Model Paragraph (Digital Components) <input type="checkbox"/> Sample Planning Page (Digital Components) <input type="checkbox"/> Informational Paragraph Rubric

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display the Story Chart and Sequencing Events Cards you have created and used throughout the domain.

Application

- Prepare to reference the Writing Process poster on display in the classroom.
- Prepare and display a Sample Planning Page to help students understand how to use their plan on Activity Page 11.1 to draft their informational paragraphs. Alternatively, a digital version may be accessed in the digital components for this domain.
- Display the Model Paragraph you prepared in Lesson 11.
- Prepare for students to use digital tools to produce and publish their paragraphs.
- Prepare to use the Informational Paragraph Rubric, found in the Teacher Resources section of this Teacher Guide, to evaluate student work.

CORE VOCABULARY

seal, n. an official image or mark

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

Variation(s): seals

symbols, n. images or objects that represent something else

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

Variation(s): symbol

Vocabulary Chart for “What Do a Flag, a Bell, and an Eagle Have in Common?”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		symbols (<i>símbolos</i>)	
Multiple Meaning	seal		
Sayings and Phrases	stands for something else		

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



Introducing the Read-Aloud

Speaking and Listening: Students will describe the contributions of the Founding Fathers and others.

TEKS 1.1.C; TEKS 1.9.D.ii; TEKS 1.9.D.iii

WHAT HAVE WE ALREADY LEARNED?

- Ask students to recall what the word *founded* means. (*set up or established*)
- Remind students that they have been learning about how the United States was founded.
- Read the story that students have retold from the story chart you created in Lessons 2–9. Ask students if based on the Read-Aloud they heard yesterday, they would like to add any additional information to the Story Chart.
- Gather the Sequencing Events Cards you have created throughout the domain. Hand each card to a student. For each card, ask the students holding it to tell something about the image. Expand on students' descriptions using richer and more complex domain vocabulary.
- Once all students have had the opportunity to share, you may wish to redistribute the cards and have groups of students add something new about each image until all students have had the chance to contribute.
- Tell students they will hear one more Read-Aloud about the new United States today.



Check for Understanding

Human Timeline: [Have students holding cards arrange themselves to form a timeline.]



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Presenting

Beginning

Have students answer simple yes/no questions (e.g., “Does your card show an important event?”).

Intermediate

Have students answer using sentence frames (e.g., “This card shows . . .”).

Advanced/Advanced High

Encourage students to contribute to the charts using key details and vocabulary.

ELPS 1.E; ELPS 3.B;

ELPS 4.I

TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.9.D** Recognize characteristics and structures of informational text including (ii) features and simple graphics to locate or gain information; (iii) organizational patterns such as chronological order and description with adult assistance.

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

Read-Aloud



Reading: Students will identify and explain the significance of several U.S. symbols.

✚ **TEKS 1.6.C; TEKS 1.6.G; TEKS 1.9.D.i**

Language: Students will demonstrate an understanding of the Tier 2 word *symbols*.

✚ **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Read the title of today's Read-Aloud, "What Do a Flag, a Bell, and an Eagle Have in Common?" Ask students to think about what this Read-Aloud might be about. (Remind students they have already learned that the flag is an important symbol for a country.) Tell students to listen carefully to find out if their predictions are correct.

"WHAT DO A FLAG, A BELL, AND AN EAGLE HAVE IN COMMON?" (15 MIN.)

Support

Show students symbols around your classroom.



Show Image 12A-1: American symbols

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



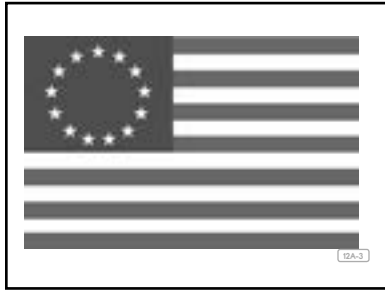
Show Image 12A-2: Stop sign

What does this symbol stand for?

People see a symbol and know what it stands for. For example, does your school have a mascot, logo, or banner—something that makes you think of your school every time you see it? Many sports teams have symbols. Can you think of any? We have symbols all

around us. Before you even learned to read words, you probably learned to read symbols. Let's find out how a flag, a bell, and an eagle came to be symbols of, or represent, the United States of America.

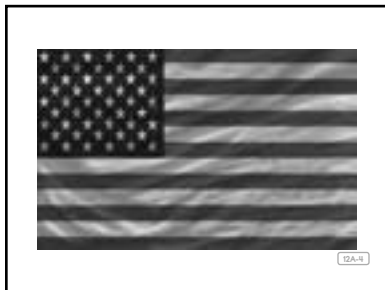
✚ **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.9.D.i** Recognize characteristics of informational text including the central idea and supporting evidence with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



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

You already know a little bit about our flag from the legend of Betsy Ross. The flag with its circle of thirteen stars was not the first flag to be flown in America. *The word stars in this sentence means symbols with five or more points. The word stars may also mean objects in space that are made of burning gas and look*

like points of light in the night sky. During the early days of exploration, flags of many different countries were used to represent land claims. The first official flag of our nation was the one you learned about, flown on Independence Day—July 4, 1776—and adopted by the Continental Congress a year later, on June 14, 1777. Do you remember what the thirteen stars and stripes stood for? *[Pause for student responses.]* Yes, they were symbols for the thirteen colonies that became thirteen states.



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. *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.]* June 14 is National Flag Day in the United States, but our flag is flown every day all across America, from the Atlantic to the Pacific Ocean, as a symbol of the land of freedom.

Challenge

Do you recall what real stars look like? How are they different from the stars on our flag? (*not white, much bigger, not five-pointed*)



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. *You learned that liberty is another word for freedom, but why do you think this bell was chosen as a symbol*

of freedom? 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.



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, *[Show students about how tall three feet is.]* 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).



Show Image 12A-8: Bald eagle

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



Show Image 12A-9: Turkey and bald eagle

What do you see in this picture?

When the Second Continental Congress met and declared independence from Great Britain, they also decided that they needed an official **seal**. *A seal is an official image or mark.*

A seal is also a symbol. 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!" *Why do you think Franklin wanted to use the turkey as a symbol of our country?* As there was not much time, the men only agreed on part of the seal that year, a statement that read "E Pluribus Unum" which, in Latin, means "out of many, one." They chose this saying because they were making one nation out of many separate states.



Show Image 12A-10: United States seal

It was not until six years later, in 1782, that the bald eagle—a symbol of long life, strength, and freedom—was officially added to the seal.

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

On the seal, the eagle holds an olive branch for peace in one of its talons; in the other, it grips a

bundle of thirteen arrows, symbolizing the power of war. Covering its breast is a shield of red and white stripes, and around its head, a crest with thirteen stars. *Why do you think there are thirteen arrows and thirteen stars on the seal?* If you look carefully, you might be able to read the words written on the scroll in its bill: "E Pluribus Unum," out of many, one.



Show Image 12A-11: American symbols

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



Check for Understanding

One-Word Answer: In one word, what do a flag, a bell, and an eagle have in common? (*symbols*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Evaluative.** What was the central 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.*)

Show Image 12A-8: Bald eagle

5. **Literal.** What is this? (*a bald eagle*)
6. **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.*)

WORD WORK: SYMBOLS (5 MIN.)

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 Sharing activity for follow-up. Choose the nation's symbol that you have learned about that is your favorite. Turn to a partner and tell why it is your favorite. Be sure to use the word *symbol*.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Have students answer simple yes/no questions (e.g., “Is the flag your favorite symbol?”).

Intermediate

Have students answer using sentence frames (e.g., “My favorite symbol is . . . because . . .”).

Advanced/Advanced High

Encourage students to answer using key details and vocabulary.

ELPS 1.E; ELPS 3.G;

ELPS 4.I

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

Application



Writing: Students will draft an informational paragraph.



TEKS 1.11.B.i; TEKS 1.11.B.ii; TEKS 1.12.B

WRITE ABOUT IT (20 MIN.)

Draft an Informational Paragraph

- Referring to The Writing Process poster, ask students to recall the steps of the writing process. (*plan, draft, edit*)
- Remind students that in the previous lesson they chose images and planned an informational paragraph using Activity Page 11.1.
- Explore various digital tools with students to produce and publish their paragraphs. Such tools include various student-publishing software and web-based publishing programs.
- Tell students that today they will use that plan to draft their informational paragraphs. Have students turn to Activity Page 12.1. Tell students that their drafts will contain the information from their planning sheet, but they will now write in full sentences in paragraph form. Encourage students to add details that may not have been included in their plan as they think of them.
- Referring to the Model Paragraph, tell students they should refer to this to help guide their own informational paragraphs. Using the Sample Planning Page, walk through each of the sections that students filled out on their planning Activity Page and show them how it can be used to write the parts of their informational paragraph:

Activity Pages
11.1, 12.1



TEKS 1.11.B Develop drafts in oral, pictorial, or written form by (i) organizing with structure; (ii) developing an idea with specific and relevant details; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

Section on Activity Page 11.1	Example	Part of Informational Paragraph	Example from Model Paragraph
Description	<ul style="list-style-type: none"> • portrait of Washington • picture showing the Second Continental Congress 	Introductory statement	George Washington attended the Second Continental Congress.
Connection	Washington was commander in chief of the Continental Army.		
Details (about the pictures)	<ul style="list-style-type: none"> • The Declaration of Independence was written here. • Washington was commander in chief of the Continental Army. • Washington was the first president. 	Body	The Declaration of Independence was written at this meeting. When the new nation had to fight for its independence from Britain, George Washington was the commander in chief. When they won, Washington went on to become president.
Importance (Why are these events or people important?)	Founding Father	Concluding statement	He was a Founding Father.

- As students write, circulate and check that students understand the form of the paragraph and are translating their plan into a draft.
- Collect students' drafts to check their understanding of the content and form of an informational paragraph using the Informational Paragraph Rubric.

End Lesson

Challenge

If students finish, have them turn to a partner and share their paragraphs.

Domain Review

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

- Locate the thirteen original colonies
- Describe the Boston Tea Party
- Explain the significance of Paul Revere's ride
- Identify "one if by land, 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 part of the Declaration of Independence
- Explain the significance of the Fourth of July
- Identify the legend of Betsy Ross and the flag
- Identify Martha Washington as Patriot and the wife of George Washington
- 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 and become familiar with the significance of the flag, the Liberty Bell, and the bald eagle as U.S. symbols

REVIEW ACTIVITIES

Picture Gallery

- Choose another image from the Flip Book for this domain and have students write captions as they did in Lessons 2, 4, 6, 9, and 10.

Write About It

Materials: Activity Page DR.1

- Have students edit the informational paragraphs they drafted in Lesson 12 using the editing checklist on Activity Page DR.1.
- Explain to students that they should be checking to make sure at least two images were used to create the paragraph, that the connection between them is clear, and that the paragraph explains something about the evolution from the thirteen colonies to the United States.
- You may wish to have students publish their drafts by rewriting them with their edits on paper or using a word processor.
- You may also combine students' paragraphs with copies of the images they chose and create a class book.

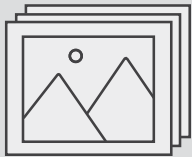
Riddles for Core Content

- Ask students riddles such as the following to review core content:
 - I am one of the symbols of the United States, and I can be seen outside Independence Hall in Philadelphia. What am I? (*the Liberty Bell*)
 - I am the bird on the U.S. seal. What am I? (*a bald eagle*)
 - I am the day that firework displays light the skies of American cities as people celebrate Independence Day. What day am I? (*The Fourth of July*)
 - I am a symbol of the United States that has fifty stars and thirteen stripes. What am I? (*the U.S. flag*)

Activity Page DR.1



Image Cards 1–16



You Were There: People Who Made a Difference

- Have students pretend that they are one of the people that lived in America during its struggle for independence from Great Britain.
- Ask students to describe who they are and what they did. For example, for Deborah Sampson, students may talk about her role as a soldier in disguise.

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 1–16

- Hold Image Cards 1–16 in your hand, fanned out like a deck of cards.
- Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or give a clue about the picture they are holding. For example, for the Liberty Bell, a student may say, “This is something that may have been rung in Philadelphia after the Declaration of Independence was signed, but no one knows for sure.”
- Have the rest of the class guess what person or object is being described.
- Proceed to another card when the correct answer has been given.

Domain-Related Trade Book or Student Choice

Materials: Trade book

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

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

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

Domain Assessment

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*.



PART I TEKS 1.7.F

Directions: I am going to ask a question using a word you have heard in the Read-Alouds. If the answer to the question is “yes,” circle the thumbs up on your paper. If the answer to the question is “no,” circle the thumbs down on your paper. I will read each question two times. Let’s do the first question together.

1. **Government:** Is the government the group of people who makes decisions and laws for a larger group of people? (*thumbs-up*)
2. **Representatives:** Are representatives the people we send to speak for us in the government? (*thumbs-up*)
3. **Spies:** Do spies need to work quietly so the people they are watching don't see them? (*thumbs-up*)
4. **Capital:** Is Washington, D.C., the capital of Great Britain? (*thumbs-down*)
5. **President:** Is the president of the United States a very important leader of our government? (*thumbs-up*)
6. **Justice:** When people receive justice, does it mean they are treated unfairly or meanly? (*thumbs-down*)
7. **Symbols:** Is a hamster a symbol of our country, the United States? (*thumbs-down*)

Activity Page DA.1



Directions: I will now read more sentences using other words you have heard and practiced. If the answer to the question is “yes,” circle the thumbs up on your paper. If the answer to the question is “no,” circle the thumbs down on your paper.

8. **Goods:** Are goods things people buy, sell, and trade? (*thumbs-up*)
9. **Volunteers:** Are volunteers people who are forced to do something? (*thumbs-down*)
10. **Equally:** Were all people treated equally in the early United States? (*thumbs-down*)
11. **Independent:** Is someone independent if they need help to do everything? (*thumbs-down*)
12. **Struggled:** Would someone who has never climbed before probably struggle to climb a very high mountain? (*thumbs-up*)
13. **Anniversary:** Is the Fourth of July an important anniversary Americans celebrate every year? (*thumbs-up*)



PART II

TEKS 1.6.G

Directions: I will read a question about what you have been learning about the birth of the United States. If the answer to the question is “yes,” circle the thumbs up on your paper. If the answer to the question is “no,” circle the thumbs down on your paper.

1. Were there thirteen British colonies in North America? (*thumbs-up*)
2. Was the Declaration of Independence written by Thomas Jefferson to declare independence from Great Britain? (*thumbs-up*)
3. Was the Boston Tea Party a fancy party where the colonists and the king of Great Britain sat down and drank tea together? (*thumbs-down*)
4. Was “one, if by land, and two, if by sea” a song that the Redcoats sang when they were marching? (*thumbs-down*)
5. Is the Fourth of July a national holiday to celebrate the approval of the Declaration of Independence? (*thumbs-up*)
6. According to legend, did Betsy Ross refuse to make a flag for the new nation? (*thumbs-down*)
7. Was the “shot heard round the world” the end of the fighting between the Minutemen and Redcoats? (*thumbs-down*)

Activity Page DA.2



8. Are these the beginning words of the Declaration of Independence:
“We hold these truths to be self-evident, that all men are created equal . . .”?
(thumbs-up)
9. Was our nation’s capital, Washington, D.C., named for Thomas Jefferson?
(thumbs-down)
10. Were Native Americans, African Americans, and women given the same freedoms that colonial men enjoyed in colonial America? (thumbs-down)



PART III

TEKS 1.6.G

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

1. I was commander in chief of the Continental Army that defeated the British army at Yorktown, winning the war for the Americans. (*George Washington*)
2. I invented many things, including bifocal glasses, the rocking chair, and the lightning rod. (*Benjamin Franklin*)
3. I left Monticello to become the third president of the United States. (*Thomas Jefferson*)
4. I loved spending time at Mount Vernon with my wife, Martha. (*George Washington*)
5. I wrote the Declaration of Independence. (*Thomas Jefferson*)
6. I wrote wise sayings and included them in my famous book, *Poor Richard’s Almanack*. (*Benjamin Franklin*)
7. I was the first president of the United States of America. (*George Washington*)
8. We were Patriots and Founding Fathers who signed the Declaration of Independence. (*Benjamin Franklin and Thomas Jefferson*)
9. Circle the Liberty Bell.
10. Circle the bald eagle.

[You may also ask students to use a separate piece of paper to draw a picture of and write about the most interesting thing they learned during the course of this domain.]

Activity Page DA.3



Culminating Activities

NOTE TO TEACHER

Please use these final two days to address class results of the Domain Assessment. We suggest you begin with the whole-class Read-Aloud activity to reinforce domain content. Based on the results of the Domain Assessment and students' formative assessments, you may wish to use the remaining 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 in this section in order to provide students with opportunities to enliven their experiences with domain concepts.

READ-ALOUD

- Ask students to name some things they have learned about how Ben Franklin helped during the American Revolution. (*Answers may vary, but students should draw on information they learned in this Domain, such as that Franklin was part of the Continental Congress and the Constitutional Convention.*)
 - Ask students to name some of Franklin's inventions. (*Answers may vary, but students may recall learning about the rocking chair or lightning rod.*)
 - Tell students that today they will learn more about Franklin's inventions.
 - Tell students to listen to learn about Franklin's inventions and how they continue to affect our world today.
 - Read the trade book *Now & Ben: The Modern Inventions of Benjamin Franklin* by Gene Barretta.
1. Ask students to identify some of the book's text features and to name information they have learned from those features. (*Answers may vary but should be based on the text. For example, students may describe how the illustrated spread at the book's opening shows the many different kinds of things Franklin invented, and the dates indicate how he invented for most of his life. The paired Now and Then sections also contain illustrations showing how Franklin's ideas and creations still affect our world today.*)

2. Ask students to pick their favorite invention or contribution from the text and describe how it affects our lives today. (*Answers may vary, but students should refer to the text. For example, they may explain how Franklin's decision to add cartoons to newspapers is a reason that comics still appear in newspapers.*)
3. Have students pick a page of the text and compare the message conveyed by the page's words with the message conveyed by the page's illustrations. (*Responses may vary, but students should refer to the text. For example, students may explain how the text says "our world relies on electricity," while the illustration shows specific ways we use it every day.*)
4. Ask students to work with a partner to summarize the text. They should include the central idea and relevant details.
5. Direct students to the first pages of the text, in which the illustrated cobblestones have words describing the different roles Franklin held. Ask them to pick one role and use evidence from the text to explain what he did in the role. (*Responses may vary, but students should refer to the text. For example, they may cite how his time in England and France relates to his role as a diplomat.*)

REMEDIATION

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select Read-Alouds
- reading the corresponding lesson in the Learning Lab

ENRICHMENT

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 students write letters using their lists of questions as starting points.

Challenge

If students are ready to do so, have them write their own sentences.

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.

You Were There: People Who Made a Difference

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

Image Review/Writing

- Tell students that as a class, they are going to write a short retelling of a Read-Aloud you have just read. One by one, show images from any story.
- When you show an image, brainstorm ideas for a sentence that explains what is happening in that picture. 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 images, model for the students how to write a concluding sentence. Reread the entire paragraph to the class.

Teacher Resources

Grade 1	Knowledge 9
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Teacher Guide

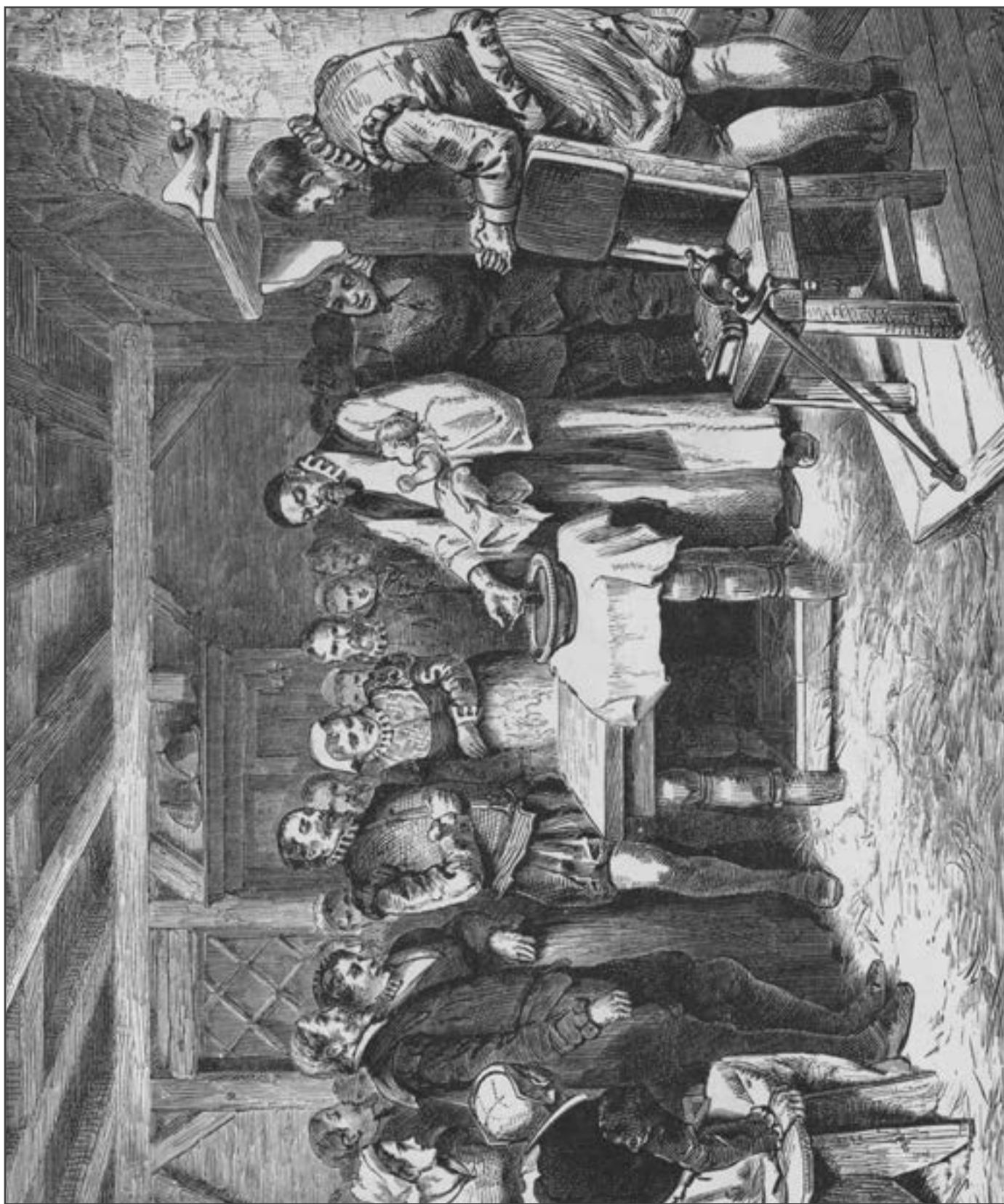
Teacher Resources

In this section you will find:

- Sequencing Events Cards
- Picture Gallery Pictures
 - Boston Tea Party
 - Second Continental Congress
 - Washington Crossing the Delaware
 - Portrait of Benjamin Franklin
 - Portrait of Thomas Jefferson
- Sample Caption for the Boston Tea Party
- Planning an Informational Paragraph: Possible Image Choices and Connections
- Informational Paragraph Rubric
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

SEQUENCING EVENTS CARDS

- Roanoke Island
- Jamestown
- Plymouth
- Taxes
- Boston Tea Party
- First Continental Congress
- Battle of Lexington
- Declaration of Independence
- Surrender at Yorktown
- Constitutional Convention
- Washington, D.C.



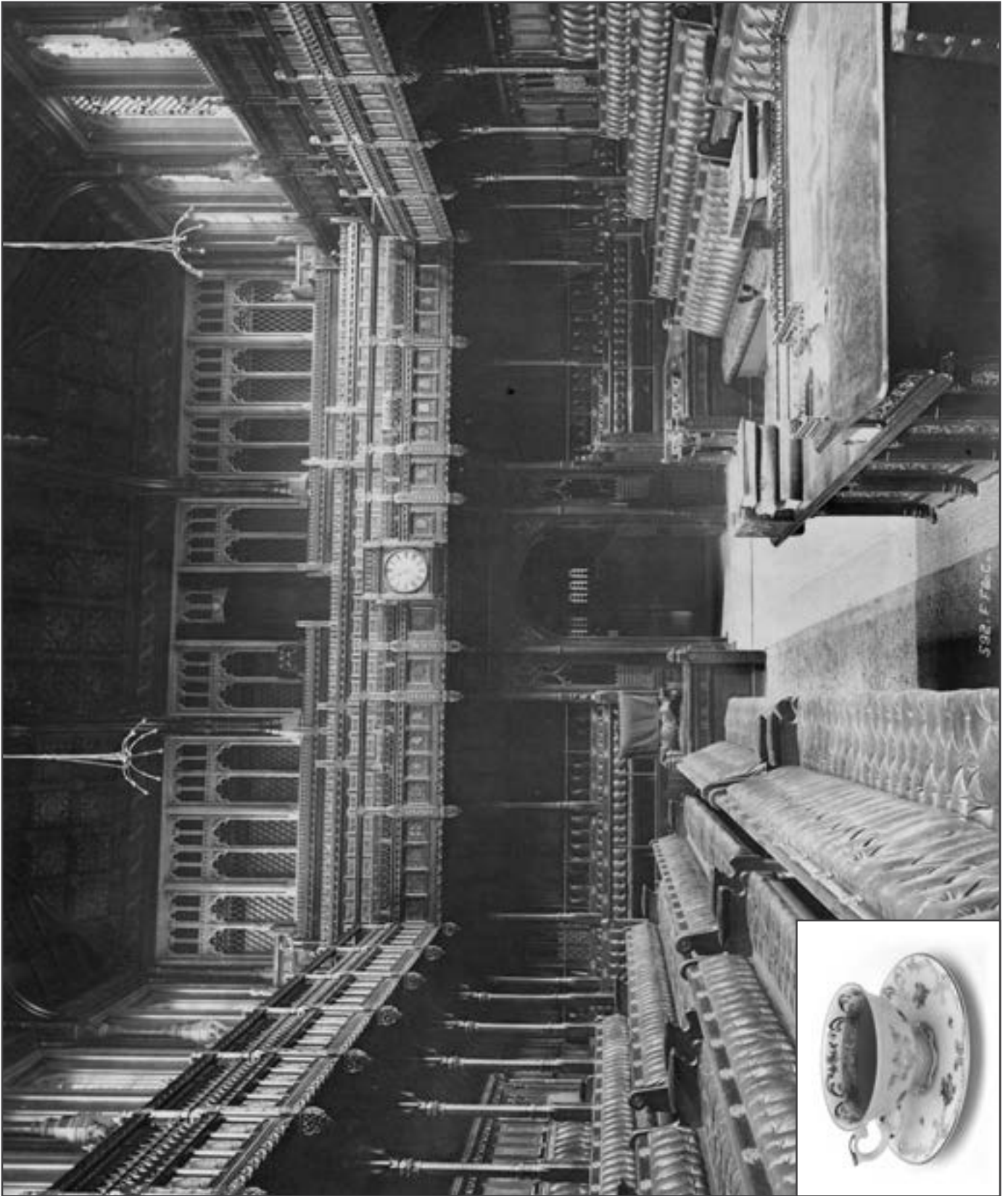
Roanoke Island



Jamestown



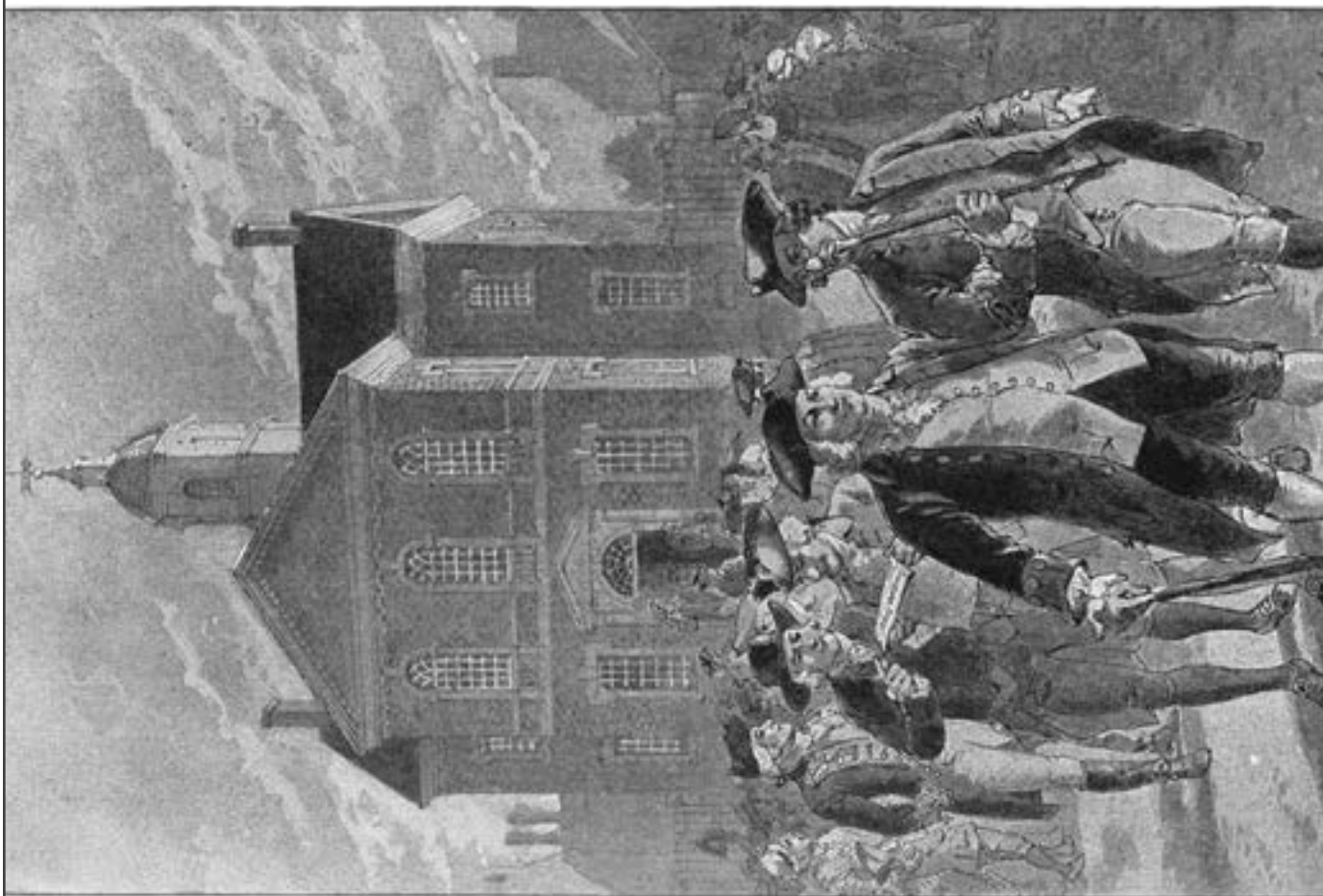
Plymouth



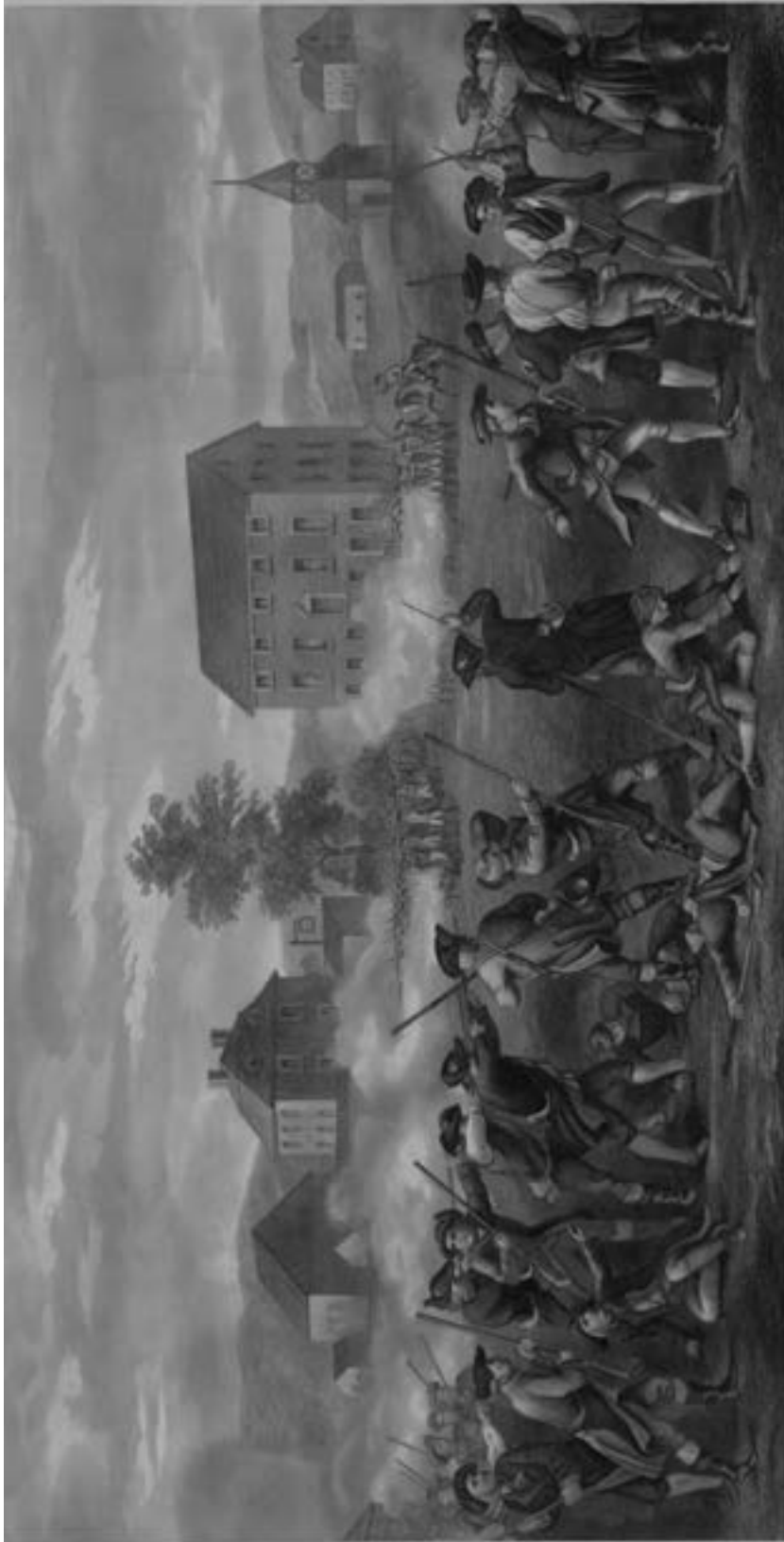
Taxes



Boston Tea Party



First Continental Congress



Battle of Lexington

IN CONGRESS, JULY 4, 1776.

