



Unit Plan

Learning Goals

Cultural Literacy: Roman numerals, American Revolution, King George III, paying tax, Ben Franklin, Sons of Liberty, Boston Tea Party, Paul Revere, quill pen

Geography: Concord, MA, Great Britain, American colonies

Vocabulary: tax, harbor, patriot, announcement



Unit Plan

Printable Focus

	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page
Word Scramble	King P. 2	George III pg. 3	Tea p. 7	Soldier p. 12			
Leveled Summaries	Ben Franklin p. 4 (3 levels)	Paul Revere p. 11 (3 levels)					
Custom	Roman Numerals p. 2	Roman Numerals p. 3	Taxes p. 3	Cut and Paste p. 7	Recipe for tea p. 7	Perspective p. 10	We the People p. 13
Map Activity	Britain to the colonies p. 2	Concord, MA p. 5	Great Britain to America Map p. 6				
Coloring Page	King George p. 2	Boston Harbor p. 7	Homes page 9				
Presentation							



Unit Plan

	Words and page
Reading Match	Soldier, king, 4 th of July, weapon end of book
Vocabulary	Tax, harbor, patriot, announcement Page 13, end of book

	Concept and Page		Concept and Page
Sorting	p. 12	Wh Questions	End of Book
Classification	p. 7	Book Exam	End of Book
Pattern	Page 8	Sentence Scramble	End of Book
EZ Summary	Jefferson p. 14	Question and Answer	End of Book
Short Answer	Page 8	Fill in the Blank	End of Book
Capitalization	End of Book	Reading Assessment	End of Book
Opinion	Page 15	Vocabulary Assessment	End of Book



Unit Plan

How to use the plan

The lesson plans are provided in a page-by-page format. There is no set timeframe established for the pace. **Talking points, suggested activities** and **assignments** are listed throughout the plan at different points in the book. Discussing each page and engaging students with the information from each page is very important. The curriculum is designed to be flexible. The activities are appropriate at any point after they are mentioned in the plan. A good strategy is to make sure that the page that the worksheet is connected to on the plan be reviewed carefully before the printable is assigned so that the connection between the content and the activity are clearly understood. There are also printable activities that are meant to be completed after the student has studied the book. Suggestions for teaching the printable activities, differentiation suggestions, and standards alignment are found on the **Printable Plan** document.

Special education setting: The goal for *Austin & Lily* curriculum is to provide students with Intellectual Disabilities (IDs) access to general education content topics at an understandable level. The topic is then used to segue into functional topics, thus creating an academic and functional thematic approach to special education. The pace and use of printable activities is flexible. A major goal is using the materials to facilitate engagement opportunities for students to share ideas and experiences, point at specific items, answer yes/no and short answer questions. Students build background knowledge on a variety of subjects, have opportunities to discuss the new topic, and move through topics over time which builds cultural literacy. The pacing can vary. There may be a page you spend one day on, and other days you may cover 3 pages, or you may cover the whole book in a day and then focus on a page. You can group students by ability and cover the material at a pace that meets the needs of the group. Each day reread the book or pages covered and spend extra time on the page that the activity for that day will cover. The key is to engage students and spend ample time on each page so that the material is learned and filed in long-term memory.

Inclusion setting: Our curriculum can be used as an overlay for general education topics to address modified curriculum as well as develop functional skills that students with an ID need, but may not be covered in a general education class. Teaching parents, paraprofessionals, and peers how to work with the materials is key. The Main Idea cards provide a great opportunity for students to interact with classmates and to study the book. Another suggestion is to send home printable activities along with a copy of the book so the family is able to help the student study. Our modified materials provide the “real student experience” that students with an ID do not typically experience. Our modified curriculum provides a book to learn, materials to study the content, and printable activities to develop skills identified in the student’s IEP. The student is expected to learn the material and be assessed on content and skill development.



