From Colonies to Independence

Teacher Guide

Betsy Ross

Writing the Declaration of Independence

The Minutemen
From Colonies to Independence

Teacher Guide
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Introduction

The Big Idea

The thirteen colonies evolved slowly over time, from dependence on England and then Great Britain to independence as a new nation.

It started in July 1776, when America became a first in the modern age. No other country since ancient Greece had created a government that was ruled by its own people. In Europe in the 1700s, kings and queens ruled for life. But now in America, leaders would be chosen by the people, and they would lead only as long as the people permitted. The world held its breath and watched as the American colonies said that they would not be ruled by the British king anymore. They would start a new country where they would rule themselves. Would their experiment work? And if it did, would it work in other countries too?
What Students Should Already Know

Students in Core Knowledge schools should be familiar with the following:

• what maps and globes represent and how to use them

• what rivers, lakes, and mountains are and how they are represented on maps and globes

• the locations of the Atlantic and Pacific Oceans, the North and South Poles, and the seven continents

• the names and locations of their continent, country, state, and community

• the use of map keys, symbols, and directions (north, south, east, west) on a map

• the locations of the Indian and Arctic Oceans, the countries of North America (Mexico, Canada, the United States, and the countries of Central America), the equator, and the Northern and Southern Hemispheres

• the meanings of peninsula, harbor, bay, and island

• religions as the basis of significant events and ideas in history

  • Judaism: belief in one God, Exodus, Israel, Rosh Hashanah, Yom Kippur, Star of David, Torah, synagogue

  • Christianity: developed from Judaism, Jesus as the Messiah, Christmas, Easter, symbol of the cross

  • Islam: origin in Arabia, Allah, Muhammad, Mecca, Koran, mosque, Ramadan, Eid Al-Fitr, Eid Al-Adha, symbols of crescent and star

• the concept of religious freedom

• the Pilgrims’ voyage on the Mayflower, their founding of Plymouth Colony, and the first Thanksgiving as a result of Native American help

• the founding of Massachusetts Bay Colony by the Puritans

Students in Core Knowledge schools and/or who used Core Knowledge History and Geography™ (CKHG™) in Kindergarten will also be familiar with the following events and people:

• July 4, Independence Day

• George Washington, “The Father of His Country”

• Thomas Jefferson
What Students Need to Learn

• the location of the thirteen original colonies
• the Boston Tea Party
• Paul Revere’s ride: “One if by land, two if by sea”
• Minutemen and redcoats: “the shot heard ‘round the world”
• Thomas Jefferson, the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal . . .”
• the Fourth of July
• legend of Betsy Ross and the flag
• Benjamin Franklin: Patriot, inventor, and writer
• George Washington, from military commander to first president
• Martha Washington
• Washington, D.C., as the nation’s capital
At A Glance

The most important ideas in Unit 8 are:

- The movement of the thirteen original English colonies toward independence from Great Britain evolved over a long period of time.
- The Boston Tea Party was a major event for the colonies in their evolution to nationhood.
- Paul Revere’s ride was an important factor in the events that occurred on April 19, 1775, at Lexington and Concord.
- The Declaration of Independence, drafted by Thomas Jefferson, is the cornerstone of the nation’s democracy.
- Benjamin Franklin and George Washington played crucial roles in early American history.

What Teachers Need to Know

The issue underlying this whole period in American history was whether the British Parliament could tax the colonies. Parliament based its actions on the theory of virtual representation—that is, it represented every person in Great Britain and in the empire regardless of whether that person could vote. (Voting rights in Britain and in the colonies were limited in general to property-owning males.)

The colonists, on the other hand, worked on the theory of actual or direct representation in colonial legislatures and thus believed that only those legislatures could tax them. There was also a strong undercurrent of economic self-interest on both sides.

Students in Core Knowledge schools will study the American Revolution in greater detail and depth in Grade 4. In Grade 1, the focus should be on the story of how America evolved from thirteen separate colonies into an independent nation.

Unit Resources

Teacher Components

From Colonies to Independence Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art activities, that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.
A Culminating Activity, Unit Assessment, Performance Task Assessment, and Student Activity Pages and instructions for My Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 91.

The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order. For example, AP 1.1 is a letter to family members designed to be used at the start of this unit.

» The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.

» The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.

» The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.

» My Passport is a tangible reminder and souvenir of the various places and events that students using the CKHG series at their grade level will have visited and learned about over the course of the school year. Note that prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures, including geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passports. The passport template can be downloaded from www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity.

» The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Student Component

The From Colonies to Independence Student Book includes nine chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student
Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves. For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources

## Using the Teacher Guide

### Pacing

The *From Colonies to Independence* unit is one of nine world and American history and geography units in the Grade 1 CKHG series that we encourage teachers to use over the course of the school year. We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on pages 11–12 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that you spend no more than fifteen to twenty days teaching the *From Colonies to Independence* unit so that you have sufficient time to teach the other eight units in the Grade 1 CKHG series.
Reading Aloud

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (like this). Core Vocabulary words appear in boldface color (like this). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when you read aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher’s attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers’ optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Turn and Talk

Specific instances in the Read Aloud portion of the lesson are designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Big Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally reask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.
 CONTENTS

Read Aloud Chapters

Chapter 1: The Thirteen Colonies
What did King George III and the British Parliament do that made the colonists angry?
colonies, controlled, tea, colonists, borrowed, Parliament, sales tax

Chapter 2: The Boston Tea Party
What was the Boston Tea Party, and why did it happen?
governor, harbor, keep order

Chapter 3: The Colonies Unite
What did the leaders of all the colonies decide to do after the Boston Tea Party, and why was it important?
unite, loyal, Patriot

Chapter 4: Paul Revere
What was Paul Revere’s plan?
cannonballs, gunpowder, weapons, tower, lantern, shore, countryside

Chapter 5: The American Revolution Begins
What was the “shot heard ‘round the world,” and why was it called that?
American Revolution, arrested, stand their ground, retreat

Chapter 6: Colonial Leaders Meet Again
What are some of the things that Thomas Jefferson wrote in the Declaration of Independence?
rulled, nation, independence, Declaration of Independence, government, equal rights, treason, deceased, Loyalists

Chapter 7: Benjamin Franklin
What things did Benjamin Franklin invent?
printer, fire department, post office, invented, stove, lightning rod, seasons

Chapter 8: George Washington and the Fight for America
How did George Washington show courage at the Delaware River?
untrained, lose hope, surprise attack, courage, victory, president, First Lady

Chapter 9: Washington, D.C., and American Symbols
What are the names of some American symbols, and what do they stand for?
symbols, capital city, avenues, Stars and Stripes, Seal of the President

Activity Pages

Activity Pages

The following activity pages can be found in Teacher Resources, pages 128–134. They are to be used with the lesson specified for additional class work or in some instances may be sent home to be make parents aware of what students are studying. Be sure to make sufficient copies for your students before conducting the activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 1—World Map (AP 1.2)
- Chapters 1–4, 8—Map of the Thirteen Colonies (AP 1.3)
- Chapter 9—America’s First Flag (AP 9.1)
- Culminating Activity—Patriot Stick Puppets (AP CA.1)
Nonfiction Excerpts

The following nonfiction excerpts can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

These excerpts may be used with the chapter specified, either for additional class work or at the end of the unit as review and/or as a culminating activity.

• Chapter 7—Benjamin Franklin’s Autobiography (NFE 1)
• Chapter 7—Poor Richard’s Almanack, 1735 (NFE 2)

Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of most chapters in this Teacher Guide. Even though there are multiple suggested activities, it is advised that you choose activities based on your students’ interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links before using them in class.

CROSS-CURRICULAR CONNECTIONS

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<th>Language Arts</th>
<th>Music</th>
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| **Poetry**   | • “America the Beautiful”  
| “Washington” by Nancy Byrd Turner | • “Yankee Doodle” |
| **Sayings**  |       |
| Poor Richard’s Almanack, 1735 |     |

A SPECIAL NOTE ABOUT THE PATHWAY TO CITIZENSHIP

A critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included important content in our American history units that will help students deepen their understanding of U.S. history, laws, and government. In Grades 3–6, we denote content related to this civics instruction with an American flag icon. For Grades K–2, we have shaped each American history unit as a whole to provide basic, foundational information key to civics instruction.

In choosing the specific content in our American history units, we have been guided by the Core Knowledge Sequence. The Sequence topics align well with the civics test developed by the U.S. Citizenship and Immigration Services, which is required for all immigrants wishing to become naturalized American citizens.
Students who have used our American history materials throughout the Core Knowledge Curriculum Series™ have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen.

Use this link to download the CKHG Online Resources for this unit, where the specific link for the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

Books


Note to Teacher: *From Colonies to Independence* is intended to be taught as the eighth unit of Grade 1 CKHG.

### Week 1

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*From Colonies to Independence*
CHAPTER 1

The Thirteen Colonies

Primary Focus Objectives

✓ Explain what a colony is. (L.1.6)

✓ Identify the thirteen colonies, and describe the people who lived in them. (SL.1.2, SL.1.3)

✓ Understand that the labor of enslaved people on plantations enabled the British colonies to become rich and strong. (SL.1.2, SL.1.3)

✓ Understand the colonists’ feelings about paying taxes to King George III of Britain. (SL.1.2, SL.1.3)

✓ Understand the meaning of the following domain-specific vocabulary: colonies, controlled, tea, colonists, borrowed, Parliament, and sales tax. (L.1.4, L.1.5)

Materials Needed

• a single copy of the Early Explorers and Settlers Student Book to display images

• individual student copies of From Colonies to Independence Student Book

• individual student copies of Letter to Family (AP 1.1)

• teacher and individual student copies of World Map (AP 1.2)

What Teachers Need to Know

By the time of the American Revolution, there were thirteen colonies on the Atlantic Coast of North America, with a total population of two million people.

The first settlement and colony was Jamestown (Virginia) in 1607, and the last to be established was Georgia in 1732. The colonies in 1776 included New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.

At that time, Maine was part of Massachusetts. In 1691, Plymouth, which had not grown very rich or powerful, had been combined with Massachusetts. The territory of Vermont was claimed by both New York and New Hampshire. In 1777, Vermont declared itself independent. While it contributed soldiers to the fighting in the American Revolution, Vermont was an independent nation from 1777 to 1791, when it became the fourteenth state to join the new United States.

A Special Note to Teachers—Talking About Slavery

In the first chapter, reference is made to the use of enslaved people in the colonies. Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.
Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

You should be prepared for comments and/or questions that your students may have about slavery. We strongly recommend that you consult the excellent resources provided by Teaching Tolerance and other organizations for more support and specific suggestions about how to discuss racism and discrimination with young children. The Teaching Tolerance website has an entire section devoted to teachers working with students in Kindergarten–Grade 2.

Use this link to download the CKHG Online Resources for this unit, where the specific links to these resources, as well as to books featuring diverse characters and multicultural stories, may be found:

www.coreknowledge.org/ckhg-online-resources

Some may question whether students in K–Grade 2 are too young to be introduced to the topic of slavery in American history, as described in this chapter. After much thought and discussion with child development specialists, as well as historians, it is our belief that age-appropriate conversations about the inhumane practices of slavery—indeed about any form of racism and/or discrimination—are a necessary first step in helping young students begin to understand and accept individuals who may be different from themselves.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to enslaved persons or enslaved workers. The term slave, these historians argue, implies a commodity, a thing, while enslaved person or enslaved worker reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term slave, we may unintentionally minimize the horror of humans being treated as though they were someone else’s property. In CKHG, we acknowledge the logic of both perspectives and sometimes refer to slaves while at other times referring to enslaved persons or enslaved workers.

**THE CORE LESSON**

**Introduce From Colonies to Independence and Chapter 1: “The Thirteen Colonies”**

Show students the cover of the Early Explorers and Settlers Student Book. Remind them that in the Read Alouds they heard from this book, they learned about some of the first people from Europe who came to live in America.

Turn to and display the images on pages 17 and 18, and remind students that these images are of some of the people who came to live in the first permanent English settlement in America. Remind students that these people, called colonists, had a very difficult time after first arriving in America and that many of them died. The colonists and their leader, John Smith, made peace with the Powhatan Native Americans, pictured on page 19, so that they could trade with the Powhatan for food. Ask students if they remember where the first permanent English settlement in America was. *(Jamestown, in Virginia)*
Next, turn to page 26, and ask students if they remember where the Pilgrims settled. \textit{(Plymouth, in Massachusetts)} Explain that during the next hundred years, many more people came to America from Europe and set up more colonies. Tell students that in the unit they are about to begin, they will find out more about the colonies and who lived in them.

Distribute copies of the Student Book, \textit{From Colonies to Independence}, to the class, and tell students the title of the book. Ask students to look at the cover as you explain that each of these images shows people who lived in the colonies and/or events that happened in the colonies.

Tell students that in the first chapter, they will hear about the other colonies that were settled and what life was like for the people who lived in the colonies.

Tell students that you are going to pretend that you have a special machine so that you can all travel back in time to visit the thirteen colonies that were established in America long ago.

Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to the thirteen original colonies in America!” and then ask students to open their eyes.

\textbf{Note to Teacher:} In the previous unit, \textit{Early Explorers and Settlers}, students learned that the thirteen colonies were established by England. In this unit, however, they will see references to Great Britain.
or Britain, and to King George III and Parliament as British rather than as English. This change is to reflect historical events. When the colonies were first established, England was the proper name of the founding country. By the time the colonies started agitating for independence, however, England (which already included Wales) and Scotland had combined to form Great Britain.

**Big Question**

What did King George III and the British Parliament do that made the colonists angry?

**Core Vocabulary**

colonies  controlled  tea  colonists  borrowed  Parliament  sales tax

**Chapter 1: “The Thirteen Colonies”**

Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Tell them that the title of this chapter is “The Thirteen Colonies.”

The Thirteen Colonies

Long ago, America was called the colonies. Colonies are lands controlled by other countries that are far away. There were thirteen colonies in America. Many of the people in the thirteen colonies came from England, Wales, Scotland, and Ireland—though some came from France, Germany, and other European countries too.
CORE VOCABULARY—Explain that **colonies** are places that are settled and controlled by people from another country.

CORE VOCABULARY—Explain that when countries or people are **controlled**, they do not make decisions for themselves about their laws and/or way of life.

**SUPPORT**—**Display the World Map (AP 1.2).** Point out the approximate location of England and the location of Europe. Explain that at the time you are about to read about, England was part of Great Britain, which also included Wales and Scotland. Use the map to show how far away Great Britain was from the thirteen colonies. Remind students that during this time period, traveling to the colonies from England and other countries in Europe took several weeks by boat! There were no airplanes, telephones, television, or internet, etc., so communication was a challenge. Talk about the difficulties a king or queen would have trying to rule a land that was about 3,500 miles away.

**SUPPORT**—**Direct students’ attention to the map on page 2.** Explain that the green area represents the thirteen colonies. Help students identify each colony on the map as you read its name aloud.

**Ask students the following questions:**

**LITERAL**—How many colonies were there in America?

» There were thirteen colonies in America.

**LITERAL**—Where did the people who lived in the colonies come from?

» Answers may vary, but students should name one or two of the countries listed in the Student Book: England, Scotland, Wales, Ireland, France, Germany—and/or indicate that people living in the colonies came from Europe.

**INFERENTIAL**—What was the name of one of the colonies?

» Answers may vary, but students should name one of the colonies listed on the map included on page 2: Massachusetts, New Hampshire, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.
Generally, people living in the thirteen colonies had traveled to America for a better life. Many thought of themselves as British, not as American. They liked to buy clothes and books from Great Britain. They liked to drink tea. They obeyed King George III, who ruled over England, Wales, Scotland, Ireland, and the colonies in America.

CORE VOCABULARY—Explain that tea is a drink made by steeping, or soaking, ground up leaves of the tea plant in hot water.

SUPPORT—Explain to students that tea does not grow in America or even in England. In the colonists’ time, tea grew only in East Asia and had to be brought by ship first to England and then to America, so it was not easy to get. Even though tea was difficult to get and could be expensive, the colonists enjoyed drinking it.

SUPPORT—Point out the list of places that King George III ruled over: England, Wales, Scotland, and Ireland. Remind students that Great Britain, at the time, included England, Scotland, and Wales. Tell them that today, four countries—England, Scotland, Wales, and Northern Ireland—make up the United Kingdom of Great Britain and Northern Ireland, or the U.K. for short.

Ask students the following questions:

LITERAL—What did the colonists like to buy from Britain?

» The colonists liked to buy clothes and books from Britain.
LITERAL—Who was the ruler of the colonies?
» King George III of Britain was the ruler of the colonies.

Ask students to look at the image on page 4 as you read aloud.

The colonists were proud of their king. Great Britain had just won a war against France. But to pay for that war, King George had borrowed a lot of money. Where could he find money to pay back what was borrowed? The answer was from the colonists in America.

CORE VOCABULARY—Explain that colonists are people who live in a colony, or place that is controlled by another country.

CORE VOCABULARY—Explain that borrowed means took something and used it with the promise of returning or replacing it later.

