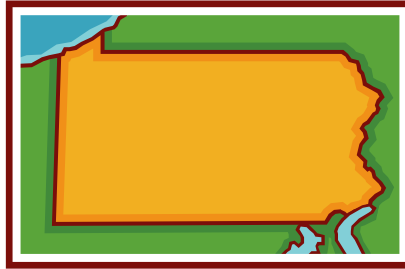


From Colonies to States



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Date- Thursday, March 9, 2006
Subject- Social Studies

Grade level: 2

Objectives:

- The student will be able to explain how the original 13 colonies became the United States.
- The student will be able to identify contributions of historical figures who have influenced the nation.

Pennsylvania Academic Standards: Pennsylvania Academic Standards for History: United States History 8.3.3-A. Identify contributions of individuals and groups to United States history. • George Washington Pennsylvania Academic Standards for History: United States History 8.3.3-B. Identify and describe primary documents, material artifacts and historic sites important in United States history. • Documents (e.g., Declaration of Independence, U.S. Constitution, Bill of Rights)

Cross-curricular integration: Reading, writing, and listening

Materials: Unit 3 Big book, pp. 142-147=Practice and Activity book, p. 31=Vocabulary power=Graphic Organizer and transparencies, GO 6=Graphic Organizer answer book, p. 15=Geo Big Book=Outline Maps=National Geographic Primary Atlas

Vocabulary:

- independence
- President

Instructional Procedures:

- Anticipatory set-
 1. Remind children what they learned about Plymouth and other early settlements. Then ask: **Where did the people from England settle—along the Atlantic coast or the Pacific coast? What other early settlements do you know about?**
 2. To help children set a purpose for reading, ask: **How did the United States become its own country?** This can be written on board.

3. Pass out the graphic organizers to the students. Have the students use them as they read/listen to the lesson. They should write down the events in the order they happened. Have the children use the information to summarize the lesson.
- Developmental Activities-
 4. *Read aloud pages 142-143.* Explain that George Washington believed in individualism, or the idea that people should be able to live and work freely.
 5. **What was the war between England and the United States called?** (the American Revolution) Main Idea-History Strand
 6. **What body of water bordered the colonies?** (the Atlantic Ocean)
 7. **Why did our country fight against England?** (The colonists did not want to follow England's laws. The king of England did not want the colonists to be free.)
 8. **Which colony was the farthest south?** (Georgia) Using Maps
 9. Play "Yankee Doodle" from the Do-Re-Me & You! CD. Invite the students to stop and listen to the lyrics or words in the song.
 10. *Read aloud pages 144-145.* Point out that George Washington was a great leader. He led the American Army during the war and he led a new country as its first President.
 11. **What did the Declaration of Independence say?** (It said that the 13 colonies were free from England, each colony was now a state, and the United States was now a country.) Main Idea-History Strand
 12. **How do we celebrate the signing of the Declaration of Independence?** (We have a holiday on every Fourth of July with parades, speeches, and family outings.) Make Inferences-Citizenship Strand
 13. **What happened on July 4th, 1776?** (Leaders of the colonies signed the Declaration of Independence.)
 14. **What does the President do?** (Leads the country) Main Idea-History Strand
 15. **Can you think of some ways that our country has honored George Washington?** (Possible answers: by naming our nation's capital after him; by putting his picture on the one-dollar bill; by celebrating President's Day) Draw Conclusions-History Strand
 16. Give the children some background information on the American Revolution:
 - Some American soldiers in the war were called Minutemen, because they could be ready to fight in a minute's notice.
 - During the winter of 1777, the American soldiers camped in Valley Forge, which is in Pennsylvania. They did not have enough food or clothing and many died.
 - After several years of fighting, the war ended when the English surrendered in Yorktown, Virginia, in 1781.
 17. *Read aloud pages 146-147.* Point out that the amendments can be added to the Constitution. Amendments are additional laws. Tell children that the painting of the signing of the Constitution was painted by Howard

Chandler Christy in 1940. It hangs in the Capitol Building in Washington, D.C.

18. **Why did Americans need to make their own laws?** (because they no longer had to follow the laws of England) Main Idea-History Strand
19. **Which was written first---the Declaration of Independence or the Constitution?** (the Declaration of Independence) Sequence-History Strand
20. Point out to the students that our rights as citizens are found in the Bill of rights---the first ten amendments to the Constitution.
21. **What is one right listed in the Constitution?** (freedom of speech or freedom of worship) Main Idea-Government Strand
22. **What was the Constitution?** (The Constitution is the plan for our country's government.)
22. **What did the Declaration of Independence say?** (The declaration of Independence said that the 13 colonies were free from England. It said that each colony was now a state and that the United States was now a country.) Literal/Main Idea
23. **Why do you think people wanted George Washington to be our country's first President?** (Possible answers: he led the American Army against England; he was a great leader.) Thinking Further/Draw Conclusions
24. Give the students some background information on "Two Important American Documents:"
 - Both the Declaration of Independence and the Constitution were written in Philadelphia.
 - Many of the same leaders wrote both documents. There were debates before each document was approved and signed.
 - The first words of the Constitution are "We the people of the United States." These words show that our country's founders believed that the people make the laws and run the government.
- Closure-
 25. **Have the students review the main ideas of the lesson.**
 26. **Have the students use the completed graphic organizer to review the skill, sequence of events.**

Assessment:

- Observe the students ability to explain how the original 13 colonies became the United States.
- Observe the students ability to identify contributions of historical figures who have influenced the nation.
- Observe the students ability to be able to recall the main ideas of the lesson.
- Observe the students ability correctly complete the graphic organizer regarding the sequence of events.

Extension/Enrichment: Have the students look closely at the picture of the quill pen on page 147. Explain to the students that quill pens were the main tool used for writing in those times. The pen had a hole in it that would hold the ink, and the writer had to dip the pen into the ink jar a lot in order to keep writing. Have the children think about what it would have been like to write with a quill pen. Ask them to write their thoughts on a piece of a paper. Ask to also compare and contrast how people write today and how people wrote in the time of the Revolution.

Students with Special Needs: Students who are learning support will be asked to sit in close proximity to the teacher. This will allow the teacher to keep the students on task and monitor their work and comprehension of the lesson.

Reflection:

Technology Integration:

- No computer in the classroom- Graphic organizers would be created by me for the students to use during the reading. An overhead transparency would be created by me for a review of the sequences mentioned in the reading.
- One computer in the classroom- A PowerPoint presentation of the lesson would be created and utilized in class. In addition, to the graphic organizers to be used by the students.
- Six computers in the classroom- Students will work in groups and groups will take turns at the computers. Students will research information on George Washington. They will brainstorm to create a brief skit that provides information about Washington. They could enact Washington talking to the soldiers at Valley Forge, for instance. Students could use the following websites for their searches:
 1. <http://www.whitehouse.gov/kids/presidents/georgewashington.html>
 2. <http://www.pocanticohills.org/washington/washington.htm>
 3. <http://www.surfnetkids.com/games/washington-sw.htm>
- Each child has occasional (once a week, for example) access to a networked, Internet-ready computer in a computer lab- Students will research a President of their choice and find at least 3 (preferable 5 though) interesting facts about these Presidents.
- Each child owns a wireless laptop computer- Children will create a poster with pictures and a slogan to support the American Revolution. Children can use reference books or the Internet to gather information. Students will be required to use PowerPoint to present their poster to the class, as well as print their poster for classroom display.