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Primary Source Readers: Content and Literacy in Social Studies—Grade 1

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (2 pages)

How to Use This Product (5 pages)

Lesson Plan (10 pages)

Document-Based Assessment (1 page)

Reader (13 pages)

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PRIMARY SOURCE READERS

Content and Literacy **in Social Studies**

Grade 1

Teacher's Guide



Teacher Created Materials
PUBLISHING

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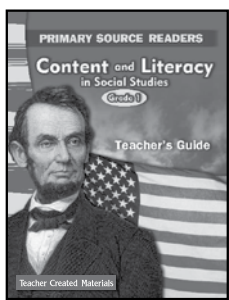
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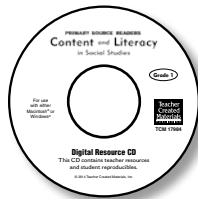
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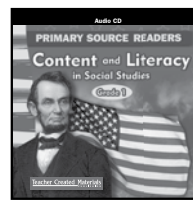
6 copies each of 16 paired books connected by a similar theme



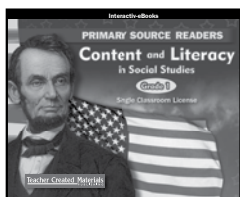
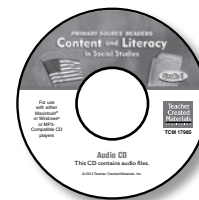
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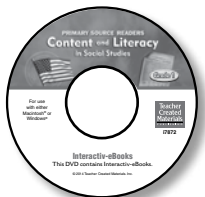
Digital Resource CD



Audio CD



Interactiv-eBook DVD



How to Use This Product (cont.)

Unit Organization

The heart of each unit is a set of paired books that are connected by a common theme. One book features a higher reading level and the other book features a lower reading level. Each unit includes a comprehensive lesson plan for each book.

Overview Page

Learning Objectives

- describe the connection between images in the text by identifying whether the image represents the past or present,
- use small information from personal experience to create advertisements that promote their towns,
- complete a Venn diagram to show the changes in community life over time.

Standards

- CCSS Reading:** Describe the connections between two images, or a picture and a piece of related text.
- CCSS Writing:** With guidance and support from adults, recall information from experiences or gather information from print and digital sources to answer a question.
- Content:** Understand changes in community life over time.
- Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Materials

- copies of Town books
- copies of student reproducible (page 44)
- Community Photo Project
- copies of the Student Letter Template (letter.pdf) (optional)
- examples of travel advertisements
- drawing paper, coloring supplies, scissors, glue sticks, chart paper, sticky notes (in two different colors)

Timeline for the Lesson

Day	Task	Summary of Student Learning Activities
Day 1	Before Reading (page 40)	Learn to read in the text as part of a process.
Day 2	During Reading (page 41)	Identify one difference between towns in the past and present and create ads for their towns.
Day 3	After Reading (page 42)	Compare and contrast towns in the past and present.
Day 4	Primary Source Activity (page 43)	Use words and sound words to write a poem about a town.
Day 5	Activities from the Book (pages 20 and 24 in the book)	Get on a 30-second timer with their partners. Plan (pages 20 and 24 in the book).

Theme

Learning objectives

Standards

Materials list

Preview of student reproducible

Suggested timeline for lesson

Primary Source Activity Page

Primary Source Activity

Historical Background

A man named Frederick Law Olmsted saw the need for green spaces in America's urban landscapes. In 1857, Olmsted designed New York City's Central Park. He went on to design hundreds of other parks, college campuses, and planned communities around the country.

About the Primary Source

The image shows a park that could be found in almost any town in America today. Parks are an important place where people can relax in nature, play sports, and have picnics. They provide a break from the pressures of daily life.

Teaching Suggestions

- Display the electronic file Community Park. A copy of the primary source is provided on the Digital Resource CD (page 43).
- Ask students the discussion questions below.
 - What do you see in this picture?
 - Where do you think this picture was taken?
 - What can people do here?
- Review the historical background information with students. Make a T-chart on the board or chart paper. Ask students to help you list things they might do at the park in the photo, such as slide, run, jump, swing, or chase. List these in the left column. Explain that these action words are called verbs. Label the column Verbs.
- Ask students to think about the sounds that might accompany the actions they listed, such as whoosh, zip, swoosh, thud, or swirl. List these in the right column. Label this column Onomatopoeia or Sound Words. Explain that either use onomatopoeia, or sound words, to bring sounds to life for their students.
- Distribute copies of the Community Park activity sheet (page 47) and coloring pages to students. Read the directions. Model an onomatopoeia poem in the format shown on the activity sheet. You may wish to complete a class poem as a shared writing activity as well. Have students write onomatopoeia poems on their own. Explain that their action words and sound words from the class T-chart.

Social studies strand

Historical background information for the teacher

About the primary source

Activity using the primary source

Before Reading

During Reading

After Reading

Vocabulary word bank

Introductory activity

Bolded differentiation suggestions

Before Reading

Read Skills

- identify
- compare
- contrast
- analyze
- synthesize
- evaluate

Learning Objectives

- Identify the meaning of the words in the text as part of a process.
- Identify one difference between towns in the past and present and create ads for their towns.

During Reading

Reading Strategy

Use the words in the text as part of a process. Identify the meaning of the words in the text as part of a process. Use the words in the text as part of a process. Identify the meaning of the words in the text as part of a process.

After Reading

Assessments

Use the words in the text as part of a process. Identify the meaning of the words in the text as part of a process. Use the words in the text as part of a process. Identify the meaning of the words in the text as part of a process.

Assessments

Activities from the book

Student Reproducibles and Quiz

What Did You Learn?

Vocab Drawings

My Flag

Friendship Pledge

I Pledge Allegiance to the Flag Quiz

Clear directions

Wide write-on lines

Multiple-choice quiz

How to Use This Product *(cont.)*

Social Studies Strands

The books and lessons in this kit cover the four strands of social studies. The icons in the lessons and on the back of the books denote each strand.



