



IMPACT
CALIFORNIA
SOCIAL STUDIES

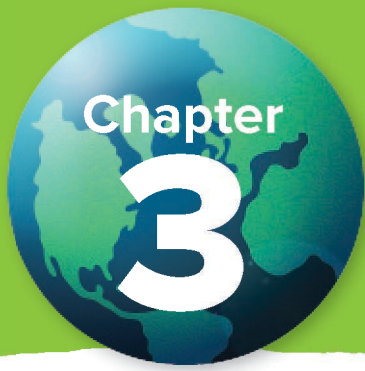
A Child's Place in Time and Space

INQUIRY JOURNAL



**Mc
Graw
Hill
Education**





Celebrating America

Lesson 1

Independence Day

Lesson 2

The US Constitution

Lesson 3

National and State Symbols

Lesson 4

Our Monuments

Lesson 5

Our Important People and Events



How Do We Celebrate Our Country?

In this chapter, you'll explore how we celebrate our country. You'll read about how Americans remember important events and people from America's history. You'll also work with a team on a chapter project to make a Big Book of important things about America.

COLLABORATE

Talk About It



Discuss with a partner what questions you have about how we celebrate our country.

My Research Questions

1. _____

2. _____

HSS 1.1.2, HSS 1.3, HSS 1.3.1, HSS 1.3.2,
HSS 1.3.3, HSS 1.4.3, HSS 1.5.2,
HAS.CS.1.1, HAS.HR.1.2,
HAS.HI.1.1, HAS.HI.1.3



Inquiry Project

Big Book of Important Symbols

In this project, you'll work with a team to make a Big Book of all the national and state symbols you learn about in the chapter. Some of these symbols will be objects, and some of them will be monuments or buildings.

Here's your project checklist.

- ☐ **Collect** the names of every state and national symbol you find in the chapter.
- ☐ **Draw** a picture of each symbol that you find. Be sure to label your drawings with the name of the symbol.
- ☐ **Think** about what the symbol means. Why is this symbol important in celebrating our country?
- ☐ **Make** a book out of your drawings. Make sure all the drawings are labeled, and every symbol has a description of what it means and why it is important.
- ☐ **Present** your Big Book to the class. Listen to the other groups as they present their Big Books.

Explore Words

Complete this chapter's Word Rater. Write notes as you learn more about each word.

amendment My Notes

☐ Know It!

☐ Heard It!

☐ Don't Know It!

celebrate My Notes

☐ Know It!

☐ Heard It!

☐ Don't Know It!

colony My Notes

☐ Know It!

☐ Heard It!

☐ Don't Know It!

document My Notes

☐ Know It!

☐ Heard It!

☐ Don't Know It!

government My Notes

- ☐ Know It! _____
- ☐ Heard It! _____
- ☐ Don't Know It! _____

holiday My Notes

- ☐ Know It! _____
- ☐ Heard It! _____
- ☐ Don't Know It! _____

independence My Notes

- ☐ Know It! _____
- ☐ Heard It! _____
- ☐ Don't Know It! _____

monument My Notes

- ☐ Know It! _____
- ☐ Heard It! _____
- ☐ Don't Know It! _____



Why Do Americans Celebrate Independence Day?

Lesson Outcomes

What Am I Learning?

You will find out why Americans celebrate Independence Day.

Why Am I Learning It?

You will write about why Independence Day is an important holiday.

How Will I Know that I Learned It?

You will tell others about Independence Day and why we celebrate it.

Talk About It

COLLABORATE



Look closely at the picture. What do you think these men are doing? When did this happen? How do you know?



John Parrot/Stocktrek Images/Getty Images

The founding fathers signed the Declaration of Independence in 1776.

1 Inspect

Read Look at the title and captions. What do you think this text will be about?

Circle words you don't know.

Underline words that tell you:

- which country ruled the colonies.
- who made laws for the people in the colonies.
- what the colonists wanted.

My Notes

The Thirteen Colonies

The United States began as a group of colonies. A **colony** is a place that belongs to a different country. England ruled the colonies. The King of England made the laws for the people who lived there.



Long ago, England ruled the 13 colonies.



Leaders talked with colonists about how to gain independence from England.

The King of England made choices for the people in the colonies. The people had to pay money to England. They did not have the same rights as the people in England.