Unit Plan

Page One:

Talking Points: The American Revolution was a war. It was a long time ago. Countries have wars when they have a problem with another country and they can't work it out. They do not agree. The American Revolution was a very important war. We are going to learn all about this war in this book. Before the United States was called the United States, it was called the American colonies. Later, colonies became states. When the American Revolution started, the states were called colonies. Soldiers wear clothes that let you know which side they are on. It's like a sports event where the Diamondbacks have a uniform and the Dallas Cowboys have a uniform, etc. That way people know which side the person is on.

Pointing Questions: Rifle, hat, jacket, Colonial soldier, British soldier.

Short Answer: What was the war called? Who were the two sides fighting? What were states called back then?

Yes/No: Did the colonists fight against the British? Is this book about a war?

Sharing opinion/experiences: What do you know about wars? What do soldiers have to do? What problems might they have?

Peer to Peer Interaction: After you read Page 1, ask students, "What war was fought between the American colonies and the British.?" The answer is the main idea card "American Revolution." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options:



Unit Plan

Page Two:

Talking Points: The American colonies used to belong to Great Britain. Great Britain had a King, his name was George. King George was in charge of the American colonies. The 3 lines after George's name means that he was King George the third. That means his father and grandfather were also named George. A king is a ruler. That means he is in charge of the country.

Pointing Questions: King George, shoes, hair, belt, jacket, carpet

Short Answer: Who was the king in charge? Where was the King from? What does the "3rd" mean after his name?

Yes/No: Was King George from China? Was King George a ruler?

Sharing opinion/experiences: What do you know about kings?

Peer to Peer Interaction: After you read Page 2, ask students, "Who was the king of Great Britain?" The answer is the main idea card "King George III" Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus:

Presentation: King George and England

Assignment Options: Coloring Page-King George, Word Scramble-King (L), Map Activity, Roman Numerals



Unit Plan

Page Three:

Talking Points: King George needed money. The King had just paid a lot of money for another war, and he needed to make more money for Great Britain. His idea was to charge the colonists living in America tax. Tax is money you have to pay the government. Usually before taxes are charged to people, they vote first on the tax. The king did not let the colonists vote on whether to have a tax or not. This really annoyed the colonists. They did not like the fact that they had to pay a tax and they couldn't say anything about it. The colonists were really getting sick of King George.

Pointing Questions: dollar sign, bag of money, a bill

Short Answer: Why were the colonists mad at King George? What is tax?

Yes/No: Do the colonists like paying taxes? Could the colonists vote on whether they had a tax or not?

Sharing opinion/experiences: What do you know about taxes? What do you think about King George charging taxes?

Peer to Peer Interaction: After you read Page 3, ask students, "What do you call money that you pay the government?" The answer is the main idea card "taxes." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **taxes** in the book. **Tax** is money that people have to pay the government. If taxes are a lot of money, people get mad and don't want to pay them. Find the **tax** flashcard and its matching definition.

Functional Activity:

Assignment Options: Roman Numerals, taxes, Word Scramble-George III (L)



Unit Plan

Page Four:

Talking Points: The people in the colonies were trying to talk with King George. They wanted to see if he would let colonists vote on taxes. Ben Franklin was a really important American colonist. He was very smart. He went over to Great Britain to see if he could talk to the King about changing the tax rules so that the colonists would be happy. He wanted the king to be fair about the taxes. Ben wanted the king to let people vote on taxes. The king said NO. He did not listen to Ben Franklin. This made the colonists mad too.

Pointing Questions: Ben Franklin, hair, nose, fur collar

Short Answer: What did Ben Franklin ask the King? Who went over to talk to the king?

Yes/No: Did Ben Franklin go to Great Britain? Did the King say "Yes"?

Sharing opinion/experiences: What do you think Ben should say to the King?

Peer to Peer Interaction: After you read Page 4, ask students, "Who went to talk to King George about the taxes?" The answer is the main idea card "Ben Franklin." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Review tax: Point to the word **taxes** in the book. **Tax** is money that people have to pay the government. If taxes are a lot of money, people get mad and don't want to pay them. Find the **tax** flashcard and its matching definition.

