# Table of Contents

## Lessons

### Getting Started
- Welcome to Calvert ...........................................3
- Gerring Started - Social Studies ..........................11
- Course Materials .............................................12

### Unit 1 - Geography
- The World in Spatial Terms ..................................17
- Regions of the United States ..............................41
- Unit Quiz: Geography ........................................76

### Unit 2 - Early North American History
- Ancient Cultures in North America ......................79
- Native Americans of the Southwest and Pacific Northwest ..................................................92
- Native Americans of the Great Plains and Eastern Woodlands ..................................102
- Unit Quiz: Native Americans ..........................113

### Unit 3 - Age of Exploration
- A Changing World ............................................117
- Spanish Exploration and Conquest .....................126
- French and Dutch Exploration ...........................139
- Unit Quiz: Age of Exploration ..........................147

### Unit 4 - Lessons in Colonial America
- Project: How My State Was Founded .................151
- Early Settlements ............................................154
- New England .................................................165
- The Middle Colonies .......................................173
- Southern Colonies ...........................................182
- Life in the Colonies .........................................195
- Slavery and Triangular Trade ............................211
- Show: How My State Was Founded ...................222
- Unit Quiz: How My State Was Founded ...........229

### Unit 5 - American Revolution
- Project: My State in the Revolution ..................233
- Road to Revolution ..........................................236
- Revolution Begins ..........................................252
- Fighting the War ............................................271
- A Nation Is Born ............................................284
- Show: My State in the Revolution ....................299
- Unit Quiz: American Revolution .....................305

### Unit 6 - Founding the Nation
- Project: My State in Founding the Nation ..........309
- Struggles of a New Nation ................................311
- Writing the Constitution ..................................326
- Convincing the People .....................................343
- Expanding Rights and Active Citizenship ...........353
- Show: My State in Founding the Nation ............371
- Unit Quiz: Founding the Nation .......................375

### Unit 7 - Westward Expansion to Civil War
- Project: My State in the Industrial Revolution, the Civil War, and Beyond ..................379
- An Expanding Nation .......................................382
- War of 1812 ....................................................395
- The Industrial Revolution in America ...............404
- Struggles of a New Nation ................................421
- National Tensions over Slavery .........................439
- Civil War and Emancipation ..............................452
- Show: My State in the Industrial Revolution, the Civil War, and Beyond ........476
- Unit Quiz: Westward Expansion to Civil War ......485
Appendix*

Assessment/File Upload Form ......................... 489
Project Rubrics ............................................. 491

Worksheets
Author's Purpose and Reasons ...................... 495
British and Colonists' Perspectives ............. 496
Cause and Effect ........................................ 497
Geography Chart of the United States ......... 498
Hardships of the American Revolution Chart .......................................... 499
Main Idea Multiple Details ....................... 500

Main Idea and Three Details ....................... 501
Main Idea and Two Details ......................... 502
Map of the United States ......................... 503
Middle Colonies Chart ......................... 504
Regions of the United States ..................... 505
Summarizing Chart ................................. 506
T-Chart (Two-Column Chart) ..................... 507
Three-Column Chart ......................... 508
Venn Diagram ........................................ 509
Vocabulary Chart ......................... 510
Web Graphic Organizer ......................... 511

*The Assessment/File Upload Form and many worksheets in the appendix will be used multiple times throughout this course. Please make additional copies of these pages.
Getting Started
Welcome to Calvert

WELCOME TO CALVERT!

We are glad you have selected our curriculum. Please take the time to read the information that follows.

Note: This lesson part, "Welcome to Calvert," is identical for all courses. Once it is finished, it will be marked complete for each course.

If you are the Learning Guide, please make sure you are logged in and have the Teaching Notes enabled. You can do this by clicking on the Teaching Notes toggle, as shown here:

CALVERT’S PLUS CURRICULUM

You will learn using Calvert's PLUS curriculum framework. Our framework is designed to motivate and engage you by using a research-based, digitally supported instructional approach.

WHY DO WE CALL THIS THE PLUS FRAMEWORK?

Our PLUS framework includes Project-Based Learning, Active Learning, Use for Mastery, and Show elements. Details on each element appear below.

Project - Projects are designed to give you fun, engaging, real-world opportunities to creatively show what you have learned. You can also collaborate with other students in the same course.
Learn - Our courses contain a variety of active learning opportunities, including interactive digital activities designed to encourage you to think independently and Quick Checks to assess your understanding.

Use - You will complete a Use for Mastery assessment at the end of each lesson to make sure you have achieved a deeper knowledge (and have "mastered" the concepts).

Show - We offer many creative and exciting opportunities for you to showcase what you have learned. You can submit audio, images, and videos from your computer or mobile device for a teacher to evaluate.

You can view the following video to learn more about the PLUS framework.

Your course is divided into units. Units are made up of lessons, and a lesson is split into lesson parts. Each lesson part is planned to be a day's work.

Please go online to view this video ▶

WHAT YOU WILL FIND IN YOUR COURSE

PROJECT OPENER

Some units in your course are built around a project. When there is a project in your unit, you will see an introduction and description in the beginning of the unit that will tell you:

- What the project will be about
- What you will be doing as part of the project
- How the project will be graded
- Any work that needs to be created or submitted as part of the project

Projects often encourage you to be creative by adding audio, video, or images to make your presentation more interesting and informative. For hints and tips on creating and uploading your projects, click here.

LESSON PARTS

Each unit is made up of lessons. Each lesson helps you learn a new idea in the unit. The lessons are divided into parts. Each part makes up one day's work.

SHOW

“Show” lessons are places in the unit that focus on your project. They give you a chance to show what you have
learned so far and help you make progress on your project. You can check to see where you are in the project and how your work will be scored.

UNIT QUIZ
At the end of every unit, a unit quiz checks your understanding of all the concepts from the unit. Some questions will be scored by the computer, and some will be marked by your teacher.

In lower grades, the Learning Guide will need to help Grade K and Grade 1 students by reading assessments aloud in cases where Text-to-Speech is not available and taking dictation to submit students’ answers online or helping them to upload responses completed using paper and pencil.

You can view the following video to learn more about what you will find in a course.

Please go online to view this video ▶

WHAT YOU WILL FIND IN A LESSON
At the beginning of each lesson, you will see a lesson title and part number at the top of the screen. You will also see resource buttons to the right of the screen. These resource buttons will identify what you will be working on for your project (if applicable) and will also include lesson objectives, books and materials, assignments, as well as the ability to use Text-to-Speech and print the lesson.

1. Lesson Title and Part Number
2. Resource Buttons
3. Section Divider for Learn, Use, or Show
4. Card Content – Content includes text, videos, and images.
5. Lesson Card – Lesson cards are color-coded: green for Learn, purple for Use, and orange for Project/Show.
6. Card Icon
7. Assessment Frame
8. Assessment Submission Button
9. Number of Possible Points
10. Number of Screens
RESOURCES BUTTONS
Here's what each resource button will include:

- **Project** – The Project button provides a short description of the project you are doing as part of the lesson.

- **Objectives** – Objectives are statements that describe what you will be learning. The objective will be your goal for the lesson across all lesson parts.

- **Assignments** – The Assignments list highlights the lesson's work at a glance. This list includes reading assignments, labs, activities, and exercises.

- **Books & Materials** – All books and materials needed for the day's lesson are listed here. You may find it helpful to review this list before each day's lesson part.

- **Standards** show how each lesson is aligned with national or state standards.

- **Text-to-Speech** will read the page text aloud or allow you to look up the definition of a word that appears in the lesson.

- **Print** allows you to print the lesson, unit, or course you are currently viewing.

You can view the following video to learn more about what your course and lessons will look like.

Please go online to view this video ▶

COLORS AND CARD TYPES

COLORS

Each lesson card is color-coded.

- **Green** refers to Learn sections.

- **Purple** refers to Use sections.

- **Orange** refers to Project/Show sections.
CARD TYPES

All content in a lesson part is laid out as a series of cards. Each card indicates a distinct activity that you will do as part of your daily work. Here are the different types of cards:

**Collaboration** is a way you can share information, data, or projects with other Calvert students in your school. Calvert uses an online collaborative tool to allow you to chat with other students in the classes in specifically designed lessons.

**Final Project** cards will be a place to showcase what you have learned at the end of your project. You can be creative and submit audio, images, or video from your computer or from your mobile device.

**Interactive Activities** are fun digital tools that will help you learn more about a topic. Interactive Activities are digital activities that may include virtual labs, simulations, videos, and more.

**More to Explore** is additional content that can help you either learn more about a concept or help you understand a new concept. More to Explores can include videos, additional readings, or digital activities that help you apply knowledge of a concept a different way.

Some projects are designed to be completed one piece at a time. **Project Progress** cards provide the opportunity to share pieces of project work for feedback in advance of pulling all the pieces together for the final Show.

**Quick Checks** are short assessments that will help you clarify what topics you have mastered and what concepts you may need to review. After you complete a Quick Check, you will be given the correct answer and a resource to help you review the concept in a new way.

We want to check in with you to see how you're feeling about your lessons. **Rate Your Enthusiasm** will appear periodically after your lessons, so you can give us real-time feedback during your course.

We want to check in with you to see how excited you are to begin a project. **Rate Your Excitement** will appear periodically after your lessons so you can give us real-time feedback while you complete each course.
We want to check in with you to see how you are progressing through your project. **Rate Your Progress** will appear on some of the days you are working on a project so you can let us know where you are in the project and how things are going.

We want to check in with you to see how ready you feel for the course. **Rate Your Readiness** will appear in lessons in the Getting Started unit.

We want to check in with you to see how you are understanding each lesson part. **Rate Your Understanding** will appear periodically after your lessons so you can give us real-time feedback while you complete each course.

At the end of every unit, we provide a **Unit Quiz** where you will be assessed on your understanding of all the key concepts learned in that unit. The concepts that are tested are based on the key standards identified by your state.

Each lesson has a **Use for Mastery** assessment. These open-ended response questions help assess how well you understood the lesson concepts. The 'Use For Mastery Guidelines & Rubric' below each question will provide helpful information on how and what to submit for your response. You may be asked to type into a text box or upload a document.

**ONLINE PLATFORM ACCESS**

You can complete our course using a fully online approach with access to a computer or with a hybrid approach, with the help of printed materials. When online, you can use our content in one of two ways:

1. Our online platform called Calvert Teaching Navigator (CTN). You can access CTN online at [http://login.calvertlearning.com](http://login.calvertlearning.com). Your school’s Learning Management System (LMS).

2. If you are viewing the Calvert product through your school’s LMS, please contact your school for how to get access.

Please review our [Technology Requirements](#) to make sure your computer is set up to allow full access to our courses.
SUGGESTED DAILY SCHEDULE

The following is a suggested daily schedule as it displays in CTN. Although each subject can be studied in a designated order, know that you can adapt the schedule and pace to meet your individual educational needs.

A complete course is planned for an average school year of about nine months. There are 160–180 daily lesson parts in a course. The number of lesson parts and tests for individual subjects will vary based on the amount of material that must be covered in the course during the school year.

Each day, we recommend that you spend approximately 120-150 minutes in grades K-2 and 100-120 minutes in grades 3-8 on English Language Arts, 45 minutes on Math, 45 minutes on Science, 45 minutes on Social Studies, and 30 minutes reading independently.

You can view the following video to learn more about the Suggested Daily Schedule.

Please go online to view this video ►

KNOW YOUR ROLE

ROLE OF THE LEARNING GUIDE

The Learning Guide is a responsible adult (usually a parent) who guides the student through his or her academic journey.
Your certified school teacher directs the instruction, determines the pacing, and makes decisions for intervention and enrichment. However, the Learning Guide has an essential role in helping you on the road to academic success.

The Learning Guide has access to the all the course materials. Additionally, teacher-specific instructions (Teaching Notes) written specifically to the Learning Guide or instructor give information, directions, and suggestions for leading you through a lesson.

When Teaching Notes are enabled, teacher-specific instructions for a card will appear just below that card.

You can view the following video to learn more about the role of Teaching Notes and the Learning Guide.

Please go online to view this video ▶

ROLE OF THE STUDENT

While the lessons in this curriculum are written to you, the student, that does not mean you are expected to work completely on your own. Keep in mind that your Learning Guide is here to support and help you. You and your Learning Guide will work as partners. Together you will decide which assignments you will work on independently and which you will do jointly. During the course, there will be times when you will be directed to read a selection aloud for your Learning Guide, share information you have learned, or take part in a discussion.

When working on your own, ask for your Learning Guide's assistance if you have any questions or if directions do not seem clear. You should also check with your Learning Guide before linking to any of the websites listed in the lessons or activities.

ROLE OF THE CALVERT SUPPORT STAFF

At Calvert, we understand the importance of having support when you need it. We offer many resources to help you along the way. If you have a question about our curriculum, our Education Counselors are available to help you Monday through Friday, 9:00 a.m. to 5:00 p.m. Eastern time, by phone at 1-888-487-4652, or email at support@calvertservices.org.

RATE YOUR READINESS

Please go online to view and submit this assessment.
PRINT VS. DIGITAL EXPERIENCE

If you plan to do this course exclusively online, you will have access to all the course material digitally.

If you are going to complete some of this course offline, you might have already received a printed version of our lesson manual. If not, you can print at any time using our Print-On-Demand functionality. Using this functionality, you can print a single lesson, an entire unit, or the entire course.

Print-On-Demand does not print the textbooks that you will need as part of your course. Please contact your school directly to have the textbooks shipped directly to you.

As part of your project work or assessment, you may be required to submit a file, image, or video to your teacher. To do this, you will need access to a computer and a camera-equipped mobile phone.

WORKSHEETS

If you are working in the print version of our lessons, all the worksheets that are needed to complete the course are provided in the Appendix as part of the printed packet. Otherwise, PDFs of all worksheets will be linked to the individual lessons. You will need Adobe Reader® to use these worksheets. Most of these worksheets are fillable and you can use your computer keyboard to type directly in them and save them on your computer.

NOTEBOOKS AND JOURNALS

You may be directed to use a notebook or journal throughout this course. Journals should be used to reflect on your learning and can serve as a single place for notes and information as you move through the course. You can take notes in your physical notebook or even digitally by using an application such as Evernote®.
• In English Language Arts, this will be referred to as ELA Journal.
• In Social Studies, this will be referred to as Social Studies Journal.
• In Science and Math, Science Notebook or Math Notebook will be the preferred name.

ONLINE ACTIVITIES
Your course may include interactive digital activities, videos from publishers such as YouTube®, virtual simulations, virtual labs, and digital assessments that cannot be completed without going online.

BOOKS AND MATERIALS

MCGRaw-HIll E-TEXT
You will see that section titles in your lesson are underlined. We refer to this as hyperlinking. Clicking directly on the link opens the “Books and Content” bookshelf in a new browser window.

First, select the textbook and navigate to the unit and lesson that are provided to you along with the hyperlink in the lesson text.

Then, click on “My Lesson” to find the lesson material.

BRAINPOP®
Calvert Learning is pleased to offer BrainPOP®, an engaging web-based interactive program that supports the core curriculum. BrainPOP® activities include animated video tutorials, interactive activities, and assessments that provide a rich, multisensory experience designed to improve learning. These research-based activities were developed in accordance
with national and state academic standards. These engaging activities are accessed through the online course. When a BrainPOP® activity is appropriate for a lesson, the link is located with the online lesson for that day. Click on the link, and you will be directed to the instructional activities.

**ADDITIONAL MATERIALS**

We have included many resources designed to provide additional help and support as you complete your course. These supplementary resources are provided to you in the appropriate lessons as downloadable PDFs that you can print as needed.

*Your course may also use these materials that are commonly found throughout your home.*

Please go online to view this video ▶

---

✔️ **RATE YOUR READINESS**

Please go online to view and submit this assessment.
Unit 1 - Geography
The World in Spatial Terms - Part 1

**Objectives**
- To identify physical characteristics (landforms) and population centers of United States regions
- To develop skills in using maps and globes to find absolute location and relative location
- To understand the use of geography skills in relation to historical events

**Books & Materials**
- Networks: United States History
- paper and poster board
- crayons, markers, colored pencils
- Computer
- Social Studies Journal

**Assignments**
- Read Networks: United States History, Unit 1, Unit Opener.
- Complete Reading Skills: Cause and Effect activity.
- Complete Reading Skills: Skill Builder activity.
- Read Networks: United States History, Unit 1, Lesson 1, Primary and Secondary Sources: Graphs.
- Complete the Skills Builder: Charts and Graphs activity.
- Read Networks: United States History, Unit 1, Lesson 1, The World in Spatial Terms, Parallels, and Meridians.
- Draw a picture of a globe and include longitude and latitude lines.
- Read Networks: United States History, Unit 1, Lesson 1, The World in Spatial Terms, Location, Location, Location.
- Read Networks: United States History, Unit 1, Lesson 1, The World in Spatial Terms, Geography and Technology.
- Draw a picture of a GPS.
- Complete the Skills Builder: Maps and Globes activity.
- Read Networks: United States History, Unit 1, Lesson 1, The World in Spatial Terms, Solving Local Problems with GIS.
- View examples of different maps.

**VOCABULARY**
- territory
- geographer
- canyon
- climate
- latitude
- longitude
- relative location
- absolute location
- GPS (Global Positioning System)
- GIS (Geographic Information System)
This unit is about geography. You will be learning how the physical features of North America influenced growth and everyday life in the United States. You will learn that location affects the way people live. Also, you will learn how geographic location, climate, and resources affect the economy, everyday life, and history of a region. You will learn more about maps and how to use Geographic Information Systems (GIS) and Google Earth.

In this lesson, you will be working in Networks: United States History, Unit 1, Geography, Opener (pp. 2-9). You will learn how one event can cause another event to happen. This is called cause and effect. Connecting causes to effects will help you understand what you read in Social Studies.

### TEACHING NOTES

Provide an example of a cause-and-effect relationship, such as I forgot to tie my shoes (cause), and so I tripped over my shoelace (effect). Ask your student to give other examples of cause-and-effect relationships in everyday life.

Go to Networks: United States Early Years: Unit 1, Geography, Opener and read Reading Skill: Cause and Effect (p. 4). Click on the Skills icon and then on the Learn It tab. Click through the Learn It tab. Think about what happens when you kick a ball. The ball moves away from you. The kicking of the ball is the event that causes the ball to move away from you. Kicking the ball is the cause. The ball moving away from you is the effect. That whole event is an example of cause and effect. If you are playing softball and hit the ball into the outfield, what is the cause and effect of that event? What is the reason something happened called? What is the result of something happening called?

### TEACHING NOTES

Your student should understand that hitting the softball is the cause of the effect: the ball moving away to the outfield. In the Skill Builders segment, your student should understand that the cause is the reason why something happened. Have your student complete the Learn It tab.

### INTERACTIVE ACTIVITY

In Networks: United States History: Unit 1, Opener, go to the Reading Skills: Cause and Effect (p. 4). Click on the Try It tab. Read through the screens and identify the clue words that tell you the cause and effect of events in American history.

- Click on the Learn It tab: Click through to screen 4. To identify the cause, we ask the question: Why did it happen? What is the cause for Jefferson deciding to write the Declaration of Independence?
• Click through to screen 7. To identify the effect, we ask the question: What happened? What happened when the Thirteen Colonies wanted to be free from England?
• Click through to screen 10. What are some clue words that help you identify cause and effect?
• Finally, click on the Apply It tab. Here you will be asked to identify cause and effect regarding the dispute between the North and South over slavery. Remember, to identify a cause and effect, we ask the questions: What happened? Why did it happen? Read through the screens and identify the clue words that signal a cause or effect.
• If needed, repeat the Learn It, Try It, and Apply It sections a few times to make sure you have a good understanding of cause and effect.

TEACHING NOTES

Your student can record answers to the Learn It questions in his or her Social Studies Journal or answer the answer keys directly as you study the text together.

Answers should include the following.

• Screen 4: The cause of Jefferson writing the Declaration of Independence is that the Thirteen Colonies wanted to be free from England.
• Screen 7: The effect was Jefferson writing the Declaration of Independence.
• Screen 10: Clue words that can help identify cause and effect are: because, as a result, therefore, so.
• Apply It: Causes: People in the South believed that they could ignore laws passed by Congress if laws hurt the state. Effect: A division started between Northern and Southern states. The clue word is because.

Make sure your student asks the question: Why did this happen? in identifying a cause. Make sure your student can also find clue words (example: as a result) in the text when looking for the effect of a cause.

Now, let's draw a cause and an effect. Using paper and crayons or markers, draw a picture that shows an action you took recently—a cause—and that cause's effect. Remember, an effect is always the result of a cause. Your action can be as simple as tying your shoes or throwing a Frisbee. Be sure you show both the cause and the effect.

TEACHING NOTES

Discuss the drawing with your student. Ask if it shows the cause and the subsequent effect. After you have discussed the drawing, ask your student to identify two more cause and effect events he or she can think of.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Previously, you learned about cause and effect. Understanding and being able to identify cause-and-effect relationships helps you to understand your readings in Social Studies. Now you are going to learn about graphs.

You are probably familiar with line graphs, bar graphs, and circle graphs. Graphs show different kinds of information, and they are a useful tool in studying geography. Read *Networks: United States History*; Unit 1 Geography, Opener, **Primary and Secondary Sources: Graphs** (p. 9). As you read, think about these questions:
What kinds of information do graphs show?
What makes a graph a primary source?
What makes a graph a secondary source?

