ORANGE-ULSTER BOCES

Learning for Life

OU BOCES
Instructional Support Services
America 250 Celebration
Book-based Lesson Plans
2026

AMERICA 250

ORANGE-ULSTER BOCES
Learning for Life

June 26, 2026

Dear Summer School Educators,

As we prepare for Summer 2026, we are excited to recognize and celebrate America's 250th Anniversary with students across our region.

To support this important milestone, we have developed a collection of lesson plans that you may wish to incorporate into your summer school curriculum.

Recognizing the diverse needs of our students, lesson plans are available at the elementary, middle, and high school levels. Each lesson includes modifications that can be adapted to meet the needs of your students. In addition, each lesson includes accompanying worksheets that may be taught using one or more lessons.

The lessons we are sharing are intended to serve as a starting point for celebrating America's 250th Anniversary. We encourage you to use these resources, adapt them to meet the needs of your students, and create additional lessons that align with our collection of America's 250th Anniversary books and resources.

If you develop a new lesson aligned to one of our America's 250th Anniversary books and submit it to us for publication, you will be granted a voucher for a free six-hour professional learning workshop.

If you have any questions, please do not hesitate to reach out to Dr. Diane Lang at diane.lang@ouboces.org, Jodi Tanner at jodi.tanner@ouboces.org, or Dana Gropper at dana.gropper@ouboces.org.

Wishing you a successful and enjoyable summer session.

Sincerely,

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ORANGE-ULSTER BOCES
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America's 250th Anniversary Book Collection

Happy Fourth of July!
Stephanie Kuligowski
Available Lesson Set: Elementary School

If You Were a Kid at the Declaration of Independence
Sonia W. Black
Available Lesson Sets: Elementary School, Middle School, High School

The Declaration of Independence
Elaine Landau
Available Lesson Sets: Elementary School, Middle School, High School

The Scoop on Clothes, Homes, and Daily Life in Colonial America
Elizabeth Raum
Available Lesson Sets: Middle School, High School

What Is the Declaration of Independence?
Michael C. Harris
Available Lesson Sets: Middle School, High School

America's 250th Anniversary



Book Title: *Happy Fourth of July!*

Author: Stephanie Kuligowski

Grade Levels: Elementary School

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson Title:

Lesson 1: The Words of Independence (Vocabulary Exploration)

Book the Lesson is Aligned to:

"Happy Fourth of July" by Stephanie Kuligowski

Key Details

Grade Level: K-5

NYS Standards Addressed:

Social Studies Standard 1.9: People celebrate national holidays such as Independence Day.

ELA Standard L.1.6: Acquire and use conversational, general academic, and domain-specific words.

Objective: Students will identify, define, and represent five core Independence Day vocabulary words (*Independence, Colonists, Free, Celebration, Big Change*) by drawing a picture or selecting a corresponding tactile/visual symbol.

Key Vocabulary:

Independence: Free to make your own choices.

Colonists: People who moved to a new land to start a new life.

Free: You can pick what you want.

Celebration: A happy day for a party.

Big Change: Old leaders go away, new leaders come in.

Materials Needed:

Book: "Happy Fourth of July"

Crayons, pencils, markers

(Options for modifications if materials are available) Tactile Craft Box (yellow foam glitter stars, felt/feathered birds, small paper butterflies) for modified options

Glue sticks

Worksheet

Assessment(s):

Formative Evaluation: Teacher/TA observation of student response during read-aloud and accuracy of worksheet illustration/symbol matching.

Lesson Procedure

Introduction:

Show the cover of Happy Fourth of July.

Teacher Says:

"Does anyone know what we celebrate on the Fourth of July?"

Accept responses such as fireworks, parades, family gatherings, or America's birthday.

Teacher Says:

"Today we are going to learn some important words that will help us understand why people celebrate the Fourth of July and America's birthday."

Preview the five vocabulary words:

Independence

Colonists

Freedom

Celebration

Symbol

Development:

Teacher Directions:

Read Happy Fourth of July pages **-** aloud.

Pause at appropriate points throughout the reading to introduce and discuss the vocabulary words.

Word 1: Independence, page 4

Teacher Says:

"Independence means being free to make your own choices. When America became independent, it was able to make its own decisions."

Ask students to pretend they are birds flying free in the sky.

Word 2: Colonists, page 6

Teacher Says:

"Colonists were people who moved to a new land to start a new life."

Ask:

"If you moved to a new place, what would you want your home to look like?"

Word 3: Freedom, page 4

Teacher Says:

"Freedom is the power to do what you want to do."

Ask students to share one choice they made today.

Word 4: Celebration, page 12

Teacher Says:

"A celebration is a special event when people come together for fun."

Invite students to show a favorite celebration dance or cheer.

Word 5:Symbol, page 12

Teacher Says:

"A symbol is an object that stands for something else."

Discuss what they think the American flag is a symbol of.

Independent Practice:

Distribute the worksheet.

Teacher Says:

"Use what you learned about each word to draw a picture that matches its meaning. You may also use symbols, labels, or materials provided by your teacher."

Provide support as needed.

Conclusion:

Review the vocabulary words together.

Play a quick Stand Up/Sit Down review game.

Example prompts:

"Is a celebration a party?"

"Does independence mean making your own choices?"

"Were colonists people who moved to a new land?"

Teacher Says:

"Today we learned five important words that help us understand the story of America's birthday. We learned what independence means, who the colonists were, and why the Fourth of July is a celebration of a big change in American history."

Appendix A

Special Education Modifications

Read the text aloud and introduce one vocabulary word at a time.

Provide visual supports, picture symbols, and tactile materials (stars, birds, butterflies) to reinforce vocabulary concepts.

Allow students to demonstrate understanding through drawing, selecting pictures/symbols, movement, discussion, or verbal responses.

Independence Day Words

Instructions

Read the word. What does it mean? Look at the picture idea. Then, draw your own picture in the box!

1. Independence

What it means: You are free to make your own choices.

Picture: A bird flies out of its house.

2. Colonists

What it means: People who moved to a new land to start a new life. The new land that they moved to is now called the "United States of America"

Look at this: People make new houses in a new land.

3. Freedom

Definition: You can pick what you want.

Visual: Lady Liberty holds her light.

4. Celebration

Definition: A happy day for a party.

Visual: Pretty lights and big balloons.

5. Symbol
What it means: An object that stands for something else. **Visual:** The American flag

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson Title:

Lesson 2: Who Was King George and Why Do We Celebrate the Fourth of July?

Book the Lesson is Aligned to:

"Happy Fourth of July" by Stephanie Kuligowski

Key Details

Grade Level: K-5

NYS Standards Addressed:

Social Studies Standard 1.9
People celebrate national holidays, including Independence Day, and understand why they are important.

Social Studies Standard 1.6
People in authority make, enforce, and interpret rules and laws.

ELA Standard RI.1.7
Use illustrations and details in a text to describe key ideas.

ELA Standard SL.1.1
Participate in collaborative conversations with peers and adults about grade-level topics and texts.

ELA Standard SL.1.1
Participate in collaborative conversations with peers and adults about grade-level topics and texts.

Objective:

Students will identify that long ago King George made rules for the American colonies and explain that the Fourth of July celebrates America becoming independent.

Key Vocabulary:

King George: The ruler of Britain and the American colonies long ago.

Britain: A country across the ocean from America.

Rule: Something people are expected to follow.

Independence: Being free to make your own decisions.

Materials Needed:

Happy Fourth of July by Stephanie Kuligowski

Crayons, pencils, markers

Lesson 2 Worksheet

Pictures of King George and the American flag (optional)

Assessment(s):

Formative Evaluation: Teacher/TA observation of student participation during discussion and read-aloud activities, along with completion of the worksheet demonstrating understanding that King George ruled the colonies and that the Fourth of July celebrates America's independence.

Lesson Procedure

Introduction:

Show the cover of *Happy Fourth of July*.

Teacher Says:

"Last time we learned some important words about America's birthday. Today we are going to learn about a person named King George and why the Fourth of July is an important holiday."

Ask:

"Who helps make rules at school?"

Accept responses such as teachers, principals, parents, or other trusted adults.

Teacher Says:

"Long ago, people living in America had to follow rules made by a leader named King George."

Development:

Teacher Directions:

Read *Happy Fourth of July* pages 6-7 aloud.

Pause when King George is introduced.(page 6)

Point to the illustration.

Teacher Says:

"This is King George. A long time ago, he was the ruler of Britain and the American colonies."

Ask:

"What are some rules we follow every day?"

Allow students to share.

Teacher Says:

"Rules help people know what to do. Long ago, many of the rules for the colonies came from King George."

Continue reading pages 8-10.

Pause when the book discusses America becoming independent, page 10

Teacher Says:

"The colonists wanted to make more of their own decisions. Eventually America became independent, which means it became free to govern itself."

Ask:

"What is one decision you get to make for yourself?"

Allow students to share.

Independent Practice:

Distribute the worksheet.

Teacher Says:

"Use what you learned today to complete the worksheet. Look carefully at the pictures and think about who King George was and why we celebrate the Fourth of July."

Provide support as needed.

Conclusion:

Review key vocabulary:

- King George
- Britain
- Rule
- Independence

Ask:

"Who was King George?"

"What does independence mean?"

Teacher Says:

"Today we learned that King George made many of the rules for the American colonies long ago. We also learned that the Fourth of July celebrates America's independence and the beginning of our country's ability to make its own decisions."

Appendix A

<u>Special Education Modifications</u>

Read the text aloud and discuss one key idea at a time.

Provide visual supports, including pictures of King George, Britain, and the American flag.

Allow students to demonstrate understanding through discussion, pointing, drawing, circling, or verbal responses.

Pre-teach vocabulary using visuals and student-friendly definitions.

Model examples before independent practice.

Provide verbal prompts and repeated opportunities to respond.

Allow additional processing time and support as needed during worksheet completion.

Long Ago In America

Long ago, Britain ruled America. King George was the ruler of the American colonies.

King George



💡 **Remember**

King George made many of the rules for the people living in America.

Circle King George

Directions: Look at the pictures. Circle the picture of King George.k





OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson Title:

Lesson 3: America's Most Important Paper (The Declaration of Independence)

Book the Lesson is Aligned to:

"Happy Fourth of July" by Stephanie Kuligowski

Key Details

Grade Level: K-5

NYS Standards Addressed:

Social Studies Standard 1.9: People celebrate national holidays, including Independence Day, and understand why they are important.

ELA Standard RI.1.2: Identify the main topic and retell key details of a text.

ELA Standard SL.1.1: Participate in collaborative conversations with peers and adults about grade-level topics and texts.

Objective:

Students will identify the Declaration of Independence as the document that announced America's freedom and demonstrate understanding by identifying the correct letter and practicing their signature.

Key Vocabulary:

Declaration: A very important document that said America was free.

Sign: To write your name on a paper to show you agree.

John Hancock: The first person to sign the Declaration of Independence.

Materials Needed:

Book: "Happy Fourth of July"

Visual Props (a giant novelty pen, feather quill, or extra-thick marker)

Crayons, markers, or fingerpaint

Lesson 3 Worksheet

Assessment(s):

Formative Evaluation: Teacher/TA observation of student participation during discussion and completion of the worksheet, including identification of the Declaration of Independence and signature practice.

Lesson Procedure

Introduction:

Review the previous lesson.

Teacher Says:

"Last time we learned about King George and how he made many of the rules for the colonies."

Teacher Says:

"Today we are going to learn about a very important document called the Declaration of Independence."

Ask:

"What do you do when you want to tell someone something important?"

Accept responses such as talk, call, write a note, or write a letter.

Teacher Says:

"The colonists wrote an important document called the Declaration of Independence. It told King George that America wanted to be free."

Development:

Teacher Directions:

Read Happy Fourth of July pages 10-11 aloud.

Pause when the Declaration of Independence is introduced.

Teacher Says:

"The Declaration of Independence was a very important document. It told the King that the colonies wanted to be free and make their own decisions."

Introduce John Hancock.

Teacher Says:

"John Hancock was the first person to sign the Declaration of Independence. He signed his name very large so it could be easily seen."

Movement Activity:

Have students use their finger to write their names in the air as large as possible.

Teacher Says:

"Let's practice signing our names just like John Hancock."

Independent Practice:

Distribute the worksheet.

Teacher Says:

"First, trace John Hancock's name. Then write your own name in the box. Finally, look carefully at the letters and circle the one that says 'We are free!'"

Conclusion:

Review key vocabulary:

Declaration

Sign

John Hancock

Ask:

"What did the Declaration of Independence say?"

Encourage students to respond:

"We are free!"

Teacher Says:

"Today we learned about the Declaration of Independence, an important document that announced America's freedom. We also learned that people signed the Declaration to show they agreed with it, and we practiced signing our own names."

Appendix A

Special Education Modifications

Read the text aloud and discuss one key idea at a time.

Provide visual supports and model tracing/signature-writing before independent practice.

Allow students to demonstrate understanding through tracing, pointing, circling, discussion, or verbal responses.

ORANGE-ULSTER BOCES
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America's Most Important Paper for 250 years!

📖 Read This First

The people wrote a letter. It was called the **Declaration**. It said, "We are free!"

Summary: They wrote a letter. It was called the "Declaration." It said, "We are free!"

John Hancock's Big Name

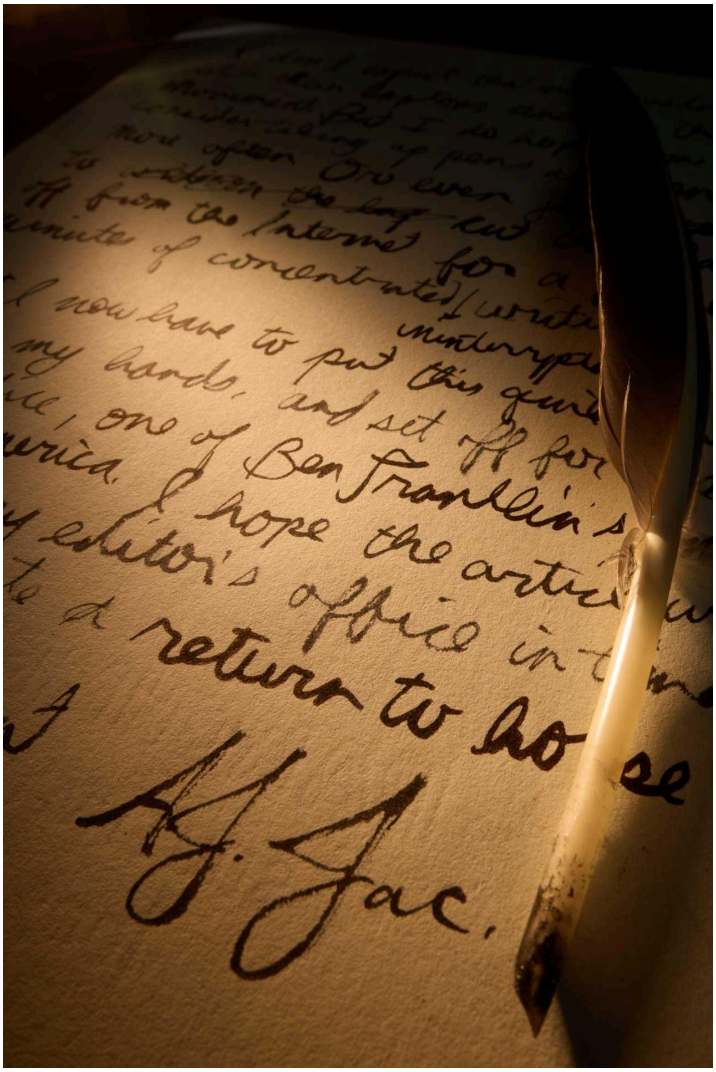
John Hancock was the first person to sign the letter. He wrote his name very big so the King could see it without his glasses!

Trace the big name below with your finger or a crayon:

John Hancock

Now try writing your own name as big as you can!

Check Time: Circle the letter that said "We are free!"

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson Title: Lesson 4: Symbols of America

Book the Lesson is Aligned to: "Happy Fourth of July" by Stephanie Kuligowski

Key Details

Grade Level: K-5 (Targeted for K-2 Special Education)

NYS Standards Addressed:

Social Studies Standard 1.9: People celebrate national holidays such as Independence Day.

ELA Standard RI.1.7: Use illustrations and details in a text to describe key ideas.

Objective:

Students will identify important American symbols associated with Independence Day and match each symbol to its name.

Key Vocabulary:

Symbol

Flag

Liberty Bell

Statue of Liberty

Independence Day

Materials Needed:

Happy Fourth of July

Pictures of the American Flag, Statue of Liberty, and Liberty Bell (optional)

Crayons, pencils, markers

Lesson 4 Worksheet

Assessment(s):

Teacher observation during discussion

Worksheet completion

Participation in symbol identification activities

Lesson Procedure

Introduction:

Show the cover of *Happy Fourth of July*.

Teacher Says:

"We've learned about America's birthday, King George, and the Declaration of Independence. Today we're going to learn about some important symbols that remind us of America and Independence Day."

Ask:

"Have you ever seen an American flag?"

"Can you think of any other symbols that represent America?"

Development:

Teacher Directions:

Read the pages that show American symbols and Independence Day celebrations.

Pause to discuss each symbol.

American Flag

Show the picture.

Teacher Says:

"The American flag is one of the most important symbols of our country. We often see it during Independence Day celebrations."

Statue of Liberty

Show the picture.

Teacher Says:

"The Statue of Liberty welcomes people to America and reminds us of freedom."

Liberty Bell

Show the picture.

Teacher Says:

"The Liberty Bell is an important symbol connected to American independence."

Symbol Identification Game

Hold up or point to pictures one at a time.

Ask:

"What symbol is this?"

"Have you seen this symbol before?"

Independent Practice

Distribute the worksheet.

Teacher Says:

"Look carefully at each symbol. Draw a line to match the symbol with its name."

After matching:

Teacher Says:

"Circle the symbol you think is most important and tell a partner why you chose it."

Provide support as needed.

Conclusion:

Review the symbols together.

Hold up each picture and ask students to identify it.

Teacher Says:

"Today we learned that symbols help represent our country. We identified the American flag, the Statue of Liberty, and the Liberty Bell. These symbols help remind us of America's history and Independence Day."

Appendix A

Special Education Modifications

Read all text and directions aloud.

Provide picture supports and model one matching example before independent work.

Allow students to respond by pointing, matching, circling, discussing, or verbally identifying symbols.

