



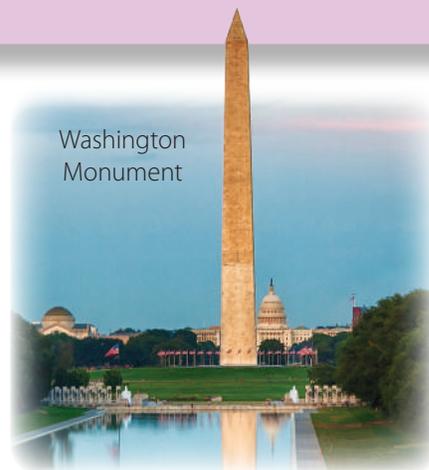
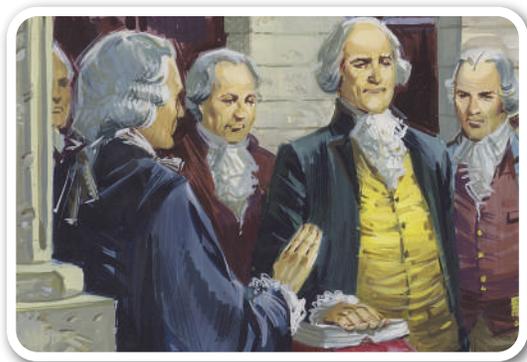
The Founding of the United States of America



American flag

Teacher Guide

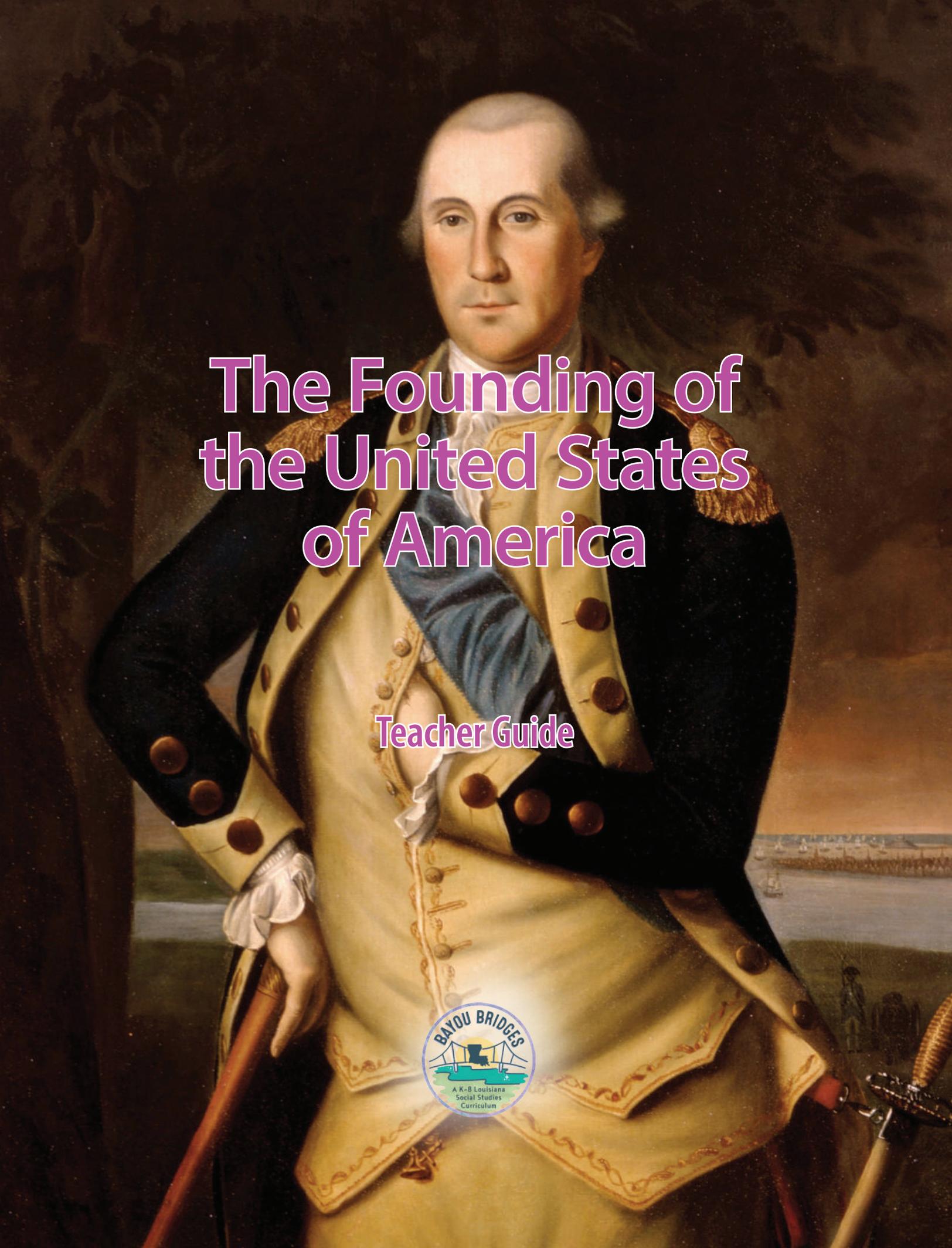
George Washington's inauguration



Washington Monument



Independence Day celebration

A full-length portrait of George Washington in military uniform. He is wearing a dark blue coat with buff-colored lapels and cuffs, buff breeches, and buff puttees. He has a buff waistcoat and a blue waistcoat. He is holding a sword in his right hand and a cane in his left. The background shows a landscape with a river and a distant city.

The Founding of the United States of America

Teacher Guide



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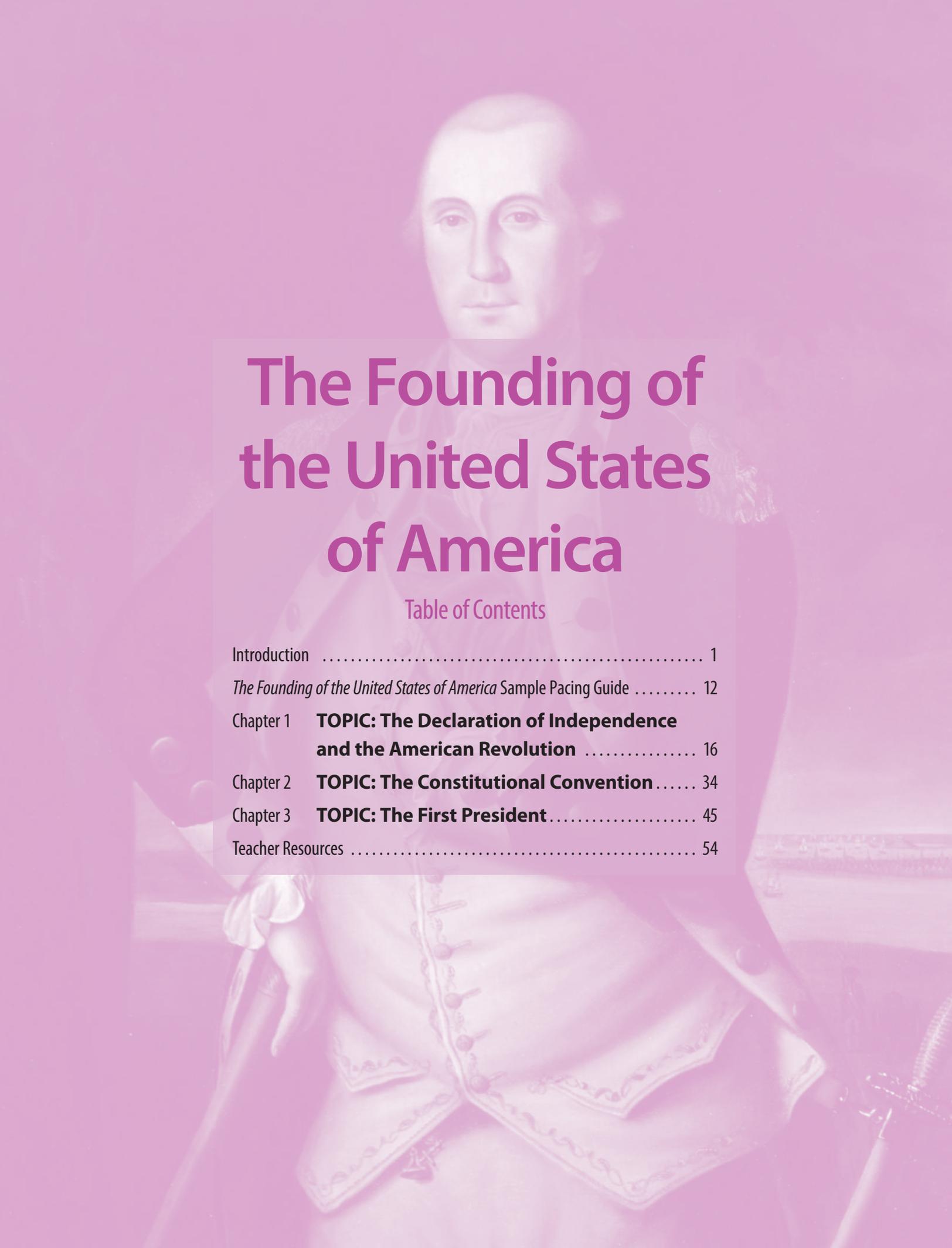
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The Founding of the United States of America

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The Founding of the United States of America

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 3

Introduction

ABOUT THIS UNIT

The Big Idea

Years of protest, sacrifice, and compromise resulted in a new nation with a government in which the people had a voice.

While Great Britain denied American colonists the “rights of Englishmen,” the colonists protested against “taxation without representation” until the conflict grew into the war now known as the American Revolution. On July 2, 1776, American leaders officially declared independence, and two days later, the Declaration of Independence was adopted. The first attempt at a plan for a new government, the Articles of Confederation, provided for a weak national government. In 1787, a new Constitutional Convention was held, out of which came the U.S. Constitution we know today, which was ratified the following year. This document carefully balanced power between the central government and the states. The first president of the United States, George Washington, respected and followed the Constitution he had helped create. His leadership and invaluable contributions during times of war and peace helped shape the nation and its government into the United States we know today.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

Kindergarten through Grade 2

- how to use maps
- importance of studying the past
- geography of the United States and Louisiana
- how Louisiana became part of the United States
- symbols of the United States and Louisiana
- three branches of government
- what it means to be a citizen of Louisiana and the United States
- thirteen English colonies and their fight for independence
- making of the Constitution

What Students Need to Learn

- why Great Britain limited self-government in the colonies
- what colonists meant by “taxation without representation”
- causes and effects of the Boston Tea Party
- causes and outcome of the First Continental Congress
- Battles of Lexington and Concord
- events of the Second Continental Congress
- Thomas Paine’s *Common Sense*
- writing and adoption of the Declaration of Independence
- important battles of the American Revolution
- symbols of the United States
- why the Articles of Confederation was considered weak
- events of the Constitutional Convention
- federal system of government
- debate over the Bill of Rights
- ratification of the Constitution
- purpose of the Constitution
- why George Washington was the first president

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 1763 to 1885.

1763	The British win the French and Indian War.
1765	The Stamp Act imposes a tax on printed paper.
December 1773	Colonists protest British taxes by dumping chests of tea into Boston Harbor.
April 1775	Fighting at Lexington and Concord begins the war for independence.
July 1776	The Second Continental Congress adopts the Declaration of Independence.
October 1781	The American Revolutionary War ends when the British surrender at Yorktown, Virginia.
1781	The Articles of Confederation becomes the first plan for U.S. government.
May 1787	Delegates meet in Philadelphia to create a new plan of government for the United States. George Washington serves as chairman of the Constitutional Convention.
September 1787	The U.S. Constitution is ready to be signed.
1788	The U.S. Constitution is ratified, or approved, by the states.
1789	George Washington becomes the first president of the United States.
1791	The Bill of Rights is added to the U.S. Constitution.
1794	President Washington helps put an end to the Whiskey Rebellion.
1797	George Washington leaves the presidency.
1885	The Washington Monument is dedicated.

- Washington's cabinet
- Whiskey Rebellion
- presidential precedents set by Washington
- how Americans honor Washington

AT A GLANCE

The most important ideas in Unit 1 are the following:

- The American colonies separated from Great Britain because the British government did not allow the colonists a voice in government or allow them the full rights of people who lived in Great Britain.
- The American colonies won the Revolutionary War with the help of outside parties, including France, which supplied money, supplies, ships, and troops.
- Many Americans were afraid of another situation in which one person or group might take total political power. As a result, the first central government under the Articles of Confederation was purposefully weak.
- The Constitution was written to address the weaknesses in the Articles of Confederation. It created a federal governmental structure that shares power between the central government and the states. It also separates powers between branches of government so no single branch can become too powerful.
- George Washington was one of the first great American heroes. He was beloved by people from every state and every political viewpoint.
- During his two terms as president, Washington set many precedents for the presidency and the U.S. government that are still followed today.

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.

Student Component

The Founding of the United States of America Student Reader—three chapters

Teacher Components

The Founding of the United States of America Teacher Guide—three chapters. The guide includes lessons aligned to each chapter of *The Founding of the United States of America* Student Reader, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 54.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

The Founding of the United States of America Timeline Card Slide Deck—sixteen individual images depicting significant events and individuals related to the founding of the United States. 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, lesson by lesson, 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 as they occurred within this expansive time period.

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 image cards can be attached with clothespins!

1763



Chapter 1

1765



Chapter 1

1773



Chapter 1

1775



Chapter 1

1776



Chapter 1

1781



Chapter 1

1781



Chapter 2

May 1787



Chapter 2

May 1787



Chapter 3

September 1787



Chapter 2

1788



Chapter 2

1791



Chapter 2

1789



Chapter 3

1794



Chapter 3

1797



Chapter 3

1885



Chapter 3

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 1 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized thematically, not chronologically. Each chapter discusses a different component of the founding of the United States and its early years. Several of these events overlap, which is reflected in the second half of the timeline.