Reading Groups

Reading groups can easily be integrated into this program. At the beginning of the year, look through the Table of Contents (pages 3–4) and the Book Summaries (pages 29–31) to determine which of the paired books you would like to use with your students. For example, you may choose the Money theme, featuring two books: *Earning Money* and *Jobs Around Town*.

Once you decide which paired books you want to use with your students, you need to group them according to their reading levels. You have six copies of each book. So, if you have 30 students, you could have five reading groups. About 12 students could be in two different reading groups to read the below-grade-level book (*Jobs Around Town*). Twelve more students could be in two different reading groups to read the on-grade-level book (*Earning Money*).

The other six students would be your highest-level students. They should still participate in any whole-class discussions or activities, but they will not be meeting with you in the typical way. You would probably want to meet with them on the first day. Then, you could meet with them every other day after that. The goal is for them to study the same social studies content but complete a reading activity that is more advanced for their special learning needs. If they are already reading above grade level, they do not need the same type of reading practice as the other students.

Whole-Class Discussions

The information in the paired books is similar. However, the vocabulary and sentence structure differ depending on the reading level of the book. This way, students who read either book can be pulled back into a classroom discussion about the same general social studies content. By dividing the students and having them read different books, you will have a more interactive class discussion in which every student has something interesting to share with the class. Your below-grade-level students will have knowledge to bring to the table that the on- or above-grade-level students will not have.



How to Use This Product *(cont.)*

Support for Social Studies

It is possible that not all of the topics will fit your social studies needs. Keep in mind that you do not need to read these books consecutively. You can spread out the books and use them throughout the year. You might choose to use them at the beginning of each corresponding unit of study. So, as you begin your study of early American history, use your reading time that week to have students read either *Happy Fourth of July!* or *I Pledge Allegiance to the Flag*. This way, students will become interested in the time period through multiple sources of information. The activities are interesting, and students will be excited to learn more about the events, places, and people that they meet in the books.

Support for Reading

Each book's lesson plan has a three-part framework of the reading process to facilitate social studies learning. Reading is divided into three comprehension-building steps: before reading, during reading, and after reading. Before reading, teachers can set the stage for learning by generating interest in the topic and activating prior knowledge. During reading, students monitor their comprehension of the text, clarify the purpose for reading, visualize the information, and make connections. After reading, students build connections with the information that they have read, enabling them to deepen their understanding and reflect on what they have learned.

Support for Writing

Each pair of books has a writing objective as well as reading and social studies objectives. There is usually a writing activity for students to complete before reading the book. Many of these activities are done in pairs or small groups. This way, students collaborate to put their thoughts into written form. After students read the books, they complete writing assignments that are creative and fun. Students may be asked to write letters, draft newspaper articles, or create descriptions of important characters from history. Writing, reading, and social studies content are all interwoven throughout every lesson in *Primary Source Readers*.

Support for Vocabulary

Social studies teachers have an enormous task before them: they must teach a large number of complex and wholly unfamiliar concepts to students that involve many unfamiliar vocabulary words. The first step in improving students' reading comprehension skills in social studies is to develop their academic or domain-specific vocabularies. The lesson plans in *Primary Source Readers* provide opportunities for students to be introduced to, interact with, and use key vocabulary and concept words. Students are invited to build on their previous understandings of words to learn new meanings and nuances, to connect words to greater concepts, to associate words with other related words, to categorize words in unique and useful ways, and to enjoy using language creatively to express themselves and their ideas.

How to Use This Product *(cont.)*

Assessment

Assessment is an important part of this unit of study. The *Primary Source Readers* series offers multiple assessment opportunities. You can gain insight into students' learning through multiple-choice quizzes, small-group observations, analysis of written assignments, a unit assessment, and a culminating activity. These formal and informal assessments provide you with the data needed to make informed decisions about what to teach and how to teach it. This is the best way for you to know who is struggling with various concepts and how to address the difficulties that students are experiencing with the curriculum.

Multiple-Choice Quizzes—At the end of each book's lesson in this Teacher's Guide is a short quiz with four multiple-choice questions. These short assessments may be used as open-book evaluations or as review quizzes in which students read and study the content prior to taking the quiz. Additionally, the quizzes may be used as a more formal assessment to provide evidence of learning.

Document-Based Assessments—Each assessment includes a primary source document and two questions. These questions help students develop and strengthen critical thinking skills.

Culminating Activity—The culminating activity allows students to apply what they have learned throughout the units in an engaging and interactive way. Students use what they have learned to create new ideas in a real-life context.

Formative Assessments—There are several points throughout each lesson where useful evaluations can be made. These evaluations can be made based on group, paired, and individual discussions and activities.

Multiple-Choice Quizzes

Name: _____ Date: _____

Who Makes the Rules? Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

<p>1. Why do we have rules?</p> <p><input type="radio"/> A to make us mad</p> <p><input type="radio"/> B to protect us</p> <p><input type="radio"/> C to be unfair</p> <p><input type="radio"/> D to keep us from having fun</p>	<p>2. Who makes the school rules?</p> <p><input type="radio"/> A police</p> <p><input type="radio"/> B parents</p> <p><input type="radio"/> C the principal</p> <p><input type="radio"/> D Congress</p>
<p>3. What are the rules for our country called?</p> <p><input type="radio"/> A consequences</p> <p><input type="radio"/> B Congress</p> <p><input type="radio"/> C laws</p> <p><input type="radio"/> D judges</p>	<p>4. Read the sentence below. Choose the best word to fill in the blank. The group of people who make the laws for the United States is called _____.</p> <p><input type="radio"/> A amendments</p> <p><input type="radio"/> B Congress</p> <p><input type="radio"/> C principal</p> <p><input type="radio"/> D City Council</p>

