



GRADE 2 LOUISIANA SOCIAL STUDIES

The Beginnings of America

Native Americans



Teacher Guide

Paul Revere



Statue of Liberty



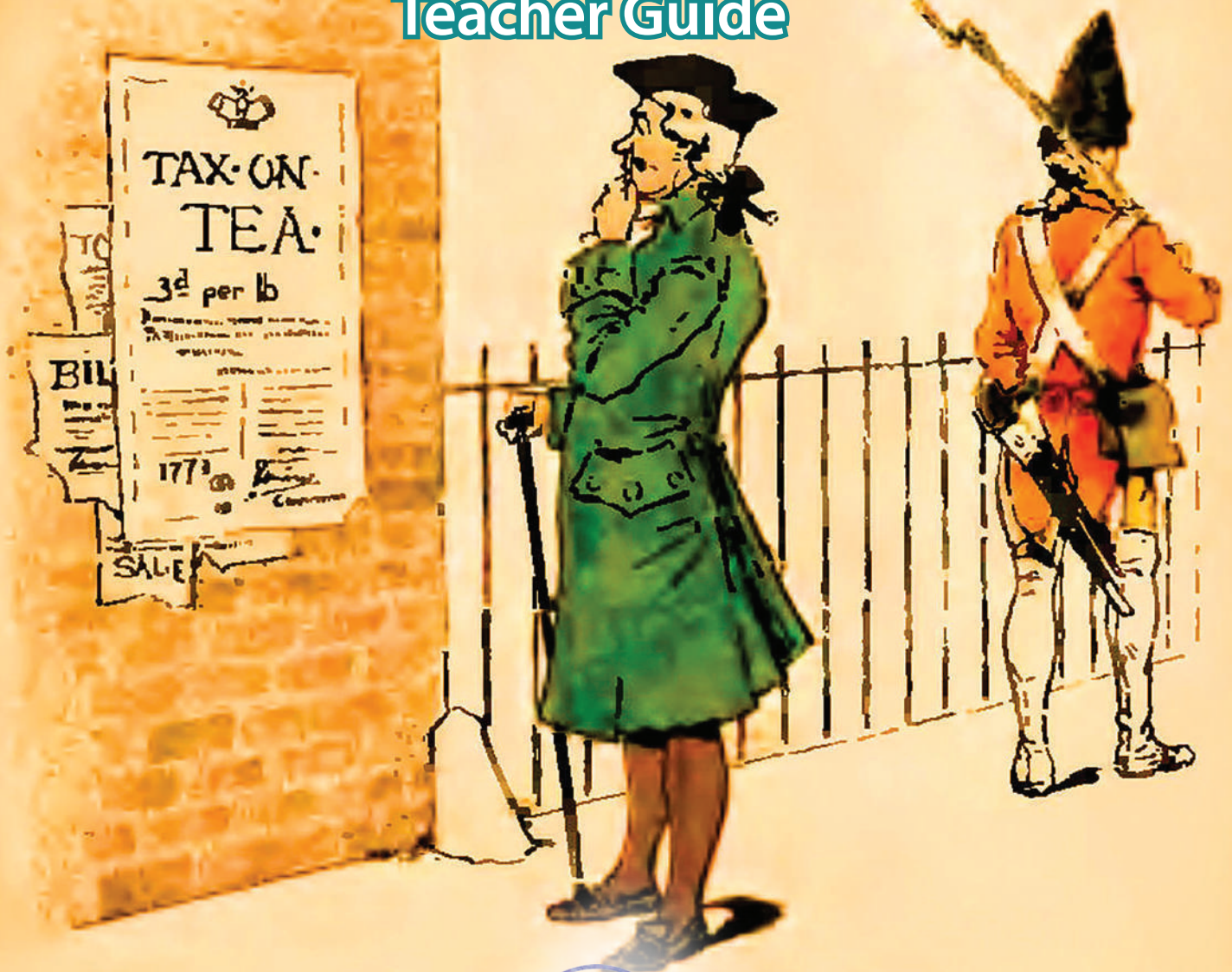
Lincoln Memorial



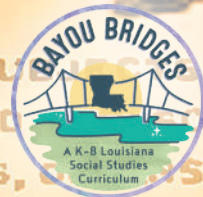
NOTHING WAS THOUGHT OF BUT THIS TAXATION,
AND THE EASIEST METHOD OF LIQUIDATION.

The Beginnings of America

Teacher Guide



THEY WERE LOYAL SUBJECTS OF GEORGE THE THIRD;
SO THEY BELIEVED THEY OBTAINED FROM HIM.
BUT THIS BRISTLING, OBSCURE PLACARD SET
ON THE WALLS, WAS WORSE THAN A SWORD,



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NOTHING WAS THOUGHT OF BUT THIS TAXATION,
AND THE EASIEST METHOD OF LIQUIDATION.

T-A-X

The Beginnings of America

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THEY WERE LOYAL SUBJECTS OF GEORGE THE THIRD,
SO THEY BELIEVED AND SO THEY AVERRED,
BUT THIS BRISTLING, OFFENSIVE PLACARD SET
ON THE WALLS, WAS WORSE THAN A SAYONET,

The Beginnings of America

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 2

Introduction

ABOUT THIS UNIT

The Big Idea

The United States was founded on land that once belonged to many different Native American peoples. The nation began as thirteen English colonies on the eastern coast of North America. Taxation led colonists to seek independence from Britain and establish their own government.

Initially, North America was inhabited by diverse Native American groups, each of whom had its own culture and survived by using the land's resources. They built homes with resources such as wood, hunted animals such as deer, and grew vegetables such as corn and squash. In the 1600s, the eastern coast of North America was gradually taken over by thirteen colonies controlled by England. These colonies were populated by a diverse group of people, including Europeans who sought religious freedom and economic opportunity and enslaved Africans who were brought to the Americas against their will. Great Britain's King George III imposed heavier taxes on these North American colonies to finance Britain's war against France, an action that sparked anger and dissatisfaction among the colonists. In the late 1700s, colonists showed they were unhappy with Britain by staging the Boston Tea Party. This was one step leading to the outbreak of the War of Independence. In 1776, the United States finally announced itself as an independent nation through the Declaration of Independence. Major milestones in America's formation included the designation of Washington, D.C., as the nation's capital and the crafting of the first American flag, attributed to Betsy Ross.

What Students Should Already Know

Students in Bayou Bridges should already be familiar with:

- what maps and globes represent and how they are used
- features of a map: key (or legend), symbols, scale, compass rose
- cardinal directions (north, south, east, west) and relative location
- locations of the four hemispheres
- locations of the equator and prime meridian
- monuments and landmarks—natural and human-made—in the United States
- geographic features and physical characteristics of the United States, Canada, and Mexico
- economic activities and ways people use land in urban, suburban, and rural environments
- natural disasters common in North America and their effects

What Students Need to Learn

- various Native American groups residing in North America prior to and after the establishment of the United States, including their cultural practices and celebrations
- beginnings of the United States as thirteen English colonies
- role of enslaved Africans in the thirteen colonies
- causes of the War of Independence
- key events of the War of Independence, including the U.S. victory
- significance of the Declaration of Independence
- George Washington’s role in the War of Independence and the establishment of Washington, D.C., as the capital city of the United States
- key symbols and figures of the United States, including the American flag, the bald eagle, the national anthem, Uncle Sam, and the Pledge of Allegiance

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from the pre-Columbian era to 1790.

pre-Columbian era–today	Native American groups live in North America.
1607	The first settlement at Jamestown is founded.
1600s	The United States begins as thirteen colonies, controlled by England.
1600s–1800s	Many enslaved Africans are forced to come to the thirteen colonies and later the United States.
1700s	King George III of Great Britain taxes the colonies to help pay for the British war with France. This angers the colonists.
1773	Colonists protest the tax on tea with the Boston Tea Party.
1775	The War of Independence from Britain begins with the Battle of Concord.
1776	American leaders announce the creation of the United States in the Declaration of Independence.
1777	Betsy Ross is believed to have designed the first American flag.
1783	After many years of fighting, the Americans win the War of Independence against Great Britain.
1790	Washington, D.C., becomes the capital city of the United States.

A Special Note to Teachers—Talking About Slavery

In this unit, 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 Bayou Bridges, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Some may question whether students in Kindergarten–Grade 2 are too young to be introduced to the topic of slavery in American history, as described in this unit. 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 Bayou Bridges, we acknowledge the logic of both perspectives and sometimes refer to slaves while at other times referring to enslaved persons or enslaved workers.

AT A GLANCE

The most important ideas in Unit 2 are:

- Different Native American groups lived in North America before the establishment of the United States and continue to do so.
- The United States began as thirteen colonies under British control.
- Many Africans were forcibly brought to the colonies as enslaved labor.
- American colonists did not like the way the British governed them. This dissatisfaction led to the War of Independence.
- The Declaration of Independence announced the formation of the United States.
- The War of Independence concluded with an American victory over Great Britain.
- Washington, D.C., became the capital city of the United States.
- The United States is represented by many symbols, including the American flag, believed to have been designed by Betsy Ross.
- Americans celebrate holidays such as Martin Luther King Jr. Day, Independence Day, and Thanksgiving Day.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Teacher Components

The Beginnings of America Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary Focus Objectives, 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 Support notes, a Check for Understanding, and, when appropriate, Additional Activities, such as virtual field trips, short film clips, literature activities, 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, Chapter Assessments, a Performance Task Assessment, and Student Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 88. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order for use. For example, AP 1.1 is a letter to family designed to be used at the start of the unit.

- » The Chapter Assessments test knowledge of each chapter, 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 Chapter Assessment Student Answer Sheet.
- » The Culminating Activity provides students an opportunity to review unit content knowledge prior to the Performance Task Assessment.
- » 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.
- » 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.

The Beginnings of America Timeline Card Slide Deck—ten individual images related to the beginnings of America. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, chapter by chapter, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events from the unit.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the cards can be attached with clothespins!

Before 1607



Chapter 1

1600s



Chapter 2

1600s



Chapter 2

1700s



Chapter 2

1773



Chapter 3

1775



Chapter 3

1776



Chapter 3

1777



Chapter 4

1783



Chapter 3

1790



Chapter 4

Student Component

The Beginnings of America Student Book includes four 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 Grades K–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 the text on the Student Book pages aloud. 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 Bayou Bridges units is to build students' understanding and knowledge of social studies. It is for this very reason that in Bayou Bridges Grades K–2, the content 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 texts that they hear read aloud than they would ever be able to read or comprehend by reading to themselves.

USING THE TEACHER GUIDE

Pacing

The Beginnings of America unit is one of four social studies units in the Grade 2 Bayou Bridges Curriculum Series that we encourage teachers to use over the course of the school year. A total of thirty-five days has been allocated to *The Beginnings of America* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 2 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Within each Read Aloud, 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 reading 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 lessons, 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.

Picture This

During the reading of each chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds as you read a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

You will also notice specific instances in the Read Aloud portion of the lesson 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.

Framing Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Framing Question. The answer to each Framing Question is included as part of the Read Aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally re-ask the Framing 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.

Read Aloud Chapters	Framing Questions	Core Vocabulary
Chapter 1: North America's First Peoples	Who were the first peoples to live in North America?	identity, resources, adapted, unique, apartment buildings
Chapter 2: Thirteen Colonies	What was life like in the thirteen colonies?	tea, monarchy, expensive, parliament, enslaved, plantations, poet, religious leaders, free speech
Chapter 3: From Colonies to Independence	How did the colonies win their independence?	gathered, clever, victorious, liberty, declare, independence, document, rights, nation, political leader, president
Chapter 4: Washington, D.C., and American Symbols	What places and symbols represent the United States?	symbols, capital city, monuments, justice, national anthem, motto, government, inauguration, commemorate, gratitude, traditions

Activity Pages

Activity Pages



AP 1.1

AP 2.1

AP 4.1

AP CA.1

The following Activity Pages can be found in Teacher Resources, pages 106–112. They are to be used with the lesson specified to support the Read Aloud, as part of an Additional Activity, or as a way to make parents aware of what children are studying. Be sure to make sufficient copies for your students before conducting the activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 2—Map of the Thirteen Colonies (AP 2.1)
- Chapter 4—America's First Flag (AP 4.1)
- Culminating Activity—Patriot Stick Puppets (AP CA.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Books

Adler, David A. *A Picture Book of Benjamin Franklin*. Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, Picture Book Biography, 2018.

Adler, David A. *A Picture Book of George Washington*. Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, Picture Book Biography, 2018.

Adler, David A. *A Picture Book of Thomas Jefferson*. Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, Picture Book Biography, 2018.

Barretta, Gene. *Now & Ben: The Modern Inventions of Benjamin Franklin*. New York: Square Fish, 2008.

Berne, Emma Carlson. *Fourth of July* (Holidays in Rhythm and Rhyme). Illustrated by Luke Flowers. North Mankato, MN: Cantata Learning, 2018.

Cline-Ransome, Lesa. *Light in the Darkness: A Story About How Slaves Learned in Secret*. Illustrated by James E. Ransome. New York: Jump at the Sun, 2013.

Coffelt, Soraya Daise. *It's Not About You, Mrs. Firecracker: A Love Letter About the True Meaning of the Fourth of July*. New York: Morgan James Kids, 2017.

Erdrich, Lise. *Bears Make Rock Soup and Other Stories*. Illustrated by Lisa Fifield. New York: Lee & Low Books, 2014.

Kalman, Maira. *Thomas Jefferson: Life, Liberty and the Pursuit of Everything*. New York: Nancy Paulsen Books, 2014.

Kamma, Anne. *If You Lived When There Was Slavery in America*. Illustrated by Pamela Johnson. New York: Scholastic, 2004.

Keating, Frank. *George: George Washington, Our Founding Father*. (Mount Rushmore Presidential Series.) Illustrated by Mike Wimmer. New York: Simon & Schuster/Paula Wiseman Books, 2012.

Knight, P. V. *Native American Homes: From Longhouses to Wigwams* (Native American Cultures). New York: Gareth Stevens, 2018.

Mara, Wil. *If You Were a Kid in the Thirteen Colonies*. Illustrated by Lluís Farre. New York: Scholastic, 2016.

McDermott, Gerald. *Anansi the Spider: A Tale from the Ashanti*. New York: Henry Holt and Company, 1987.

McDermott, Gerald. *Coyote: A Trickster Tale from the American Southwest*. San Diego: Voyager Books/Harcourt, 1994.

McDermott, Gerald. *Raven: A Trickster Tale from the Pacific Northwest*. San Diego: Voyager Books/Harcourt, 2001.

Mikoley, Kate. *Native American Ceremonies and Celebrations: From Potlatches to Powwows* (Native American Cultures). New York: Gareth Stevens, 2018.

Pritchett, Dylan. *The First Music*. Illustrated by Erin Bennett Banks. Atlanta: August House, 2006.

Shofner, Melissa Raé. *Native American Food: From Salmon to Succotash* (Native American Cultures). New York: Gareth Stevens, 2018.

Stoltman, Joan. *Native American Art: From Totems to Textiles* (Native American Cultures). New York: Gareth Stevens, 2018.

Winnick, Karen B. *Sybil's Night Ride*. New York: Boyds Mills Press, 2000.

THE BEGINNINGS OF AMERICA SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SB—Student Book; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Beginnings of America

<p>"North America's First Peoples" Core Lesson (TG & SB, Chapter 1, pages 2–4)</p> <p>"The Wampanoag Way" (TG, Chapter 1 Additional Activities)</p>	<p>"Make a Longhouse" (TG, Chapter 1 Additional Activities)</p>	<p>"North America's First Peoples" Core Lesson (TG & SB, Chapter 1, pages 5–7)</p>	<p>"Coyote: A Trickster Tale from the Southwest" (TG, Chapter 1 Additional Activities)</p>	<p>"North America's First Peoples" Core Lesson (TG & SB, Chapter 1, pages 8–12)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Beginnings of America

<p>"Raven: A Trickster Tale of the Pacific Northwest" (TG, Chapter 1 Additional Activities)</p>	<p>"Totem Pole" (TG, Chapter 1 Additional Activities)</p>	<p>Chapter 1 Assessment</p>	<p>"Using Maps to Learn About the Past" (TG, Chapter 2 Additional Activities)</p>	<p>"Thirteen Colonies" Core Lesson (TG & SB, Chapter 2, pages 13–15)</p> <p>"The Thirteen Colonies Song" (TG, Chapter 2 Additional Activities)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Beginnings of America

<p>"Thirteen American Colonies" (TG, Chapter 2 Additional Activities, AP 2.1)</p>	<p>"Thirteen Colonies" Core Lesson (TG & SB, Chapter 2, pages 16–18)</p>	<p>"The First Music: An African Folktale" or "Anansi the Spider: An African Folktale" (TG, Chapter 2 Additional Activities)</p>	<p>"Money in the Thirteen Colonies" (TG, Chapter 2 Additional Activities)</p>	<p>Chapter 2 Assessment</p>
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Beginnings of America

"From Colonies to Independence" Core Lesson (TG & SB, Chapter 3, pages 19–22)	"Write a Letter to King George" (TG, Chapter 3 Additional Activities)	"From Colonies to Independence" Core Lesson (TG & SB, Chapter 3, pages 23–27)	"The Redcoats Are Coming' Song" (TG, Chapter 3 Additional Activities)	"From Colonies to Independence" Core Lesson (TG & SB, Chapter 3, pages 28–34)
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Beginnings of America

"From Colonies to Independence" Core Lesson (TG & SB, Chapter 3, pages 35–38)	"Washington' by Nancy Byrd Turner" (TG, Chapter 3 Additional Activities)	"From Colonies to Independence" Core Lesson (TG & SB, Chapter 3, pages 39–41) "The Fourth of July" (TG, Chapter 3 Additional Activities)	Chapter 3 Assessment	"Washington, D.C., and American Symbols" Core Lesson (TG & SB, Chapter 4, pages 42–45)
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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Beginnings of America

"Virtual Field Trip to Washington, D.C." (TG, Chapter 4 Additional Activities)	"Washington, D.C., and American Symbols" Core Lesson (TG & SB, Chapter 4, pages 46–51)	"America's First Flag" (TG, Chapter 4 Additional Activities, AP 4.1)	"Washington, D.C., and American Symbols" Core Lesson (TG & SB, Chapter 4, pages 52–57)	"Then and Now" (TG & SB, Chapter 4, page 58)
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Week 7

Day 31Day 32Day 33Day 34Day 35

The Beginnings of America

Chapter 4 Assessment	Culminating Activity	Culminating Activity	Unit 2 Performance Task	Unit 2 Performance Task
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THE BEGINNINGS OF AMERICA PACING GUIDE

_____’s Class

(A total of thirty-five days has been allocated to *The Beginnings of America* unit in order to complete all Grade 2 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Beginnings of America

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Beginnings of America

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Beginnings of America

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Beginnings of America

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Beginnings of America

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Beginnings of America

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Week 7

Day 31 **Day 32** **Day 33** **Day 34** **Day 35**

The Beginnings of America

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CHAPTER 1

TOPIC: North America's First Peoples

Primary Focus Objectives

- ✓ Explain Native American legends, stories, and songs. (2.8)
- ✓ Identify and describe various geographic and physical features of locations within the United States. (2.21)
- ✓ Describe how ideas, goods, and people move from place to place. (2.26, 2.27)
- ✓ Understand the meaning of the following domain-specific vocabulary: *identity, resources, adapted, unique, and apartment buildings*.

