**The Formation of the U.S. Economy: 1700–1861**

**PRIME SOCIAL STUDIES**
**TEACHER’S GUIDE**

**Skills & Strategies**

**Anchor Comprehension Strategy**
- Identify sequence of events

**Essential Understanding**
The formation of the U.S. economy was impacted by many factors, including resources, technology, innovation, and trade laws.

**Social Studies Objectives**
- Identify the different factors that influenced the formation of the U.S. economy.
- Understand the impact of government trade laws, land acquisition, and technology on economic wealth.
- Understand the law of supply and demand and how it relates to trade and the value of goods.

**Metacognitive Strategies**
- Visualize
- Determine text importance

**Content Vocabulary**
- Glossary, page 46

**Vocabulary Strategy**
- Use context clues to determine word meaning

**Word Study**
- Compound words

**Language Forms and Functions**
- Descriptive verbs

**Writing Connection**
- Write a persuasive text, page 44

**Graphic Features Focus**
- Tables and maps

**Related Resources**
- Comprehension Strategy Assessments
- Comprehension Question Card
- Comprehension Power Tool Flip Chart
- ExC-ELL Vocabulary Strategies Card**

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**ExC-ELL Vocabulary Strategies Card**

**If you are using this text with ExC-ELL students, please refer to the ExC-ELL Vocabulary Strategies Card.**

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Benchmark Education Company
Introduce the Book

Make Connections/Build Background

Build Social Studies Concepts and Vocabulary
- Read the PRIME Questions on the inside front cover of the book.

Say: The year is 1828. The government has just placed a tariff, or tax, on imported goods from Britain. Imagine you are an owner of a Southern plantation who trades cotton, grown by enslaved labor, for British goods. How will this tariff affect your business and profits? Now imagine you are a Northern manufacturer trying to compete with British goods. How will this tariff affect your profits?

• Turn and Talk: Have students turn and talk to a partner to generate a list of the ways in which British tariffs affected Americans based on the questions you asked. Then bring students together and have them share their ideas as you write a class list on the whiteboard or chart paper. Create a Cause and Effect Chart that shows the different effects the tariff might have on the Northern and Southern colonies.
• Post this as an anchor chart to support students’ use of concept terms throughout the unit. Feel free to add new words to this chart as you read the book.

Preview the Book
- Invite students to flip through the book and view photos (or project the whiteboard version of the text and preview the pages together).
- Have students turn to the Table of Contents and read the chapter heads and Essential Questions for each chapter.
- Invite students to read the book description and About the Author blurb on the back cover of the book. Ask: How do these features help you figure out what you’ll learn about in this book?
- Think/pair/write/share: Focusing on the Table of Contents, ask students to work in small groups to generate a list of questions they have about the early American economy that they would like to find the answers to as they read. Ask each group to share some of their questions.

Read Aloud the Book Introduction
- Ask: Has anyone seen a piece of foreign money? What do you know about how other countries’ governments make money?
- Have students turn to the picture of foreign currency and a world map on pages 4–5 (or display these pages on the whiteboard). Ask students to describe what they observe in the images.
- Read aloud the text on pages 4–5 or listen and follow along with the talking e-book in the whiteboard edition.
- Invite students to think of other challenges settlers faced as they formed the first colonies in the United States. Explain that students will learn more about how the United States established a national economy, as well as the effects of the Industrial Revolution, during this unit of study.

Write a Persuasive Text: Introduce and Plan
- Have students turn to pages 44–45. Read the writing feature and model together.
- Say: This week, you will get to use what you learn about the development of the U.S. economy to write your own persuasive text. Before you do that, let’s look at some other examples of persuasive texts. Where can we find examples? (Allow responses.)
- Generate a list on chart paper or on the whiteboard of places to access persuasive texts. (newspapers, magazines, journals, Internet sites, television, radio) Discuss how this form of writing is used to communicate information. If you have Internet access, go to a reputable online library, newspaper, or journal for examples.
- Review models together and discuss the characteristics of a persuasive text. Create a Persuasive Text Characteristics Anchor Chart using the list below.

Characteristics of Persuasive Text
- States a position or belief about a topic
- Appeals to a specific audience
- Provides facts and evidence to support position or belief
- Concludes with a restatement of position or belief

• Generate Ideas and Conduct Research: Ask students to do research and decide on the topic they would like to write about. Students should use newspaper, television, or Internet resources to conduct their research and prepare to write their first draft.
• Using the anchor chart, review the characteristics of a persuasive text.
• Ask students to use the Persuasive Essay Planning Guide (BLM 1) to decide on a topic they would like to focus on and research for their persuasive text.
• Confer with individual students and focus on their planning efforts. Are they including key information they have learned about in the text (for example, the role money plays in all government interactions)?

