

# AMERICAN INDEPENDENCE



**GRADE 1 UNIT 8 | ACTIVITY BOOK**

EDITION 1

Grade 1

Unit 8

# **American Independence**

## **Activity Book**

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

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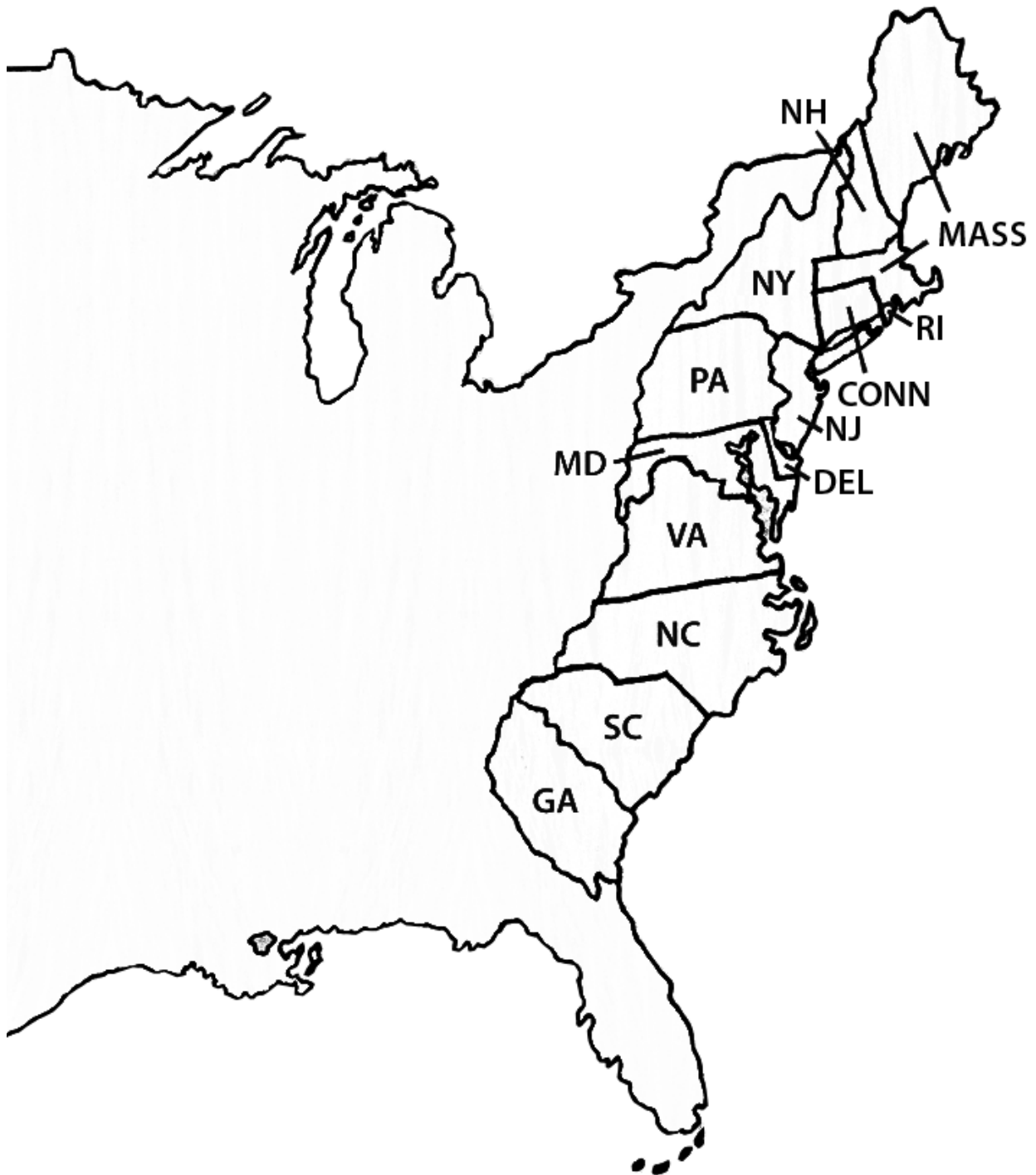
NAME: \_\_\_\_\_

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 multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

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. Following 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: \_\_\_\_\_

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

<b><i>Somebody</i></b>	
<b><i>Wanted</i></b>	
<b><i>But</i></b>	
<b><i>So</i></b>	
<b><i>Then</i></b>	





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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<b><i>Somebody</i></b>	
<b><i>Wanted</i></b>	
<b><i>But</i></b>	
<b><i>So</i></b>	
<b><i>Then</i></b>	



