

SAMPLE LESSON

Grade 3 *Inquire*

NYSTROM

Young Citizens



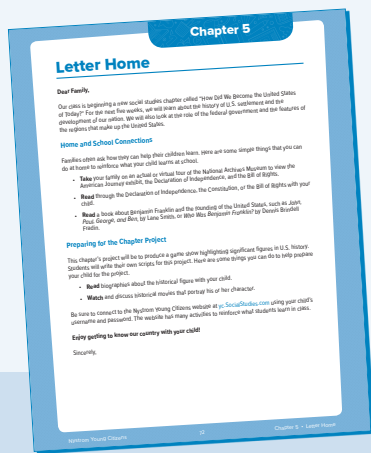
Compelling Question

How Did We Become the United States of Today?

In this chapter, students will learn about the formation and development of the United States.

Time Frame: 5 Weeks

- 1 Students will learn about early settlers and the creation of the 13 colonies.
- 2 Students will study how the colonies formed a nation and how that nation expanded westward.
- 3 Students will learn about the responsibilities of the federal government.
- 4 Students will learn about the distinct regions that make up the United States.
- 5 Students will complete the chapter review, project, and assessment.



Letter Home

Ask students to share the **Letter Home** with their families.



Chapter 5 Pre-assessment

1. Write these five events in scrambled order on the board. Use pictures if available.
 - a. The Europeans land in the New World looking for gold.
 - b. The British establish a colony at Jamestown.
 - c. Many colonists are unhappy with the British laws and taxes.
 - d. Paul Revere warns the colonists that the British are coming.
 - e. John Hancock signs The Declaration of Independence.
2. Challenge students to place these events in chronological order.
3. Briefly explain the events.



Lesson 2

Growth of the United States

Online Activities

- Vocabulary Activities

Literacy Links

- *50 American Heroes Every Kid Should Meet*, by Dennis Denenberg and Lorraine Roscoe
- *A Kids' Guide to the American Revolution*, by Kathleen Krull
- *The Split History of Westward Expansion in the United States*, by Nell Musolf

Main Goals

- A How did the colonies become a nation?** Understand the circumstances that led to the development and signing of the Declaration of Independence.
- B Researching Skills: Reading the Preamble—Primary Source Analysis.** Determine the meaning of words and phrases in the Preamble of the United States Constitution.
- C How did the nation expand?** Discuss how the United States was able to expand westward.
- D How did the American economy develop?** Explain the process of industrialization and understand how technology changed the American economy.
- E Who are important people in America's history?** Discuss the social, political, cultural, and economic contributions of individuals in U.S. history.

A

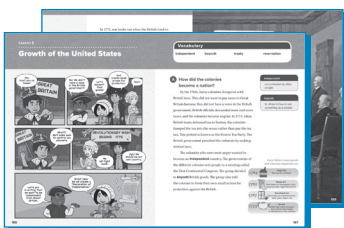
How did the colonies become a nation?



Civics



History



pp. 186-189

New Vocabulary

boycott
independent

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers

Objectives

Students will be able to:

- Discuss the circumstances that led to the development and signing of the Declaration of Independence.
- Identify who was involved with the creation of the Declaration of Independence.

Getting Started

Choose five students to enact the comic on p. 186 of the Student Book for the class. Tell students that they are going to learn more about how the first 13 colonies became independent from Britain.

Literacy Links

- *Why Don't You Get a Horse, Sam Adams?* by Jean Fritz
- *Will You Sign Here, John Hancock?* by Jean Fritz

Teaching



1. Direct students to read the definitions of the vocabulary words on p. 187.
2. Challenge students' understanding by writing the vocabulary words on the board and then writing the following two sentences:

- a. She is a smart and *individual* thinker.
- b. Students decided to *reject* the store until they let more than two students in at once.

Explain to students that the italicized words are synonyms for the vocabulary words. Ask students to replace the italicized words with the correct vocabulary words.

3. Have students read the text on p. 187 of the Student Book.
4. Check students' comprehension by asking the following questions:
 - a. Why were the 13 colonies angry with the British? (*They had to pay taxes. They did not have a voice in the British government.*)
 - b. Who attended the First Continental Congress? (*people sent by the governments of the different colonies*)
 - c. What did they decide to do? (*They boycotted British goods and formed their own armies.*)
5. Distribute the **U.S. Desk Map** and map markers, and explain to students that the First Continental Congress was held in Philadelphia. Have students locate Philadelphia on their desk maps. Ask them what state that city is in. (*Pennsylvania*) Have them underline Philadelphia.
6. Have students look at their maps and locate Massachusetts, then Boston. Have them underline the city of Boston. Tell students that although many of the other ports along the coast were boycotting British tea imports, Boston was not. Then Samuel Adams and the Sons of Liberty boarded three ships in Boston's harbor and dumped 342 chests of tea into the water. This incident became known as the Boston Tea Party and pushed the 13 colonies and Britain closer to war.

7. Have students read the text on p. 188 of the Student Book.
8. Check students' comprehension by asking the following questions:
 - a. What did the Second Continental Congress decide? (to declare independence)
 - b. What was the result? (the Revolutionary War)
9. Have students look at the Declaration of Independence on p. 322 (Patriots' Handbook). Discuss its significance as one of the most important documents in American history.
10. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to write the section question in their **Think Books**: “How did the colonies become a nation?” Have students write their answers down and then discuss their answers as a class.



Modifications for Differentiation

Above Have students select and research one person involved in the Second Continental Congress.

Below Pair students with a stronger reader or work with a small group of students who need more help with reading. Consider making a time line of important events so students can visualize the sequence more easily.

ELL In addition to the Below modification, reinforce the vocabulary, particularly the word *boycott*. Assist with locating places when necessary.

Extending

History Investigate the roles played by Samuel Adams or John Hancock in the independence of the United States.



