

AMERICAN INDEPENDENCE



GRADE 1 UNIT 8 | TEACHER GUIDE

EDITION 1

Grade 1

Unit 8

American Independence

Teacher Guide

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.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Introduction

This introduction includes the necessary background information to be used in teaching the *American Independence* unit. The Teacher Guide for *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 unit also includes a Pausing Point after Lesson 6, which contains a Mid-Unit Assessment. At the end of the unit, a Unit Review, a Unit Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. You should spend no more than nineteen days total on this unit.

UNIT COMPONENTS

Along with this Teacher Guide, you will need:

- Flip Book for *American Independence*
- Image Cards for *American Independence*
- Activity Book for *American Independence*
- Digital Components for *American Independence*

All unit components' materials can also be found in the digital version provided with the program's online materials.

AMERICAN INDEPENDENCE

In this unit, 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 unit 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 unit, 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 about how a desire for religious freedom and democratic representation influenced America's founders. 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. The unit concludes with a Read-Aloud that focuses on important symbols of our nation and what inspired them. 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 other historical topics in this and later grades.

The text that students will be listening to and discussing provides opportunities for students to build content knowledge and draw connections to social studies. You may 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 TEKS. This content is not a replacement for the grade-level social studies instruction. For more information on religious source material in reading/language arts, consult the program guide.

WHAT STUDENTS HAVE ALREADY LEARNED DURING KINDERGARTEN

The following units, and the specific core content that was targeted in those units, are particularly relevant to the Read-Alouds students will hear in *American Independence*.

- **Colonial and Native Americans**
- **America: Our Great Country**

CORE VOCABULARY FOR AMERICAN INDEPENDENCE

The following list contains all of the core vocabulary words in *American Independence* in the forms in which they appear in the Read-Alouds. Bold-faced 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 understand most of these words and begin to use them in conversation.

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

CORE CONTENT OBJECTIVES

- Locate the thirteen original colonies
- Describe the Boston Tea Party
- Describe events leading to religious freedom in America
- Explain the significance of Paul Revere's ride
- Identify "one, if by land, and two, if by sea"
- Identify Minutemen, Redcoats, and "the shot heard round the world"
- Describe the contributions of George Washington as patriot and military commander, and the first president of the United States
- 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 Independence Day
- 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
- Identify and become familiar with the significance of the flag, the Liberty Bell, and the bald eagle as U.S. symbols

WRITING

In this unit, 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 12, 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, 5, 7, 10, 11)
- Somebody Wanted But So Then (Lessons 3 and 4)
- the Original Flag (Lesson 6)
- informational paragraphs (Lesson 12)
- any additional writing completed during the Pausing Point, Unit Review, or Culminating Activities

FOUNDATIONAL ORAL LANGUAGE

The Think-Pair-Share and Turn and Talk prompts throughout the unit provide opportunities to teach and reinforce how to communicate by using conventions of language, speaking when recognized, and making appropriate contributions to discussions.

- You can also reinforce these ideas by modeling using an appropriate pace, recognizing students' individual contributions to group discussions, and pointing out conventions of language.
- Explain to students that when working in whole/small groups, group members share responsibility for the work they do together. To work effectively and respectfully, everyone should recognize the contributions made by each group member. For example, as group members discuss a text, each group member can share thoughts and reactions. If preparing to return to a whole-group discussion, group members can summarize the group's ideas by including contributions from everyone in the group.
- Consider using a discussion checklist that tracks student participation, as well as introducing discussion techniques that enhance participation.



TEKS 1.1.C; TEKS 1.1.D



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 1.1.D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

AMERICAN INDEPENDENCE

A New Age

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 1.3.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.	☐ Image Cards 1–3 ☐ world map or globe ☐ board/chart paper and writing tools
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ Thirteen Colonies Map (Digital Components) (optional) ☐ world map or globe (optional) ☐ Flip Book: 1A-1–1A-11
“A New Age”			
Comprehension Questions			
Word Work: <i>Settlements</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Sequencing Events	Independent	20 min.	☐ Thirteen Colonies Map (Digital Components) ☐ Activity Page 1.1
Working with Maps			
Take-Home Material			
Family Letter			☐ 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 unit. Alternatively, a digital version may be accessed in the online materials 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 unit. 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 make 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 “A New Age”

Type	Tier 3 Unit-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: A New Age

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* unit, 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 of the past)

- Tell students that long ago, 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. Ask students to share anything they remember from Kindergarten about how Native Americans lived long ago.

Image Card 1



Check for Understanding

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

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.

Image Card 2



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.

Image Card 3



**EMERGENT
BILINGUAL
STUDENTS**



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

- 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 Texas 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 Texas. 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 United States of America, and the innermost circle with the name of Texas. 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 Texas.

Lesson 1: A New Age

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

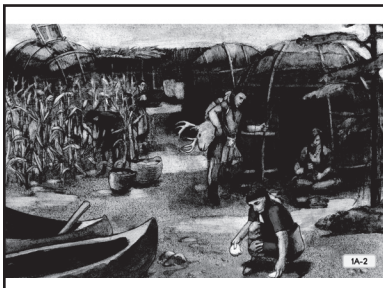
- Tell students that the Pilgrims were not the first English people to settle in North America. Tell them that in today's Read-Aloud they are going to learn about some of the other places in North America where the English settled, both before and after the Pilgrims' arrival. Ask students to listen to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

"A NEW AGE" (15 MIN.)



Show Image 1A-1: North America

This is the North American continent, where we live today. *The portion in 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 of the past

[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.

Support

Display the Read-Aloud text on a screen, in order to allow students an opportunity to participate in a supported shared reading experience.

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.

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

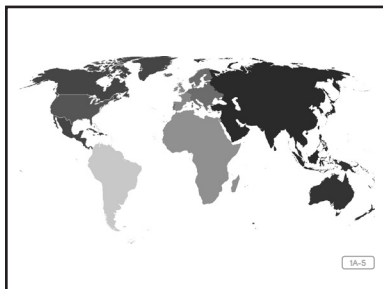
set sail from Europe, hoping to find a quicker way to reach India and China, where spices, gold, and other riches were legendary.



Show Image 1A-4: Columbus and Native Americans

But in 1492, when Columbus actually reached land, after he “sailed the ocean blue,” he thought he landed somewhere near India, so he called the people Indians. That’s where the term *Indians* comes from. But Columbus was mistaken. These were *Native Americans*, which is the term we use today.

[Point to the Native Americans.] Who are these people? [Encourage students to use the term Native Americans.] 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 what many*

Europeans called the “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.*

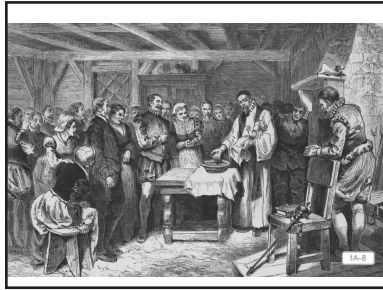
They wanted a place for their people to spread out from their small island country, England, across the Atlantic Ocean. They were also looking for a place where they could have more religious freedom. This means they wanted the freedom to pray, worship, and practice their religion in any way they chose. 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 Americas 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, and they had a feast together to give thanks for their blessings. We have a celebration called Thanksgiving every November to give thanks just as the Pilgrims did.



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

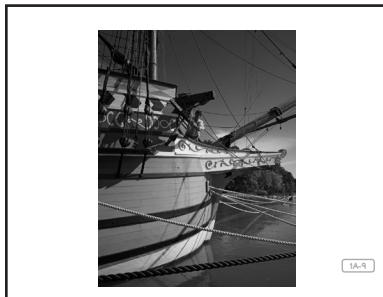
and women had settled in two other places. The first English colony was on Roanoke Island *[Point to the area off the coast of North Carolina.]*, followed by a **colony** at Jamestown. *[Point to Virginia.]* A colony is a place that is ruled by a faraway country. So, the English men and women who moved 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, which is an expression of religious freedom.*

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 because 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.

Challenge

Share with students that although Texas was not one of the original thirteen English colonies, the Spanish made multiple attempts to colonize the area that is now Texas during that time period. Have students point out Texas on the map.

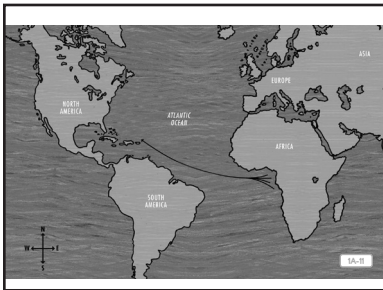


Show Image 1A-10: Map of thirteen colonies

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.*



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

British settlers included a lot of people looking to find a better life in the New World. Some of these settlers paid their own way to be on the ships from England. Others came as indentured servants. These indentured servants had to work for the English colonists

only 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.



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

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who were the very first people known to live in North America? (*Native Americans*)
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. **Literal.** Why is Roanoke Island called “The Lost Colony”? (*because the colonists mysteriously disappeared*)

Show Image 1A-13: 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 or one of the English colonists? What do you think you might like and dislike about living in that time? (*Answers may vary.*)

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*)
- Texas (*settlements*)

Lesson 1: A New Age

Application

20M

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.

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.

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.]

 **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.

- 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

Lesson 1: A New Age

Take-Home Material

FAMILY LETTER

- Send home Activity Page 1.2.

Activity Page 1.1



**EMERGENT
BILINGUAL
STUDENTS**

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



2

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.	☐ Story Chart ☐ Thirteen Colonies Map (Digital Components)
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group/ Partner	30 min.	☐ Thirteen Colonies Map (Digital Components), world map, or globe (optional) ☐ Poster 1M: Stamps (Flip Book) (optional) ☐ 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.	☐ 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 unit, 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 unit 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 online materials for this unit.

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 unit, 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

The colonists revolted against the king because they thought that the taxes were unfair.

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 Unit-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, using key details and vocabulary.

ELPS 1.E; ELPS 3.F;
ELPS 3.B; 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 unit 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

10M

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

 **TEKS 1.1.C**

WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- 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 unit, 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 following 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 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*)

Note: Explain to students that *Parliament* is the name of the national legislature of Great Britain, and that it acts similarly to our country's Congress.



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 thirteen. Have each student point to and name one colony, moving in an order of your choosing.] Point to and name one of the thirteen 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

30M

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**

Support

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

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.

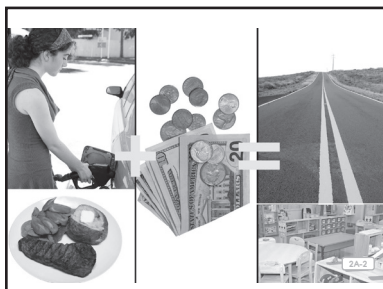
“A TAXING TIME: THE BOSTON TEA PARTY” (15 MIN.)



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

and fund other expenses of Great Britain and the king, 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 must 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 what the sales tax is in your part of Texas, 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.

 **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.

They must give the extra money, or taxes, to the government. These days, we vote and elect **representatives**, or *people to represent us in government*. These people make decisions about how to best spend taxes to provide public services that benefit all who live here. *[You may wish to briefly name one representative of your locality and say, "Citizens 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 without being represented. 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? Taxation without representation just didn't seem fair to them.



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.

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.

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.

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.

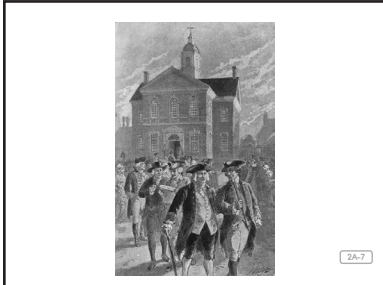


Show Image 2A-6: Paul Revere's shop in Boston

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.

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. These colonists suggested that the people wait a bit because they thought it was not a good idea to fight back without thinking about it first.

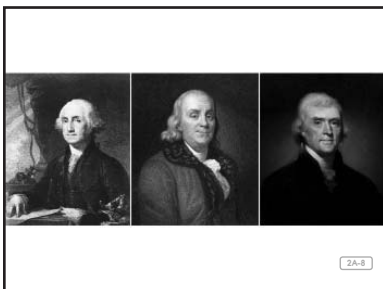


Show Image 2A-7: First Continental Congress

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 argued that they were 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.]

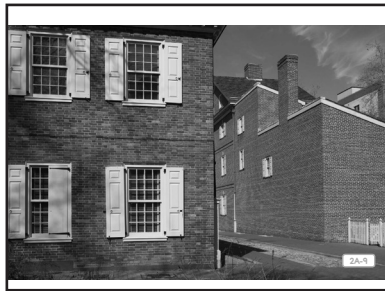
Members of the Continental Congress included George Washington from Virginia, a young army commander who had helped protect the colonies. Benjamin Franklin attended the

second meeting of the Continental Congress; he was 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.]*

Challenge

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

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



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

[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. **Inferential.** What are taxes, and what are they used for? (*extra money paid for goods you buy that government uses to help pay for public services, such as schools, police and fire protection, water and garbage services, etc.*)
2. **Literal.** What is a representative? (*someone elected to represent a larger group of people in the government; helps the government decide what to spend taxes on*)
3. **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? (*In protest, 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.*)



Language

Selecting Language Resources

Beginning

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

Intermediate

Have students answer using the unit-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.”

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.*)

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 unfairly*) 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 of, 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.

Image Card 5



EMERGENT
BILINGUAL
STUDENTS



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 Native Americans, a common symbol of freedom at the time. Why are the men dressed this way? (*They were showing they wanted more freedom.*)



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 of the past.*)
 - 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:

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

3

AMERICAN INDEPENDENCE

Prayer: The First Debate

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss the importance of prayer and religious freedom at the First Continental Congress.

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

Reading

Students will describe events leading to religious freedom in America to summarize the Read-Aloud.

 **TEKS 1.6.G; TEKS 1.6.H; TEKS 1.7.D**

Language

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

 **TEKS 1.3.B; TEKS 1.3.C**

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

 **TEKS 1.6.H; TEKS 1.7.D**

 **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 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **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.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	
Essential Background Information			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ Thirteen Colonies Map (Digital Components) (optional) ☐ Flip Book: 3A-1–3A-7
“Prayer: The First Debate”			
Comprehension Questions			
Word Work: <i>Debates</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Somebody Wanted But So Then	Small Group	20 min.	☐ Activity Page 3.1 ☐ Somebody Wanted But So Then Chart (Digital Components) ☐ Flip Book: 3A-7–3A-7

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 Somebody Wanted But So Then chart.

Application

- Prepare and display the following Somebody Wanted But So Then chart. Alternatively, access a digital version in the online materials for this unit.

Somebody	
Wanted	
But	
So	
Then	

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

Universal Access

Reading

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

CORE VOCABULARY

compromise, n. an agreement made between two people or groups in which each side gives up some of the things they want

Example: I wanted to play checkers, but my sister wanted to play a different game, so we came to a compromise by playing each game for half an hour.

Variation(s): none

debates n. discussions between two sides of an argument in order to come to an agreement

Example: My sister and I had a debate for half an hour to choose what we wanted to eat for dinner.

Variation(s): debated, debate

delegates, n. people who are sent to represent or act for other people in a meeting

Example: The delegates met for many hours, making choices about the law that would affect everyone in their states.

Variation(s): none

session, n. meeting or a period of time that is spent doing a particular activity

Example: The session began once all of the representatives had arrived.

Variation(s): sessions

Vocabulary Chart for “The First Debate”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	delegates (<i>delegado</i>)	compromise (<i>compromiso</i>) debates (<i>debate</i>) session (<i>sesión</i>)	
Multiple Meaning			
Sayings and Phrases			

Support

If students have difficulty telling their assigned part of the story, prompt them by stating the questions as sentences and having them finish the sentences. If students give one-word answers and/or fail to use Read-Aloud or unit vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language.