[illegible]

Dear friends
Good Luck,
Love to all

[illegible]

John D. Edwards
Samuel M. Hays

(Faint handwritten notes)

Miss Barrett
10, Wimpole St.
London, N.W.

1879

Book bound in leather

1000

Received of

221 Argonne Road
Channahon, Ill. 61018
Arthur H. DeBorja

George Wythe
Richard Henry
Theophilus

[Faint handwritten notes at bottom left]

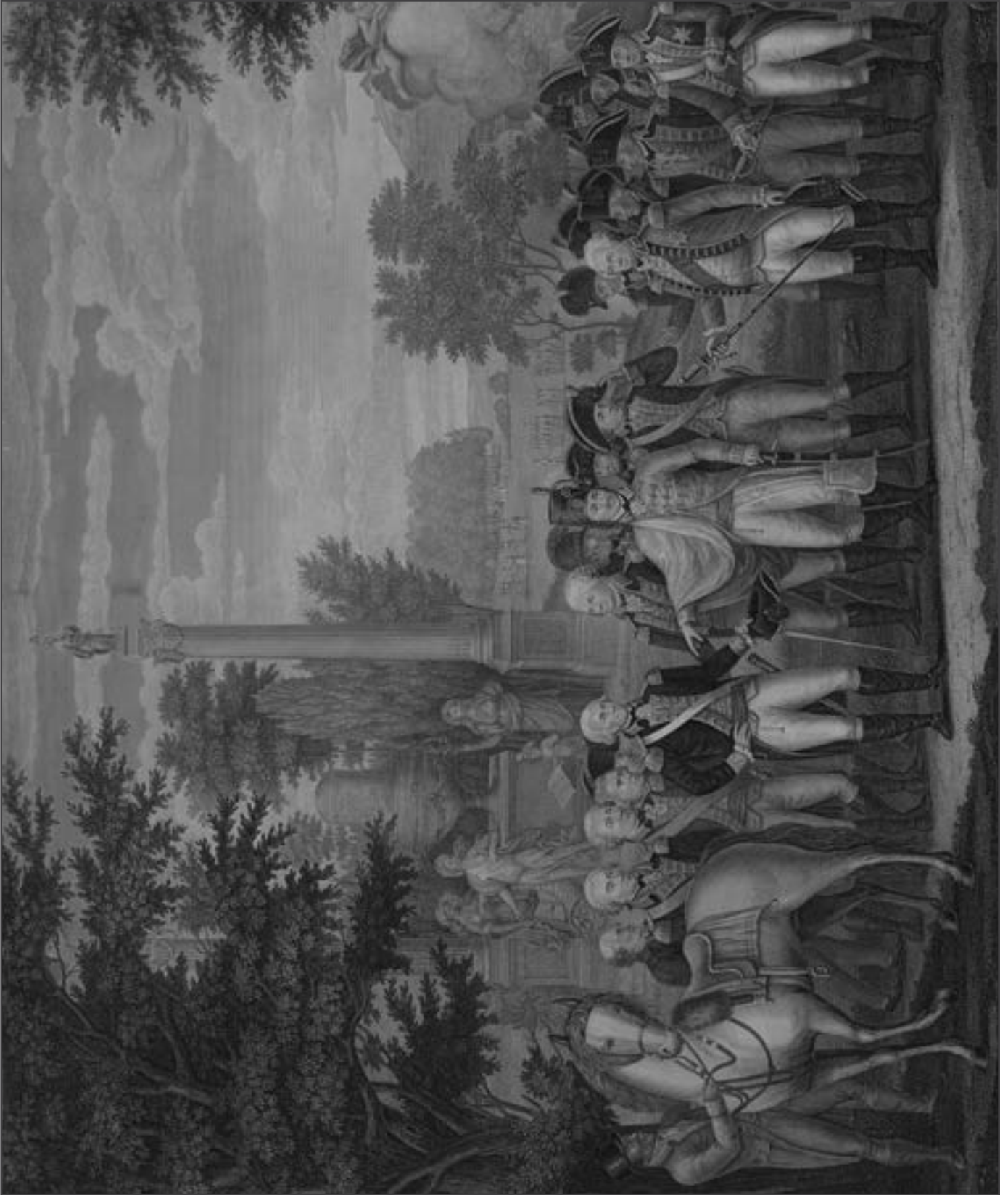
Wm. Lloyd
Ryer, Menden
Ed. R. Ryer

[Faint handwritten notes at the bottom of the page]

John G. Smith

Sept 11 1894
New York
H. B. S. Co. New York

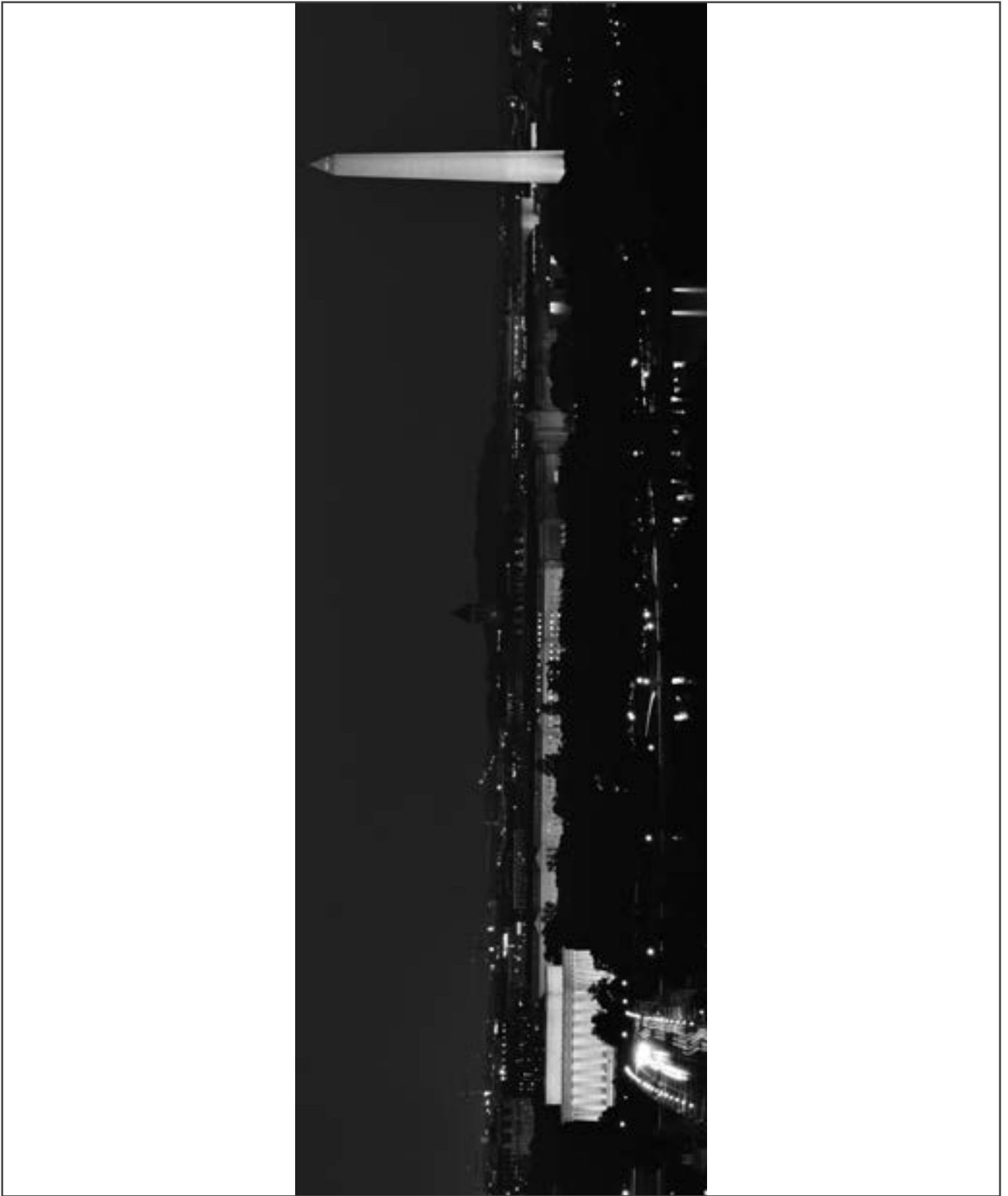
Declaration of Independence



Surrender at Yorktown



Constitutional Convention



Washington, D.C.

PICTURE GALLERY PICTURES

- Boston Tea Party
- Second Continental Congress
- Washington Crossing the Delaware
- Portrait of Benjamin Franklin
- Portrait of Thomas Jefferson



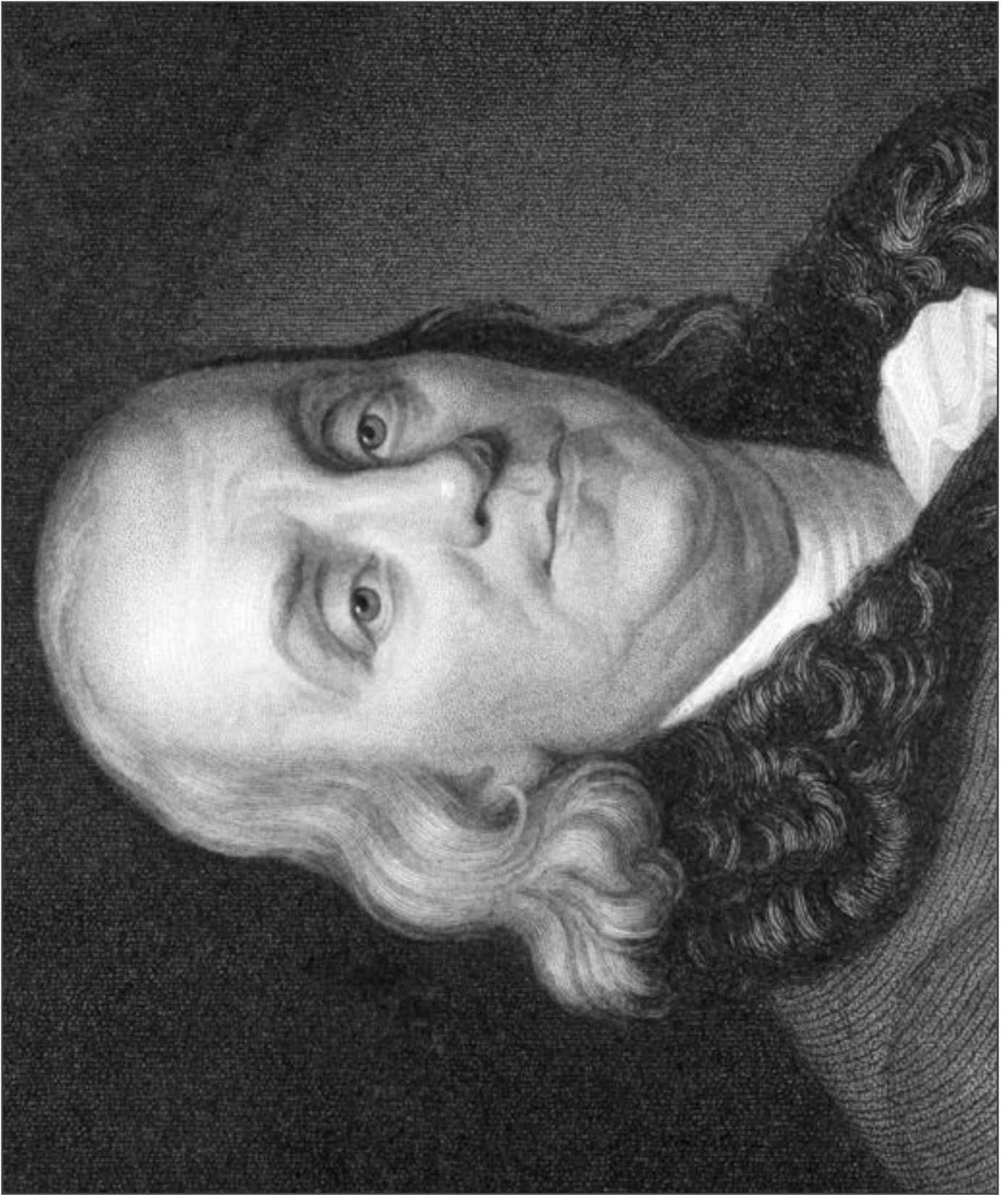
Boston Tea Party



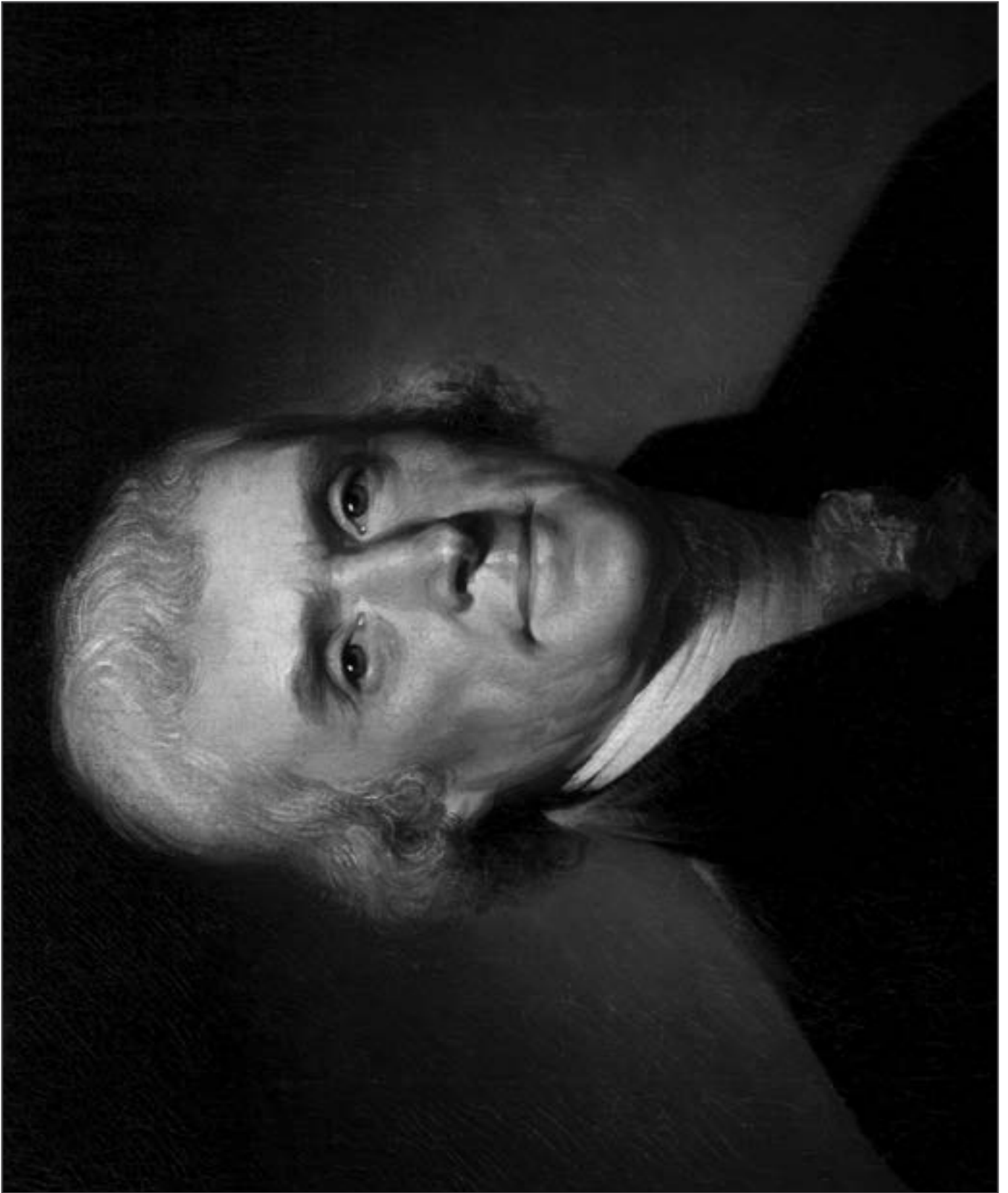
Second Continental Congress



Washington Crossing the Delaware



Portrait of Benjamin Franklin



Portrait of Thomas Jefferson

The Boston Tea Party

The Sons of Liberty are dressed up as Native Americans and throwing tea into the Boston Harbor. The Sons of Liberty were a group of colonists. They threw tea into the Boston Harbor because they did not think it was fair that they were taxed when they had no representatives in Parliament.

PLANNING AN INFORMATIONAL PARAGRAPH: POSSIBLE IMAGE CHOICES AND CONNECTIONS

You may find the following images and connections helpful as you help students plan their informational paragraphs. There are, of course, other connections that are possible. This is just intended to be a quick-reference list to help you scaffold with students who may have trouble deciding on images or finding their connections. It is recommended that only students who would benefit from an extra challenge use three images, as more connections and more writing will be necessary.

Image 1	Image 2	Image 3	Connection
Boston Tea Party	Second Continental Congress		The Boston Tea Party was an event that led to the Second Continental Congress, where the Declaration of Independence was signed.
Boston Tea Party	Washington Crossing the Delaware		The Boston Tea Party was an event that eventually led to the Revolutionary War, when Washington led his troops across the Delaware River.
Second Continental Congress	Washington Crossing the Delaware		George Washington was made commander of the Continental Army at the Second Continental Congress. Because of the Declaration of Independence, the colonies went to war with Britain, and George Washington was the commander in chief of the Continental Army during this war. Because of the Declaration of Independence, the colonies gained their independence from Britain. The first president of the new nation was George Washington.
Second Continental Congress	portrait of Benjamin Franklin		Benjamin Franklin attended the Second Continental Congress. Benjamin Franklin signed the Declaration of Independence at the Second Continental Congress.

Image 1	Image 2	Image 3	Connection
Second Continental Congress	portrait of Thomas Jefferson		<p>Thomas Jefferson attended the Second Continental Congress.</p> <p>Thomas Jefferson wrote the Declaration of Independence.</p> <p>Thomas Jefferson signed the Declaration of Independence.</p> <p>Because of the Declaration of Independence, the colonies gained their independence from Britain. The third president of the new nation was Thomas Jefferson.</p>
Washington Crossing the Delaware	portrait of Benjamin Franklin		George Washington and Benjamin Franklin are considered Founding Fathers of the United States.
Washington Crossing the Delaware	portrait of Thomas Jefferson		George Washington and Thomas Jefferson are considered Founding Fathers of the United States.
portrait of Benjamin Franklin	portrait of Thomas Jefferson		<p>Benjamin Franklin and Thomas Jefferson are considered Founding Fathers of the United States.</p> <p>Benjamin Franklin and Thomas Jefferson were both inventors.</p>
Boston Tea Party	Second Continental Congress	Washington Crossing the Delaware	The Boston Tea Party was an event that led to the Second Continental Congress, where the Declaration of Independence was signed. The Revolutionary War was a result of that declaration.

Image 1	Image 2	Image 3	Connection
Second Continental Congress	Washington Crossing the Delaware	portrait of Benjamin Franklin	Benjamin Franklin signed the Declaration of Independence at the Second Continental Congress. Because of the Declaration of Independence, the colonies went to war with Britain. George Washington was the commander in chief of the Continental Army during this war. Benjamin Franklin represented the colonies overseas to help gain support.
Second Continental Congress	Washington Crossing the Delaware	portrait of Thomas Jefferson	George Washington was elected commander in chief of the Continental Army at the Second Continental Congress. Thomas Jefferson signed the Declaration of Independence at the Second Continental Congress. Because of the Declaration of Independence, the colonies gained their independence from Britain. The first president of the new nation was George Washington, and the third president was Thomas Jefferson.
Second Continental Congress	portrait of Benjamin Franklin	portrait of Thomas Jefferson	Benjamin Franklin and Thomas Jefferson attended the Second Continental Congress. Benjamin Franklin and Thomas Jefferson signed the Declaration of Independence at the Second Continental Congress.
Washington Crossing the Delaware	portrait of Benjamin Franklin	portrait of Thomas Jefferson	George Washington, Benjamin Franklin, and Thomas Jefferson are considered Founding Fathers of the United States.

INFORMATIONAL PARAGRAPH RUBRIC

Use the following rubric to assess the informational paragraphs written by students.

	Strong	Developing	Beginning
Content	The paragraph contains accurate information about the colonial era and/or the founding of the United States.	The paragraph contains minor errors or omissions about the colonial era and/or the founding of the United States.	The paragraph does not contain accurate information about the colonial era and/or the founding of the United States.
Connection	The paragraph accurately demonstrates a connection between two image topics.	The paragraph inaccurately shows a connection between two image topics.	The paragraph shows no connection between two image topics.
Organization	The paragraph includes facts and demonstrates an understanding of their importance through introductory and concluding statements.	The paragraph includes facts and demonstrates an understanding of their importance through an introductory or concluding statement.	The paragraph includes facts but does not demonstrate an understanding of their importance.
Word Choice	The paragraph contains domain-related vocabulary.	The paragraph contains some domain-related vocabulary.	The paragraph contains little or no domain-related vocabulary.

ACTIVITY BOOK ANSWER KEY

NAME: _____
DATE: _____

3.1 **Activity Page**

Somebody	the Redcoats
Wanted	to take the colonists' weapons
But	Paul Revere warned the colonists
So	the Redcoats encountered the Minutemen
Then	fighting broke out; there was "the shot heard round the world."

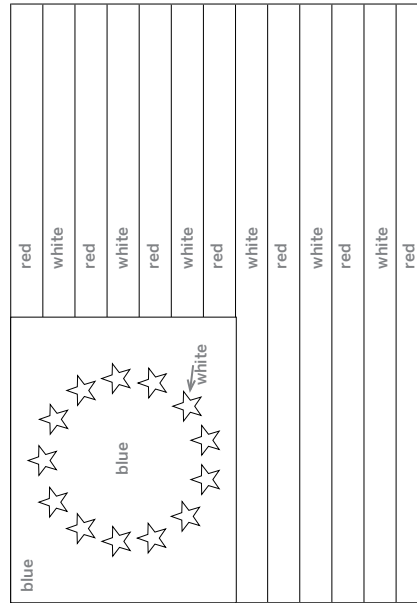
Directions: Think about what you heard in the Read-Aloud to fill in the chart using words or sentences.

Knowledge 9 A New Nation: American Independence

Knowledge 9

NAME: _____
DATE: _____

5.1 **Activity Page**



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 one to three sentences about what you have learned about the original flag.

Knowledge 9 A New Nation: American Independence

Knowledge 9

NAME: _____
DATE: _____

PP1.1 **Assessment**



6



5



1



4



3



2

Directions: Listen to your teacher's instructions.

Knowledge 9 A New Nation: American Independence

Knowledge 9

NAME: _____
DATE: _____

PP2.1 **Assessment**



6



1



3



2



4



5

Directions: Listen to your teacher's instructions.

Knowledge 9 A New Nation: American Independence

Knowledge 9

NAME: _____ DA.1 **Assessment**
 DATE: _____

Directions: Listen to your teacher's instructions.

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

Knowledge 9

Knowledge 9 A New Nation: American Independence

NAME: _____ DA.3 **Assessment**
 DATE: _____

11.		
12.		
13.		

Knowledge 9

Knowledge 9 A New Nation: American Independence

NAME: _____ DA.2 **Assessment**
 DATE: _____

Directions: Listen to your teacher's instructions.

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

Knowledge 9

Knowledge 9 A New Nation: American Independence
















NAME: _____ DA.3 **Assessment**
 DATE: _____

Directions: Listen to the sentence read by the teacher. Circle the picture or pictures in each row that the sentence describes.

1.	G.W.	B.F.	T.J.
2.	G.W.	B.F.	T.J.
3.	G.W.	B.F.	T.J.
4.	G.W.	B.F.	T.J.
5.	G.W.	B.F.	T.J.

Knowledge 9

Knowledge 9 A New Nation: American Independence

6.	 G.W.	 B.F.	 T.J.
7.	 G.W.	 B.F.	 T.J.
8.	 G.W.	 B.F.	 T.J.
9.			
10.			

Knowledge 9 A New Nation: American Independence

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 9

Correlation—Teacher's Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS 1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	D9: p. 8, D9: p. 21, D9: p. 53, D9: p. 57, D9: p. 67, D9: p. 70, D9: p. 86, D9: p. 89, D9: p. 111, D9: p. 115
TEKS 1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	D9: p. 23, D9: p. 36
TEKS 1.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	D9: p. 8, D9: p. 12, D9: p. 23, D9: p. 27, D9: p. 39, D9: p. 43, D9: p. 98, D9: p. 101, D9: p. 111, D9: p. 122, D9: p. 125, D9: p. 128, D9: p. 138, D9: p. 142, D9: p. 155, D9: p. 160, D9: p. 171, D9: p. 175
TEKS 1.1.D	Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	D9: p. 67, D9: p. 78
TEKS 1.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

TEKS 1.2.A.i	producing a series of rhyming words;	
TEKS 1.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	
TEKS 1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words	
TEKS 1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	
TEKS 1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends	
TEKS 1.2.A.vi	manipulating phonemes within base words	
TEKS 1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	

(B) demonstrate and apply phonetic knowledge by:

TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences	
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	
TEKS 1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	
TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	
TEKS 1.2.B.v	decoding words with inflectional endings including -ed, -s, and -es	
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 9

Correlation—Teacher's Guide

(C) demonstrate and apply spelling knowledge by:		
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	
TEKS 1.2.C.ii	spelling words with initial consonant digraphs	
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	
TEKS 1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide	
TEKS 1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words	
TEKS 1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 1.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS 1.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	D9: p. 8, D9: p. 14, D9: p. 23, D9: p. 29, D9: p. 39, D9: p. 45, D9: p. 50, D9: p. 53, D9: p. 59, D9: p. 67, D9: p. 72, D9: p. 86, D9: p. 91, D9: p. 98, D9: p. 103, D9: p. 111, D9: p. 117, D9: p. 125, D9: p. 129, D9: p. 135, D9: p. 138, D9: p. 144, D9: p. 155, D9: p. 162, D9: p. 171, D9: p. 176
TEKS 1.3.C	identify the meaning of words with the affixes -s, -ed, and -ing	D9: p. 98, D9: p. 108, D9: p. 111, D9: p. 122
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	D9: p. 98, D9: p. 108, D9: p. 111, D9: p. 122
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 1.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS 1.5	self-select text and interact independently with text for increasing periods of time.	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 1.6.A	establish purpose for reading assigned and self-selected texts with adult assistance	
TEKS 1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	D9: p. 86, D9: p. 91, D9: p. 125, D9: p. 129
TEKS 1.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	D9: p. 171, D9: p. 176
TEKS 1.6.D	create mental images to deepen understanding with adult assistance	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 9		Correlation—Teacher's Guide
TEKS 1.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance;	D9: p. 8, D9: p. 12, D9: p. 53, D9: p. 59, D9: p. 138, D9: p. 142
TEKS 1.6.F	make inferences and use evidence to support understanding with adult assistance	D9: p. 138, D9: p. 142
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	D9: p. 39, D9: p. 45, D9: p. 67, D9: p. 72, D9: p. 86, D9: p. 91, D9: p. 98, D9: p. 103, D9: p. 111, D9: p. 117, D9: p. 125, D9: p. 129, D9: p. 135, D9: p. 138, D9: p. 144, D9: p. 171, D9: p. 176, D9: p. 188, D9: p. 189
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	D9: p. 39, D9: p. 50
TEKS 1.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	D9: p. 8, D9: p. 14
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 1.7.A	describe personal connections to a variety of sources	
TEKS 1.7.B	write brief comments on literary or informational texts	D9: p. 8, D9: p. 21, D9: p. 23, D9: p. 36, D9: p. 53, D9: p. 65, D9: p. 67, D9: p. 78, D9: p. 86, D9: p. 96, D9: p. 125, D9: p. 135, D9: p. 138, D9: p. 144, D9: p. 150
TEKS 1.7.C	use text evidence to support an appropriate response	D9: p. 23, D9: p. 29, D9: p. 53, D9: p. 59
TEKS 1.7.D	retell texts in ways that maintain meaning	D9: p. 39, D9: p. 43, D9: p. 50, D9: p. 53, D9: p. 57, D9: p. 67, D9: p. 78, D9: p. 86, D9: p. 89, D9: p. 98, D9: p. 101, D9: p. 111, D9: p. 115, D9: p. 125, D9: p. 128
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	D9: p. 125, D9: p. 129
TEKS 1.7.F	respond using newly acquired vocabulary as appropriate	D9: p. 53, D9: p. 65, D9: p. 86, D9: p. 89, D9: p. 138, D9: p. 144, D9: p. 150, D9: p. 155, D9: p. 162, D9: p. 187
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 1.8.A	discuss topics and determine theme using text evidence with adult assistance	
TEKS 1.8.B	describe the main character(s) and the reason(s) for their actions	
TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	
TEKS 1.8.D	describe the setting	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS 1.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	D9: p. 67, D9: p. 72
TEKS 1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	D9: p. 98, D9: p. 108, D9: p. 109
TEKS 1.9.C	discuss elements of drama such as characters and setting	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 9

Correlation—Teacher's Guide

(D) recognize characteristics and structures of informational text, including:		
TEKS 1.9.D.i	the central idea and supporting evidence with adult assistance	D9: p. 171, D9: p. 176
TEKS 1.9.D.ii	features and simple graphics to locate or gain information	D9: p. 23, D9: p. 36, D9: p. 53, D9: p. 65, D9: p. 86, D9: p. 96, D9: p. 125, D9: p. 135, D9: p. 138, D9: p. 150, D9: p. 171, D9: p. 175
TEKS 1.9.D.iii	organizational patterns such as chronological order and description with adult assistance	D9: p. 8, D9: p. 21, D9: p. 23, D9: p. 36, D9: p. 67, D9: p. 78, D9: p. 111, D9: p. 122, D9: p. 171, D9: p. 175
TEKS 1.9.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS 1.9.F	recognize characteristics of multimodal and digital texts	
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS 1.10.A	discuss the author's purpose for writing text	
TEKS 1.10.B	discuss how the use of text structure contributes to the author's purpose	
TEKS 1.10.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
TEKS 1.10.D	listen to and experience first- and third- person texts	
TEKS 1.10.E	listen to and experience first- and third- person texts	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming	D9: p. 155, D9: p. 168
(B) develop drafts in oral, pictorial, or written form by:		
TEKS 1.11.B.i	organizing with structure	D9: p. 171, D9: p. 182
TEKS 1.11.B.ii	developing an idea with specific and relevant details	D9: p. 171, D9: p. 182
TEKS 1.11.C	Revise drafts by adding details in pictures or words.	
(D) edit drafts using standard English conventions, including:		
TEKS 1.11.D	edit drafts using standard English conventions	
TEKS 1.11.D.i	complete sentences with subject-verb agreement	
TEKS 1.11.D.ii	past and present verb tense	D9: p. 98, D9: p. 108, D9: p. 111, D9: p. 122
TEKS 1.11.D.iii	singular, plural, common, and proper nouns	
TEKS 1.11.D.iv	adjectives, including articles	
TEKS 1.11.D.v	adverbs that convey time	
TEKS 1.11.D.vi	prepositions	
TEKS 1.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 1.11.D.viii	capitalization for the beginning of sentences and the pronoun "I"	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 9

Correlation—Teacher's Guide

TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences	
TEKS 1.11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	
TEKS 1.11.E	publish and share writing	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 1.12.A	dictate or compose literary texts, including personal narratives and poetry	
TEKS 1.12.B	dictate or compose informational texts, including procedural texts	D9: p. 171, D9: p. 182
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 1.13.B	develop and follow a research plan with adult assistance	
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance	
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 9

Correlation—Teacher's Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	D9: p. 13, D9: p. 27, D9: p. 35, D9: p. 43, D9: p. 46, D9: p. 60, D9: p. 71, D9: p. 90, D9: p. 91, D9: p. 101, D9: p. 106, D9: p. 115, D9: p. 121, D9: p. 124, D9: p. 128, D9: p. 130, D9: p. 142, D9: p. 148, D9: p. 160, D9: p. 175, D9: p. 181
ELPS 1.F	use accessible language and learn new and essential language in the process	D9: p. 35, D9: p. 72
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 9

Correlation—Teacher's Guide

ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main point, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	D9: p. 130, D9: p. 142, D9: p. 148
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	D9: p. 164, D9: p. 175
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	D9: p. 90, D9: p. 101, D9: p. 109
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	D9: p. 58
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	D9: p. 13, D9: p. 27, D9: p. 43, D9: p. 71, D9: p. 115, D9: p. 124, D9: p. 128

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 9

Correlation—Teacher's Guide

ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	D9: p. 46, D9: p. 60, D9: p. 91, D9: p. 121, D9: p. 181
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	D9: p. 160
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	D9: p. 19, D9: p. 106
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 9

Correlation—Teacher's Guide

ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	D9: p. 19, D9: p. 27, D9: p. 43, D9: p. 58, D9: p. 71, D9: p. 90, D9: p. 101, D9: p. 106, D9: p. 115, D9: p. 121, D9: p. 124, D9: p. 128, D9: p. 164, D9: p. 175, D9: p. 181
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	D9: p. 37, D9: p. 51, D9: p. 65, D9: p. 79, D9: p. 96, D9: p. 136, D9: p. 150
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	D9: p. 22, D9: p. 169

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We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

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We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

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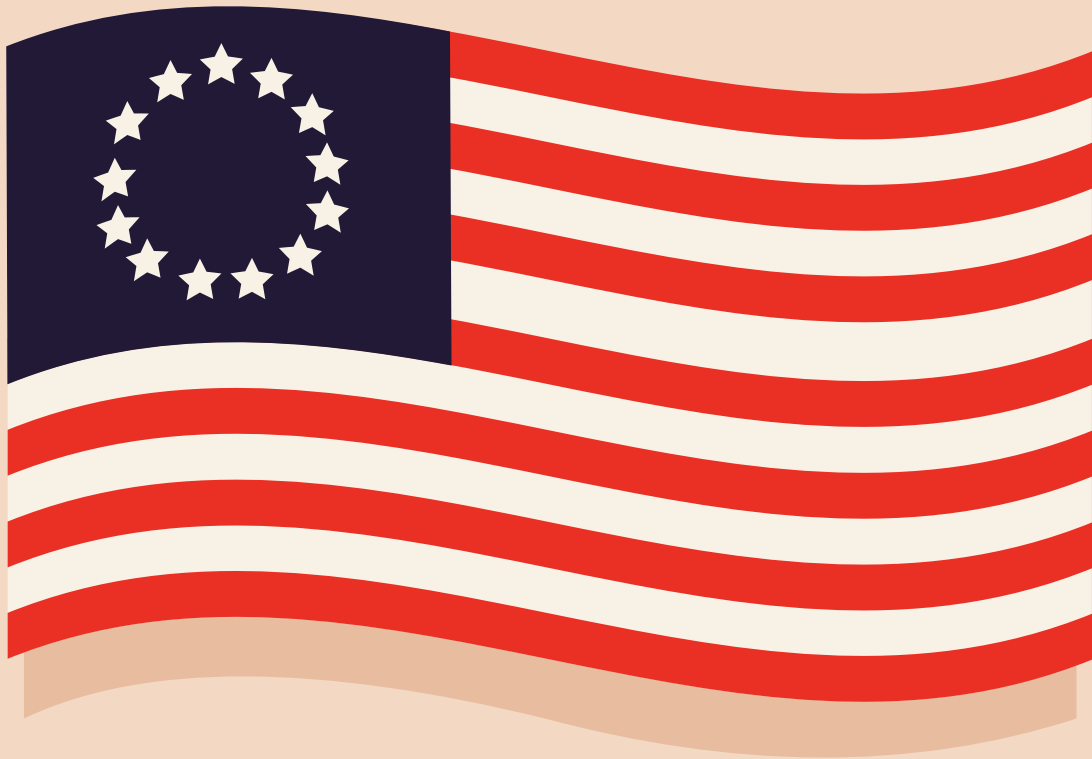


Grade 1 | Knowledge 9 | Teacher Guide
A New Nation: American Independence

ISBN 9781683919353



9 781683 919353



Grade 1

Knowledge 9 | Activity Book

A New Nation: American Independence

Grade 1

Knowledge 9

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Activity Book

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Printed in the USA
01 LSCOW 2021

NAME: _____

DATE: _____

1.1

Activity Page

Directions: Color the thirteen original colonies in North America. On the back of the paper, write a sentence about what you have learned about the thirteen colonies.



Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated across the page.

NAME: _____

DATE: _____

1.2

Take-Home

Dear Family Member,

During the next several days, your student will be learning about the events that led to the birth of the United States of America. Your student will learn about the thirteen original colonies, the Boston Tea Party, the shot heard round the world, the Declaration of Independence, and the legend of Betsy Ross. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about this period of American history.

1. Where Are We?

On a U.S. map, have your student locate the thirteen original colonies in America. Share with each other any knowledge that you have of this area. (If you do not have a map, you may check one out from the library.)

2. Draw and Write

Have your student draw and/or write about what they have learned about these events and then share their drawing and/or writing with you. Ask questions to keep your student using the vocabulary learned at school.

3. If You Had Been There

With your student, imagine what it would have been like to have been at one of the following events: Paul Revere's ride, signing of the Declaration of Independence, or sewing of the flag. Talk about what you would have seen and heard and how you would have felt.

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

Your student will be learning the saying "let the cat out of the bag." Talk with your student about the meaning of this saying and when it may or may not be appropriate to reveal a secret.

5. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books on the history of the United States as a new nation.

NAME: _____

DATE: _____

<i>Somebody</i>	
<i>Wanted</i>	
<i>But</i>	
<i>So</i>	
<i>Then</i>	

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

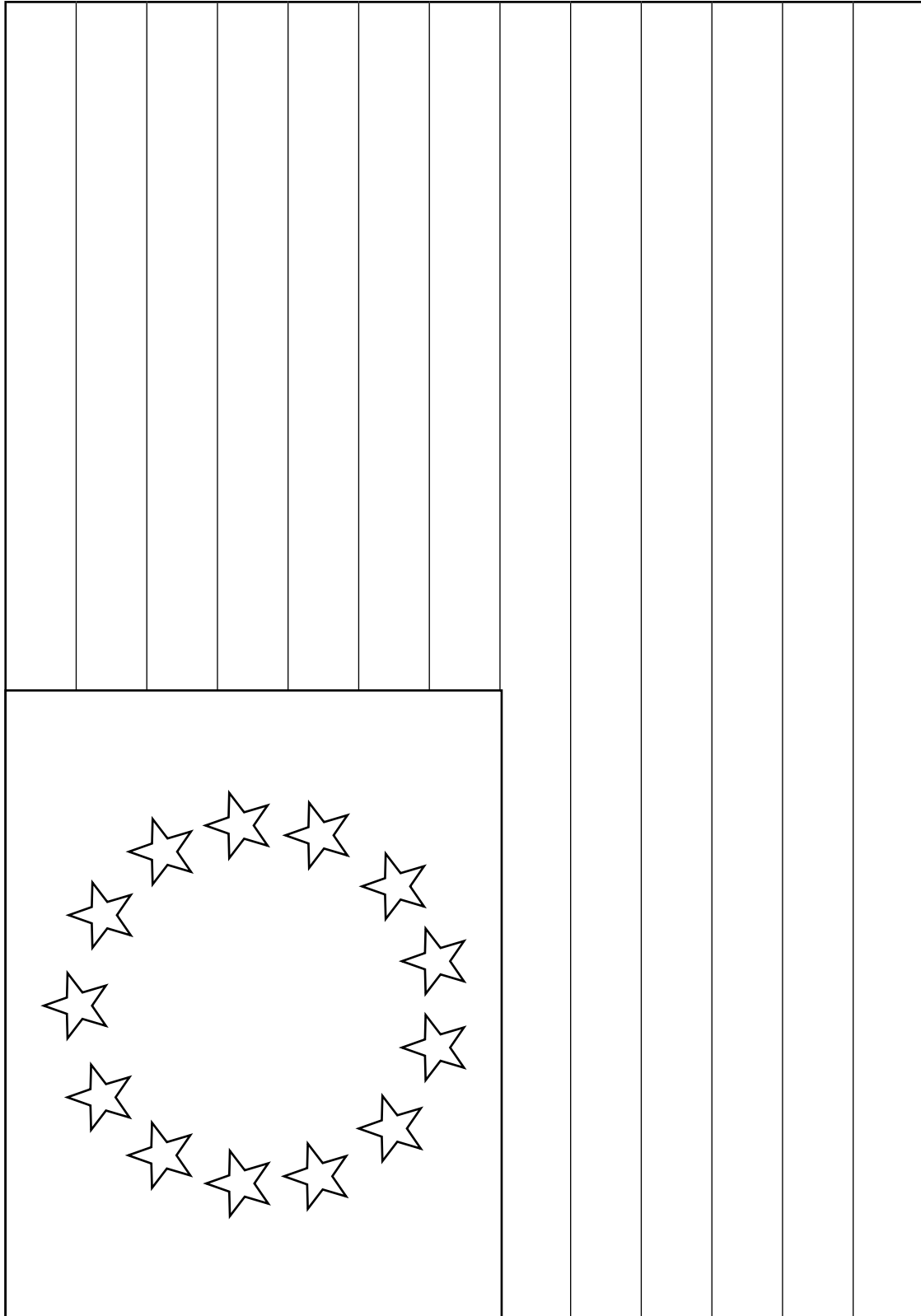
NAME: _____

DATE: _____

5.1

Activity Page

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 one to three sentences about what you have learned about the original flag.



NAME: _____

DATE: _____

PP1.1

Assessment













Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

Dear Family Member,

I hope your student has enjoyed learning about some of the important events that led to the birth of the United States. Over the next several days, your student will learn more about some of the key people who played significant roles during those events. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about George Washington, Benjamin Franklin, and Thomas Jefferson.

1. Money Detective: Search for the Founding Fathers

Look on coins and paper bills with your student to find images of the people they have been learning about. George Washington's face is on the one-dollar bill and on some quarters. Thomas Jefferson is on some nickels with his home, Monticello, appearing on the reverse. Jefferson is also pictured on the two-dollar bill with a picture of the signing of the Declaration of Independence on the opposite side. Benjamin Franklin appears on the one-hundred dollar bill!

2. Draw and Write

Have your student draw and/or write about what has been learned about the people and events leading up to the birth of our nation, and then share the drawing with you. Ask questions to keep your student using the vocabulary learned at school.

3. Read Aloud Each Day

It is very important that you read to your student each day.

4. Sayings and Phrases: "There's No Place Like Home" and "Never Leave Until Tomorrow What You Can Do Today"

Your student will learn two common sayings, "there's no place like home" and "never leave until tomorrow what you can do today." Talk to your student about the meaning of these sayings, and try to use them in everyday speech.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

PP2.1

Assessment













Directions: Listen to your teacher's instructions.

NAME: _____

11.1

Activity Page

DATE: _____

	Image 1	Image 2	Image 3 (Optional)
Description			
Connection			
Details about the pictures	1.		
	2.		
	3.		
Importance (Why are these events or people important?)			

NAME: _____

DATE: _____

11.2

Take-Home

Dear Family Member,

I hope your student has enjoyed learning about some of the important events that led to the birth of the United States. Over the next several days, your student will learn more about some of the key people who played significant roles during those events. Your student will learn about three special symbols representing America as a land of freedom. Your student will also learn about the roles of African Americans, Native Americans, and women during the evolution from thirteen colonies to the United States. Below are some suggestions for activities that you may do at home to reinforce what your student is learning.

1. Draw and Write

Have your student draw and/or write about what has been learned about the people and events leading up to the birth of our nation, and then share the drawing with you. Ask questions to keep your student using the vocabulary learned at school.

2. Symbol Walk

Take your student for a walk to look for one of the most prominent symbols of the United States, the U.S. flag. You might also set a greater challenge for yourselves by trying to find two other American symbols your student has learned about: the bald eagle and the Liberty Bell.

3. Read Aloud Each Day

It is very important that you read to your student each day.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

12.1

Activity Page

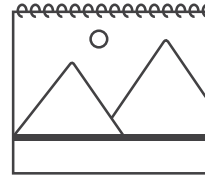
Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for practice.

NAME: _____

DATE: _____

DR.1

Activity Page











Directions: Listen to your teacher's instructions.

NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

11.



12.



13.



NAME: _____

DA.2

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

NAME: _____

DA.3

Assessment

DATE: _____

Directions: Listen to the sentence read by the teacher. Circle the picture or pictures in each row that the sentence describes.

1.



G.W.



B.F.



T.J.

2.



G.W.



B.F.



T.J.

3.



G.W.



B.F.



T.J.

4.



G.W.



B.F.



T.J.

5.



G.W.



B.F.



T.J.

6.



G.W.



B.F.



T.J.

7.



G.W.



B.F.



T.J.

8.



G.W.



B.F.



T.J.

9.



10.



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Schools

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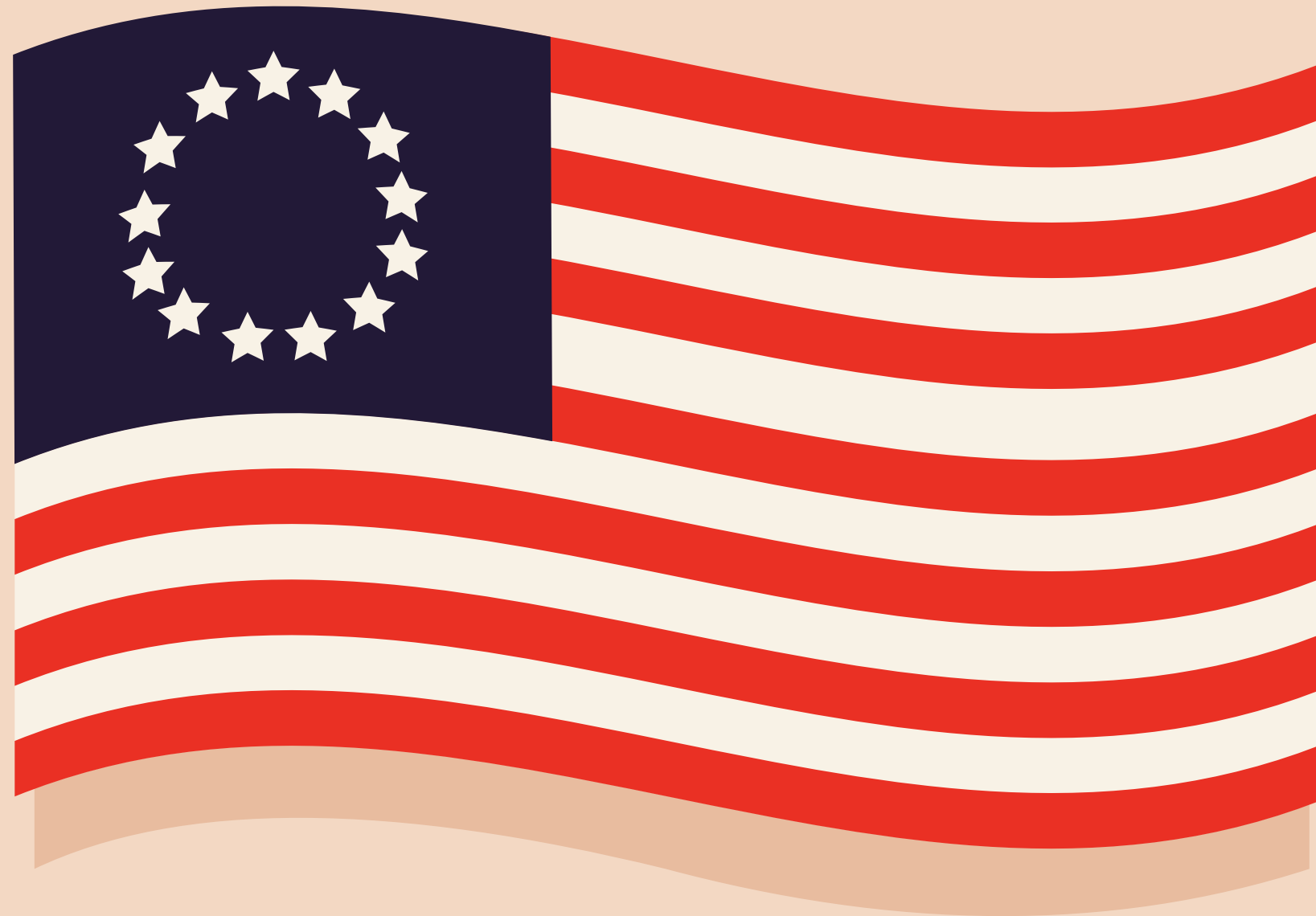


Grade 1 | Knowledge 9 | Activity Book
A New Nation: American Independence

ISBN 9781643837000



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Grade 1

Knowledge 9 | Flip Book

A New Nation: American Independence

Grade 1

Knowledge 9

A New Nation: American Independence

Flip Book

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These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

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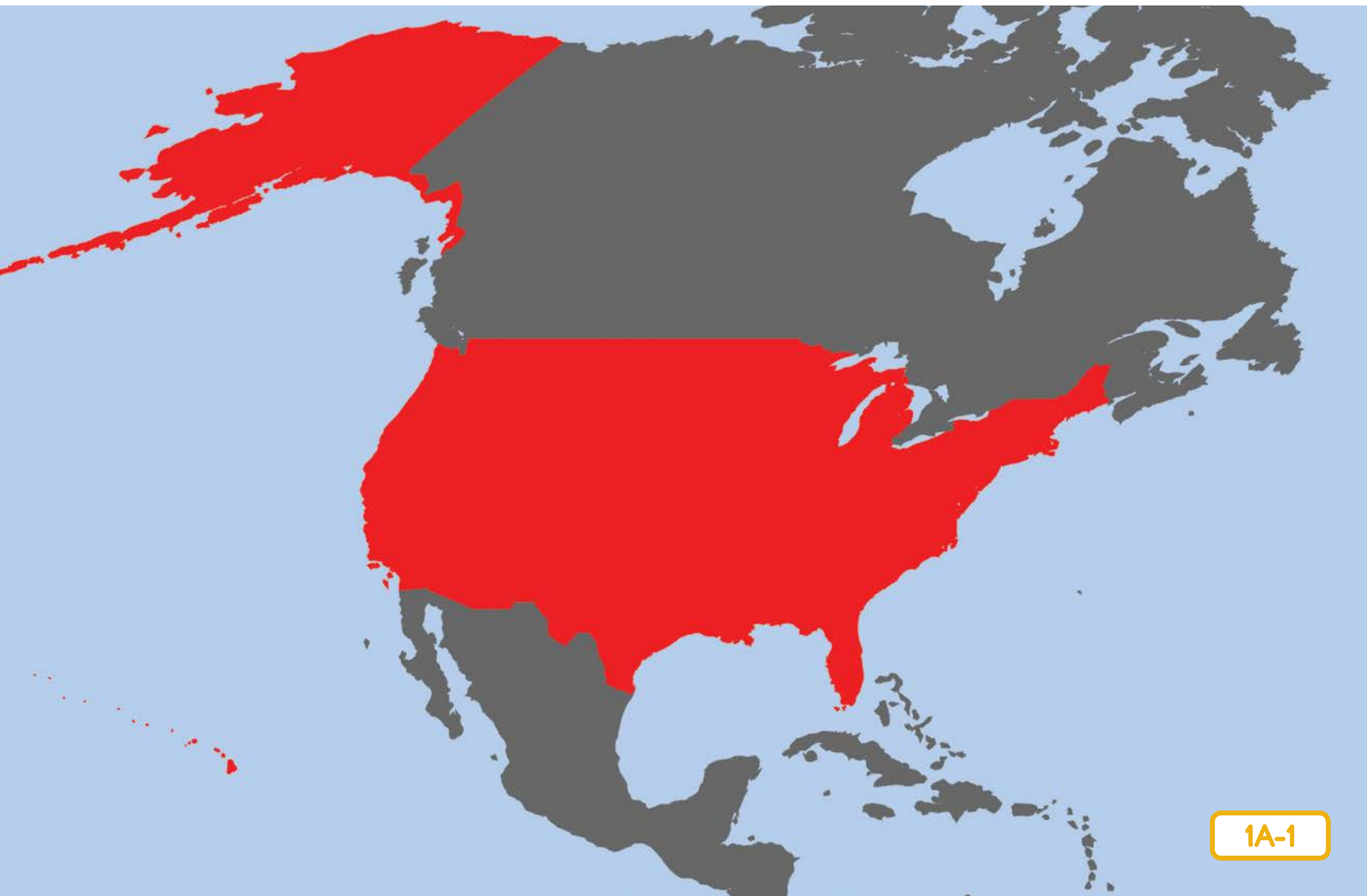
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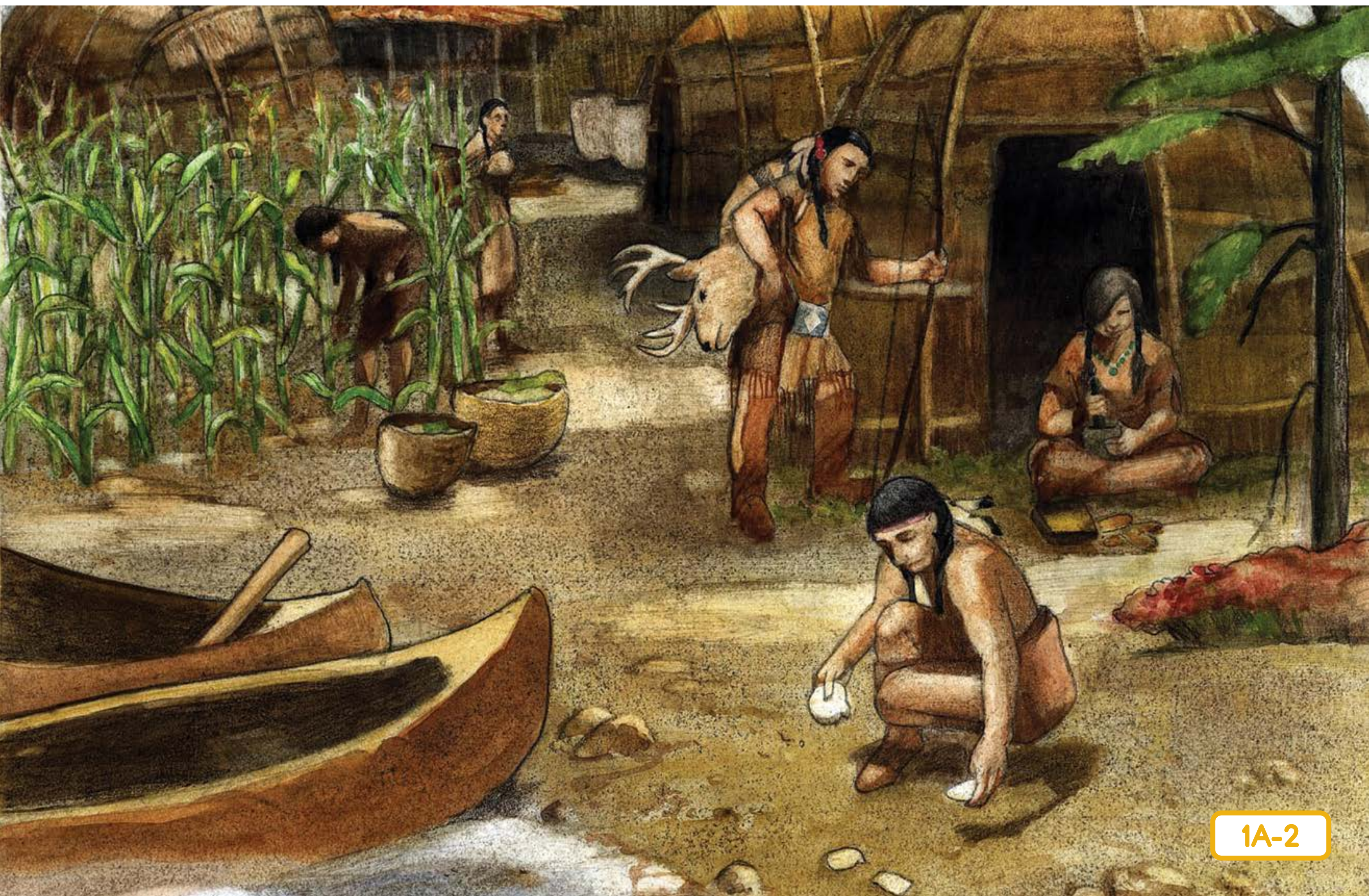
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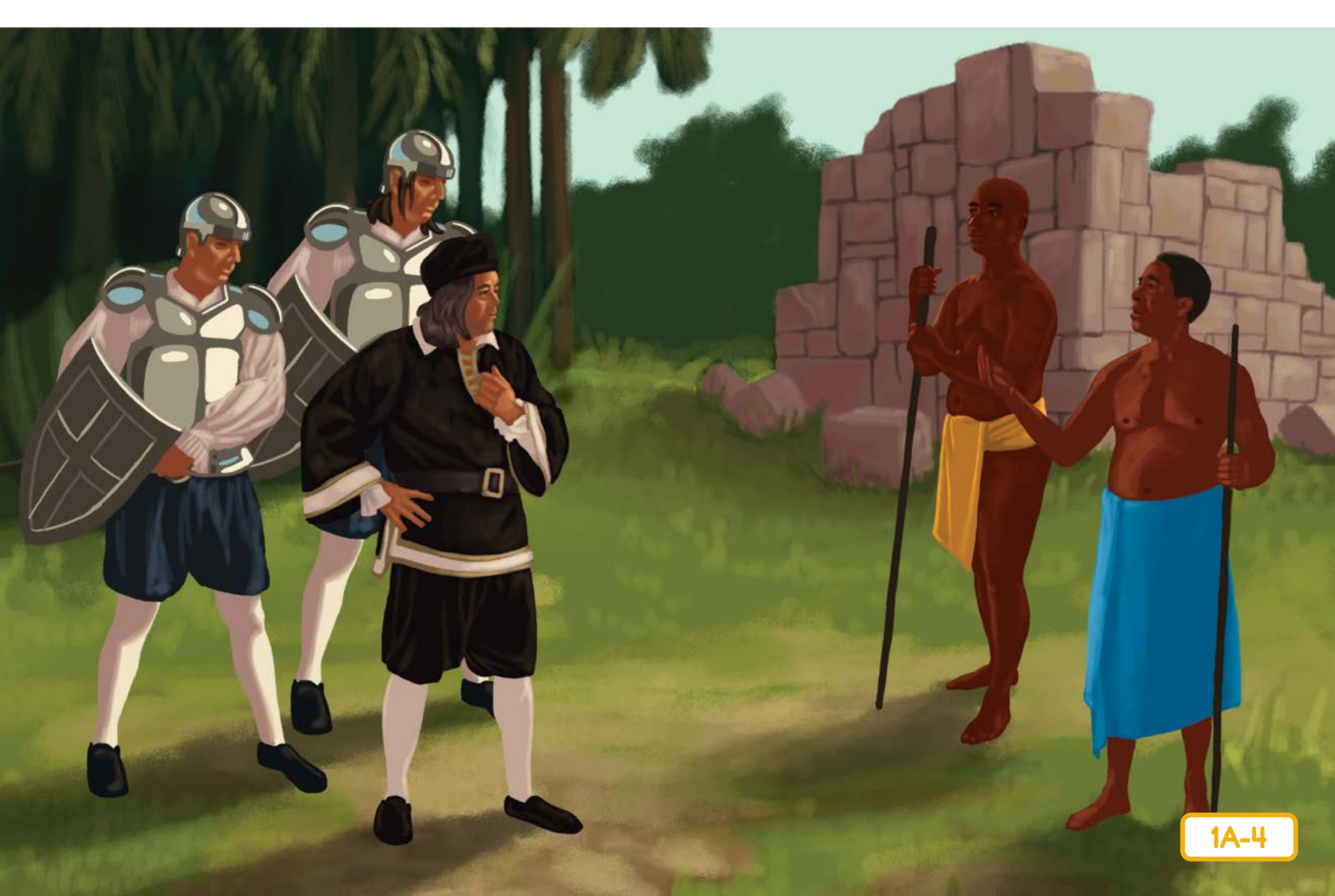
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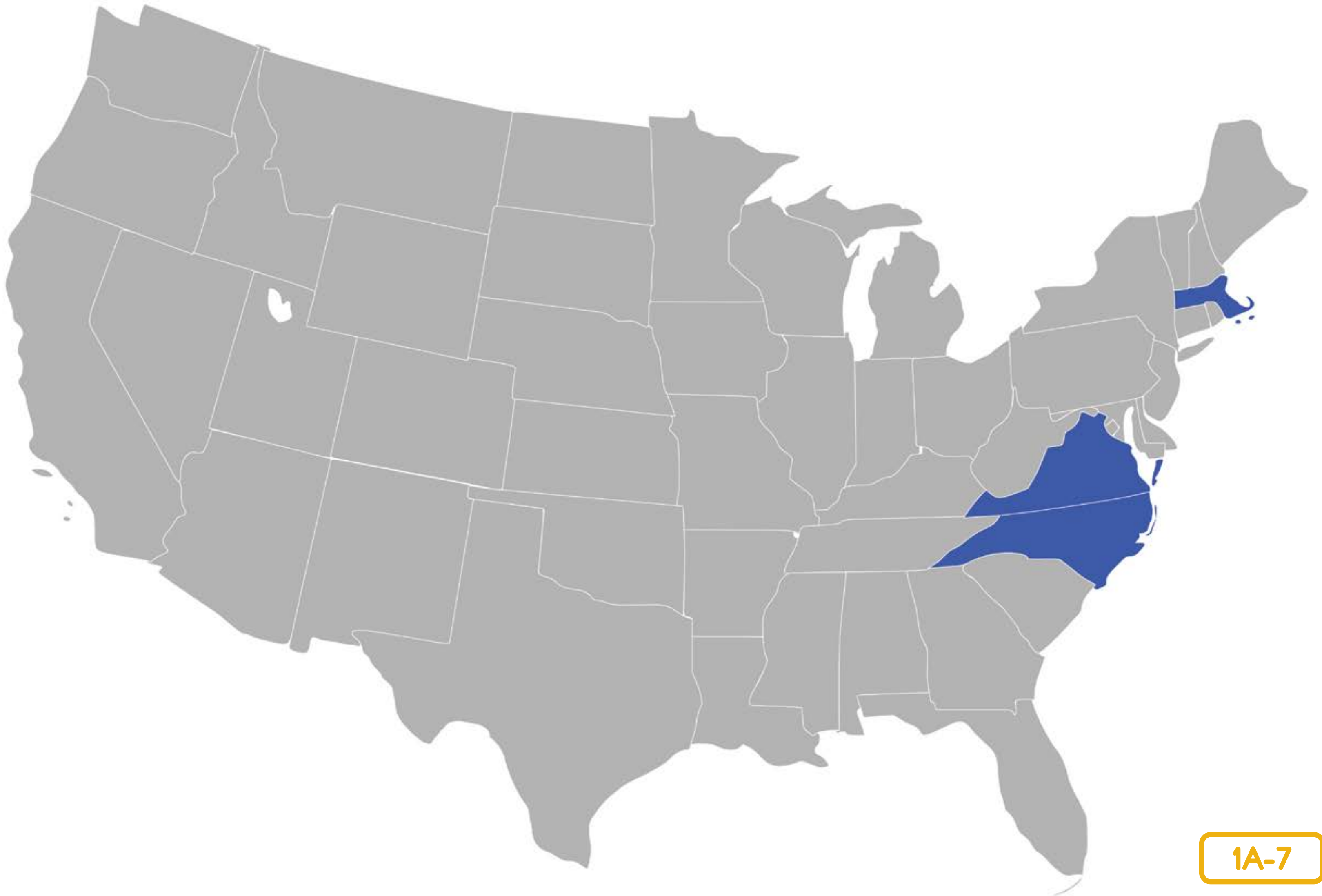