Materials Needed

Activity Pages



AP 1.1

- individual student copies of *The Beginnings of America* Student Book
- individual student copies of Letter to Family (AP 1.1)
- video “Native American Food Preservation”
- image from the Internet of an Eastern Woodlands canoe
- image from the Internet of a modern apartment building
- images from the Internet of squash and beans
- image from the Internet of a yucca plant

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the video and images may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About North America’s First Peoples”:

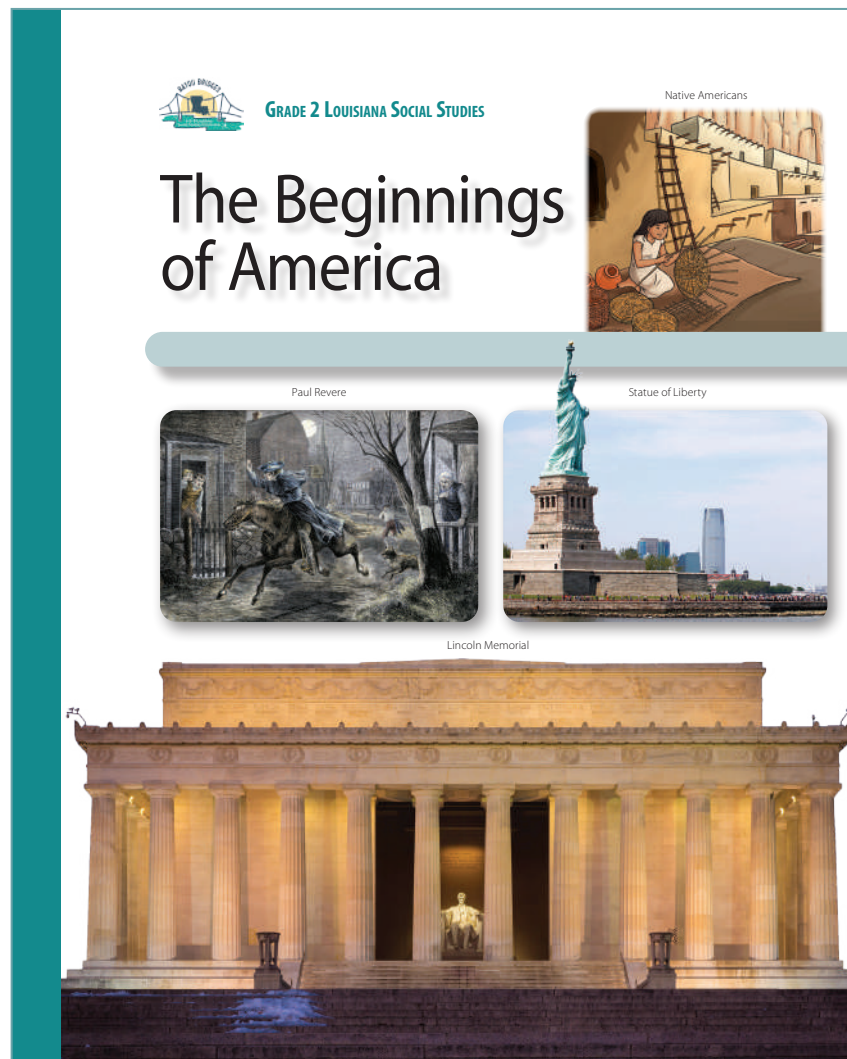
<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Introduce *The Beginnings of America* and Chapter 1: “North America’s First Peoples”

Review what students learned about North America in Unit 1, *North America: Geography and Environment*. Explain that long before the countries of Canada, Mexico, and the United States were formed, Native Americans called North America home. Explain that many different groups of Native Americans lived on different parts of the continent. Tell students that in this chapter, they will learn about three different groups of Native Americans who lived in the United States long ago. Each of these different groups had its own language and way of life.

It is important for students to understand that Native Americans still live in the United States today. Tell students that Native Americans today speak English and live a modern life similar to other people living in the United States. But they still remember and respect the practices of their relatives who lived long, long ago.

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see.



Tell students that they are going to learn about the Native American people who lived many years ago in parts of what is now the United States.

Framing Question

Who were the first peoples to live in North America?

Core Vocabulary

identity resources adapted unique

apartment buildings


Chapter 1: “North America’s First Peoples”

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 “North America’s First Peoples.”

CHAPTER
1

North America’s First Peoples

Who were the first people to live in North America? Long before there was a country called the United States, Native American groups were the first to call this land home. Each group had its own identity, and they all survived by using the land’s resources.



Across the continent, these groups adapted to the environment around them, creating unique cultures.

CORE VOCABULARY—Explain that **identity** refers to the characteristics, traits, or features that make a person or group unique. Identity can include what a person looks like, personality traits, beliefs, and values.

CORE VOCABULARY—Explain that **resources** are materials that can be used to meet different needs in a community. Natural resources are materials that occur in nature. For example, land, water, plants, and animals are all considered resources.



SUPPORT—Point out the map on the page. Help students identify the map as North America. Point out and explain that different areas have been shaded on this map. Explain that these places show where different Native American groups lived in the United States long ago. Direct students to the Southeast region on the map. Explain that this region is where the first Louisianans lived. Students in Bayou Bridges may recall learning about the first Louisianans in Grade 1.

CORE VOCABULARY—Explain that **adapted** means to change or adjust in order to fit or work better in a particular situation.

CORE VOCABULARY—Explain that **unique** means being the only one of its kind; unlike anything else. Something that is unique is special or different from all other things in some way.

Ask students the following questions:

LITERAL—Who were the first people to live in North America? **(2.26)**

» Native Americans were the first people to live in North America.

LITERAL—How did Native Americans live? **(2.5)**

» Native Americans survived by using the land's resources.

Now ask students to look at the images on page 3 as you read aloud.

In the Eastern Woodlands, families lived together in longhouses made of wood. The wood came from nearby trees.



People's days were filled with chopping wood, fishing, and picking nuts and berries.

3



SUPPORT—Ask students to turn back to the map on page 2. Guide them to find the area labeled Eastern Woodlands.

SUPPORT—Have students point to the image of the longhouse in the top right corner of the page. Ask: Why do you think it is called a longhouse? (*Students should recognize that it is called a longhouse because of its shape and purpose.*) Explain that a longhouse was a long building in which several families lived. (2.4)

SUPPORT—Ask students to describe what is happening in the bottom image on the page. (*A young Native American is chopping wood while a woman stirs something in a pot over a fire.*) (2.4)

Ask students the following questions:

LITERAL—What did Eastern Woodlands Native Americans live in? (2.8)

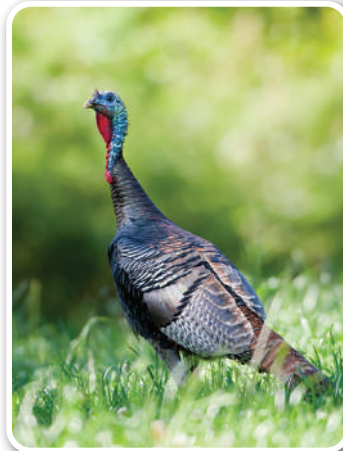
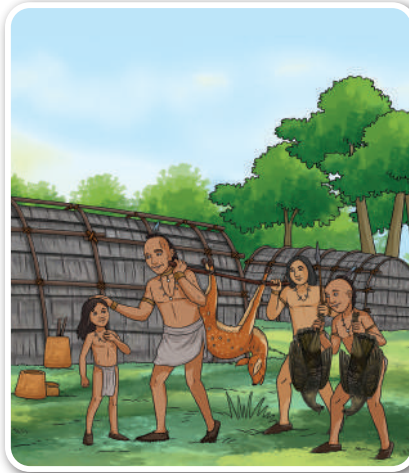
» Eastern Woodlands Native Americans lived in longhouses.

INFERENTIAL—What do you think it would be like to live in a longhouse? Would you like it? **(2.5)**

- » Answers will vary. Some students may point out that it might have been crowded, living with several families in one longhouse; some may point out that it would not have been as comfortable and convenient as living in the modern houses we have today. Others may say that it would have been fun to live with lots of other children!

Now ask students to look at the images on page 4 as you read aloud.

Native Americans in this area hunted animals like deer and turkey for food. They used animal fur to make blankets and skins to make clothing and shoes. People fished with a line, and a hook made from deer bone. They could travel up and down the rivers in canoes.



4

SUPPORT—Ask students to examine the bottom-left image on page 4, and explain that the animal is called a deer. Have students find the deer in the top image on the page. (*It is hanging upside down from the stick carried by two men.*) **(2.4)**

SUPPORT—Have students look at the bottom-right image on the page. Explain that the image shows a turkey. Have students find the turkeys in the top image on the page. (*Two turkeys are being carried upside down by an older boy.*) **(2.4)**

SUPPORT—Display an image of an Eastern Woodlands canoe from the Internet. Explain that a canoe is a narrow, lightweight boat that is pointed at both ends and open on top. People sit or kneel in the canoe and move through the water using a single-bladed paddle. Canoes have been used by Native American tribes, like those in the Eastern Woodlands, for thousands of years,

primarily for fishing and transportation. Eastern Woodlands canoes were often made from a single log of wood, hollowed out with fire and tools to create the interior of the boat.

Ask students the following questions:

LITERAL—What did Eastern Woodlands people hunt for? (2.8)

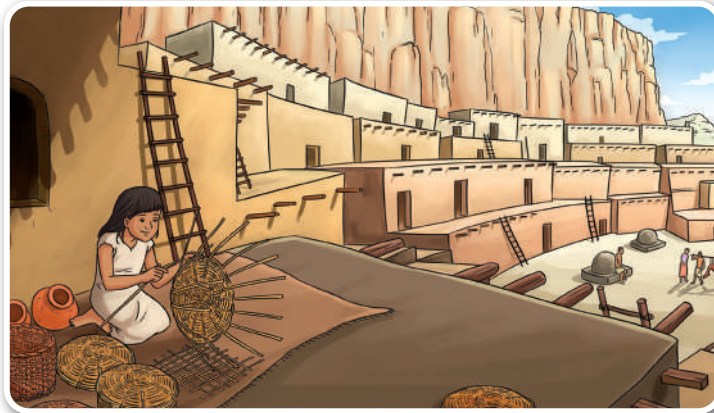
» Eastern Woodlands people hunted animals, like deer and turkey, for food.

LITERAL—What did they use the animals for? (2.8)

» They used animal fur for blankets, clothing, shoes, and tools.

Now ask students to look at the images on page 5 as you read aloud.


Across the continent, the Ancestral Pueblo people lived in the American Southwest. This is around present-day Arizona and New Mexico. They lived in homes built into the cliffs like apartment buildings.



There were many different rooms for different families, including community rooms called *kivas*.



5

 **SUPPORT**—Have students turn back to the map on page 2. Help them find the area of the Southwest on the map.

CORE VOCABULARY—Explain that **apartment buildings** are large buildings that have separate places, or apartments, on different levels or floors, where different families can live.

SUPPORT—Show students the image of a modern apartment building. Have them compare that image with the top image on page 5. (2.5)

SUPPORT—Call students’ attention to the details of the top image on page 5, and ask them to describe what they see. Students may mention the girl. They may also mention that it looks as if she is making something. Some students may indicate that she is probably making a basket since there are other baskets near where she is seated. (2.3)

Ask students the following questions:

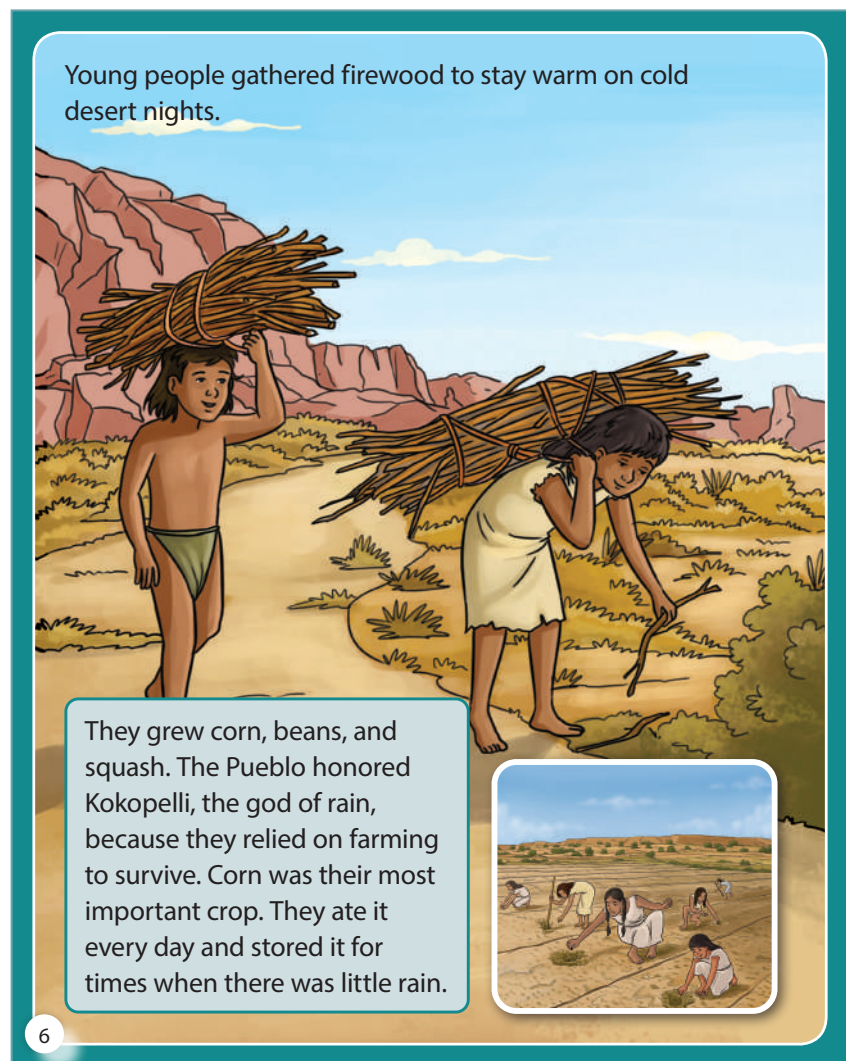
EVALUATIVE—In what ways were Ancestral Pueblo homes like apartment buildings today? (2.5)

» They had many rooms in one building and many families living in one building.

INFERENTIAL—What do you think the ladders that you see in the image were used for? (2.4)

» The ladders were probably used to climb up and down between the different levels of the Ancestral Pueblo houses.

Now ask students to look at the images on page 6 as you read aloud.



SUPPORT—The text says that young people collected firewood for fires that kept the houses warm on long nights. Fire was also of daily importance to the Ancestral Pueblo as their only means to cook food. Point out to students that the Ancestral Pueblo did not have electricity or gas stoves to cook their food—only fires.

SUPPORT—Have students point to the image in the bottom right corner. Ask: What are the people in the picture doing? (*planting seeds*) (2.5)

Ask students the following questions:

EVALUATIVE—Why was gathering firewood important to the Ancestral Pueblo? (2.8)

» When it was cold outside, they used fire to stay warm on long nights.

EVALUATIVE—Why did the Pueblo honor Kokopelli, the god of rain? (2.8)

» The people needed rain for farming, which they relied on to survive.

Now ask students to look at the images on page 7 as you read aloud.

When it was time to pick the crops, everyone worked together in the fields. They picked the fruits and vegetables and stored them. They stored some of the food in beautiful baskets made from yucca plants. The extra food was kept in big storage rooms. After all the hard work, everyone enjoyed a big feast.



Corn, beans, and squash were so important for the Ancestral Pueblo people that they were called the “Three Sisters.”



7

SUPPORT—Explain that yucca is a plant that has long, pointed, sword-shaped leaves. Yuccas produce large white flowers. The flowers, fruit, and seeds of the yucca can be eaten. Show the image of a yucca plant from the Internet.

SUPPORT—Point out the image of corn at the bottom of the page. Students are likely used to seeing yellow or white corn. Explain that Indian corn is similar but has many more colors.

SUPPORT—Show students images of squash and beans from the Internet. Explain that many people still grow and eat these foods today.

Ask students the following questions:

LITERAL—Who helped in the fields when the crops were ready to be harvested? **(2.8)**

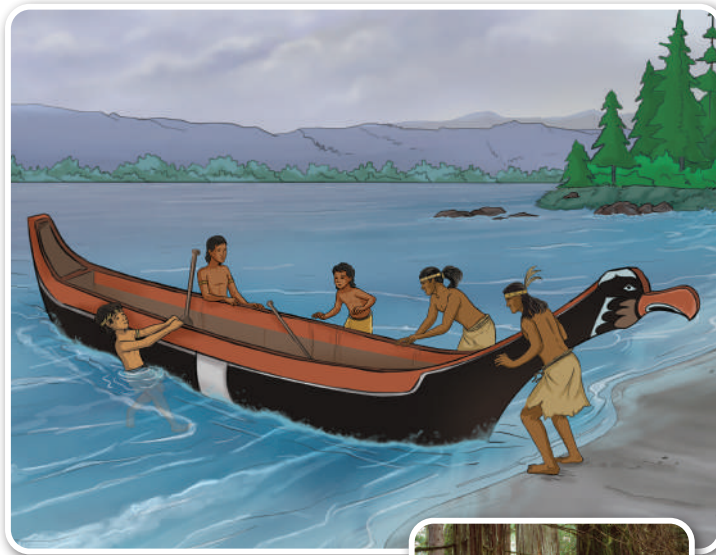
» Everyone helped with the harvest.

LITERAL—What are the Three Sisters? **(2.8)**

» The Three Sisters are corn, beans, and squash.

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


North of the Pueblo, in the Pacific Northwest, Native Americans carved canoes out of cedar trees for fishing in the ocean. They learned to fish with spears and nets. They caught salmon and stored it to eat in the winter.



The cedar tree of the Pacific Northwest earned the name “Tree of Life.” All parts of the tree were used to make not only canoes but also such things as tools, shelter, medicine, and art.



8

 **SUPPORT**—Have students turn back to the map on page 2. Guide them to find the Pacific Northwest on the map.

SUPPORT—Have students point to the canoe in the illustration on page 8.

SUPPORT—Tell students that a cedar tree is a tall evergreen tree that has needles instead of leaves.

SUPPORT—Explain that before the salmon could be stored for winter, it had to be prepared so that it would not spoil. This was usually done by smoking the fish. You may wish to show students

the portion of the video “Native American Food Preservation” (0:46) that illustrates the process of preparing and smoking the salmon. The link to the video has already been coded to the correct start and stop times.

Ask students the following questions:

LITERAL—What were canoes carved out of? (2.8)

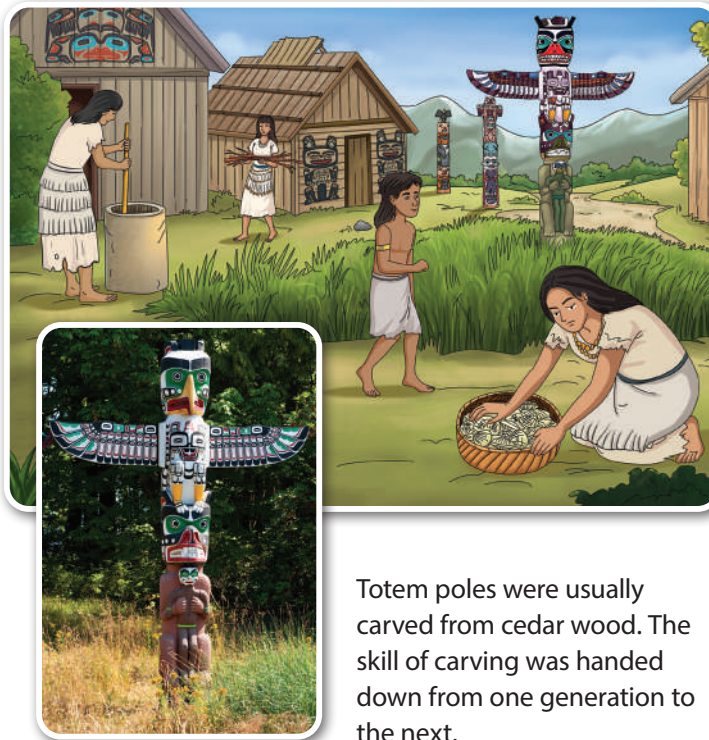
» Canoes were carved out of cedar trees.

