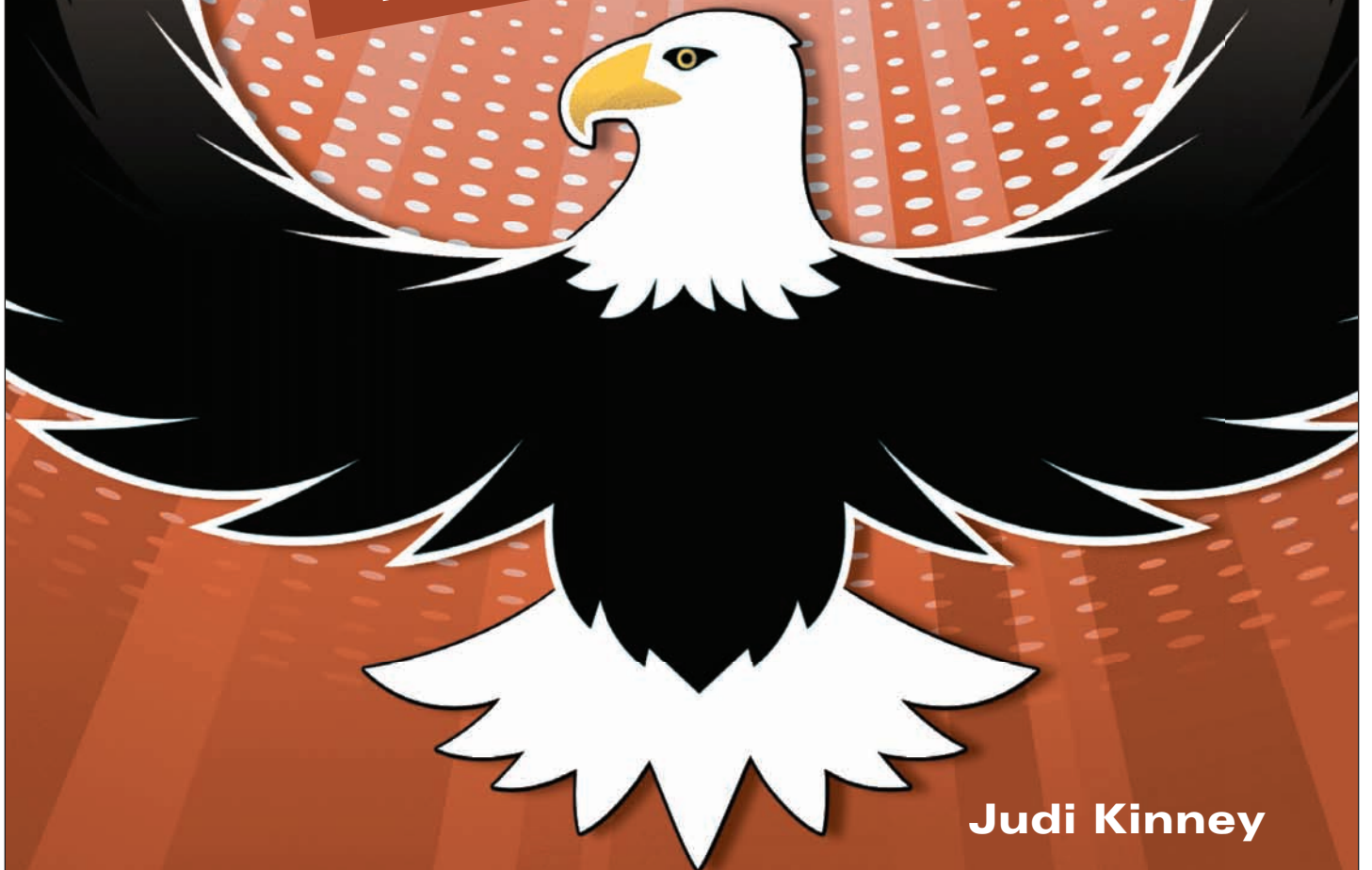


Attainment's

# **EXPLORE** american history

**Teacher's Manual**



**Judi Kinney**

### **Explore American History Win/Mac CD**

This CD contains printable PDFs of the Teacher's Manual, Student Workbook, and Additional Worksheets.

You can review and print pages from your computer.

The PDF (portable document format) file requires Acrobat Reader software.

If you have Acrobat Reader already on your computer, open the files from the CD.

To install Acrobat Reader:

Windows: Run ARINSTALL.EXE on the CD.

Mac: Run Reader Installer on the CD.

After installation, run Acrobat Reader and open the files from the CD.



## **Explore American History Teacher's Manual**

Judi Kinney, author

Elizabeth Ragsdale, graphic design

Beverly Potts, illustrations

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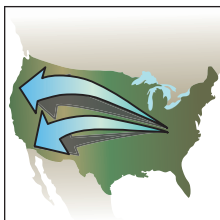
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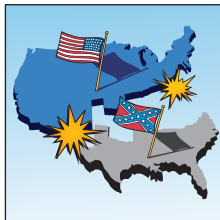
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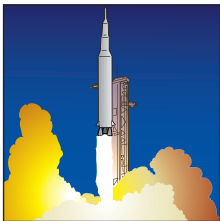
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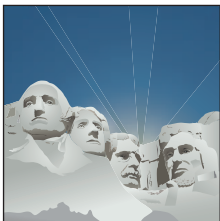
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# Introduction

Attainment Company's **Explore American History** gives an overview of American history from 1600 to the present. The curriculum is designed for students with limited reading abilities. The curriculum focuses not only on history but also on map skills, government, technology, and the diversity of people who helped to make the United States the country it is today.