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Name: _____ Date: _____

Respect the Rules! Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

<p>1. What are rules?</p> <p><input type="radio"/> A a consequence</p> <p><input type="radio"/> B a game you play</p> <p><input type="radio"/> C things that tell what you may or may not do</p> <p><input type="radio"/> D a tool to measure with</p>	<p>2. Why do we have rules?</p> <p><input type="radio"/> A to start fights</p> <p><input type="radio"/> B to keep us safe and help us work together</p> <p><input type="radio"/> C to make kids mad</p> <p><input type="radio"/> D just for fun</p>
<p>3. What are the rules for a country called?</p> <p><input type="radio"/> A laws</p> <p><input type="radio"/> B government</p> <p><input type="radio"/> C unfair</p> <p><input type="radio"/> D Golden Rule</p>	<p>4. Read the sentence below. Choose the best word to fill in the blank. The _____ says to treat others the way you want to be treated.</p> <p><input type="radio"/> A Red Rule</p> <p><input type="radio"/> B Golden Rule</p> <p><input type="radio"/> C Bill of Rights</p> <p><input type="radio"/> D Pledge of Allegiance</p>


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Document-Based Assessments

Name: _____ Date: _____

Happy Birthday!

Directions: Answer the questions about the photo.




1. What is on the table?
2. What is this family doing?

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Name: _____ Date: _____

Time to Celebrate!

Directions: Answer the questions about the photo.



1. On what day do you think this photo was taken?
2. Why are the children carrying American flags?

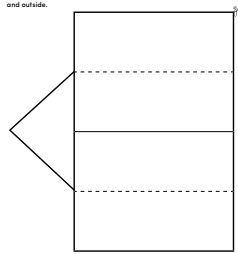
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Culminating Activity

Name: _____ Date: _____

Our House

Directions: Cut out the house. Fold on the dotted lines so you can open and close the front of the house. Draw a family in the house. Show them enjoying a family tradition. Color the house inside and outside.



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Name: _____ Date: _____

Town Rules

Directions: Your group will make rules for the school, park, pool, or roads. Your teacher will choose for you. Write rules for the place you were assigned. Then, on a separate sheet of paper, draw safety signs for your group's place.

Rule 1

Rule 2

Rule 3

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Happy Fourth of July!



Learning Objectives

Students will:

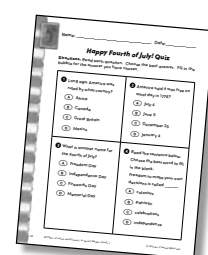
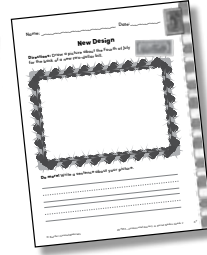
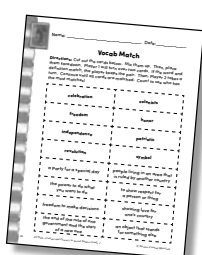
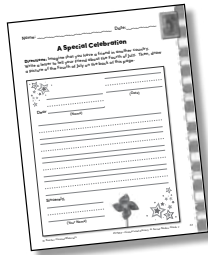
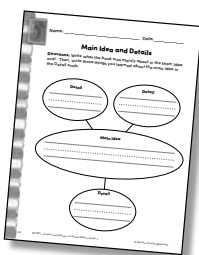
- ▶ identify the main idea and retell key details about a book.
- ▶ write an informative friendly letter to explain the Fourth of July.
- ▶ understand why the Fourth of July is celebrated and how Americans celebrate it today.

Standards

- ▶ **CCSS Reading:** Identify the main topic and retell key details of a text.
- ▶ **CCSS Writing:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- ▶ **Content:** Understand the reasons that Americans celebrate certain national holidays.
- ▶ **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Materials

- ◆ *Happy Fourth of July!* books
- ◆ copies of student reproducibles (pages 64–68)
- ◆ *Two-Dollar Bill* primary source (bill.jpg)
- ◆ picnic basket or beach bag with common Fourth of July items
- ◆ chart paper
- ◆ scissors, yarn, hole punch
- ◆ paper plates
- ◆ index cards
- ◆ coloring supplies



Timeline for the Lesson

	Task	Summary of Student Learning Activities
Day 1	Before Reading (page 60)	Take a picture walk to predict the main idea of the book.
Day 2	During Reading (page 61)	Identify the main idea of the book and three key details and write a letter about the Fourth of July.
Day 3	After Reading (page 62)	Create firework mobiles to share what they learned about the holiday.
Day 4	Primary Source Activity (page 63)	Create a new design for the two-dollar bill.
Day 5	Activities from the Book (pages 20 and 24 in the books)	Sing Yankee Doodle and write about their own Fourth of July celebrations.

Happy Fourth of July! *(cont.)*

Vocabulary Word Bank

- ▶ celebration
- ▶ colonists
- ▶ freedom
- ▶ honor
- ▶ independence
- ▶ patriotic
- ▶ revolution
- ▶ symbol

Before Reading

1. Introductory Activity—Fill a picnic basket or beach bag with items that are found at modern-day Fourth of July celebrations. You might include items such as a small American flag, hot dogs, lemonade, and a baseball.

- ▶ Display the picnic basket or beach bag for students to see. Excitedly tell students that you are getting ready to celebrate a special holiday. Remove items from the basket or bag one at a time and display them on the table. Name each item and tell students what you plan to do with it. For example, you might say: “Here are hot dogs. We will grill these!”
- ▶ Invite students to guess the holiday. Confirm that you were pretending to prepare for the Fourth of July, which is also called Independence Day.
- ▶ Invite students to share their own Fourth of July memories.

2. Vocabulary Activity—Display the vocabulary words for students to read. Have students echo-read the words after you. Discuss each word’s meaning and show word-related pictures from the book. Work as a class to orally complete cloze sentences that use the vocabulary words. Remind students that you do not expect them to know all of the words yet.

3. Prereading Activity—Write the words *Main Idea* on the board or chart paper. Explain that the main idea of a book is what the book is about. Explain that the main idea is usually stated at the beginning of a book.

- ▶ Distribute the *Happy Fourth of July!* books to students. Group students for a picture walk.
- ▶ Point out to students that some pictures are from long ago and some are from today.
- ▶ Have students predict the book’s main idea. Record their responses on the board or chart paper.