MORE TO EXPLORE

To review bar, line, and circle graphs, watch the BrainPOP movie *Graphs* (05:16). As you watch, think about these questions:

- How are bar, line, and circle graphs similar? How are they different?
- What can bar graphs be used for? What can line graphs be used for? What can circle graphs be used for?

Now that you have refreshed your memory about the three basic types of graphs, let's look at a graph that uses both lines and bars to present information—the **climograph**. Climographs show information about the climate in an area.

TEACHING NOTES

Be sure your student understands that climate is the weather in an area over a long period of time. Climographs combine a graph using lines that show the average monthly temperature with a graph using bars that represent the average amount of rainfall (precipitation) each month.

INTERACTIVE ACTIVITY

Now, let's explore climographs. Open the *Skill Builders: Charts and Graphs* activity in *Networks: United States History*, Unit 1, Unit Opener. Click on the Learn It tab. Click through the screens. Write your answers to the following questions in your Social Studies Journal.
• Stop and look carefully at Screen 2. It shows a climograph of the climate of San Diego, California. What does the red line represent? What do the green bars represent?
• In Screen 6, click on the bar graph part of the climograph. What does a bar graph show?
• In Screen 8, click on the line graph part of the climograph. What does a line graph show?
• In Screen 10, click on the title of the graph. What is the graph's title?
• Click through Screens 13–15. Click on the three measurements the graph measures as prompted. What three things does the graph measure?
• Click through Screens 16–22 following the directions. After you have read through all 22 screens, click on the Try It tab and practice answering the questions. The program will tell you if your answers are correct.
• Finally, click on the Apply It tab. Here, you will be asked to click on the answers to five questions. If needed, you can repeat the Learn It, Try It, and Apply It sections a few times to be sure you understand.

Your student can record the answers to the questions in his or her Social Studies Journal or just answer them directly as you study the climographs together. Answers should include the following:

• Screen 2: The green bars represent rainfall (precipitation); the red line represents temperature.
• Screen 6: A bar graph uses bars to represent amounts of things, such as rainfall.
• Screen 8: A line graph uses a line to show continuous change over time.
• Screen 10: San Diego
• Screens 13–15: The graph measures three things: The bottom measures time in months. The left side measures rainfall in inches. The right side measures temperatures in degrees Fahrenheit.

Please go online to view and submit this assessment.
You have learned the skill of identifying cause and effect in your reading. You have also learned about different kinds of graphs. Now you will study latitude and longitude. These imaginary lines on maps and globes cross each other and form a grid. This grid helps us find places on maps.

First, let's look at latitudes. Latitudes are imaginary lines on globes and maps. They go from east to west. They are also called parallels. This is because they are an equal distance apart from each other.
Remember, these lines are latitude lines on a globe or map. Then, in your own words, write a definition of latitude under your picture. Imaginary. There are no such lines on the actual Earth. The lines are put on maps and globes to help us pinpoint certain places. In your Social Studies Journal, draw a picture of latitude lines on a globe or map. Then, in your own words, write a definition of latitude under your picture.

Globes and maps have longitude lines, too. These lines are also imaginary. Longitude lines run north and south, from the North Pole to the South Pole. Lines of longitude are also called meridians.

Longitude lines form a grid with the latitude lines. This grid created by latitude and longitude lines helps us to find places easily on maps and globes.

In your Social Studies Journal, draw a picture of a globe with longitude lines. In your own words, write a definition of longitude under your picture.

**TEACHING NOTES**

Be sure your student draws a picture of latitude lines on a map or globe and defines what latitude is. Have your student read his or her definition in the Social Studies Journal aloud. Discuss the definition and correct any misunderstandings.

**TEACHING NOTES**

Have your student show you his or her picture of longitude lines on a globe and read the definition aloud. Discuss the picture and definition with your student and correct any misunderstandings.
You are familiar with latitude and longitude lines. Now go to *Networks: United States History* Unit 1, Lesson 1, The World in Spatial Terms, Screen 2. Read the section **Parallels and Meridians** (p.11).

What is the Equator? What is the Prime Meridian? In your Social Studies Journal, draw a picture of a globe. Show the Equator and Prime Meridian. Then write two sentences below your picture. Explain what longitude and latitude lines are used for.

### TEACHING NOTES

Have your student show you his or her picture. Correct any misunderstandings the picture shows. Then have your student read aloud his or her two sentences explaining what latitude and longitude lines are used for. Your student should understand that latitude and longitude are used to locate places in the world. The Equator is the Line of Latitude that is at 0 degrees and the Prime Meridian is the Line of Longitude that is at 0 degrees. This knowledge can be used to generalize about climate, for example. Remind your student that the location of a place affects how people live their daily lives.

### QUICK CHECK

Please go online to view and submit this assessment.

### MORE TO EXPLORE

If you selected the correct answers, view the BrainPOP movie *Latitude and Longitude* (04:07). It explains more about latitude and longitude lines.

If you answered incorrectly, go back to *Networks: United States History*, Unit 1, Lesson 1, Screen 2, and read **Parallels and Meridians** (p. 11). After reading, answer the following questions in your Social Studies Journal.

- Which way do lines of latitude run?
- Which way do lines of longitude run?
- Why are longitude lines called meridians?
- Why do geographers study latitude and longitude?
You will now play a vocabulary game called Talk a Mile a Minute with your Learning Guide. Your Learning Guide will be the speaker and will quickly describe a word to get you to say it. The speaker cannot use any rhyming words or any words on the list. Here is a clue: The words all describe parts of a globe or map. Your job is to quickly say the word the speaker is hinting at. If you have a clock that ticks off seconds, time yourself. Ideally, you will identify all six words within a minute.

You will be the speaker in the Talk a Mile a Minute game. The six words you want your student to identify are latitude, longitude, parallels, meridians, equator, and prime meridian.

Use the following clues to complete the activity.

- Clue for the word latitude: These are imaginary things that run east to west.
- Clue for longitude: These are imaginary things that run north to south.
- Clue for parallel: These run east to west and are an equal distance apart.
- Clue for meridian: These run north to south but are not an equal distance apart.
- Clue for equator: Numbered zero degrees and runs east to west at the globe’s middle.
You’ve already learned about latitude, or parallels. You’ve also learned about longitude, or meridians. Now you will learn about using these imaginary lines. On a globe or map, you will locate a place’s relative location. You will also find its absolute location.

Go to Networks: United States History, Unit 1, Lesson 1, The World in Spatial Terms, Screen 2. Read the section Location, Location, Location! (p. 11).

Let’s say you want to walk to the library. You ask a neighbor the way to get there from your house. Your neighbor gives you the following directions: walk down the street until you come to the drugstore. Turn left at the drugstore. Look for the library next to the grocery store. You have been given a relative location. This is the location of a place based on landmarks. The landmarks that give you a relative location are the drugstore and grocery store.

Draw a picture of a place in your neighborhood. Show its relative location. Then, in your Social Studies Journal, explain why you might use relative location when giving directions.

How does absolute location differ from relative location? You read that absolute location is the exact location of any place on Earth. Every place on Earth has its own number. This number shows where a line of latitude meets a line of longitude. Draw a picture of an absolute location on a map or globe. Under your picture, write your definition of absolute location.
Discuss with your student the difference between absolute location and relative location. Your student should realize that latitude and longitude lines make finding an absolute location on a map possible.

Before moving on, make sure Google Earth is downloaded and opened on your student's computer. If you are using Google Chrome as your browser, you may opt to use the web version.

Now, let's use the website Google Earth. You will find the latitude and longitude of different cities. You will use this information to find the cities’ absolute locations. Check with your Learning Guide to make sure your computer has Google Earth ready for you to use.

Go to Google Earth. In the left-hand corner search box, type in Washington, D.C. Click on the search button. In the bottom right hand corner of the screen, you can find the precise latitude and longitude of Washington, D.C.

The precise latitude and longitude (called the coordinates) is Latitude 38 degrees 54 minutes and 25.89 seconds, N. That is written 38° 54’ 25.89” N. The Longitude is 77 degrees, 2 minutes, and 12.72 seconds W. That is written 77° 2’ 12.73” W.

Start a list of places in your Social Studies Journal. Begin with Washington, D.C. List its latitude and longitude. Add to your list three more cities: London, England; Buenos Aires, Argentina; and Bamako, Mali. Use the search button to find these cities, just like you did for Washington, D.C. Then find the coordinates for your town or city. List those coordinates in your Social Studies Journal. You will see that Google Earth is a good map tool to use.

If your student is unfamiliar with Google Earth, work with your student so he or she feels comfortable using this tool. The latitude and longitude coordinates of the cities are:

- Buenos Aires, Argentina: Latitude 7° 43’ 14.27” S, Longitude: 35° 19’ 38.46” W.
- Bamako, Mali: Latitude 12° 38’ 21.24” N, Longitude: 8° 0’ 10.40” W.

Lastly, have your student search for the absolute location of his or her city or town. If your student is confused by the minutes and seconds in the coordinates, have him or her view the BrainPOP movie Latitude and Longitude (04:07) explaining more about latitude and longitude lines.
Now let's look at relative location. We will look at the countries where the cities you just researched are located: America, England, Argentina, and Mali.

Type in the name of the country in the search bar. The first city was Washington, D.C., so you should type in United States. You will see a physical map of the United States. You can also see the Rocky Mountains in the western part of the United States. To the north, the map shows Canada. To the south, the map shows Mexico. These statements describe America's relative location.

Next, look at the relative location of England, Argentina, Mali, and the state in which you live.

You have practiced using absolute and relative location. You can use these whenever you are learning about a new place in a book or on the news.

Identify an international news story from a news site such as CNN or BBC News. In which country did this event occur? Find the absolute and relative location of the country in which the event happened, using Google Earth and a world map.

Assist your student in finding an appropriate article. Make sure your student accurately finds the absolute and relative locations of the event.

Please go online to view and submit this assessment.
The World in Spatial Terms - Part 5

LEARN

You’ve used Google Earth to find absolute locations and relative locations. Now, you are going to learn about GPS and GIS. GPS is a computer system. Its full name is Global Positioning System. It can find the absolute location of places on Earth. Many new cars and smartphones have a GPS in them. It gives the driver directions to places he or she wants to drive to. GIS is a technology. Its full name is the Geographic Information System. It uses data that allows people to manage, analyze, and share geographic information.

TEACHING NOTES

Your student might be familiar with GPS, as the family car or family member’s smartphone might have one. Discuss with your student how GPS can be helpful to them. Also discuss the GIS and how it is helpful in Social Studies.

INTERACTIVE ACTIVITY

To get an introduction to the Global Positioning System, watch the BrainPOP movie Global Positioning System (02:46). As you watch, think about the following question: How does GPS work?

Now that you have seen the BrainPOP movie, let’s make sure that you understand the difference between a GPS and a GIS. Go to Networks: United States History, Unit 1, Lesson 1, The World in Spatial Terms, Screen 3. Read the section Geography and Technology (p.12). Then, in your own words, write the definition of GPS in your Social Studies Journal. Many cars today have a GPS. Draw a picture of a
GPS on the dashboard of a car. Have the GPS you draw show a map of streets in your neighborhood.

Look at the image of the layers of a GIS map in Networks: United States Early Years, Unit 1, Lesson 1. Learn more about GIS by exploring the National Geographic website GIS (Geographic Information Systems).

Next, in your own words, write a definition of GIS in your Social Studies Journal.

Think about how GIS can help people figure out different kinds of information about geography. Then, draw a GIS map of your street. Remember GIS maps include layers of different types of information about a place. Remember to include different types of information about your street in your own map.

What system would you use for directions? What system would you use to study the elevation and area of a place in the world? Write your answers in your Social Studies Journal and discuss with your Learning Guide.

Have your student read his or her definitions of GPS and GIS and show you his or her pictures. Discuss the difference between the two systems. Discuss the answers he or she wrote in the Social Studies Journal. Correct any misinformation that the definitions, pictures, and answers might include.

**ANSWER KEY**

- **GPS definition:** GPS is a computer system. Its full name is Global Positioning System. It can find the absolute location of places on Earth.
- **GIS definition:** GIS is a technology. Its full name is the Geographic Information System. It uses data that allows people to manage, analyze, and share geographic information.
- **What system would you use for directions?** You would use the GPS system to find directions.
- **What system would you use to study the elevation and area of a place in the world?** You use GIS to study elevation and area.
INTERACTIVE ACTIVITY

Now, go to the **Skill Builder: Maps and Globes** activity in *Networks: United States History*, Unit 1, Lesson 1, Screen 3. Read through the screens of the *Learn It* tabs and answer the following questions.

- Screen 3: What does the GPS use from satellites to identify the exact locations of places on Earth?
- Screen 4: What other device do people use to access GPS?
- Screen 5: When you turn on a GPS, what does it show you?
- Screen 6: If you enter an address into the GPS, what does it show you?
- Screen 8: Where is North on a GPS map?
- Screen 12: What else can a GPS tell you about your destination?

If needed, repeat the *Learn It*, *Try It*, and *Apply It* sections a few times to make sure you have a good understanding of GPS.

TEACHING NOTES

Your student can record answers in his or her Social Studies Journal or answer them directly as you go through the Skill Builder together. Answers should include the following:

- Screen 3: The GPS uses radio signals from satellites.
- Screen 4: You can access GPS using a smartphone.
- Screen 5: The GPS first shows you your current location.
- Screen 6: The GPS will tell you the best route to that address.
- Screen 8: Generally, north is at the top of the map.
- Screen 12: A GPS can tell you also how far away your destination is and how long it will take to get there.

If you have a smartphone or a car with a GPS, you might show that system to your student and practice using the GPS together.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
The World in Spatial Terms - Part 6

Objectives
- To identify physical characteristics (landforms) and population centers of United States regions
- To develop skills in using maps and globes to find absolute location and relative location
- To understand the use of geography skills in relation to historical events

Books & Materials
- Networks: United States History
- Paper or poster board
- Social Studies Journal

Assignments
- Read Networks: United States History, Unit 1, Lesson 1, Geography and Technology.
- Draw a picture of a GPS.
- Work on Solving Local Problems with GIS.
- View examples of different maps.

LEARN

INTERACTIVE ACTIVITY

You’ve already learned more about the GPS. Now, you will learn more about the GIS. You will create a Circle Map to generate ideas as to how the GIS can be used.

First, look at a video What is GIS? (02:03) that gives more information about GIS. As you watch, think about the following questions:

- How are GIS and GPS connected? How are they different?
- How would you explain GIS to someone who had never heard of it before?

Please go online to view this video ▶

TEACHING NOTES

You might want to have your student watch the video a few times to absorb all the information that it provides.

Go to Networks: United States History, Unit 1, Lesson 1, Screen 4. Read the section Solving Local Problems with GIS (pp. 14-15). As you read, think about the following questions:

1. How does GIS help people understand physical geography?
2. How does GIS help people understand human geography, such as population?
3. How can GIS help people see patterns and trends in different ways?
4. How can GIS be helpful to people wishing to solve problems in their communities?
5. How might GIS help firefighters when they have to fight a fire?
6. How might a business use GIS?
Write your answers in your Social Studies Journal.

**TEACHING NOTES**

Discuss the reading with your student. Your student can record answers in his or her Social Studies Journal and you can, through discussion, correct any misinformation your student might have.

**ANSWER KEY**

1. GIS can help people understand physical geography since people can see layers of physical features.
2. GIS can help people understand human geography such as population by allowing us to see the locations of higher and lower population density.
3. We can complete maps and charts from different places and times in order to see patterns and trends.
4. People can use maps and charts to see where populations are highest. People can use maps to create parks, roads, and public utilities to meet the needs of those larger populations.
5. Firefighters could use GIS to determine the shortest and quickest route (the least traffic tie-ups) to the scene of a fire.
6. Businesses could use GIS to determine the best location for a new store by layering information about population, housing, and taxes.

After you have read *Networks: United States History*, Solving Local Problems with GIS, answer the following questions:

1. Would you use a map, chart or graph to show the citizens how many people will use the park?
2. Would you use a map, chart or graph to decide where to build the park?

**TEACHING NOTES**

Your student can record answers in his or her Social Studies journal or answer them directly as you study GIS together. Answers should include the following:

1. a graph
2. a map

In order to better understand GIS and GPS and how they can be used, you will create two Circle Maps. A Circle Map is a tool used to define a thing or an idea and helps to brainstorm about that thing or idea. For the GIS Circle Map, draw a large circle on a blank piece of paper. In the center of the large circle, draw a small circle and write “GIS” in it. In the space outside the small circle, write words that describe
In order to better understand GIS and GPS and how they can be used, you will create two Circle Maps. A Circle Map is a tool used to define a thing or an idea and helps to brainstorm about that thing or idea. For the GIS Circle Map, draw a large circle on a blank piece of paper. In the center of the large circle, draw a small circle and write “GIS” in it. In the space outside the small circle, write words that describe what GIS is, does, and how it can be used. You may go back and reread about GIS in *Networks*. Repeat the process to create the second Circle Map about GPS.

**TEACHING NOTES**

Discuss the Circle Maps your student created. Make sure your student clearly understands that GPS is a part of GIS. Review ways GIS might be used in your community.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Previously, you learned more about the GIS. You made Circle Maps for the GIS and GPS. Now you will do a Skill Builder activity. You will discuss the different maps that can be used for GIS. Be sure to check, correct, compare, and even add details to your Circle Maps.

**INTERACTIVE ACTIVITY**

There are many different types of maps that you should be familiar with. They can be used in GIS. Go to [Skill Builder: Map and Globe Skills](#), in the Lesson Resources section, to learn about the many different maps. Complete all three parts—the Learn It, Try It, Apply It sections—of the activity to learn about and become familiar with the many different types of maps. Check your Circle Maps to compare your ideas with the Skill Builder and see if there are some types of maps you should add to your Circle Maps. You might want to repeat the Skill Builder a couple of times to make sure you have learned about all the maps mentioned.

**TEACHING NOTES**

After completing the Skill Builder, your student should be familiar with Political Maps, Neighborhood Grid Maps, and Population Maps. Discuss with your student how helpful each of these maps can be when used in GIS to solve a community problem.
INTERACTIVE ACTIVITY

Now you are going to view examples of different maps by visiting Arc-GIS. Click the link to look at various History and Culture Maps.

Use the Search Bar to find the map titled "The Real Pirates of the Caribbean." Click on “The Real Pirates of the Caribbean” map. Follow the prompts, and click on the dates on the left side of the screen. This is a true story told through maps. You will learn about real pirates that sailed the Caribbean Seas. You also will see a variety of maps used to explain the history of real pirates of the Caribbean.

MORE TO EXPLORE

(Optional) For more fun with maps, click on the link to see Thirteen Spooky Halloween Haunts.

Take the tour to the thirteen spooky Halloween haunts. Note that the political maps show the location in each state where the haunt is located.

Click on the link to see Gauging Population Change and scroll through the presentation. It looks at the changing population numbers of counties and cities in the United States. Some counties are losing population, while others are gaining. Some cities are shrinking in population and other cities are growing. At the end, look for the region where you live to determine if the population is growing or shrinking.

TEACHING NOTES

Explore the websites with your student. Discuss the various maps used in the presentations.
In this lesson you have learned about many different kinds of maps. You have also learned about GPS and GIS, which use maps, graphs, and charts. Now see if you can explain what you have learned by answering the following questions.

**USE FOR MASTERY**

How has GPS changed the way people travel? Select two correct answers.

- [ ] GPS allows phone calls to be made around the world.
- [ ] GPS follows a person's location by satellite to give directions.
- [ ] GPS uses radio signals to find the absolute location of places on Earth.
- [ ] GPS shows three dimensional shapes of landforms.
- [ ] GPS uses an atlas to provide driving directions.

Which is an example of the type of information used when giving relative location?

- [ ] lines of latitude
- [ ] kilometers
- [ ] lines of longitude
- [ ] landmarks
If your teacher has asked you to submit files for this assessment, please attach them to this upload box.
Regions of the United States - Part 1

**Objectives**
- To describe and compare the physical and political features of the five regions of the United States
- To identify landforms and human-made landmarks in the five regions of the United States
- To understand the difference of the five regions of the United States

**Books & Materials**
- Networks: United States History
- Social Studies Journal
- Computer

**Assignments**
- Read Networks: United States History Grades 4-5, Unit 1, Lesson 2.
- Complete interactive activity to explore Google Earth: United States
- Complete Geography Chart of the United States worksheet

---

**LEARN**

**VOCABULARY**
- contiguous
- territories
- navigable
- tributary
- continental divide
- plateau
- canyon

In this lesson, you will learn about the physical features, landforms, and regions of the United States. You will identify the physical features in your hometown and state and, using Google Earth, their relative location to the landforms discussed.

To begin, read the opening paragraphs of *Networks: United States History*, Unit 1, Lesson 2, *Geography of the United States* (pp. 16-17). Stop at the blue title *The United States*. Think about a physical feature that is in your hometown or in your state. In your Social Studies Journal, draw a picture of that physical feature and describe it in your own words. Tell how it affects your daily life. Is it a mountain or lake that affects the weather? Do you visit it to hike, or if a lake, to swim?

---

**TEACHING NOTES**

Discuss with your student the physical features near where you live and which ones affect daily life and which ones do not.
Go back to Networks: United States History, Unit 1, Lesson 2. Read the section The United States (p. 17).

Next, go to Google Earth. Ask your Learning Guide for help if you need it.

In the Search box, type in United States. Click on the map of the United States to see the contiguous states. Contiguous states are those states connected by a shared border. Draw a picture in your Social Studies Journal of your home state. Show the states contiguous to your home state. Below your picture, write a definition of the word *contiguous* in your own words.