Persuasive Essay

<table>
<thead>
<tr>
<th>Persuasive Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Introduction</strong></td>
</tr>
<tr>
<td>• States position</td>
</tr>
<tr>
<td>• Includes 1-2 supporting sentences</td>
</tr>
<tr>
<td><strong>II. Body</strong></td>
</tr>
<tr>
<td>• Includes facts, details, examples</td>
</tr>
<tr>
<td><strong>III. Conclusion</strong></td>
</tr>
<tr>
<td>• Includes summation and solution</td>
</tr>
</tbody>
</table>
Chapter 1: A Colonial Economy

Before Reading

Make It Comprehensible for ELs
Use the following strategies to help ELs understand concepts and acquire academic language.
• As you introduce concepts and vocabulary, use images from the book or from the image bank on the interactive whiteboard edition to illustrate concepts and terms.
• Pair ELs with fluent English speakers during small-group or partner discussions and activities.
• Model the use of academic sentence frames to support ELs’ vocabulary and language development. (See Suggested Academic Sentence Frames for each chapter.)

Discuss the Essential Question: What was the economy of the British colonies in North America?
Ask students to turn to page 7. Read the Essential Question together.
• Ask: What relationship did the U.S. colonies have with Britain in the early 1700s? What resources did the U.S. colonies have that Britain was interested in securing? How did the continuing ties between the early colonies and the British government affect the fledgling U.S. economy?
• Open discussion: Have students think about and discuss the questions that you asked them. As a class, generate a list of answer predictions. Also, record any additional questions students have about this topic as discussion occurs.

Discuss the Essential Vocabulary: Use Direct Definitions to Determine Word Meaning
ExC-ELL users, please refer to the ExC-ELL Vocabulary Strategies Card.
• Point out the Essential Vocabulary on page 7. 
• Ask: What do you already know about each of these words? Take a moment to jot down what you know in your social studies journal. Have students draw a graphic organizer like the one below in their journal to evaluate their knowledge of the Essential Vocabulary words.

<table>
<thead>
<tr>
<th>Words I Know</th>
<th>Words I Think I Know</th>
<th>Words I Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

• Invite students to share and discuss their graphic organizers with a partner or the whole group. Model using context clues and direct definitions to determine word meanings: If I’m unsure of a word or it’s unfamiliar, I can use context clues around the word to help me with the meaning. Sometimes there’s a direct definition. On page 7, I see the term economy. Looking for nearby clues, I find a definition and some examples. An economy is the plan for how a government uses its wealth and resources.
• Partner search: Have students work with a partner to find the Essential Vocabulary words in Chapter 1 and determine what context clues or definitions are available for each word. Have students record the direct definition of each word in their social studies journals.
• Reinforce the importance of using both context clues and direct definitions to determine word meanings.

Share Essential Vocabulary Spanish/English Cognates
If you have ELs whose first language is Spanish, share the cognates below to support academic vocabulary. Be aware, however, that students may not understand the meaning of all of these social studies words in their first language either.
• credit/el crédito, page 11
• debt/la deuda, page 11
• economy/la economía, page 7
• interest/el interés, page 11
• mercantilism/el mercantilismo, page 7

Preview Text and Graphic Features: Graphs and Tables
• Ask students to turn to page 8. Point out the graph at the bottom of the page.
• Ask: What do you think this feature is? (Allow responses.)
• If necessary, say: This feature is called a graph. Graphs organize information across horizontal and vertical axes.
• Ask students to turn to page 10. Point out the table at the bottom of the page.
• Ask: What do you think this feature is? (Allow responses.)
• If necessary, say: This feature is called a table. Tables organize information in rows and columns.
• Ask: Why do you think these graphic features are included here? How can they help you as a reader? (Allow responses.)
• Help students understand that visual representations of information make it easier to record and recognize information such as scientific data. Nonfiction authors often use graphs and tables to present information in an organized way.
• Say: As you read this book, pay attention to the graphs and tables. These help organize and summarize important information.