Reading the Preamble: Primary Source Analysis



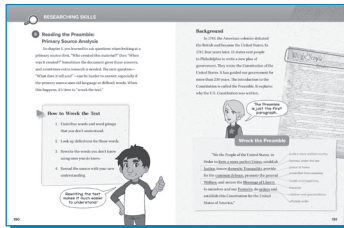
Civics



History



Reading



pp. 190–191

Materials

- Student Book
- [Image of the Preamble](#)
- Think Book

Online Activities

- [Primary Source Analysis](#)

Objectives

Students will be able to:

- Recognize the Constitution as a critical document and artifact in United States history.
- Determine the meaning of words and phrases in the Preamble of the United States Constitution.

Getting Started

1. Explain to students that today they will learn both a way to better understand some primary sources and about a very important primary source in the United States.
2. Ask students to name examples of primary sources. Reinforce for them why primary sources are important when studying people and places. You may want to revisit chapter 1, lesson 3, section D, to help students remember about primary sources.
3. Next, write the word *Preamble* on the board. Underline the prefix *pre-* and explain that it means “before.” Have students guess that the Preamble is before.
4. Display, or project, an image of the Preamble. Explain that it comes before an important primary source, the U.S. Constitution.

Teaching

1. Have students read the first paragraph on p. 190 of the Student Book. Explain that *wreck* means “to destroy or damage.” In this case, students learn to break down (some would say “destroy”) a primary source to make it simpler and more understandable.
2. Read with students through the steps to “wreck the text” and answer any questions.
3. Have students read the “Background” paragraph on p. 191. Then, as a class, answer the first two questions of primary source analysis: “Who created this source?” ([people from 12 states meeting in Philadelphia](#)) and “When was it created?” ([1787](#))

4. Ask students what the Preamble does. (explains why the Constitution was written)
5. Read the Preamble straight through to the class without explanation. When done, ask if anyone understood everything you read, then note that the document uses language that is not common today.
6. Explain that someone has already “wrecked” the Preamble in their Student Books. Have students read the Preamble with you, pausing at the underlined words and phrases to break them into easier to understand concepts. Clarify any other obstacles to understanding the Preamble that students may have.
7. Now that students have read the “wrecked text” of the Preamble, ask them the third question in primary source analysis: “What does it tell you?” Discuss as a class.

Summarizing and Assessing

Explain, or review, that the Preamble lists six reasons the Constitution is needed. Allow students to reread. Have students write the following question and then list the six reasons as answers in their **Think Books: What does the Preamble of the U.S. Constitution tell you?** (form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, secure Blessings of Liberty) Focus first on having students point out all six reasons before explaining or offering examples.



Modifications for Differentiation

Above Give students a text to “wreck” for themselves (such as the first paragraph of George Washington’s commission as Commander in Chief or the first two or three articles of the Articles of Confederation).

Below Help students with the text by rereading it aloud and slowly. Encourage all students to focus on two big ideas: The Preamble reminds us that the people give the Constitution its power, and it gives multiple reasons why the Constitution was written.

ELL In addition to the Below modification, after you read aloud the original Preamble, read it again substituting with the simplified vocabulary.

Extending

Art Have students add one or two illustrations to the six reasons for a Constitution in their **Think Books**.





How did the nation expand?



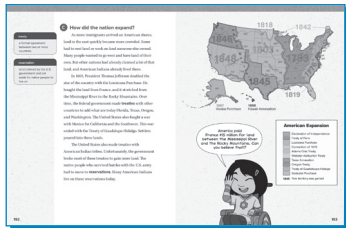
Civics



History



Critical
Thinking



pp. 192–193

New Vocabulary

reservation
treaty

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- rope or tape

Literacy Links

- *James Polk: Our Eleventh President (Our Presidents)*, by Ann Gaines
- *A Timeline History of the Mexican-American War*, by Alison Behnke

Objectives

Students will be able to:

- Recognize how the United States was able to expand westward.
- Explain the conflicts and challenges that occurred when people from the east began to move west.
- Understand what happened to the American Indians during the growth of the United States.

Getting Started

To demonstrate why the United States began expanding westward, set up the following scenario:

- a. Use rope or tape to create borders around a small area in the classroom. Invite 2–3 students to stand in the area. Invite another three students to join them. Repeat the invitations until the area is quite crowded.
- b. Tell students that the colonies along the East Coast of the United States were experiencing a similar problem and needed to find a solution.

Teaching

1. Distribute the **U.S. Desk Map** and map markers.
2. Ask students to turn to p. 192 of the Student Book and emphasize the section question: “How did the nation expand?”
3. Ask students to look for two reasons why people wanted to expand to other land while they read the page. Give students time to read the first paragraph, and then have them share their answers. (land in the east became crowded, people had to rent land or work on land someone else owned, people wanted to have land of their own)
4. Have students trace the 13 colonies with their map markers on their desk maps. They may use the map in the Student Book for reference.

5. Ask them to look west and explain that this area was not part of the United States.
6. Ask students to look for three ways that the United States expanded, or gained more land, while reading the second paragraph. After they read, ask students to list the three ways the U.S. expanded. (buying land, gaining land through peaceful treaties with other nations, fighting a war)
7. Write *treaty* on the board and read aloud the third paragraph on p. 192. Check students' understanding by writing the following sentences on the board and seeing if students can identify which sentence uses the word correctly. 
 - a. The treaty that decided the borders of each country helped solve a lot of problems.
 - b. The way Britain treaty the colonies was not fair.
8. Direct students to read the comic bubble and look at the map on p. 193 to view the size of the land that was bought in the Louisiana Purchase. Have students trace the outline of the purchased territory on the **U.S. Desk Map** and then label it to match the map in the Student Book.
9. Have students reference the map to trace the outlines of each territory gained and to label them on their desk maps.
10. Ask students to look for three things that happened between the United States and the American Indian tribes while reading the third paragraph. After they read, ask students to share their thoughts. (Treaties were made and broken. Battles were fought. Many American Indians were forced onto reservations.)
11. Write *reservation* on the board and tell students that the word has many meanings. Test students' understanding by writing the following sentences on the board and asking them to decide which meaning fits the way that the word *reservation* is used in the Student Book. 
 - a. I made a reservation at the restaurant for dinner.
 - b. I really have reservations about seeing the movie.
 - c. The wildlife reservation has many endangered animals.
 - d. The Navajo Nation reservation is one of the largest in the United States. (correct)
12. Have students clean, collect, and put away materials.