Happy Fourth of July! *(cont.)*



During Reading

- 1. Reading Activity**—Read the *Happy Fourth of July!* book aloud as students follow along. Pause at the end of each section. Refer to the list of students' ideas about the main topic and discuss which predictions best fit what you have read.
- ▶ You may choose to conduct this first reading of the book using the Interactiv-eBook (optional). It contains activities, videos, audio, and tools to add an interactive approach to teaching social studies.
 - ▶ For the second reading of the book, divide the class into pairs. Distribute copies of the *Main Idea and Details* activity sheet (page 64) to students. Read the directions aloud.
 - ▶ Allow time for students to read the book aloud with their partners. As students read, have them complete their activity sheets.
 - ▶ For **below-level learners** and **English language learners**, you may choose to play the Audio CD as students follow along to serve as a model of fluent reading. This may be done in small groups or at listening stations.
 - ▶ Ask volunteers to share their responses with the class.

- 2. Writing Activity**—Ask students to imagine that they are writing a letter to someone in another country. They must explain the Fourth of July to this person.
- ▶ Distribute copies of the *A Special Celebration* activity sheet (page 65) to students. Read the directions aloud. Encourage students to use the information they recorded on the *Main Idea and Details* activity sheet. Letters should include why it is celebrated.
 - ▶ It might be helpful to write a sample letter as a shared writing activity first. Then, have students write their own friendly letters on the activity sheet.
 - ▶ Display the letters on a class bulletin board.

Happy Fourth of July! *(cont.)*

After Reading

1. Vocabulary Activity—Divide the class into pairs. Distribute one copy of the *Vocab Match* activity sheet (page 66) and scissors to each pair. Read the directions aloud.

- ▶ Have students cut out the game cards. Have students mix the cards and turn them facedown. Explain that the goal of the game is to match words with the correct definitions.
- ▶ To provide reading support, pair **English language learners** and **below-level learners** with strong readers for this game.

2. Reading Activity—Tell students that they will make firework mobiles to summarize what they learned about the Fourth of July.

- ▶ Prior to the lesson, punch one hole in the top and three holes along the bottom of a paper plate for each student. Punch a hole in the center of the top and bottom of index cards. Each student will need six index cards.
- ▶ Distribute the index cards to students. Instruct them to choose three vocabulary words that are important to the holiday and write them on the cards. On the three remaining cards, have students draw pictures that show key details about the Fourth of July.

- ▶ Distribute the paper plates to students. Have them draw fireworks on their plates with coloring supplies.
- ▶ Use yarn to hang three cards from the bottom of the paper plates. Hang the remaining three cards from the bottom of the other cards. String yarn through the top hole in the plate and hang the mobiles from the ceiling.

3. Assessment—A short posttest, *Happy Fourth of July! Quiz* (page 68), is provided to assess student learning from the book. A document-based assessment is also provided on page 201. Additionally, the Interactiv-eBook activities may also be used as a form of assessment.

Activities from the Book

- ▶ **Sing It! Activity**—Read the Sing It! prompt aloud from page 20 of the book. Have students practice singing *Yankee Doodle*.
- ▶ **Your Turn! Activity**—Read the Your Turn! activity aloud from page 24 of the book. Ask students to write about how they like to celebrate Independence Day.



Happy Fourth of July! (cont.)

Primary Source Activity

Historical Background

The scene on the back of the two-dollar bill shows the drafting committee presenting the Declaration of Independence to the Second Continental Congress. This event took place on June 28, 1776. John Adams, Roger Sherman, Robert R. Livingston, Thomas Jefferson, and Benjamin Franklin are shown presenting the document to the seated John Hancock, who was the president of the Continental Congress. The public was told about the *Declaration of Independence* on July 4, 1776.

About the Primary Source

The image on the back of the two-dollar bill comes from a painting by John Trumbull. The original 12-foot-by-18-foot oil painting is called *Declaration of Independence*. It was painted in 1817 and placed in the Capitol in 1826.



Teaching Suggestions

1. Display the electronic file *Two-Dollar Bill*. A copy of the primary source is provided on the Digital Resource CD (bill.jpg).
2. Ask students to carefully examine and describe the artwork on the back of the two-dollar bill. Then, ask students the discussion questions below.
 - ▶ Do you recognize any of the men in the picture?
 - ▶ What do you think is happening in this picture?
 - ▶ Why do you think this image is on the two-dollar bill?
3. Review the historical background information with students.
4. Next, have students imagine that they have been asked to redesign the back of the two-dollar bill. Pretend the government wants to update the bill with artwork that celebrates the Fourth of July today.
5. Distribute copies of the *New Design* activity sheet (page 67) and coloring supplies to students. Have students draw their ideas for the redesigned two-dollar bill. Ask them to write a sentence explaining their design.
6. Invite students to share their designs and sentences with the class. Display the finished activity sheets in the classroom.



Name: _____ Date: _____

Main Idea and Details

Directions: Write what the book was mainly about in the Main Idea oval. Then, write three things you learned about the main idea in the Detail ovals.

Detail

Detail

Main Idea

Detail



Name: _____ Date: _____

A Special Celebration

Directions: Imagine that you have a friend in another country. Write a letter to tell your friend about the Fourth of July. Then, draw a picture of the Fourth of July on the back of this page.



_____ (Date)

Dear _____,

(Name)

Sincerely,

_____ (Your Name)







Name: _____ Date: _____

Vocab Match

Directions: Cut out the cards below. Mix them up. Then, place them facedown. Player 1 will turn over two cards. If the word and definition match, the player keeps the pair. Then, Player 2 takes a turn. Continue until all cards are matched. Count to see who has the most matches!