Many colonists were unhappy. They did not like paying money to a country so far away. They wanted to make their own laws. Leaders in the colonies discussed **independence**. Independence is freedom from being controlled by others.

2 Find Evidence

Reread Why were many colonists unhappy?

Underline clues that explain what the colonists didn't like.

3 Make Connections

Talk What did the colonists want to change? How do you think talking to each other helped?

Explore Sequence

Sequence is the order in which things happen.

To find the **sequence**:

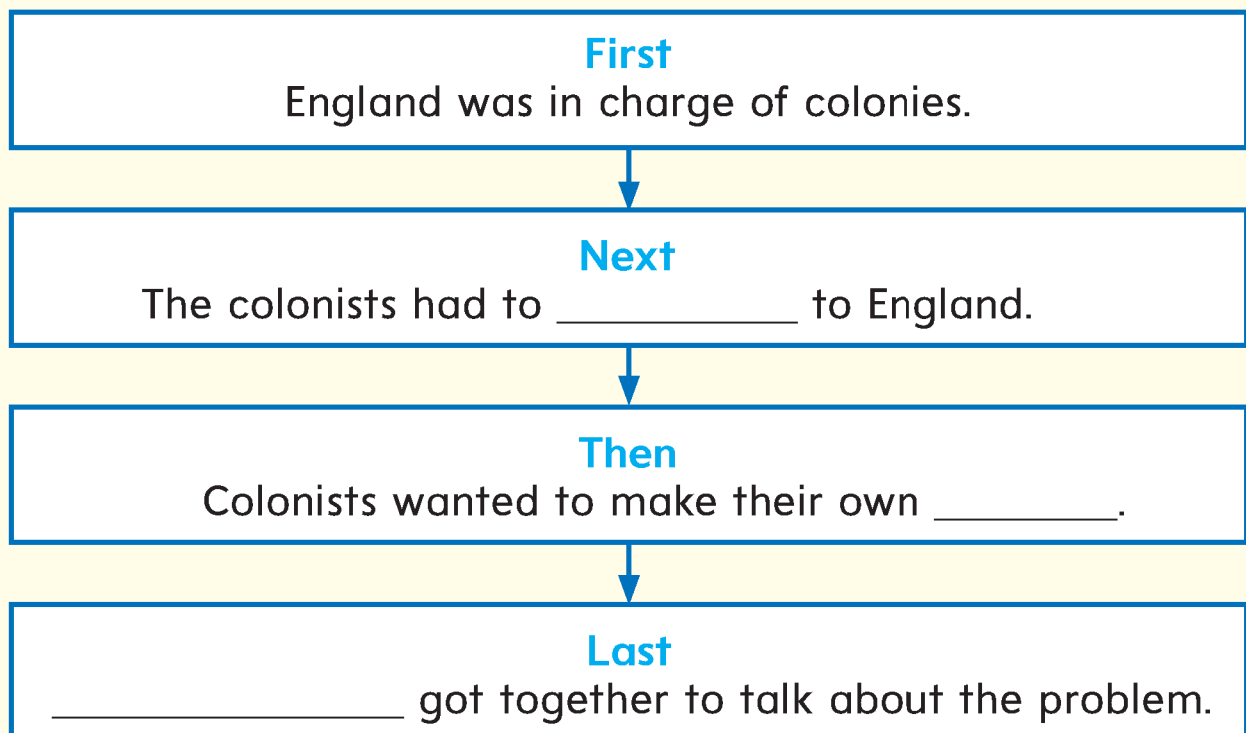
1. Read the whole text.
2. Find out what happened first.
3. Look for what happened next and after that.
4. Find out what happened last.

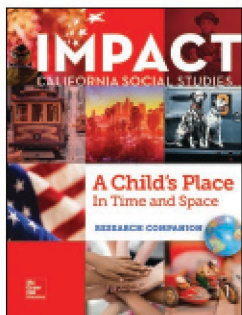
Ask yourself: *Did I find the important things that happened? Can I retell them in the right order?*



Work with your class to complete the graphic organizer below.

Topic: The Colonies of England





Investigate!

Read pages 98–105 in your Research Companion.

Look for details that tell you the order in which things happened.

Write your information in the graphic organizer.

Topic: How Independence Day Became a Holiday

First

Leaders wrote the _____.



Next

The colonies and _____ went to war.



Next

The colonies became _____.



Last

Independence Day is a holiday to celebrate _____.