Summarizing and Assessing

Using the map on p. 193 of the Student Book, have students find your home state and write the year and method by which it became part of the United States in their **Think Books**. Many states were acquired through multiple treaties or means; have students write all that apply. Then, ask them to write at least one sentence that explains what happened to the American Indians when the United States expanded. Monitor students' responses.

T

Modifications for Differentiation

Above Challenge students to figure out how much \$15 million in 1803 would be worth today.

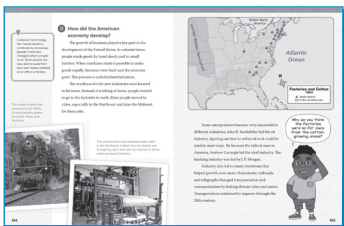
Below Be ready to provide more experience with the vocabulary words, as well as the meaning of *expand*. Students will benefit from additional review and visuals for the vocabulary words.

ELL In addition to the Below modification, provide students with additional support for the vocabulary. Provide visuals and encourage students to act out short scenarios and negotiations to replicate treaties.

Extending

History Have students investigate the causes and results of the Mexican-American War.

D How did the American economy develop?



pp. 194–195

Review Vocabulary

economy
entrepreneur
industrialization

Objectives

Students will be able to:

- Understand how technology has changed American economy.
- Explain the role industrialization played in developing the economy.

Getting Started

1. Post images of inventions that changed the American economy during the eighteenth and nineteenth centuries, such as the steamboat, mower-reaper, cotton gin, sewing machine, telegraph, etc.

Materials

- Student Book
- U.S./World Desk Map
- Group Activity Cards
- Group Activity Role Cards 
- Images of Inventions 
- Think Book
- map markers

2. See if students can name the inventions and/or what the invention was used to do or make. Provide hints and answers as necessary.
3. Have students turn to the pull-out box on p. 194 of the Student Book. Call on a student to read the box aloud. Ask students if they know anyone who works at home. Discuss how changes in technology continuously change how we live.

Teaching

1. Have students turn to p. 194 of the Student Book and ask them to discover how people made goods in colonial times and how that changed over time while reading the first paragraph. Have students discuss their answers. (*made goods slowly by hand and then machines made it possible to make goods rapidly*)
2. Read the second paragraph to students, and then distribute the **U.S. Desk Map** and map markers.
3. Name major cities where factories appeared and have students find and underline these cities on their desk maps (e.g., New York City, Boston, Philadelphia, Chicago, Cleveland, Buffalo, Milwaukee, Detroit).
4. Read the third paragraph (on p. 195) to students. Pause with each person's name and name the state where that person started his business or career so that students can mark it with a star on their desk maps.
 - a. John D. Rockefeller's business started in Ohio.
 - b. Andrew Carnegie's business started in Pennsylvania.
 - c. J. P. Morgan started his career in New York.
5. Select students to read the final paragraph and the picture captions.
6. Have students clean, collect, and put away materials.
7. Distribute **Group Activity Cards** and have students complete them. 

Summarizing and Assessing

Have students choose one invention from the **Group Activity Cards** or the Getting Started activity and write a short paragraph about the inventor and the invention in their **Think Books**. 

3. Read the biography of Benjamin Franklin to students.
4. Ask students to describe Benjamin Franklin and what made him a unique or special individual. Have students use examples from the passage to support their answers.
5. Read his inspirational quote, and have students explain what it means.
6. Instruct students to read the next two short biographies with their partners.
7. Ask students to describe them to each other and explain why each of these people is important to U.S. history.
8. Read the inspirational quotes to students and discuss their meanings as a class.
9. Distribute and complete the **Leveled Student Readers**.

Summarizing and Assessing

Read the lesson summary together. Have students choose one of the significant figures discussed and write three sentences on what that person did in their **Think Books**.



Modifications for Differentiation

Above Have students find five inspirational quotes from famous Americans who are important to U.S. history.

Below Have students work with an independent reader.

ELL Work with students in a small group to assist with reading and writing activity.

Extending

Writing Have students select one famous quote from the text. Ask them to write in their **Think Books** about how the quote impacts their lives today.



Letter Home

Dear Family,

Our class is beginning a new social studies chapter called “How Did We Become the United States of Today?” For the next five weeks, we will learn about the history of U.S. settlement and the development of our nation. We will also look at the role of the federal government and the features of the regions that make up the United States.

Home and School Connections

Families often ask how they can help their children learn. Here are some simple things that you can do at home to reinforce what your child learns at school.

- **Take** your family on an actual or virtual tour of the National Archives Museum to view the American Journey exhibit, the Declaration of Independence, and the Bill of Rights.
- **Read** through the Declaration of Independence, the Constitution, or the Bill of Rights with your child.
- **Read** a book about Benjamin Franklin and the founding of the United States, such as *John, Paul, George, and Ben*, by Lane Smith, or *Who Was Benjamin Franklin?* by Dennis Brindell Fradin.

Preparing for the Chapter Project

This chapter’s project will be to produce a game show highlighting significant figures in U.S. history. Students will write their own scripts for this project. Here are some things you can do to help prepare your child for the project.

- **Read** biographies about the historical figure with your child.
- **Watch** and discuss historical movies that portray his or her character.

Be sure to connect to the Nystrom Young Citizens website at yc.SocialStudies.com using your child’s username and password. The website has many activities to reinforce what students learn in class.

Enjoy getting to know our country with your child!

Sincerely,



Name _____

Activity Sheet

5b

Early American Cities

Complete the following with an adult:

Find five facts about one of the oldest cities in the United States, such as St. Augustine, Florida; Jamestown, Virginia; Santa Fe, New Mexico; New York (New Amsterdam), New York; or Plymouth, Massachusetts.