EVALUATIVE—Why was salmon stored? (2.8)

» Salmon was stored to eat in the winter.

Now ask students to look at the images on page 9 as you read aloud.

Native Americans of the Pacific Northwest also made totems, tall wooden poles with animal shapes that told stories about the tribe’s history. When a new totem was made, villages would hold a gift-giving feast called a *potlatch*. These celebrations included a large meal and gifts like blankets.



Totem poles were usually carved from cedar wood. The skill of carving was handed down from one generation to the next.

9

SUPPORT—Explain that totems are tall, colorful works of art carved by Pacific Northwest Native Americans from the trunks of trees. After they cut down a tree, they used knives to carve and cut out different shapes, such as animals, from the trunk. They painted these carved shapes in many colors. The introduction of new materials and tools by Europeans in the nineteenth century changed the appearance of totem poles and the process used to make them. Some Europeans also appropriated totem poles, creating and using them for their own purposes. Many Native Americans consider such appropriation disrespectful.

SUPPORT—Have students count the totems on the page. Call students’ attention to the image of the totem at the bottom of the page. Ask students to share what animal shapes they see in the totem. Native American groups of the Pacific Northwest held animals in special regard. The Kwakiutl thought of certain animals as representing certain relatives, or people in their family. They used totems to tell family stories. (2.3)

SUPPORT—Explain that a generation is all the people who are around the same age. Students are one generation, and their parents are an older generation. “Handed down from one generation to the next” means that older people taught younger people, such as parents teaching their children.

Ask students the following questions:

LITERAL—What was found on totems? (2.8)

» Animal shapes were found on totems.

LITERAL—What did these animal shapes do? (2.8)

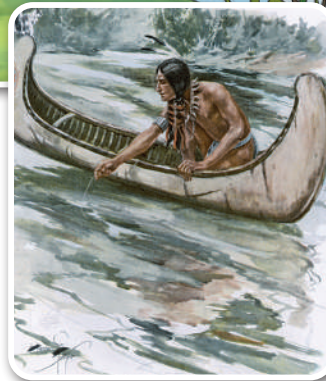
» They told stories about the tribe’s history.

Now ask students to look at the images on page 10 as you read aloud.

The Native people in all regions learned to use the land and resources available to them to live and work together. Native peoples learned how to care for their environment, too.



At certain times of the year, some Native people moved from place to place to feed themselves. They hunted meat, gathered plants, and caught fish.



10

SUPPORT—Explain that the environment is the land, air, and water in a place.

Ask students the following questions:

EVALUATIVE—Why did Native people learn to use the land and resources available to them? (2.21)

- » Native people learned to use the land and resources available so that they could live and work together.

EVALUATIVE—Why did Native people move during different times of the year? (2.26)

- » Native people moved to feed themselves.

Now ask students to look at pages 11 and 12 as you read aloud.

A Native American Folk Tale—The Legend of the Lost Salmon

Long ago, the Creator taught the Yakima Tribe to respect the salmon. He said, “Do not take more salmon than you need.” If they followed this rule, the Creator promised, the salmon would always return.

For a while, the tribal people listened and cared for the salmon. But one day, they started ignoring the rule. They became greedy and took more salmon than they needed, letting them go to waste. Because of this, the salmon vanished, and the people couldn’t find any.

They regretted their greediness when their children and elders became hungry. During their search for food, they found a lifeless salmon on the river bank. Filled with sadness and regret, they said, “If we are given one more chance, we will do better. If only we could awaken this salmon, the other salmon might come up the river.”

The tribe believed the legend that said someone with special powers could bring a dead creature back to life by stepping over it five times. The crafty Coyote tried but failed.

They remembered their wise and elderly tribe member Old Man Rattlesnake, who lived alone. They asked him to use his powers to revive the salmon. Though unsure, Old Man Rattlesnake agreed to try, as he was their last hope.

11

Despite his old age and frailty, Old Man Rattlesnake slowly and painfully crawled over the salmon four times. On the fifth time, he disappeared inside the salmon. Magically, the salmon came back to life! Soon all the salmon returned to the rivers.

From that day on, the tribe carefully followed the rule to only take as much salmon as they needed. In the spine of every salmon they caught was a white membrane. This, they believed, was Old Man Rattlesnake—a symbol of the life he gave back to the salmon. The tribal people were forever grateful to him for bringing back their precious food and teaching them an important lesson about respecting nature’s gifts.



12

Note: Pages 11 and 12 retell a Native American legend. You may wish to have students listen as you read the story without following along.

SUPPORT—Remind students that people of the Pacific Northwest fished for salmon. Explain that this story is told by the Yakima, one of the Native American peoples of the Pacific Northwest.

SUPPORT—Read the story aloud. As you read, explain the meaning of these words as they are encountered in the text.

- When you are **ignoring** something, you are not paying attention to it or not taking notice of it. For example, if someone is talking to you and you do not respond, you are ignoring them.
- Being **greedy** means wanting more of something than is necessary or fair.
- If you **regretted** something, it means you felt upset or disappointed about something you did or did not do.

- Being **wise** means having a lot of knowledge and understanding about things, and it comes from age and experience.
- **Elderly** means being old or aged. For example, your grandparents or great-grandparents could be considered elderly.
- To **revive** something means to bring it back to life again.
- **Frailty** means being weak in health or in body. Older people can often be frail because their bodies are not as strong as they were when they were younger.
- Something **precious** is very valuable or important to someone. Your favorite stuffed animal, a family photo, or a special gift from a friend could all be considered precious items.

Ask students the following questions:

LITERAL—What did the Yakima Tribe find inside every salmon after Old Man Rattlesnake revived them? (2.8)

- » The Yakima Tribe found a white part inside every salmon after Old Man Rattlesnake revived them.

EVALUATIVE—How do you know that the Yakima Tribe learned their lesson about respecting nature’s gifts? (2.3)

- » They began to carefully follow the rule of taking only as much salmon as they needed.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the events on the cards.
- Review and discuss the Framing Question: “Who were the first peoples to live in North America?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—Who were the first peoples to live in North America?

- » The first peoples to live in North America were Native American groups. Each of these groups had its own identity and used the land’s resources to survive. They adapted to their environment, and each created a unique culture across different regions. The Eastern Woodlands groups lived in longhouses and hunted animals like deer and turkey for food. The Ancestral Pueblo people, who lived around present-day Arizona and New Mexico, lived in homes like apartment buildings and grew corn, beans, and squash. Some groups in the north, such as the Native Americans living near the ocean, carved canoes for fishing. All of these Native peoples learned how to use the land and resources available to them and care for their environment.



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

TOPIC: Thirteen Colonies

Primary Focus Objectives

- ✓ Compare life in the thirteen colonies during the 1600s and 1700s to life in the United States today. (2.5)
- ✓ Identify and describe key historical figures related to the thirteen colonies. (2.7.a, 2.7.b)
- ✓ Explain the reasons for the settlement of the thirteen colonies. (2.10.a)
- ✓ Understand the difference between democracy and monarchy. (2.12)
- ✓ Understand the meaning of the following domain-specific vocabulary: *tea*, *monarchy*, *expensive*, *parliament*, *enslaved*, *plantations*, *poet*, *religious leaders*, and *free speech*.

Materials Needed

Activity Page



AP 2.1

- individual student copies of *The Beginnings of America* Student Book
- teacher and individual student copies of Map of the Thirteen Colonies (AP 2.1)
- globe

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Thirteen Colonies”:
<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce “Thirteen Colonies”

Review what students learned about Native Americans in Chapter 1. Explain that long ago, people from Europe came to North America and began to live here. Using a globe, show the location of Europe and how people had to travel across the Atlantic Ocean to get to North America. Sometimes these Europeans shared the land with Native Americans, but often they pushed Native Americans off the land. Explain that in this chapter, students will learn about the lives of some of these Europeans and others who came to live in North America.

Framing Question

What was life like in the thirteen colonies?

Core Vocabulary

tea monarchy expensive Parliament
enslaved plantations poet religious leaders free speech


Chapter 2: “Thirteen Colonies”

Distribute copies of the Student Book. Ask students to turn to page 13 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Thirteen Colonies.”

**CHAPTER
2**

Thirteen Colonies


Long ago, before the United States had its name, it was called the *colonies*. Colonies are lands controlled by other countries that are far away. In the beginning, people from England, Wales, Scotland, and Ireland settled in the thirteen North American colonies.




The map shows the eastern coast of North America, highlighting the thirteen colonies in green. The colonies are labeled from north to south: Massachusetts, New Hampshire, Massachusetts (labeled twice), Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. The Atlantic Ocean is to the east. A compass rose shows North (N), South (S), East (E), and West (W). A scale bar indicates 0 to 200 miles and 0 to 200 km. A map key indicates that green represents the Thirteen colonies.

Over time, the nations of England, Wales, Scotland, and Ireland joined together to become Great Britain. So the thirteen colonies in North America were controlled by Great Britain.

13

 **SUPPORT**—Direct students’ attention to the map on page 13. Help students identify each colony on the map as you read its name aloud. Ask students to find the compass rose, the map scale, and the map key. Ask: What does the color green represent? (*the thirteen colonies*). Ask: Which colony is north of Georgia? (*South Carolina*) Which colony is south of New Hampshire? (*Massachusetts*) Which colony is west of New Jersey? (*Pennsylvania*) **(2.20)**

Ask students the following questions:

 **LITERAL**—Look at the map. Which colony is between the two parts of Massachusetts? **(2.20)**

» New Hampshire is between the two parts of Massachusetts.

LITERAL—How many original colonies were there? **(2.20)**

» There were thirteen original colonies.

Now ask students to look at the image on page 14 as you read aloud.

Many people living in the thirteen colonies had come to North America looking for better lives. Most had come from Great Britain, though there were some who had come from other European countries. They called themselves British, not American. They bought their clothes and books from Great Britain and enjoyed drinking British tea. They lived under a monarchy, with a king or queen in charge. One such monarch was King George III. He ruled over England, Wales, Scotland, Ireland, and the American colonies.



King George had fought a war against France and won. But the war was expensive. The king needed to raise money to pay back what he had borrowed. He decided the colonies could help.


14

TURN AND TALK—Ask students to discuss what “looking for better lives” means. (*Answers will vary. Students should recognize that the phrase means searching for positive change or improvement in circumstances.*)

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 the tea leaves that colonists used were not grown in America or England at the time. In the colonists’ time, tea leaves 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, the colonists enjoyed drinking it.

CORE VOCABULARY—Explain that a **monarchy** is a type of government where a king or queen is the leader. The position of king or queen is usually for life and is passed down to their children or close relatives. The king or queen has the authority to rule their country.

 **SUPPORT**—Point out on a globe the list of places that King George III ruled over: England, Wales, Scotland, and Ireland. Remind students that at the time, Great Britain 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.

CORE VOCABULARY—Explain that **expensive** means costing a lot of money.

Ask students the following questions:

LITERAL—What did the colonists buy from Britain? (2.3)

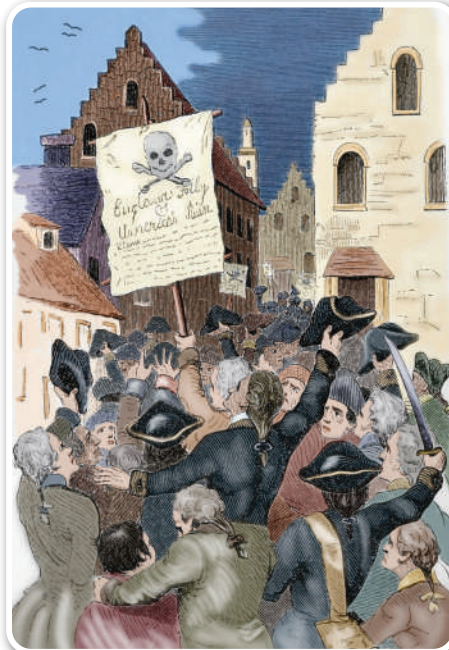
» The colonists bought clothes and books from Britain.

LITERAL—Who was the ruler of the American colonies? (2.12)

» King George III of Britain was the ruler of the American colonies.

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

The king and his parliament decided to tax the colonies. When the colonists bought items like sugar, paint, newspapers, writing paper, glass, or tea, they would pay extra. That extra money, called a sales tax, would be given to the government.



The colonists were angry! They didn't want to pay extra for everything. They protested and stopped buying these things, causing the government to rethink the taxes. After some time, only tea was still taxed.

15

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

SUPPORT—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 someone 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 in Britain.

Ask students the following questions:

LITERAL—What goods did the king and Parliament place a sales tax on? **(2.12)**

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

EVALUATIVE—How did the colonists show that they didn’t like the tax? **(2.12)**

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

LITERAL—What happened after the colonists refused to buy anything with a sales tax? **(2.12)**

- » After the colonists refused to buy anything with a sales tax, only tea was taxed.

Now ask students to look at the image on page 16 as you read aloud.

Many people came to the colonies for a better life. But not everyone who came was free. Africans who were brought to the colonies were enslaved and forced to work on large farms, known as plantations. They worked hard growing crops but did not have the same rights as the colonists. These enslaved Africans played a huge part in helping the British colonies become strong and rich. However, enslaved people did not receive any of those riches.



16

SUPPORT—Use the globe to show students the location of Africa. Explain that enslaved Africans were taken from Africa and brought against their will to the Americas. Use your finger to trace the journey of enslaved Africans from West Africa, across the Atlantic Ocean, to North America.

CORE VOCABULARY—Explain that **enslaved** means being forced to work for someone else for no pay and without the freedom to leave.

CORE VOCABULARY—Explain that **plantations** were large farms where crops were grown on a large scale. These crops could include things like cotton, tobacco, or sugar cane. Plantations were often worked by enslaved people, who were forced to do hard labor without being paid for their work.

SUPPORT—Explain that some Africans were forced to come to the Americas to work on large farms called plantations. Others worked on small farms or as domestic servants. The enslaved Africans did hard work, but they had no rights or freedoms. They were seen as property instead of people. That means they were seen as objects that could be owned, bought, and sold. They were not free to make their own choices about where to live or what kind of work to do.

Ask students the following questions:

LITERAL—What did many enslaved Africans do? (2.5)

» Many enslaved Africans were forced to work on large farms called plantations.

LITERAL—What rights did enslaved Africans have? (2.5)

» Enslaved Africans did not have the same rights as colonists.

Now ask students to look at the image on page 17 as you read aloud.



Among the enslaved Africans was a remarkable woman named Phillis Wheatley. Enslaved people were not supposed to read and write, but Wheatley became a famous poet despite this. She wrote about important ideas like being good, believing in God, and wanting freedom. She also used her poetry to talk about famous people and big events that happened during her lifetime. Her words helped people think about their actions and the world around them.

17

SUPPORT—Explain that if someone is remarkable, it means they are very special, unusual, or impressive in a way that catches people’s attention. Phillis Wheatley was remarkable because she became a famous poet even though enslaved people were generally not allowed to read or write.

CORE VOCABULARY—Explain that a **poet** is a person who writes poems. Poems are a type of writing where words are chosen and arranged in a special way to create certain feelings, images, or ideas. Poems often rhyme.

Ask students the following questions:

LITERAL—What did Phillis Wheatley write about? (2.7, 2.7.b)

- » Phillis Wheatley wrote about important ideas like being good, believing in God, and wanting freedom. She also used her poetry to discuss famous people and big events that were happening during her time.

INFERENTIAL—Why do you think enslaved people were usually not allowed to read or write? (2.4)

- » Possible answer: Enslaved people were likely not allowed to read or write to keep them from learning, communicating, or potentially planning ways to seek freedom. They were expected to work and were seen as objects or property, not people.

Now ask students to look at the image on page 18 as you read aloud.

Anne Hutchinson was another brave woman who lived in the colonies. Even though the rules said that only men could be religious leaders, she didn't agree. She thought that women should also be heard in these matters.



Hutchinson held meetings. She would tell stories about her faith. This was not common at the time. But both men and women liked to listen to her because she respected everyone's opinions. This was a big step toward what we now consider an important American value: free speech.

18

CORE VOCABULARY—Explain that **religious leaders** are people who lead or guide others in their faith or religion. They are knowledgeable about their religion's teachings and often lead religious services, like church services, or provide spiritual guidance. An example of a religious leader could be a pastor, priest, rabbi, or imam. In Anne Hutchinson's time, only men were allowed to be religious leaders.

CORE VOCABULARY—Explain that **free speech** is the right or freedom to say what you want without being punished by the government. You can express your ideas, opinions, or beliefs openly. This includes speaking about different topics, sharing your thoughts and feelings, and disagreeing with others. Free speech is considered a very important value in America.

Ask students the following questions:

LITERAL—Who was Anne Hutchinson? (2.7, 2.7.b)

» Anne Hutchinson was a brave woman who lived in the time of the early American colonies.

EVALUATIVE—What did Anne Hutchinson do that was not common during her time? Why was this unusual? (2.3, 2.7.b)

» Anne Hutchinson held meetings where she talked about stories from her faith. This was not common at the time since the rules said that only men could be religious leaders.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the events on the cards.
- Review and discuss the Framing Question: “What was life like in the thirteen colonies?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—What was life like in the thirteen colonies?

» Life in the thirteen colonies was different for different people. People came from many European countries, like England, France, Germany, Scotland, and Ireland, to seek better lives. They considered themselves British and lived under the rule of King George III. They enjoyed things like tea and read books from Britain, but the king decided to tax the colonies to pay debts from a war, leading to colonists’ protests. On the other hand, many Africans were enslaved and forced to work on large plantations without rights. Remarkable people like Phillis Wheatley, who wrote poems, and Anne Hutchinson, who talked about her faith with others even though only men were expected to do so, showed their strength and courage. This period was also when people began to speak up for important freedoms, like free speech.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 3

TOPIC: From Colonies to Independence

Primary Focus Objectives

- ✓ Explain significant events that led to the American Revolution. (2.6)
- ✓ Compare life in the United States during the time of the American Revolution to life today. (2.5)
- ✓ Identify and describe key figures involved in the American Revolution and the founding of the United States. (2.7, 2.7.a, 2.7.b)
- ✓ Discuss how the Declaration of Independence and the events of the American Revolution led to America's independence. (2.6, 2.10.b)
- ✓ Understand the meaning of the following domain-specific vocabulary: *gathered, clever, victorious, liberty, declare, independence, document, rights, nation, political leader, and president.*

Materials Needed

Activity Page



AP 2.1

- individual student copies of *The Beginnings of America* Student Book
- teacher and individual student copies of Map of the Thirteen Colonies (AP 2.1)

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About From Colonies to Independence”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce “From Colonies to Independence”

Review what students learned about the thirteen colonies in Chapter 2. Remind students that the colonists were angry at King George and Parliament over the new taxes. Parliament changed their

minds and taxed only tea. Tell students that in this chapter, they will find out what happened next and how that led to the creation of the new country of the United States.

