

LESSON PLAN

Early America

Level: Low Intermediate, Intermediate

Suggested Length: 1 class period

Civics Test Questions

- #10—What is freedom of religion?
- #58—What is one reason colonists came to America?
- #59—Who lived in America before the Europeans arrived?
- #87—Name one American Indian tribe in the United States.

Key Vocabulary

- immigrants, immigrate
- settle, political freedom, govern, economic opportunities, Pilgrims, colony, colonist, rulers, persecute, punish, religious freedom, freedom of religion
- tribe, Navaho, Cherokee, Iroquois, Wampanoag, reservation
- Sacagawea, Shoshone, fur trader, Louisiana Territory, explore, explorer, guide, interpreter

Objectives:

Students will:

- discuss reasons for immigrating to the United States
- describe reasons that colonists came to America
- discuss the Pilgrims' background
- explain the concept of freedom of religion
- identify who lived in America before the Europeans arrived
- identify one American Indian tribe
- discuss the contribution of Sacagawea

Materials:

Globes, wall maps of the world and the United States

Handouts: **Coming to America**, **From the Old World to the New World**, **American Indians**, **Remembering Sacagawea**, and **Review—Early America**

Intermediate Level Early America Lesson Answer Key



Lesson Overview and Notes to Teacher:

This lesson begins with a discussion of reasons why immigrants come to America. Students can brainstorm ideas and describe their own reasons for immigrating. The readings continue with background information on the first colonists and the concept of freedom of religion. Use the same process for reading each handout with your students. This process is described below in the instructions for the handout titled *From the Old World to the New World*. At the end of each reading, students practice the specific test items covered in that handout. Suggested discussion questions can be used for whole-class and small-group discussion. Some information in the readings, such as the story about Sacagawea, goes beyond

the scope of the test questions. This is to give context to the test items. Please assure your students that they will not need to know these details for the test. The final handout includes a summary of all the Civics Test items covered in the lesson. The **Key Vocabulary** found on the first page of the lesson plan is generally more advanced than the words in the vocabulary lists for the reading and writing portions of the test. However, learning these words will help the students develop a deeper understanding of the concepts in the lesson. Consider teaching this new vocabulary as part of your introduction to each handout.

Coming to America: Write the words **immigrate** and **immigrant** on the board and ask your students what they mean. Discuss the photograph, asking **How do you think they felt at that moment?** and **What do you think they said to each other when they saw New York for the first time?** Read the paragraphs aloud to your students. Have

the students work in pairs to brainstorm and list reasons that people immigrate to the United States. Review their answers together and have the students share their reasons for coming to the United States. You can use the questions at the bottom of the page for discussion prompts.

From the Old World to the New World: Display a world map on the wall and ask a volunteer to locate Europe and North America. Draw a timeline on the board and fill in the dates as you discuss the reading. Discuss the painting of the Pilgrims with the class. Have the students read the paragraphs silently. Tell them to underline any new words while they read. When they finish, read the paragraphs aloud while the students listen silently. As you read each phrase or sentence, pause to ask if there are any words they do not know. Explain the new words in simple terms. After discussing the meaning of

each sentence, read the paragraphs out loud again, this time without stopping. As a final step, go back to the beginning of the reading and model each sentence one at a time with the students repeating after you. If you wish, call on volunteers to take turns reading each sentence aloud. Then have the students fill in the answers to the Civics Test items at the bottom of the handout and review them together, modeling the pronunciation of each question and answer. Use the discussion questions at the bottom of the page for further classroom discussion.

American Indians: Write **American Indian** and **Native American** on the board. Explain that these phrases refer to the indigenous tribes of North America. Discuss the photograph of the American Indian tribe in the handout.

Review the reading as previously described in the handout *From the Old World to the New World*. Explain to your students that for the Civics Test they will need to name only one American Indian tribe.

Remembering Sacagawea: Display a map of the United States on the wall. Refer to the map while discussing where the explorers and Sacagawea traveled. Discuss the images and review the reading with your students as previously described in the handout *From the*

Old World to the New World. Assure your students that they do not need to know about Sacagawea for the Civics Test. For more information about the Lewis and Clark expedition, visit www.nps.gov/nr/travel/lewisandclark/.

Review—Early America: Review the names of the individuals and groups of people covered in this lesson. Have the students create their own sentences about each one. Review these sentences with the whole class. The

four Civics Test items from this lesson are listed at the bottom of this handout. This exercise can be used for pair work, where the students take turns interviewing each other, or be assigned for homework.