## Skills Addressed

- Students will demonstrate an understanding of some of the challenges and successes in the history of the United States.
- Students will demonstrate an understanding of how geography affected the settlement of the United States.
- Students will understand how technological innovations had an impact on historical events and the American people.
- Students will use map skills to determine where historical events took place.
- Students will use charts and tables to explain historical events.
- Students will use and create timelines to order and explain historical events.

## The Curriculum

The curriculum has five major parts:

1. Student Workbook
2. Teacher's Manual
3. Teaching Mats
4. Software Program
5. Video Footage of Historical Events

## Student Workbook

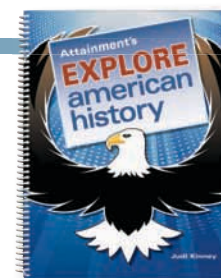
The student workbook has 12 chapters. In the first chapter students are introduced to the format of the book. Students learn what history is and the tools historians use to examine history. In the first chapter are examples of the tools used in the workbook, for students to learn. One such tool is a map. Students study a map and later use a variety of maps to understand various historical events. Recognizing and analyzing the tools can help those students with limited reading skills to comprehend past events.

The text on each page is limited. The teacher or students who have more sophisticated reading skills can read the page. There is an option to use the software program, which can read the pages to the students.

At the end of each chapter is a short assessment. By completing the assessment the teacher and a student can know how proficient that specific student is about the events covered in the chapter.

The biography chapter has a slightly different format. There is an assessment after each biographical sketch. The biography chapter can be used in two ways. First, the biographies can be read as each historical figure is introduced in the teacher's manual. Second, the biography chapter can be used as a stand-alone curriculum. Those students who would struggle with the historical concepts found in the first 10 chapters of the workbook can use the biography chapter as an alternative curriculum.

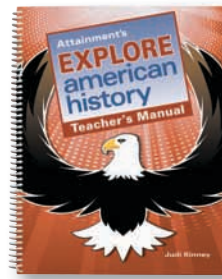
The World Trouble Again chapter is the only one that does not have separate biographical sketches. Instead, in this chapter there are descriptions of the many different people who helped to win World War II.





## Teacher's Manual

The lesson pages in the Teacher's Manual have several parts.



**Big Ideas.** The Big Ideas tell the teacher what the main ideas for each page are. Teachers can use the Big Ideas to preview what the students will learn on that page. The Big Ideas are also a way to summarize what students should have learned after the page has been taught.

**Lesson.** Except for the vocabulary pages, the lesson format is the same for each lesson. The students identify the tool and the teacher asks questions about the tool. By examining the tool, students discover how that tool helps in understanding the topic presented on the page. The teacher, student, or software program reads the page. The teacher asks questions about the text, and students tell one fact they have learned from the text. Students need to recognize that history, like science, has facts that lead to a better understanding of historical events.

**Additional Facts.** There are additional facts that the teacher can use to enhance each lesson. These facts can be used to examine a topic in more depth by giving additional information to the students. The teacher can empower the student with more knowledge than is shown on the pages of the Student Workbook.

**Extensions.** Each lesson ends with optional extensions. These cover discussion points, map work, the use of timelines, research projects, additional worksheets, or biographies to read.

The discussion points encourage students to engage in conversations using the knowledge they have learned from the student workbook.

Besides the maps found in the student workbook, there are extensions that require additional map work using the teaching mats that come with the curriculum. Students develop a better understanding of the

geographical and political makeup of the United States. The extensions also help students to have a better grasp on where countries around the world are and how these countries have interacted with the United States throughout its history.

Students need to understand how to use timelines. Timelines give a visual order of events. Additional work using or making timelines helps students to master the use of them.

A major part of historians' work is doing research. There are many extensions that encourage students to improve their knowledge of a certain topic by doing additional research. Teaming up with another student, each pupil can find and share the information faster than if she were to search by herself.

**PDF files.** The PDF files are additional worksheets that the teacher can use to cover more topics. These worksheets are designed to increase student knowledge of some historical events that have occurred throughout the history of the United States. PDF files can also be used as homework.

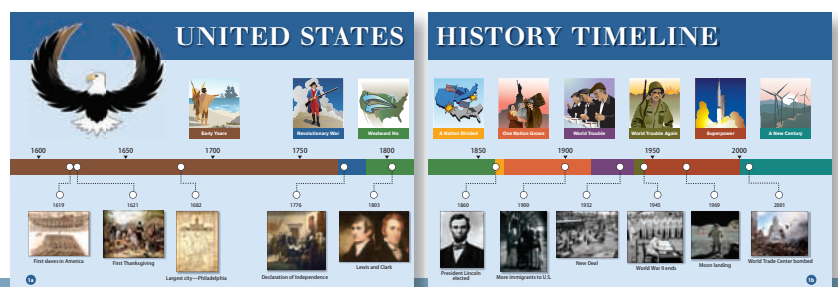
**Biographies.** The biographies are short sketches of some of the people who have contributed to the history and culture of the United States.

## Teaching Mats

There are four teaching mats, each with two sides.