Challenge

Ask students to think about why the British felt they could continue taxing the colonists. (*Answers may vary but should include that the British felt they were still in control of the colonists, even though they no longer lived in England.*)

**EMERGENT
BILINGUAL
STUDENTS**



Exchanging Information and Ideas

Listening Actively

Beginning

Have students answer simple yes/no questions (e.g., "Did the British king and Parliament tax 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

Start Lesson

Lesson 3: The First Debate

Introducing the Read-Aloud

10M

Speaking and Listening: Students will discuss the importance of prayer and religious freedom at the First Continental Congress.

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

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Tell students that today they will help you retell the story they have heard so far about the founding of the United States by answering some questions.
- Divide the class into two groups for discussion of each of the questions, then prompt each group's discussion with the following questions. Have each group choose a representative to tell their part of the story after they have had a few minutes to discuss. Optional: As students tell the story, write the Somebody Wanted But So Then chart on chart paper or on the board for review the next day.
 - **Group 1: Taxes** Why did the king and the British Parliament start taxing the colonies on the goods they purchased, such as tea? (*Answers may vary but should include that 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? (*Answers may vary but should include that, no, they were angry. They felt it was unfair to be taxed because they didn't have representatives in the British Parliament to help decide how much the tax should be or what to spend the taxes on.*)
 - **Group 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.*)



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.

ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

- Tell students that in today's Read-Aloud, they will learn more about the First Continental Congress.
- Tell students that the First Continental Congress was a group of colonists who met together to help make decisions for the colonies. The colonies had too many people for every single person's vote to be heard, so they sent representatives to speak and make choices on their behalf.
- Explain to students that when the First Continental Congress met, there was a lot happening in the colonies. Many colonists felt scared. The First Continental Congress had many important decisions to be made. It was a stressful time.
- Explain to students that in the Read-Aloud, they will learn about one of the first choices that the representatives had to make.



Check for Understanding

Recall: Ask students to recall events they learned about in the previous lesson. (*taxes, the Boston Tea Party*)

Lesson 3: The First Debate

Read-Aloud

30M

Reading

Students will describe events leading to religious freedom in America to summarize the Read-Aloud.

 **TEKS 1.6.G; TEKS 1.6.H; TEKS 1.7.D**

Language

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

 **TEKS 1.3.B; TEKS 1.3.C**

PURPOSE FOR LISTENING

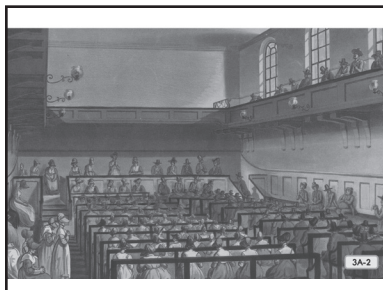
- Tell students to listen carefully to find out about the first debate within the First Continental Congress.

“THE FIRST DEBATE” (15 MIN.)



Show Image 3A-1: The Boston Tea Party

The year was 1774. America was not a country—not yet. It was made up of thirteen British colonies ruled by the king of Great Britain. But the colonists were angry. They were angry over taxes. In December of the year before, in Boston, a group of colonists climbed onto three British ships and dumped chests of valuable tea into the Boston Harbor.



Show Image 3A-2: Quaker meeting house

Many people who lived in the colonies had other concerns beyond taxes. Many colonists came to America to have religious freedom. *Religious freedom means begin able to freely practice religion without the government telling you how.* The pilgrims who landed at Plymouth Rock, in what would become the colony of Massachusetts, wanted to be able to pray to their God without being told how

 **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **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.

to pray. Even outside of Massachusetts, in the other original thirteen colonies, colonists worshiped in different ways. *[Point to map of thirteen colonies]* Many people from a religious group known as the Quakers left England and went to Pennsylvania, where they had the freedom to worship. Back in England, Quakers were sometimes put into prison for praying the wrong way. Catholic believers established a strong church network in Maryland in a way that was not permitted in England. A number of Jewish settlers arrived first in New York, and then in several other colonies, thriving in a land where they had the freedom to worship. These religious groups thrived in the colonies, alongside a large number of colonists who were members of the Anglican Church, which was the official Church of England.



Show Image 3A-3: Carpenters' Hall, Philadelphia

There were a lot of different people in the thirteen colonies, with many colonists angry at Great Britain. But they all wanted to keep the freedoms they held dear. In September 1774, people in the colonies sent representatives to meet in Philadelphia to

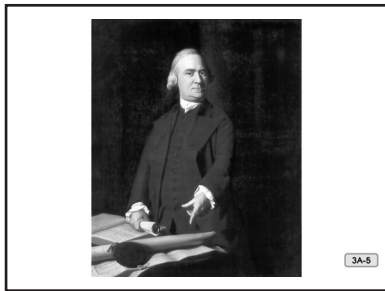
discuss what to do and how to do it. It was the First Continental Congress. The United States had not yet gained its independence. Many of the representatives at this First Continental Congress meeting wanted to stay a part of Great Britain. Even so, today many think of the meeting of the First Continental Congress as the first time we were truly Americans. Before this, there were thirteen separate British colonies. But with this congress, our country started to try to govern itself.



Show Image 3A-4: Founding Fathers

This was a big deal in American history and in the history of the world. At that time, and for thousands of years before, almost all of the nations on the planet were ruled by kings. And in most of the nations where a king ruled, the king required every citizen of that nation to worship in the same way that the king did. These nations had an official religion.

The First Continental Congress would be the first time American representatives came together to discuss how to govern themselves. Many of these representatives were important leaders who helped start our country—they are also known as our Founding Fathers. They included George Washington, John Adams, Samuel Adams, and others. There would be many disagreements and many **debates**. *Debates are discussions between people on both sides of an argument in order to come to an agreement.* But the first debate of this first meeting of what would eventually become the American government was about whether to pray.

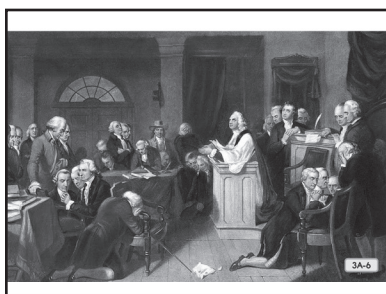


Show Image 3A-5: Samuel Adams

On September 5, 1774, the First Continental Congress met for the first time. They met with heavy hearts. They had heard rumors that British ships had attacked the town of Boston. Representatives worried about the safety of friends and family in Boston. Many were beginning to realize that the well-being of their colonies was going to rely on coming together despite their differences.

As the representatives settled into their seats, a man named Thomas Cushing suggested they begin each **session, or meeting**, with a prayer. Some of Cushing's fellow **delegates** argued against beginning the sessions with a prayer. *Delegates are people who are sent to represent or act for other people in a meeting.* They pointed out that the representatives were not just from different colonies, but they also sometimes had different religious beliefs.

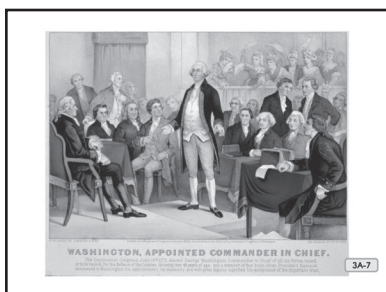
Then Samuel Adams stood up. His home was in Boston, so he was as worried as anyone about the safety of his family and friends. He argued that the representatives could join together in prayer, despite their differences. He said that he could hear a prayer from a good man who loved his country even if he had different religious beliefs. He argued that they may have different ways of worshiping God, but they could still come together for their country. It was a **compromise**—the first of many that would be reached by the founders of our nation. *When people compromise, it means that both sides work together to come to an agreement or make a decision. In this case, the representatives worked together to make a decision that people could pray without being judged based on their religious beliefs.*



Show Image 3A-6: At prayer

Samuel Adams proposed that the congress invite Reverend Jacob Duché to begin the next session with a prayer. This was notable because Reverend Duché was an Anglican, and Adams was part of a religious group that traced back to Puritans who had escaped the Anglican Church in England. Back in

England, their religious differences would sometimes lead to real problems, including possibly being put in jail. But the first debate of the First Continental Congress ended with the group of American representatives with different religious beliefs welcoming prayer. The following Wednesday, Duché opened the congressional session with a special prayer asking for God's help in their effort to gain fair treatment from Britain. The **representatives** received the prayer well. John Adams said that the prayer gave a "warm patriotic feeling."



Show Image 3A-7: First Continental Congress

There were many other issues to debate at the First Continental Congress. Patriots kept stirring things up, talking of going to war and breaking away from Britain altogether. There was no agreement on whether to break away from Great Britain. But there was the beginning of compromise among representatives for the sake of religious

freedom. The First Continental Congress ended its meetings, and the representatives returned to their homes. The conflict between the colonies and Great Britain was not going away.

Support

Remind students that when the First Continental Congress met, the colonists were still figuring out how to work together. Many had come to America looking for religious freedom. This meant that many colonists worshiped in different ways. The representatives wanted God involved in their sessions in different ways, which led to debates.



Check for Understanding

Think-Pair-Share: What is religious freedom? (*Answers may vary but should include the ability to freely practice religion without the government telling you how.*)



Reading

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phases. Include a word bank for students to complete the sentence frame: *freedom, govern, differences, agreement, etc.* (e.g., “I think they debated because . . .”).

Intermediate

Provide students sentence frames using an expanded set of learned phases (e.g., “I think the representatives debated prayer because . . .”).

Advanced/

Advanced High

Provide minimal support and guidance for open responses.

ELPS 1.E; ELPS 3.G

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who met in Philadelphia as members of the First Continental Congress? (*Delegates from each colony came to Philadelphia to discuss what to do about their treatment from England.*)
2. **Inferential.** Why did the colonies send representatives to Philadelphia? (*Answers may vary but should include that the representatives were sent to help decide what to do about their treatment from England.*)
3. **Literal.** How did the representatives decide whether they should pray in session or not? (*They had a debate.*)
4. **Literal.** What compromise did the representatives come to? (*They agreed they could start a session with a prayer and respect each other’s religious differences.*)
5. **Evaluative.** Why do you think the representatives cared so much about having a prayer to begin their sessions? (*Answers will vary but may include that the representatives had a deep faith in God and were part of different religious communities. Many came to America for religious freedom to worship how they pleased. They did not want to have one official religion like the countries they were fleeing.*)

WORD WORK: DEBATES (5 MIN.)

1. In the Read-Aloud you heard, “There would be many disagreements and many debates.”
2. Say the word *debates* with me. Ask students to echo the word after you. This time, emphasize the syllabication of de-bates.
3. *Debates* are conversations where two sides of an argument discuss their sides to come to an agreement.
4. When you have a debate, you use facts to try and make the other side agree with you.
5. Have you ever had a debate with someone? Can you think of debates you might have had at home with a friend or your family? Try to use the word *debate* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I had a debate about . . . with ____.”]
6. What’s the word we’ve been talking about?

Use a Sharing activity for follow-up. I am going to tell you a made-up scenario. Your friend thinks that playing inside is the best. You think that playing outside is best. Turn to a partner and discuss what each side of the debate might say. (*Answers for playing inside might include that you might not get too hot or too cold, there are games you can play inside that cannot be played outside, and playing inside is safe from bugs. Answers for playing outside might include that there is more space to play, you can play games outside that cannot be played inside, and playing outside is more active than playing inside.*)



Lesson 3: Prayer: The First Debate

Application



Reading: Students will describe events leading to religious freedom in America to summarize the Read-Aloud.



TEKS 1.6.G; TEKS 1.6.H; TEKS 1.7.D

SOMEBODY WANTED BUT SO THEN (20 MIN.)

Show Images 3A-3–3A-7

Ask students to sequence events.

- Explain to students that the events they just discussed were events told in sequence, or in order.
- Tell students that today they are going to make a summary of the Read-Aloud. Remind students that a summary is more than just retelling the events of the story in order.
- Remind students that a summary tells the important events but also tells the problem of the story and how it is solved.
- Refer to the pre-prepared Somebody Wanted But So Then chart. 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. (*"Prayer: The First Debate"*)
- Place students in small groups, prepared in advance, to complete the chart on Activity Page 3.1.
- Ask students the following questions to get them started:
 - Who was the story about? (*the representatives of the First Continental Congress*) Write "some representatives" on the chart next to "Somebody."
 - What did some representatives want? (*to start their sessions with prayer*) 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 to share. Ask students the following questions to help guide them:



TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

- Why did the representatives debate praying during their sessions? *(Some representatives did not think they should pray at their sessions.)*
- What happened next? *(The representatives had a debate.)*
- What happened after the debate? *(The representatives came to a compromise and agreed to pray together as one country, even though they had different religions.)*

Somebody	some representatives
Wanted	to pray in their sessions
But	some did not
So	the representatives debated
Then	came to a compromise

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



Check for Understanding

Recall: What compromise did the representatives from the First Continental Congress come to after debating during a session? *(Answers may vary but should include that they agreed to pray together to start their sessions.)*

End Lesson

Support

Provide students with vocabulary words *debates* and *compromise* to help summarize the Read-Aloud.

Challenge

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



**EMERGENT
BILINGUAL
STUDENTS**

Writing

Interacting via
Written English

Beginning

Have students respond to targeted yes/no questions to fill in the chart (e.g., “Did the representatives debate praying?”).

Intermediate

Provide students with specific sentence frames to fill in the chart (e.g., “The representatives debated praying because . . .”).

Advanced/ Advanced High

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

ELPS 5.F

4

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 4.1****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 (Digital Components) (optional) ❑ image of shutters (optional) ❑ Flip Book: 4A-1–4A-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 4.1 ❑ 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 online materials for this unit.

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's Ride," 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, and two, if by sea.").

It is worth noting that Paul Revere was a real man, and he 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 allow 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 Unit-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, and two, if by sea shutters were thrown open to this day nerves had been on edge reached [his] ears		



Language

Start Lesson

10M

Exchanging Information
and Ideas

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 unit vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language.

Lesson 4: 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? (10 MIN.)

- 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 and 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 4: The Shot Heard Round the World

Read-Aloud

30M

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.

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.*)

"THE SHOT HEARD ROUND THE WORLD" (15 MIN.)



Show Image 4A-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.



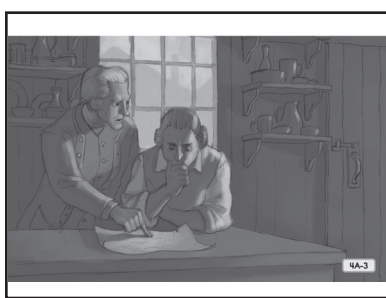
Show Image 4A-2: Paul Revere

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*

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.

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 4A-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, 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 4A-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.



**EMERGENT
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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.

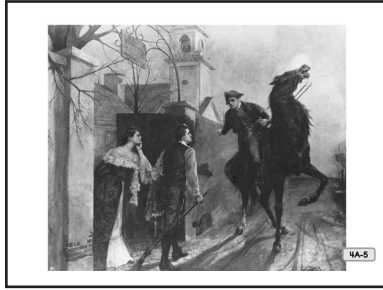
ELPS 1.E; ELPS 3.G

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.*)

Support

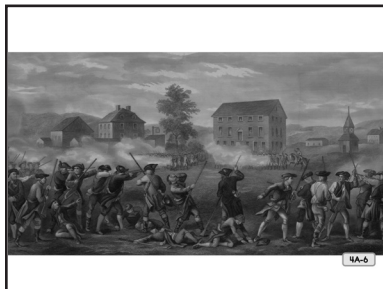
Show students what shutters look like and explain that they could be opened and closed to allow and block light and air. You may wish to demonstrate throwing open imaginary shutters.



Show Image 4A-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 4A-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.

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 Minutemen 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 five dollars 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 4: 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 that 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.