Ask students the following questions:

LITERAL—Why did King George borrow money?
» King George borrowed money to pay for a war against France.

LITERAL—Where did King George decide to get the money he owed and needed to pay back?
» King George decided to get the money from the British colonists in America.
Now ask students to look at the image on page 5 as you read aloud.

The king and his parliament decided that when the colonists bought such things as sugar, paint, newspapers, writing paper, glass, or tea, they would be charged a payment, or sales tax, making the cost of these items more expensive.

The colonists showed their anger by protesting and not buying any of these things. In the end, the tax on everything except tea was dropped.

CORE VOCABULARY—Explain that Parliament was the group of people who made laws for Britain.

CORE VOCABULARY—Explain that a sales tax is money that people pay, in addition to the actual price of something, when they buy it. In this case, the money collected from the sales tax charged by the king and Parliament would go to the British government.

SUPPORT—Be sure students understand that sales taxes still exist today, even in America. Explain that in most states, when one buys something, they pay a little extra money for the sales tax. The money that is collected goes to the government of the state where they are making the purchase. The state uses the tax money to pay for firefighters, police officers, schools, hospitals, and other things people need.

Give students this scenario. Suppose that whenever they used their crayons to draw a picture in class, they had to pay a “crayon tax” of one penny. You will use the tax money to buy new crayons with more colors for everyone in the class to use. Is this a fair tax? (Students may prefer to use the crayons for free, but the tax isn’t really unfair because it benefits them in the end.)

Now tell students that they still have to pay one penny, but this time the new crayons bought with their crayon tax will be given to a class in Britain. Is this fair? (The response will likely be a resounding no.)
Explain that this is how the colonists felt. They didn’t want money they paid in taxes to be used by the king and Parliament all the way across the ocean.

**SUPPORT**—Make sure students understand the meaning of the word *dropped* as it is used in the last sentence on the page. Students are likely familiar with the meaning “let fall to the ground,” but here the meaning is “removed” or “taken away.”

**Ask students the following questions:**

**LITERAL**—On what goods did the king and the British Parliament place a sales tax?

» The king and the British Parliament placed a sales tax on such things as sugar, paint, newspapers, writing paper, glass, and tea.

**LITERAL**—How did the colonists show that they didn’t like the tax?

» The colonists showed that they didn’t like the tax by refusing to buy anything that was taxed.

**EVALUATIVE**—What happened after the colonists refused to buy anything with a sales tax?

» After the colonists refused to buy anything with a sales tax, the tax on everything except tea was dropped.

**Ask students to look at the image on page 6 as you read aloud.**

There is another story of life in the thirteen colonies, though. Not everyone had gone there for a better life. Not everyone was free. Many Africans were enslaved and forced to travel to the colonies. Enslaved Africans worked on large plantations, or farms, growing crops. Their hard work helped to make the British colonies rich and strong.
SUPPORT—Students in Core Knowledge schools may recall learning about enslaved Africans in the unit Early Explorers and Settlers. Review what students heard in that unit: Africans were forced to come to the Americas to work on large farms called plantations. The enslaved Africans did hard work growing tobacco, but they had no rights or freedoms and did not get paid for their work. They were considered property instead of people.

Ask students the following questions:

LITERAL—What did the enslaved Africans do?
» The enslaved Africans helped grow crops on large farms or plantations.

EVALUATIVE—Why did some of the colonists want enslaved Africans?
» Some of the colonists wanted enslaved Africans to work on their farms. Since the colonists did not pay the enslaved workers, the farm owners and colonies became rich and strong.

CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What did King George III and the British Parliament do that made the colonists angry?
» King George and the British Parliament charged the colonists a sales tax to pay back the money they had borrowed for their war with France, and that made the colonists angry.

Activity Page  Note to Teacher: Distribute copies of Letter to Family (AP 1.1) for students to take home.

AP 1.1

Additional Activities

Thirteen American Colonies (SL.1.2, SL.1.3)

Activity Page  Materials Needed: internet access to watch video; sufficient copies of Map of the Thirteen Colonies (AP 1.3); crayons, colored pencils, or markers

AP 1.3

Background for Teachers: Preview the video to familiarize yourself with the content. The video lasts 4:15, and you may want to pause it to ask questions or talk about its content with students.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video, The Thirteen American Colonies, may be found:

www.coreknowledge.org/ckhg-online-resources
With students, watch the video about the thirteen American colonies. **Ask:** What was the first American colony? (Virginia) **Ask:** what was the thirteenth colony? (Georgia)

Note the three regions the colonies were divided into: New England Colonies, Middle Colonies, and Southern Colonies, and note the differences:

- **New England Colonies:** good for fishing and fur trading, not much farmland
- **Middle Colonies:** good for crops and farm animals
- **Southern Colonies:** cash crops such as rice and cotton, which could be sold to make money for the farmers

Distribute Map of the Thirteen Colonies. Help students identify the regions shown in the video and then color the New England Colonies purple, the Middle Colonies red, the Southern Colonies yellow, and the Atlantic Ocean blue. (Have them color both areas identified as Massachusetts, as well as New Hampshire, Rhode Island, and Connecticut, purple; New York, New Jersey, Pennsylvania, and Delaware red; and Maryland, Virginia, North Carolina, South Carolina, and Georgia yellow.)

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**Thirteen Colonies Song**

**Materials Needed:** internet connection to view video (optional) or screenshot of video for words sung to the tune of “Yankee Doodle”

**Background for Teachers:** This song, sung to the tune of “Yankee Doodle,” will help students remember the names of the thirteen colonies in order from north to south.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the “Thirteen Colonies Song” video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Watch the video with students to learn the song. Then pause the video and practice with students, singing the names of each of the original colonies in turn.

**Note to Teacher:** If students have not already participated in the activities below, first suggested during the Grade 1 *Early Explorers and Settlers* unit that immediately precedes this unit, we recommend that you consider including either or both of the activities now:

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**Talking More About Slavery**

**Materials Needed:** one or more of the books listed in the activity below

The following books provide additional age-appropriate information about slavery and may be used as a basis for further discussion:

Moving Past Being Different: Taking the Next Step

Materials Needed: one or both of the Jacqueline Woodson books listed below, internet access, capability to display internet in the classroom

⚠ Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the Read Alouds may be found:

www.coreknowledge.org/ckhg-online-resources

The following picture books—written by Jacqueline Woodson, the 2018–2019 National Ambassador for Young People’s Literature and author of numerous award-winning children’s books—are age-appropriate books ideal for use as Read Alouds. They can serve as the basis for rich conversations about what young children can do to show kindness to others who may be different from them.

•   *The Other Side* by Jacqueline Woodson (2001)
•   *Each Kindness* by Jacqueline Woodson (2012)

Each of these books is also available as a Read Aloud on YouTube. Links to these Read Alouds are included in the CKHG Online Resources for Chapter 1.
Primary Focus Objectives

✓ Describe what the Boston Tea Party was and the tea tax that led up to it. (SL.1.4)
✓ Understand the British reaction to the Boston Tea Party. (SL.1.2, SL.1.3)
✓ Understand the meaning of the following domain-specific vocabulary: governor, harbor, and keep order. (L.1.4, L.1.5)

Materials Needed

- individual student copies of From Colonies to Independence Student Book
- teacher and individual student copies of Map of the Thirteen Colonies (AP 1.3)
- a single tea bag and a can of loose tea

Note to Teacher: If loose tea is not readily available, open and empty multiple tea bags into a plastic container.

What Teachers Need to Know

European powers in the 1600s and 1700s followed an economic policy known as mercantilism. According to mercantilism, colonies existed for the economic benefit of building up gold supplies and expanding trade for the home countries. To do this, nations had to export more to their colonies than they imported from them. As a result of both the need to build up gold supplies and the need to expand its trade, Great Britain imposed a series of taxes and export restrictions on the North American colonies beginning in 1651 with the first of the Navigation Acts.

For example, the colonies could not export beaver hats to other countries. However, through much of the late 1600s and up until 1764, Great Britain followed a policy of salutary neglect and did not enforce these laws. The East Coast of North America was long, and it was difficult to patrol effectively. British customs agents were often bribed to ignore violations. The colonists simply ignored the laws.

However, after 1763, the British Parliament changed its attitude and policies toward its North American colonies. Great Britain and the colonies had just finished a lengthy war against the French in Europe and in North America. In North America, it was called the French and Indian War; in England, it was called the Seven Years’ War. It had cost Britain a great deal of money, which Parliament believed the colonists should help repay through new taxes. Those colonists who did not agree with Parliament were known as Patriots.

The first action of Parliament in 1764 was to enforce the Sugar Act, which placed a tax on sugar, rum, and molasses bought from the French West Indies. Other laws placed a tax on all documents issued in the colonies, such as marriage licenses and newspapers. But the tax that infuriated the colonists most was the tax on tea, the traditional beverage of the English since the 1600s. Colonists protested loudly and boycotted the purchase of tea, which hurt British exporters of tea to the colonies. In response to
the demands of tea merchants, Parliament passed a new law. The Tea Act of 1773 reduced, but did not eliminate, the tax on tea and gave a monopoly to the British East India Company. Only merchants working for the company could sell tea. While merchants who were not chosen worried that they would go out of business, the larger concern was that in time the British government would attempt to control how other goods were sold by using this same method of granting monopolies.

In Boston, the Sons of Liberty, led by Samuel Adams, mobilized to protest the Tea Act. They demanded that the East India Company’s merchants resign and attacked their warehouses. The Patriots marched in the streets and held meetings by torchlight. On December 16, 1773, a group of fifty colonists painted their faces and dressed up as the Mohawk. In the 1700s and early 1800s, dressing like a Native American was an expression of freedom, not an attempt to convince people that actual Native Americans were involved. Protesters dressed like Native Americans as an expression of their opposition to authority.

The “Mohawk” boarded three British ships, the *Eleanor*, the *Beaver*, and the *Dartmouth*, which had recently arrived with cargoes of tea. They went into each ship’s hold and handed up the casks of tea. On deck, they opened the casks and poured ninety thousand pounds of tea into Boston Harbor. Their night’s work cost the East India Company nearly £10,000, worth more than $1.7 million today, and resulted in retaliatory laws against Massachusetts and Boston, which the colonists called the Intolerable Acts.

The Boston Port Bill closed the port until the East India Company was repaid for its losses. The Massachusetts Government Act revoked Massachusetts’s charter, putting the colony directly under the governance of the king. British troops were sent to Massachusetts to enforce these laws; according to the Quartering Act, the colonists were required to pay for the housing of these troops.

By 1775, the British army was firmly entrenched in Boston, and the Patriots were storing guns and ammunition in outlying areas in case of trouble. Many colonists were out of work, made idle by the closing of Boston’s port. Angered by the Quartering Act, Bostonians retaliated. Sawmill owners refused to sell the British army lumber to build barracks, and merchants refused to sell the army necessities, such as blankets. No British soldier patrolled alone—or even walked the streets alone off duty. The redcoats, as the colonists called British soldiers, traveled in groups because they were afraid of being accosted by colonists. It is important to note that some colonists remained loyal to England during this time. Those who remained loyal to Britain were called Tories or Loyalists.

### Core Lesson

**Introduce “The Boston Tea Party”**

Use Map of the Thirteen Colonies (AP 1.3) to review the names and locations of the thirteen colonies. If students have learned to sing the “Thirteen Colonies Song,” sung to the tune of “Yankee Doodle,” sing the song together, encouraging students to point to each colony of the map (explain that Massachusetts was then in two parts; the northern part became the state of Maine).

Ask students to turn to page 5 in the Student Book and look at the picture. Remind students that at the end of the last Read Aloud, they learned that the colonists became angry with King George and the British Parliament. Ask students if they remember why the colonists were angry. *(King George and the British Parliament needed money. They decided to make the colonists pay taxes on certain things, which made the items cost more.)*
Tell students to listen carefully to today’s Read Aloud to find out what happened when King George told the colonists that they would have to pay a tax on British tea. Explain that the colonists very much liked to drink tea. Show students the tea bag, and explain that people today still like to drink tea. Tea is often made by placing a tea bag in a cup of hot water. Tell students that during colonial times, people did not use tea bags. They made a cup of hot water with loose tea leaves. Pass around the container of loose tea for students to see and smell.

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

**Big Question**

What was the Boston Tea Party, and why did it happen?

**Core Vocabulary**

- governor
- harbor
- keep order

**Chapter 2: “The Boston Tea Party”**

Distribute copies of the Student Book. Ask students to turn to page 7 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The Boston Tea Party.”

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The Boston Tea Party

Many people in the thirteen colonies in America drank tea. Though tea was not cheap, people liked it so much they saved up to buy it. That was until the British Parliament and King George placed a tax on it. Then the colonists said they would stop drinking British tea.
**SUPPORT**—Make sure students understand that placing a tax on tea made the tea more expensive.

**Ask students the following questions:**

**LITERAL**—What did the colonists like to drink?

» The colonists liked to drink tea.

**LITERAL**—Since tea was not cheap, what did the colonists need to do to buy it?

» Colonists needed to save up to buy tea because it was not cheap.

**LITERAL**—What did the colonists decide to do when King George and the British Parliament taxed tea?

» The colonists decided to stop drinking tea because King George and the British Parliament had put a tax on it.

**Now ask students to look at the image on page 8 as you read aloud.**

British ships bringing tea to the colonies were turned away. Then, on a cold winter day, the governor in Boston allowed three British ships carrying tea to sail into Boston Harbor. That night a group of men who were dressed like Native Americans climbed onto the ships. They threw the tea into the water. This became known as the Boston Tea Party.
**SUPPORT**—Explain that being turned away means that the ships were not allowed to enter the colonies and were sent back where they came from.

**CORE VOCABULARY**—Explain that a **governor** is the leader of a colony or a state.

**CORE VOCABULARY**—Explain that a **harbor** is part of an ocean, lake, or sea that is next to land and is a safe, protected place for boats.

SUPPORT—Help students find Boston on the Map of the Thirteen Colonies (AP 1.3).

SUPPORT—Help students understand that by dumping the tea into the harbor, the colonists ruined all the expensive tea that the ships had brought.

**Ask students the following questions:**

**LITERAL**—What did colonists in Boston do when ships with tea arrived in Boston Harbor?

» Some Boston colonists, dressed as Native Americans, climbed aboard the ships at night and threw the tea from the ships into the water of Boston Harbor.

**INFERENTIAL**—Why do you think the colonists dressed as Native Americans?

» Answers may vary but may include that the colonists did not want anyone to know exactly who was throwing tea into the water.

**SUPPORT**—Explain to students that when protesters sometimes dressed up like Native Americans back then, they were trying to show that they were free and would not be controlled by a ruler.

**EVALUATIVE**—Why do you think the colonists threw the tea into the harbor?

» The colonists threw the tea into the harbor because they were angry that the ships were allowed in and because they didn’t want the government to get tax money from selling the tea.
News of what had happened in Boston spread. Soon, many people in the colonies were celebrating the Boston Tea Party. However, when the news reached King George and Parliament, they became very angry. They sent British warships to close Boston Harbor. With the harbor closed, no food or supplies could get in.

**SUPPORT**—Make sure students understand that British warships closed Boston Harbor by staying at the entrance to the harbor and making sure no ships went into or out of the harbor.

**Ask students the following questions:**

**LITERAL**—What did people in the other colonies do when they heard about the Boston Tea Party?

» When they heard about the Boston Tea Party, the colonists celebrated.

**LITERAL**—What did King George and Parliament do when they heard about the Boston Tea Party?

» When King George and Parliament heard about the Boston Tea Party, they sent British warships to close Boston Harbor.

**LITERAL**—What did it mean for the colonists to have Boston Harbor closed?

» Having Boston Harbor closed meant that no food or supplies could come into Boston.
To show their support for the people of Boston, colonists from across the thirteen colonies sent food and clothes. The British sent more British soldiers to keep order.

The colonists called the British soldiers redcoats because of their bright, red uniforms.

SUPPORT—Make sure students understand that when people show their support, they do something to show their approval or agreement. The colonists showed they agreed with the people of Boston by doing something—sending food and clothes to the people of Boston.

CORE VOCABULARY—Explain that to keep order means to make sure people follow the rules.

Ask students the following questions:

LITERAL—How did colonists show their support for the people of Boston?
» Colonists showed support for the people of Boston by sending food and clothes.

LITERAL—What did the British do to keep order?
» To keep order, the British sent more British soldiers.

LITERAL—What did the colonists call the British soldiers? Why?
» Colonists called the British soldiers redcoats because of their red uniforms.
CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What was the Boston Tea Party, and why did it happen?

» The Boston Tea Party was a protest that happened one night when some colonists threw tea from British ships into Boston Harbor to show that they did not agree with and were angry about the high tax on British tea.

Additional Activities

Boston Tea Party (SL.1.2)

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers: Cue video to approximately 7:18 minutes, and be prepared to stop it at 10:20 to discuss the events of the Boston Tea Party.

