

PROGRAM SAMPLER

Grade 3 *Inquire*

NYSTROM

Young Citizens





**Grade 3 Sampler
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At Social Studies School Service, we have long lived by the credo of constant refinement and improvement. And I am so proud of how we've improved the widely adopted Nystrom elementary program, building on the long legacy of Nystrom's leading role in hands-on learning, to create our new Nystrom Young Citizens program.

We listened to elementary teachers from across the country and have spent several years incorporating a rich literacy component of leveled student readers, a student narrative that tackles standards with more rigor, and a highly interactive digital experience. The narrative is told through a diverse cast of illustrated kids in a graphic novel-like format. And the program (literally) draws on the activity maps and globes that form the core of our hands-on learning.

Nystrom Young Citizens is about cultivating the essential skills of citizenship that form the foundation for engagement in community, country, and the world. Each leveled reader includes an activity focused on taking informed action. The characters in the narrative come from diverse backgrounds and model how to interact in a pluralistic society.

Our company is motivated by the mission of creating teaching and learning tools that make students want to reach for new heights while immersing themselves in the learning process. We feel that engaged students lead to engaged citizens and giving our students essential citizenship skills prepares them for lifelong success.

Thanks for considering Nystrom Young Citizens!

Sincerely,

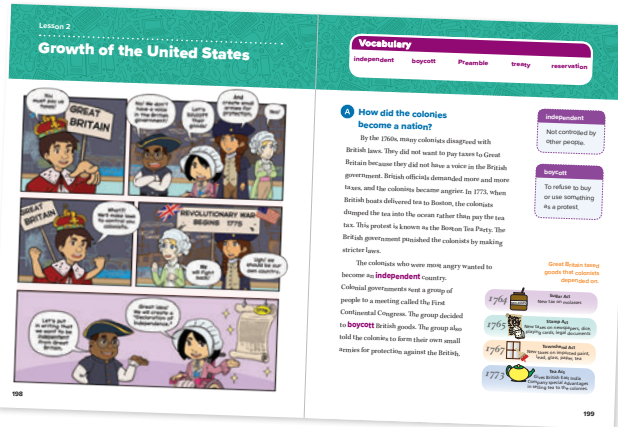
David Weiner
CEO

If you have any questions about the curriculum,
contact your state curriculum specialist or write to

access@socialstudies.com

Grade 3 Program Overview

Young Citizens is uniquely designed to meet the needs of your diverse student body. Its multi-purpose approach deepens learning by placing greater focus on academic rigor, literacy, hands-on experiences, digital integration, and assessments, all while covering social studies content. Students of today need multiple ways to interact with content that combines reading, writing, thinking, speaking, and listening skills with hands-on experiences that they will remember for years to come. These resources are also easy-to-use and streamlined to meet the needs of today's busy teachers.

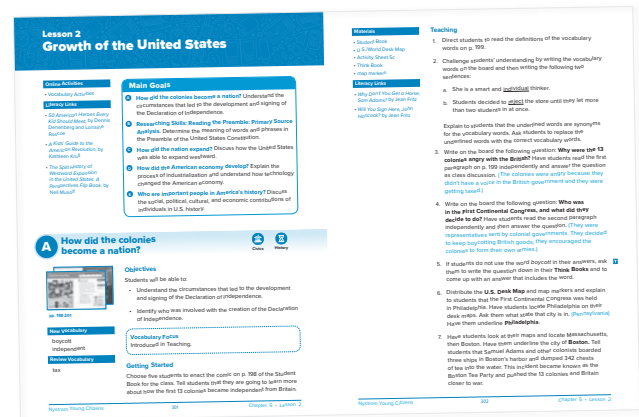


▲ STUDENT BOOK CLASS SET OF 30

Strengthen core concepts with readings that incorporate a graphic-novel style narrative populated by entertaining and relatable characters

▼ TEACHER'S GUIDE

Make lessons straightforward and easy to prep with clearly organized, step-by-step instructions



▼ GROUP ACTIVITY CARDS 8 SETS OF 6

Encourage collaborative learning and effective communication with these eight sets of cards corresponding with each chapter of the student book

- Primary Sources (1860–1930)
- Service/Nonprofit Groups
- State Info Cards
- American Indian Groups
- Inventions and Their Impact
- Folktales
- Air Pollution

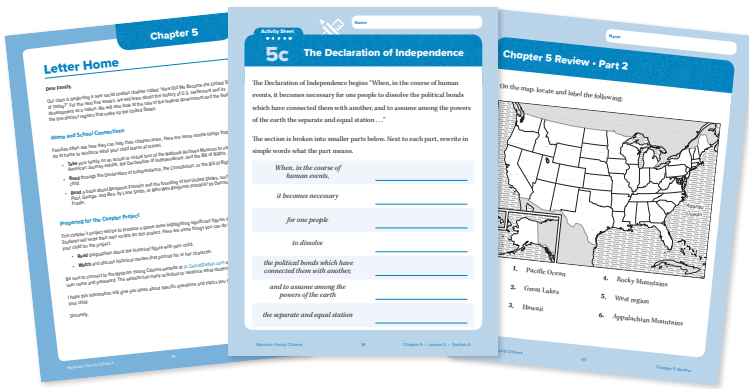


▲ COMMUNITY DESK MAP CLASS SET OF 30

Orient students to the fictional town of Maplewood on a wet-erase markable map that aligns with activities found in the student book and reinforces core content

STUDENT HANDOUTS

Keep reproducibles in one convenient place. This booklet includes copy masters of all letters home, worksheets, and chapter reviews

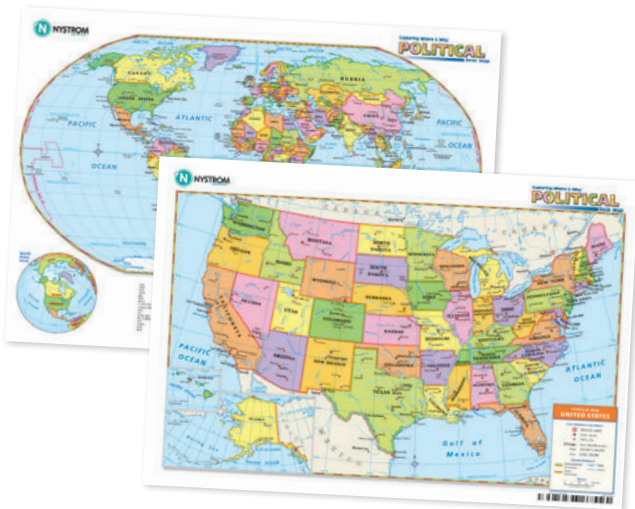


▲ DIGITAL PLATFORM

Give students and teachers access to content anywhere, anytime

LEVELED STUDENT READERS CLASS SET OF 21 ▶

Promote literacy with seven readers covering the same content at three reading levels, illustrating and expanding on topics from the student book



◀ U.S./WORLD DESK MAP CLASS SET OF 30

Support standards around the geography of the U.S. and the world with a class set of wet-erase markable desk maps that align with activities in the student book

ACTIVITY GLOBE CLASS SET OF 6 ▶

Give students the freedom to mark up activity globes using wet-erase markers as part of many hands-on activities from the teacher's guide. Grade-appropriate globes clearly show continents, country boundaries, oceans, and more



◀ 3-D RAISED RELIEF MAP CLASS SET OF 6

Show the United States in three dimensions with this class set of wet-erase markable desk maps that display cultural features, including borders and major population centers, and clearly illustrate elevation and different landforms



Digital Platform

Give students and teachers the ability to seamlessly use resources both at home and in school with complete integration of print and digital materials.

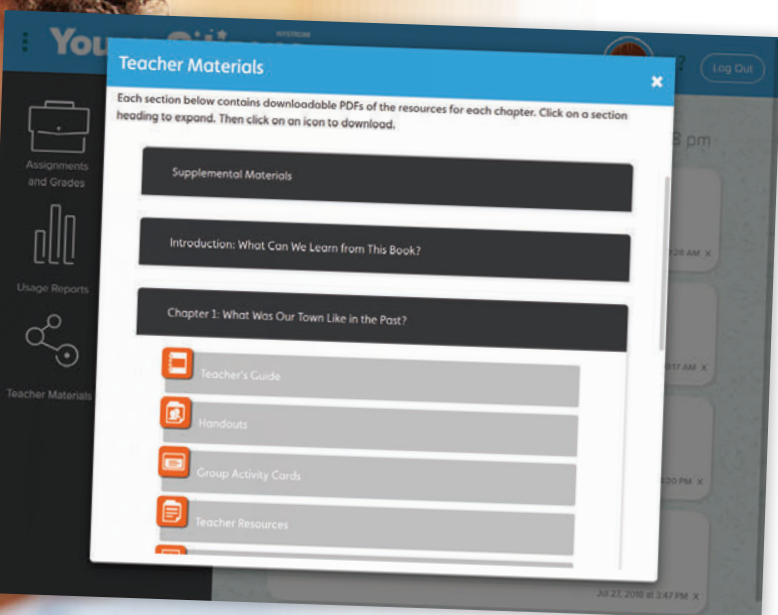




Student Materials

Rigorous and engaging digital activities

Activities accompanying each chapter are designed to require varying levels of depth of knowledge while developing skills, covering content, and reinforcing vocabulary. For each lesson, there are two vocabulary activities, one higher level activity and one visually oriented lower level activity. Simple activity formats such as drag-and-drop and matching engage the student in each learning task.



Teacher Materials

All your resources in one place and ready to print

The Teacher's Guide is available online, including activity sheets and tests to print out for use in class, lesson closures, letters home, state maps, and more. Also available are group activity cards, supplemental resources, and graphic organizers.



Assessments

Available digitally for every chapter

Quick formative assessments allow students to practice skills and reinforce concepts taught in the book. The longer summative assessment, the chapter test, is available both in print and digitally. When completed digitally, teachers can take advantage of the Nystrom Young Citizens learning management system to grade the assessments and generate reports to track student progress.

Leveled Student Readers

This library of nonfiction readers provides social studies content at three different reading levels.

Content-specific readers are an ideal way to weave reading comprehension strategies into every chapter to maximize time spent on social studies. Each chapter in the teacher's guide includes an activity built around a Leveled Student Reader.

A close-up photograph of two young students, a Black girl on the left and a Chinese girl on the right, sitting at a desk and reading an open book. The girl on the left is looking at the book with a slight smile, while the girl on the right is looking down at the pages. They are both wearing blue shirts. The background is softly blurred, showing a classroom setting.

Guide students at any level
to deepen literacy skills

3 levels provided:

Pueblo Tribes

When Spanish explorers reached the Southwest in the 1540s, they found more than 70 different villages. The Spanish word for town, *pueblo*, became the term to describe the villages and the people who lived there. Tribes included the Hopi (ho-pee), Zuni, and Acoma (uh-coe-ma), among many others.

The Pueblos built flat-roofed homes from sandstone and **adobe**. The homes could be one story or several stories tall. Multistory buildings looked a bit like pyramids because each floor was smaller than the one below. Ladders were used to go between floors. These buildings were somewhat like apartment buildings today.

Inside a pueblo home

This pueblo near Taos, New Mexico, was built more than 1,000 years ago.

The Pueblo Indians were excellent farmers. Their main crops were corn (maize), beans, and squash. Together, they are referred to as the Three Sisters. Because corn grew tall, it provided shade for the shorter plants. Bean plants returned **nitrogen** to the soil, which helped the corn grow. Squash grew low across the ground, protecting the other plants from pests.

The Pueblo people also made jewelry, pottery, and other items. They often traded with other tribes, some of them hundreds of miles away.

An Acoma woman sells pottery.

The Three Sisters

Below expected reading level

Pueblo Tribes

When Spanish explorers reached the Southwest in the 1540s, they found more than 70 different villages. The Spanish word for town, *pueblo*, became the term to describe the villages and the people who lived there. Tribes included the Hopi (ho-pee), Zuni, and Acoma (uh-coe-ma), among others.

To make their villages, the Pueblos built flat-roofed homes from sandstone and **adobe**. They could be one story or several stories tall. Multistory buildings looked a bit like pyramids because each floor was smaller than the one below. Ladders were used to go between floors. Often a different family lived on each floor, so these buildings were somewhat like apartment buildings today.

Inside a pueblo home

This pueblo near Taos, New Mexico, was built more than 1,000 years ago.

The Pueblo Indians were excellent farmers. Their main crops were corn (maize), beans, and squash. Together, they are referred to as the Three Sisters. Farmers planted these crops in carefully chosen arrangements. Because corn grew tall, it provided shade for shorter plants. Meanwhile, bean plants returned **nitrogen** to the soil, which helped the corn grow. Squash, which grew low across the ground, helped protect the other plants from pests. It also helped the soil stay cooler and wetter.