Activity Page 4.1



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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 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 the small groups you prepared in advance to complete the chart on Activity Page 4.1.
- 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 charts, ask several students to 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”*)

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"

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

End Lesson

Challenge

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

5

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.	☐ Image Card 6 ☐ Story Chart ☐ Somebody Wanted But So Then chart (Digital Components) (optional)
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ Thirteen Colonies Map (Digital Components) (optional) ☐ quill pen and ink, calendar (optional) ☐ Flip Book: 5A-1–5A-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.	☐ Flip Book: 5A-2 ☐ index cards, writing tools ☐ 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 5, 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 three to five students. In this activity, you will display an image of the Second Continental Congress (Flip Book Image 5A-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 unit.

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 Independence Day 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 or Continental Army

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 Unit-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 5: Declaring Independence

Introducing the Read-Aloud

10M

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 unit 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 4 to prompt students.

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, 3 and 4.
- 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.

- 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.



**EMERGENT
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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

Lesson 5: 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.)

Support

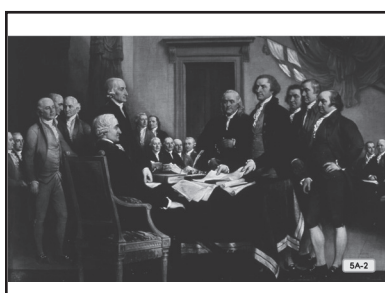
Display the Thirteen Colonies Map to locate the colonies mentioned in the Read-Aloud.



Show Image 5A-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 5A-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.



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 . . .").

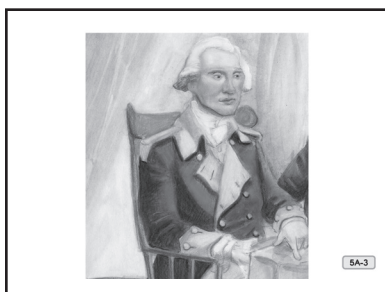
Intermediate

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

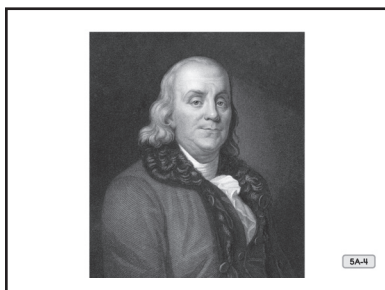


Show Image 5A-3: George Washington

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.



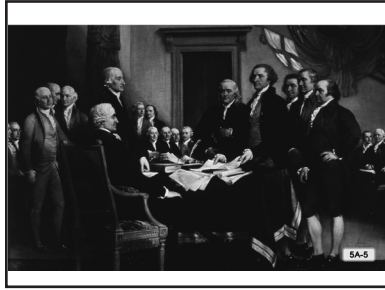
Show Image 5A-4: Benjamin Franklin

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.

Challenge

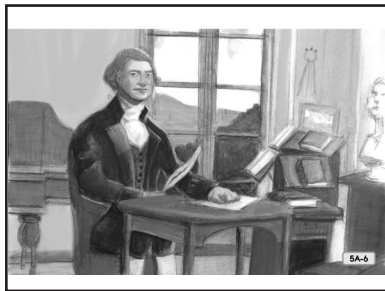
How do you think Britain felt about the colonists wanting to be a free and independent nation?



Show Image 5A-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.



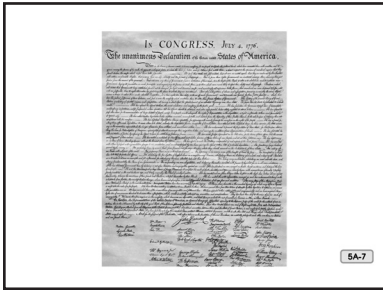
Show Image 5A-6: Thomas Jefferson writing

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, removed some text and changed a word or two in a few other places, but most of the words remained those of young Jefferson.



Show Image 5A-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.

People all over the world should have equal rights, *such as the right to live, the right to liberty (which means freedom), and the right to be happy.* Sometimes, when we use the word men, it means people, both men and women. When Thomas Jefferson wrote "all men are created equal," "endowed by their Creator with certain unalienable Rights," he meant all men and women are equal in the eyes of God, and all people should be equal under the laws of our country. He wrote that our laws should ensure that we all have the right to live, the right to liberty (which means freedom), and the right to be happy by working and owning property without the government telling us how.



Show Image 5A-8: Independence Day celebration

That day in 1776, when the Declaration of Independence was signed, was an important event. We still celebrate this important event, which is called Independence Day, every Fourth of July, and you could call it the birthday of the United States. *Independence Day is now a national holiday to celebrate the*

Declaration of Independence and declaring freedom from Great Britain.

Support

Show students Independence Day 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.



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 5A-8

5. **Literal.** What do we celebrate each Independence Day? (*our independence, the signing of the Declaration of Independence, the United States' birthday*) What is something that happens on Independence Day 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 the kind of work they believe will make them happy.*)

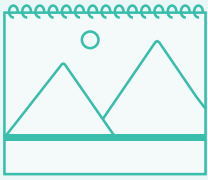
WORD WORK: INDEPENDENT (5 MIN.)

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/herself.)
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/herself what a dependent person relies on someone else to do for him/her. 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



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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.*)

Lesson 5: Declaring Independence

Application

20M

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 the 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 5A-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 men’s 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 and important.*)
 - 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.

- 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 unit vocabulary.

End Lesson

6

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 1.1.A; TEKS 1.6.G**

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 1.7.B; TEKS 1.7.D; TEKS 1.9.D.iii, TEKS 1.11.B.i; TEKS 1.12.B**

FORMATIVE ASSESSMENT

Activity Page 6.1

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

 **TEKS 1.7.E; TEKS 1.11.B.i; TEKS 1.12.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 1.3.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.D** Retell texts in ways that maintain meaning; **TEKS 1.9.D.iii** Edit drafts using standard English conventions, including organizational patterns such as chronological order and description with adult assistance; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	☐ Story Chart ☐ state and/or country flags (optional)
Essential Background Information and Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ board/chart paper and drawing tools ☐ Thirteen Colonies Map (Digital Components) (optional) ☐ Flip Book: 6A-1–6A-8 ☐ 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.	☐ Sequencing Events Cards: Boston Tea Party, Battle of Lexington, Declaration of Independence ☐ Activity Page 6.1 ☐ red, white, and blue coloring utensils
Writing Activity: 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 Texas.
- 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 tailor—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

tailor, n. a person whose job is to sew
Example: Her mother took the ripped dress to the tailor.
Variation(s): none

Vocabulary Chart for “The Legend of Betsy Ross”			
Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	patriotism (<i>patriotismo</i>) tailor	alternating (<i>altern/a</i>)	
Multiple Meaning		represent (<i>representar</i>)	
Sayings and Phrases	let me know a perfect circle Stars and Stripes		

Lesson 6: 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 4 to 5.
- 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.

Support

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

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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

ESSENTIAL BACKGROUND INFORMATION AND 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 *America: Our Great Country* unit. 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.

Lesson 6: The Legend of Betsy Ross

Read-Aloud



Support

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



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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 tailor.

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

TEKS 1.1.A; TEKS 1.6.G

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 6A-1: Sign with needle and spool of thread

Betsy and John Ross were newlyweds in 1773 when they opened their **tailor** 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 tailor 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.

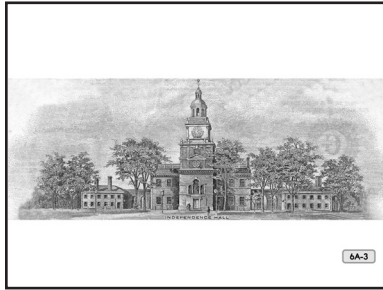


Show Image 6A-2: Boston Tea Party

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 1.1.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 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 6A-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 6A-4: Betsy Ross running her shop

After John's death, Betsy decided to run the tailor 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 6A-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 tailor in the colonies, we feel that you are the right person for the job."

Challenge

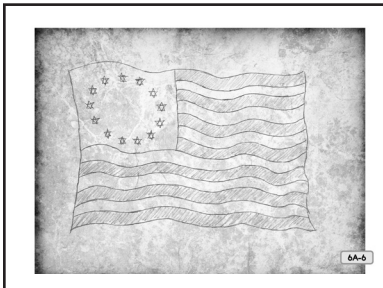
What other legends have you heard this year? Retell one to a partner.

Support

Explain to students that while *Madame* is still used occasionally, it was a title used far more often in this time period. Tell students that *Madame* means the same thing as *Mrs.*, and indicates a married woman.

“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 6A-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 6A-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 6A-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 Independence

Day when they voted to approve their declaration 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 tailor.*)
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.*)

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.

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.*)

Lesson 6: The Legend of Betsy Ross

Application



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



TEKS 1.7.B; TEKS 1.7.D; TEKS 1.9.D.iii, TEKS 1.11.B.i; TEKS 1.12.B

SEQUENCING EVENTS (5 MIN.)

- 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 events 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, "the 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.*)

Support

If students have trouble sequencing the flag and the Declaration of Independence, 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 Independence Day 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, the flag should come first in the sequence of events.



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 1.7.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; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.



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?

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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

THE ORIGINAL FLAG (15 MIN.)

Writing Activity **TEKS 1.7.E; TEKS 1.11.B.i; TEKS 1.12.B**

- Have students turn to Activity Page 6.1. 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



TEKS 1.7.E Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

Pausing Point

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-Unit 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
- Describe events leading to religious freedom in America.
- Explain the significance of Paul Revere's ride
- Identify "one, if by land, and two, if by sea"
- Identify Minutemen, Redcoats, and "the shot heard round the world"
- Describe the contributions of George Washington as Patriot and military commander
- 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 Independence Day
- Identify the legend of Betsy Ross and the flag



Challenge

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

MID-UNIT ASSESSMENT

Identifying Events Activity

Directions: You will use Activity Page PP.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*)
7. This was a secret code that was shared by lantern from a church bell tower to signal whether the British were traveling on foot or in a boat. (*"one, if by land, and two, if by sea"*)

ACTIVITIES

Picture Gallery

- Choose another image from the Flip Book for this unit and have students write captions as they did in Lessons 2 and 5.

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.

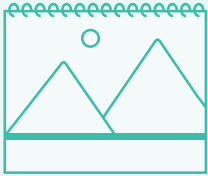
"The Shot Heard Round the World"

- 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, 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.

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.

Key Vocabulary Brainstorming

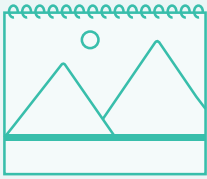
Materials: Chart paper, chalkboard, or whiteboard

- Give students a key unit 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.

Image Cards 5–8



Flip Book Poster 1M



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.

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.E; 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.E** Make connections to personal experiences, ideas in other texts, and society 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.	☐ Story Chart
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ Thirteen Colonies Map (Digital Components) (optional) ☐ Flip Book: 7A-1–7A-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.	☐ <i>Washington Crossing the Delaware</i> ☐ index cards, writing tools
Take-Home Material			
Family Letter			☐ Activity Page 7.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to divide students into five groups to discuss what they learned about in the previous Read-Alouds 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 Unit-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 7: George Washington, Commander in Chief

10M

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? (10 MIN.)



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 unit 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.

- 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? (*Independence Day, 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.



**EMERGENT
BILINGUAL
STUDENTS**

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 unit vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language.

Lesson 7: George Washington, Commander in Chief

Read-Aloud

30M

Reading: Students will describe the contributions of George Washington.



TEKS 1.6.E; TEKS 1.6.G

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



TEKS 1.3.B

Support

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

**EMERGENT
BILINGUAL
STUDENTS**



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

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 7A-1: George Washington’s army

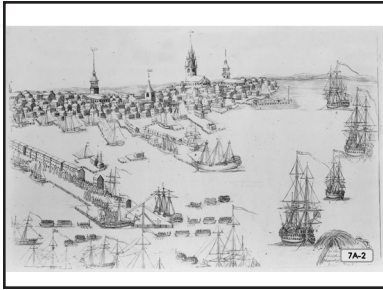
You will remember that while representatives to the Second Continental Congress met and signed the Declaration of Independence, George Washington was far away from Philadelphia. *What was the Declaration of Independence?* He was sent north to Boston to fight the British. His was a very difficult

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



TEKS 1.6.E Make connections to personal experiences, ideas in other texts, and society 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.



Show Image 7A-2: British warships in New York Harbor

The men soon realized that they didn't have enough supplies 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 7A-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. Washington and his army returned to Philadelphia to shouts of joy. But the war wasn't over yet.

Support

In the *Astronomy* unit, 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?

Support

Tell students that the phrase “keeping up one’s spirits” means to keep a positive attitude when things are challenging. Explain that is a common phrase that they will see again in the next lesson.

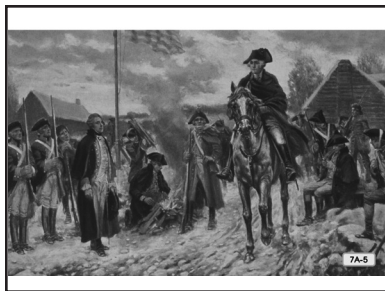


Show Image 7A-4: Benjamin Franklin in France

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 7A-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.” Remind students that “to keep up his men’s spirits” means to keep his men feeling positive.
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 7: George Washington, Commander in Chief

Application



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 7A-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.

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.



**EMERGENT
BILINGUAL
STUDENTS**

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

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 unit 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

Activity Page 7.1



FAMILY LETTER

- Have students take home Activity Page 7.1.

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**

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.

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 (Digital Components), world map, or globe (optional) ❑ Flip Book: 8A-1–8A-5 ❑ 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.	❑ chart paper and markers
Sentence Writing			

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 to transcribe their retelling on the Story Chart.

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 Unit-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		



Language

Exchanging Information
and Ideas

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 unit vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language.

Lesson 8: Will This War Never End?

Introducing the
Read-Aloud

10M

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



TEKS 1.1.C; TEKS 1.7.D

WHAT HAVE WE ALREADY LEARNED? (10 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 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*)
 - In what ways did Washington and his men display their bravery? (*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, served as commander in chief of the Continental Army, etc.*)

Lesson 8: Will This War Never End?

Read-Aloud

30M

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 8A-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.

Support

Display the Read-Aloud text on a screen, in order to allow students an opportunity to participate in a supported shared reading experience.

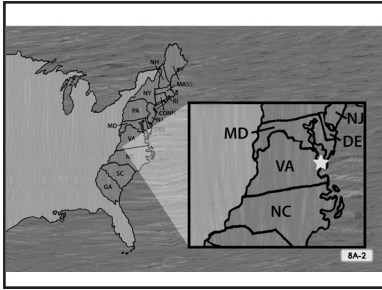
Support

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).

 **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.



Show Image 8A-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.

Support

Show students an image of Yorktown, Virginia.



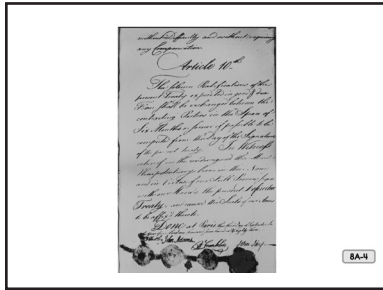
Show Image 8A-3: Surrender at Yorktown

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.

Challenge

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



Show Image 8A-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

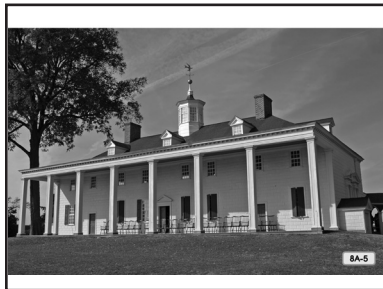
independence. **Who was Benjamin Franklin?** They were finally free of British rule. They would no longer have to pay taxes to the British king. Their new nation reached from Canada in the North, to Florida in the South, to the Mississippi River in the West. [Point to this territory on a U.S. map.]