Symbols of America

📖 Book Parts

Words under a picture tell us about it; this is called a caption. Captions help us learn about important people, places, and symbols.

Part 1: Match

Draw a line from the caption to the correct picture.

Caption	Symbol
Lady Liberty	
Liberty Bell	
USA Flag	

Part 2: Main Idea

The **big idea** is what the book is all about. Use words to finish the sentence about the 4th of July.

Word Bank	
Independence	Freedom
Fireworks	Celebration

Example: America has a birthday party on July 4th.
The 4th of July is a day to celebrate America's **birthday**.
We see bright _____ in the sky at night.
The 4th of July is also called _____ Day.

Can your class come up with 2 more sentences using the vocabulary words that were not used?

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson Title:

Lesson 5: Happy Birthday, USA! (Celebrating Independence Day)

Book the Lesson is Aligned to:

"Happy Fourth of July" by Stephanie Kuligowski

<u>Key Details</u>

Grade Level: K-5

NYS Standards Addressed:

Social Studies Standard 1.9: People celebrate national holidays such as Independence Day.

ELA Standard SL.1.1: Participate in collaborative conversations with peers and adults about grade-level topics and texts.

Objective:

Students will identify common ways people celebrate Independence Day and make a personal connection to Fourth of July traditions.

Key Vocabulary:

Birthday: The special day someone or something was born.

Fireworks: Bright, colorful lights that appear in the night sky.

Celebrate: To show joy for a special event or holiday.

Materials Needed:

Happy Fourth of July by Stephanie Kuligowski

Crayons, pencils, markers

Lesson 5 Worksheet

Assessment(s):

Formative Evaluation: Teacher/TA observation of student participation during discussion and completion of the worksheet, including identification of fireworks and a personal connection to Independence Day celebrations.

Lesson Procedure

Introduction:

Review previous lessons.

Teacher Says:

"We have learned about America's birthday, King George, the Declaration of Independence, and important American symbols. Today we are going to learn how people celebrate the Fourth of July."

Ask:

"Have you ever been to a birthday party?"

Allow students to share.

Teacher Says:

"The Fourth of July is often called America's birthday. People celebrate in many different ways."

Development:

Teacher Directions:

Read the pages in Happy Fourth of July that describe Independence Day celebrations.

Pause to discuss fireworks and celebrations.

Teacher Says:

"Many people celebrate the Fourth of July by watching fireworks, spending time with family and friends, attending parades, and enjoying special foods."

Ask:

"What is something you have done on the Fourth of July?"

Allow students to share verbally or point to pictures if available.

Movement Activity:

Teacher Says:

"Let's pretend we are fireworks."

Students reach their arms up and spread their fingers wide like fireworks in the sky.

Independent Practice:

Distribute the worksheet.

Teacher Says:

"First, find and circle the picture showing fireworks. Then complete the rest of the worksheet by showing or drawing how you celebrate the Fourth of July."

Conclusion:

Review key vocabulary:

Birthday

Fireworks

Celebrate

Ask:

"What are some ways people celebrate the Fourth of July?"

Teacher Says:

"Today we learned that the Fourth of July is America's birthday. People celebrate in many ways, including watching fireworks, spending time with family and friends, and enjoying special traditions."

Appendix A

Special Education Modifications:

Read the text aloud and discuss one key idea at a time.

Provide visual supports and model one example before independent practice.

Allow students to demonstrate understanding through drawing, pointing, discussion, circling, or verbal responses.

Appendix B

Worksheet

Part 1: Circle the fireworks.

Part 2: Color the Independence Day picture.

Part 3: Draw or show one way you celebrate the Fourth of July.

Happy Birthday USA!

Teacher Read Aloud

"On the 4th of July, we celebrate our country's birthday with big, bright fireworks in the sky. Look at the pictures below. **Circle the picture of the fireworks.**"





Coloring Time! 

Use your favorite colors to decorate the birthday message for America!

HAPPY BIRTHDAY USA!

Think: How do you play on the 4th of July?

America's 250th Anniversary



Book Title: *If You Were a Kid at the Declaration of Independence*

Author: Sonia W. Black

Grade Levels: Elementary School, Middle School, High School

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 1 Title: Life as a Colonial Kid

Book the Lesson is Aligned to "If You Were a Kid at the Declaration of Independence" by Sonia W. Black

Key Details

Grade Level: K-5

NYS Standards Addressed:

2R1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Social Studies 2.3a: Identify historic symbols and events that represent the United States.

Objective: Students will identify important details about daily life in Colonial America, including homes, clothing, work, and family life.

Key Vocabulary:

Colony

Colonist

Culture

Clothing

Tradition

Independence

Materials Needed:

If You Were a Kid at the Declaration of Independence

Pages 5-11

Student worksheet

Pencils, crayons, colored pencils

Assessment(s):

Participation in discussion

Completion of worksheet activities

Reflection response

Lesson Procedure

Introduction:

Display the illustrations of Henry, Lavinia, and Isaac from pages 6-7.

Teacher Says:

"Today we are going to meet three children who lived in Colonial America about 250 years ago."

Ask:

What do you think life was like for children long ago?

Do you think children dressed the same way they do today?

Do you think school, work, and play looked different?

Explain that students will become history detectives and learn about what life was like for children during colonial times.

Development:

Read page 5: A Different Way of Life.

Teacher Says:

"This page tells us that the colonies were controlled by Great Britain and that life looked very different than it does today."

Ask:

How many colonies were there?

Who ruled the colonies?

Read pages 6-7: Meet Henry, Meet Lavinia and Isaac.

Discuss:

Who is Henry?

Who are Lavinia and Isaac?

What activities do they enjoy?

How are they similar to children today?

Read pages 8-11: Getting Dressed.

Pause throughout the reading to discuss:

What kinds of clothing did colonists wear?

How was clothing different for men and women?

What materials were used to make clothing?

How was clothing different for Native Americans?

Why might people wear different clothing depending on where they lived or the work they did?

Students complete the worksheet while reading.

Conclusion:

Review key ideas from the lesson.

Ask:

What surprised you most about life in Colonial America?

How was life different from today?

How was it similar?

Students complete the reflection:

Would you rather wear colonial clothing for one day or your own clothes? Explain why.

Teacher Says:

"Today we learned that children living during colonial times had many of the same interests we have today, but their daily lives, clothing, and communities looked very different."

Appendix A

Special Education Modifications

Read portions of the text aloud and pause frequently for discussion.

Provide picture supports and visual vocabulary cards.

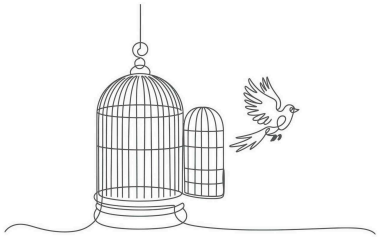
Highlight important information within the text.

Allow students to respond through discussion, drawing, writing, or oral responses.

Provide sentence starters for written activities.

Vocabulary Introduction

Today we are going to learn 5 important words from our book. These words help us understand how the United States began!

Word	Meaning & Example	Image
Independence	**Meaning:** Freedom from being controlled by another person or country. **Example:** The colonies wanted **independence** from the King.	
Colony	**Meaning:** An area that is controlled by a country far away. **Example:** Each **colony** had its own leaders but still followed the King's rules.	
Declaration	**Meaning:** An official statement or announcement. **Example:** The leaders signed a **declaration** to tell the world they were free.	

Soldier	**Meaning:** A person who serves in an army. **Example:** A brave **soldier** fought to protect the new country.	
Freedom	**Meaning:** The power to act, speak, or think without being stopped. **Example:** The people celebrated their new **freedom** with a big parade.	

Picture-Supported Word Bank

Directions: Look at the pictures in the right column. Draw a line to the word on the left that matches the picture.

Vocabulary Word	Picture Match
Independence	
Colony	
Declaration	
Soldier	
Freedom	

Practice Together

Example: The colonies wanted to be their own country. They wanted **independence**.

Your Turn: Use one of your new words to rewrite and finish the sentence below.

Henry saw a _____ marching in the street wearing a uniform.

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson Title:

Lesson 2:Life Changes in the Colonies

Book the Lesson is Aligned to

“If You Were a Kid at the Declaration of Independence” by Sonia W. Black, pages 12-19

Key Details

Grade Level: K-5

NYS Standards Addressed:

2R1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2R3: Describe how characters in a story respond to major events and challenges.

Objective:

Students will identify important events and changes taking place in the colonies and explain how Henry, Lavinia, and Isaac responded to those events.

Key Vocabulary:

Militia

Soldier

Pamphlet

School

Colonist

Independence

Materials Needed:

If You Were a Kid at the Declaration of Independence

Comprehension Worksheet

Pencils, highlighters, crayons

Assessment(s):

Discussion participation

Completion of comprehension worksheet

Reflection response

Lesson Procedure

Introduction:

Display pictures of Henry, Lavinia, and Isaac.

Teacher Says:

"In our last lesson, we learned about what life was like for children living in Colonial America. Today we will see how life begins to change as problems grow between the colonies and Great Britain."

Ask:

How would you feel if soldiers suddenly came to stay in your town?

How would your life change?

Explain that Henry, Lavinia, and Isaac experienced many changes as tensions increased in the colonies.

Development:

Chunk 1: Trouble in the Colonies (Pages 12-13)

Teacher Says:

"Let's read about some of the problems people were facing."

Read pages 12-13 aloud.

Discuss:

Why was Mr. Lewis upset?

What was Common Sense?

What message did the pamphlet share?

Guide students to complete Part 1 of the worksheet.

Chunk 2: School and Daily Life (Page 15)

Teacher Says:

"Even though important events were happening, children still went to school."

Read page 15 aloud.

Discuss:

What school tools did children use?

How was school different from today?

Guide students to complete Part 2 of the worksheet.

Chunk 3: Watching the Soldiers (Pages 16-19)

Teacher Says:

"Now let's see what Henry, Lavinia, and Isaac did when soldiers arrived."

Read pages 16-19 aloud.

Discuss:

Why were the children spying on the soldiers?

How did they feel?

What happened when the soldiers found them?

What surprised you about colonial life?

Guide students to complete Part 3 of the worksheet.

Conclusion:

Turn and Talk:

What was the most interesting thing you learned about colonial life?

Allow students to share.

Teacher Says:

"Today we learned that life in the colonies was beginning to change. Henry, Lavinia, and Isaac saw soldiers, heard people talking about independence, and experienced events that helped lead to the American Revolution."

Teacher Says:

"Good historians pay attention to how people lived and how important events affected their daily lives."

Appendix A

Special Education Modifications

Read each section aloud and pause frequently for discussion.

Provide picture supports and highlighted text.

Use sentence starters and visual cues.

Provide a partially completed worksheet when needed.

Allow partner discussion before independent work.

Provide additional processing time and completion time.

Read each short story chunk. Then, answer the question using the sentence frame provided.

> 💡 **Remember**
>
> Henry, Lavinia, and Isaac lived during a time when many things were changing in the colonies. As you read, look for important details about what they saw and experienced.

Chunk 1:Common Sense

Many people in the colonies were reading a pamphlet called Common Sense. The pamphlet shared ideas about independence and was talked about by many colonists.

What was the name of the pamphlet?

The pamphlet was called _____.

Chunk 2: School Days

Children in Colonial America used a tool called a hornbook to help them learn their letters and numbers.

What learning tool did children use?

Children used a _____.

Chunk 3:Watching the Soldiers

Henry, Lavinia, and Isaac watched British soldiers as they marched through town. The children were curious about what was happening.

Who were the children watching?

The children were watching _____.

Think About It

Circle one thing Henry, Lavinia, and Isaac saw during this chapter.

Common Sense

Hornbook

British Soldiers

All of the Above

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson Title:

Lesson 3: The Road to Independence

Book the Lesson is Aligned to

"If You Were a Kid at the Declaration of Independence" by Sonia W. Black, Pages 20-27

Key Details

Grade Level: K-5

NYS Standards Addressed:

2R3: Describe how characters in a story respond to major events and challenges.

2W1: Write opinion pieces in which they introduce the topic or book, state an opinion, and supply reasons to support that opinion.

Objective: Students will sequence four important events that led to American independence and share an opinion about which event was most important.

Key Vocabulary:

Independence

Declaration

Congress

Sequence

First

Next

Last

Materials Needed:

Interactive cut-and-paste sequencing worksheet

Scissors

Glue

Pencils

Visual First-Next-Then-Last anchor chart

Assessment(s):

Completed sequencing activity

Opinion reflection sentence

Class discussion participation

Lesson Procedure

Introduction:

Ask students:

"Can you eat dessert before dinner is cooked?"

Allow students to respond.

Teacher Says:

"Just like our daily routines happen in a certain order, important events in history happen in a certain order too."

Teacher Says:

"Today we are going to put important events from our story in order and decide which event was most important."

Development:

Display the First → Next → Then → Last anchor chart.

Read pages 20-27 aloud.

Pause to discuss:

Page 21:
The Continental Congress meets.

Teacher Says:

"The leaders met to discuss what should happen next."

Page 23:
Thomas Jefferson writes the Declaration.

Teacher Says:

"Thomas Jefferson was chosen to write an important document."

Page 25:
The Declaration is approved.

Teacher Says:

"The colonies officially announced that they wanted to become independent."

Pages 26-27:
People celebrate.

Teacher Says:

"Many people celebrated after hearing the news."

Students complete the sequencing worksheet.

Guide students through each event:

First → Leaders meet at the Continental Congress.

Next → Thomas Jefferson writes the Declaration.

Then → The Declaration is approved.

Last → People celebrate independence.

Reflection:

Teacher Says:

"Which event do you think was most important?"

Model:

"I think the Declaration being approved was most important because it helped the colonies become independent."

Students complete their reflection sentences.

Conclusion:

Invite students to share responses.

Teacher Says:

"Today we put important events in order and learned how the colonies became independent."

Teacher Says:

"We learned that many important events happened before America became its own country."

Praise students for using sequencing words and supporting their opinions.

Appendix A

Special Education Modifications

Use a visual First–Next–Then–Last anchor chart and model each sequencing step.

Provide picture supports, sentence frames, and guided practice before independent work.

Activity 3: Sequencing Key Events

💡 How to Sequence

Sequencing means putting events in the order they happened.

Example:

1. First, you put on socks.
2. Then, you put on shoes.

You cannot put on shoes before your socks!

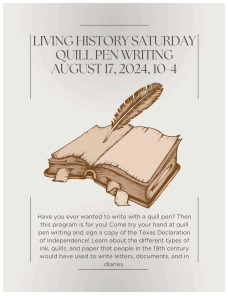
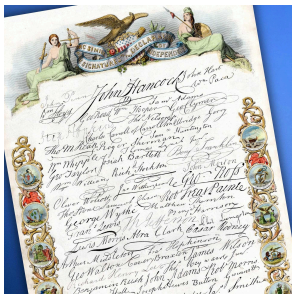
Step 1: Look at the events on the next page.

Step 2: Cut out the events (or write them) in the correct order on the next page.

Step 3: Answer the reflection question on this page

Reflection: Which event was the most important for Henry and his friends?

I think the most important event was when _____ because _____.

What Happened?	Event Picture
The colonies are ruled by Great Britain.	
Henry and his friends see British soldiers.	
Leaders meet to write the Declaration.	

The Declaration of Independence is signed.



OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 1 Title:

Patriot or Loyalist? Choosing Sides in Colonial America

Book the Lesson is Aligned to

If You Were a Kid at the Declaration of Independence by Sonia W. Black

Key Details

Grade Level: 6-8

NYS Standards Addressed:

RH.6-8.1 Cite specific textual evidence to support analysis.

RH.6-8.2 Determine central ideas and summarize.

W.6.1 Support claims with reasons and evidence.

SL.6.1 Engage effectively in collaborative discussions.

Objective:
Students will compare the perspectives of Patriots and Loyalists and explain why colonists disagreed about independence.

Key Vocabulary:

Patriot
Loyalist
Independence
Colonies
Great Britain
Perspective

Materials Needed:

If You Were a Kid at the Declaration of Independence

Worksheet

Pencils

Colored pencils

Assessment(s):

Discussion participation
Worksheet completion
Choose Your Challenge activity

<u>Lesson Procedure</u>

Introduction:

Ask students:

Imagine your school was trying to make a very important decision, but half of your friends disagreed with the other half.

How would that feel?

Could both groups think they were right?

Allow students to discuss.

Teacher Says:

"Today we are going to learn about two groups of colonists who disagreed about an important decision. Some people wanted independence from Great Britain, while others wanted to remain loyal to the king."

Teacher Says:

"As we read, think about why different people might have viewed the situation differently."

Development:

Teacher Directions:

Read page 5, which explains that colonists were divided.

Read pages 12-13, focusing on the ideas shared in Common Sense.

Read page 17, discussing how some Black Americans joined the Patriots while others joined the Loyalists.

Read pages 21-27, focusing on the growing movement toward independence.

Students complete a Patriot vs. Loyalist comparison organizer.

Discuss:

Why did some colonists support independence?

Why did others remain loyal to Great Britain?

How might families and communities have been affected by these disagreements?

What evidence from the text supports each viewpoint?

Teacher Says:

"People often make decisions based on their experiences, beliefs, and concerns. During the American Revolution, colonists did not all agree on the best path forward."

Conclusion:

Students share:

- One reason someone might choose to be a Patriot.
- One reason someone might choose to be a Loyalist.

Teacher Says:

"Today we compared the perspectives of Patriots and Loyalists. We learned that colonists disagreed about independence for many different reasons and that both groups believed they were making the best choice."

Teacher Says:

"Understanding different perspectives helps us better understand why the American Revolution was such a challenging time for families and communities."

Students complete the Choose Your Challenge activity.

Invite volunteers to share their work if time allows.

Appendix A
Special Education Modifications

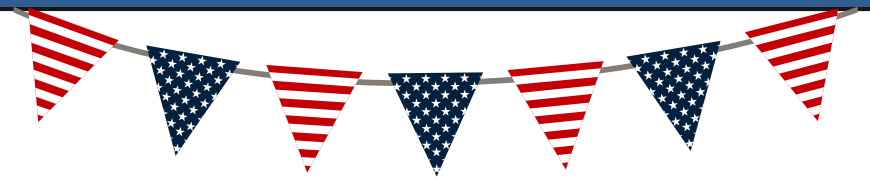
Read text aloud and present information in small, manageable chunks.