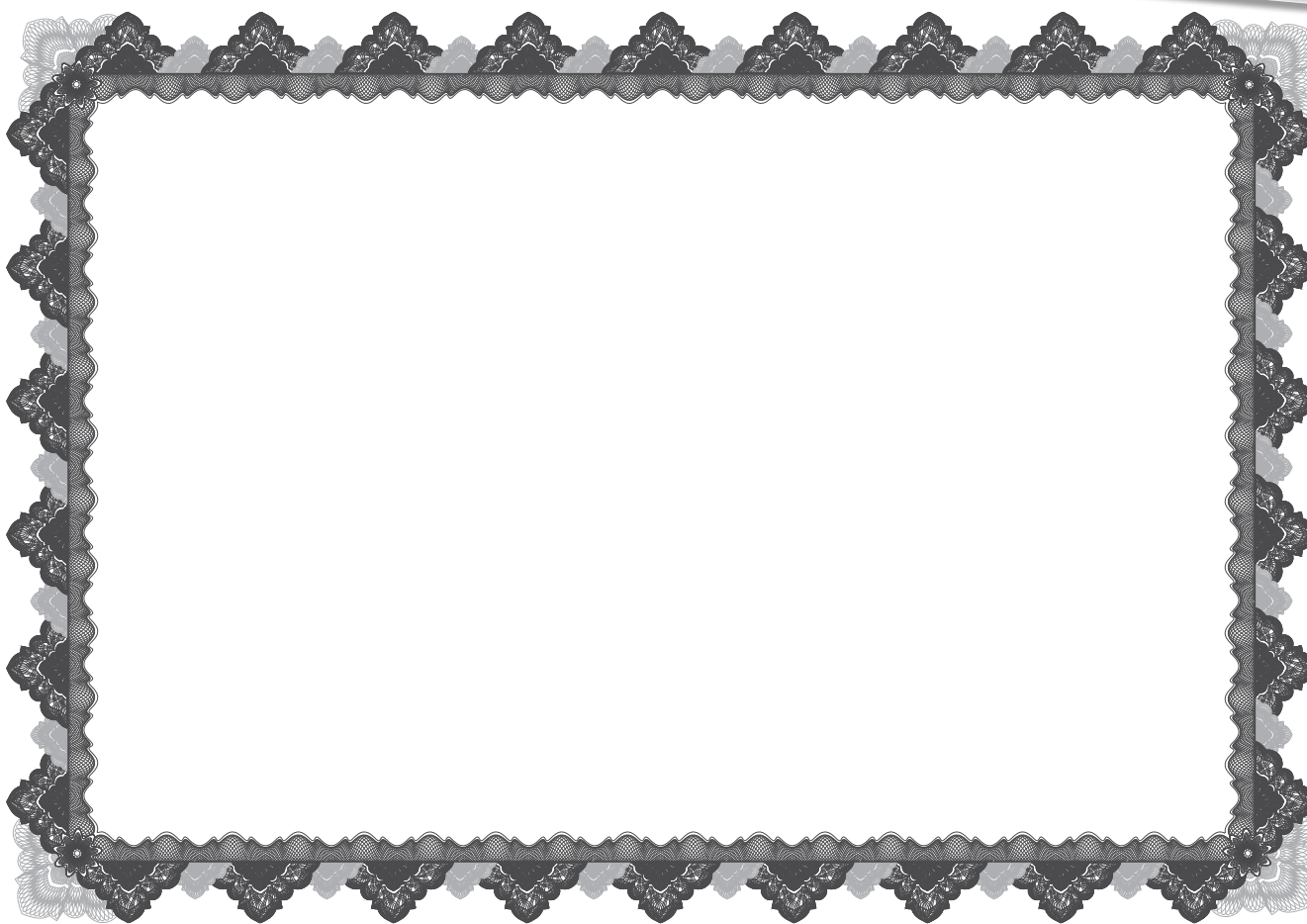
celebration	colonists
freedom	honor
independence	patriotic
revolution	symbol
a party for a special day	people living in an area that is ruled by another country
the power to do what you want to do	to show respect for a person or thing
freedom to make decisions	showing love for one's country
the end of the rule of one government and the start of a new one	an object that stands for something else

Name: _____ Date: _____



New Design

Directions: Draw a picture about the Fourth of July for the back of a new two-dollar bill.



Do more! Write a sentence about your picture.



Name: _____ Date: _____

Happy Fourth of July! Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1 Long ago, America was ruled by what country?

- (A) Africa
- (B) Canada
- (C) Great Britain
- (D) Mexico

2 America said it was free on what day in 1776?

- (A) July 4
- (B) June 5
- (C) December 25
- (D) January 4

3 What is another name for the Fourth of July?

- (A) Freedom Day
- (B) Independence Day
- (C) Fireworks Day
- (D) Memorial Day

4 Read the sentence below. Choose the best word to fill in the blank. Freedom to make your own decisions is called _____.

- (A) colonists
- (B) patriotic
- (C) celebrations
- (D) independence

Name: _____ Date: _____

Time to Celebrate!

Directions: Answer the questions about the photo.



1. On what day do you think this photo was taken?

2. Why are the children carrying American flags?

Happy Fourth of July!



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Birthday Party

The Fourth of July is a day to **honor** the birth of America. There are parades. There are picnics. At night, fireworks light the sky. This is how we celebrate our country's **independence** (in-di-PEN-duhns). *Independence* means **freedom**.

Statue of Liberty



Life Long Ago

Long ago, America was ruled by Great Britain. The people in America were called **colonists** (KOL-uh-nists). The king had rules the colonists did not like. They wanted new rules. The king would not listen.

King George of Great Britain



This is Great Britain.

This is America.

War!

The colonists wanted to be free. They were ready to fight for their freedom.

In 1775, the colonists went to war with Great Britain. The war was called the American **Revolution** (rev-uh-LOO-shuhn).



The colonists fight Great Britain.