You have drawn a picture of the word *contiguous*. You have written a definition of the word. Now write the names of the two states in the United States that are *not* contiguous.

---

**TEACHING NOTES**

Work with your student as he or she uses Google Earth and searches the contiguous states of the United States, as well as those that share a border with your home state. Your student should identify Hawaii and Alaska as the two non-contiguous states.

---

Go back to Networks: United States History, Unit 1, Lesson 2. Find the map U.S. Territories (p.17). Make sure all the layers are turned on. Use the map and reread the text. Identify what three oceans border the United States. Write your answer in your Social Studies Journal. Did you notice that on the map, the northernmost ocean's name mentioned in the text is missing?

Read the section U.S. Territories (p. 17) in Networks: United States History, Unit 1, Lesson 2, The Geography of the United States. Then, using your own words, write a definition of the word *territories* in your Social Studies Journal. How many territories does the United States have? Write the answer in your Social Studies Journal. Draw a picture of one of the U.S. territories and label it. Look at the map again. Write in your Social Studies Journal the names of the two U.S. territories in the Caribbean. What ocean are they located in? Look at the map again. Write in your Social Studies Journal the names of the two U.S. territories in the Pacific Ocean.

---

**TEACHING NOTES**

Your student should show his or her picture. Note that all the U.S. territories are islands and your student’s picture should reflect that. Have your student read you his or her definition of the word *territories*. Discuss and correct any misinformation.
Ask your student to share his or her answers to the map questions:

Two territories in the Caribbean are Puerto Rico and the U.S. Virgin Islands. They are located in the Atlantic Ocean. The two U.S. territories in the Pacific Ocean are Guam and American Samoa.

To organize all the information you have learned about the United States so far, fill in questions 1–6 on the Geography Chart of the United States. You may use your notes in your Social Studies Journal to help you answer the questions. You will answer the other questions on the Geography Chart as we move through this lesson.

The answers to the first 6 questions on the Geography Chart are:

1. 48
2. Hawaii and Alaska
3. Arctic Ocean, Atlantic Ocean, Pacific Ocean
4. 4
5. Puerto Rico and the U.S. Virgin Islands

Please go online to view and submit this assessment.
You have learned some geography facts about the United States. Now, we will add to that knowledge. The United States has more landforms that create geographic regions. Open Networks: United States History, Unit 1, Lesson 2, Screen 2. Read the section Lowlands and Highlands (pp. 18-19). While you read, think about the answers to these questions:

1. Where can you find lowlands in North America?
2. What are some features of Lowlands?
3. Where can you find highlands in North America?
4. What are some features of Highlands?

Now, look at the map Piedmont and Atlantic Coastal Plain. It shows you one of the lowlands of the eastern United States—the Atlantic Coastal Plain. It is easy to remember that it runs along the Atlantic coast, just as it is named. Just west of the Atlantic Coastal Plain, between the Atlantic Coastal Plain and the Appalachian Mountains, is an area called the Piedmont. The soil in the Piedmont is rich farming soil.
To learn more about the Piedmont, watch *The Piedmont of the Southeastern Region* (03:18). While watching the video, think about the following questions:

- Where is the Piedmont?
- What are some of its features?

Go back to *Networks: United States History*, Unit 1, Lesson 2. Find the map *Appalachian Mountains*. The map shows the highlands of the eastern United States; the Appalachian Mountains. Where do the Appalachian Mountains start in the north? Write the answer in your Social Studies Journal. The Appalachian Mountains end in the south in Alabama.

There are three landforms your student will learn about here: the Atlantic Coastal Plain, the Piedmont region, and the Appalachian Mountains. Make sure your student understands the difference between a lowland and a highland.

If your answers were all correct, watch the BrainPop movie *Landforms* (04:37) to learn more about landforms. Think about the following questions while you watch:

- What is a landform?
- How many continents are on Earth?
- What are some different kinds of landforms?
If you answered incorrectly, go back to the section **Lowlands and Highlands**, Screen 2 in *Networks: United States History*, Unit 1, Lesson 2. Reread about the Atlantic Coastal Plain and the Appalachian Mountains. Look at the two maps again. In your Social Studies Journal, create a two-column chart. Fill one column with information about the Atlantic Coastal Plain and the other with information about the Appalachians.
# Regions of the United States - Part 3

## Objectives
- To describe and compare the physical and political features of the five regions of the United States
- To identify landforms and human-made landmarks in the five regions of the United States
- To understand the difference of the five regions of the United States

## Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer

## Assignments
- Read Networks: United States History, Grades 4-5, Unit 1, Lesson 2, Geography of the United States
- Complete interactive activity to explore Google Earth: United States
- Complete Geography Chart of the United States worksheet
- Complete interactive activity to explore Google Earth: Rocky Mountains
- Complete interactive activity to explore Google Earth: Northeast
- Complete interactive activity to explore Google Earth: Southeast
- Complete interactive activity to explore Google Earth: Midwest
- Complete interactive activity to explore Google Earth: Southwest
- Complete interactive activity to explore Google Earth: West
- Complete Graphic Organizer: Regions of the United States worksheet
- Complete a “mental map” of the United States showing the five regions

## LEARN

You have learned about three landforms in the eastern United States. Now, you will learn about landforms in the southern and central parts of the United States. Go to Networks: United States History, Unit 1, Lesson 2, The Geography of the United States, Screen 3. Read the section The Gulf Coastal Plain (p.19).

Find the map Gulf Coastal Plain. Find the southern location of the Gulf Coastal Plain. It runs along the Gulf of Mexico in the south. Is the Gulf Coastal plain wider than the Atlantic Coastal Plain? What is this land excellent for? Write your answers in your Social Studies Journal.
Check your student’s answer to the questions above.

**SAMPLE ANSWER**

The Gulf Coastal Plain lies along the Gulf of Mexico. It has very rich soil.

---

**MORE TO EXPLORE**

The Gulf Coastal Plain has important wetlands where a variety of birds, fish, and animals live. To learn more about these coastal plains, watch the Discovery Education video *The Coastal Plains of the Southeastern Region* (03:47). Think about the following questions while you watch:

- Where are the coastal Plains of the Southeastern Region?
- What are some of its features?

---

Now read about the **Central Lowlands** in *Networks, United States History*, Unit 1, Lesson 2, The Geography of the United States. What bodies of water influence life in this area of the United States? What is this land west of the Appalachians like? Write your answers in your Social Studies Journal.

Click on the second map in the orange box. Find the location of the Central Lowlands.

---

**TEACHING NOTES**

Discuss with your student the lowlands you have just reviewed—the Gulf Coastal Plain and the Central Lowlands. Point out that the lowlands are mostly rich farmland and wetlands.

- Gulf Coastal Plain—The Gulf Coastal Plain is wider than the Atlantic Coastal Plain. The land is good for farming.
- Central Lowlands—The Great Lakes and the Mississippi River influence life here. The land in the Central Lowlands is also good farming land.
MORE TO EXPLORE

Watch the Discovery Education video Plains and Plateaus (02:29). It discusses plains, coastal plains, and plateaus. We will discuss plateaus later. For now, this video gives a good explanation of plains, such as the Great Plains, which we will discuss next, and the Coastal Plains. Think about the following questions while you watch:

- What are some features of plains?
- What are some differences and similarities between the Coastal and Great Plains?

Read the section Great Plains in Networks:United States History, Unit 1, Lesson 2, The Geography of the United States. After you read, answer the following questions in your Social Studies Journal.

- In the Great Plains, what rises in the western part of the plains?
- What makes up most of the Great Plains?
- What are prairies?

The Great Plains offer rich land for farming crops and raising cattle on ranches. The area also is rich in natural resources such as coal, oil, and natural gas. Click on the third map in the orange box. Note that the Great Plains area is located west of the Mississippi River.

TEACHING NOTES

Discuss with your student that the Great Plains offers rich land for farming crops, for raising cattle on ranches, and for natural resources. Answers are as follows:

- The elevation of the land rises in the western part of the plains.
- Prairies make up most of the Great Plains.
- Prairies are flat rolling lands covered with grass.

INTERACTIVE ACTIVITY

To review all you have been learning, take out your Geography Chart of the United States.

Complete questions 7–11. You may refer to the notes and answers you wrote in your Social Studies Journal to help you answer the questions.
What are some differences and similarities between the Coastal and Great Plains?

Read the section Great Plains in Networks: United States History, Unit 1, Lesson 2, The Geography of the United States. After you read, answer the following questions in your Social Studies Journal.

In the Great Plains, what rises in the western part of the plains?

What makes up most of the Great Plains?

What are prairies?

The Great Plains offer rich land for farming crops and raising cattle on ranches. The area also is rich in natural resources such as coal, oil, and natural gas. Click on the third map in the orange box. Note that the Great Plains area is located west of the Mississippi River.

Discuss with your student that the Great Plains offers rich land for farming crops, for raising cattle on ranches, and for natural resources. Answers are as follows:

- The elevation of the land rises in the western part of the plains.
- Prairies make up most of the Great Plains.
- Prairies are flat rolling lands covered with grass.

To review all you have been learning, take out your Geography Chart of the United States. Complete questions 7–11. You may refer to the notes and answers you wrote in your Social Studies Journal to help you answer the questions.

ANSWERS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>The Atlantic Coastal Plain</td>
</tr>
<tr>
<td>8</td>
<td>The Appalachian Mountains</td>
</tr>
<tr>
<td>9</td>
<td>The Gulf Coastal Plain</td>
</tr>
<tr>
<td>10</td>
<td>The Appalachian Mountains</td>
</tr>
<tr>
<td>11</td>
<td>The Mississippi River</td>
</tr>
</tbody>
</table>

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
So far, you have learned about the Gulf Coastal Plain, the Central Lowland, and the Great Plains. There is still more geography of the United States to learn! Now you will learn about waterways—the Mississippi River, the Great Lakes, and the St. Lawrence Seaway.

Go to *Networks: United States History*, Unit 1, Lesson 2, The Geography of the United States, Screen 4. Read the section The Mississippi River in *Waterways, Mountains and Plateaus* (p.20).

What is the central part of the United States sometimes called? Write your answer in your Social Studies Journal.

Find the map *Mississippi River Basin*. Use the map to answer this question in your Social Studies Journal:

What body of water does the lower Mississippi River flow into?
There are many rivers in the Mississippi River Basin. Many of them are **navigable**. This means they are wide enough and deep enough for the passage of ships. Draw a picture in your Social Studies Journal of a ship on a navigable river. Then write a definition of the word *navigable* in your own words.

There are also many tributaries to the Mississippi River. What is a **tributary**? Write a definition in your own words in your Social Studies Journal. Draw a picture of a tributary leading to a main river.

---

### TEACHING NOTES

Discuss with your student the Mississippi River Basin and the meaning of the words *navigable* and *tributary*. Point out to your student that the navigable rivers in the Mississippi River Basin have been important to trade throughout American history. Answers are as follows:

- The central part of the United States is sometimes called the Mississippi River Basin. The lower Mississippi River flows into the Gulf of Mexico.
- Your student’s definition of *navigable* should include that navigable waterways are those in which large ships can sail.
- Your student’s definition of *tributary* should include the idea that tributaries are rivers that flow into other rivers.

---

### INTERACTIVE ACTIVITY

Watch the first 03:20 of the video *The Mississippi River and Its Tributaries* in *Networks, United States History*: Unit 1, Lesson 2, The Geography of the United States. You will see the Mississippi River’s four major tributaries. You will also see how important the Mississippi River Basin is to the economy of the United States. Think about the following questions while you watch the video:

- What are the Mississippi River’s major tributaries?
- Why is the Mississippi River Basin so important?
- How are rivers different from plateaus?

---

### TEACHING NOTES

Discuss with your student the portion of the video he or she watched. Explain that later, her or she will learn more about the importance of rivers in American history.
ANSWER KEY

- The Mississippi River’s major tributaries are the Missouri River, the Ohio River, the Arkansas River, and the Red River.
- The Mississippi River Basin is important because it has excellent farmland.
- Rivers are different from plateaus in that rivers are running waterways and plateaus are areas of relatively high ground.

Read the section The Great Lakes and St. Lawrence Seaway in Waterways, Mountains and Plateaus, in Networks: United States History, Unit 1, Lesson 2, The Geography of the United States. In your Social Studies Journal, write the names of all five Great Lakes. Then answer these questions: Which lake is the largest? Which lake is the smallest?

The Great Lakes drain into the St. Lawrence River. Ships could not sail on the St. Lawrence River. But a system of canals and locks was built to make the river navigable. In your Social Studies Journal, explain what a lock is.

Find the map The St. Lawrence Seaway in Networks: United States History, Unit 1: Lesson 2, The Geography of the United States. Trace the path of the seaway as it empties into the Atlantic Ocean on the Canadian coast.

TEACHING NOTES

Discuss with your student the answers to the questions.

ANSWERS

The five Great Lakes are Huron, Ontario, Michigan, Erie, and Superior. The largest Great Lake is Lake Superior. The smallest Great Lake is Lake Erie.

Your student’s explanation of what a lock is should include that a lock is part of a canal. Water is pumped into or out of the lock to raise or lower ships as they go through the canal.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You’ve already learned about waterways. Now, you are going to learn about mountains, the Continental Divide, and plateaus.

Go to Networks: United States History, Unit 1, Lesson 2, The Geography of the United States, Screen 5. Read the two paragraphs in the section Western Mountain Ranges (p 21). Think about the following questions while you read:

- Where do the Rocky Mountains begin? Where do they end?
- How are the Rockies different than the Appalachians?
- What is between the Rockies and the Pacific Coast?

You’ve already learned about the Great Plains, which are west of the Mississippi River. If you were to drive west across the Great Plains, you would run into a high mountain range called the Rocky Mountains. Go to Google Earth and search for the Rocky Mountains.
Explore the length of the Rocky Mountains. You will see they start in Alaska. Then they run south through Canada and into the United States. They end in New Mexico. West of the Rocky Mountains, you will see other, smaller mountain chains. These include the Cascade and Sierra Nevada mountains.

**TEACHING NOTES**

Help your student use Google Earth to find the Rocky Mountains.

- The Rocky Mountains start in Alaska and end in New Mexico.
- The Rocky Mountains are higher than the Appalachian Mountains because the Rocky Mountains are “younger.” That means they were formed after the Appalachian Mountains.
- Between the Rockies and the Pacific Ocean, there are smaller mountain chains. These include the Cascade and Sierra Nevada mountains.

To learn more about the difference in height between the Rocky Mountains and the Appalachian Mountains, you can discuss how weather wears down landmasses with your student.

Go back to *Networks: United States History*, Unit 1, Lesson 2, The Geography of the United States. Read the section *The Continental Divide* (p. 21).

Look at the photograph of the signs. All the rivers east of the Continental Divide flow into the Arctic Ocean, the Atlantic Ocean, or the Gulf of Mexico. The rivers west of the Continental Divide all flow into the Pacific Ocean or the Gulf of California. Now look at the mountains diagram. The diagram shows that the Rocky Mountains create the Continental Divide. In your Social Studies Journal, draw your own picture showing the Continental Divide.

Go to Google Earth. Search for the Continental Divide. On the map, figure out where your hometown is located. In your Social Studies Journal, describe the relative location of your hometown to the Continental Divide. Remember, the relative location is the location of a place described using landmarks. Questions like these can help you with your answer: Is your hometown far away from the Continental Divide? Is it on the eastern side of the Mississippi River? Is your hometown closer to the Appalachian Mountains than it is to the Continental Divide?

**TEACHING NOTES**

Discuss the phenomenon of the Continental Divide with your student. His or her picture should show the Rocky Mountains and the flow east and the flow west of the rivers. Help your student use Google Earth and see landmarks that could be used in describing the relative location of his or her hometown to the Continental Divide.
Open *Networks: United States History*, Unit 1, Lesson 2, The Geography of the United States (Screen 5). Read the section **The Plateaus and Canyons** (p. 21). As you read, think about the following questions:

- What is between the Pacific Ocean and the Rockies?
- Where is the Mojave Desert?
- How are canyons created?

Between the Rocky Mountains and the Pacific Ocean, there are many plateaus and dry basins. A plateau is a broad flat area of high ground. The high ground rises sharply from the surrounding area. Plateaus are one of the four major land areas. The others are mountains, plains, and hills. The Mojave Desert is also part of the area between the Rocky Mountains and the Pacific Ocean. In what states is the Mojave Desert? Write your answer in your Social Studies Journal.

Often, rivers wear through rock. This is how **canyons** are formed. A canyon is defined as a deep, narrow valley with steep sides. The Grand Canyon was created by the Colorado River wearing down the rock. Go to [Google Earth](https://www.google.com/earth). Locate the Mojave Desert and the Grand Canyon.

### TEACHING NOTES

Discuss the vocabulary words *plateaus* and *canyons*. Help your student locate the Mojave Desert and the Grand Canyon on Google Earth.

### ANSWER KEY

- Between the Pacific Ocean and the Rockies lies stretch of dry basins and high plateaus covered mostly by the Mojave Desert.
- The Mojave Desert is located in Southeastern California, Southwestern Utah, Southern Nevada, and Western Arizona.
- Canyons are formed when rivers have worn through rock.

### MORE TO EXPLORE

To explore more about weathering and erosion of land, watch the BrainPOP movie *Slow Land Changes* (04:22). As you watch, think about the answers to the following questions:

- How do rocks break down?
- What is weathering?
- What are rocks made of?
- How can people change land?
Turn to your Geography Chart of the United States and complete questions 12–14. You can use your Social Studies Journal notes to help you with the answers. This will complete your work on this chart. Show your chart to your Learning Guide, who will check it for accuracy.

### ANSWERS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>The Midwest</td>
</tr>
<tr>
<td>13.</td>
<td>The Rocky Mountains</td>
</tr>
<tr>
<td>14.</td>
<td>Mainly in California</td>
</tr>
</tbody>
</table>

Please go online to view and submit this assessment.
You have learned about the physical geography of the United States. Now you will start learning about regions in the United States. Based on the physical geography, there are five regions in the U.S. The first one you will study is the Northeast Region.

Go to Networks: United States History, Unit 1, Lesson 2, The Geography of the United States, Screen 6. Read the section The Northeast (p. 22). Find the map Northeast United States. Note how the map outlines the states in the Northeast. Notice where the Appalachian Mountains are.
You have learned about the physical geography of the United States. Now you will start learning about regions in the United States. Based on the physical geography, there are five regions in the U.S. The first one you will study is the Northeast Region.

Go to Networks: United States History, Unit 1, Lesson 2, The Geography of the United States, Screen 6. Read the section The Northeast (p. 22). Find the map Northeast United States. Note how the map outlines the states in the Northeast. Notice where the Appalachian Mountains are.

Now let's look at the Discovery Education video The Northeast States (06:26). Think about the answers to the following questions while you watch:

- Does the Northeast region have the smallest or largest area of land in the United States?
- What states make up New England?
- What mountains are in the Northeast region?

The Northeast region is made up of two areas: New England, with six states, and the Mid-Atlantic area with five states. The Northeast region is the smallest in area of all the regions in the United States. The Appalachian mountain chain runs through almost every state in the Northeast region. What is the Appalachian Trail? Where is it located? Write your answers in your Social Studies Journal.

**Answers**

- The Northeast region has the smallest area of land in the United States.
- The Appalachians Mountain Chain.

Review the key geography features discussed in the video.

**INTERACTIVE ACTIVITY**

Now that you have seen a video about the Northeast, let's explore the Northeast region in Google Earth. Open Google Earth on your computer. Note the information on the screen. The borders of the eleven states and the nation's capital, Washington, D.C., are shown. On the bottom of the screen are the exact coordinates (latitude and longitude) of the Northeast. Also, the elevation of the region is shown.

Now search for Washington, D.C., the nation's capital. Google Earth outlines the District of Columbia. The bottom of the screen shows the exact coordinates and elevation. Washington, D.C., is a major population center.

**TEACHING NOTES**

Help your student explore the Northeast region in Google Earth by working with him or her to discuss the information your student finds.
Does the Northeast region have the smallest or largest area of land in the United States?

What states make up New England?

What mountains are in the Northeast region?

The Northeast region is made up of two areas: New England, with six states, and the Mid-Atlantic area with five states. The Northeast region is the smallest in area of all the regions in the United States. The Appalachian mountain chain runs through almost every state in the Northeast region. What is the Appalachian Trail? Where is it located? Write your answer in your Social Studies Journal.

After you are finished, look at the map of the Northeast United States (p.22) in Networks: United States History, Unit 1, Lesson 2, The Geography of the United States, Screen 6. Make any necessary corrections to your chart.


Major city: New York City, Boston, Baltimore, Pittsburgh

Landforms: Appalachian Mountains

Bodies of waters: Hudson River, Delaware River

Please go online to view and submit this assessment.
So far, you have explored the Northeast Region of the United States. Now, you will explore the Southeast region.

Open *Networks: United States History*, Unit 1, Lesson 2, The Geography of the United States, Screen 7. Read the section *The Southeast* (p. 23).

Find the map *Southeast United States* (p.23) in *Networks: United States History*, Unit 1, Lesson 2, The Geography of the United States, Screen 7. Look closely at the map. Note the large bodies of water—the Atlantic Ocean, the Gulf of Mexico, and the Mississippi River. Locate the Piedmont. Find the Gulf and Coastal Plains. Locate the Appalachian Mountains. Is the Southeast region larger in land area than the Northeast Region? Write your answer in your Social Studies Journal.