The meeting that led to the Boston Tea Party began at Old South Meeting House, the largest public building in Boston. The protest was attended by thousands, but only a small group of men actually went to the ships in the harbor to dump the tea. Not only was Boston Harbor closed until the tea was paid for, Old South Church was punished for its part in the protest. About a year after the Boston Tea Party, the meeting house was taken over by the British soldiers, cleared of its pews, and turned into a riding school for the British dragoons, mounted infantry soldiers. The congregation did not have access to its own building for the next ten years.

Use this link to download the CKHG Online Resources for this unit, where the specific link to Liberty’s Kids: The Boston Tea Party may be found (be prepared to close occasional ads that pop up on the screen):

www.coreknowledge.org/ckhg-online-resources

Tell students that they are going to watch part of a cartoon that shows colonial kids following the protesters to the Boston Tea Party. In the video, students will meet characters named James and Sarah. Students should understand that James and Sarah are fictional and not actual historical figures who participated in the events of the Boston Tea Party. Their role as journalists or reporters in the cartoon is to describe what they see happening in the colonies so that students watching the cartoon can understand the historical event.

Note to Teacher: Remind students that the colonists referred to Native Americans as Indians, a term passed down from Christopher Columbus, who mistakenly believed he had arrived in India, rather than in the Americas, when he landed here.

After watching the video, ask:

• Why did the man in the blue coat insist that the colonists should only take the tea?
  » because they were trying to protest the tax, not commit crimes

• Why does the young woman say she opposes the Boston Tea Party?
  » She thinks that loyal subjects of the king should follow the laws of the land.

Tell students that not all colonists protested the tea tax. Some remained loyal to the king and the British Parliament.
The Colonies Unite

Primary Focus Objectives

✓ Describe what the colonists did when they met in Philadelphia to show King George they were angry. (SL.1.4)

✓ Understand why the threat by the colonists to stop buying goods from Britain was a powerful warning. (SL.1.2, SL.1.3)

✓ Understand that the colonists decided it was more important to work together as Patriots than to be loyal to King George. (SL.1.2, SL.1.3)

✓ Understand the meaning of the following domain-specific vocabulary: unite, loyal, and Patriot. (L.1.4, L.1.5)

Materials Needed

• individual student copies of From Colonies to Independence Student Book

• teacher and individual student copies of Map of the Thirteen Colonies (AP 1.3)

• internet access

• video clip of “Yankee Doodle”

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Following the British response to the Boston Tea Party, some of the colonial leaders decided that it was time to act. A congress of all the colonies was called to discuss a response to the actions of Parliament and the king. Twelve of the thirteen colonies sent delegates to a meeting in Philadelphia in the fall of 1774. The royal governor of Georgia would not allow any representatives from his colony to attend.

The First Continental Congress, as it was called, adopted the Suffolk Resolves, which had been passed earlier in Suffolk County, Massachusetts. The Resolves declared the Intolerable Acts—British laws passed to punish the colonists after the Boston Tea Party—unlawful, and they called for:

• a boycott of British goods;

• the formation of a government in Massachusetts to replace the one disbanded by the king (the colony was then under the control of General Thomas Gage, who also commanded the British army in the colonies); and

• the establishment of militias by all the colonies.

In addition, the First Continental Congress drafted and sent the Declaration of Rights and Grievances to King George III. As its name suggests, this document listed the colonists’ rights as British citizens and their grievances against the actions of Parliament since 1763. In effect, the colonists were now asserting
that only their legislatures had the right to tax them, and that only their legislatures had the right to pass laws for them. In this view, Parliament had no right to adopt any legislation concerning the colonies.

**The Core Lesson**

**Introduce “The Colonies Unite”**

Using the images on pages 7–10 of the Student Book, ask students to recall why the colonists were angry with King George and to describe the Boston Tea Party.

Next, play the brief video clip of the song “Yankee Doodle.” Alternatively, if you do not have internet access in your classroom, sing the following verse of “Yankee Doodle.” Then have students sing it with you.

Yankee Doodle went to town
Riding on a pony;
Stuck a feather in his cap
And called it macaroni.

Explain that the British used to sing this song to make fun of the colonists. The Dutch had started calling Americans *Jahnke* (/yahn*kee/), which means “Johnny.” Then the British began calling them *Doodle*, which means a silly, uneducated person. Only such a person would put a feather in his cap and call it “macaroni.” (A macaroni was a person who wore fancy clothes.)

But instead of making the colonists angry, the song gave them a name to call themselves: Yankees. That helped make them feel part of a larger group, helped make them feel American, no matter which colony they came from. Tell students that in this lesson they’ll hear about other ways the American colonists started working together.

**Big Question**

What did the leaders of all the colonies decide to do after the Boston Tea Party, and why was it important?

**Core Vocabulary**

unite  loyal  Patriot
Chapter 3: “The Colonies Unite”

Distribute copies of the Student Book. Ask students to turn to page 11 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The Colonies Unite.” Ask students what they think the title means.

**CORE VOCABULARY**—Explain that to **unite** means to join together to do something.

**The Colonies Unite**

It was September, and the leaves were beginning to change color in Philadelphia. Samuel Adams put on a new, red suit. He didn’t normally wear such fancy clothes, but he was going to meet with other leaders of the thirteen colonies. These leaders were meeting in Philadelphia to write a letter to King George III explaining why they were so unhappy.

**SUPPORT**—Help students find Philadelphia on the Map of the Thirteen Colonies (AP 1.3).

**Ask students the following questions:**

**LITERAL**—Why was Samuel Adams wearing such fancy clothes?

» Samuel Adams was wearing fancy clothes because he was going to meet with other leaders of the colonies.
LITERAL—Where was the important meeting?
» The important meeting was in Philadelphia.

LITERAL—What did the colonial leaders plan to do in Philadelphia?
» The colonial leaders planned to write a letter to King George III to explain why they were so unhappy.

Now ask students to look at the image on page 12 as you read aloud.

When all the leaders were gathered together, they began to write the letter. In it, they asked King George to take away all unfair laws and taxes. They said that if he did not, the colonies would no longer buy anything from Britain. Each leader signed his name on the letter. One of the men who signed the letter was George Washington.

SUPPORT—Help students understand why the leaders thought that King George III and the British Parliament would mind if the colonies no longer bought anything from Britain. Remind students that King George and Britain needed money to pay for the war with France. If the colonists stopped buying anything from Britain, Britain would not get any money from the colonies.

SUPPORT—Guide students in understanding why the leaders of the different colonies wanted to send a single letter to King George III that they all signed. Discuss ideas such as the following: the leaders wanted the king to know that the colonists disagreed with him and the colonists were going to “stick together” and “speak with one voice.”
CHALLENGE—Ask students if anyone recognizes the name of George Washington, one of the leaders who signed the letter to King George III. Students from Core Knowledge schools may recall learning in Kindergarten that George Washington was the first president of the United States and was known as a Founding Father of our country. They may also remember the legend of George Washington and the cherry tree.

Ask students the following questions:

**LITERAL**—What did the colonial leaders ask the king for?

» The colonial leaders asked the king to take away all unfair laws and taxes.

**LITERAL**—What did the colonial leaders say they would do if the king did not take away these unfair laws and taxes?

» The colonial leaders said that if the king did not do as they asked, the colonies would no longer buy anything from Britain.

Ask students to look at the image on page 13 as you read aloud.

After signing the letter, the colonial leaders left the meeting and went home. They planned to meet again when they received news from the king and his parliament. Most importantly, the leaders from all the colonies had decided to work together. Being a proud American was becoming more important than being loyal to the king. These proud Americans were known as Patriots.
**CORE VOCABULARY**—Explain that someone who is **loyal** shows strong support for someone or something. Explain that the colonists were, in effect, saying that if King George did not change the unfair British laws, the colonists would no longer be loyal to him but would be loyal to one another. They would “stick together” as colonists and unite.

**CORE VOCABULARY**—Explain that a **Patriot** was a colonist who supported the cause of freedom from Britain.

**SUPPORT**—Help students understand that although at this time America was not a separate country from Great Britain, many American colonists were beginning to consider themselves Americans and not British subjects. These were the colonists known as Patriots. **Call attention to the word Patriot, which is the last word on this page, pointing out the uppercase letter ‘P.’**

**Ask students the following question:**

**LITERAL**—What did the colonial leaders do after the letter to the king was signed?

» After the letter to the king was signed, the colonial leaders left the meeting and went home.

**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—What did the leaders of the colonies decide to do after the Boston Tea Party, and why was it important?

» After the Boston Tea Party, the leaders of the colonies decided to write a letter to the king demanding that they be treated fairly. All of the leaders signed the letter so that the king would know that the colonists were united and had decided to work together.

**Additional Activities**

**Write a Letter to King George (W.1.1)**

Help students write their own letter to King George. As students contribute their ideas, formalize the ideas into sentences and compose the letter on the board. The finished letter can be copied onto a poster for all to sign and then hung in the classroom.

**America the Beautiful**

**Materials Needed:** internet access, capability to display internet in classroom, drawing paper, crayons or markers

**Background for Teachers:** This video of the classic, patriotic song “America the Beautiful” includes the lyrics, so you can use the video to teach the class the song and encourage them to sing along. “America the Beautiful” was a poem written by Katherine Lee Bates, first published in 1895, and was not permanently set to the music we are familiar with until 1926.
Although this patriotic tune describes parts of America that would have been unfamiliar to the people living in the thirteen colonies, the pride and sentiments reflected in the song were probably familiar to the colonists once they decided to unite and work together.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video, *Songs of America—America, the Beautiful (with lyrics)*, may be found:

www.coreknowledge.org/ckhg-online-resources

Play “America the Beautiful” for students. If time allows, teach them the song so that they can sing along.

After students listen to the song, distribute drawing paper and crayons or markers. Have students draw one of the scenes mentioned in the song.

If space allows, hang student drawings on an “America the Beautiful”-themed wall or bulletin board.
CHAPTER 4

Paul Revere

Primary Focus Objectives

✓ Understand why Paul Revere decided to ride from Boston to Concord. (SL.1.2, SL1.3)

✓ Understand the meaning of “One if by land, two if by sea.” (SL.1.2, SL1.3)

✓ Understand the meaning of the following domain-specific vocabulary: cannonballs, gunpowder, weapons, tower, lantern, shore, and countryside. (L.1.4, L.1.5)

Materials Needed

• individual student copies of From Colonies to Independence Student Book

• images of a cannon and cannonball

• teacher and individual student copies of Map of the Thirteen Colonies (AP 1.3)

Use this link to download the CKHG Online Resources for this unit, where the specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

General Thomas Gage, commander of the British army and governor general of Massachusetts after the colony’s charter was revoked following the Boston Tea Party, determined to seize the arsenal that his spies told him was stored at nearby Concord. On the night of April 18, 1775, some seven hundred British infantry marched out of Boston en route to Concord, about sixteen miles away. They had expected to use their night departure to surprise the colonists, but the colonists constantly watched the British soldiers and noticed any unusual activity.

The Patriots had discovered General Gage’s request that the British fleet, anchored in Boston Harbor, be prepared to use its longboats to ferry his soldiers across the Charles River so that they would be closer to Concord. But the Patriots were not sure if this was Gage’s real plan or a ruse to trick them. The soldiers might also march overland out of Boston, toward Braintree to the south. One of the observers was Paul Revere, a silversmith by trade and a Patriot. On the night of April 18, he was prepared to spread the alarm. He wanted to make sure that when the British soldiers left Boston, the Patriots would know which route they were traveling. Then the colonists could estimate how long it would take the soldiers to arrive.

Revere himself would ride out spreading the word that the redcoats were coming, but if he could not get past the sentries, there would still be a signal from the steeple of Old North Church. He had arranged for a friend to hang one lantern if the British were taking the land route and two lanterns if the soldiers
were traveling by boat: “One if by land, two if by sea.” Two lanterns appeared; the soldiers were going to be ferried across the river on their march to Concord.

Revere himself took the river route. Two friends rowed him to a waiting horse. William Dawes, another Patriot, rode overland with the same news. The two met in Lexington and were joined by a third man, Dr. William Prescott. About two miles from Concord, they were stopped by a British patrol. Dawes and Prescott got away to continue alerting people of the impending British arrival, but Revere was captured. He was turned loose after the British major in command of the patrol heard gunshots in the distance and thought the colonists were on the march. Revere had told him that there were five hundred armed colonists between Concord and Boston. The patrol let Revere go.

Henry Wadsworth Longfellow immortalized Paul Revere’s ride in his famous poem “Paul Revere’s Ride.” The long poem begins:

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere, . . .
He said to his friend, “If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower, as a signal-light,—
One if by land, and two if by sea . . .

**THE CORE LESSON**

**Introduce “Paul Revere”**

Remind students that after the Boston Tea Party, the British Parliament sent even more soldiers to Boston to try to keep order. This made the colonists even madder.

Using the images on pages 11–13 of the Student Book, ask students to recall what the colonists did next to let King George know that they were angry. *(The colonists wrote a letter to King George and said that if he did not treat the colonists fairly, they would stop buying anything from England.)*

Remind students that colonists who considered themselves to be more united as Americans than as British subjects of the king became known as Patriots. Write the word *Patriots* on the board, pointing to the uppercase letter ‘P’.

Tell students that in today’s Read Aloud, they will hear about a man by the name of Paul Revere, who was a colonist living in Massachusetts at the time of the Boston Tea Party.

Explain that Paul Revere and other colonists were worried that the British soldiers sent to keep order might begin fighting with the colonists. Paul Revere and others thought that they needed to have a plan in case the British started to fight. Listen carefully to find out what Paul Revere’s plan was.
Big Question

What was Paul Revere’s plan?

Core Vocabulary

cannonballs  gunpowder  weapons  tower  lantern  shore  countryside

Chapter 4: “Paul Revere”

Distribute copies of the Student Book. Ask students to turn to page 14 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Paul Revere.”

Paul Revere

Like most colonists, Paul Revere hoped that the letter the colonial leaders had sent to the king would bring peace. Few people wanted to fight the British. And most Americans were not trained for war. But to be safe, many Patriots got ready to fight—just in case.

In the town of Concord, near Boston, people hid cannonballs, gunpowder, weapons, and other things they might need.

CORE VOCABULARY—Explain that cannonballs are metal balls the size of small bowling balls that are shot out of very large guns called cannons. Show students the images of a cannonball and cannon from the CKHG Online Resources.
CORE VOCABULARY—Explain that gunpowder is black powder that makes the explosion that fires a gun or a cannon.

CORE VOCABULARY—Explain that guns, swords, and cannons are weapons, tools that people use to fight one another or to defend themselves.

SUPPORT—Guide students in locating the town of Concord on the Map of the Thirteen Colonies (AP 1.3).

Ask students the following question:

LITERAL—What did the Patriots do in Concord, near Boston, to be prepared in case the British soldiers started to fight?

» The Patriots got ready to fight by hiding things they might need, such as cannonballs, gunpowder, and weapons.

Now ask students to look at the images on page 15 as you read aloud.

The British soldiers, or redcoats, found out about the hidden weapons and planned to go to Concord to take them away. Paul Revere decided to ride to Concord to warn the Patriots. Before he left Boston, he needed to know whether the redcoats were coming by land or across the Charles River.

That night, he sent a Patriot up to the tower of Old North Church in Boston to give a signal. If the British were coming by land, the Patriot was to light one lantern. If they were coming across the river, he was to light two lanterns.
SUPPORT—Explain that there were two ways for the redcoats to leave Boston to get to Concord: marching by foot on the land or traveling in boats across the Charles River.

CORE VOCABULARY—Explain that a tower is a tall, narrow part of a building that sticks out above the rest of the structure. Point out the tower in the top image on page 15.

CORE VOCABULARY—Explain that a lantern is made of metal and glass and that it uses oil and a wick to keep a flame burning for light. Point out the lantern in the bottom image on page 15.

SUPPORT—Review with students that if the British soldiers were traveling by land—that is, marching by foot on the land—the Patriot in the tower would light just one lantern. If the British soldiers were traveling by water—in boats across the Charles River—the Patriot would light two lanterns. Explain that because of Henry Wadsworth Longfellow’s poem “Paul Revere,” there is a famous saying that the British would come “by sea,” but they were actually coming across the river. The first stanza of Longfellow’s poem is on page 41 of this Teacher Guide.

Ask students the following questions:

LITERAL—What was Paul Revere’s plan?

» Paul Revere’s plan was to ride to Concord to warn the Patriots that the redcoats were coming to take their weapons away.

LITERAL—What were the lanterns for?

» The lanterns were to give Paul Revere a message telling him which way the redcoats were traveling to Concord.
Paul Revere got into a small boat in the dark waters around Boston. He kept a close eye on the church tower as he was rowed across the Charles River. Suddenly, a light appeared in the church tower. Just one light. But then he saw a second light. The redcoats were coming across the water! Quietly, Paul Revere was rowed to the shore. As soon as he got there, he jumped onto a waiting horse.

CORE VOCABULARY—Explain that the **shore** is land at the edge of water.

Ask students the following questions:

**LITERAL**—How did Paul Revere get out of Boston?
» Paul Revere was rowed in a boat across the water to get out of Boston.