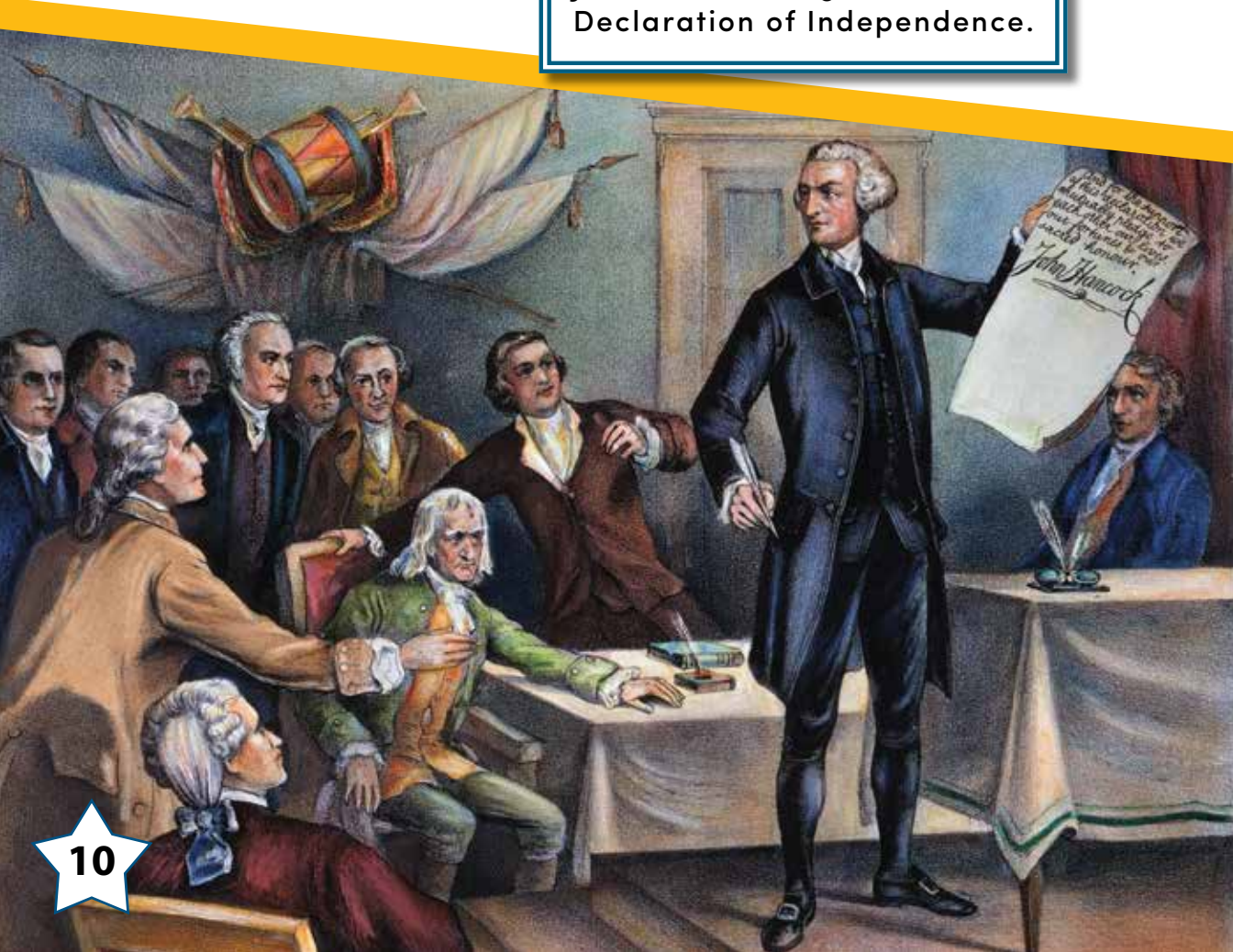
Girl Power!
Women helped fight in the war, too.



A woman helps fight the war.

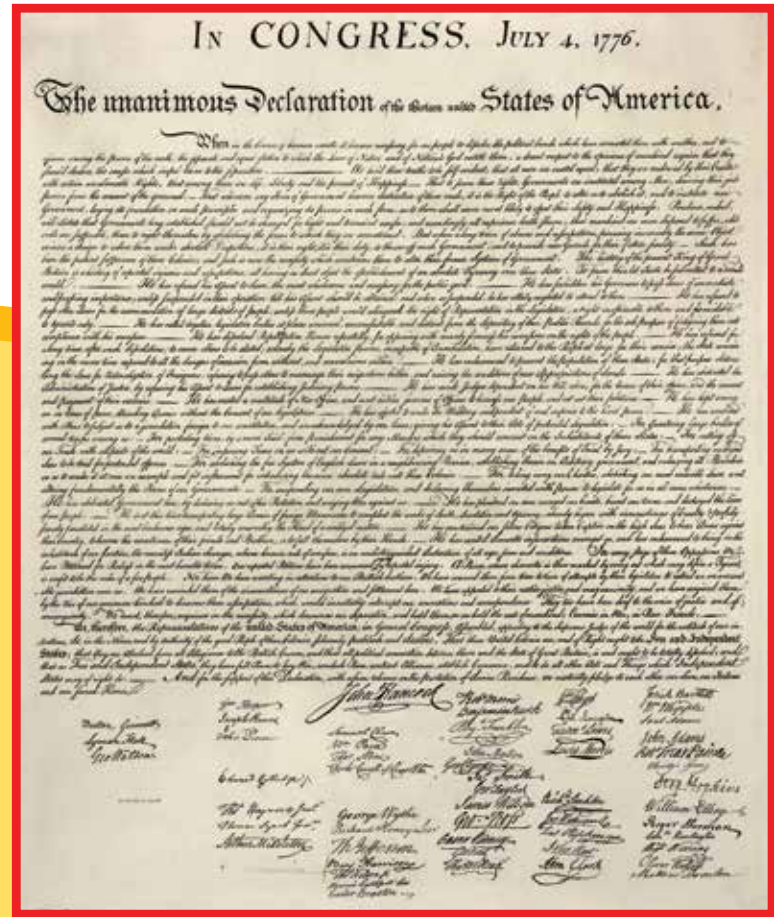
The colonists wrote a letter to the king. The letter was called the *Declaration of Independence*. It said they were free. The men who wrote the letter told everyone about it on July 4, 1776. Years later, America won the war. It won its independence!