1. Countries Teaching Mat  
Continents Teaching Mat
2. Fifty States Teaching Mat  
Land Forms Teaching Mat
3. African Americans Teaching Mat  
Native Americans Teaching Mat
4. History Timeline Teaching Mat 1  
History Timeline Teaching Mat 2

*(Note: Each timeline has a Page A and a Page B, meant to be placed side by side.)*



Each mat is double sided, with a simpler and easier version of the map or timeline on one side and a more sophisticated format on the other. The teacher may choose which side to use depending on the skill level of the students. The maps can be used in conjunction with the lesson in the curriculum or separately. There are questions in the Teacher's Manual that a teacher can use to help familiarize the students with the mats.

## Software Program

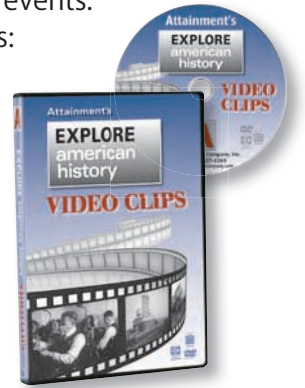
The software program is designed to assist the students in reading the information found in the workbook. This is an option the teacher can use for students with limited reading abilities or who need a review of a chapter.

## Videos

The teacher can use the videos to enhance or reinforce a historical event that coincides with the chapter being studied. The videos are designed to give the student yet one more visual image to help learn important historical events.

The seven videos are as follows:

1. Pioneers (a reenactment)
2. Scenes of America 1
3. Scenes of America 2
4. A Flood
5. Trains
6. Trailblazers in Space
7. 9/11



# Explore History





# Getting Started

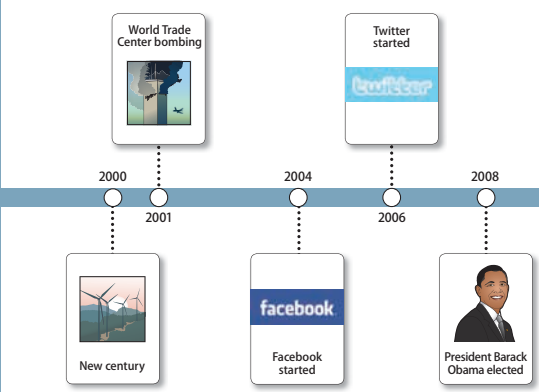
1. On the white board, write a timeline, for example:  
2004 2006 2008 2010 2012 2014
2. Give a historical event that happened during that time period, such as the election of Barack Obama. Point to 2010 and then 2008. Tell students that the election of Barack Obama was an important event in history. Ask students if the election happened before or after 2010. Lead the students to understand that history is something that happened in the past.
3. Print out **Explore History Timeline** from the PDF file. Read and ask questions about the timeline.
4. Tell students to turn to page 6 in their workbook. Give students an opportunity to examine the collage. Using the collage, brainstorm a list of what students may think the collage is about.
5. Students answer the questions on page 6. Emphasize again that history is the story of the past. Students need to understand that the past is the story of people, how they lived, what they did, and what they made.
6. The purpose of studying United States history is to find out the contributions groups of people or individuals had on the formation of the country from early exploration to the present.

**EXPLORE HISTORY**

Name \_\_\_\_\_ Date \_\_\_\_\_

### Explore History Timeline

**Directions:** Tell one fact about the timeline.



A timeline is another tool that people who study history use. This timeline shows events that happened in the past. History is the story of people, what they did, how they lived, and what they made. Point to the election of President Barack Obama. Was he elected before or after the bombing of the World Trade Center?



- 1 History is the study of the:  

$\leftarrow$   
past

$\longleftrightarrow$   
present

$\rightarrow$   
future
- 2 Tell one tool you think people who study history use.
- 3 The picture on this page is a collage. Tell one thing about it.

# Vocabulary

1. Tell students to turn to page 7 in their workbook. Discuss the definition of history: the story of people, how they lived, what they did, and what they made.
2. Tell students to turn to page 8 in their workbook. Discuss the definition of historian: a person who studies history.
3. Read the biography of Doris Kearns Goodwin (pages 158–159.)

## What Is a Historian?



There is a special name for people who study history. They are called historians. There is so much history that a historian studies only one part of it. Historians use many tools to study history. You will read about some of these tools in this chapter. Tell one fact you know about a historian.

8 EXPLORE HISTORY

## What Is History?



History is the story of people and what they did in the past. The past means something that has already happened. History tells when and how people lived, what they did, and what they made. Tell one reason to study history.

EXPLORE HISTORY 7

## A Famous Historian



Doris Kearns Goodwin is a famous historian. She writes books about United States presidents. Doris Kearns Goodwin wrote about Abraham Lincoln and Franklin Roosevelt. Name one tool historians use to study history.