The Pueblos were also accomplished artisans, making jewelry, pottery, and other items. They often traded with other tribes in the area, such as the Navajo (nah-ah-ho).

An Acoma woman sells pottery.

The Three Sisters

At expected reading level

Pueblo Tribes

When Spanish explorers reached the Southwest in the 1540s, they found more than 70 different villages. The Spanish word for town, *pueblo*, became the term to describe the villages and the people who lived there. Tribes included the Hopi (ho-pee), Zuni, and Acoma (uh-coe-ma), and many others.

To make their villages, the Pueblo people built flat-roofed homes from sandstone and **adobe**. They could be one story or several stories tall. Multistory buildings looked a bit like pyramids; each floor was smaller than the one below, and ladders were used to go between floors. Often a different family lived on each floor, so these buildings were somewhat like apartment buildings today. However, the ground floor of each building was usually used for storage, rather than as a living space.

Inside a pueblo home

This pueblo near Taos, New Mexico, was built more than 1,000 years ago.

The Pueblo Indians were excellent farmers, and their primary crops were referred to as the Three Sisters: corn (maize), beans, and squash. Farmers planted these crops together because each one had certain qualities that helped the others. For instance, because corn grew tall, it provided shade for shorter plants. Meanwhile, bean plants returned **nitrogen** to the soil, which helped the corn grow. Squash, which grew low across the ground, helped protect the other plants from pests. It also provided shade for the soil, to keep it cooler and wetter.

The Pueblo people were also accomplished artisans, making jewelry, pottery, and other items. They often traded with other tribes, some of them hundreds of miles away.

An Acoma woman sells pottery.

The Three Sisters

Above expected reading level

Each reader provides three skill-building activities:

- ✓ Reading Comprehension
- ✓ Analyzing Primary Sources
- ✓ Taking Action or Communicating Results

Titles:

- Laura Ingalls Wilder: How Did She Capture the Pioneer Spirit?
- Business Budget: How Do You Make a Money Plan?
- Story of a Taco Dinner: Where Does Our Food Come From?
- American Indians: What Was Life Like? 1400–1600
- Writing History: How Did Abigail Adams, Thomas Jefferson, and Phillis Wheatley Shape America?
- France and Haiti: What Is Life Like?
- California's Central Valley: Why Is Water So Important?

Characters

Who are our new friends?

Meet our classmates

Our book follows five friends who all want to help their school and city. Students will learn alongside them throughout the year.



Carlos speaks Spanish and English. He loves playing outside. Carlos has lots of ideas.



Leena loves music and reading stories too. This might be why she seems lost in thought sometimes!



Peyton loves to learn about the world. If the friends need to learn about something, Peyton will find information.



Minar loves to build things. She is very close to her family. She enjoys working in groups and will help others.



Roger loves video games. He likes to eat foods from other places. He is a little bit shy but very kind.

As you read about them, notice how they help each other and their community.



Hundreds Board

2	3	4	5	6	7	8	9	10
12	13	14	15	16	17	18	19	20
22	23	24	25	26	27	28	29	30
32	33	34	35	36	37	38	39	40
42	43	44	45	46	47	48	49	50
52	53	54	55	56	57	58	59	60
62	63	64	65	66	67	68	69	70
72	73	74	75	76	77	78	79	80
82	83	84	85	86	87	88	89	90
92	93	94	95	96	97	98	99	100

Read to Someone

- The student is...
 - reading aloud to a partner
 - reading to a partner
 - reading to a partner
 - reading to a partner
- The teacher is...
 - working with children

old

help

get

take

use

on

said

want

when

too



Teacher's Guide

The following pages contain a lesson excerpted from the Nystrom Young Citizens **Grade 3** Teacher's Guide.

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NYSTROM Young Citizens Inquire



Reading Skills



Researching Skills



Communicating Skills



Collaborating Skills



Leveled Student Readers



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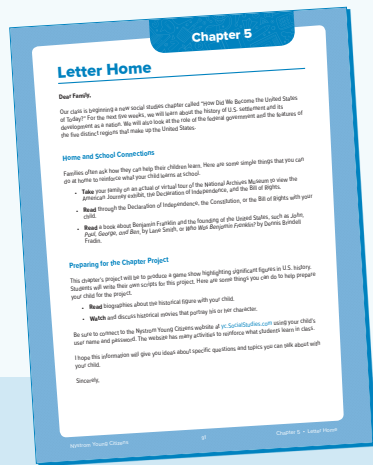
Compelling Question

How Did We Become the United States of Today?

In this chapter, students will learn about the formation and development of the United States.

Time Frame: 5 Weeks

- 1 Students will learn about early settlers and the creation of the 13 colonies.
- 2 Students will study how the colonies formed a nation and how that nation expanded westward.
- 3 Students will learn about the responsibilities of the federal government.
- 4 Students will learn about the distinct regions that make up the United States.
- 5 Students will complete the chapter review, project, and assessment.



Letter Home

Ask students to share the **Letter Home** with their families.



Introduction Pre-assessment

1. Write these five events in scrambled order on the board. Use pictures if available.
 - a. The Europeans land in the Americas looking for gold.
 - b. The British establish a colony at Jamestown.
 - c. Many colonists are unhappy with the British laws and taxes.
 - d. The Boston Tea Party protests British taxes.
 - e. The Declaration of Independence is signed.
2. Challenge students to place these events in chronological order.

Lesson 2

Growth of the United States

Online Activities

- Vocabulary Activities

Literacy Links

- *50 American Heroes Every Kid Should Meet*, by Dennis Denenberg and Lorraine Roscoe
- *A Kids' Guide to the American Revolution*, by Kathleen Krull
- *The Split History of Westward Expansion in the United States: A Perspectives Flip Book*, by Nell Musolf

Main Goals

- A How did the colonies become a nation?** Understand the circumstances that led to the development and signing of the Declaration of Independence.
- B Researching Skills: Reading the Preamble: Primary Source Analysis.** Determine the meaning of words and phrases in the Preamble of the United States Constitution.
- C How did the nation expand?** Discuss how the United States was able to expand westward.
- D How did the American economy develop?** Explain the process of industrialization and understand how technology changed the American economy.
- E Who are important people in America's history?** Discuss the social, political, cultural, and economic contributions of individuals in U.S. history.

A

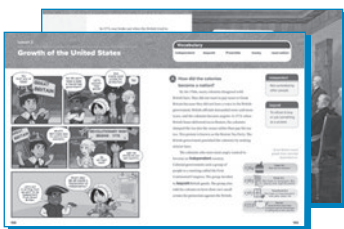
How did the colonies become a nation?



Civics



History



pp. 198-201

New Vocabulary

boycott
independent

Review Vocabulary

tax

Objectives

Students will be able to:

- Understand the circumstances that led to the development and signing of the Declaration of Independence.
- Identify who was involved with the creation of the Declaration of Independence.

Vocabulary Focus

Introduced in Teaching.

Getting Started

Choose five students to enact the comic on p. 198 of the Student Book for the class. Tell students that they are going to learn more about how the first 13 colonies became independent from Britain.

Materials

- Student Book
- U.S./World Desk Map
- Activity Sheet 5c
- Think Book
- map markers

Literacy Links

- *Why Don't You Get a Horse, Sam Adams?* by Jean Fritz
- *Will You Sign Here, John Hancock?* by Jean Fritz

Teaching

1. Direct students to read the definitions of the vocabulary words on p. 199.
2. Challenge students' understanding by writing the vocabulary words on the board and then writing the following two sentences:

- a. She is a smart and individual thinker.
- b. Students decided to reject the store until they let more than two students in at once.

Explain to students that the underlined words are synonyms for the vocabulary words. Ask students to replace the underlined words with the correct vocabulary words.

3. Write on the board the following question: **Why were the 13 colonies angry with the British?** Have students read the first paragraph on p. 199 independently and answer the question as class discussion. (*The colonies were angry because they didn't have a voice in the British government and they were getting taxed.*)
4. Write on the board the following question: **Who was in the First Continental Congress, and what did they decide to do?** Have students read the second paragraph independently and then answer the question. (*They were representatives sent by colonial governments. They decided to keep boycotting British goods; they encouraged the colonies to form their own armies.*)
5. If students do not use the word *boycott* in their answers, ask them to write the question down in their **Think Books** and to come up with an answer that includes the word.
6. Distribute the **U.S. Desk Map** and map markers and explain to students that the First Continental Congress was held in Philadelphia. Have students locate Philadelphia on their desk maps. Ask them what state that city is in. (*Pennsylvania*) Have them underline **Philadelphia**.
7. Have students look at their maps and locate Massachusetts, then Boston. Have them underline the city of **Boston**. Tell students that Samuel Adams and other colonists boarded three ships in Boston's harbor and dumped 342 chests of tea into the water. This incident became known as the Boston Tea Party and pushed the 13 colonies and Britain closer to war.

Activity Sheet
5c The Declaration of Independence

The Declaration of Independence begins "When, in the course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them with another, and to assume among the powers of the earth the separate and equal station..."

The section is broken into smaller parts below. Next to each part, rewrite in simple words what the part means.

When, in the course of human events,	_____
it becomes necessary	_____
for one people	_____
to dissolve	_____
the political bonds which have connected them with another,	_____
and to assume among the powers of the earth	_____
the separate and equal station	_____

Nystrom Young Citizens 99 Chapter 5 • Lesson 2 • Section A

Activity Sheet 5c

8. Write on the board the following question: **What happened in 1775, and what did the Second Continental Congress agree to as a result?** Have students read the third and fourth paragraphs independently and answer the question. (War broke out, and they agreed to the Declaration of Independence.)
9. Ask students how long the conflict lasted until the colonies were free from British rule. (eight years)
10. Have students look at the Declaration of Independence on p. 200 and distribute **Activity Sheet 5c**. As a class, read the opening statement of the Declaration of Independence. Discuss what it means while helping them with unfamiliar words and concepts. Brainstorm together simple words to complete the activity sheet.
11. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to write the section question in their **Think Books**: "How did the colonies become a nation?" Have students write their answers down and then discuss their answers as a class.

Modifications for Differentiation

Above Have students select and research one person involved in the Second Continental Congress.

Below Go over challenging words with students, especially words in the first paragraph of the Declaration of Independence. Provide visuals to go along with words.

ELL In addition to the Below modification, reinforce the vocabulary, particularly the word *boycott*. Assist with locating places when necessary.

Extending

History Investigate the roles played by Samuel Adams or John Hancock in the independence of the United States.



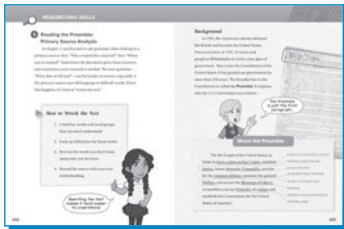
Reading the Preamble: Primary Source Analysis



Civics



History

Information
Processing

pp. 202–203

New Vocabulary

Preamble

Review Vocabulary

primary source

Materials

- Student Book
- Image of the Preamble [↓](#)
- Think Book

Online Activities

- Primary Source Analysis

Objectives

Students will be able to:

- Recognize the Constitution as a critical document and artifact in United States history.
- Determine the meaning of words and phrases in the Preamble of the United States Constitution.

Vocabulary Focus

Introduced in Getting Started and Teaching activities.

Getting Started

1. Explain to students that today they will learn both a way to better understand some primary sources and about a very important primary source in the United States.
2. Ask students to name examples of primary sources and reinforce for them why primary sources are important when they study people and places. You may want to revisit chapter 1, lesson 3, section D, to help students remember what primary sources are.
3. Next, write the vocabulary word on the board. Underline the prefix *pre* and explain it means “before.” Have students guess what the Preamble is before.
4. Display, or project, an image of the Preamble. Explain that it comes before an important primary source, the U.S. Constitution.

Teaching

1. Have students read the first paragraph on p. 202 of the Student Book. Explain that *wreck* means “to destroy or damage.” In this case, students learn to break down (some would say “destroy”) a primary source to make it simpler and more understandable.
2. Read with students the steps to “wreck the text” and answer any questions.