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 8A-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.



Check for Understanding

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



**EMERGENT
BILINGUAL
STUDENTS**

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

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 8: 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

SYNTACTIC AWARENESS ACTIVITY (10 MIN.)

Action Words in the Past and Present

- Tell students they will listen carefully to action words, or verbs, 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**.*
- Tell 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.

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.



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*)

SENTENCE WRITING (10 MIN.)

- Tell students that they are going to write sentences with their own action words, or verbs, in both the past and present.
- Remind students that the words *play*, *work*, *move*, and *dance* (from the previous activity) are all action words. Write these words on chart paper or the board. Tell students that we are going to add several more words to our action word list. Model thinking of another action word, and add *jump* to the list. Encourage students to think of other action words and add their suggestions to the list.
 - If students offer words that have an irregular past tense form (such as run–ran or take–took), take the opportunity to discuss that some action words don’t follow the pattern of adding *–ed*. Explain that these are not regular action verbs and that they often have unique ways of showing past tense.
- Model selecting one word from the list to write two sentences with—one using the word in the present and one using the word in the past. Remind students as you write that sentences must have a noun (or pronoun) to make a complete sentence.
- Write the following example sentence on the board or chart paper: The dog jumps on the couch. Ask the following question: “Is this a complete sentence?” (*Yes, because it has a noun and action word, or verb.*) Ask students, “Is this sentence showing present or past?” (*present*)

- Ask students what they notice about the action word in that sentence. (*It has an –s on the end*). Explain that sometimes an –s or –es must be added to an action word, or verb, in order for it to sound right. Tell students that they will learn more about this in the future and that, for now, they will just listen for what sounds right.
 - Point out some other words on the action word list that need to have an –s or –es added to them. Use a few of these words in sentences, so that students can hear additional examples.
- Refer back to the original example sentence: The dog jumps on the couch. Ask the following question: “How can we make this sentence show the past? Remind students that they need to add an –ed to the action word. Write the new sentence on chart paper or the board: The dog jumped on the couch.
- With a partner, have students select three action words from the class list to use in making past and present sentences. Remind students to listen to their action words in the present to make sure they sound right and to add an –s or –es if they do not. Remind students to add an –ed to their action words in the past.
- Circulate around to assist students, give feedback, and provide support as students are working.
- Call on two or three partner pairs to share their sentences.



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

9

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.	☐ Story Chart ☐ board/chart paper
Brainstorming Links			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ Thirteen Colonies Map (Digital Components) (optional) ☐ one-dollar bills and quarters (optional) ☐ Flip Book: 9A-1–9A-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.	☐ Flip Book: 8A-5 ☐ Sequencing Events Cards: Surrender at Yorktown, Constitutional Convention, Washington, D.C. ☐ 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 Unit-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		

Exchanging Information
and Ideas

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 unit vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language.

Lesson 9: 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 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 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 9: A Young Nation Is Born

Read-Aloud

30M

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

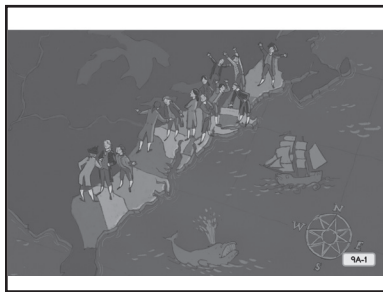
PURPOSE FOR LISTENING

- 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.)

Support

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



Show Image 9A-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," while 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 9A-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

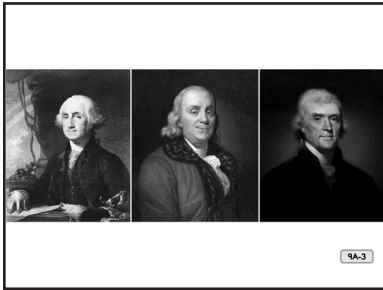
returning home from the revolution, Washington was called to Philadelphia, Pennsylvania, for another big meeting.

Challenge

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



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.



Show Image 9A-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.

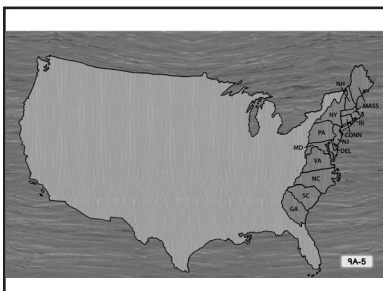
George Washington was elected **president** of the convention, or meeting. A president is the person in charge of a large meeting or country. It was called the Constitutional Convention because the men were writing a constitution, a plan for how the new nation could live together peacefully. Do you remember 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 9A-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.

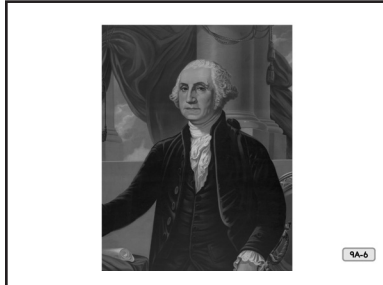


Show Image 9A-5: United States

“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. The thirteen former British colonies had become 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 9A-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.*

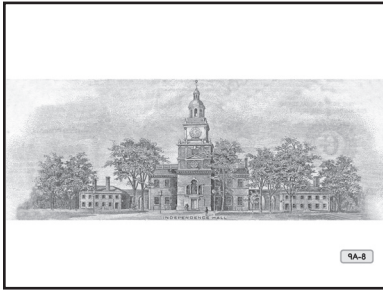
As president, George Washington lived first in New York City and later in Philadelphia.



Show Image 9A-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.*



Show Image 9A-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.*

Support

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

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** 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 firsthand how difficult it was to fight a war with untrained men and wanted to be prepared in the event of another war.*)



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 4.I

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.

Lesson 9: 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.)

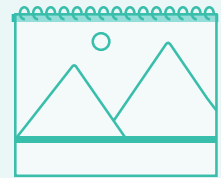
“There’s No Place Like Home”

- 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 Image 8A-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 “There’s no place like home” 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 8A-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.

- 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 the 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 it goes 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



**EMERGENT
BILINGUAL
STUDENTS**

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

10

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 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; **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.	❑ Story Chart
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Thirteen Colonies Map (Digital Components) (optional) ❑ copy of <i>The Old Farmer’s Almanac</i> , fins, rocking chair, bifocals, a key, and a kite (optional) ❑ Flip Book: 10A-1–10A-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.)			
Sayings 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.

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 Unit-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		

Lesson 10: Never Leave Until Tomorrow What You Can Do Today

Introducing the Read-Aloud

**EMERGENT
BILINGUAL
STUDENTS**

Language

**Exchanging Information
and Ideas****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 unit vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language.

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 about 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 10: Never Leave Until Tomorrow What You Can Do Today

Read-Aloud

30M

Reading: Students will describe the contributions of Benjamin Franklin.

✚ **TEKS 1.6.B; TEKS 1.6.G**

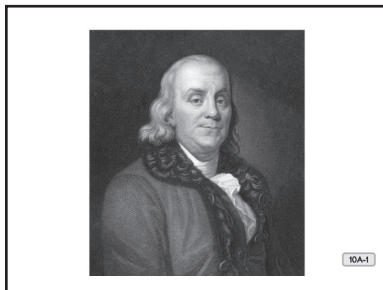
Language: Students will demonstrate an understanding of the Tier 3 word *almanac*.

✚ **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.
- Tell students to listen as you read the quote, “Never leave until tomorrow what you can do today.” Then ask them to think of a question they would like to ask about the quote.
- Ask students to think of questions that come to mind as they listen to the Read-Aloud. Tell them they will have a chance to ask those questions in the Pair-Share after the Read-Aloud.

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



Show Image 10A-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!

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.

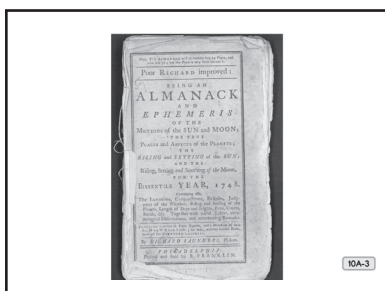


Show Image 10A-2: Franklin in his printing shop

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*

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

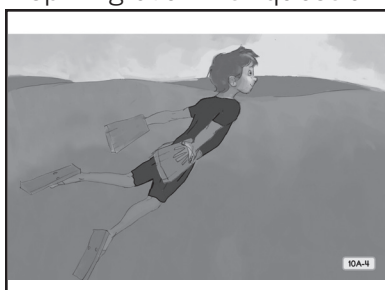
So, when he moved to Philadelphia, Franklin set up his own printing shop and started his own newspaper, eventually becoming the busiest printer in the American colonies.



Show Image 10A-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 10A-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*



**EMERGENT
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STUDENTS**

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

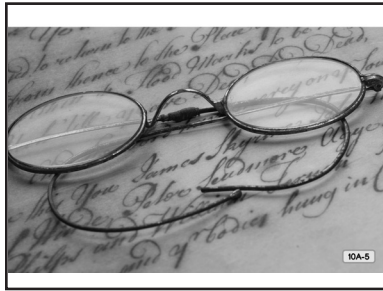
Encourage students to answer the questions independently, using key details and vocabulary.

ELPS 2.D; ELPS 3.F

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.

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 10A-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 10A-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 10A-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 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.



Show Image 10A-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.

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 10A-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-staff 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 flagpole.*

Support

To provide students with additional information and context around the term "half-staff," share this site with them: <https://gov.texas.gov/flag-status>

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** 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. **Literal.** 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.



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*)

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.

Support

Show students a copy of *The Old Farmer’s Almanac*.

Lesson 10: 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.

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.



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.

PICTURE GALLERY (15 MIN.)

Show Image 10A-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.

Support

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



**EMERGENT
BILINGUAL
STUDENTS**

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.



Exit Pass

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

End Lesson

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**

Reading

Students will describe the contributions of Thomas Jefferson.

 **TEKS 1.6.F; 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.	☐ images of Jeffersonian buildings (optional)
Essential Background Information and Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ U.S. map, world map or globe (optional) ☐ nickels (optional) ☐ Flip Book: 11A-1–11A-7
“Building a Nation with Words and Ideas”			
Comprehension Questions			
Word Work: Anniversary			
This is a good opportunity to take a break.			
Application (20 min.)			
Picture Gallery	Independent	20 min.	☐ Flip Book: 11A-6 ☐ 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 10 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 Unit-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		

Lesson 11: 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

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.

Support

Show students the Flip Book images from Lesson 10 to prompt student response to the review questions in the Introducing the Read-Aloud section.



EMERGENT BILINGUAL STUDENTS

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

Challenge

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

ESSENTIAL BACKGROUND INFORMATION AND 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.

Lesson 11: Building a Nation with Words and Ideas

Read-Aloud



Reading: Students will describe the contributions of Thomas Jefferson.

TEKS 1.6.F; TEKS 1.6.G

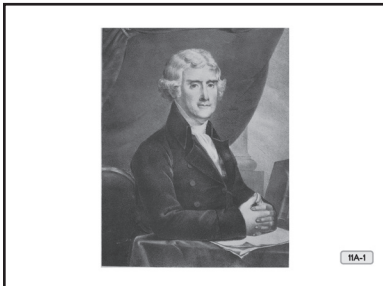
Language: Students will demonstrate an understanding of the Tier 2 word *anniversary*.

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.)



Show Image 11A-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 11A-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/], which means “little mountain” in Italian.

Support

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

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.

Challenge

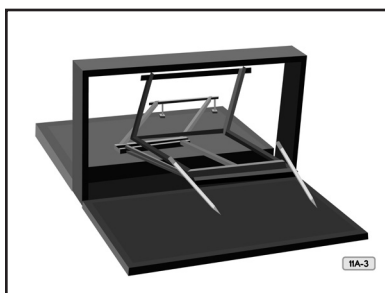
What inventions can you think of, or imagine, that would make life easier?

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.

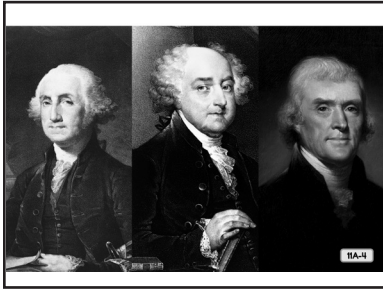


Show Image 11A-3: Jefferson's copy machine

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.

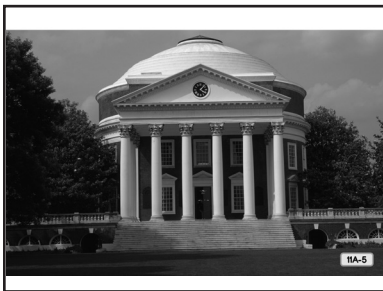


Show Image 11A-4: Presidents Washington, Adams, and Jefferson

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

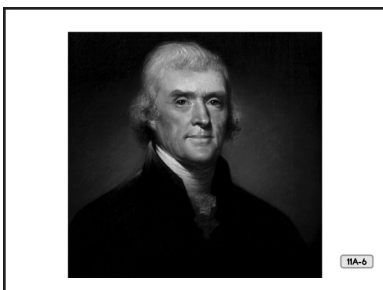
president. *A vice president is someone who is second in command to the president.* Four years later, Thomas Jefferson became our nation's third president. In the eight years that he was president, he did many things to help the young nation grow.



Show Image 11A-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 11A-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.

Support

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



Show Image 11A-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.



Check for Understanding

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

- helped design Washington, D.C., and his own home, Monticello (*thumbs-up/yes*)
- led the Continental Army (*thumbs-down/no*)
- founded the University of Virginia (*thumbs-up/yes*)
- served as president of the United States (*thumbs-up/yes*)

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.*)



EMERGENT
BILINGUAL
STUDENTS

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

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 remember 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 the anniversary of our country’s birth, Independence Day, 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 Independence Day 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.]

Lesson 11: 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**

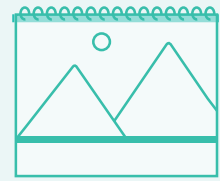
PICTURE GALLERY

Show Image 11A-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; called 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 students 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.

Flip Book 11A-6



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 Images 4A-2, 8A-4.]



**EMERGENT
BILINGUAL
STUDENTS**

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



Exit Pass

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

End Lesson

AMERICAN INDEPENDENCE

Exploring America's Symbols

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will describe the contributions of the Founding Fathers and other leaders and share ideas about important events learned throughout the unit.

🇺🇸 **TEKS 1.1.C; TEKS 1.9.D.ii; TEKS 1.9.D.iii**

Reading

Students will make predictions and evaluate details to determine the significance of symbols discussed in the Read-Aloud.

🇺🇸 **TEKS 1.6.C**

Students will answer comprehension questions and identify the central idea of the text.

🇺🇸 **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 use a graphic organizer to plan and draft an informational paragraph.

🇺🇸 **TEKS 1.11.A; TEKS 1.11.B.i; TEKS 1.11.B.ii; TEKS 1.12.B**

FORMATIVE ASSESSMENT

Activity Page 12.1

Symbols Paragraph Activity Students will draft an informational paragraph about the founding of the United States.

🇺🇸 **TEKS 1.7.E**

🇺🇸 **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 (i) the central idea and supporting evidence with adult assistance; (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 1.3.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; **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; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (5 min.)			
What Have We Already Learned?	Whole Group	5 min.	❑ Story Chart ❑ Sequencing Events Cards ❑ chart paper (optional) ❑ world map or globe
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 12A-1–12A-10 ❑ world map or globe
“Exploring America’s Symbols”			
Comprehension Questions			
Word Work: <i>Symbols</i>			
This is a good opportunity to take a break.			
Application (25 min.)			
Write About It!		25 min.	❑ Activity Pages 12.1, 12.2 ❑ Model Informational Paragraph (Digital Components) ❑ Sample Planning Page (Digital Components) ❑ Informational Paragraph Rubric

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display the Story Chart and Sequencing Events Cards that have been created and used throughout the unit.
- Display a world map or a globe.