Discuss the Southeast region with your student. Have your student discuss with you the various landforms in the Southeast region. Also, discuss with your student the distance or closeness of...
Learn more about the Southeast by watching the Discovery Education video *The Southeast States and Landforms* (06:39).

The video mentions many of the landforms you saw on the *Networks* map. They include the Mississippi River, the Appalachian Mountains, the Piedmont, and the two coastal plains. How many states and territories make up the Southeast region? Don't forget to include the territory of the U.S. Virgin Islands and the Commonwealth of Puerto Rico in your answer.

Check your student's answer to the question above. He or she should understand that 12 states and 2 territories make up the Southeast region.

Let's explore the Southeast region on Google Maps. We will take a close-up look at many of the landforms of the region.

Go to *Google Earth*. In the search box type Southeast region, U.S. Zoom out to see the entire region with all twelve states. Make sure you also see the U.S. Virgin Islands and Puerto Rico. Move the “hand” around in the Southeast region. Note that at the bottom of the page, the coordinates and the elevation changes. If you move the “hand” along the coast, you will see the elevation is low. This area includes wetlands, as you saw in the video. In the search box, type Appalachian Mountains. Click on the Appalachian Mountains icon. Note the elevation. In the Layers list, make sure you have a check mark on terrain. Move the “hand” up to the Blue Ridge Mountains, which are part of the Appalachian Mountains. Check the elevation.

Florida is one state in the Southeast region. It is heavily populated, with many cities. Double left-click on the Orlando icon and see close-up views of the city.

Another large city in this region is Atlanta, Georgia. Atlanta has one of the busiest airports in the U. S. Explore Atlanta. See if you can find the airport. If you don't find it by dragging, type “Atlanta, Georgia airport” in the search box.

To conclude your visit to Atlanta, measure the distance from your hometown to Atlanta International Airport. Remember to turn on the Ruler feature and select “miles.” Then click on the Atlanta International Airport and on your hometown. Look at the route from your hometown to the Atlanta...
airport. What are some landmarks you could use in your description of the relative location of your hometown to the Atlanta airport? Write your description in your Social Studies Journal.

---

**TEACHING NOTES**

Your student should be gaining in his or her ability to use Google Earth by exploring regions of the United States. Assist your student when he or she needs help.

If your student is still struggling, show the video *How to Use Google Earth for Beginners (07:20)* again.

Please go online to view this video ►

---

You have the map of the Southeast region, both in *Networks* and in Google Earth. Fill in the Graphic Organizer: Regions of the United States for the Southeast region. Be sure to list the states in the region, a major city, major landforms and bodies of water.

After you have finished, check your Organizer with the map Southeast United States (pg. 23) in Networks: United States History, Unit 1, Lesson 2, The Geography of the United States, Screen 7. Make sure you identify the landforms and bodies of water of the Southeast region.

---

**POSSIBLE ANSWERS**

States: West Virginia, Virginia, Kentucky, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee, Arkansas, Louisiana

Major City: Atlanta

Landform: Piedmont

River: Mississippi River

---

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
You have now learned about the Northeast and Southeast regions in the United States. Now you will learn about the Midwest region of the country.

Go to Networks: United States History, Unit 1, Lesson 2, The Geography of the United States. Screen 8. Read the section The Midwest (p.24). Think about the following questions while you read:

- What land features are in the Midwest?
- How many states are in this region?
- What kinds of weather does the Midwest have?

Find the map Midwest United States (p.24) in Networks: United States History, Unit 1, Lesson 2, The Geography of the United States, Screen 8. As you can see, the Midwest is a large land area. Note that there are many rivers and lakes in the region. What kind of weather does the Midwest experience?
Discuss with your student that the Midwest region of the United States is a region of plains. The Midwest is made up of 12 states. It has a region of plains and has extreme weather, such as tornados in the summer and low temperatures in the winter. There is no coastal plain. There are lots of rivers and lakes (The Great Lakes, for example). The Midwest experiences extreme weather conditions.

To learn more about the Midwest, watch the Discovery Education video *An Introduction to the Midwest Region* (01:14). Think about the following questions while you watch:

- What river basin is located in the Midwest?
- What is the geography of the Midwest like?
- How many Great Lakes are in the Midwest?

The important Mississippi River Basin is located in the Midwest. The Midwest is mostly a flat area with slight hills. Four of the five Great Lakes are located in the Midwest region.

Learn about the climate of the Midwest by watching the Discovery Education video *The Climate of the Midwest* (02:43). Think about the following questions while you watch:

- What kinds of weather does the Midwest have?
- What do Midwesterners make in the late winter/early spring from the sap of maple trees?
- How is each season in the Midwest different?

Write your answers in your Social Studies Journal. Use your answers to discuss with your Learning Guide what the four seasons are like in the region and explain that maple syrup is made from the sap of maple trees.

---

**TEACHING NOTES**

Answers:

- The important Mississippi River Basin is located in the Midwest.
- The Midwest is mostly a flat area with slight hills.
- Four of the five Great Lakes are located in the Midwest region.

The Midwest is known for having extreme weather. In the spring, there can be a sunny morning. Then severe rainstorms might arrive in the afternoon. The spring and summer are also the tornado season. This is when tornados form. They can strike towns and cities. In the autumn, the tree leaves turn brilliant reds, golds, and yellows. This is much like autumn in the Northeast Region. The winters are long and cold. In the northern section of the Midwest, the winter temperature can stay below zero for as long as a month.
Now, let's explore the Midwest using Google Earth. Search Midwest region, U.S.

Find the twelve Midwest states on the Google map of the United States. Note that the Great Lakes are outlined in yellow. Four of the Great Lakes are in the Midwest region—Lake Superior, Lake Michigan, Lake Huron, and Lake Erie. Lake Ontario is in the Northeast region. Next, go to Ohio. Click on Columbus, the capital of Ohio. It is also the largest population center there. See if you can find the Ohio State House in Columbus. Remember, you can always use the search box on the left side of your screen. Note the elevation of Columbus when you visit it. Remember, the Midwest is mostly flatland.

Describe in your Social Studies Journal the relative location of Columbus, Ohio and its State House to your hometown. What landmarks will you include?

Next, click on the Midwest state of Iowa. Des Moines, Iowa, is the capital. Click on the icon for Des Moines. See if you can locate the Iowa State House. Remember you can always type it in the search box. Des Moines is the most populated city in Iowa. The whole state has just over 3 million people. Note the elevation of Des Moines. Note that Iowa is west of the Mississippi, while Ohio is east of the Mississippi. The Mississippi River Basin spans the Midwest region of the United States.

Discuss with your student the best word or phrase to type in to get the Midwest region on his or her Google Earth screen. Using “Midwest region, U.S.” or “Mississippi River Basin” are the best. Tell your student that although the Midwest spans a large area of the United States, it is not the largest region. Your student will learn later that the West is the largest regional area.

You have seen the map of the Midwest region, in both in Networks: United States History and Google Earth. Now fill in the row about the Midwest in your Graphic Organizer: Regions of the United States worksheet. Be sure to list the states in the region, a major city, major landforms and bodies of water.

States in the region: Oklahoma, Texas, New Mexico, Arizona

Landforms: Rocky Mountains

Bodies of waters: Rio Grande, Brazos River
RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
# Regions of the United States - Part 9

## Objectives
- To describe and compare the physical and political features of the five regions of the United States
- To identify landforms and human-made landmarks in the five regions of the United States
- To understand the difference of the five regions of the United States

## Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer
- Pen

## Assignments
- Read Networks: United States History, Grades 4-5, Unit 1, Lesson 2, Geography of the United States
- Complete interactive activity to explore Google Earth: United States
- Complete Geography Chart of the United States worksheet
- Complete interactive activity to explore Google Earth: Rocky Mountains
- Complete interactive activity to explore Google Earth: Northeast
- Complete interactive activity to explore Google Earth: Midwest
- Complete interactive activity to explore Google Earth: Southeast
- Complete interactive activity to explore Google Earth: Southwest
- Complete interactive activity to explore Google Earth: West
- Complete Graphic Organizer: Regions of the United States worksheet
- Complete a “mental map” of the United States showing the five regions

## LEARN

You have now explored three regions of the United States. The fourth region is the Southwest. It has just four states in it: Arizona, New Mexico, Texas, and Oklahoma. The Rocky Mountains end in the Southwest. The Rio Grande separates Texas from Mexico.

Read the section **The Southwest** (p.25) in Networks: United States History, Unit 1, Lesson 2, The Geography of the United States, Screen 9. As you read, think about the following questions:

- How many states are in the Southwest?
- What river separates it from Mexico?
- Which mountains can be found in the Southwest?
ANSWERS
• There are four states in the Southwest.
• The Rio Grande separates it from Mexico.
• The Rocky Mountains end in this region.

Find the map Southwest United States. Note the many rivers. You will also see the Grand Canyon, which was formed by the Colorado River over thousands of years. The river’s water wore down, or eroded, the rock.

To learn more about the Southwest region, watch from 02:44 to 11:05 of the video The Southwest Environment (08:21). You will learn about the landforms and climate of the Southwest region. In your Social Studies Journal, take notes on:

• What landforms does the Southwest have?
• What kind of climate does it have?

ANSWERS
• The Southwest has landforms such as plateaus, mesa, and the Rocky Mountains.
• It has a hot, dry climate.

Now, let’s explore the Southwest region in Google Earth. In the video, you learned that the Colorado plateau and the Rocky Mountain plateau are the highest landforms in the region. In Google Earth, Search for the Colorado plateau and the Rocky Mountains plateau. Check out their elevations. Then click on the Gulf Coastal Plain in southeast Texas. Check its elevation.

Click on the Texas state capital, Austin. Note that it is an inland city. Then search for Houston, Texas. It is a large city with a population of over two million people. The city extends to Galveston Bay, which is part of the Gulf of Mexico. Zoom into Houston. See if you can find the Houston Astrodome.

The state of Arizona is where you’ll find the Grand Canyon. Search for Grand Canyon National Park. Right click on the icon marking the National Park. Then select the elevation graph. You will see a graph of the elevations of the Grand Canyon. You can see the elevation varies greatly.
Now let’s look at the location of your hometown in relation to Grand Canyon National Park. You can draw a line from the National Park to your hometown. Follow the steps you have used earlier. That will help you see the landmarks along the way. You can use these when describing the relative location of your hometown to the Grand Canyon National Park.

**TEACHING NOTES**

Guide your student in using Google Earth to explore the Southwest region. Make sure he or she understands that double clicking on the left side of the mouse zooms in; double clicking on the right side of the mouse zooms out.

You have seen the map of the Southwest region in both *Networks: United States History* and in Google Earth. Now fill in the row about the Southwest in your *Graphic Organizer: Regions of the United States* worksheet. Be sure to list the states in the region, a major city, major landforms and bodies of water.

**POSSIBLE ANSWERS**

States: Oklahoma, Texas, New Mexico, Arizona

City: Phoenix

Landforms: Rocky Mountains

Bodies of Water: Rio Grande

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
## Regions of the United States - Part 10

### Objectives
- To describe and compare the physical and political features of the five regions of the United States
- To identify landforms and human-made landmarks in the five regions of the United States
- To understand the difference of the five regions of the United States

### Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer

### Assignments
- Read Networks: United States History, Grades 4-5, Unit 1, Lesson 2, Geography of the United States
- Complete interactive activity to explore Google Earth: United States
- Complete Geography Chart of the United States worksheet
- Complete interactive activity to explore Google Earth: Rocky Mountains
- Complete interactive activity to explore Google Earth: Northeast
- Complete interactive activity to explore Google Earth: Midwest
- Complete interactive activity to explore Google Earth: Southwest
- Complete interactive activity to explore Google Earth: West
- Complete Graphic Organizer: Regions of the United States worksheet
- Complete a “mental map” of the United States showing the five regions

## LEARN

The last region you will learn about is the West. Go to Networks, United States History, Unit 1, Lesson 2, The Geography of the United States, Screen 10. Read the section **The West** (p. 26). Think about the following questions while you read:

- How many states are in the Western region?
- Which states do not share borders with any other states?
- Which mountains run north and south in the West?

The West region includes eleven states. Two of those states are non-contiguous. Find the map **West United States** (p. 26) in Networks: United States History. Unit 1, Lesson 2, Geography of the United States, Screen 10. Study the map. Notice the mountain ranges. The Rocky Mountains are the largest.
Notice the many rivers. The West region runs between the Rocky Mountains and the Pacific Ocean. Which two states in the West are non-contiguous? Write your answer in your Social Studies Journal.

### Teaching Notes

**Answers**

- There are 11 states in the Western region.
- Alaska and Hawaii do not share a border with any other state.
- The Rocky Mountains

Make sure that your student identifies that Alaska and Hawaii are non-contiguous.

Now watch the Discovery Education video *States and Landforms* (05:59). In this video, you will learn that every state in the West region has mountains. The highest point in the United States is in the West region (Mt. McKinley, now called Denali). The lowest point in the United States is in the West, at Death Valley. Think about the following question while watching the video, and then write the answer in your Social Studies Journal:

Is the West region the largest or the smallest region in the United States?

### Teaching Notes

Your student should understand that the West region is the largest region in the United States.

### Interactive Activity

Now, explore the West using Google Earth. Remember, there are eleven states in the West, including Alaska and Hawaii. In the search box, type California. California has the largest population in all the United States. It also is a state varied in climate, from its northern border to its southern border. Its capital is Sacramento. Click on Sacramento and note its elevation. In the search box, type California Capitol building. You can see a picture of it.

Now go to Los Angeles, a major city in California. More than three million people live in Los Angeles. See if you can find the Los Angeles Zoo.

Next, go to the Sierra Nevada Mountains. Click on the icon. You will get an info box about the Sierra Nevada Mountains. Note the elevation. Mt. McKinley is the highest point in the continental United States. Describe the relative location of your hometown to Mt. McKinley. Remember you can use the
ruler feature on Google Earth. Draw a line from your hometown to Mt. McKinley. Look for landmarks to use in your description.

The West region contains two non-contiguous states, one of which is Hawaii. Go to the capital of Hawaii, Honolulu. Then, after you have explored the city, go to one of the active volcanoes in Hawaii: Kilauea. Zoom in to see the volcano crater.

You have seen the map of the West region in both Networks: United States History and Google Earth. Now fill in the row about the West in your Graphic Organizer: Regions of the United States. Be sure to list the states in the region, a major city, major landforms and bodies of water.

You have visited all five regions of the United States! Now see if you can draw a “mental map” of the United States and its five regions. Use construction paper, crayons, and markers. Remember the five regions are: Northeast, Southeast, the Midwest, the Southwest, and the West. You may use your Graphic Organizer if you need help!

Then using the maps in Networks: United States History that you’ve reviewed throughout this lesson, check your map and make any necessary corrections.

TEACHING NOTES

Work with your student as he or she fills in the Graphic Organizer.

POSSIBLE ANSWERS


Major City: San Francisco

Landforms: Rocky Mountains

Bodies of Water: Pacific Ocean

Then, assist your student with his or her “mental map.” Remind your student that he or she may use the information from the Graphic Organizer to help with the “mental map.”

Now that you have learned about all of the states, see if you can identify and locate the states on a map. Challenge yourself by attempting to identify the state capitals, too!

Play the State Map Quiz Game and State Capital Map Quiz Game to test your knowledge.
Learning all of the state names, locations, and capitals might take some time. Encourage your student to revisit these games so that he or she can learn all of the state names, locations, and capitals on the map.

In this lesson, you have learned about the different landforms in the United States. You have identified the five regions of the United States. You have learned what landforms are in each region and the various elevations. You have visited some major cities. Read over your completed **Graphic Organizer: Regions of the United States** worksheet to review what you have learned.

Now see if you can explain what you have learned about the regions of the United States. Answer the following questions.

**USE FOR MASTERY**

Match each region of the United States to the geographic feature that describes it.

- **Midwest**
- **Southwest**
- **Northeast**
- **Southeast**
- **West**

- **borders the Gulf of Mexico**
- **"Corn Belt"**
- **Rio Grande River**
- **Atlantic Coastal Plain**
- **borders the Pacific Ocean**
How are the West and Southwest regions similar?

- Both have desert lands.
- Both have heavy rainfall year-round.
- Both have high temperatures year-round.
- Both have major waterways.

**USE FOR MASTERY**

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
Please go online to view and submit this assessment.
Ancient Cultures in North America - Part 1

**Objectives**
- To use primary sources and artifacts to compare and contrast pre-Columbian Native American cultures

**Books & Materials**
- Computer

**Assignments**
- Read Networks: United States History, Unit 2, Lesson 1, Ancient Cultures.
- Complete hands-on activity Venn Diagram: Primary Sources.
- Complete hands-on activity Vocabulary Study.
- Complete hands-on activity See/Think/Wonder.
- Complete interactive activity Venn Diagram: The Maya and the Aztec.
- Complete interactive activity The Ancestral Pueblo People.
- Complete interactive activity Venn Diagram: The Mississippian People and the Aztec.

**LEARN**

**VOCABULARY**
- culture
- developed
- civilization

You have learned about the different regions of North America. The geography of a place affects the people who choose to live there. A place's climate, landforms, and available resources influence how people live.

Who were the first people to live in North America? Thousands of years ago, Native Americans were already living on this continent. At the time, people did not make written records of their history. How do we know about them? Different kinds of sources tell us about people from the past.

Primary sources can include diaries, letters, newspapers, artifacts, paintings, photographs, audio and visual clips, and historical documents. Go to **Skill Builder: Primary Sources: Artifacts** to learn about the main source of information about the first Native Americans.

When people started keeping written notes, they produced historical documents to record events. These are valuable primary sources. Go to **Skill Builder: Primary Sources: Historical Documents** to learn about this kind of source.

How are historical documents and artifacts different? What do they have in common as sources? Access a **Venn Diagram** and use it to compare and contrast the types of sources.
How are historical documents and artifacts different? What do they have in common as sources?

Access a Venn Diagram and use it to compare and contrast the types of sources.

Help your student understand that both artifacts and historical documents are primary sources; they were created during the time being studied. They both tell about how people lived in the past. When studying a primary source, we can ask ourselves who created it, and when, when, where, and why he or she did so. A historical document is a written record, and an artifact is an object that people have left behind. The author of a historical document usually reveals why he or she wrote the document, while we have to make guesses about why artifacts were created.

Please go online to view and submit this assessment.
You’ve already learned about different primary sources that can teach us about the past. Historians have used knowledge learned from sources to write about the first people who lived in North America.

To begin, go to Networks: United States History, Unit 2, Lesson 1, Ancient Cultures, Screens 1-2. Read The First North Americans (p.40) and The Growth of Civilizations (p.41). As you read, think about how archaeologists might have learned some of these facts about the first North Americans.

The words culture and civilization are necessary when talking about groups of people and their ways of life. Write the following definitions in your Social Studies Journal:

Culture: the way of life, including the customs, beliefs, and language of a group of people

Civilization: a culture with systems of government, education, and religion

Now, restate each definition in your own words. How would you explain each word to someone your age? What examples from your life could you use to explain the two words?

Finally, next to each definition, draw a picture or symbol that helps you remember the meaning of the word.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Ancient Cultures in North America - Part 3

In the last part, you learned about the very first people in North America. Over time, large civilizations developed on the continent, including the civilization of the Maya.

To learn about this group of people and their culture, go to Networks: United States History, Unit 2, Lesson 1, Ancient Cultures, Screens 3-4. Find the section The Maya (pp. 42-43). Before you read, look through the pictures in the section. What do you see in the pictures? In your Social Studies Journal, write details that you see. What do the pictures make you think about? What do you think is going on in the illustrations? What do the photographs tell you about the Maya? Write your thoughts in your Social Studies Journal. Finally, after looking at the pictures, what do you wonder about the Maya? Write your questions.

Now, read the section The Maya (pp 42-43). Look at your notes. Were your thoughts correct? Did you find the answers to your questions?

TEACHING NOTES

As your student completes the see/think/wonder routine, encourage him or her to first write descriptions of the images without making guesses or judgments about them. Then, as he or she shares thought about the pictures, encourage your student to give reasons for their responses.
After completing the reading, have your student reflect on his or her pre-reading observations. Ask your student where he or she might find answers to any remaining questions.

✅ QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you answered the Quick Check correctly, find out more about Maya culture by watching the movie The Mayans (01:00). Answer these questions while watching the video: What did the Maya do before any other Native American civilization? How might that affect how people could learn about them?

If you answered the Quick Check incorrectly, do an online search to answer the question: How did the Maya live?

TEACHING NOTES

In the video, your student will learn that the Maya were the first Native American civilization to develop an advanced system of writing. Discuss with your student how these written records could affect people learning about the Maya centuries later.
Ancient Cultures in North America - Part 4

In the last part, you learned about the civilization of the Maya, a group of people who lived in what is now Mexico and Central America. Now, let’s learn about another civilization from that region, the Aztec.

To begin, access the Venn Diagram to compare and contrast the Maya and Aztec civilizations. Now, read the section The Aztec (p. 44) in Networks: United States History, Unit 2, Lesson 1, Ancient Cultures, Screen 5. As you read, notice details about the Aztec that remind you of the Maya and details that show how the civilizations were different. Take notes on your organizer. Use the notes you took while you were reading and review the sections The Maya and The Aztec to finish the graphic organizer.
Ancient Cultures in North America - Part 4

LEARN

In the last part, you learned about the civilization of the Maya, a group of people who lived in what is now Mexico and Central America. Now, let's learn about another civilization from that region, the Aztec.