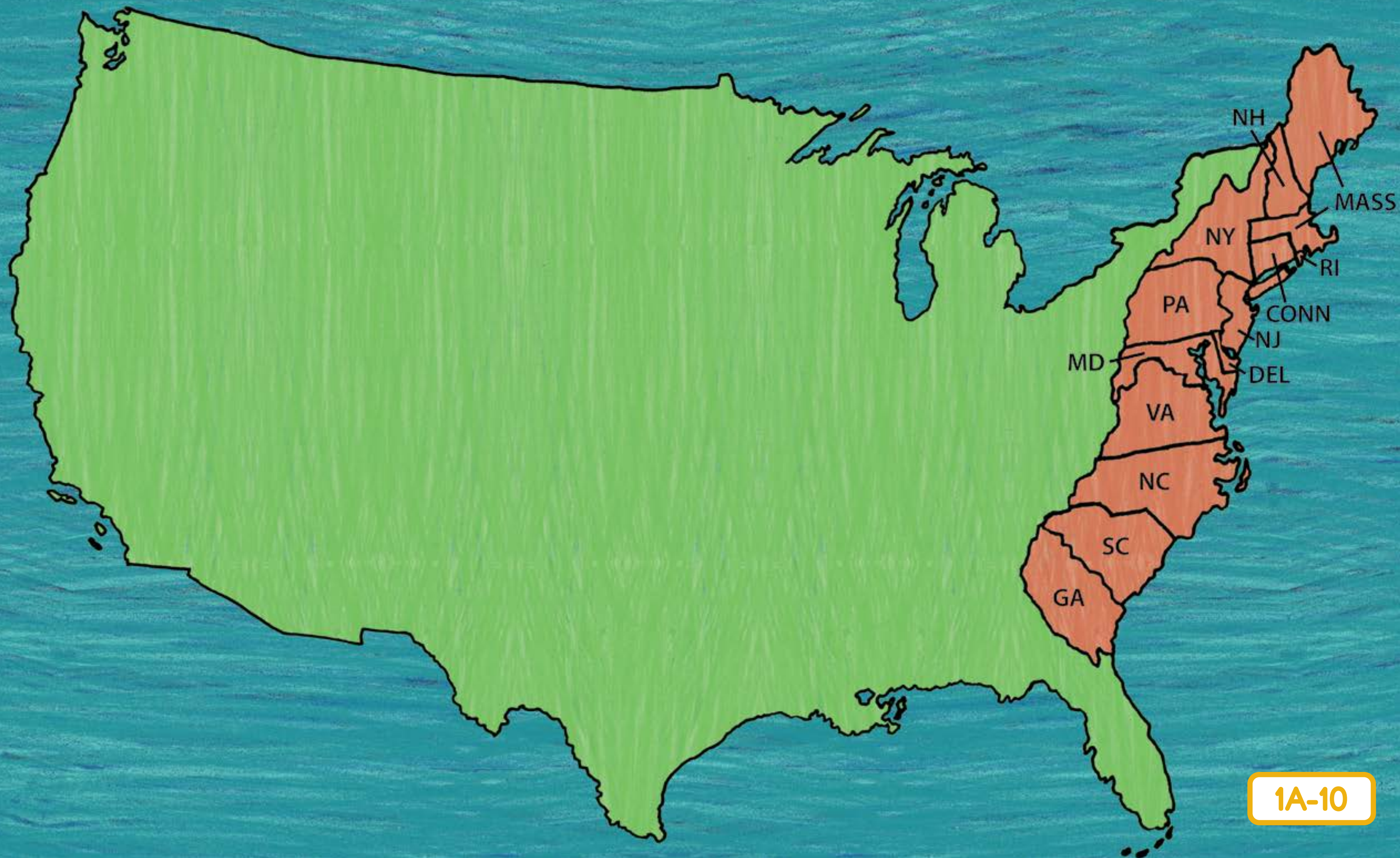














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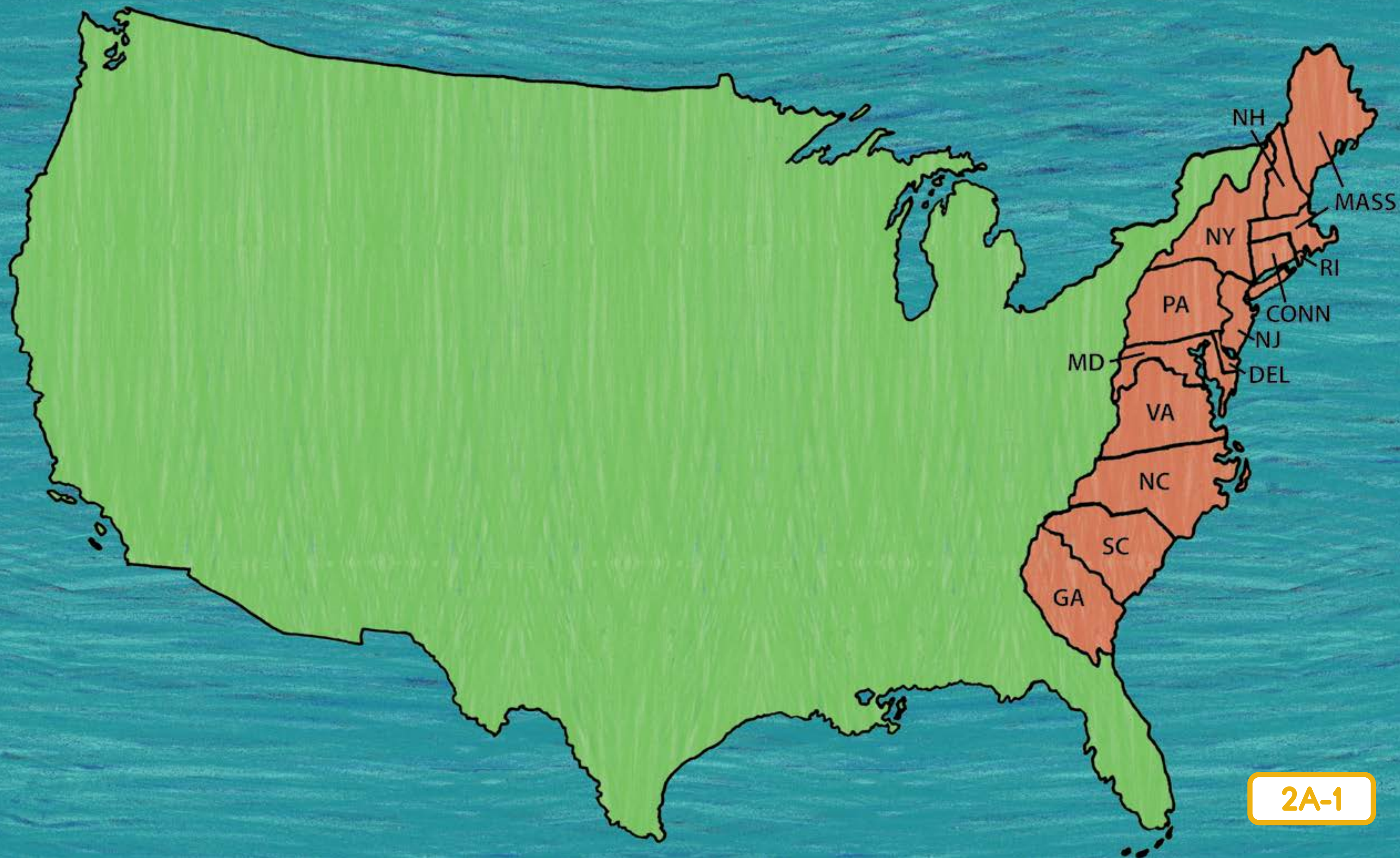
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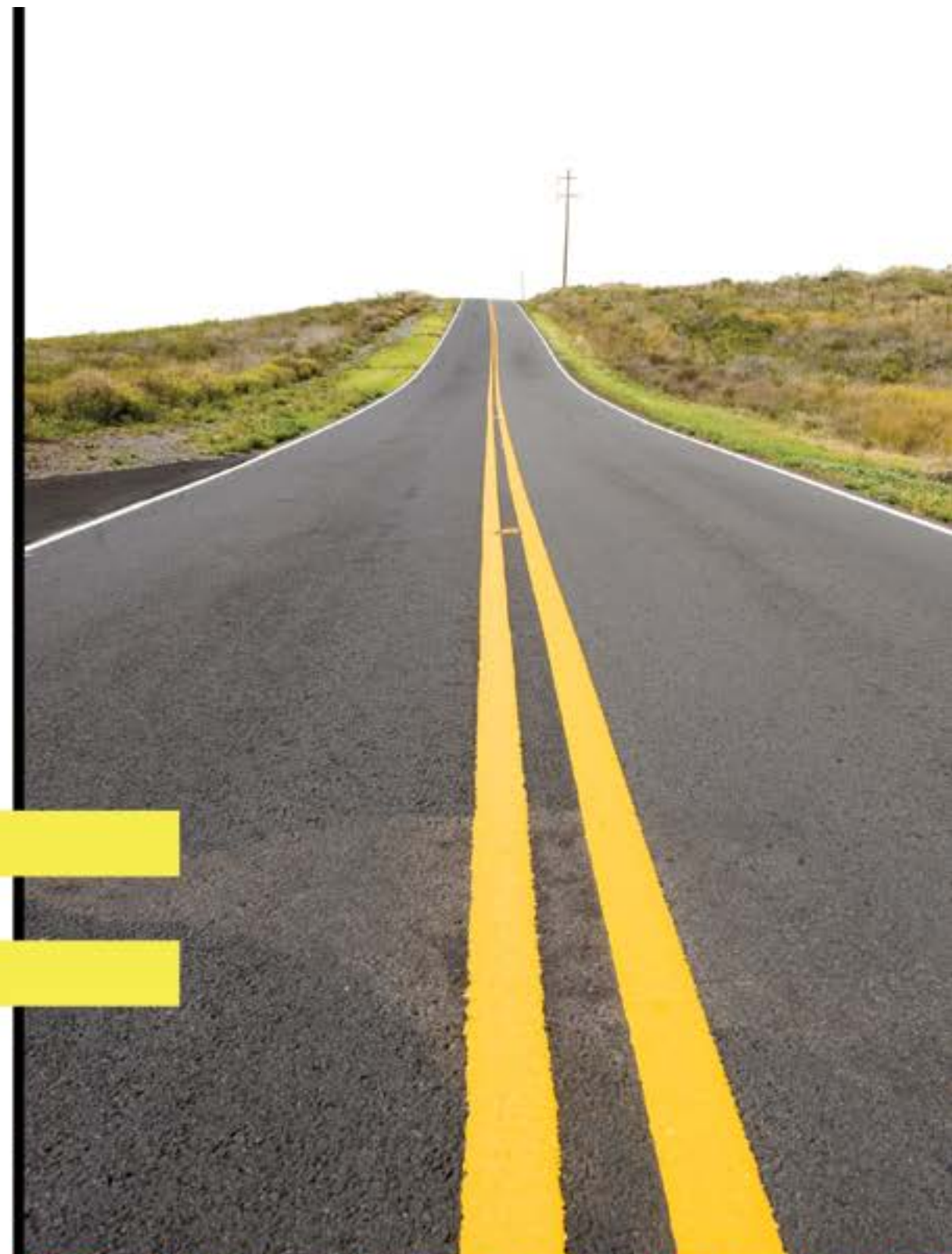
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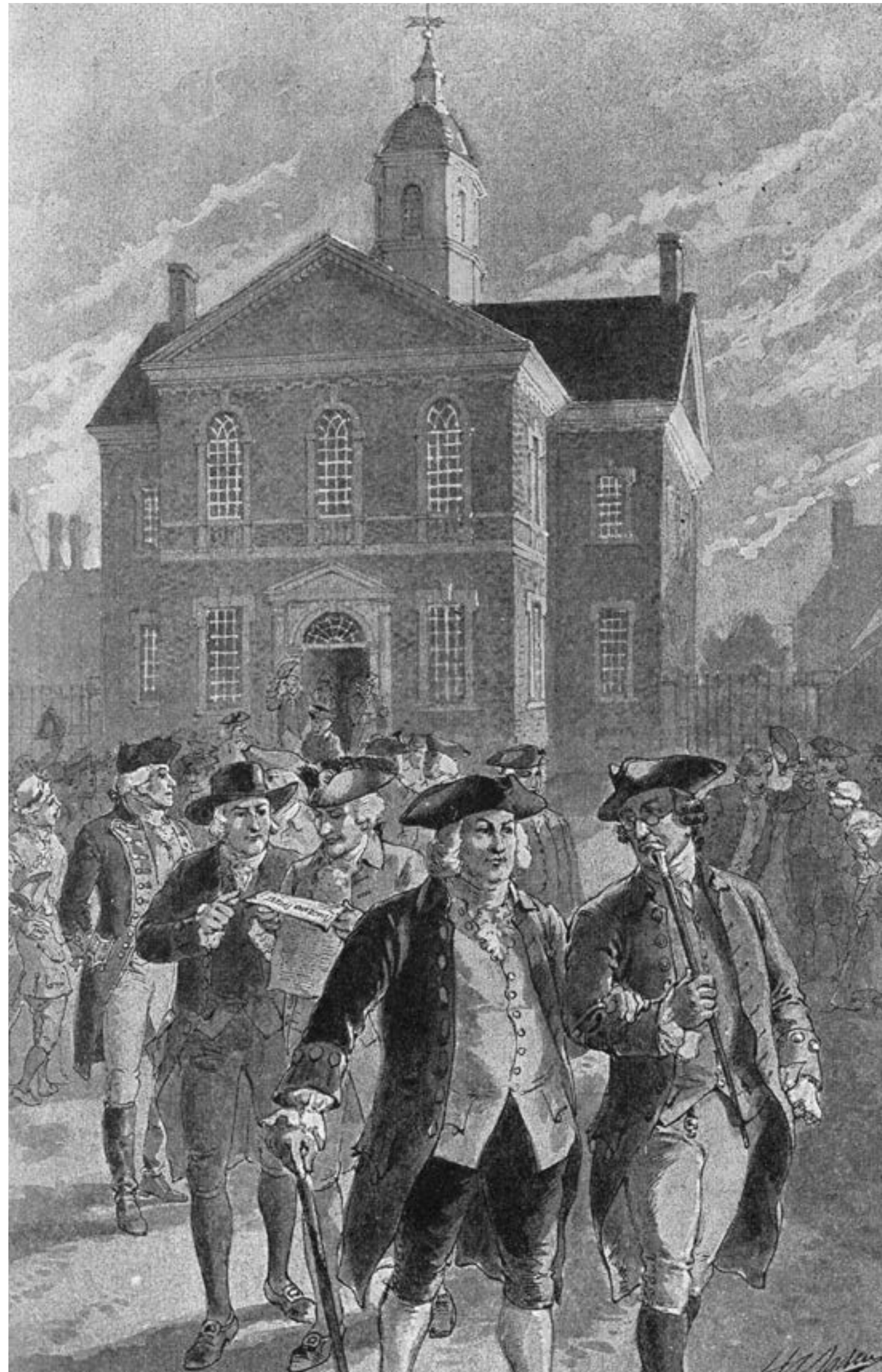


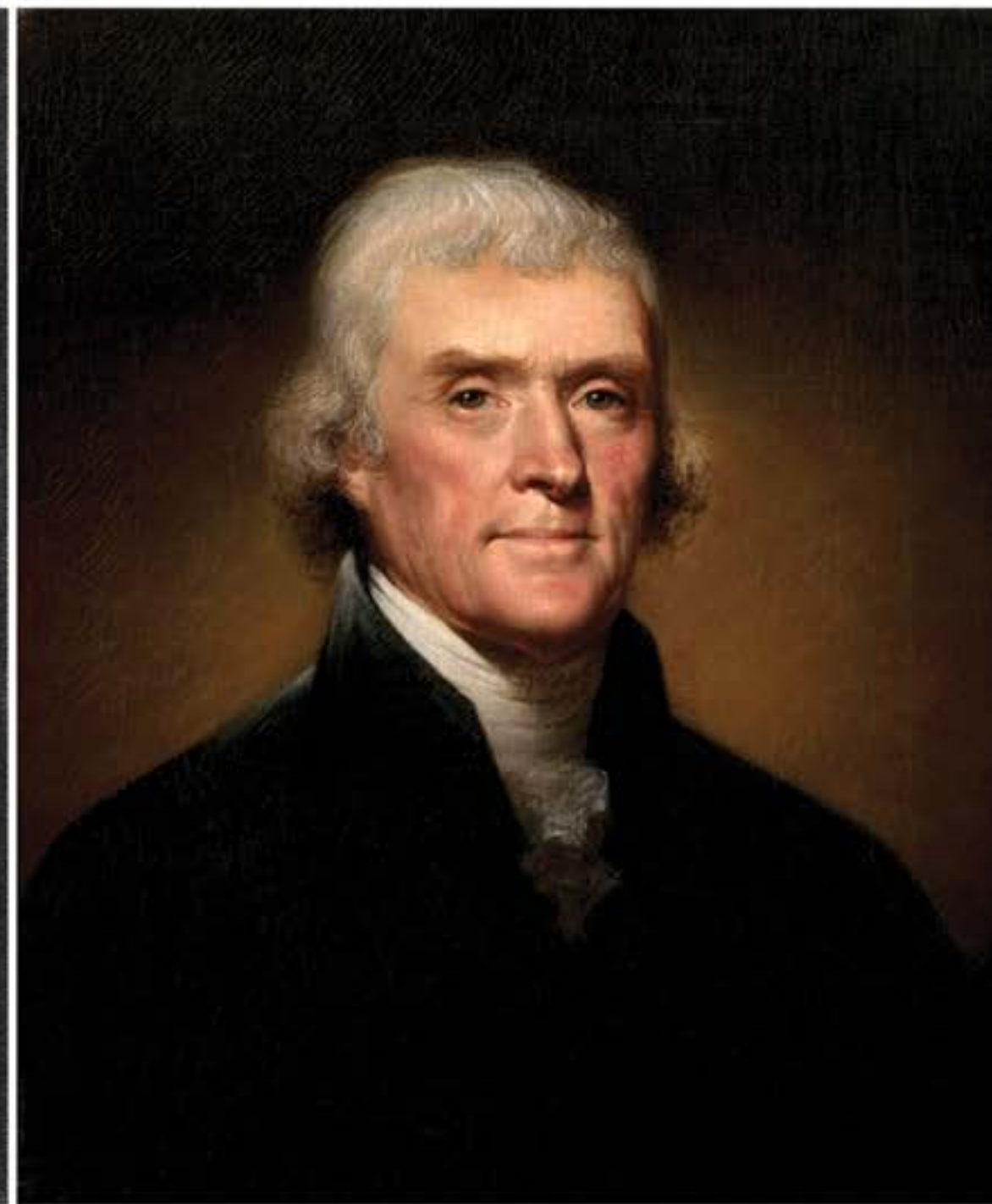
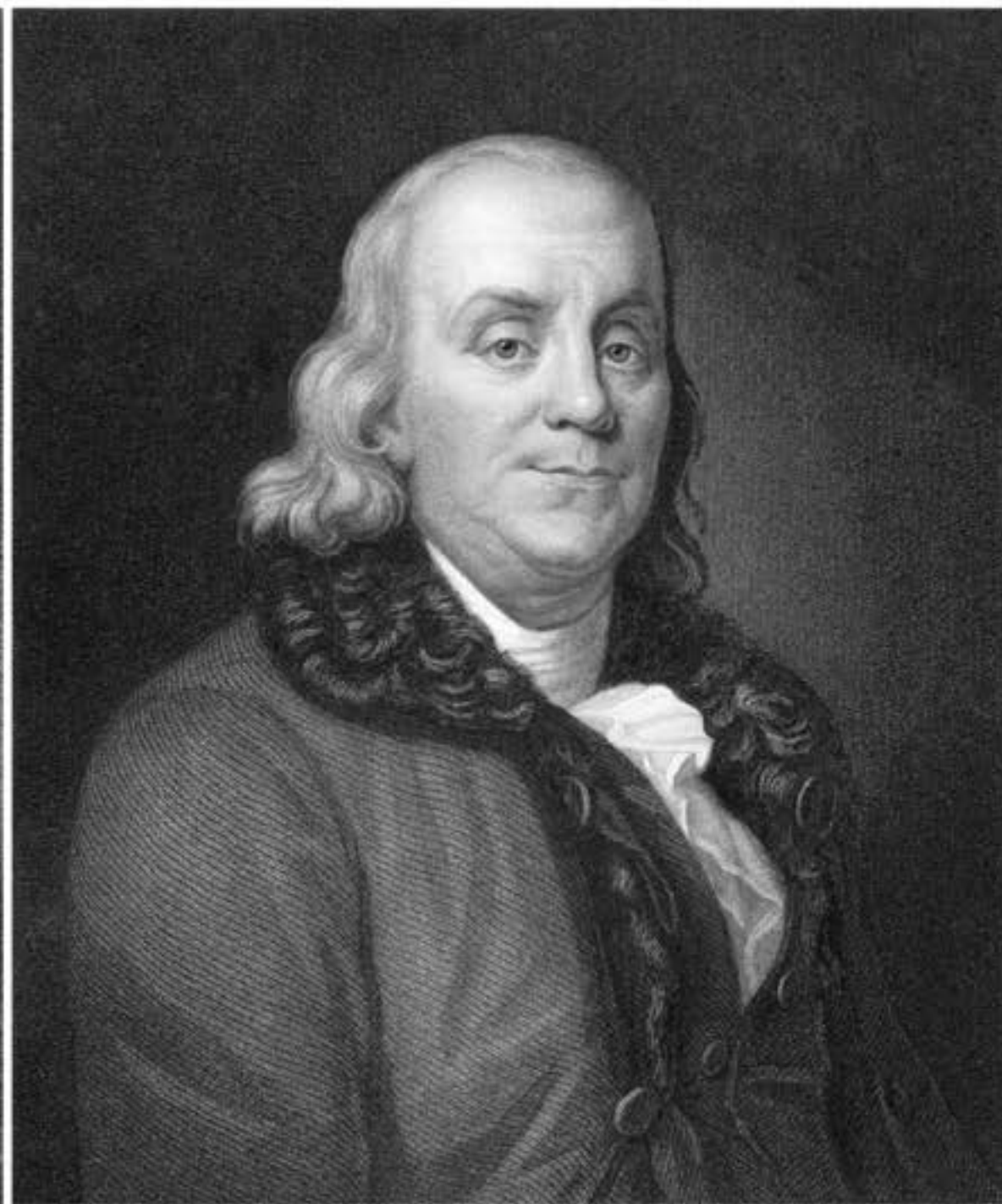








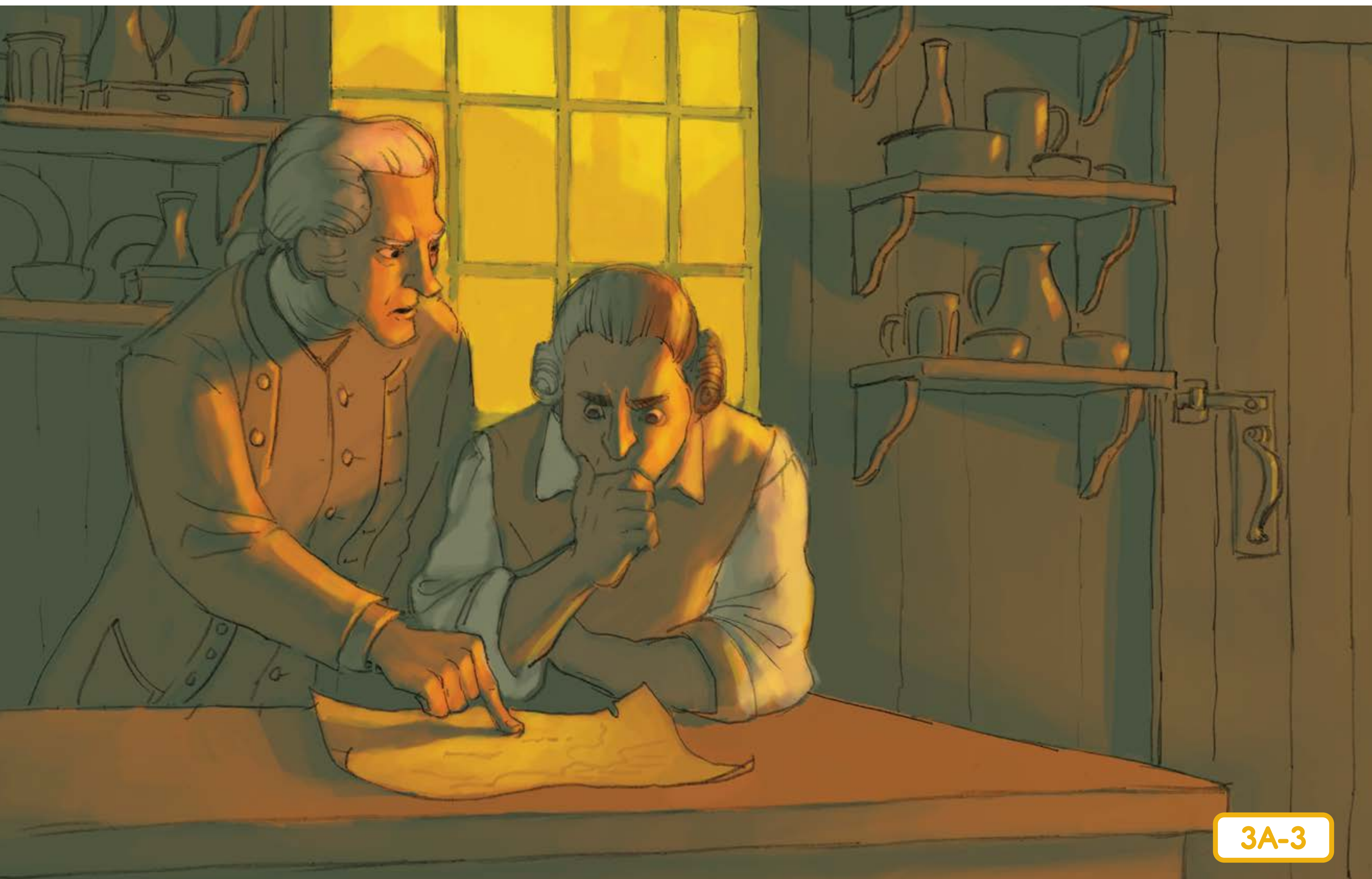








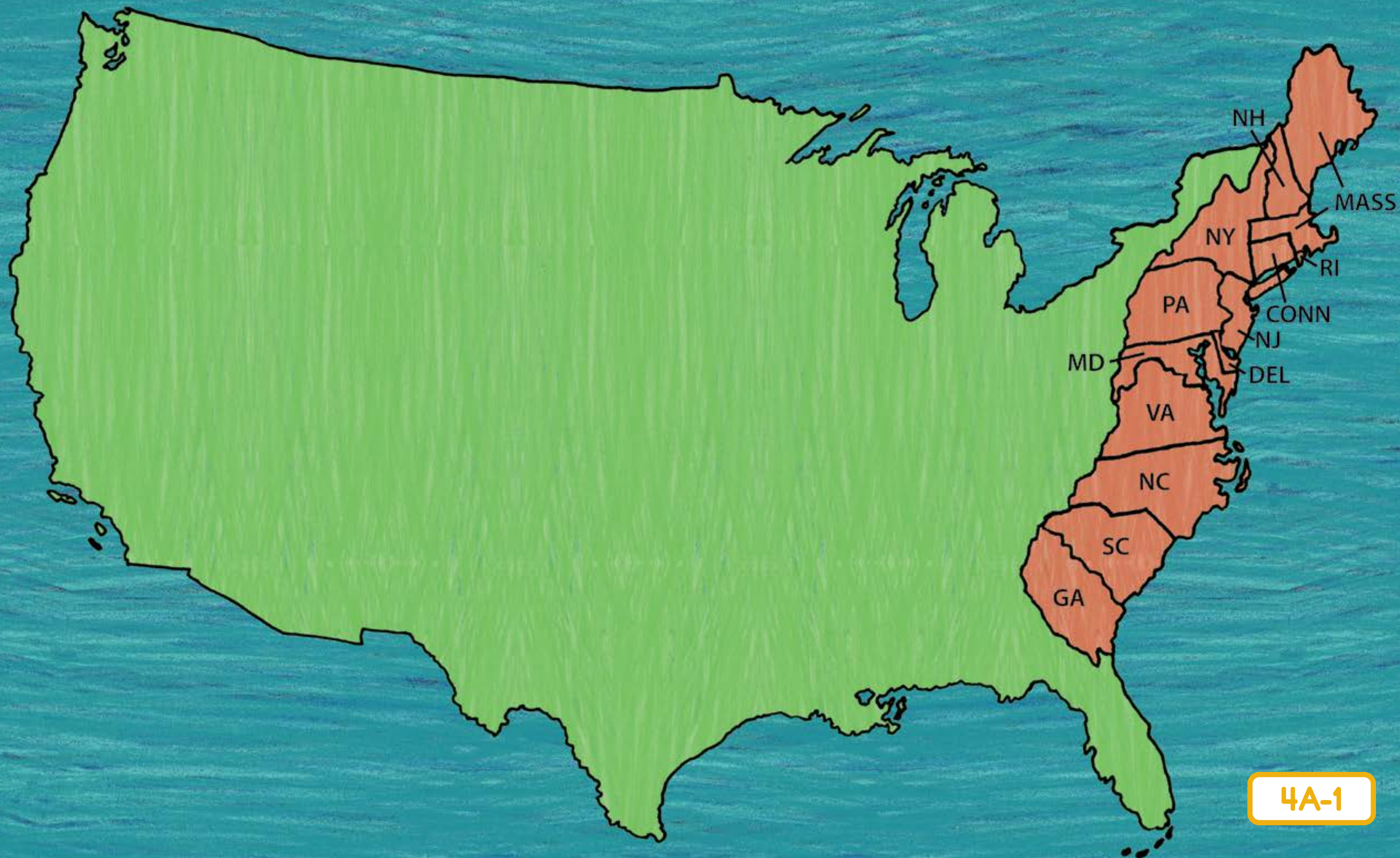






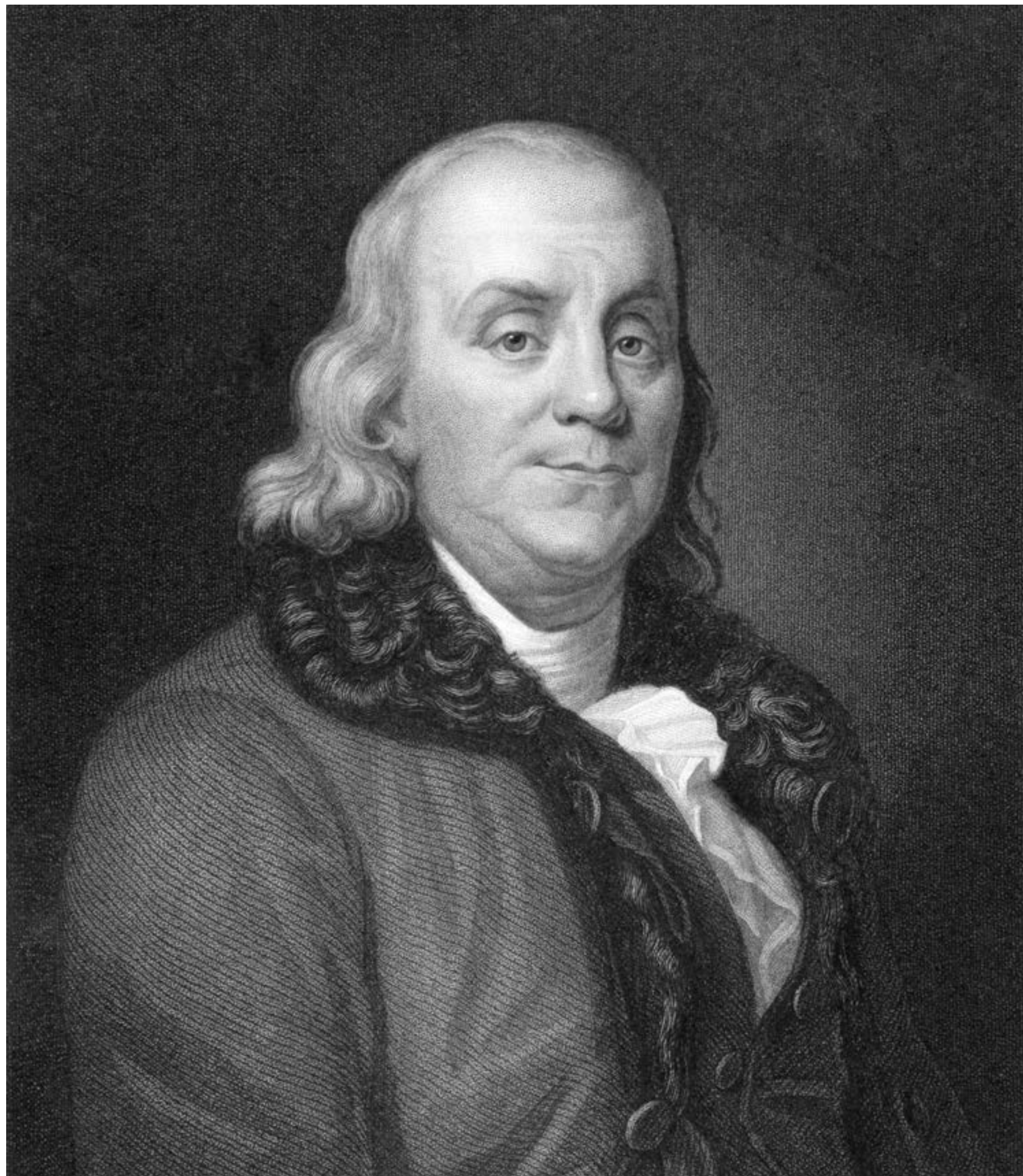




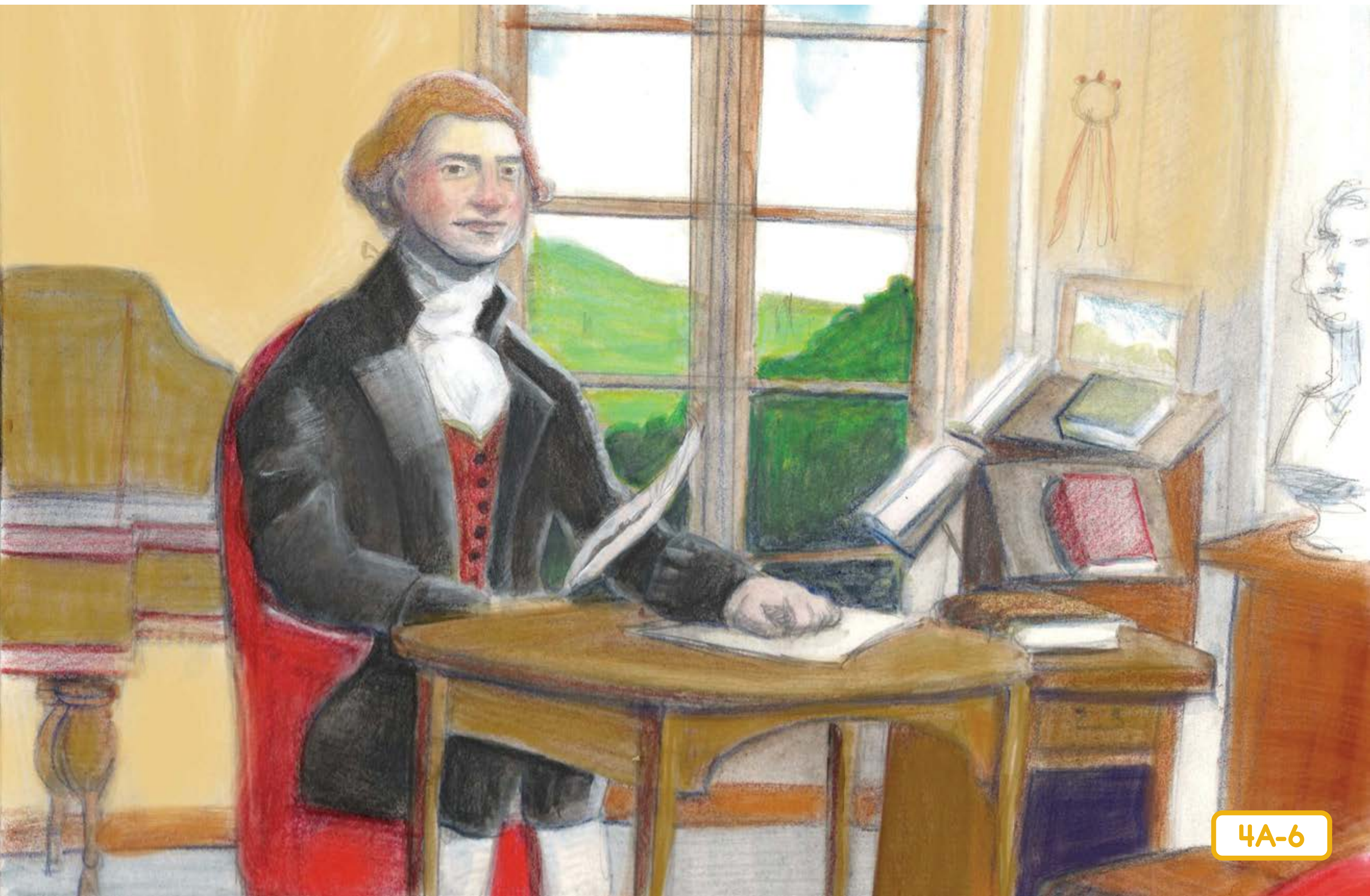












The unanimous Declaration of the thirteen united States of America.

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Dutton Guinness,
Lymington Hall,
Gt. Malton.

Jm. Rogers
 Joseph H. W. C.
 John P. W.

Edward L. Hodge,

The Mayor & Just.
 Thomas Lloyd Just.
 Arthur Middleton

Samuel Chase,
Wm. B. Rains
Thos. Stone
Chas. Carroll of Maryland

George Wythe
Richard Henry Lee
Th: Jefferson.