Provide visual support, including illustrations, vocabulary support, and a comparison organizer for Patriots and Loyalists.

Allow multiple ways for students to demonstrate understanding, including drawing, discussion, oral responses, graphic organizers, or written responses.

Appendix B
Worksheet

Name:
Date:



Patriots vs. Loyalists

As you read, record reasons someone may have chosen each side.

Patriots	Loyalists

Think About It

Why do you think families and neighbors sometimes disagreed about independence?

.

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Name:
Date:

Which Side Would You Choose?

Imagine you are a kid living in 1776.
Would you be a Patriot or a Loyalist?
Use words, pictures, speech bubbles, or symbols to show:

- Which side you would choose
- Why you would choose it
- What challenges you might face

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 2 Title:

A Big Change: How the Declaration Affected Everyday People

Book the Lesson is Aligned to

If You Were a Kid at the Declaration of Independence by Sonia W. Black

Key Details

Grade Level: 6-8

NYS Standards Addressed:

RH.6-8.1 Cite specific textual evidence to support analysis.

RH.6-8.2 Determine central ideas.

W.6.2 Write informative responses using evidence.

SL.6.1 Participate in collaborative discussions.

Objective:

Students will identify ways the Declaration of Independence affected the lives of ordinary colonists and make connections between historical events and everyday life.

Key Vocabulary:

Declaration
Independence
Freedom
Colonist
Rights
Celebration

Materials Needed:

If You Were a Kid at the Declaration of Independence

Student worksheet

Pencils

Colored pencils

Assessments:
Participation in discussion
Worksheet completion

<u>Lesson Procedure</u>

Introduction

Ask students:

Have you ever heard exciting news that affected a lot of people?

Examples:

A school announcement

A community celebration

A new rule

A championship victory

Allow students to share.

Teacher Says:

"Today we are going to read about how ordinary colonists reacted when they learned that America was becoming independent from Great Britain."

Teacher Says:

"As we read, pay attention to how people felt, what they did, and how their lives may have changed."

Development

Teacher Directions:

Read pages 21-27 aloud.

Pause to discuss:

Page 21: Congress approves independence.

Page 22: Colonists celebrate the news.

Page 23: Thomas Jefferson writes the Declaration.

Page 24: Families feel hopeful about the future.

Page 25: The Declaration is printed and shared.

Page 26: Colonists celebrate and discuss creating fair laws.

Page 27: Colonists remove the statue of King George III.

Students complete the worksheet while reading.

Discuss:

How did people react when they heard the news?

What celebrations took place?

What hopes did people have for the future?

Why was the Declaration important to ordinary colonists?

How might children have experienced these events?

Teacher Says:

"The Declaration of Independence was more than a document. It changed how many colonists viewed themselves, their government, and their future."

Conclusion:

Students respond:

Choose one event from pages 21-27 and explain why it was important to the colonists.

Teacher Says:

"Today we learned that historical events affect real people. The Declaration of Independence changed daily life for many colonists and gave them hope for a different future."

Teacher Says:

"Looking at how ordinary people experienced history helps us better understand why important events matter."

Appendix A
Special Education Modifications

Read text aloud and break reading into smaller chunks.

Use illustrations and visuals from the book to support comprehension.

Provide a graphic organizer to organize ideas from the reading.

Allow students to respond through writing, discussion, drawing, or labeling.

Appendix B
Worksheet

NAME: DATE:

Then and Now

As you read, think about how hearing the Declaration of Independence may have affected people living in 1776.

Event or Change	How It Might Affect a Kid in 1776
Colonists hear the Declaration	
Celebrations in towns	
Colonies become independent	
New opportunities for the future	

Quick Reflection

Which change do you think was most important?

_____

_____

_____

_____

NAME: DATE:

Front Page News

Imagine you are a kid living in 1776.
Create the front page of a newspaper announcing the Declaration of Independence. Include a headline, a picture and at least 3 facts from the reading.

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 1 Title:

Whose Side Are You On? Patriot or Loyalist

Book the Lesson is Aligned to

If You Were a Kid at the Declaration of Independence by Sonia W. Black

Key Details

Grade Level: 9-12

NYS Standards Addressed:

RH.9-10.1 Cite specific textual evidence to support analysis.

RH.9-10.6 Compare differing points of view.

W.9-10.1 Write arguments to support claims using evidence.

SL.9-10.1 Initiate and participate effectively in collaborative discussions.

Objective:
Students will analyze differing viewpoints surrounding the Declaration of Independence and determine whether they would have supported the Patriots or remained loyal to Great Britain.

Key Vocabulary:

Patriot
Loyalist
Independence
Taxation
Parliament
Freedom
Protest

Materials Needed:

If You Were a Kid at the Declaration of Independence

Student worksheet

Pencils/colored pencils

Assessment(s):
Completion of T-Chart
Written reflection
Choose Your Challenge activity

<u>Lesson Procedure</u>

Introduction:

Ask students:

Ask students:

If your country was experiencing major political conflict, would you support changing the government or keeping things the way they were?

Allow students to briefly discuss.

Teacher Says:

"Not everyone living in the colonies agreed about independence. Some people wanted to break away from Great Britain, while others believed remaining loyal to Britain was the better choice."

Teacher Says:

"As we read, think about why people might have supported different sides and what concerns influenced their decisions."

Development:

Teacher Directions:

Read page 5.

Discuss the introduction of Patriots and Loyalists.

Read pages 12-22.

Pause to discuss:

Page 12: Henry learns colonists are unhappy with British rule.

Pages 12-16: Growing frustration with British soldiers living in the colonies.

Pages 16-18: Henry, Lavinia, and Isaac observe increasing tensions.

Page 17: "Black People in Colonial America" information box.

Pages 20-22: Colonists supporting the independence movement.

Students complete a comparison organizer.

Patriot Perspective

Wanted independence from Great Britain

Believed colonists should govern themselves

Supported the growing independence movement

Loyalist Perspective

Wanted to remain part of Great Britain

Believed Britain provided stability and protection

Feared the uncertainty of independence

Discuss:

Why might someone support independence?

Why might someone remain loyal to Britain?

How did British soldiers affect opinions in the colonies?

How might families and communities have disagreed?

Teacher Says:

"Historical events often involve competing viewpoints. Understanding those viewpoints helps us better understand the choices people made."

Conclusion:

Students complete a written response:

If you lived in the colonies in 1776, would you have supported the Patriots or the Loyalists? Use at least two details from the reading to support your answer.

Teacher Says:

"Today we explored why colonists disagreed about independence. We learned that Patriots and Loyalists viewed the future differently and made decisions based on their experiences, beliefs, and concerns."

Teacher Says:

"Examining multiple perspectives helps us better understand the complexity of the American Revolution."

Appendix A
Special Education Modifications

Read portions of the text aloud.

Use visuals and illustrations from the book to support understanding.

Highlight key vocabulary (Patriot, Loyalist, Independence, Taxation).

Provide a visual comparison chart of Patriot and Loyalist viewpoints.

Allow students to demonstrate understanding through writing, discussion, drawing, or graphic organizers.

Provide a partially completed T-chart if needed.

Appendix B
Worksheet

Name:
Date:

Patriot or Loyalist?

As you read, record reasons someone might support each side.

Patriot (Support Independence)	Loyalist (Stay with Britain)

Think About It



If you lived in the colonies in 1776, which side would you support? (Circle one)

- Patriot
- Loyalist

Explain your reasoning using information from the reading.

Name:
Date:

Design a Protest Poster

Create a poster that either:

- Supports independence from Britain, OR
- Encourages colonists to remain loyal to Britain

Include: A slogan, an image, a fact or idea from the reading.

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 2 Title:
Breaking News: The Declaration is Announced!

Book the Lesson is Aligned to

If You Were a Kid at the Declaration of Independence by Sonia W. Black

Key Details

Grade Level: 9-12

NYS Standards Addressed:

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.9-10.2 Determine central ideas of a source.

W.9-10.2 Write informative texts to examine a topic and convey ideas clearly.

SL.9-10.1 Initiate and participate effectively in collaborative discussions.

Objective:
Students will identify why the Declaration of Independence was significant and analyze how different groups of colonists may have reacted to the announcement of independence.

Key Vocabulary:

Declaration
Independence
Patriot
Loyalist
Congress
Freedom
Revolution

Materials Needed:

If You Were a Kid at the Declaration of Independence

Student worksheet

Pencils

Colored pencils or markers (optional)

Assessment(s):

Participation in discussion

Worksheet completion

Choose Your Challenge activity

<u>Lesson Procedure</u>

Introduction:

Display the question:

What would make a news story important enough for an entire country to talk about it?

Allow students to discuss examples.

Teacher Says:

"Today we are going to investigate one of the biggest news stories in American history: the announcement of American independence."

Teacher Says:

"As we read, think about why this news was important and how different people may have reacted when they heard it."

Explain that students will act as historical reporters gathering information about the announcement of independence.

Development:

Teacher Directions:

Read pages 21-27 aloud or independently.

Pause to discuss key events:

Page 21: Congress approves independence.

Page 22: Colonists celebrate the news.

Page 23: Thomas Jefferson writes the Declaration.

Page 24: Families discuss hopes for the future.

Page 25: The Declaration is printed and distributed.

Page 26: Colonists celebrate and discuss fair laws.

Page 27: The statue of King George III is pulled down.

Students complete the Breaking News worksheet.

Students identify:

What happened

Who was involved

Why it mattered

How colonists reacted

Facilitate discussion:

Why was the Declaration important?

Why did many colonists celebrate?

How might Loyalists have reacted differently?

What risks still existed after independence was declared?

How did ordinary families experience these events?

Teacher Says:

"Major historical events often create different reactions. Some people celebrate change while others worry about what comes next."

Conclusion:

Ask students:

If you heard this announcement in July 1776, what would your reaction have been?

Why?

Teacher Says:

"Today we explored why the Declaration of Independence was important and how colonists responded to the news."

Teacher Says:

"We learned that independence brought excitement and hope for many colonists, but it also created uncertainty about the future."

Students complete their Choose Your Challenge activity.

Appendix A
Special Education Modifications

Read portions of the text aloud.

Use illustrations from the book to support understanding.

Highlight important vocabulary and historical events.

Allow students to demonstrate understanding through writing, discussion, drawing, or graphic design.

Provide a partially completed worksheet if needed.

Appendix B
Worksheet

Name:
Date:

Breaking News: Independence Declared!

Imagine you are a reporter in July, 1776. Use information from the reading to complete the news report.

Headline:

What Happened?

Who?

What?

Where?

When?

Why Is This Important?



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Name:
Date:

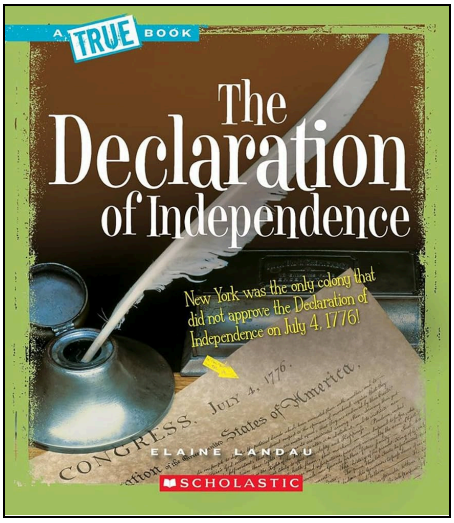
Choose Your Challenge

Option A: Create the front page of a newspaper announcing the Declaration of Independence

Option B: What Would You See?
Imagine you were standing in the crowd when the Declaration was read aloud.
Draw or label what you might see, hear, and feel.



America's 250th Anniversary



Book Title: *The Declaration of Independence*

Author: Elaine Landau

Grade Levels: Elementary School, Middle School, High School

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 1 Title:

Was That Fair? Life in the American Colonies

Book the Lesson is Aligned to

The Declaration of Independence by Elaine Landau (Chapter 1: A Colonial Beginning)

Key Details

Grade Level: K-5

NYS Standards Addressed:

RI.3.1 Ask and answer questions about informational text.
RI.3.2 Determine the main idea of a text.
SL.3.1 Participate in collaborative discussions.
W.3.1 Express an opinion using reasons.

Objective:
Students will identify reasons colonists became unhappy with British rule and determine whether colonial laws and taxes seemed fair or unfair.

Key Vocabulary:

colony
colonist
tax
protest
parliament
boycott

Materials Needed:

Chapter 1 excerpts

Fair/Not Fair worksheet

Crayons or pencils

Chart paper

Assessment(s):

Discussion participation
Worksheet completion
Exit ticket

Lesson Procedure

Introduction:

Ask:

"What are some rules you must follow at home or school?"

"What would happen if someone made a rule for you, but you never got to help make the rule?"

Allow students to share responses.

Teacher Says:

"Today we are going to learn why some colonists became unhappy with British rule. As we read, think about whether the rules and taxes placed on the colonists seemed fair or unfair."

Preview vocabulary:

colony

colonist

tax

protest

parliament

boycott

Development:

Teacher Directions:

Read pages 6-17 aloud.

Pause and discuss the following sections:

Pages 7-10: Britain controls the colonies.

Page 11: The Stamp Act.

Pages 12-13: Taxes on tea and other goods.

Page 14: The Quartering Act.

Pages 15-17: Growing colonial frustration and protest.

Teacher Says:

"As we read, listen for rules, taxes, and decisions that affected the colonists. Think about whether you believe those rules were fair or unfair."

Create a class chart:

Rule | Fair | Not Fair

Tax on paper

Tax on tea

Soldiers living in colonists' homes

Discuss:

Why might colonists have thought these rules were unfair?

Would you have agreed or disagreed with these rules?

Why?

Students complete the Fair/Not Fair worksheet.

Conclusion:

Exit Ticket:

Choose one:

Draw a rule from the lesson that you thought was unfair.

OR

Write one sentence explaining why colonists became unhappy.

Teacher Says:

"Today we learned that many colonists became unhappy because they believed some British laws and taxes were unfair."

Teacher Says:

"We also learned that people sometimes disagree about rules when they feel they do not have a voice in making important decisions."

Appendix A

Special Education Modifications
Read text aloud and discuss one key idea at a time.
Provide visual vocabulary cards and a teacher-created class chart to support understanding.
Allow students to demonstrate understanding through discussion, drawing, verbal responses, or writing.

Appendix B
Worksheet

Name:
Date:

★ ★ ★ ★ ★ A COLONIAL BEGINNING ★ ★ ★ ★ ★

WAS IT FAIR?

Directions: Read each situation. Decide if it was fair.

Situation	Fair	Not Fair
Tax on paper		
Tax on tea		
Soldiers in homes		

Draw a picture showing one unfair rule:

Write one sentence explaining why colonists became unhappy:

_____

_____

_____

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OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 2 Title:

A Big Choice: Should the Colonies Stay or Go?

Book the Lesson is Aligned to

The Declaration of Independence by Elaine Landau (Chapter 3: An Important Decision)

Key Details

Grade Level: K-5

NYS Standards Addressed:

RI.3.1 Ask and answer questions to demonstrate understanding of informational text.

RI.3.2 Determine the main idea of a text and explain how key details support it.

W.3.2 Write informative texts to examine a topic and convey ideas and information.

SL.3.1 Engage effectively in collaborative discussions.

Objective:
Students will identify the four parts of the Declaration of Independence and explain important ideas found in the document, including freedom, equality, and rights.

Key Vocabulary:

Declaration
Independence
Freedom
Rights
Equality
Liberty
Preamble

Materials Needed:

Chapter 3's The Big Truth Pages 34, 35

Worksheet

Pencils/crayons/colored pencils

Chart paper

Assessment(s):
Class discussion
Worksheet completion
Choose Your Challenge activity

<u>Lesson Procedure</u>

Introduction:

Display a greeting card, invitation, or letter.

Ask:

"What parts does a letter usually have?"

"What information belongs at the beginning?"

"What information belongs in the middle?"

"What information belongs at the end?"

Allow students to share responses.

Teacher Says:

"Today we are going to learn about the Declaration of Independence. Just like a letter has different parts, the Declaration was organized into sections that each had a special purpose."

Teacher Says:

"The Declaration helped explain why the colonies wanted independence and what they believed people deserved."

Preview vocabulary:

- Declaration
- Independence
- Freedom
- Rights
- Equality
- Liberty
- Preamble

Development:

Read Page 35

Teacher Says:

"Page 35 introduces the first two parts of the Declaration."

Review:

Part	Purpose
Introduction	Explains why they are writing
Preamble	Shares important beliefs

Discuss:

- Why did the colonists think it was important to explain themselves?
- What important beliefs are mentioned in the Preamble?

Highlight:

- Freedom
- Rights
- Equality
- Liberty

Read Page 34

Teacher Says:

"Now let's look at the final two parts of the Declaration."

Review:

Part	Purpose
Body	Lists complaints against King George III
Conclusion	Announces independence from Great Britain

Discuss:

- Why did the colonists include a list of complaints?
- What important decision is announced in the conclusion?

Guided Practice

Create a class anchor chart:

The Four Parts of the Declaration

1. Introduction → Explains why they are writing
2. Preamble → Shares important beliefs
3. Body → Lists complaints
4. Conclusion → Announces independence

Students complete the worksheet.

Circulate and assist students as they match each part with its purpose.

Conclusion:

Review the chart together.

Ask:

- Which part tells why the colonists were unhappy?
- Which part announces independence?
- Which idea is most important to you: freedom, rights, equality, or liberty?

Students complete their Choose Your Challenge activity.

Teacher Says:

"Today we learned that the Declaration of Independence was carefully organized into four parts. Each section helped explain why the colonies wanted independence from Great Britain."

"We also learned that ideas like freedom, rights, equality, and liberty were important to the people who wrote the Declaration and continue to be important today."

Appendix A
Special Education Modifications
Read text aloud and discuss one key idea at a time.
Provide visual vocabulary cards and a teacher-created anchor chart to support understanding.
Allow students to demonstrate understanding through discussion, drawing, verbal responses, or writing.

Appendix B
Worksheet

Name:
Date:

★ ★ ★ ★ ★THE FOUR PARTS OF THE★ ★ ★ ★ ★

DECLARATION

Directions: Match each part to its purpose.

1 Introduction

2 Preamble

3 Body

4 Conclusion

Choices:

___ Lists complaints

___ Announces independence

___ Explains why they are writing

___ Shares important beliefs

Important Ideas

Circle the ideas found in the Declaration of Independence.