Activate Metacognitive Strategies: Determine Text Importance
• Remind students that good readers identify the most important parts of a text as a strategy to help them understand the text.
• Say: Some details in a text are more important than others. Also, some words are more important than other words. Let me show you how to figure out which words and information are most important to this text about the types of trade between Britain and its colonies.
• Model: Read aloud page 12. Say: As I read this page, I know that I need to pay special attention to information that relates to the heading and to the boldfaced words. These two features help me focus on the important parts of the text. The heading on page 12 is “Triangular Trade.” I also see that this is boldfaced in the text. The most important information should relate to this term. The second sentence defines Triangular Trade as the three-part system of trading people and goods. The rest of the paragraph provides examples. The examples help me visualize what Triangular Trade was but aren’t as important as the information that directly defines Triangular Trade.
Chapter 1 (continued)

Set a Purpose for Reading

• Say: As you are reading, you will use Q Notes to record questions that you have about the book and then write answers to your questions. Q Notes help you focus on the most important information and are a way of jotting down answers to your questions. You will be looking at titles, chapter headings, and topic sentences and then turning these into questions. For example, the heading on page 10 is “Seeds of Independence.” You can turn this into a question like, “What were the seeds of independence from Britain for the American colonies?” As you find answers to your questions in your reading, record them in the right-hand column of your Q Notes Guide. Use brief answers, bullets, and so on to help you organize your ideas. You don’t need to use complete sentences.

• Distribute the Q Notes Guide (BLM 2). Tell students that they will be using the left-hand column of their Q Notes Guide to record their questions. As they read and discover answers, they can jot down answers in the right-hand column.

Read the Chapter

Choose the option below that meets the needs of your students. Prompt students to use the metacognitive strategy of determining text importance to help them identify a sequence of events in the chapter.

• Read with a Teacher. Meet with small groups of students to focus on content-comprehension strategies as you read the text together. Students can read silently, or you can do a shared read-aloud of the text. Use the anticipation guide to focus on key concepts.

• Read with a Partner. Have students read the text with a partner and complete the “Author” column of the anticipation guide together.

• Read Independently. Assign students the chapter to read on their own before the next class period. Students should complete the “Author” column of the anticipation guide for the chapter.

After Reading

Choose from the activities below to extend students’ social studies and content-literacy skills.

Discuss Key Concepts

Invite students to share the results of their Q Notes. What questions did they ask for Chapter 1? Were they able to determine the most important parts of the text? Did students use headings, topic sentences, and boldfaced words to form their questions? Were they able to answer their questions based on their reading?

Model Comprehension Strategies:

Identify Sequence of Events

• Explain: Often in social studies and history texts, the author uses sequence of events. The author presents a series of events or explains a process in terms of ordered steps. Recognizing and using sequence of events is important for understanding concepts in history texts. Most often, authors may use sequence of events to show how history unfolded.

• Model: Read aloud page 11. Say: I notice the word then is used a few times in the second paragraph. This tells me that the author has written the paragraph as a sequence. The paragraph tells about a series of events from early colonial life in the British colonies in America. Identifying this paragraph as a sequence of events helps me read it and understand its key points.

• Encourage students to find the dates and/or key words (such as: soon, next, then, after, before, first, and finally) and sequence of events the author uses in the discussion of the development of the colonial economy throughout this chapter. Help as needed.

Vocabulary/Word Study: Open Compound Words

• Call students’ attention to the open compound mother countries on page 7.

• Explain: Tell students that the words mother and countries create an open compound. An open compound is a combination of words that, when used together, create a new meaning.

• Think/pair/share: Have students work in small groups to find other examples of open compounds in Chapter 1. (for example, United States, Native Americans, and slave trade) Ask students to brainstorm and list other examples of open compound words. Have them share their words with the class.

• Write the open compound words from Chapter 1 on chart paper or on the whiteboard. Add any additional open compound words that students suggested to the chart.

Language Forms and Functions: Descriptive Verbs

• Read the following sentences from Introduction, page 4.

On-level: Christopher Columbus sailed west across the Atlantic Ocean in search of Asia.

Bridges: Christopher Columbus sailed west across the Atlantic.

• Explain: In this sentence, the word sailed functions as a transitive, or active, verb. It tells how Columbus crossed the Atlantic. The writer could have chosen a more matter-of-fact verb, like traveled or crossed. But the verb sailed is a more descriptive verb because it paints a visual picture for the reader of the action.

• Practice: Look at page 9. We can find another example of a descriptive verb. What is the example? (Merchants caught breaking these laws were tried in colonial courts.) Have students work with a partner to look through Chapter 1 to find additional examples of descriptive verbs. (As a result, sales suffered..., page 13)

• Ask students to share the examples they found. Record the examples of descriptive verbs on the whiteboard or on chart paper.
Differentiated Collaborative Learning

Invite partners or small groups to complete one of the Putting It All Together activities on page 15 to demonstrate their understanding of the essential information. Note that the activity choices accommodate learners with a range of learning styles.