Application

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

Modern 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.

- 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 12.1 to draft their informational paragraphs. Alternatively, a digital version may be accessed in the online materials for this unit.
- Display the Model Paragraph prepared in advance.
- 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.

Universal Access

Reading

- Gather images of symbols used in your local community (school mascot, local restaurants, city sports teams' logos, etc.). Show these to students and ask if they recognize what each symbol stands for.

Application

- During the Application, students will plan their own informational paragraph by examining two images and finding a connection between them, 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

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

values, n. personal beliefs as to what is important in life that guide one to act a certain way

Example: Her grandparents have strong values that help them make good decisions for the family.

Variation(s) none

seal, n. an official image or mark

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

Variation(s): seals

liberty, n. freedom

Example: The colonists enjoyed liberty after being ruled by the British government for so long.

Variation(s): none

proclaim, v. tell others something important

Example: The young woman ran to her friend's house to proclaim the good news.

Variation(s): none

Vocabulary Chart for "Exploring America's Symbols"

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	values (<i>valores</i>) liberty (<i>libertad</i>) proclaim (<i>proclamar</i>)	symbols (<i>símbolos</i>)	
Multiple Meaning	seal		
Sayings and Phrases			

Support

Show symbols around the classroom to students.

Challenge

Have students holding cards arrange themselves to form a timeline.

**EMERGENT
BILINGUAL
STUDENTS**



Speaking and
Listening/Reading/
Writing

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 answer using key details and vocabulary.

**ELPS 1.E; ELPS 3.B;
ELPS 4.I**

Lesson 12: Exploring America's Symbols

Introducing the Read-Aloud

5M

Speaking and Listening: Students will describe the contributions of the Founding Fathers and other leaders and share ideas about important events learned throughout the unit.

TEKS 1.1.C; TEKS 1.9.D.ii; TEKS 1.9.D.iii

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- 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.
- Ask students if they remember what the first debate of the First Continental Congress was about. (*prayer*) Inform students that many of the Founding Fathers regularly read the Bible. Remind students that the Bible is a collection of books that serve as the core books of the Jewish and Christian religions. Tell students they will also hear part of a Bible story and learn how the stories in the Bible were used as inspiration for creating some of the American symbols they now know. This part of the story will take place in Egypt. Point out Egypt on a map or globe.
- Read the story that students have retold from the Story Chart created in Lessons 2–10. 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 that have been created throughout the unit. Hand each card to a student. For each card, ask the student holding it to tell something about the image. Expand on students' descriptions, using richer and more complex unit vocabulary.
- Optional: Once all students have had the opportunity to share, redistribute the cards and have groups of students add something new about each image until all students have had the chance to contribute.



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: Exploring America's Symbols

Read-Aloud



Reading: Students will make predictions and evaluate details to determine the significance of symbols discussed in the Read-Aloud.

TEKS 1.6.C

Students will answer comprehension questions and identify the central idea of the text.

TEKS 1.6.G; TEKS 1.9.D.i

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

TEKS 1.3.B

PURPOSE FOR LISTENING

- Read the title of today's Read-Aloud, "Exploring America's Symbols." [Remind students they have already learned that the flag is an important symbol for a country.] Ask students to think about what the importance of each symbol is, as it is mentioned in the Read-Aloud. As you read, pause at each section to allow time for students to consider and make their predictions.
- Tell students that today they are going to read about American symbols. Remind them that they have already learned of a few (e.g., stars, stripes, Betsy Ross flag).
- Explain that today students will continue to learn about American symbols and what they represent.
- Tell students to listen carefully to find out if their predictions are correct and to determine the central idea of the text.
- Remind students that when they read an informational text, they will find facts, explanations, or analyses about a topic. Authors write stories with a central idea, or one big idea. This is what the story is mainly about. Draw an image of an umbrella on chart paper or on the board. Tell students that this umbrella represents the central idea. All the details in the story must match the big idea, or the story gets confusing.
- Label the umbrella with the word school. Ask students to help you think of words that go with the central idea: school (e.g., students, teachers, books,

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 and structures 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.

recess, friends, learning, etc.). Write these words under the umbrella. Ask students if the word train fits under the umbrella? (*no*) What about the word puppy? (*no*)

- Draw and label another umbrella with the word *storm*. Ask students to help you think of words that go with the central idea: storm (e.g., rain, thunder, raincoat, wet, wind, etc.). Write these words under the umbrella. Ask students if the word *pizza* fits under the umbrella? (*no*) What about the word *tiger*? (*no*)
- Tell students that as they read today, they need to think of what the central idea of this story is. They can use the details in the story to help them determine the central idea.

“EXPLORING AMERICA’S SYMBOLS” (15 MIN.)

Challenge

Do you recall what real stars look like? How are they different from the stars on our flag? (Answers may vary but should include that they are not white, much bigger, not five-pointed.)

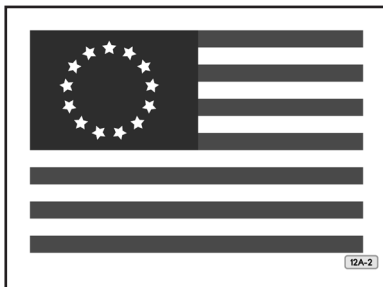


Show Image 12A-1: American symbols

Symbols are all around us. We see them as we drive in the car, while watching TV, and even at school. *Symbols are signs everyone recognizes that stand for something else.* [Brainstorm with students several symbols they may recognize: fast-food signs, the school mascot, a stop sign, a heart for love.] People see symbols and know

what they stand for because symbols are a part of our everyday lives.

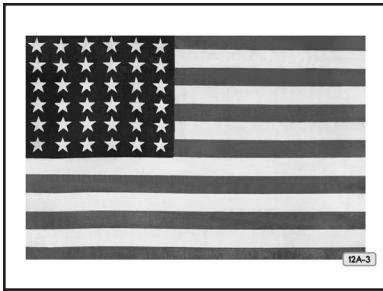
There are special symbols that represent America. When people see these symbols, they know what they stand for. Some of these symbols include the flag, an eagle, and a bell. [Ask students to point to the flag in the classroom.] *Today we are going to read about American symbols and learn what they stand for. These symbols remind Americans of our history and the **values**, or personal beliefs about what is important in life that guides us to act a certain way, that are important to our nation.* Let's find out how a flag, an eagle, and a bell came to be symbols of, *or represent*, the United States of America.



Show Image 12A-2: The Betsy Ross flag

You already know a little bit about our flag from the story of Betsy Ross. [Point to Image 12A-2 and remind students what the Betsy Ross flag looked like.] Although the flag she created was not the first official flag of our nation, it represents a significant, *or important*, part of American history. President

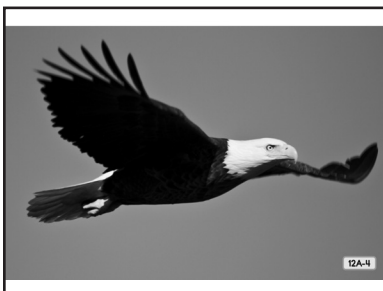
George Washington and the Continental Congress asked Betsy Ross if she would make the flag to represent a new nation. She made the flag with thirteen stars and thirteen stripes. *Do you remember what the thirteen stars and stripes stood for? [Pause for students' responses.] They were symbols for the thirteen colonies that became thirteen states.* This flag was the first patriotic American symbol.



Show Image 12A-3: Current United States flag

As the country grew, more states were created. With each new state, a new star was added to the flag. Soon there were too many stars to fit in a circle, so the patterns changed over the years. Now we have fifty states, seen as 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.]* On June 14, 1777, an official act was passed that declared a new flag for our new nation. We still celebrate national Flag Day every year on June 14, but our flag is flown every day, all across the country, as a symbol of the land of freedom.



Show Image 12A-4: Bald eagle

The next symbol is a bald eagle, which is found only in North America. The bald eagle is a large bird of prey with a white head and tail, and it is the primary, *or main*, American symbol. When someone sees an image of the eagle, they think of strength, courage, and freedom. These words are also used to describe America. The

bald eagle was chosen as the primary symbol to represent America by our founding fathers at the Second Continental Congress.

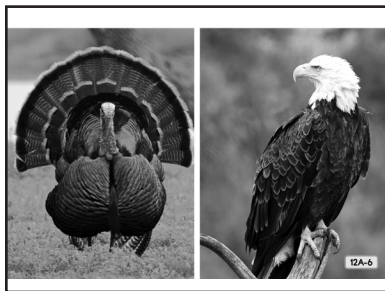


Show Image 12A-5: The United States seal

When the Second Continental Congress met and declared independence from Great Britain, they also decided that they needed an official **seal** to represent the freedom and strength of

the United States. *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. As there was not much time, the men agreed on only part of the seal: a statement that read “E Pluribus Unum,” which means, in Latin, “out of many, one.” They chose this saying because they were making one nation out of many separate states and many people with different backgrounds.

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 it.]* On the seal, the eagle holds an olive branch, symbolizing the power of peace, in one of its talons; in the other, it grips a bundle of thirteen arrows, symbolizing the power of war. Covering its chest is a shield of red and white stripes, and around its head is a crest with thirteen stars. Why do you think there are thirteen arrows and thirteen stars on the seal? *[Explain to the students that these represent the thirteen colonies.]* 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-6: Turkey and bald eagle

Did you know that not everyone thought that the bald eagle was the best choice to represent America? America almost ended up with a turkey as the national symbol!

What animal would you choose to represent America? [Pause for students' responses.]

Benjamin Franklin thought a turkey would be a better symbol than an eagle. In a letter he wrote to his daughter, Benjamin Franklin explains: “For my own part, I wish the Bald Eagle had not been chosen as the Representative of our Country . . . For in Truth the Turkey is in Comparison a much more respectable Bird.” However, members of the Second Continental Congress voted, and the eagle won. Now, when someone sees a bald eagle, they think of America’s strength, courage, and freedom.

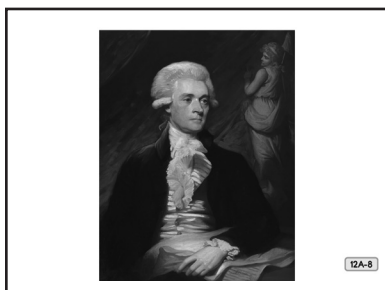


Show Image 12A-7: The Liberty Bell

It is pretty easy to understand how the stars and stripes of the flag and an eagle became symbols for our nation, but what about a bell? The **Liberty** Bell, another well-known symbol, is actually older than the United States itself.

Liberty means freedom. It is only about three feet tall [*Show students about how tall three feet is.*], but it weighs as much as a hippopotamus! In 1751, the mostly copper bell was hung on a building in Philadelphia, where it was rung to call people to meetings in the town square.

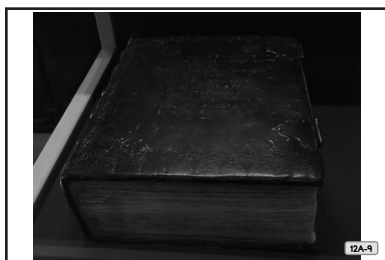
Over the years, the bell cracked and was repaired several times. Finally, cracked beyond repair, the bell was rung for the very last time on George Washington's birthday in 1846. On the side of the bell there is a motto, or saying, taken from the Bible that reads “**Proclaim** LIBERTY throughout all the Land unto all the Inhabitants thereof¹.” *Proclaim means to tell others something important. In this motto, or saying, they are telling others that the United States and its inhabitants, or everyone who lives there, are free. Why do you think our Founding Fathers chose these words to be written on the bell? [Pause for students' responses.]*



Show Image 12A-8: Thomas Jefferson Proclaim Liberty!

You learned about our Founding Fathers in earlier lessons. Remember that they worked together to create a new government and believed the nation's people should be free and united. They did not like being controlled by the British government. *Do you remember*

what the British were trying to control? [Remind students that one of the many things they tried to control was their religious beliefs. Remind students that this means the British tried to control their thoughts about God, how to pray, and where to go to church.]

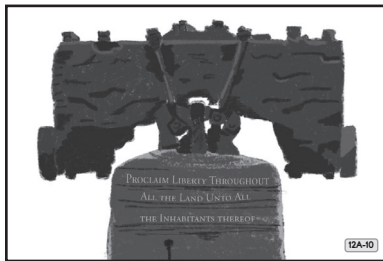


Show Image 12A-9: Washington's Bible

The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray. When thinking of a motto for the Liberty Bell, the Founding Fathers were inspired by a story in the Hebrew Scriptures, which are also organized as the Old Testament of the

Christian Bible. The story describes a man named Moses who lived a long time ago in ancient Egypt. [*Point to Egypt on a world map.*]

According to the Bible, thousands of years ago, the Hebrew people lived in Egypt as slaves, without any freedom. Moses received messages from his God and led the Hebrew people out of slavery in Egypt. The work to secure their freedom was far from easy, and it involved much sacrifice and hard work over many years. But eventually the Hebrew people reached freedom in their new Promised Land. *It was called the Promised Land because they believed God had promised it to their forefather many years before.* Along the journey to the Promised Land, Moses received many messages from his God. God told Moses about the laws he wanted his people to follow—laws that were designed to help ensure that the Hebrew people lived in peace in the freedom of their new land.



Show Image 12A-10: The Liberty Bell

The motto on the Liberty Bell was one of those laws and it states: “Proclaim LIBERTY throughout all the Land unto all the Inhabitants thereof.”² The Founding Fathers chose to put that law as a motto on the Liberty Bell because it reminded them of how God

helped free the Hebrew people in the Bible.

The American Flag, the bald eagle, and the Liberty Bell are all symbols of freedom in America. As you go through your day, be on the lookout for flags, eagles, and bells—symbols to remind us of our country’s founders, who fought for our freedom long ago.

Confirm Predictions: During the reading we made predictions about the importance of each symbol. How were your predictions right and how were they wrong? How do you know?



Check for Understanding

Recall: Do you recall what real stars look like? How are they different from the stars on our flag? (*Answers may vary but should include that they are not white, much bigger, not five-pointed.*)

² Leviticus 25:10

COMPREHENSION QUESTIONS (10 MIN.)

Show Image 12A-4: Current American flag

1. **Inferential.** What is this? (*current flag*) How and why has our flag changed in appearance over the years? (*Answers may vary but should include that it has added more stars because more states have been added; there are now fifty stars instead of thirteen.*)

Show Image 12A-8: Bald eagle

2. **Literal.** What is this? (*a bald eagle*) What three words are used to describe the eagle? (*strength, courage, and freedom*)

Show Image 12A-5: Liberty Bell

3. **Literal.** What is this? (*the Liberty Bell*) Where did the motto on the Liberty Bell come from? (*The motto came from a Bible story about Moses.*)
4. **Literal.** Why did the Founding Fathers choose the saying “Proclaim LIBERTY throughout all the Land unto all the Inhabitants thereof” as the motto for the Liberty Bell? (*Answers may vary but should include that the Founding Fathers chose to put that saying as a motto on the Liberty Bell because it reminded them of how God helped free the Hebrew people in the Hebrew Scriptures and Christian Bible.*)
5. **Evaluative.** What was the central idea of the Read-Aloud? (*Our nation has many symbols, including a flag, the Liberty Bell and motto, and an eagle. These symbols represent the beliefs of the American people.*)



EMERGENT
BILINGUAL
STUDENTS

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 4.I

WORD WORK: SYMBOLS (5 MIN.)

1. In the Read-Aloud you heard, “The Liberty Bell, the bald eagle, and the American flag are all symbols of freedom in 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*.

Lesson 12: Exploring America’s Symbols

Application

25M

Writing: Students will use a graphic organizer to plan and draft an informational paragraph



TEKS 1.7.E TEKS 1.11.A; TEKS 1.11.B.i; TEKS 1.11.B.ii; TEKS 1.12.B

WRITE ABOUT IT (25 MIN.)