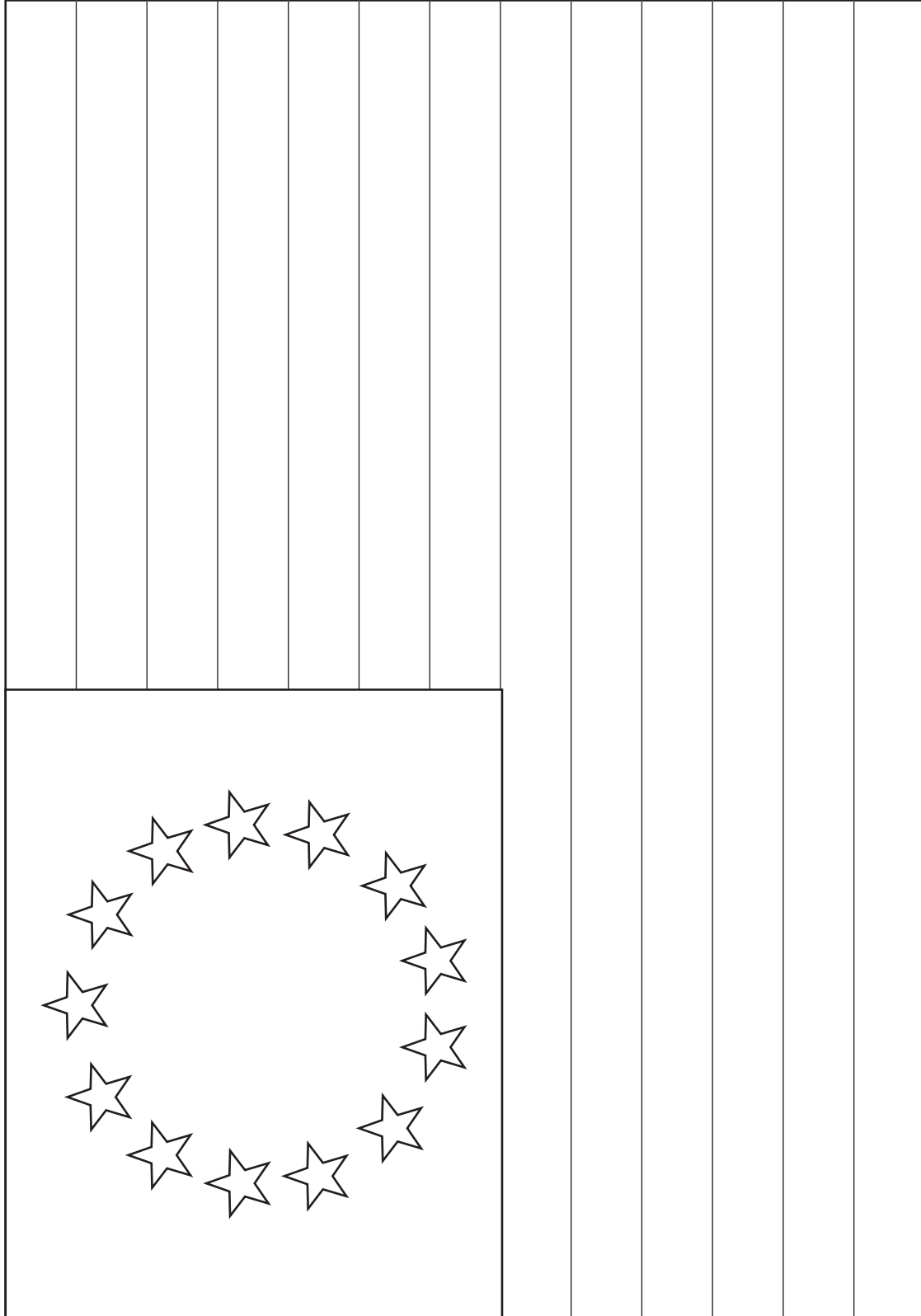
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.1

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.*



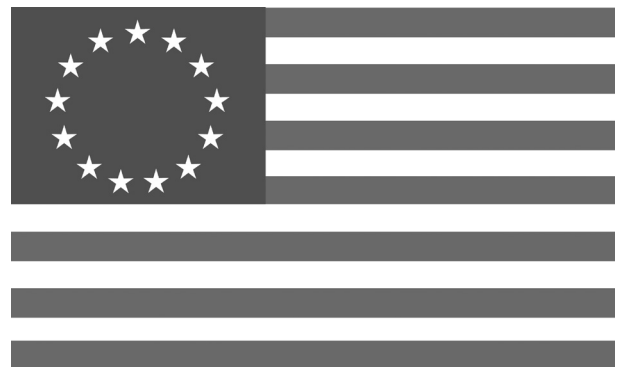
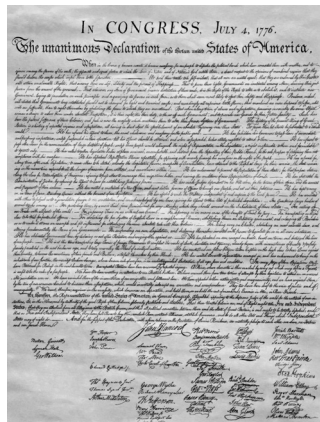


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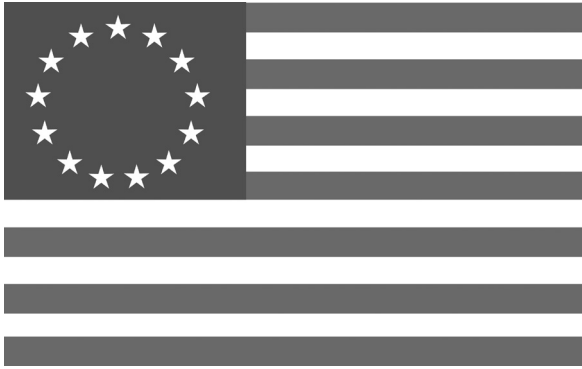
DATE: \_\_\_\_\_

PP.1

Assessment



Directions: Listen to your teacher's instructions.