1. _____
2. _____
3. _____
4. _____
5. _____



Name

Activity Sheet

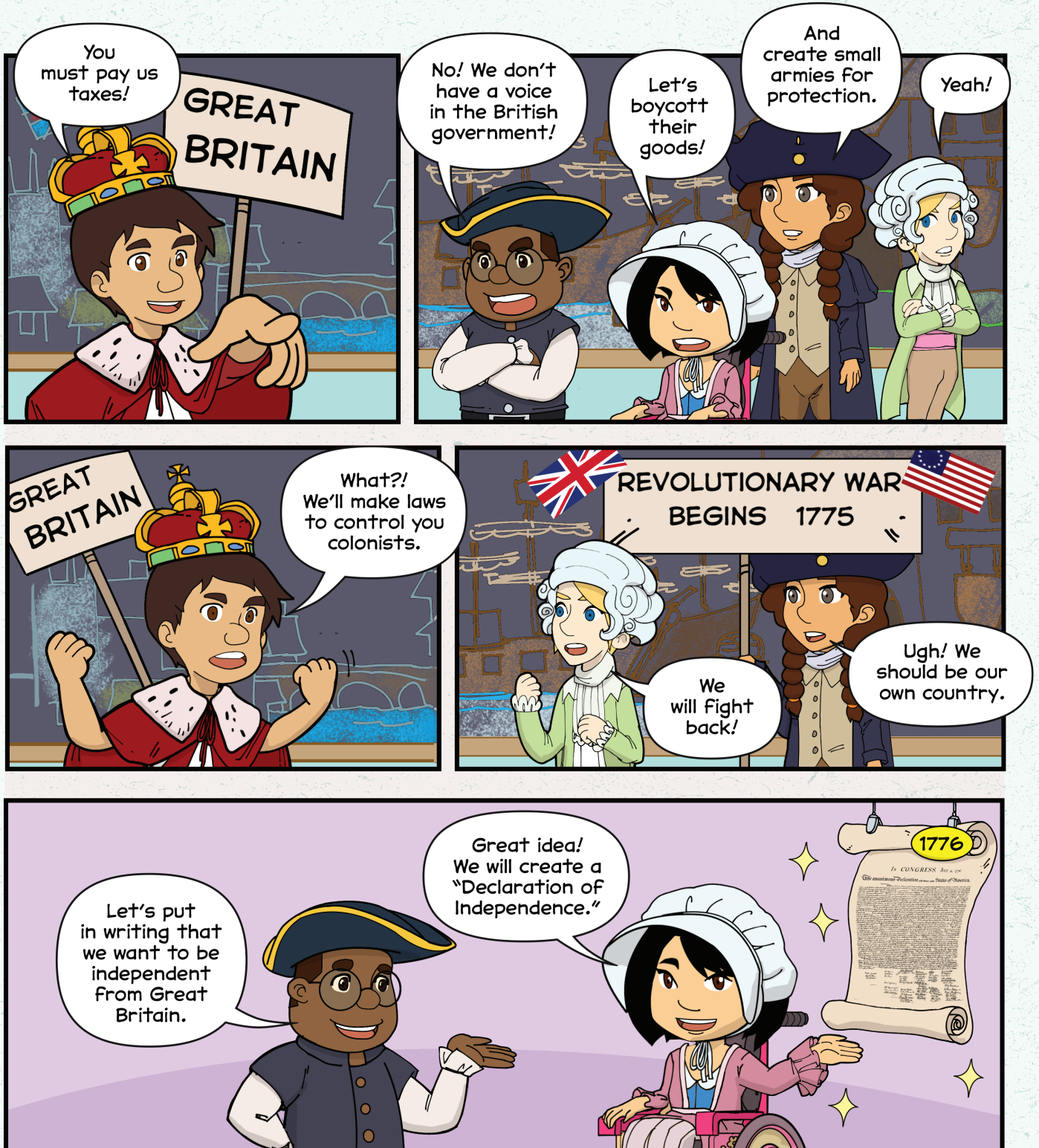
5c

Famous Americans

Complete the following with an adult:

Write a short biography about a famous American from your state.

Growth of the United States



Vocabulary

independent

boycott

treaty

reservation

A How did the colonies become a nation?

By the 1760s, many colonists disagreed with British laws. They did not want to pay taxes to Great Britain because they did not have a voice in the British government. British officials demanded more and more taxes, and the colonists became angrier. In 1773, when British boats delivered tea to Boston, the colonists dumped the tea into the ocean rather than pay the tea tax. This protest is known as the Boston Tea Party. The British government punished the colonists by making stricter laws.

The colonists who were most angry wanted to become an **independent** country. The governments of the different colonies sent people to a meeting called the First Continental Congress. The group decided to **boycott** British goods. The group also told the colonies to form their own small armies for protection against the British.

independent

not controlled by other people

boycott

to refuse to buy or use something as a protest

Great Britain taxed goods that colonists depended on.