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:



TEKS 1.7.E Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **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.

Support

Allow students to work with a partner.

Modern 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.

- Ask students to help you identify each of the following in the model paragraph:

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.

Write an Informational Paragraph

- Referring to the poster, ask students to recall the steps of The Writing Process. (*plan, draft, edit*)
- Remind students that in the previous activity they chose images and planned an informational paragraph using Activity Page 12.1.

- Tell students that now they will use that plan to draft their informational paragraphs. Have students turn to Activity Page 12.2. 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 Informational 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:

Section on Activity Page 12.1	Example	Part of Informational Paragraph	Example from Model Paragraph
Description	• portrait of Washington • picture showing the Second Continental Congress	Introductory statement	George Washington attended of the Second Continental Congress.
Connection	Washington was commander in chief of the Continental Army.		
Details (about the pictures)	• 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.

Challenge

If students finish, have them turn to a partner and share their paragraphs.

- 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.



Check for Understanding

Monitor Progress: Check progress on students' informational paragraphs as they are working.

End Lesson

Unit Review

NOTE TO TEACHER

You should spend one day reviewing and reinforcing the material in this unit. 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 UNIT

- Locate the thirteen original colonies
- Describe the Boston Tea Party
- Describe events leading to religious freedom in America.
- Explain the significance of Paul Revere's ride
- Identify "one, if by land, and two, if by sea"
- Identify Minutemen, Redcoats, and "the shot heard round the world"
- Describe the contributions of George Washington as Patriot and military commander
- Describe the contributions of Thomas Jefferson as Patriot, inventor, writer, author of the Declaration of Independence, and the third president of the United States
- Describe the contributions of Benjamin Franklin as Patriot, inventor, and writer
- Explain the significance of the Declaration of Independence
- Identify "We hold these truths to be self-evident, that all men are created equal . . ." as part of the Declaration of Independence
- Explain the significance of Independence Day
- 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

- 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 unit and have students write captions as they did in Lessons 2, 5, 7, 10, and 11.

Write About It

Materials: Activity Page UR.1

- Have students edit the informational paragraphs they drafted in Lesson 12 using the editing checklist on Activity Page UR.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? (*Independence Day*)
 - I am a symbol of the United States that has fifty stars and thirteen stripes. What am I? (*the U.S. flag*)

Activity Page UR.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 Paul Revere, students may talk about his role riding through the town, warning colonists that “The Redcoats are coming!”

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.

Student Choice

- Have students select a Read-Aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

- Give students a key unit 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.

Unit Assessment

This Unit Assessment evaluates each student's retention of unit and academic vocabulary words and the core content targeted in *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 unit-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *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. **Compromise:** When two people compromise does it mean that one person gets everything that they want and the other person gets nothing that they want? (*thumbs-down*)
7. **Symbols:** Is a hamster a symbol of our country, the United States? (*thumbs-down*)

Activity Page UA.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. **Session:** At the first Continental Congress, was it suggested that they begin each session with the Pledge of Allegiance? (*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 Independence Day an important anniversary Americans celebrate every year? (*thumbs-up*)



PART II

TEKS 1.6.G

Activity Page UA.2



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 Independence Day 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*)

8. Are these words from 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. Does the motto on the Liberty Bell share the idea that the United States and everyone who lives there is free? (*thumbs-up*)



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 unit.]

Activity Page UA.3



Culminating Activities

NOTE TO TEACHER

Please use these final two days to address class results of the Unit Assessment. We suggest you begin with the whole-class Read-Aloud activity to reinforce unit content. Based on the results of the Unit 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 unit knowledge. A number of enrichment activities are provided in this section in order to provide students with opportunities to enliven their experiences with unit 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 Unit, 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.

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 unit 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.

Symbol Search

- Have students go on a symbol walk, searching for the three symbols of freedom introduced in this unit: 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 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.

Challenge

If students are ready to do so, have them write their own sentences.

Teacher Resources

Grade 1	Unit 8
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Teacher Guide

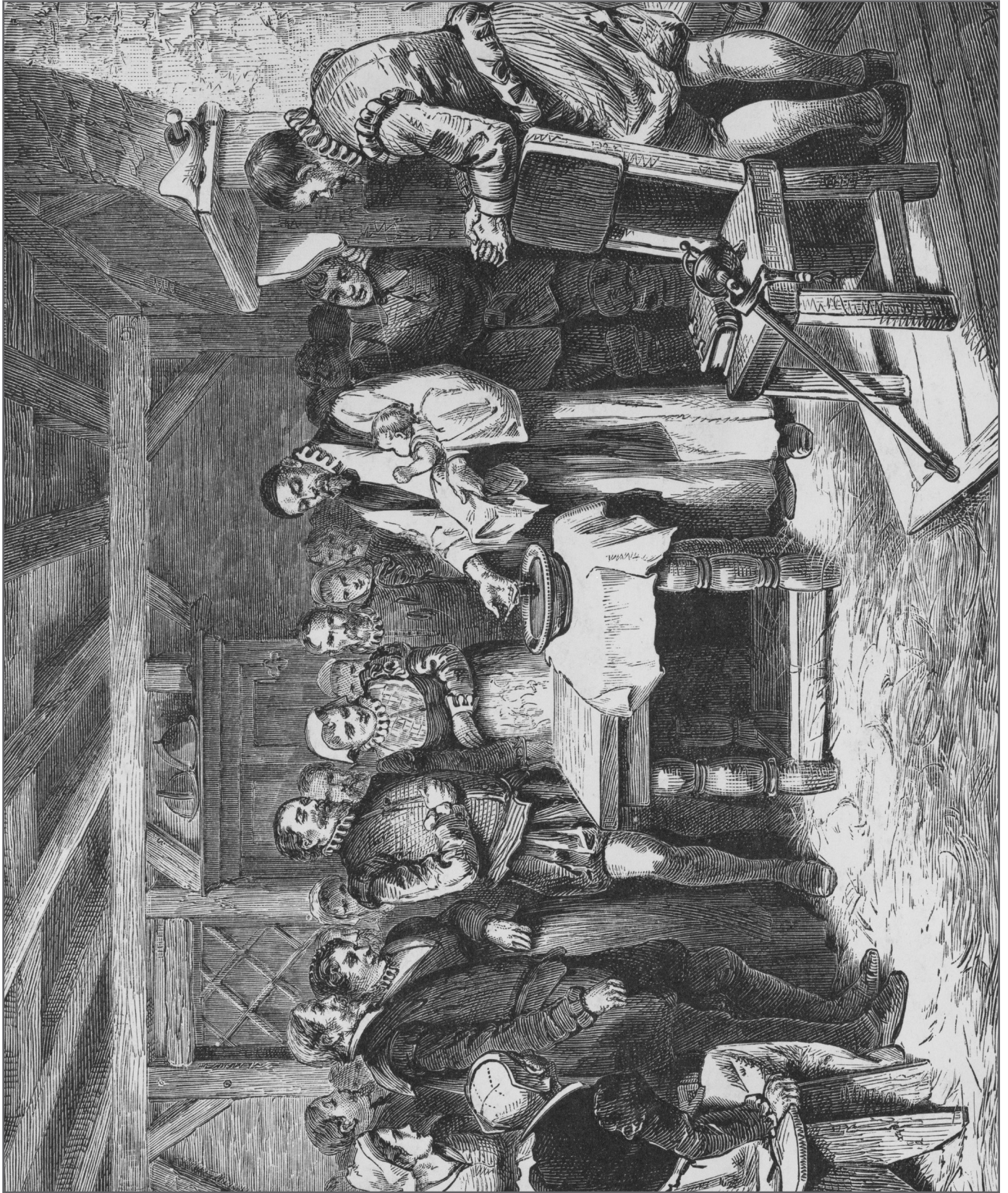
Teacher Resources

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

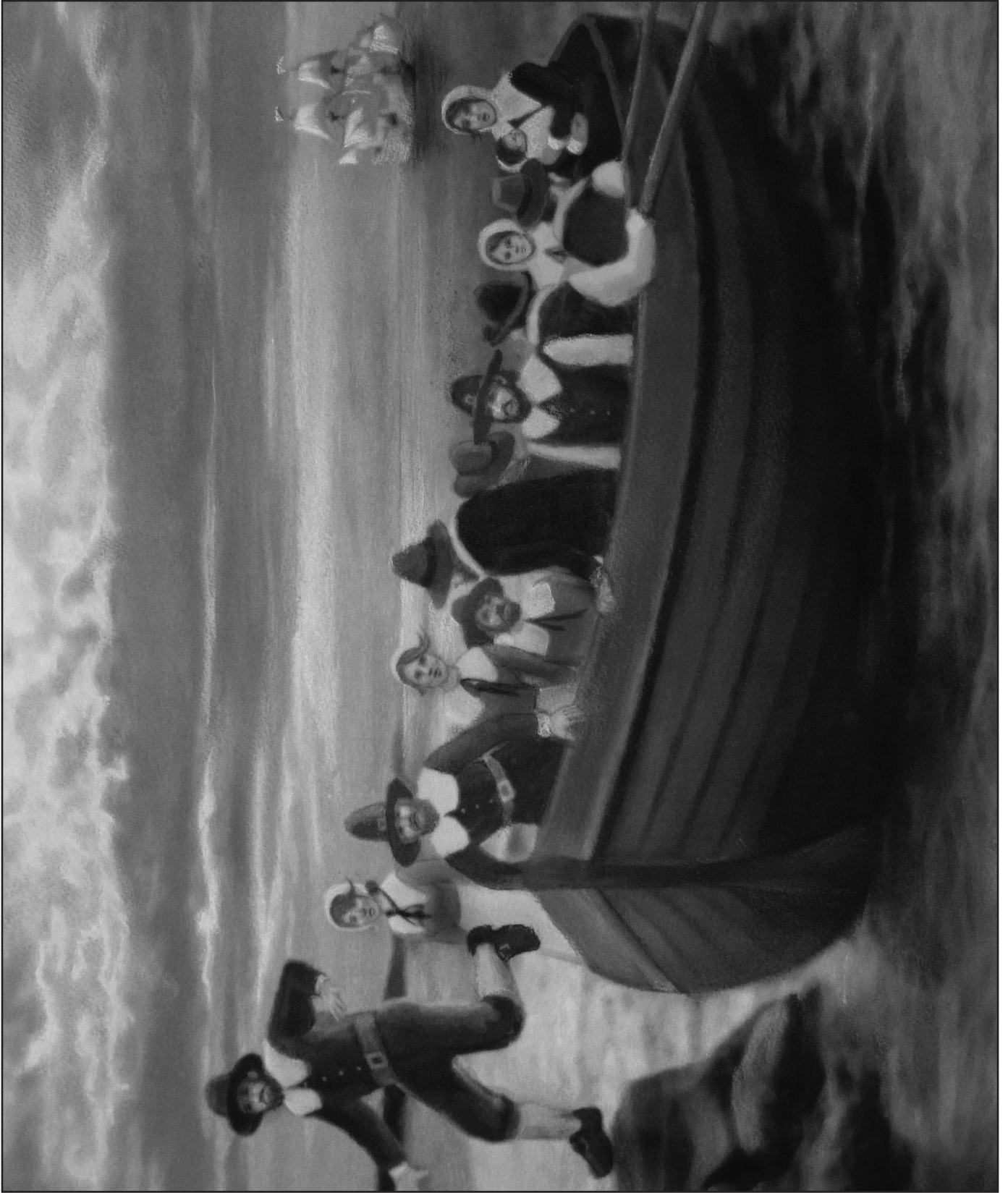
- Roanoke Island
- Jamestown
- Plymouth
- Taxes
- Boston Tea Party
- First Continental Congress
- Battle of Lexington
- Declaration of Independence
- Surrender at Yorktown
- Constitutional Convention
- Washington, D.C.