To begin, access the Venn Diagram to compare and contrast the Maya and Aztec civilizations.

Now, read the section The Aztec (p.44) in Networks: United States History, Unit 2, Lesson 1, Ancient Cultures, Screen 5. As you read, notice details about the Aztec that remind you of the Maya and details that show how the civilizations were different. Take notes on your organizer. Use the notes you took while you were reading and review the sections The Maya and The Aztec to finish the graphic organizer.

Your student's completed graphic organizer might include the following comparisons and contrasts between the Maya and the Aztec.

<table>
<thead>
<tr>
<th>Both:</th>
<th>Maya:</th>
<th>Aztec:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• located in Mesoamerica</td>
<td>• made a calendar</td>
<td>• sacrificed prisoners to sun god</td>
</tr>
<tr>
<td>• built temples</td>
<td>• used hieroglyphs</td>
<td>• war was an important part of life</td>
</tr>
</tbody>
</table>

Find out more about Aztec culture by watching the movie The Aztecs (01:45).

Think about this question while watching the video: What did you find impressive about how the Aztecs lived long ago?

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Ancient Cultures in North America - Part 5

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>To use primary sources and artifacts to compare and contrast pre-Columbian Native American cultures</td>
<td>Networks: United States History</td>
<td>Read Networks: United States History, Unit 2, Lesson 1, Ancient Cultures.</td>
</tr>
<tr>
<td></td>
<td>Computer</td>
<td>Complete hands-on activity Venn Diagram: Primary Sources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete hands-on activity Vocabulary Study.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete hands-on activity See/Think/Wonder.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete interactive activity Venn Diagram: The Maya and the Aztec.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete interactive activity The Ancestral Pueblo People.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete interactive activity Venn Diagram: The Mississippian People and the Aztec.</td>
</tr>
</tbody>
</table>

**LEARN**

In the last part, you learned about the Aztec, a civilization that developed in what is now Mexico. Now, let’s learn about two early civilizations that developed in what is now the United States and Canada: the Anasazi and the Inuit.

To learn about these groups and their cultures, go to Networks: United States History, Unit 2, Lesson 1, Ancient Cultures, Screens 7-8. Find the sections The Anasazi (p. 46) and The Inuit (p. 47). Also, access a Venn Diagram to compare the civilizations. Before you read, look at the pictures in both sections. What do you see in the pictures? What inferences can you make about the Anasazi and the Inuit? How do they seem similar? How do they seem different? Write your ideas on your Venn Diagram.

Now, read the sections The Anasazi and The Inuit. Compare your knowledge from the text with the ideas you recorded on your Venn diagram. Do you need to make any changes to what you wrote? Can you add more ideas?
Ancient Cultures in North America - Part 5

LEARN

In the last part, you learned about the Aztec, a civilization that developed in what is now Mexico. Now, let's learn about two early civilizations that developed in what is now the United States and Canada: the Anasazi and the Inuit.

To learn about these groups and their cultures, go to Networks: United States History, Unit 2, Lesson 1, Ancient Cultures, Screens 7-8. Find the sections The Anasazi (p. 46) and The Inuit (p. 47). Also, access a Venn Diagram to compare the civilizations. Before you read, look at the pictures in both sections. What do you see in the pictures? What inferences can you make about the Anasazi and the Inuit? How do they seem similar? How do they seem different? Write your ideas on your Venn Diagram.

Now, read the sections The Anasazi and The Inuit. Compare your knowledge from the text with the ideas you recorded on your Venn diagram. Do you need to make any changes to what you wrote? Can you add more ideas?

TEACHING NOTES

Your student may have noted from the photographs that the Anasazi seemed to live in a sunny, dry place, while the Inuit lived in a very cold place. After reading, your student could note that both groups adapted to different climates. The Anasazi lived in a hot, dry place. They needed to use irrigation for farming, and they used sunbaked clay for building. The Inuit lived in a very cold place, where they made shelters that would keep them warm. Instead of farming, they hunted for food.

INTERACTIVE ACTIVITY

Adobe, the sunbaked clay the Anasazi used as a building material, can last a long time. Since the climate of the Southwest is so hot and dry, things built and made by the Anasazi long ago are still around today. You can visit a site where they lived at the Bandelier National Monument in New Mexico! Access The Ancestral Pueblo People activity. Click through the screens to learn more about the Pueblo.

TEACHING NOTES

Please note that the Pueblo people are one of the distinct cultural groups among Native Americans of the American Southwest. Anasazi is the term that many archaeologists use to refer to their ancestors.

The activity on the National Park Service website allows your student to find out more information about the Anasazi through text, photographs, and diagrams. Your student will find out about the tools needed to plant a garden and build a house. He or she will then get a chance to search for the items in photographs of the canyon.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Ancient Cultures in North America - Part 6

In the last part, you learned how primary sources like artifacts give modern archaeologists and historians information about people who lived long ago. Secondary sources are also an important tool for learning about the past.

To begin, read the section Mound Builders (p. 48) in Networks: United States History, Unit 2, Lesson 1, Ancient Cultures, Screen 9.

The section you read is a secondary source. It was written by someone today, using information found from other sources. Now, look at another secondary source about the same topic. Watch the Discovery Education movie, Cahokia (08:40). Use a Venn Diagram to record details about the Mississippian culture that you think is similar to or different from what you learned about the Anasazi.

Use the notes you took while you were reading and watching the video to complete the graphic organizer for the Mississippian and Aztec civilizations. When you have completed the organizer, think about which secondary sources provided the information you noted. How did watching the videos help you understand the text?
If needed, review the section **The Aztec** in *Networks: United States History* Unit 2, Lesson 1 and the Discovery Education movie, *The Aztecs* (01:45).

Discuss how the information in the text and the videos provided different perspectives of the topics. What advantages do videos have over text with no pictures? What benefit is there to read about these civilizations as well?

Your student may note the following similarities and differences between the civilizations:

**Both:**
- Built impressive structures
- Build several cities
- Lead by chiefs
- Made art

**Mississippian:**
- Located along the Mississippi River in the United States
- Made burial mounds from earth

**Aztec:**
- Located in Mesoamerica
- Made structures like temples and pyramids

Think about what you’ve learned about the first people in North America and the sources we use to learn about them. Look at these examples of primary and secondary sources:

**Primary Sources:** diaries, letters, newspapers, artifacts, paintings, photographs, audio and visual clips, and historical documents

**Secondary Sources:** textbooks, library books, encyclopedias, Internet articles, reviews, documentaries
Based on what you've learned, write the kind of source (primary or secondary) you think would be most useful for finding out the following information:

1. To figure out how the first Americans prepared their food
2. To learn about the years a civilization lived in a place
3. To name the region where a Native American group lived
4. To compare the clothing worn by people long ago and people today
5. To understand why two civilizations went to war

Write your answers in the box below.
In the last part, you looked at how both primary sources and secondary sources could give us information about people in the past. One of the Native American groups you read about was the Anasazi. Now, you will read about other Native Americans of the Southwest.

To begin, go to Networks: United States History, Unit 2, Lesson 2, Native Americans of the Southwest. Read the section The Pueblo (p. 50). As you read, think about the writer’s main ideas.

Now, access the interactive Main Idea and Two Details Organizer. Review the text of the section titled The Kachinas, Screen 2 (p.51). Identify the main idea and two details from the page. Record them on the organizer.
The main idea of The Kachinas section is that the Pueblo believe in spirits called kachinas. Your student may record any of the details from the section onto the organizer, including information about kachina dances and kachina dolls. Encourage your student to paraphrase information in his or her own words.

You can also use the Main Idea and Two Details Organizer to record information about a different secondary source—a video. Go to the video Native Peoples of the Southwest. Watch segment 4, "Native Peoples of the Southwest: Clothing and Kachinas" (02:57). The segment tells you more about the Pueblo, including kachinas. Add this information to your organizer.

If time permits, provide your student with another main idea from the video and help him or her fill in the organizer with details to support it.

Please go online to view and submit this assessment.
Native Americans of the Southwest and Pacific Northwest - Part 2

**Objectives**
- To use primary and secondary sources to compare and contrast Native Americans of the Southwest and Pacific Northwest

**Books & Materials**
- Networks: United States History
- Computer

**Assignments**
- Read Networks: United States History, Unit 2, Lesson 2, Native Americans of the Southwest, and Lesson 3, Native Americans of the Pacific Northwest.
- Complete interactive activity Main Idea and Two Details Organizer.
- Complete hands-on activity Venn Diagram: The Pueblo and the Navajo.
- Complete hands-on activity Vocabulary Study.
- Complete interactive activity Native Americans of the Pacific Northwest Map.

---

**LEARN**

In the last part, you learned about the Pueblo. Now, let’s learn about another Native American group from the American Southwest, the Navajo. How were the Navajo similar to and different from the Pueblo?

To begin, read the section The Navajo (pp.52-53) in Networks: United States History, Unit 2, Lesson 2, Native Americans of the Southwest, Screens 3-4. As you read, think about the similarities and differences between the Pueblo and the Navajo. Use a Venn Diagram to compare and contrast them.

Then, look at the pictures of the ring and the hogan. What kinds of sources are they? What do you think people can learn about the Navajo from looking at these objects?

---

**TEACHING NOTES**

Your student may note the following similarities and differences between the tribes:

**Both:** lived in the Southwest; used dry farming; made cloth from cotton; made silver and turquoise jewelry
Pueblo: lived in adobe homes; believed in kachinas

Navajo: lived in hogans; believed in hozho

Then, discuss the pictures of the ring and hogan, both primary sources that tell about the Navajo. Ask your student what he or she can tell about the Navajos’ lives by looking at these objects; for example, your student might note that the Navajo appreciated colorful jewelry or that they used the materials around them to make their homes.

✔️ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Native Americans of the Southwest and Pacific Northwest - Part 3

**Objectives**
- To use primary and secondary sources to compare and contrast Native Americans of the Southwest and Pacific Northwest

**Books & Materials**
- Networks: United States History
- Social Studies Journal
- Computer

**Assignments**
- Read Networks: United States History, Unit 2, Lesson 2, Native Americans of the Southwest, and Lesson 3, Native Americans of the Pacific Northwest.
- Complete interactive activity Main Idea and Two Details Organizer.
- Complete hands-on activity Venn Diagram: The Pueblo and the Navajo.
- Complete hands-on activity Vocabulary Study.
- Complete interactive activity Native Americans of the Pacific Northwest Map.

**LEARN**

In the last part, you learned about tribes of the American Southwest. Now, let's move north, to the Pacific Northwest.

To learn about this group of people and their culture, go to Networks: United States History, Unit 2, Lesson 3, Native Americans of the Pacific Southwest. Read the section Life in the Pacific Northwest (p.54). Think about the importance of **totem poles** to these people.

Write the following definitions in your Social Studies Journal:

- **typically**: what is normal or expected of a certain place, person, or situation
- **totem pole**: a log that is carved and then painted with symbols, called totems, of animals or people
- **potlach**: a special celebration at which guests, not hosts, receive gifts

Write a sentence using each word. Finally, next to each definition, draw a picture or symbol that helps you remember the meaning of the word.
Write a sentence using each word. Finally, next to each definition, draw a picture or symbol that helps you remember the meaning of the word.

Encourage your student to use the word typically to make a statement about Native Americans of the Southwest or Pacific Northwest. As you continue the unit, encourage usage of the word by asking your student to restate generalizations, such as Typically, Native Americans of the Great Plains hunted for bison.

Now, go to the video Native Peoples of the Northwest (13:47) in Networks: United States Early Years, Unit 2, Lesson 3. Watch Segment 1, “Introduction to the Native Peoples of the Pacific Northwest” (00:33) and Segment 2 “Artifacts of the Pacific Northwest Native Americans” (02:43). What kind of source is this video: primary or secondary? How can you tell?

Then, look at the following images:

- painting of the canoes
- photograph of the totem pole
- photograph of the man holding the drum

Are these primary or secondary sources?

Your student should note that the video and painting are secondary sources, while the photographs are primary sources.

QUICK CHECK INSTRUCTIONS

Use this link and follow the lesson path to answer the Quick Check: Networks: United States History, Unit 2, Lesson 3, Screen 2 (p.55).

QUICK CHECK

Please go online to view and submit this assessment.
If you answered the Quick Check correctly, use the BrainPOP Make-a-Map tool to create a chart that shows the difference between primary and secondary sources. Share your chart with your Learning Guide.

If you answered the Quick Check incorrectly, review the differences between primary and secondary sources by watching the movie Primary and Secondary Sources (02:20). In your Social Studies Journal, create a Two-Column Chart to list the characteristics of each type of source.

Primary sources are accounts from people who witnessed or experienced event directly via interviews, creative writing, scientific documents,.

Secondary sources are primary documents that have been analyzed by researchers.
In the last part, you learned about the lives of Native Americans of the Pacific Northwest. Now, let's learn about individual groups that lived in the Pacific Northwest.

To begin, think about the physical features of the Pacific Northwest as you read the section The Tlingit and Kwakiutl (p. 56) in Networks: United States History, Unit 2, Lesson 3, Native Americans of the Pacific Northwest, Screen 3.

INTERACTIVE ACTIVITY

Now, access the interactive Native Americans of the Pacific Northwest map. Click on all the boxes. Look at the smaller picture to the upper right of the map. What does this show? Now, use your finger to trace the coastline and the borders of the Pacific Northwest as shown on the map. What do the different colors show? Finally, is this a political or physical map? How can you tell?
Discuss the map with your student, who should note that it is a political map because it shows locations of different groups of people and borders between regions. The map key shows that the colors represent two regions that were home to Native Americans of the Pacific Northwest: Alaska and the West. Finally, your student should recognize that the small picture to the upper right of the map is a locator that shows where the area of the map is relative to the rest of the globe.

USE

USE FOR MASTERY

You have looked at several kinds of primary and secondary sources to learn about the first people of North America.

The list below offers projects and possible sources for those projects. Identify each source as a primary or secondary source:

1. Project: a report on kachina dolls
   - Source: an online article about kachina dolls
2. Project: a report on kachina dolls
   - Source: a photograph of kachina dolls
3. Project: a presentation about the lives of the Pueblo today
   - Source: a filmed interview with a Pueblo child today
4. Project: a presentation about the lives of the Pueblo long ago
   - Source: a filmed interview with a teacher who has studied the history of the Pueblo
5. Project: a poster about totem poles
   - Source: a totem pole in a museum
6. Project: a poster about totem poles
   - Source: a sign in a museum about totem poles

Write your answers in the box below.
You have looked at several kinds of primary and secondary sources to learn about the first people of North America.

The list below offers projects and possible sources for those projects. Identify each source as a primary or secondary source:

1. **Project:** a report on kachina dolls
   **Source:** an online article about kachina dolls

2. **Project:** a report on kachina dolls
   **Source:** a photograph of kachina dolls

3. **Project:** a presentation about the lives of the Pueblo today
   **Source:** a filmed interview with a Pueblo child today

4. **Project:** a presentation about the lives of the Pueblo long ago
   **Source:** a filmed interview with a teacher who has studied the history of the Pueblo

5. **Project:** a poster about totem poles
   **Source:** a totem pole in a museum

6. **Project:** a poster about totem poles
   **Source:** a sign in a museum about totem poles

Write your answers in the box below.
Native Americans of the Great Plains and Eastern Woodlands - Part 1

**Objectives**
- To use primary and secondary sources to compare and contrast Native Americans of the Great Plains and Eastern Woodlands

**Books & Materials**
- Networks: United States History
- Computer

**Assignments**
- Read Networks: United States History, Unit 2, Lesson 4, Native Americans of the Great Plains, and Lesson 5, Native Americans of the Eastern Woodlands.
- Complete interactive activity Native Americans of the Great Plains map.
- Complete hands-on activity Two-Column Chart: Women and Men.
- Complete interactive activity Native Americans of the Eastern Woodlands map.
- Complete hands-on activity Two-Column Chart: Comparing the Past with My Life.
- Complete interactive activity Infinity of Nations: Culture Quest.

---

**LEARN**

**INTERACTIVE ACTIVITY**

You’ve already learned about Native Americans of the Pacific Northwest. Now, you will learn about another group: Native Americans of the Great Plains.

To begin, watch the video segment Native Peoples of Plains: Introduction (03:14). As you watch, pay close attention to the geography of the region.

Next, click on the map Native Americans of the Great Plains. Click on the box for “The Great Plains” to see the region discussed in this lesson. Think of what you have learned about the geography of the United States. What would you predict about the climate of this region? Write your prediction in your Social Studies Journal.

Now, watch the video segment Native Peoples of Plains: Teepees and Buffalo (03:47). Look for information about the region’s climate. Was your prediction correct?

Finally, go to Networks: United States History, Unit 2, Lesson 4, Native Americans of the Great Plains. Read the section Grass and Sky for Miles (p.58) to find out more about how the characteristics of the prairie affected the lives of the Native Americans who lived there.
VOCABULARY
- prairie
- slash-and-burn
- nomad

TEACHING NOTES
The first segment of the Native Peoples of Plains video gives an overview of the region. Have your student share impressions of the geography of the area and how it compares to the pictures and videos of the Southwest and Pacific Northwest explored in previous lessons.

RATE YOUR UNDERSTANDING
Please go online to view and submit this assessment.
In the last part, you learned about how the geography of the prairie affected life there. Life was very different for all people that lived on the Great Plains long ago.

Click on the Two-Column Chart. Use the text tool to label the two columns. One column should be Men and Boys, and the other should be Women and Girls. Watch the video segment Native Peoples of the Plains: Roles of Men and Women (02:08). As you watch, add details to the organizer to help you remember the differences in men's and women's lives on the Great Plains.

Now, find the Content Library activity Life on the Plains in Networks: United States Early Years Unit 2, Lesson 4. Read the section Children of the Plains. You will find out more about the differences in boys' and girls' lives. Add these details to your chart.

Your student may record details such as the following in his or her organizer:

- Men and Boys: men hunted for food; boys learned to ride horses and use bows and arrows; boys' games included hunting and shooting skills; boys learned the value of courage
- Women and Girls: skinned buffalo; used parts of the buffalo to make tools; set up or took down teepees; made crafts and clothes; girls learned to take care of children, cook, and take care of the home; girls learned to sew
Discuss with your student how the roles of boys and girls long ago differ from what is expected of children today.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you learned about tribes of the Great Plains. There's one more region left to explore in what is now the United States. You will read about the Native Americans of the Eastern Woodlands.

To learn about this group of people and their culture, go to Networks: United States History, Unit 2, Lesson 5, Native Americans of the Eastern Woodlands. Read the section Living in the Forest (p. 62). As you read, think of what you learned about the geography of this part of the country.

To find out more, find the Content Library activity Native Americans of the Eastern Woodlands. Take note of every tribe mentioned in the article.

INTERACTIVE ACTIVITY

Go to the Native Americans of the Eastern Woodlands map. Unclick the box for “Native Groups.” Click on the marker icon to use the Draw function. Draw on the map to indicate where the tribes from the Content Library activity probably lived. Click back on the box for “Native Groups” to see if you were correct.

Based on what you know about the geography of the region, make a prediction about how climate and the environment affected life for these tribes.
Your student should recall that the regions to the north on the map would have colder winters and regions to the south would have hotter summers. Discuss how the difference in climate would affect life for people in the past. Also discuss how people living in the Appalachian region would have had a different way of life than people living along the coast.

Please go online to view and submit this assessment.

If you answered the Quick Check correctly, find out more about the Iroquois by watching the Discovery video Iroquois (04:54). As you watch, think about why the Iroquois chose to farm to support their villages.

If you chose an incorrect answer, read about “slash-and-burn” farming online. As you read, think about how slash-and-burn affects the natural world.
In the last part, you learned about how climate affected the lives of people in the Eastern Woodlands. How did their lives compare to that of people today?

Go to Networks: United States History, Unit 2, Lesson 5, Native Americans of the Eastern Woodlands, Screens 2-4. Read the sections The Three Sisters (p.63), Religion (p. 63), People of the Eastern Woodlands (pp.64-65), and Government in the Woodlands (p.66).

As you read, take notes in the Two-Column Chart. You will be writing details about the lives of the Eastern Woodlands tribes in the left column. What categories do the details fall under? Write details about your life in those categories in the right column.

Your student will label the columns Native Americans of the Eastern Woodlands and My Life. As your student reads, he or she will record details about religion, festivals, sports, clothing, houses, art, and government. Help your student come up with details about his or her own life to place in the right column to compare and contrast the two.
RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
Native Americans of the Great Plains and Eastern Woodlands - Part 5

Objectives
- To use primary and secondary sources to compare and contrast Native Americans of the Great Plains and Eastern Woodlands.

Books & Materials
- Social Studies Journal
- Computer

Assignments
- Read Networks: United States History, Unit 2, Lesson 4, Native Americans of the Great Plains, and Lesson 5, Native Americans of the Eastern Woodlands.
- Complete interactive activity Native Americans of the Great Plains map.
- Complete hands-on activity Two-Column Chart: Women and Men.
- Complete interactive activity Native Americans of the Eastern Woodlands map.
- Complete hands-on activity Two-Column Chart: Comparing the Past with My Life.
- Complete interactive activity Infinity of Nations: Culture Quest.

LEARN

You have read about the first Americans and looked at primary and secondary sources that tell about them. Now, it's time to have some fun with this information. Visit the Infinity of Nations: Culture Quest website at the National Museum of the American Indian. You can click on any region to explore the people who lived there. You will see artifacts, read stories, and answer quizzes about what you have learned.