158 BIOGRAPHIES

# Tools

Tell students to turn to page 9 in their workbook. Tell students that these tools will be used throughout the book. Encourage students to examine each tool historians use to study history. Discuss the following definitions and ask questions about the tools:

- **Artwork:** A picture of what people looked like, what they did, and where they lived
- **Collage:** Many pictures of something pasted together to make a big picture
- **Document:** A piece of writing that shows information about something that happened
- **Graph:** A picture that shows information
- **Map:** A picture of an area of land or water
- **Photo:** A picture of how people lived, what they did, and what they made
- **Table:** Shows information arranged in columns and rows
- **Timeline:** Shows when things happened and keeps them in order
- **Video:** Shows one person, many people, or something that happened

## Tools for Studying History

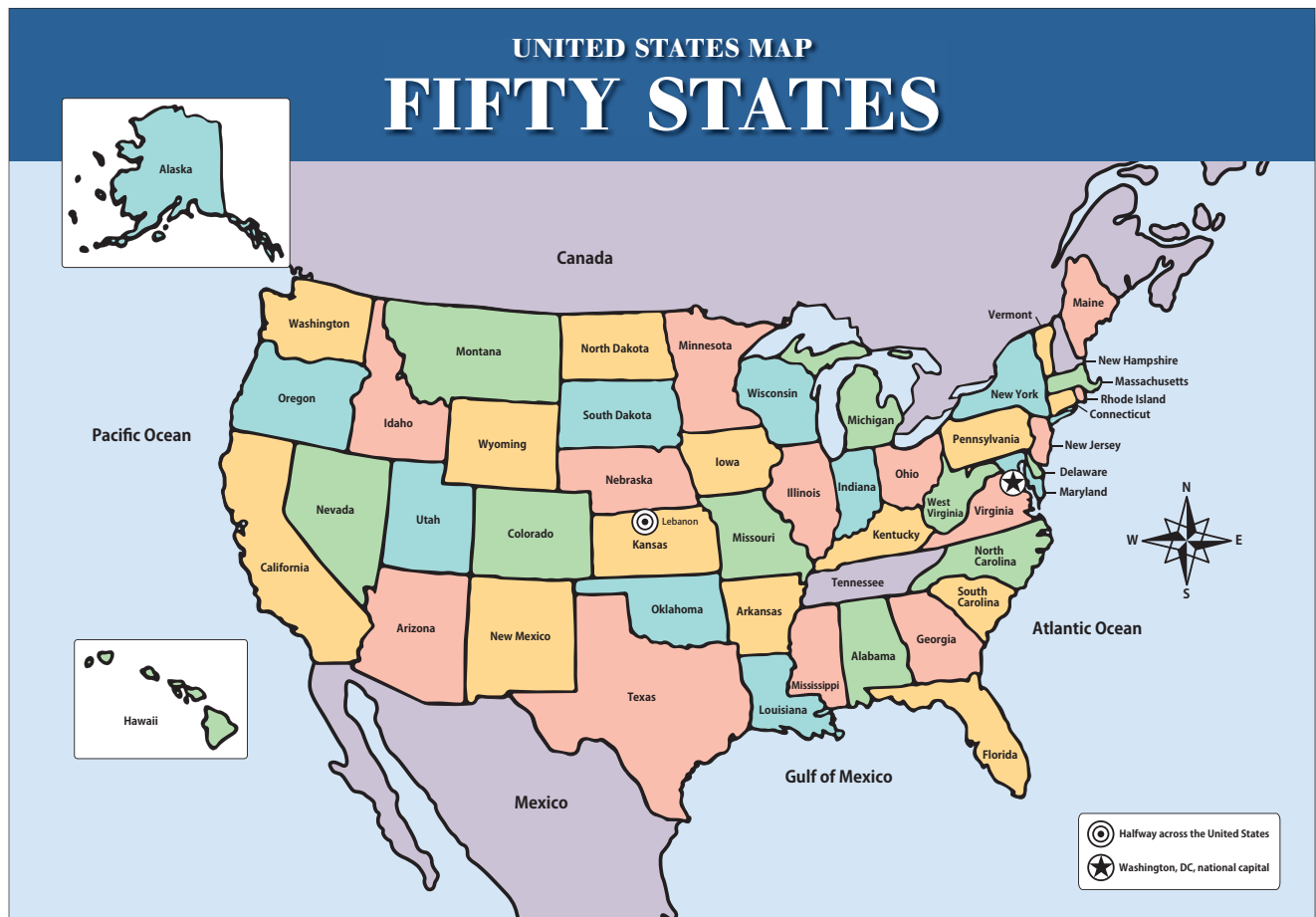
People who study history use some of the tools on this page. Point to one and tell what you know about it.



**Note:** Look for these tools as you read this book.

# Additional Activities

1. Give students other history books and have them look in the books for a tool that historians use. Students tell one thing about the tool they found.
2. Select a collage. Assign student pairs to ask a question about the collage. One student asks the question and the other answers. Switch roles.
3. Show students the **Fifty States Teaching Mat**. Tell them that the country they will study is the United States. Ask questions such as:
  - What two oceans border the United States?
  - In what state do the students live?
  - What is the biggest state and the smallest state?
  - Tell one thing they know about the map.





# Early Years





# Anticipatory Set

## Big Ideas

- ★ The first people to live in the United States were Native Americans.
- ★ Explorers from Europe came next.
- ★ Finally farmers, store owners, slaves, and other kinds of people came to the colonies.

## Lesson

1. Point to the map and tell students to identify the tool.
2. Read and ask questions about the map.
3. Read the page.
4. Students answer the questions.
5. Students give one reason why they think colonists came to the United States.

## Extensions

### Role play

1. Read the following interview between a TV reporter and a captain of a ship in 1620.
 

REPORTER: Captain Jones, how long does it take to cross the Atlantic Ocean?

CAPTAIN: 165 days.

REPORTER: Wow, today it takes about 7 hours to fly from London to Boston!
2. Print out **Crossing the Atlantic Ocean** from the PDF file.
3. Read the worksheet and students record their answers.

