



GRADE 3 LOUISIANA SOCIAL STUDIES

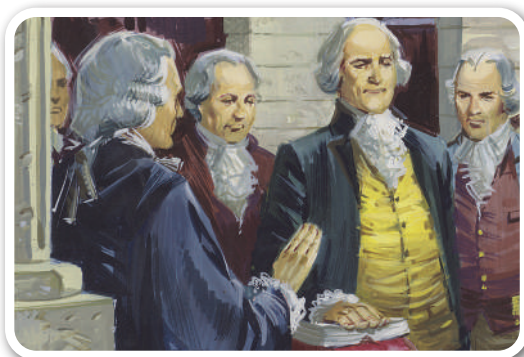
The Founding of the United States of America



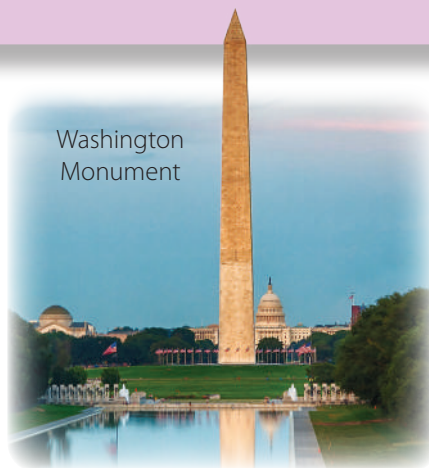
American flag

Student Workbook

George Washington's inauguration



Washington Monument



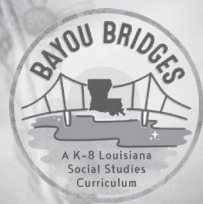
Independence Day celebration



A black and white portrait of George Washington, the first President of the United States. He is shown from the waist up, wearing a dark military-style coat with light-colored lapels and cuffs, and a white cravat. He has a serious expression and is looking slightly to the right. The background is dark and indistinct.

The Founding of the United States of America

Student Workbook



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Chapter 1: The Declaration of Independence and the American Revolution

Framing Question: What actions and ideas led to the founding of the United States of America?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Life in the Colonies	
The Stamp Act	
The Boston Tea Party	

The First Continental Congress	
Battles of Lexington and Concord	
The Second Continental Congress	

The Declaration of Independence	
An Uneven Match	
A Surprise Attack	

The Battle of Saratoga	
Valley Forge	
British Surrender	
Symbols of America	

Primary Sources

PRIMARY SOURCE A: EXCERPT FROM THE DECLARATION OF INDEPENDENCE

We hold these truths to be self-evident [easily seen], that all men are created equal, that they are endowed by their Creator with [given by God] certain unalienable Rights [rights that cannot be taken away], that among these are Life, Liberty [freedom] and the pursuit of Happiness.—That to secure [protect] these rights, Governments are instituted among Men, deriving [getting] their just powers from the consent [approval or agreement] of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter [change] or to abolish [get rid of] it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect [bring about] their Safety and Happiness.

Source: The Declaration of Independence. U.S. National Archives.

Name _____ Date _____

Primary Source Analysis

Describe the source.

Connect the source to what you know.

SOURCE:

Understand the source. Identify its purpose, message, and/or audience.

Draw a conclusion from or about the source.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to what you know.****SOURCE:****Understand the source. Identify its purpose, message, and/or audience.****Draw a conclusion from or about the source.**