3. Have students read the “Background” paragraph. Then, as a class, answer the first two questions of primary source analysis: “Who created this source?” ([people from 12 states meeting in Philadelphia](#)) and “When was it created?” (1787)
4. Ask students what the Preamble does. ([explains why the Constitution was written](#))
5. Read the Preamble straight through to the class without explanation. When done, ask if anyone understood everything you read, and then note that the document uses language that is not common today.
6. Explain that someone has already “wrecked” the Preamble in their Student Books. Have students read the Preamble with you, pausing at the underlined words and phrases to break them into easier to understand concepts. Clarify any other obstacles to understanding the Preamble that students may have.
7. Now that students have read the “wrecked text” of the Preamble, ask them the third question in primary source analysis: “What does it tell you?” Discuss as a class.

Summarizing and Assessing

Explain, or review, that the Preamble lists six reasons the Constitution is needed. Allow students to reread. Have students write the following question and then list the six reasons as answers in their **Think Books: What does the Preamble of the U.S. Constitution tell you?** ([form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, secure Blessings of Liberty](#)) Focus first on having students point out all six reasons before explaining or offering examples.



Modifications for Differentiation

Above Give students a text to “wreck” for themselves (such as the first paragraph of George Washington’s commission as Commander in Chief or the first two or three articles of the Articles of Confederation).

Below Help students with the text by rereading it aloud and slowly. Encourage all students to focus on two big ideas: The Preamble reminds us that the people give the Constitution its power, and it gives multiple reasons why the Constitution was written.

ELL In addition to the Below modification, after you read aloud the original Preamble, read it again substituting the simplified vocabulary.

Extending

Art Have students add one or two illustrations to the six reasons for a Constitution in their **Think Books**.

C How did the nation expand?



Civics



Cultures



History



pp. 204–205

New Vocabulary

reservation
treaty

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- rope or tape

Literacy Links

- *James Polk: Our Eleventh President (Our Presidents), by Ann Gaines*
- *A Timeline History of the Mexican-American War, by Alison Behnke*

Objectives

Students will be able to:

- Recognize how the United States was able to expand westward.
- Explain the conflicts and challenges that occurred when people from the east began to move west.
- Understand what happened to the American Indians during the growth of the United States.

Vocabulary Focus

Introduced in Teaching.

Getting Started

1. To demonstrate why the United States needed to begin expanding westward, set up the following scenario:
 - a. Use rope or tape to create borders around a small area in the classroom. Invite 2–3 students to stand in the area. Invite another three students to join them. Repeat the invitations until the area is quite crowded.
 - b. Tell students that the colonies along the East Coast of the United States were experiencing a similar problem and needed to find a solution.

Teaching

1. Distribute the **U.S. Desk Map** and map markers.
2. Ask students to turn to p. 204 of the Student Book and emphasize the section question: “How did the nation expand?”

3. Ask students to look for two reasons why people wanted to expand to other land while they read p. 204. Give students time to read the first paragraph and then have them share their answers. (Land in the east became crowded. People wanted to have land of their own.)
4. Have students trace the 13 colonies with their map markers on their desk maps. They may use the map in their Student Books for reference.
5. Ask them to look west and explain that this area was not owned by the United States.
6. Ask students to look for three ways that the United States expanded, or gained more land, while reading the second paragraph. After they read, ask students to list the three ways the U.S. expanded. (buying land, gaining land through peaceful treaties with other nations, fighting a war)
7. Write *treaty* on the board and read the pull-out box on p. 204. Check students' understanding by writing the following sentences on the board and seeing if students can identify which sentence uses the word correctly.
 - a. The treaty that decided the borders of each country helped solve a lot of problems.
 - b. The way Britain treaty the colonies was not fair.
8. Direct students to read the comic bubble and look at the map on p. 205 to view the size of the land that was bought in the Louisiana Purchase. Have students trace the outline of the purchased territory on the **U.S. Desk Map** and then label it to match the map in the Student Book.
9. Have students reference the map to trace the outlines of each territory gained and to label them on their desk maps.
10. Ask students to look for three things that happened between the United States and the American Indian tribes while reading the third paragraph. After they read, ask students to share their thoughts. (Treaties were made and broken. Battles were fought between the people of the United States and the American Indians. Many American Indians were forced onto reservations.)

11. Write *reservation* on the board and tell students that the word has many meanings. Test students' understanding by writing the following sentences on the board and asking them to decide which meaning fits the way that the word *reservation* is used in the Student Book.
 - a. I made a reservation at the restaurant for dinner.
 - b. I really have reservations about seeing the movie.
 - c. The Navajo Nation reservation is one of the largest in the United States.
12. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to write the section question in their **Think Books**: “How did the nation expand?” Have them write at least two sentences that answer the question. Then, ask them to write at least one sentence that explains what happened to the American Indians when the United States expanded. Monitor students' responses.



Modifications for Differentiation

Above Challenge students to figure out how much \$15 million would be worth today.

Below Be ready to provide more experience with the vocabulary words, as well as the meaning of *expand*. Students will benefit from additional review and visuals of the vocabulary words. Monitor students' work within the group. Ask questions to ensure understanding.

ELL In addition to the Below modification, provide students with additional support for the vocabulary. Provide visuals and encourage students to act out short scenarios.

Extending

History Have students investigate the causes and results of the Mexican-American War.

D How did the American economy develop?



Economy



Geography



pp. 206–207

Review Vocabulary

economy
entrepreneur
industrialization

Materials

- Student Book
- U.S./World Desk Map
- Group Activity Cards
- Group Activity Role Cards ↓
- Images of Nineteenth-Century Inventions ↓
- Think Book
- map markers

Objectives

Students will be able to:

- Understand how technology has changed the American economy.
- Explain *industrialization*.

Getting Started

1. Post images of inventions that changed the American economy during the eighteenth and nineteenth centuries, such as the steamboat, mower-reaper, cotton gin, sewing machine, and telegraph.
2. See if students can name the inventions and/or what the invention was used to do or make. Provide hints and answers as necessary.

Teaching

1. Have students turn to p. 206 of the Student Book and ask them to look for how people made goods in colonial times and how that changed over time while reading the first paragraph. Have students discuss their answers. (*made goods slowly by hand and then machines made it possible to make goods rapidly*)
2. Read the sidebar to students and ask students if they know anyone who works at home.
3. Read the second paragraph to students, and then distribute the **U.S. Desk Map** and map markers.
4. Name major cities where factories appeared and have students find and underline these cities on their desk maps (e.g., New York City, Boston, Philadelphia, Chicago, Cleveland, Buffalo, Milwaukee, and Detroit).
5. Read the third paragraph to students. Pause with each person's name in order to name the state where that person started his business or career so that students can mark it with a star on their desk maps.
 - a. John D. Rockefeller's business started in Ohio.

- b. Andrew Carnegie’s business started in Pennsylvania.
 - c. J. P. Morgan started his career in New York.
6. Select students to read the final paragraph and the photo captions.
 7. Have students clean, collect, and put away materials.
 8. Distribute **Group Activity Cards** and have students complete them.

Summarizing and Assessing

Have students choose one invention from the **Group Activity Cards** or the Getting Started activity and write a short paragraph about the inventor and the invention in their **Think Books**.

T

Modifications for Differentiation

Above Challenge students to speculate on other possible reasons for population density of a region.

Below Assist students with reading and completing the **Group Activity Cards** as necessary.

ELL In addition to the Below modification, illustrate the relationship between *machine*, *factory*, and *industrialization*. A factory has many machines, and many of the same kind of factories are an industry. Industrialization is a process where many industries are started.

Extending

History Have students research one invention from the nineteenth century that was not covered in the **Group Activity Cards** or the Getting Started activity. Have students write a short paragraph about the inventor and the invention in their **Think Books**.

T



Who are important people in America's history?



pp. 208–209

Materials

- Student Book
- Leveled Student Readers
- Images of Significant Americans [↓](#)
- Think Book

Objectives


Students will be able to:

- Discuss the social, political, cultural, and economic contributions of individuals in U.S. history.

Getting Started

1. Display images of significant Americans who have been covered over the course of the lesson (John Hancock, Thomas Jefferson, Paul Revere, John D. Rockefeller, etc.).
2. Have students identify the people. Remind students of each person's importance.
3. Tell students that they are going to read about some other Americans who are important to U.S. history.

Teaching

1. Have student pairs turn to p. 208 of the Student Book. 
2. Tell students that the people they will read about have very strong personalities or qualities that make them unique or special individuals.
3. Read the biography of Benjamin Franklin to students.
4. Ask students to describe Benjamin Franklin and what made him a unique or special individual. Have students use examples from the passage to support their answers.
5. Read his inspirational quote, and have students explain what it means.
6. Instruct students to read the next two short biographies with their partners.
7. Ask students to describe the historical figures to each other and explain why each of these people is important to U.S. history.
8. Read the inspirational quotes to students and discuss their meanings as a class.
9. Distribute and complete the **Leveled Student Readers**.

Summarizing and Assessing

Read the lesson summary together. Have students choose one of the significant figures discussed and write three sentences on what that person did in their **Think Books**.

T

Modifications for Differentiation

Above Have students find five inspirational quotes from famous Americans who are important to U.S. history.

Below Have students work with an independent reader.

ELL Work with students in a small group to assist with the reading and writing activity.

Extending

Language Arts Have students select one famous quote from the text. Ask them to write in their **Think Books** about how the quote impacts their lives today.

T



Lesson 2 Closure

Classroom Assessment Activity

For each of the following statements, have students hold up their hands and use American Sign Language to answer true or false. If false, have them provide the correct answer.



True



False

Are the following statements true or false?

1. The colonists were angry with the British because they had too many laws. (False, the colonists were angry because they did not have representation.)
2. The Boston Tea Party was an annual, or once every year, event. (False, it was a protest that took place in 1773.)
3. The Declaration of Independence was signed on July 4, 1876. (False, the Declaration of Independence was signed in 1776.)
4. The Americans purchased a huge amount of land from France. It was called the Louisiana Purchase. (True)
5. The U.S. government honored all treaties that they had with the American Indians. (False, the government broke many treaties.)
6. Entrepreneurs created successful businesses in industries such as oil, steel, banking, and railroads. (True)
7. Important people such as Harriet Tubman and Abraham Lincoln tried to make America a freer place. (True)



Review at Home

Have students complete **Activity Sheet 5d** with their families at home.

Chapter 5 Review

Review Vocabulary

barter
boycott
cash crop
contiguous
craftsman
federal
foreign
habitat
independent
jury
justice
liberty
navigable
patriotic
persecuted
pilgrim
plantation
Preamble
refinery
religious freedom
reservation
slaver
slavery
treaty
wildlife

Materials

- Student Book
- U.S./World Desk Map
- Raised Relief Map
- Activity Sheet Chapter 5 Review
- Activity Sheet 5g from lesson 4, section B
- Activity Sheet 5h from lesson 4, section C
- Activity Sheet 5i from lesson 4, section D
- Activity Sheet 5j from lesson 4, section E
- Activity Sheet 5k from lesson 4, section F

Objectives

Students will be able to:

- Explain how the United States became a nation.
- Discuss the responsibilities and functioning of the federal government.
- Identify the regions and resources of the United States.

Getting Started

Distribute the **U.S./World Desk Map**, the **Raised Relief Map**, and activity sheets.

Teaching

1. Review the major bodies of water that border the United States with students using the **World Desk Map**.
2. Locate the original 13 colonies with the **U.S. Desk Map**.
3. Review the major topic areas covered in the text.
4. Have students review their activity sheets on the regions.
5. Hand out **Activity Sheet Chapter 5 Review** and have students work through the activity using the resources.

Summarizing and Assessing

Go over **Activity Sheet Chapter 5 Review** with the class. Direct students to the original pages in the Student Book for support.

Chapter Test

Distribute and administer the **Chapter 5 Test** (Teacher's Guide pp. 345–350). Assist students as needed.

Chapter 5 Project

Telling the Truth Game

Materials

Every Day

- Project Plan
- Project Checklist
- Project Evaluation

Days 1–2

- Leveled Student Readers
- Think Book
- lined paper

Day 3

- materials for costumes and props

Days 4–5

- Leveled Student Readers
- materials for costumes and props



Civics



History



Speaking &
Listening



Writing

Objectives

Students will be able to:

- Demonstrate an understanding of the key events and people involved in the development of the United States as a nation.
- Work cooperatively in a group to organize a dramatic presentation.
- Analyze information to reach a conclusion.
- Write fact-based questions and answers.

Project Description

Students will work in a group to play a game inspired by the “To Tell the Truth” game show. Each group will represent one of the people described in the **Leveled Student Readers** or other important Americans. Each group consists of a host, three guests (one of whom is “real,” while the other two are imposters, pretending to be the “real” figure), and panelists.

- Host (1): Provides a short summary on the selected figure’s life.
- “Real” Guest (1): Provides true answers to each question.
- “Fake” Guests (2): Provide wrong answers.
- Panelists (3–4): Ask one question to the guests.