Think About It

Think about what you have read. What makes Independence Day a special holiday for Americans?

Write About It

Define

What is independence?

Write and Cite Evidence

Why is Independence Day an important holiday?
Use information from the text to explain.

Talk About It



Explain

Share your thoughts with a partner. Discuss why we celebrate this holiday and why it is special.



Connect to the



Take Action

Pretend you have a pen pal who lives in another country. Write a note about Independence Day. Tell your pen pal how Independence Day is a way to celebrate our country.



How Does the Constitution Help Our Country?

Lesson Outcomes

What Am I Learning?

You will learn about how the United States government works.

Why Am I Learning It?

You will be able to tell why the Constitution is important.

How Will I Know that I Learned It?

You will be able to explain how the Constitution helps our country.

Talk About It

COLLABORATE



Read the words at the top of the Constitution. What do they say? Why do you think the Constitution begins with these words?

HSS 1.3, HSS 1.3.3



The pages of the
Constitution are on display
in Washington, D.C.



1 Inspect

Read Look at the title. What do you think this lesson will be about?

Circle words you don't know.

Underline clues that tell you:

- what the Constitution is.
- who serves in the Congress.
- who makes sure laws are fair.

My Notes

Three Branches of Government

Long ago, leaders wrote the Constitution. The Constitution is the set of rules that explains how the **government** works. The government is a group of people who makes decisions for a state or country.

The leaders created a government with three branches, or parts.

- Congress is a group of leaders from each state. They make laws.
- The president makes sure that people follow laws.
- The Supreme Court makes sure laws are fair.

The web shows the three branches of government. All the branches must work together to make sure the government works well.



the president



the Supreme Court



Congress

2 Find Evidence

Reread How does the web help you understand the United States government?

Underline the job that each branch does.

3 Make Connections

Write

What job does each branch of the government do?

Explore Details

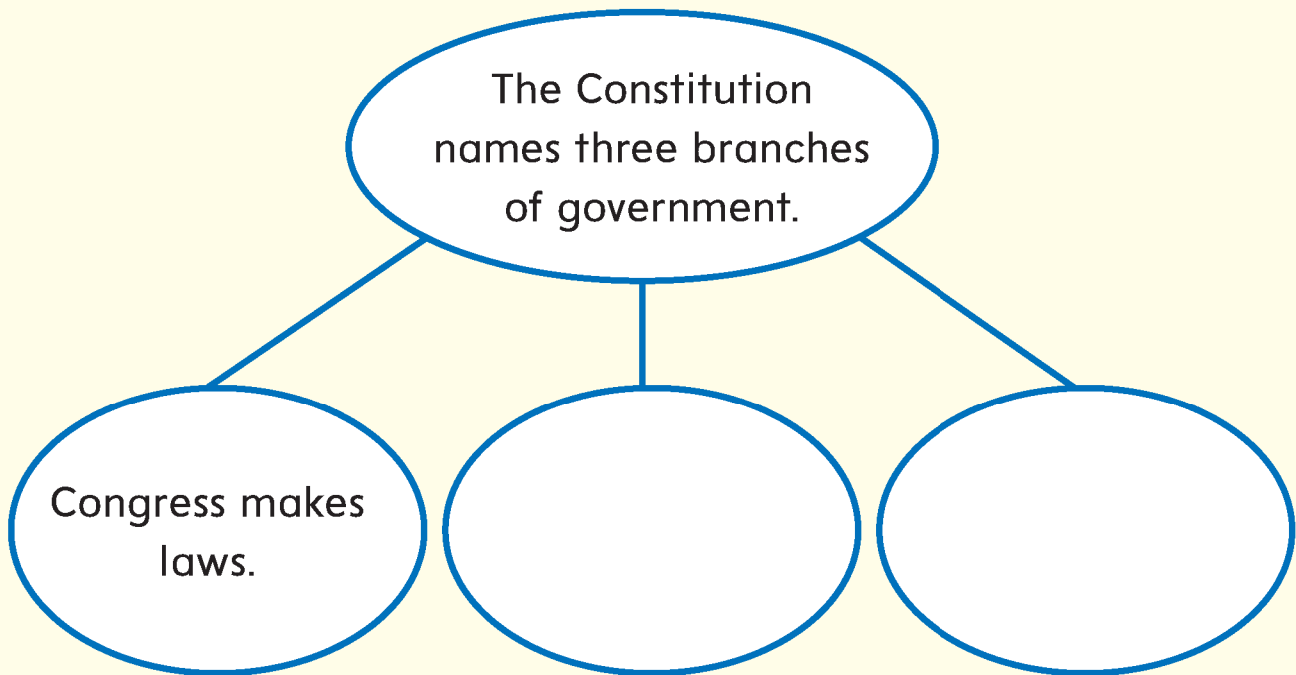
Details are facts and statements. Each detail gives us information about the topic.