1764



Sugar Act
New tax on molasses

1765



Stamp Act
New taxes on newspapers, dice, playing cards, legal documents

1767



Townshend Act
New taxes on imported paint, lead, glass, paper, tea

1773



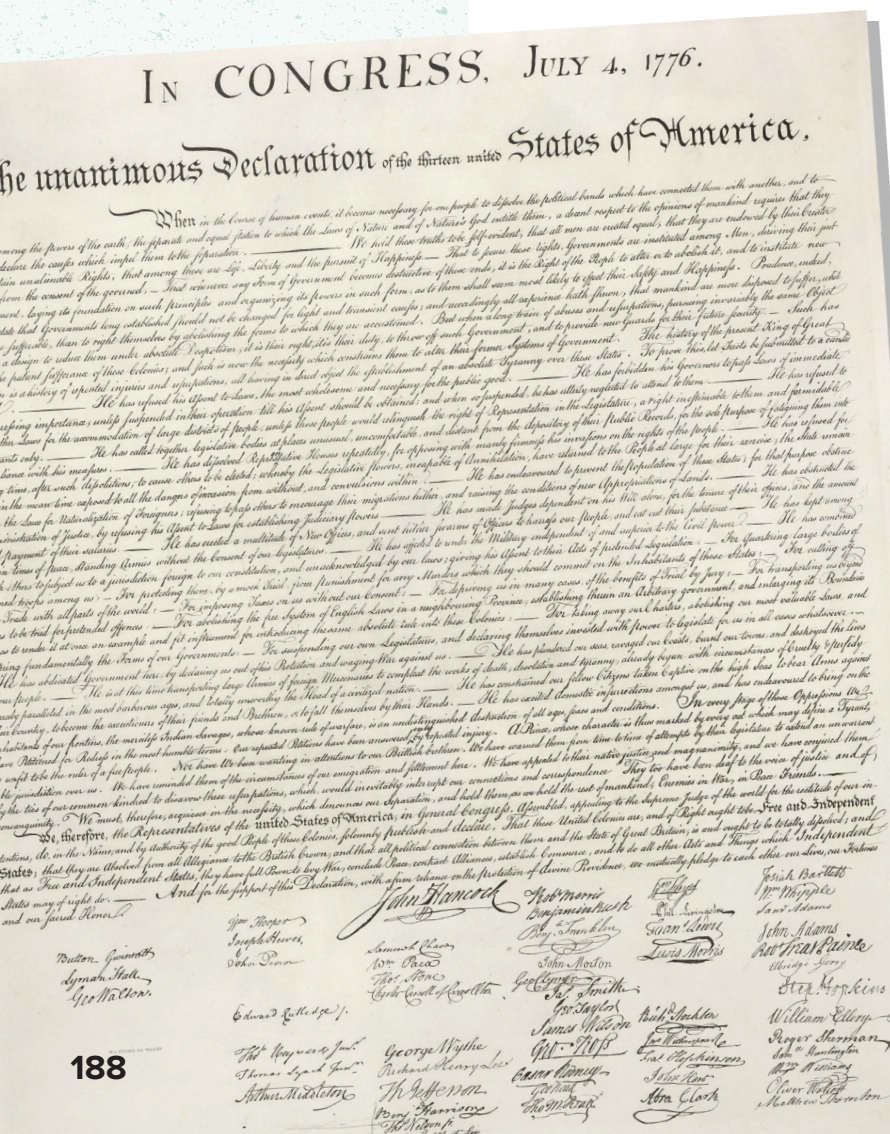
Tea Act
British East India Company gets special advantages in selling tea to the colonies

In 1775, war broke out when the British tried to arrest two important colonial leaders: Samuel Adams and John Hancock. After the war started, the colonies met again and formed a group called the Second Continental Congress. This group was in charge of the colonies during the war. On July 4, 1776, the group agreed to the Declaration of Independence, which said that the colonies were no longer part of Great Britain.

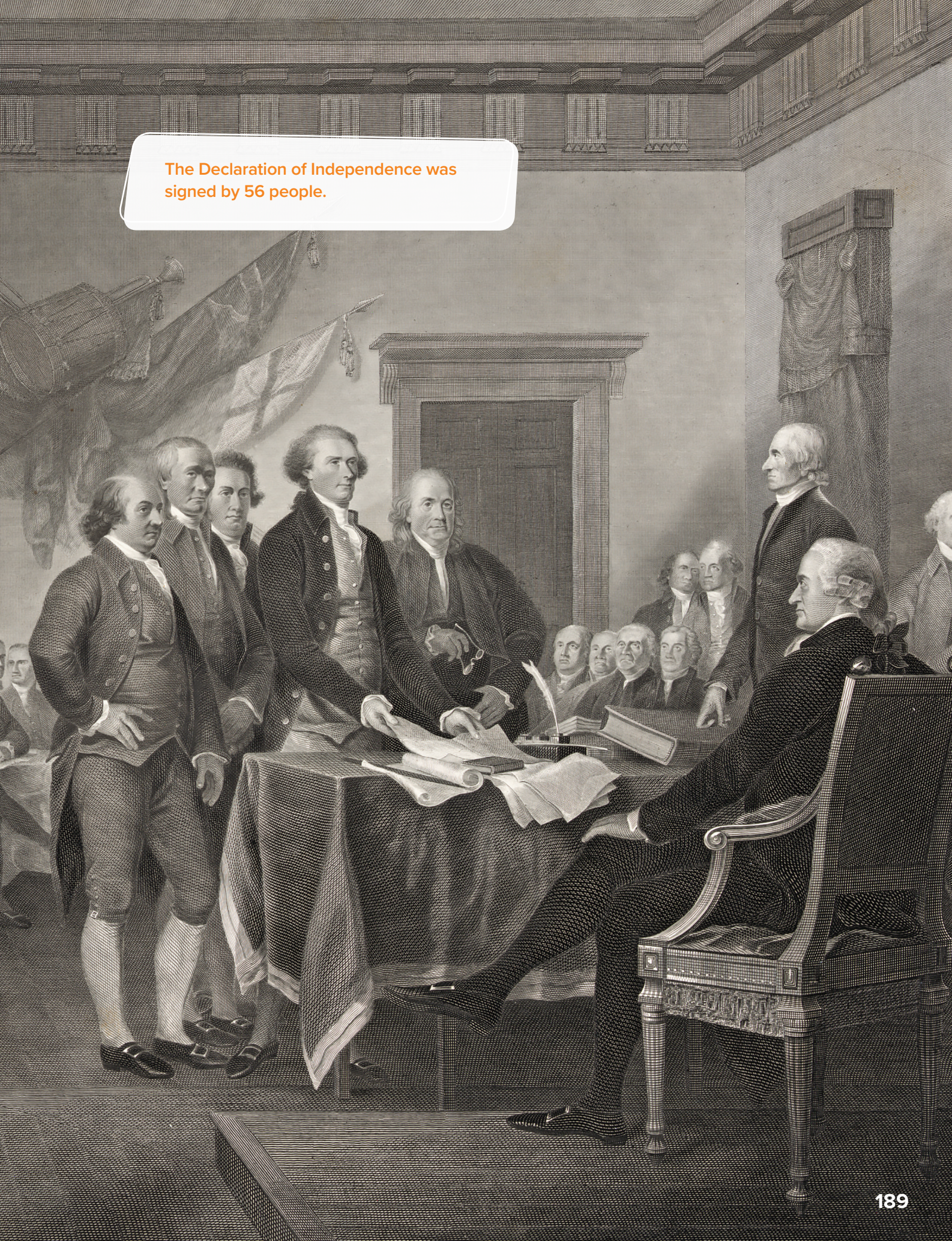
The colonies took a big risk by stating they were a separate country. Great Britain had a huge army and navy and would fight to keep its colonies.