Write a Persuasive Text: Draft

- Tell students they will be using the Persuasive Essay Planning Guide (BLM 1) to begin drafting their persuasive text.
- Discuss organization: Remind students that a persuasive text is text that is convincing. Have students turn to pages 44–45 and review how to organize a persuasive text.
  Say: Persuasive text is text that you can write to another person, a newspaper, or a television station to convince them to believe in your point of view or get them to act. Once you have the necessary facts and figures to support your point of view, you can use these and your outline to organize your text. The next step will be to write a sentence stating your main point of view. You will also write one or two additional sentences that support your point of view and provide more information. Your text should end with the strongest argument for your point of view.
- Ask students to review their Persuasive Essay Planning Guides (BLM 1). Say: Have you decided on a topic for your text? Are you writing down the important facts and figures to support your point of view? Have you written your outline of important points?
- Conference with students as they complete their drafts. Use the Persuasive Essay Checklist (BLM 3) to draw students’ attention to characteristics they need to include. Focus on how students have organized their ideas and the voice of the writer. Did students select an appropriate topic for their persuasive text? Have they organized the necessary facts and figures to support their topic? Have they written an outline of important points?
- Pair students for peer conferencing.

Home Connections: Constructed Response Journal Writing

In their social studies journal, have students answer the text-dependent comprehension questions for Chapter 1 on BLM 4. These questions, at four text-dependent comprehension levels, help prepare students for the questions they will encounter on standardized content-area reading assessments. To model strategies for answering text-dependent comprehension questions, use the information and prompts provided on the Comprehension Power Tool Flip Chart. Answers for each question on BLM 4, along with addition questions, can be found on the Comprehension Question Card.
Chapter 2: Establishing a National Economy

Before Reading

Make It Comprehensible for ELs
Use the following strategies to help ELs understand concepts and acquire academic language.
- As you introduce concepts and vocabulary, use images from the book or from the image bank on the interactive whiteboard edition to illustrate concepts and terms.
- Pair ELs with fluent English speakers during small-group or partner discussions and activities.
- Model the use of academic sentence frames to support ELs’ vocabulary and language development. (See Suggested Academic Sentence Frames for each chapter.)

Discuss the Essential Question: How did the United States develop a national economy in the early years of the nation?
- Ask students to turn to page 17. Read the Essential Question together.
- Ask: What challenges did the United States face after winning independence from Britain? What kind of systems did the colonists need to set up to begin building an economy? How could the land help the new Americans establish an economy?
- Think/pair/share: Have students work in pairs or small groups to generate answers to the questions you asked. Then bring students together and have them share their ideas as you write a class list on the whiteboard or on chart paper. Based on the students’ responses, create a KWL Chart to record what the students already know (K), and what they would like to know (W). Tell students they will return to the chart after reading to record what they learned (L).

Discuss the Essential Vocabulary: Use Context Clues (Descriptions) to Determine Word Meanings
- Point out the Essential Vocabulary on page 17.
- Say: Writers often use descriptions to help the reader determine a word’s meaning. Descriptive words and phrases give even more information about a word and can help the reader visualize what a word means.
- Model: For example, on page 18, I see the term compromise. The fifth paragraph describes how Secretary of State Thomas Jefferson and Treasury Secretary Alexander Hamilton were able to come to an agreement about how to pay off America’s debts to other countries.
- Have students write each of the vocabulary words from Chapter 2 in their social studies journals and then work in pairs to find the descriptive context clues used to define each word.
- Bring students back together and have them share some of their descriptive definitions.

Share Spanish/English Cognates for Essential Vocabulary
If you have ELs whose first language is Spanish, share the cognates below to support academic vocabulary. Be aware, however, that students may not understand the meaning of all of these science words in their first language either.
- capitalism/el capitalismo, page 17
- compromise/el compromiso, page 18
- embargo/el embargo, page 22
- exports/las exportaciones, page 22
- free market/el mercado libre, page 17
- imports/las importaciones, page 22

Preview Text and Graphic Features: Maps
- Ask students to turn to page 20. Point out the map.
- Ask: What do you think this feature is? (Allow responses.)
- If necessary, say: This is a map. You will see this type of feature used in many books.
- Ask: Why do you think this graphic feature is included here? How can it help you as a reader? (Allow responses.)
- Say: A map is a graphic representation of a geographical area. Map titles and labels help you know what the map is representing. The heading on the map on page 20 tells us that this is a map of the United States in 1792. The states and regions as well as the bodies of water are labeled. The compass rose in the bottom-right corner shows the cardinal directions of north, south, east, and west.
- Help students understand that some concepts are too difficult to explain using text alone. Authors often use diagrams to help their readers understand complex ideas visually.
- Say: As you read this book, you will see maps used to indicate a geographical area when an historical event took place. These help add to your understanding of events.