### Challenge

1. Use a calculator to find out how many hours it took Captain Jones to cross the Atlantic Ocean in 1620.
2. Use a calendar to find out how many months it took Captain Jones to cross the Atlantic Ocean.



- 1 People from Europe came to the United States before it was a country. Why do you think people came to live in this country?
- 2 How are the boats the people came in different from the boats we use today?
- 3 What countries claimed land in the United States?

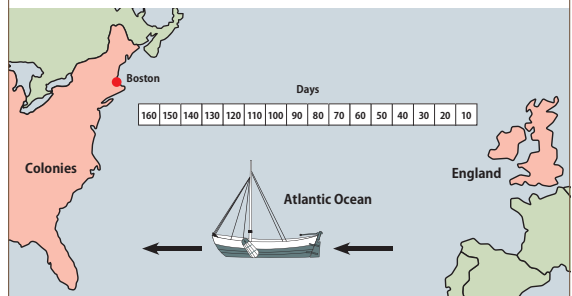
22 EARLY YEARS

EARLY YEARS

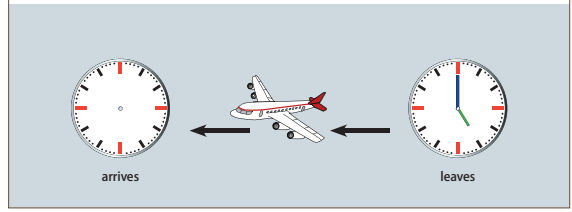
Name \_\_\_\_\_ Date \_\_\_\_\_

### Crossing the Atlantic Ocean

**Directions:** Fill in and count the days it took Captain Jones to cross the Atlantic Ocean.



**Directions:** It is 5:00 in Boston when a plane leaves London. It takes 7 hours to get from London to Boston. Draw hands on the clock to show when the plane will land in Boston.



# Vocabulary

## Big Ideas

- ★ Read each vocabulary word and definition.
- ★ Students reread the words and definitions.
- ★ Students put the vocabulary words in oral sentences.

## Lesson






1. **Native Americans** are also called American Indians.
  - There were many different tribes.
  - They lived all over the country.
2. Emphasize that **natural resources** are things that are found in nature and not made by people.
3. Students discuss the **freedoms** they have, such as the right to vote for our leaders.
4. Early European people were called **colonists**.
  - Their towns and farms were small.
  - There were no paved roads.
5. The early 13 **colonies** were the beginning of the United States.
  - Point to the 13 colonies on the map on page 31.
  - Compare them to the size of the country today.
















## Extensions

### Discussion

1. Print out **Natural Resources** from the PDF file.
2. Read and ask questions about the table.
3. Assign student pairs to a natural resource.
4. Students tell how they use the resource.

## VOCABULARY

Native Americans		the first people to live in the United States
natural resources		all things from nature that people use to help them live
freedom		the right to choose how to live
colonists		early European people who came to live in this country
colonies		the early settlements that later formed the 13 founding states
EARLY YEARS 23		

EARLY YEARS		
Name _____ Date _____		
Natural Resources		
Directions: Point to a natural resource and tell how it was used by early Native Americans and how it is used by people today.		
NATURAL RESOURCE	EARLY NATIVE AMERICANS	PEOPLE TODAY
 Trees		
 Water		
 Fish		
 Corn		
 Land		

# Native Americans

## Big Ideas

- ★ Native Americans were the first people to live in the United States.
- ★ Native Americans lived all over the country.
- ★ How they made a living depended on the natural resources that were available to them.

## Lesson

1. Point to the map and tell students to identify the tool.
2. Read and ask questions about the map.
3. Read the page.
4. Students tell one fact about Native Americans.

## Extensions

### Map work

1. Tell students that the very first Native Americans came from Asia across a frozen land bridge into what is now the United States and Canada.
2. They kept walking until they found a place they wanted to stay.
3. Using the **Countries Teaching Mat**, trace a route starting in Alaska, through Canada, and finally into the mainland United States.

### Native Americans

The map shows the United States divided into regions with different Native American groups and their primary food sources. The groups are Northwest Indians, California Intermountain Indians, Southwest Indians, Plains Indians, and Woodland Indians. The food sources are fishing, farming, berries & nuts, and hunting. The map also shows the Pacific Ocean, Atlantic Ocean, and Gulf of Mexico. A compass rose indicates North, South, East, and West.

The first people to live in the United States were **Native Americans**, or American Indians. All Native Americans loved nature. However, they were not all alike. How Native Americans made their living depended on the **natural resources** where they lived. They lived in different houses. They ate different food. Point to a group of Native Americans. Tell one fact about them.

EARLY YEARS 25

4. Give individual students an opportunity to trace another route using the same teaching mat.
5. Students talk about what the Native Americans could have seen as they walked the route.

### Challenge

1. Students write or dictate three sentences that describe walking across the land bridge to a new village in America.
2. Sentences could include what they saw, what they ate, and how they kept warm.
3. Students share the sentences.

# Southwest Native Americans

## Big Ideas

- ★ Many Southwest Native Americans lived in the desert.
- ★ They ate desert plants and animals.
- ★ They made a living by farming.

## Lesson

1. Point to the collage and tell students to identify the tool.
2. Point to and ask questions about the collage.
3. Read the page.
4. Students tell one fact about the Southwest Native Americans.