But independence meant freedom. It also would allow other countries, including France (Britain's enemy), to help the new nation. After eight years of war, the colonies were free. They called themselves the United States of America.

This is the Declaration of Independence. It said that the 13 colonies were independent and no longer controlled by the British.



The Declaration of Independence was signed by 56 people.





B Reading the Preamble: Primary Source Analysis

In chapter 1, you learned to ask questions when looking at a primary source: first, “Who created this material?” then “When was it created?” Sometimes the document gives those answers, and sometimes extra research is needed. The next question—“What does it tell you?”—can be harder to answer, especially if the primary source uses old language or difficult words. When this happens, it’s time to “wreck the text.”

How to Wreck the Text

1. Underline words and word groups that you don’t understand.
2. Look up definitions for those words.
3. Rewrite the words you don’t know using ones you do know.
4. Reread the source with your new understanding.



Rewriting the text makes it much easier to understand!

Background

In 1783, the American colonies defeated the British and became the United States. In 1787, four years later, 12 states sent people to Philadelphia to write a new plan of government. They wrote the Constitution of the United States. It has guided our government for more than 230 years. The introduction to the Constitution is called the Preamble. It explains why the U.S. Constitution was written.



The Preamble is just the first paragraph.



Wreck the Preamble

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

- build a more unified country
- fairness under the law
- peace at home
- protection from enemies
- health and happiness
- freedom
- children and grandchildren
- officially order

treaty

a formal agreement between two or more countries

reservation

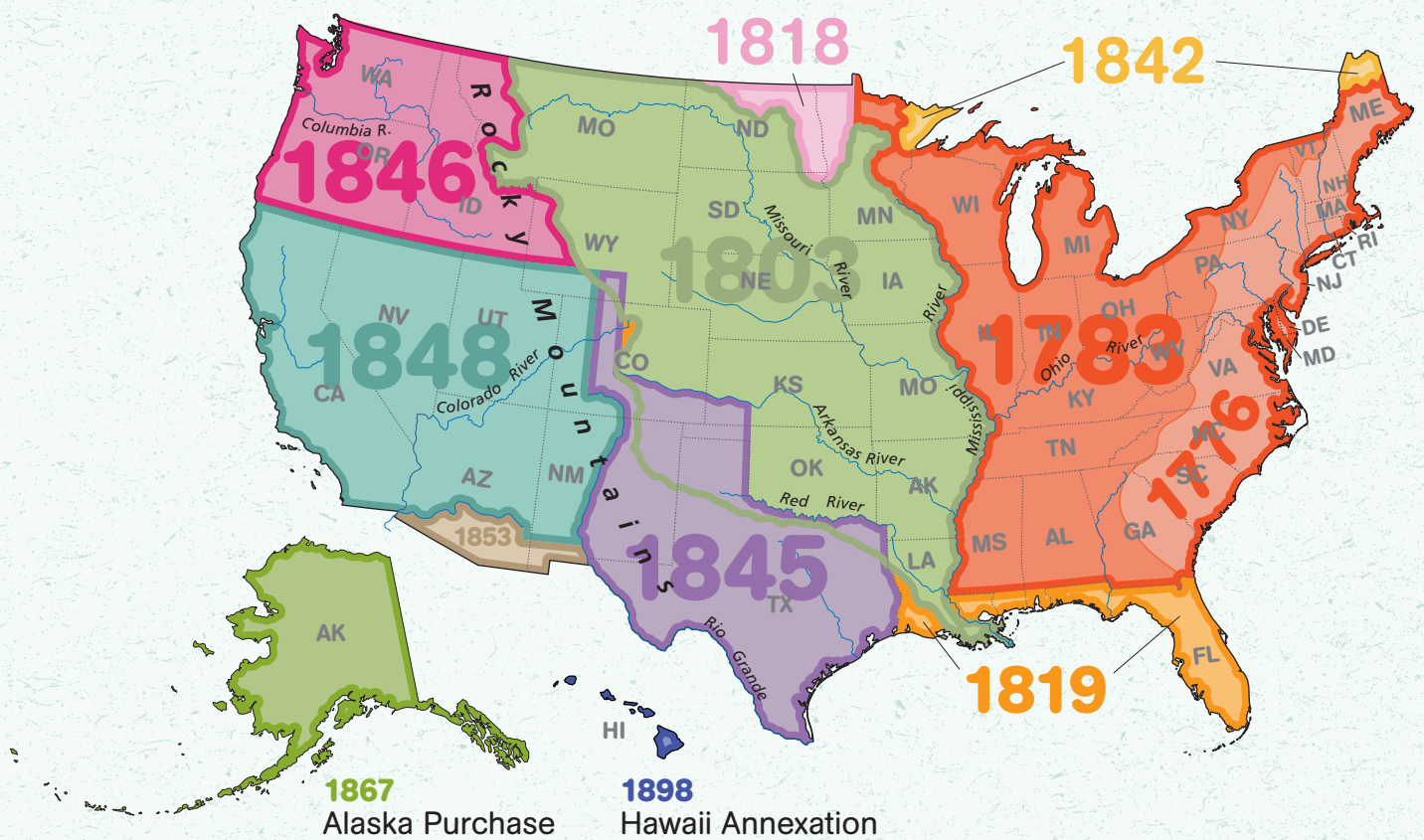
land claimed by the U.S. government and set aside for native people to live on

C How did the nation expand?

As more immigrants arrived on American shores, land in the east quickly became more crowded. Some had to rent land or work on land someone else owned. Many people wanted to go west and have land of their own. But other nations had already claimed a lot of that land, and American Indians already lived there.