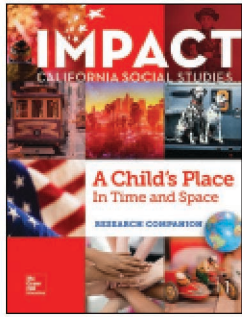
To find details:

1. Read the whole text.
2. Reread the text. What is it about? This is the topic.
3. Look for details that tell you something about the topic. Details may answer questions like *Who?* *What?* *When?* *Why?*



Work with your class to complete the graphic organizer below.



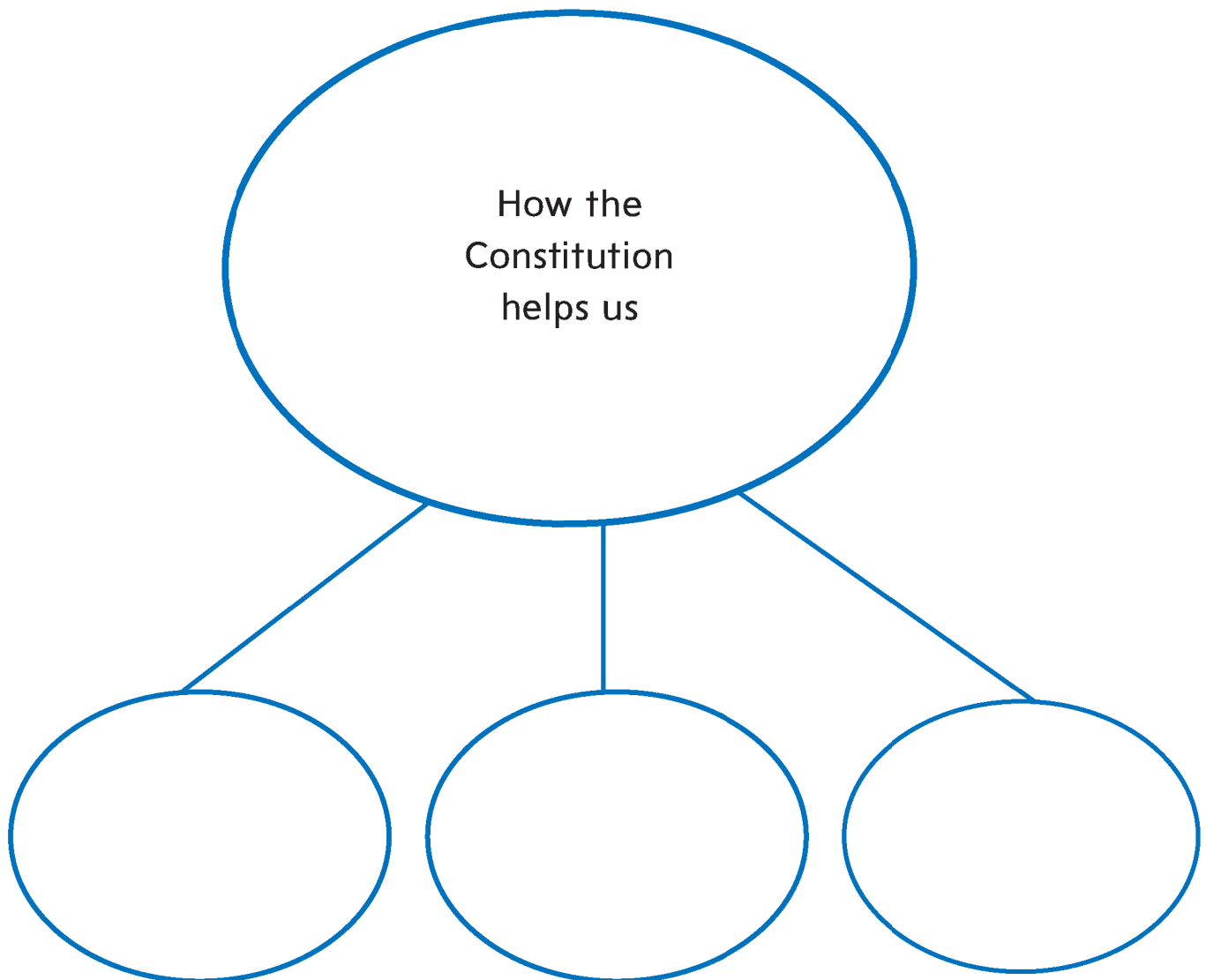


Investigate!