Understanding References to Time in *The Founding of the United States of America* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the Revolutionary Era began around 1765 with the passage of the Stamp Act and ended around 1781 with Cornwallis's surrender at Yorktown, but there are events at either end that could also be considered to be in the Revolutionary Era. In contrast, the Student Reader points out July 4, 1776, as the day that Americans first celebrated their independence from Great Britain. That specific date is important not only because we continue to celebrate it today but because of the enormous impact that the adoption of the Declaration of Independence had on the trajectory of the nation.

Time to Talk About Time

Before you use the timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

Pacing Guide

The Founding of the United States of America unit is one of seven history and geography units in the Grade 3 Bayou Bridges Louisiana Curriculum Series. A total of twenty-five days has been allocated to *The Founding of the United States 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 3 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

Cognitive science suggests that, even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will sometimes be directed to read specific sections of each chapter quietly to themselves or with a partner, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Picture This

During the reading of each section of the 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 when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to

respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

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

Primary Sources

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

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

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	The Framing Question
1	What actions and ideas led to the founding of the United States of America?
2	What challenges were involved in creating a new constitution?
3	Why was George Washington chosen to be the first president of the United States?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	colony, immigrant, monarchy, Parliament, self-government, tax, delegate, declaration, militia, petition, policy, pamphlet, revolution, republic
2	liberty, right, unalienable, consent, confederation, federal, compromise
3	resignation, inauguration, oath of office, precedent, neutral, obelisk

Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 71–81. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–3—Primary Source Analysis (AP 1.2)
- Chapter 1 and Performance Task Activity—Claims and Evidence (AP 1.3)
- Chapter 1—The Fighting Around Boston (AP 1.4)
- Chapter 1—Major Sites of the Revolutionary War (AP 1.5)
- Chapter 1—Domain Vocabulary: Chapter 1 (AP 1.6)
- Chapter 2—Classroom Constitutional Convention (AP 2.1)
- Chapter 2—Comparing the Plans (AP 2.2)
- Chapter 3—The Father of Our Country (AP 3.1)
- Chapter 3—Domain Vocabulary: Chapters 2–3 (AP 3.2)

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.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

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

We have therefore included an important feature in every U.S. history unit called “The Freedom Framework,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

BOOKS

Castrovilla, Selene. *Revolutionary Rogues: John André and Benedict Arnold*. Illustrated by John O’Brien. Honesdale, Pennsylvania: Boyds Mills Press/Calkins Creek, 2017.

Catrow, David. *We the Kids: The Preamble to the Constitution of the United States*. New York: Puffin Books, 2005.

Cheney, Lynne, and Harlin, Greg. *We the People: The Story of Our Constitution*. New York: Simon & Schuster Books for Young Readers, 2012.

Fradin, Dennis Brindell. *The Signers: The 56 Stories Behind the Declaration of Independence*. Illustrated by Michael McCurdy. New York: Walker & Company, 2003.

Freedman, Russell. *Give Me Liberty! The Story of the Declaration of Independence*. New York: Holiday House, 2002.

Fritz, Jean. *George Washington’s Birthday*. Illustrated by Tomie dePaola. New York: Puffin, 1998.

Fritz, Jean. *Shhh! We’re Writing the Constitution*. New York: G.P. Putnam’s Sons, 1997.

January, Brendan. *The Revolutionary War (A True Book)*. Danbury, Connecticut: Children’s Press, 2001.

Lewis, Aura, and Sargent, Evan. *We the People: The United States Constitution Explored and Explained*. Illustrated by Aura Lewis. London, U.K.: Wide Eyed Editions, 2020.

Marciniak, Kristin. *12 Incredible Facts About the Boston Tea Party*. Mankato, Minnesota: 12 Story Library, 2016.

Marsh, Sarah Jane. *Most Wanted: The Revolutionary Partnership of John Hancock & Samuel Adams*. Illustrated by Edwin Fotheringham. Los Angeles: Disney-Hyperion, 2020.

Marsh, Sarah Jane. *Thomas Paine and the Dangerous Word*. Illustrated by Edwin Fotheringham. Los Angeles: Disney-Hyperion, 2018.

Miles, David. *The Interactive Constitution: Explore the Constitution with Flaps, Wheels, Color-Changing Words, and More!* Illustrated by Albert Pinilla. Fresno, California: Bushel & Peck Books, 2020.

Robb, Don. *Hail to the Chief: The American Presidency*. Illustrated by Alan Witschonke. Watertown, Massachusetts: Charlesbridge, 2010.

Rockliff, Mara. *Gingerbread for Liberty: How a German Baker Helped Win the American Revolution*. Illustrated by Vincent Kirsch. Boston: Houghton Mifflin Harcourt Books for Young Readers, 2014.

Travis, Cathy. *Constitution: Translated for Kids*. Travis Books, 2012.

THE FOUNDING OF THE UNITED STATES OF AMERICA SAMPLE PACING GUIDE

For schools using the Bayou Bridges Curriculum Series

TG—Teacher Guide; SR—Student Reader; AP—Activity Page; NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Founding of the United States of America

"The Declaration of Independence and the American Revolution" Core Lesson (TG & SR, Chapter 1)	"The Declaration of Independence and the American Revolution" Core Lesson (TG & SR, Chapter 1)	"The Declaration of Independence and the American Revolution" Core Lesson (TG & SR, Chapter 1) Domain Vocabulary: Chapter 1 (TG, Chapter 1 Additional Activities, AP 1.6)	"Primary Source: Excerpt from the Declaration of Independence" (TG & SR, Chapter 1, AP 1.2)	"Choosing Sides" (TG, Chapter 1 Additional Activities)
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Founding of the United States of America

"Washington Crossing the Delaware" (TG, Chapter 1 Additional Activities, AP 1.2)	 "Nancy Morgan Hart" (TG, Chapter 1 Additional Activities)	 "The American Flag: A Symbol of the United States" (TG, Chapter 1 Additional Activities)	Chapter 1 Assessment	"The Constitutional Convention" Core Lesson (TG & SR, Chapter 2)
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Founding of the United States of America

"The Constitutional Convention" Core Lesson (TG & SR, Chapter 2)	"Primary Source: Preamble to the Constitution" (TG & SR, Chapter 2, AP 1.2)	"Comparing the Plans" (TG, Chapter 2 Additional Activities, AP 2.2)	 "PRIMARY SOURCE ACTIVITY: We the People" (TG, Chapter 2 Additional Activities)	 "PRIMARY SOURCE ACTIVITY: The Bill of Rights" (TG, Chapter 2 Additional Activities)
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Founding of the United States of America

 "The First Amendment: Five Rights in One!" (TG, Chapter 2 Additional Activities)	Chapter 2 Assessment	"The First President" Core Lesson (TG & SR, Chapter 3)	"The First President" Core Lesson (TG & SR, Chapter 3) Domain Vocabulary: Chapters 2–3 (TG, Chapter 3 Additional Activities, AP 3.2)	"Primary Source: Excerpt from Washington's Farewell Address" (TG & SR, Chapter 3, AP 1.2)
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Founding of the United States of America

 "PRIMARY SOURCE ACTIVITY: Washington's Third Annual Message to Congress" (TG, Chapter 3 Additional Activities, NFE 1, AP 1.2)	"The Father of Our Country" (TG, Chapter 3 Additional Activities, AP 3.1)	Chapter 3 Assessment	"Making an Argument" (Chapter 1 Additional Activities, AP 1.3) Unit 1 Performance Task Assessment	Unit 1 Performance Task Assessment
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THE FOUNDING OF THE UNITED STATES OF AMERICA PACING GUIDE

_____’s Class

(A total of twenty-five days has been allocated to *The Founding of the United States of America* unit in order to complete all Grade 3 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Founding of the United States of America

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Founding of the United States of America

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Founding of the United States of America

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Founding of the United States of America

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Founding of the United States of America

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TOPIC: The Declaration of Independence and the American Revolution

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

Primary Focus Objectives

- ✓ Understand the significance of major events of the American Revolution. (3.7)
- ✓ Explain the basic principles of the Declaration of Independence. (3.11)
- ✓ Describe the achievements of George Washington and Thomas Jefferson. (3.6.a)
- ✓ Recall the history and significance of American symbols and landmarks, such as the American flag and the Washington Monument. (3.6.c, 3.6.d)
- ✓ Understand the meaning of the following domain-specific vocabulary: *colony, immigrant, monarchy, Parliament, self-government, tax, delegate, declaration, militia, petition, policy, pamphlet, revolution, and republic.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About the Declaration of Independence and the American Revolution”:

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

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- maps from the Internet of the thirteen colonies and the British empire
- image from the Internet of a tea chest
- video from the Internet of the Battle of Yorktown

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

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

Core Vocabulary (Student Reader page numbers listed below)

colony, n. an area, region, or country that is controlled and settled by people from another country (2)

Example: Jamestown, Virginia, was the first successful British colony in the Americas.

Variations: colonies, colonial (adj.), colonize (v.), colonization (n.)

immigrant, n. a person from one country who moves to another country to live (2)

Example: My great-grandfather was an immigrant from El Salvador who spent most of his childhood in this country.

Variations: immigrants, immigrate (v.), immigration (n.)

monarchy, n. a government led by a queen or king (4)

Example: The British monarchy is currently led by King Charles III.

Variations: monarchies

Parliament, n. in Great Britain, a lawmaking group made up of elected and nonelected representatives who govern with the king or queen (4)

Example: American colonists believed the laws passed by Parliament treated them unfairly.

self-government, n. the ability of people to rule themselves and make their own laws (4)

Example: The little town has practiced self-government since breaking away to become independent in 1909.

Variations: self-governance (n.)

tax, n. money that people pay to the government (4)

Example: The government collected a tax on gasoline to help pay for road repairs.

Variations: taxes, tax (v.), taxation (n.)

delegate, n. a representative (6)

Example: As her classroom's delegate to the student council, Shaina advocated for changes that her classmates requested.

Variations: delegates, delegation (n.), delegate (v.)

declaration, n. a formal statement (6)

Example: He made a declaration of thanks for all the birthday wishes.

Variations: declarations, declare (v.)

militia, n. a group of armed citizens prepared for military service at any time (6)

Example: Before the Continental Army existed, every colony was defended by its own militia.

Variations: militias

petition, n. a formal written request for change, signed by many people (7)

Example: All the delegates to the assembly signed the petition before it was sent to the king.

Variations: petitions, petition (v.)

policy, n. an official course of action (7)

Example: The policy does not allow any outside food to be brought into the movie theater.

Variations: policies

pamphlet, n. a small booklet that includes information or ideas about a single topic (8)

Example: The town recreation department produced a pamphlet with information about things to do during summer vacation.

Variations: pamphlets, pamphleteer (n.)

revolution, n. the act of overthrowing the government with the hopes of starting a new and different one (9)

Example: The members of the First Continental Congress did not intend to start a revolution.

Variations: revolutions, revolutionary (adj.)

republic, n. a government in which people elect representatives to rule for them (14)

Example: The United States is a republic because citizens vote for other citizens to represent them in the government.

Variations: republics, republican (adj.)

Introduce *The Founding of the United States of America* Student Reader

5 MIN

Distribute copies of *The Founding of the United States of America* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the the images in the book. Ask students to brainstorm individual words or simple phrases, describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention illustrations of ships, portraits of men in historical clothing, maps of the eastern United States, the American flag, and official-looking buildings.

Introduce “The Declaration of Independence and the American Revolution”

5 MIN

Introduce the chapter by displaying the map of the thirteen colonies. Explain that the United States was not always its own country. It began as a group of territories claimed by the country of England. In this chapter, students will read about how these thirteen colonies won their independence and became the United States.

Call students’ attention to the Framing Question. Tell students to look for information about the actions and ideas that led to the founding of the United States as they read.

Guided Reading Supports for “The Declaration of Independence and the American Revolution”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Life in the Colonies,” pages 2–4

Scaffold understanding as follows:

Read the section on pages 2–4 aloud.

CORE VOCABULARY—Point out the vocabulary terms *colony*, *immigrant*, *monarchy*, *Parliament*, *self-government*, and *tax*, and explain their meanings.

SUPPORT—Explain that, although these first colonies were formed by the country of England, in 1707, England joined with Wales and Scotland to form the country the United Kingdom of Great Britain. We commonly shorten that country’s name to *Great Britain* or just *Britain* or *the United Kingdom* or *the UK*.

 **SUPPORT**—After you read the third paragraph of the section, display the map of the British empire in 1750. Remind students that in the 1700s, there were no phones, email, or texting. All communication was in person or through written letters. It took six or eight weeks for ships to cross the ocean between North America and Europe. Sometimes letters would cross paths at sea. This made communication very difficult. Prompt students to describe other ways that life in the 1700s was different than it is today. (3.5)

 **SUPPORT**—Explain that, in the French and Indian War, the French and their Native American allies fought against the British, their Native American allies, and the colonists over territory in the upper Ohio River valley. Use the map of the thirteen colonies to point out the area, which is west of Pennsylvania and follows the Ohio River, a natural border between Ohio, West Virginia, and Kentucky. Ask students to compare the colonial borders with the modern state borders. (3.20)

SUPPORT—Tell students that because the fighting of the French and Indian War occurred in and around the colonies, Parliament thought the colonists should help pay for it.

SUPPORT—Explain that the British government was made up of the king and Parliament. Parliament included an elected group of lawmakers. American colonists could not vote for members of Parliament. There was no member of Parliament for or from the colonies. Therefore, the colonists were not represented in Parliament. No one was delegated to speak about their needs or concerns.

After reading the text, ask the following questions:

LITERAL—To whom did the thirteen colonies belong in 1750? (3.5, 3.7)

- » The thirteen colonies belonged to Great Britain.

LITERAL—Who lived in the thirteen colonies? (3.7)

- » Citizens of Great Britain, immigrants from Europe, enslaved people, and others lived in the thirteen colonies.