Framing Question

How did the colonies win their independence?

Core Vocabulary

gathered clever victorious liberty declare independence
document rights nation political leader president

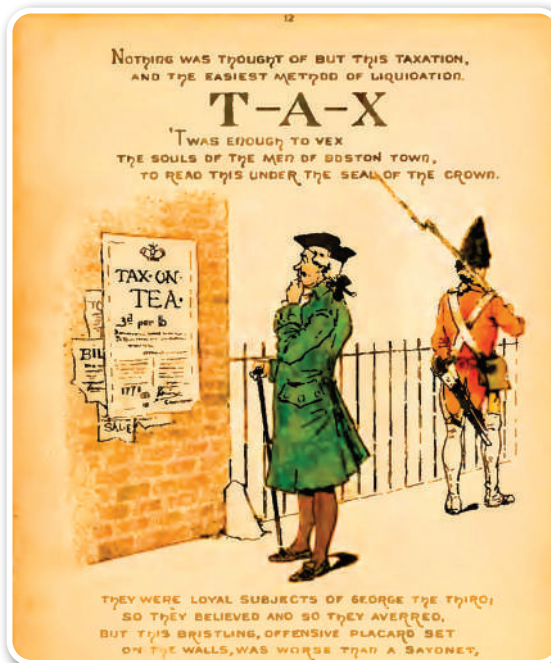
Chapter 3: “From Colonies to Independence”

Distribute copies of the Student Book. Ask students to turn to page 19 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “From Colonies to Independence.”

CHAPTER 3

From Colonies to Independence

Many people in the thirteen colonies loved to drink tea. Even though tea was expensive, people saved money to buy it from Great Britain. The tax on tea that you learned about in Chapter 2 made it even more expensive. Colonists decided they would stop drinking tea.



19

SUPPORT—Remind students that *expensive* means costing a lot of money. Make sure students understand that placing a tax on tea made the tea even more expensive.

Ask students the following questions:

LITERAL—What did colonists love to drink? (2.10.a)

» Colonists loved to drink tea.

EVALUATIVE—Because tea was expensive, what did the colonists need to do to buy it? (2.10.a)

» Colonists needed to save up to buy tea because it was expensive.

LITERAL—What did the colonists decide to do when King George and Parliament taxed tea? (2.10.a)

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

Now ask students to look at the images on page 20 as you read aloud.

British ships carrying tea were turned away. But one winter day, the governor of Massachusetts allowed three ships carrying tea to sail into Boston Harbor. That night, a group of men dressed like Native Americans climbed onto the ships and dumped all the tea into the water! This became known as the Boston Tea Party.



20

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.

SUPPORT—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 Massachusetts on the map of the thirteen colonies on page 13. Explain that Boston is a city in Massachusetts. (2.20)

SUPPORT—Explain that the men dressed like Native Americans not because they were trying to blame Native Americans but because they were trying to hide their own identities. Think of it like dressing up for Halloween, but note that today we wouldn't dress up as Native Americans.

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

Ask students the following questions:

LITERAL—What did some men do when ships with tea arrived in Boston Harbor? (2.6, 2.10.a)

- » Some men, 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 men threw the tea into the harbor? (2.4)

- » The men 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.

Now ask students to look at the image on page 21 as you read aloud.

News about the Boston Tea Party traveled quickly, and not just through the colonies. When King George and Parliament heard about it, they sent soldiers to Boston. British soldiers were called “redcoats” because of their bright red uniforms. They closed Boston Harbor as punishment. With the harbor closed, no food or supplies could get in. To show their support, people from across the thirteen colonies sent food and other goods to Boston.



21

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 in or out.

Ask students the following questions:

LITERAL—What did King George and Parliament do when they heard about the Boston Tea Party? (2.6)

- » When King George and Parliament heard about the Boston Tea Party, they sent more soldiers.

LITERAL—What were British soldiers called? (2.6)

- » British soldiers were called redcoats.

LITERAL—What did people in other colonies do when they heard about the Boston Tea Party? (2.6)

- » When they heard about the Boston Tea Party, people in other colonies sent food and other goods to Boston to show their support.


Now ask students to look at the image on page 22 as you read aloud.

While all this was happening, leaders from every colony gathered in Philadelphia, Pennsylvania, to write a letter to King George. They explained why they were unhappy and asked for fair treatment. Imagine them sitting around a big table, scratching their thoughts onto paper with quill pens. This meeting marked the start of the colonies coming together. Many colonists realized that they could no longer support King George. They were called patriots because they were loyal to the colonies, not Britain.



22

CORE VOCABULARY—Explain that **gathered** means that they came together in one room.

 **SUPPORT**—Have students find Pennsylvania on the map of the thirteen colonies on page 13. Explain that Philadelphia is a city in Pennsylvania.

SUPPORT—Explain that quill pens were made from the hollow shaft of bird feathers and dipped in ink to use for writing.

SUPPORT—Guide students in understanding why the leaders of the different colonies wanted to send a single letter to King George that they all signed. Discuss ideas such as the following: the leaders wanted the king to know that the colonists disagreed with him and that they were going to stick together and speak with one voice.

Ask students the following questions:

LITERAL—What did the colonial leaders ask King George for? (2.6)

» They asked King George for fair treatment.

LITERAL—What did people who were loyal to the colonies, rather than Britain, call themselves? (2.6)

» They called themselves patriots.

Now ask students to look at the image on page 23 as you read aloud.

Most colonists did not want war. After all, most of them were not trained to fight. But even after they sent the letter, the colonists got ready to defend themselves. In the town of Concord, near Boston, they hid weapons just in case fighting broke out. The redcoats found out about the hidden weapons and planned to go to Concord to take them away.



23

SUPPORT—Explain that Concord is near Boston in Massachusetts. Have students turn back to page 13 and find Massachusetts on the map of the thirteen colonies. (2.20)

Ask students the following question:

LITERAL—What did the colonists in Concord do to prepare just in case fighting with the redcoats broke out? (2.6)

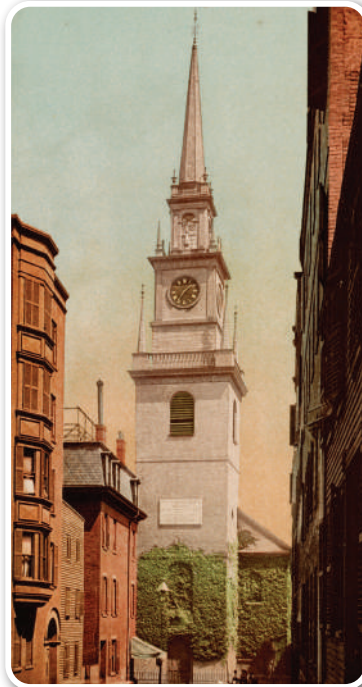
» The colonists hid weapons.

Now ask students to look at the images on page 24 as you read aloud.

Paul Revere, who lived in Boston, decided to ride to Concord to warn the patriots that the redcoats were coming to take the weapons away. Before he left, he came up with a clever plan to know how the redcoats were traveling. He asked a fellow patriot to go to the Old North Church's tower in Boston.



24



If the redcoats were coming by land, one lantern would be lit in the tower. If they were coming across the river, the patriot would light two lanterns.

CORE VOCABULARY—Explain that **clever** means smart and sometimes tricky.

SUPPORT—Explain that there were two ways for the redcoats to leave Boston to get to Concord: marching by foot on land or traveling in boats across the river.

SUPPORT—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 on page 24. 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 on page 24.

SUPPORT—Explain that at the time of Paul Revere's ride, there were no cars or trains. When Revere rode to Concord, he did so on a horse.

Ask students the following questions:

LITERAL—What was Paul Revere's plan? (2.6)

- » 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? (2.6)

- » The lanterns were to give Paul Revere a message telling him which way the redcoats were traveling to Concord.

Now ask students to look at the image on page 25 as you read aloud.

Revere crossed the dark river in a small boat, keeping an eye on the church tower. All of a sudden, he saw two lights! This meant the redcoats were coming across the river. Once Revere reached the shore, he jumped onto a horse. He rode quickly, shouting, "The regulars are coming out!" to warn the patriots that the redcoats were on their way.



As he passed each house, he saw doors and windows opening and candles being lit. Everyone was getting ready for what was about to happen.

25

SUPPORT—Explain that the shore is where the land meets the water.

Ask students the following questions:

LITERAL—How many lights did Paul Revere see? (2.6)

- » Paul Revere saw two lights.

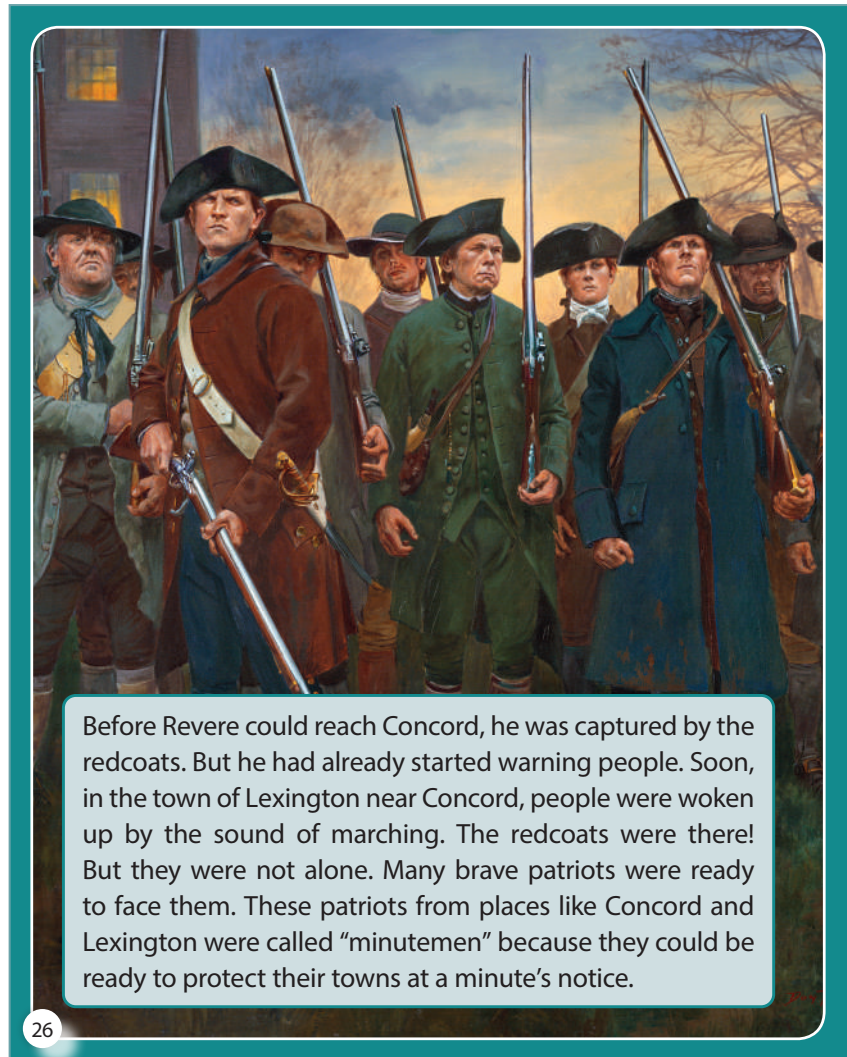
LITERAL—What did the signal with two lights mean? (2.6)

- » It meant the redcoats were coming across the river.

LITERAL—What did Paul Revere do to warn people in the countryside? (2.6)

- » Paul Revere called out to let people know that the redcoats were coming.

Now ask students to look at the image on page 26 as you read aloud.



Before Revere could reach Concord, he was captured by the redcoats. But he had already started warning people. Soon, in the town of Lexington near Concord, people were woken up by the sound of marching. The redcoats were there! But they were not alone. Many brave patriots were ready to face them. These patriots from places like Concord and Lexington were called “minutemen” because they could be ready to protect their towns at a minute’s notice.

26

SUPPORT—Have students study the image on the page. Ask: Are the men in the image patriots or redcoats? (*patriots*) How do you know? (*The men are not wearing bright red coats, like British soldiers did.*) (2.3)

Ask students the following questions:

LITERAL—Was Paul Revere able to tell the patriots in Concord that the redcoats were coming? (2.6)

- » Paul Revere was able to warn some people, but he was captured before he could reach Concord.

LITERAL—What woke the people in Lexington? (2.6)

- » The sound of marching woke the people of Lexington. There were redcoats and patriots in Lexington.

EVALUATIVE—Why were some of the patriots called minutemen? (2.6)

- » Some of the patriots were called minutemen because they could be ready to protect their towns in just a minute.

Now ask students to look at the image on page 27 as you read aloud.

The minutemen and the redcoats faced each other. Shots were fired, but the minutemen did not back down. When the smoke cleared from the Battles of Lexington and Concord, the patriots stood victorious. This marked the beginning of many battles between the British and the patriots.



27

SUPPORT—Explain that the phrase “shots were fired” means that someone used, or fired, their 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 British soldier. 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.

SUPPORT—Explain that the phrase “when the smoke cleared” means that when the smoke from the guns disappeared and the air became clear again, people could see what had happened. In this case, it is used to describe the time when the battle was over.

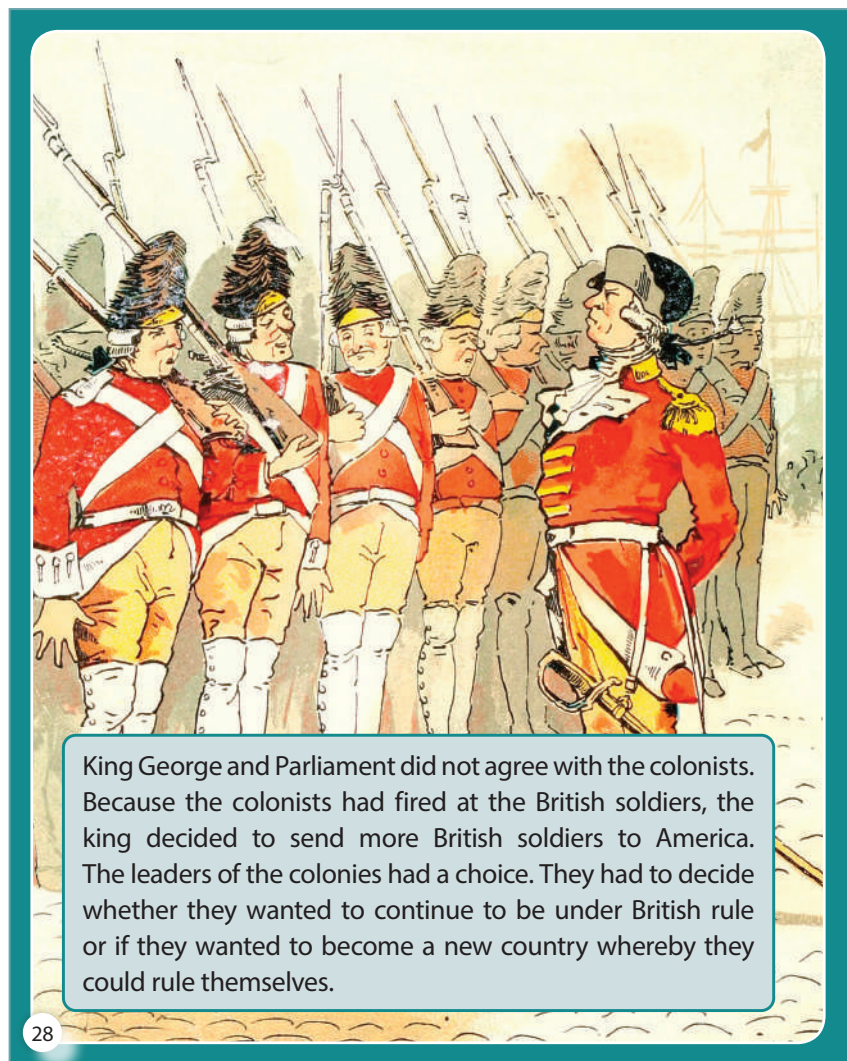
CORE VOCABULARY—Explain that **victorious** means that the Americans won the battle.

Ask students the following question:

LITERAL—What happened in Concord? (2.6)

» The minutemen and British soldiers fought. The Americans won.

Now ask students to look at the image on page 28.



SUPPORT—Draw students' attention to the image on the page. Ask: Does the image show the British or the colonists? (*the British*) How do you know? (*They're wearing red coats.*) (2.3)

Ask students the following questions:

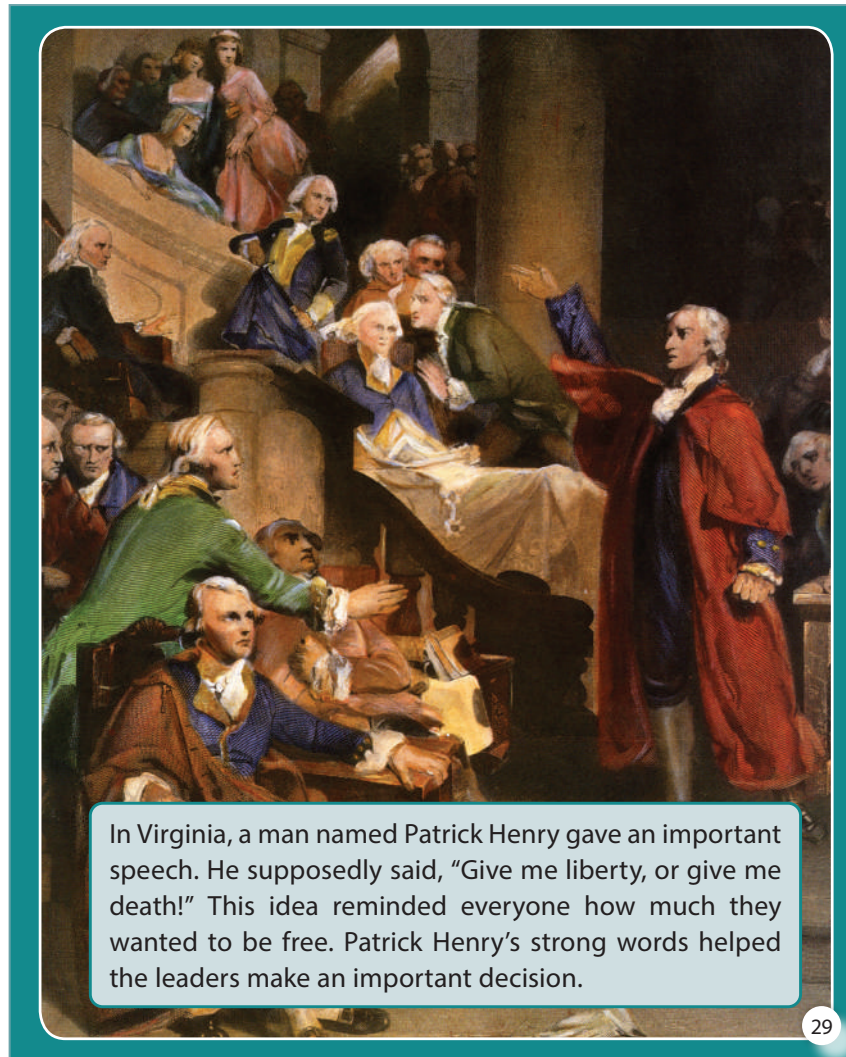
LITERAL—What did King George do when the colonists fired at the British soldiers? (2.6)

» King George sent even more soldiers to America.

