

Grade 1

Knowledge 7

Take-Home Pages

© 2015 The Core Knowledge Foundation and its licensors
www.coreknowledge.org

Revised and additional material
© 2026 Amplify Education, Inc. and its licensors
www.amplify.com

All Rights Reserved.

Core Knowledge Language Arts and CKLA are trademarks
of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book
strictly for illustrative and educational purposes and are
the property of their respective owners. References herein
should not be regarded as affecting the validity of said
trademarks and trade names.

Knowledge 7

A New Nation: American Independence

NAME: _____

DATE: _____

1.1

Take-Home

Dear Caregiver,

During the next several days, your student will be learning about the events that led to the birth of the United States of America. They will learn about the thirteen original colonies, the Boston Tea Party, the shot heard round the world, the Declaration of Independence, and the legend of Betsy Ross. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about this period of American history.

1. Where Are We?

On a U.S. map, have your student locate the thirteen original colonies in America. Share with each other any knowledge that you have of this area. (If you do not have a map, you may check one out from the library.)

2. Draw and Write

Have your student draw and/or write about what they have learned about these events and then share their drawing and/or writing with you. Ask questions to keep your student using the vocabulary learned at school.

3. If You Had Been There

With your student, imagine what it would have been like to have been at one of the following events: Boston Tea Party, Paul Revere's ride, signing of the Declaration of Independence, or sewing of the flag. Talk about what you would have seen and heard and how you would have felt.

4. Sayings and Phrases: Let the Cat Out of the Bag

Your student will be learning the saying "let the cat out of the bag." Talk with your student about the meaning of this saying and when it may or may not be appropriate to reveal a secret.

5. Read Aloud Each Day

Reading to your student every day is very beneficial to their literacy development. Books related to the history of the United States may be found at the local library.

Celebrate times when your student shares what they have learned at school.

NAME: _____

DATE: _____

6.1

Take-Home

Dear Caregiver,

I hope your student has enjoyed learning about some of the important events that led to the birth of the United States. Over the next several days, they will learn more about some of the key people who played significant roles during those events. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about George Washington, Benjamin Franklin, and Thomas Jefferson.

1. Money Detective: Search for the Founding Fathers

Look on coins and paper bills with your student to find images of the people they have been learning about. George Washington's face is on the one-dollar bill and on some quarters. Thomas Jefferson is on some nickels with his home, Monticello, appearing on the reverse. Jefferson is also pictured on the two-dollar bill with a picture of the signing of the Declaration of Independence on the opposite side. Benjamin Franklin appears on the one-hundred dollar bill!

2. Draw and Write

Have your student draw and/or write about what has been learned about the people and events leading up to the birth of our nation, and then share the drawing with you. Ask questions to keep your student using the vocabulary learned at school.

3. Read Aloud Each Day

Reading to your student every day is very beneficial to their literacy development. Books related to the history of the United States may be found at the local library.

Celebrate times when your student shares what they have learned at school.

4. Sayings and Phrases: There's No Place Like Home/Never Leave Until Tomorrow What You Can Do Today

Your student will learn two common sayings, "there's no place like home," and "never leave until tomorrow what you can do today." Talk to your student about the meaning of these sayings, and try to use them in everyday speech.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

11.1

Take-Home

Dear Caregiver,

I hope your student has enjoyed learning about some of the important events that led to the birth of the United States. Over the next several days, they will learn more about some of the key people who played significant roles during those events. Your student will learn about three special symbols representing America as a land of freedom. They will also learn that some people, both then and now, still struggle for freedom. Below are some suggestions for activities that you may do at home to reinforce what your student is learning.

1. Draw and Write

Have your student draw and/or write about what has been learned about the people and events leading up to the birth of our nation, and then share the drawing with you. Ask questions to keep your student using the vocabulary learned at school.

2. Symbol Walk

Take your student for a walk to look for one of the most prominent symbols of the United States, the U.S. flag. You might also set a greater challenge for yourselves by trying to find two other American symbols your student has learned about: the bald eagle and the Liberty Bell.

3. Read Aloud Each Day

Reading to your student every day is very beneficial to their literacy development. Books related to the history of the United States may be found at the local library.

Celebrate times when your student shares what they have learned at school.

Acknowledgements

We are grateful to the many contributors to CKLA over the years, including:

Amplify CKLA

Amplify staff and contributors, who have worked on this edition of CKLA as well as prior editions of CKLA. This product reflects their expertise, passion, and dedication.



The Core Knowledge Foundation, which developed the first edition of CKLA over many years. This includes Core Knowledge Foundation staff as well as countless contributors, educators, and students who field-tested CKLA and provided invaluable feedback in its development.



Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

Cover: Amplify Staff, IKO-studio/Shutterstock, Marek Walica/Shutterstock, NynkevanHolten/Shutterstock, basilpp/shutterstock, homydesign/shutterstock, Karpinski/Unsplash, dusan964/shutterstock, Artiste2d3d/shutterstock; Acknowledgements: Amplify Staff

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

TK