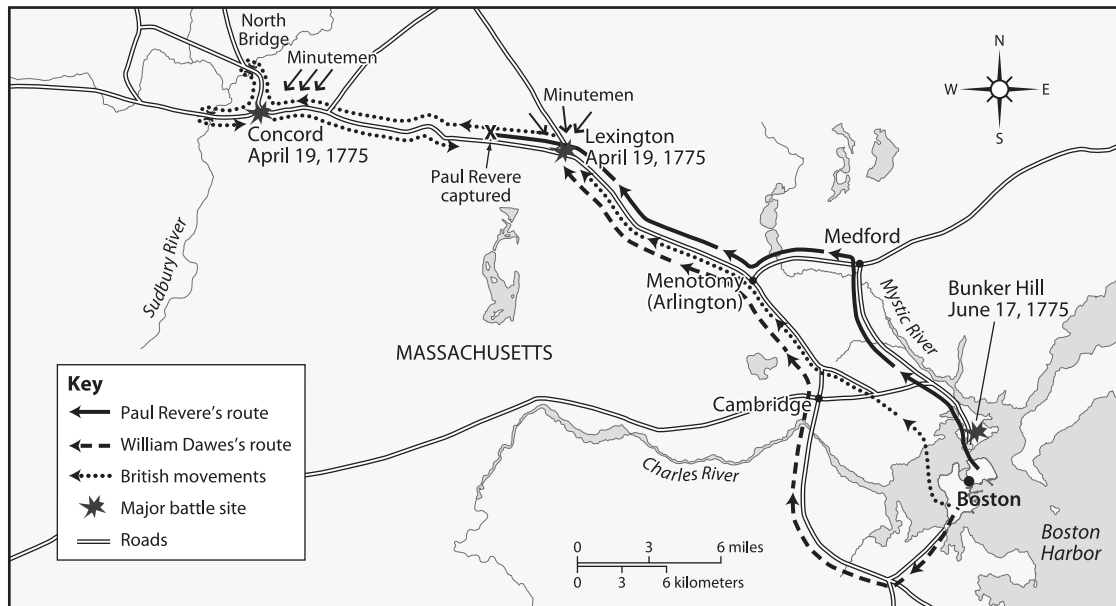
Chapter 1 Check for Understanding: What actions and ideas led to the founding of the United States of America?

[illegible]

Activity Page 1.4

Use with Chapter 1

The Fighting Around Boston



1. How many battle sites does the map show?

2. Where did the last of these battles occur?

3. When did the Battles of Lexington and Concord occur?

4. What were the volunteer soldiers who fought the British called?

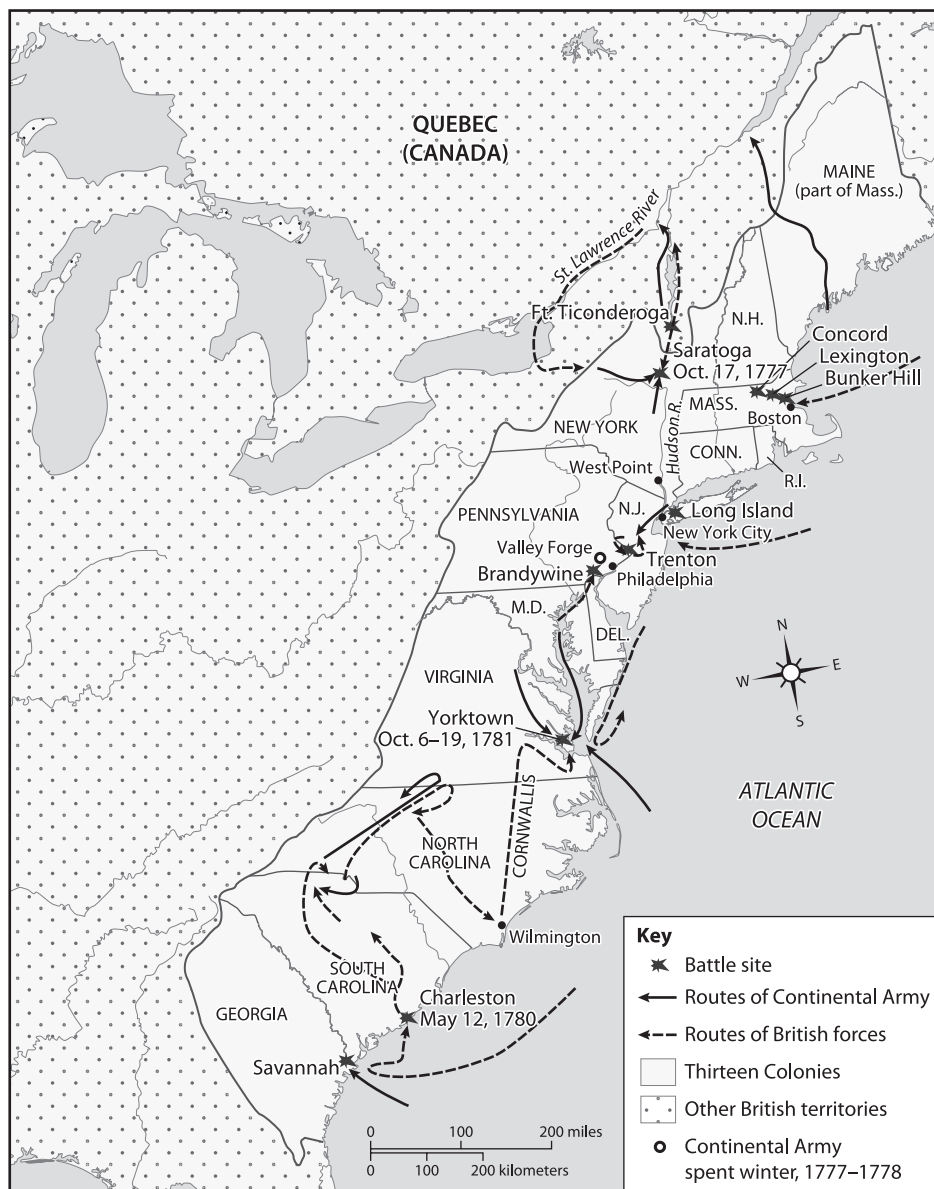
5. Using map scale, estimate the distances of Revere's and Dawes's routes.

