Grade 2—People and Places
Unit 5, Lesson 3: Thirteen Colonies, One Country

Everything you need to review and teach a social studies lesson. Print lesson pages, assessment, and practice ancillaries for Unit 5, Lesson 3—all at once!

Lesson Components:

∞ Student Edition, pages 216–221
∞ Test Talk Practice Book, Unit 5 Test Preparation and Practice
∞ Workbook, Lesson Review
∞ Assessment Book, Unit 5 Content Test and Skills Test
∞ Vocabulary Workbook, Unit 5 Practice Activities
∞ Every Student Learns Lesson Support and Guide
∞ Social Studies Plus!: A Hands-On Approach Blackline Masters
Meet Paul Revere
1735–1818
Patriot and Silversmith

Paul Revere was a hero to the Americans before the Revolutionary War began. He warned people that the British troops were coming.
Paul Revere was a patriot. Patriot was the name given to a colonist who wanted independence from England. In 1775, Paul Revere learned that the English troops in Boston were going to march through the countryside. He and his friends made a secret signal to let Americans know. Two lanterns would be placed in Boston’s North Church steeple. One lantern would be lit if the English left Boston by land. Two lanterns would be lit if the English left Boston by sea.

Two lanterns were seen on the night of April 18, 1775. Paul Revere rode from Boston to a town called Lexington. He and another rider reached Lexington in time to warn others so they could escape before the English troops arrived.

Paul Revere is remembered as a patriot and a craftsman. He is also remembered in a poem called “Paul Revere’s Ride.”

Paul Revere made beautiful silverware.

Think and Share
How did Paul Revere show that he felt responsible for the safety of the colonists?
Our Country Long Ago

Directions: Read together.

Westward Ho!

Many people wanted to come to the West. Trains were a faster way to travel than covered wagons. Trains were needed so that communities in the West could get the supplies they needed.

There were many railroads in the East, but few in the West. The country needed a railroad that could link the East Coast to the West Coast.

Two groups built the western part of the railroad. One group started near Omaha, Nebraska. The other group started in Sacramento, California. The two groups met and joined the railroad tracks at Promontory Point in present-day Utah. It took seven years to build this railroad.
**Strategy 1  Locate Key Words in the Question**

**Learn**

Circle key words. Tell what you need to find out.

1. Why did (people) already in the (West) need (trains)?
   
   I need to find out why people already in the West needed trains.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

**Try It**

2. What kind of railroad did the country need?
   
   I need to find out __________________________________________

   ____________________________________________________________

   ____________________________________________________________

3. Where did the two groups that built the western railroad meet?
   
   I need to find out __________________________________________

   ____________________________________________________________

   ____________________________________________________________

**Have students:** • Read the question. • Circle key words in the question. • Think: “I need to find out…”
Strategy 2  Locate Key Words in the Text

Learn

Circle key words in the question. Circle key words in the text.

1. Why did people already in the West need trains?
   The key words in the text are trains, needed, West, and ____________ supplies.

Try It

2. What kind of railroad did the country need?
   The key words in the text are ________________

3. Where did the two groups that built the western railroad meet?
   The key words in the text are ________________

Have students: • Read the question. • Circle key words in the question.
• Circle key words in the text. • Finish the sentence: “The key words in the text are…”
Choose the Right Answer

Choose the best answer.

1. Why did people already in the West need trains?
   - so they could go live in the East
   - so they could get supplies
   - so they could provide supplies to people in the East
   - so they could meet people in the East

2. What kind of railroad did the country need?
   - one that traveled into the rain forest
   - one that could link the North to the South
   - one that was more comfortable
   - one that could link the East Coast to the West Coast

3. Where did the two groups that built the western railroad meet?
   - Omaha, Nebraska
   - Sacramento, California
   - Promontory Point in present-day Utah
   - on the West Coast

Have students: • Read the question. • Read all the answer choices. • Rule out any incorrect choices. • Mark the best answer choice.
Strategy 4  Use Information from the Text

Learn

Circle key words in the question. Circle key words in the text. Answer the question.

1. Why did people already in the West need trains?

   People in the West needed trains to get supplies.

Try It

2. What kind of railroad did the country need?

3. Where did the two groups that built the western railroad meet?

Have students: • Read the question. • Circle key words in the question. • Circle key words in the text. • Use details from the text to answer the question.
Strategy 5 Use Information from Graphics

Learn

Circle key words in the question. Use the map on page 29 to answer the question.

1. **What two railroads** are named in the map key?

   The two railroads named in the map key are the Union Pacific Railroad and the Central Pacific Railroad.

Try It

2. What directions do the two railroads go?

3. Is Promontory Point east or west of Omaha?
Strategy 6  Write Your Answer to Score High

Learn

Look at this example.

1. How did trains help communities in the West?
   Trains helped communities in the West travel faster than covered wagons.

   Is the answer correct?
   Is the answer complete?
   Do all the details help answer the question?
   What should you do to improve the answer?

Try It

Circle key words in each question. Write an answer.

2. How many groups built the western part of the railroad?

3. How long did it take to build the western part of the railroad?

Have students: • Read the question. • Circle key words in the question. • Use details from the text to write an answer. • Ask: “Is the answer correct? Is the answer complete? Do all the details help answer the question?”
Lesson 3 Review
Use with Pages 216–219.

Name ________________________________

Thirteen Colonies, One Country

Circle the correct answers.