The groups will write and perform the panelists’ questions and the guests’ answers (both the true and false answers). Then, the rest of the class votes on which of the three guests is playing the “real” historical figure.

The class is to be divided into groups. The ideal sized group is 7–8 students. If this means you will have more than three groups, then you will need to add another historical person, since every group should cover a different person. You may, alternatively, choose to adjust the size of groups by adding or subtracting the number of panelists. Keep in mind that every panelist should ask one question during the presentation.



TEACHER'S NOTE

You can select different historical figures than the ones in the **Leveled Student Readers**. However, you should provide all the information about the figures to the entire class. You may wish to add more intrigue to the game by having the fake guests give some correct answers. This will make it more challenging for students to pick out the real historical figure.

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before presenting their projects. For more on evaluating the chapter projects, see p. xxvi.

Instructions and Suggestions

Days 1–2

1. Hand out the **Leveled Student Readers** and the **Project Plan**.
2. Divide the class into three groups and assign each group one of the historical figures in the books. 
3. Explain the nature of the “play” as outlined in the Project Description.
4. Explain that each group will write scripts to trick the rest of the class.
5. As a class, read through the instructions on the **Project Plan**.
6. Explain that questions can be serious or funny. However, the “real” guest must answer all the questions truthfully, and the answers must be in the book or research materials provided to the whole class.
7. Have each group reread its person’s biography from the **Leveled Student Readers** (or from other sources you provide). While they are reading, students should write down 3–4 facts in their **Think Books**. 
8. Remind groups to keep quiet while working so other students can’t hear what they are saying.
9. As a group, have students write the host’s simple summary of the person’s accomplishments on lined paper. Afterward, have each student write this summary on his or her **Project Plan**.



Project Plan

10. Then have students think about the panelists' questions based on the facts they wrote up while they were reading. After students have agreed on which questions to use, they should neatly write one question for each panelist role on their activity sheets.
11. Next, have students develop the guests' responses on their lined paper. Each question needs three answers. The answers can be serious or funny. The real guest will always answer truthfully.

Sample question and answers:

Panelist: Where was Abigail Adams born?

Guest 1 (fake): Pennsylvania

Guest 2 (fake): Australia

Guest 3 (true): Massachusetts

12. Have students decide within their groups which guest—guest 1, 2, or 3—will be the “real” historical figure and give all true answers.
13. Have students write the appropriate responses for each guest on the **Project Plan**.
14. Circulate among the groups to assist with their writing as needed.

Day 3

1. Have students complete their scripts, if unfinished.
2. Have students review their scripts to make sure:
 - a. Everyone has the same thing written on their sheets.
 - b. All of the responses from the “real” guest are true.
 - c. Each “fake” guest gives false answers.
 - d. All of the writing is neat and uses good grammar and spelling.
 - e. Everyone in the group likes what they have written.
3. As appropriate for your classroom, either assign the various roles in each group or let the students decide among themselves.

4. Optionally, have groups discuss costumes to help with their presentations and assign who will work on them.
5. Have them quietly practice their scripts.
6. Monitor progress and evaluate time line completion and group cooperation.

Days 4–5

1. Provide class time to work on the scenes (panelists' questions and true and false answers) and finalize costumes.
2. Monitor progress and evaluate time line completion and group cooperation.
3. Have students review the other two biographies before beginning the presentations.
4. Have students present their projects.
5. Before revealing the real historical figure, the rest of the class will guess which of the three guests is the correct one.
6. At the end of the presentation, the real figure will stand up.

Modification for Differentiation

Above Encourage these students to take a leadership role in the production.

Below Assist these students with memory work. Provide photocopies of the group's script in neat handwriting or typed rather than having students write out their own copy of the script.

ELL Modify the amount of speaking and reading required.

Rubric

See **Project Evaluation** (Teacher's Guide p. 351).

Chapter 5 Test

Read each sentence. If the statement is true, print the letter **T** beside the sentence. If it is false, print the letter **F**.

1. American Indians helped the early settlers survive by sharing food and showing them how to plant crops. _____
2. One reason the English came to America was to gain wealth.

3. Many Africans died on the ships as they crossed the Atlantic.

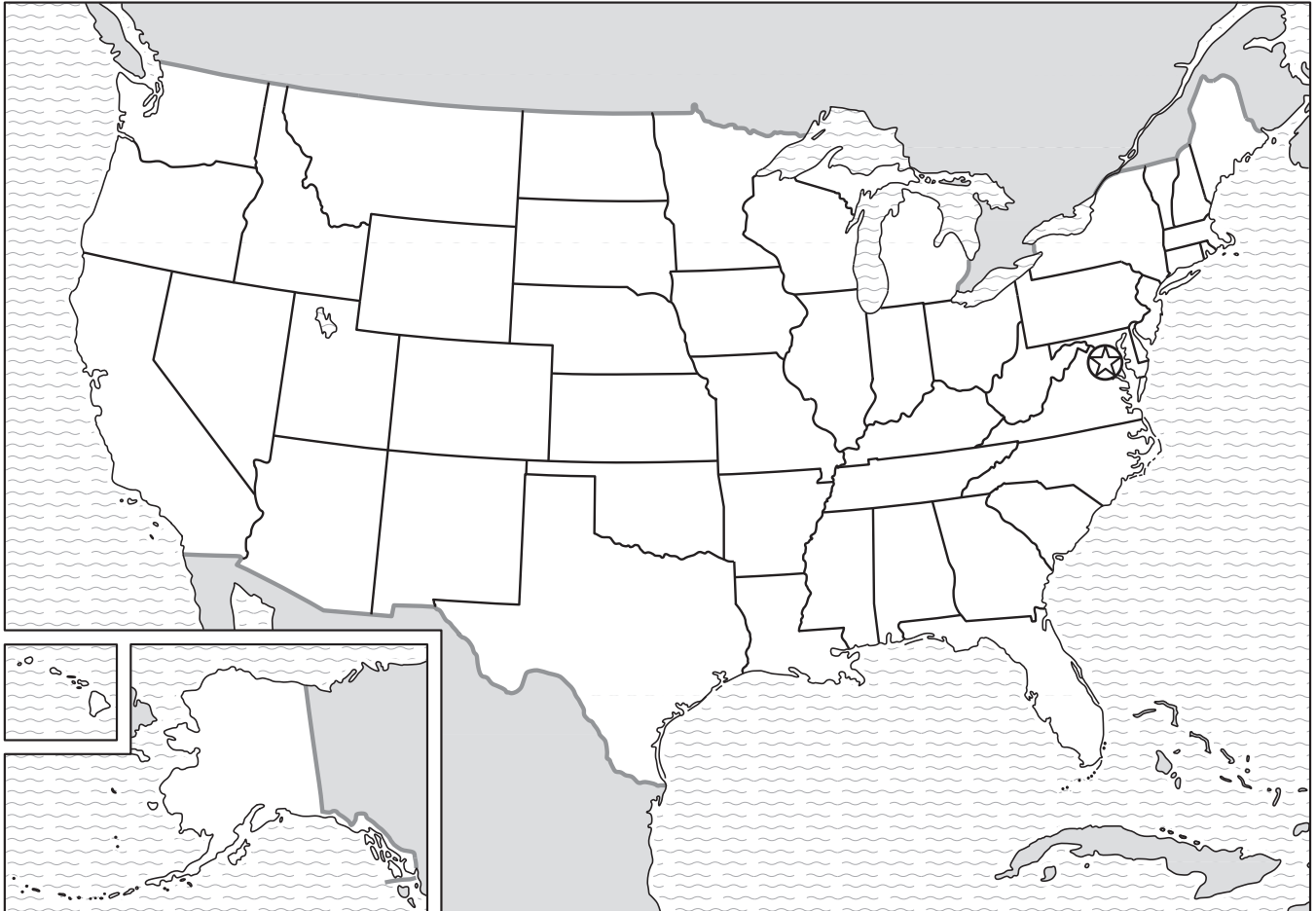
4. A plantation is a small farm. _____
5. Enslaved Africans had no rights and had to work on plantations all their lives. _____
6. Some of the biggest features of the Midwest are the Great Lakes.

Chapter 5 Test

7. Only five states make up the U.S. Southwest. _____
8. The Boston Tea Party was a special celebration between the colonists and the British. _____
9. All 50 states of the United States are contiguous. _____
10. Benjamin Franklin was an inventor, printer, and dancer. _____
11. Our national government is in Washington, D.C. _____
12. There are four branches of government. _____
13. American Indian nations have their own government and elected officials. _____

Chapter 5 Test

On the map, locate and label the following:



14. Atlantic Ocean

18. Great Lakes

15. Mississippi River

19. Midwest region

16. Alaska

20. Our state

17. Appalachian Mountains

Chapter 5 Test

Substitute a word from the word bank for the italicized words. Write the word on the blank line following the sentence.

refinery**plantation****reservation****liberty****persecuted**

21. Pilgrims were *mistreated* for their beliefs. _____
22. The *large farm* grew cotton, rice, and tobacco. _____
23. The Navajo Nation has the largest American Indian *land* in the United States. _____
24. Our right to *freedom* is written into the U.S. Constitution.

25. The *factory* changed crude oil into fuel. _____

Chapter 5 Test

Circle the correct answers. More than one answer may be correct for each question.

26. Why did American Indians stop welcoming Europeans?

- a.** Europeans would not share their food.
- b.** Europeans spread disease.
- c.** Europeans took what they wanted by force.
- d.** Europeans forced them to change their beliefs.

27. Why did the English come to America?

- a.** for wealth
- b.** for land
- c.** for religious freedom
- d.** for water

28. Americans purchased land from the French so that U.S. colonists could move west. What was this big purchase called?

- a.** Boston Purchase
- b.** Oregon Purchase
- c.** Louisiana Purchase
- d.** Texas Purchase

Chapter 5 Test

- 29.** Which branch of the federal government is the president the head of?
- a.** legislative
 - b.** executive
 - c.** congress
 - d.** judicial
- 30.** What is an example of a U.S. national symbol?
- a.** bald eagle
 - b.** Statue of Liberty
 - c.** Grand Canyon
 - d.** Rocky Mountains

Chapter 5 Project

Project Evaluation

Project Plan

The student wrote a short summary of the historical figure's life.

1 2 3 4

The student wrote a question for each panelist.

1 2 3 4

The student wrote answers for the guests to all questions.

1 2 3 4

Group Work

The student listened attentively to others.

1 2 3 4

The student spoke appropriately when sharing.

1 2 3 4

Presentation

The student spoke with expression and was loud enough for everyone to hear.

1 2 3 4

The student listened to others as they were speaking their parts.

1 2 3 4

The student participated in guessing who the real guest was.

1 2 3 4

The highest rating is 4.

Answer Keys

▼ Chapter 5

Activity Sheet

Name

5c

The Declaration of Independence

The Declaration of Independence begins "When, in the course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them with another, and to assume among the powers of the earth the separate and equal station . . ."

The section is broken into smaller parts below. Next to each part, rewrite in simple words what the part means.

<i>When, in the course of human events,</i>	<u>Sometimes</u>
<i>it becomes necessary</i>	<u>it's necessary</u>
<i>for one people</i>	<u>for one group</u>
<i>to dissolve</i>	<u>to break</u>
<i>the political bonds which have connected them with another,</i>	<u>the connection to a ruler</u>
<i>and to assume among the powers of the earth</i>	<u>and to become</u>
<i>the separate and equal station</i>	<u>its own country</u>

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Chapter 5 • Lesson 2 • Section A

Chapter 5 Review • Part 1

1 of 2

Read each sentence. If the statement is true, print the letter **T** beside the sentence. If it is false, print the letter **F**.