In your Social Studies Journal, draw a spider map. In your map, name the cultures you explore on your quest. Use the map to take notes about each culture.

TEACHING NOTES

If time is limited, consider focusing your student on just a few of the regions included in the interactive activity. Your student may want to explore the other regions during independent study time.
You have read details about the lives of Native Americans in different categories, such as food, culture, and government. Now, answer the following questions.

**USE FOR MASTERY**

Select whether each description matches the culture of the Native American tribes in the Great Plains, the Eastern Woodlands, or both.

<table>
<thead>
<tr>
<th>Description</th>
<th>Great Plains</th>
<th>Eastern Woodlands</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children were taught about culture through songs and stories.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Most native people lived in teepees or lodges.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Most native people used buffalo for food and hides.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Tribes formed confederacies to solve problems.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Most native people lived in wigwams or longhouses.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

How do today’s children on Native American lands continue to learn about their culture?

- ☐ through stories and songs passed down
- ☐ by visiting other tribes in the country
- ☐ through working on the reservations
- ☐ by reading encyclopedias about natives
If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
UNIT QUIZ

Please go online to view and submit this assessment.
Unit 3 - Age of Exploration
A Changing World - Part 1

Objectives
- To explain how advances in technology led to exploration
- To explain how exploration led to economic advances
- To evaluate the reliability of primary and secondary sources

Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer

Assignments
- Read Networks: United States History, Unit 3: The Age of Exploration, Opener.
- Read Networks: United States History, Unit 3, Lesson 1, A Changing World.
- Complete the interactive activity Skill Builders: Primary Sources.
- Complete the hands-on activity Graphic Organizer: Summary of Seaworthy Technology.
- Complete the hands-on activities for key vocabulary.

LEARN

VOCABULARY
- merchant
- navigation
- chart

In this unit, you will learn about explorers from different European countries. You will study why they went to the Americas and what they did there. You will read about the native people who lived in the places where Europeans went. The Americas and the civilizations there changed forever when Europeans began to explore, conquer, and colonize. How do you think native cultures changed? How did Europe change?

As you read, think about what happens when different cultures come together. Think about what made the Europeans want to go to the Americas.

In the last unit, you studied native peoples. In this lesson, you will learn about the forces that led to the Age of Exploration. Are you always wanting to see what is out there to be seen and done? This unit is for you!

Open Networks: United States History, Unit 3: The Age of Exploration. Find Unit 3: Opener. Read the first paragraph of Opener (p. 72) and Reading Skill: Summarize (p. 74).

Take notes in your Social Studies Journal. Remember, one good way to take notes is to write a summary.
Next, read *Networks: United States History*, Unit 3: Opener, Primary Sources: *Maps* (p. 79). This would be a great time to take a few notes! What is the difference between a map as a primary source and a map as a secondary source? What is another name for a secondary source map? Tell your Learning Guide the answers to these questions.

**TEACHING NOTES**

Like any other primary source, some maps were first-hand accounts of geography that the mapmaker created in his time. Maps that were made later for study by others after the time depicted are secondary sources, or *historical* maps.

**INTERACTIVE ACTIVITY**

Now, do *Skill Builders: Primary Sources* to learn more about using maps. If you had trouble with this activity, try it again. You have plenty of time.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you got the Quick Check right, watch the BrainPOP movie *Research* (02:57). Then, write about the difference between primary and secondary sources. If you get stuck, play the video again. Take notes if it helps you. Then, try your hand at the review quiz.

If you got the Quick Check wrong, watch the video *Primary vs. Secondary Sources* (02:07). In your Social Studies Journal, write a summary of what you know about primary sources. You've got this!

Please go online to view this video ▶

**TEACHING NOTES**

If your student answered the Quick Check correctly, the BrainPOP video and interactive quiz provide further learning on the topic.
If your student answered the Quick Check incorrectly, the above video *Primary vs. Secondary Sources* (02:07) should reinforce that a primary source is a first-hand account or artifact, made during the historical period being studied. Secondary sources, however, are written *about* primary sources, by those who want to study the history but were not there to write the diary, take the photo, draw the map, etc.
A Changing World - Part 2

In the last part, you saw what could be learned using historical maps. This time, you will learn about exploring oceans as trade routes.


At the top of a blank page in your Social Studies Journal, write the word merchant. Find the text's definition you copied earlier and add it to the page. Then, write your own definition.

Answer these questions about merchants: What is an economic want? How do merchants fulfill them?

Finally, draw a picture that represents the definition of the word. Show your Learning Guide your picture when you are finished.
The point of this exercise is to take new vocabulary beyond the rote memorization stage into understanding. Once your student has copied the word and text definition into his or her Social Studies Journal, remind your student that one way to restate something is to first break it down into parts and then find words that are related to or explain the words already used. Your student’s definition will almost always be longer than the text’s. In this instance, an alternative definition might be: someone who, for a price, gets things from people who make them and gives them to people who want them.

An economic want is something a merchant can sell or trade for money. Merchants trade and barter to get the goods they want.

Your student’s picture and explanation should reflect an understanding of the word’s definition. If not, suggest details to add that would clarify.

Go back to Networks: United States History, Unit 3, The Age of Exploration. Find Lesson 1: A Changing World, Screen 2. Read Exploring the Oceans (p. 82). Take notes about Portugal’s trade routes. What was Prince Henry’s proposed trade route?

Prince Henry successfully proposed sailing south around Africa.

Look at the pictures of Prince Henry. The first picture shows what Prince Henry looked like. The second picture shows him teaching.

In your Social Studies Journal, write about these pictures. Why are there paintings of a school that did not exist? How do you know that a painting like this is not a primary source? What is a good way to keep from being tricked like this in your investigations? Compare and contrast how reliable primary and secondary sources are.

Prince Henry’s navigation school was such a popular and persistent rumor that “evidence” of its existence, like this painting, began to pop up. The painting could not have been made by an eyewitness to the school, so it is not a primary source. A good way to avoid being tricked while
investigating is to compare lots of different primary and secondary sources. Primary sources are mostly more reliable because they include real details of what occurred at the time. Secondary sources can be reliable, too. They often try to look at things from a neutral perspective. But some secondary sources use imagination, rather than facts, to say or show what happened.

For more about the technology in the time of Prince Henry, watch the Discovery video Prince Henry the Navigator (01:58). Notice in the video that Prince Henry's school for sailors is mentioned - even though it did not exist! That is why primary sources are important! Sometimes, secondary sources can be incorrect. In your Social Studies Journal, explain why caravel ships were suited for Prince Henry's mission. You can do it!

For more about the sailors who realized Prince Henry's dreams, watch the Discovery video Portuguese Explorers (01:29). In your Social Studies Journal, list the sailors' goals beyond a new trade route.

Caravel ships from Portugal were light and fast, and they sat high in the water but were big enough to go to sea for months. In addition to finding that trade route around Africa, Portuguese sailors wanted to acquire land, set up trading posts, and spread their religion.

Please go online to view and submit this assessment.
In the last part, you learned how oceans were explored. In this part, you will see how technological changes led the way to that exploration. You will also think about how economic advances came from exploring the seas.

Open *Networks: United States History*, Unit 3: The Age of Exploration. Find Lesson 1: A Changing World, Screen 3. Read *Improving Navigation* (p. 83). Read about each new piece of technology. Think about how it led to more exploring and how that led to better economies. You already learned how strong economies led to technology growth. It just keeps going! Write about these ideas in your Social Studies Journal.

Technology leads to more exploration by making exploring faster, easier, safer, and, therefore, cheaper. Economies receive a boon from exploration by the acquisition of land, trade routes, and increased sources of funding for future exploration and expansion.

Go back to *Networks: United States History*, Screen 4 and read *Seaworthy Ships* (p. 84). Follow the instructions at the bottom of the page to complete the Graphic Organizer: Summary of Seaworthy Technology. You will list details on the left and a summary on the right.
The stern rudder made ships much easier to steer. A ship that is easier to control can be sailed in different conditions (like shallower or narrower waters) more safely, which makes it more seaworthy. Larger sails trapped more air and made a ship travel faster. Ships that can leave danger behind quickly are more seaworthy.

You learned about primary and secondary sources. You know the difference between them. You know how each can be used in research. You have even seen a case where something was thought to be true for hundreds of years because of misused sources. Think about what you have learned. Review your notes. Then, answer the questions.

Which method is the best way to confirm the accuracy of information sources?

- check to see if the information is from someone who saw the event happen
- check to see if the information was written in the last five years
- check to be sure that the information comes from several dependable sources
- check to be sure that the information comes from a doctor in the field
Fill in the blanks using the answer choices provided.

- ☐ is directly related to the event
- ☐ was not present
- ☐ is passed down through generations
- ☐ primary
- ☐ was present
- ☐ secondary

In general, ☐ sources are more dependable than ☐ sources. This is because the author and the source.

☑ USE FOR MASTERY

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
In this part, you read about a time when the world was changing. Some reasons for the changes were trade, exploration, and technology. Let’s learn more about how one country, Spain, explored and conquered many areas.

Read *Networks: United States History*, Unit 3: The Age of Exploration, Lesson 2, *Sailing South and West* (p. 86). Why were Europeans looking for new water routes?

**TEACHING NOTES**

Europeans were looking for new routes to Asia. Your student should recall that they were motivated by the opportunity to trade.
Let's learn more about Christopher Columbus. Watch the BrainPOP Jr. movie: Christopher Columbus (04:10). Why do you think Europeans called the Americas “the New World”?

Columbus had an idea about how to reach Asia. But he needed money for this trip. Explorers got money from patronage. This means money and other support that a wealthy person gives an artist, a group, or an individual so that they can do a big project. Watch the video How Did Columbus Finance His First Voyage? (03:12).

What support did Columbus need for his trip? Why do you think it was hard to get this support?

Columbus needed money, ships, supplies, and people. Your student might say that the king and queen thought Columbus’s idea was silly, or that it would be a waste of money.

In your Social Studies Journal, write the word patronage. Use an online dictionary to look up the word. Read the definition. Then, write your own definition. Draw a picture that represents the word. Then, write one to two sentences about why patronage was important for Columbus.
Your student should use his or her own words to create a definition that accurately explains the word. The picture can be very simple or elaborate, depending on your student’s interest. The picture should help your student remember and understand the word. Reasons patronage was important for Columbus include: he couldn't do his voyage without it, the trip was very expensive, there was no other way for him to get the money.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Spanish Exploration and Conquest - Part 2

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To understand the Spanish conquest of lands in the Americas</td>
<td>• Networks: United States History</td>
<td>• Read Networks: United States History, Unit 3, Lesson 2, Spanish Exploration and Conquest.</td>
</tr>
<tr>
<td>• To identify important Spanish conquistadors</td>
<td>• Social Studies Journal</td>
<td>• Complete the hands-on activity Time Line: Spanish Exploration and Conquest.</td>
</tr>
<tr>
<td>• To identify civilizations in Central and South America impacted by the</td>
<td>• Computer</td>
<td>• Complete the hands-on activity Vocabulary Activity: Patronage.</td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td>• Complete the hands-on activity Summarize: Spanish and Inca Points of View.</td>
</tr>
<tr>
<td>• To analyze different points of view on a historical event</td>
<td></td>
<td>• Complete the hands-on activity Compare: Text and Video.</td>
</tr>
</tbody>
</table>

LEARN

Last time, you learned about Columbus. You know that his idea was to find a new route to Asia. Instead, he ended up in the Americas. He was pretty confused! He didn't know that he was not in Asia.

When Columbus reached land, he claimed it for Spain. The people who lived there did not know about Spain. They did not want to be a part of Spain. They had their own culture. Now, you will read about the people Columbus called “Indios.” You will learn what happened after Columbus arrived.

Open Networks: United States History, Unit 3: The Age of Exploration, Lesson 2, Spanish Exploration and Conquest, Screen 2. Read The Columbian Exchange (p. 87). Add information to your Timeline. Then, write in your Social Studies Journal the answers to these questions: What was the Columbian Exchange? What were some of the things that went across the Atlantic Ocean?

TEACHING NOTES

The Columbian Exchange is a term meaning the movement, or exchange, of people, plants, animals, and diseases.
Let’s think more about the Columbian Exchange. Watch the BrainPOP movie: [Columbian Exchange](07:18).

What was the impact on Europe, Africa, and the Americas? Use [BrainPOP’s Make-a-Map](#) to create notes. You can also write notes in your Social Studies Journal.

In the Americas, native populations declined. These people lost control of their lands. Many native civilizations were wiped out by European diseases. Europe took control in many areas. Many Native Americans were enslaved. There was an exchange of people, animals, plants, and diseases. There was also an exchange of cultures and ideas, including religion. New foods helped the populations of Europe and Africa grow. Native populations in the West Indies declined. Europeans then brought slaves from Africa to work in the West Indies, to grow and harvest the crops that made others wealthy. Today, our cultures, ideas, and foods are influenced by the blending that began as the Columbian Exchange.

Please go online to view and submit this assessment.

If you got the Quick Check right, play the BrainPOP [Time Zone X game](#) about the Columbian Exchange.

If you got the Quick Check wrong, go online to find three animals that Europeans imported into the Americas. Then, find three plants that Europeans brought back from the Americas to Europe.
In the last part, you read about when Columbus first met the Taino people. Now, you will learn about more Spanish explorers. You will read about more cultures these explorers met in the Americas. Open Networks: United States History, Unit 3: The Age of Exploration, Lesson 2, Spanish Exploration and Conquest, Screen 3. Read The Aztec Empire (p.88). Add information to your Timeline.

Now, watch the BrainPOP movie: Aztec Civilization (04:25) to learn more. Answer these questions in your Social Studies Journal.

- What area did Aztec peoples live in?
- How did the Aztec treat the people they conquered?
- What was Aztec civilization like?
- What helped conquistador Hernan Cortés destroy Tenochtitlan?

Your student might note that Aztecs lived in Mesoamerica, or the Valley of Mexico. Conquered peoples ruled themselves and kept their customs, but they were also taken prisoner and sacrificed. The Aztecs were skilled farmers and craftspeople; they traded; they loved art, poetry, and music.
They had a ball game played on a court. They worshipped many gods. Cortés made alliances with Aztec enemies. The Spanish also brought smallpox that killed half the city.

Now, let's read about a civilization that ruled South America. Open *Networks: United States History*, Unit 3: The Age of Exploration, Lesson 2, Spanish Exploration and Conques, Screen 4t. Read *The Inca Empire* (p. 89).

Add information to your **Timeline**. Then, complete the **Summarize** activity. Use the **Two-Column Chart** to think about the different points of view of the Spanish and the Inca.

**TEACHING NOTES**

Your student should demonstrate an awareness of two very different perspectives. The Spanish likely felt triumphant and happy. They were glad to achieve their goal of getting gold and silver to send to Spain. The Inca probably felt betrayed and angry that Pizarro killed Atahualpa.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
You have learned about some Spanish conquistadors. You learned about the Aztec in North America. You learned about the Inca in South America. Now, read about how the Spanish went to other parts of North America. Open Networks: United States History, Unit 3: The Age of Exploration, Lesson 2, Spanish Exploration and Conquest, Screen 5. Go to the section Letters from New Spain (p. 90) and find the three pictures of letters. Read each letter. Answer the questions about the letter writers. Add information to your Timeline.

Then, open your Social Studies Journal. Write three reasons the Spanish went to the Americas.

Fictionalized letters: 1. with Juan Ponce de Leon, searching for the Fountain of Youth, searching in Florida. 2. traveling with Hernando de Soto, searching for gold, searching north of Florida/in the...
Southeast or South Carolina, Georgia, Alabama, Mississippi, or Arkansas. 3. traveling with Francisco Coronado, searching for the seven cities of gold, searching far west of the Mississippi River/in the Midwest, Southwest, or Mexico. Reasons the Spanish went to the Americas include: to claim land for Spain, to seek wealth, to spread their religion.

Let's find out more about the Spanish conquistadors. Watch the BrainPOP movie: Conquistadors (04:25). Take notes in your Social Studies Journal. What are the main ideas? What did the conquistadors do?

Main ideas include: Civilizations in North, Central, and South America were large and powerful; conquistadors were violent; the Spanish enslaved many native people; South America had valuable resources, including silver and gold; many conquistadors had humble backgrounds and saw an opportunity for wealth and power; and European countries were competing to build empires.

Please go online to view and submit this assessment.
LEARN

You have been learning about Spanish conquistadors. Today, you will read some more fictionalized letters. Think about the different ways the Spanish and the native people saw things. Open Networks: United States History, Unit 3: The Age of Exploration, Lesson 2, Spanish Exploration and Conquest, Screen 6. Go to the section More Letters from New Spain (p. 91). Find the pictures of the two letters. Then, read the fictionalized letters.

- What parts of Spanish life in the Americas do the letters describe?
- Who was Bartolomé de Las Casas? What did he think about Native American cultures? What did he think about the conquistadors?

TEACHING NOTES

Your student should note that the letters describe encomiendas, slavery, and relations with Native Americans and enslaved Africans. Bartolomé de Las Casas is a missionary. (You can explain that...
he was a real missionary; he wrote about his experiences in North America.) He sees the Native American cultures as sophisticated and interesting. He is shocked by how the conquistadors treat the Native Americans.

Review all the fictionalized letters. In your Social Studies Journal, make a list of main ideas. Find your notes from the BrainPOP video: Conquistadors. Compare the main ideas in the letters to the actions of the conquistadors in the video.

Your student should note that many of the letters focus on the excitement and adventure of the trip. They mention the possibility of wealth. Some mention not finding what they expected. The video focuses more on the violence of the conquistadors and the ways they conquered the people they encountered.

Now learn more about the Spanish in the Americas. Read the Content Library page, Spaniards in the Americas, in Networks: United States Early Years, Unit 3, Lesson 2, Spanish Exploration and Conquest, Screen R. Make notes in your Social Studies Journal. Write a main idea for each section of the reading.

Main ideas include: Encomiendas were a way for the Spanish to govern. Native Americans were put under the authority of Spanish landholders. The harsh conditions of slavery and new diseases reduced Native American populations. Spain replaced them with enslaved Africans. Las Casas was different from most of the Spanish. He wanted to end the encomienda system. He helped get new laws passed. The goal was better treatment of Native Americans, but, in reality, the mistreatment continued.

Use index cards to show the sequence of events related to Spanish exploration and conquest. Include information about how it started, the events and people involved, and its effects. Put the index cards in order to show the proper sequence of events. Then, fill in the time line with the proper sequence of the Spanish exploration and conquest events.
Use index cards to show the sequence of events related to Spanish exploration and conquest. Include information about how it started, the events and people involved, and its effects. Put the index cards in order to show the proper sequence of events. Then, fill in the time line with the proper sequence of the Spanish exploration and conquest events.

What was one effect of the Columbian Exchange on the New World?

- European populations decreased because of a shortage of food sources.
- Enslaved Africans were given freedoms in the new settlements.
- Native populations decreased from war and new diseases.
- Native populations gained wealth from cooperation with explorers.
If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
In the last lesson, you learned about the Spanish conquistadors. You learned about some of the people they conquered. Now, you will read about the French and Dutch coming to the Americas.

Open Networks: United States History, Unit 3: The Age of Exploration, Lesson 3, French and Dutch Exploration. Read Searching for the Northwest Passage (p. 92). As you watch, find an answer this question: What was John Cabot searching for when he sailed south along the coast of Canada in 1497? Tell your Learning Guide.

John Cabot didn’t find gold and silver. He found fish! This had a big economic impact. Europeans went to that area to work on fishing boats. Merchants sold large quantities of dried fish in Europe. The fishing industry off the coast of Canada continued to grow. It is still part of that region’s economy today.

Let’s learn more about John Cabot and the fishing industry he helped start. Watch the Discovery video John Cabot and the Treaty of Tordesillas (03:20). Why did Cabot change his name and claim land for England? What effect did this have?
Cabot wanted to fund an expedition. He finally got funding from England. He used an English form of his Italian name. He sailed with the approval of the king of England. This meant that England claimed land in Canada after Cabot arrived. When Cabot sailed south along the coast of Canada in 1497, he was searching for the Northwest Passage.

Now, fill out the Main Idea and Key Details Chart with information about John Cabot.

Quick Check

Please go online to view and submit this assessment.

More to Explore

If you got the Quick Check right, review the information about Cabot. Then, watch the following biography of John Cabot (02:33). Write three facts about him. Discuss them with your Learning Guide.

Please go online to view this video ►

Teaching Notes

There were so many fish that their mass slowed the boat. He said they wouldn’t need Iceland and that the fish could feed the kingdom. You can infer that the kingdom got fish from Iceland. The large quantity of fish near Canada would allow them to get enough fish for the kingdom.

If your student seems to need more time, adjust the pacing in Parts 2 and 3 to spread the content to a fourth day.

Now, watch the video Henry Hudson: Dutch East India Company (03:06). What was the area Hudson explored? What city did the Dutch later found there?

The two explorers for France were Giovanni da Verrazano and Jacques Cartier. Henry Hudson was the explorer for the Dutch. Hudson explored areas including present-day New York. The Dutch later founded the city that is now New York City.
After you watch the video, fill out the Main Idea and Key Details Chart with information about Henry Hudson.

**TEACHING NOTES**

Students should add Henry Hudson's name to the top rectangle and then add details about Hudson and his exploration to the three rectangles below. Possible details: Hudson explored for the Dutch. Hudson explored the area of present-day New York City. Hudson, his son, and members of his crew were left behind in North America and never seen again.