John Hancock signs the Declaration of Independence.



Big Name

John Hancock was a leader. He signed the Declaration of Independence first. He wrote his name big! He wanted the king to see it easily.



Declaration of Independence

Early Celebrations

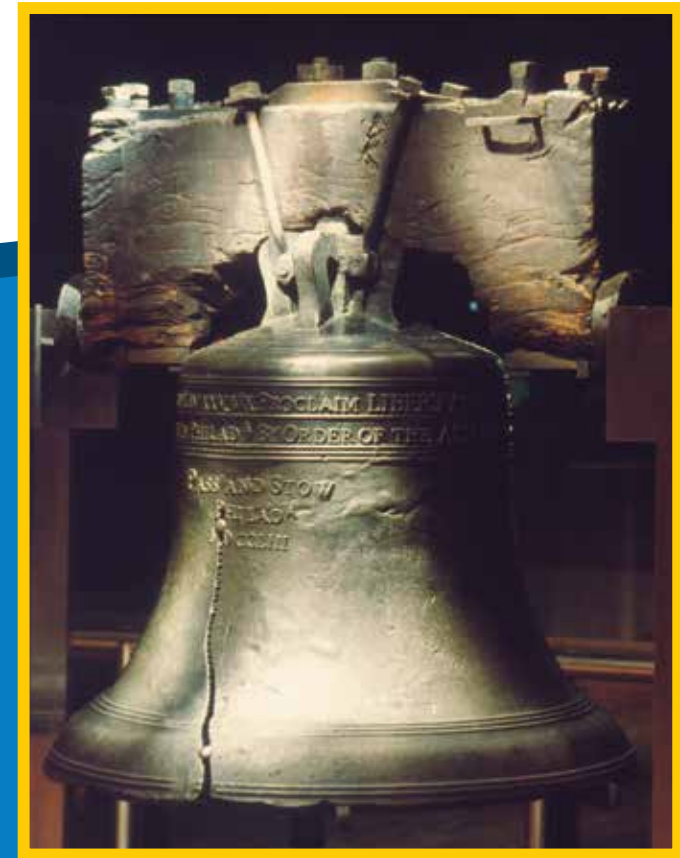
America's first birthday was a big **celebration** (sel-uh-BREY-shuhn). A celebration is a party for a special day. People talked about the Declaration of Independence. It was a **symbol** (SIM-buhl) of freedom.



The Liberty Bell is rung.

Let Freedom Ring

The Liberty Bell rang when the Declaration of Independence was first read out loud.

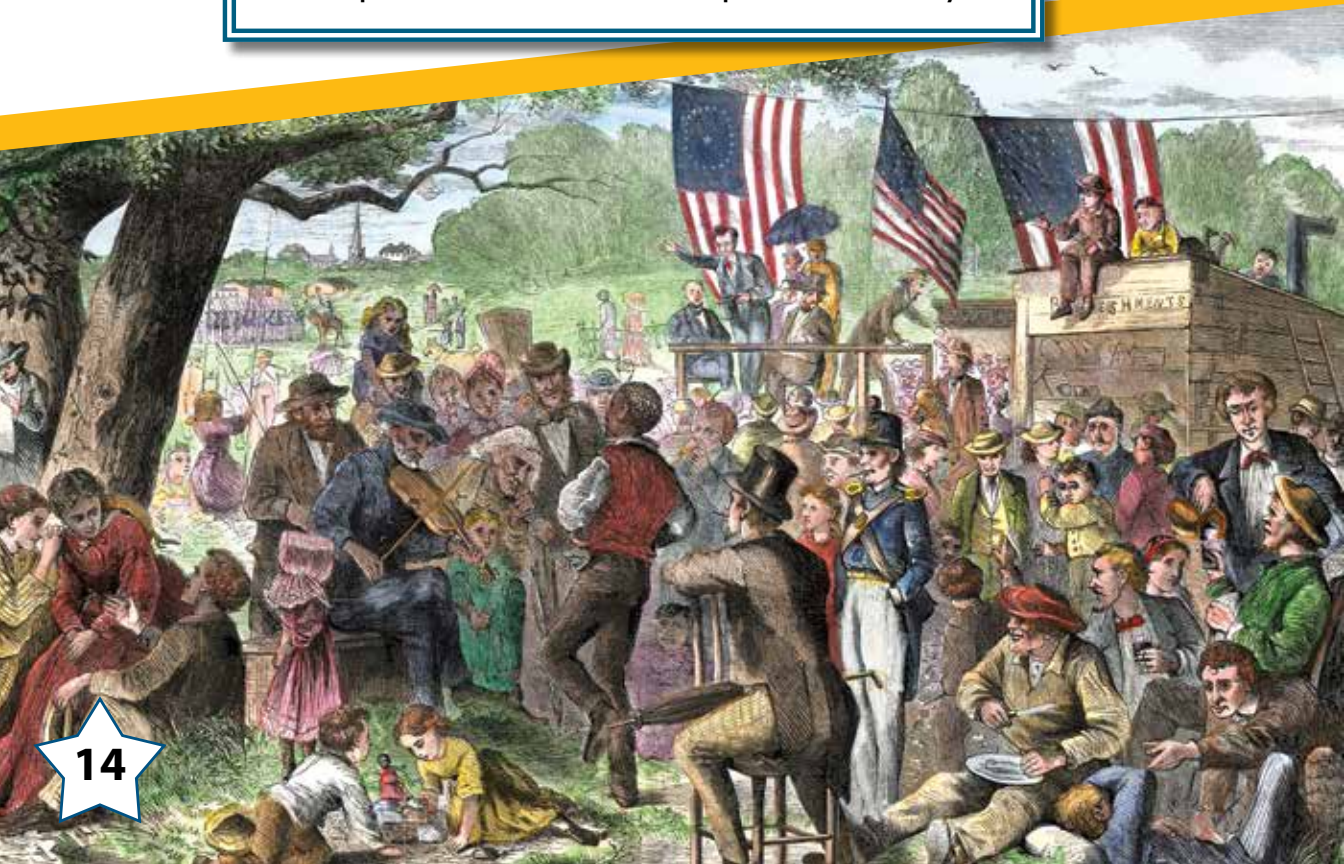


the Liberty Bell

People celebrated the next year, too. People ate fancy meals. They talked about their freedom.