Ned Morris
 Benjamin Nash
 Roy Franklin
 John Norton
 Charles Smith

James Watson
Geo. Ross
Peter Ramsey
Gordon
In 1841

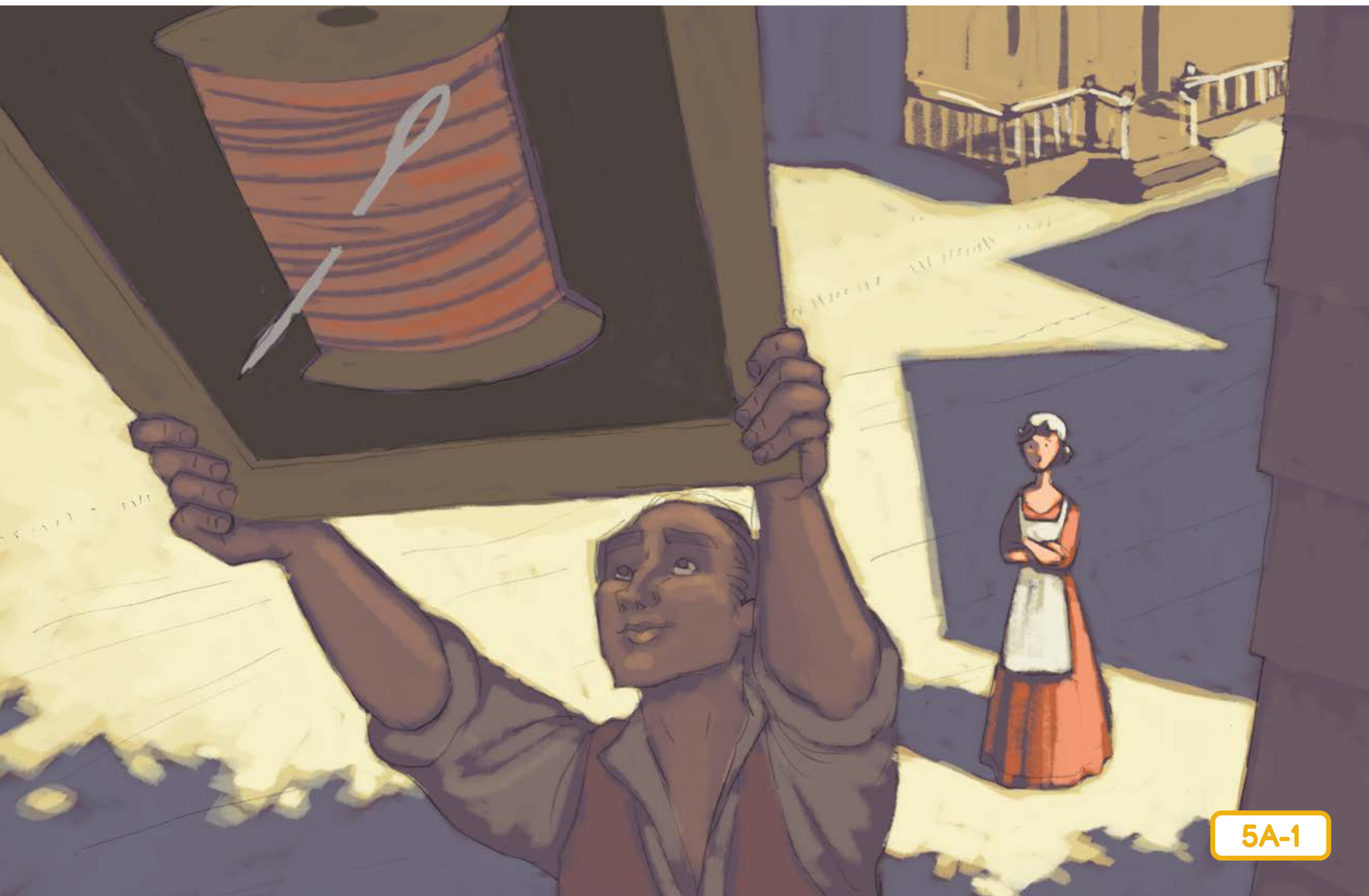
The
 Joan Lewis
 Lewis Morris

Wash. Appleton
 for Washington
 that Stephen was
 John Lee
 11 25

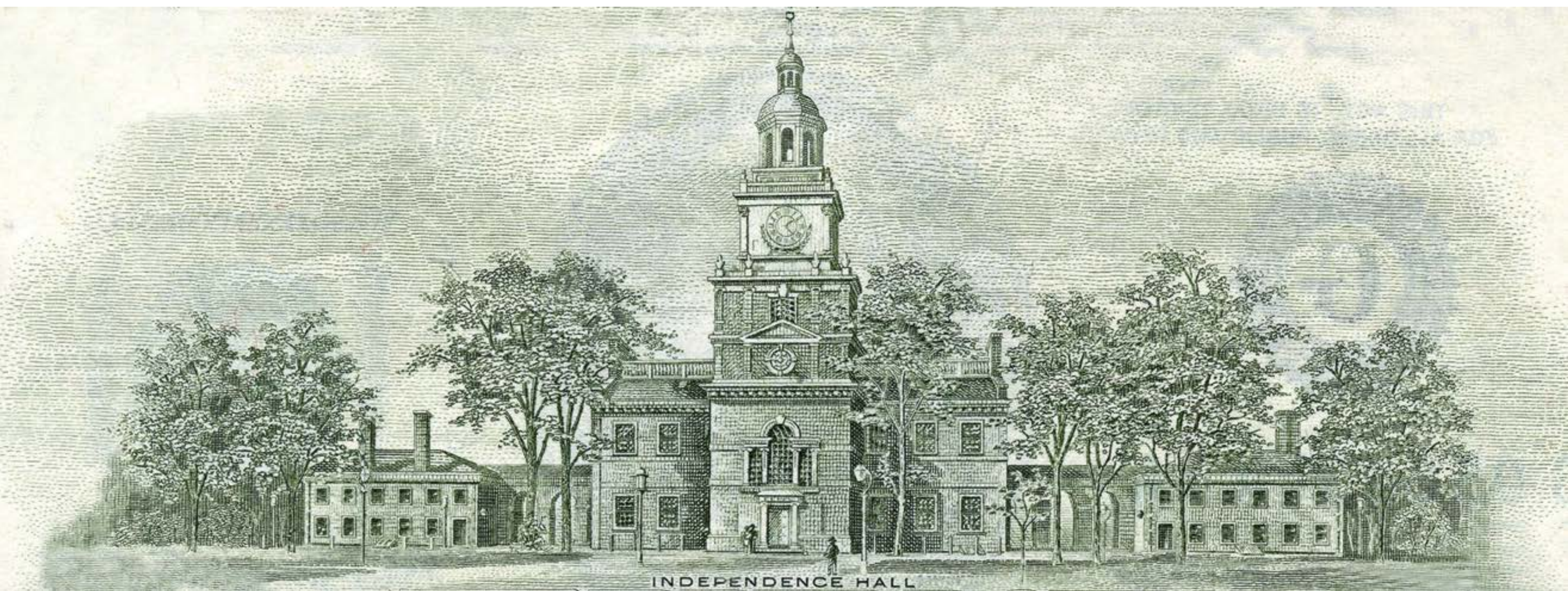
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W. Maypole
Sam Adams
John Adams
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Wm. Lloyd Garrison

William Ellery
Roger Sherman
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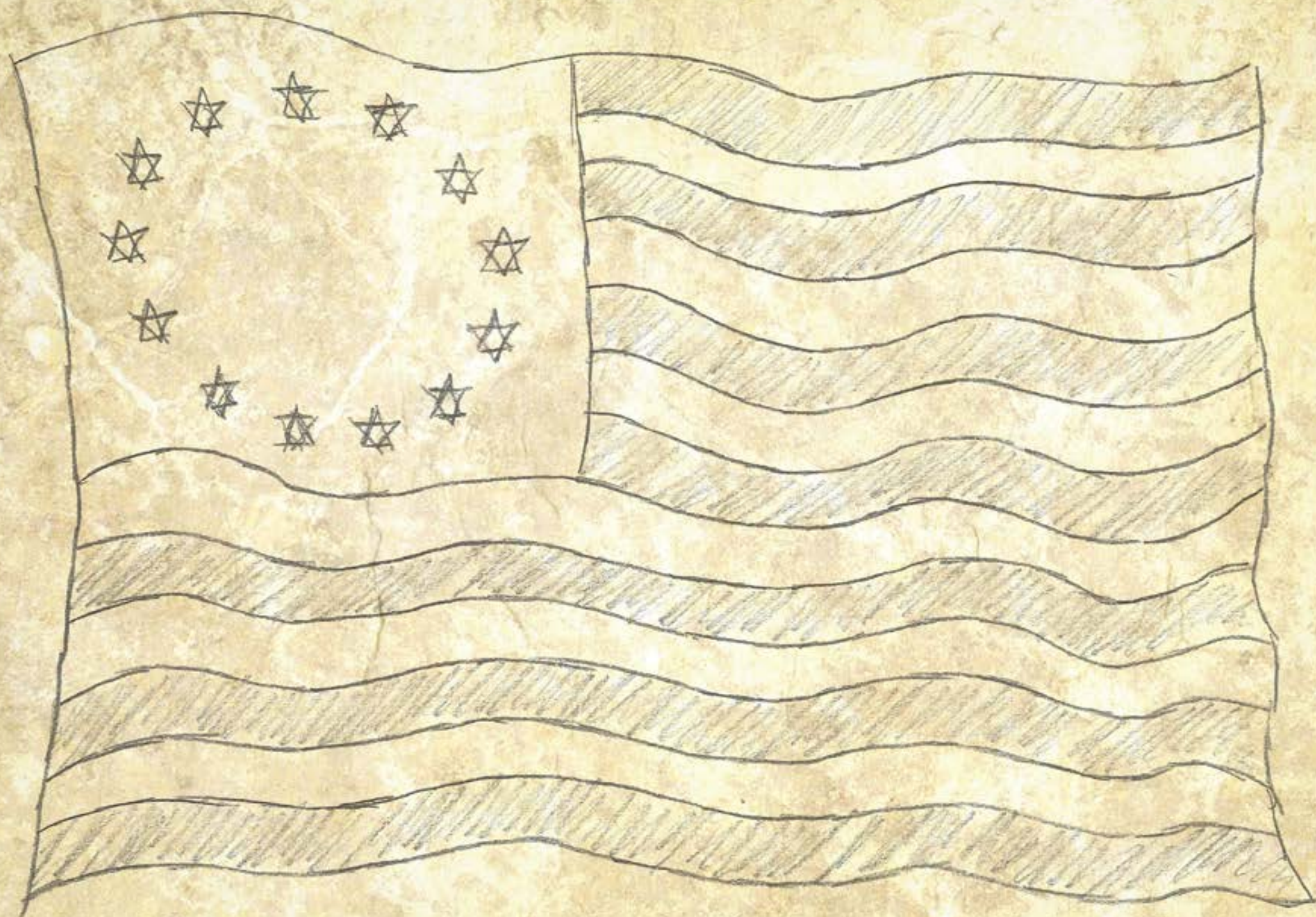
















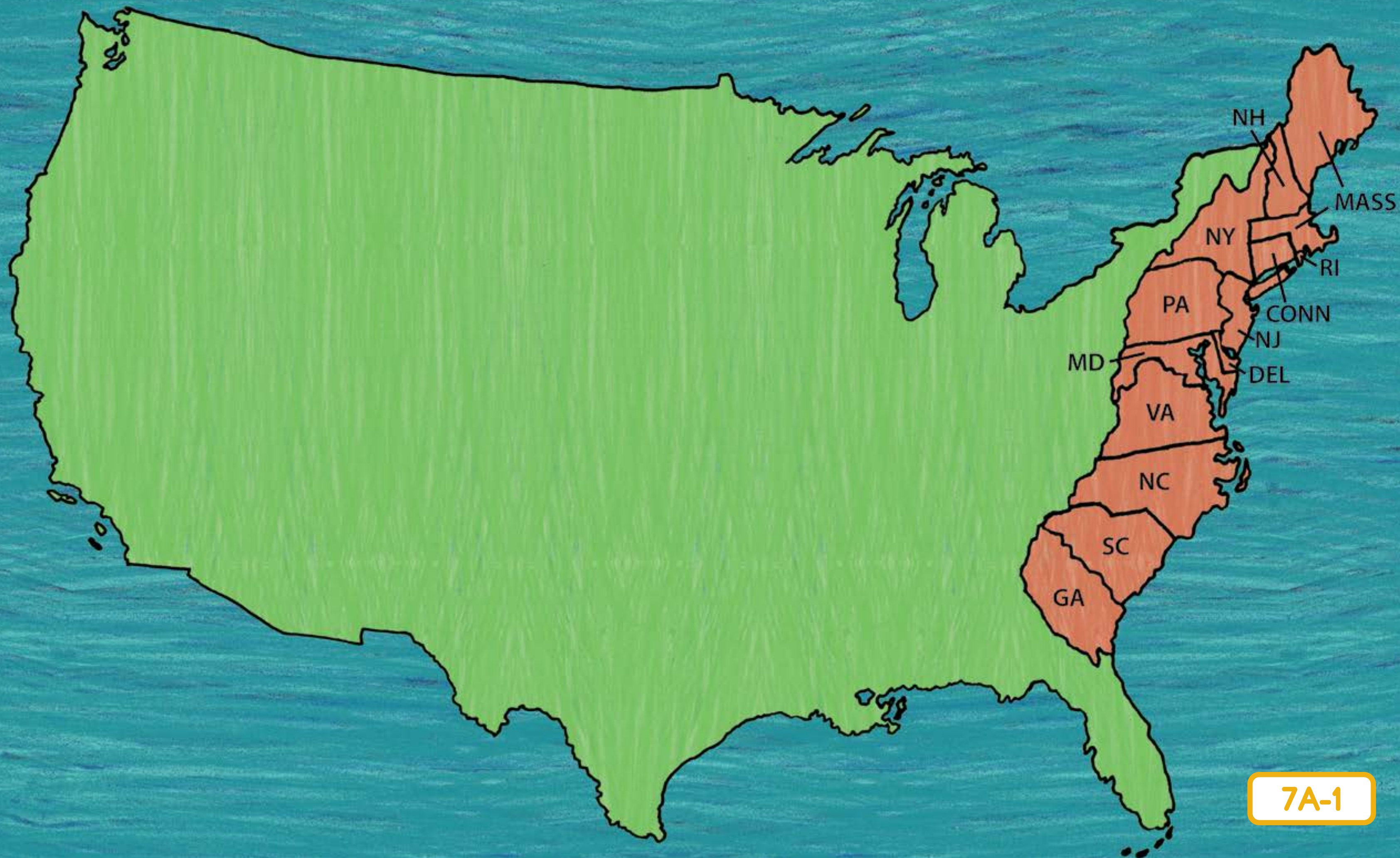


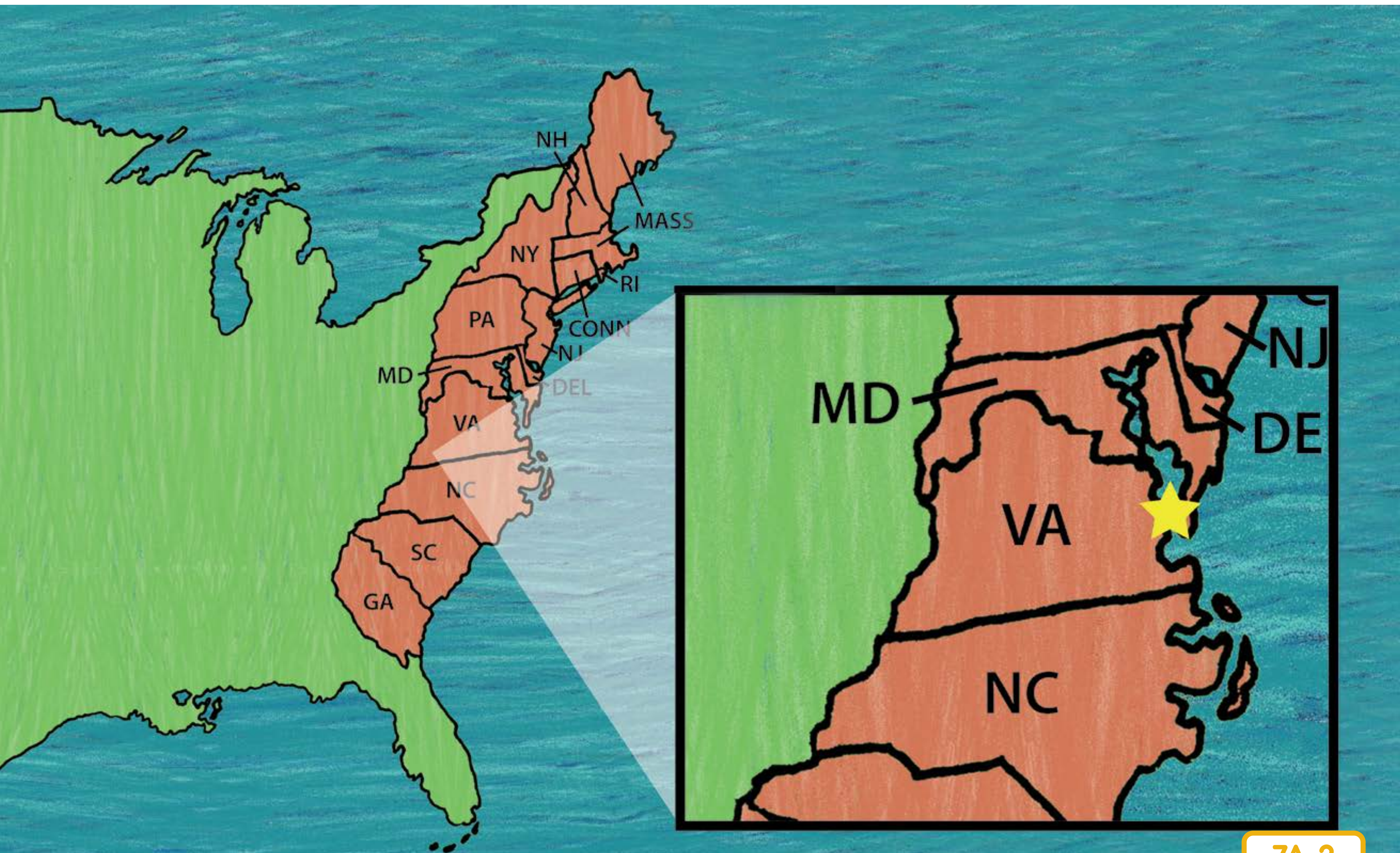














without Difficulty and without requiring
any Compensation.

Article 10th

The solemn Ratifications of the
present Treaty expedited in good & due
Form shall be exchanged between the
contracting Parties in the Space of
Six Months or sooner if possible to be
computed from the Day of the Signature
of the present Treaty.

In Witness
whereof we the undersigned their Majesties
Representatives have in their Names
and in Virtue of our Full Powers signed
with our Hands the present Definitive
Treaty, and caused the Seals of our Arms
to be affixed thereto.

Done at Paris, this third Day of September, in
the Year of our Lord one thousand seven hundred and eighty three.

For the United States
John Adams

Benjamin Franklin

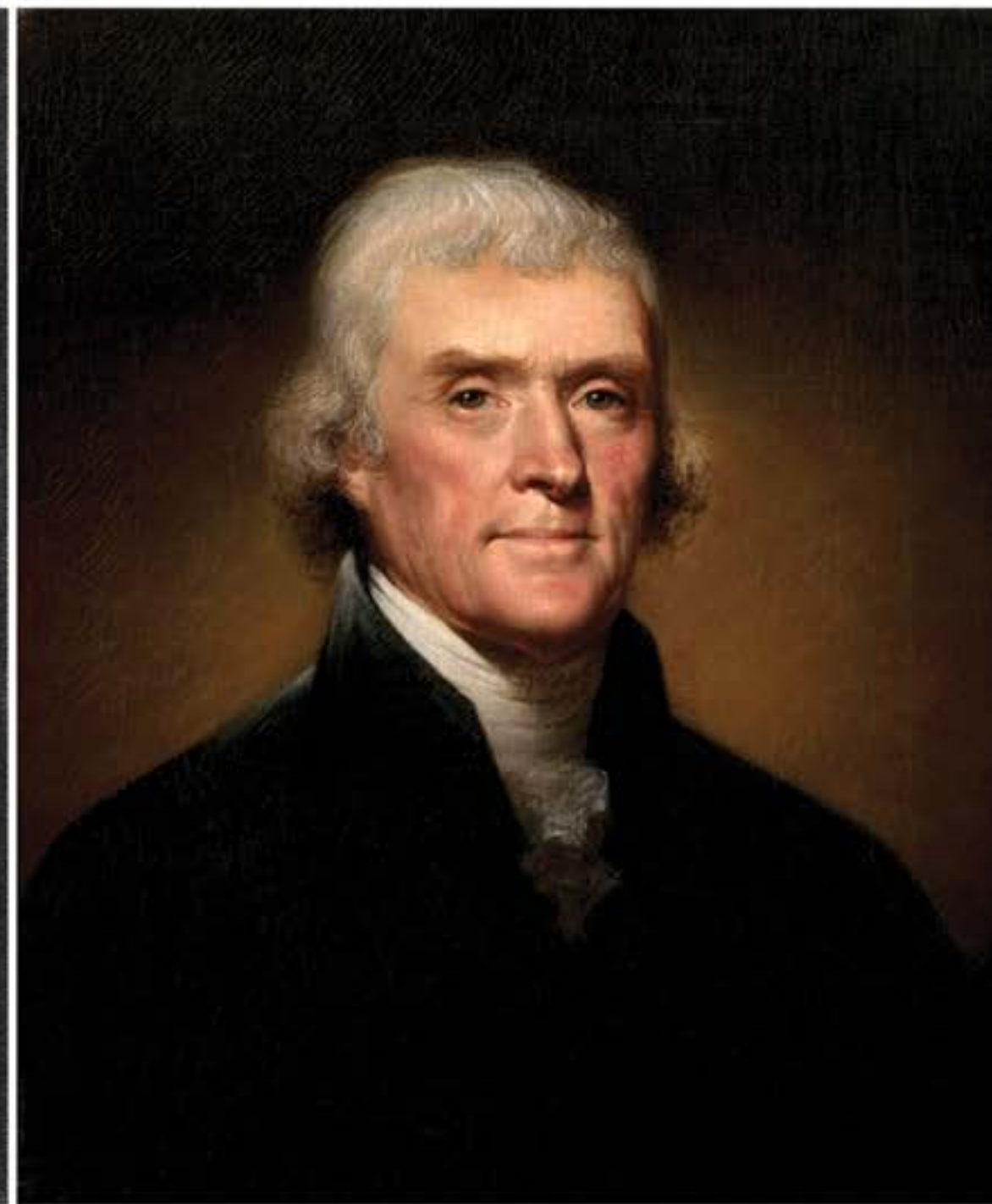
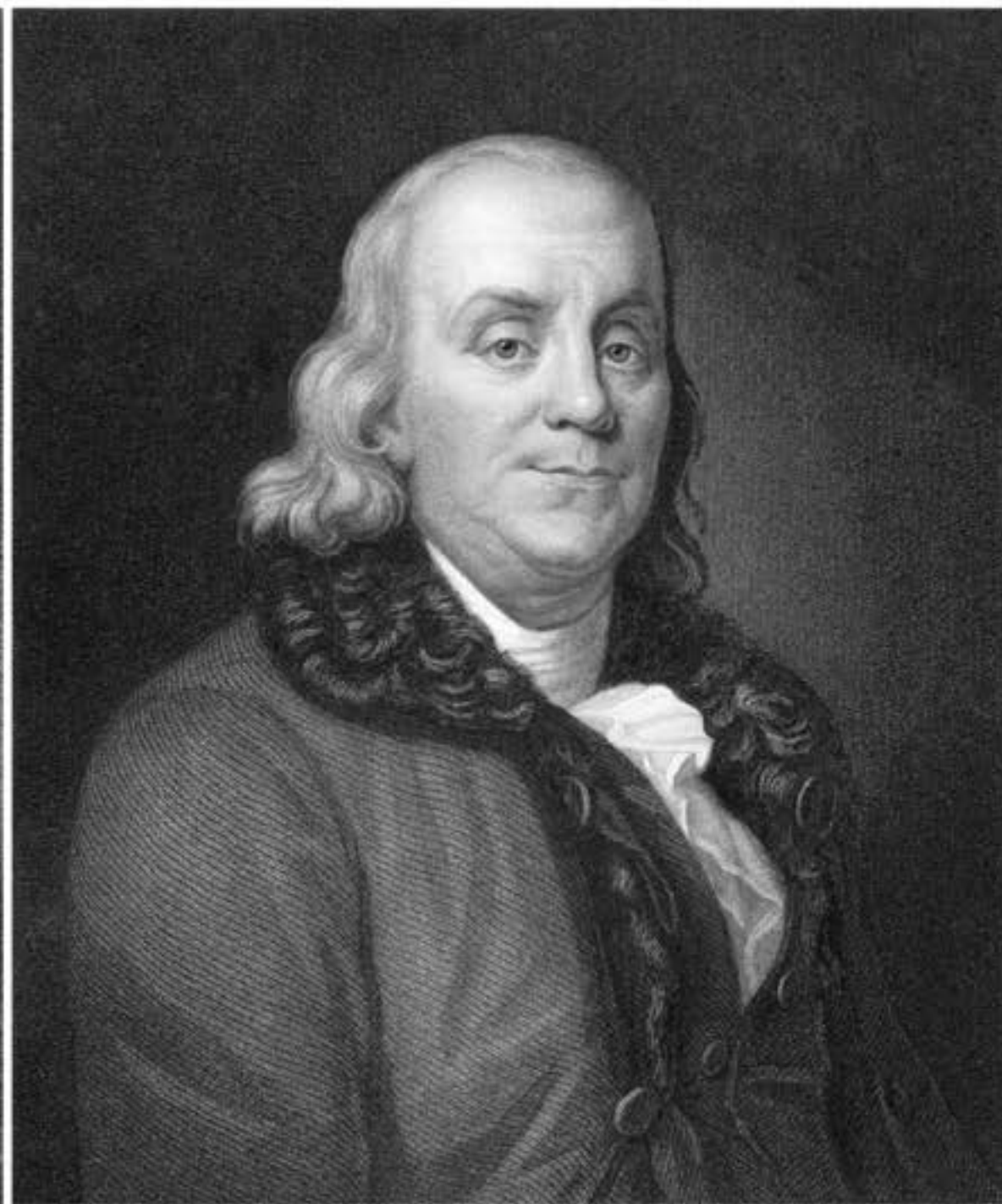
John Jay



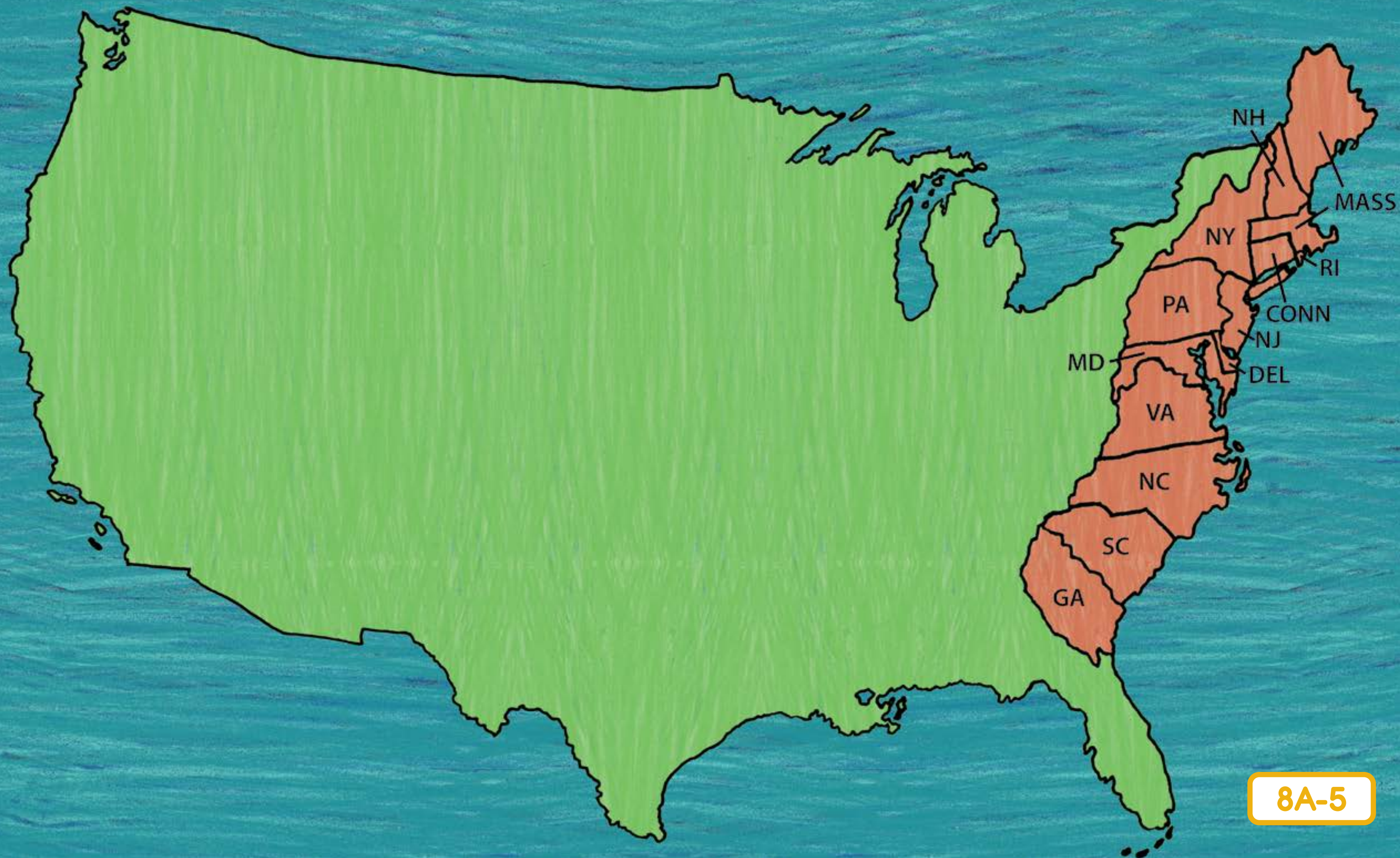


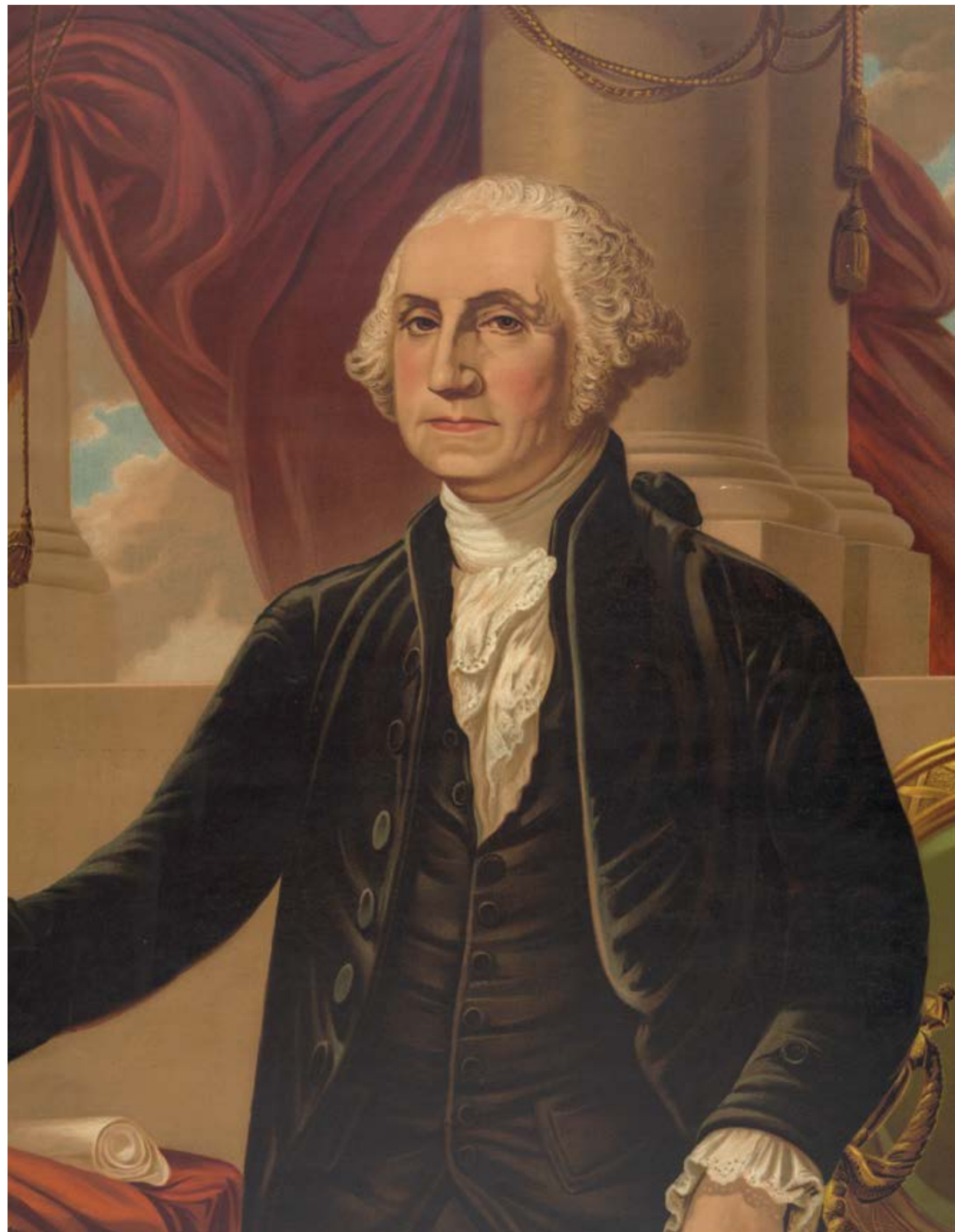






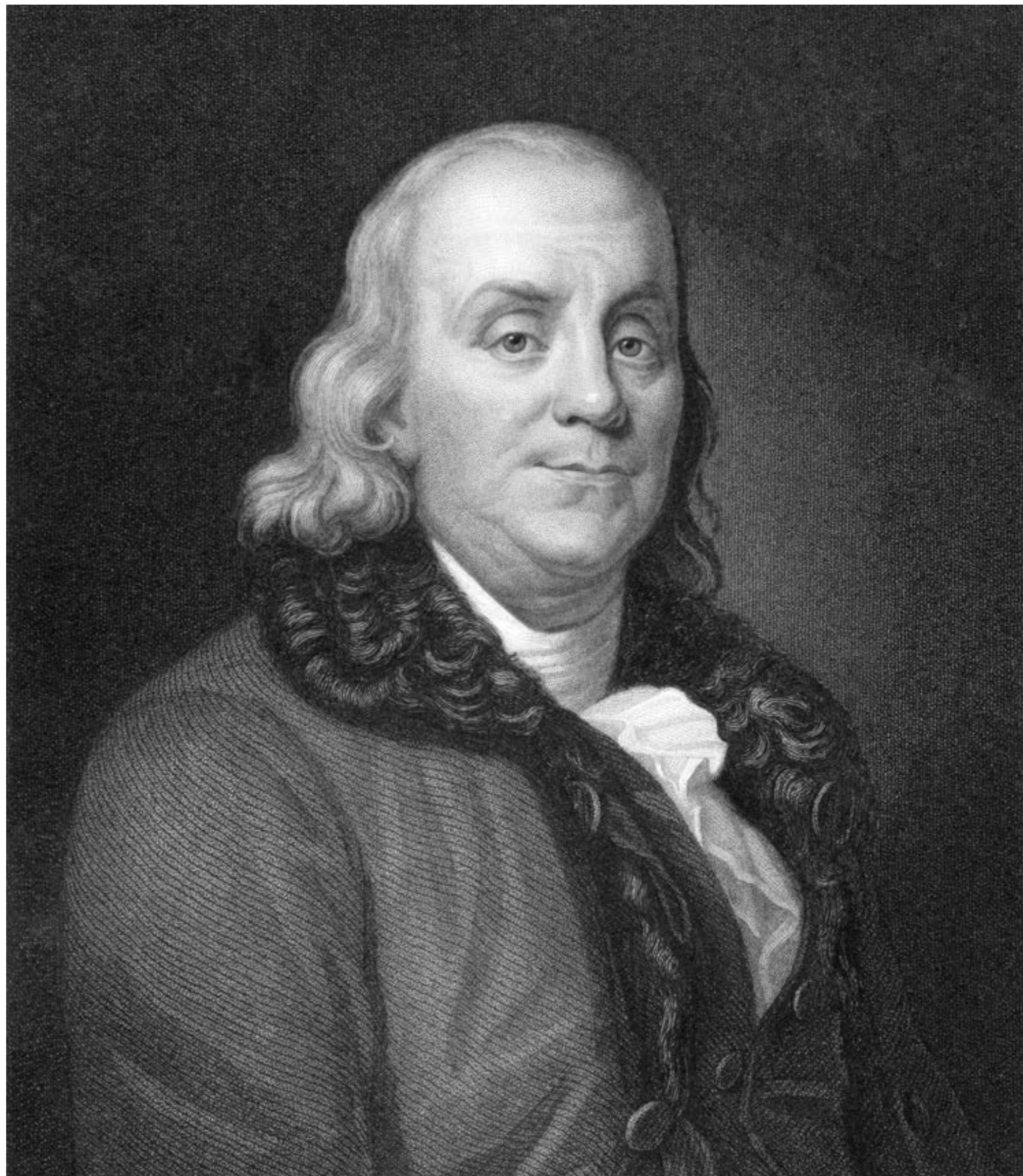














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AND
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MOTIONS of the SUN and MOON;
THE TRUE
PLACES and ASPECTS of the PLANETS;
THE
RISING and SETTING of the SUN;
AND THE
Rising, Setting *and* Southing of the Moon,
FOR THE
BISSEXTILE YEAR, 1748.