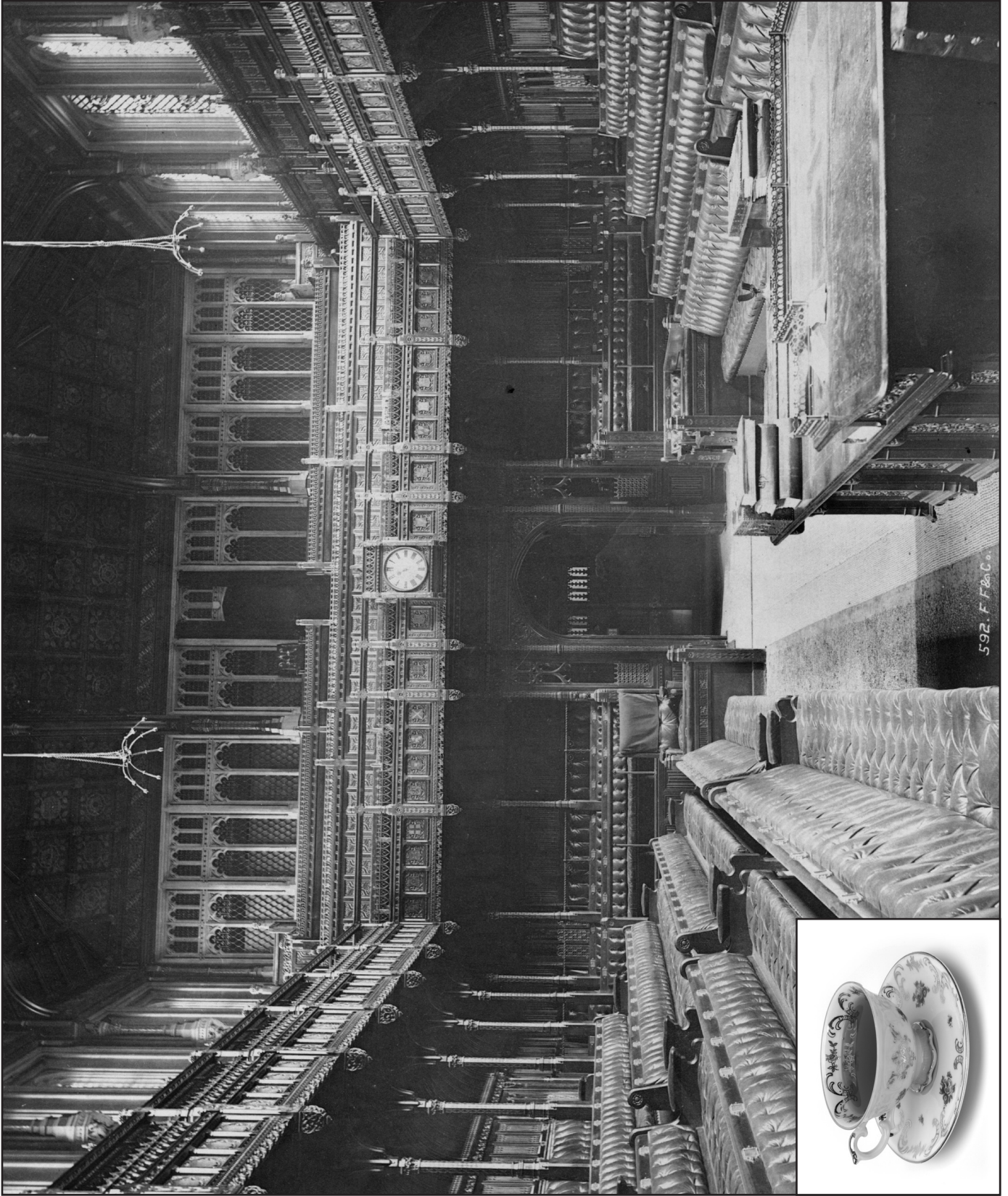
Roanoke Island



Jamestown



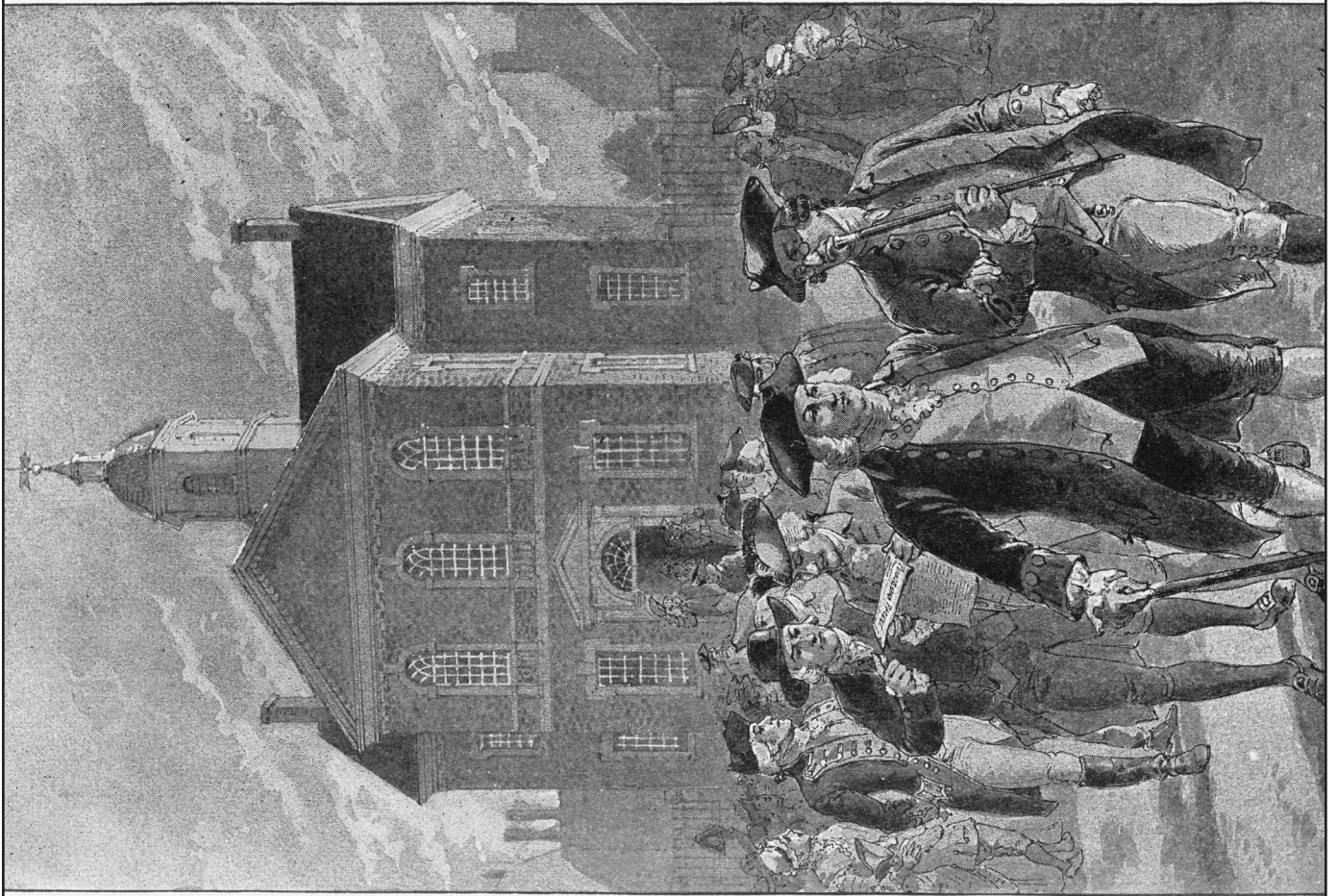
Plymouth



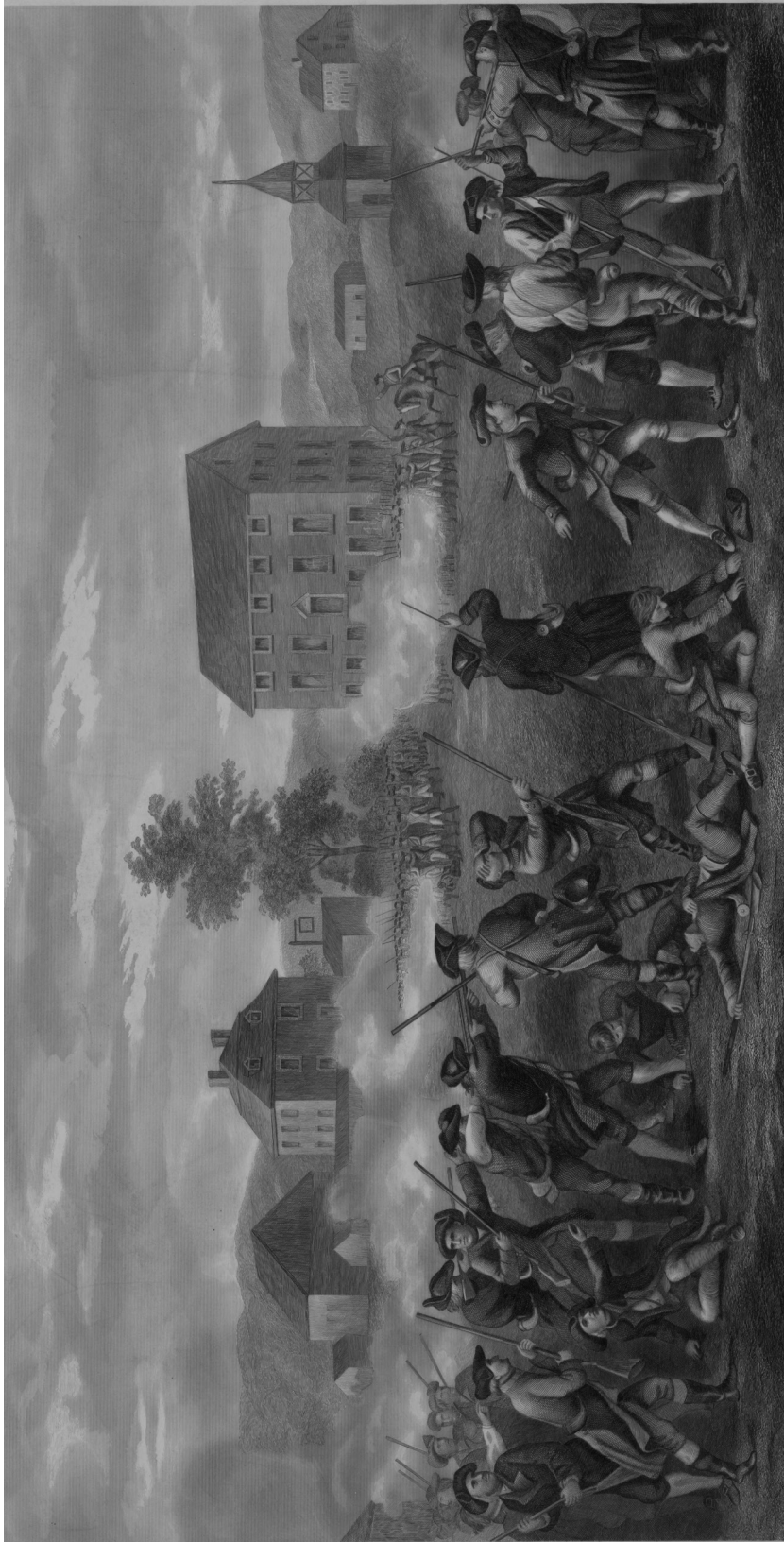
Taxes



Boston Tea Party



First Continental Congress



Battle of Lexington

IN CONGRESS, JULY 4, 1776.

There is in the course of human events, it is known everywhere, for our people to deplore the political bonds which have connected them with another, and to yearn among the powers of the earth, for the support and sympathy of some of the great and independent powers to which the laws of Nature and of Nature's God invite them, a desire respecting the opinions of mankind requires that they should declare the earth which inhabits them to be independent.

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.

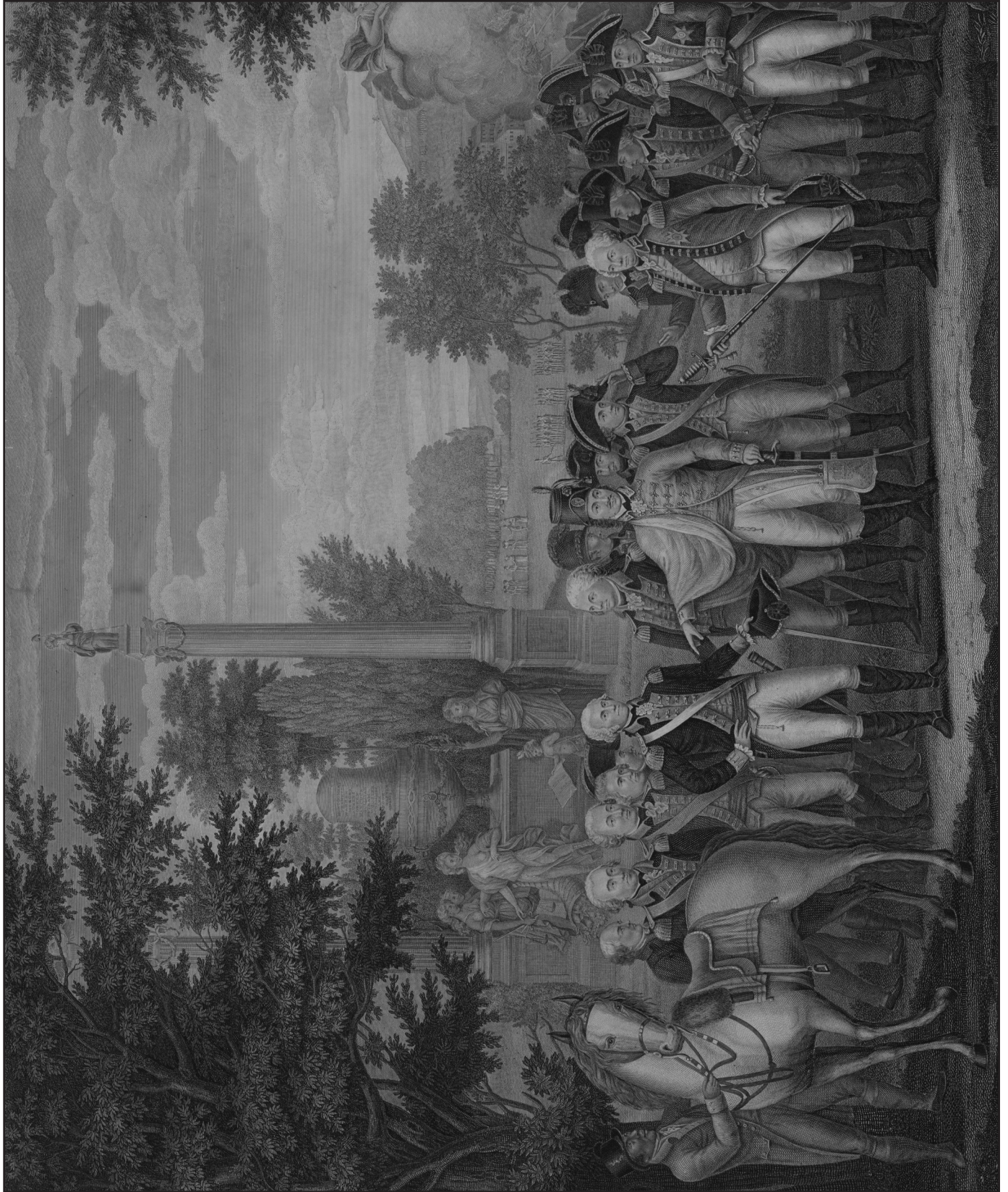
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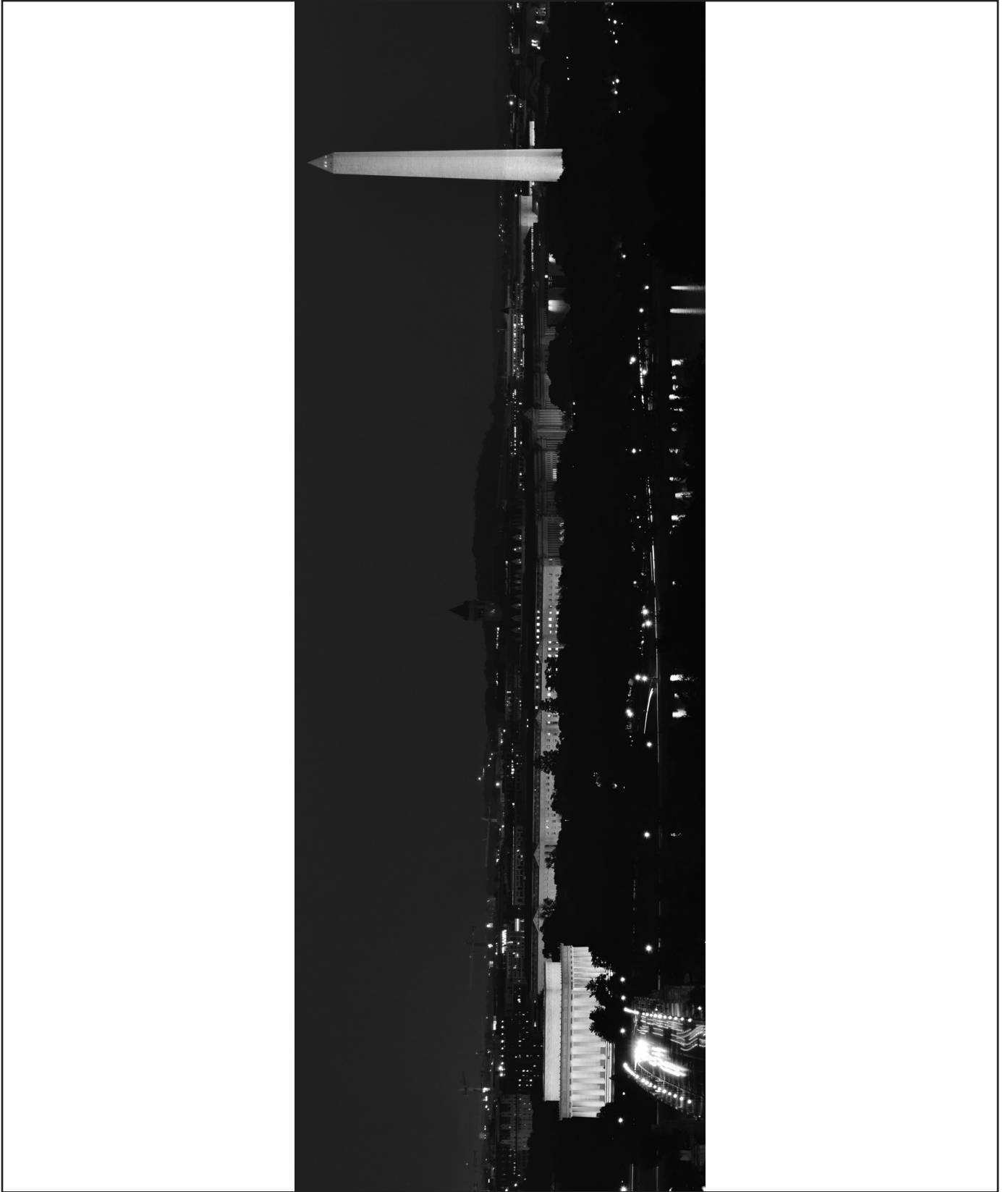
Declaration of Independence