LITERAL—What choice did the leaders of the colonies have to make? (2.6, 2.12)

» They had to choose whether they wanted to continue to be under British rule or if they wanted to start a new country to rule themselves.

Now ask students to look at the image on page 29 as you read aloud.



CORE VOCABULARY—Explain that **liberty** means freedom.

SUPPORT—Share with students that the idea of liberty is an important one in America. Liberty means giving people the opportunity to make choices for themselves without interference from others or the government. For example, in America, we have the liberty to choose how we live and what we believe in and to freely express our ideas. This means we have the freedom to make decisions that affect our lives in important ways. Liberty is a very important value that many people have fought for throughout history.

Ask students the following questions:

LITERAL—What is Patrick Henry famous for supposedly saying? (2.7.a)

- » Patrick Henry supposedly said, "Give me liberty, or give me death!"

INFERENTIAL—What decision do you think Patrick Henry's speech helped the leaders make? (2.7.a, 2.4, 2.6, 2.10.a)

- » Student answers will vary, but students may suggest that Patrick Henry's speech helped the leaders decide to form their own country where they could rule themselves.

Now ask students to look at the images on page 30 as you read aloud.

The leaders of the colonies decided to declare independence from Britain. A smart and talented leader named Thomas Jefferson was chosen to write the Declaration of Independence. He had help from John Adams and Benjamin Franklin.



Thomas Jefferson



John Adams



Benjamin Franklin

30

CORE VOCABULARY—Explain that to **declare** means to say something in a clear, strong way. Many times, to declare means to state something officially.

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

SUPPORT—Direct students to the images at the bottom of the page. Have them point to Thomas Jefferson (bottom left), John Adams (bottom center), and Benjamin Franklin (bottom right) as you read the captions aloud. (2.7, 2.7.a)

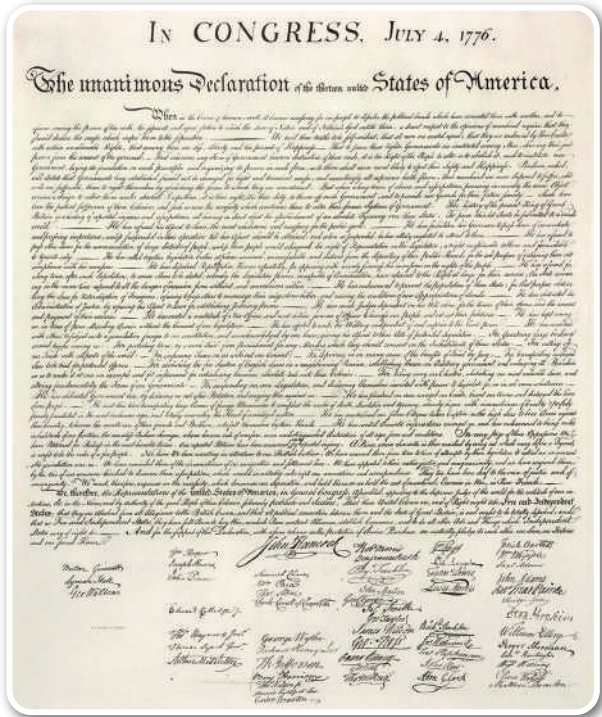
Ask students the following question:

LITERAL—Who wrote the Declaration of Independence? (2.6, 2.7.a, 2.10.b)

- » 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 write it.

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

This document stated that if a government treats people badly, then the people have the right to make a new government. This idea was surprising, but still today, most people agree with it. Jefferson also wrote that everyone has the right to live, be free, and be happy. He said that “all men are created equal.” This means that everyone is born with the same rights.



31

CORE VOCABULARY—Explain that a **document** is a piece of paper, a file, or a record that has important information written on it. The Declaration of Independence is a very famous document because it has the important information about America deciding to become its own country. Documents can be kept and looked at later to remember or understand something important.

CORE VOCABULARY—Explain that **rights** are freedoms for everyone that are protected by law. 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 to worship the way we want—or not worship at all.

SUPPORT—Explain that the image on the page is the Declaration of Independence. Explain that a primary source is something from long ago, such as a letter or art, that tells us about life long ago. This document is a primary source. It is from long ago and tells us what Americans long ago believed. **(2.2.a)**

SUPPORT—Call students’ attention to the fact that the Declaration of Independence states that “all men are created equal.” Note that if the Declaration of Independence were written today, it might say that “all people are created equal.”

Ask students the following questions:

LITERAL—What idea did Thomas Jefferson write that was shocking at the time? (2.6, 2.7.a, 2.10.b)

- » Jefferson's idea that people had the right to start a new government if a government treated people badly was shocking.

LITERAL—What rights did Thomas Jefferson believe people had? (2.6, 2.7.a, 2.10.b)

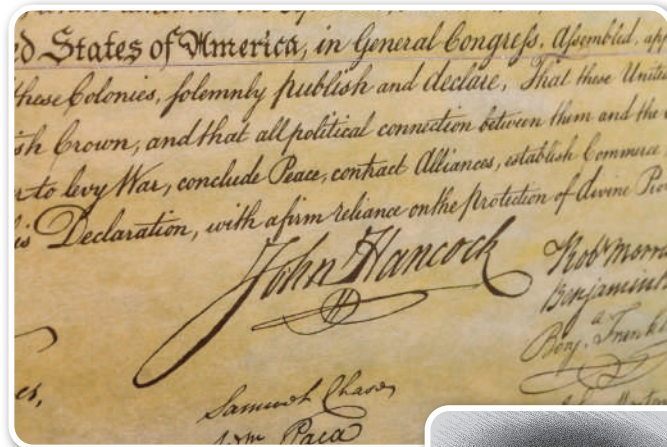
- » Thomas Jefferson believed that people had the right to live, the right to be free, and the right to seek happiness.

LITERAL—What was one of the most important ideas that Thomas Jefferson wrote in the Declaration of Independence? (2.6, 2.7.a, 2.10.b)

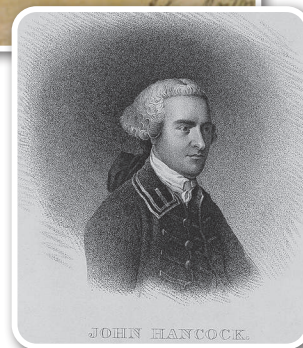
- » One of Thomas Jefferson's most important ideas was that everyone is born with equal rights.

Now ask students to look at the images on page 32 as you read aloud.

The Declaration of Independence was signed by fifty-six men on July 4, 1776. One of those men was John Hancock, whose large signature became famous. From that moment on, the thirteen colonies became a new nation called the United States of America.



John Hancock was an important political leader and a very wealthy man from Boston, Massachusetts. He is also remembered for his brave stand against British rule. Hancock inspired many others in the fight for American freedom.



32

CORE VOCABULARY—Explain that **nation** is another word for country. A nation is a large area of land where people live together and share things in common like language, culture, or government. Usually, a nation has its own government, laws, and military.

CORE VOCABULARY—Explain that a **political leader** is someone who holds a government position and makes important decisions that affect everyone who lives in their city, state, or country. For example, the president of the United States is a political leader. So is the governor of Louisiana.

SUPPORT—Explain that according to legend, John Hancock made his signature so big because he wanted to make sure King George III saw it.

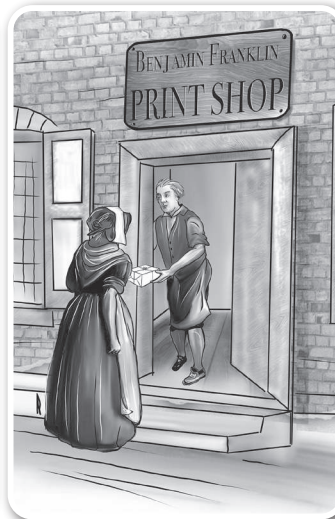
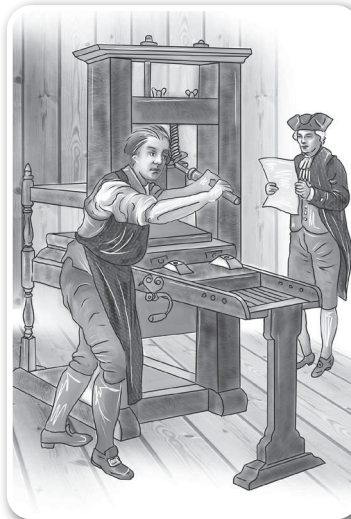
Ask students the following question:

LITERAL—What did the signing of the Declaration of Independence mean? (2.6, 2.10.b)

- » The signing of the Declaration of Independence meant that there were no longer thirteen colonies; instead, there was a new nation called the United States of America.

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

During this time, patriots like Benjamin Franklin helped in many ways. Franklin was a printer who helped write the Declaration of Independence. Besides printing books and newspapers, Franklin did many other important things.



33

SUPPORT—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.

Ask students the following question:

LITERAL—In what ways did Benjamin Franklin help? (2.7, 2.7.a)

- » Benjamin Franklin was a printer of books and newspapers, and he helped write the Declaration of Independence.

Now ask students to look at the images on page 34 as you read aloud.

Franklin invented a number of useful things that we still use today. He created a special type of stove called the Franklin stove that helped keep houses warm. He also created a chair with a desk attached to its arm and special eyeglasses that helped people see things near and far. Franklin even invented something called a lightning rod that keeps houses safe from lightning strikes.



34

SUPPORT—Explain that *invented* means thought of or made for the first time. As you read about each invention, have students point to its picture: Franklin stove (top left), eyeglasses (bottom left), and lightning rod (right).

SUPPORT—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.

SUPPORT—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.

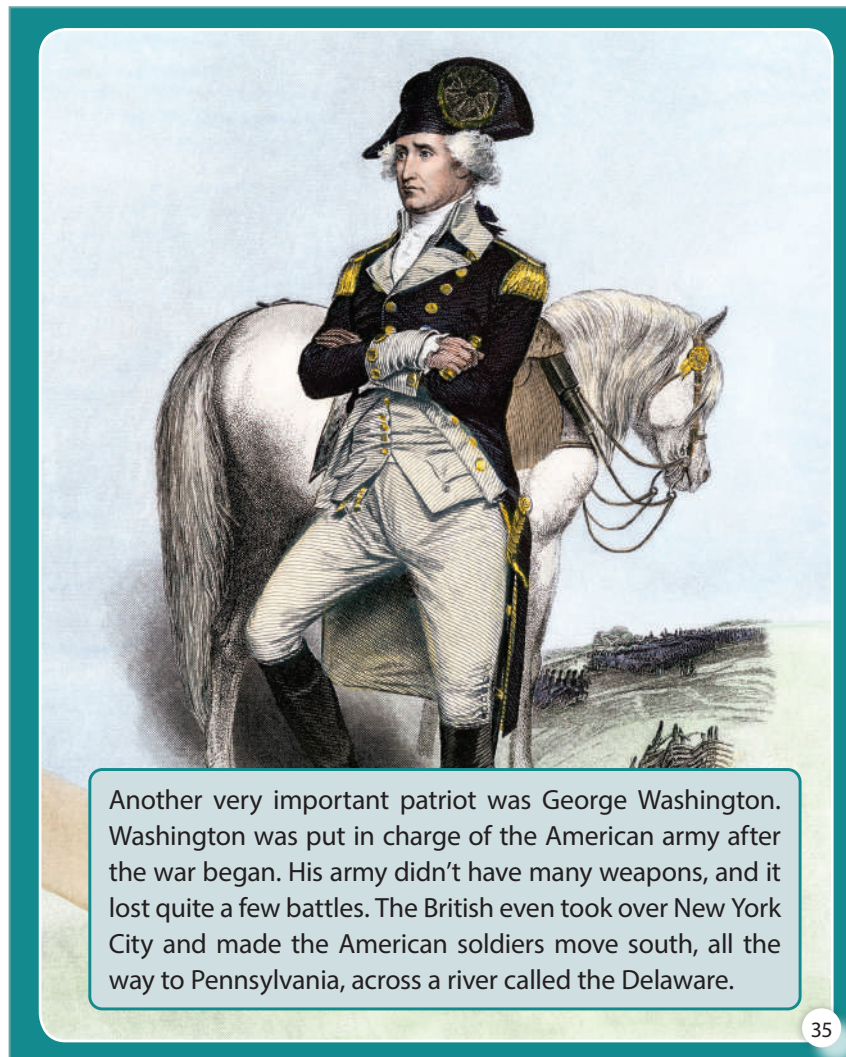
SUPPORT—Help students understand that many of Benjamin Franklin’s inventions were such good ideas that we still use them today: stoves, eyeglasses, and chairs with a desk attached can all be easily found today. If you know of buildings in your community that have one or more lightning rods, point them out to your students.

Ask students the following question:


LITERAL—What are some things that Benjamin Franklin invented? (2.7.a)

- » Benjamin Franklin invented a type of stove called the Franklin stove, a chair with a desk attached, eyeglasses, and the lightning rod.

Now ask students to look at the image on page 35 as you read aloud.



Note: Students in the Bayou Bridges program may recall learning about George Washington in Kindergarten. Invite volunteers to share what they remember.

 **SUPPORT**—Explain that New York City is a city in the state of New York. Have students find New York on the map of the thirteen colonies on page 13. (2.20)

Ask students the following questions:

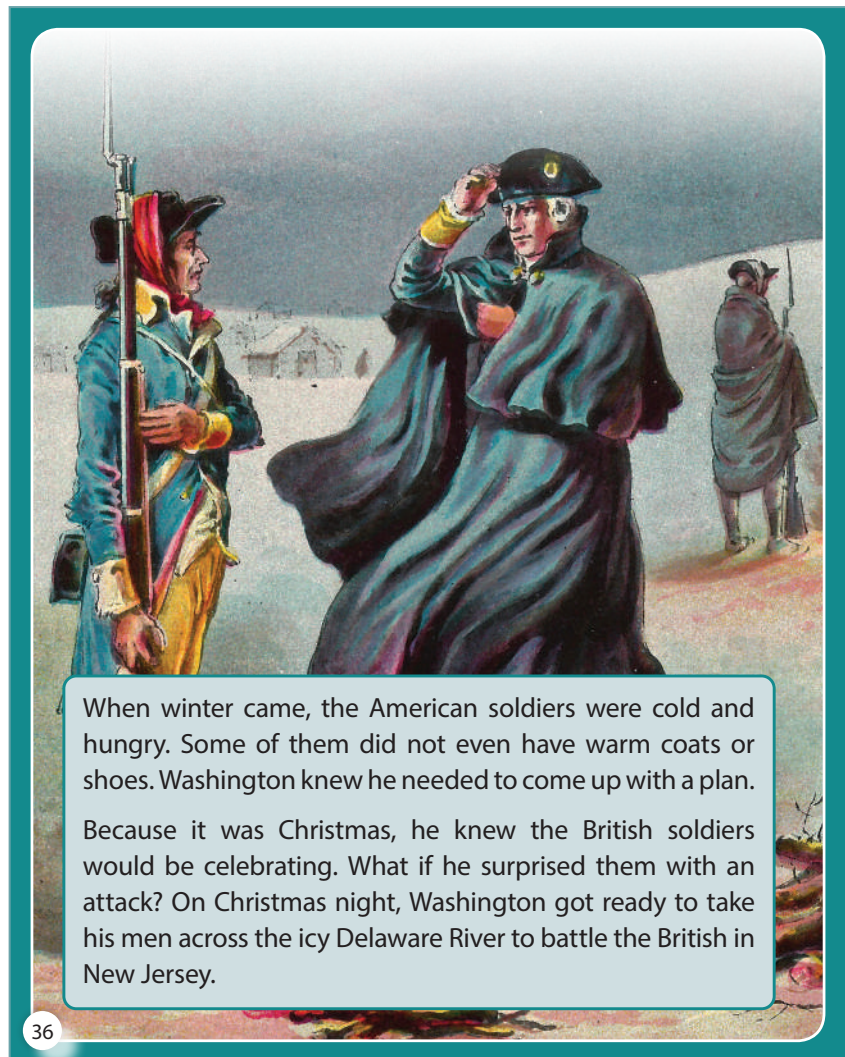
LITERAL—Who was put in charge of the American army? (2.7, 2.7.a)

» George Washington was put in charge of the American army.

EVALUATIVE—Why did George Washington's soldiers lose battles? (2.7, 2.7.a)

» The soldiers lost battles because they did not have many weapons.

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



SUPPORT—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:

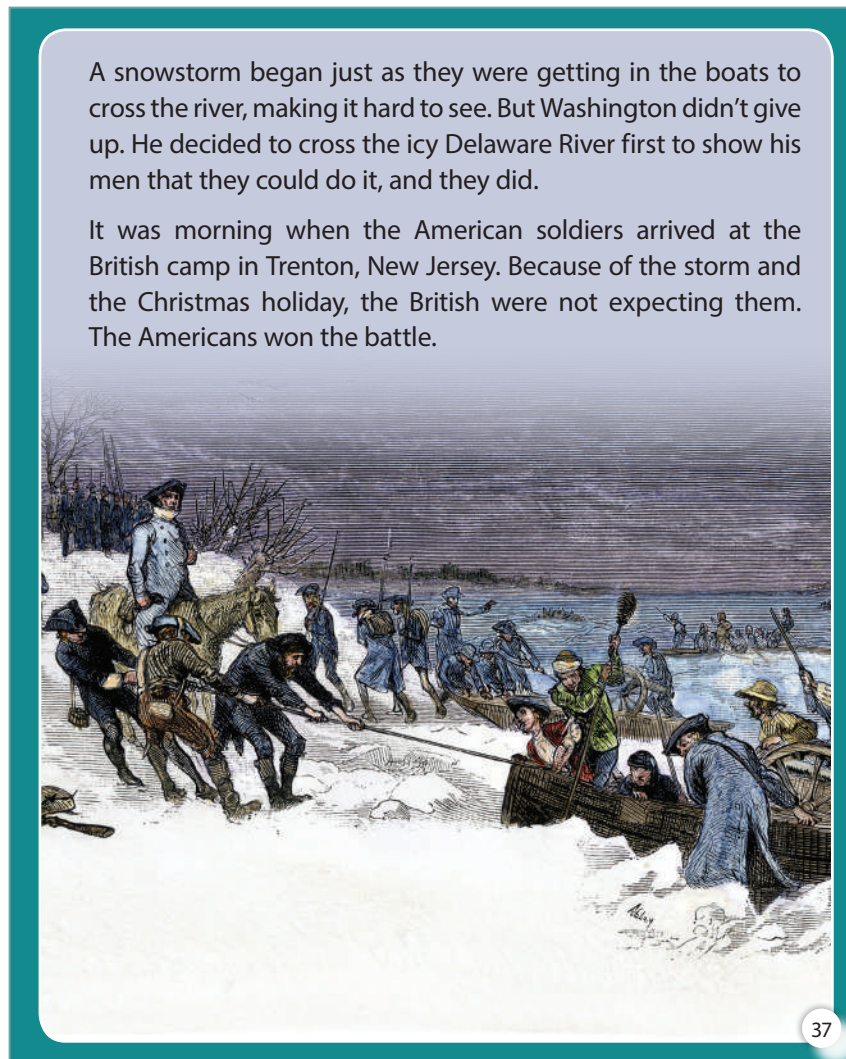
LITERAL—What happened to the American soldiers when winter came? (2.6, 2.7.a)


» When winter came, the American soldiers were cold and hungry.