Read pages I06–III in your Research Companion.

Look for details that tell you more about the government and the Constitution.

Write your information in the graphic organizer.



Think About It

Think about what you have read.
Why is the Constitution important?

Write About It

Write and Cite Evidence

Complete the sentences to tell why the Constitution is important.

1. The Constitution tells _____

2. The Bill of Rights _____ people's rights.
3. _____ are changes to the Constitution.

Talk About It



Explain

Share your writing with your partner.

Discuss why the Constitution is important.



Connect to the

Opinion

What would our country be like without the Constitution?

Write one thing that would be different.





Inquiry Project Notes



What Do Our National and State Symbols Mean?

Lesson Outcomes

What Am I Learning?

You will learn about the symbols that stand for our country and state.

Why Am I Learning It?

You will choose your favorite symbol and tell about why you like it.

How Will I Know that I Learned It?

You will make a new symbol for our country and tell others about it.

Talk About It

COLLABORATE



Look at the picture of the flag. This flag is a symbol that stands for something. What does it stand for?



1 Inspect

Look at the picture. What do you think this text will be about?

Read the words. **Circle** words you don't know.

Underline clues that tell you what the people are saying.

My Notes

Pledge of Allegiance

I pledge allegiance
to the flag of the
United States of
America,
and to the Republic for
which it stands,
one Nation under God,
indivisible,
with liberty and
justice for all.



How are the students showing respect for the flag?

2 Find Evidence

Talk What do you think the word *indivisible* means?

Reread the text.

Circle words that tell what our flag stands for.

3 Make Connections

Talk How does saying the Pledge of Allegiance make you feel?

Explore Main Topic and Details

The **main topic** is what the text is about.

Details tell you more about the main topic.

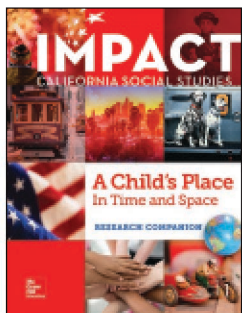
To find the topic and details:

1. Read the title on each page. This is the topic of the text.
2. Read the text. Look for details that tell about the topic.
3. Look at the picture. Pictures can help show the topic or details of a text.



Work with your class to complete the graphic organizer.

Symbol	What It Means
American flag	



Investigate!

Read pages I12–I21 in your Research Companion.

Look for details about symbols.

Write your information in the graphic organizer.

Symbol	What It Means
	Our country gives freedom and hope.
Bald eagle	
	California is a beautiful place.
Grizzly bear	

Think About It

Think about what you read. What symbols are important in the United States?

Write About It

Pick a symbol you read about in this lesson. Which one is your favorite? Write about why you like this symbol.

Talk About It



Explain

Share the symbol you chose with a partner.
Ask your partner about his or her symbol.



Connect to the



Take Action

You can make a new symbol for our country! What does it look like? What does it mean? Why is it important?

1. My symbol looks like _____

2. It means _____

3. It is important because _____



What Do Monuments Help Us Remember?

Lesson Outcomes

What Am I Learning?

You will explore what monuments are and why they are important.

Why Am I Learning It?

You will write about what one monument helps us to remember.

How Will I Know that I Learned It?

You will use what you learned to choose a monument you'd like to visit.

Talk About It

COLLABORATE



Look closely at the picture. What kind of building do you think this is? Why would people visit this building?



1 Inspect

Look at the map. What are some monuments you see?

Circle the monuments and memorials you see.

Highlight the names of the monuments and memorials that you see.