Assignment Options: Summary-Ben Franklin, Cloze Reading, EZ Summary, Word Scramble-Franklin (L)



Unit Plan

Page Five

Talking Points: The colonists just kept getting madder and madder about all of the problems with taxes and King George. Some of the colonists started to think that there might be a war. You know what they did? They started to hide weapons in Concord, Massachusetts. Concord is a city. They wanted to hide them so that if they needed to go to war, they would have weapons for their soldiers.

Pointing Questions: cannon balls, hat, man, lady, colonist, table, trees

Short Answer: What did the colonists start to hide? Why did the colonists start to hide weapons? Who might the colonists go to war against? Why were the colonists mad?

Yes/No: Were the colonists hiding food? Were the colonists hiding weapons? Did the colonists think they might have a war?

Sharing opinion/experiences: Have you ever hid something? Why do people hide things?

Peer to Peer Interaction: After you read Page 5, ask students, “Who was hiding weapons in case there was a war?” The answer is the main idea card “colonists”. Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **shacks** in the book. **Shacks** are poor looking houses. Shacks look terrible! Find the **shacks** flashcard and its matching definition.

Presentation:

Assignment Options: Map Activity-Concord



Unit Plan

Page Six:

Talking Points: The colonies bought a lot of things from Great Britain. One of the things that the colonists bought a lot of was tea. People from Great Britain drank tea in the morning. A lot of them still do. In the colonies, there were a lot of people who were from Great Britain before they moved to America, so they liked the same things the people in Great Britain liked. A lot of people in the U.S. drink coffee in the morning. The tea that the colonists bought had a tax on it. So they had to pay for the tea plus a little extra money. When the ship arrived in Boston from Great Britain full of tea, the colonists did not want it. They wanted to let the king know that they were very mad about the taxes. If tea was going to have a tax on it, then they did not want it. When countries sold things to each other, they had to take it over on a ship. They did not have airplanes back then.

Pointing Questions: ship, sun, ocean, sails

Short Answer: What did King George send to America? Why did the colonists not want the tea?

Yes/No: Do people from Great Britain like tea? Was there a tax on tea?

Sharing opinion/experiences: Do you know anyone who drinks coffee or tea in the morning?

Peer to Peer Interaction: After you read Page 6, ask students, “What was the ship filled with that King George sent to America?” The answer is the main idea card “tea”. Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Review **Tax:** Point to the word **taxes** in the book. **Tax** is money that people have to pay the government. If taxes are a lot of money, people get mad and don’t want to pay them. Find the **tax** flashcard and its matching definition.

Assignment Options: Map Activity



Unit Plan

Page Seven:

Talking Points: So, everyone was so mad about the taxes on the tea. One night, there was a group of men, they were called the Son's of Liberty, dressed up like Native American Indians and got on the ship that had all of the tea. Do you know what they did???They threw the tea into the ocean. They called this event the Boston Tea Party.

Pointing Questions: ship, tea men

Short Answer: What do you think is going to happen? What did they throw in the ocean? Why did they throw it in the ocean?

Yes/No: Did the men throw sugar in the ocean? Did the ship have boxes of tea on it?

Sharing opinion/experiences: Do you drink tea? How do you make it? What do you think might have happened to the ocean when all of the tea went in there?

Activity: Have students make a cup of tea. Help them make the connection that the ocean was like a giant cup of tea.

Peer to Peer Interaction: After you read Page 7, ask students, "What was it called when tea was thrown in the Boston Harbor?" The answer is the main idea card "Boston Tea Party" Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **Harbor** in the book. A **harbor** is a place where boats or ships are parked. Find the **harbor** flashcard and its matching definition.