6. Why would a hill be strategically important as a position of power?

Activity Page 1.5

Use with Chapter 1

Major Sites of the Revolutionary War



1. Where were the sites from the three major battles that took place near Boston, Massachusetts, at the beginning of the Revolutionary War?

2. When did the Battle of Saratoga take place?

Name _____

Date _____

Activity Page 1.5 (*continued*)

Use with Chapter 1

3. In what small town northwest of Philadelphia did the Continental Army spend the winter of 1777–78?

4. What map symbol is used to indicate the routes taken by British forces?

5. About how many miles (as the crow flies) did Cornwallis's troops have to cover when they marched north from Wilmington, North Carolina, to the outskirts of Yorktown, Virginia?

6. What feature on the map helps you figure out the distance between two or more points?

7. Which two cities did the Continental Army approach via the water?

8. Where did the last major battle of the Revolutionary War take place from October 6 through 19, 1781?

Name _____

Date _____

Activity Page 1.6

Use with Chapter 1

Domain Vocabulary: Chapter 1

Choose words from the box to complete the sentences.

colony	declaration	delegate	immigrant	militia
monarchy	pamphlet	parliament	petition	policy
republic	revolution	self-government	tax	

1. King George III was the head of the British _____.
2. The colonists objected to the Stamp Act's _____ on paper goods.
3. A _____ is a representative body similar to the United States Congress.
4. George Washington was a _____ to the First and Second Continental Congresses.
5. Before the Continental Army existed, each _____ defended itself with its own _____.
6. Delegates knew they were starting a _____ by signing the Declaration of Independence.
7. The Second Continental Congress sent King George III a _____ that asked for more colonial rights.
8. The king ignored the colonists' _____ of loyalty.
9. Thomas Paine wrote a _____ called *Common Sense*.
10. In the United States, any _____ can take part in the system of _____ if they become a citizen.
11. In a(n) _____, the people elect others to represent them in government.
12. Colonists objected to the _____ that made them pay taxes to support British wars.

Chapter 2: The Constitutional Convention

Framing Question: What challenges were involved in creating a new constitution?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Path to Self-Government	
Limited Government	
The Constitutional Convention	

**The United States
Constitution**

The Bill of Rights

A Republic

Primary Sources

PRIMARY SOURCE B: PREAMBLE TO THE CONSTITUTION

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility [peace], provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity [descendants], do ordain and establish this Constitution for the United States of America.

Source: The Constitution of the United States. U.S. National Archives.

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its purpose, message, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Chapter 2 Check for Understanding: What challenges were involved in creating a new constitution?

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Classroom Constitutional Convention

Fill in the following chart to come up with your own classroom government.

Leader(s)	How many?	How are they selected?	Powers and responsibilities	How are responsibilities divided?
Checks	Who checks the leaders' power?		How are checkers selected?	
Students	Who can be in government?	Who can be a leader?	Student rights	Does everyone have the same rights?

