

Focus Question:

How did the United States develop from thirteen separate colonies to one united nation?

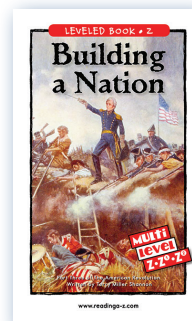
Book Summary

Text Type: Nonfiction/Historical

What happened after the thirteen colonies declared independence from Great Britain?

Building a Nation is an informational book that is a continuation of *Seeds of Revolution* and *Battling for Independence*. The book can also be used to teach students how to analyze problem and solution and the proper use of compound adjectives.

The book and lesson are also available for levels Z1 and Z2.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Analyze problem and solution in the text
- ☐ Describe information provided by maps
- ☐ Identify and use compound adjectives
- ☐ Understand the use of prepositional phrases within sentences

Materials

- ☐ Book: *Building a Nation* (copy for each student)
- ☐ Problem and solution, compound adjectives, prepositional phrases worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *checks and balances* (n.), *compromise* (n.), *constitution* (n.), *debts* (n.), *ratify* (v.), *representatives* (n.)

Enrichment: *debates* (n.), *executive* (adj.), *expansion* (n.), *federal* (adj.), *guaranteed* (v.), *judicial* (adj.), *legislative* (adj.), *prosperity* (n.), *rebellion* (n.), *seizing* (v.), *treaty* (n.), *tyranny* (n.)

- **Academic vocabulary:** *discuss* (v.), *document* (n.), *establish* (v.), *include* (v.), *issue* (n.), *problem* (n.)

Guiding the Reading

Before Reading

Build Background

- Discuss what students already know about the causes and events of the American Revolution. Ask them to share what they already know about the thirteen colonies uniting as one nation.
- Create a KWLS chart on the board. Review or explain that the *K* stands for knowledge we know, the *W* stands for questions we want to know, the *L* stands for the knowledge we learned, and the *S* stands for the questions we still have.
- Use the information generated from the discussion to fill in the *K* column of the class KWLS chart.
- Ask students what they want to know about the thirteen colonies uniting as one nation. Write their questions in the *W* column of the KWLS chart.

Introduce the Book

- Give students their copy of *Building a Nation*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that having prior knowledge about a topic, and asking and answering questions while reading, can help readers understand and remember information in a book. Direct students to the index on page 24 and model asking questions about the list. Have students create a KWLS chart on a piece of paper. Review the list with students.

Guiding the Reading (cont.)

Have students work with a partner to write down what they already know about the list in the *K* column. Have students write at least one question they have while reading in the *W* column.

Introduce the Comprehension Skill:

Problem and solution

- Explain to students that engaged readers look for problems and solutions in the text. Review or explain that a *problem* is something that is difficult to deal with or hard to understand and must be worked out or solved and that a *solution* is an act or a process of solving a problem. Ask students to share examples of a problem they faced and how they found a solution for, or solved, the problem.
- Ask students whether they think the colonists might have continued to experience problems after the war with Great Britain. Discuss what types of problems the colonists might have faced and why.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 23. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about the development of the United States of America. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *When did the Revolutionary War officially end?* (level 1) page 7
- *Why did the new nation face money problems?* (level 3) page 9

- *What would have happened if the Constitution had never been ratified?* (level 3) multiple pages
- *How would you compare Southern and Northern states during this time? How would you contrast them?* (level 2) pages 11 and 12
- *What conclusions can you draw about Alexander Hamilton?* (level 3) page 15
- *How would you describe the sequence of America’s western expansion?* (level 3) multiple pages
- *How did the victory at the Battle of New Orleans unite the country?* (level 3) page 21
- *How would you summarize the timeline of the American Revolution?* (level 2) multiple pages

Text Features: Maps

Explain that maps help readers understand where places are in the world. Have students work with a partner to review the map on page 5. Ask students: *What do the dotted lines represent? How does the map show the division of states by the Articles of Confederation? How could you use the map to explain how colonies transformed into a united nation?* Have students review the other maps in the book and discuss in groups what each map shows and why. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Model for students how you ask and record questions on the KWLS chart while reading. Ask students to think of a question they had while reading. Invite volunteers to share their questions with the rest of the class. Discuss with students how their questions help them better understand the book.
- Have students work in groups to periodically review the problems in the book. Have groups discuss the solutions to each problem.
- Model evaluating details to analyze problem and solution.
Think-aloud: *The book is providing me with many details about the problems faced by the new nation. I read on page 6 that the United States had debts from the Revolutionary War but no way to tax states. I read on page 9 that the nation owed more than \$76 million in war debts and did not know how to raise money. This problem led to Shay’s rebellion. I read on page 13 that states ratified the Constitution and leaders took control of the federal government. The solution included Alexander Hamilton, the secretary of treasury, taxing imports and creating the first national bank.*
- Model how to complete the **problem-and-solution worksheet**. Have students identify problems from the book and circle them. Then, have students discuss the details with a partner and determine the solutions to each problem.

Guiding the Reading (cont.)

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Worksheet: Problem and solution

Review the problem-and-solution worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the problems they chose. Discuss with students the solutions to each problem.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include events and decisions that developed and united the nation. Samples: *The United States developed from thirteen colonies to a united nation by battling other nations, acquiring and settling new land, creating and modifying financial and government structures, and finding solutions to its problems.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: Compound adjectives

- Ask students what an adjective is. Explain to students that adjectives are words that describe nouns. Ask students to think of adjectives that describe the new nation. Make a list of volunteered answers.
- Ask students what a compound word is. Explain to students that two or more adjectives used together to describe a noun are called a *compound adjective*. Point out that some compound adjectives are joined by a hyphen to clarify what they are describing. Write the following sentence on the board: *To solve the many money problems of the United States, fifty-five men arrived in Philadelphia, for a meeting at Independence Hall in May 1787.* Circle the word *men*. Have a volunteer come to the board and underline the words that describe the men (*fifty-five*). Discuss the difference between hyphenated and non-hyphenated compound adjectives, using examples in the book.

- Have students turn to pages 13 and 15 in the book. Ask students to look for compound adjectives. Have students underline or highlight the compound adjectives they find.
- **Check for understanding:** Have students share with the class the compound adjectives they found. Have the class give a thumbs-up signal when they hear correct examples.
- **Independent practice:** Introduce, explain, and have students complete the **compound adjectives worksheet**. If time allows, discuss their answers.

Word Work: Prepositional phrases

- Have students find and point to at least one preposition on page 4. Review with students that *prepositions* are words that show relationships between things. Ask students to identify prepositions that identify where, when, how, why, or with what something happens. Record students' examples on the board.
- Explain that a *phrase* is a short group of words and that a *prepositional phrase* is a group of words beginning with a preposition and ending with the object of the preposition. Write the following sentence on the board: *On the issue of slavery, the delegates prohibited Congress from making any changes to control slavery for twenty years.* Ask a student to come to the board and circle the prepositional phrase (*on the issue of slavery*) and tell the type of information it provides (*for twenty years / when*).
- **Check for understanding:** Have students look through the book to locate prepositional phrases. Ask them to share with a partner the type of information each prepositional phrase provides (how, when, why, and so on) and how each one links a word in the sentence.
- **Independent practice:** Introduce, explain, and have students complete the **prepositional phrases worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.