In 1803, President Thomas Jefferson doubled the size of the country with the Louisiana Purchase. He bought the land from France, and it stretched from the Mississippi River to the Rocky Mountains. Over time, the federal government made **treaties** with other countries to add what are today Florida, Texas, Oregon, and Washington. The United States also fought a war with Mexico for California and the Southwest. This war ended with the Treaty of Guadalupe-Hidalgo. Settlers poured into these lands.

The United States also made treaties with American Indian tribes. Unfortunately, the government broke most of these treaties to gain more land. The native people who survived battles with the U.S. army had to move to **reservations**. Many American Indians live on these reservations today.



America paid France \$15 million for land between the Mississippi River and the Rocky Mountains. Can you believe that?



American Expansion

- Declaration of Independence
- Treaty of Paris
- Louisiana Purchase
- Convention of 1818
- Adams-Onis Treaty
- Webster-Ashburton Treaty
- Texas Annexation
- Oregon Treaty
- Treaty of Guadalupe-Hidalgo
- Gadsden Purchase

1845 Year territory was gained

Computer technology, like industrialization, continues to encourage growth. It also has changed where people work. More people are now able to work from their own homes instead of an office or factory.

The steam engine was invented in the 1700s. It could provide power for trains, ships, and factories.

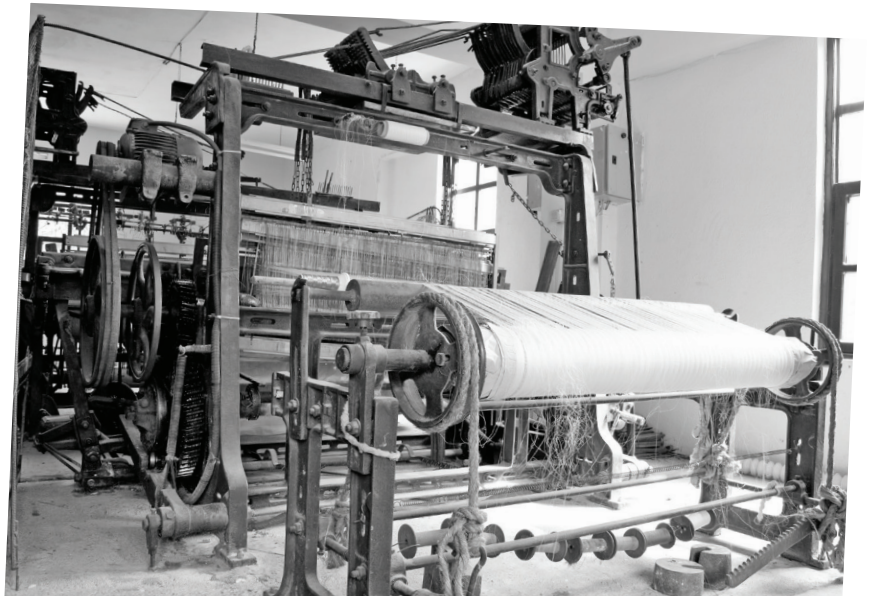
D How did the American economy develop?

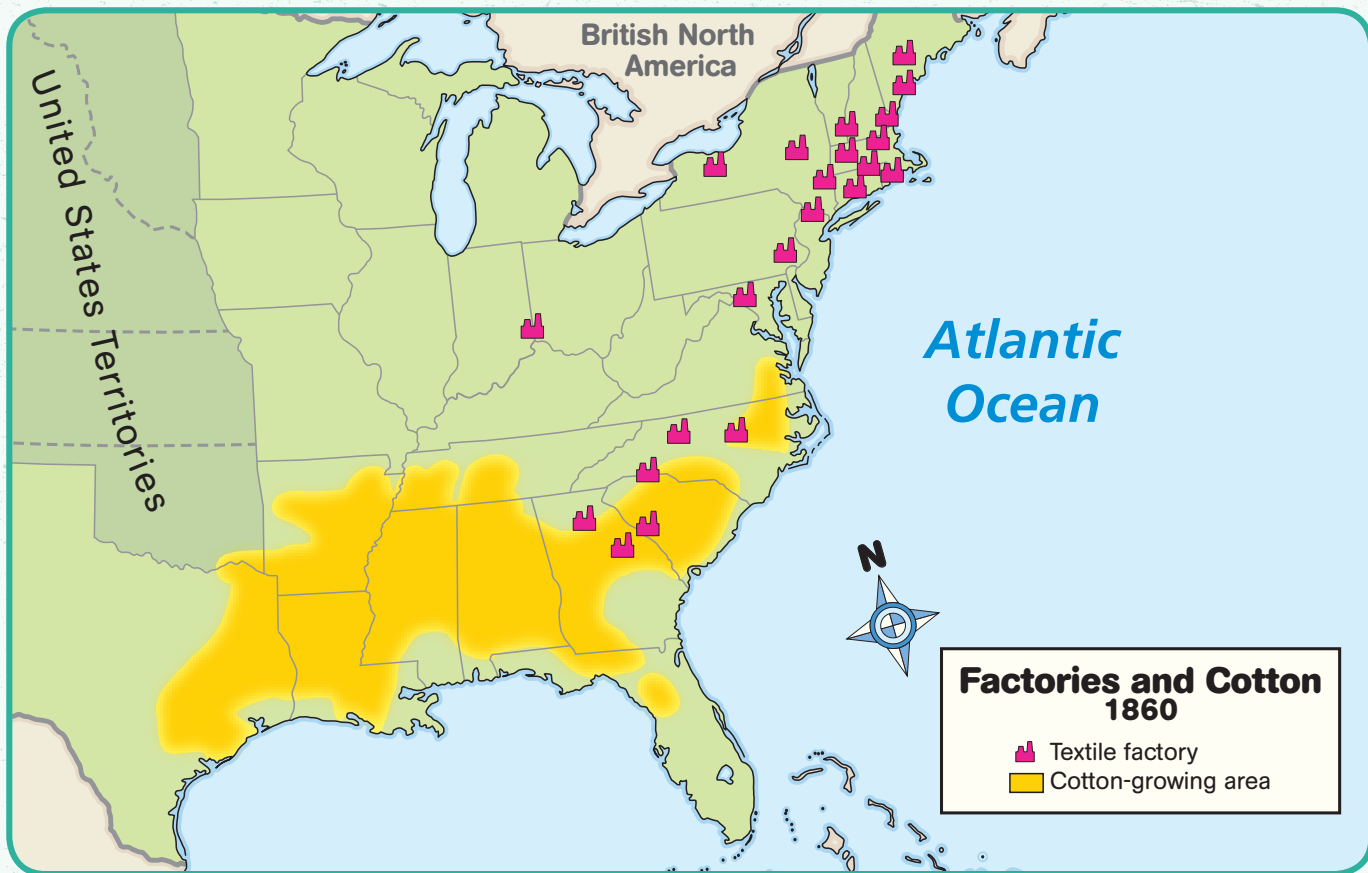
The growth of business played a key part in the development of the United States. In colonial times, people made goods by hand slowly and in small batches. When machines made it possible to make goods rapidly, factories were built and the economy grew. This process is called industrialization.