## Extensions

### Discussion

1. Using the **Native Americans Teaching Mat**, tell students that one of the first groups of Native Americans the colonists saw were the Eastern Woodland Native Americans (Algonquin, Seminole, and Cherokee tribes).
2. Point to and discuss the pictures in the collage.

## Southwest Native Americans



Many **Native Americans** who lived in the Southwest lived in a desert. The desert is hot and dry. These Native Americans used **natural resources** to make a living. They ate desert plants and animals. They were farmers. They dug ditches to get water to their crops. Their houses were made from adobe bricks. These bricks kept the houses cool.



EARLY YEARS 27

3. Students find and share one fact about the Eastern Woodland Native American cultures.
4. Using these facts, students compare the Eastern Woodland and Southwest Native American cultures.

### Biography

Read the biography of **The Peacemaker** (pages 160–161).

# Explorers

## Big Ideas

- ★ Explorers were sent to the United States by the kings and queens of Europe.
- ★ Explorers were looking for natural resources such as gold.
- ★ Explorers claimed new land for the kings and queens.

## Lesson

1. Point to the artwork and tell students to identify the tool.
2. Ask questions about the artwork.
3. Read the page.
4. Students tell one fact about explorers.

## Extensions

### Discussion

1. Tell students that they are explorers who discovered a new land.
2. Students must draw a picture of the new land.

## Explorers



The first explorers or Europeans to search for land in the United States came from Spain. They got land for the Spanish king and queen. That meant the new land belonged to Spain. Other kings and queens wanted land. They sent explorers too. The kings and queens wanted to get the **natural resources**. They wanted to find gold to get richer.



3. In the picture students must have at least one natural resource found in the new land.
4. Students share their drawings.

# What Happened to the Native Americans

## Big Ideas

- ★ Native Americans lived in North America before the explorers.
- ★ The explorers came.
- ★ Explorers and colonists sometimes treated the Native Americans poorly.

## Lesson




1. Point to the table and tell students to identify the tool.
2. Read and ask questions about the table.
3. Read the page.
4. Students tell one fact about what happened to Native Americans.

## Extensions

### Discussion

1. Using the **Countries Teaching Mat**, point to Canada, the United States, and Mexico.

## What Happened to the Native Americans

NATURAL RESOURCE	NATIVE AMERICANS
silver and gold 	Were forced to mine gold and silver.
animal furs 	Traded animal furs for beads, blankets, and other supplies.
land 	Showed the colonists how to farm and hunt. Later fought with the colonists over the land.

The **Native Americans** had a hard time after the explorers came to North America. The European explorers and **colonists** did not understand the way Native Americans lived. Some Native Americans tried to help the Europeans. However, in spite of their help, Native Americans began to lose their land.



2. Tell students that the early European explorers wanted the resources found in these countries: the Spanish found **gold** and **silver**, the French trapped animals for **fur**, and the English sent colonists to claim **land** along the east coast of what is now the United States.
3. Students tell one natural resource the early European people found.



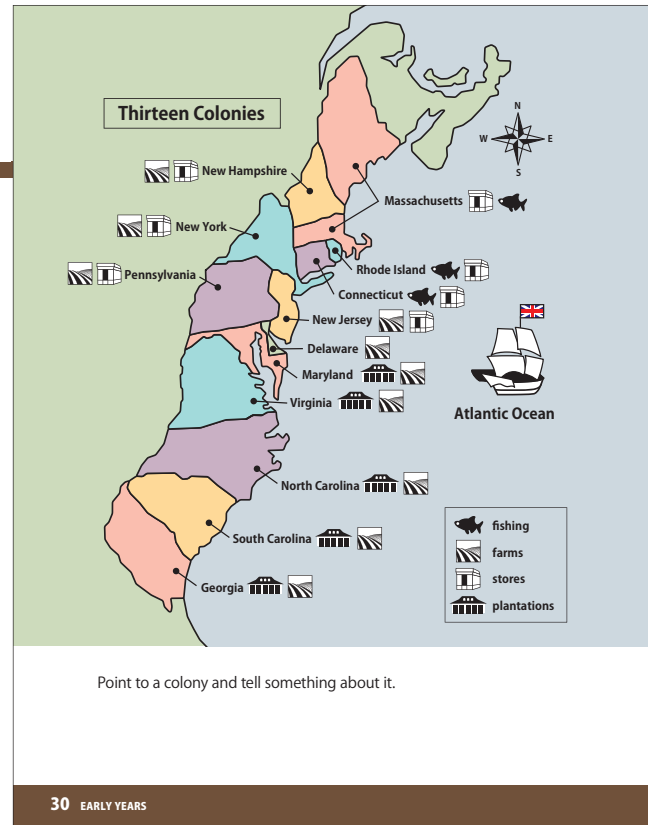
# Thirteen Colonies

## Big Ideas

- ★ Colonists came from England.
- ★ They founded, or started, 13 colonies.
- ★ The colonists were farmers, store owners, fishermen, and plantation owners.

## Lesson

1. Point to the map and tell students to identify the tool.
2. Point to and read the legend.
3. Read and ask questions about the map.
4. Read the page.
5. Students tell one fact about the 13 colonies.



## Extensions

### Discussion

1. List reasons for colonists to come, for example:
  - have a better life
  - get religious freedom
  - make money
2. List reason why people move today.
3. Compare lists.