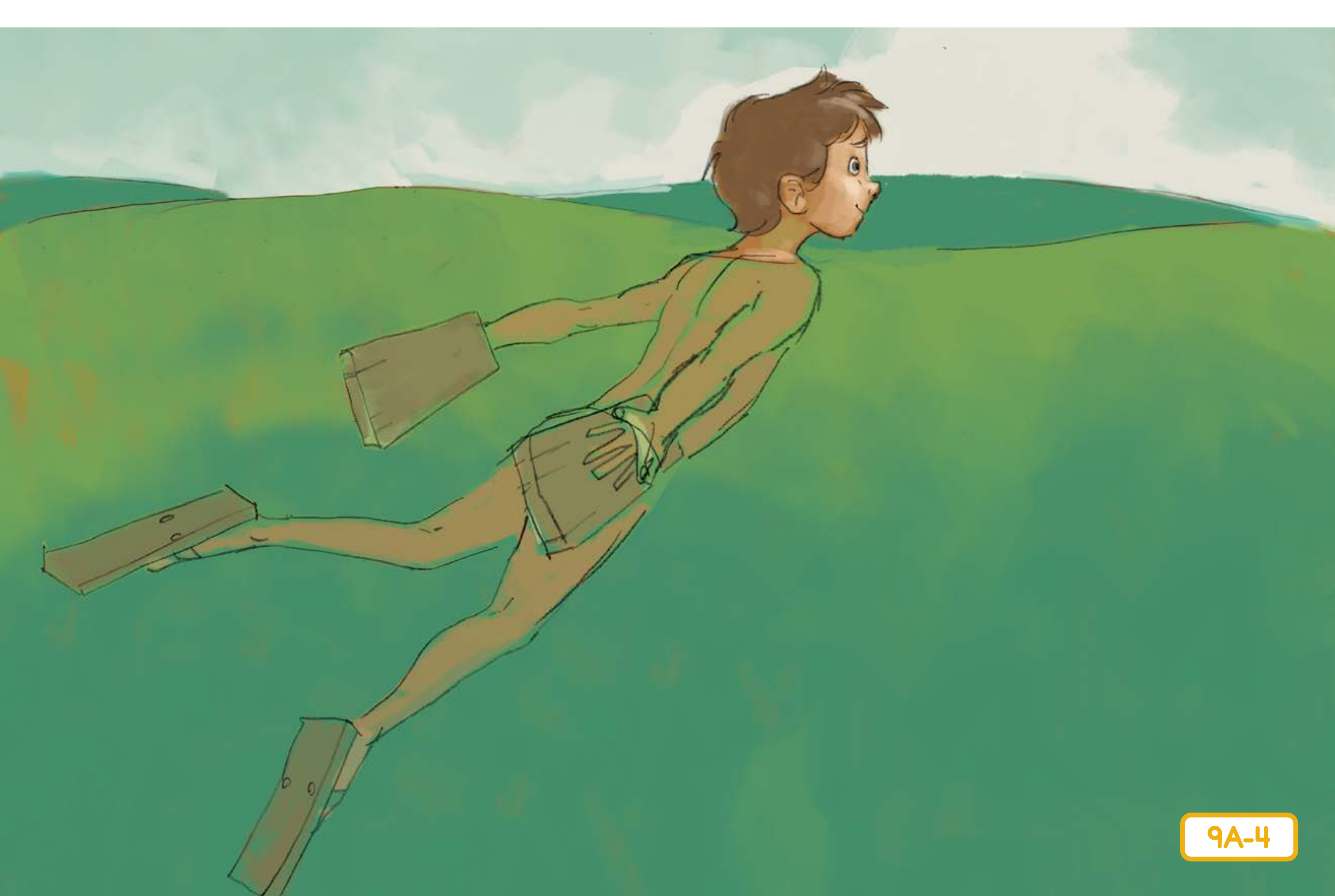
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The Lunations, Conjunctions, Eclipses, Judg-
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Planets, Length of Days and Nights, Fairs, Courts,
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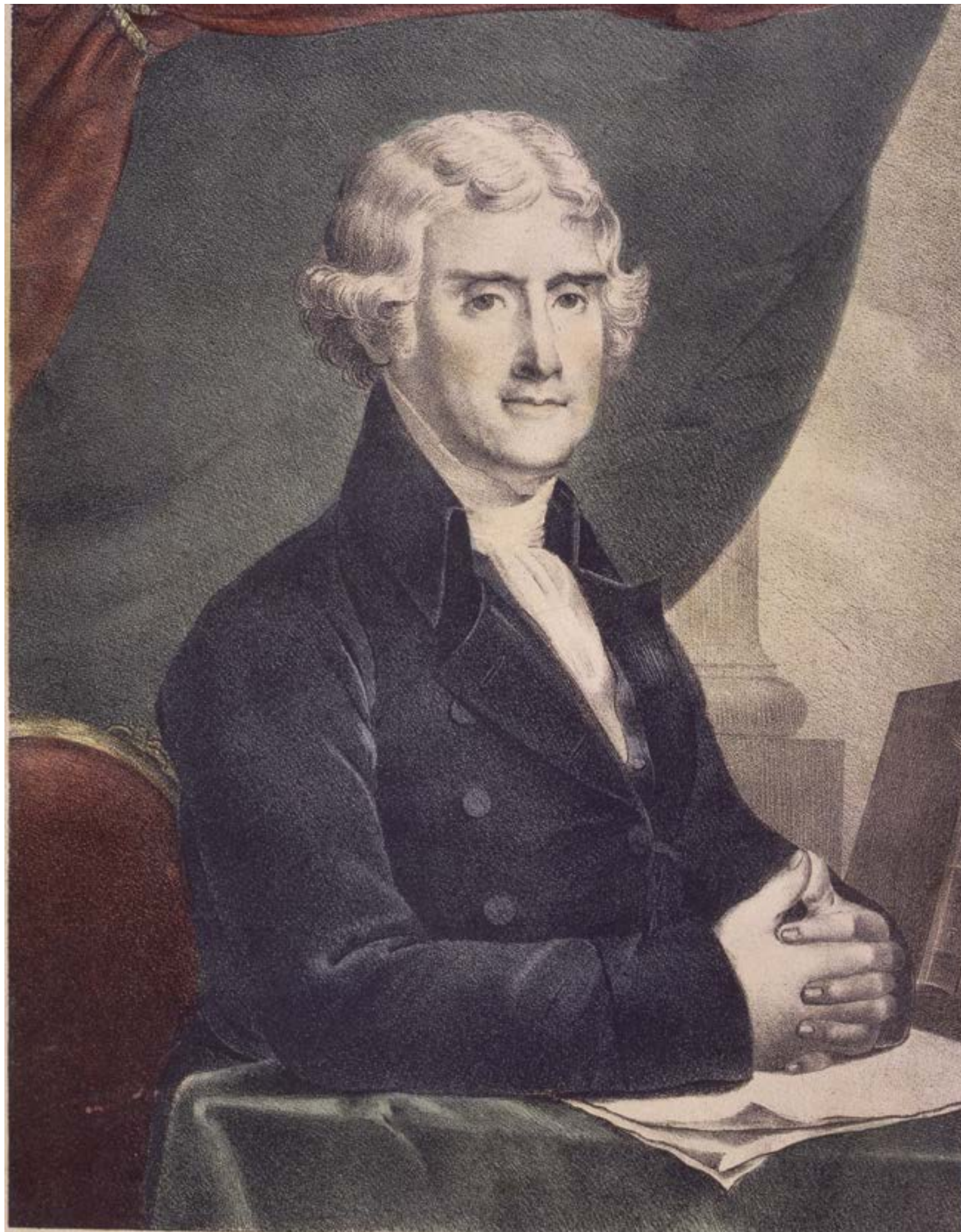
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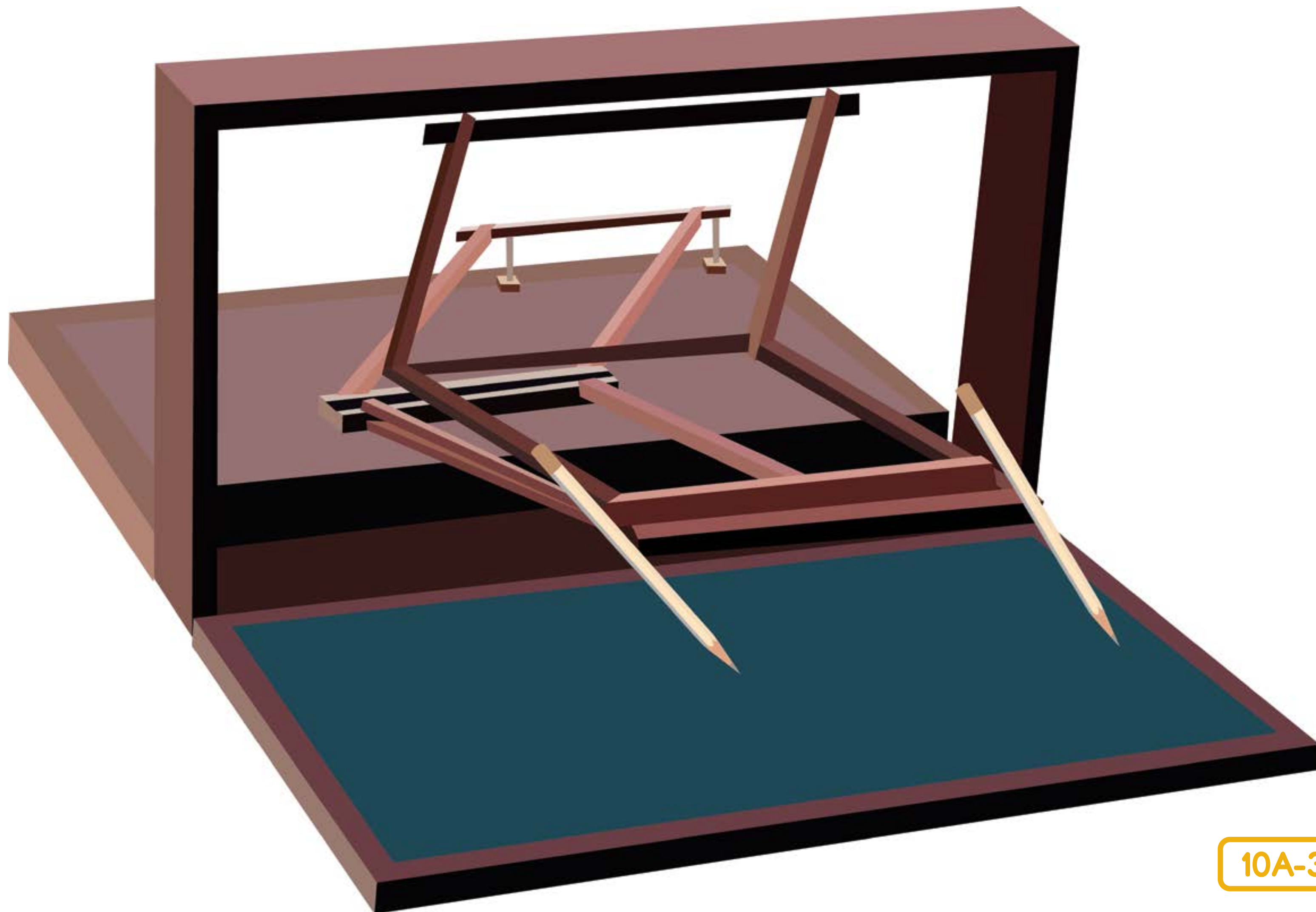


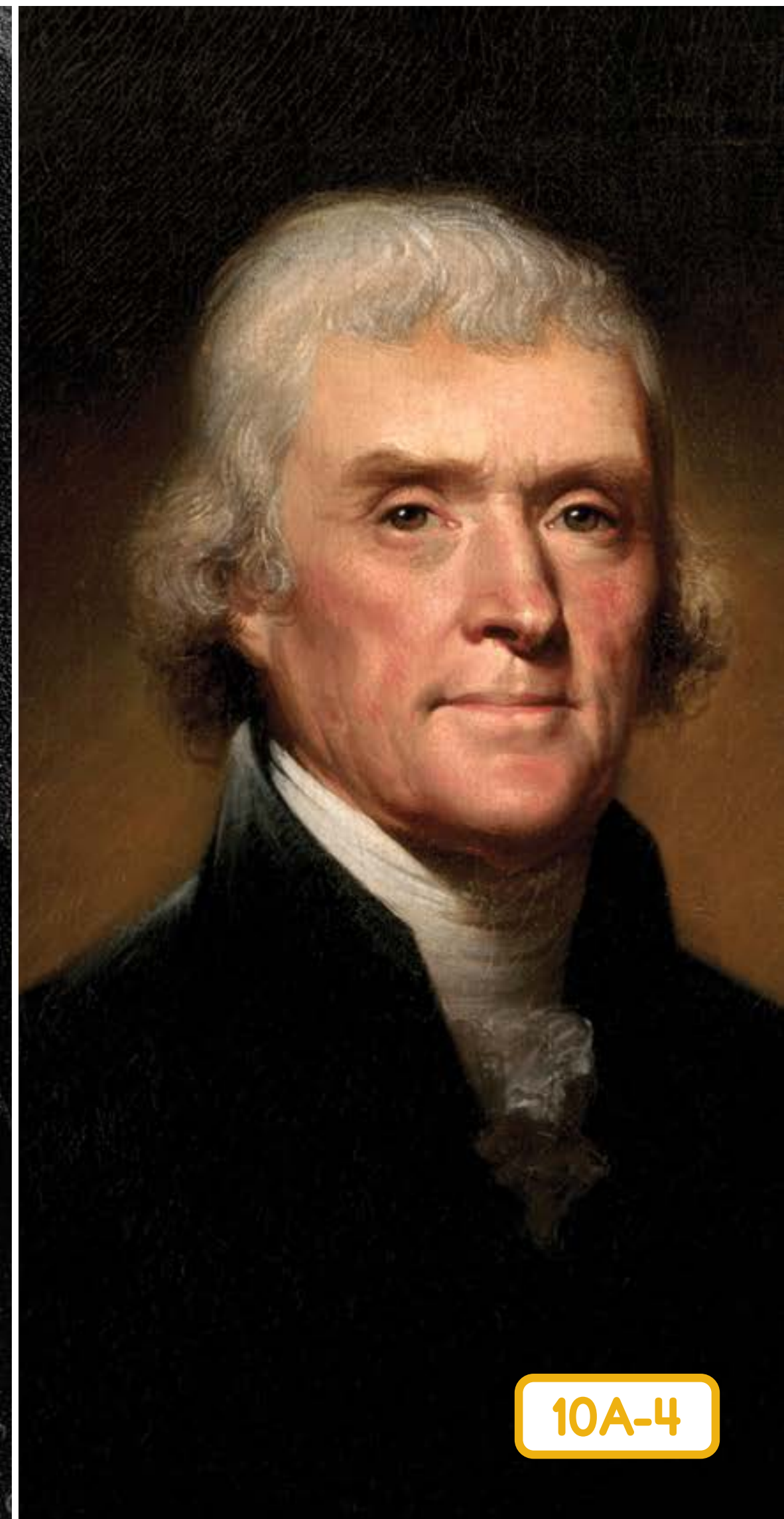
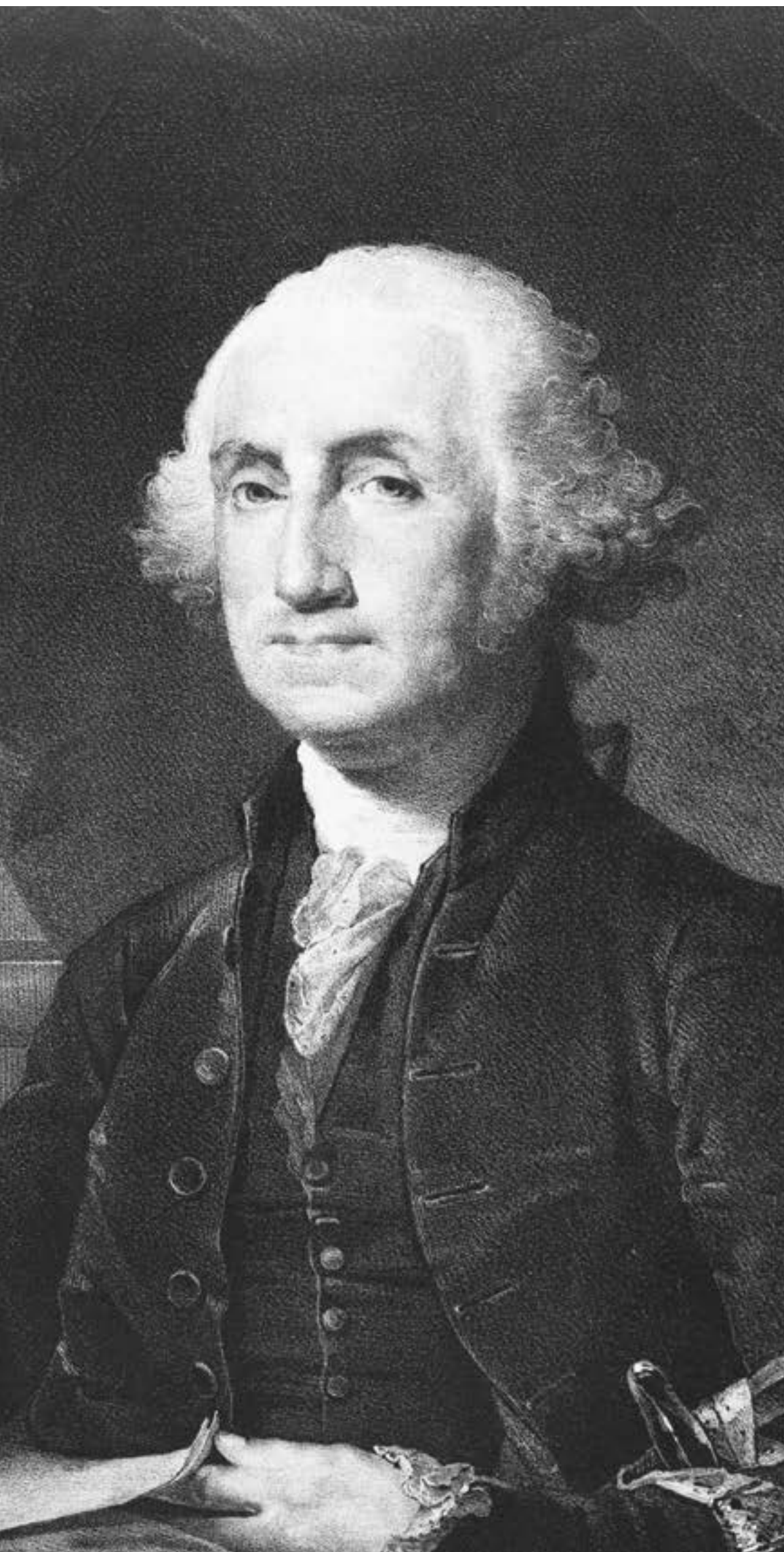
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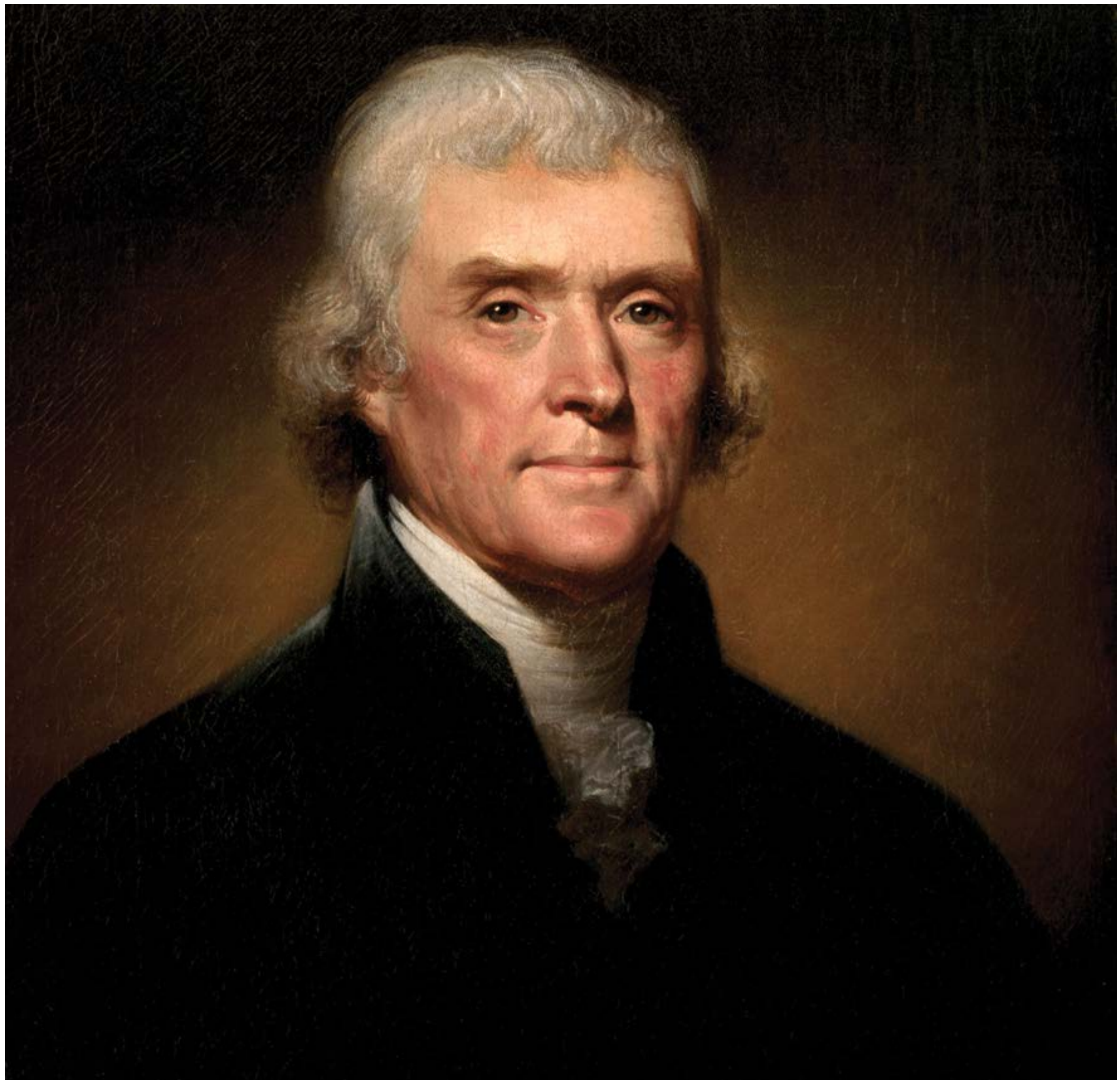














The unanimous Declaration of the thirteen united States of America,

Dutton Guinness,
Lymington Hall,
Gt. Malton.

Jm Rogers
 Joseph Hewes
 John Pison

Edward L. Hodge,

Th^t May 20 1896

Thomas Lloyd Jones
Feb 22 1884

Arthur Middleton

John D. ...

Samuel Chase,
12th Regt.

The. Stone
 1848

Letter of the 17th of August 1788

115-2

George Wythe
Richard Henry Lee

The afternoon.

Ben Harrison.

Robt Morris
Benjamin Rush
Sept 11

Wm. Franklin

John Norton
Clerk

Sal. Amstel.

James Wilson

Gr. Noß

Basar Rumney,

1000000

100/100

John Lewis

Lewis Morris

22

Rich. Anderson

for the same

John L. ...

11. 10. 1870

High Bartlett
Thynpale

Mr. Adams

Fraxine

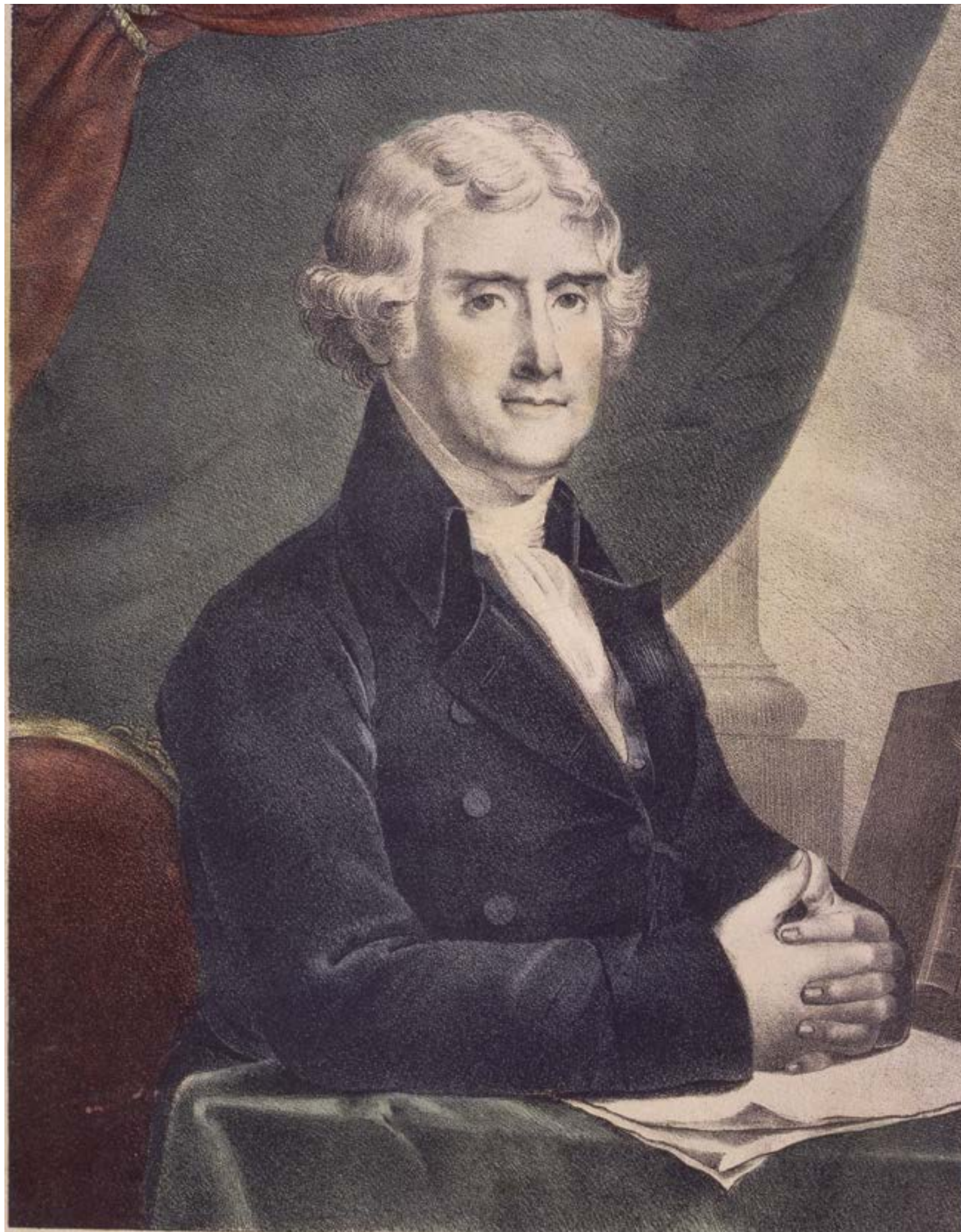
Bridge Ferry
Dec 11

Wm. H. Johnson

William Ellery - 6
over Shaker -

1st Chairman
2nd Huntington
3rd ...

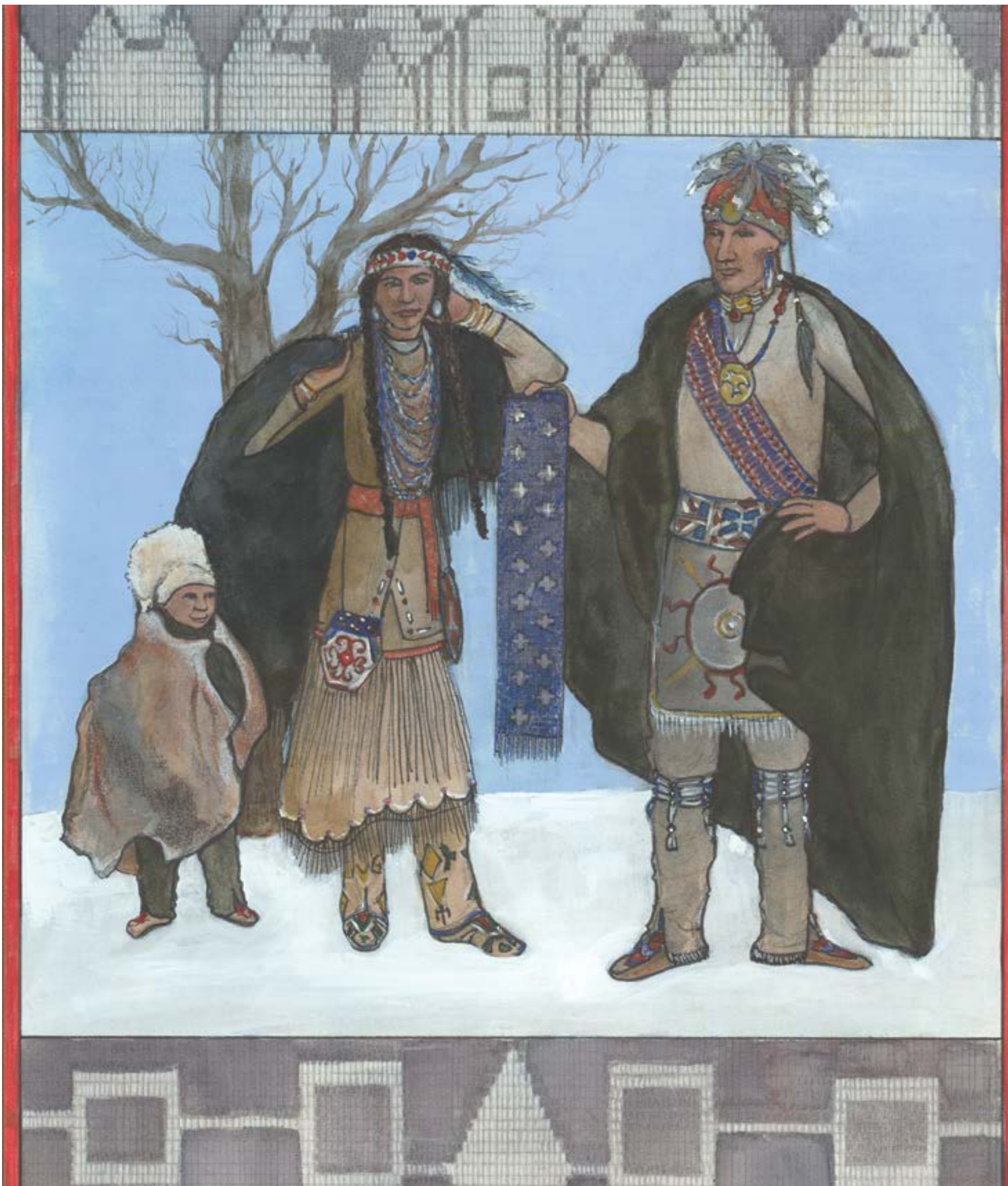








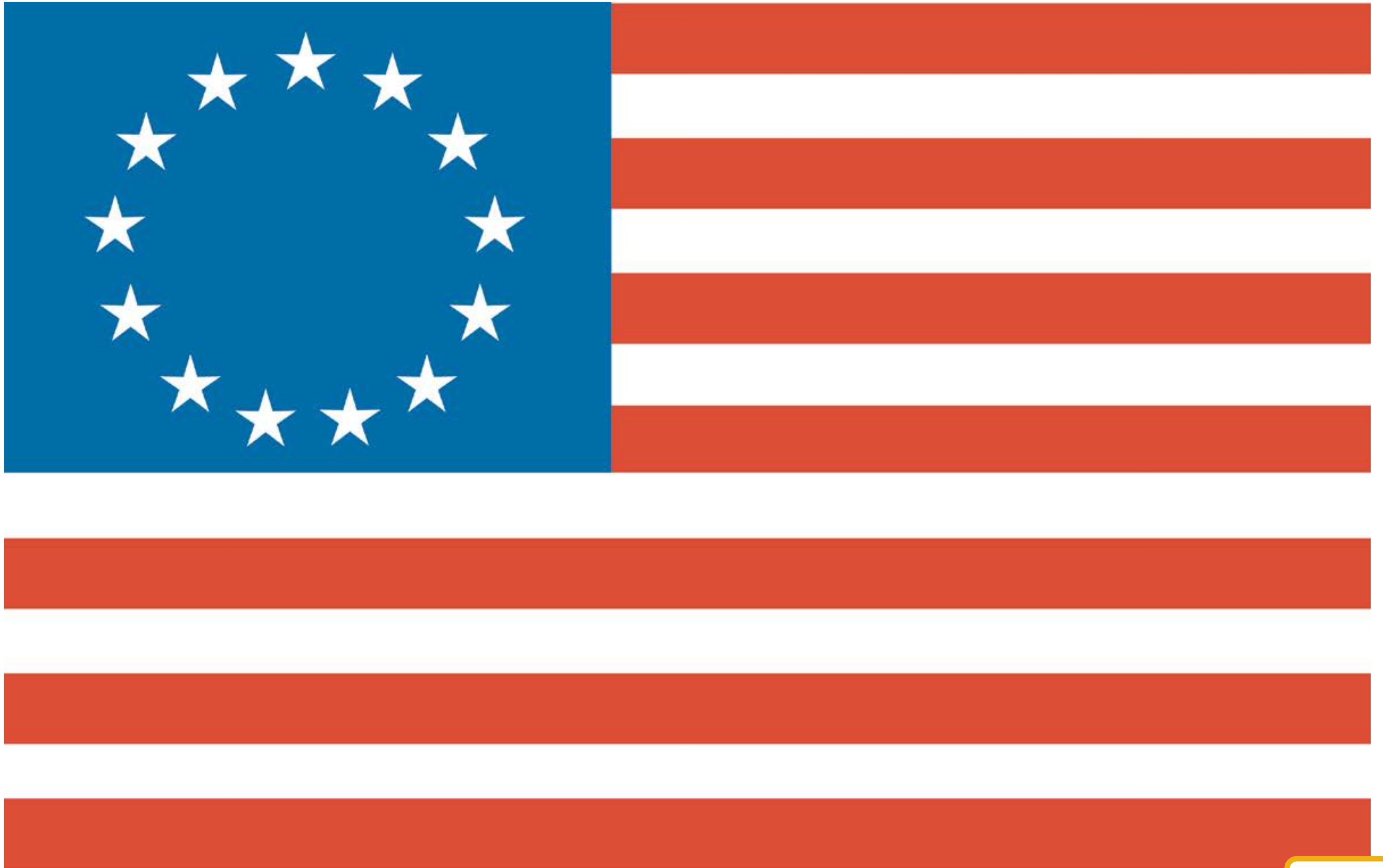




























Grade 1

Knowledge 9

A New Nation: American Independence

Multiple Meaning Word Posters

Multiple Meaning Word Posters

The poster(s) in this Flip Book may be cut out and displayed on the classroom wall for the duration of the domain.