Freedom **Wealth** **Kindness** **Responsibility** **Equality**

Rights **Liberty** **Fairness** **Power**

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Name:
Date:

EXIT TICKET

What idea from the Declaration is most important to you? Draw a picture or write a sentence.

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OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 1 Title:

Why did Colonists Begin to Protest?

Book the Lesson is Aligned to

The Declaration of Independence by Elaine Landau (Chapter 1: A Colonial Beginning)

Key Details

Grade Level: 6-8

NYS Standards Addressed:

RH.6-8.1 Cite evidence from historical texts.
RH.6-8.2 Determine central ideas.
W.6.1 Support claims with evidence.
SL.6.1 Participate in discussions.

Objective:
Students will identify cause-and-effect relationships between British actions and colonist responses.

Key Vocabulary:
parliament
protest
boycott
representation
tax
colony

Materials Needed:

Chapter 1

Cause and Effect Organizer

Chart paper

Pencils

Assessment(s):
Graphic organizer
Discussion
Reflection

<u>Lesson Procedure</u>

Introduction:

Ask:

Ask students:

- Have you ever disagreed with a school rule?
- What did you do when you felt a rule was unfair?
- Do people always agree with rules made by others?

Allow students to discuss.

Teacher Says:

"Today we are going to learn why many colonists became unhappy with British rule. As we read, pay attention to what Britain did and how the colonists responded."

"Historians often study cause and effect. We look at what happened first and what happened because of it. We will use that same thinking today."

Introduce vocabulary before reading.

Development:

Teacher Directions:

Read **Chapter 1: A Colonial Beginning (pages 8–17).**

As students read, ask them to look for examples of actions taken by Great Britain and how colonists responded.

Pause briefly at key points:

- **Pages 8–10:** Introduce the colonies and Britain's control of the colonies.

- **Page 11:** Discuss the **Stamp Act** and why colonists objected to being taxed without representation.
- **Pages 12–13:** Discuss the **Tea Tax** and how colonists responded through boycotts.
- **Page 14:** Discuss the **Quartering Act** and why some colonists felt it was unfair.
- **Pages 15–17:** Discuss how protests and resistance continued to grow throughout the colonies.

Teacher Says:

"As we read, listen for actions taken by Great Britain and how the colonists responded. We are going to look for cause-and-effect relationships."

Complete the class organizer:

British Action	**Colonist Response**
Stamp Act	Protest
Tea Tax	Boycott
Quartering Act	Anger and resistance

Discuss:

- What caused colonists to become unhappy?
- How did colonists respond to British actions?
- Which British action do you think caused the most anger?
- Which action would have upset you the most? Why?

Partner Discussion:

"Which British action would have upset you the most?"

Encourage students to support their response using information from the reading.

Conclusion:

Quick Write

Why did many colonists become unhappy with British rule?

Students may:

- Draw and label
- Use sentence starters
- Write a paragraph

Possible sentence starter:

"Many colonists became unhappy because..."

Teacher Says:

"Today we learned that many colonists believed British laws and taxes were unfair. These actions led to protests, boycotts, and growing resistance throughout the colonies."

"By looking at cause-and-effect relationships, we can better understand why the colonies eventually moved toward independence."

Invite volunteers to share responses.

Appendix A
Special Education Modifications
Read text aloud and discuss one section at a time.
Provide guided notes, highlighted text, and a cause-and-effect graphic organizer.Allow students to demonstrate understanding through discussion, drawing, verbal responses, graphic organizers, or writing.

Appendix B
Worksheet

Name:
Date:

CAUSE AND EFFECT

The Declaration of Independence

By Elaine Landau

Directions: Complete the chart.

BRITISH ACTION	WHAT HAPPENED?
The Stamp Act	

BRITISH ACTION	WHAT HAPPENED?
Tea Tax	

BRITISH ACTION	WHAT HAPPENED?
Quartering Act	

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Name:
Date:

QUICK WRITE

Why did many colonists become unhappy with British rule?

You may:

Draw a picture or write a paragraph.

Many colonists became unhappy with Briitsh rule because

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OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 2 Title:

Breaking Down the Declaration: Why did the Colonists Write It?

Book the Lesson is Aligned to

The Declaration of Independence by Elaine Landau (Chapter 3 An Important Decision, The Big Truth: Inside the Declaration of Independence)

Key Details

Grade Level: 6-8

NYS Standards Addressed:

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2 Determine the central ideas of a source and provide an accurate summary.

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas.

SL.6.1 Engage effectively in collaborative discussions.

Objective:
Students will identify the four parts of the Declaration of Independence and explain how each part helped the colonists justify independence from Great Britain.

Key Vocabulary:

Declaration

Independence

Preamble

Rights

Liberty

Grievances

Equality

Materials Needed:

The Declaration of Independence by Elaine Landau

Inside the Declaration of Independence pages

Worksheet

Pencils

Assessment(s)

Discussion

Graphic Organizer

Choose Your Challenge Activity

Lesson Procedure

Introduction:

Ask:

"If you wanted to convince someone that a rule was unfair, what information would you include?"

Allow students to share responses.

Teacher Says:

"Today we are going to learn about the Declaration of Independence and how the colonists explained their reasons for wanting independence from Great Britain."

Teacher Says:

"As we read, think about how the writers organized their ideas and what message they wanted people to understand."

Introduce the focus question:

How do the words of the Declaration explain why the colonies wanted independence?

Development:

Teacher Directions:

Read **The Big Truth: Inside the Declaration of Independence (pages 34-35).**

Teacher Says:

"As we read pages 34 and 35, look for the four parts of the Declaration and think about why the writers organized the document this way."

Pause and discuss the sections shown on the pages:

Page 35

- Part 1: Introduction (Explains why the colonists are writing)
- Part 2: Preamble (Describes important beliefs about rights, equality, liberty, and freedom)

Page 34

- Part 3: Body (Lists complaints against King George III)
- Part 4: Conclusion (Officially declares independence from Great Britain)

Review the four sections:

Section	Purpose
Introduction	Explains why separation is being considered
Preamble	Describes important beliefs and rights
Body	Lists complaints against the King
Conclusion	Declares independence

Teacher Says:

"As we read, pay attention to the purpose of each section and how it helps support the colonists' argument for independence."

Students complete the organizer while reading.

Discuss:

- Which section explains why the colonists were writing?
- Which section describes important beliefs about rights and equality?
- Which section lists complaints against King George III?
- Which section officially declares independence?
- Why do you think the writers included all four sections instead of simply stating they wanted independence?

Teacher Says:

"Each section serves a different purpose, but together they explain why the colonies believed independence was necessary."

Discuss:

- Which section explains why the colonists were writing?
- Which section describes important beliefs about rights and equality?
- Which section lists complaints against King George III?
- Which section officially declares independence?
- Why do you think the writers included all four sections instead of simply saying they wanted independence?

Teacher Says:

"Each section serves a different purpose, but together they explain why the colonies believed independence was necessary."

Conclusion:

Review the four sections.

Ask:

"Which section do you think was most important and why?"

Students complete the Choose Your Challenge activity.

Teacher Says:

"Today we identified the four parts of the Declaration of Independence and examined how each section helped the colonists explain and justify their decision to separate from Great Britain."

Teacher Says:

"We learned that the Declaration was carefully organized to explain the colonists' beliefs, describe their concerns, and officially declare independence."

Invite volunteers to share their responses if time allows.

Appendix A

Special Education Modifications

Read text aloud and present information in small, manageable chunks.
Provide visual support, including illustrations, vocabulary support, and a graphic organizer for the four parts of the Declaration.
Allow multiple ways for students to demonstrate understanding, including drawing, discussion, oral responses, or written responses.
Provide sentence starters, word banks, and partially completed organizers as needed.
Model examples and check for understanding throughout the lesson.
Allow partner discussion, think-pair-share opportunities, and verbal rehearsal before writing.
Break tasks into smaller steps and provide additional processing and completion time.
Offer positive reinforcement, choice in activities, and movement breaks as needed.

Appendix B

Worksheet

Name:_____ Date:_____

INSIDE THE DECLARATION

Directions: Complete the chart.

Section	What Does it Do?
Introduction	
Preamble	
Body	
Conclusion	

Name:_____ Date:_____

CHOOSE YOUR CHALLENGE

Option A: Create a comic strip showing one section of the Declaration

Option B: List 3 important ideas found in the declaration

Option C: Which section do you thinnk was most important?

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 1 Title:

When Should People Speak Up?

Book the Lesson is Aligned to

The Declaration of Independence by Elaine Landau (Chapter 1: A Colonial Beginning)

Key Details

Grade Level: 9-12

NYS Standards Addressed:

RH.9-10.1 Cite textual evidence.
RH.9-10.2 Determine central ideas.
W.9-10.1 Support claims with evidence.
SL.9-10.1 Engage in discussions.

Objective:
Students will analyze why colonists believed British policies were unfair and evaluate how people respond to rules they disagree with.

Key Vocabulary:

representation
boycott
parliament
protest
taxation
rights

Materials Needed:

Chapter 1

Reflection worksheet

Assessment(s):
Discussion
Written response
Exit ticket

Lesson Procedure

Introduction:

Display the prompt:

"Is it fair to follow rules made by people you did not elect?"

Allow students to discuss.

Teacher Says:

"Today we are going to examine why many colonists believed British policies were unfair and how they responded when they disagreed with those policies."

Teacher Says:

"As we read, think about how people respond when they feel their rights are being ignored or when they believe a system is unfair."

Introduce the concept of "taxation without representation."

Development:

Teacher Directions:

Read **Chapter 1: A Colonial Beginning (pages 8-17).**

Teacher Says:

"As you read, look for evidence that explains why colonists became frustrated with British rule and how their concerns grew over time."

Pause and discuss:

Pages 8-10

Britain controlled the colonies.

Colonists were expected to follow British laws.

Ask:

Who was making decisions for the colonies?

Why might some colonists have wanted more say in those decisions?

Page 11

The Stamp Act placed a tax on printed materials.

Ask:

Why were colonists upset about the Stamp Act?

What concerns did they have about being taxed?

Pages 12-13

Additional taxes were placed on goods, including tea.

Ask:

How did colonists respond to these taxes?

What is a boycott?

Page 14

The Quartering Act required colonists to house British soldiers.

Ask:

Why might colonists have viewed this law as unfair?

How would you react if the government required you to house soldiers?

Pages 15-17

Colonial frustration continued to grow.

Protests and resistance increased throughout the colonies.

Create a class chart:

British Action	**Colonist Concern**
Taxes	
Tea Act	
Quartering Act	

Teacher Says:

"As we discuss each example, think about why colonists believed these actions were unfair and how those concerns affected their relationship with Britain."

Discuss:

- Why were colonists upset about British policies?
- What did colonists mean by "taxation without representation"?
- Were the colonists justified in protesting?
- How do people today express disagreement with rules or decisions they believe are unfair?

Teacher Says:

"People often respond to unfair situations in different ways. Understanding those responses helps us understand why tensions between Britain and the colonies increased."

Everything else in the lesson can stay exactly as written. This keeps it aligned with the book, gives teachers exact page numbers, and matches the style you've been using in the other revised lessons.

Conclusion:

Reflection:

How did the relationship between Britain and the colonies change during this chapter?

Students may:

- Draw
- Create a list
- Write a paragraph

Teacher Says:

"Today we analyzed why many colonists believed British policies were unfair and explored how people respond when they disagree with rules or decisions."

Teacher Says:

"We learned that growing disagreements over taxes, representation, and rights changed the relationship between Britain and the colonies and helped set the stage for future events."

Invite volunteers to share their responses if time allows

Appendix A

Special Education Modifications

Text-to-speech
Guided annotation
Vocabulary support
Chunked readings
Graphic organizers
Flexible response formats
Teacher conferencing
Extended time

Appendix B

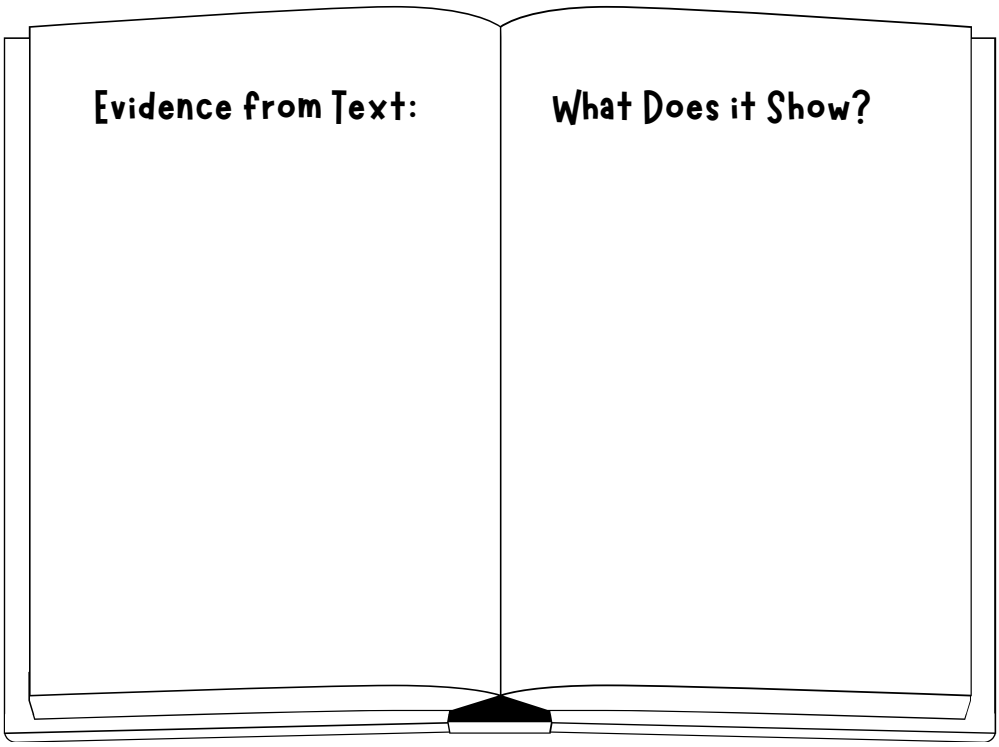
Worksheet

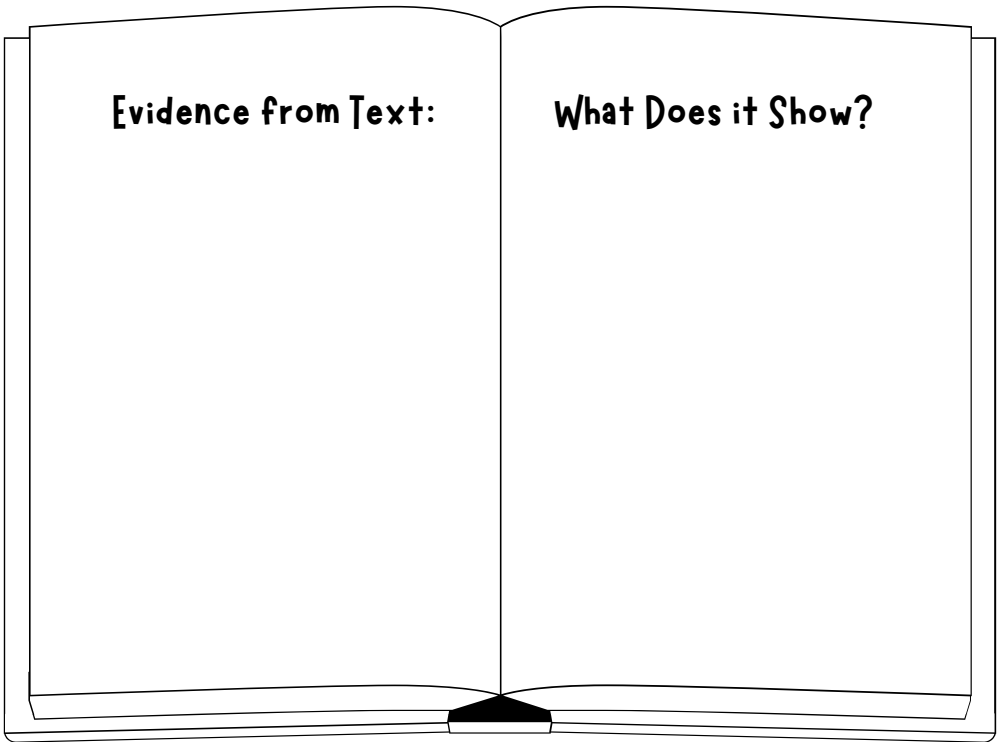
Name :

Date:

Evidence Collection

Directions: Find evidence that explains why colonists became unhappy.





Name: Date:

Choose Your Challenge

Option A: Create a comic strip showing one event from the chapter.
Option B: Make a list of 3 reasons why the colonists becae unhappy.
Option C: Complete the sentence and explain your thinking.
I think the colonists were upset because_____

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OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 2 Title:

The Words Behind Independence

Book the Lesson is Aligned to

The Declaration of Independence by Elaine Landau (Chapter 3: An Important Decision, The Big Truth: Inside the Declaration of Independence)

Key Details

Grade Level: 9-12

NYS Standards Addressed:

RH.9-10.1 Cite specific textual evidence to support analysis of secondary sources.

RH.9-10.2 Determine the central ideas of a source and provide an accurate summary.

W.9-10.2 Write informative/explanatory texts to examine and convey ideas.

SL.9-10.1 Initiate and participate effectively in collaborative discussions.

Objective:
Students will analyze the structure and purpose of the Declaration of Independence and explain how its words helped justify independence from Great Britain.

Key Vocabulary:

Declaration

Independence

Preamble

Liberty

Rights

Equality

Grievances

Materials Needed:

The Declaration of Independence by Elaine Landau

"The Big Truth: Inside the Declaration of Independence" pages

Worksheet

Pencils

Assessment(s):

Discussion participation

Graphic organizer

Choose Your Challenge activity

<u>Lesson Procedure</u>

Introduction:

Ask students:

"If you were trying to convince someone that a major change was necessary, what information would you include?"

Discuss responses.

Teacher Says:

"Today we are going to examine the Declaration of Independence as a persuasive document. The colonists were not simply announcing independence; they were explaining why they believed independence was necessary."

Teacher Says:

"As we read, think about how the writers organized their ideas and used evidence and reasoning to support their argument."

Introduce the focus question: How do the words of the Declaration justify independence?

Development:

"As we read pages 34 and 35, pay attention to how the writers organized the Declaration of Independence and how each section helped support their argument for independence."