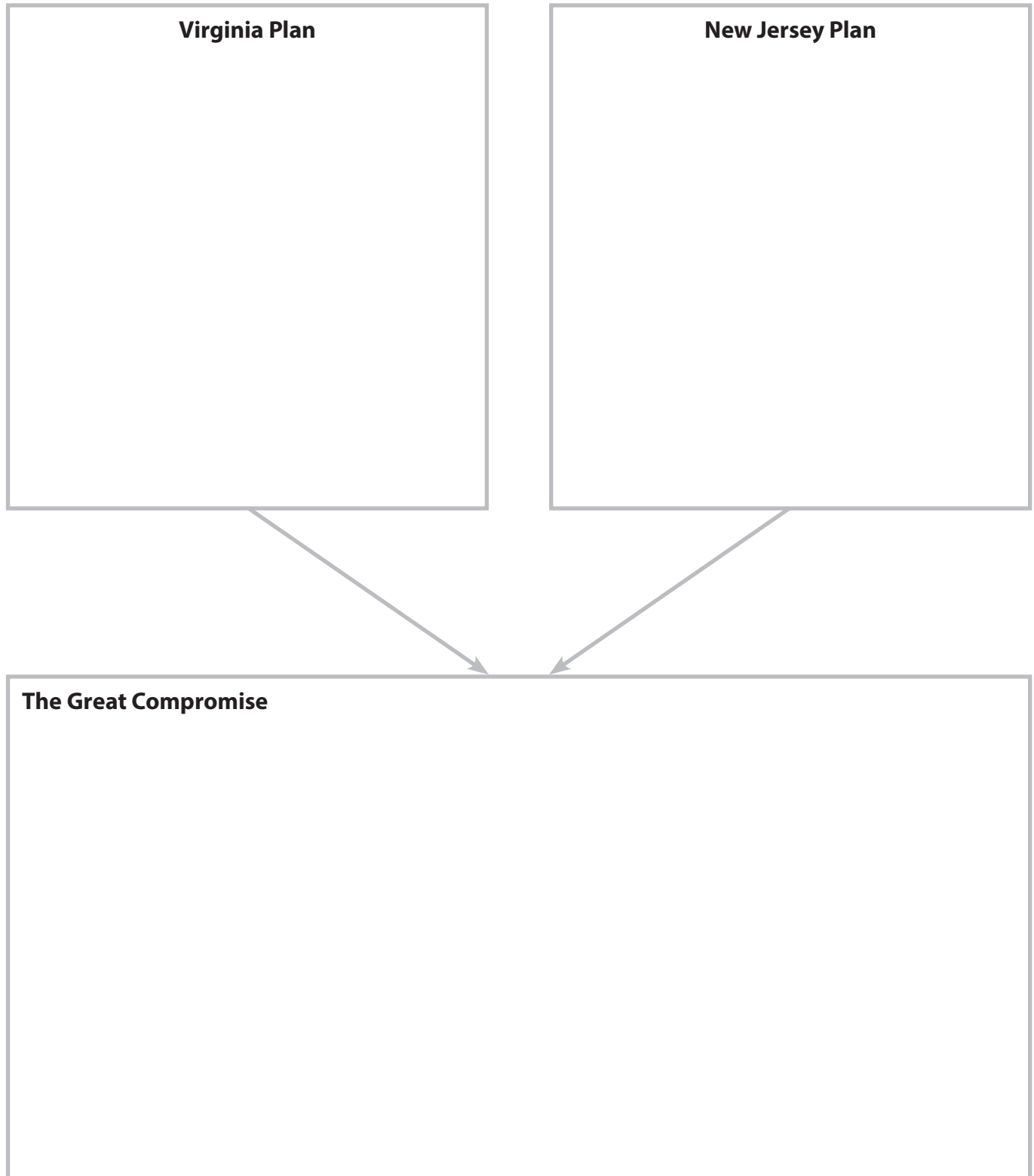
Name _____

Date _____

Activity Page 2.2

Use with Chapter 2

Comparing the Plans



Chapter 3: The First President

Framing Question: Why was George Washington chosen to be the first president of the United States?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Washington Heads Home	
Washington Becomes President	

Inauguration Day	
Setting Precedent	
Washington's Retirement	

Primary Sources

PRIMARY SOURCE C: EXCERPT FROM WASHINGTON'S FAREWELL ADDRESS

George Washington decided not to run for a third term as president. He delivered his farewell address in September 1796. He wrote the speech with the help of Alexander Hamilton and James Madison. It was meant to inspire future generations and is still read aloud annually in Congress.

Citizens by birth or choice, of a common country, that country deserves your affections. The name of American, which belongs to you, must always respect the just pride of patriotism more than any label that reflects local connections.

With slight shades of difference, you have the same religion, manners, habits, and political principles. You have in a common cause fought and triumphed together. The independence and liberty you possess are the work of joint councils and joint efforts—of common dangers, sufferings, and successes.

Source: Adapted from Washington's Farewell Address to the People of the United States. U.S. Senate Historical Office.