Then, watch the video Dutch West India Company 1621 (01:54) to learn about the economic Impact of the Dutch West India Company. As you watch, find the answer to this question: What product did New Netherlands, later called New York, provide for the owners of the Dutch West India Company?

**TEACHING NOTES**

Help your student understand the economic impact of the Dutch West India Company by emphasizing how the company established trade between North America and Holland in Europe. The product New Netherlands provided for the company was fur.

**INTERACTIVE ACTIVITY**

Like Cabot, many explorers hoped to find a shortcut to Asia. They called this the Northwest Passage. Open The Search for a Northwest Passage. Watch the routes the different explorers took.

Another French explorer was Samuel de Champlain. He founded the city of Quebec, in Canada. Find Quebec on the map.

Let's learn about the French explorer Samuel de Champlain. Watch the Discovery video Champlain (02:58).

- What encounters did Champlain have with Native Americans?
- What relationships did the French and Dutch have with Native Americans?
Your student might note that Champlain used guns against them, made treaties, and made alliances with some Native Americans. Different Native American tribes had conflict with each other. They made alliances with either the French or the Dutch.

Now, read *New France*, and *Career Opportunities*, Screen 3 (p. 94). Think about these questions:

- What was the impact of the fur trade on Native Americans?
- What was the impact on Europeans?
- What do you think was the impact on Europe’s monarchies?
- Why did this trade lead to more colonization?

Write answers to these questions in your Social Studies Journal.

Native Americans received weapons, tools, and money from Europeans; Europeans made money from the sale of furs in Europe. Many of the French formed alliances with Native Americans. European monarchs increased their wealth and power. The economic opportunities of the fur trade made more Europeans want to come settle in and colonize North America.

A good way to sum up your understanding of European exploration of North America is by making a timeline. This timeline should include all the important explorers and events that you have read about in *Networks: United States History*, Unit 3: The Age of Exploration, Lesson 3, French and Dutch Exploration. Make your timeline in your Social Studies Journal.

Have your student make a timeline that begins at year 1400 and ends at 1700, placing entries with dates corresponding to the dates provided in the lesson. Your student should include entries for the explorers John Cabot, Giovanni da Verrazano, Jacques Cartier, and Henry Hudson.

Please go online to view and submit this assessment.
French and Dutch Exploration - Part 3

LEARN

In the last part, you read about French and Dutch exploration in North America. Now you will find out more about the area that France colonized, which they called New France. Open Networks: United States History, Unit 3: The Age of Exploration, Lesson 3, French and Dutch Exploration, Screen 4. Read Slow Growth, French Missionaries, and The Great Lakes (p. 95). As you read, answer this question: Why did New France grow slowly after the French king expanded the colony? Share your answer with your Learning Guide.

Now, do the Reading Skill activity in Networks. Use the Venn Diagram to compare and contrast Spanish and French interactions with native peoples.

TEACHING NOTES

New France grew slowly because the French king wanted New France to be a Catholic colony, but many of those who left France for the colonies were not Catholic and, therefore, settled in England's colonies rather than in New France.

French: did not compete with Native Americans for land at first; did not try to change native customs at first; missionaries learned languages; lived with and learned from native peoples.

Spanish: enslaved native peoples; conquered them. Both: wanted to spread religion; wanted to gain power by claiming land in the Americas.
Now, read **New Netherland** (p. 96) in *Networks: United States History*, Unit 3, Lesson 3, Screen 5. After you read the story "Live Like a King," write some questions. What questions could you ask to:

- question the source?
- determine the intent of the author?
- compare real life in the colonies to the claims in the advertisement?

**Encourage your student to think critically about the story. Possible questions include:**

- Did the Dutch West India Company really offer land to people who would bring at least 50 people?
- How did patroons really live? What does the author want? What was life really like for colonists?

**You have learned about how different European countries sent people to explore and colonize the Americas. Think about the French and the Spanish in the Americas.**

**Choose all the statements that are true about French and Spanish Exploration and Settlement.**

<table>
<thead>
<tr>
<th>French Exploration and Settlement</th>
<th>Spanish Exploration and Settlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>They began the Columbian Exchange in the New World.</td>
<td>☐</td>
</tr>
<tr>
<td>They traded furs with native tribes in the areas being explored.</td>
<td>☑</td>
</tr>
<tr>
<td>They conquered native tribes in South America.</td>
<td>☐</td>
</tr>
<tr>
<td>They searched for the Northwest Passage.</td>
<td>☑</td>
</tr>
<tr>
<td>They enslaved Native Americans and Africans.</td>
<td>☐</td>
</tr>
</tbody>
</table>
What was one positive result of the explorers interacting with the native people in the New World?

- Native people were able to gain wealth from trade with explorers.
- Native people were asked to help lead new forms of government.
- Native people were interested in producing crops for settlements.
- Native people were able to show explorers how to live in their area.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
Unit Quiz: Age of Exploration

UNIT QUIZ

Please go online to view and submit this assessment.
Unit 4 - Lessons in Colonial America
Have you ever crossed the border from one state to another and wondered how state lines were drawn? You may have wondered who lived in these states first, or how they divided themselves up. Now it’s time to dig into the history of your state and find out how it came to be.

Many kids around the country act as historians, just as you will get to do. In the National History Day competition, students participate in active research about history and present their findings. Each year, projects are connected to the annual theme. Check out the National History Day website to learn more about the contest and see some examples of the project winners. You may also want to look into submitting your final project.

Begin by brainstorming ideas for your exhibit. What questions do you have about the history of your state? What kinds of topics do you want to discuss? What different categories do you think your exhibit should include? Write your responses in your Social Studies Journal.

Each of the next four units will help you add on one new piece of your exhibit at a time until your exhibit is totally complete. During the current unit, you will add elements to your exhibit that highlight your state's history and its role in the history of our nation. In the next unit, you will focus on any role your state might have played as part of the American Revolution. In the unit after that, you will add to your exhibit to showcase the role your state played in forming the U.S. Constitution (or how it came to adopt its State Constitution) and in expanding voting rights. In the last unit in this grade, you will finish off your exhibit to showcase the role your state played in the Civil War.

Your student should become familiar with the National History Day projects and theme for the year. Your student may want to relate his or her state-based project to the current National History Day theme (nhd.org), given the potential opportunity to participate in the academic competition. Not every region allows participants at the elementary level, but some NHD affiliates offer local/regional competitions for earlier grades. Refer to www.nhd.org for project guidelines to see if your local affiliate supports earlier grades. Begin this unit early enough during a traditional school year to allow your student time to participate in the event if he or she so chooses.

Your student should also generate questions about his or her state.
What state do you live in? Do you know how it was founded? What is your state known for? You are going to have a chance to explore your state's history and how it played a role in the history of our nation. By exploring the history of your state, you'll better understand where you live and how your state came to be what it is today. You will then create an exhibit about your state.

You will create an exhibit to include the following information about your state:

- Date state was founded (as territory and/or state)
- Natural resource(s) that led to the creation/expansion of your state
- Name(s) of founder/founding groups/first governor of your state
- First city/settlement
- Early economy of your state
- Founding industry of your state
- Daily life of first settlers/pioneers in your state

Student exhibits should include:

- Two videos (you might find videos through Discovery Education or YouTube) If you cannot include videos in your project, you may include 2 graphics or maps that give information about your state. (They cannot just be nice pictures; they must give actual information to support your report.)
- Timeline of events
- Two primary sources
- Two secondary sources

Make sure that your project includes an appropriate introduction and conclusion, relevant facts, and key vocabulary about the topic that links together different categories. (For example, linking economy and industry.)

PROJECT RUBRIC
The Project Rubric will help you understand how your project will be scored. Your goals should be to earn all points for each part.

TEACHING NOTES
In this project, your student will create a virtual exhibit about your state. Due to the significant separation between the various state standards and national standards, your student’s projects will be used to meet national standards through a state-centric approach. Students in some states will use their states as the vehicle for learning about U.S. history.

Both the Teacher Rubric and Student Rubric are available as blackline masters that can be printed for reference throughout the project.
RATE YOUR EXCITEMENT

Please go online to view and submit this assessment.
You are going to learn about some of the first settlements in the English colonies. As you learn about the early settlements, begin to think about the history of your own state. Was it founded as part of the original colonies? Did it start out as a settlement opposed to the king? Was it part of America’s march westward? What brought people to your state anyway? Why did people move here? Who lived here before Americans?

In this lesson, you will learn the answers to these questions using Unit 4 in Networks: United States History.

**TEACHING NOTES**

Your student will investigate content material that supports learning at this level. The lesson employs the use of various historical thinking and close reading skills to investigate multiple sources of content information, and it requires students to sequence and infer.

Many states have specific standards requiring students to track their individual state’s founding and history. Encourage your student to investigate the origins of your state: “Was it founded as part of the original colonies? Did your state start out as a settlement in defiance of the king? Was it part of America’s march westward? What brought people to your state anyway? Why did people move here? Who lived here before Americans?”
Before you begin your research, make a chart listing the things that you already know about your state. Then, as you continue to research, you can add the things that you’ve learned and the inferences you make on your own.

To learn more about your state, you’ll need to use strong reading skills as you research its history. One of those important reading skills is **inferring**. Inferring is combining new information with what you already know to draw a conclusion. As you read about America’s early settlements, combine this new information with what you already know to draw inferences about how the people living in America may have felt about the settlements.

Go to Unit 4, Lesson 1, Early Settlements, in *Networks: United States History*. Read the first section of the lesson, **Roanoke** (pp. 110-111).

Answer this question in your Social Studies Journal: What can you infer about the attitudes that the settlers to Roanoke may have had?

### TEACHING NOTES

Your student should infer that, because of many hardships, some settlers may have had a negative attitude.

Before you begin your research, make a chart listing the things that you already know about your state. Then, as you continue to research, you can add the things that you’ve learned and the inferences that you make. Use this [Graphic Organizer](#) to make your chart.

### TEACHING NOTES

Student should keep this KLI graphic organizer and refer to it throughout this unit.

### TEACHING NOTES

Have your student look up the vocabulary for this unit. For academic vocabulary such as **assume**, have your student look up the definition and then rewrite it in his or her own words.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
## Early Settlements - Part 2

### Objectives
- To identify the motivations for colonization
- To identify the early settlements of Roanoke and Jamestown
- To understand who some of the major figures of the early settlements were
- To analyze how the interactions between native peoples and colonists may have changed over time

### Books & Materials
- Computer

### Assignments
- Read *Networks: United States Early Years Grades 4-5, Unit 4, Lesson 1: Early Settlements.*
- Complete KLI Chart.
- Complete a timeline.

### LEARN

Now that you've begun the reading, you know that the Queen Elizabeth I issued a charter allowing for English citizens to claim land in the Americas. Some colonists who came to the Americas did not live for very long. What do you think happened to them? Can you imagine moving to a place where you needed to build your home, grow your food, and adapt to a new environment? What kinds of opportunities do you think they were looking for? Watch the Discovery Education movie: *Early Colonists* (05:29).

As you watch the movie, identify reasons why colonists would move to America and list them on your KLI chart.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the previous part of the lesson, you learned about the colonies in general and Roanoke in particular. Why did these colonists come to America? What difficulties did they face?

Think about these questions as you continue reading *Networks: United States History*, Unit 4, Lesson 1, Early Settlements Screen 2. Read the next section of the lesson, *Jamestown* (p.112).

Answer this question in your Social Studies Journal: What hardships did the settlers of Jamestown face?

Identify two main ideas from the reading and provide a key detail to support each. Explain how each detail provides support for the main idea. Then, write a brief summary of what you have read. Share your thoughts with your Learning Guide.
Possible main ideas include:

- Jamestown faced many challenges.
  
  Detail: the starving time resulted in many deaths. Bad choices led to low supplies, which meant that colonists did not have the basic necessities.

- Tobacco helped Jamestown.
  
  Detail: Tobacco brought wealth and stability. Tobacco could be sold for a profit, which allowed Jamestown citizens to buy and trade for basic necessities.

Your student’s summary should contain information about the struggles and eventual success of Jamestown.

You are now going to see more about the colony in the Discovery Education movie: [Jamestown](#) (18:06).

You may want to have your student scroll to the end of the video and watch the questions first so that he or she knows what kinds of things to be paying attention to while watching the video.

You have read about Jamestown and watched a video about the settlement. How are these sources similar to and different from each other? Consider both the information that these sources present, and how these sources present the information.

Share your thoughts with your Learning Guide.

Your student should mention that both sources provide the basic facts about Jamestown, including people, important dates, and problems.

The text, however, presents the information in a “problem and solution” manner. For example, the text explains the problem that Jamestown struggled. The text explains that the solution was tobacco.
The video presents that struggle and solution, but in a way that is more chronological (time-based) in nature.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you answered the Quick Check item correctly, let’s see if you can use what you know. Look at this picture. Where in the colonies was tobacco grown? Tell your Learning Guide.

If you missed the Quick Check item, watch the BrainPOP movie: *The Thirteen Colonies* (05:00) to review how the different colonies made money. As you watch, think about this question: Why were the 13 colonies mainly along the East Coast of North America? Tell your Learning Guide.

**TEACHING NOTES**

Tobacco was an important cash crop in colonial Virginia and Maryland.

The East Coast was closest to Europe, and the settlers came by boat.
You have read and seen how people came to America for many reasons: to get out of debt, to find new economic opportunities, to own their own land, and to form colonies based on different religious beliefs. One colony in particular, Plymouth, was formed for just the last reason. The people who colonized Plymouth were called Pilgrims because they made the journey across the Atlantic Ocean for religious reasons. They faced persecution in England and wanted a place where they could be free. What things are important enough in your life that they could inspire you to move halfway around the world?

The Pilgrims were also inspired by a document called the Magna Carta. Magna Carta, which means “Great Charter” in Latin, was a document signed by King John of England in the year 1215 when wealthy landowners felt threatened by his rule. It was one of the first documents to outline people's rights to worship God, to own property, and to be protected from too many taxes by the government. All of these were important to the Pilgrims.

Read about the Magna Carta and see a picture of it in the National Archives.

After you read, answer the following questions in your Social Studies Journal:

- What overall viewpoint did the writers of the Magna Carta share with the Pilgrims?
- How did the Magna Carta influence the U.S. Constitution?
Your student should be able to explain that both the writers of the Magna Carta and the Pilgrims did not want to be controlled by their king. Ask your student to think about the kinds of things that are controlled by government today and what kinds of things are the decisions of individual citizens. (for example, government generally controls public lands and facilities, but individual citizens can own property and decide how to use it.) Your student should draw a connection between the rights included in the Magna Carta and the U.S. Constitution. For example, the Fifth Amendment to the Constitution ("no person shall . . . be deprived of life, liberty, or property, without due process of law") is a direct descendant of the Magna Carta's guarantee of proceedings according to the "law of the land."

Now that you have examined the Pilgrims’ motives for leaving Great Britain, read about the people whose land they came to inhabit. Read the sections Plymouth (p.113) and Native Americans (p.113) in Networks: United States History, Unit 4, Lesson 1: Early Settlements, Screen 3. Then, respond to the following questions:

- How did the colonists interact with native peoples?
- What can you infer happened to the relationship between the colonists and the Native Americans as more colonists arrived?

Discuss these questions with your Learning Guide.

Though at times the interactions between colonists and Native Americans were full of conflict, at other times the two sides learned from each other. Watch the Discovery Education movie: Squanto’s Story (02:19).

What kinds of interactions did Squanto have with the colonists? Make a list in your Social Studies Journal. Were any of them positive?
You just studied some of the different kinds of interactions between colonists and Native Americans. Draw a picture in your Social Studies Journal showing an example of one of these interactions.

Check your student's drawing to make sure he or she understands some of the external factors that influenced how these two groups interacted.

Colonists arrived at different times to different places on the North American continent. Make a timeline to chronologically organize the events that you have studied so far.

Your timeline should include:

- the settling of Jamestown
- the settling of Roanoke
- the settling of Plymouth
- the First Thanksgiving
- the Magna Carta

To gather additional information, read the information in the article [Settling Plymouth](#).

Check your student's timeline to make sure he or she includes the events listed.
In this lesson, you have learned about some of the early settlements in America such as Roanoke, Jamestown, and Plymouth. You have learned about some of the interactions between the colonists and the Native Americans. Now, let’s see if you can explain one of their early interactions.

It was the Pilgrims who celebrated what we have come to know as the First Thanksgiving. Watch the BrainPOP movie: *Thanksgiving* (04:06). Based on the information you learned in this lesson and the movie, answering the following questions.

**USE FOR MASTERY**

Think about how the native peoples interacted with the colonists in Plymouth and Jamestown. What can be inferred about how the native peoples felt about the colonists?

- The native peoples were cautious because they were often mistreated.
- The native peoples were excited to show the settlers how to grow crops.
- The native peoples were happy to have new people to share resources.
- The native peoples were concerned about not speaking the same language.

For each statement, select whether it describes the Plymouth settlers, the Wampanoag tribe, or both.

<table>
<thead>
<tr>
<th>Plymouth settlers</th>
<th>Wampanoag tribe</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>They lived on North American land for thousands of years.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>They traded goods to get supplies needed.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>They left England because of religious persecution.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>They signed a treaty for peace.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>They settled in a village already created.</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Upload files

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
The early settlements in America paved the way for many other colonists to come, and come they did. European migration to America was just beginning. Have you ever heard states in the Northeast referred to as New England? Most of the first people to settle the area were from England, and now they were living in a new land. You will learn about them in this lesson part.

Just like the Pilgrims, another group of people who fled England because of religious persecution were the Puritans. These people wanted to live in communities where everyone held the same beliefs and practiced their form of religion. That is why each family in the Puritan settlement of Boston signed a covenant to follow church rules. Can you think of another word for covenant?

Your student should understand that a covenant is a promise or a contract.
Go to Unit 4, Lesson 2, Early Settlements, in *Networks: United States History*. Read the first sections of the lesson, *Settling New England* (p.114) including the section *Puritan Villages* (p. 115).

Many historical figures played important roles in the settlement of the New England colonies. As you read, think about the impact individuals or groups had on the settlement of New England. Answer the following questions in your Social Studies Journal:

- What role did the Puritans play in settling New England?
- What role did Charles I play?
- What role did John Winthrop play?

### TEACHING NOTES

Your student should understand that the Puritans were the main group to begin settling New England. He or she should understand that they were only able to settle New England because they received a charter from King Charles I. Your student should know that John Winthrop was elected to be the first governor of New England.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
New England - Part 2

In the last part of the lesson, you learned about some of the people and groups who were interested in forming colonies in New England and some of their motivations for moving. Now, let's consider how these groups of people got along with each other. As you can imagine, even though these groups of people may have shared a religion or came from the same country, not every member of these groups wanted the same thing.

Some people felt that the Puritans should tolerate people of other religions. Others felt that Puritan ministers were acting as tyrants because they would banish people from the colony who didn't follow their rules and imprison people who disagreed with them.

Let's start by reading the next section of Networks: United States History, Unit 4, Lesson 2: Settling New England, Screen 2, New England Expands (pp.116-117).

As you read, answer the following question:

- Based on the reading, what can you infer about differences among the Puritans?

**TEACHING NOTES**

**ANSWER**

Your student can write his or her answer in his or her Social Studies Journal or discuss with you. The most likely inference is that Puritans were meeting in different groups, and each group wanted to worship differently, leading to arguments. He or she may infer that some people wanted more control over everyone and others felt that they should be freer to choose how they lived as a society. To emphasize the new vocabulary, have your student draw a picture of two symbols that could represent the words tolerate and tyrant.
Please go online to view and submit this assessment.

If you got the Quick Check wrong, make a list of reasons why each of these three New England colonies was founded: Providence, Rhode Island; Portsmouth, New Hampshire; and Hartford, Connecticut.

If you got the Quick Check right, create a timeline of the founding of these three New England colonies: Providence, Rhode Island; Portsmouth, New Hampshire; and Hartford, Connecticut. Annotate your timeline to add inferences for why those places were founded.
In the previous parts of this lesson, you learned about the people who settled New England and some of the different opinions these settlers had as they interacted with each other. Now, let’s consider how they interacted with the Native Americans who were already living in New England. As more settlers came, they needed more land. But what about the Native Americans who were already living on that land? Colonists started competing with Native Americans for land and resources. Talk to your Learning Guide about how businesses and communities might be affected by a scarcity, or shortage, of resources.

Your student should understand that if there are fewer resources, it may lead to conflict as people begin to fight to take control of the resources.

Two examples of conflict between the colonists and the Native Americans were the Pequot War and King Philip’s War.

Even the Pilgrims and the Native Americans, who had learned to live together in peace, began to fight. Metacomet, known as King Philip to his people, attacked the Pilgrims when they started taking land from his tribe, the Wampanoag. He was eventually caught and killed by a rival tribe that was helping the colonists.
INTERACTIVE ACTIVITY

Now, read the next section of Networks: United States History, Unit 4, Lesson 2: Settling New England, Screen 3, New Englanders and Native Americans, (pp.118-119).

Read the excerpt from Metacomet closely and mark the text for clues that support the idea that there was competition for resources between the colonists and the Native American peoples. Also, mark the text where you see clues of how the fighting started. Revisit the inferences you made in the previous lesson about why conflict between the colonists and the native peoples may have arisen. Answer the following question in your Social Studies Journal:

- Were any of your inferences accurate based on this new information?

After you read, use the interactive map to find the locations of the Native American tribes in relation to colonial settlements.