My Notes

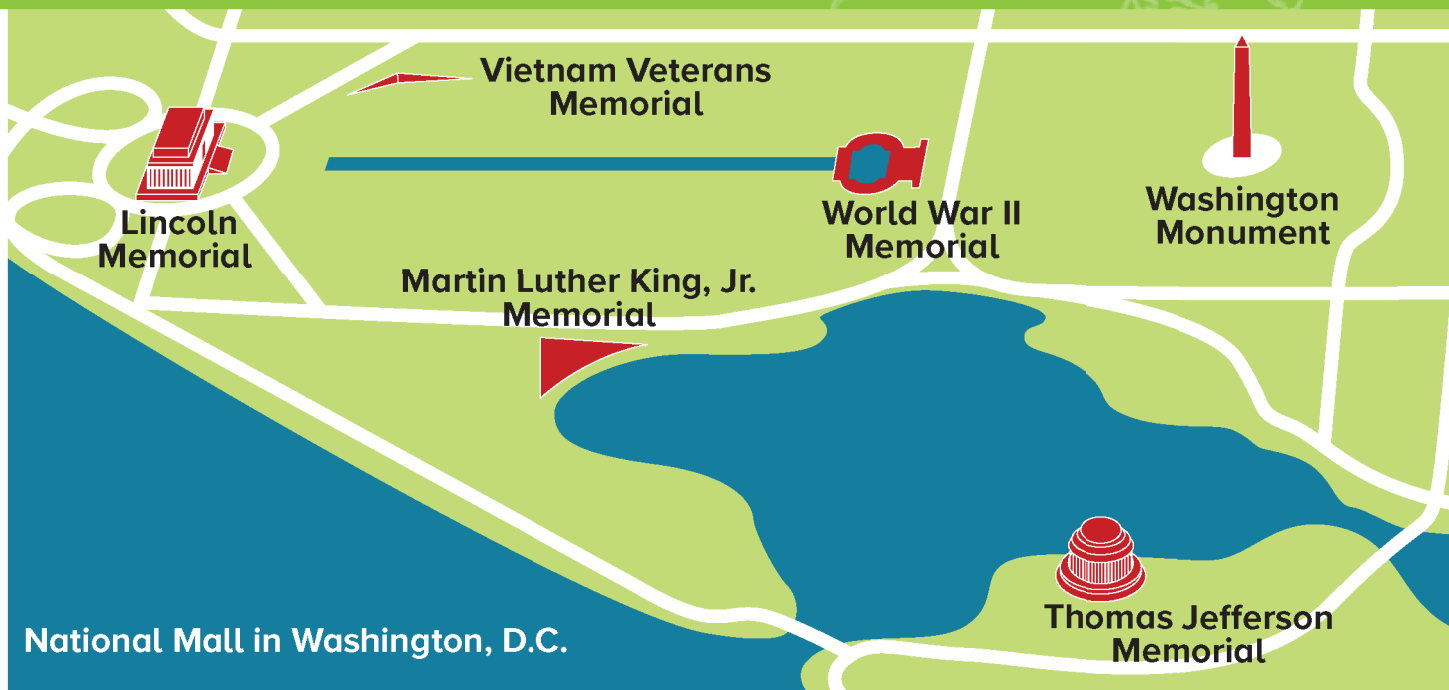
Monuments and Memorials

Some buildings or statues are **monuments**. A monument is a building or statue that honors something or someone. We make monuments to help us remember important people and events.

Sometimes monuments are called memorials. Like monuments, memorials honor someone or a group of people. The Lincoln Memorial honors President Abraham Lincoln.

Did You Know?

There are monuments and memorials in every state in the US.



The National Mall in Washington, D.C. has many monuments that help us remember important Americans.

2 Find Evidence

Look closely again. Which monuments and memorials help us remember a person?

Which monuments and memorials help us remember an event?

How do you know? Use the details from the map to help you answer.

3 Make Connections

Talk Turn back to page I33.

Which president was the monument in the picture built for? Use the map to help you answer.

Explore Author's Purpose

Authors write to tell a story, explain, or persuade.

As you read, look for clues to the author's purpose.

Ask yourself, *Why did the author write these words or choose these pictures?*



As you read, work with your class to complete the graphic organizer.

Clue	Clue	Clue
The map shows the location of monuments.	The map shows _____ _____.	Washington, D.C. has _____ _____.
↓	↓	↓
Author's Purpose to tell information _____.		



Look for clues that tell you the author's purpose.

Write the clues in your graphic organizer.

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Think About It

Think about your research. Why are monuments important?

Write About It

Choose a monument you read about. Draw a picture or write two sentences about it.