People called it *Independence Day*. Years later, they made it a holiday. The day is also called the *Fourth of July*.

People celebrate on Independence Day.



Children celebrate the Fourth of July.

Celebrations Today

Our country still celebrates Independence Day. Many of us celebrate outside. We grill hot dogs. We eat apple pie.

Some towns have parades. We cheer for our heroes.

Kids watch a Fourth of July parade.



A Lot of Hot Dogs

Americans eat more than 150 million hot dogs each Independence Day!



At night, the show begins! The sky bursts with color and light. Some towns play **patriotic** (pey-tree-OT-ik) songs to go with the show.

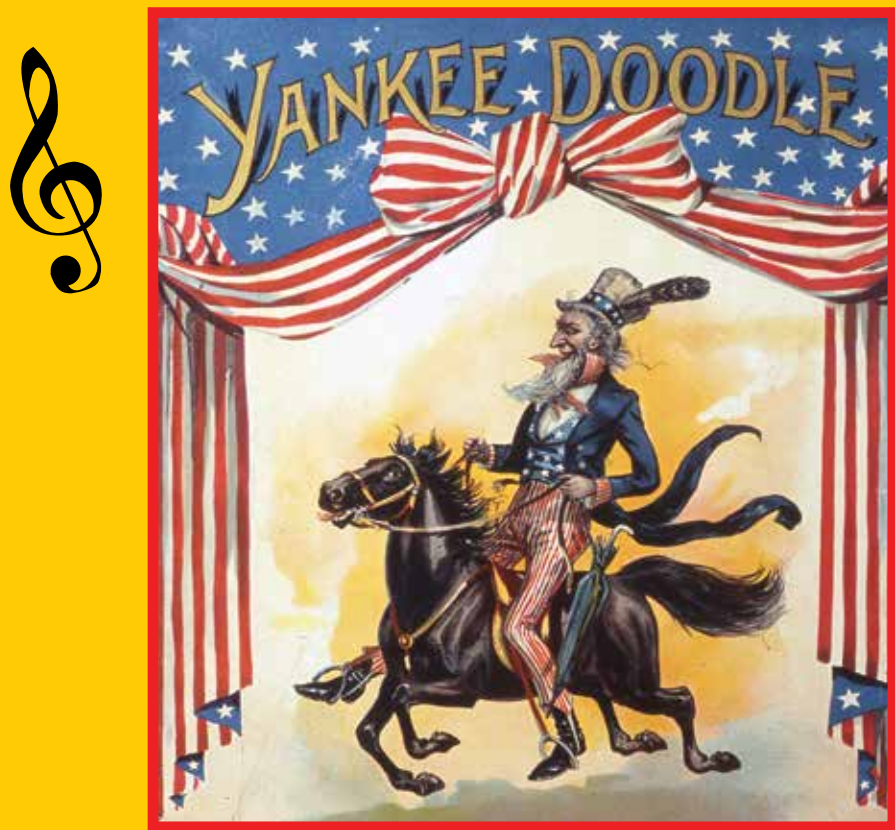
Independence Day is special. It is a day to honor our past. It is a day to celebrate our freedom.

American flag



Sing It!

Learn the song on the next page.
Sing it with your friends. Sing it to
your family.



This is the cover of an 1880 book for kids.



Yankee Doodle

Yankee Doodle went to town
A-riding on a pony.
He stuck a feather in his hat
And called it macaroni.

Chorus:

Yankee Doodle, keep it up,
Yankee Doodle dandy,
Mind the music and the step
And with the girls be handy!



Glossary

celebration—a party for a special day

colonists—people living in an area that is ruled by another country

freedom—the power to do what you want to do

honor—to show respect for a person or thing

independence—freedom to make decisions

patriotic—showing love for one's country

revolution—the end of the rule of one government and the start of a new one

symbol—an object that stands for something else

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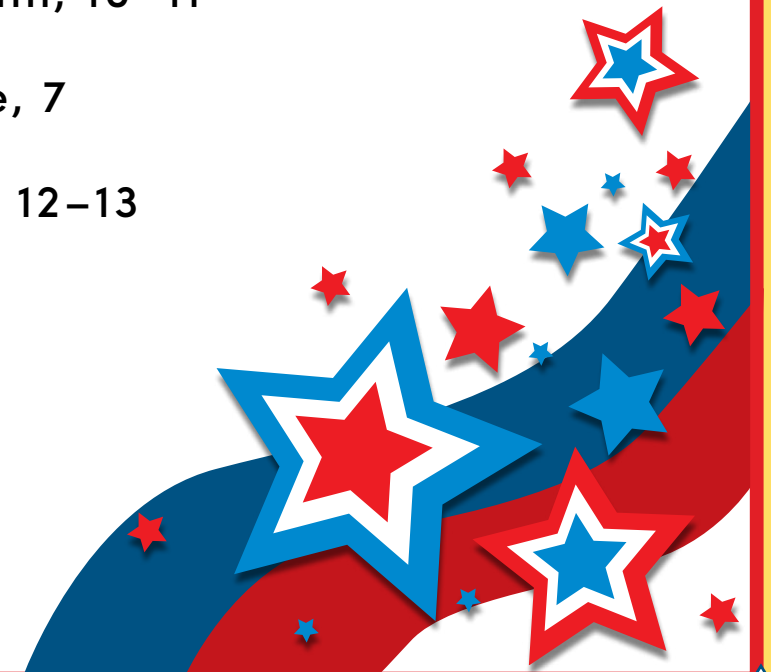
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Your Turn!



My Party

Look at the kids in the photo. How do they celebrate Independence Day? How do you celebrate Independence Day? Write about the things you like to do.