1



2



3





Stamps (Poster 1M)

1. small pieces of paper that you buy and then stick to an envelope or package to pay the cost of mailing it (*noun*)
2. devices used to mark something with a design (*noun*)
3. brings (foot) down heavily and noisily (*verb*)

1



2





Slip (Poster 2M)

1. a small piece of paper (*noun*)
2. to lose your balance especially on a slippery surface (*verb*)

1



2



3





Charge (Poster 3M)

1. the responsibility of watching over something (*noun*)
2. to put electricity into a battery so that a machine or device will run (*verb*)
3. to rush in a particular direction (*verb*)

1



2

A B C D



Capital (Poster 4M)

1. city having the main offices of a government (*noun*)
2. an uppercase letter (*noun*)

1



2

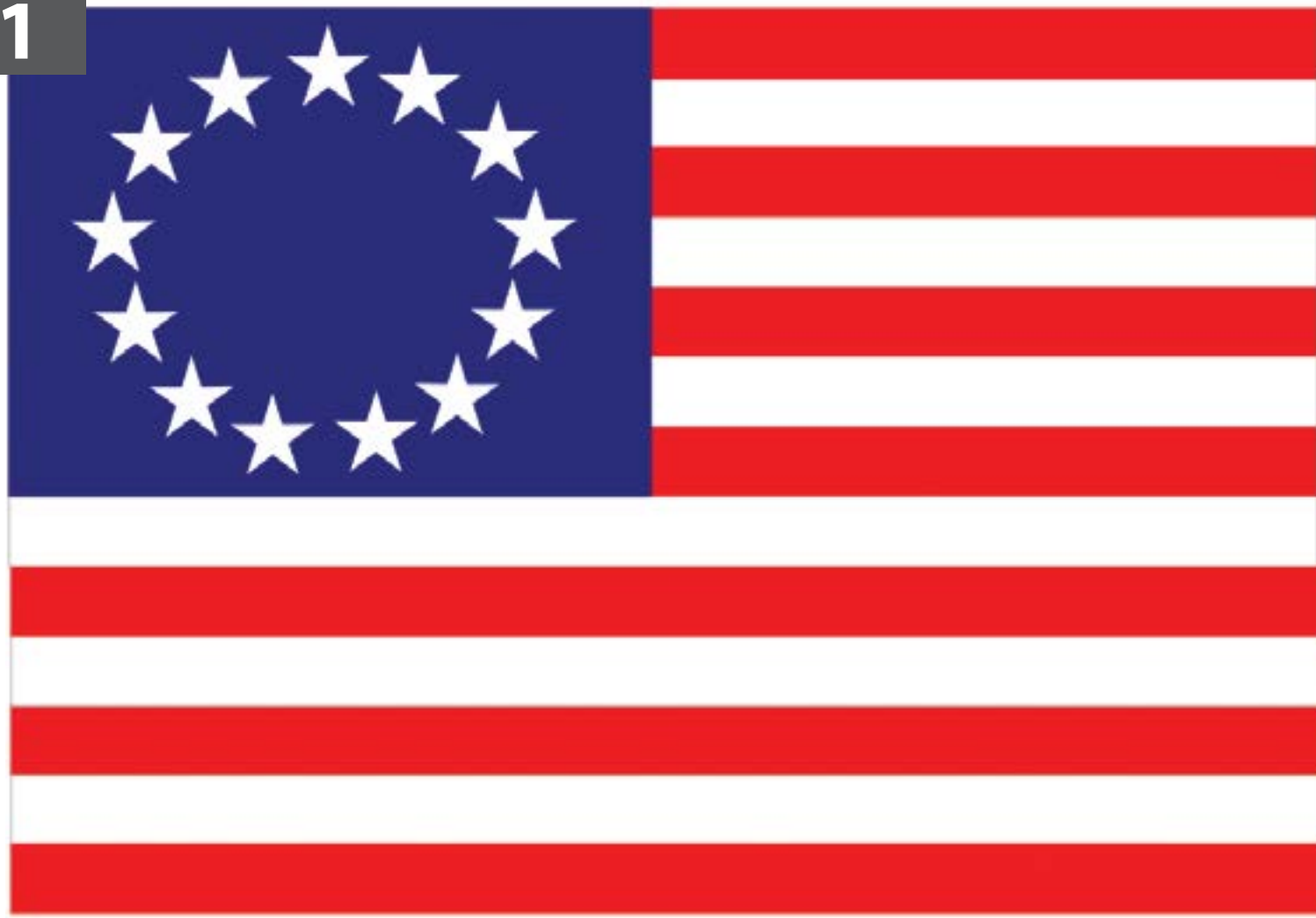




Strikes (Poster 5M)

1. the flashes of light that are produced in the sky during a storm (*noun*)
2. hits with force (*verb*)

1



2



3

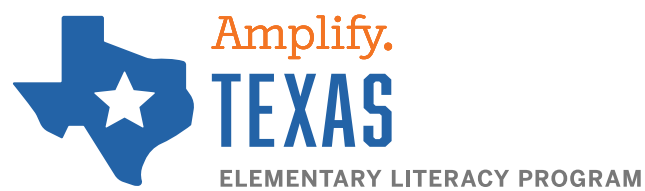




Stars (Poster 6M)

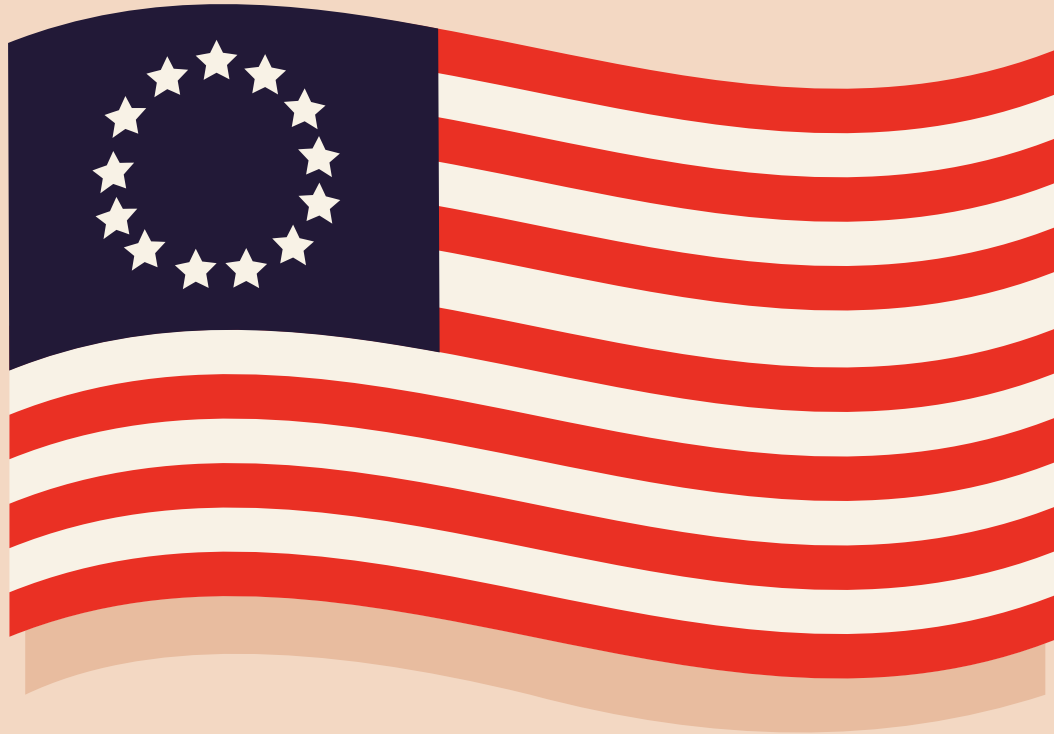
1. symbols with five or more points (*noun*)
2. objects in space that are made of burning gas and that look like points of light in the night sky (*noun*)
3. performers in a movie or play (*noun*)

A New Nation: American Independence | Multiple Meaning Word Poster 6 of 6



Grade 1 | Knowledge 9 | Flip Book
A New Nation: American Independence





Grade 1

Knowledge 9 | Image Cards

A New Nation: American Independence

ISBN 9781643837949



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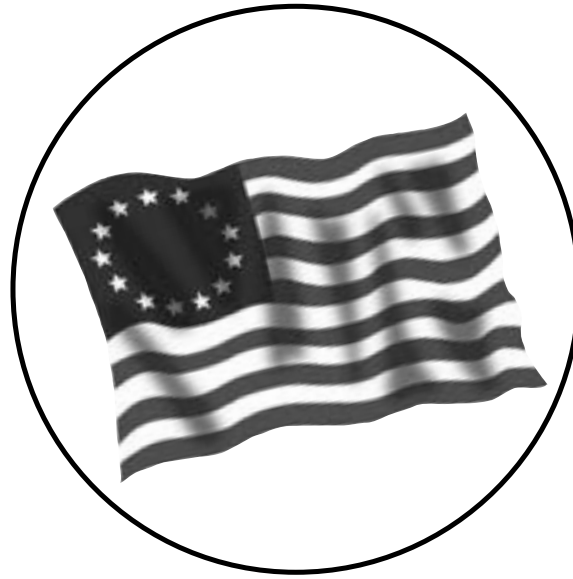
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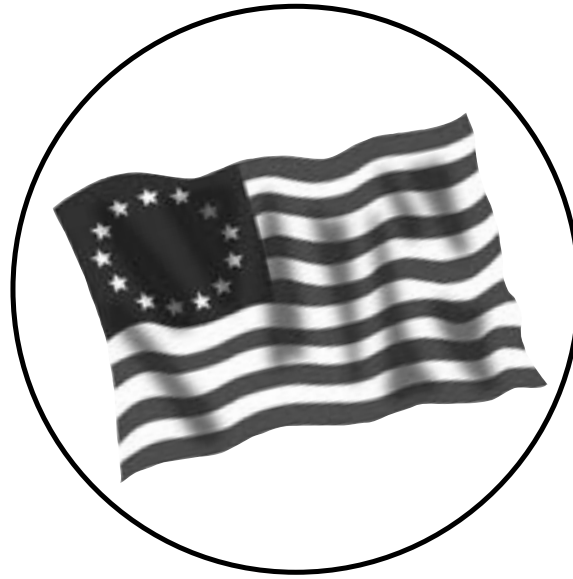
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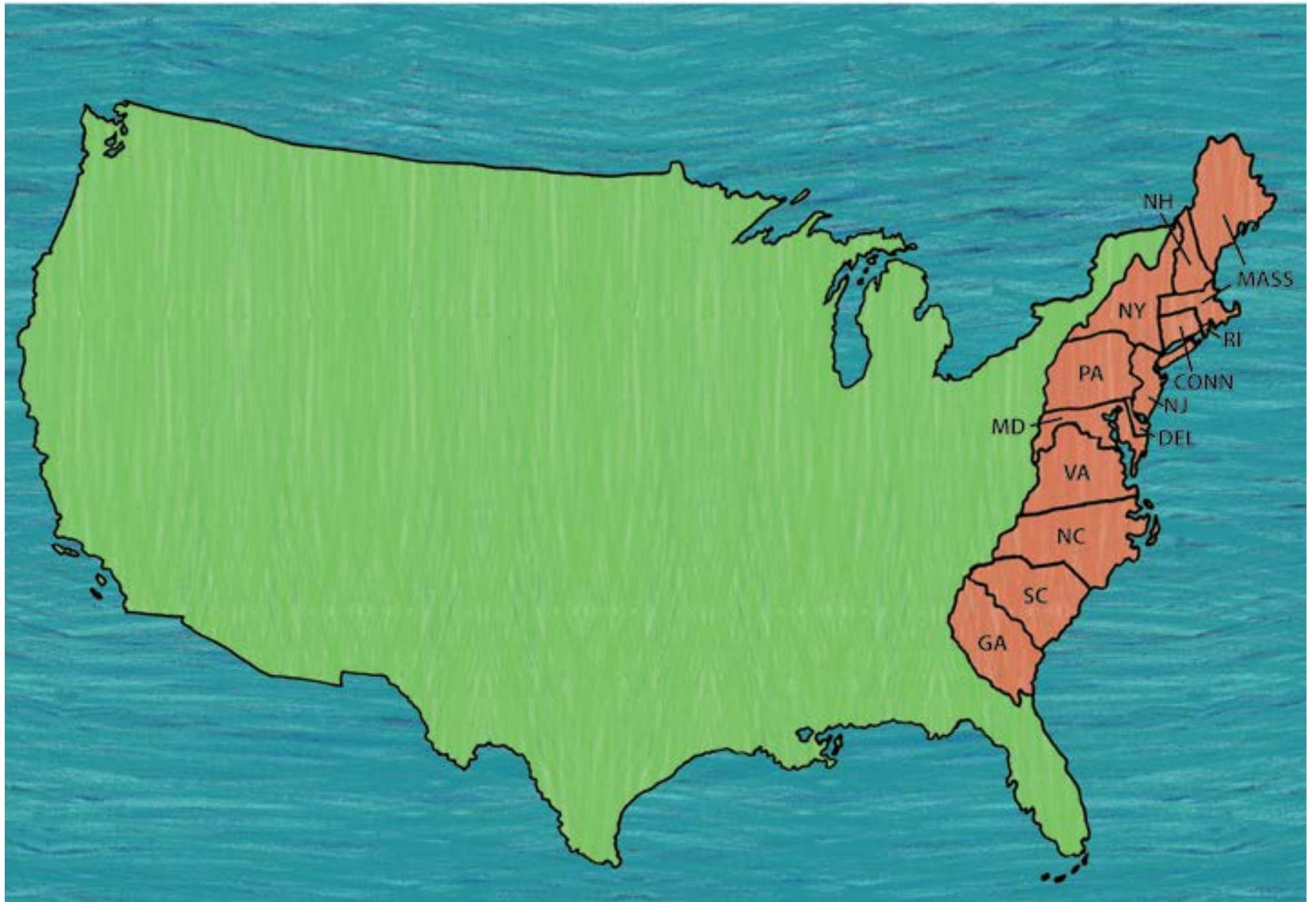


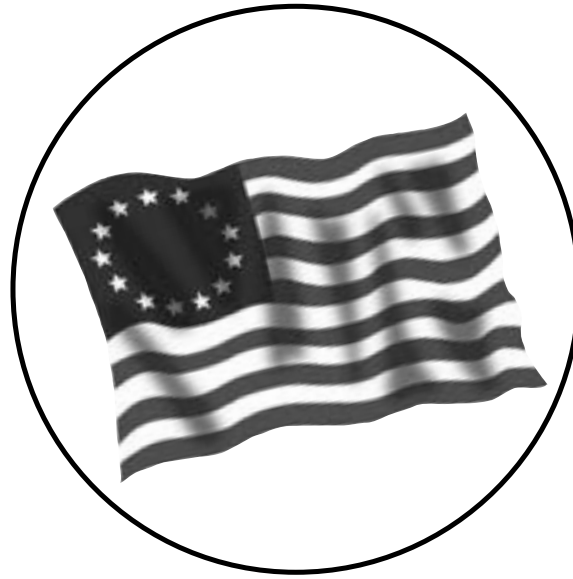
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A New Nation: American Independence 3





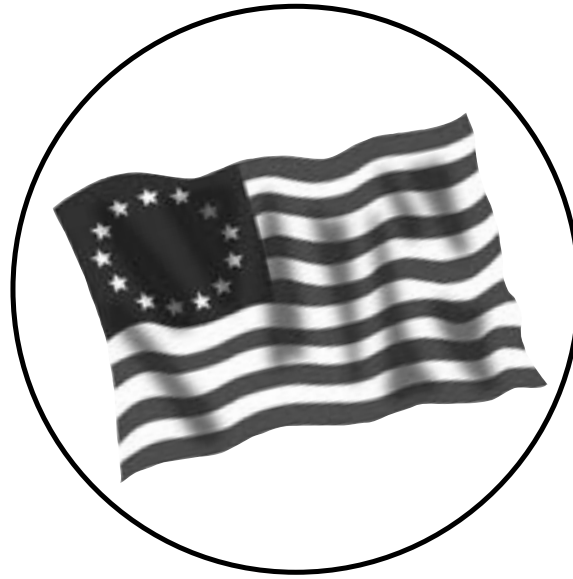
A New Nation: American Independence 4





A New Nation: American Independence 5





A New Nation: American Independence 6

The unanimous Declaration of the thirteen united States of America.

Dutton, Lincoln,
Lynch Hall,
Lyttelton.

J^r Taylor
 Longhollow
 N. H.

Благодарю,

The Honorable
 Thomas Lloyd Jones
 Arthur Middleton

Samuel Chase
107. Pica
The Stone
Chick-lane of H

George Wythe
Richard Henry Lee
Th Jefferson
Wm Harrison
Wm Wood
James Easton
Charles Brantley

John Hancock

Not Morris
 Benjamin Rush
 Rev. Franklin
 John Boston

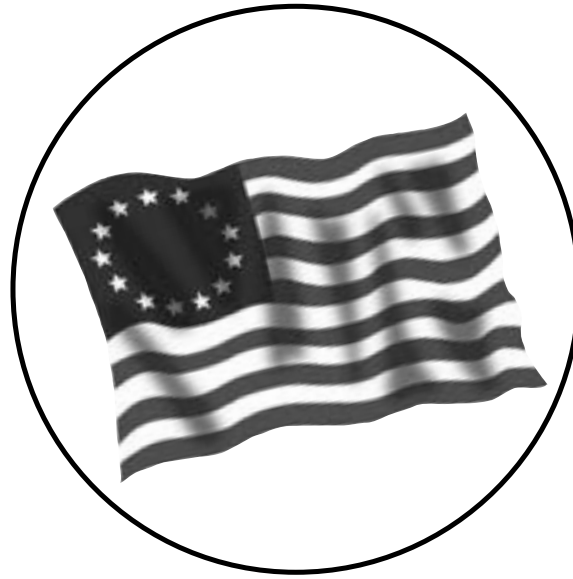
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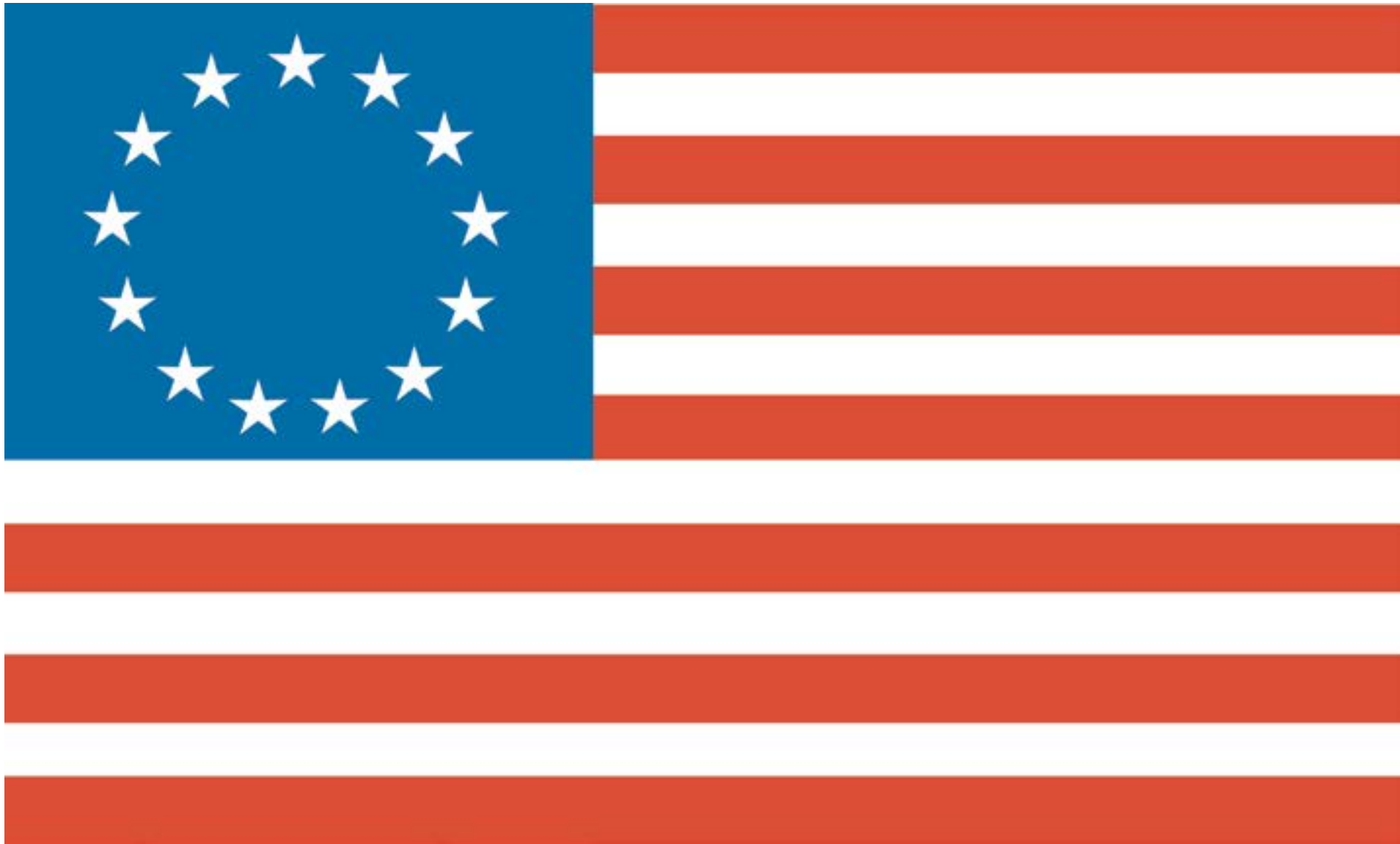
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Jas. Buchanan
Leah Buchanan
John B. B.
Abner B. B.

Irish Bartlett
 W. Maypole
 La. et Adams
 John Adams
 Rev. Mr. Paine

Step. Hopkins
William Ellery
Roger Sherman
John Huntington
John A. Lincoln
John T. Foster
John A. Lincoln



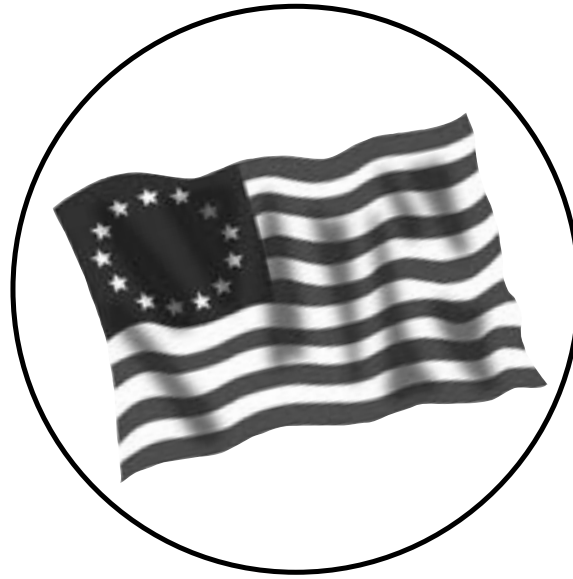
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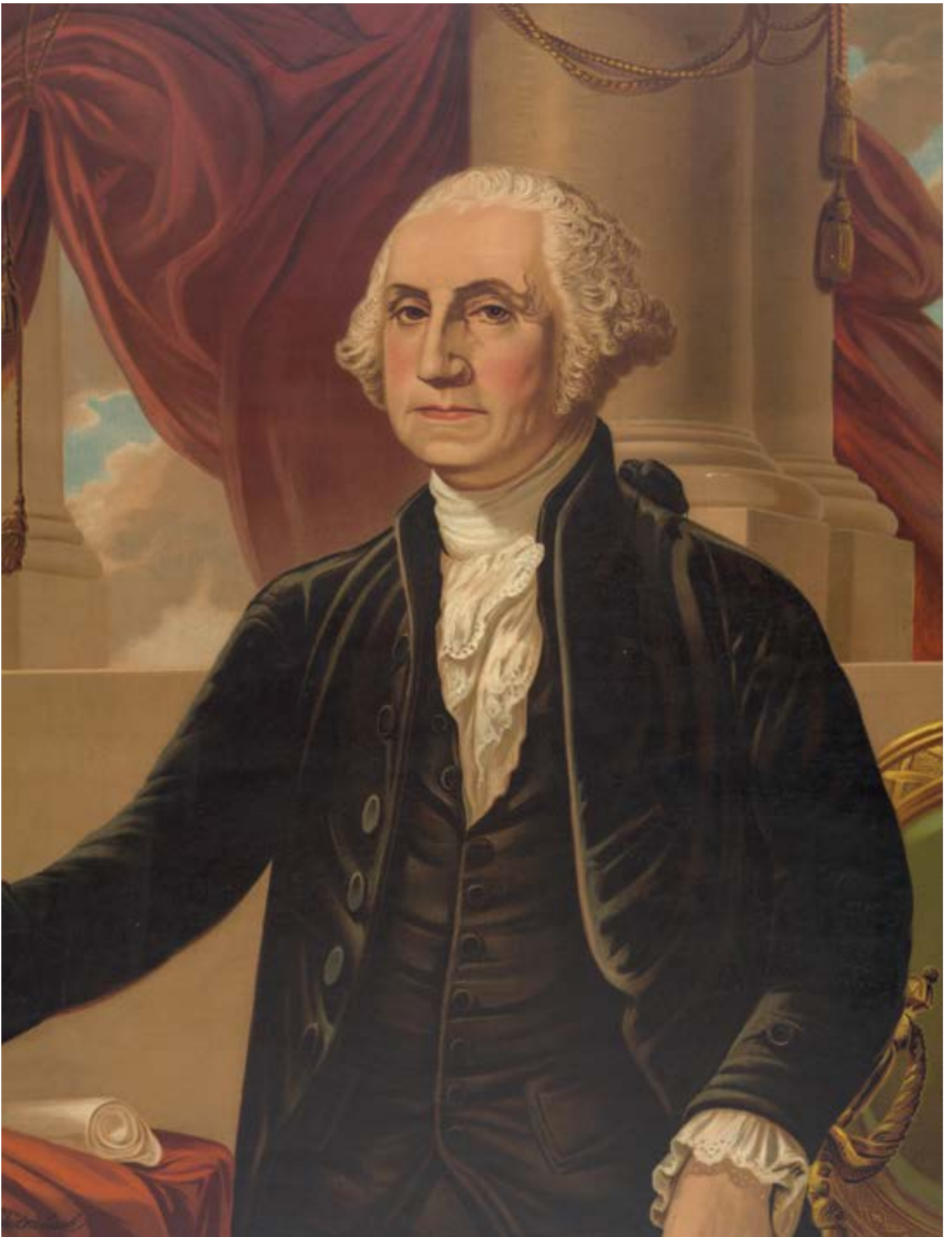


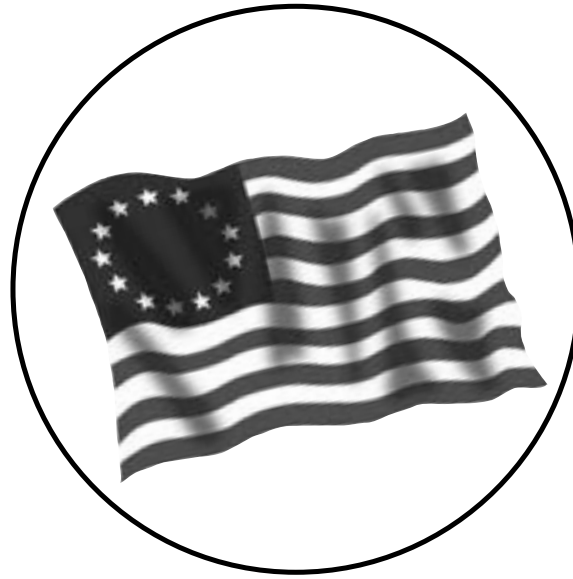
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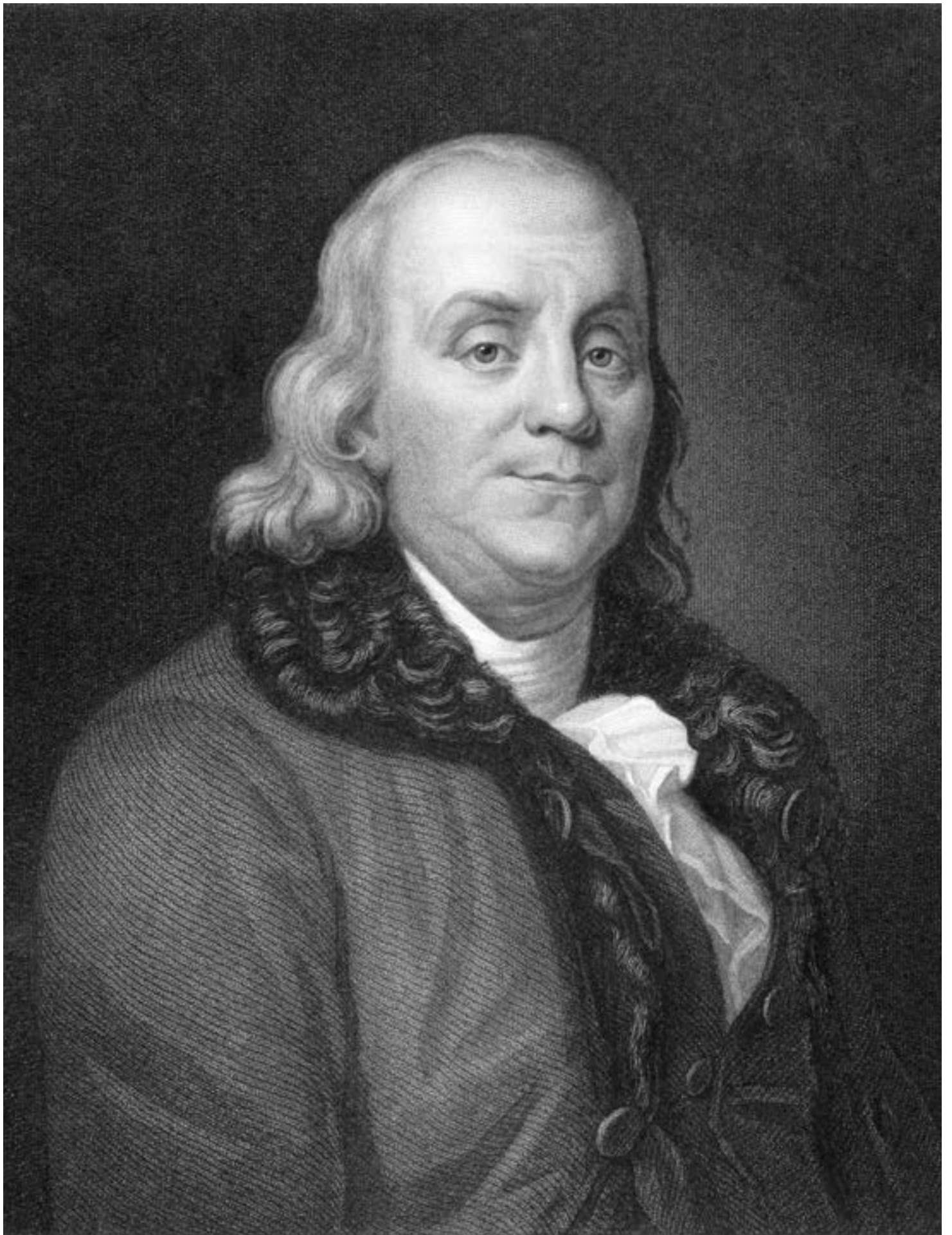