If you draw your monument, be sure to label it. If you write about your monument, tell what it helps us remember. Use details from the text.

Talk About It

Share your writing or drawing in a small group.
What new information did you learn?



Connect to the



Which monument do you think is the best to visit?
Write the name of the monument and two reasons.



How Do We Celebrate Important People and Events?

Lesson Outcomes

What Am I Learning?

You will learn what it means to celebrate people and events.

Why Am I Learning It?

You will understand why we have holidays.

How Will I Know that I Learned It?

You will write about a holiday and its meaning.

Talk About It

COLLABORATE



Look closely at these pictures. What do you think the people are doing? Why are they doing this? How can you tell?



People often eat special meals and have parades to celebrate holidays.



1 Inspect

Read the title. What do you think this text will be about?

Circle the name of the ship that took the Pilgrims to America.

Underline words that tell you:

- what it was like when the Pilgrims got to America.
- the name of the Indian tribe that helped them.
- who brought food to the feast.

My Notes

The First Thanksgiving

The Pilgrims were one of the first groups to leave England and come to America. They left England because they wanted more freedom. In 1620, the Pilgrims came to America on the Mayflower. It was cold. There was not much food. It was hard for them to stay alive.

The Wampanoag tribe showed the Pilgrims how to grow food. At the first good harvest, the Pilgrims and American Indians had a feast. Both brought food and celebrated together.



American Indians taught the Pilgrims to grow vegetables like pumpkins and corn. People still eat these foods at Thanksgiving today!



The Mayflower is the ship that brought the Pilgrims to America.

2 Find Evidence

Reread Why was it hard for the Pilgrims to stay alive?

Underline the words that show you.

3 Make Connections

Talk How did the American Indians help the Pilgrims?

Explore Key Details

Key details help you understand a text.

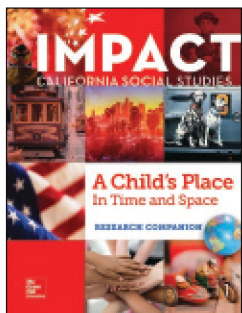
To find key details:

1. Read the title. This is what the text is about.
Circle the title.
2. Read the whole text.
3. Look for information that helps you understand the text. This is a key detail. Underline it.



Work with your class to complete the chart below.

Holiday: Thanksgiving	
Key Detail	Key Detail
Pilgrims came to America on the Mayflower.	



Investigate!

Read pages I30–I37 in your Research Companion.

Look for details about holidays in your text.

Write the details in your graphic organizer.

Holiday: Cesar Chavez Day	Holiday: Martin Luther King, Jr. Day	Holiday: Veterans Day	Holiday: Earth Day
Key Detail Chavez helped farm workers.	Key Detail	Key Detail	Key Detail We celebrate our home, the Earth.
Key Detail	Key Detail We can be kind to others.	Key Detail We have parades for the veterans.	Key Detail

Think About It

Think about your research. Why do we celebrate important people?

Write About It

Write an invitation about a holiday. Tell what you are celebrating, why you are celebrating it, and how you will celebrate it.

Talk About It



Share your invitation with a partner. Then talk about how we celebrate the holiday you chose.



Connect to the Take Action



Which holiday do you think is the best celebration of our country? Use your notes from the graphic organizer to choose a holiday. Then complete the sentence.

_____ is the best celebration of

America because _____

_____.



Inquiry Project Notes



Inquiry Project Wrap Up

Class Big Book of Important Symbols

Now's the time for your team to share your project with the class. Here's what to do.

- ☐ Pick a few of your favorite symbols from your Big Book. Talk about how these symbols celebrate our country.
- ☐ Explain what steps you followed to make your Big Book.
- ☐ Show your Big Book to the class.

Tips for Presenting

Remember these tips when you present to your class.

- ☐ Describe each symbol and what it means.
- ☐ Include details about each symbol or picture.
- ☐ Express your ideas and feelings clearly.
- ☐ Relax and enjoy yourself!

Project Rubric

Use these questions to help evaluate your project.

	Yes	No
Does each symbol have a picture?		
Is each symbol explained in our Big Book?		
Did people understand what each symbol in our Big Book means?		
Did we work well as a team?		

Project Reflection

Think about the work that you did in this chapter, either with a group or on your own. Describe something that you think you did very well. What would you do differently?
