

Thirteen Colonies, One Country

Activate Prior Knowledge

Talk briefly with children about the early experiences colonists in Jamestown and Plymouth had. Make the point that over time the colonists learned how to do what they needed to in order to live. They eventually began to like living in America, their new home.

If you really like something, do you tell others about it? If I like a book or a special park, I tell my friends. I want them to enjoy it too. What things do you like that you tell others about?

Do you think the colonists told family and friends in the country they had come from about America? Why?

Build Background

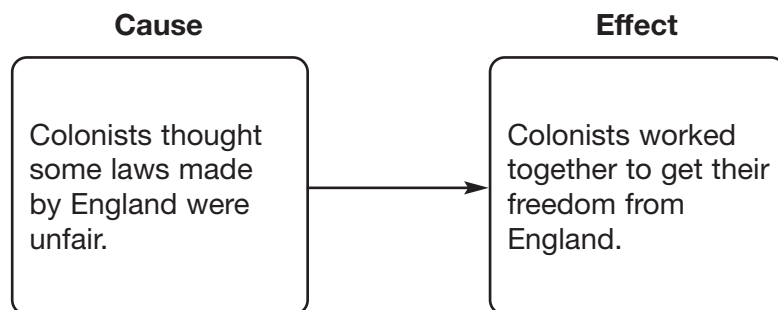
Key Concept The 13 colonies worked together to get the freedom to rule themselves.

Listen and Think

Even though people left their homes in England far away to live in America, England still ruled them. What does it mean to rule someone? Right. You tell them what they can do and not do.

Build a cause-and-effect graphic organizer similar to the one shown. Point to the word *Cause* and read it. Read the sentence in the *Cause* part of the graphic organizer. Talk about the meaning of *unfair* by having children give examples of unfair behavior—getting ahead of someone in line.

Because the colonists thought England was being unfair to them, something happened. The colonists did something. What do you think the colonists did? Elicit that they probably told England they did not want to be ruled anymore. Add the information shown in the *Effect* part of the graphic organizer and read it aloud. Read the completed graphic organizer with children.



Access Content

Preview the Lesson

Have children turn to p. 216. Read aloud the lesson title. Have children repeat the number of colonies they will read about. **The title of this lesson lets us know that the numbers of people living in America have grown.** Recall that in the previous lesson children were introduced to three colonies—St. Augustine, Jamestown, and Plymouth.

As children page through the lesson, help them notice that they will learn about some things that happened long ago by looking at paintings of the events. Note that there aren't any photos of the events because there were no cameras at the time.

Picture Walk



Guide children on a picture walk through the lesson. Ask these and other questions.

- Page 216** ■ **What is Mara holding? Right. It's a map. Do you think the map shows the United States today?** Read the caption. **This map shows where people lived in America a long time ago, in 1775.** Emphasize the word *English* in the caption. Note that England ruled the colonies. Many colonists did not like that.
- **How many colonies does the map probably show?** Read the speech bubble so children can check their ideas.
- Page 217** ■ Have children find the word *Independence* highlighted in yellow. Read the definition and then the preceding sentence. **What did most of the colonists want?**
- Have children look at the picture as you read its caption. **In this important document, or piece of paper, colonists said they would not let England rule them anymore.**
- Page 218** ■ **The colonists needed a leader. Who does the picture at the top of the page show?** Help children notice that George Washington is also in the other picture.
- **George Washington was a leader in the fight with England. Later he became the United States' first President.**
- Page 219** ■ **Mara and her family are celebrating Independence Day, July 4. What are they doing? Are they watching a parade? Are they having a picnic? Or, are they looking at fireworks?**
- Note that Independence Day, July 4, is the birthday of the United States. **What did the 13 colonies become on their birthday? Yes. They became an independent, or a free, country.**

Name _____

My Lesson Guide

Listen.

Independence by Eric Meyer

The people who lived in the colonies
Thought independence was the only way.
So they organized and fought for their freedom
To create the country we live in today.



Draw how you celebrate Independence Day.

Talk About It

How do you feel when you celebrate Independence Day?

Tell a partner.



Notes Home: Your child has been learning about how the 13 colonies gained independence from England.

Home Activity: Ask your child to tell you why Independence Day, July 4, is thought of as the birthday of the United States.

Extend Language

Harvesting the Language: Prefixes

Revisit the word *unfair* with children. Write the word on the board. Then ask children if they can recall what the colonists thought was unfair.

Underline the prefix *un-* and tell children that many times *un-* at the beginning of word means “not.” **Something that is unfair is “not fair.”**

Listen. I will say a word and then add *un-* to the beginning of it. The first word is *happy*. If I add *un-* to *happy* I get *unhappy*. Everyone show me an unhappy face. Encourage children to name some things that make them unhappy. Coach them to use complete sentences.

Say the following words and have children tell what they mean using the word *not*: *unfriendly*, *unable*, *unlucky*. Model how to use each word in a sentence. Have children echo each sentence.

unfair
unhappy
unfriendly
unable
unlucky

Enrichment Activity

Listen as I say this word: *unusual*. A blue horse is unusual. Snow in the summertime is unusual.

Have partners work together to think of some things that are unusual. Call the whole group together. Ask volunteers to use complete sentences to identify some things that are unusual. Have children listening comment on whether or not they agree that what has been identified is unusual to them too.

Conversation Starter

If you think something that happens in class is unfair, what are some ways you can solve the problem?