### Timeline

1. Using the **History Timeline Teaching Mat**, point to the Early Years.
2. Read the timeline and ask questions about the Early Years.
3. Students tell one fact about the Early Years.



# Slavery

## Big Ideas

- ★ Some colonists needed more people to work the land.
- ★ Slaves were brought to do the work.
- ★ Slaves were forced to work hard and had no freedom.

## Lesson

1. Point to the artwork and tell students to identify the tool.
2. Ask questions about the artwork.
3. Read the page.
4. Students tell one fact about slavery.

### Additional facts

- The trip from Africa to America was long and hard.
- The boats were very crowded.
- People became ill and many died.
- Africans came to a land where they did not know the language or the customs.
- Slaves became the property of their owners.
- They could be bought and sold like any other kind of property.
- Slaves did not have the freedom that many of the other colonists had.

## Slavery



The first slave ship brought Africans to the **colonies** in 1619. There were slaves throughout the colonies. However, there were more in the southern colonies. The large farms called plantations needed many people to work the land. Slaves did not have **freedom**. They had to do what they were told. Slaves did hard work in the fields and homes of the **colonists**.



32 EARLY YEARS

## Extensions

### Map work

1. Tell students that the first slave ship came from Africa to Virginia.
2. Using the **Continents Teaching Mat**, point to the west coast of Africa.
3. Trace a route from Africa across the Atlantic Ocean to the east coast of North America.
4. Tell students that the slave ships may have used a similar route.

### Biography

Read the biography of **Phillis Wheatley** (pages 162–163).

# The First Thanksgiving

## Big Ideas

- ★ The Pilgrims had a hard time making a living.
- ★ They had help from Squanto and his tribe.
- ★ They thanked the Native Americans by holding the first Thanksgiving.

## Lesson

1. Point to the artwork and tell students to identify the tool.
2. Ask questions about the artwork.
3. Read the page.
4. Students tell one fact about the first Thanksgiving.

### Additional facts

- During the first winter there was not enough food for the Pilgrims to eat.
- Some Pilgrims died.
- Squanto showed the Pilgrims how to farm and hunt.

## Extensions

### Role play

Read the following interview between a TV reporter and Squanto.

- REPORTER: Squanto, how did you help the Pilgrims get food?
- SQUANTO: I told them how to plant vegetables.
- REPORTER: What else did you tell them?
- SQUANTO: I told them to use fish to fertilize the plants.

### Discussion

1. Print out **Squanto** from the PDF file.
2. Read and ask questions about the worksheet.

## The First Thanksgiving



Some **colonists** came to the **colonies** for religious **freedom**. The Pilgrims came to Plymouth Rock for that reason. The Pilgrims had trouble making a living. They were taught how to farm and hunt by a **Native American** named Squanto. The harvest was so big that the Pilgrims thanked him by holding a big feast. This was the first Thanksgiving.



EARLY YEARS 33

### EARLY YEARS

Name \_\_\_\_\_ Date \_\_\_\_\_

### Squanto

Directions: Tell one fact about Squanto.



Squanto helped the Pilgrims grow and find food. He told them how to plant crops. He showed them how to tap maple trees to make maple syrup. Squanto told the Pilgrims what wild plants were safe to eat and how to dig for clams on the beaches. The Pilgrims were very grateful.

# Philadelphia

## Big Ideas

- ★ Colonists moved to the cities to find jobs.
- ★ Philadelphia became the largest city in the colonies.
- ★ Benjamin Franklin lived in Philadelphia.

## Lesson

1. Point to the map and ask students to identify the tool.
2. Ask questions about the map.
3. Read the page.
4. Students tell one fact about Philadelphia.

### Additional facts

- Philadelphia was an important trading center.
- Philadelphia had factories that made things.
- People of different religions could live in Philadelphia.
- Philadelphia grew to become a cultural center with libraries, theaters, bookstores, and schools.
- People from farms moved to Philadelphia to get better jobs.

## Philadelphia



More **colonists** came to the **colonies**. Cities got bigger. Philadelphia became the largest city. Benjamin Franklin was a famous American who moved to Philadelphia to earn a living. Others came for religious **freedom**. Philadelphia had libraries, hospitals, schools, and theaters. Benjamin Franklin helped start a fire department there. Philadelphia is the city where the Declaration of Independence was signed.



34 EARLY YEARS

## Extensions

### Biography

Read the biography of **Ben Franklin** (pages 164–165).

# Road to Independence

## Big Ideas

- ★ The colonists fought a war with England.
- ★ Thomas Jefferson wrote the Declaration of Independence.
- ★ The colonists declared independence from England.

## Lesson

1. Point to the timeline and tell students to identify the tool.
2. Read and ask questions about the timeline.
3. Read the page.
4. Students tell one fact that led up to the war with England.

### Additional facts

- The Declaration of Independence was a document that said the colonists wanted to be free from England.
- The document was signed July 4th.
- Today July 4th is celebrated as the birthday of the United States.