Activate Metacognitive Strategies: Determine Text Importance, Visualize
- Review: Remind students that when they read Chapter 1, they used clues in the text to help them determine which parts of the text were most important. Say: Features of the text like headings, boldfaced print, tables, and charts are good strategies to use to help you determine the importance of text.
- Explain: Tell students that another effective reading strategy is visualization. Explain that when good readers visualize while they are reading, they mentally picture the topic being discussed.
- Model: Read aloud the fourth paragraph on page 17. Say: As I’m reading, I’m picturing the wide, fertile farmlands and the deep green forests in the unsettled lands of early America. When I create a picture in my mind of what I’m reading, it helps me understand. Visualizing also helps me to connect to the text because it provides mental pictures of things.
- Ask: How will visualizing what you are reading help you become a better reader? (Allow responses.)
- Say: As you read Chapters 2 and 3, remember to visualize, or create mental pictures of, what you are reading. When you visualize the text during your reading, you become more active and involved with the text.

Set a Purpose for Reading
- To set a purpose for reading, have students continue to use the Q Notes Guide (BLM 2) to ask questions about the text and to jot down answers to their questions. Encourage them to also record some visual reminders in their answers.

Read the Chapter
Choose the option below that meets the needs of your students. Prompt students to use the metacognitive strategies of determining text importance and asking questions to help them identify the main ideas in the chapter.
• Read with a Teacher. Meet with small groups of students to focus on content-comprehension strategies as you read the text together. Students can read silently, or you can do a shared read aloud of the text. Use the anticipation guide to focus on key concepts.

• Read with a Partner. Have students read the text with a partner and complete the “Author” column of the anticipation guide together.

• Read Independently. Assign students the chapter to read on their own before the next class period. Students should complete the “Author” column of the anticipation guide for the chapter.

After Reading

Choose from the activities below to extend students’ social studies and content-literacy skills.

Discuss Key Concepts

Return to the anchor chart that you created before reading these two chapters. Invite students to share new information they learned while reading. Students can use their Q Notes to recall details. Were students able to determine the most important parts of the text? Did students use headings, topic sentences, and boldfaced words to form their questions? Were they able to answer their questions based on their reading?

Suggested Academic Language Frames

• Before reading, I wanted to know __________. I learned that __________.

Practice Comprehension Strategies: Identify Sequence of Events

• Ask: What is a sequence of events? Why is sequencing important in history? (Allow responses.)

• Guide practice: Look back at page 17. Let’s reread the first paragraph. As we know, sometimes authors can use sequence of events to describe in what order historical events occurred. How can you identify a sequence of events in history?

• If necessary, model: The first thing to notice in a historical sequence of events is the dates of when specific events happened. The first paragraph tells me that the American Revolution began in 1775. A year later, in 1776, the colonies declared their independence from Britain. In 1781, six years after the first shots were fired, the colonies won the war. Two years after that, in 1783, Britain and the American colonies signed a peace treaty. A sequence of events for a historical event can be made by plotting the dates of the occurrence of each event.

• Say: Sequencing is very important to social studies because it explains the history of events and when they took place.

• Encourage students to find other examples of sequences in Chapter 2 and to share their examples.

Vocabulary/Word Study: Prefixes im–, ex–

• Call students’ attention to the word impressment on page 22.

• Explain: Tell students that the word export has the prefix ex– at the beginning of the word. Explain that when a prefix appears before a root word, it changes the meaning of the word. The prefix ex– means “out of” or “away.” Ask students what the prefix does to the meaning of the word port.

• Have students look at page 22 for a word with the prefix im– (import) and tell what the word means. Have them find a word on page 22 with the prefix ex– (exporting) and tell what the word means.

• Have students look through Chapters 2 and 3 to find other words with the prefixes im– and ex–. Create a Prefix Chart and tell students they can add more words with these prefixes as they read.

• Ask pairs of students to share the sentences they generated. Write the sentences on chart paper or on the whiteboard and model correct usage as necessary.

Differentiated Collaborative Learning

Invite partners or small groups to complete one of the Putting It All Together activities on page 25 to demonstrate their understanding of the essential information.

Share the Cartoonist’s Notebook

• Have students read the Cartoonist’s Notebook spread on pages 26–27 independently, with partners, or as a whole group. (You may wish to project the spread on the whiteboard.)

• Open discussion: Ask students to think about and discuss the following discussion questions. Would you support the high tariff? Would you repeal the high tariff? Would you cancel or nullify the high tariff? Would you pass a lower tariff?