Review the four parts discussed on the pages:

Introduction: Explains why separation is being considered.

Preamble: Describes important beliefs and rights.

Body: Lists complaints against King George III.

Conclusion: Declares independence.

Pause after reading page 35 and discuss:

Why did the colonists feel the need to explain their decision?

What beliefs about rights, liberty, and equality are presented in the Preamble?

Why do you think the writers began with these ideas?

Pause after reading page 34 and discuss:

Why did the colonists include a list of grievances against King George III?

How do these complaints support their argument for independence?

Why was it important to officially declare independence in the Conclusion?

Teacher Says:

"The Declaration was not simply announcing independence. It was explaining why independence was necessary."

Students complete an organizer identifying:

What the colonists believed.

What problems they experienced.

What solution they proposed.

Discuss:

Why wasn't it enough to simply declare independence?

Why did the colonists include both beliefs and complaints?

Which section of the Declaration is most persuasive?

How does the structure of the Declaration strengthen its argument?

Teacher Says:

"The Declaration was carefully organized to explain the colonists' beliefs, provide evidence of their concerns, and justify their decision to separate from Great Britain."

Conclusion:

Students share one idea from the Declaration that they believe continues to be important today.

Teacher Says:

"Today we analyzed the structure and purpose of the Declaration of Independence and examined how its words helped justify independence from Great Britain."

Teacher Says:

"We learned that the Declaration was more than a statement of freedom. It was a carefully organized argument designed to explain the colonists' beliefs, document their grievances, and defend their decision to seek independence."

Students complete the Choose Your Challenge activity.

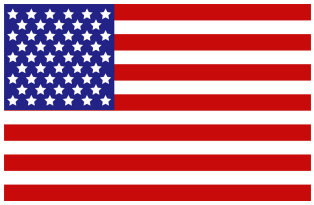
Invite volunteers to share their responses if time allows.

Appendix A
Special Education Modifications
Read text aloud and present information in small, manageable chunks.
Provide visual support, including illustrations, vocabulary support, and a graphic organizer for the four parts of the Declaration.
Allow multiple ways for students to demonstrate understanding, including drawing, discussion, oral responses, or written responses.
Provide sentence starters, word banks, and partially completed organizers as needed.
Model examples and check for understanding throughout the lesson.
Allow partner discussion, think-pair-share opportunities, and verbal rehearsal before writing.
Break tasks into smaller steps and provide additional processing and completion time.
Offer positive reinforcement, choice in activities, and movement breaks as needed.

Appendix B
Worksheet

Name:
Date:

UNDERSTANDING THE DECLARATION



Driections: Complete the organizer.

	What Does It Do?
Introduction	
Preamble	
Body	
Conclusion	

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Name:
Date:

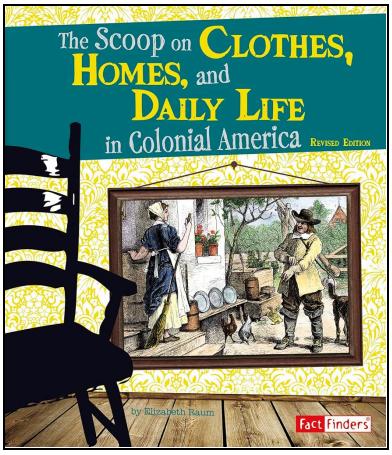
CHOOSE YOUR CHALLENGE



Option A: Complete a 4 panel comic showing the four parts of the Declaration of Independence.

Option B: Choose one idea from the Declaration of Independence that stood out to you and draw a picture or write a paragraph that explains why it is important to you.

America's 250th Anniversary



Book Title: *The Scoop on Clothes, Homes, and Daily Life in Colonial America*

Author: Elizabeth Raum

Grade Levels: Middle School, High School

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 1 Title:

Many Cultures, Many Styles: Clothing in Colonial America

Book the Lesson is Aligned to

The Scoop on Clothes, Homes, and Daily Life in Colonial America by Elizabeth Raum
(Introduction: Many Cultures, One Land,and Chapter 1:Getting Dressed)

Key Details

Grade Level: 6-8

NYS Standards Addressed:

SS.8.7 Colonial Developments in North America
Gathering, Interpreting, and Using Evidence
Geographic Reasoning
RI.6-8.1 Cite textual evidence to support analysis of informational text.

Objective:

Students will identify different cultural groups living in Colonial America and explain how clothing, customs, and traditions reflected the diverse cultures that shaped colonial society.

Key Vocabulary:

Culture
Diversity
Colony
Tradition
Immigrant
Custom

Materials Needed:

The Scoop on Clothes, Homes, and Daily Life in Colonial America

Introduction pages 4-5

Chapter 1 pages 6-11

Cultural Contributions Worksheet

Map of the 13 Colonies (optional)

Pencils/highlighters

Assessment(s):

Class discussion participation
Completed Cultural Contributions Chart
Reflection response

<u>Lesson Procedure</u>

Introduction:

Display the title **Many Cultures, Many Styles: Clothing in Colonial America**

Ask students:

- What does clothing tell us about a person?
- Do people from different cultures dress differently?
- Why might people living in different places wear different types of clothing?

Teacher Says:

"Today we are going to learn about the many cultural groups who lived in Colonial America. We will look at how their traditions, clothing, and daily lives helped shape colonial society."

Development:

Read:

- Introduction pages 4-5
- Chapter 1 pages 6-11

Pause and discuss:

Pages 4-5

- Who lived in Colonial America?
- What different cultures were represented?

Pages 6-7

- Clothing worn by women and children
- Why clothing varied depending on work and daily life

Pages 8-9

- Clothing worn by men
- Differences between wealthy and working colonists

Pages 10-11

- Buckskin clothing worn on the frontier
- Moccasins and practical footwear

Teacher Says:

"As we read, look for examples of how different groups of people dressed and lived. Think about what their clothing tells us about their culture, jobs, and daily lives."

Students complete the Cultural Contributions Chart.

Examples students may record:

Cultural Group	**Contribution to Colonial Life**
English settlers	Introduced many styles of colonial clothing
Native Americans	Shared buckskin clothing and moccasins
European immigrants	Brought different customs and traditions

Wealthy colonists	Influenced fashion and formal clothing styles

Model completion of the first row if needed.

Conclusion:

Reflection Question:

Which clothing style or tradition from Colonial America did you find most interesting? Explain why.

Teacher Says:

"Today we learned that Colonial America was made up of many different cultural groups. We saw how clothing, traditions, and daily life reflected those cultures and helped shape colonial society."

Invite students to share responses.

Appendix A
Special Education Modifications

Pre-teach key vocabulary using visuals and student-friendly definitions.

Provide a partially completed Cultural Contributions Chart and visual examples of colonial clothing.

Allow students to demonstrate understanding through writing, discussion, drawing, labeling, or oral responses.

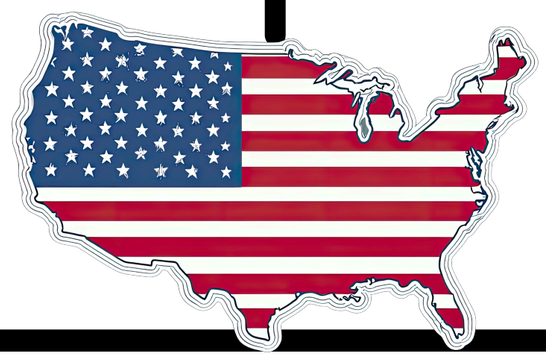
Appendix B
Worksheet

Name: Date:

Cultural Contributions Through Clothing and Daily Life

Directions: As you read, identify different cultural groups living in Colonial America and record how their clothing, customs, traditions, or daily life contributed to colonial society

CULTURAL GROUP	CONTRIBUTION TO COLONIAL LIFE



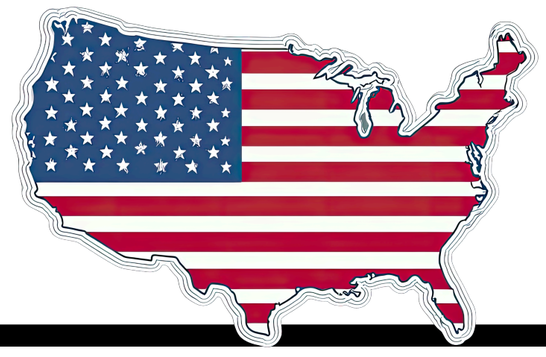
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Division of
INSTRUCTIONAL
SUPPORT SERVICES

Name: Date:

Reflection

Which clothing style or tradition from Colonial America did you find most interesting? Why?



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OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 2 Title:

Fun and Games in Colonial America

Book the Lesson is Aligned to

The Scoop on Clothes, Homes, and Daily Life in Colonial America by Elizabeth Raum (Chapter 4: Fun and Games)

Key Details

Grade Level: 6-8

NYS Standards Addressed:

SS.8.7 Colonial Developments in North America

Comparison and Contextualization

Gathering, Interpreting, and Using Evidence

Objective:

Students will compare games, celebrations, and recreational activities in Colonial America to those of today.

Key Vocabulary:

Recreation

Tradition

Celebration

Community

Entertainment

Materials Needed:

The Scoop on Clothes, Homes, and Daily Life in Colonial America, Chapter 4, pages 22-25

Then and Now Worksheet

Assessment(s)

Participation in class discussion

Completion of Then and Now worksheet

Reflection response

<u>Lesson Procedure</u>

Introduction:

Ask students:

What do you like to do for fun?

What games, sports, or activities do people enjoy today?

Do you think children in Colonial America had the same kinds of activities?

Teacher Says:

"Today we are going to learn about games, celebrations, and recreational activities in Colonial America. As we read, think about how life was similar to and different from life today."

Development:

Teacher Directions:

Read Chapter 4 together or in small groups.

As students read, stop and identify examples of:

- Games, page 23-25
- Celebrations, page 22
- Sports, page 25

Teacher Says:

"As you read, look for activities that colonial children enjoyed and think about whether those activities are still popular today."

Discuss:

What activities did colonial children enjoy?

How were colonial games different from activities today?

Which activity would you most like to try?

Why were celebrations important to colonial communities?

Teacher Says:

"Even though Colonial America was very different from today, people still enjoyed spending time with friends, family, and their communities."

Students complete the **Then and Now** worksheet.

Conclusion:

Students respond to the following prompt:

Would you rather spend one week as a colonial child or one week as a child today? Explain your thinking using examples from the chapter.

Teacher Says:

"Today we compared games, celebrations, and recreational activities in Colonial America to those of today. We discovered that while some activities have changed, people in both time periods enjoyed having fun, celebrating, and spending time with others."

Invite volunteers to share their responses if time allows.

Appendix A
Special Education Modifications

Read portions of the text aloud and discuss key ideas after each section.

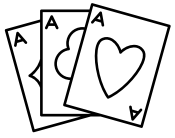
Provide a Then and Now graphic organizer to compare colonial and modern activities.

Allow students to demonstrate understanding through discussion, drawing, graphic organizers, or writing.

Appendix B
Worksheet

Name: Date:

COLONIAL AMERICA VS. TODAY

COLONIAL AMERICA	VS	TODAY
Games played		Games played
Celebrations		Celebrations
Entertainment		Entertainment
Sports and activities		Sports and activities

Name: Date:

REFLECTION

Which colonial game, sport or celebration would you most like to participate in?

Would you rather spend one week as colonial child or one week as a child today?

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 1 Title:

Colonial America: A Diverse Society

Book the Lesson is Aligned to

The Scoop on Clothes, Homes, and Daily Life in Colonial America by Elizabeth Raum (Chapter 1: Many cultures, One Land)

Key Details

Grade Level: 9-12

NYS Standards Addressed:

United States History and Government
Gathering, Interpreting, and Using Evidence
Comparison and Contextualization
RI.9-10.1 Cite strong and thorough textual evidence to support analysis.

Objective:
Students will analyze how cultural diversity influenced the development of Colonial America and evaluate its role in shaping an emerging American identity.

Key Vocabulary:

Culture
Diversity
Identity
Immigration
Assimilation
Settlement

Materials Needed:

The Scoop on Clothes, Homes, and Daily Life in Colonial America, Chapter 1

Evidence Analysis Worksheet

Pencils/highlighters

Assessment(s):
Discussion participation
Evidence Analysis Chart
Written response

Lesson Procedure

Introduction:

Ask students:

What does it mean for a society to be diverse?

How does diversity influence a nation's identity?

Was Colonial America more diverse than many people realize?

Teacher Says:

"Today we are going to examine the many cultural groups that lived in Colonial America. As we read, think about how those groups contributed to colonial society and helped shape what would eventually become an American identity."

Teacher Says:

"Many people imagine Colonial America as a single culture, but the colonies were home to people from many different backgrounds, traditions, and experiences."

Development:

Teacher Directions:

Read Chapter 1.

As students read, have them identify evidence showing the presence and influence of multiple cultural groups.

Teacher Says:

"As you read, look for examples of how different groups contributed to daily life, work, traditions, beliefs, and communities in Colonial America."

Discuss:

What evidence suggests Colonial America was culturally diverse?

How did migration contribute to the growth of the colonies?

How did interactions among different groups shape colonial society?

How did diversity contribute to the development of an American identity?

Teacher Says:

"Historians often study cultural diversity because it helps explain how societies grow, change, and develop over time."

Students complete the Evidence Analysis Chart.

Conclusion:

Students respond to the following prompt:

To what extent was Colonial America a culturally diverse society? Use evidence from the chapter to support your response.

Teacher Says:

"Today we analyzed how different cultural groups influenced the development of Colonial America. We explored how diversity shaped colonial communities and contributed to the growth of an emerging American identity."

Teacher Says:

"Many of the cultural influences present in Colonial America continue to shape American society today."

Invite volunteers to share their responses if time allows.

Appendix A
Special Education Modifications

Provide guided notes, highlighted text evidence, and a partially completed Evidence Analysis Chart.

Read difficult portions of the text aloud and break reading into manageable sections.

Allow students to demonstrate understanding through writing, discussion, graphic organizers, presentations, or multimedia responses.

Appendix B
Worksheet

Name:_____ Date:_____

EVIDENCE ANALYSIS CHART

Directions: Use eidence from the chapter to identify examples of cultural diversity in Colonial America

Evidence from the Text	What Does This Tell Us About Colonial America?

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Learning for Life

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Name:_____ Date:_____

WRITTEN RESPONSE

To what extent was Colonial America a culturally diverse society? Write a seentence or draw a picture.

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 2 Title:

Entertainment, Culture, and Community in Colonial America

Book the Lesson is Aligned to

*The Scoop on Clothes, Homes, and Daily Life in Colonial America (*Chapter 4: Fun and Games)

Key Details

Grade Level: 9-12

NYS Standards Addressed:

United States History and Government

Gathering, Interpreting, and Using Evidence

Comparison and Contextualization

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of informational texts.

Objective:
Students will analyze how games, celebrations, and recreational activities reflected the values and culture of Colonial America.

Key Vocabulary:

Recreation

Tradition

Culture

Community

Celebration

Entertainment

Materials Needed:

The Scoop on Clothes, Homes, and Daily Life in Colonial America, Chapter 4

Evidence Analysis Worksheet

Pencil or pen

Assessment(s):

Class discussion participation

Completed Evidence Analysis Chart

Written reflection

<u>Lesson Procedure</u>

Introduction:

Ask students:

How do people spend their free time today?

What do our games, sports, and celebrations say about our society?

What would entertainment look like without phones, television, social media, or streaming services?

Teacher Says:

"Today we are going to examine how people in Colonial America spent their free time. As we read, think about what games, celebrations, and recreational activities can tell us about a society's values and culture."

Teacher Says:

"Historians can learn a great deal about a society by studying how people spend their free time, what they celebrate, and how communities come together."

Development:

Teacher Directions:

Read Chapter 4.

As students read, identify examples of:

- Games
- Sports
- Celebrations
- Community gatherings

Teacher Says:

"As you read, look for evidence about how people entertained themselves and what those activities reveal about daily life in Colonial America."

Discuss:

Why were celebrations important in colonial communities?

What role did games and recreation play in daily life?

How were colonial activities similar to or different from activities today?

What do these activities tell us about the values of colonial society?

Teacher Says:

"Entertainment is often a reflection of a society's culture, traditions, and priorities."

Students complete the Evidence Analysis Chart.

Conclusion:

Students respond to the following prompt:

What do the games, celebrations, and recreational activities described in this chapter reveal about life in Colonial America?

Use evidence from the text to support your response.

Teacher Says:

"Today we analyzed how games, celebrations, and recreational activities reflected the culture and values of Colonial America. We explored how people built community, celebrated important events, and spent their leisure time."

Teacher Says:

"By studying how people entertained themselves, we gain a better understanding of what mattered to them and how colonial communities functioned."

Appendix A
Special Education Modifications

Pre-teach key vocabulary using visuals and student-friendly definitions.

Provide highlighted examples of colonial games, celebrations, and recreational activities from the text.

Break reading into smaller sections with opportunities for discussion.

Allow students to demonstrate understanding through writing, discussion, graphic organizers, or oral responses.

Provide sentence starters for written responses when needed.

Provide a partially completed Evidence Analysis Chart when needed.

Encourage think-pair-share discussions before independent work.

Appendix B
Worksheet

Name: Date:

Evidence Analysis

Directions: Use evidence from the chapter to analyze what colonisal activities reveal about colonial society.

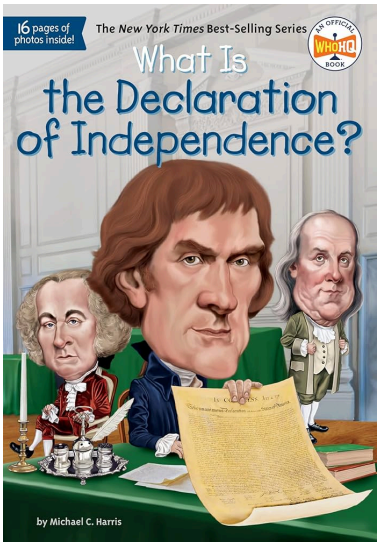
Activity	What Does This Tell Us About Colonial Life?
Pinkster Celebration	
Native American Games	
Marbles	
Football-Style Games	

Name: Date:

Reflection

What do the games, celebrations, and recreational activities described in this chapter reveal about life in Colonial America?

America's 250th Anniversary



Book Title: *What Is the Declaration of Independence*

Author: Michael C. Harris

Grade Levels: Middle School, High School

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 1 Title:

Who Should Make the Rules?