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its purpose, message, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Primary Sources

PRIMARY SOURCE D: *FROM THIRD ANNUAL ADDRESS TO CONGRESS BY* GEORGE WASHINGTON

A district of 10 miles square for the permanent seat of the Government of the United States has been fixed and announced by proclamation. The district will include lands on both sides of the river Potomac and the towns of Alexandria and Georgetown. A city has also been laid out agreeably to a plan which will be placed before Congress, and as there is a prospect, favored by the rate of sales which have already taken place, of sufficient funds for carrying on the necessary public buildings, there is every expectation of their due progress.

Source: Adapted from George Washington, Third Annual Address to Congress Online, by Gerhard Peters and John T. Woolley, The American Presidency Project

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its purpose, message, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Chapter 3 Check for Understanding: Why was George Washington chosen to be the first president of the United States?

Name _____

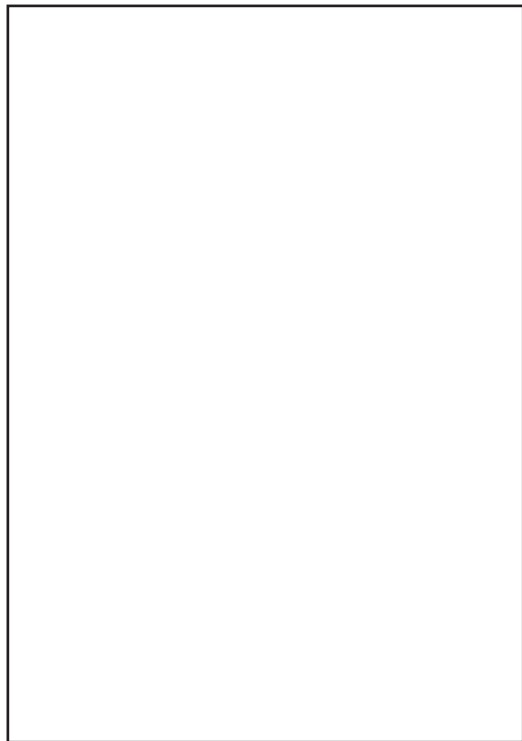
Date _____

Activity Page 3.1

Use with Chapter 3

The Father of Our Country

George Washington is considered the “Father of Our Country” for many reasons. Create a baseball card for George Washington that details all of the “stats” that helped make him the “Father of Our Country.” Include details about Washington’s character and personality, as well as his major accomplishments before and during the American Revolution. Draw an illustration of George Washington in the box provided.



George Washington

Birthday: February 22, 1732

Home Colony: _____

Character:

Achievements Before the American Revolution:

Achievements During the American Revolution:

Name _____

Date _____

Activity Page 3.2

Use with Chapter 3

Domain Vocabulary: Chapters 2–3

For each word, write the letter of the definition.

- | | | |
|-------|-------------------|--|
| _____ | 1. unalienable | a) a group of states joined together by a formal agreement |
| _____ | 2. right | b) relating to a system of government in which the national government shares power with other levels of government, such as states; can also refer to national government |
| _____ | 3. confederation | c) freedom |
| _____ | 4. neutral | d) the act of stepping down from or leaving a job |
| _____ | 5. compromise | e) an example for future actions or decisions |
| _____ | 6. oath of office | f) a pillar carved from a single piece of stone with a square base and a pyramidal top |
| _____ | 7. obelisk | g) unable to be taken away or denied |
| _____ | 8. resignation | h) a promise made by a government official to obey the law and fulfill the responsibilities of the job |
| _____ | 9. precedent | i) an agreement reached when each side gives up some of what they want to end a disagreement |
| _____ | 10. federal | j) approval or agreement |
| _____ | 11. inauguration | k) not helping either side in a conflict |
| _____ | 12. liberty | l) a formal ceremony at the start of a term of office |
| _____ | 13. consent | m) a legal promise |

Name _____

Date _____

Performance Task Activity: *The Founding of the United States of America*

The founding of the United States spanned several decades and major events. Which event was the most important?

Write an essay that tells which event was the most important in the founding of the United States: the American Revolution, the creation and ratification of the Constitution, or George Washington's presidency. Support your argument with specific examples.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *The Founding of the United States of America*, as well as from the sources and resources in the unit activities.

[illegible]

Name _____

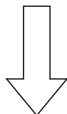
Date _____

Activity Page 1.3

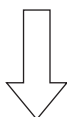
Use with Chapter 1 and Performance Task Activity

Claims and Evidence

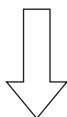
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

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George Washington being sworn in as the first President of America in New York (gouache on paper)/English School, (20th century) / English/Private Collection/

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