## Extensions

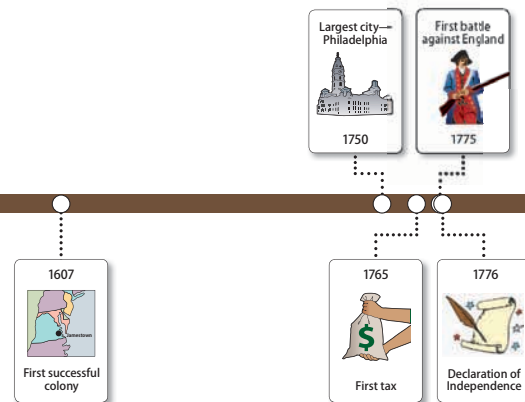
### Discussion

1. Pick up a pencil.
2. Tell students to imagine they are colonists.
3. Every time they use the pencil, they must pay a tax.
4. Talk about the advantages and disadvantages of the tax.

### Worksheet

1. Print out **Declaration of Independence** from the PDF file.
2. Read and ask questions about the worksheet.

## Road to Independence



The **colonists** liked their life. The King of England needed money. He taxed the colonists. This made them angry. Many did not like the tax. They wanted **freedom** from the king. Thomas Jefferson wrote the Declaration of Independence. It said that people had the right to freedom. The colonists started a war to fight the king. Tell one fact about the timeline.







EARLY YEARS 35

### EARLY YEARS

Name \_\_\_\_\_ Date \_\_\_\_\_

## Declaration of Independence

**Directions:** Tell one fact about the Declaration of Independence.

- 1 All people are created equal. 
- 2 People have rights that cannot be taken away. 
- 3 People have the right to live, to be free, and to seek their own happiness. 
- 4 People have the right to get rid of a government they think is unfair. 



Thomas Jefferson

# Life of a Colonial Woman

## Big Ideas

- ★ A colonial woman worked hard.
- ★ She took care of the house and children.
- ★ There were few jobs a colonial woman could do outside of the home.

## Lesson

1. Point to the collage and tell students to identify the tool.
2. Point to and ask questions about the collage.
3. Read the page.
4. Students tell one fact about the life of a colonial woman.

### Additional facts

- Many colonial women had to make clothes for the entire family.
- Women living on farms also had to help take care of the gardens and animals.
- Women were married very young.
- Women had few opportunities to do things outside of the house.
- Women had to do what their husbands told them to do.
- Women trained their daughters to be wives and mothers.
- Women made things that the family could use, such as candles and soap.

## Life of a Colonial Woman



A colonial woman's life was hard. She used a broom to clean the floors. She washed clothes by hand. She cooked food in a fireplace. She took care of the children. There were few jobs a colonial woman could do to earn money. One job was to sew for other people. Tell one thing about the collage.

36 EARLY YEARS

## Extensions

### Discussion

1. Make a list of things that colonial women did.
2. Make a list of things that modern women do.
3. Compare and contrast the lists.
4. Students tell one fact from the lists.





# Revolutionary War



# Anticipatory Set

## Big Ideas

- ★ Colonists fought a war against England.
- ★ It was a long war.
- ★ The colonists won and started a new country.

## Lesson

1. Point to the artwork and tell students to identify the tool.
2. Ask questions about the artwork.
3. Read the page.
4. Students tell one fact about the Revolutionary War.

### Additional facts

- The colonists fought for freedom.
- Crispus Attucks, an African American, was the first person to die for the freedom of the colonies.
- The first battle the colonists fought was at Lexington and Concord.

## Extensions

### Discussion

1. Print out **Lexington and Concord** from the PDF File.
2. Read and ask questions about the worksheet.

### Map work

1. Using the **Countries Teaching Mat**, point to the United Kingdom and the United States.
2. On the map trace a route from the United Kingdom to the United States.
3. Students list the advantages and disadvantages that both countries would have fighting the war.
4. Keep the list to refer to as students read the chapter.



During the Revolutionary War the Patriots fought England for their freedom. The war was hard and the Patriots won. The colonies became a new country called the United States of America.

- 1 Who do you think the Patriots were?
- 2 Point to the picture. Tell one thing about the soldiers.
- 3 When did the colonies become a country?

42 REVOLUTIONARY WAR

### REVOLUTIONARY WAR

Name \_\_\_\_\_ Date \_\_\_\_\_

## Lexington and Concord

**Directions:** Tell one fact about the battle.



The English sent their army to the towns of Lexington and Concord. The Patriots were waiting for the English. The English thought they would win. However, the Patriots won the battle. The English were surprised by a "shot heard around the world." This means that it was the start of a new country and a new kind of government.

# Vocabulary






## Big Ideas

- ★ Read each vocabulary word and definition.
- ★ Students reread the words and definitions.
- ★ Students put the vocabulary words in oral sentences.

## Lesson

1. A **Revolutionary War** is a way to get freedom from a government that the people see as unfair.
2. **Patriots** were colonists who fought against England.
3. **Loyalists** were people who were loyal to the country of England and King George.
4. The **Constitution** is the main law of the land. All laws that are made have to follow the rules of the Constitution.
5. After the United States became a country, rules called the **Bill of Rights** were written in the constitution that guarantee rights to everyone who lives in the United States.

## VOCABULARY

Revolutionary War		the war between the Patriots and England
Patriots		the colonists who fought for freedom from England
Loyalists		the colonists who fought for the king of England
Constitution		the main laws of the United States
Bill of Rights		a list of rights and freedoms that every American has
<div>REVOLUTIONARY WAR 43</div>		

## Extensions

### Timeline

1. Using the **History Timeline Teaching Mat**, point to the Revolutionary War.
2. Read and ask questions about the timeline.
3. Students tell one fact about the timeline.