Book the Lesson is Aligned to

What Is the Declaration of Independence? by Michael C. Harris (Chapter 1: A Battle for America)

Key Details

Grade Level: 6-8

NYS Standards Addressed:

RH.6-8.1 Cite specific textual evidence.
RH.6-8.2 Determine central ideas.
W.6.1 Support claims with reasons and evidence.
SL.6.1 Participate in collaborative discussions.

Objective:
Students will explain why some colonists became frustrated with British rule and evaluate who should have the power to make decisions.

Key Vocabulary:

colony
Parliament
tax
government
rule
representative

Materials Needed:

Chapter 1, pages 6-15

Worksheet

Chart paper

Pencils

Assessment(s):

Discussion participation
Worksheet completion
Choose Your Challenge

<u>Lesson Procedure</u>

Introduction:

Ask:

Who makes most of the rules in your life?

- Parents?
- Teachers?
- School leaders?

Should people affected by rules have a say in making them?

Discuss.

Development:

Read chapter 1 aloud, stopping to highlight:

- British control of the colonies pgs. 6-15
- Local colonial governments, pgs. 14-15
- The cost of the French and Indian War, pgs. 10-11
- The king wanting the colonies to help pay, pgs,10

Create chart:

Who Was Making Decisions?	**How Did Colonists Feel?**
King George	
Parliament	
Colonial Leaders	

Discuss:

"Use information from the text to think about how the colonists may have felt about these decisions."

“Why might colonists have been frustrated?”

“Do you think people should have a say in rules that affect them?”

“How might the colonists have wanted more control over decisions?”

Conclusion:

Students share one reason colonists became upset with British rule.

Complete worksheet.

Teacher Says:

"Today we learned that many colonists became frustrated because important decisions were often made by King George and Parliament. We also explored why people may want a voice in decisions that affect their lives."

Appendix A
Special Education Modifications

Read portions of the text aloud and discuss key ideas after each section.

Provide a visual organizer comparing British decisions and colonists' reactions.

Pre-teach key vocabulary using visuals and student-friendly definitions.

Allow students to respond through discussion, drawing, graphic organizers, or writing.

Provide sentence starters and partially completed organizers as needed.

Model completion of one example before independent work.

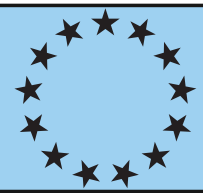
Encourage think-pair-share discussions before writing.

Provide a task checklist and allow additional processing time as needed.

Appendix B
Worksheet

Name: Date:

Understanding The Problem



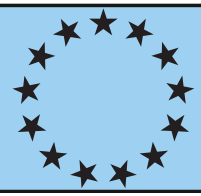
Directions: Complete the chart

What Happened?	HOW MIGHT COLONISTS FEEL?
Britain wanted the colonies to help pay for the war.	
Britain made decisions for the colonies.	
Colonists had little say in government decisions.	

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Name: Date:

Choose Your Challenge



Option A: Draw It. Draw a picture showing one reason the colonists became frustrated with British rule.

Option B: Finish the Thought. Complete the sentence:
The colonists were frustrated because

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Lesson 2 Title:

Why Do People Protest?

Book the Lesson is Aligned to

What Is the Declaration of Independence? by Michael C. Harris (Chapter 4: The Boston Tea Party pgs. 36-43)

Key Details

Grade Level: 6-8

NYS Standards Addressed:

RH.6-8.1 Cite specific textual evidence to support analysis of historical texts.

RH.6-8.2 Determine central ideas and summarize information.

W.6.1 Write arguments supported by reasons and evidence.

SL.6.1 Engage effectively in collaborative discussions.

Objective:

Students will identify why the colonists protested British policies and explain how people can express disagreement with rules or decisions.

Key Vocabulary:

protest

boycott

tax

Sons of Liberty

Boston Tea Party

Tea Act

Materials Needed:

What Is the Declaration of Independence? by Michael C. Harris, Chapter 4 pgs. 36-43

Worksheet

Pencils

Assessment(s)

Discussion participation

Worksheet completion

Choose Your Challenge activity

<u>Lesson Procedure</u>

Introduction

Teacher Says:

"Today we are going to learn about a famous protest called the Boston Tea Party. As we read, think about why people protest and what they hope to accomplish when they disagree with a rule or decision."

Ask:

Have you ever disagreed with a rule?

What are some appropriate ways people can show they disagree with something?

Create a quick class list of student responses.

Teacher Says:

"The colonists disagreed with British taxes and policies. They wanted their concerns to be heard, so they found ways to protest."

Development

Teacher Directions:

Read Chapter 4, pages 36-43 aloud.

Pause to discuss:

The Tea Act (pages 36-37, 40-41)

The Sons of Liberty (pages 38-39)

The Boston Tea Party (pages 40-43)

The colonists keeping the event secret (pages 41-43)

Teacher Says:

"As we read, pay attention to what the colonists were protesting and why they believed action was necessary."

Discuss:

Why were colonists upset?

Why did they dump tea into the harbor?

What message were they trying to send?

Create a class organizer:

Problem → Protest → Result

Complete worksheet.

Conclusion:

Review:

What is a protest?

Why did the colonists choose to protest?

Teacher Says:

"The Boston Tea Party was an important step on the road to the Declaration of Independence because it showed that many colonists were willing to take action when they believed something was unfair."

Teacher Says:

"Today we learned why the colonists protested British policies and explored different ways people can express disagreement with rules or decisions."

Choose Your Challenge:

Create a protest sign that a colonist might have carried during the Boston Tea Party.

Appendix A
Special Education Modifications

Read portions of the text aloud and discuss key ideas after each section.

Provide a visual organizer showing "Problem → Protest → Result."

Pre-teach key vocabulary using visuals and student-friendly definitions.

Allow students to respond through discussion, drawing, graphic organizers, or writing.

Provide sentence starters and partially completed organizers as needed.

Model completion of one example before independent work.

Encourage think-pair-share discussions before writing.

Provide a task checklist and allow additional processing time as needed.

Appendix B
Worksheet

Name: Date:



WHY DID THE COLONISTS PROTEST?

Complete the organizer:

Problem	Protest	Result
Colonists were upset about _____ _____	The colonists _____ _____	Britain _____ _____

Why did the Sons of Liberty dump tea into Boston Harbor?

_____

_____

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Division of INSTRUCTIONAL SUPPORT SERVICES

Name: Date:



CREATE A PROTEST SIGN

Create a protest sign that a colonist might have carried.
Include a slogan and a picture or a symbol.

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OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 1 Title:

Fair or Unfair? Understanding Different Perspectives

Book the Lesson is Aligned to

What Is the Declaration of Independence? by Michael C. Harris (Chapter: Battle for America)

Key Details

Grade Level: 9-12

NYS Standards Addressed:

RH.9-10.1 Cite specific textual evidence to support analysis of secondary sources.

RH.9-10.2 Determine a central idea of a source and summarize key supporting details.

W.9-10.1 Write arguments to support claims using valid reasoning and relevant evidence.

SL.9-10.1 Initiate and participate effectively in collaborative discussions.

Objective:
Students will compare Britain's and the colonists' perspectives following the French and Indian War and evaluate whether Britain's actions were fair from multiple viewpoints.

Key Vocabulary:

Colony
Parliament
Tax
Government
Representation
Perspective
Fair
unfair

Materials Needed:

What Is the Declaration of Independence? by Michael C. Harris

Chapter 1 excerpts

Different Perspectives worksheet

Fair or Unfair? worksheet

Pencils

Assessment(s):
Participation in discussion
Completion of Different Perspectives worksheet
Completion of Fair or Unfair? activity

Lesson Procedure

Introduction:

Ask students:

Have you ever been blamed for something you didn't do?

OR

Have you ever had to help fix a problem that you didn't create?

Allow students to briefly share experiences.

Teacher Says:

"Today we are going to look at an important disagreement between Britain and the American colonies. As we read, think about whether Britain's actions seemed fair or unfair and whether different people can view the same situation differently."

Teacher Says:

"After the French and Indian War, Britain and the colonies disagreed about who should help pay for the war. Both sides believed they had good reasons for their position."

Introduce the lesson question:

Was Britain's decision fair or unfair?

Development:

Teacher Directions:

Teacher Says:

"As we read, pay attention to the reasons Britain gave for its decisions and how the colonists responded."

Read selected portions of Chapter 1, pages 6-15 and stopping to highlight:

- The French and Indian War, page 7
- Britain's victory, page 10
- Britain's war debt, page 10-11, 14
- Britain's control of the colonies, pages 14-15

Students complete the Different Perspectives worksheet.

Students identify:

Britain's Perspective

- Why might Britain think the colonies should help pay?

Colonists' Perspective

- Why might colonists feel this was unfair?

Facilitate discussion:

Why did Britain believe the colonies owed support?

Why were colonists becoming frustrated?

Could both sides believe they were right?

Does fairness always look the same to everyone?

Students complete the "Think About It" section independently.

Conclusion:

Review the two perspectives.

Ask students:

Did this disagreement seem more about money or about power?

Can two groups view the same situation differently and both believe they are right?

Teacher Says:

"Today we compared Britain's and the colonists' perspectives after the French and Indian War. We learned that ideas about fairness can depend on a person's experiences, responsibilities, and point of view."

Teacher Says:

"Understanding these different perspectives helps explain why tensions between Britain and the colonies continued to grow."

Students complete the Fair or Unfair? activity page using drawings, diagrams, symbols, captions, words, or comics to show their understanding of both viewpoints.

Invite volunteers to share their work.

Appendix A
Special Education Modifications

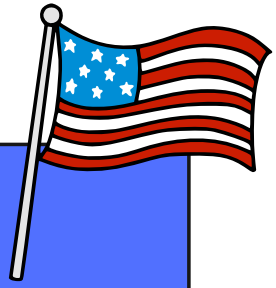
Read text aloud and present information in small, manageable chunks.

Provide a visual organizer comparing Britain's and the colonists' perspectives.

Allow multiple ways for students to demonstrate understanding, including discussion, drawing, graphic organizers, oral responses, or writing.

Appendix B
Worksheet

Name: Date:



Different Perspectives

Directions: As you read, think about how Britain and the colonists may have viewed the events differently. Record reasons each side believed they were right after the French and Indian War.

Britain's Perspective	Colonists' Perspective

Think About It

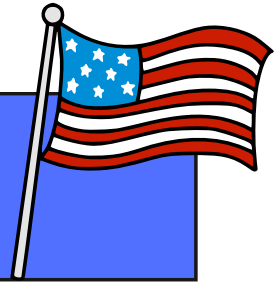
Who do you think had the stronger argument? (Circle one)

- Britain
- Colonists

Explain your thinking using information from the reading.

Name: Date:

Fair or Unfair?



Directions: The colonists and Britain disagreed about who should pay for the French and Indian War. Use the space below to show your thinking about the situation. Use drawings, symbols, words, or a comic to show:

- Britain's perspective
- The colonists' perspective
- The disagreement between them

OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson 2 Title:

Protest or Crime? The Boston Tea Party

Book the Lesson is Aligned to

What Is the Declaration of Independence? by Michael C. Harris (Chapter 4:The Boston Tea Party)

Key Details

Grade Level: 9-12

NYS Standards Addressed:

RH.9-10.1 Cite specific textual evidence to support analysis of secondary sources.

RH.9-10.2 Determine central ideas of a source and summarize key supporting details.

W.9-10.1 Support claims using evidence and reasoning.

SL.9-10.1 Participate effectively in collaborative discussions.

Objective:
Students will analyze different perspectives surrounding the Boston Tea Party and evaluate whether the actions of the colonists were justified.

Key Vocabulary:

Protest
Boycott
Sons of Liberty
Tea Act
Parliament
Tax
Loyalist
Patriot

Materials Needed:

What Is the Declaration of Independence? by Michael C. Harris

Chapter 4 excerpts

Worksheet

Pencils

Assessment(s):

Discussion participation

Completion of worksheet activities

Reflection/creative response

<u>Lesson Procedure</u>

Introduction:

Ask students:

Have you ever disagreed with a rule?

What are some ways people respond when they think something is unfair?

- Follow the rule anyway?
- Speak up?
- Protest?
- Refuse to participate?

Allow students to briefly discuss.

Teacher Says:

"People respond to unfair situations in different ways. Today we are going to examine one of the most famous protests in American history and consider how different groups may have viewed the same event."

Teacher Says:

"In 1773, many colonists believed Britain's Tea Act was unfair and chose to protest in a dramatic way."

Introduce the lesson question:

Was the Boston Tea Party a protest or a crime?

Development:

Teacher Directions:

Read selected excerpts from Chapter 4 describing:

- The Tea Act
- The Sons of Liberty
- Colonial resistance
- The Boston Tea Party
- British reactions

Teacher Says:

"As we read, pay attention to how different groups viewed the Boston Tea Party. Think about what evidence supports each perspective."

Students complete the worksheet organizer.

Discuss:

Why were colonists upset?

Why did Britain believe the Tea Act was reasonable?

Why did the Sons of Liberty destroy tea?

How might Britain have viewed their actions?

How might colonists have viewed their actions?

Teacher Says:

"Good historians consider multiple perspectives before reaching a conclusion. The same event can be interpreted differently depending on a person's experiences and beliefs."

Students record evidence from both perspectives.

Conclusion:

Review the essential question:

Was the Boston Tea Party a protest or a crime?

Ask students:

Can one event be viewed as both?

Why might different groups reach different conclusions?

Teacher Says:

"Today we analyzed the Boston Tea Party from multiple perspectives. We explored why some colonists believed their actions were justified and why Britain may have viewed those actions differently."

Teacher Says:

"Understanding these different viewpoints helps us better understand the growing conflict between Britain and the colonies that eventually led to the Declaration of Independence."

Students complete the reflection activity and create a visual or written response demonstrating their thinking.

Invite volunteers to share.

Appendix A
Special Education Modifications

Read text aloud and present information in small, manageable chunks.

Provide visual support, including illustrations, vocabulary support, and a graphic organizer comparing Patriot and British perspectives.

Allow multiple ways for students to demonstrate understanding, including drawing, discussion, oral responses, graphic organizers, comics, or written responses.

Provide sentence starters, word banks, and partially completed organizers as needed.

Appendix B
Worksheet

Name: Date:

Protest or Crime?

Directions: As you read, record evidence that supports each perspective.

Colonists' Perspective	Britain's Perspective

Think About It



Do you think the colonists were justified? (Circle one)

- Yes
- No
- Unsure

Explain your thinking using information from the reading.

Name: Date:

The Boston Tea Party

Directions: Use the space below to show your understanding of the Boston Tea Party.
You may create:

- A comic
- A poster
- A labeled illustration

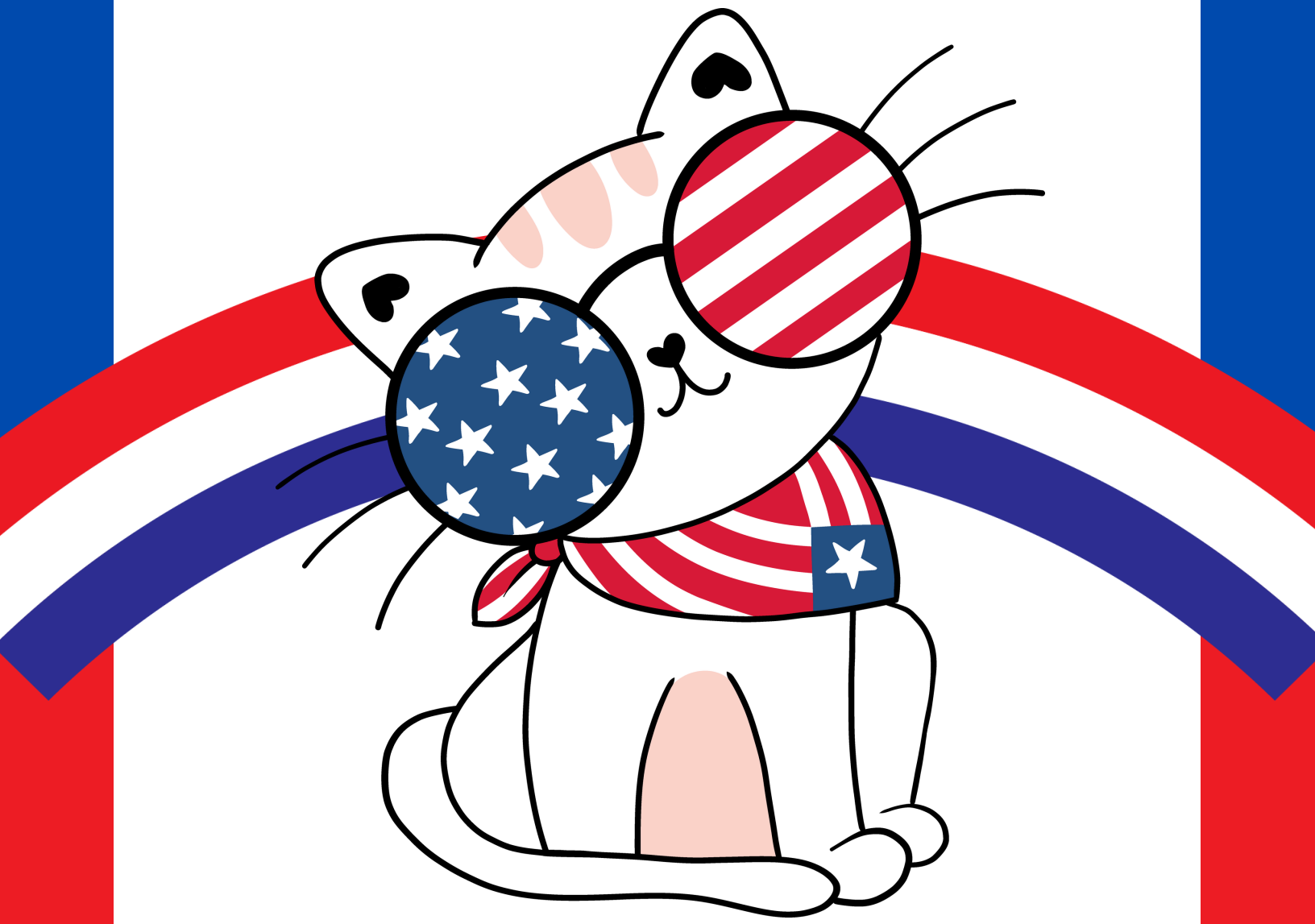
Be sure to include:
The problem the colonists faced, The actions of the Sons of Liberty, Britain's reaction, Your understanding of the event.