**LITERAL**—How many lanterns did Paul Revere see?
» Paul Revere saw two lanterns.

**LITERAL**—What did the signal with two lanterns mean?
» The British soldiers were coming across the river.
Paul Revere raced through the countryside. “The regulars—the redcoats—are coming out!” he called. And as he passed each house, he saw windows and doors being thrown open, and candles being lit. The Patriots were getting ready for what was to come.

CORE VOCABULARY—Explain that the countryside is a place where there is lots of land and open space, where houses are not close together or next to one another. You can find farms in the countryside.

Ask students the following question:

LITERAL—What did Paul Revere do to warn people in the countryside?

» Paul Revere called out to let people know that the British soldiers were coming.

TURN AND TALK—What was Paul Revere’s plan?

» Paul Revere’s plan was to warn people in the countryside when and how the British soldiers were coming to Concord. He worked with another Patriot, who agreed to light signal lanterns in the tower of Old North Church to tell Paul Revere whether the soldiers were traveling by land or by water. Paul Revere crossed the Charles River in a rowboat and then borrowed a horse to make his ride.
Additional Activities

Paul Revere’s Ride

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers:

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video, *Liberty’s Kids: Midnight Ride*, may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Review with students what they learned about Paul Revere. (*He lived in Boston. He rode through the countryside to warn people that the British soldiers were coming.*)

Tell students that they are going to watch a cartoon re-creation of Paul Revere’s ride. In the cartoon, students will see James and Sarah, the journalist/reporter characters from the Boston Tea Party video in the Chapter 2 Additional Activity. In the story, James and Sarah have come from Philadelphia to help the colonists in Massachusetts. They ride along with Paul Revere and William Dawes, another rider who left Boston to warn the Patriots that the British soldiers were coming. Remind students that James and Sarah are not real historical figures. They are made-up characters who are there to help students understand the events of the story. Be prepared to close occasional ads that pop up on the screen.

Play the video, starting at time stamp 13:45 and stopping at 21:00.

Paul Revere’s Ride Mural (SL.1.2)

Materials Needed: butcher-block paper or other large paper, one piece for each group of students; colored pencils, markers, or crayons

Background for Teachers: Divide the class into groups to work on a mural that shows Paul Revere’s ride. Assign parts of the story according to the number of groups you have.

Invite students to recount key parts of the story of Paul Revere’s ride (his escape across the water from Boston, the lanterns in the tower, the waiting horse, and his ride through the countryside).

Then assign small groups to work together to make a mural that shows the story of that fateful night.

Sybil Ludington’s Ride

Materials Needed: internet access, capability to display internet in the classroom, display copy of Map of the Thirteen Colonies (AP 1.3)
Background for Teachers:

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video, *Women’s History Minute: Sybil Ludington*, may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that Paul Revere was not the only Patriot who made a midnight ride to warn of a British attack. A sixteen-year-old girl named Sybil Ludington did the same thing.

Two years after Revere’s ride, the British set fire to the city of Danbury in Connecticut and then started to march toward New York. Sybil Ludington rode more than forty miles warning people of the British advance. Use the Map of the Thirteen Colonies (AP 1.3) to show students the locations of Connecticut and New York.

Show students the video, *Women’s History Minute: Sybil Ludington* (0:59).

Emphasize the video’s final point: Even though Sybil Ludington rode twice as far as Revere and during a rainstorm, she is relatively unknown today, while Revere is famous. Ask students why they think that might be and whether they think this is fair.
The American Revolution Begins

Primary Focus Objectives

✓ Understand what happened at Lexington and Concord in April 1775. (SL.1.2, SL.1.3)
✓ Understand the meaning of “the shot heard ‘round the world.” (SL1.2, SL.1.3)
✓ Understand that the events at Lexington and Concord were the beginning of the Revolutionary War between America and England. (SL.1.2, SL.1.3)
✓ Identify who the redcoats and minutemen were. (SL1.2, SL.1.3)
✓ Understand the meaning of the following domain-specific vocabulary: American Revolution, arrested, stand their ground, and retreat. (L.1.4, L.1.5)

Materials Needed

• individual student copies of From Colonies to Independence Student Book

What Teachers Need to Know

The minutemen were a Patriot militia who were supposed to be able to fight on a minute’s notice. They were not regular soldiers, but citizen soldiers—farmers, craftspeople, and shopkeepers who lived in the colonies. They trained on village greens and elected their commanding officers.

By near dawn on the morning of April 19, 1775, the minutemen of Lexington, having been awakened by Paul Revere, were waiting for the British on Lexington Green, the wide grassy center of the village. By the light of dawn, some seventy men had formed a line between the British and Concord. The advance party of British soldiers saw the minutemen waiting for them and raced toward them, forming a battle line.

Captain John Parker, the commanding officer of the minutemen, told his men to disperse. In the confusion, someone fired a shot. When the British officers were finally able to stop their soldiers’ shooting, eight Americans lay dead, and ten were wounded.

No one knows to this day if a minuteman, a redcoat, or someone on the edge of the green was the first to fire that morning. But that shot, “the shot heard ‘round the world,” began the Revolutionary War.
The British soldiers re-formed into companies and continued the march to Concord. In Concord, they searched the village for weapons and gunpowder, finding only a small amount. Much of it was hidden on a farm outside the village. The minutemen retreated to the North Bridge but were fired on by the British. The minutemen returned the fire and held the bridge. In five minutes, the battle was over, and the British soldiers were retreating to Boston, with minutemen firing at them from behind trees and fences all along the route. More than three hundred British soldiers were killed or wounded on the road back to Boston.

**Introduce “The American Revolution Begins”**

Remind students that in the last Read Aloud, they heard about Paul Revere and his plan to ride from Boston to warn the colonists in Lexington and Concord that the redcoats were coming. Ask students to describe the signal that the Patriot in the tower of Old North Church sent to let Paul Revere know which route the redcoats were taking. (*One [lantern] if by land, two [lanterns] if across the Charles River. The Patriot used two lanterns to signal that the redcoats were coming across the river.*)

Tell students to listen carefully in this Read Aloud to find out whether Paul Revere was successful in warning the colonists in Lexington and Concord and what happened next.

**Big Question**

What was “the shot heard ‘round the world,” and why was it called that?

**Core Vocabulary**

American Revolution    arrested    stand their ground    retreat
Chapter 5: “The American Revolution Begins”

Distribute copies of the Student Book. Ask students to turn to page 18 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The American Revolution Begins.”

**CORE VOCABULARY**—Explain that *American Revolution* is the name of the war that took place between the American colonists and the British. You may also want to note that sometimes this war is called the *Revolutionary War*.

The American Revolution Begins

Paul Revere was arrested before he got to Concord. However, he had warned some people that the redcoats were coming. In the town of Lexington, near Concord, people woke to the sound of marching men. An army of redcoats had appeared! But the redcoats were not alone. A number of Patriots were there too. The Patriots in Concord and Lexington were called Minutemen because they could be ready to fight in a minute.

**CORE VOCABULARY**—Explain that when someone is *arrested*, they are taken and kept by police or other authorities, such as soldiers.

**SUPPORT**—Have students study the image on the page. Ask: Are the men in the image Patriots or British soldiers? (Patriots) How do you know? (The men are not wearing bright red coats, like British soldiers did.)

**Ask students the following questions:**

**LITERAL**—Was Paul Revere able to tell the Patriots in Concord that the British soldiers were coming?

» Paul Revere was able to warn some people, but he was arrested before he got to Concord.
**LITERAL**—What woke the people in the town of Lexington?

» The sound of marching men woke the people of Lexington. There were redcoats and Patriots in Lexington.

**LITERAL**—Why were some of the Patriots called minutemen?

» Some of the Patriots were called minutemen because they could be ready to fight in a minute.

Now ask students to look at the image on page 19 as you read aloud.

The Minutemen and the British soldiers faced one another. A voice from the British side called out, “Throw down your guns.” But the Minutemen refused. The leader of the Minutemen told his men to stand their ground. Suddenly, a shot was fired, and then another. Soon the air was filled with smoke. When the smoke cleared, people could see that some of the Minutemen had been shot!

**CORE VOCABULARY**—Explain that when people stand their ground, they don’t give up or back down.

**SUPPORT**—Explain that the phrase “a shot was fired” means that someone used, or fired, his gun, and when the gun was used, it made a loud sound that everyone could hear. Note that it was difficult to tell who fired the first shot—a minuteman or a redcoat. Explain further that guns during this time created a lot of smoke after they were used, so it was even more difficult to tell what was happening. To this day, no one is sure who fired the first shot.
Ask students the following questions:

LITERAL—What happened in Lexington?

» The British redcoats told the minutemen to throw down their guns, but the minutemen refused. Then shots were fired. The air was filled with smoke, so it was hard to tell at first what had happened. When the smoke cleared, people saw that some of the minutemen had been shot.

INFERENTIAL—What was the result of a shot being fired?

» Because a shot was fired, the war began.

Ask students to look at the image on page 20 as you read aloud.

The British soldiers still wanted the weapons that had been stored in Concord, so they set off to get them. But when they got to Concord, the weapons were gone. There was nothing they could do. But the Minutemen weren’t going to let the redcoats get away so easily. The Minutemen were good shots, and they forced the redcoats to retreat. The Americans had won the Battle of Concord.

CORE VOCABULARY—Explain that to retreat is to move away or return to the place you came from.

SUPPORT—Explain to students that we use a famous phrase now to refer to what happened at Lexington and Concord, “the shot heard ‘round the world.” Tell students that when we use this phrase, we are talking about the start of the war, the gunfire exchanged, and the minutemen’s success in forcing the redcoats to retreat. And we are also talking about how important America’s fight for independence became to the rest of the world.
Note to Teacher: The expression “the shot heard ‘round the world” comes from Ralph Waldo Emerson’s poem, “Concord Hymn,” which was written in 1837. In truth, it is impossible to determine the exact first shot of the American Revolution. As the Student Book notes, shots were fired first in Lexington and were followed by those fired during the Battle of Concord. The Battle of Concord, the first organized effort by the Americans and the first battle in which the British retreated, was the fight that Emerson memorialized in his poem.

Ask students the following questions:

LITERAL—What did the British soldiers find when they looked for the weapons in Concord?

» The British soldiers did not find any weapons in Concord.

LITERAL—What happened in Concord?

» The minutemen and the redcoats fought. The redcoats had to retreat back to Boston.

Check for Understanding: Big Question

TURN AND TALK—What was the “shot heard ‘round the world,” and why was it called that?

» The “shot heard ‘round the world” refers to the fighting between the minutemen and the redcoats at the Battles of Lexington and Concord and to the minutemen’s success in forcing the redcoats to retreat. It is called the “shot heard ‘round the world” because these battles were the start of the American Revolution.

CHALLENGE—Why do you think we call it the “shot heard ‘round the world”?

» The American Revolution was a war fought between the colonists who were living in America and the British. This shot—and the start of this war—would be important not just to the colonists in America, but also to King George III, Parliament, the people of England who lived across the Atlantic Ocean, and to other people around the world.

Additional Activities

The Shot Heard ‘Round the World (SL.1.2)

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers: Set the video to start at 4:59 and play through 20:00.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video, Liberty’s Kids: The Shot Heard ‘Round the World, may be found:

www.coreknowledge.org/ckhg-online-resources
Introduce the video by telling students that in the video, journalists Sarah and James—the same characters they met in the cartoons about the Boston Tea Party and Paul Revere’s ride—accompany soldiers on both sides of the Battles of Lexington and Concord to find out what each side’s goals are. Sarah remains loyal to Britain, while James appears to take the point of view of the Patriots. Remind students that Sarah and James are made-up characters who are there to help students understand the events of the story. Be prepared to close occasional ads that pop up on the screen.

Students will meet Sarah first. She then meets her cousin, who is a redcoat, or British soldier. Because Sarah recognizes her cousin, Sarah was likely born in England. Sarah then explains that she does not agree with the Patriots. She is loyal to the British king.

Play the video from 4:59-20:00.

When the video is finished, ask:

• What did the British soldiers believe would happen when they marched on Lexington and Concord?
  » The British soldiers believed that the minutemen would back down when they saw how strong the soldiers were.

• What happened instead?
  » The minutemen fought the British soldiers and forced them to retreat to Boston.

“The Redcoats Are Coming” Song (L.1.6)

Teach and sing “The Redcoats Are Coming” (sung to the tune of “The Ants Go Marching”) to familiarize students with the redcoats and the minutemen and to build vocabulary related to this unit.

The Redcoats are coming to fight with us.
Oh dear! Oh dear!
The Minutemen said, “There’s nothing to fear!
We’re here! We’re here!”

At Concord with their flag unfurled
They fired the shot heard around the world
And they made our country
free, to be, a brand new country!
(Boom, boom, boom)

The American Revolution had
begun, begun.
We fought the King of England, and
we won! We won!

At Concord with their flag unfurled
They fired the shot heard around the world
And they made our country
free, to be, a brand new country!
(Boom, boom, boom)
Primary Focus Objectives

✓ Identify Thomas Jefferson as the principal writer of the Declaration of Independence. (SL.1.2, SL.1.3)

✓ Describe some of the important ideas that Jefferson wrote in the Declaration of Independence. (SL.1.2, SL.1.3)

✓ Understand why the Fourth of July is called America’s birthday. (SL.1.2, SL.1.3)

✓ Understand the meaning of the following domain-specific vocabulary: ruled, nation, independence, Declaration of Independence, government, equal rights, treason, defeated, and Loyalists. (L.1.4, L.1.5)

Materials Needed

• individual student copies of From Colonies to Independence Student Book
• several nickels

What Teachers Need to Know

Thomas Jefferson was a Virginian who served in the House of Burgesses, the Virginia Colony’s legislature, from 1769 to 1775. Jefferson was a delegate to the First Continental Congress and served in the Second Continental Congress as well. He was chair of the committee instructed by the Second Continental Congress to draft a document explaining why the colonies were severing their ties with Great Britain. Because of his skills, most of the actual writing fell to him.

The resulting Declaration of Independence has four parts. The preamble states that the colonists believed it necessary to explain why they were declaring their independence from Great Britain. The next part explains the political ideas behind their action. The third, and longest, part lists all the charges against the king; the fourth section lists all the rights that the new nation was claiming for itself as a nation.

Students may be familiar with the beginning of the second part:

“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.”

Although fighting had broken out between colonists and British soldiers at Lexington and Concord on April 19, 1775, it took the Continental Congress more than a year to approve a declaration of America’s
independence. On June 7, 1776, Richard Henry Lee of Virginia introduced a resolution in the Continental Congress calling for independence. On June 9, the Congress established the committee that Jefferson chaired. Jefferson and his committee presented their work to the Congress on June 28. On July 2, the delegates passed Lee’s resolution, and on July 4, they approved the Declaration of Independence, declaring that the thirteen colonies were a new nation, free and independent of the king and Parliament. Today, the Fourth of July is celebrated as the nation’s birthday, often with fireworks.

THE CORE LESSON

Introduce “Colonial Leaders Meet Again”

Remind students that in the last Read Aloud, they heard about “the shot heard ‘round the world” at Concord. Ask students to explain what happened at Lexington and Concord. Then ask them to explain the meaning of the saying “the shot heard ‘round the world.”

Tell students that after Lexington and Concord, the American colonists and British soldiers continued to fight. During this time period, the leaders of the colonies met for a second time to decide what they should do next.

Tell students that in this Read Aloud, they will learn about a man named Thomas Jefferson, who was at that meeting. **Pass out several nickels for students to examine.** Point out that the man on the head of the nickel is Thomas Jefferson. Then have students turn the coin over to look at the picture of Monticello—Jefferson’s house. Explain that in this lesson, students will learn more about this famous American.

Ask them to listen carefully to find out one of the many reasons that we still remember Thomas Jefferson today.

Big Question

What are some of the things that Thomas Jefferson wrote in the Declaration of Independence?

Core Vocabulary

ruled  nation  independence  Declaration of Independence  government  
equal rights  treason  defeated  Loyalists
Colonial Leaders Meet Again

After the fighting at Lexington and Concord, there were more battles between the British and the Americans. While these battles were happening, the leaders of the colonies met again to decide what to do. They agreed they needed an American army. They also agreed to give Britain one last chance. The colonial leaders wrote another letter to King George III, asking him to be fair.

Ask students the following questions:

LITERAL—What did the leaders of the colonies do while the battles between the British soldiers and Americans were happening?

» While the battles were happening, the colonial leaders met again to decide what to do next.

LITERAL—What did the new letter say that the colonial leaders wrote to King George III?

» The new letter to King George III asked him to be fair.
The king and Parliament saw things differently. The colonists had fired shots, and so the king sent even more soldiers to America. Now the colonial leaders had to make a decision. Should they be ruled by Britain, or should they start a new nation that was completely free? They argued for a long time. They finally agreed to declare independence from Britain. Now they needed to put their decision in writing for the king—and the whole world—to read.

CORE VOCABULARY—Explain that **ruled** means governed or controlled by.

CORE VOCABULARY—Explain that **nation** is another word for **country**.

CORE VOCABULARY—Explain that **independence** is freedom from the control of others.