The machines for the new industries were located in factories. Instead of working at home, people needed to go to the factories to work. More people moved to cities, especially in the Northeast and later the Midwest, for these jobs.



The earliest American factories made cloth in the Northeast. Cotton from the South was brought by ship, and later by railroad, to these water-powered factories.

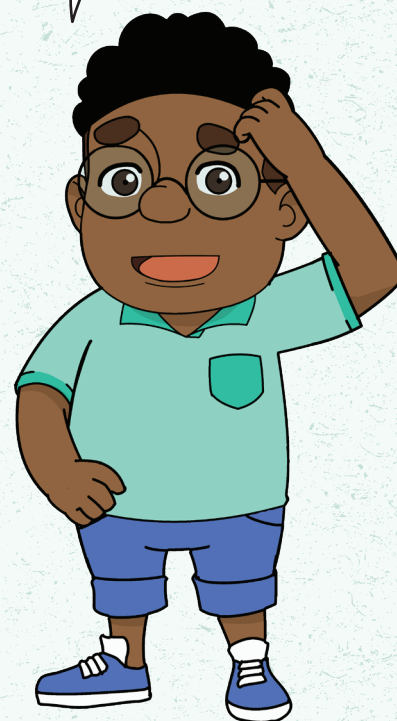




Some entrepreneurs became very successful in different industries. John D. Rockefeller led the oil industry, figuring out how to refine oil so it could be used in more ways. He became the richest man in America. Andrew Carnegie led the steel industry. The banking industry was led by J. P. Morgan.

Industry also led to many inventions that helped growth even more. Steamboats, railroads, and telegraphs changed transportation and communication by linking distant cities and states. Transportation continued to improve through the 20th century.

Why do you think the factories were so far away from the cotton-growing areas?





“Honesty is
the best policy.”

—Benjamin Franklin



“Every great
dream begins
with a dreamer.”

—Harriet Tubman

E Who are important people in America’s history?

Benjamin Franklin

Where would we be without libraries, hospitals, and firefighters? We have Benjamin Franklin to thank for starting America’s first library, hospital, and firefighting company in the 1700s.

Franklin was born in Boston, Massachusetts Bay Colony. His first jobs were as a printer and writer. He published *Poor Richard’s Almanac*, a yearly book of interesting facts, predictions, and sayings. He was also a scientist and inventor.

Perhaps Franklin is best known as one of the founders of America. He helped write the Declaration of Independence. He was the only person who signed the Declaration of Independence, the Treaty of Paris (which ended the American Revolution), and the Constitution.

Harriet Tubman

Harriet Tubman was born into slavery in Maryland. She escaped from slavery as an adult. Returning to the South many times, she helped more than 300 people escape slavery.

After slavery was made illegal, Tubman began speaking out for women’s right to vote.

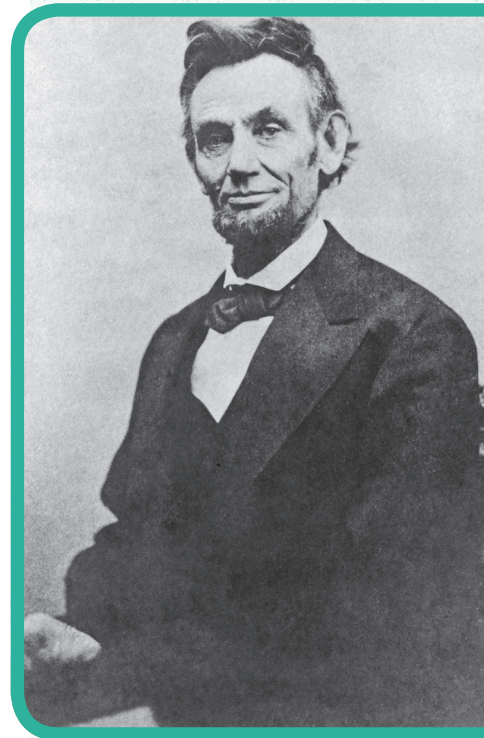
In the years before her death, she built a home for poor, elderly African Americans.

Abraham Lincoln

Abraham Lincoln was the 16th president of the United States. He was president during the Civil War, a very difficult time when the country was divided, and Americans fought each other. He helped keep the country together.

Born in Kentucky to a poor family, Lincoln learned to read, write, and work hard. He worked as a lawyer and served as an Illinois lawmaker before becoming president.

As president, Lincoln's most important act was signing the Emancipation Proclamation. This document was a very important step toward making slavery illegal in the United States.



**“Those who
deny freedom
to others,
deserve it not
for themselves.”**

—Abraham Lincoln



Lesson 2 Summary

Many colonists disagreed with British rules. This led to a boycott of British goods. They later declared independence, starting the quick growth of a new country. The United States grew in land size and economically. Entrepreneurs created successful businesses in industries like oil, steel, banking, and railroads. Important people, such as Harriet Tubman and Abraham Lincoln, made America a freer place for all people.