EVALUATIVE—What were some of the benefits of living in the colonies? (3.5, 3.7)

- » Some of the benefits of colonial life were the opportunity to own land, practice self-government, worship freely, and live far away from the rules of British society.

EVALUATIVE—Why did some colonists start to become dissatisfied with life in the colonies after the French and Indian War? (3.2, 3.5)

- » Some colonists became dissatisfied with life in the colonies because they learned they were going to have to pay higher taxes after the French and Indian War.

“The Stamp Act,” page 5

Scaffold understanding as follows:

Invite a volunteer to read the section on page 5 aloud.

SUPPORT—Write the word *boycott* on the board or a piece of chart paper. Explain to students that a boycott is an organized protest in which people refuse to buy goods or do business with a particular group of people, company, or country. The colonists responded to the Stamp Act by boycotting any goods that would require them to pay the tax required by the act. When the colonists didn’t buy British goods, British merchants lost money. Then those merchants became angry with the British government, too.

TURN AND TALK—Divide students into small groups. Ask the groups to make a list of boycotts they may have heard of. If necessary, you may prompt with historical examples such as the Montgomery bus boycott. Ask students to discuss in each case why the boycott happened, what people were boycotting, and if it was successful.

After the volunteer reads the text, ask the following questions:

LITERAL—What was the Stamp Act? (3.7)

- » The Stamp Act was a law that made colonists pay a tax on almost every kind of printed paper.

LITERAL—Why did the colonists object to the Stamp Act? (3.2, 3.7)

- » Colonists objected to the Stamp Act because they did not have a say in whether or how they were taxed.

 **LITERAL**—What does the phrase “taxation without representation” mean? (3.7)

- » “Taxation without representation” means the colonists were taxed by a government in which they had no say.

“The Boston Tea Party,” page 5

Scaffold understanding as follows:

Read the section on page 5.

SUPPORT—Display the photo of the tea chest that was rescued from Boston Harbor. Explain that with its lid, which is sadly missing, it was ten inches high, thirteen inches wide, and almost twelve inches deep (25 cm x 33 cm x 30 cm).

SUPPORT—Explain to students that the group of men who dumped the tea into Boston Harbor were known as the Sons of Liberty. Historians believe

this secret political group originally came together to oppose the Stamp Act. They led many of the protests against Great Britain for colonial rights.

SUPPORT—Direct students to the mention of Native Americans in the first paragraph of the section. Ask: Why do you think the Sons of Liberty dressed as Native Americans when they threw the tea overboard? After volunteers share their ideas, explain that the colonists were not trying to pin the blame for the destruction of the tea on local Native American groups. They were simply trying to disguise their own identities. The punishment would have been very severe if they had been caught.

After reading the text, ask the following questions:

LITERAL—What was the Boston Massacre? (3.7)

- » The Boston Massacre was a conflict between angry soldiers and a crowd that led to the deaths of five colonists, including Crispus Attucks.

LITERAL—What was the Boston Tea Party? (3.7)

- » The Boston Tea Party was an organized protest against British taxes in the colonies. Dressed as Native Americans, colonists boarded British cargo ships and dumped chests of tea into the harbor.

LITERAL—How did Parliament respond to the Boston Tea Party? (3.2, 3.7)

- » Parliament responded to the Boston Tea Party by passing laws that punished the people of Boston. It closed the port of Boston and strongly limited colonial self-government there.

INFERENTIAL—How is closing a port a punishment? (3.2)

- » Ports are used for bringing goods into and out of a city, state, or country by water. Without ports, people can't buy goods from other countries, and merchants can't sell goods made in their country to other countries. Merchants make less money, and people can't get the things they need, which causes prices to go up.

"The First Continental Congress," page 6

Scaffold understanding as follows:

Read the section on page 6 aloud.

CORE VOCABULARY—Point out the vocabulary terms *delegate* and *declaration*, and explain their meanings.

 **SUPPORT**—Explain that a congress is a formal meeting of people who come together to discuss specific topics. Ask students where they have heard that term used before. (*the United States Congress*) (3.2, 3.5)

SUPPORT—Ensure that students understand that before the First Continental Congress, the colonies largely operated independently. They did not view themselves as a unified group.

After reading the text, ask the following questions:

LITERAL—Where did the first Continental Congress take place? (3.7)

» The first Continental Congress took place in Philadelphia.

LITERAL—What was the result of the First Continental Congress? (3.7)

» The delegates issued a Declaration of Rights that said the colonists should have the same rights as people who lived in Great Britain.

“Battles of Lexington and Concord,” pages 6–7

Scaffold understanding as follows:

Have students read the section on pages 6–7 with a partner.

CORE VOCABULARY—Point out the vocabulary term *militia*, and explain its meaning.

SUPPORT—Give students a better idea of what happened at Lexington. Explain that between six hundred and seven hundred British soldiers arrived in Lexington near dawn. Seventy militia members waited for them. Nobody knows which side shot first.

TURN AND TALK—Divide the class into two groups. One group represents the colonists. The other group represents the British army. Ask: Why was your group in the right at Lexington and Concord? Why was the other group in the wrong? Allow each group a few minutes to confer among themselves. Then have representatives from each group share their responses. Facilitate a civil debate to help students understand each side’s point of view. To help students construct their arguments, consider referring to “Making an Argument” in the Additional Activities for Chapter 1. It may be helpful to distribute copies of Claims and Evidence (AP 1.3) to facilitate the making of arguments. (3.4.a, 3.4.b, 3.4.d)

After students read the text, ask the following questions:

EVALUATIVE—Why did militias prepare to fight the British? (3.2, 3.7)

» Colonial militias prepared to fight the British because the colonists were afraid that the king of England and his government would not change and grant them the rights described in the Declaration of Rights.

EVALUATIVE—Why did the British army want to go to Concord? (3.2, 3.7)

» The British army went to Concord to take the weapons the colonists were storing there.

Activity Page



AP 1.3

EVALUATIVE—Who won the Battles of Lexington and Concord? Support your answer with evidence from the text. (3.4.a, 3.4.c)

- » The colonists won the Battles of Lexington and Concord because they did enough damage to the British troops that those troops retreated to Boston.

“The Second Continental Congress,” page 7

Scaffold understanding as follows:

Read the section on page 7 aloud.

CORE VOCABULARY—Point out the vocabulary terms *petition* and *policy*, and explain their meanings.

 **SUPPORT**—Display the map of the thirteen colonies. Ask students to locate Pennsylvania. Tell them that Philadelphia is in eastern Pennsylvania on the Delaware River and has a harbor connected to the Delaware Bay and the Atlantic Ocean. Remind students that Philadelphia was the most populous city in the colonies and is where the First Continental Congress was held. Ask: Why do you think these important meetings were held in Philadelphia? (Possible answers: Philadelphia was the most important city in the colonies; the people who organized the meetings lived in Philadelphia; Philadelphia was centrally located within the colonies.) (3.19, 3.20, 3.21)

SUPPORT—Point out the sentence “He had no intention of backing down” in the last paragraph of the section. Explain that the idiom *back down* means to give up or admit defeat.

SUPPORT—Point out the word *eager* in the last sentence of the section. Ask students to use context clues to guess its meaning. Guide them to understand that *eager* means excited or enthusiastic.

SUPPORT—After reading the section, explain that King George III didn’t even read the petition. Instead, he wrote a Proclamation of Rebellion and several new laws that punished all the colonies. Many colonists took this to be a declaration of war.

After reading the text, ask the following questions:

LITERAL—What did the delegates to the Second Continental Congress ask of King George III? (3.7)

- » The delegates asked King George III to restore colonial rights.

EVALUATIVE—Did the delegates wish to be independent from Great Britain when they sent King George III their petition? Support your answer with evidence from the text. (3.4.a, 3.4.b)

- » No, the delegates did not originally wish to be independent from Great Britain. Their petition stated that they were still loyal to the king and that they did not wish to break away.

INFERENTIAL—Why do you think the Second Continental Congress began putting together an army after writing the letter to King George III? (3.7)

- » *Possible answer:* The delegates did not think King George would agree to change his government’s policies.



LITERAL—Whom did the delegates select to lead the new Continental Army? (3.6.a)

- » The delegates selected George Washington to lead the new Continental Army.

“The Declaration of Independence,” pages 8–9

Scaffold understanding as follows:

Have students read the section on pages 8–9 independently.

CORE VOCABULARY—Point out the vocabulary term *pamphlet*, and explain its meaning.

SUPPORT—Explain that Thomas Paine originally published *Common Sense* anonymously. In other words, he kept his identity as the author a secret. The title page simply stated that the pamphlet was “Written by an Englishman.” Ask: Why do you think Thomas Paine would want to keep his identity a secret? (*Possible answers:* He might be afraid of getting into trouble with the British government; he might not want people to be mad at him.) (3.2)

SUPPORT—Explain that even though a committee had been selected to write the Declaration of Independence, Thomas Jefferson wrote most of it by himself. After working on the draft for a few weeks, he brought it back to the committee for feedback and revisions.



SUPPORT—Call students’ attention to the caption for the photo of Independence Day fireworks. Explain that Independence Day (often called the Fourth of July) is a national holiday, as are days such as Juneteenth, Veterans Day, Christmas, and New Year’s Day. Ask volunteers to name other national holidays. (*Martin Luther King Jr. Day; Washington’s Birthday, often referred to as Presidents’ Day; Memorial Day; Labor Day; Columbus Day, sometimes referred to by other names in certain regions of the country; Thanksgiving*) (3.6.b)

After students read the text, ask the following questions:

EVALUATIVE—How did Thomas Paine affect the cause of independence? (3.2, 3.7)

- » Thomas Paine wrote a pamphlet that argued against British rule and a monarchy. He convinced many colonists that it was time to separate from Great Britain.

 **LITERAL**—What were the purposes of the Declaration of Independence? (3.3.a, 3.10, 3.11)

- » The Declaration of Independence had several purposes. It informed Great Britain that the colonies no longer considered themselves as part of Great Britain, it told the world about the bad actions the king had taken, and it explained why the colonists broke away from Great Britain.

 **LITERAL**—Who wrote most of the Declaration of Independence? (3.6.a)

- » Thomas Jefferson wrote most of the Declaration of Independence.

 **LITERAL**—What is perhaps the most important idea in the Declaration of Independence? (3.3.a, 3.11)

- » The most important idea in the Declaration of Independence is that everyone is born with equal rights.

 **LITERAL**—Why does the United States celebrate Independence Day on July 4? (3.6.b)

- » The United States celebrates independence on July 4 because that is the day Congress adopted the Declaration of Independence.

“An Uneven Match,” pages 9–10

Scaffold understanding as follows:

Read the section on pages 9–10 aloud.

CORE VOCABULARY—Point out the vocabulary term *revolution*, and explain its meaning.

SUPPORT—Explain that not every colonist wanted to part ways with Great Britain. Those who still supported the British after the Declaration of Independence were called Loyalists because they still remained loyal to Great Britain and King George III. Loyalists were the enemies of the Patriots, who supported colonial independence.

SUPPORT—Direct students to the second paragraph of the section. Point out the idiom *from scratch*. Explain that *from scratch* means without any prior preparation.

After reading the text, ask the following questions:

LITERAL—How did some colonists help the British in the Revolutionary War? (3.7)

- » Some colonists helped the British by joining the British army and by serving as spies.

EVALUATIVE—How were the British army and the Continental Army different? (3.7)

- » The British army was very big, and its soldiers were well-trained professionals. The Continental Army’s members were mostly farmers, not soldiers.

LITERAL—What was General Washington’s strategy to get through the war until his soldiers were trained? (3.6.a, 3.7)

- » General Washington’s war strategy was to fight the British in quick battles while mostly staying on the move.

“A Surprise Attack,” pages 10–11

Scaffold understanding as follows:

Have students read the section on pages 10–11 with a partner.

SUPPORT—Tell students that soldiers who are hired to fight for a country that is not their own are called *mercenaries*. When historians talk about the German soldiers hired by the British, they refer to them as German mercenaries. They also call them Hessian mercenaries because many came from the German province of Hesse.

 **SUPPORT**—Direct students to the Major Battles of the American Revolution map on page 11. Have them locate New York City, New Jersey, the Delaware River, and Trenton. (3.19)

After students read the text, ask the following questions:

LITERAL—How did the Continental Army win the Battle of Trenton? (3.7)

- » The Continental Army crossed the Delaware River in the dark on Christmas night and surprised the British army the next morning. The German soldiers surrendered quickly.

LITERAL—What effect did the Battles of Trenton and Princeton have on American colonists and members of the Continental Army? (3.2, 3.7)

- » The American victories at Trenton and Princeton cheered and encouraged American colonists and soldiers.

“The Battle of Saratoga,” page 12

Scaffold understanding as follows:

Invite volunteers to read the section on page 12 aloud.

 **SUPPORT**—Direct students to the Major Battles of the American Revolution map on page 11. Have them locate Saratoga and the Hudson River. Point out that Saratoga is located on the Hudson River. Explain that

rivers were often the fastest routes of transportation between regions in the colonial era. Whichever side controlled the river controlled the flow of supplies and troops as well. (3.19)

After the volunteers read the text, ask the following questions:

LITERAL—Where did the Battle of Saratoga take place? (3.20)

- » The Battle of Saratoga took place in Saratoga, New York, along the Hudson River.

EVALUATIVE—Why did France agree to fight on the side of the colonists? (3.2)

- » The French wanted revenge after the French and Indian War. Helping the colonies achieve their independence was a way for France to “get even” with Great Britain.

INFERENTIAL—Why do you think France waited until the Americans won a major victory before committing to entering the war? (3.4.c)

- » Possible answer: War is expensive. The French had already been beaten in the Americas by the British. Before sending ships and troops across the ocean, they wanted to make sure the colonists had a good chance of actually winning. They didn’t want to waste their resources on a losing cause.

“Valley Forge,” pages 12–13

Scaffold understanding as follows:

Read the section on pages 12–13 aloud.