Ask students the following questions:

**LITERAL**—What did the king do because the colonists had fired shots?

» The king sent even more soldiers to America.

**LITERAL**—What did the colonial leaders need to decide?

» The colonial leaders needed to decide whether to be ruled by Britain or to start a new nation that was completely free.

**LITERAL**—What did the colonial leaders decide?

» The colonial leaders finally decided to declare independence from Britain.
Ask students to look at the image on page 23 as you read aloud.

Thomas Jefferson, a Virginian, was one of the youngest leaders. Yet, he was known as a wise person and an excellent writer. He was chosen to write what became known as the Declaration of Independence.

But the Declaration of Independence was hard to write. Thomas Jefferson had the help of Benjamin Franklin and John Adams. It took them two weeks to get it just right.

CORE VOCABULARY—Explain that the Declaration of Independence is a document, or important paper, that explains why the thirteen colonies decided to form a new nation.

Ask students the following question:

LITERAL—Who wrote the Declaration of Independence?

» Thomas Jefferson was asked by the colonial leaders to write the Declaration of Independence. It was hard to write. So, Benjamin Franklin and John Adams helped Thomas Jefferson to write it.
Thomas Jefferson wrote that if a government hurts people, then people have the right to start a new government. That was a shocking idea at the time. Today, most people accept this idea. He also wrote that people have the right to live, the right to be free, and the right to be happy.

Thomas Jefferson wrote that “all men are created equal.” That means that everyone is born with equal rights. This is perhaps one of the most important ideas of all.

CORE VOCABULARY—Explain that a government is the group of people who make decisions and laws for a country.

CORE VOCABULARY—Explain that equal rights are freedoms that are protected by law for everyone. In the United States today, everyone has freedom of speech and freedom of religion. Laws protect our freedom to say almost anything we want and our freedom to worship the way we want—or not to worship at all.

SUPPORT—Call students’ attention to the fact that the Declaration of Independence states that “all men are created equal.” Explain that at that time, equality and liberty were thought by some to be the rights of white men only. (In many cases only white men who were property owners had rights.) Ask students what other people living in the colonies did not have the same rights as white men. (women, enslaved Africans, Native Americans) Note that if the Declaration of Independence were written today, it might say that “all people are created equal.”
SUPPORT—Ask students to look more closely at the image on page 24, and use this opportunity to point out several historically accurate features of the image. For example, ask students what Jefferson is using to write. (*a feather*) Explain that back in colonial times, there were no pens like the pens we use now. Instead, people used a feather, the point of which was sharpened and dipped into ink to write. This was called a *quill*. Point out the bottle of ink on the desk.

Also point out the burning candle, and remind students that back in colonial times, there were no electric lights to turn on at night. Instead, when it got dark, people lit candles.

Ask students the following questions:

LITERAL—What idea did Thomas Jefferson write that was shocking at the time?

» Jefferson’s idea that if a government hurts people, then people have the right to start a new government, was shocking

LITERAL—What rights did Thomas Jefferson believe people had?

» Thomas Jefferson believed that people have the right to live, the right to be free, and the right to be happy.

LITERAL—What is one of the most important ideas that Thomas Jefferson wrote?

» One of Jefferson’s most important ideas is that everyone is born with equal rights.
The reason that the Fourth of July is our country’s birthday is because on that day, the Declaration of Independence was signed. The first person to sign the Declaration was John Hancock. His name was the largest of all because he wanted the king to notice it.

For Americans, signing the Declaration of Independence was a brave thing to do, but to King George III, it was a crime called treason. Each of the other fifty-five men signed the paper. From that moment on, there were no longer thirteen colonies: there was a new nation instead—the United States of America.

CORE VOCABULARY—Explain that treason is trying to hurt your country, either by getting rid of the government or by helping your country’s enemies.

Ask students the following questions:

LITERAL—Why is the Fourth of July our country’s birthday?

» The Fourth of July is our country’s birthday because on that day, the Declaration of Independence was signed.

LITERAL—Why did John Hancock make his name very big on the Declaration of Independence?

» John Hancock made his name very big because he wanted King George III to notice it.

LITERAL—What was the result of the signing of the Declaration of Independence?

» The result of the signing of the Declaration of Independence was that there were no longer thirteen colonies; there was a new nation instead.
For most Americans, news of the Declaration of Independence was reason to celebrate. The American Revolution lasted for seven years, until finally the British were defeated. Not every American fought for independence. Some were Loyalists who fought on the side of the British. Today, we light fireworks on the Fourth of July to celebrate the day that Americans decided to be independent. We celebrate just as people did long ago!

**CORE VOCABULARY**—Explain that **defeated** means beaten in a fight.

**CORE VOCABULARY**—Explain that **Loyalists** were people who wanted to remain under British rule.

**Ask students the following questions:**

**LITERAL**—How did most Americans feel about the Declaration of Independence?
- Most Americans were happy about the Declaration of Independence and celebrated.

**LITERAL**—How do we celebrate the Fourth of July today?
- Today, we light fireworks to celebrate the Fourth of July.
CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What are some of the things that Thomas Jefferson wrote in the Declaration of Independence?

» Thomas Jefferson wrote that if a government hurts people, then people have the right to start a new government. He also wrote that all men are created equal, which means that everyone is born with equal rights, and that people have the right to live, the right to be free, and the right to be happy.

Additional Activities

The First Fourth of July

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers: Cue the video to 09:50.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video, Liberty’s Kids: The First Fourth of July, may be found:

www.coreknowledge.org/ckhg-online-resources

Prepare students for the video by setting the scene. Tell them that as the video begins, Benjamin Franklin and other colonial leaders are having a secret meeting to decide who will write the Declaration of Independence. Remind students that Sarah and James are made-up characters who are there to help students understand the events of the story. Be prepared to close occasional ads that pop up on the screen.

As they watch, help students understand that coming to a decision about the words in the Declaration of Independence was not easy, but colonial leaders kept trying until they could all agree on one statement to send to the king. Note that the leaders agreed to sign the document on July 2, 1776, but it took two more days before they agreed on the exact wording and signed it. That’s why we celebrate Independence Day on July 4 and not on July 2.
Primary Focus Objectives

✓ Identify Benjamin Franklin and his role in the American Revolution. (SL.1.2, SL.1.3)
✓ Describe Benjamin Franklin’s other accomplishments. (SL.1.2, SL.1.3)
✓ Understand the meaning of the following domain-specific vocabulary: printer, fire department, post office, invented, stove, lightning rod, and seasons. (L.1.4, L.1.5)

Materials Needed

• individual student copies of From Colonies to Independence Student Book
• bifocal glasses

What Teachers Need to Know

One of the most important men of the Revolutionary War era was Benjamin Franklin. Born in Boston, he ran away at seventeen to escape an apprenticeship and found his way to Philadelphia. A printer by trade, he built a very successful business while also participating in the civic life of his adopted city and colony.

During the French and Indian War, Franklin organized the frontier defense of Pennsylvania and was elected colonel of the colony’s militia. For several years in the 1760s and early 1770s, Franklin lived in London and acted as the agent for the colonies of Pennsylvania, Massachusetts, and North Carolina in their dealings with the British government.

Franklin had returned to Philadelphia by the outbreak of the Revolutionary War and was elected as a delegate to the Second Continental Congress. He was a member of the committee that drafted the Declaration of Independence. In 1776, the Congress chose Franklin as U.S. minister to France, an important American ally. Franklin was then seventy years old. He remained in France after the war as a member of the team negotiating the peace treaty (the Treaty of Paris) that officially concluded the war. Back in Philadelphia by 1787, Franklin was one of Pennsylvania’s delegates to the convention that wrote the new constitution for the United States.

In addition to his public service, Franklin was a scientist and inventor. His work with electricity, including his experiment with lightning using a kite and key, was well known in England and the rest of Europe, and he was admitted to membership in the Royal Societies of both England and Scotland. Franklin corresponded regularly with fellow scientists on a variety of topics dealing with electricity, ocean waves, winds, and the like.
As a printer with a talent for writing and argumentation, it was only natural that Franklin turned to writing and printing his own works. Two of his most famous are the *Autobiography of Benjamin Franklin* and *Poor Richard’s Almanack*. The former laid out instructions for a healthy and prosperous life, while the latter provided aphorisms, or witty sayings, for people to live by, such as:

- Early to bed and early to rise makes a man healthy, wealthy, and wise.
- Lost time is never found again.

**THE CORE LESSON**

**Introduce “Benjamin Franklin”**

Remind students that in the last Read Aloud, they learned about an American colonist, Thomas Jefferson, who is still famous today. Prompt students to describe why we still remember Thomas Jefferson today. *(He wrote the Declaration of Independence, with help from Benjamin Franklin and John Adams. He said that if a government hurts people, the people have the right to start a new government. He also wrote that all men are created equal.)*

Tell students that in today’s Read Aloud, they will learn about another person who lived in the American colonies: Benjamin Franklin. *Show students a pair of bifocal glasses, and describe how they work.* Explain that the man who invented them was Benjamin Franklin. Ask students to listen carefully to find out about the many things that Benjamin Franklin did and why we still remember him today.

**Big Question**

What things did Benjamin Franklin invent?

**Core Vocabulary**

printer    fire department    post office    invented    stove    lightning rod    seasons
Chapter 7: “Benjamin Franklin”

Distribute copies of the Student Book. Ask students to turn to page 27 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Benjamin Franklin.”

Benjamin Franklin

At the time the American Revolution began, Benjamin Franklin was seventy years old. Benjamin Franklin had worked hard to become a successful printer. Besides printing books and newspapers, Franklin did many other important things.

He set up Philadelphia’s first fire department. He even ran America’s first post office. And of course he helped Thomas Jefferson write the Declaration of Independence.

CORE VOCABULARY—Explain that today, the word printer usually refers to a machine that puts words and images on paper. In colonial times, though, a printer was a person who made books, newspapers, and posters.

CORE VOCABULARY—Explain that a fire department is a group of people in a community who put out fires.

CORE VOCABULARY—Explain that a post office is a place to take letters and other mail to get them delivered to another location.

Ask students the following question:

LITERAL—What important things did Benjamin Franklin do?

» Benjamin Franklin was a printer, he set up Philadelphia’s first fire department and ran its first post office, and he helped write the Declaration of Independence.
Benjamin Franklin also invented things—such as a stove that keeps houses warm. We call it a Franklin stove. He invented a chair with an arm that is also a desk, as well as eyeglasses that let you see both near and far. And he invented something called a lightning rod that stops lightning from setting fire to houses.

CORE VOCABULARY—Explain that **invented** means thought of or made for the first time.

CORE VOCABULARY—Explain that a **stove** is a tool for keeping houses warm or for cooking things. Franklin’s stove was made of metal, and people burned wood inside it to warm their homes.

CORE VOCABULARY—Explain that a **lightning rod** is a metal pole that can be put on a roof to keep houses from catching fire if they are struck by lightning.

**SUPPORT**—Help students understand the image on page 28, which shows Benjamin Franklin and his son conducting an experiment. Franklin wanted to test his idea that lightning was made of electricity. He tied a key to a kite and flew the kite during a thunderstorm. While lightning did not hit the key, the key did collect electricity from the stormy air. (If lightning had hit the key, it would have electrocuted whoever was flying the kite.) This experiment and its result helped Franklin develop the lightning rod.

**SUPPORT**—Help students understand that many of the inventions Benjamin Franklin made were such good ideas that we still use them today: woodstoves, bifocals, and chairs with a writing surface can all be easily found today. If you know of buildings in your community that have one or more lightning rods, point them out to your students.
Benjamin Franklin also wrote a book that gave information about the seasons, and included wise sayings, such as, “Early to bed and early to rise, makes a man healthy, wealthy, and wise.” How did he do so much? He followed his own advice. He went to bed early and got up early. He did not believe in wasting time. One of his sayings was, “Lost time is never found again.”

**CORE VOCABULARY**—Explain that **seasons** are the four parts of a year: winter, spring, summer, and fall. Each season, or part of the year, is known for a certain type of weather or certain activities. **Ask students to give an example of weather or an activity associated with each season.**

**SUPPORT**—Tell students that another of Benjamin Franklin’s pieces of wise advice says, “Haste makes waste.” Explain that haste means doing something too quickly, and that waste is the loss of something that could have been valuable or useful. **Ask students what they think Benjamin Franklin meant by this statement.** (If you do something too quickly, you might make mistakes and spoil something.) Once students understand the saying, invite them to share examples of when they did something too quickly and wasted time or materials.

**Ask students the following questions:**

**LITERAL**—What did Benjamin Franklin’s book give information about?

» Benjamin Franklin’s book gave information about the seasons.

**LITERAL**—What wise sayings did Benjamin Franklin write?

» Benjamin Franklin wrote, “Early to bed and early to rise makes a man healthy, wealthy, and wise” and “Lost time is never found again.”
CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What things did Benjamin Franklin invent?

» Some of Benjamin Franklin’s inventions were the Franklin stove, a lightning rod, a chair with an arm that is a desk, and eyeglasses that let you see both near and far away.

Additional Activities

My First Biography: Benjamin Franklin (SL.1.2)

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video reading, My First Biography: Benjamin Franklin by Marion Dane Bauer, may be found:

www.coreknowledge.org/ckhg-online-resources

Watch the video of the story with students. When it is finished, invite them to share new facts they have learned about Benjamin Franklin.

Benjamin Franklin’s Autobiography (SL.1.3)

Materials Needed: teacher copy of Benjamin Franklin’s Autobiography (NFE 1)

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the nonfiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Review with students what they learned about Benjamin Franklin in the Read Aloud. Introduce the nonfiction excerpt by telling students that a biography is the story of a person’s life written by an author who has learned a lot about them. An autobiography is the story of a person’s life written by the same person the story is about. Tell students that you are going to read a story that Benjamin Franklin told about his own childhood.

Read aloud the excerpt, Benjamin Franklin’s Autobiography (NFE 1), from The Autobiography and Other Writings. As you read, pause to explain the following words, indicated in bold in the excerpt:

• Apprentices are children or teenagers who are learning a job or skill.
• Trades are different kinds of jobs in which people make things that can be sold. Benjamin Franklin’s trade was printing. Paul Revere’s trade was silversmithing, or making things out of silver.
• Head means leader.
• Progress means to get better at something.
• A chandler is a candlemaker.
• A soap boiler is a person who makes soap.
• A **wick** is the stringlike center of a candle that you light with a match.
• A **strong inclination for the sea** means a strong desire or wish to work on a boat or ship.
• A **mold** is a metal form or container used for shaping the wax or fat that makes a candle.
• A **canoe** is a long, narrow boat that you move by pushing paddles through the water.
• **Scrapes** are difficult situations.
• A **marsh** is an area that is filled with water and grasses. It is not solid land or open water. A salt marsh is on the edge of the ocean and has salt water in it.
• A **millpond** is a pond that is used to power a water mill.
• **Minnows** are tiny fish.
• A **wharf** is a structure built into the water on which people may stand or upon which ships may unload their cargo.
• **Comrades** are friends or people with whom you are working.
• **Assembled** means gathered or brought together.
• An **inquiry** is an investigation, or an attempt to solve a problem or mystery by asking questions.

When you are finished reading the story, **ask:** Why do you think Benjamin Franklin’s father thought Ben and his friends’ work building the wharf was not honest? *(because the stones were stolen from the site where a house was being built)*

**Poor Richard’s Almanack (SL.1.3)**

**Materials Needed:** teacher copy of Poor Richard’s Almanack, 1735 (NFE 2)

**Background for Teachers:** The types of sayings Benjamin Franklin was fond of printing in his almanac are known as idioms, maxims, adages, or proverbs. They’re short statements that generally rhyme to make them easy to remember. Today, we might call them “truisms.” Some of the meanings of Benjamin Franklin’s idioms may be a little difficult to understand.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the nonfiction excerpt may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Remind students that Benjamin Franklin wrote a book that gave information about the seasons and shared wise sayings. Ask volunteers to share the sayings they heard in the Chapter 7 Read Aloud. (“**Early to bed and early to rise, makes a man healthy, wealthy, and wise**” and “Lost time is never found again.”)

Use the excerpt from Poor Richard’s Almanack, 1735, (NFE 2) to choose several additional sayings to share with students. As you read each saying aloud, discuss its meaning with students. Ask students to give examples from their personal experiences that generally support Franklin’s sayings. For example, in discussing “**Early to bed and early to rise, makes a man healthy, wealthy, and wise**,” students might talk about staying up too late on a school night and then having difficulty paying attention in class the next day.
George Washington and the Fight for America

Primary Focus Objectives

✓ Describe George Washington’s roles during and after the American Revolution. (SL.1.4)

✓ Describe the ways in which George Washington set an example for the soldiers he commanded during the war. (SL.1.4)

✓ Recognize that Martha Washington was George Washington’s wife and the First Lady. (SL.1.4)

✓ Understand the meaning of the following domain-specific vocabulary: untrained, lose hope, surprise attack, courage, victory, president, and First Lady. (L.1.4, L.1.5)

Materials Needed

• one dollar bill
• individual student copies of From Colonies to Independence Student Book
• teacher and individual student copies of Map of the Thirteen Colonies (AP 1.3)

What Teachers Need to Know

Born to the life of a country gentleman in Virginia, George Washington became a land surveyor by profession. He served as an officer on the western frontier during the early days of the French and Indian War and was commander in chief of the Virginia militia from 1755 to 1758. From 1759 to 1774, he was a member of the Virginia House of Burgesses. His fellow Virginians selected him as a delegate to the First Continental Congress in 1774. In 1775, the Second Continental Congress chose him to be commander in chief of the Continental army.