- The tradition of Thanksgiving was started in the 1600s as a harvest feast between the Pilgrims and American Indians. T
- European diseases killed many American Indians. T
- The five regions of the United States are Northeast, Southeast, Midwest, Southwest, and North. F
- The Northeast region is found along the Atlantic coast. T
- Parts of the Southeast region have a subtropical climate. T
- Some settlers were pushed to the United States because of religious persecution. T
- Paul Revere was a blacksmith. F
- Plantations in the South grew rice and wheat. F

Nystrom Young Citizens

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Chapter 5 Review

Chapter 5 Review • Part 1

2 of 2

- The slave trade began in the 1500s when the Portuguese began looking for sources of gold in Africa. T
- Enslaved Africans were taken from the center of Europe. F
- Slavers buy and sell enslaved people. T
- On July 4, 1776, the United States declared its independence from Britain. T
- The Congress heads the executive branch of the federal government. F
- Tribes are sometimes referred to as *nations*. T

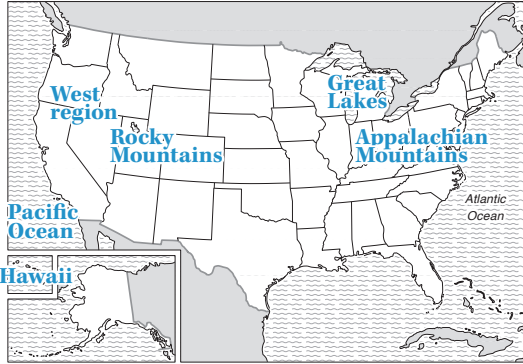
Nystrom Young Citizens

100

Chapter 5 Review

Chapter 5 Review • Part 2

On the map, locate and label the following:



- Pacific Ocean
- Great Lakes
- Hawaii
- Rocky Mountains
- West region
- Appalachian Mountains

Nystrom Young Citizens

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Chapter 5 Review

Name _____

Chapter 5 Review • Part 3

Substitute a word from the word bank for the *italicized* words. Write the word on the blank line following the sentence.

barter	contiguous	habitat	independent
persecuted	reservation	treaty	

- The farmer decided to *trade* for two chickens instead of paying with gold. barter
- The 13 colonies wanted to be *free* of British rule. independent
- The American Indian nations signed an *agreement* with the U.S. Government. treaty
- The bison's *home* was the Great Plains. habitat
- Arizona and New Mexico are *connecting* states. contiguous

Nystrom Young Citizens

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Chapter 5 Review

Name _____

1 of 2

Chapter 5 Review • Part 4

Circle the correct answer.

- What was the first European country to settle in North America?
 - France
 - England
 - Spain
 - Germany
- What did the American Indians teach the settlers to do?
 - grow crops
 - make a teepee
 - hunt
 - ride a horse
- Which is an example of a craftsman?
 - blacksmith
 - farmer
 - plantation owner
 - explorer

Nystrom Young Citizens

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Chapter 5 Review

▼ Chapter 5 Test

Name _____

2 of 2

Chapter 5 Review • Part 4

- Which government handles matters for the whole country?
 - local
 - state
 - federal
 - town
- What is the federal legislative branch also called?
 - The president
 - Congress
 - Cabinet
 - Supreme Court
- In which region is maple syrup a natural resource?
 - Southeast
 - West
 - Northeast
 - Midwest

Nystrom Young Citizens

104

Chapter 5 Review

Name _____

1 of 6

Chapter 5 Test

Read each sentence. If the statement is true, print the letter **T** beside the sentence. If it is false, print the letter **F**.

- American Indians helped the early settlers survive by sharing food and showing them how to plant crops. T
- One reason the English came to America was to gain wealth. T
- Many Africans died on the ships as they crossed the Atlantic. T
- A plantation is a small farm. F
- Enslaved Africans had no rights and had to work on plantations all their lives. T
- Some of the biggest features of the Midwest are the Great Lakes. T

Nystrom Young Citizens

345

Chapter 5 Test

▼ Chapter 5 Test

Name _____

Chapter 5 Test 2 of 6

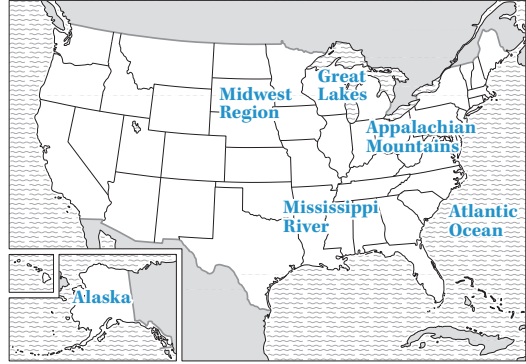
- Only five states make up the U.S. Southwest. F
- The Boston Tea Party was a special celebration between the colonists and the British. F
- All 50 states of the United States are contiguous. F
- Benjamin Franklin was an inventor, printer, and dancer. F
- Our national government is in Washington, D.C. T
- There are four branches of government. F
- American Indian nations have their own government and elected officials. T

Nystrom Young Citizens 346 Chapter 5 Test

Name _____

Chapter 5 Test 3 of 6

On the map, locate and label the following:



- Atlantic Ocean
- Great Lakes
- Mississippi River
- Midwest region
- Alaska
- Our state
- Appalachian Mountains

Nystrom Young Citizens 347 Chapter 5 Test

Name _____

Chapter 5 Test 4 of 6

Substitute a word from the word bank for the italicized words. Write the word on the blank line following the sentence.

refinery	plantation	reservation
liberty	persecuted	

- Pilgrims were *mistreated* for their beliefs. persecuted
- The *large farm* grew cotton, rice, and tobacco. plantation
- The Navajo Nation has the largest American Indian *land* in the United States. reservation
- Our right to *freedom* is written into the U.S. Constitution. liberty
- The *factory* changed crude oil into fuel. refinery

Nystrom Young Citizens 348 Chapter 5 Test

Name _____

Chapter 5 Test 5 of 6

Circle the correct answers. More than one answer may be correct for each question.

- Why did American Indians stop welcoming Europeans?
 - ☒ Europeans would not share their food.
 - ☒ Europeans spread disease.
 - ☒ Europeans took what they wanted by force.
 - ☐ Europeans forced them to change their beliefs.
- Why did the English come to America?
 - ☒ for wealth
 - ☒ for land
 - ☒ for religious freedom
 - ☐ for water
- Americans purchased land from the French so that U.S. colonists could move west. What was this big purchase called?
 - ☐ Boston Purchase
 - ☐ Oregon Purchase
 - ☒ Louisiana Purchase
 - ☐ Texas Purchase

Nystrom Young Citizens 349 Chapter 5 Test

Name _____

Chapter 5 Test

6 of 6

29. Which branch of the federal government is the president the head of?

- a. legislative
- ☒ b. executive
- c. congress
- d. judicial

30. What is an example of a U.S. national symbol?

- ☒ a. bald eagle
- ☐ b. Statue of Liberty
- c. Grand Canyon
- d. Rocky Mountains





Student Handouts

The following pages contain activities excerpted from the Nystrom Young Citizens **Grade 3** Student Handouts book.

Chapter 5, Lesson 2

Chapter 5 Review

Chapter 5 Project Checklist

Letter Home

Dear Family,

Our class is beginning a new social studies chapter called “How Did We Become the United States of Today?” For the next five weeks, we will learn about the history of U.S. settlement and its development as a nation. We will also look at the role of the federal government and the features of the five distinct regions that make up the United States.

Home and School Connections

Families often ask how they can help their children learn. Here are some simple things that you can do at home to reinforce what your child learns at school.

- **Take** your family on an actual or virtual tour of the National Archives Museum to view the American Journey exhibit, the Declaration of Independence, and the Bill of Rights.
- **Read** through the Declaration of Independence, the Constitution, or the Bill of Rights with your child.
- **Read** a book about Benjamin Franklin and the founding of the United States, such as *John, Paul, George, and Ben*, by Lane Smith, or *Who Was Benjamin Franklin?* by Dennis Brindell Fradin.

Preparing for the Chapter Project

This chapter’s project will be to produce a game show highlighting significant figures in U.S. history. Students will write their own scripts for this project. Here are some things you can do to help prepare your child for the project.

- **Read** biographies about the historical figure with your child.
- **Watch** and discuss historical movies that portray his or her character.

Be sure to connect to the Nystrom Young Citizens website at yc.SocialStudies.com using your child’s user name and password. The website has many activities to reinforce what students learn in class.

I hope this information will give you ideas about specific questions and topics you can talk about with your child.

Sincerely,

5c

The Declaration of Independence

The Declaration of Independence begins “When, in the course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them with another, and to assume among the powers of the earth the separate and equal station . . .”

The section is broken into smaller parts below. Next to each part, rewrite in simple words what the part means.

*When, in the course of
human events,*

it becomes necessary

for one people

to dissolve

*the political bonds which have
connected them with another,*

*and to assume among the
powers of the earth*

the separate and equal station

Famous Americans

With an adult, complete the following assignment.

Write a short biography about a famous American from your state.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Chapter 5 Review • Part 1

Read each sentence. If the statement is true, print the letter **T** beside the sentence. If it is false, print the letter **F**.

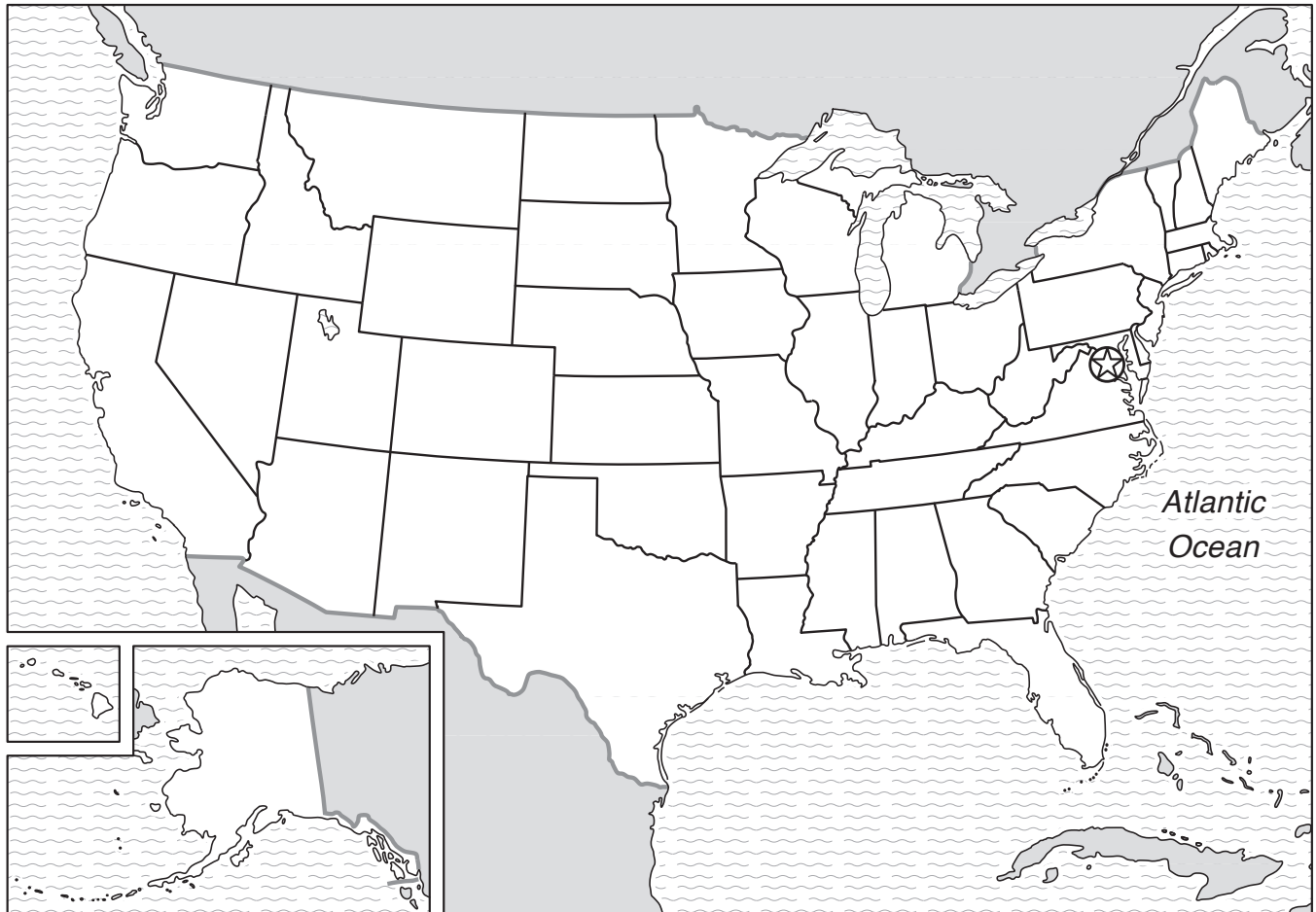
1. The tradition of Thanksgiving was started in the 1600s as a harvest feast between the Pilgrims and American Indians. _____
2. European diseases killed many American Indians. _____
3. The five regions of the United States are Northeast, Southeast, Midwest, Southwest, and North. _____
4. The Northeast region is found along the Atlantic coast. _____
5. Parts of the Southeast region have a subtropical climate. _____
6. Some settlers were pushed to the United States because of religious persecution. _____
7. Paul Revere was a blacksmith. _____
8. Plantations in the South grew rice and wheat. _____

Chapter 5 Review • Part 1

9. The slave trade began in the 1500s when the Portuguese began looking for sources of gold in Africa. _____
10. Enslaved Africans were taken from the center of Europe. _____
11. Slavers buy and sell enslaved people. _____
12. On July 4, 1776, the United States declared its independence from Britain. _____
13. The Congress heads the executive branch of the federal government. _____
14. Tribes are sometimes referred to as *nations*. _____

Chapter 5 Review • Part 2

On the map, locate and label the following:



1. Pacific Ocean
2. Great Lakes
3. Hawaii
4. Rocky Mountains
5. West region
6. Appalachian Mountains

Chapter 5 Review • Part 3

Substitute a word from the word bank for the *italicized* words. Write the word on the blank line following the sentence.

barter**contiguous****habitat****independent****persecuted****reservation****treaty**

1. The farmer decided to *trade* for two chickens instead of paying with gold. _____
2. The 13 colonies wanted to be *free* of British rule. _____
3. The American Indian nations signed an *agreement* with the U.S. Government. _____
4. The bison's *home* was the Great Plains. _____
5. Arizona and New Mexico are *connecting* states. _____

Chapter 5 Review • Part 4

Circle the correct answer.