Write a Persuasive Essay: Edit and Revise

• Based on your observations of students’ writing, conduct appropriate mini-lessons to help them improve.

• Say: An important trait to use in writing a persuasive text is the appropriate voice. Your persuasive text should show enthusiasm for your topic and convince the reader to see your point of view. Your text should also sound respectful.

• Ask:

  - Did you use appropriate voice in your persuasive text?
  - Did you select a topic you felt strongly about?
  - Did you collect facts and figures?
  - Did you outline the important points?
  - Did you write a first sentence stating the main point?
  - Did you write one or two more sentences giving additional information?
  - Did you close with the strongest argument for your point of view?

Home Connections: Constructed Response Journal Writing

In their social studies journal, have students answer the text-dependent comprehension questions for Chapter 2 on BLM 4.
Chapters 3 and 4: The Industrial Revolution: Two Ways of Life in One Economy

Before Reading

Make It Comprehensible for ELs
Use the following strategies to help ELs understand concepts and acquire academic language.

- As you introduce concepts and vocabulary, use images from the book or from the image bank on the interactive whiteboard edition to illustrate concepts and terms.
- Pair ELs with fluent English speakers during small-group or partner discussions and activities.
- Model the use of academic sentence frames to support ELs’ vocabulary and language development. (See Suggested Academic Sentence Frames for each chapter.)

Discuss the Essential Questions: How did the Industrial Revolution in the first half of the nineteenth century impact the U.S. economy? How did economic differences between the agricultural South and the industrial North create conflict?

- Ask students to turn to page 29 and 37. Read the Essential Questions together.
- Ask: How did the increased use of machines and technology affect the growth of the American economy? How might immigrants to America change the way people did business with each other? Why would people in the industrial North support a tariff while people in the agricultural South opposed it?
- Open discussion: Have students think about and discuss the questions you asked them. As a class, generate a list of answer predictions. Also, record any additional questions students have about this topic as discussion occurs.

Discuss the Essential Vocabulary: Use Context Clues (Direct Definitions and Descriptions) to Determine Word Meanings

- Point out the Essential Vocabulary on pages 29 and 37.
- Have students record the Essential Vocabulary words in their social studies journals on the Words I Know Chart.
- Remind students they have been using direct definitions and descriptions to determine what a word means.
- Ask: How can you recognize a direct definition? How can you recognize a descriptive definition? (Allow responses.)
- Model: On page 29, I see the term textiles. The sentence tells me directly that textiles are fabrics made from woven knit or yarn. On page 40, I see the term labor-intensive. The sentences say that planting crops was a labor-intensive effort because it required many people to plant, tend, and harvest the crops.
- Have students turn to page 29. Ask: What context clue is used on this page to define an Essential Vocabulary word? (scarcity—description) Have students turn to page 37. Ask: What context clue is used on this page to define an Essential Vocabulary word? (capital—direct definition).

Share Spanish/English Cognates for Essential Vocabulary
If you have ELs whose first language is Spanish, share the cognates below to support academic vocabulary. Be aware, however, that students may not understand the meaning of all of these science words in their first language either.

- immigrant/el inmigrante, page 32
- industrial revolution/el revolución industrial, page 30
- industrialization/el industrialización, page 29
- mass production/la producción masiva, page 29
- scarcity/la escasez, page 29
- textiles/los textiles, page 29
- capital/el capital, page 37
- plantation/la plantación, page 39
- tariff/la tarifa, page 37

Preview Text and Graphic Features: Maps and Tables

- Ask students to scan Chapters 3 and 4 and point out examples of maps and tables in these chapters. (pages 28–41)
- Ask: What information can you get from the map on page 33? What information can you get from the tables on pages 32, 34, 38, and 40? Why are the maps and tables important? How do maps and tables help your reading? (Allow responses.)

Review and Discuss Metacognitive Strategies: Determine Text Importance, Visualize

- Say: An important reading strategy is to determine text importance. What does this mean? What features in the text help you determine the important parts? (Allow responses.) Engage students in a discussion of how they can use headings, boldfaced words, phrases, and graphics to determine text importance.
- Say: Using visualization strategies is also an important reading strategy. What does it mean to visualize what you are reading? (Allow responses.) When you visualize while you are reading, you’re creating pictures in your mind, or mental images. When you visualize during reading, it’s easier to connect to the text and become an active reader. Engage students in a discussion of how they used visualization strategies as they read.

Set a Purpose for Reading

- To help students set a purpose for reading, have them continue to use their Q Notes Guide (BLM 2) as they read Chapters 3 and 4. Remind them to form questions based on the section subheadings and jot down answers as they find them. Encourage them to use visual representation in their notes when appropriate.