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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.1

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. Following 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: \_\_\_\_\_

12.1

Activity Page

	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: \_\_\_\_\_

12.2

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 writing practice.

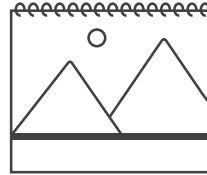


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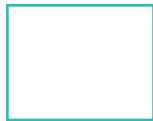
DATE: \_\_\_\_\_

UR.1

Activity Page



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Directions: Listen to your teacher's instructions.



NAME: \_\_\_\_\_

UA.1

Assessment

DATE: \_\_\_\_\_

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.



11.



12.



13.



NAME: \_\_\_\_\_

UA.2

Assessment

DATE: \_\_\_\_\_

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.



NAME: \_\_\_\_\_

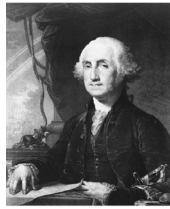
UA.3

Assessment

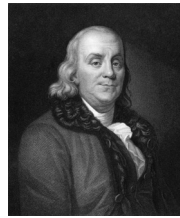
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Directions: Listen to the sentence read by the teacher. Circle the picture or pictures in each row that the sentence describes.

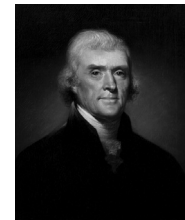
1.



G.W.

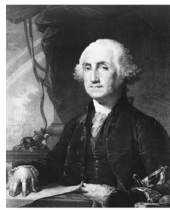


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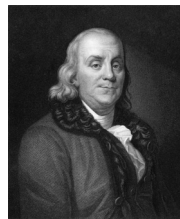


T.J.

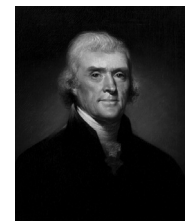
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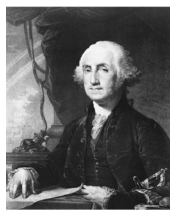


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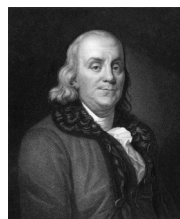


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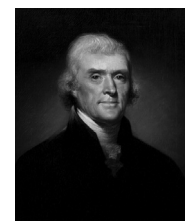
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G.W.

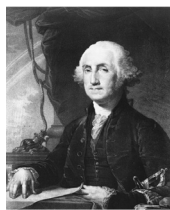


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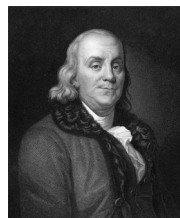


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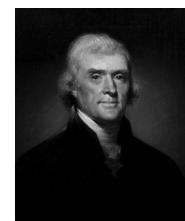
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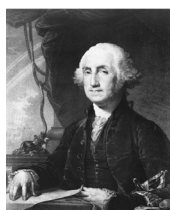


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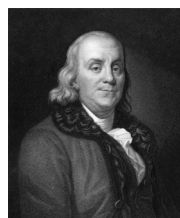


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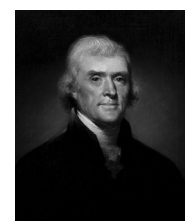
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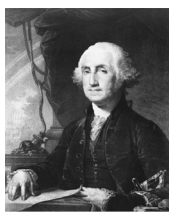


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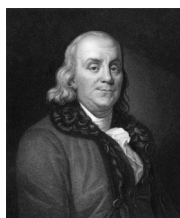


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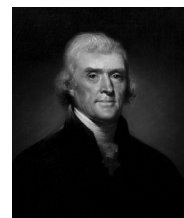
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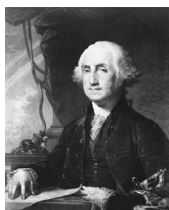


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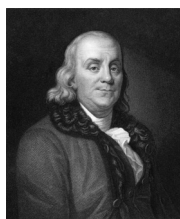


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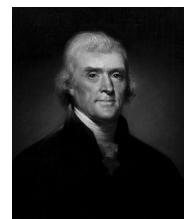
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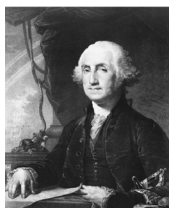


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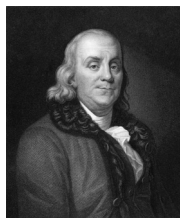


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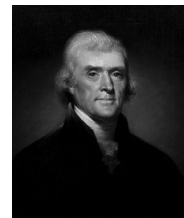
8.



G.W.



B.F.



T.J.

9.



10.



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