1. What was the first European country to settle in North America?
 - a. France
 - b. England
 - c. Spain
 - d. Germany

2. What did the American Indians teach the settlers to do?
 - a. grow crops
 - b. make a teepee
 - c. hunt
 - d. ride a horse

3. Which is an example of a craftsman?
 - a. blacksmith
 - b. farmer
 - c. plantation owner
 - d. explorer

Chapter 5 Review • Part 4

4. Which government handles matters for the whole country?
 - a. local
 - b. state
 - c. federal
 - d. town

5. What is the federal legislative branch also called?
 - a. The president
 - b. Congress
 - c. Cabinet
 - d. Supreme Court

6. In which region is maple syrup a natural resource?
 - a. Southeast
 - b. West
 - c. Northeast
 - d. Midwest

Project Plan

Telling the Truth Game

The host will give a quick summary of the historical figure's life. Each panelist will ask a question, and each guest will answer each question. Remember that the real guest must always give true answers!

Name of historical figure: _____.

Host: Our guest tonight is _____.

He/she _____

Panelist 1 question

Guest 1 answer

Guest 2 answer

Project Plan**Telling the Truth Game****Guest 3 answer**

Panelist 2 question

Guest 1 answer

Guest 2 answer

Guest 3 answer

Panelist 3 question

Project Plan

Telling the Truth Game**Guest 1 answer**

Guest 2 answer

Guest 3 answer

Panelist 4 question (optional, fill in if there are four panelists)

Guest 1 answer

Guest 2 answer

Project Plan

Telling the Truth Game

Guest 3 answer

Host: Audience, who do you think the real [name] is? *Audience votes.*

Now will the real [name], please stand up? *Person playing the real historical figure stands up.*

Project Checklist

Telling the Truth Game

Project Plan

- ☐ I wrote a summary of the historical figure on the Project Plan.
- ☐ I wrote a question for each panelist.
- ☐ I wrote an answer to each question for all three guests.

Group Work

- ☐ I listened to the suggestions of my group members.
- ☐ I respectfully shared my ideas with my group members.

Presentation

- ☐ I spoke with expression and was loud enough for everyone to hear.
- ☐ I listened to others as they were reading and speaking their parts.
- ☐ I guessed who the “real” guest was in the other groups.





Student Book

The following pages contain an excerpt from the Nystrom Young Citizens **Grade 3** student book, *Inquire*.

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Atlas

Patriots' Handbook

Glossary

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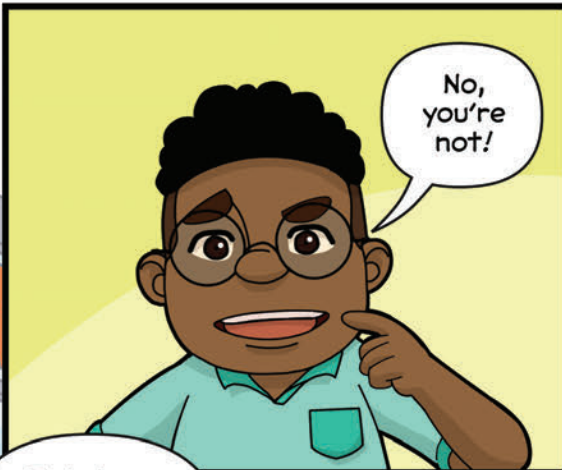
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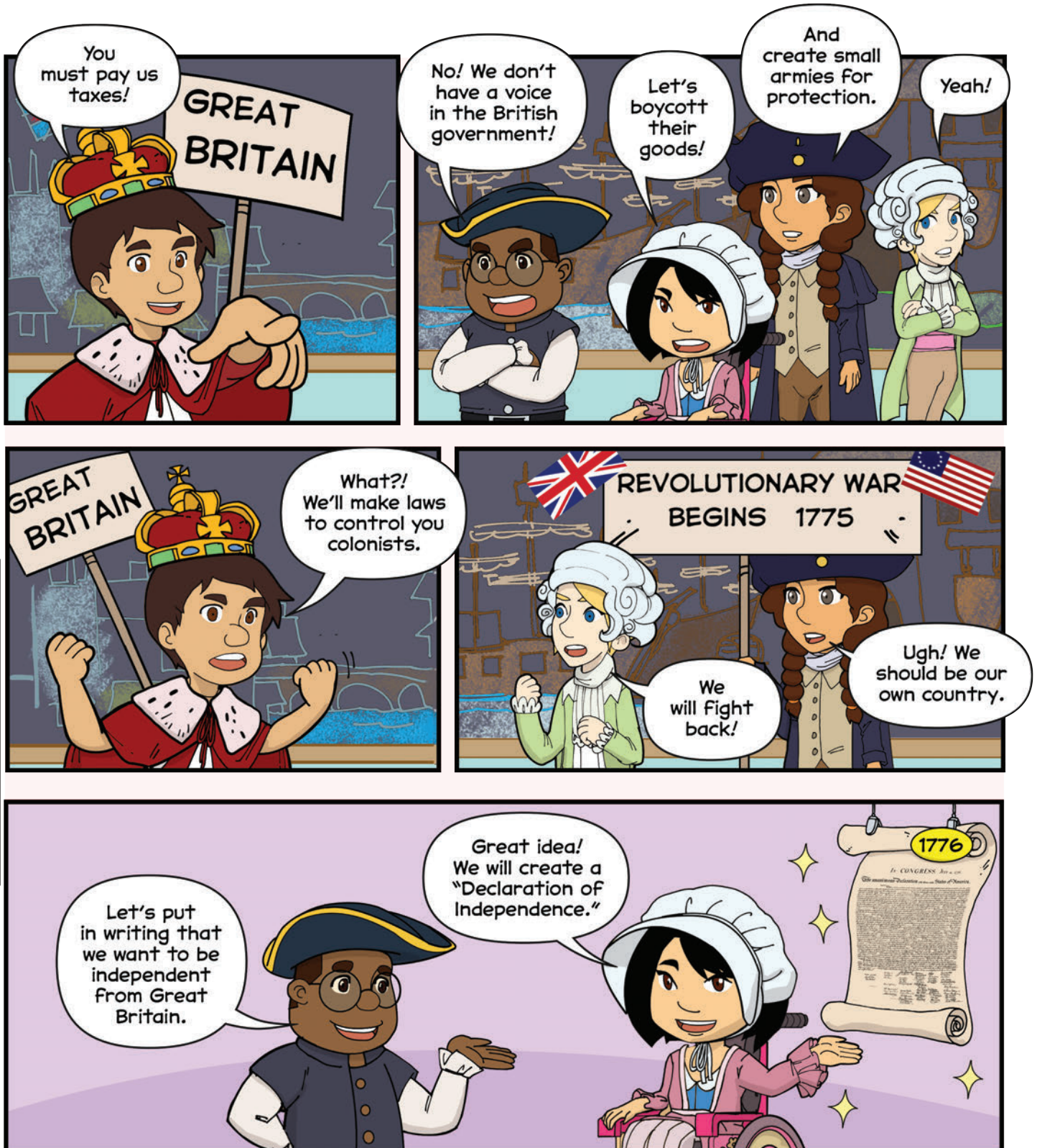




Chapter 5

How Did We Become the United States of Today?

Growth of the United States



Vocabulary

independent

boycott

Preamble

treaty

reservation

A How did the colonies become a nation?

By the 1760s, many colonists disagreed with British laws. They did not want to pay taxes to Great Britain because they did not have a voice in the British government. British officials demanded more and more taxes, and the colonists became angrier. In 1773, when British boats delivered tea to Boston, the colonists dumped the tea into the ocean rather than pay the tea tax. This protest is known as the Boston Tea Party. The British government punished the colonists by making stricter laws.

The colonists who were most angry wanted to become an **independent** country. Colonial governments sent a group of people to a meeting called the First Continental Congress. The group decided to **boycott** British goods. The group also told the colonies to form their own small armies for protection against the British.

independent

Not controlled by other people.

boycott

To refuse to buy or use something as a protest.

Great Britain taxed goods that colonists depended on.

1764



Sugar Act
New tax on molasses

1765



Stamp Act
New taxes on newspapers, dice, playing cards, legal documents

1767



Townshend Act
New taxes on imported paint, lead, glass, paper, tea

1773



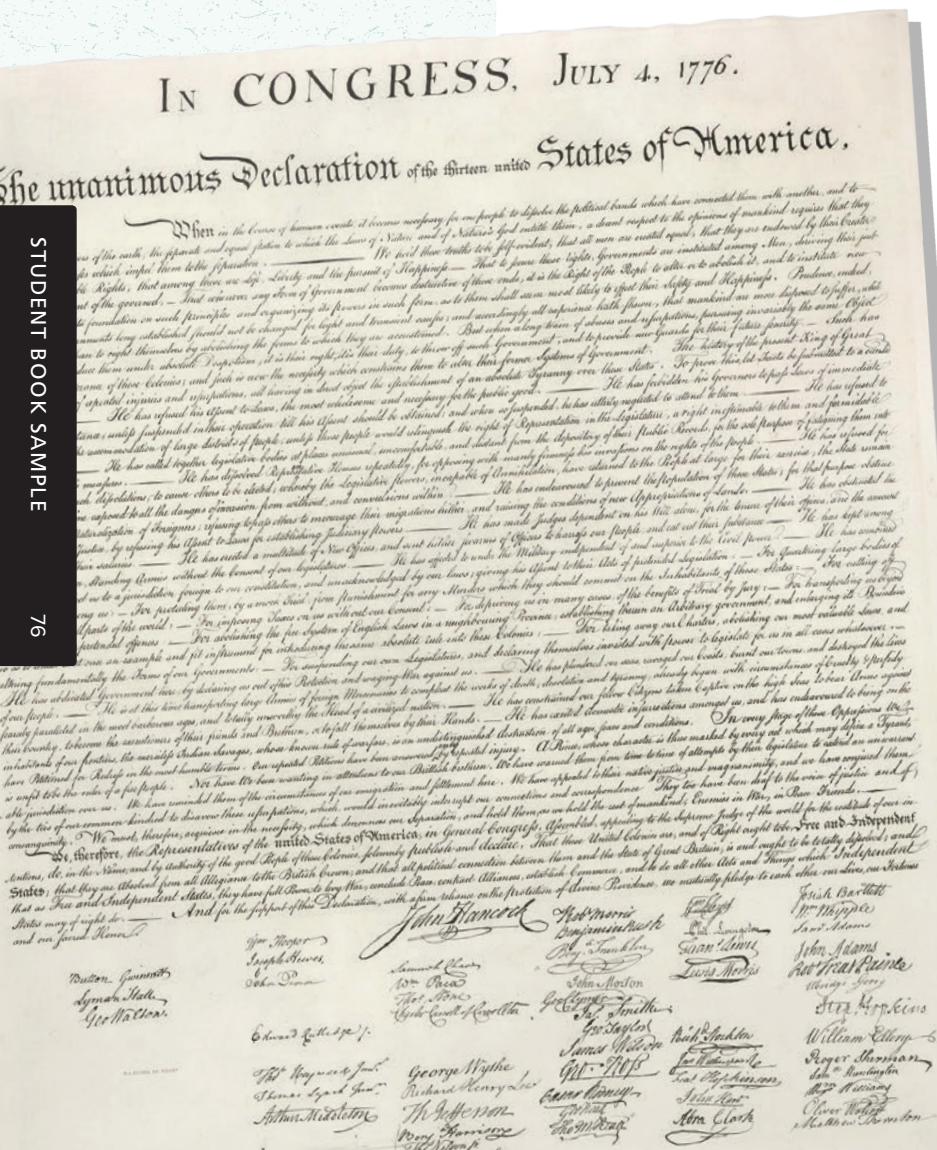
Tea Act
Gives British East India Company special advantages in selling tea to the colonies.