Assignment Options: Classification –Tea, Coloring Page-Harbor, Cut and Paste Tea, Word Scramble-Tea (L), Recipe



Unit Plan

Page Eight:

Talking Points: As you may have guessed, King George was very mad about the tea. Oh boy, was he ever mad. You know what he did? He sent soldiers over to Boston, MA to guard the ships. He did not want any ships coming or going from Boston until someone paid for the tea.

Pointing Questions: British soldier, rifles

Short Answer: Who did King George send to Boston? Why did King George send soldiers?

Yes/No: Was King George happy? Did he send nurses to America? Did he send soldiers?

Sharing opinion/experiences: The Americans got punished by the King. He would not let boats go in and out of the Boston Harbor. What does getting punished mean?

Peer to Peer Interaction: After you read Page 8, ask students, “Who did King George send to guard the Boston Harbor?” The answer is the main idea card “British Soldiers.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Review **Harbor**. Point to the word **Harbor** in the book. A **harbor** is a place where boats or ships are parked. Find the **harbor** flashcard and its matching definition.

Assignment Options: Short Answer, Pattern



Unit Plan

Page Nine:

Talking Points: The colonists got even more angry. You know what the king said? He said that the soldiers he was sending over could live in the colonist's homes with them. The colonists did not want British soldiers living in their homes! This made the colonists more and more angry.

Pointing Questions :homes, shutters, flag, sidewalk, window chimney.

Short Answer: Where did the king want the soldiers to live? What did the colonists think of that? Why were the soldiers there?

Yes/No: Did the colonists like having the soldiers stay with them? Did the colonists get more angry with the King?

Sharing opinion/experiences: Have you ever had someone visit your house and stay for awhile? Was the person a relative or friend? Why do you think the colonists got angry about the soldiers staying at their home?

Peer to Peer Interaction: : After you read Page 9, ask students, "Where did the king say that the British soldiers could stay?" The answer is the main idea card "colonists' homes." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary:

Assignment Options: Coloring Page-Homes



Unit Plan

Page Ten:

Talking Points: The British soldiers started hear rumors that the colonists were hiding weapons. The soldiers thought that they had better try to find those weapons and steal them so that the colonists didn't have them. The soldiers heard that the weapons were in Concord and so they started to head toward Lexington and then Concord. The colonists in Concord guarding the weapons did not know that the British soldiers were heading toward them and wanted to take those weapons from them.

Pointing Questions: pistols, rifles, guns

Short Answer: What did the British soldiers want to do? Why did they want to steal the weapons?

Yes/No: Did the colonists have weapons? Were they hidden? Did the British soldiers want those weapons?

Sharing opinion/experiences: Why do you think the British wanted to find the colonists weapons and take them? What are weapons used for?

Peer to Peer Interaction: : After you read Page 10, ask students, "What did the British soldiers want to take from the colonists?" The answer is the main idea card "weapons." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary:

Assignment Options: Perspective



Unit Plan

Page Eleven:

Talking Points: The colonists knew that the British were going to try to steal the weapons. The soldiers were heading to Lexington and Concord. There were no telephones back then. If you wanted to tell someone something fast, you needed to go and find them and tell them. That is exactly what Paul Revere and some other men did. They got on their horses and they had lanterns in their hands and they rode their horses to Lexington and Concord. They yelled, “The British are coming, The British are coming!”. The colonists knew they needed to get ready for the British soldiers. The picture on this page is a statue of Paul Revere. It is a monument. It’s a statue that reminds everyone that he warned the colonists that the British were coming. That made it so that they could not steal their weapons.

Pointing Questions: statue of Paul Revere.

Short Answer: Who was Paul Revere? Why is he famous? Why is there a monument statue made of him?

Yes/No: Did Paul Revere warn the colonists? Did Paul Revere ride a donkey? Did he ride a horse? Did he yell “Run away?” Did he yell, “The British are coming”!

Sharing opinion/experiences: Do you know how to ride a horse? What does it mean to warn someone? Have you ever seen a statue of a person? Who was it?