Washington’s task was to turn untrained or poorly trained volunteers and militia with little equipment into an army. One of his major problems was getting enough food, guns, and supplies, such as blankets and shoes, for his soldiers. The new nation struggled to finance the war, although France’s entry on the Americans’ side greatly helped.

The early years of the war were a seesaw, with the Continental army losing New York City, defeating the British in New Jersey, and then losing Philadelphia. General Horatio Gates outmaneuvered the
British at Saratoga, New York, and ended the fighting in the northern colonies. The war shifted south, and in 1781, Washington, aided by the French fleet, outmaneuvered the British for the last time at Yorktown, Virginia.

When the new nation elected its first president in 1789, Washington was unanimously chosen by the Electoral College. During his term in office, Washington set certain precedents for the presidency and for the way the government should function that still remain in effect today. Among them are that the president:

- be addressed as “Mr. President,” not as “Your Highness” or some similar title that would make him seem like a monarch.
- have only two terms in office, which held true until Franklin Roosevelt’s election to a third and even fourth term in the 1940s.
- have a place in formulating and urging the passage of legislation, even though Congress is responsible for making the laws.

One of the most famous legends about George Washington is the story of how he allegedly chopped down his father’s cherry tree and, when questioned, admitted the deed, saying “I cannot tell a lie.” Children should be familiar with this story from their Kindergarten studies. The story was invented by a biographer of Washington but has become part of cultural literacy and may be taught as a legend.

Martha Washington

Martha Dandridge Custis Washington, the wife of George Washington, was the nation’s first First Lady. Like her husband, she was a native of Virginia. She had been raised on a plantation near Williamsburg and was a widow with two children when she married Washington in 1759. She joined him at his wintertime encampments during the war, and when he became president, she turned the president’s house into both a home for him and a state residence for entertaining dignitaries where everyone was made to feel welcome.

The Core Lesson

Introduce “George Washington and the Fight for America”

Remind students that in the last Read Aloud, they learned about an American colonist, Benjamin Franklin, who is still famous today. **Prompt students to describe why we still remember Benjamin Franklin today.** (Possible responses: He set up America’s first post office. He set up Philadelphia’s first fire department. He helped write the Declaration of Independence. He invented a stove, bifocals, and the lightning rod. He wrote a book about the seasons. He wrote wise sayings.)

Tell students that in today’s Read Aloud, they will learn about another person, named George Washington, who lived in the American colonies. **Show students a dollar bill.** Ask if they recognize the man on the front. Explain that George Washington is called the “Father of Our Country”—not only because he was our first president, but also because he helped our country, America, win its independence. Ask students to listen carefully to today’s Read Aloud to find out about the many things George Washington did during and after the American Revolution, and to find out why we still remember him today.
Big Question

How did George Washington show courage at the Delaware River?

Core Vocabulary

untrained  lose hope  surprise attack  courage  victory  president  First Lady

Chapter 8: “George Washington and the Fight for America”

Distribute copies of the Student Book. Ask students to turn to page 30 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “George Washington and the Fight for America.”

George Washington and the Fight for America

When war broke out, George Washington was put in charge of the American army. The soldiers were brave but untrained. The army needed more weapons and won few battles. The British took the city of New York and chased the Americans south through New Jersey and across the Delaware River to Pennsylvania.

SUPPORT—Point out George Washington in the image on the page. He’s sitting on the white horse.

CORE VOCABULARY—Explain that untrained means the American soldiers had not been taught the skills needed to fight the British.
Ask students the following questions:

**LITERAL**—Who was put in charge of the American army?
» George Washington was put in charge of the American army.

**INFERENTIAL**—Why did George Washington’s soldiers win few battles?
» The soldiers won few battles because they were untrained and did not have many weapons.

Now ask students to look at the image on page 31 as you read aloud.

Winter arrived, and George Washington’s men began to lose hope. They were cold and hungry, and some soldiers didn’t even have coats or shoes. George Washington needed a plan. It was Christmastime, and George knew that the redcoats in New Jersey would be celebrating on Christmas Day. If George made a surprise attack, he might win an important battle.

**CORE VOCABULARY**—Explain that to lose hope is to give up on the idea that things will get better.  
**CORE VOCABULARY**—Explain that in a surprise attack in a war, one side attacks—or starts a fight—without warning or in an unexpected time or place.
Ask students the following questions:

LITERAL—Why did George Washington’s men begin to lose hope?

» George Washington’s men began to lose hope because winter had arrived, they were cold and hungry, and some soldiers didn’t have coats or shoes.

LITERAL—What did George Washington decide to do and why?

» George Washington decided to make a surprise attack on the British soldiers at Christmastime. If he made a surprise attack, he might win an important battle.

Ask students to look at the image on page 32 as you read aloud.

On Christmas night, George Washington decided to take his army across the Delaware River to attack the British in New Jersey. Just as his soldiers were about to get into their boats to cross the river, a snowstorm began. Soon, it became difficult to see clearly. George Washington decided to cross the icy Delaware River first, to give his men courage.

SUPPORT—Have students take out their copies of Map of the Thirteen Colonies (AP 1.3). Help them find Pennsylvania on the map and trace a path from Pennsylvania to New Jersey.

CORE VOCABULARY—Explain that courage is the feeling that you can do something difficult or dangerous even though you’re afraid.
Ask students the following questions:

**LITERAL**—What did George Washington decide to do as part of his surprise attack?

» He decided to take his army across the Delaware River to attack the British soldiers who were in New Jersey.

**LITERAL**—What happened just before the soldiers began to cross the river?

» Just before they began to cross the river, a snowstorm began, and it was difficult to see.

**LITERAL**—What did George Washington do to give his men courage?

» To give his men courage, George Washington crossed the Delaware River first.

Now ask students to look at the image on page 33 as you read aloud.

The storm gave George Washington the chance he needed to surprise the British. By the time the American soldiers got to the British camp in Trenton, New Jersey, it was morning. But they still took the redcoats by surprise. The British soldiers were not ready to fight the Americans. This was the victory George Washington and his men had hoped for.

**SUPPORT**—Make sure that students understand that “took them by surprise” means that the British had no idea the Americans were coming. The attack was unexpected, and the British were not ready to defend themselves.
SUPPORT—Have students point to the cannon in the image. Remind students that cannons are very big guns, but instead of bullets, they fire cannonballs. Show students the image of a cannonball from the CKHG Online Resources for Chapter 4.

CORE VOCABULARY—Explain that a victory is a win.

Ask students the following questions:

LITERAL—What did the storm help George Washington do?
» The storm helped George Washington surprise the British.

LITERAL—Who won the battle in New Jersey—the Americans or the British soldiers?
» The Americans won the battle.

Ask students to look at the image on page 34 as you read aloud.

The war did not end with the victory at Trenton. Many more years of fighting followed. In the end, America defeated the British, and George Washington became the first president of the United States; and Martha Washington, his wife, became the First Lady.

SUPPORT—Remind students that defeated means beaten in a fight.

CORE VOCABULARY—Explain that a president is the elected leader of a country. To be elected is to be chosen by a vote of the people.
CORE VOCABULARY—Explain that the First Lady is the wife of the president of the United States.

SUPPORT—The illustration on this page provides clues to what Americans in Revolutionary War times did during the day. Encourage students to notice details about George Washington and his family by looking at what each member of the family is doing (playing the piano, knitting, reading, playing with a doll and toy animals). You may also want to call attention to the clothing family members are wearing and to the white wig that George Washington is wearing. Explain that during colonial and Revolutionary War times, wigs were a way for men to show their job or importance. White wigs were usually worn by judges and military leaders. Women and girls wore caps to protect their hair. The caps also meant they didn’t have to style or wash their hair every day.

Ask students the following questions:

LITERAL—After the British were defeated, who became the first president of the United States?

» After the British were defeated, George Washington became the first president of the United States.

LITERAL—Who was Martha Washington?

» Martha Washington was George Washington’s wife. When George Washington became president, Martha Washington became the First Lady.

CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—How did George Washington show courage at the Delaware River?

» Just as George Washington had ordered his men to cross the Delaware River, it started snowing, and it was very difficult to see. George Washington got in a boat and crossed the Delaware first so that his soldiers would not be afraid.

Additional Activities

The Story of George Washington (SL.1.3)

Materials Needed: internet access, capability to display internet in the classroom, or a copy of David A. Adler’s A Picture Book of George Washington

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video Read Aloud, A Picture Book of George Washington by David A. Adler, may be found:

www.coreknowledge.org/ckhg-online-resources
Share the video Read Aloud, *A Picture Book of George Washington*, with students or read the book aloud. When you are finished watching or reading, invite students to share things they learned about George Washington that they had not known before. Possible responses include:

- George Washington’s birthday is February 22.
- He was born on a farm.
- Math was his favorite subject.
- He became a surveyor and measured farms and made maps.
- He and Martha married and moved to Mount Vernon.
- He joined the army and became a war hero.
- Washington, D.C., the capital of the United States, is named for him.

### “Washington” by Nancy Byrd Turner (RL.1.4, RL.1.7)

**Materials Needed:** printed copy of the poem “Washington” by Nancy Byrd Turner

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit where the specific link to the poem, “Washington” by Nancy Byrd Turner, may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Share the poem “Washington” with your students by reading it aloud. **Ask:** What did George Washington like to do when he was a child? *(Washington liked to play outside in the river and on the hills.)*

If you shared Benjamin Franklin’s autobiography with students, invite them to think back to his story about his childhood. **Ask:** What did they both like to do as children? *(look for minnows in the water)*

Note that the poet uses language to tell the story without saying what happened directly. For example, when the poet says “the bugles blew,” she’s referring to bugles that wake the army in the morning, but she is really talking about George Washington’s role in leading the American army.
Primary Focus Objectives

✓ Identify Washington, D.C., as the capital of the United States of America. (SL.1.2, SL.1.3)

✓ Identify who Betsy Ross is, according to legend, and her association with the American flag. (SL.1.2, SL.1.3)

✓ Describe what the stars and stripes of the American flag represent. (SL.1.2, SL.1.3)

✓ Identify the Liberty Bell, and describe why it is considered a symbol of freedom. (SL.1.2, SL.1.3)

✓ Identify the American eagle, and explain why it is considered a symbol of peace and strength on the Seal of the President. (SL.1.2, SL.1.3)

✓ Understand the meaning of the following domain-specific vocabulary: symbols, capital city, avenues, Stars and Stripes, and Seal of the President. (L.1.4, L.1.5)

Materials Needed

• individual student copies of From Colonies to Independence Student Book

• internet access

• a map of the United States from the internet

Use this link to download the CKHG Online Resources for this unit where the specific link to the map can be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Washington, D.C.

Although the site and plans for Washington, D.C., were decided upon while George Washington was president, the Washingtons never lived there. Between 1781 and 1800, the nation was governed from temporary capitals: first New York and later Philadelphia.

In 1783, the new Congress had determined that the nation needed a capital city, but it was not until 1790 that the present site was agreed upon. It was the result of a compromise between northern and southern states over the payment of war debts. If the southern states, which had paid most of their debts, would agree that the federal government should assume the war debts of the states, thereby aiding the northern states, the nation’s capital would be built in the South.
George Washington personally chose the site along the Potomac River, and Congress named the capital in his honor. It was to have a Capitol building, where the House of Representatives and the Senate would meet; a residence for the president, as well as other buildings for the government; and houses and shops. The government moved to Washington in 1800 while the city was still being built.

The Legend of Betsy Ross and the American Flag

On June 14, 1777, the Congress of the new nation, sitting in Philadelphia, passed the Flag Act. The law stated that the flag of the United States “be made of thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new Constellation.”

According to legend, General George Washington, Robert Morris (who helped to finance the war), and Colonel George Ross visited the upholstery shop of Betsy Ross, who was the widow of Colonel Ross’s nephew, John. The three men asked her to design and sew the first flag. The story did not come to light until 1870, when a grandson of Ross, William J. Canby, first told it. There is no documentation to prove the account. Historians do not even know if Betsy Ross actually lived in the house in Philadelphia that is considered the birthplace of the American flag. Nevertheless, the story has been told and retold and has entered American cultural literacy, like the story of George Washington and the cherry tree. Like that story, it can and should be taught as a legend.

THE CORE LESSON

Introduce “Washington, D.C., and American Symbols”

CORE VOCABULARY—Explain that symbols are objects that represent something else. For example, a heart is a symbol of love. An American flag is a symbol of the United States.

Display a map of the United States, and ask if anyone can locate the capital city, Washington, D.C. Point out its location, and explain that Washington, D.C., is the capital city or the capital of the United States.

CORE VOCABULARY—Explain that a capital city is the place where a state or country’s government meets to make decisions and laws.

Tell students that in today’s Read Aloud, they are going to learn about Washington, D.C., as well as about several important American symbols.

Tell students to listen carefully so that they can name and explain some American symbols.

Big Question

What are the names of some American symbols, and what do they stand for?

Core Vocabulary

symbols capital city avenues Stars and Stripes Seal of the President
WASHINGTON, D.C., AND AMERICAN SYMBOLS

Every country needs a capital city. It was decided that the capital of the United States would be the District of Columbia. Plans were made to build a beautiful city with wide avenues and parks. There would also be a Capitol building—the place where the Congress of the United States would meet to make laws for the country.

SUPPORT—Help students understand the name “Washington, D.C.” The Washington is for George Washington. The D.C. stands for District of Columbia, an area that was created out of land donated by Maryland and Virginia. (Virginia’s contribution was returned to state control in 1846.) The district is not part of any state and is subject to the control of Congress.

SUPPORT—Remind students that a capital city is the place where a state or country’s government meets.

CHALLENGE—Ask students to name the state where they live. Then ask if they know the name of their state’s capital city.

CORE VOCABULARY—Explain that avenues are wide roads, often with beautiful trees planted along the sides or in the middle of them.
SUPPORT—Point out the domed building in the foreground of the image on the page. Explain that this building is the Capitol, where Congress meets.

Ask students the following question:

LITERAL—What is the Capitol in Washington, D.C.?

» The Capitol is the building where the Congress of the United States meets to make laws for the country.

Now ask students to look at the image on page 36 as you read aloud.

Plans were also made to build a house for the president and his family. The house would be called President’s Mansion. President’s Mansion eventually became known as the White House. George and Martha never got to live in the White House. The first president to do so was John Adams, along with his wife, Abigail.

SUPPORT—Explain that John Adams was the next president after George Washington. You may want to explain that unlike kings or queens who usually ruled their country as long as they lived, the length of time during which a person can be president is limited by law. Usually a person serves as president for four years, although it is possible to be reelected.

Ask students the following questions:

LITERAL—What was the President’s Mansion?

» President’s Mansion was a house built to be the home where the president and his family could live.
LITERAL—What do we call the President’s Mansion today?

» Today, we call the President’s Mansion the White House.

Ask students to look at the images on page 37 as you read aloud.

The first flag of the United States was a lot like the Stars and Stripes we use today, except that it had thirteen stars—one for each of the first states. Today, the American flag has fifty stars, one for each state, and thirteen stripes for the thirteen colonies.

There is a story that George Washington asked Betsy Ross to make the first American flag, but no one knows for sure if this is true. What is true, though, is that Betsy Ross was a Patriot who lived in Philadelphia at the time.

CORE VOCABULARY—Explain that the phrase *Stars and Stripes* is another name for the American flag.

SUPPORT—Call students’ attention to the image at the bottom of the page, pointing out George Washington (seated at left) and Betsy Ross. Ask students to look at the flag in this image and describe how it is different from the modern flag at the top of the page. (*There are more stars in the modern flag. Also, on the modern flag, the stars are in rows instead of a circle.*)

Ask students the following questions:

LITERAL—How many stripes does the American flag have, and why?

» The American flag has thirteen stripes for the thirteen colonies.
LITERAL—According to the story or legend, who was Betsy Ross?

» According to the legend, Betsy Ross was the person whom George Washington asked to make the first American flag.

**Now ask students to look at the image on page 38 as you read aloud.**

Another important American symbol is the Liberty Bell in Philadelphia. This great bell rang in Philadelphia to tell people that the Declaration of Independence had been sent to the king.

People gathered to hear the declaration read out loud. From that moment on, the great bell has had a special meaning to all Americans. It became the Liberty Bell, the bell that told of America’s freedom.

