



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.

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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*

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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.