Peer to Peer Interaction: : After you read Page 11, ask students, “Who warned the colonists that the British were coming?” The answer is the main idea card “Paul Revere.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **patriots** in the book. A **patriot** is a person who loves their country. Find the **patriot** flashcard and its matching definition.

Assignment Options: Summary-Revere, Cloze, EZ Summary



Unit Plan

Page Twelve:

Talking Points: Paul Revere told the colonists to get ready. The British soldiers had to pass through Lexington on the way to Concord. A few shots were fired at each other. That was the start of the war. When the British went on and got to Concord, they found that the colonists were ready. They had already hidden the weapons. The colonists did not let them steal the weapons.

Pointing Questions: guns, smoke, soldiers

Short Answer: What happened in Lexington?

Yes/No: Did Paul Revere warn the colonists? Did Paul Revere ride a donkey? Did he ride a horse? Did he yell “Run away?” Did he yell, “The British are coming”!

Sharing opinion/experiences: What happened when the soldiers got to Concord? What had the colonists done with the weapons?

Peer to Peer Interaction: : After you read Page 12, ask students, “Where were the first shots fired in the war?” The answer is the main idea card “Lexington.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary:

Assignment Options: Word Scramble-Soldier (L), Sorting- British Soldier



Unit Plan

Page Thirteen:

Talking Points: July 4, 1776 is America's birthday. That is because that is the day that the Declaration of Independence was announced. Thomas Jefferson and 4 other men wrote the Declaration of Independence to King George. See the pen? It is a feather. A long time ago people used to write with turkey feathers. It's called a quill pen. They would dip them in ink to write. Here is a video: <https://www.youtube.com/watch?v=8IAstpEfi0>

Pointing Questions: Thomas Jefferson, Declaration of Independence, quill

Short Answer: When is America's birthday? Who wrote the Declaration of Independence?

Yes/No: Did Russia own the U.S.? Did Thomas Jefferson like King George?

Sharing opinion/experiences: Why do you think the colonists wanted to have freedom from Great Britain? What do you think freedom means?

Peer to Peer Interaction: : After you read Page 13, ask students, "Who wrote the Declaration of Independence?" The answer is the main idea card "Thomas Jefferson." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Activity: Write using a quill pen (if available)

Vocabulary Focus: Point to the word **announcement** in the book. An announcement is when everyone is told something. Find the **announcement** flashcard and its matching definition.

Assignment Options: We the People, Vocabulary



Unit Plan

Page Fourteen:

Talking Points: The Declaration of Independence was a very important paper. It said that America did not belong to Great Britain anymore. America was not King George's anymore. King would be mad. There would be a war, but Americans wanted freedom. If the British won the war, America would be theirs again.

Pointing Questions: quill pen, Declaration of Independence

Short Answer: What happened in Lexington? What is the paper called that said America was free?

Yes/No: Did the Declaration of Independence mean that America was free? Was King George happy about that?

Sharing opinion/experiences: What happened when the soldiers got to Concord? What had the colonists done with the weapons?

Peer to Peer Interaction: After you read Page 14, ask students, "What document told King George that America was free?" The answer is the main idea card "Declaration of Independence." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary:

Assignment Options: EZ Summary-Jefferson,



Unit Plan

Page Fifteen:

Talking Points: The American Revolution was a war. It lasted about 7 years. The Declaration of Independence was announced on July 4th. Now, that is the day Independence Day is celebrated in the United States. The colonists won the war. The British lost the war. July 4th is America's birthday.

Pointing Questions: flag, 4th of July, stars, stripes

Short Answer: When is America's birthday? How long did the American Revolutionary war last?

Yes/No: Did the British win the war? Did the Americans win the war?

Sharing opinion/experiences: What do people do to celebrate the 4th of July? What do you know about the American Revolution?

Peer to Peer Interaction: After you read Page 15, ask students, "When do Americans celebrate Independence Day?" The answer is the main idea card "4th of July." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary:

Assignment Options: Opinion-4th of July