Read the Chapter

Choose the option below that meets the needs of your students. Prompt students to use the metacognitive strategies of determining text importance and visualizing to help them identify sequences of events in the chapters.

- Read with a Teacher. Meet with small groups of students to focus on content-comprehension strategies as you read the text together. Students can read silently, or you can do a shared read-aloud of the text. Use the anticipation guide to focus on key concepts.
- Read with a Partner. Have students read the text with a partner and complete the “Author” column of the anticipation guide together.
- Read Independently. Assign students the chapter to read on their own before the next class period. Students should complete the “Author” column of the anticipation guide for the chapter.

After Reading

Choose from the activities below to extend students’ science and content-literacy skills.
Discuss Key Concepts
Have students share the results of their Q Notes Guide (BLM 2). Were students able to write appropriate questions based on chapter headings and subheadings? Did they answer questions using notes, bullets, dashes, or a visual graphic?

Suggested Academic Language Frames
• One important question I had was ________.
• I learned that ________.

Review and Discuss Comprehension Strategies: Identify Sequence of Events
• Ask: Why is recognizing sequence a critical skill for reading social studies and history? Students should understand that social studies involves the explanation of many events that occurred in an exact sequence. Additionally, students should recognize and use clue words that signal sequence, such as next, then, after, before, first, and finally. Encourage them to look for these words in the chapter.
• Say: Recognizing and using sequence is a critical skill for understanding history texts. Remember that you will encounter it often as you read.

Vocabulary/Word Study: Compound Words, Prefixes
• Remind students that they have been learning about open compound words and words with the prefixes im– and ex–.
• Write the words labor-intensive and importing on chart paper or on the whiteboard.
• Think/pair/share: Have students work in small groups to find other examples of open compound words and words with prefixes im– and ex– in Chapters 3 and 4. Have them share their words with the class.
• Write the open compound words from Chapters 3 and 4 on chart paper or on the whiteboard. Add any additional open compound words and words with prefixes im– and ex– that students suggested to the chart.

Language Forms and Functions: Descriptive Verbs
• Read this sentence from the caption on page 24: Andrew Jackson’s victory over British troops in the Battle of New Orleans launched his political career.
• Ask: What is a descriptive verb? (Allow responses.)
• Explain: In this sentence, the word launched functions as a descriptive verb. The writer could have chosen a more matter-of-fact verb, like started or began.
• Have students work with a partner to look through Chapters 3 and 4 to find additional examples of descriptive verbs.
• Ask students to share the examples they found. Record the examples of descriptive verbs on the whiteboard or on chart paper.

Suggested Language Frame
• The word ________ is a ________.
• Write the sentences on chart paper or on the whiteboard and model correct usage as necessary.

Differentiated Collaborative Learning
Invite partners or small groups to complete one of the Putting It All Together activities on pages 35 and 41 to demonstrate their understanding of the essential information.

Suggested Language Frame
• The word ________ is a ________.

Write a Persuasive Essay: Create Final Draft
• Have students either rewrite or type their persuasive text.
• Make sure that students have formatted their persuasive text correctly.
• Have students include their main point sentence and one or two sentences to support their main point.
• Conference with students regarding their publishing plans and deadlines.

Home Connections: Constructed Response Journal Writing
In their science journal, have students answer the text-dependent comprehension questions for Chapters 3–4 on BLM 4.

Synthesize and Assess
Use the suggestions below to synthesize the information from the text and to evaluate and extend students’ content knowledge, comprehension, and vocabulary knowledge.

Read Aloud the Conclusion
Read aloud the conclusion on pages 42–43 and invite students to summarize the key concepts and conclusions they can draw from the text. Encourage students to use key vocabulary terms they have learned.

Text-Dependent Comprehension Assessment
• Review students’ answers to the text-dependent questions for BLM 4. If necessary, support their text-dependent comprehension strategies by answering additional questions (from the Comprehension Question Card) as a group.

Performance-Based Assessment
• Invite students to complete the culminating activity shown on the inside back cover of the book. This activity provides an opportunity for students to demonstrate their understanding of the key concepts developed in the text.

Vocabulary Challenge
• Write each Essential Vocabulary word on an index card.
• Divide the class into three to four teams.
• Each team gets an equal number of opportunities to define an Essential Vocabulary term and use it in a sentence.
• The team that scores the most points wins.
• Or use the IWB Games Feature to assess content knowledge.