Name: _____

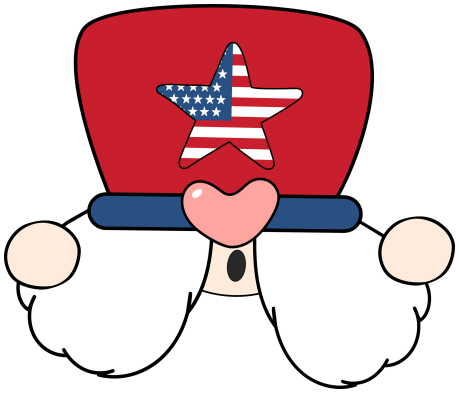
4TH OF JULY

250 YEARS OF

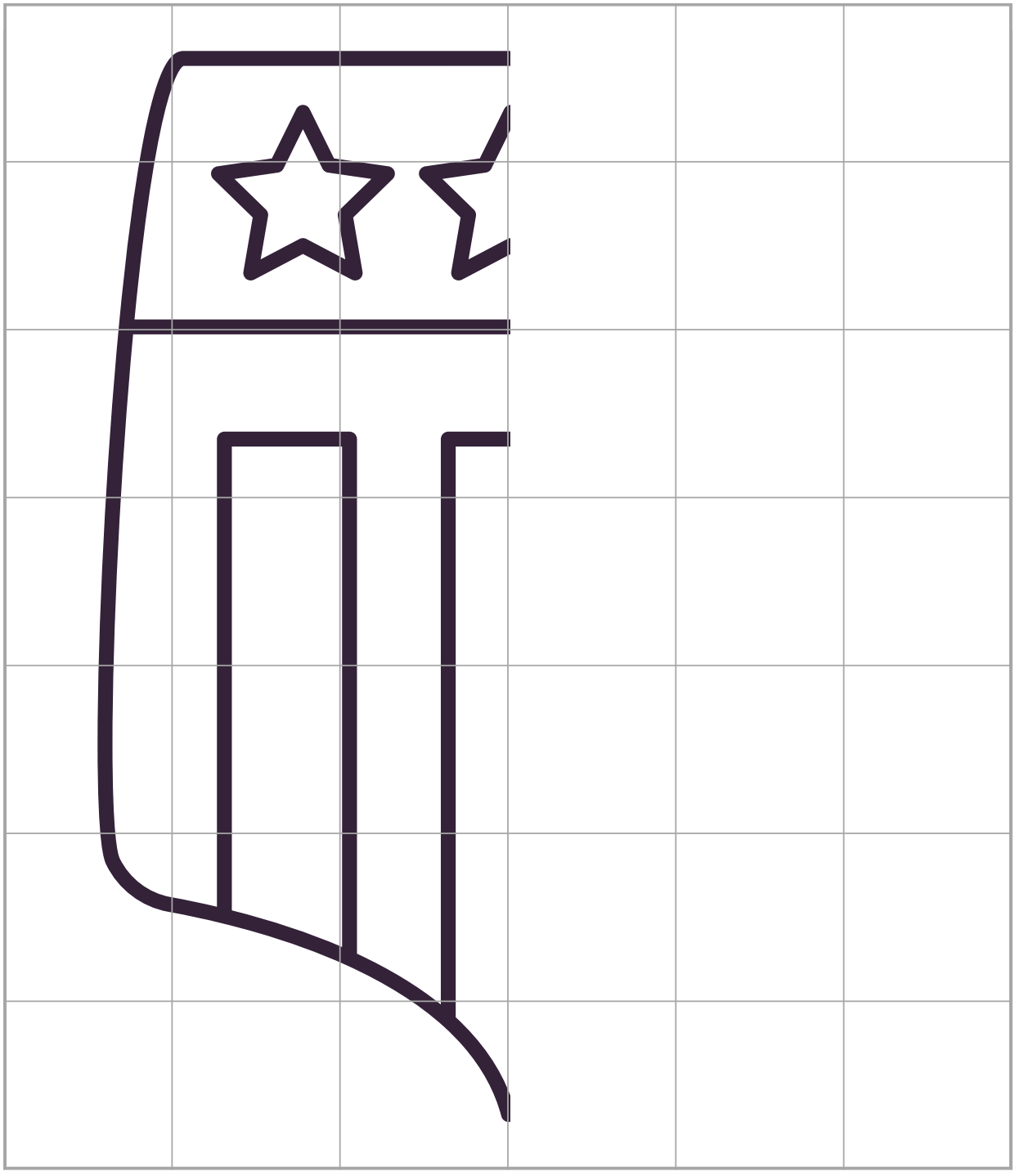
AMERICA'S INDEPENDENCE



Symmetry

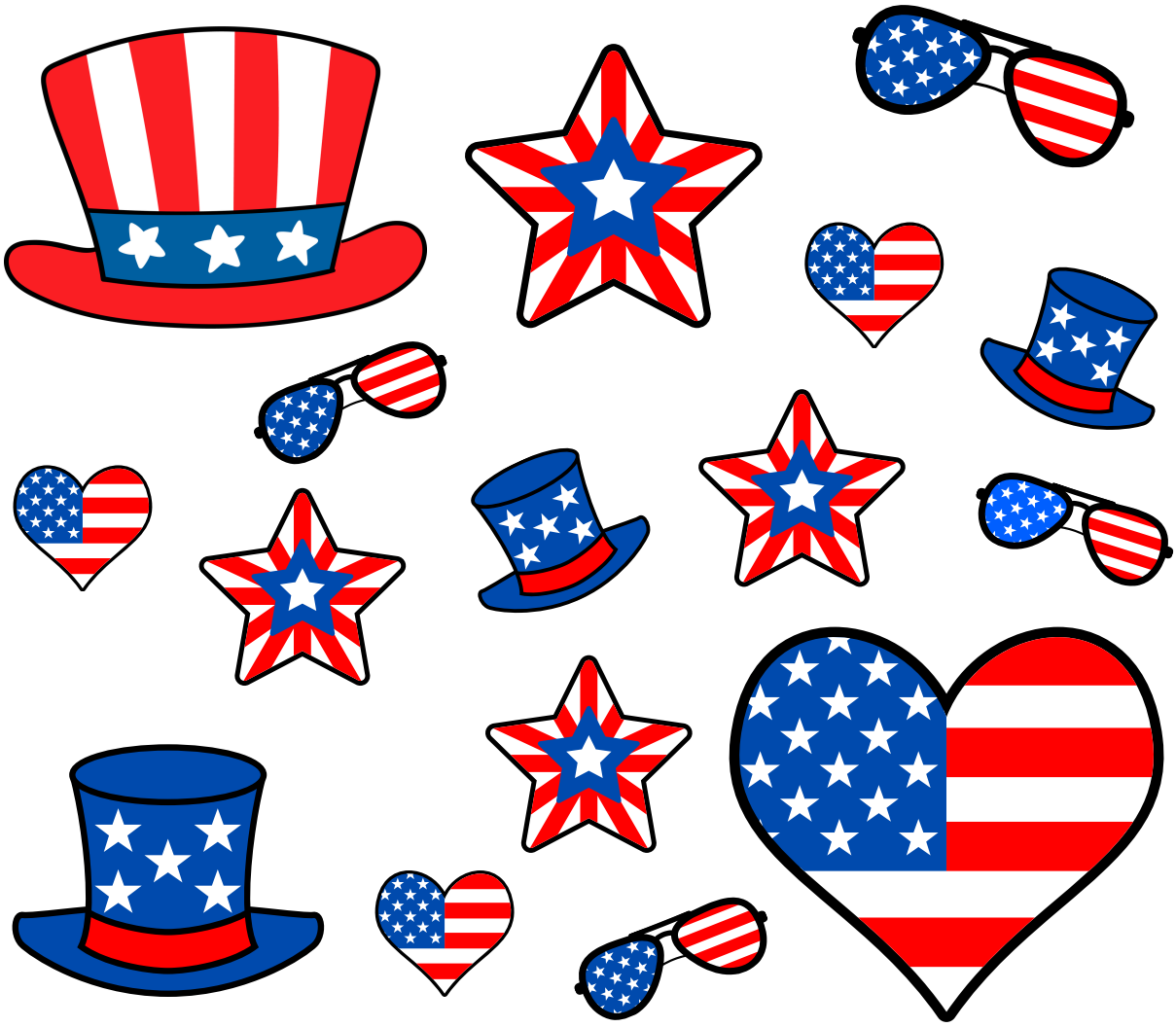


Instructions: Use the grid to draw the other side of the image:

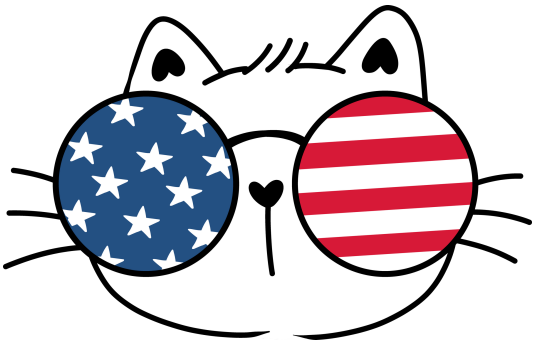


Counting

Instructions: Count each item, then tally them into the boxes below:



Acrostic Poem



Instructions: Write an acrostic poem using the number and letters below.

4

J

U

L

Y

Word Search

J	M	O	D	E	E	R	F	H	U	N
U	U	S	R	E	B	O	I	N	E	O
H	N	L	O	T	U	S	H	E	C	I
H	I	S	Y	R	T	L	R	T	L	T
N	T	S	T	O	T	N	G	A	O	A
I	E	H	R	Y	E	D	I	R	P	R
L	D	Y	T	O	E	E	D	B	R	A
L	N	O	S	R	E	F	F	E	J	L
P	A	R	A	D	E	I	F	L	C	C
A	M	E	R	I	C	A	L	E	A	E
S	S	S	E	R	G	N	O	C	S	D

JULY

UNITED

DECLARATION

AMERICA

FREEDOM

FOURTH

CELEBRATE

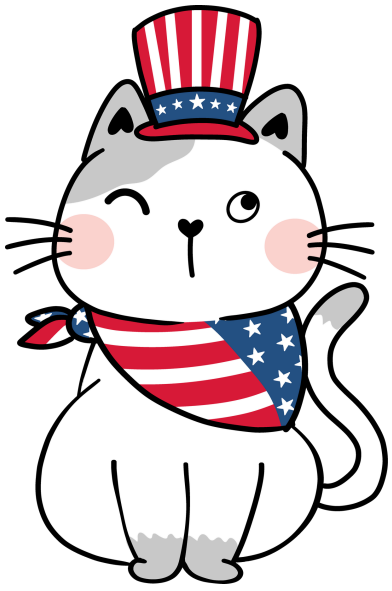
HISTORY

PRIDE

CONGRESS

JEFFERSON

PARADE



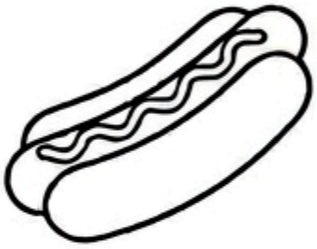
Coloring-In



Then and Now Match-Up

Match the pictures from the image to the periods they belong to! Draw lines from the dots on the left to the correct category on the right.













4TH OF JULY WORD SEARCH

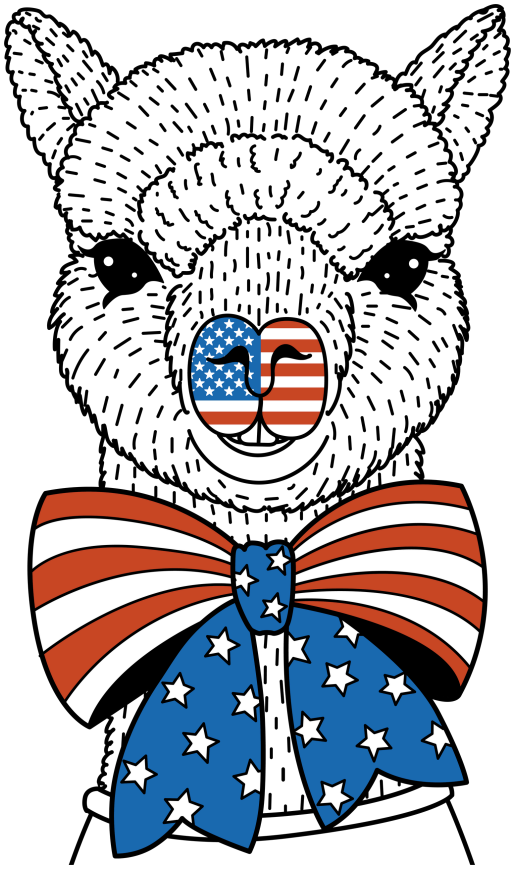
A	B	J	U	L	Y	G	J
F	L	A	G	E	F	G	U
H	I	R	J	K	K	K	L
K	L	L	M	N	O	P	Y
S	T	A	R	P	G	F	Y
U	D	T	S	U	U	A	P
H	O	T	D	O	G	R	V
V	V	P	G	J	Y	O	X

WORD BANK

 FLAG  STAR  HOT DOG  JULY

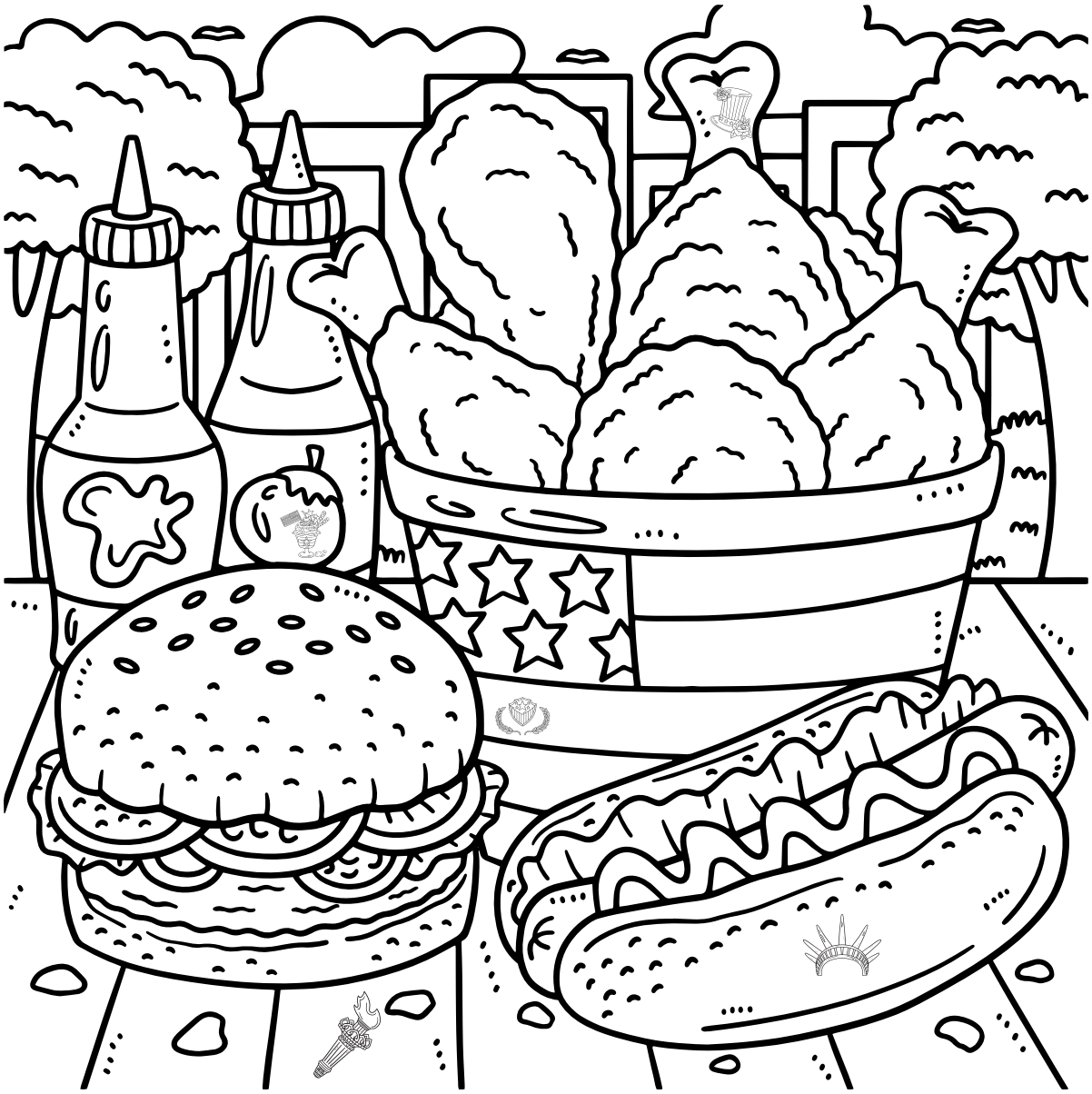
Name:

INDEPENDENCE DAY ACTIVITIES

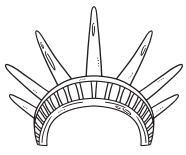


CELEBRATING 250 YEARS OF AMERICA 1776–2026

Hidden Objects



Find the hidden objects below in the picture above.