LITERAL—What did George Washington decide to do and why? (2.6, 2.7.a)

- » George Washington decided to surprise the British soldiers with an attack while they were celebrating Christmas. If he made a surprise attack, he might win an important battle.

Now ask students to look at the image on page 37 as you read aloud.



 **SUPPORT**—Have students turn to the thirteen colonies map on page 13. Help them find Pennsylvania on the map and trace a path from Pennsylvania to New Jersey.

Ask students the following questions:

LITERAL—What did George Washington decide to do as part of his surprise attack? (2.6, 2.7.a)

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

LITERAL—What happened after Washington and his soldiers crossed the river? (2.6, 2.7.a)

- » They surprised the British and won the battle.

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

The battle at Trenton was a big win, but it didn't end the war. There was a lot more fighting to be done. After many years, the colonies, now called the United States of America, finally won their independence.



Then, George Washington, who had been a great leader during the war, became the first president of the United States. His wife, Martha Washington, became the First Lady. As First Lady, she organized social gatherings and supported her husband.

38

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.

SUPPORT—Explain that the First Lady is the wife of the president of the United States. The husband of a president would be called the First Gentleman.

Ask students the following questions:

LITERAL—After America won its independence, who became the first president of the United States? **(2.7.a)**

- » After America won its independence, George Washington became the first president of the United States.

LITERAL—Who was Martha Washington? **(2.7.b)**

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

Now ask students to look at the image on page 39 as you read aloud.

The colonists fought for freedom and to create a new country. During this difficult and important fight, some brave people stood out. One of them was an African American man named James Lafayette. He was a spy, which means he secretly gathered information to help the American forces. Even though he was enslaved, Lafayette risked his life to help the colonists win the war.



39

SUPPORT—Remind students that to be enslaved means being forced to work for someone else for no pay and without the freedom to leave. Explain that even though James Lafayette helped Americans fight for their freedom from Britain, he and other enslaved African Americans did not win freedom for themselves.

Ask students the following question:

LITERAL—Who was James Lafayette? (2.6)

- » James Lafayette was an enslaved African American man who helped the colonists win the war even though he wasn't free.

Now ask students to look at the image on page 40 as you read aloud.



SUPPORT—Explain that the Fourth of July is also called Independence Day. It is the day that American leaders approved the Declaration of Independence. (2.7, 2.7.c)

Ask students the following question:

LITERAL—How do we celebrate the Fourth of July today? (2.7, 2.7.c)

» Today, we light fireworks to celebrate the Fourth of July.

Now ask students to look at the image on page 41 as you read aloud.

An American Folk Tale—George Washington and the Cherry Tree

Once upon a time, there was a young boy named George Washington who lived on a farm with his family. George was curious and loved exploring nature. He enjoyed spending time outdoors, taking care of the plants and trees in his family's garden.

One day, George's father noticed that one of his favorite cherry trees in the garden had been chopped down. He was not happy about it and wanted to find out who was responsible. He asked everyone in the family if they knew what had happened to the tree.

When George's father asked George if he knew anything about the cherry tree, George admitted that he had chopped it down with his new hatchet. Legend says that George declared, "I cannot tell a lie." George's father was surprised but also very proud of his son's honesty.

George's father explained that even though the tree was valuable, he was happier that George had told the truth. He also taught George the importance of being honest, saying that it is always better to tell the truth, even if it means admitting to a mistake.



41

SUPPORT—Explain that a folk tale is a traditional story, usually passed down through generations verbally. It often explains something about nature, history, or the customs of a people. Folk tales can include stories, myths (traditional stories that explain something), and legends (traditional stories about people in the past that may be untrue). They often have lessons or morals. Folk tales also help form a connection between citizens of a nation, by giving them shared stories to tell one another. All societies have stories that unite their people. This is a folk tale about George Washington. Have students share what they remember hearing about George Washington in the chapter. **(2.8)**

SUPPORT—Explain that this story is likely not true but that we tell it anyway because of the lesson that it teaches.

SUPPORT—Read the folk tale aloud. Explain the meaning of the following terms as they are encountered in the text:

- A **hatchet** is a small tool that looks like an axe. It has a handle and a sharp metal blade. People use a hatchet to chop small pieces of wood or other things. If you were to imagine a person chopping firewood, they might use a hatchet.
- If something is **valuable**, it means it is very important or worth a lot. This could be because it costs a lot of money, like a diamond, or because it has special meaning, like a family photo.

Ask students the following questions:

LITERAL—In the folk tale, what did George Washington do? (2.7.a, 2.8)

» George Washington chopped down the cherry tree in his father’s garden.

LITERAL—In the folk tale, what did George Washington declare when his father asked if he knew about the cherry tree? (2.7.a, 2.8)

» George Washington declared, “I cannot tell a lie.”

EVALUATIVE—What lesson are we supposed to learn from this story? (2.7.a, 2.8)

» We are supposed to learn to always be honest, that it is better to tell the truth, even if it means admitting a mistake.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the events on the cards.
- Review and discuss the Framing Question: “How did the colonies win their independence?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—How did the colonies win their independence?

- » The colonies won their independence through a series of protests, stands, and battles against British rule. When King George III and Parliament put a tax on tea, the colonists protested by preventing British ships from unloading their tea cargo and eventually threw it overboard in the Boston Tea Party. When the British tried to punish the colonies by closing Boston Harbor, leaders of the colonies came together to write a letter to King George III, demanding fair treatment.

The colonists began preparing for battle. The British had planned to return to Concord to seize hidden weapons, but Paul Revere warned the patriots about their plans. Even though Revere was captured, the patriots were ready when the British came, marking the start of the battles between the British and the Americans.

Eventually, the leaders of the colonies declared independence from Britain. This was officially done in a document called the Declaration of Independence, written mainly by Thomas Jefferson. This marked the birth of a new nation—the United States of America. Despite difficulties, the American soldiers, led by George Washington, were victorious in many battles, culminating in America winning its independence from Britain.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 4

TOPIC: Washington, D.C., and American Symbols

Primary Focus Objectives

- ✓ Describe state and nationally designated holidays. (2.7.c)
- ✓ Identify and describe American symbols, monuments, landmarks, and places. (2.7, 2.7.d, 2.7.e)
- ✓ Understand the meaning of the following domain-specific vocabulary: *symbols, capital city, monuments, justice, national anthem, motto, government, inauguration, commemorate, gratitude, and traditions.*

Materials Needed

Activity Page



AP 4.1

- individual student copies of *The Beginnings of America* Student Book
- teacher and individual student copies of America's First Flag (AP 4.1)
- map of the United States
- image of the United States Capitol
- video of the "Star-Spangled Banner"
- video of the changing of the guard at Arlington National Cemetery

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the map, image, and videos may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About Washington, D.C., and American Symbols":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce "Washington, D.C., and American Symbols"

Review what students learned about how the thirteen English colonies became the country of the United States. Explain that in this chapter, students are going to learn more about the United States.

Framing Question

What places and symbols represent the United States?

Core Vocabulary

symbols capital city monuments justice
national anthem motto government inauguration
commemorate gratitude traditions

Chapter 4: “Washington, D.C., and American Symbols”

Distribute copies of the Student Book. Ask students to turn to page 42 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Washington, D.C., and American Symbols.”



CORE VOCABULARY—Explain that **symbols** are objects that represent something else. An American flag is a symbol of the United States.

SUPPORT—Students may recall hearing about symbols as they are used in a map key in the Unit 1, *North America: Geography and Environment*, study of maps. Explain that the symbols in a map key represent places or objects that exist in real life.

SUPPORT—Explain that we often see symbols in our daily lives. A heart is a symbol of love; a thumbs-up is a symbol of approval; a thumbs-down is a symbol of disapproval.

SUPPORT—Direct students to look at the picture on the page. Explain that the bird on the page is a bald eagle. This type of eagle is only found in North America. Like the American flag, the bald eagle is also a symbol of the United States. It represents strength.

Ask students the following question:

LITERAL—What do symbols often represent? (2.7)

» Symbols often represent a people, a place, or a country.

Now ask students to look at the image on page 43 as you read aloud.

Every country has a capital city. Ours is the District of Columbia, but you might know it as Washington, D.C. The city is home to beautiful parks, wide avenues, and important buildings. One of these is the U.S. Capitol building, where Congress, the people who make our laws, meets.



43

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



SUPPORT—Display a map of the United States. Point out the location of Washington, D.C.

Note: Students may recall hearing about Washington, D.C., in their Unit 1, *North America: Geography and Environment*, study of the United States.

SUPPORT—Point out the Capitol building in the image. Explain that the image shows the Capitol as it looked long ago. Display an image of the Capitol today, and invite students to compare the two images. **(2.5)**

SUPPORT—Help students understand the name “Washington, D.C.” “Washington” is for George Washington. “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. **(2.7.a)**

CHALLENGE—Ask students to name the state in which they live. (*Louisiana*) Then ask if they know the name of their state’s capital city. (*Baton Rouge*)

Ask students the following questions:

LITERAL—What is the capital city of the United States? **(2.7)**

» Washington, D.C., is the capital city of the United States.

LITERAL—What is the Capitol building in Washington, D.C.? **(2.7.e)**

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

Now ask students to look at the image on page 44 as you read aloud.



We also have a special place where the president and the president's family live called the White House. George Washington and his wife, Martha, made plans for the mansion, but they never lived there. The first president who lived in the White House was John Adams. His wife, Abigail, was the First Lady. She told her husband to "remember the ladies" when he was serving as president.

44

SUPPORT—Explain that the president does not just live in the White House. They work there too. Part of the building is where the president and their family live and part is where the president and their staff work.

SUPPORT—Explain that a mansion is a very large and fancy house. Mansions often have many rooms for different activities, such as multiple bedrooms and bathrooms, a big kitchen, and maybe even rooms for playing games or watching movies. They might also have big gardens or lawns outside.

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 they can be reelected.

Ask students the following question:

LITERAL—What is the house where the president lives called? (2.7)

» The house where the president lives is called the White House.

Now ask students to look at the images on page 45 as you read aloud.

Washington, D.C., also has important monuments to remember important people. The Jefferson Memorial honors Thomas Jefferson, who was the third president of the United States and the main writer of the Declaration of Independence.



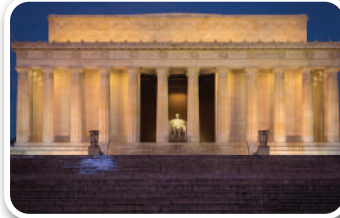
Jefferson Memorial

The Martin Luther King Jr. Memorial is a large statue honoring Dr. King, a leader who fought for equality and justice for all people.



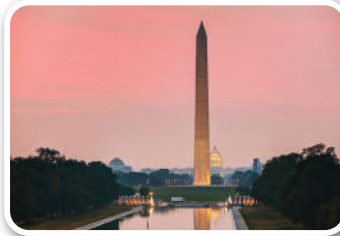
Dr. Martin Luther King Jr. Memorial

The Lincoln Memorial is a statue and monument that celebrates Abraham Lincoln, the sixteenth president. He led the country during the Civil War.



Lincoln Memorial

The Washington Monument is a tall, pointed pillar that was built to honor George Washington, the first president of the United States.



Washington Monument

45

CORE VOCABULARY—Explain that **monuments** are a special kind of structure or statue built to remember and honor a special person or event. You might see monuments in parks or in front of important buildings.

Note: Students in the Bayou Bridges program may recall learning about Martin Luther King Jr. and Abraham Lincoln in Kindergarten. Invite volunteers to share what they remember.

CORE VOCABULARY—Explain that **justice** means being fair and right. Justice often includes making sure everyone is treated equally and no one is left out or hurt. Dr. King fought for justice because he wanted everyone, no matter their skin color, to be treated equally and fairly. He wanted everyone to have the same rights and opportunities.

SUPPORT—Explain that the Civil War was an event in the past when two parts of the country—the North and the South—fought against each other.

Ask students the following questions:

LITERAL—Who does the Jefferson Memorial honor? (2.7.e)

- » The Jefferson Memorial honors Thomas Jefferson, the third president of the United States and the main writer of the Declaration of Independence.

LITERAL—What is the Martin Luther King Jr. Memorial? (2.7.e)

- » The Martin Luther King Jr. Memorial is a large statue honoring Dr. King, a leader who fought for equality and justice for all people.

LITERAL—Who does the Lincoln Memorial celebrate? (2.7.e)

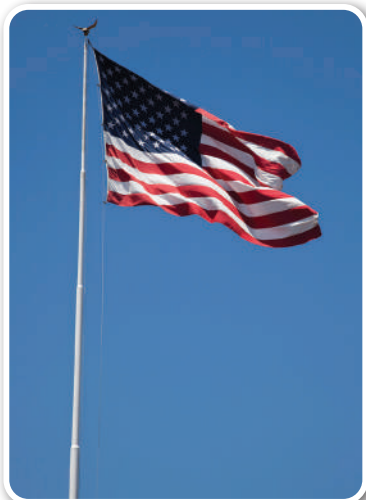
- » The Lincoln Memorial celebrates Abraham Lincoln, the sixteenth president. He led the country during the Civil War.

LITERAL—Who does the Washington Monument honor? (2.7.e)

- » The Washington Monument honors George Washington, the first president of the United States.

Now ask students to look at the images on page 46 as you read aloud.

Our country also has special symbols. The first American flag was made with thirteen stars and thirteen red and white stripes, each representing one of the original thirteen colonies. Betsy Ross, a woman from Philadelphia, is believed to have sewn this first flag.



Now our flag has fifty stars for the fifty states and still thirteen stripes for the original thirteen colonies.

46

SUPPORT—Direct students to look at the flag that Betsy Ross is sewing in the top image. Ask: How is it different from the modern flag at the bottom 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.*) (2.5, 2.7.b)

Ask students the following questions:

LITERAL—How many stars and stripes are on the American flag today? (2.7.d)

» Today the flag has fifty stars and thirteen stripes.

LITERAL—Who was Betsy Ross? (2.7.b)

» Betsy Ross is the woman believed to have designed the first flag.

Now ask students to look at the image on page 47 as you read aloud.

The Pledge of Allegiance was written in 1892 by Francis Bellamy. American citizens say the pledge to promise loyalty to the United States and its flag.



When saying the pledge, we put our right hand over our heart.

47

SUPPORT—Invite student volunteers to recite the pledge if they remember it.

Ask students the following questions:

LITERAL—Who wrote the Pledge of Allegiance? (2.7.d)

» Francis Bellamy wrote the pledge.

LITERAL—What do we do when we say the pledge? (2.7.d)

» When we say the pledge, we put our right hand over our heart.

Now ask students to look at the image on page 48 as you read aloud.

"The Star-Spangled Banner" is the United States' national anthem. This song was written by Francis Scott Key during the War of 1812. He was inspired after seeing a U.S. flag flying at dawn after a night of heavy bombing by the British.



48

CORE VOCABULARY—Explain that the **national anthem** is a country's official national song.

SUPPORT—Explain that *banner* means flag. Ask students what they think *star-spangled* means. (*decorated with stars*)

 **SUPPORT**—Play the national anthem for students. Encourage students to sing along.

Ask students the following questions:

LITERAL—Who wrote the national anthem of the United States? **(2.7.d)**

» Francis Scott Key wrote the national anthem of the United States.

LITERAL—What is the name of the national anthem of the United States? **(2.7.d)**

» The name of the national anthem of the United States is "The Star-Spangled Banner."

Now ask students to look at the images on page 49 as you read aloud.

Another important symbol is the Liberty Bell in Philadelphia. This bell rang to announce that the Declaration of Independence had been sent to the king. To this day, it remains a symbol of America's freedom.



The national motto of the United States is "In God We Trust." First used on coins during the Civil War in the 1860s, it was adopted as the official U.S. motto in 1956.



49

SUPPORT—Explain that the Declaration of Independence was signed on July 4, 1776, but that 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. Some believe it cracked when it was first installed in the 1750s but was repaired. It cracked two more times in the 1800s. The crack that can be seen today is actually from the last (unsuccessful) repair.

CORE VOCABULARY—Explain that a **motto** is a short sentence or phrase that is used to express the beliefs or goals of a person, group, or organization.

Ask students the following questions:

EVALUATIVE—Why is the Liberty Bell an important American symbol? (2.7.d)

- » The Liberty Bell is an important American symbol because it rang to announce that the Declaration of Independence had been sent to the king.

LITERAL—What is the national motto of the United States? (2.7.d)

» The national motto of the United States is “In God We Trust.”

Now ask students to look at the images on page 50 as you read aloud.


Uncle Sam is another symbol of the United States. He is often shown as a tall man with a beard, wearing a suit with the colors of the American flag—red, white, and blue. The symbol was created during the War of 1812 and was used to represent the U.S. government.



The Statue of Liberty is a large statue that was given to the United States by the people of France. It stands on Liberty Island in New York Harbor. The statue is a symbol of freedom and represents the friendship between the two countries.

50

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

 **SUPPORT**—Explain that New York Harbor is part of New York City in the state of New York. Show students the location of the state of New York on the map of the United States.

Ask students the following questions:

EVALUATIVE—Why was Uncle Sam created? (2.7.d)

» Uncle Sam was created to represent the U.S. government during the War of 1812.

LITERAL—What does the Statue of Liberty represent? (2.7.d)

» The Statue of Liberty is a symbol of freedom and represents friendship between France and the United States.

Now ask students to look at the image on page 51 as you read aloud.

Have you ever seen a fancy eagle on documents or seals? That's the American bald eagle, and it is on the Great Seal of the United States. Today, there are fifty stars surrounding the eagle, one star for each state. The branch in one of the eagle's claws is an olive branch, a symbol of peace.



51

SUPPORT—Have students find the eagle in the image. Explain that the olive branch is in the eagle's right (our left) claw and that in its left (our right) claw, the eagle clutches arrows—a symbol of military strength.

Ask students the following questions:

LITERAL—What animal is shown on the Great Seal of the United States? (2.7.d)

» The American bald eagle is shown on the Great Seal of the United States.

LITERAL—What does the olive branch in one of the eagle's claws represent? (2.7.d)

» The branch in one of the eagle's claws represents peace.

Now ask students to look at the images on page 52 as you read aloud.

These symbols and places help us remember our history and what makes our country special. We celebrate special holidays in the United States, too. For example, on Martin Luther King Jr. Day, we remember Dr. King's work to achieve equality for all.



On Independence Day, we celebrate our country's birthday.



52

SUPPORT—Remind students that Independence Day and the Fourth of July are the same day.

Ask students the following questions:

LITERAL—What does Martin Luther King Jr. Day celebrate? (2.7.c)

» On Martin Luther King Jr. Day, we remember the work Dr. King did to achieve equality for all.

LITERAL—What do we celebrate on Independence Day? (2.7.c)

» On Independence Day, we celebrate our country's birthday.

Now ask students to look at the images on page 53 as you read aloud.

On Veterans Day, we honor those who served in our military.



The Tomb of the Unknown Soldier is a monument dedicated to military members who died while serving their country.



53

SUPPORT—Show students a video of the changing of the guard at the Tomb of the Unknown Soldier at Arlington National Cemetery near Washington, D.C.

Ask students the following question:

LITERAL—Who do we honor on Veterans Day? (2.7.c)

» On Veterans Day, we honor those who served in our military.

Now ask students to look at the image on page 54 as you read aloud.

Other holidays, like New Year's Day, bring in a fresh start. On Inauguration Day, we celebrate the beginning of a president's term. Washington's Birthday, also known as Presidents' Day, is a time to remember our country's leaders.



Memorial Day is a day to honor the soldiers who bravely served our country.

