**1st Grade Core Knowledge**

**History and Geography**

**From Colonies Independence: The American Revolution**

**Summary:** In this domain, students will learn about the 13 colonies. They will also gain an understanding of how certain events, such as the Boston Tea Party and the British marching to Concord, led our country to gain independence from Britain. Students will understand and be able to retell the contributions these people made to help lead our country to independence; Paul Revere, Thomas Jefferson, Betsy Ross, Benjamin Franklin, George and Martha Washington. Students will be able to identify symbols of America.

**The Big Idea:** The 13 English colonies evolved slowly over time from dependence on Great Britain to the status of and independent nation.

**Colorado State Standards:**

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| |  | | --- | | 1.1.1.d. Use words related to time, sequence, and change  1.1.2.c. Identify famous Americans from the past who have shown courageous leadership  1.4.1.a. Describe the characteristics of responsible leaders  1.4.1.b. Identify the attributes of a responsible team member  1.4.2.a. Give examples of notable leaders of different communities leaders to include but not limited to the president, mayor, governor, and law enforcement  2.1.2.c. Give examples of people and events, and developments that brought important changes to the community  2.4.1.a. List ways that people express their ideas respectfully  2.4.1.b. Identify how people monitor and influence decisions in their community  2.4.2.a. Give examples of ways that individuals, groups, and communities manage conflict and promote equality, justice, and responsibility  2.4.2.b. Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority  2.4.2.c. Identify and give examples of appropriate and inappropriate uses of power and the consequences  2.4.2.d. Demonstrate skills to resolve conflicts or differences  3.2.1.b. Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Colorado, and neighboring states on maps | |

**Common Core Standards**:

**L1.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

**SL1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. **b.** Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

**SL1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through

other media.

**SL1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**RL1.1** Ask and answer questions about key details in a text.

**RL1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**RL1.3** Describe characters, settings, and major events in a story, using key details.

**RL1.7** Use illustrations and details in a story to describe its characters, setting, or events.

**RI1.1** Ask and answer questions about key details in a text.

**RI1.2** Identify the main topic and retell key details of a text.

**RI1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**RI1.5** Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to

locate key facts or information in a text.

**RI1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI1.7** Use illustrations and details in a text to describe itskey ideas.

**W1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**W1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**W1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**W1.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W1.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books and use them to

write a sequence of instructions)

**W1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Core Knowledge Unit:**

A. Thirteen Colonies

1. Location

2. Colonial life

B. Taxes

1. King George

2. Boston Tea Party

C. Colonists Unite

1. Paul Revere’s Ride, “One if by land, two if by sea”

2. Minutemen and Redcoats

3. “shot heard round the world

D. Patriots

1. Thomas Jefferson-Declaration of Independence, Fourth of July

2. Benjamin Franklin

3. George and Martha Washington

E. American Symbols

1. American Flag-Betsy Ross

2. Washington D.C.

3. Bald Eagle, Liberty Bell

**Core Knowledge Language Arts:**

I. Listening and Speaking

A. Classroom Discussion

* Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.
* Understand and use narrative language to describe people, places, things, locations, events, actions.

B. Comprehension and Discussion of Read-Alouds – Nonfiction and Informational Text

* Generate questions and seek information from multiple sources to answer questions.
* With assistance, categorize and organize facts and information within a given topic.
* Distinguish read-alouds that describe events that happened long ago from those that describe current events.

II. Reading

A. Reading Comprehension – All Texts

* Use pictures accompanying the written text to check and support understanding.

III.Writing

1. Writing to Reflect Audience, Purpose and Task

* Add details to writing.
* Begin to use tools, including technology, to plan, draft, and edit writing.

**Previous Unit:**  Early Exploration and Settlement

**Prior Knowledge:**

Kindergarten

* Continents and Oceans
* Native American Indians
* The voyage of Christopher Columbus in search of the “Indies”
* July 4-Independence Day
* George Washington and Thomas Jefferson
* American symbols

**Next Unit:** Early Exploration of the American West

**What Students will Learn in Future Grades:**

Grade 2

* Constitution
* War of 1812
* Westward Expansion
* Civil War
* Immigration and Citizenship
* Equality for all-fighting for a cause

Grade 3

* Thirteen Colonies: Life and Times before the Revolution

Grade 4

* American Revolution
* Making a Constitutional Government

Grade 5

* Westward Expansion
* Native American Conflicts

**Cross Curricular Links:**

* Music – Yankee Doodle

**Additional Resources:**

For Teachers:

* *Pearson Core Knowledge History Books,* edited by E.D. Hirsch, Jr.