 **SUPPORT**—Direct students to the Major Battles of the American Revolution map on page 11. As you read the text aloud, have students locate Philadelphia on the map. Explain that Valley Forge is located northwest of Philadelphia. (3.19)

SUPPORT—Explain that an ally is like a friend or a partner.

SUPPORT—Point out the sentence “Blankets were scarce.” Explain that *scarce* means hard to find.

Note: *Von Steuben* is pronounced (/vahn/stoy*bin/). Say the name aloud, and have students repeat it after you.

After reading the text, ask the following questions:

EVALUATIVE—Why was the winter of 1777–78 a “low point” for the Continental Army? (3.2)

- » The Continental Army had been defeated several times and had few supplies to get through the winter.

LITERAL—Who was Baron von Steuben? (3.7)

- » Baron von Steuben was a Germany military officer who offered to help train the Continental Army at Valley Forge.

INFERENTIAL—Was the Continental Army stronger or weaker after the winter at Valley Forge? How do you know? (3.4.a, 3.4.c)

- » The Continental Army was stronger. Even though they didn't have many supplies, they had learned how to be soldiers. Baron von Steuben trained them to be a real army.

“British Surrender,” pages 13–14

Scaffold understanding as follows:

Read aloud the first paragraph of the section on page 13.

 **SUPPORT**—Direct students to the Major Battles of the American Revolution map on page 11. As you read the text aloud, have students locate Yorktown. (3.19)

SUPPORT—Point out that three years passed between the winter at Valley Forge and the Battle of Yorktown. During this time, both sides had some successes.

SUPPORT—Help students understand how the Continental Army and the French defeated the British at Yorktown by showing them the video “The American Revolution: Battle of Yorktown” (03:35). Explain that the people shown “fighting” in battle are actually actors pretending to take part in the Battle of Yorktown.

Invite volunteers to read the next two paragraphs of the section on page 13 aloud.

Note: For more about the ordinary heroes of the American Revolution, see the Core Knowledge Voices in History™ biography of James Lafayette, one of the African American heroes of the Revolution.

Read the final paragraph of the section on page 14 aloud.

 **CORE VOCABULARY**—Point out the vocabulary term *republic*, and explain its meaning.

 **SUPPORT**—Remind students that Great Britain had and still has a monarchy. The United States is a republic. Draw a T-chart on the board or chart paper. Write “Monarchy” on the left side and “Republic” on the right. Ask volunteers to offer characteristics of each to make a compare-contrast chart. You may wish to start with prompts such as “Who chooses the rulers in a monarchy? Who chooses the rulers of a republic?” (3.10.d)

After reading the text, ask the following questions:

EVALUATIVE—Why were British troops in Yorktown, Virginia? (3.2)

- » British troops were in Yorktown because it was close to a major river. They were waiting for a delivery of troops and supplies.

EVALUATIVE—What advantages did the Continental Army have over the British army at Yorktown? (3.2)

- » The Continental Army had support from the French naval fleet at Yorktown, and the French were able to stop British supply ships from reaching shore. The Continental Army also had more troops in the area than the British army.

EVALUATIVE—Why were ordinary Americans the heroes of the American Revolution? (3.4.a)

- » Ordinary people made up the Continental Army and also supported the military, such as by bringing food and water to the men in battle.

INFERENTIAL—What was the significance of the American Revolution? (3.7)

- » The significance of the American Revolution was that it enabled Americans to escape a monarchy in which they had little say over how they were governed and that it enabled them to adopt self-government and create a government based on consent of the governed.

“Symbols of America,” pages 14–16

Scaffold understanding as follows:

Have students read the section on pages 14–16 with a partner.

SUPPORT—Explain that a symbol is an object that represents an idea or feeling. On the board or chart paper, draw an image of a smiling emoji (happy face). Ask: What does this symbol mean? (*happy*) Next draw a crying emoji (sad face with a tear), and ask the same question. (*sad or upset*) When we see or think about a symbol, it reminds us of that idea or feeling. For example, the American flag is a symbol of the United States and its ideal of freedom. Ask students to share examples of other symbols they know. (3.6)

SUPPORT—Explain that a landmark is a location, such as a building, geographic feature, or other place, that has special meaning.

SUPPORT—Direct students’ attention to the image of the U.S. Capitol building on page 15. Explain that a lot of the government buildings in Washington, D.C., are similar in color and style. Ask students how they could identify the U.S. Capitol building. (*It’s the building with the enormous dome.*) (3.6.d)

Note: For more about the making of Washington, D.C., see the Core Knowledge Voices in History™ biography of Benjamin Banneker.

After students read the text, ask the following questions:

EVALUATIVE—Why is the Delaware River an important natural landmark in United States history? (3.6.e)

- » The Delaware River is an important natural landmark because that is the river George Washington and his troops crossed on Christmas night to defeat the British at the Battle of Trenton, which was a turning point of the war.

 **EVALUATIVE**—Why are many of our human-made landmarks in Washington, D.C.? (3.2)

- » Many of our human-made landmarks are in Washington, D.C., because it is our capital city.

 **LITERAL**—What is the White House? (3.6.d)

- » The White House is the home of the president of the United States.

 **EVALUATIVE**—What is the Liberty Bell? What does it symbolize? (3.6.c)

- » The Liberty Bell rang in Philadelphia to tell people that the Declaration of Independence had been sent to the king. It symbolizes America's freedom.

 **LITERAL**—What do the stars and stripes on the American flag represent? (3.6.c)

- » The flag's thirteen stripes represent the thirteen original colonies. The flag's stars represent each of the states.

Primary Source Feature: “Excerpt from the Declaration of Independence,” page 17

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 17.

Introduce the source to students by reviewing what students read about the Declaration of Independence.

Explain that the Declaration of Independence has three parts: the preamble, or introduction; the body, where Thomas Jefferson listed all the colonists' complaints about King George III; and the conclusion. This excerpt is from the preamble, or introduction.

Read the excerpt aloud as students follow along.

SUPPORT—Explain that in the excerpt, the word *institute* means to create or establish.

SUPPORT—Explain that the word *Creator* in the first paragraph is a reference to God.

After reading, have the class identify the points that Jefferson makes in this paragraph in their own words. List the points on the board or chart paper:

- All men are created equal.
- All men have rights that cannot be taken away.
- Those rights are life, liberty (freedom), and the pursuit of happiness.
- Governments are created to protect people’s rights.
- Governments get their power from the people.
- When a government stops protecting people’s rights, the people have the right to change or replace it; they can form a new government designed to produce and protect their safety and happiness.

Ask students the following questions:

 **EVALUATIVE**—What claims does Jefferson make in the beginning of the preamble of the Declaration of Independence? (3.3.b, 3.4.a, 3.11)

- » Jefferson claims that all people are created equal and that God has given everyone the right to life, liberty, and the pursuit of happiness.

 **LITERAL**—According to the preamble, where do governments get their power? (3.3.a, 3.11)

- » The preamble says that governments get their powers from the consent, or approval or agreement, of the governed. That means they get their power from the people.

 **EVALUATIVE**—In your own words, explain Jefferson’s argument about why the colonists have the right to independence from Great Britain. (3.4.a, 3.3.b, 3.11)

- » Possible answer: The American colonists gave the British government the right to govern. When the British government failed to protect their rights, the colonists had the right to deny its right to govern and to start a new government.

Distribute Primary Source Analysis (AP 1.2), and have students complete it with a partner.

Activity Page



AP 1.2

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (3.1)
- Review and discuss the Framing Question: “What actions and ideas led to the founding of the United States of America?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What actions and ideas led to the founding of the United States of America?”
 - » Key points students should cite include: People went to the English colonies in America to enjoy freedom; the British government increased colonial taxes after the French and Indian War; colonists complained about and protested against taxation without representation; the separate colonies worked together to petition the king to change his policies and to defend themselves against the British army; Thomas Paine wrote *Common Sense*; the first fighting broke out at the Battles of Lexington and Concord; King George III refused to negotiate; in the Declaration of Independence, Thomas Jefferson explained how people have the right to change a government that fails to protect their rights; victory at Battle of Saratoga; alliance with France; victory at Yorktown.
- Choose one of the Core Vocabulary words (*colony, immigrant, monarchy, Parliament, self-government, tax, delegate, declaration, militia, petition, policy, pamphlet, revolution, or republic*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

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

Activity Page



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/>

TOPIC: The Constitutional Convention

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

Primary Focus Objectives

- ✓ Understand the weaknesses of the Articles of Confederation. (3.7)
- ✓ Describe the basic principles of the Constitution. (3.11)
- ✓ Compare the arguments for and against a bill of rights. (3.4, 3.4.a, 3.4.b, 3.4.d, 3.11)
- ✓ Explain the role of voting in a republic. (3.13)
- ✓ Understand the meaning of the following domain-specific vocabulary: *liberty, right, unalienable, consent, confederation, federal, and compromise.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About the Constitutional Convention”:

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

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- map from the Internet of the thirteen colonies
- video from the Internet of *Schoolhouse Rock's* “The Preamble of the Constitution”

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

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

Core Vocabulary (Student Reader page numbers listed below)

liberty, n. freedom (18)

Example: Sometimes liberty is identified with the right to be left alone.

Variations: liberties

right, n. a legal promise (20)

Example: Your right to freedom of religion means that others may not force their religious beliefs or practices on you.

Variations: rights

unalienable, adj. unable to be taken away or denied (20)

Example: She had the unalienable belief that all people are equal.

consent, n. approval or agreement (20)

Example: Everyone on the team had to give their consent before a new member could be admitted.

Variations: consent (v.), consensual (adj.), consensually (adv.)

confederation, n. a group of states joined together by a formal agreement (21)

Example: The confederation formed by the Haudenosaunee served as an example for the Founders of the United States.

Variations: confederations, confederated (adj.)

federal, adj. relating to a system of government in which the national government shares power with other levels of government, such as states; can also refer to national government (23)

Example: Under the federal system, states are prohibited from declaring war, a power that is reserved for the national government.

Variations: federally (adv.)

compromise, n. an agreement reached when each side gives up some of what they want to end a disagreement (23)

Example: Instead of arguing about it, let's try to find a compromise.

Variations: compromises, compromise (v.)

THE CORE LESSON 35 MIN

Introduce “The Constitutional Convention”

5 MIN

Review what students read about the American Revolution in Chapter 1. Explain that after independence, Americans needed to create a government for their new country. It took two tries to find a government that worked well. Tell students that in this chapter, they will read about those two attempts.

Call students' attention to the Framing Question. Tell students that as they read, they should note any challenges the Founders had while creating a new constitution.

Guided Reading Supports for "The Constitutional Convention" 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The Path to Self-Government," pages 18–20

Scaffold understanding as follows:

Read the section on pages 18–20 aloud.

CORE VOCABULARY—Point out the vocabulary terms *liberty*, *right*, *unalienable*, and *consent*, and explain their meanings.

 **SUPPORT**—Display the map of the thirteen colonies. Point out Pennsylvania. Remind students that Philadelphia was also where the Second Continental Congress met. Explain that the city served as the nation's capital during and immediately after the Revolutionary War.

SUPPORT—After reading the first paragraph, ask a volunteer to remind the class of the definition of *self-government* from Chapter 1: the ability of people to rule themselves and make their own laws. Ask: What kind of government did the Americans want to have? How did it differ from their old government? (3.2, 3.10.d)

SUPPORT—Explain that in the case of the colonists and Great Britain, the colonists were "the governed." According to the Declaration of Independence, the colonists had to give their consent for the British government to govern them. When the British government failed to protect their rights, the colonists took that consent away.

After reading the text, ask the following questions:

LITERAL—What caused colonists to realize the importance of self-government? (3.2)

- » The colonists realized the importance of self-government when the British government made policies that restricted their freedoms.

INFERENTIAL—Who decides how much power a government has? (3.10.d)

- » Different types of government decide how much power they have in different ways. In a monarchy, the monarch decides how much power the government has. In a republic or democracy, the people decide how much power the government has.

EVALUATIVE—How was the new plan for government related to the Declaration of Independence? (3.2, 3.11)

- » Possible answer: Both the new plan for government and the Declaration of Independence said that people had unalienable rights, including the right to consent to their government and decide what powers it should have.

 **LITERAL**—Which rights did the Declaration of Independence say are unalienable? (3.11)

- » The Declaration of Independence said the rights to life, liberty, and the pursuit of happiness are unalienable.

EVALUATIVE—How is an unalienable right different from other rights? (3.2)

- » An unalienable right, such as life or liberty, cannot be taken away from a person. Other rights, such as the right to vote, can be taken away.

“Limited Government,” pages 20–22

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on page 20 aloud.

SUPPORT—Ensure students understand what *limited government* means: A limited government cannot do whatever it wants or whatever it thinks best. It has only the powers that have been given to it.

SUPPORT—Point out the phrase “great experiment” in the second paragraph of the section. Explain that sometimes *great* means very, very good but that in this case, it means very big.

Read the remainder of the section on pages 20–22 aloud.

CORE VOCABULARY—Point out the vocabulary term *confederation*, and explain its meaning.

SUPPORT—Explain that the Articles of Confederation was an agreement among the states. The states agreed to give the national government a few specific powers, but they kept most power for themselves. The national government had the power to declare war, create an army and a navy, borrow money, print money, and establish post offices. It could not charge taxes or enforce laws. It did not have an elected leader.

SUPPORT—Point out the phrase “constitutional convention” in the chapter title and in the eighth sentence of the final paragraph. Guide students in using context clues in the sentence that follows to determine the meaning of *convention*. (*an assembly or gathering*) Ask students to

volunteer examples of conventions they have heard about in their own lives, drawing global comparisons among examples.

SUPPORT—Using the Timeline Cards or the Student Reader, review the chronology of the Second Continental Congress, the adoption of the Articles of Confederation, and the Constitutional Convention. Guide students to see the progression of ideas and national needs that led to each event. (5.1)

After reading the text, ask the following questions:

LITERAL—Who decided what state governments would look like after the Revolutionary War? (3.7)

- » Ordinary people decided what state governments would look like after the Revolutionary War.