1. What did the colonists think was unfair?
   working as farmers                  taxes

2. What did most of the colonists want?
   to be free from England              to move back to England

3. What did Thomas Jefferson write?
   the Constitution                     the Declaration of Independence

4. Who led the American army during the war with England?
   George Washington                    Patrick Henry

Answer the question.

Why do Americans celebrate Independence Day?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Directions: Top: Circle the correct answer to each question. Bottom: Write about why Americans celebrate Independence Day on July 4th.

Home Activity: Ask your child to name some other holidays that Americans like to celebrate.
Unit 5: Content Test

Circle a word to finish each sentence.

1. Squanto helped the ____ of Plymouth.
   colonists       resources

   shelter       independence

3. William Clark was a famous ____.
   explorer       colony

4. A place where people live is a ____.
   factory       shelter

5. The ____ moved west in covered wagons.
   railroads       pioneers

Which word completes each sentence?

1. Eating turkey on Thanksgiving is a ____.
   a. tradition       b. shelter
   c. colonist       d. pioneer

2. St. Augustine was a Spanish ____.
   a. shelter       b. tradition
   c. explorer       d. colony
Write X by each sentence that is true about Native Americans.

___ Native Americans used natural resources to build shelters.
___ The Sioux wore clothing made from buffalo skins.
___ Corn, beans, and squash were grown by the Pueblo.
___ All Native American groups lived on the plains.
___ The Powhatan lived along the Atlantic Coast.

Draw lines to match.

Squanto helped the Jamestown colonists.
Harriet Tubman helped the Pilgrims survive.
John Smith helped Lewis and Clark explore.
Sacagawea led escaping slaves to freedom.

Answer the questions.

What do we celebrate on Independence Day?

Why do Americans celebrate Thanksgiving?
Unit 5: Skills Test

Answer the questions about the time line.

1. What happened in 1865?

2. When did the first man land on the moon?

3. What is the first event shown on the time line?

4. What does this time line show?

Write what comes first, next, and last.

___________ I rinse my mouth.

___________ I brush my teeth.

___________ I put toothpaste on my toothbrush.
Use a Map Scale

Look at the map and the map scale.

Write the answers.

1. What part of the map helps show distance? ________________

2. How far are the swings from the water fountain? ________________

3. How far is the slide from the sandbox? ________________

4. How far is the picnic bench from the water fountain? ____________
Syllable Starter

Write each word on the lines for its number of syllables. Then write your own words.

<table>
<thead>
<tr>
<th>shelter</th>
<th>explorer</th>
<th>colonist</th>
<th>pioneer</th>
</tr>
</thead>
<tbody>
<tr>
<td>tradition</td>
<td>colony</td>
<td>independence</td>
<td></td>
</tr>
</tbody>
</table>

Two Syllables

1. ____________________  2. ____________________
3. ____________________  4. ____________________
5. ____________________  6. ____________________

Three Syllables

7. ____________________  8. ____________________
9. ____________________  10. ____________________
11. ____________________ 12. ____________________

Four Syllables

13. ____________________ 14. ____________________
15. ____________________ 16. ____________________

Directions: Count the number of syllables in each word in the box. Write each word under the number of syllables it has. Then write words of your own that have two, three, and four syllables.

Home Activity: Invite your child to play a clapping game to show how many parts there are in different words.
Related Pairs

Draw lines to match the related words.

1. colony __________ teaching
2. singing __________ free
3. teach __________ colonist
4. producer __________ sing
5. freedom __________ produced

Write the word from each pair that completes each sentence.

6. The __________________ helped to colonize the new land.
7. The freed bird enjoyed its __________________.
8. She is __________________ in a group that sings in the schools.
9. The teacher enjoys __________________ second graders.
10. The product was __________________ in the factory.

Directions: Top: Draw lines to match the related pairs of words. Bottom: Read the sentences. Choose the correct word from each matched pair to complete each sentence. The underlined word in each sentence is a hint to which pair to choose from. Write the word on the line.

Home Activity: Have your child list some household chores. Challenge your child to write two related words for each chore. For example: wash—washing—washer.
Clue Groups

Write the word that is described by each group of words.

1. ____________
discoverer
travel
new places

2. ____________
person
comes from another country
ruled by another country

3. ____________
holidays
family events
done again and again

4. ____________
place
settled by new people
belongs to another

5. ____________
free
do it myself
on my own

6. ____________
going west
settlers
wagons

7. ____________
house
cabin
building

Directions: Draw a vocabulary card. Look at the groups of words on this page. Find the group that lists things that go with the word on the card. Then write the word at the top of the group. Keep going until all the vocabulary cards are used.

Home Activity: Help your child use the clues on this page to make up riddles about the vocabulary words.
You learned about three different time periods in our history. Suppose you could travel back in time to one of these time periods. Think about what life was like for early Native Americans, colonists, or pioneers. Then, write a journal entry to describe what your day was like in one of these time periods. Use vocabulary words. You may use another sheet of paper if needed.

| shelter | explorer | colonist | pioneer |
| tradition | colony | independence |

Directions: Follow along as I read. You learned about three different time periods in our history. Suppose you could travel back in time to one of these time periods. Think about what life was like for early Native Americans, colonists, or pioneers. Then, write a journal entry to describe what your day was like in one of these time periods. Use vocabulary words. You may use another sheet of paper if needed.

Home Activity: Discuss why it is important to remember the important events and people that make our country what it is today. Together with your child, come up with a list of important holidays, monuments, or other symbols we use to help us remember our history.
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.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonists thought some laws made by England were unfair.</td>
<td>Colonists worked together to get their freedom from England.</td>
</tr>
</tbody>
</table>
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.
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.

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?
You Were There!