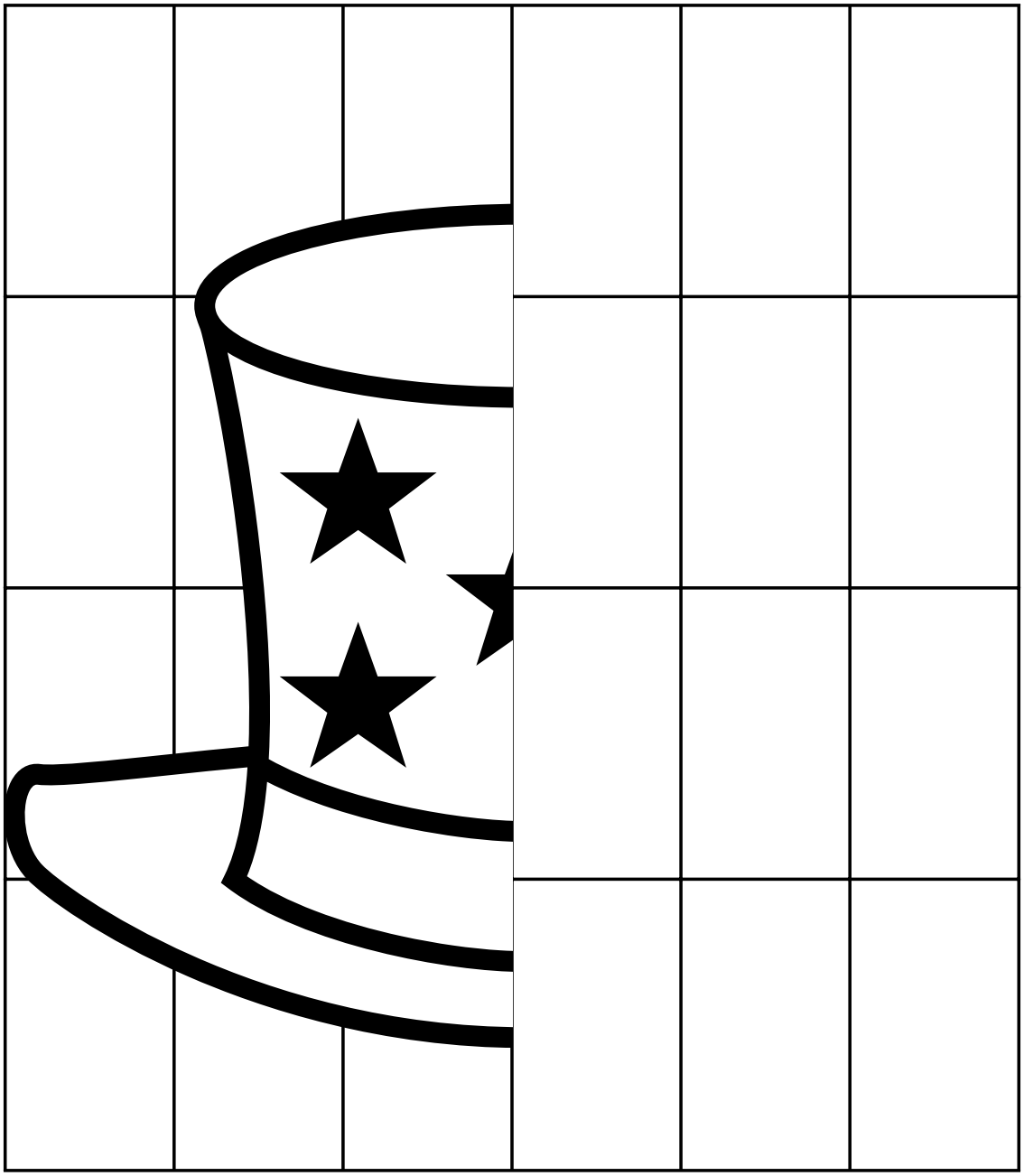




INDEPENDENCE DAY!

SYMMETRY

Complete the picture by drawing and coloring the other half.



JULY 4TH POEM



Write an acrostic poem for Independence Day.



F _____

R _____

E _____

E _____

D _____

O _____

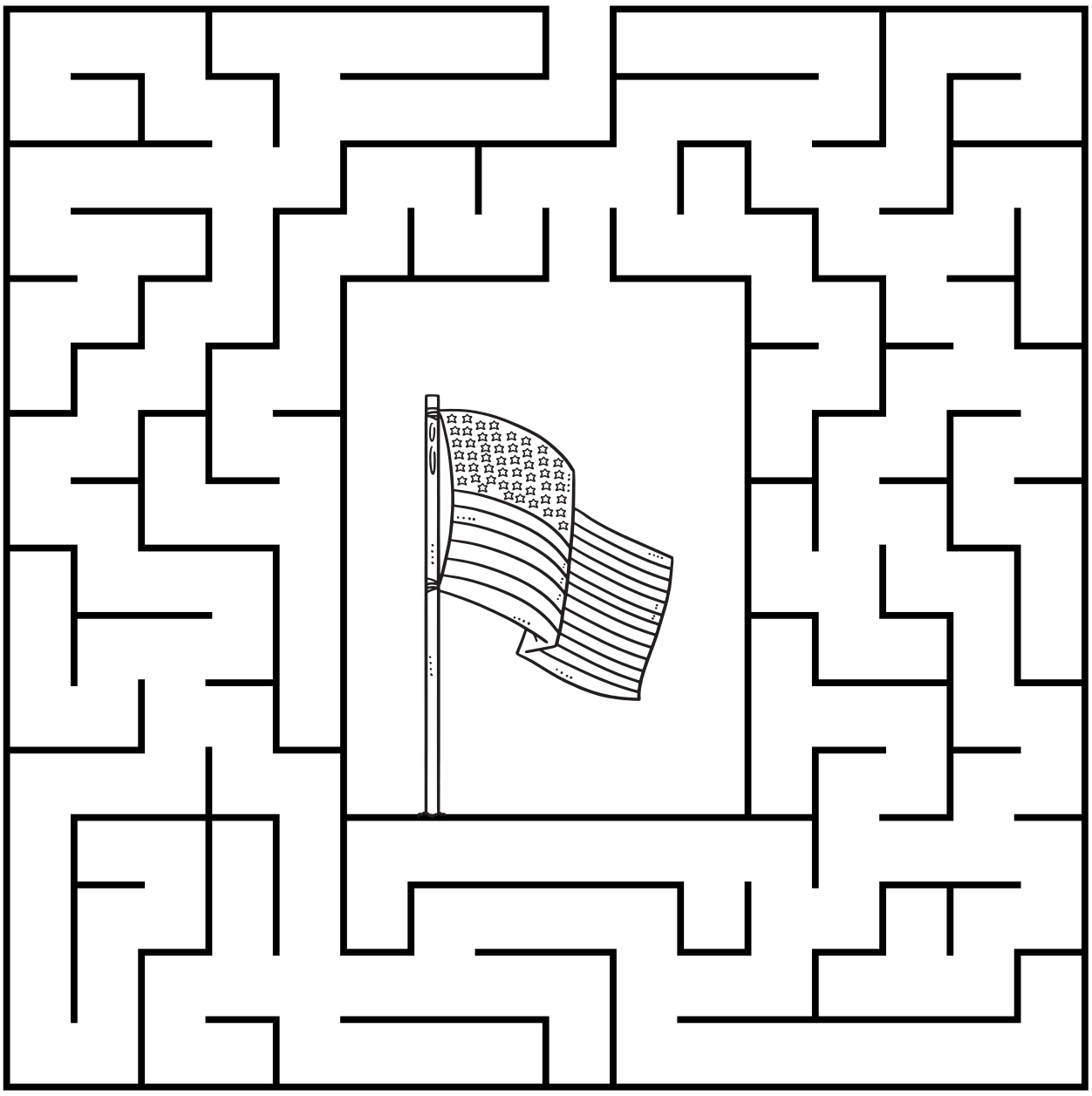
M _____

Maze Madness

Help the indepence dog finish each maze!



START

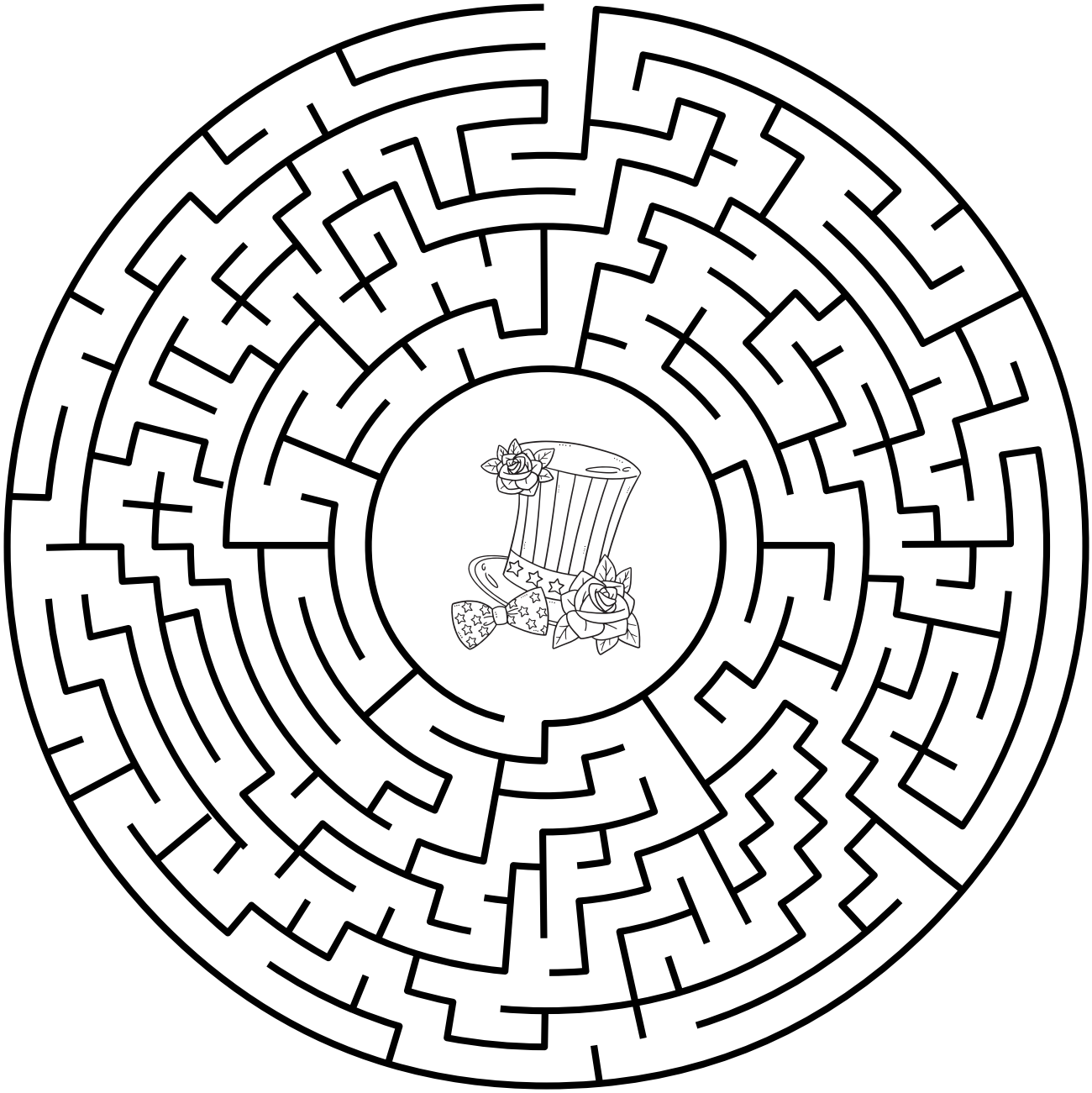


Maze Madness

Help the indepence dog finish each maze!



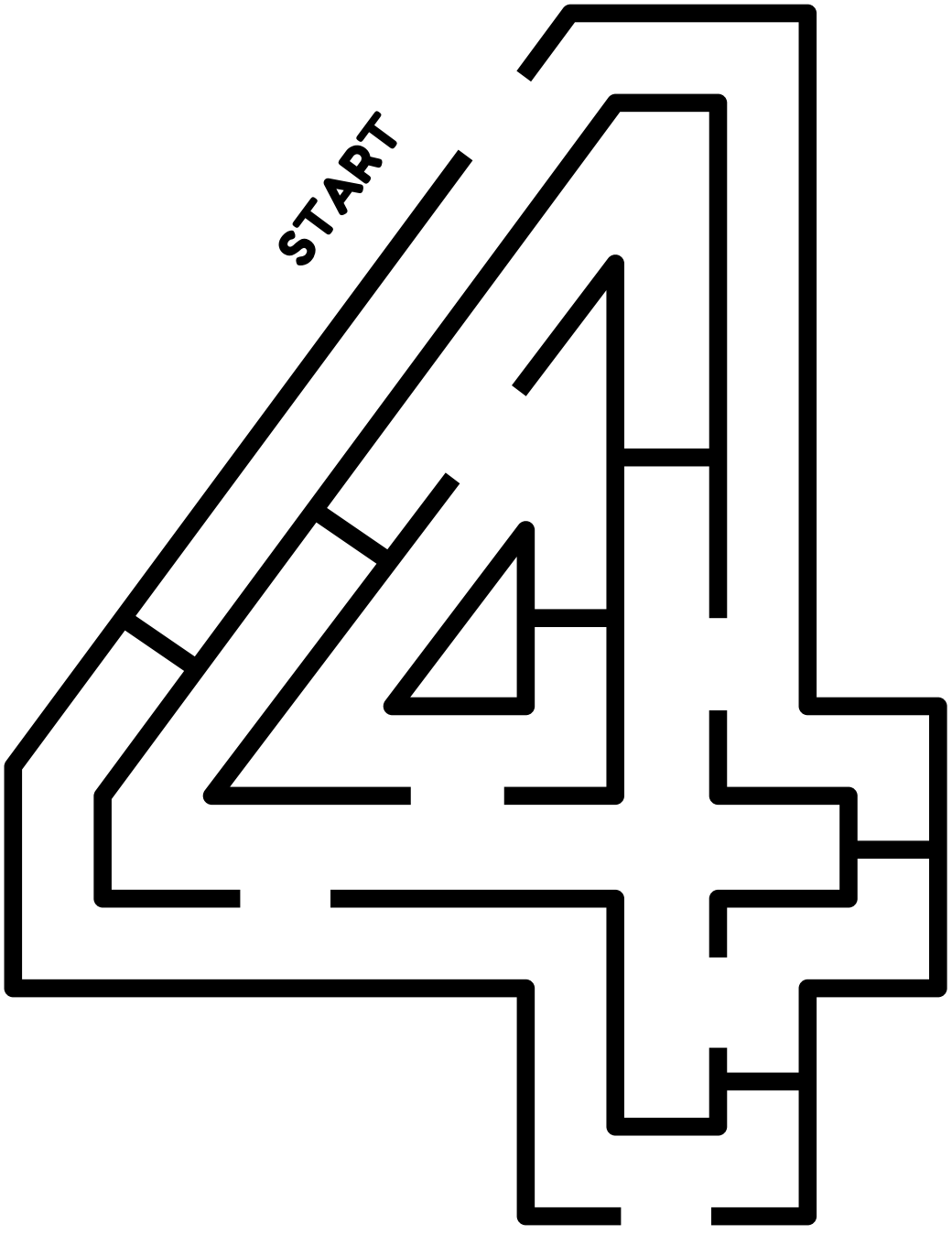
START



Maze Madness

Help the indepence dog finish each maze!

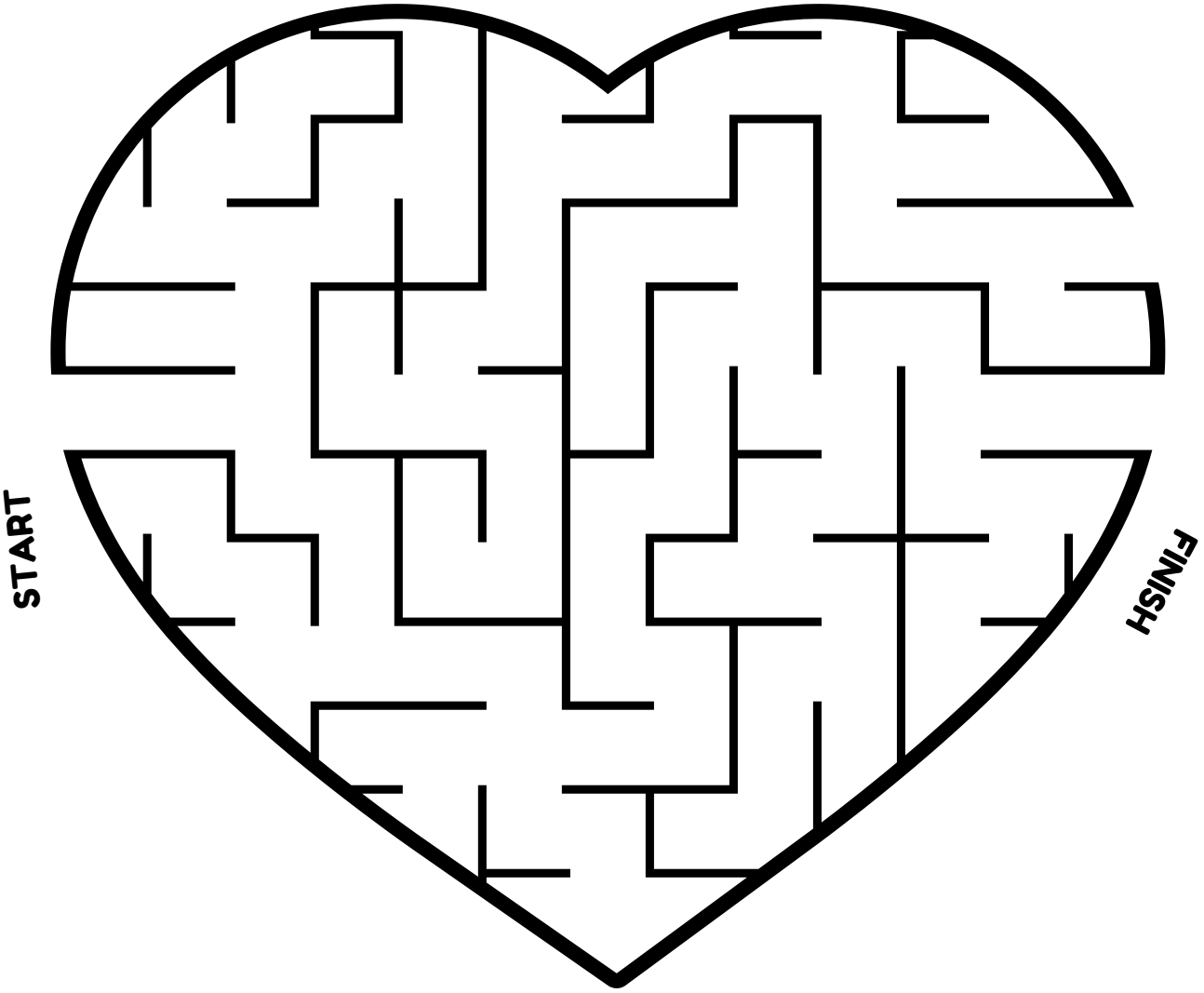




Maze Madness

Help the indepence dog finish each maze!





Happy Independence Day



Independence Day



HAPPY Independence DAY