Write a Persuasive Essay: Publish and Share
Explain: When you write a persuasive essay, you are presenting a topic that you feel strongly about and are using it to convince readers of your way of thinking. When writing persuasive essays, consider your audience, include a sentence stating your main point, write one or two sentences that support your topic, provide additional information or facts, and save the strongest argument for the end.
• Use one or more of the ideas below for sharing students’ persuasive essays.
• Have students read their texts to the class.
• Make a class display of students’ persuasive texts.
Assessment

Content Assessment

• Have students complete the formal Content Assessment (BLMs 5 and 6). This assessment helps you evaluate students’ understanding of the standards-based concepts developed in this text. There are three test items for each “chunk” of the text as divided in this Teacher’s Guide. For each chapter, there are three types of questions, representing the different kinds of questions students will encounter on standardized content assessments.

Question Types and Explanations

• Recall. Students answer questions based on content concepts learned from the text. Students are not allowed to look in the book for answers.
• Application. Students must transfer their understanding of concepts learned in the book to new, real-life situations.
• Think about it. Students must read and interpret this question carefully. They must consider information provided in the question and information from the book to formulate an answer.
• Write a passage. Students demonstrate their content knowledge by constructing a short text using a provided bank of academic vocabulary words. Students are scored using the rubric provided.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student demonstrates mastery of key concepts. Content is well organized around a clear unifying concept, and all essential vocabulary is used appropriately and effectively.</td>
</tr>
<tr>
<td>3</td>
<td>Student demonstrates mastery of most concepts. Content has a clear organization, and most essential vocabulary is used appropriately.</td>
</tr>
<tr>
<td>2</td>
<td>Student demonstrates partial understanding of some concepts and vocabulary. Content is not well organized, and there are some errors in content knowledge.</td>
</tr>
<tr>
<td>1</td>
<td>Student does not demonstrate knowledge of key concepts and vocabulary. Content organization is lacking.</td>
</tr>
</tbody>
</table>

Answer Key: Comprehension Questions

1. an economic system in which colonies existed to benefit the countries that owned them, page 7
2. Europeans thought of land as something that could be owned. Native Americans looked at Earth as something that provided resources, but could not be owned by any one person. page 8
3. The colonies had a variety of money-making natural resources. Clues/evidence: New England—beef, fish, lumber, ships, whale oil, rum; Middle Colonies—lumber, flour, fish, ships; Southern Colonies—lumber, tar, pitch, and turpentine to build ships
4. Lewis and Clark expedition, page 21
5. so they could own land and businesses privately and not have the government interfering with trade
7. Using machines to produce goods causing both social and economic changes, page 30
8. Immigrants farmers might have had easier lives than immigrant workers. Clues/evidence: Immigrant workers usually moved to eastern cities. They found jobs in factories. The work was hard and the conditions were often unsafe.
9. so the reader could better understand the vastness of slavery over time

Answer Key: Content Assessment

1. Native Americans had a traditional economy based on barter and they did not believe in private ownership of natural resources. European settlers believed the land was owned by their mother countries and in the interest of making their home country rich, they felt they had a right to use up all of the land’s resources
2. They did not want taxation without representation; they did not want a foreign government making unjust laws; they did not want tariffs on goods.
3. American Colonies: 1. Slaves transported to American colonies; West Africa: 2. sugar, tobacco, and cotton to Europe; Europe: 3. Textiles, rum, and other manufactured goods to Africa
4. by encouraging foreign investors to invest in the new nation
5. Each state had its own currency, which made trade complicated and difficult. The federal government did not have the power to tax states, so they could not raise money to clear foreign debt.
6. The Louisiana Purchase doubled the size of the United States, allowing westward expansion and the settling of many immigrants. These immigrants began farming and mining this land, adding greatly to the nation’s economy. The Louisiana Purchase also allowed trade from the Mississippi River through New Orleans.
7. a) new machines such as the mechanical steel plow and threshers, and the cotton gin, increased agriculture and productivity b) new technology such as the steam engine changed transportation c) new inventions such as the telegraph and Morse code increased the speed at which messages and news spread, changing communication
8. Too much cotton, with not enough demand, makes the price of a crop low. Too little, or a scarcity of cotton with a high demand, makes the price of a crop or resource high.
9. The cotton gin greatly increased the amount of raw cotton that could be produced each day, which meant that more labor was needed to grow cotton. This meant that more slaves were imported from Africa to work on plantations. The surplus of cotton encouraged more mills to open in the North and provided more manufacturing jobs for Northerners. By 1850, the cotton gin, along with the hard work of hundreds of thousands of enslaved peoples, help make cotton a cash crop and the #1 U.S. export.
10. Answers may vary.