EVALUATIVE—What was a weakness of the Articles of Confederation? (3.10)

- » One of the weaknesses of the Articles of Confederation was that the national government did not have very much power.

LITERAL—According to Congress, what was the purpose of the Constitutional Convention in May 1787? (3.10)

- » Congress said the purpose of the Constitutional Convention was to strengthen the Articles of Confederation.

LITERAL—According to James Madison, what was the purpose of the Constitutional Convention? (3.10)

- » James Madison wanted to give Congress more power at the Constitutional Convention.

“The Constitutional Convention,” page 22

Scaffold understanding as follows:

Invite volunteers to read the section on page 22 aloud.

SUPPORT—Reread the last sentence of the first paragraph of the section aloud. Remind students that it was summer in Philadelphia and there was no electricity and no air conditioning. Ask: What would have been a side effect of having the windows shut? (*It would have been hot and stuffy in the room.*) How would that make the delegates feel? (*sweaty, hot, irritable*) What does this say about how the delegates felt about secrecy? (*That they were willing to be hot and miserable shows that secrecy was very important to them.*) (3.5)

SUPPORT—Point out the phrase “general welfare” in the second paragraph of the section. Explain that *welfare* means well-being.

SUPPORT—Point out the phrase “stronger central government” in the last sentence of the section. Explain that when people talk about a government that is strong or weak, they’re talking about how much power a government holds.

After the volunteers read the text, ask the following questions:

LITERAL—What did the convention do to encourage delegates to speak freely? (3.2)

- » To encourage the delegates to speak freely, the convention voted to keep all its discussions secret.

INFERENTIAL—Why do you think George Washington was chosen to lead the Constitutional Convention? (3.2, 3.6.a)

- » Possible answer: Washington was chosen to lead the convention because he had shown himself to be a good leader during the Revolutionary War and because people trusted him.

INFERENTIAL—What was the main idea of the Virginia Plan? How did Randolph and Madison support this idea? (3.3.b, 3.4.a)

- » The main idea of the Virginia Plan was that the national government should have more power than it currently did under the Articles of Confederation. Randolph and Madison supported this idea by explaining why the national government needed more powers: so it could protect the American people from foreign attacks, protect their civil liberties, and provide for their general welfare.

LITERAL—What was the outcome of the Constitutional Convention? (3.10)

- » It was decided that a new constitution would be written. The new constitution would create a stronger central government.

“The United States Constitution,” pages 23–24

Scaffold understanding as follows:

Read the section on pages 23–24 aloud.

CORE VOCABULARY—Point out the vocabulary terms *federal* and *compromise*, and explain their meanings.

SUPPORT—Point out the phrase “supreme law” in the second paragraph of the section. Explain that *supreme* means ultimate or highest.

SUPPORT—Help students understand the concept of checks and balances with a quick dramatization. Select three volunteers to play the parts of rock, paper, and scissors. Explain how each has its own strengths and weaknesses: rock can dent scissors, scissors can cut paper, and paper can cover rock. Have a member of the class explain how rock, paper, and

scissors check one another. Explain that this is similar to how the three branches of government check one another to ensure that no single branch has too much power. (3.11)

SUPPORT—Ensure that students do not conflate the idea of checks on power and the idea of separation of powers. Separation of powers divides power among different parts of the government. Checks enable one part of the government to stop another part from abusing its powers.

After reading the text, ask the following questions:

LITERAL—What balance did the delegates have to keep in mind as they wrote the new constitution? (3.10.c)

- » They had to balance the power shared between state and national levels of government so that neither held too much or too little power.

LITERAL—What situation were the delegates trying to avoid as they assigned powers to the national government? (3.2, 3.10, 3.10.c)

- » The delegates didn't want to have a too-strong central government that might abuse its power, like the British king did.



LITERAL—What is the purpose of separation of powers? (3.10.b, 3.11)

- » The purpose of separation of powers is to give each branch of government its own powers so that power is spread out and no branch has too much.



INFERENTIAL—What do you think it means to say that the U.S. Constitution is the supreme law of the land? If the law of a state disagreed with a law within the Constitution, which law would be followed? (3.10.c)

- » Possible answer: To say that the U.S. Constitution is the supreme law of the land means that if a state law disagrees with the Constitution, that law cannot be valid. The law in the Constitution would be followed, not the state law.

“The Bill of Rights,” pages 24–25

Scaffold understanding as follows:

Have students read the section on pages 24–25 with a partner.

SUPPORT—Review how *ratified* means approved. Then explain that until the Constitution was ratified by at least nine states, the United States would still be governed by the Articles of Confederation. Many people, including James Madison and Alexander Hamilton, who had supported the Army spent months trying to convince state delegates to ratify the new Constitution. Others who supported a weaker central government argued against ratification.

SUPPORT—Have students examine the image listing the Bill of Rights on page 24. Explain that the Third Amendment prevents the government from forcing individuals to provide lodging for members of the military in their homes. This amendment was a response to laws passed by Parliament in the years leading up to the American Revolution, when colonists had been obligated to provide *quartering* (living quarters and provisions) for British troops in times of peace.

After students read the text, ask the following questions:

 **LITERAL**—What is a bill of rights? (3.10.e)

- » A bill of rights is a list of citizens' rights that the government must protect and may not interfere with.

EVALUATIVE—Why did some delegates support including a bill of rights in the Constitution? Why did some oppose it? (3.2, 3.11)

- » Some delegates wanted to include a bill of rights so that the new national government could not interfere with those rights. Others thought that listing these rights was unnecessary since state constitutions already guaranteed them.

LITERAL—Why did it take four years to get the Constitution ratified by all of the states? (3.2)

- » Some states wouldn't ratify it unless it had a bill of rights. After the writers of the Constitution promised to add a bill of rights, more states voted for ratification.

"A Republic," pages 25–26

Scaffold understanding as follows:

Read the section on pages 25–26 aloud.

 **SUPPORT**—Explain that there are rules for voting in the United States. Generally, to vote, a person has to be a citizen, they have to be at least eighteen years old, and they have to be a resident of the state in which they vote. In almost all states, a citizen has to register, or sign up, to vote, too. But each state makes its own voting laws, and most states have additional requirements.

After reading the text, ask the following questions:

 **LITERAL**—How does the Constitution recognize that the government is given its power by the people? (3.10.d, 3.11)

- » The phrase "We the People" in the first sentence of the Constitution is recognition that the United States government gets its power to govern from the people.

 **LITERAL**—How do people participate in a republic? (3.13)

- » People participate in a republic by voting for candidates who represent their concerns and beliefs.

 **INFERENTIAL**—The text says that voting is a right and a responsibility. What does this mean? (3.13)

- » That voting is a right means that every citizen can vote and everyone's vote has the same weight no matter how much money or power they have. That voting is a responsibility means that everyone who can vote should vote. Voting decides who makes decisions and who will take care of the country and its people.

Primary Source Feature: "Preamble to the Constitution," page 27

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 27.

Introduce the source to students by showing the *Schoolhouse Rock* preamble video.

SUPPORT—Explain that *domestic* means at home. When talking about social studies and history, *domestic* means within the United States. It's the opposite of *international* and *foreign*.

Then have students read the preamble aloud as a class.

 **SUPPORT**—The preamble lists the purposes of the government that the Constitution created. Have students list these purposes in their own words. (3.10)

(Possible answers:

- *In Order to form a more perfect Union* means to make the country and the government stronger and united.
- *Establish justice* means to make sure that everyone is treated fairly.
- *Insure domestic Tranquility* means to preserve peace within the country.
- *Provide for the common defense* means to protect the nation from outside attacks.
- *Promote the general welfare* means to help people have good lives.
- *Secure the Blessings of Liberty to ourselves and our Posterity* means to protect freedom for the people living now and for those who will come after us.)

Ask the following questions:

 **LITERAL**—According to the preamble, who created the Constitution? (3.3.a, 3.11)

- » The preamble says that the people of the United States established the Constitution.

 **INFERENTIAL**—Which of the points in the preamble identify a purpose of government that involves protecting people’s rights? (3.3.a, 3.10, 3.10.e, 3.11)

- » All six points in the preamble identify purposes of government that involve protecting people’s rights.

INFERENTIAL—Why do you think the Constitution begins with this paragraph? (3.4)

- » Possible answers: The Constitution begins with this paragraph so people know why the Articles of Confederation was being replaced with a new constitution; the writers of the Constitution wanted to emphasize that the government gets its power from the people, not from a ruler.

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete it independently.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (3.1)
- Review and discuss the Framing Question: “What challenges were involved in creating a new constitution?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What challenges were involved in creating a new constitution?”
 - » Key points students should cite include: Americans wanted a government based on the consent of the governed; Americans wanted limited government; the first constitution of the United States was the Articles of Confederation; the government created by the Articles of Confederation was too weak; Congress called a constitutional convention to address the weaknesses of the government, but some people thought the Articles of Confederation needed to be replaced; the convention tried to make the national government strong but not too strong; the convention tried to balance power between the national and the state governments; some people insisted on including a bill of rights; ratification took a long time.

- Choose one of the Core Vocabulary words (*liberty, right, unalienable, consent, confederation, federal, or compromise*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

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/>

TOPIC: The First President

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

Primary Focus Objectives

- ✓ Understand how and why George Washington was elected president. (3.6.a)
- ✓ Identify challenges faced during George Washington’s presidency. (3.6.a)
- ✓ Describe the precedents set by George Washington’s presidency. (3.6.a)
- ✓ Explain how Americans honor George Washington’s legacy. (3.2, 3.6.a)
- ✓ Understand the meaning of the following domain-specific vocabulary: *resignation, inauguration, oath of office, precedent, neutral, and obelisk.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About the First President”:

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

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

resignation, n. the act of stepping down from or leaving a job (30)

Example: I informed my boss of my resignation two weeks before I started my new job.

Variations: resignations, resign (v.)

inauguration, n. a formal ceremony at the start of a term of office (31)

Example: The inauguration ended with the new president's speech.

Variations: inaugurations, inaugural (adj.), inaugurate (v)

oath of office, n. a promise made by a government official to obey the law and fulfill the responsibilities of the job (31)

Example: A ceremony was held for the governor to take the oath of office and publicly promise to act for the public's best interest.

Variations: oaths of office

precedent, n. an example for future actions or decisions (33)

Example: Since my sister set a precedent by finishing all her chores before 10:00 a.m., I have been waking early to try to keep up.

Variations: precedents

neutral, adj. not helping either side in a conflict (35)

Example: I prefer to remain neutral and to stay out of arguments between my friends.

Variations: neutrally (adv.), neutrality (n.)

obelisk, n. a pillar carved from a single piece of stone with a square base and a pyramidal top (36)

Example: The Washington Monument is an obelisk that towers above the city of Washington, D.C.

Variations: obelisks

THE CORE LESSON 35 MIN

Introduce "The First President"

5 MIN

Review what students read about the Constitutional Convention in Chapter 2. Explain that the Constitution established the office of president as the leader of the United States. Ask students to guess who the first president was, giving them the hint that it was someone who was already famous for his role in the American Revolution. In this chapter, students will read about George Washington and how he shaped the presidency.

Call students' attention to the Framing Question. Tell students to look for information about why George Washington was chosen to be the first president of the United States.

Guided Reading Supports for "The First President"

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Washington Heads Home,” pages 28–30

Scaffold understanding as follows:

Read the section on pages 28–30 aloud.

CORE VOCABULARY—Point out the vocabulary term *resignation*, and explain its meaning.

SUPPORT—Remind students that the Articles of Confederation created a weak central government. Washington was one of the leaders who believed the Articles of Confederation needed to be replaced.

SUPPORT—Point out the last sentence of the section. Explain that in this context, “He had to serve” does not mean that Washington was forced to return to public life. He hadn’t signed a contract or made a promise to anyone. Instead, he felt compelled, or driven, back into service. Washington *wanted* to help. Ask students what clues in the text suggest this meaning. (“How could he say no?” “his country,” “it struggled,” “He could not turn his back”) (3.3.b)

After reading the text, ask the following questions:

LITERAL—What did George Washington plan to do after the Revolutionary War? (3.6.a)

- » Washington planned to return to private life at his home Mount Vernon after the war.

INFERENTIAL—How long did George Washington stay out of public life? (3.3.a)

- » George Washington stayed out of public life for three years, from 1784 to 1787.

INFERENTIAL—Why do you think George Washington agreed to return to Philadelphia for the Constitutional Convention? (3.4, 3.4.a)

- » Possible answer: He wanted to make sure that the United States had a strong government so that the country would last a long time.

“Washington Becomes President” and “Inauguration Day,” pages 30–32

Scaffold understanding as follows:

Read the section “Washington Becomes President” on pages 30–31 aloud.

CORE VOCABULARY—Point out the vocabulary term *inauguration*, and explain its meaning.

SUPPORT—Explain that George Washington’s election was different than those of subsequent presidents. Congress wanted to move quickly so the new government could get started. It set the election for February 1789, and Washington was inaugurated in April. Today, we hold elections in November, and the president is inaugurated in January. The election of 1789 was the only time in history when every participating elector voted for the same presidential candidate. (Explain that electors are officials appointed by a state to cast votes for president and vice president.) Following the new Constitution, electors voted for two candidates. The person who came in second place won the role of vice president. George Washington’s vice president was John Adams.

SUPPORT—Reread the paragraph about Washington’s journey from Mount Vernon to New York City. Ask students to make a claim based on this paragraph about how people felt about Washington. (*Possible answers: People loved him. People admired him. People saw him as a hero.*) Prompt them to explain their evidence and reasoning. (3.3.a, 3.3.b, 3.4)

Read the section “Inauguration Day” on pages 31–32 aloud.

CORE VOCABULARY—Point out the vocabulary term *oath of office*, and explain its meaning. Direct students to the image on page 32, and explain that it shows George Washington taking his oath of office.