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



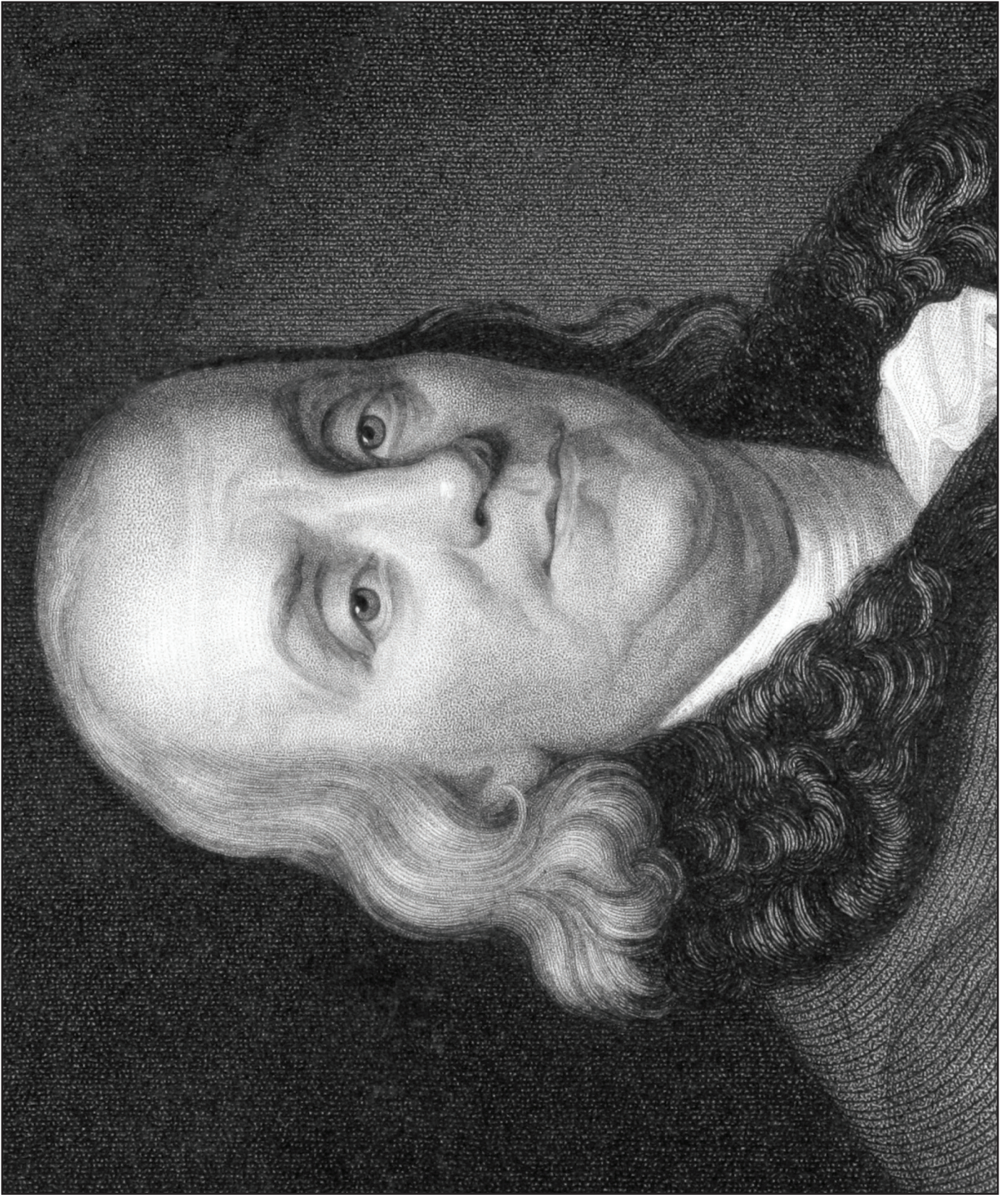
Boston Tea Party



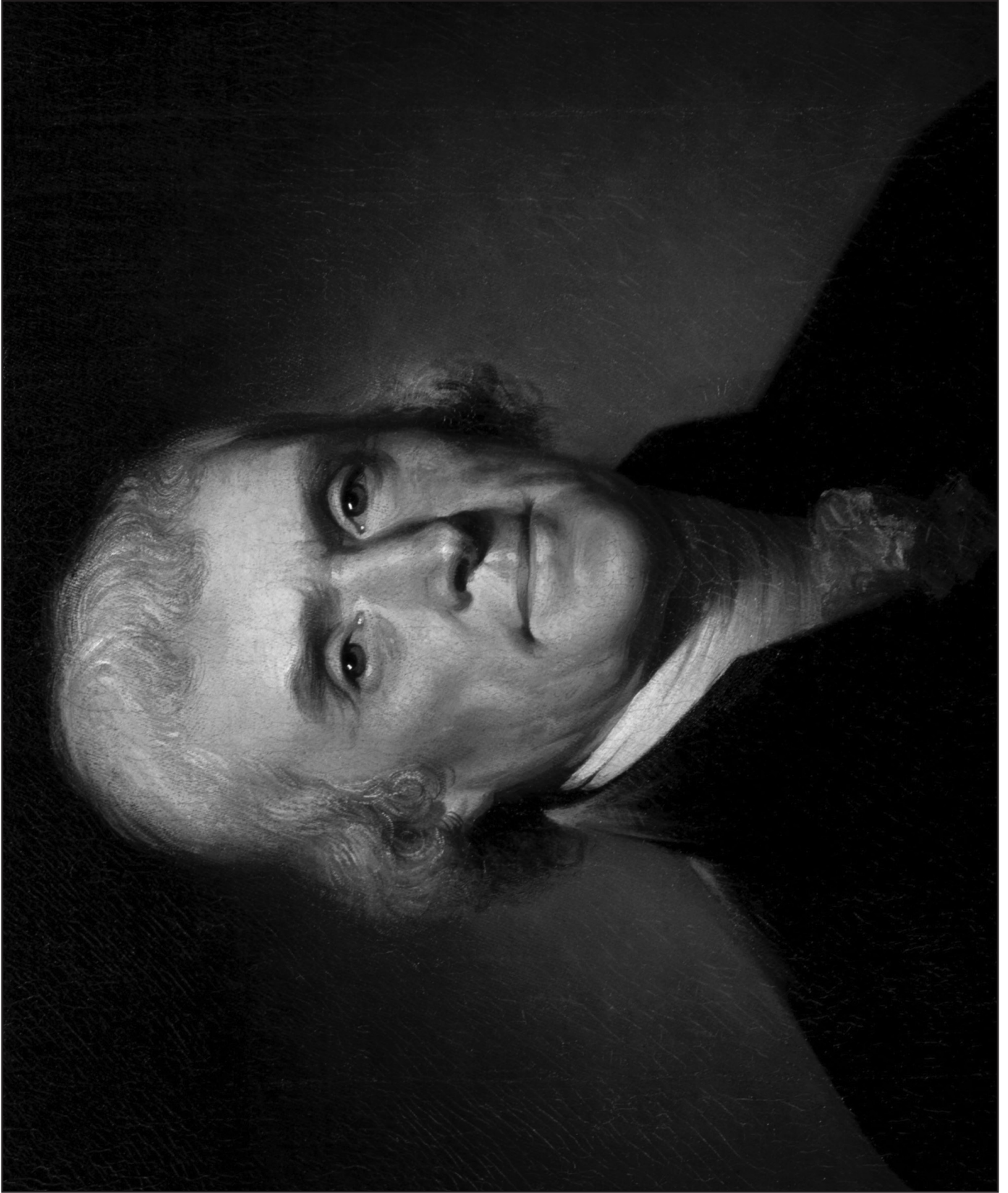
Second Continental Congress



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	<i>Washington Crossing the Delaware</i>		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	<i>Washington Crossing the Delaware</i>		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		Thomas Jefferson attended the Second Continental Congress. Thomas Jefferson wrote the Declaration of Independence. Thomas Jefferson signed the Declaration of Independence. Because of the Declaration of Independence, the colonies gained their independence from Britain. The third president of the new nation was Thomas Jefferson.
<i>Washington Crossing the Delaware</i>	portrait of Benjamin Franklin		George Washington and Benjamin Franklin are considered Founding Fathers of the United States.
<i>Washington Crossing the Delaware</i>	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		Benjamin Franklin and Thomas Jefferson are considered Founding Fathers of the United States. Benjamin Franklin and Thomas Jefferson were both inventors.
Boston Tea Party	Second Continental Congress	<i>Washington Crossing the Delaware</i>	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	<i>Washington Crossing the Delaware</i>	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	<i>Washington Crossing the Delaware</i>	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.
<i>Washington Crossing the Delaware</i>	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 unit-related vocabulary.	The paragraph contains some unit-related vocabulary.	The paragraph contains little or no unit-related vocabulary.

NAME: _____
DATE: _____

3.1 Activity Page

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

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."

Unit 8 American Independence

Unit 8

NAME: _____
DATE: _____

4.1 Activity Page

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

Somebody	the Redcoats
Wanted	to take the colonists' weapons
But	Paul Revere warned the colonists.
So	The Redcoats encountered the Minutemen.
Then	The Redcoats encountered the Minutemen fighting, "the shot heard round the world."

Unit 8 American Independence

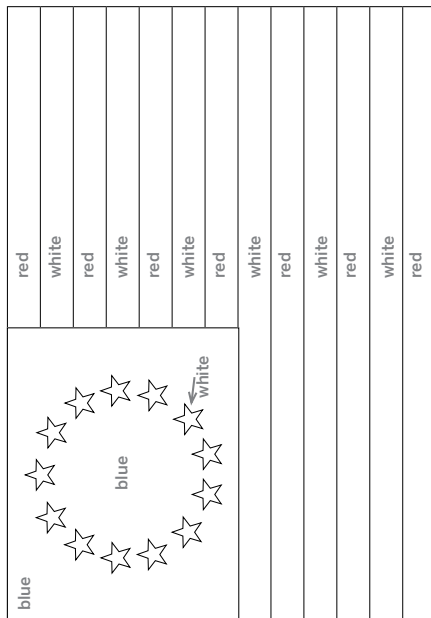
Unit 8

7

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 alternates with white. On the back of the paper, write one to three sentences about what you have learned about the original flag.



Unit 8 American Independence

Unit 8

NAME: _____
DATE: _____

PP.1 Assessment



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Directions: Listen to your teacher's instructions.

Unit 8 American Independence

Unit 8

11




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Unit 8 American Independence

NAME: _____
DATE: _____

UA.1
Assessment

Directions: Listen to your teacher's instructions.

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Unit 8

Unit 8 American Independence

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Unit 8 American Independence

NAME: _____
DATE: _____

UA.2
Assessment

Directions: Listen to your teacher's instructions.

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Unit 8

Unit 8 American Independence

NAME: _____ UA.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.

Unit 8 American Independence

Knowledge 9

6.	 G.W.	 B.F.	 T.J.
7.	 G.W.	 B.F.	 T.J.
8.	 G.W.	 B.F.	 T.J.
9.			
10.			

Unit 8 American Independence

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

Unit 8		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	p. 7, p. 20, p. 66, p. 70, p. 80, p. 83, p. 85, p. 99, p. 102, p. 124, p. 128
TEKS 1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	p. 22, p. 35
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	p. 7, p. 11, p. 22, p. 26, p. 38, p. 42, p. 52, p. 56, p. 111, p. 114, p. 124, p. 135, p. 138, p. 141, p. 151, p. 155, p. 165, p. 170
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 1.1.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	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

Unit 8		Correlation—Teacher's Guide
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	
(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.	p. 7, p. 13, p. 22, p. 28, p. 38, p. 44, p. 52, p. 58, p. 63, p. 66, p. 72, p. 80, p. 85, p. 99, p. 104, p. 111, p. 116, p. 124, p. 130, p. 138, p. 142, p. 148, p. 151, p. 157, p. 165, p. 171
TEKS 1.3.C	identify the meaning of words with the affixes -s, -ed, and -ing	p. 38, p. 44, p. 111, p. 121, p. 124, p. 13
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	p. 111, p. 121, p. 124, p. 135
(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	p. 138, p. 142

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

Unit 8		Correlation—Teacher’s Guide
TEKS 1.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	p. 165, p. 171
TEKS 1.6.D	create mental images to deepen understanding with adult assistance	
TEKS 1.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance;	p. 7, p. 11, p. 66, p. 72, p. 99, p. 104, p. 151, p. 155
TEKS 1.6.F	make inferences and use evidence to support understanding with adult assistance	p. 151, p. 157
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	p. 38, p. 44, p. 50, p. 52, p. 58, p. 80, p. 85, p. 99, p. 104, p. 111, p. 116, p. 124, p. 130, p. 138, p. 142, p. 148, p. 151, p. 157, p. 165, p. 171
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	p. 38, p. 44, p. 50, p. 52, p. 63
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	p. 7, p. 13
(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	p. 7, p. 20, p. 22, p. 35, p. 66, p. 78, p. 80, p. 91, p. 99, p. 109, p. 138, p. 148, p. 151, p. 157, p. 163
TEKS 1.7.C	use text evidence to support an appropriate response	p. 22, p. 28, p. 66, p. 72
TEKS 1.7.D	retell texts in ways that maintain meaning	p. 38, p. 42, p. 44, p. 50, p. 52, p. 56, p. 63, p. 66, p. 70, p. 80, p. 91, p. 99, p. 102, p. 111, p. 114, p. 124, p. 128, p. 138, p. 141
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	p. 80, p. 92, p. 138, p. 142, p. 165, p. 178
TEKS 1.7.F	respond using newly acquired vocabulary as appropriate	p. 66, p. 78, p. 99, p. 102, p. 151, p. 157, p. 163
(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:		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

Unit 8		Correlation—Teacher’s Guide
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 1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.9.C	discuss elements of drama such as characters and setting	
(D) recognize characteristics and structures of informational text, including:		
TEKS 1.9.D.i	the central idea and supporting evidence with adult assistance	p. 165, p. 171
TEKS 1.9.D.ii	features and simple graphics to locate or gain information	p. 22, p. 35, p. 66, p. 78, p. 99, p. 109, p. 138, p. 148, p. 151, p. 163, p. 165, p. 170
TEKS 1.9.D.iii	organizational patterns such as chronological order and description with adult assistance	p. 7, p. 20, p. 22, p. 35, p. 80, p. 91, p. 124, p. 135, p. 165, p. 170
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	p. 165, p. 178
(B) develop drafts in oral, pictorial, or written form by:		
TEKS 1.11.B.i	organizing with structure	p. 80, p. 91, p. 92, p. 165, p. 178
TEKS 1.11.B.ii	developing an idea with specific and relevant details	p. 165, p. 178
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	p. 111, p. 121, p. 124, p. 135
TEKS 1.11.D.iii	singular, plural, common, and proper nouns	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

Unit 8		Correlation—Teacher’s Guide
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”	
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	p. 80, p. 91, p. 92, p. 165, p. 178
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

Unit 8		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	p. 12, p. 26, p. 34, p. 42, p. 48, p. 56, p. 59, p. 73, p. 84, p. 103, p. 104, p. 114, p. 119, p. 128, p. 134, p. 137, p. 141, p. 155, p. 161, p. 170, p. 177
ELPS 1.F	use accessible language and learn new and essential language in the process	p. 34, p. 85
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	p. 143

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 1

Unit 8		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	p. 155, p. 161
(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	p. 26, p. 170
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	p. 103, p. 114
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	p. 71

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 1

Unit 8		Correlation—Teacher's Guide
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	p. 12, p. 26, p. 42, p. 56, p. 84, p. 128, p. 137, p. 141, p. 143
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	p. 48 p. 59, p. 73, p. 104
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	
(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	p. 18, p. 119

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 1

Unit 8		Correlation—Teacher's Guide
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
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	p. 18, p. 26, p. 56, p. 71, p. 84, p. 103, p. 114, p. 119, p. 128, p. 134, p. 137, p. 141, p. 170, p. 177
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	p. 36, p. 51, p. 64, p. 78, p. 92, p. 109, p. 149, p. 163
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	p. 21

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