SUPPORT—Explain that the Declaration of Independence was signed on July 4, 1776, but it took time for the news to spread. The Liberty Bell, which hung in the tower of Independence Hall, was rung four days later—on July 8—to mark the public reading of the declaration. The ringing on July 8 did not cause the bell to crack. The bell was made from metal that was too brittle, so it cracked easily. It cracked when it was first installed in the 1750s; it was repaired. It cracked two more times in the 1800s. The crack that can be seen today is actually from the last (unsuccessful) repair work on the bell.

Ask students the following question:

LITERAL—Why is the Liberty Bell an important American symbol?

» The Liberty Bell is an important American symbol because it rang in Philadelphia to announce the Declaration of Independence. It told everyone of America’s freedom.
Ask students to look at the image on page 39 as you read aloud.

Have you ever seen this fancy eagle before? It is the American eagle, and it is on the Seal of the President of the United States. Around the eagle today there are fifty stars, one for each state.

Do you see the branch in one of the eagle’s claws? It is an olive branch, a symbol of peace. The arrows in the other claw show strength. The American flag, the Liberty Bell, and the American eagle are three important symbols of the United States of America.

CORE VOCABULARY—Explain that the Seal of the President is an illustration that is used on any letters that the president writes to Congress. This same image is also on the president’s flag.

Ask students the following question:

LITERAL—What animal is shown on the Seal of the President of the United States?

» The American eagle is on the Seal of the President of the United States.

CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What are the names of some American symbols, and what do they stand for?

» Some American symbols are the Liberty Bell, the American flag, and the American eagle. The Liberty Bell stands for freedom. The American flag, or Stars and Stripes, stands for the thirteen colonies and the fifty states. The American eagle stands for the United States. It holds an olive branch, which stands for peace, and arrows, which stand for strength.
Additional Activities

Virtual Field Trip to Washington, D.C. (SL.1.3)

Materials Needed: internet access, capability to display internet in the classroom, drawing paper, crayons or markers

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video, Washington, D.C., Tour, may be found:

www.coreknowledge.org/ckhg-online-resources

Invite students to go on a virtual field trip of Washington, D.C. Watch the video to see the White House, the Capitol, monuments dedicated to important figures in our country’s history, as well as monuments in remembrance of wars, and Arlington National Cemetery.

After the virtual field trip, distribute the paper and crayons or markers. Have students draw their favorite site from the tour of the nation’s capital.

Betsy Ross (SL.1.4)

Materials Needed: internet access, capability to display internet in the classroom

Background for Teachers: You may wish to preview the videos on Betsy Ross to determine which to show first.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos about Betsy Ross, The History of Betsy Ross and Betsy Ross House, may be found:

www.coreknowledge.org/ckhg-online-resources

Ask students to share what they remember about Betsy Ross from the Read Aloud. (There is a story that George Washington asked her to make the first American flag.) Explain that you are going to show two videos about Betsy Ross.

Introduce The History of Betsy Ross video by explaining that it features a student daydreaming that he is a talk show host who is interviewing Betsy Ross. Start playing the video at 1:21 and stop it at 7:00.

Then introduce the Betsy Ross House video by explaining that the woman in the video is a modern woman who works at the museum located in the building where the real Betsy Ross had her shop. She teaches history to visitors (and to people watching the video) by pretending to be Betsy Ross in the time just after the American Revolution.

After the class has watched both videos, ask students to share what they have learned about Betsy Ross. List student answers on the board or chart paper. Possible responses include:

- Betsy’s real name was Elizabeth.
- She was born in Philadelphia.
- She had sixteen brothers and sisters.
- After she got married, she and her husband opened a sewing shop.
• The design of the flag was George Washington’s idea.
• George Washington wanted six-pointed stars on the flag, but she said five-pointed stars would be faster to make.
• She put thirteen stars and thirteen stripes on the first flag, which stood for the thirteen colonies.

**Color the America’s First Flag**

**Materials Needed:** sufficient copies of America’s First Flag (AP 9.1); crayons, markers, or colored pencils

Distribute America’s First Flag (AP 9.1). Review what the different parts of the flag mean. *(Each star represents one of the original thirteen states. Each stripe represents one of the original thirteen states.)*

Then have students color the flag red and blue, leaving the white spaces white.
Teacher Resources

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Performance Task: *From Colonies to Independence*
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Nonfiction Excerpts

The following nonfiction excerpts can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

• Chapter 7—“Benjamin Franklin’s Autobiography” (NFE 1)
• Chapter 7—Poor Richard’s Almanack, 1735 (NFE 2)

Answer Key: From Colonies to Independence—Unit Assessment

Looking for more teaching ideas using CKHG or to connect with other teachers? Check out the Core Knowledge Community at https://www.coreknowledge.org/community/. You will find a Teacher Workroom with ideas for different activities, chat rooms where you can communicate with other Core Knowledge teachers, and a map of the United States so that you can see who else may be using Core Knowledge near you!
Culminating Activity: From Colonies to Independence

Retelling America’s Stories with Puppets

Activity Page AP 1.1

Materials Needed: sufficient copies of Patriot Stick Puppets (AP CA.1); crayons, markers, or colored pencils; scissors; unsharpened pencils or popsicle sticks; tape

Background for Teachers: After constructing their puppets, students will work in groups to create brief vignettes and conversations about the different Patriots in the American Revolution. You may wish to group students before the activity begins.

Pass out pages and materials. As a class, identify each Patriot on the pages. Then have students color and cut out the Patriots. Each Patriot can then be taped to an unsharpened pencil or a popsicle stick so that it can function as a stick puppet.

Have students work in groups, talking about each Patriot and his or her part in the creation of the United States.

Allow each group to present their puppets and information about the Patriots they have studied.

Classroom Mural

Materials Needed: sufficient copies of From Colonies to Independence coloring book pages; crayons, markers, or colored pencils; butcher-block paper; tape, glue, or stapler

Background for Teachers: Print out coloring pages about early America and the Revolutionary War. Use this link to download the CKHG Online Resources for this unit, where the links to suggested pages may be found:

www.coreknowledge.org/ckhg-online-resources

Organize the class into small groups. Distribute the coloring pages evenly across the groups. Have each group color its assigned pages.

Hang a piece of butcher-block paper on the wall. Work with students to affix their colored pages to the butcher-block paper to create a collage.

Once the collage is completed, invite each group of students to tell the rest of the class about the images they colored. What do the images represent?

You may wish to schedule the presentations for a separate day and invite parents or other grade-level students to attend. Students could dress up in costumes for their presentations.

My Book About From Colonies to Independence

Materials Needed: sufficient copies of My Book About From Colonies to Independence (see pages 97–116), crayons for each student, stapler

Note to Teacher: To save instructional time, you may want to preassemble and staple a book for each student prior to class.
Distribute a copy of My Book about *From Colonies to Independence* and crayons to each student. Explain that this is a mini-book version of the Student Book that they have been using in class.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things they have learned about the American Revolution that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- throwing tea into Boston Harbor
- Paul Revere on horseback
- lanterns in the tower
- the Battles of Lexington and Concord
- signing the Declaration of Independence
- Benjamin Franklin’s inventions
- George Washington
- Washington, D.C.
- American flag

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into nine groups. Assign one chapter to each group of students, telling students that with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as about any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain their chapter to the rest of the class. All students should follow along in their own book as the images and pages for each chapter are discussed.

Prompt and elaborate on what students say about each chapter to make sure the following points are made:

**Chapter 1**

- Once, America was thirteen colonies that were controlled by Britain.
- During this time, the colonists thought of themselves as British.
- The British king, King George III, wanted to tax the colonists to help repay money his country had borrowed and now owed.
- The colonists did not want to pay sales taxes, and they protested.
- Not everyone in the colonies was free; there were also enslaved African people in some of the colonies.

**Chapter 2**

- Tea was a favorite drink of the colonists, but when the king and Parliament wanted to tax it, the colonists stopped drinking it.
- When tea was brought into Boston Harbor on a ship, some of the colonists, dressed as Native Americans, boarded the ship and threw the tea into the water. This was called the Boston Tea Party.
- The king was angry about the tea and sent soldiers to Boston.
Chapter 3

- Colonial leaders met to write a letter to tell the king why they were angry.
- In the letter, they asked the king to take away all unfair laws and taxes. They said that if he did not, they wouldn’t buy anything from Britain.
- George Washington and Samuel Adams signed the letter.
- These colonial leaders were known as Patriots.

Chapter 4

- Paul Revere and many other Americans got ready to fight in case the king did not change the unfair laws and taxes.
- The colonists hid weapons in Concord in case they needed to fight the British soldiers.
- The British soldiers found out about the weapons and marched to Concord to take away the weapons.
- Paul Revere wanted to warn people about which way the British were coming.
- He sent a spy to give him a signal to tell which way the British were coming: one if by land, two if by sea.
- He was able to warn some Patriots along the way.

Chapter 5

- Paul Revere was arrested before he got to Concord.
- In Lexington, minutemen—Patriots who were ready to fight—met the redcoats who had marched there.
- As the two sides faced each other, a shot rang out, and then more shots followed as the war began.
- British soldiers went on to Concord, but they did not find the weapons.
- The minutemen met the redcoats in Concord and forced them to retreat; the Patriots won the Battle of Concord.

Chapter 6

- Colonial leaders met again after the battle to write another letter to King George III and also to form an American army.
- The king sent more soldiers, so colonial leaders finally decided to declare independence from Britain.
- Thomas Jefferson wrote the Declaration of Independence with the help of Benjamin Franklin and John Adams. Thomas Jefferson included the phrase “all men are created equal.”
- America’s birthday is the Fourth of July because the Declaration of Independence was signed on July 4, 1776.
- Most Americans were happy about starting a new country, but the Loyalists were loyal to Britain.
Chapter 7
• Benjamin Franklin was a colonist in Philadelphia who was a printer. He set up the first fire department and started America’s first post office.
• He invented items such as eyeglasses that let you see both near and far away, lightning rods, and the Franklin stove.
• He wrote many wise sayings, such as, “Early to bed and early to rise, makes a man healthy, wealthy, and wise.”

Chapter 8
• George Washington was in charge of the American army during the American Revolution.
• When winter arrived, George Washington’s men were cold and hungry, and some didn’t have coats or shoes. They were losing hope.
• On Christmas Eve, they crossed the Delaware River in a snowstorm to launch a surprise attack on the British.
• The British soldiers were not ready to fight, and the American army had its first victory.
• America won the American Revolution, and George Washington became the first president of the United States.

Chapter 9
• A new city, Washington, D.C, was built to be the capital of the United States.
• A house called the President’s Mansion was built for the president and his family to live in during his presidency. Today, it is called the White House.
• The first flag of the United States was made by Betsy Ross, according to legend, and had thirteen stars and thirteen stripes.
• The Liberty Bell in Philadelphia is a symbol of freedom.
• The American eagle on the Seal of the President of the United States means that while America wants peace, it is strong enough to fight and defend itself.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.
Long ago, America was called the colonies. Colonies are lands controlled by other countries far away. There were thirteen colonies in America. Many of the people in the thirteen colonies came from England, France, Germany, and other European countries. Generally, people living in the thirteen colonies had traveled to America for a better life. Many thought of themselves as British, not as American. They liked to buy clothes and books from Great Britain. They liked to drink tea. They obeyed King George III, who ruled over England, Wales, Scotland, Ireland, and the colonies in America.
The colonists were proud of their king. Great Britain had just won a war against France. But to pay for that war, King George had borrowed a lot of money. Where could he find money to pay back what was borrowed? The answer was from the colonists in America.

The king and his parliament decided that when the colonists bought such things as sugar, paint, newspapers, writing paper, glass, or tea, they would be charged a payment, or sales tax, making the cost of these items more expensive. The colonists showed their anger by protesting and not buying any of these things. In the end, the tax on everything except tea was dropped.
There is another story of life in the thirteen colonies, though. Not everyone had gone there for a better life. Not everyone was free. Many Africans were enslaved and forced to travel to the colonies. Enslaved Africans worked on large plantations, or farms, growing crops. Their hard work helped to make the British colonies rich and strong.

The Boston Tea Party

Many people in the thirteen colonies in America drank tea. Though tea was not cheap, people liked it so much they saved up to buy it. That was until the British Parliament and King George placed a tax on it. Then the colonists said they would stop drinking British tea.
British ships bringing tea to the colonies were turned away. Then, on a cold winter day, the governor in Boston allowed three British ships carrying tea to sail into Boston Harbor. That night a group of men who were dressed like Native Americans climbed onto the ships. They threw the tea into the water. This became known as the Boston Tea Party.

News of what had happened in Boston spread. Soon, many people in the colonies were celebrating the Boston Tea Party. However, when the news reached King George and Parliament, they became very angry. They sent British warships to close Boston Harbor. With the harbor closed, no food or supplies could get in.
To show their support for the people of Boston, colonists from across the thirteen colonies sent food and clothes. The British sent more British soldiers to keep order.

The colonists called the British soldiers redcoats because of their bright, red uniforms.

The Colonies Unite

It was September, and the leaves were beginning to change color in Philadelphia. Samuel Adams put on a new, red suit. He didn’t normally wear such fancy clothes, but he was going to meet with other leaders of the thirteen colonies. These leaders were meeting in Philadelphia to write a letter to King George III explaining why they were so unhappy.
When all the leaders were gathered together, they began to write the letter. In it, they asked King George to take away all unfair laws and taxes. They said that if he did not, the colonies would no longer buy anything from Britain. Each leader signed his name on the letter. One of the men who signed the letter was George Washington.

After signing the letter, the colonial leaders left the meeting and went home. They planned to meet again when they received news from the king and his parliament. Most importantly, the leaders from all the colonies had decided to work together. Being a proud American was becoming more important than being loyal to the king. These proud Americans were known as Patriots.
Paul Revere

Like most colonists, Paul Revere hoped that the letter the colonial leaders had sent to the king would bring peace. Few people wanted to fight the British. And most Americans were not trained for war. But to be safe, many Patriots got ready to fight—just in case.

In the town of Concord, near Boston, people hid cannonballs, gunpowder, weapons, and other things they might need.

The British soldiers, or redcoats, found out about the hidden weapons and planned to go to Concord to take them away. Paul Revere decided to ride to Concord to warn the Patriots. Before he left Boston, he needed to know whether the redcoats were coming by land or across the Charles River.

That night, he sent a Patriot up to the tower of Old North Church in Boston to give a signal. If the British were coming by land, the Patriot was to light one lantern. If they were coming across the river, he was to light two lanterns.
Paul Revere got into a small boat in the dark waters around Boston. He kept a close eye on the church tower as he was rowed across the Charles River. Suddenly, a light appeared in the church tower. Just one light. But then he saw a second light. The redcoats were coming across the water! Quietly, Paul Revere was rowed to the shore. As soon as he got there, he jumped onto a waiting horse.

Paul Revere raced through the countryside. “The regulars—the redcoats—are coming out!” he called. And as he passed each house, he saw windows and doors being thrown open, and candles being lit. The Patriots were getting ready for what was to come.
The Minutemen and the British soldiers faced one another. A voice from the British side called out, “Throw down your guns.” But the Minutemen refused. The leader of the Minutemen told his men to stand their ground. Suddenly, a shot was fired, and then another. Soon the air was filled with smoke. When the smoke cleared, people could see that some of the Minutemen had been shot!

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The American Revolution Begins
Paul Revere was arrested before he got to Concord. However, he had warned some people that the redcoats were coming. In the town of Lexington, near Concord, people woke to the sound of marching men. An army of redcoats had appeared! But the redcoats were not alone. A number of Patriots were there too. The Patriots in Concord and Lexington were called Minutemen because they could be ready to fight in a minute.

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The British soldiers still wanted the weapons that had been stored in Concord, so they set off to get them. But when they got to Concord, the weapons were gone. There was nothing they could do. But the Minutemen weren’t going to let the redcoats get away so easily. The Minutemen were good shots, and they forced the redcoats to retreat. The Americans had won the Battle of Concord.

Colonial Leaders Meet Again

After the fighting at Lexington and Concord, there were more battles between the British and the Americans. While these battles were happening, the leaders of the colonies met again to decide what to do. They agreed they needed an American army. They also agreed to give Britain one last chance. The colonial leaders wrote another letter to King George III, asking him to be fair.
The king and Parliament saw things differently. The colonists had fired shots, and so the king sent even more soldiers to America. Now the colonial leaders had to make a decision. Should they be ruled by Britain, or should they start a new nation that was completely free? They argued for a long time. They finally agreed to declare independence from Britain. Now they needed to put their decision in writing for the king—and the whole world—to read.

Thomas Jefferson, a Virginian, was one of the youngest leaders. Yet, he was known as a wise person and an excellent writer. He was chosen to write what became known as the Declaration of Independence.

But the Declaration of Independence was hard to write. Thomas Jefferson had the help of Benjamin Franklin and John Adams. It took them two weeks to get it just right.
Thomas Jefferson wrote that if a government hurts people, then people have the right to start a new government. That was a shocking idea at the time. Today, most people accept this idea. He also wrote that people have the right to live, the right to be free, and the right to be happy.

Thomas Jefferson wrote that “all men are created equal.” That means that everyone is born with equal rights. This is perhaps one of the most important ideas of all.