After reading the text, ask the following questions:

EVALUATIVE—Why did George Washington go to New York City? (3.2)

- » Washington went to New York City for his presidential inauguration. It was the capital of the United States at the time.

LITERAL—What is the purpose of an inauguration? (3.2)

- » The purpose of an inauguration is to formally start a person’s term in office.

EVALUATIVE—Why did Washington’s journey to New York City take longer than expected? (3.2)

- » Washington’s journey took longer than expected because people were excited to see the new president. They admired him and wanted to be close to him. This slowed down his carriage. He also had to stop often for parades and dinners.

INFERENTIAL—Would Washington face similar travel problems today? Explain your reasoning. (3.5)

- » No, Washington probably wouldn’t face similar travel problems today. Today we use cars to travel on highways between cities. Cars are enclosed, so dust doesn’t come in, and they move quickly. We can use airplanes when we need to travel great distances. Crowds of fans couldn’t surround an airplane.

LITERAL—On what date did George Washington become president? (3.6.a)

» Washington became president on April 30, 1789.

 **LITERAL**—Where is the presidential oath of office written? (3.3.a)

» The presidential oath of office is written in the Constitution.

“Setting Precedent,” pages 32–35

Scaffold understanding as follows:

Read the first four paragraphs of “Setting Precedent” on pages 32–33 aloud.

CORE VOCABULARY—Point out the vocabulary term *precedent*, and explain its meaning.

Have students read the next three paragraphs of the section on pages 33–34 with a partner.

SUPPORT—Explain that the first three departments created by Congress still exist. Today, the Department of War is called the Department of Defense. The Department of Justice was also created, with the attorney general as its head. Over time, even more departments were added to the list and their heads, or secretaries, joined the president’s cabinet.

Read the last three paragraphs of the section on page 35 aloud.

SUPPORT—Explain that at the time, western Pennsylvania was the frontier of the United States. That meant it was at the edge of the country’s territory. Most farmers who lived there were poor. Some bartered for goods and services with whiskey. When the government taxed whiskey, the farmers felt like the government was taxing money itself. They also believed their concerns were not properly represented in the central government and thought this was another case of taxation without representation.

 **SUPPORT**—Explain that one of the duties of the president is serving as the commander in chief of the military. Unlike Washington, today’s presidents do not go into battle.

SUPPORT—Explain that the leaders of the Whiskey Rebellion were tried and convicted of their crimes but that Washington pardoned them. Explain that being pardoned means being released without further punishment.

After reading the text, ask the following questions:

EVALUATIVE—Why did Washington and Congress “move forward carefully” in their new roles? **(3.2)**

- » Possible answer: No country had ever had a democratic government before. They wanted to make sure that they didn’t make any mistakes.

INFERENTIAL—Why do you think the members of Congress chose to call George Washington “Mr. President” instead of “Mr. Washington” or “George”? **(3.2)**

- » Possible answer: Members of Congress chose to call George Washington “Mr. President” because “George” and even “Mr. Washington” would have been too informal. They needed a title that showed a great deal of respect but not one that made him sound like a king.

INFERENTIAL—Why do you think the Constitution doesn’t say how many departments should be in the government? **(3.10)**

- » Possible answer: The Constitution does not describe many details of the government because the authors wanted the government to have the ability to make changes as the country grew. They didn’t want to be tied to old traditions if those traditions no longer made sense.



LITERAL—What is the president’s cabinet? **(3.4.a)**

- » The president’s cabinet is a group of advisers to the president.

LITERAL—What executive departments were included in Washington’s cabinet? Who else was in the cabinet? **(3.6.a)**

- » Washington’s cabinet included the Department of State, the War Department, and the Department of Treasury. It also included the attorney general.

LITERAL—How did farmers in western Pennsylvania respond to the tax on whiskey? **(3.2)**

- » They joined together and refused to pay it.

LITERAL—How did the government respond to the Whiskey Rebellion? **(3.2, 3.6.a)**

- » In response to the Whiskey Rebellion, President Washington personally led troops to western Pennsylvania. The farmers gave up without a fight.

EVALUATIVE—Why was Washington’s appearance in western Pennsylvania significant? (3.6.a)

- » Washington’s appearance in western Pennsylvania proved to citizens that the central government was both willing and able to enforce the laws it passed.

“Washington’s Retirement,” pages 35–36

Scaffold understanding as follows:

Have students read the section on pages 35–36 independently.

CORE VOCABULARY—Point out the vocabulary terms *neutral* and *obelisk*, and explain their meanings.

 **SUPPORT**—Explain that the national holiday of Presidents’ Day, on the third Monday of February, was originally the Washington’s Birthday national holiday, celebrated on February 22.

 **SUPPORT**—Explain that in addition to naming places and holidays after people, Americans also use the images of historical figures on postage stamps and money. George Washington’s face is on the dollar bill and the quarter.

After students read the text, ask the following questions:

LITERAL—What issues worried Washington during his presidency? (3.3.a)

- » During his presidency, Washington was worried about the division between political parties and becoming involved in other countries’ conflicts.

LITERAL—What did Washington do at the end of his second term as president? Why? (3.6.a, 3.10.d)

- » Washington decided not to run for a third time because he didn’t want to be viewed as a monarch who never gives up the throne.

 **EVALUATIVE**—How have Americans honored George Washington in the past? How is he honored today? (3.2, 3.5, 3.6.b)

- » In the past, Americans honored George Washington by naming the country’s capital and the Washington Monument after him. Today, we celebrate Washington by observing his birthday, which we recognize on Presidents’ Day.

**Primary Source Feature: “Excerpt from Washington’s Farewell Address,”
page 37**

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 37.

Introduce the source to students by reading the introductory text aloud and reviewing what students read about Washington’s Farewell Address.

Read the excerpt aloud while students follow along.

SUPPORT—Explain that a farewell address is a speech given when a person leaves a job or position of importance.

SUPPORT—Explain that *affections* means care or love and that *triumphed* means won.

Have students restate each paragraph in their own words.

Ask the following questions:

LITERAL—Why did Washington make this speech? (3.2)

- » Washington made this speech because he was leaving the presidency and wanted to inspire future generations of Americans.

INFERENTIAL—Who is the audience for this excerpt? To whom is Washington talking? (3.3.a)

- » Washington’s audience for this speech is the American people.

EVALUATIVE—What is Washington’s core message in this speech? What does he want his audience to remember? (3.3.a, 3.3.b)

- » He wants Americans to remember what they have in common or what they share instead of focusing on their differences.

EVALUATIVE—What does Washington mean when he says, “The name of American . . . must always respect the just pride of patriotism more than any label that reflects local connections”? (3.3.a, 3.3.b)

- » He means that a person’s identity as an American is more important than their identity as a resident of a state or a local community.

Distribute Primary Source Analysis (AP 1.2), and have students complete it independently.

Activity Page



AP 1.2

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (3.1)
- Review and discuss the Framing Question: “Why was George Washington chosen to be the first president of the United States?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “Why was George Washington chosen to be the first president of the United States?”
 - » Key points students should cite include: Washington was popular with the American people after the Revolutionary War; he was a trusted leader; he retired from public life after the Revolutionary War, but he was called back to chair the Constitutional Convention; he retired from public life after the Constitution was written, but he was called back to serve as the first president.
- Choose one of the Core Vocabulary words (*resignation, inauguration, oath of office, precedent, neutral, or obelisk*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

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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Assessment: Chapter 1—*The Declaration of Independence and the American Revolution*

A. On your own paper, write the letter(s) that provide the best answer.

1. Which event in 1773 led to the Intolerable Acts? (3.1)
 - a) Battle of Trenton
 - b) Boston Tea Party
 - c) Battles of Lexington and Concord
 - d) First Continental Congress meets
2. Which statement best explains a reason why Parliament passed the Stamp Act? (3.1)
 - a) to help the United States pay off war debt
 - b) to lower the cost of sending letters
 - c) to help start the American Revolution
 - d) to raise the cost of sending letters

Use the image to answer questions 3 and 4.



- 3.** Why did American colonists decide to take the action shown in the image? **(3.2)**
- a)** They did not like British tea.
 - b)** They were angry about taxes.
 - c)** They thought the boxes held weapons.
 - d)** They wanted to punish British ship captains.
- 4.** How did Parliament respond to these actions? **(3.2)**
- a)** It increased taxes on British tea.
 - b)** It agreed to some of the colonists' demands.
 - c)** It passed laws that punished the people of Boston.
 - d)** It fired British ship captains for losing British property.
- 5.** What is the main way George Washington helped the Revolution? **(3.6.a)**
- a)** He led the Continental Army.
 - b)** He founded Washington, D.C.
 - c)** He fought at the Battles of Lexington and Concord.
 - d)** He wrote the Declaration of Independence.
- 6.** Why is July 4 celebrated in the United States? **(3.6.b)**
- a)** It is the day that Thomas Paine published *Common Sense*.
 - b)** It is the day that the British surrendered to the Continental Army.
 - c)** It is the day that the First Continental Congress met in Philadelphia.
 - d)** It is the day that the colonies adopted a declaration of independence from Britain.

Use the map to answer questions 7 and 8.

Major Battles of the American Revolution



7. After which battle shown on the map did the American colonies form an alliance with France? (3.2)
- a) Trenton
 - b) Concord
 - c) Saratoga
 - d) Yorktown

8. During which battle did the British surrender and end the war? (3.7)
- a) Boston
 - b) Yorktown
 - c) Philadelphia
 - d) Lexington
9. Use the image to answer the question.



- What do the stripes of the American flag represent? (3.6.c)
- a) each of the thirteen original colonies
 - b) the lives lost during the American Revolution
 - c) the men who wrote the Declaration of Independence
 - d) the United States' former relationship with Great Britain
10. Use the following passage from the Declaration of Independence to answer the question.
- We hold these truths to be self-evident [easily seen], that all men are created equal, that they are endowed [given] by their Creator with certain unalienable Rights [rights that cannot be taken away], that among these are Life, Liberty and the pursuit of Happiness. —That to secure [protect] these rights, Governments are instituted among Men, deriving [getting] their just powers from the consent [approval or agreement] of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter [change] or to abolish [get rid of] it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect [bring about] their Safety and Happiness.

According to the Declaration of Independence, what does every person have a right to? Select the **three** correct answers. (3.3.a, 3.11)

- a) life
- b) peace
- c) liberty
- d) money
- e) government
- f) pursuit of happiness

B. On your own paper, write a well-organized paragraph in response to the following prompt:

Explain two different causes of the American Revolution. (3.4, 3.4.a, 3.4.b, 3.4.c)

Assessment: Chapter 2—The Constitutional Convention

A. On your own paper, write the letter that provides the best answer.

1. Which document organized the first version of the United States government? (3.7)
 - a) Constitution
 - b) Bill of Rights
 - c) Articles of Confederation
 - d) Declaration of Independence

2. According to James Madison, what was the main flaw with the original U.S. central government? (3.10)
 - a) It did not protect people's rights.
 - b) Congress did not have enough power.
 - c) It could not protect the country from outsiders.
 - d) The states could not make their own decisions.

3. What document is James Madison given most credit for? (3.2)
 - a) Constitution
 - b) Bill of Rights
 - c) Articles of Confederation
 - d) Declaration of Independence

4. What did the Virginia Plan propose? Select the **three** correct answers. (3.10, 3.11)
 - a) The new constitution should include a bill of rights.
 - b) States should be responsible for funding the military.
 - c) The central government should provide for the people's welfare.
 - d) The central government should protect against foreign enemies.
 - e) The central government's powers should be divided among three branches.
 - f) The central government should have more power than under the Articles of Confederation.

5. Which describes a federal system of government? (3.10.c)
 - a) Power is divided between the central government and the states.
 - b) Power is held by the voting public and government leaders.
 - c) Power is held only by the central government.
 - d) Power is held only by individual states.

6. Which are specified by the Constitution drafted at the Constitutional Convention? Select the **two** correct answers. (3.10, 3.11)
- a) the process of electing leaders
 - b) that all people are created equal
 - c) the structure of the state governments
 - d) the structure of the central government
 - e) the rights held by citizens of the United States
7. Use the image to answer the question.



Which amendment gives you the right to say what you think without the government interfering? (3.3.a, 3.10.e, 3.11)

- a) Fifth Amendment
- b) First Amendment
- c) Eighth Amendment
- d) Tenth Amendment

8. Why does the Constitution call for separation of powers? (3.10, 3.11)
- a) to balance work evenly among branches of government
 - b) to keep government leaders from staying in their positions too long
 - c) to prevent a single branch of the government from becoming too powerful
 - d) to keep state governments and the central government from sharing duties
9. What happens if a state law disagrees with the Constitution? (3.10.c, 3.11)
- a) A new law is created.
 - b) The state law is followed.
 - c) The Constitution is followed.
 - d) The Constitution is amended.

10. Use the following passage from the preamble to the Constitution to answer the question.

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

Which phrase from the preamble tells the reader that the government gets its power to make laws from the people? (3.10.d, 3.11)

- a) "provide for the common defense"
- b) "We the People of the United States"
- c) "in Order to form a more perfect Union"
- d) "do ordain and establish this Constitution"

- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Evaluate the claim that the Founders of the United States set the standard for civic duty that still guides Americans today. Provide evidence from Chapter 2 that supports the claim or proves the claim wrong. (3.2, 3.4, 3.4.a, 3.4.b, 3.5, 3.13)

Assessment: Chapter 3—The First President

A. On your own paper, write the letter that provides the best answer.

1. In what year did George Washington become president? (3.6.a)
 - a) 1776
 - b) 1781
 - c) 1787
 - d) 1789
2. Where did Washington first serve his presidency? (3.6.a)
 - a) Washington, D.C.
 - b) Mount Vernon, Virginia
 - c) New York City, New York
 - d) Philadelphia, Pennsylvania
3. Who was George Washington's vice president? (3.6.a)
 - a) John Adams
 - b) James Madison
 - c) Thomas Jefferson
 - d) Alexander Hamilton

Use the image to answer questions 4 and 5.