54

CORE VOCABULARY—Explain that an **inauguration** is a special ceremony to celebrate the beginning of something, especially the start of a leader's time in office.

SUPPORT—Ask students to identify the building in the image. (Hint: they saw it earlier in the chapter.) (*the Capitol*) **(2.7.e)**

Ask students the following question:

LITERAL—What is Washington's Birthday known as? **(2.7.c)**

» Washington's Birthday is known as Presidents' Day.

LITERAL—Who does Memorial Day honor? **(2.7.c)**

» Memorial Day honors soldiers who bravely served our country.

Now ask students to look at the images on page 55 as you read aloud.



Mardi Gras is a big carnival and an important celebration in Louisiana. It means Fat Tuesday in French. People dress up in costumes and masks, walk through the streets, and attend parades.

55

Ask students the following questions:

LITERAL—Which holiday is “Fat Tuesday” in French? (2.7.c)

» Mardi Gras is “Fat Tuesday” in French.

LITERAL—What do people do for Mardi Gras? (2.7.c)

» People dress up in costumes and masks, walk through the streets, and attend parades.

Now ask students to look at the images on page 56 as you read aloud.



CORE VOCABULARY—Explain that to **commemorate** means to honor the memory of an important event.

Ask students the following questions:

LITERAL—What does Juneteenth commemorate? (2.7.c)

» Juneteenth commemorates the end of slavery.

LITERAL—What does Labor Day recognize? (2.7.c)

» Labor Day recognizes the hard work and achievements of American workers.

Now ask students to look at the images on page 57 as you read aloud.

Columbus Day remembers the arrival of Europeans in the Americas.

On Thanksgiving Day, we share our gratitude and a special meal with friends and family. On Christmas, we may give gifts, go to church, and spend time together.



Each of these holidays brings its own special traditions that help mark time throughout the year.

57

SUPPORT—Explain that some places do not celebrate Columbus Day. Instead, they celebrate Indigenous Peoples' Day, which honors the contributions of Native Americans.

SUPPORT—Explain that the holidays discussed in this chapter fall in the following months:

New Year's Day: January

Martin Luther King Jr. Day: January

Inauguration Day: January (every four years)

Presidents' Day: February

Mardi Gras: February (*NOTE: Sometimes Mardi Gras occurs in March.*)

Memorial Day: May

Juneteenth: June

Independence Day: July

Labor Day: September

Columbus Day: October

Veterans Day: November

Thanksgiving Day: November

Christmas: December

CORE VOCABULARY—Explain that **gratitude** means being thankful for what you have.

Note: Some students may not celebrate Christmas. Be sensitive to those students when discussing the Christmas holiday.

CORE VOCABULARY—Explain that **traditions** are special things that people do again and again, usually with their families or communities, often on special occasions or holidays.

Ask students the following question:

LITERAL—What does Columbus Day remember? (2.7.c)

» Columbus Day remembers the arrival of Europeans in the Americas.

Then and Now, page 58

Ask students to look at the images on page 58.

Then



Now



58

Tell students that these images show the White House. Ask: What is the White House? (*It's the place where the president of the United States lives and works. It is in Washington, D.C.*) (2.7.e)

Guide students to the Then image. Explain that this shows the White House a long time ago.

Guide students to the Now image. Explain that this shows the White House today.

Have students compare the two images.

Ask students the following questions:

EVALUATIVE—What is similar or alike in the images? (2.5)

- » Both show the White House, its front garden, and people in front.

EVALUATIVE—What is different in the images? (2.5)

- » In the Then picture, people are riding on horses on a dirt road in front of the White House. There is also no fence in front of the White House. In the Now picture, there is a fence keeping people outside the White House and pillars that separate the White House from the road. The road is also paved.

INFERENTIAL—Why do you think people, like the ones in the Now picture, like to visit the White House? (2.4)

- » Answers will vary, but students may say that people want to visit the White House because it is a special and important place where the president of the United States lives and works. They might want to learn about history and the people who have lived there. They might also want to see it in person because it is a famous building that represents American government and leadership.

Timeline Card Slide Deck

- Show students the Chapter 4 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the events on the cards.
- Review and discuss the Framing Question: "What places and symbols represent the United States?"



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—What places and symbols represent the United States?

- » Some places that represent the United States include the Capitol building where Congress meets, the White House where the president lives, and various memorials and monuments in Washington, D.C., such as the Jefferson Memorial, the Martin Luther King Jr. Memorial, the Lincoln Memorial, and the Washington Monument.

Some symbols that represent the United States include the American flag with its fifty stars representing the fifty states and thirteen stripes for the original colonies. The Liberty Bell is a symbol of America's freedom, and our national motto is "In God We Trust." There are also symbols like Uncle Sam, the Statue of Liberty, and the American bald eagle seen on the Great Seal of the United States.

Holidays like Martin Luther King Jr. Day, Independence Day, and Veterans Day help us remember important parts of our history. All of these symbols and places represent important parts of our country's history and what makes our country unique.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources>

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Answer Key: *The Beginnings of America*—Chapter Assessments 116

Chapter 1 Assessment: *North America's First Peoples*

Make sufficient copies of the Student Answer Sheet for each student; see pages 90–91 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. What was used by both the Eastern Woodlands people and people of the Pacific Northwest? **(2.21, 2.26)**
 - a) longhouses
 - b) canoes
 - c) kivas
2. What type of food did Eastern Woodlands people and people of the Pacific Northwest eat? **(2.21)**
 - a) corn
 - b) turkeys
 - c) fish
3. What kind of buildings did Eastern Woodlands people live in? **(2.21)**
 - a) stone buildings
 - b) longhouses
 - c) plank houses
4. What type of weather did the Ancestral Pueblo people believe Kokopelli would bring? **(2.8)**
 - a) rain
 - b) snow
 - c) sunshine
5. What did the Pacific Northwest people make their canoes out of? **(2.21)**
 - a) totems
 - b) trees
 - c) baskets
6. What was carved on the Pacific Northwest people's totems? **(2.8)**
 - a) canoes
 - b) flowers
 - c) animals

Chapter 1 Assessment Student Answer Sheet: North America's First Peoples

1.

a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.



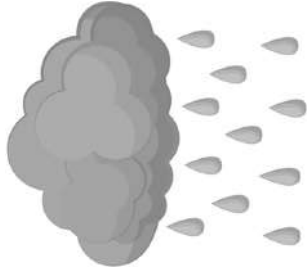
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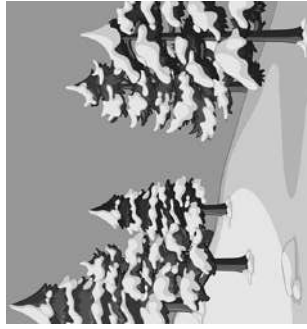
Chapter 1 Assessment Student Answer Sheet: North America's First Peoples

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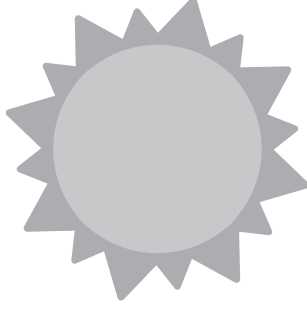
a.



b.

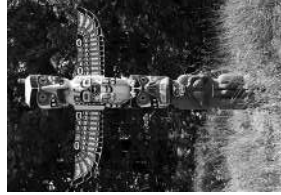


c.



5.

a.



b.



c.

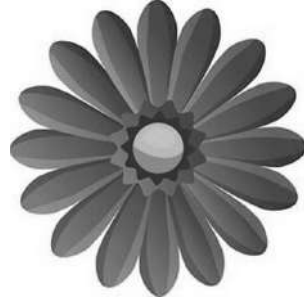


6.

a.



b.



c.



Chapter 2 Assessment: *Thirteen Colonies*

Make sufficient copies of the Student Answer Sheet for each student; see pages 93–94 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. Before the United States had a name, it was called _____. (2.5)
 - a) the thirteen colonies
 - b) France
 - c) Great Britain
2. The thirteen colonies were originally controlled by _____. (2.10.a)
 - a) France
 - b) Germany
 - c) England
3. The colonists thought British taxes were unfair and were angry at _____. (2.10.a)
 - a) King George III
 - b) Benjamin Franklin
 - c) British soldiers
4. Many enslaved people were brought from Africa to the colonies to _____. (2.10.a)
 - a) become religious leaders
 - b) read and write
 - c) work on plantations
5. Anne Hutchinson believed in peoples' right to _____. (2.7.b)
 - a) protest
 - b) free speech
 - c) read and write

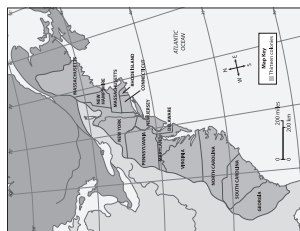
Name _____

Date _____

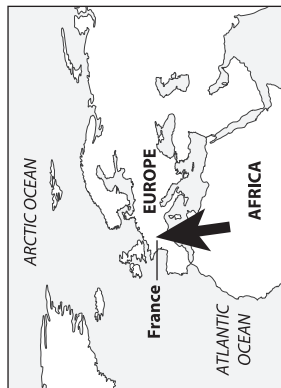
Chapter 2 Assessment Student Answer Sheet: *Thirteen Colonies*

1.

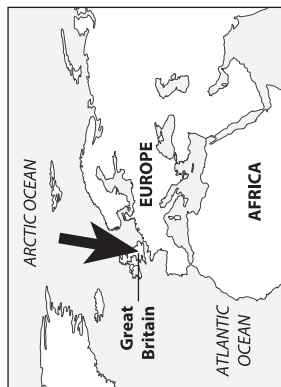
a.



b.

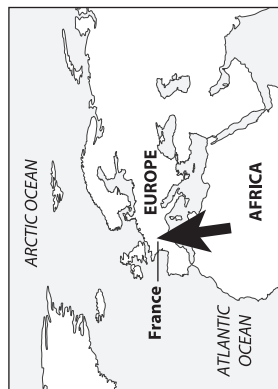


c.

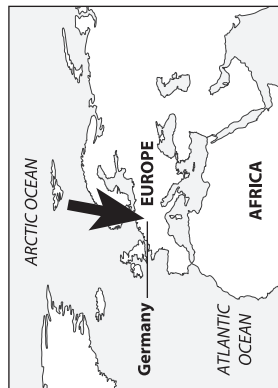


2.

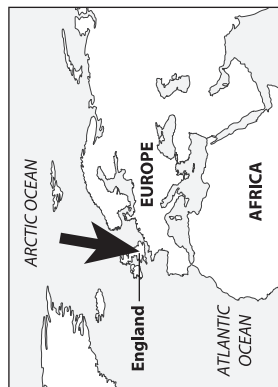
a.



b.



c.



3.

a.



b.



c.



Name _____ Date _____

Chapter 2 Assessment Student Answer Sheet: *Thirteen Colonies*

4.

a.



b.



c.



5.

a.



b.



c.



Chapter 3 Assessment: *From Colonies to Independence*

Make sufficient copies of the Student Answer Sheet for each student; see pages 97–99 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. At the Boston Tea Party, the colonists _____. **(2.6, 2.10.a)**
 - a) drank tea
 - b) threw tea into Boston Harbor
 - c) set off fireworks
2. The American leaders thought the British laws were unfair and sent letters to _____. **(2.6, 2.10.b)**
 - a) Benjamin Franklin
 - b) George Washington
 - c) King George III
3. American soldiers in Concord were called _____. **(2.6)**
 - a) loyalists
 - b) redcoats
 - c) minutemen
4. The Declaration of Independence was written mostly by _____. **(2.7.a, 2.10.b)**
 - a) Paul Revere
 - b) King George III
 - c) Thomas Jefferson
5. Who said, “Give me liberty, or give me death!”? **(2.6, 2.7.a)**
 - a) Patrick Henry
 - b) John Adams
 - c) George Washington
6. Benjamin Franklin _____. **(2.7.a)**
 - a) commanded the American army
 - b) invented many useful things
 - c) built the White House

7. George Washington was the _____. (2.6, 2.7.a)
- a) writer of the Declaration of Independence
 - b) leader of America's army in the American Revolution
 - c) inventor of the lightning rod
8. Today, we celebrate America's decision to become independent by _____. (2.5)
- a) shooting cannons
 - b) setting off fireworks
 - c) lighting lanterns

Name _____

Date _____

Chapter 3 Assessment Student Answer Sheet: *From Colonies to Independence*

1.

a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.



Name _____ Date _____

Chapter 3 Assessment Student Answer Sheet: *From Colonies to Independence*

4.

a.



b.



c.



5.

a.



b.



c.



6.

a.



b.



c.



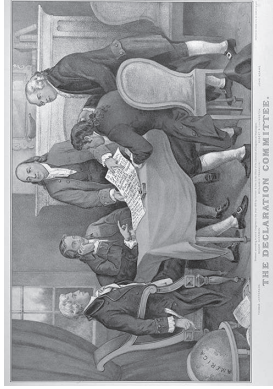
Name _____

Date _____

Chapter 3 Assessment Student Answer Sheet: *From Colonies to Independence*

7.

a.



b.



c.

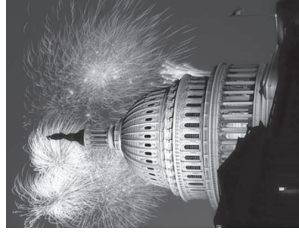


8.

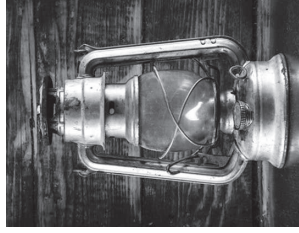
a.



b.



c.



Chapter 4 Assessment: *Washington, D.C., and American Symbols*

Make sufficient copies of the Student Answer Sheet for each student; see pages 101–102 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. Congress meets at the _____ in Washington, D.C. (2.7.e)
 - a) Capitol
 - b) Lincoln Memorial
 - c) White House
2. The place where the president lives is the _____. (2.7.e)
 - a) Washington Monument
 - b) White House
 - c) Capitol
3. Betsy Ross is said to have _____. (2.7.b)
 - a) written the national anthem
 - b) made the first flag
 - c) helped design Washington, D.C.
4. When we say the Pledge of Allegiance, we _____. (2.7.d)
 - a) hold up our arms like the Statue of Liberty
 - b) ring a bell to remember the Liberty Bell
 - c) stand with our hands over our hearts
5. We honor soldiers who bravely served America on _____. (2.7.c)
 - a) Veterans Day
 - b) Labor Day
 - c) Mardi Gras
6. One image on the Great Seal of the United States is _____. (2.7.d)
 - a) a cannon
 - b) a lantern
 - c) an eagle

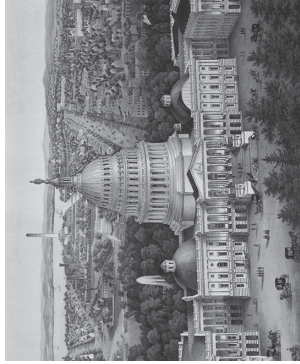
Name _____

Date _____

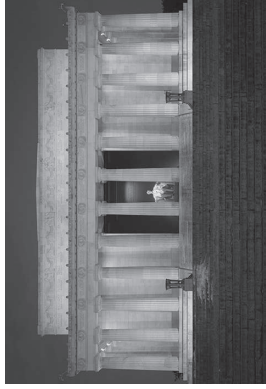
Chapter 4 Assessment Student Answer Sheet: *Washington, D.C., and American Symbols*

1.

a.



b.



c.



2.

a.



b.



c.



3.

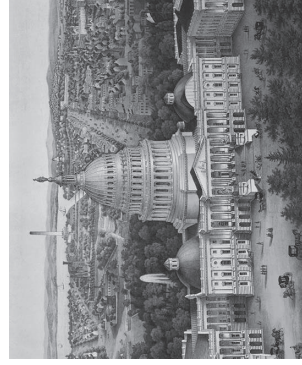
a.



b.



c.



Chapter 4 Assessment Student Answer Sheet: *Washington, D.C., and American Symbols*

4.

a.



b.



c.



5.

a.



b.



c.



6.

a.



b.



c.



Culminating Activity: *The Beginnings of America*

Retelling America's Story with Puppets

Activity Page



AP CA.1

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

Note: You may wish to have an adult, such as yourself or a classroom aide, cut out the puppets, instead of having students do it themselves. 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 their part in the creation of the United States.

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

Performance Task: *The Beginnings of America*

Materials Needed: four blank 5" × 8" index cards per student; pencils; assorted thin-tipped colored markers; individual student copies of *The Beginnings of America* Student Book

Teacher Directions: In this unit, students learned about the beginnings of America. It was initially inhabited by diverse Native American groups, then thirteen colonies controlled by England were established along the eastern coast after the 1600s. The king of England, King George III, wanted more money to pay for his wars, so he placed heavy taxes on the colonists. The colonists didn't like paying these high taxes, and they felt like the king wasn't treating them fairly. At the same time, ships were bringing people from Africa to America and forcing them to work as slaves on plantations. In 1773, the colonists decided to take a stand against King George III. They held a protest, where they dumped tea into Boston Harbor. King George sent soldiers to fight the colonists. The colonists fought back in a war called the War of Independence. After many years of fighting, the colonists finally won their freedom in 1783. They wrote a document called the Declaration of Independence, which declared that "all men are created equal." The colonists also built a new capital city called Washington, D.C., to be the center of their new country. They also needed a flag. A woman named Betsy Ross is said to have sewn the first American flag, with thirteen stripes and stars representing the colonies of the new nation.

Have students reflect 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 beginnings of America. They will share the sights, sounds, and smells of early America 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 beginnings of America. Students should identify in their postcards the most important aspects of the beginnings of America that they have learned about that make it an important and interesting time to visit and think about.