In 1775, war broke out when the British tried to arrest two important colonial leaders, Samuel Adams and John Hancock. After the war started, the colonies met again and formed a group called the Second Continental Congress. The group was in charge of the colonies during the war. On July 4, 1776, the group agreed to the Declaration of Independence, which said that the colonies were no longer part of Great Britain.

The colonies took a big risk by stating they were a separate country. Great Britain had a huge army and navy and would fight to keep its colonies.

But, independence meant freedom. It also would allow other countries, including France (Britain's enemy), to help the new nation. After eight years of war, the colonies were free. They called themselves the United States of America.

This is the Declaration of Independence. It said that the 13 colonies were independent and no longer controlled by the British.



STUDENT BOOK SAMPLE

The Declaration of Independence
was signed by 56 people.






B Reading the Preamble: Primary Source Analysis

In chapter 1, you learned to ask questions when looking at a primary source: first, “Who created this material?” then “When was it created?” Sometimes the document gives those answers, and sometimes extra research is needed. The next question—“What does it tell you?”—can be harder to answer, especially if the primary source uses old language or difficult words. When this happens, it’s time to “wreck the text.”

How to Wreck the Text

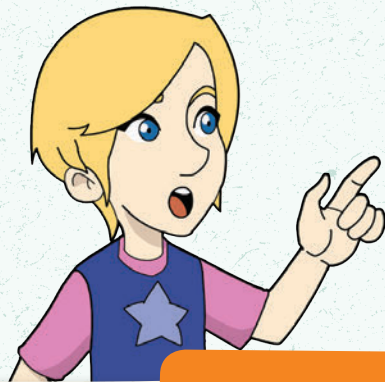
1. Underline words and word groups that you don’t understand.
2. Look up definitions for those words.
3. Rewrite the words you don’t know using ones you do know.
4. Reread the source with your new understanding.



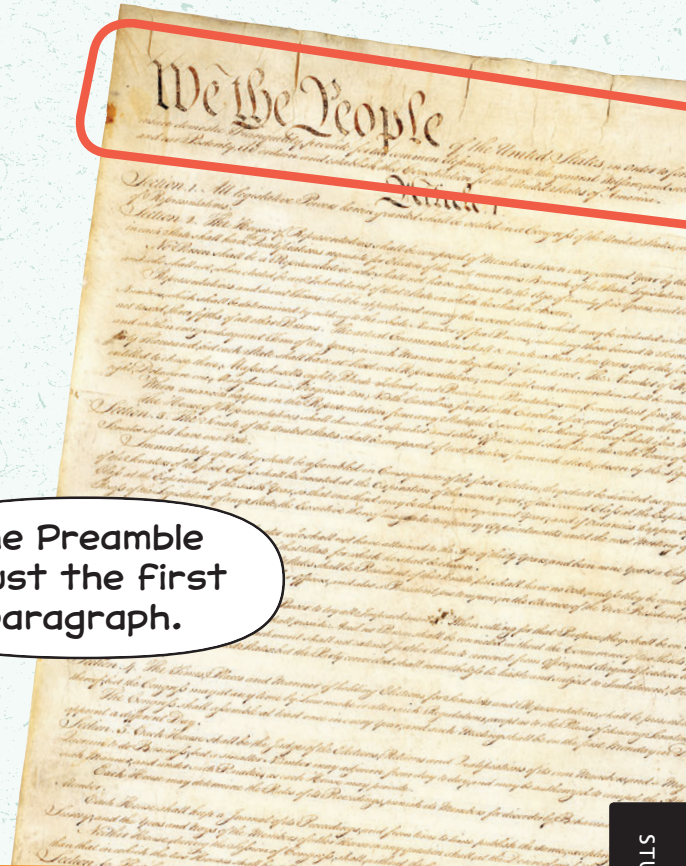
Rewriting the text makes it much easier to understand!

Background

In 1783, the American colonies defeated the British and became the United States. Four years later, in 1787, 12 states sent people to Philadelphia to write a new plan of government. They wrote the Constitution of the United States. It has guided our government for more than 230 years. The introduction to the Constitution is called the **Preamble**. It explains why the U.S. Constitution was written.



The Preamble is just the first paragraph.



Wreck the Preamble

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

build a more unified country

fairness under the law

peace at home

protection from enemies

health and happiness

freedom

children and grandchildren

officially order

treaty

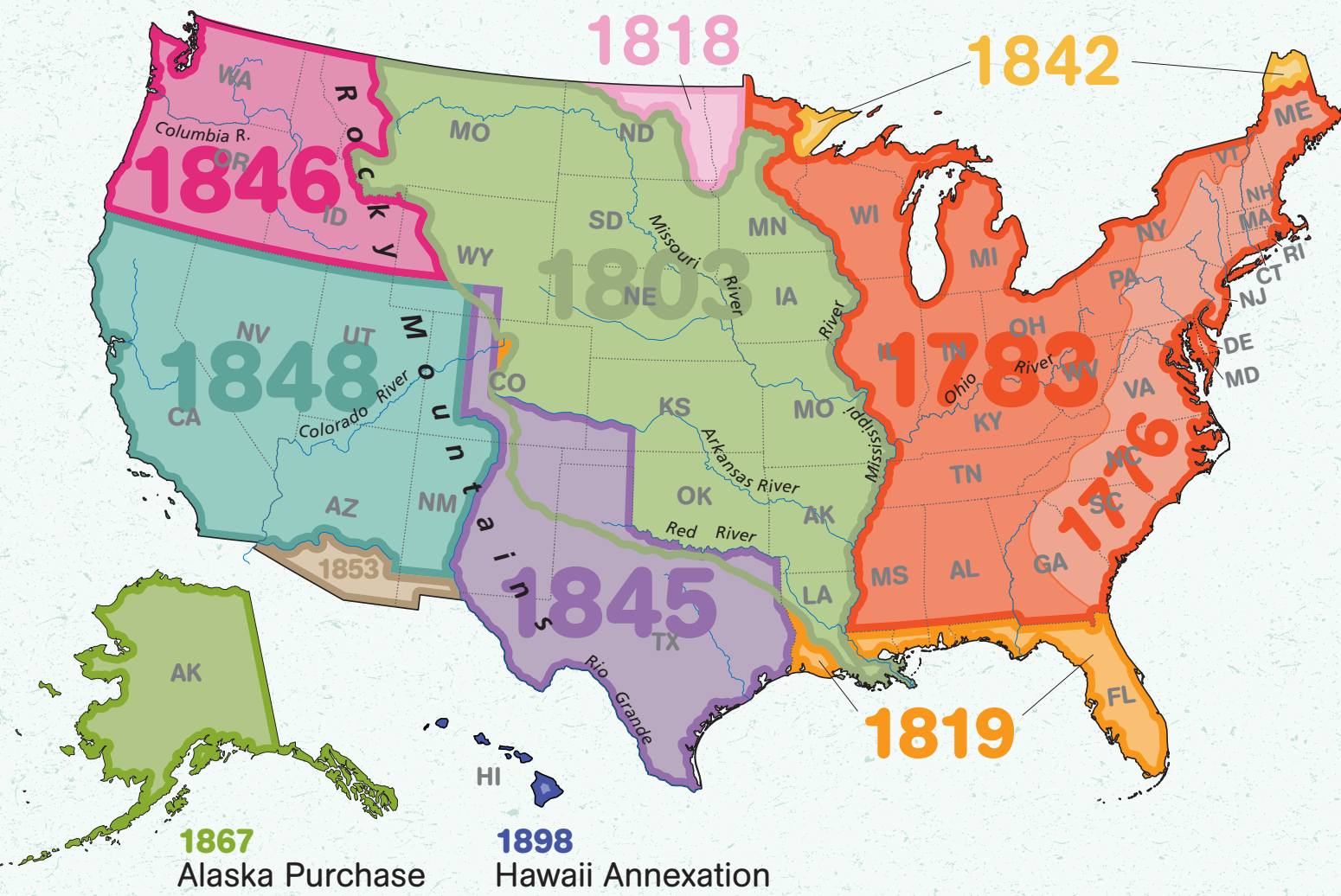
A formal agreement between two or more countries.

C How did the nation expand?

As more immigrants arrived on American shores, land in the east quickly became more crowded. Some had to rent land or work on land someone else owned. Many people wanted to go west and have land of their own. But other nations had already claimed a lot of that land, and American Indians already lived there.

In 1803, President Thomas Jefferson doubled the size of the country with the Louisiana Purchase. He bought the land from France, and it stretched from the Mississippi River to the Rocky Mountains. Over time, the federal government made **treaties** with other countries to add what are today Florida, Texas, Oregon, and Washington. The United States also fought a war with Mexico for California and the Southwest. This war ended with the Treaty of Guadalupe-Hidalgo. Settlers poured in to these lands.

The United States also made treaties with American Indian tribes. Unfortunately, the government broke most of these treaties to gain more land. American Indians who survived battles with the U.S. army had to move to **reservations**. This was land claimed by the U.S. government and set aside for native people to live on. Many American Indians live on these reservations today.



America paid France \$15 million for land between the Mississippi River and the Rocky Mountains. Can you believe that?



American Expansion

- Declaration of Independence
- Treaty of Paris
- Louisiana Purchase
- Convention of 1818
- Adams-Onis Treaty
- Webster-Ashburton Treaty
- Texas Annexation
- Oregon Treaty
- Treaty of Guadalupe-Hidalgo
- Gadsden Purchase

1845 Year territory was gained

Computer technology, like industrialization, continues to encourage growth. It also has changed where people work. More people are now able to work from their own homes instead of an office or factory.

The steam engine was invented in the 1700s. It could provide power for trains, ships, and factories.

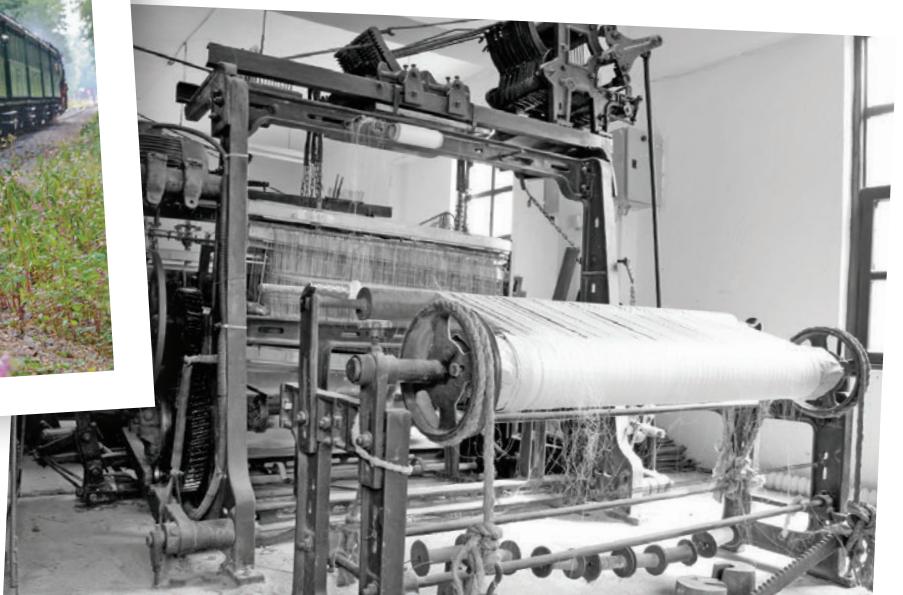
D How did the American economy develop?