4. Which statement describes the role of George Washington? (3.3.a)
- a) He led the U.S. Navy for a lifetime term.
 - b) He argued against the Bill of Rights.
 - c) He wrote the Bill of Rights.
 - d) He was the first president of the United States.
5. What is the purpose of the president's cabinet? (3.6.a)
- a) to represent the interests of individual states
 - b) to take notes for the president during meetings
 - c) to write laws that the president can present to Congress
 - d) to advise the president on matters of national importance
6. Which precedents did Washington set while in office? Select the **three** correct answers. (3.6.a)
- a) vetoing new tax laws
 - b) enforcing federal laws
 - c) refusing to run for a third term
 - d) being called "Your Excellency"
 - e) making presidential decisions alone
 - f) creating the first cabinet
7. Why did Washington leave the presidency in 1797? (3.6.a, 3.10.d)
- a) He was following the rules of the Constitution.
 - b) He did not want to be viewed as a monarch.
 - c) He lost the 1797 election to John Adams.
 - d) He died while still serving as president.

Use the image to answer questions 8 and 9.



8. What is this structure called? (3.6.d)
- a) Washington Monument
 - b) Jefferson Memorial
 - c) Independence Hall
 - d) National Mall
9. Why was the Washington Monument built? (3.6.d)
- a) to honor the first president of the United States
 - b) to celebrate the ratification of the U.S. constitution
 - c) to celebrate the United States's 100-year anniversary
 - d) to celebrate the end of the Articles of Confederation
10. Use the following passage from President Washington's Farewell Address to answer the question. (3.3.a)

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

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

What issue might George Washington have been addressing with this speech?

- a) the division of Americans into political parties
 - b) the election of the next United States president
 - c) the calls for the United States to join foreign wars
 - d) the colonies' decision to separate from Great Britain
- B. On your own paper, write a well-organized paragraph in response to the following prompt.**

State a reasonable claim about how George Washington's actions during his presidency still affect American government today. Then support or refute your claim with evidence from Chapter 3. (3.2, 3.4, 3.4.a, 3.4.c, 3.5, 3.6.a)

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

Teacher Directions: The founding of the United States was a complex event that lasted many years. What began as a simple demand for fairness transformed into a “great experiment” in republican democracy.

Activity Page



AP 1.3

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use Claims and Evidence (AP 1.3) to organize their thoughts and plan their essays.

Prompt:

What was the most important event in the founding of the United States: the American Revolution, the creation and ratification of the Constitution, or George Washington’s presidency? (3.4, 3.4.a, 3.4.c, 3.4.d)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	The American Revolution was the most important event in the founding of the United States.
Reason:	The American Revolution established the importance of self-government and independence from Great Britain.
Evidence:	<p>Prior to the American Revolution, most Americans were happy to be subjects of the British government. They did not mind following British laws or having to purchase British goods as long as they got to run their own local governments.</p> <p>Some colonists became upset when the British began imposing taxes on goods after the French and Indian War. They felt that being taxed without representation in British Parliament was unfair.</p> <p>When the colonists fought back, their local governments were taken away. They could no longer govern themselves and had to follow strict British laws. They realized that they were not treated as equal British citizens.</p> <p>The colonists wanted equality. The Second Continental Congress tried to reason with King George III, but he ignored their letter. The colonists realized that they would never be equal to “real” British citizens. If they wanted to be treated fairly, they were going to have to create their own nation.</p>

Counterclaim and Answer:

Without a strong central government, the new country would have crumbled. That's why the creation and ratification of the Constitution was the most important event in the founding of the United States.

Answer: Without the American Revolution, there would not have been a new country that needed a constitution. Further, there would never have been an opportunity to create a government founded on the consent of the governed.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essay, using the rubric.

Students should not be evaluated on the completion of Claims and Evidence (AP 1.3), which is intended to be a support for students as they think about their written responses.

<p>3</p>	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated and focused and demonstrates strong understanding of the founding of the United States; a few minor errors in spelling, grammar, or usage may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• Colonists determined they wanted self-government.• Colonists realized they needed to work together to make demands on the British government.• Colonists realized they would never be allowed to be equal to “real” British citizens.• Colonists rebelled against taxation without representation.• The Declaration of Independence listed numerous reasons why the king’s actions were unacceptable.• The Articles of Confederation created a government that was too weak to fulfill its functions.• The Constitution created a government based on the consent of the governed.• The Constitution balanced power between the states and the central government.• The Constitution separated federal powers between three branches of government so no branch becomes all-powerful.• Enough Americans were hesitant about ratifying the Constitution that the Founders chose to add a bill of rights.• The Bill of Rights ensures that the rights of American citizens are protected.• George Washington demonstrated that the new government was able and willing to enforce its laws.• George Washington refused to be treated as a monarch and set the precedent of the two-term president.• George Washington encouraged American unity.• George Washington set the precedent of the presidential cabinet.
-----------------	--

2	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the founding of the United States, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.</p>
1	<p>Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the founding of the United States, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.</p>
0	<p>Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the founding of the United States. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.</p>

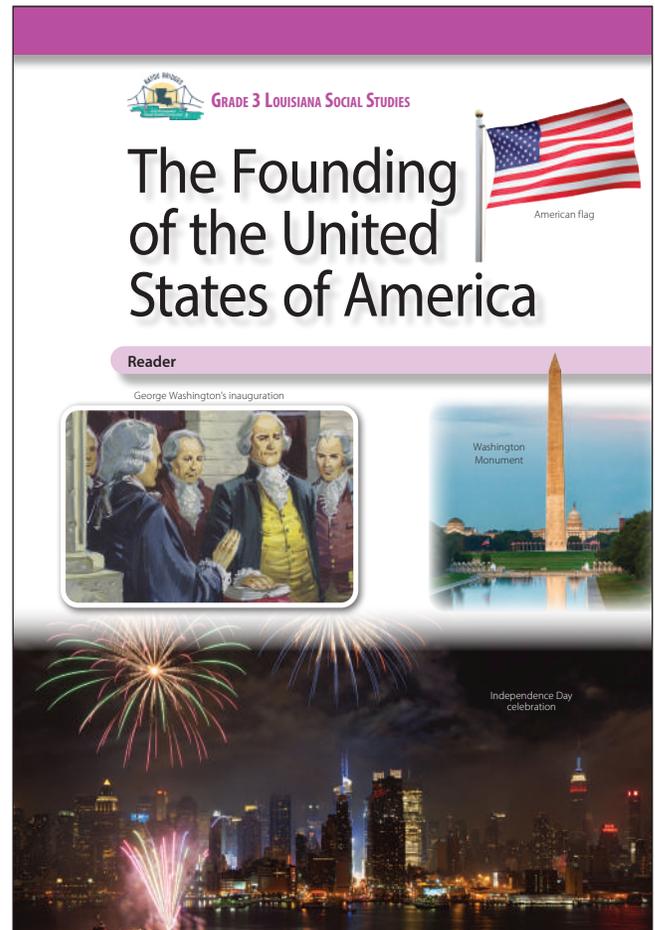
Activity Page 1.1**Use with Chapter 1****Letter to Family**

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 founding and early years of the United States, from approximately 1763 to 1797. Their focus of study will be the Revolutionary Era through George Washington's presidency.

In this unit, students will learn about the events that led up to the American colonies' decision to break away from Great Britain and the subsequent American Revolution. They will listen in on the Constitutional Convention to see how it produced the document our government is still based on today. Finally, they will examine the precedents set by George Washington's presidency and learn how Americans honor his legacy today.

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.



Name _____ Date _____

Primary Source Analysis

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

SOURCE:

Name _____

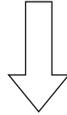
Date _____

Activity Page 1.3

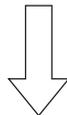
Use with Chapter 1 and Performance Task Activity

Claims and Evidence

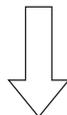
STATE THE CLAIM *What opinion or position are you defending?*



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



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



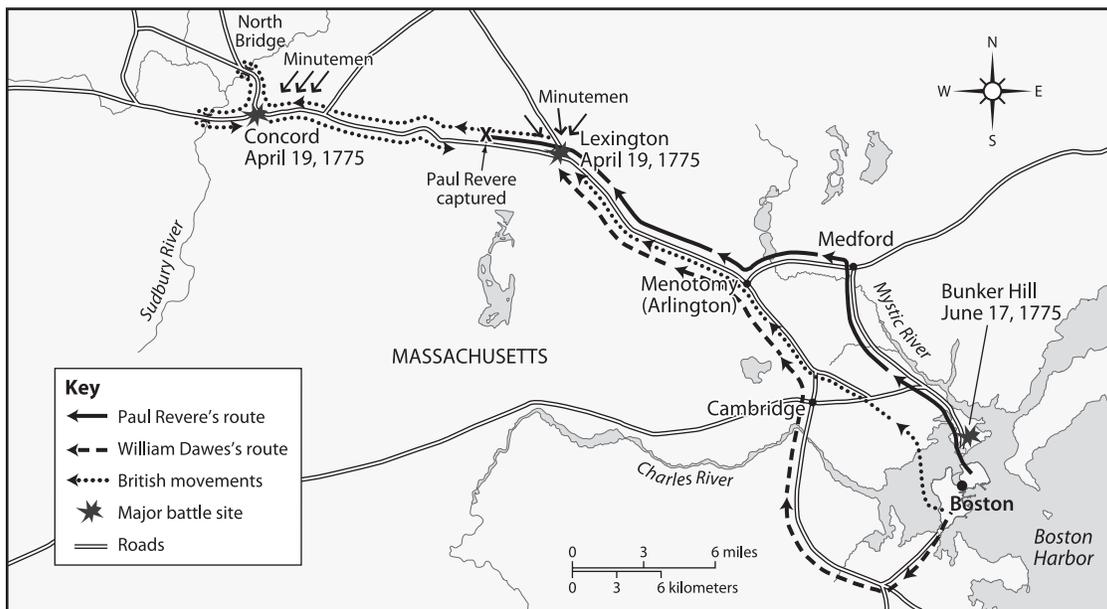
RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

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

Activity Page 1.4

Use with Chapter 1

The Fighting Around Boston



1. How many battle sites does the map show?

2. Where did the last of these battles occur?

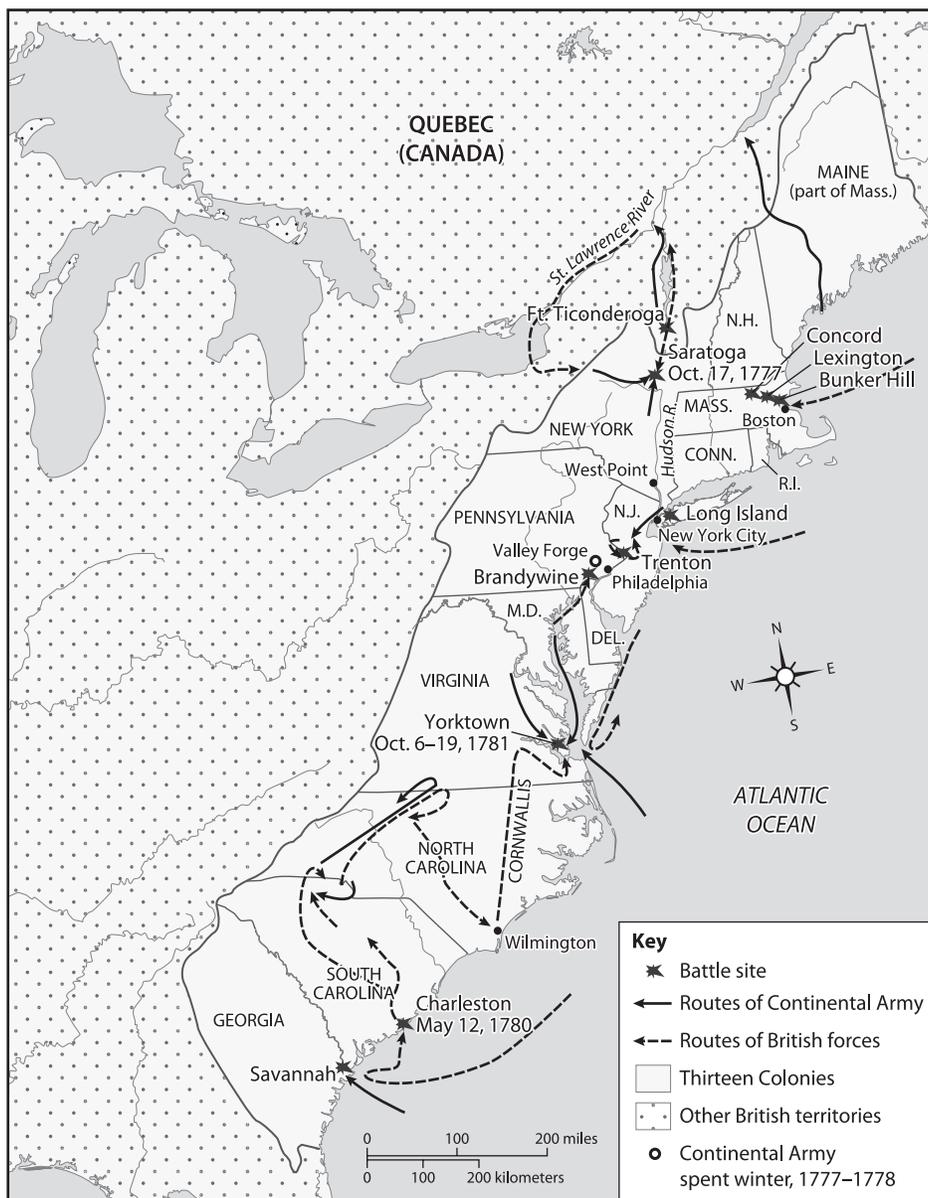
3. When did the Battles of Lexington and Concord occur?