Have students draw images of the beginnings of America on one side of each card and dictate a brief message about the beginnings of 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. You 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 their drawing by saying, "Tell me about what you drew and what it tells about life in the beginnings of America." It is not necessary for you to write verbatim what the student says but rather to capture bullet points that can later be used with the Performance Task Scoring 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	<p>Response is accurate and detailed. Student demonstrates strong understanding of the beginnings of America, identifying four of the following details (or other relevant details from the Student Book) in drawing and/or dictation:</p> <ul style="list-style-type: none">• Before colonists arrived, diverse groups of Native Americans already lived in North America.• In the 1600s, thirteen colonies were established along the east coast by people from European countries.• King George III of England imposed higher taxes on the colonies to pay for a war, sparking anger among colonists.• Enslaved Africans were brought to the colonies against their will. Many were forced to work on plantations without any rights, pay, or freedom.• In 1773, colonists staged the Boston Tea Party, during which they dumped tea into Boston Harbor to protest unfair taxes.• The Battle of Concord started the American Revolution, a war fought for independence between the colonists and British forces.• The colonists declared their separation from Britain in the Declaration of Independence.• The newly formed United States established Washington, D.C., as its capital city.• The American flag, with its thirteen stripes and stars, became a powerful symbol of the nation's unity and ideals of liberty and justice for all. America has many other symbols and holidays.
Average	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of the beginnings of America, noting three of the details listed above.</p>
Adequate	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of the beginnings of America, noting two of the details listed above.</p>
Inadequate	<p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</p>

Activity Page 1.1

Use with Chapter 1

Letter to Family

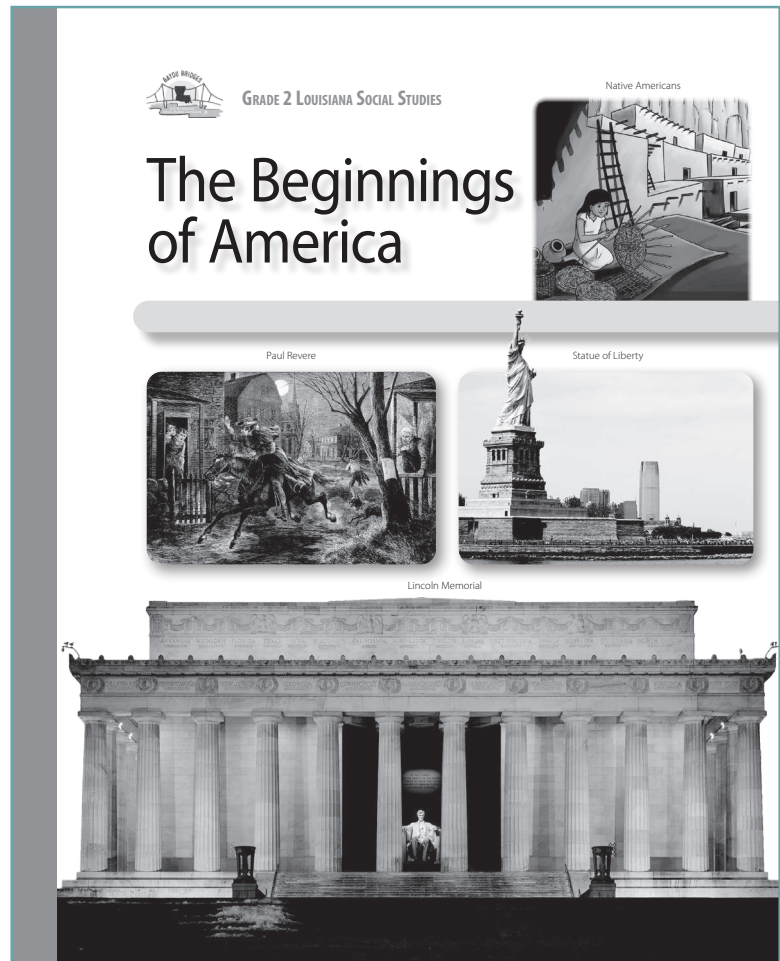
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the beginnings of America. They will learn about some of the first peoples who inhabited North America before the arrival of Europeans. They will learn about the thirteen colonies and the response of the colonists to King George III's taxes. They will explore how the colonists joined together to fight for freedom and learn about the new country they established after victory. They will also learn about how the newly formed United States of America established a capital and about symbols of the country today.

In this unit, students will explore maps and historical events. They will read exciting folk tales and stories about people who shaped the nation. They will also discuss important themes such as freedom and justice.

As part of their exploration, students will also learn a little bit about enslaved Africans who were brought to the American colonies. This information is presented in a factual, age-appropriate way. The goal is to foster an accurate understanding of life in and events of the past.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Activity Page 2.1

Use with Chapters 2 and 3

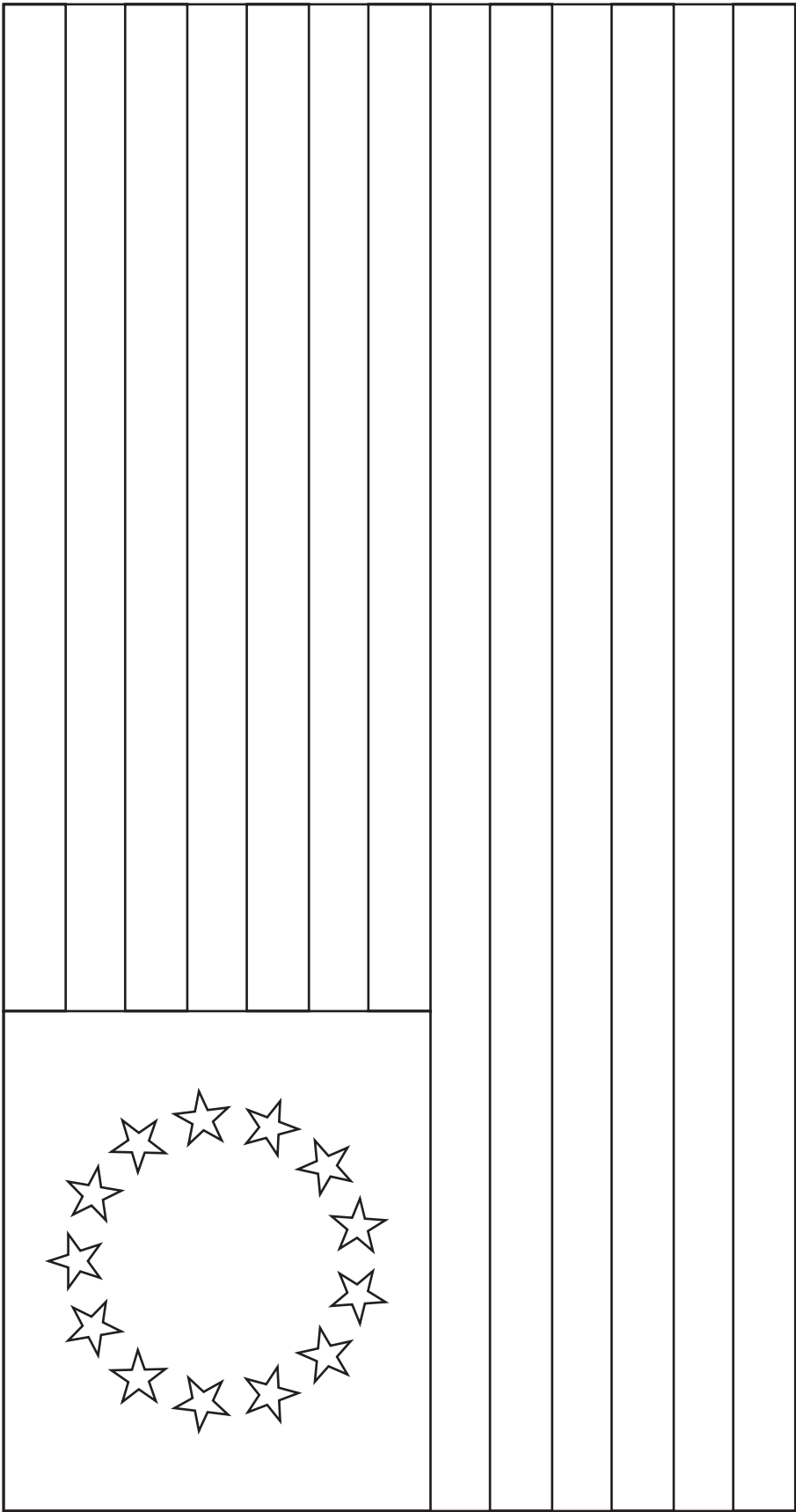
Map of the Thirteen Colonies



Name _____

Date _____

America's First Flag



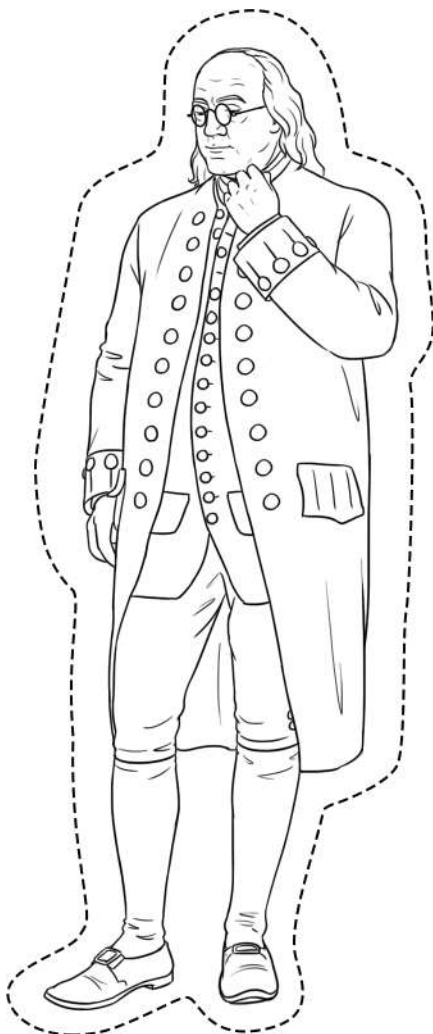
Name _____

Date _____

Activity Page CA.1

Use with Culminating Activity

Patriot Stick Puppets



Benjamin Franklin



Betsy Ross

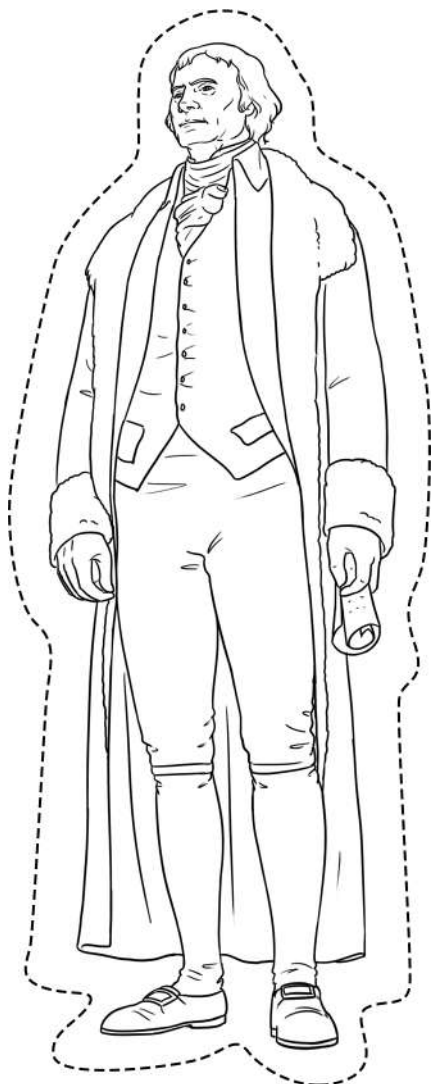
Name _____

Date _____

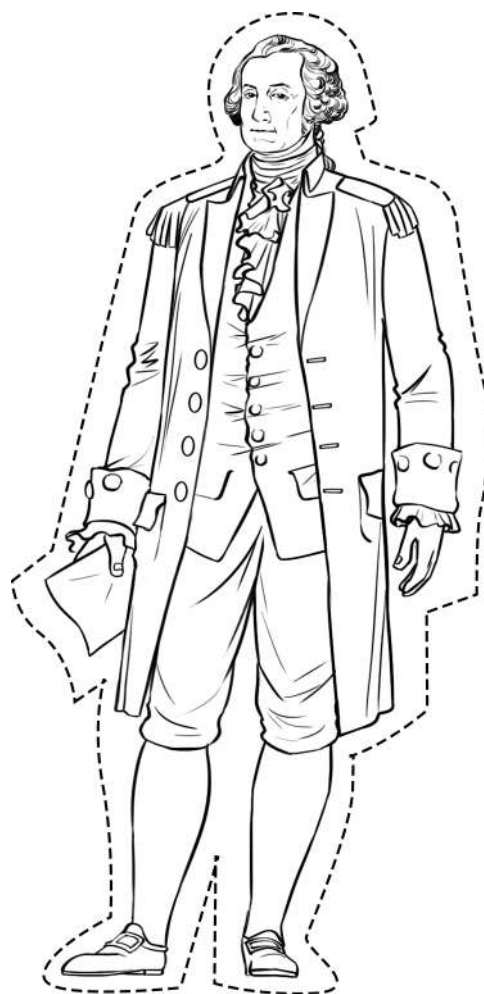
Activity Page CA.1 (continued)

Use with Culminating Activity

Patriot Stick Puppets



Thomas Jefferson



George Washington

Name _____

Date _____

Activity Page CA.1 (continued)

Use with Culminating Activity

Patriot Stick Puppets



Paul Revere

Name _____

Date _____

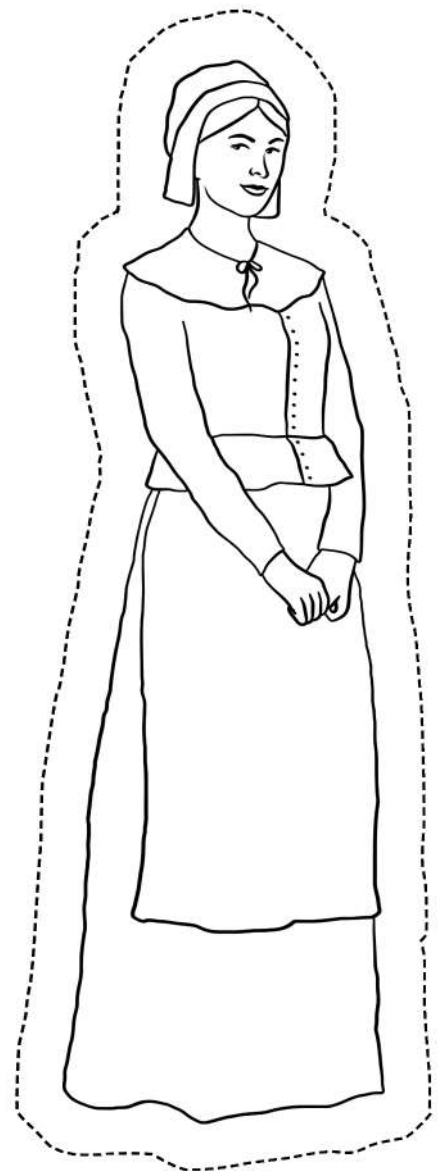
Activity Page CA.1 (continued)

Use with Culminating Activity

Patriot Stick Puppets



Phillis Wheatley



Anne Hutchinson

HISTORY

- 2.1** Create and use a chronological sequence of events using appropriate vocabulary.
- 2.2** Differentiate between primary and secondary sources. For example:
 - a)** Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b)** Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 2.3** Select and use appropriate evidence from primary and secondary sources to support claims.
- 2.4** Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.
- 2.5** Compare life in the United States in the past to life today.
- 2.6** Describe the significance of the American Revolution and the founding of the United States.
- 2.7** Identify and describe national historical figures, celebrations, symbols, and places.
 - a)** Identify and describe the Founding Fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison.
 - b)** Identify and describe historical female figures, including Abigail Adams, Anne Hutchinson, Dolley Madison, Betsy Ross, and Phillis Wheatley.
 - c)** Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day.
 - d)** Describe the history of American symbols, including the Liberty Bell, United States flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto "In God We Trust."
 - e)** Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King, Jr. Memorial in Washington, D.C., Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of Liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.
 - f)** Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.
- 2.8** Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States, including Native American legends, African American history, tall tales, and stories of folk heroes.

CIVICS

- 2.9** Describe the structure and responsibilities of each of the three branches of the U.S. government (legislative, executive, judicial).
- 2.10** Identify and describe principles of American democracy and relate them to the founding of the nation. a. Identify reasons for the settlement of the thirteen colonies and the founding of the United States, including the search for freedom and a new life. b. Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States, including equality under the law and fair treatment for all.
- 2.11** Explain the purpose of rules and laws in the United States.
- 2.12** Define governmental systems, including democracy and monarchy.
- 2.13** Describe civic virtues including voting, running for office, serving on committees, and volunteering.
- 2.14** Describe how hard work, good habits, consistent attendance in school, and planning for the future can help you achieve your goals, including attending college, learning a trade, and having a successful career.
- 2.15** Compare local, state, and national elected officials and explain their roles and responsibilities, including the president, governor, mayor, and representatives.

ECONOMICS

- 2.16** Describe the United States in economic terms, including free enterprise, private property, producers and consumers, profit and loss, costs and benefits, and imports and exports.
 - a)** Describe how people are both producers and consumers.
 - b)** Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.
 - c)** Identify examples of an economic cost or benefit of a decision or event.
- 2.17** Explain why and how people specialize in the production of goods and services.
- 2.18** Explain how scarcity of resources and opportunity costs require people to make choices to satisfy wants and needs.
- 2.19** Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.

GEOGRAPHY

- 2.20** Create and use maps and models with a key, scale, and compass with intermediate directions.
- 2.21** Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers.

- 2.22** Identify and locate the four hemispheres, equator, and prime meridian.
- 2.23** Describe the relative location of the United States.
- 2.24** Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.
- 2.25** Identify natural disasters such as blizzards, earthquakes, tornadoes, hurricanes, and floods and explain their effects on people and the environment.
- 2.26** Explain how and why people, goods, and ideas move from place to place.
- 2.27** Describe how and why people from various cultures immigrate to the United States.

Answer Key: *The Beginnings of America*

Chapter Assessments

Chapter 1

1. b 2. c 3. b 4. a 5. b 6. c

Chapter 2

1. a 2. c 3. a 4. c 5. b

Chapter 3

1. b 2. c 3. c 4. c 5. a 6. b 7. b 8. b

Chapter 4

1. a 2. b 3. b 4. c 5. a 6. c



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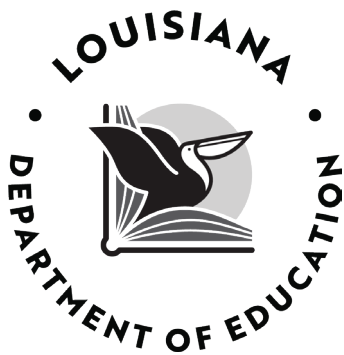


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B Christopher / Alamy Stock Photo: 55a

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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: 99d, 102g

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Ivan Pesic: 56b–c

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Performance Image / Alamy Stock Photo: 72c

Philip Scalia / Alamy Stock Photo: 82, 102f

Pictorial Press Ltd / Alamy Stock Photo: 52, 98d

Pictures Now / Alamy Stock Photo: 5f, 42b, 50, 98g

PSL Images / Alamy Stock Photo: 73b

Raphael Tuck / Alamy Stock Photo: 61

Rob Crandall / Alamy Stock Photo: 71, 98i, 101c, 101e

robertharding / Alamy Stock Photo: 80b

RTRO / Alamy Stock Vector: 77a

Science History Images / Alamy Stock Photo: 45, 46, 55b, 57c, 99c

Scott Hammond: 5e, 42a, 97b

Sean Pavone / Alamy Stock Photo: 76a, 102b

Sheldon Perry / Alamy Stock Photo: 57b, 98h

SuperStock / Conlin, Mark: 90f

SuperStock / Minden Pictures: 22b, 90c

Tea party in colonial New England/Pyle, Howard (1853–1911) / American/Lebrecht History / Bridgeman Images: 97g

Terese Loeb Kreuzer / Alamy Stock Photo: 80a, 102d

Tetra Images / Alamy Stock Photo: 74, 102c

The Declaration Committee, published by Currier & Ives, New York (colour litho) / American School, (19th century) / American / Private Collection / Peter Newark American Pictures / Bridgeman Images: 5g, 53a, 99a

The harbour in Boston, Massachusetts, c.1770–80 (etching), Habermann, Franz Xavier (1721–96) / Private Collection / Bridgeman Images: 44

The Protected Art Archive / Alamy Stock Photo: 5h, 73a, 101h

Thomas Baker / Alamy Stock Photo: 83b, 102e

Visions of America, LLC / Alamy Stock Photo: 78

Vlad Ghiea / Alamy Stock Photo: Cover C, 17c, 77b, 102a, 106c

Washington, view of the city c.1868 (colour litho), American School, (19th century) / Private Collection / Photo © Ken Welsh / Bridgeman Images: 5j, 69, 101a, 101f, 101i

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Bayou Bridges: A K–8 Louisiana Social Studies Curriculum

A comprehensive program in world and U.S. history,
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