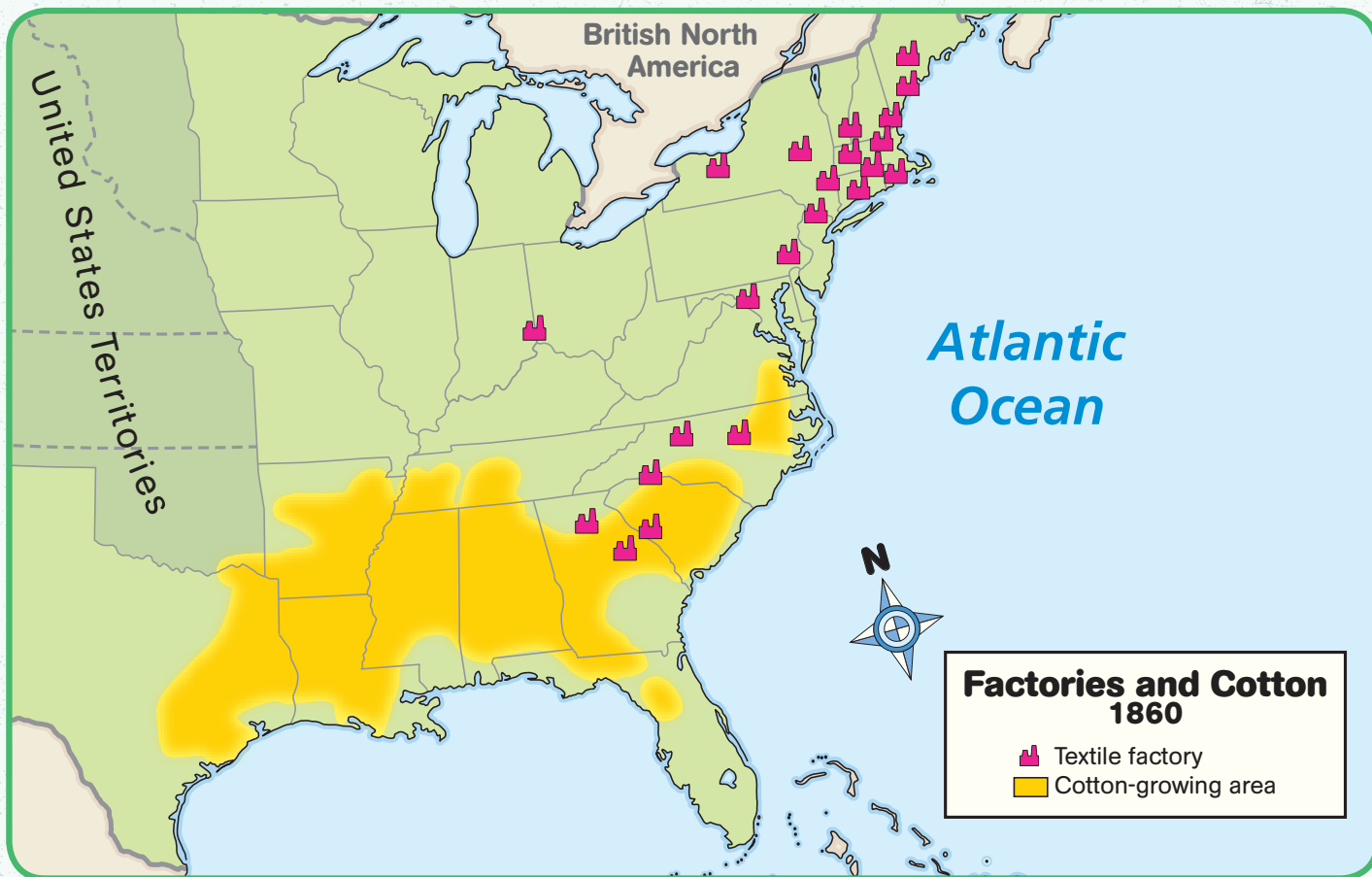
The growth of business played a key part in the development of the United States. In colonial times, people made goods by hand slowly and in small batches. When machines made it possible to make goods rapidly, factories were built and the economy grew. This process is called industrialization.

The machines for the new industries were located in factories. Instead of working at home, people needed to go to the factories to work. More people moved to cities, especially in the Northeast and later the Midwest, for these jobs.



The earliest American factories made cloth in the Northeast. Cotton from the South was brought by ship, later by railroad, to these water-powered factories.

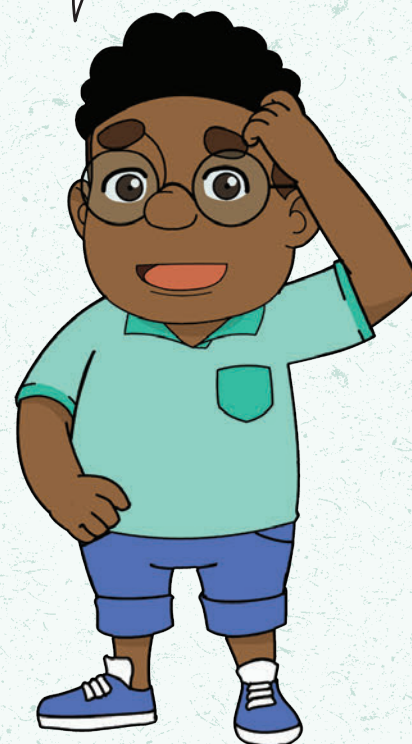




Some entrepreneurs became very successful in different industries. John D. Rockefeller led the oil industry, figuring out how to refine oil so it could be used in more ways. He became the richest man in America. Andrew Carnegie led the steel industry. The banking industry was led by J. P. Morgan.

Industry also led to many inventions that helped growth even more. Steamboats, railroads, and telegraphs changed transportation and communication by linking distant cities and states. Transportation continued to improve through the 20th century.

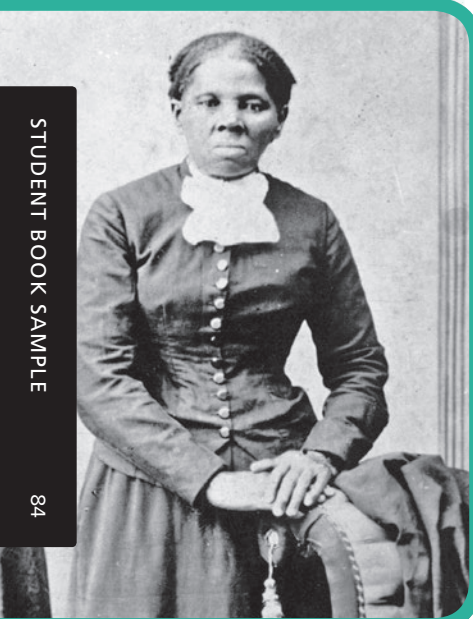
Why do you think the factories were so far away from the cotton-growing areas?





“Honesty is
the best policy.”

—Benjamin Franklin



“Every great
dream begins
with a dreamer.”

—Harriet Tubman

E Who are important people in America’s history?

Benjamin Franklin

Where would we be without libraries, hospitals, and firefighters? We have Benjamin Franklin to thank for starting America’s first library, hospital, and firefighting company in the 1700s.

Franklin was born in Boston, Massachusetts Bay Colony. His first jobs were as a printer and writer. He published *Poor Richard’s Almanac*, a yearly book of interesting facts, predictions, and sayings. He was also a scientist and inventor.

Perhaps Franklin is best known as one of the founders of America. He helped write the Declaration of Independence. He was the only person who signed the Declaration of Independence, the Treaty of Paris (which ended the American Revolution), and the Constitution.

Harriet Tubman

Harriet Tubman was born into slavery in Maryland. She escaped from slavery as an adult. Returning to the South many times, she helped more than 300 people escape slavery.

After slavery was made illegal, Tubman began speaking out for women’s right to vote.

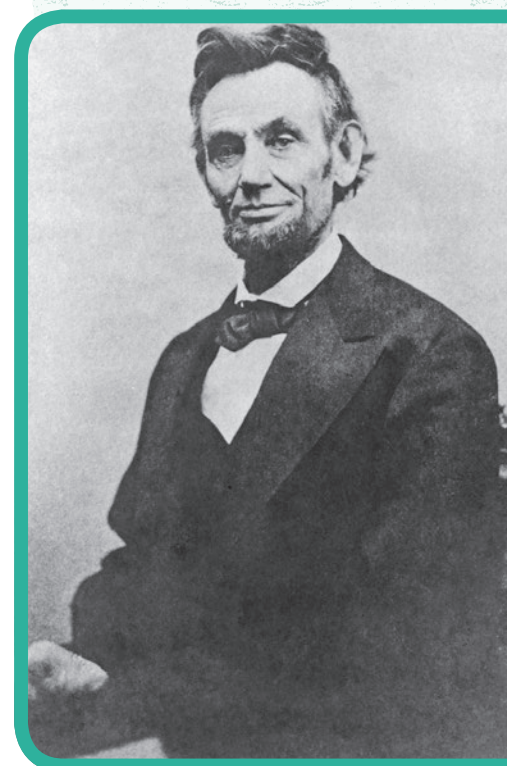
In the years before her death, she built a home for poor, elderly African Americans.

Abraham Lincoln

Abraham Lincoln was the 16th president of the United States. He was president during the Civil War, a very difficult time when the country was divided, and Americans fought each other. He helped keep the country together.

Born in Kentucky to a poor family, Lincoln learned to read, write, and work hard. He worked as a lawyer and served as an Illinois lawmaker before becoming president.

As president, Lincoln's most important act was signing the Emancipation Proclamation. This document was a very important step toward making slavery illegal in the United States.



**“Those who
deny freedom
to others,
deserve it not
for themselves.”**

—Abraham Lincoln



Lesson 2 Summary

Many colonists disagreed with British rules. This led to a boycott of British goods. They later declared independence, starting the quick growth of a new country. You can see that the United States grew in land size and in the economy. Entrepreneurs created successful businesses in industries like oil, steel, banking, and railroads. Important people, such as Harriet Tubman and Abraham Lincoln, made America a freer place for all people.

North America



A This ancient pyramid is in **Mexico**.



B People play music on the streets in **Cuba**.



C A group of bears fish for salmon in **Alaska**.

South America



A These mountains in **Argentina** are naturally colored.



B This lake in **Ecuador** was formed after a volcano erupted.



C People sell fruits and vegetables at a market in **Guyana**.

Federal Holidays

Federal holidays are special days for celebration and remembering.

Labor Day

First Monday in September

Labor Day celebrates American workers. It came out of protests by workers for better pay and working conditions. In 1882, workers' unions organized the first Labor Day parade in New York City. In 1894, it became an official holiday.



Columbus Day

Second Monday in October

Columbus Day marks the European arrival in the Americas by Christopher Columbus on October 12, 1492. Some states and cities call this holiday Indigenous Peoples' Day to honor American Indians.



Veterans Day

November 11

Veterans Day remembers all the people who served in the U.S. Armed Forces. It started as Armistice Day to celebrate the day the First World War ended, in 1918. It was later renamed Veterans Day to honor all American veterans.



Thanksgiving

Fourth Thursday in November

Thanksgiving encourages people to be grateful for the good things in their lives. It takes place in November to mark the harvest and is traced to a feast in Massachusetts in 1621. It became an official holiday in 1863 under President Abraham Lincoln.



Christmas

December 25

Christmas is a celebration of family and giving. Christians celebrate Jesus Christ's birthday on December 25.

New Year's Day

January 1

New Year's Day is celebrated for new beginnings. January 1 is the first day of a new calendar year. It became a holiday in 1870.



Martin Luther King Jr. Day

Third Monday in January

Martin Luther King Jr. Day remembers Dr. King and the struggle for equal rights in the United States. It became a holiday in 1986, which makes it the newest federal holiday.

Glossary

A

absolute location (ab-suh-loot loh-kay-shuhn)

a fixed place, like an address.

acronym (ak-ruh-nim)

a word made using the first letters of the words in a phrase.

adobe (uh-doh-bee)

mud-brick mixed with straw and used to make homes in the American Southwest.

agriculture (ag-ri-kuhl-chur)

farming.



alpine

alpaca (ahl-pahk-uh)

a South American animal related to the camel that produces wool.

alpine (al-pine)

something relating to or a part of high mountains.

ancestor (an-ses-tur)

a member of your family who lived long ago.



ancestor

apartheid (uh-pahr-tayd)

a series of laws separating people of different races, specifically in South Africa.

appeal (uh-peel)

to ask a higher court to review a case.

aquifer (ak-wuh-fuhr)

water in underground spaces.



Arctic

archaeologist (ahr-kee-ah-luh-jist)

a scientist who studies ancient people and places.

Arctic (ahrk-tik)

the extremely cold region around the North Pole.

arid (ar-id)

extremely dry.

B



basin

barter (bahr-tur)

to do business by trading goods or services instead of exchanging money.

basin (bay-suhn)

a large area of earth that is lower in the middle and higher on the edges.

bog (bahg)

a swamp or soft, wet land.

boldface (bohld-fase)

a kind of type that makes words thicker.

boycott (boi-kaht)

to refuse to buy something as a protest.

budget (buhj-it)

a plan for how to use money.



bull

bull (bul)

a term used to identify a male for many animals, including cows, moose, crocodiles, whales, and giraffes.



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