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

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

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

Major Sites of the Revolutionary War



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

2. When did the Battle of Saratoga take place?

Name _____

Date _____

Activity Page 1.5 (continued)

Use with Chapter 1

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

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

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

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

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

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

Name _____

Date _____

Activity Page 1.6

Use with Chapter 1

Domain Vocabulary: Chapter 1

Choose words from the box to complete the sentences.

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

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

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Classroom Constitutional Convention

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

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

Name _____

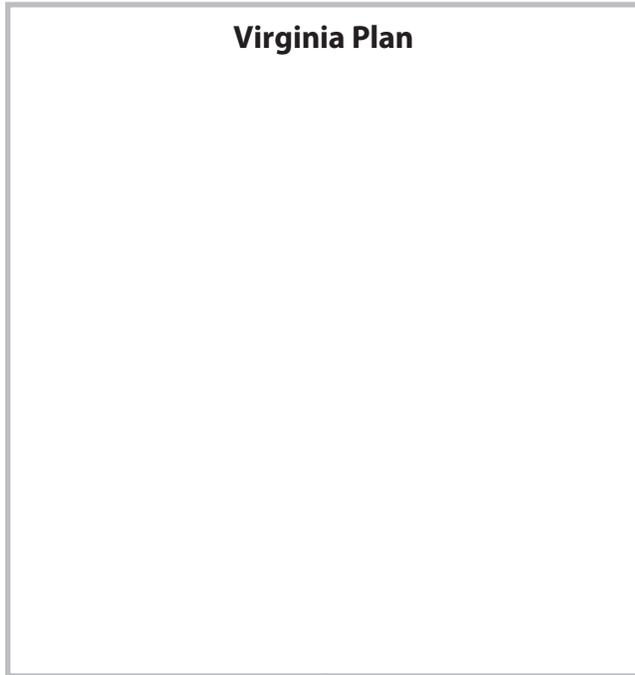
Date _____

Activity Page 2.2

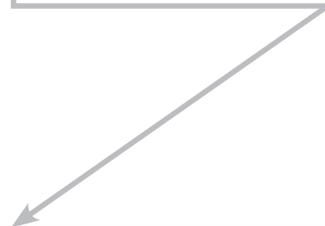
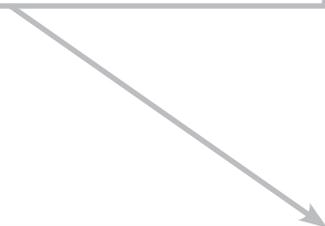
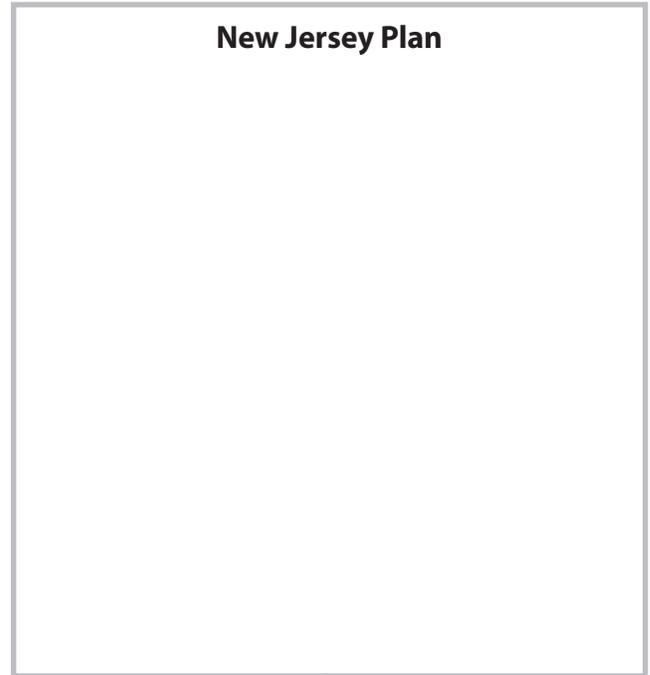
Use with Chapter 2

Comparing the Plans

Virginia Plan



New Jersey Plan



The Great Compromise



Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

The Father of Our Country

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



George Washington

Birthday: February 22, 1732

Home Colony: _____

Character:

Achievements Before the American Revolution:

Achievements During the American Revolution:

Activity Page 3.2

Use with Chapter 3

Domain Vocabulary: Chapters 2–3

For each word, write the letter of the definition.

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

- 3.1** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 3.2** Explain connections between ideas, events, and developments in U.S. history.
- 3.3** Use a variety of primary and secondary sources to:
- a)** Analyze social studies content.
 - b)** Explain claims and evidence.
 - c)** Compare and contrast multiple sources.
- 3.4** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
- a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Explain causes and effects.
 - d)** Describe counterclaims.
- 3.5** Compare life in the United States in the past and present.
- 3.6** Identify and describe national historical figures, celebrations, and symbols.
- a)** Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, the Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.
 - b)** 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, Christmas Day.
 - c)** Describe the history of American symbols, including the Liberty Bell, U.S. 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.”
 - d)** 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.
 - e)** Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.

- 3.7** Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women’s suffrage movement, civil rights movement, and the Space Race.
- 3.8** Describe how voluntary and involuntary migration have affected the United States.
- 3.9** Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.
- 3.10** Recognize functions of the Declaration of Independence and the Constitution of the United States.
- a)** Describe the process by which a bill becomes law.
 - b)** Describe the responsibilities of the three branches of government.
 - c)** Explain the relationship between the federal government and state government.
 - d)** Compare and contrast representative democracy (republic) and monarchy.
 - e)** Explain how our founding documents protect individuals’ rights to life, liberty, and the pursuit of happiness.
- 3.11** Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States.
- 3.12** Explain the significance of the Emancipation Proclamation and the Thirteenth Amendment.
- 3.13** Describe civic virtues: voting, running for office, serving on committees, and volunteering.
- 3.14** Describe how and why people become citizens of the United States.
- 3.15** Describe the United States in economic terms: free enterprise, private property, producers and consumers, profit and loss, supply and demand, and imports and exports.
- a)** Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.
 - b)** Explain how the interaction between producers and consumers in a free market satisfies economic wants and needs.
 - c)** Explain how supply and demand can affect the prices of goods and services.
 - d)** Differentiate between imports and exports.
 - e)** Explain why and how people specialize in the production of goods and services.
- 3.16** Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.
- 3.17** Describe the relationship between scarcity and opportunity cost in economic decision-making.
- 3.18** Describe the importance of personal financial decision-making such as budgeting and saving.
- 3.19** Create and use maps and models with a key, scale, and compass with intermediate directions.
- 3.20** Describe the geographic features of places in the United States.

- 3.21** Interpret geographic features of the United States using a variety of tools such as different types of maps and photos.
- 3.22** Identify and locate the four hemispheres, equator, and prime meridian.
- 3.23** Locate and describe the seven continents and five oceans.
- 3.24** Describe the relative location of the United States.
- 3.25** Describe why and how people in the United States have modified their environment.
- 3.26** Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.
- 3.27** Describe the importance of conservation and preservation.
- 3.28** Describe how the regions of the United States vary culturally and economically.

Answer Key: The Founding of the United States of America

Chapter Assessments

Chapter 1

- A.** 1. b 2. a 3. b 4. c 5. a 6. d 7. c 8. b 9. a 10. a, c, f
- B.** Answers should identify two different causes, such as The passage of the Stamp Act: The act was a tax on paper documents in the colonies. The British Parliament passed it to raise funds to pay for debt from the French and Indian War. It was the first time that Parliament taxed the colonies directly, and colonists were angry about it because it was passed even though colonists were not represented in Parliament. This denial of colonial self-government was one cause of the American Revolution.

The Boston Massacre: British troops sent to Boston after the passage of the Townshend Acts came into conflict with American colonists, who resented their presence. The result was one person killed and two injured in the Boston Massacre. Anger about the event helped lead to the American Revolution.

The Boston Tea Party: Colonists dumped thousands of pounds of tea into Boston Harbor to protest the British selling the tea at a price that was lower than tea from other countries. Colonists were angry because they wanted to trade with many countries, not just Great Britain. Colonial anger about restricted trade was one cause of the American Revolution.

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Chapter 2

- A.** 1. c 2. b 3. a 4. c, d, f 5. a 6. a, d 7. b 8. c 9. c 10. b
- B.** Students should defend or refute the claim that the Founders of the country set the standard for civic duty that still guides Americans today by citing evidence such as that the Founders created plans that put the interest of the country and the people first; they debated civilly; they made compromises; they made decisions democratically; when their first attempt at creating a national government did not work out, they tried again. Answers should include explanations of how the evidence supports or disproves the claim.

Chapter 3

- A.** 1. d 2. c 3. a 4. d 5. d 6. b, c, f 7. b 8. a 9. a 10. a
- B.** Students should clearly state an accurate claim about George Washington's presidency and support it with relevant evidence such as that Washington assembled a cabinet of advisers, which has since been expanded and still exists today; he set the precedent for presidents to serve no longer than two terms; during the Whiskey Rebellion, he proved that the federal government would enforce its laws; he set the precedent for referring to the president as "Mr. President." Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature

Describe the source: introduction to the American Declaration of Independence

Understand the source. Identify its message, purpose, and/or audience: An official notice on behalf of the English colonies. The audience is the British government and other nations. The purposes

are to separate from Great Britain and to justify that action. The document describes how the king has failed to respect the Americans' rights and claims that because of this, they no longer accept his rule as legitimate.

Connect the source to what you already know:

The American colonists were upset with the British government's refusal to treat them as full British citizens. They wanted representation in Parliament and for their interests and opinions to matter. As the British government's punishments grew more severe, the colonists realized they would never be treated as equals.

Draw a conclusion from or about the source: The preamble does a good job of explaining the colonists' problems with the British government. It makes an argument that could apply to many situations and can be understood by many people. This makes it more likely that people who read it will side with the colonists.

The Fighting Around Boston (AP 1.4)

1. three
2. Bunker Hill
3. April 19, 1775
4. Minutemen
5. Revere: 39 miles (63 km), Dawes: 51 miles (82 km)
6. Answers may vary. Possible answer: The top of a hill would provide a good view, and it would be harder for the enemy troops to move up the hillside.

Major Sites of the Revolutionary War (AP 1.5)

1. Bunker Hill, Lexington, Concord
2. October 17, 1777
3. Valley Forge
4. a dotted line with arrows
5. about 200 miles (320 km)
6. the scale
7. Yorktown and Savannah
8. Yorktown, Virginia

Domain Vocabulary: Chapter 1 (AP 1.6)

- | | |
|--------------------|--------------------------------|
| 1. monarchy | 8. declaration |
| 2. tax | 9. pamphlet |
| 3. parliament | 10. immigrant, self-government |
| 4. delegate | 11. republic |
| 5. colony, militia | 12. policy |
| 6. revolution | |
| 7. petition | |

**Primary Source Analysis (AP 1.2): Chapter 2
Primary Source Feature**

Describe the source: introduction to the U.S. Constitution stating the purposes or goals of government

Understand the source. Identify its message, purpose, and/or audience: The purpose is to describe the purposes of government. Its message is that the people have created the United States government to protect and take care of its citizens and ensure freedom for generations to come.

Connect the source to what you already know:

In declaring "We the people," the preamble's ideas contrast with the monarchical ideas of government current at the time. They also distinguish the Constitution from the Articles of Confederation. The Articles of Confederation gave states most of the power, while the Constitution gave most of the power to the national government. Not everyone was convinced that this was a good idea; they worried about a central government becoming too powerful.

Draw a conclusion from or about the source: The preamble may have been written in part to reassure those people who still didn't think it was a good idea to have a strong central government.

Comparing the Plans (AP 2.2)

Virginia Plan: Possible answers: two-house legislative branch with number of state's members determined by money contributed and population of non-enclaved persons; both executive branch and judicial branch appointed by legislative branch, of which the first house is elected and the second is appointed; stronger state governments

New Jersey Plan: Possible answers: one-house legislative branch with equal number of members per state; more ways for Congress to collect taxes; three-fifths rule for states with enslaved persons, to determine funding from national governments; judges appointed by executive branch; stronger national government

The Great Compromise: Possible answers: Came from parts of both the Virginia Plan and New Jersey Plan; three branches of government; one house of Congress based on population and one made up of an equal number of members from each state

Primary Source Analysis (AP 1.2): Chapter 3 Primary Source Feature

Describe the source: an excerpt from Washington’s Farewell Address

Understand the source. Identify its message, purpose, and/or audience: The excerpt is from a speech George Washington gave as he left the presidency. His message was that people in the United States are united by their “Americanness.” He communicates that patriotism and pride in being an American should come before allegiance to any smaller or local group.

Connect the source to what you already know: The end of Washington’s presidency coincided with the rise of political parties in the United States. Washington was worried about the division of the American people by party. He did not want Americans fighting one another at the sacrifice of national interests.

Draw a conclusion from or about the source: This part of Washington’s speech is meant to remind Americans that everyone is on the same team. Even though we disagree and have different interests, we have a common cause that should take precedence in our thoughts and actions, since the protection of our rights and liberties depends on the preservation of our republic.

The Father of Our Country (AP 3.1)

Home Colony: Virginia

Character: Answers may vary. Possible answers: patient, caring, trustworthy, respectable, true to his word, honest, reliable, regimented, disciplined

Achievements Before the American Revolution: fought in the French and Indian War, member of the House of Burgesses

Achievements During the American Revolution: commander in chief of Continental Army, won the Battle of Trenton and the Battle of Princeton, helped his troops get through the winter at Valley Forge, forced Cornwallis to surrender at the Battle of Yorktown

Domain Vocabulary: Chapters 2–3 (AP 3.2)

- | | |
|------|-------|
| 1. g | 8. d |
| 2. m | 9. e |
| 3. a | 10. b |
| 4. k | 11. l |
| 5. i | 12. c |
| 6. h | 13. j |
| 7. f | |



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