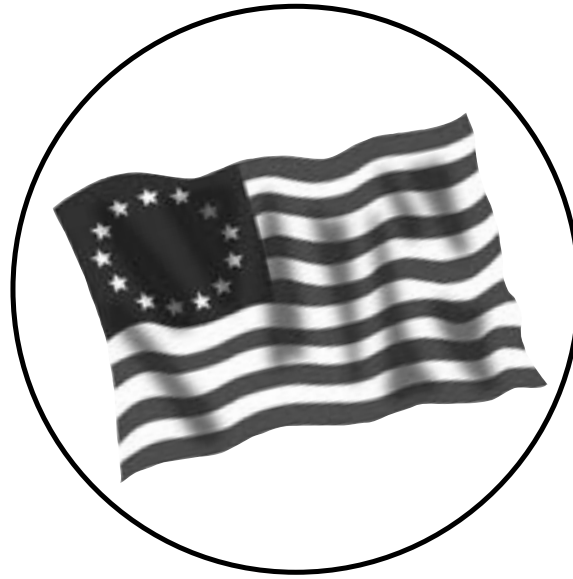
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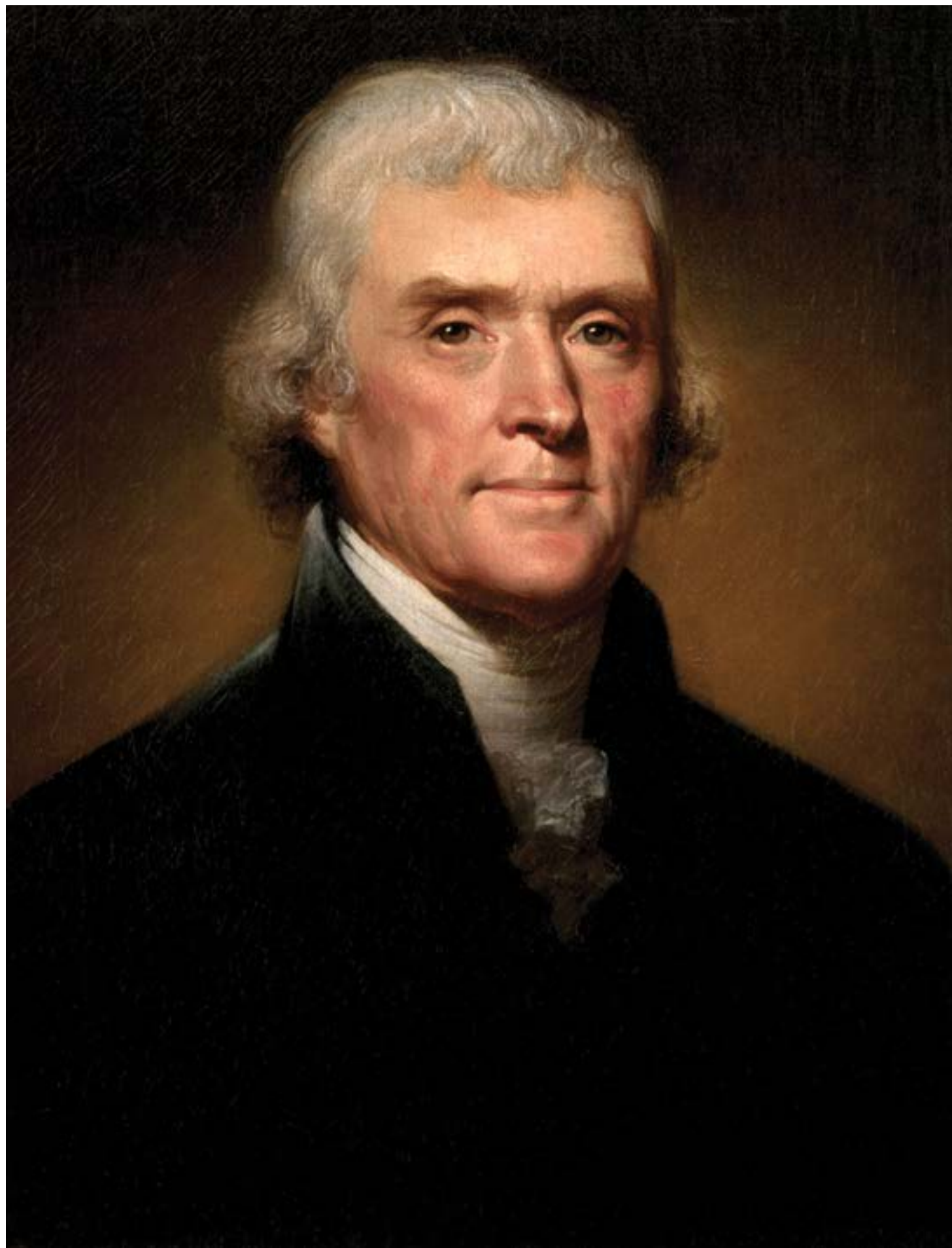


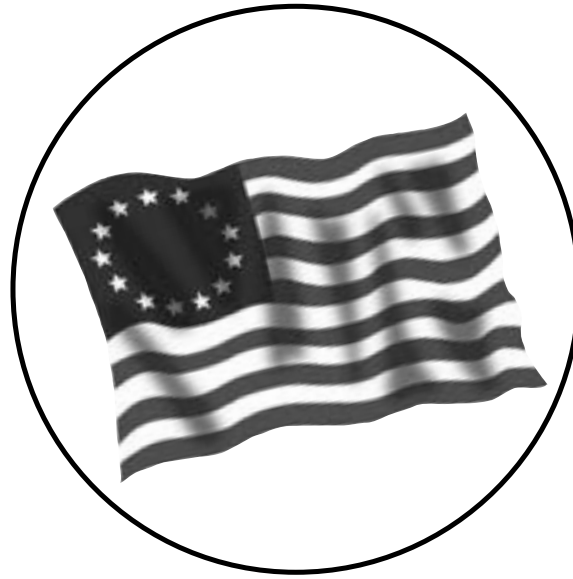
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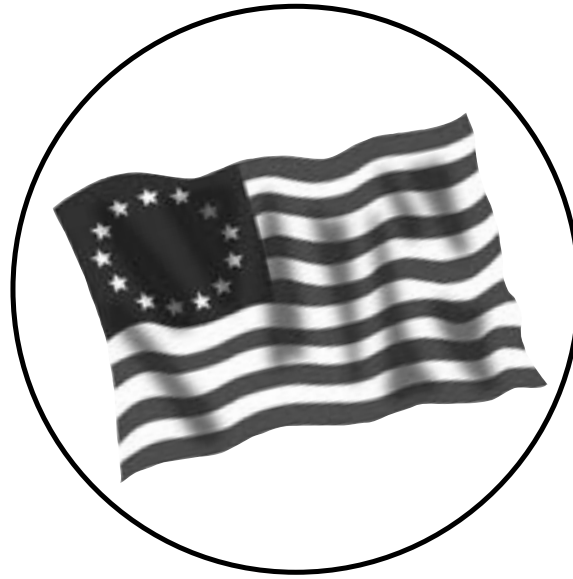
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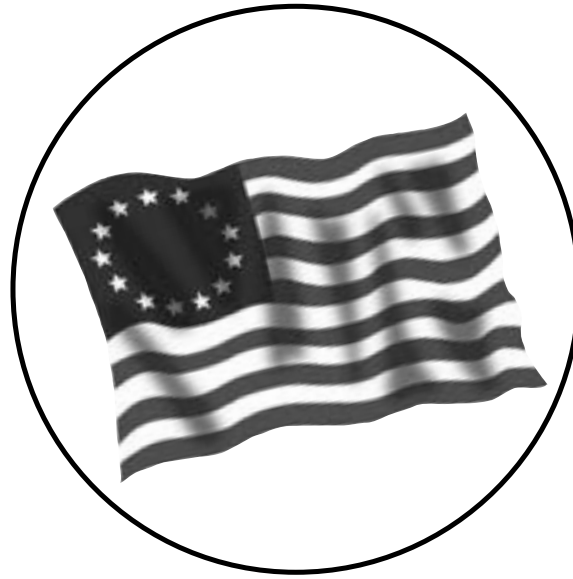
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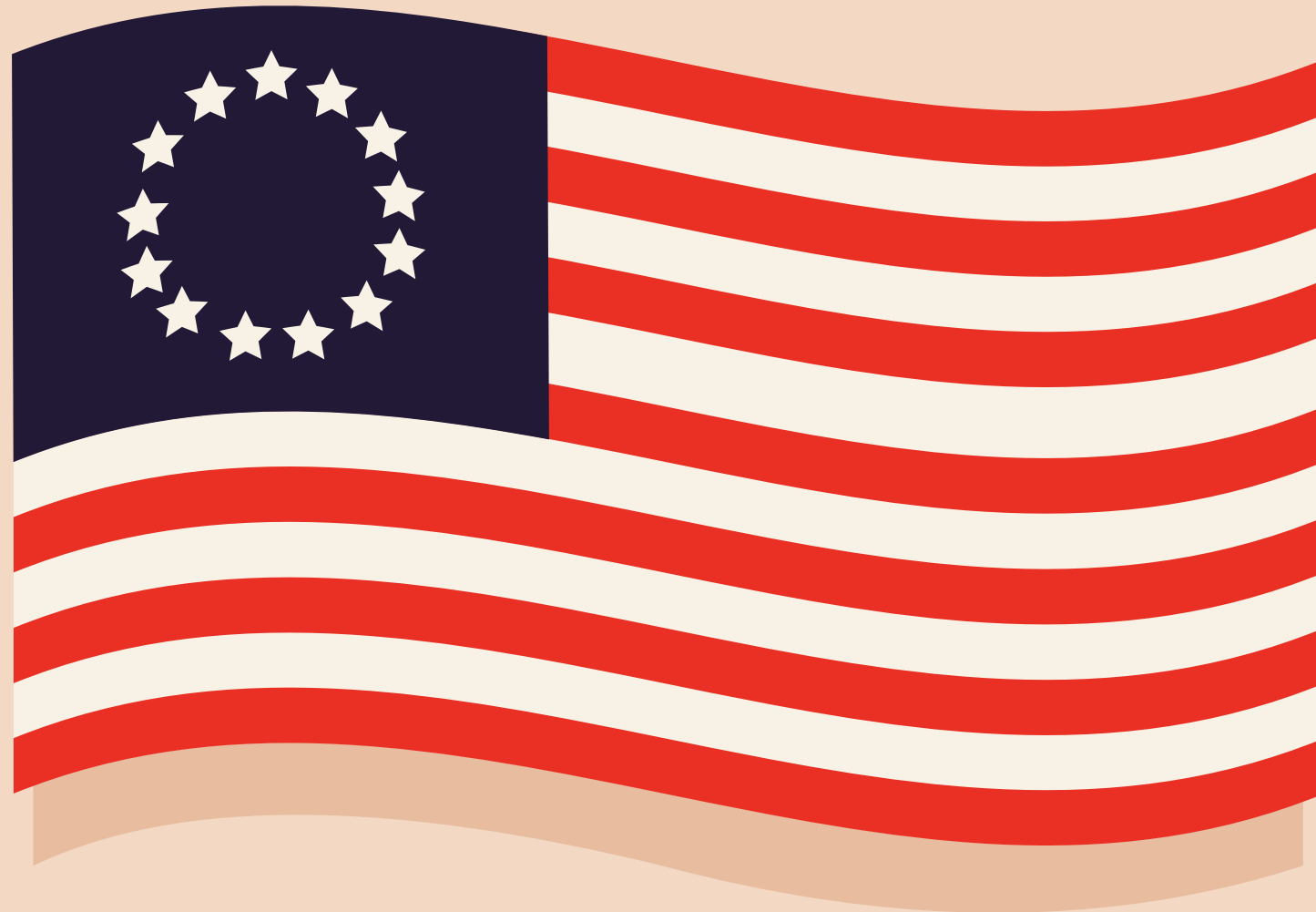
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Grade 1

Knowledge 9 | Digital Components

A New Nation: American Independence

Grade 1

Knowledge 9

A New Nation: American Independence

Digital Components

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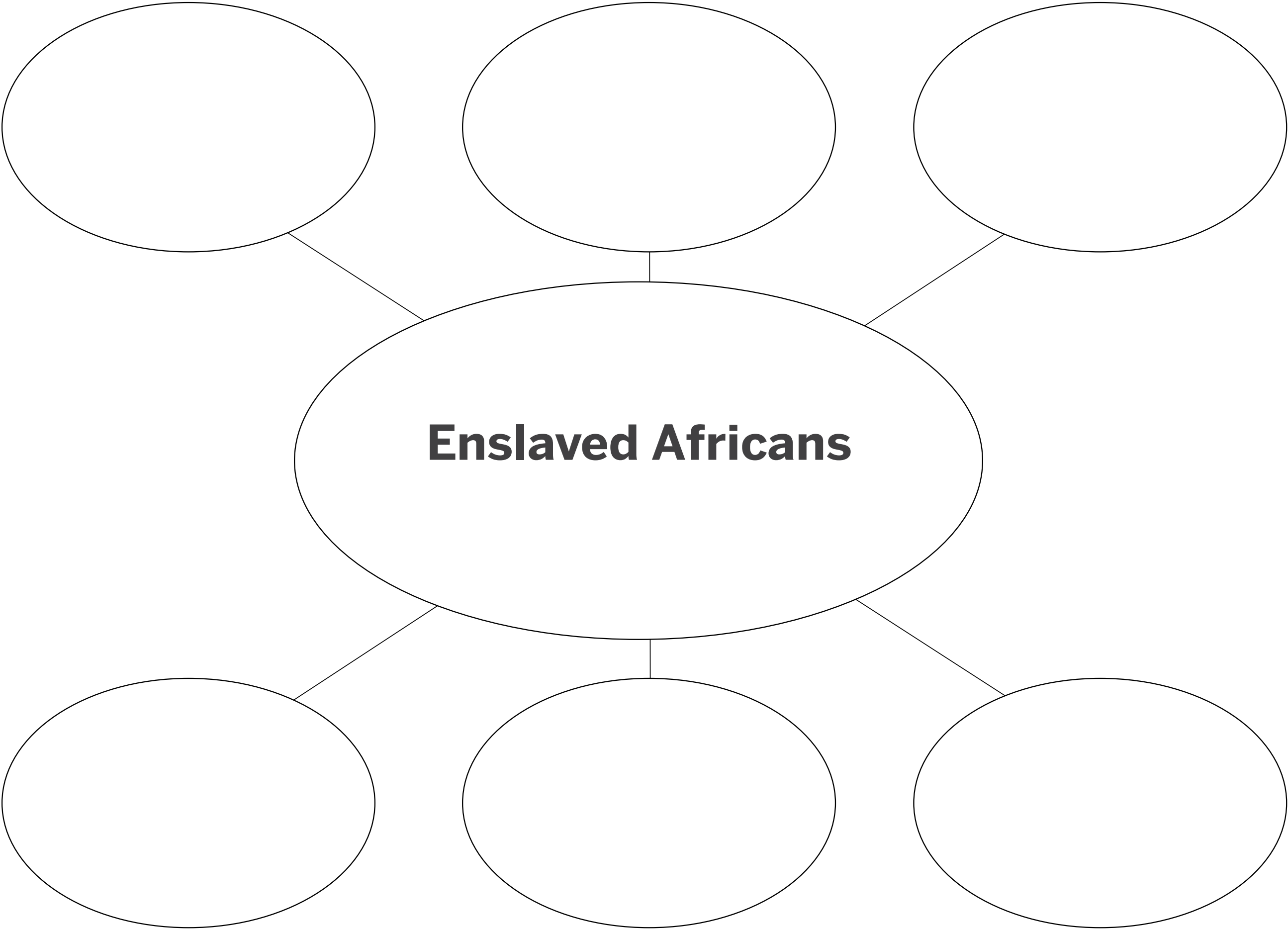
Somebody	
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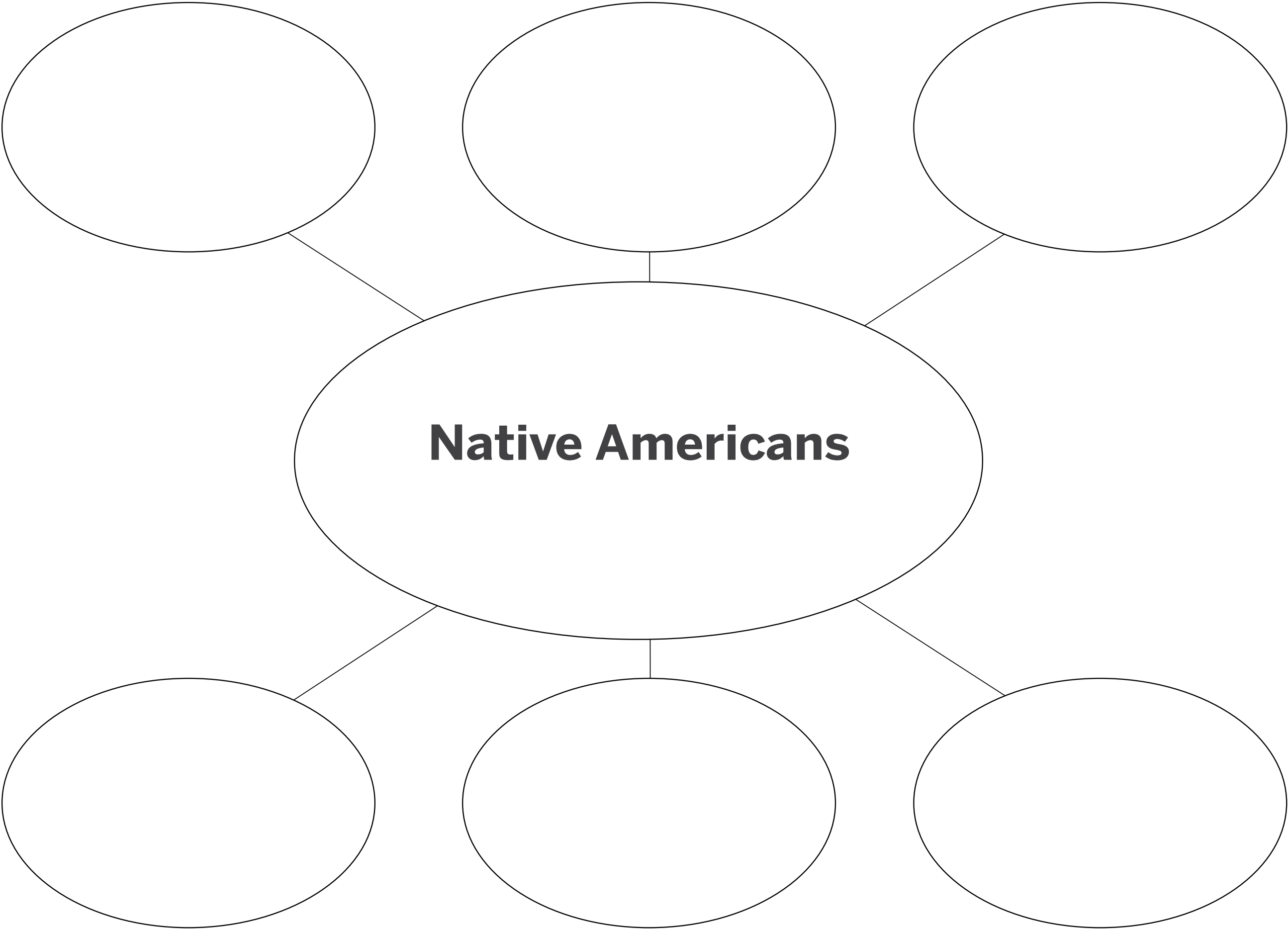
**Yankee Doodle went to town
A-riding on a pony.
Stuck a feather in his cap
And called it macaroni.**

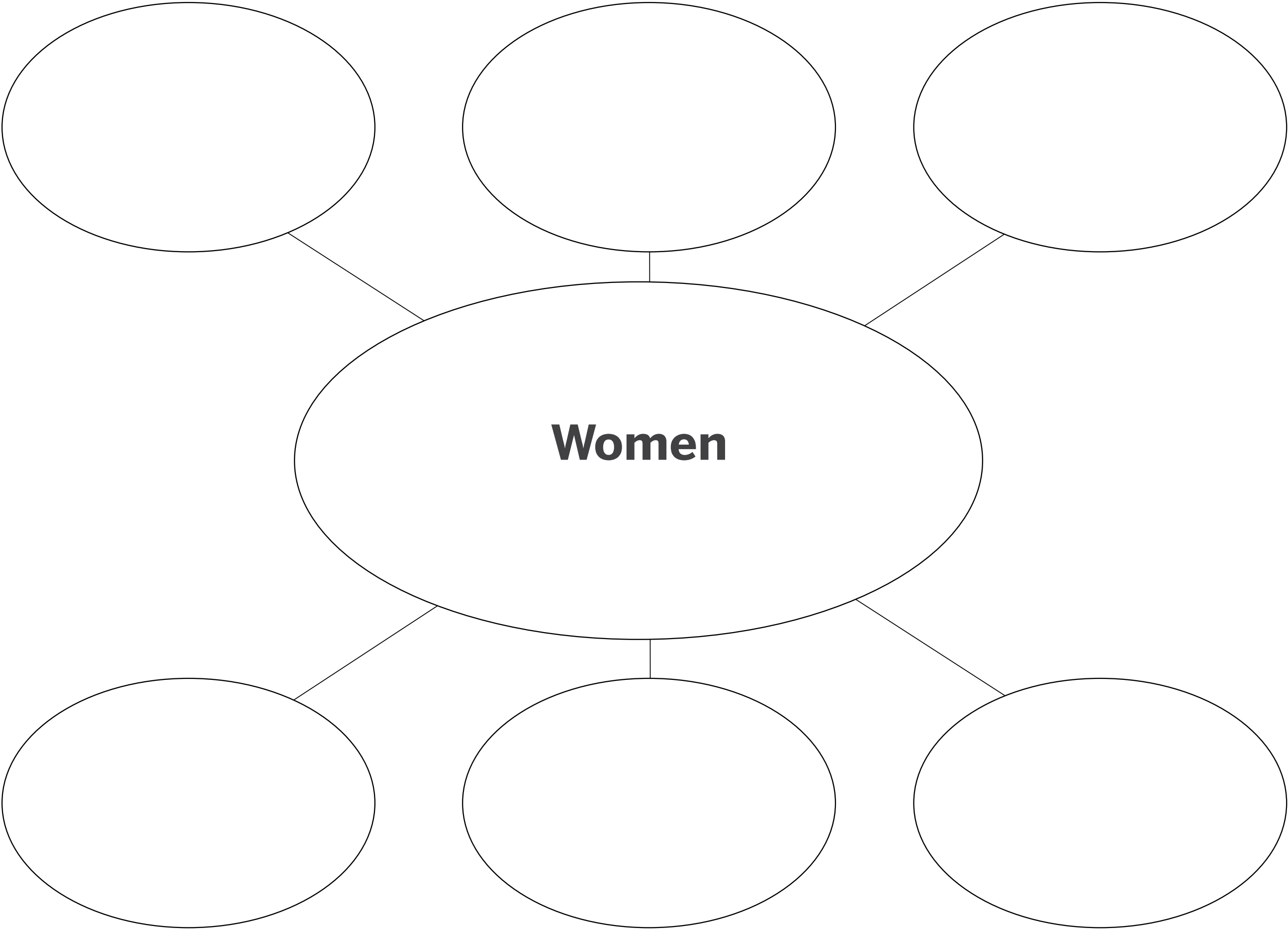
**Father and I went down to camp
Along with Captain Gooding,
And there we saw the men and boys
As thick as hasty pudding.**

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







Model Informational Paragraph

George Washington was the president of this Continental Congress. The Declaration of Independence was written at this meeting. When the new nation had to fight for its independence from Britain, George Washington was the commander in chief. When they won, Washington went on to become president. He was a Founding Father.

	Image 1	Image 2	Image 3 (optional)
Description	portrait of George Washington	picture showing the Second Continental Congress	
<div>Connection</div> <p>Washington was president of the Second Continental Congress.</p>			
Details about the pictures	1. The Declaration of Independence written here		
	2. Washington was commander in chief of the Continental Army.		
	3. Washington was the first president.		
<div>Importance (Why are these events or people important?)</div> <p>Founding Father</p>			

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Welcome!

Grade 1, Domain 9

A New Nation: American Independence

In this unit, students will begin to understand and recall the story behind the birth of the United States.

What's the story?

Students will be introduced to important **historical figures and events** instrumental in the thirteen colonies gaining their **independence from Britain** to become the **United States of America**.

What will my student learn?

Students will learn about the **Boston Tea Party**, the **Declaration of Independence**, and the founding of a **new nation**. They will also explore important historical figures, such as **Betsy Ross**, **George Washington**, **Benjamin Franklin**, and **Thomas Jefferson**. They will study the chronology of events, the roles these figures played, and how they all fit together.

Students will explore the genre of **informational writing** by learning to **identify** important **facts and information** before, during, and after the daily Read-Alouds. They will **plan and write** their own informational paragraphs about the founding of the United States. They will also work as a class, in small groups, and independently to **write captions** for an ongoing **Picture Gallery**.

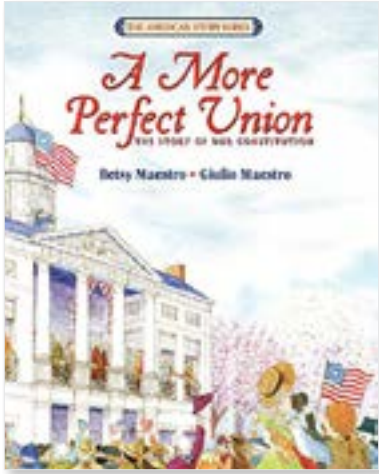
Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What was the Boston Tea Party?
Follow up: What are taxes? What do they pay for? Did the Boston Tea Party solve the problem of tea being taxed? How do you know?
2. What did the Declaration of Independence do?
Follow up: Who was chosen to write it? Why do you think he was chosen? How do you think the colonists felt when they heard the Declaration of Independence?
3. What is Betsy Ross known for?
Follow up: Why were there thirteen stripes and thirteen stars on the flag she made? If you could design a flag for our family, what would you include? Why?
4. What are some things that George Washington did for his country?
Follow up: If you had a chance to meet George Washington, what would you tell him? What questions would you ask him?

Grade 1: Domain 9

A More Perfect Union: The Story of Our Constitution



by Betsy and
Giulio Maestro



●●● QT: 920L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the program.

Summary: *A More Perfect Union* uses student-friendly language to explain how and why the U.S. Constitution was created. Students learn important concepts about cooperation, compromise, rights, and the idea that the power of government should come from the people of the new nation.

Essential Question

How did the U.S. Constitution help shape a new nation?

Guide students in discussing the three branches of government set up in the U.S. Constitution and their roles. It is not important to use the terms *executive*, *legislative*, and *judicial* at this point. In the book, the terms used are:

- president
- a congress
- a law court

Vocabulary Routine

Tier 2 Vocabulary Words

compromise
draft
rights
protects

Tier 3 Vocabulary Words

Declaration of Independence
colonies
Constitution
Bill of Rights
amendments

Performance Task

Have students write a paragraph explaining the purpose of the U.S. Constitution.

Students should be able to

- explain that it set up the U.S. government.
- explain that it contains rules for the three branches of government: a president, a congress, and a law court.

Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- Why was the Bill of Rights added to the Constitution?
- How are your classroom rules like the Constitution?
- The most interesting thing I learned is . . .

Talking About Text

After the initial reading of the book, use the routine below to discuss additional text elements.

- Features of Text
 - Discuss the features of the text including maps, illustrations, and additional information about the Constitution in the back of the book.
- Author's Purpose
 - Ask students why they think the author wrote the book. Accept all reasonable answers, such as to give information about how the Constitution came to be. Students will gain a better understanding of text purposes over time.
- Identifying Information
 - Ask students how they might find specific information about the Constitution in the book. For example, ask students where they might find the Bill of Rights or some additional interesting facts (back of the book).
- Compare and Contrast Texts (Domain 9, Lesson 8)
 - Have a discussion about the similarities and differences between *A More Perfect Union: A Story of Our Constitution* and Lesson 8, "A Young Nation is Born." Create a Venn Diagram or other graphic organizer to complete during the discussion.

Vocabulary

Grade 1 Domain 9: A New Nation: American Independence



Alphabetizing

Introduction: Alphabetizing



To **alphabetize** words, put them in order based on the alphabet. When we alphabetize something, we say it is in *alphabetical order*.

Let's alphabetize three words from our domain:

independent, colony, and seal

The first letter of **independence** is **i**.

The first letter of **colony** is **c**.

The first letter of **seal** is **s**.

Let's look at the alphabet to see which letter appears first.

A B **C** D E F G H **I** J K L M N O P Q R **S** T U V W X Y Z

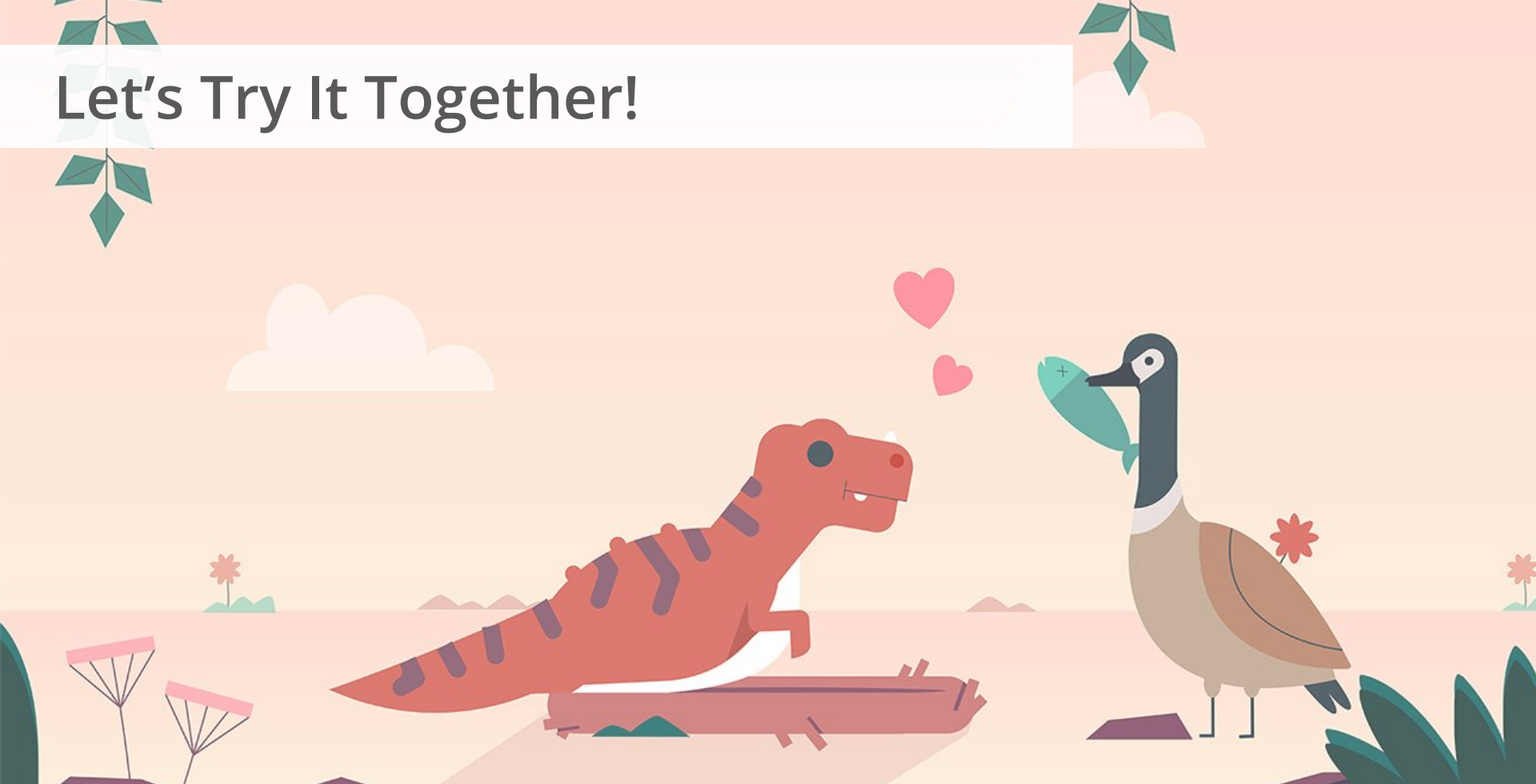
C comes first in the alphabet, and **i** comes before **s**. That means when we put these words in alphabetical order, **colony** comes first, then **independence**, then **seal**.

colony

independence

seal

Let's Try It Together!



Look at these words from our domain:

architecture

seamstress

government

To alphabetize them, let's name the first letter of each word.
Turn to a partner and whisper the first letter of **architecture**,
then **seamstress**, then **government**.

The first letter of **architecture** is **a**.

The first letter of **seamstress** is **s**.

The first letter of **government** is **g**.

Look at the alphabet chart to see which letter appears first in the alphabet, **a**, **g**, or **s**.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

I will name each letter.

For the letter you think comes first, hold up one finger.

For the letter you think appears second hold up two fingers.

For the letter you think comes last, hold up three fingers.

a, s, g

Since **a** appears first in the alphabet, we would put the word **architecture** first. Since **g** appears next, **government** would follow. And **seamstress** would come last, like **s** in our list.

architecture

government

seamstress

Now they're in alphabetical order!

Now you try! Work with a partner to put this list into alphabetical order.

spies

militia

patriotism

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

I will name each letter.

For the letter you think comes first, hold up one finger.

For the letter you think appears second hold up two fingers.

For the letter you think comes last, hold up three fingers.

s, m, p

Did you remember the steps?

1. Find the first letter of each word.

spies, militia, patriotism

2. Decide which letter appears first on the alphabet chart.

A B C D E F G H I J K L **M** N O **P** Q R **S** T U V W X Y Z

3. Put the words in alphabetical order.

militia, patriotism, spies

Now Try One by Yourself!



Write these words in alphabetical order.

liberty

justice

freedoms

Answer



freedoms

justice

liberty