The reason that the Fourth of July is our country’s birthday is because on that day, the Declaration of Independence was signed. The first person to sign the Declaration was John Hancock. His name was the largest of all because he wanted the king to notice it.

For Americans, signing the Declaration of Independence was a brave thing to do, but to King George III, it was a crime called treason. Each of the other fifty-five men signed the paper. From that moment on, there were no longer thirteen colonies: there was a new nation instead—the United States of America.
For most Americans, news of the Declaration of Independence was reason to celebrate. The American Revolution lasted for seven years, until finally the British were defeated. Not every American fought for independence. Some were Loyalists who fought on the side of the British. Today, we light fireworks on the Fourth of July to celebrate the day that Americans decided to be independent. We celebrate just as people did long ago!

Benjamin Franklin

At the time the American Revolution began, Benjamin Franklin was seventy years old. Benjamin Franklin had worked hard to become a successful printer. Besides printing books and newspapers, Franklin did many other important things.

He set up Philadelphia’s first fire department. He even ran America’s first post office. And of course he helped Thomas Jefferson write the Declaration of Independence.
Benjamin Franklin also invented things—such as a stove that keeps houses warm. We call it a Franklin stove. He invented a chair with an arm that is also a desk, as well as eyeglasses that let you see both near and far. And he invented something called a lightning rod that stops lightning from setting fire to houses.

Benjamin Franklin also wrote a book that gave information about the seasons, and included wise sayings, such as, "Early to bed and early to rise makes a man healthy, wealthy, and wise." How did he do so much? He followed his own advice. He went to bed early and got up early. He did not believe in wasting time. One of his sayings was, "Lost time is never found again."
Winter arrived, and George Washington’s men began to lose hope. They were cold and hungry, and some soldiers didn’t even have coats or shoes. George Washington needed a plan. It was Christmas time, and George knew that the redcoats in New Jersey would be celebrating on Christmas Day. If George made a surprise attack, he might win an important battle.

When war broke out, George Washington was put in charge of the American army. The soldiers were brave but untrained. The army needed more weapons, and won few battles. The British took the city of New York and chased the Americans south through New Jersey and across the Delaware River to Pennsylvania.
On Christmas night, George Washington decided to take his army across the Delaware River to attack the British in New Jersey. Just as his soldiers were about to get into their boats to cross the river, a snowstorm began. Soon, it became difficult to see clearly. George Washington decided to cross the icy Delaware River first, to give his men courage.

The storm gave George Washington the chance he needed to surprise the British. By the time the American soldiers got to the British camp in Trenton, New Jersey, it was morning. But they still took the redcoats by surprise. The British soldiers were not ready to fight the Americans. This was the victory George Washington and his men had hoped for.
The war did not end with the victory at Trenton. Many more years of fighting followed. In the end, America defeated the British, and George Washington became the first president of the United States; and Martha Washington, his wife, became the First Lady.

Washington, D.C., and American Symbols

Every country needs a capital city. It was decided that the capital of the United States would be the District of Columbia. Plans were made to build a beautiful city with wide avenues and parks. There would also be a Capitol building—the place where the Congress of the United States would meet to make laws for the country.
Plans were also made to build a house for the president and his family. The house would be called President’s Mansion. President’s Mansion eventually became known as the White House. George and Martha never got to live in the White House. The first president to do so was John Adams, along with his wife, Abigail.

The first flag of the United States was a lot like the Stars and Stripes we use today, except that it had thirteen stars—one for each of the first states. Today, the American flag has fifty stars, one for each state, and thirteen stripes for the thirteen colonies.

There is a story that George Washington asked Betsy Ross to make the first American flag, but no one knows for sure if this is true. What is true, though, is that Betsy Ross was a Patriot who lived in Philadelphia at the time.
Another important American symbol is the Liberty Bell in Philadelphia. This great bell rang in Philadelphia to tell people that the Declaration of Independence had been sent to the king. People gathered to hear the declaration read out loud. From that moment on, the great bell has had a special meaning to all Americans. It became the Liberty Bell, the bell that told of America's freedom.

Have you ever seen this fancy eagle before? It is the American eagle, and it is on the seal of the President of the United States. Around the eagle today there are fifty stars, one for each state.

Do you see the branch in one of the eagle's claws? It is an olive branch, a symbol of peace. The arrows in the other claw show strength. The American flag, the Liberty Bell, and the American eagle are three important symbols of the United States of America.
Unit Assessment Questions: From Colonies to Independence

Make sufficient copies of the Student Answer Sheet for each student; see pages 119–122 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. The thirteen colonies were controlled by _________.
   a) France
   b) Germany
   c) Great Britain

2. At the Boston Tea Party, colonists _________.
   a) drank tea
   b) threw tea into Boston Harbor
   c) set off fireworks

3. The colonists thought the British laws were unfair and sent letters to _________.
   a) King George III
   b) Benjamin Franklin
   c) British soldiers

4. The American soldiers in Concord were called _________.
   a) Loyalists
   b) redcoats
   c) minutemen

5. Paul Revere knew which way the redcoats were coming because he saw two _________.
   a) cannons
   b) eagles
   c) lanterns

6. The Declaration of Independence was written mostly by _________.
   a) Paul Revere
   b) King George III
   c) Thomas Jefferson

7. Benjamin Franklin _________.
   a) commanded the American army
   b) helped Thomas Jefferson write the Declaration of Independence
   c) built the White House
8. George Washington was the ____________.
   a) writer of the Declaration of Independence
   b) leader of America's army in the American Revolution
   c) inventor of the lightning rod

9. Betsy Ross is said to have ____________.
   a) played the piano for Benjamin Franklin
   b) made a flag for George Washington
   c) helped design Washington, D.C.

10. One image on the Presidential Seal of the United States is ____________.
   a) a cannon
   b) a lantern
   c) an eagle
Unit Assessment Student Answer Sheet: From Colonies to Independence

1. a. 

2. a. 

3. a. 

Name
Date
### Unit Assessment Student Answer Sheet: *From Colonies to Independence*

<table>
<thead>
<tr>
<th>4.</th>
<th>a. <img src="image1.png" alt="Image" /></th>
<th>b. <img src="image2.png" alt="Image" /></th>
<th>c. <img src="image3.png" alt="Image" /></th>
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<td>5.</td>
<td>a. <img src="image4.png" alt="Image" /></td>
<td>b. <img src="image5.png" alt="Image" /></td>
<td>c. <img src="image6.png" alt="Image" /></td>
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<td>6.</td>
<td>a. <img src="image7.png" alt="Image" /></td>
<td>b. <img src="image8.png" alt="Image" /></td>
<td>c. <img src="image9.png" alt="Image" /></td>
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<td>a.</td>
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<td>7.</td>
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<td><img src="image9.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Unit Assessment Student Answer Sheet: From Colonies to Independence

10. a. [Image of a cannon]
b. [Image of a lantern]
c. [Image of a coat of arms]
Performance Task: *From Colonies to Independence*

**Materials Needed:** four blank 5” × 8” index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of the *From Colonies to Independence* Student Book

**Teacher Directions:** In this unit, students learned about the thirteen colonies’ journey to independence from Great Britain. They learned that King George III and Parliament imposed taxes meant to pay for war debts after the French and Indian war but that the colonists protested the taxes through boycotts and the Boston Tea Party. They learned about the colonists’ decision to work together, Paul Revere’s ride, and the Battles of Lexington and Concord. They learned about the Declaration of Independence and Thomas Jefferson’s role in writing it. They learned about Benjamin Franklin’s inventions and George Washington commanding the troops and crossing the Delaware. Finally, they learned about the design and building of Washington, D.C., the new country’s capital, and symbols of our country.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit the thirteen colonies and revolutionary America. They will share the sights, sounds, and smells of this historical land with their friends and family back home by creating four different postcards on 5” × 8” index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about the colonies or the American Revolution. Students should identify in their postcards the most important aspects of the thirteen colonies and revolutionary America that they have learned about that make them exciting places to visit and think about.

Have students draw images of revolutionary America on one side of each card and dictate a brief message about revolutionary America for the other side.

**Note to Teacher:** We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, “Tell me about what you drew and what it tells about life in the thirteen colonies or revolutionary America.” It is not necessary for the teacher to write verbatim what the student says but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.
**Performance Task Scoring Rubric**

**Note to Teacher:** Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

| Above Average | Response is accurate and detailed. Student demonstrates strong understanding of the thirteen colonies and revolutionary America, identifying four of the following details in drawing and/or dictation:  
• thirteen colonies  
• King George III  
• Boston Tea Party  
• colonial leaders meet to write a letter to the king  
• Paul Revere’s ride  
• redcoats and minutemen  
• the beginning of the American Revolution  
• Thomas Jefferson and the Declaration of Independence  
• Benjamin Franklin  
• George Washington crossing the Delaware and becoming the first president  
• Washington, D.C., and American symbols of the flag, Liberty Bell, and eagle |
<table>
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<tbody>
<tr>
<td>Average</td>
<td>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of the thirteen colonies and the American Revolution, noting three of the details listed above.</td>
</tr>
<tr>
<td>Adequate</td>
<td>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of the thirteen colonies and the American Revolution, noting two of the details listed above.</td>
</tr>
<tr>
<td>Inadequate</td>
<td>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</td>
</tr>
</tbody>
</table>
Directions for Making My Passport

If this is the first Grade 1 CKHG unit you have completed with your students, please download and print the Grade 1 My Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance. Download and print the Passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.
Introducing My Passport to Students

**Materials Needed:** sufficient folded copies of Grade 1 My Passport, pencils, glue sticks, thin-tipped markers*, an actual passport if available

Use this link to download the CKHG Online Resources for this unit, where the specific link to the My Passport may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

*If you prefer, you may take a photograph of each student and print a small copy to distribute to each student instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “travel” to different places and times in history this year using CKHG. Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space. Guide students in completing the remaining information, such as their name, date of birth, and remaining information.

**SUPPORT**—Provide prompts for students as needed by writing examples of their correct date of birth and how to spell the name of their town, state, country, and continent.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will “visit” as they use the Grade 1 CKHG materials this year. Tell students that once they finish each unit, they will have a chance to glue small pictures in their passport as a reminder or souvenir of the places they have visited.

Collect all passports, and keep them in a safe place until you are ready to have students complete the passport page for *From Colonies to Independence*.
**My Passport Activity for From Colonies to Independence**

**Materials Needed:** personalized copies of Grade 1 My Passport for each student, sufficient copies of the *From Colonies to Independence* Passport Images, pencils, and glue sticks for each student.

**Note to Teacher:** Please download and print the *From Colonies to Independence* Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the *From Colonies to Independence* Passport Images may be found:

www.coreknowledge.org/ckhg-online-resources

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the page in their passport that is about the thirteen colonies and America’s independence. Ask students to turn to page 9 of their passport.

Show students the individual *From Colonies to Independence* Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto the *From Colonies to Independence* page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on the *From Colonies to Independence* page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their time travel to the thirteen colonies and revolutionary America.

If time permits, encourage partners to look back at the images on the passport pages for previous units to discuss similarities and differences between those places and revolutionary America.
During the next few weeks, as a part of our study of Core Knowledge History and Geography, your child will be learning about the geography and events of early America at the time of the Revolutionary War. They will learn that there were thirteen colonies that were ruled by Great Britain. They will learn that at first during this period, most of the people in the colonies considered themselves British.

Your child will learn that King George III, the British king, and Parliament levied taxes on the colonists in order to pay for the French and Indian War. As a result, the colonists revolted, including one famous protest called the Boston Tea Party. They will learn about important colonial leaders, including Paul Revere, Thomas Jefferson, Benjamin Franklin, and George Washington. They will learn about the Battles of Lexington and Concord, the signing of the Declaration of Independence, and the planning of our nation’s capital, Washington, D.C.

They will learn that some people in the colonies had been brought there against their will from Africa and enslaved. They will also learn that the language of the Declaration of Independence declared all men created equal but meant only white men and excluded all women.

Please let us know if you have any questions.
American's First Flag
Patriot Stick Puppets

Benjamin Franklin

Betsy Ross
Activity Page CA.1

Patriot Stick Puppets

Thomas Jefferson

George Washington

Use with Culminating Activity
Patriot Stick Puppets

Paul Revere
Answer Key: From Colonies to Independence

Unit Assessment
(pages 117–118)

1. c 2. b 3. a 4. c 5. c 6. c 7. b 8. b 9. b 10. c
Subject Matter Experts
J. Chris Arndt, PhD, Department of History, James Madison University

Illustration and Photo Credits
Aloysius Patrimonio / Alamy Stock Photo: Cover A, 15a, 128a
Battle of Trenton, 26 December 1776 (colour litho) (see also 332831), McBarron, H. Charles Jr. (1902-92) (after) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 78, 113b, 120d, 122a
Benjamin Franklin experimenting with lightning, Keay, John (20th Century) / Private Collection / © Look and Learn / Bridgeman Images: 69, 111a, 121f
Birth of the flag (colour litho), Mosler, Henry (1841-1920) (after) / Private Collection / Look and Learn / Barbara Lee Collection / Bridgeman Images: Cover B, 15b, 128b
Daniel Hughes: 18, 98b, 119d
 Destruction of the tea cargoes, known as the Boston Tea Party, 16 December 1773 (colour litho), American School, (19th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 28, 101a, 119e
Emilija Randjelovic / Alamy Stock Photo: 43b, 104c, 120f, 122b
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Gl. Archive / Alamy Stock Photo: 42, 58, 104a, 107b, 120g
John Hancock (1737-93) signs the American Declaration of Independence, 4th July 1776 (colour litho), American School, (18th century) (after) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 63a, 109b
King George III, c.1767 (oil on canvas), Ramsay, Allan (1713-84) / National Portrait Gallery, London, UK / PVDE / Bridgeman Images: 19, 99a, 119g, 120h
 Lexington Common, Minutemen 19th of April 1775, 2011 (oil on canvas), Troiani, Don (b.1949) / Private Collection / Bridgeman Images: Cover D, 15d, 51, 106a, 120c, 128d
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nagelestock.com / Alamy Stock Photo: 64a, 110a, 119f
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North Wind Picture Archives / Alamy Stock Photo: 20, 77, 99b, 113a
Old North Church (photo) / Buyenlarge Archive/UIG / Bridgeman Images: 43a, 104b
 Parker's Revenge, British Retreat from Concord, 2011 (oil on canvas), Troiani, Don (b.1949) / Private Collection / Bridgeman Images: 53, 107a
Pictures Now / Alamy Stock Photo: 45, 105a
Samuel Adams (1722–1803). One of the Founding Fathers of the United States. / Tarker / Bridgeman Images: 35, 102b
Science History Images / Alamy Stock Photo: 36, 63b, 70, 103a, 109c, 111b
Sean Pavone / Alamy Stock Photo: 87, 116a
Stocktrek Images, Inc. / Alamy Stock Photo: 68, 110c, 119h
Summer Party (oil on masonite), Moses, Anna Mary Robertson (Grandma Moses) (1860-1961) / Museum of Fine Arts, Houston, Texas, USA / Winternmann Collection of American Art, gift of Mr. and Mrs. David R. Winternmann / Bridgeman Images: 64b, 110b
Tea party in colonial New England, Pyle, Howard (1853–1911) / Lebrecht History / Bridgeman Images: 27, 100b, 120a
The First Continental Congress, Carpenter’s Hall, Philadelphia in 1774, 1911 (oil on canvas), Deland, Clyde Osmer (1872-1947) / Philadelphia History Museum at the Atwater Kent / Courtesy of Historical Society of Pennsylvania Collection, / Bridgeman Images: 37, 103b
The harbour in Boston, Massachusetts, c.1770-80 (etching), Habermann, Franz Xavier (1721-96) / Private Collection / Bridgeman Images: 30, 101b
The History Collection / Alamy Stock Photo: 21, 100a
The Midnight Ride of Paul Revere, 1938 (screen print), American School, (20th century) / Photo © GraphicArts / Bridgeman Images: 46, 105b
Thomas Jefferson writing, 2007 (w/c on paper), Wood, Rob (b.1946) / Private Collection / Wood Ronniaville Harlin, Inc. USA / Bridgeman Images: 61, 109a, 120, 121b, 121d
Visions of America, LLC / Alamy Stock Photo: 88, 116b, 120c, 122c
Washington, view of the city c.1868 (colour litho), American School, (19th century) / Private Collection / Photo © Ken Welsh / Bridgeman Images: 84, 114b, 121h
White House in Washington, May 1821, by Jefferson Vail, watercolor, 22.2 cm x26.8 cm, Detail, United States, 19th century / De Agostini Picture Library / M. Seemuller / Bridgeman Images: 85, 115a, 121c
Wood restores confidence along the line, illustration from ‘The Romance of Canada’ (colour litho), Scott, W.R.S. (1878-1939) / Private Collection / Bridgeman Images: 31, 102a, 119, 120b
Writing the Declaration of Independence in 1776 (oil on canvas), Ferris, Jean Leon Gerome (1863–1930) / Virginia Historical Society, Richmond, Virginia, USA / Bridgeman Images: Cover C, 15c, 60, 108b, 128c

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