TEACHING NOTES

Answer: Your student should mark clues such as Metacomet saying that the colonists were taking their land as an indicator of competition for resources. He or she should mark clues such as Metacomet feeling disrespected, wanting to protect his people's land, and convincing other tribes to join the fighting as reasons why the fighting started. Revisit the inferences your student made in the previous lesson and discuss with your student whether any of his or her ideas were accurate.

There were many other conflicts between the colonists and the native peoples. Do you know the names of other Native American tribes? Do you know where they lived? To learn more, watch the Discovery Education movie: Native Americans: Contact and Conflict (02:07).

As you watch the movie, jot down the causes of the conflicts. Were they connected to scarcity? What caused the conflicts to become more serious?

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
### LEARN

What have you learned so far about your own state? Take out your Social Studies Journal and refer to the brainstorming you did at the beginning of the unit. Revisit the following questions: “Was my state founded as part of the original colonies? Did my state start out as a settlement opposed to the king? Was it part of America’s march westward? What brought people to my state anyway – why move here? Who lived here before the colonists?” Compare how your state was founded with the events that led to the founding of other states.

Thinking about how your state was founded will prepare you to create your virtual exhibit. Record your ideas in your Social Studies Journal.

### USE

Guide your student to do some preliminary research online about your state and begin to answer these questions.

### TEACHING NOTES

In this lesson, you learned about some of the early settlers in New England, how they formed into groups, and some of the conflicts that they faced with each other and with others. Now show what you have learned by answering the following questions.
USE FOR MASTERY

Fill in each blank with the name of the correct colony or founder.

- [ ] Roger Williams
- [ ] Thomas Hooker
- [ ] Providence
- [ ] Hartford

[ ] was founded by [ ] to allow people with any religious views to settle.

[ ] was founded by [ ] for new farmland and Puritan churches that were independent of each other.

What was one effect of King Philip’s War?

- [ ] Colonists welcomed Native Americans into their homes.
- [ ] Colonists were forced to move to another area.
- [ ] Native Americans lost power over New England lands.
- [ ] Native Americans stopped fighting against each other.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Upload files

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
In the last lesson, you learned about the New England colonies. Now, you are going to move farther south and learn more about the “middle” colonies with Unit 4, Lesson 3 in *Networks: United States History*.

Of course, these colonies would not be considered the middle of America today, but at the time they were right in the middle of the original 13 colonies. You are going to study colonies that are now the states of Pennsylvania, New York, New Jersey, and Delaware. Has your state been founded yet, or is its founding still a long way off?

Go to Unit 4, Lesson 3, Early Settlements, in *Networks: United States History*. Read the first sections of the lesson, *Settling the Middle Colonies* (p. 120) and *England Takes New Netherland* (p. 121).

As you read, think about how New York came to be. Answer the following question in your Social Studies Journal:

Based on the reading, what can you infer was the main reason that New Amsterdam became New York?
TEACHING NOTES

Your student should infer that because the Dutch colonists were flourishing in New Amsterdam, England wanted to gain power by controlling this successful and strategically located colony. Your student should know that England was a stronger nation and had more ships; therefore, it was easily able to take control of New Amsterdam.

Your student should understand that **primary** means most important or essential.

INTERACTIVE ACTIVITY

You are now going to research the founding of four Middle Colonies. You will learn who founded them and when, as well as the economic resources found within each colony. As you watch the movies below, fill out the worksheet: **Middle Colonies Chart**.

Use the following Discovery Education movies to find out more information about the Middle Colonies:

- **Pennsylvania**: *The Colony of Pennsylvania* (09:50)
- **New York**: *The Colony of New Netherland* (06:00)
- **New Jersey**: *The Colony of New Jersey* (02:44)
- **Delaware**: *The Colony of Delaware* (04:39)

Now, refer back to your Social Studies Journal. Have you been able to answer these questions as they relate to your own state? How does the founding of your state compare with the founding of the Middle Colonies?

TEACHING NOTES

Your student’s **completed chart** should resemble this.

To get a better idea of the settling of the Middle Colonies, watch this comprehensive Discovery Education movie: **The Middle Colonies** (03:13).

After you watch the video, answer the following question in your Social Studies Journal:

- Who were some of the different groups of people who had control over the Middle Colonies?
Your student should infer that because the Dutch colonists were flourishing in New Amsterdam, England wanted to gain power by controlling this successful and strategically located colony. Your student should know that England was a stronger nation and had more ships; therefore, it was easily able to take control of New Amsterdam.

Your student should understand that primary means most important or essential.

You are now going to research the founding of four Middle Colonies. You will learn who founded them and when, as well as the economic resources found within each colony. As you watch the movies below, fill out the worksheet: Middle Colonies Chart.

Use the following Discovery Education movies to find out more information about the Middle Colonies:

- Pennsylvania: The Colony of Pennsylvania (09:50)
- New York: The Colony of New Netherland (06:00)
- New Jersey: The Colony of New Jersey (02:44)
- Delaware: The Colony of Delaware (04:39)

Now, refer back to your Social Studies Journal. Have you been able to answer these questions as they relate to your own state? How does the founding of your state compare with the founding of the Middle Colonies?

Your student's completed chart should resemble this.

To get a better idea of the settling of the Middle Colonies, watch this comprehensive Discovery Education movie: The Middle Colonies (03:13).

After you watch the video, answer the following question in your Social Studies Journal: Who were some of the different groups of people who had control over the Middle Colonies?

Please go online to view and submit this assessment.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have now learned a little bit about each of the Middle Colonies. Each one has a unique history and grew into a different type of places to live. The strictness of the Puritan religion was not popular in many of these colonies. Many settlers left Europe because they wanted the freedom to worship as they wished and did not want to experience the same kinds of restrictions in the new land.

In the previous part of this lesson, you learned about new settlements formed in Rhode Island and Connecticut in response to the oppression of certain Puritan leaders. Pennsylvania is another colony that was formed based on the idea that everyone should be able to worship as he or she pleases. How do you think the ideals that a society is based on shape how the society develops?

Go to the next section of Networks: United States History, Unit 4, Lesson 3: Settling the Middle Colonies, Screen 2 A Patron for Pennsylvania (p. 122).

As you read, look for information about the Quakers and think about what diversity means.

Based on the reading, what were the main differences between the Quakers and the Puritans? What can you infer about how their beliefs contributed to their relationship with the native peoples? Write your answer in your Social Studies Journal.

Answer: Your student should note that the Quakers believed that all people were equal and should be free to worship as they pleased. They were also welcoming of settlers from other countries.
Help your student draw the connection between religious tolerance and peace with the native population. They may say something like “Because the Quakers believed that all people were equal, they treated the native peoples fairly by paying them for their land and living in peace.”

✅ QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you got the Quick Check right, explore this idea of diversity further by thinking about the diversity of your state. As you have seen, the colonies were diverse and full of people from different backgrounds speaking different languages, working to live together in peace. Think about the state where you live today. Is it diverse? What kinds of diversity do you see around you? Do you know anyone who wasn’t born in America? Make a list of places that people you know came from before they lived in your state.

TEACHING NOTES

Your student should understand that diversity can refer to people who have come from different countries, races, or backgrounds, or who practice different religions. Help your student think about people in your community who have come from other countries. As you help him or her think of people who make your community diverse, list some of the different places that people may have come from. This is, of course, an open-ended discussion to have with your student.

MORE TO EXPLORE

If you got the Quick Check wrong, watch the first 30 seconds of the video Pennsylvania in the lesson. As you watch, think about this question: How did William Penn describe the diversity of Pennsylvania and the equality among the groups? Discuss your answer with your Learning Guide.

After watching the video, think about the diversity of your own community. What kinds of diversity do you see? In your Social Studies Journal, write a statement like William Penn’s that describes the diversity of your community.
William Penn said about the colony: “A collection of diverse nations: French, Dutch, Germans, Swedes, Danes, Fins, Scotch, and English. And of the last equal to all the rest.”

Discuss with your student the diversity of people in his or her community. Consider ethnic background, race, and religion. Then encourage your student to write a statement that reflects what he or she sees.

Help your student draw the connection between religious tolerance and peace with the native population. They may say something like “Because the Quakers believed that all people were equal, they treated the native peoples fairly by paying them for their land and living in peace.”

If you got the Quick Check right, explore this idea of diversity further by thinking about the diversity of your state. As you have seen, the colonies were diverse and full of people from different backgrounds speaking different languages, working to live together in peace. Think about the state where you live today. Is it diverse? What kinds of diversity do you see around you? Do you know anyone who wasn’t born in America? Make a list of places that people you know came from before they lived in your state.

Your student should understand that diversity can refer to people who have come from different countries, races, or backgrounds, or who practice different religions. Help your student think about people in your community who have come from other countries. As you help him or her think of people who make your community diverse, list some of the different places that people may have come from. This is, of course, an open-ended discussion to have with your student.

If you got the Quick Check wrong, watch the first 30 seconds of the video Pennsylvania in the lesson. As you watch, think about this question: How did William Penn describe the diversity of Pennsylvania and the equality among the groups? Discuss your answer with your Learning Guide.

After watching the video, think about the diversity of your own community. What kinds of diversity do you see? In your Social Studies Journal, write a statement like William Penn’s that describes the diversity of your community.
William Penn did more than found a colony based on diversity. He also founded one of the biggest cities in the original 13 colonies. Penn picked the location for a capital city and named it Philadelphia, which means “city of brotherly love.” Based on what you’ve read about William Penn, why do you think he chose this name? Philadelphia became a busy city and eventually was the first capital of America. Did you know that Washington, D.C., wasn’t named the capital until the year 1800, 24 years after the founding of our nation?

Go to the next sections of *Networks: United States History*, Unit 4, Lesson 3: Settling the Middle Colonies, Screen 3, Philadelphia and Delaware (p.123). Look at the map and identify the Middle Colonies and some of the major cities that existed at the time. Then, compare them with the major cities that exist in America today. What is the capital of your state? When did it become the capital? Why was it chosen?
The Middle Colonies - Part 4

Objectives
- To identify information about the founding of the Middle Colonies
- To understand how different colonies had different values and ways of interacting with the native population
- To describe the meaning of diversity

Books & Materials
- Social Studies Journal
- Computer

Assignments
- Complete the worksheet: Middle Colonies Chart.
- Read Networks: United States History Grades 4-5, Unit 4, Lesson 3: Settling the Middle Colonies.

USE

In this lesson, you learned about the settlements of the Middle Colonies. Are you beginning to see how the colonies took shape? Each colony had a different founder and was known for different things.

USE FOR MASTERY

What is one way the Pennsylvania colony was able to maintain peace with the Native American people?

○ They allowed Native Americans to live with them.

○ They became a middle ground for all Native American tribes.

○ They changed the religious beliefs of Native Americans.

○ They signed treaties to buy Native American land.
Fill in each blank with the correct answer.

Pennsylvania  New Jersey  religion  the Duke of York

William Penn  speech

settled the  colony for freedom of

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
Southern Colonies - Part 1

Objectives
- To identify information about the founding of the Southern Colonies
- To understand the connection between economic growth and the growth of the colonies
- To describe the similarities and differences among the Southern Colonies
- To analyze motivations for people moving to a new country

Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer
- Pencil or pen

Assignments
- Read Networks: United States History Grade 4-5, Unit 4, Lesson 4: Settling the Southern Colonies.
- Complete the worksheet: North Carolina and South Carolina Venn Diagram.

LEARN

VOCABULARY
- frontier
- act
- profit
- debt

After reading the last two lessons, I bet you can tell which direction we're headed . . . south! That's right, we're moving on down to the Southern Colonies, and you're going to learn who settled them and what made them unique. Are we leaving your state? Arriving? Or are the boundaries for your state still non-existent? In this lesson, you will read Unit 4, Lesson 4 in Networks: United States History: Early Years.

Let's begin by taking a look at Virginia and Maryland. You've already learned about Jamestown, one of the first colonies to thrive in America. Do you remember what crop helped them make enough money to succeed? Let's take another look. Go to Networks: United States Early Years, Unit 4, Lesson 4, Settling the Southern Colonies. Read the first section of the lesson, Virginia and Maryland (pp. 124-125).

As you read, think about what caused Virginia to grow. Answer the following questions in your Social Studies Journal:

- Why do you think Virginia began to grow as a colony?
- What opportunities were people looking for by moving to Virginia?
After reading the last two lessons, I bet you can tell which direction we’re headed . . . south! That’s right, we’re moving on down to the Southern Colonies, and you’re going to learn who settled them and what made them unique.

Are we leaving your state? Arriving? Or are the boundaries for your state still non-existent? In this lesson, you will read Unit 4, Lesson 4 in Networks: United States History: Early Years.

Let’s begin by taking a look at Virginia and Maryland. You’ve already learned about Jamestown, one of the first colonies to thrive in America. Do you remember what crop helped them make enough money to succeed? Let’s take another look. Go to Networks: United States Early Years, Unit 4, Lesson 4, Settling the Southern Colonies. Read the first section of the lesson, Virginia and Maryland (pp. 124-125).

As you read, think about what caused Virginia to grow. Answer the following questions in your Social Studies Journal:

- Why do you think Virginia began to grow as a colony?
- What opportunities were people looking for by moving to Virginia?

TEACHING NOTES

Your student should be able to identify the opportunity to make money because Virginia had good farmland and its tobacco industry was booming.

As your student encounters the lesson vocabulary, have him or her draw a visual depiction of each of the vocabulary words to enhance understanding of the lesson.

Not everyone who settled in Virginia did so by choice. At the same time that the tobacco industry was taking off in Virginia, the slave trade began to play a major role in the colonies. Watch the following Discovery Education movie: Tobacco Plantations and African Slaves (02:59) about Virginia during colonial times.

As you watch the movie, think about the connections between tobacco and the slave trade. Then, answer the following question:

How were the rise of the tobacco industry and the increase in the number of enslaved Africans in the Southern Colonies connected?

Write your answers in your Social Studies Journal.

TEACHING NOTES

Your student should be able to explain that because the tobacco industry was very successful, people established large farms called plantations so that they could grow more tobacco and thereby make more money. Because plantations were so large, they needed more people to work the land, and enslaved Africans provided that labor.

While Virginia was experiencing tremendous growth, Maryland also became a colony. Maryland was founded primarily for religious reasons. George Calvert, an English nobleman, wanted a place where Catholics could worship as they pleased. His son Cecil Calvert led the first government in Maryland. Catholics were not the only people to settle in Maryland, and violence between different religious groups broke out. In response, the government of Maryland created a new law known as the Toleration Act. This act guaranteed freedom of religion to all Christian faiths.

Watch the Discovery Education movie: The Colony of Maryland (04:11) to answer the question below.

How were the motivations for people settling in Virginia different from the motivations for people settling in Maryland? Write your answer in your Social Studies Journal.
Your student should understand that Virginia had more of an economic appeal and Maryland had more of a religious tolerance appeal.

INTERACTIVE ACTIVITY

Have you ever heard about Pocahontas? Have you wondered what made her so famous? Learn more by watching the BrainPOP movie: Pocahontas (05:05).

As you watch the video, think about the following questions: How did Pocahontas view the settlers? How did she contribute to the development of Virginia? Write your answers in your Social Studies Journal.

Play this Pocahontas game.

Your student should explain that Pocahontas may have been sympathetic to the settlers and was interested in creating friendships. She brought them food and clothing. She served as a link between the settlers and the native peoples. Without friendships like hers, colonies in Virginia may never have survived.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Southern Colonies - Part 2

What started in places like Virginia and Maryland continued to expand down into the Carolinas. You’ve learned about frontiers, or the edges of the land where the colonists settled. King Charles II wanted to expand his empire and continued to grant charters and send proprietors to settle more land.

Why do you think King Charles wanted more colonies? One reason is money. That's right, a lot of questions in history often come back to money. You’ve learned that much of the land the colonists settled was well suited for farming and was producing cash crops. They were called cash crops because farm and plantation owners were making large profits. A profit is the money you have left after you pay all of the expenses to produce a product.

Have you heard of Charleston, South Carolina? Did you know its original name was Charles Towne and it was named after King Charles? Because Charles Towne was on the coast, ships could easily come to the port and deliver and pick up goods to be bought and sold. This kind of trade contributes to a place’s economy. The more things that are bought and sold, the more people there are making money.

Now, read the next section of Networks: United States History, Unit 4, Lesson 4: Settling the Southern Colonies, Screen 2, The Carolinas, North and South, (p. 126) and then answer the following question.
Based on what you read, what can you infer about the economic reasons North and South Carolina divided into two colonies?

**TEACHING NOTES**

Your student should understand that the economies of the northern and southern portions of the Carolinas developed at different rates. Because Charles Towne had a large port, it was a larger commercial center and had a bigger economy. Encourage your student to think in terms of profits and infer that the southern part may have wanted to be separate because the northern part of the colony was not contributing as much to the economy.

**INTERACTIVE ACTIVITY**

North and South Carolina became two separate colonies and eventually two separate states. You are going to watch the Discovery Education movies: *The Colony of North Carolina* (03:49) and *The Colony of South Carolina* (03:05) to learn more about the differences and similarities between these two colonies. After you watch the movies, complete the worksheet *North Carolina and South Carolina Venn Diagram*. Your diagram should identify each of the following pieces of information:

- founding date
- the founder(s)
- the cause and speed of growth
- the major industry(s)

**TEACHING NOTES**

Your student should note some of these facts on their Venn diagram:

North Carolina: 1590; Sir Walter Raleigh; grew slowly because it didn't have a port; tobacco, furs, wood products

South Carolina: 1663; the English; grew quickly because of large city Charles Towne; indigo, rice, furs

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
The last of Great Britain's original 13 colonies was Georgia. The founding of Georgia was unique because it was originally created as a place to send poor British citizens who had debts they could not pay.

Go to the next section of *Networks: United States History*, Unit 4, Lesson 4: Settling the Southern Colonies, Screen 3, *Founding Georgia* (p. 127). As you read, compare the founding of Georgia to the founding of the other colonies. How was it similar? How was it different? How did they people of Georgia interact with the native population? Write down your answers in your Social Studies Journal.

**TEACHING NOTES**

Your student should understand that Georgia, like other colonies, was settled because of opportunities for land and religious freedom. The charter for the land was also granted by the king of England. Your student should point out that it was different because it was originally designated as a place for debtors. Help your student understand that like some colonies and unlike others, Georgia was able to start a civil relationship with the native population because Oglethorpe worked with the Native Americans and established some agreements over land rights.
Georgia was unique in some ways and not unique in others. People found opportunity there, like they did in other colonies. They also found a way to support their families. Why might people leave their home country to work in another country? Write a list in your Social Studies Journal. Does this still happen today? Now watch the Discovery Education movie: The Colony of Georgia (06:57). As you watch, think about this question: What kind of people did James Oglethorpe want the lands of George to be used for? Write your answer in your Social Studies Journal.

**TEACHING NOTES**

Have a discussion with your student about economic opportunities and how sometimes moving to a new place can give people more income or opportunity to succeed. James Oglethorpe wanted the lands of George to be used by impoverished English Protestants who had been locked up in debtors’ prisons for being unable to pay their bills.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you got the Quick Check right, you can learn more about the founding of Georgia from the page Debtors in Georgia and look at the picture of the planned city of Savannah. As you read, think about what Oglethorpe wanted to create and compare it with what actually happened.

What do you think of Oglethorpe's plan? Do you like his ideas? Why or why not? If you were given a charter to establish a new colony, what kinds of laws would you enact? Write down your answers in your Social Studies Journal.

**TEACHING NOTES**

Your student should understand that what Oglethorpe had in mind was very different than what actually happened. He or she should also understand that while Oglethorpe had some lofty ideals, in reality King George granted him the charter because it would be strategically beneficial for the British Empire. Some students may observe that though Oglethorpe had high hopes for what would happen, even he sounded disappointed in the types of settlers of Georgia. This activity could provide an interesting starting point for a discussion surrounding what kinds of things your student would like to see in a community if he or she were in charge.
If you got the Quick Check wrong, go to *Networks*, Unit 4, Lesson 4: Settling the Southern Colonies, and find the Content Library in the Review Section. Read the “Settling Georgia” section of *More to Know! Colonization*. As you read, think about this question: What did James Oglethorpe believe that England's poor would do when they settled in Georgia? Write what he said in your Social Studies Journal. Then rewrite what Oglethorpe said in your own words, in as clear and simple a way as you can.

---

**TEACHING NOTES**

James Oglethorpe believed that England's poor “could be willing to seek a livelihood in any of his majesty's plantations in America if they were provided with passage and a means of settling there.” Your student should rewrite this idea in simpler terms. He or she should realize that Oglethorpe was saying that if the king would provide a poor person with transportation to America and a place to live there, then that person would become a worker on one of the king's plantations.
In this lesson, you learned about the settlements of the Southern Colonies and how they relied on different industries for growth. You have seen how large farms called plantations took shape and produced great amounts of food. Think about what you learned about the economy of the South and answer the following questions.

**USE FOR MASTERY**

What can be inferred about the connection between plantations and slavery in the Southern Colonies?

- [ ] Slaves were brought in to help plantations specialize in a certain crop.
- [ ] Southern Colonies were not dependent on slave labor for certain crops.
- [ ] Plantations relied on slavery to become larger and increase their profits.
- [ ] Plantations with many slaves still had trouble keeping up with production.
Think about all three sets of colonies: New England, Middle, and Southern. Select the statement for each set of colonies that describes their **main** purpose.

<table>
<thead>
<tr>
<th></th>
<th>New England Colonies</th>
<th>Middle Colonies</th>
<th>Southern Colonies</th>
</tr>
</thead>
<tbody>
<tr>
<td>acceptance of all religious beliefs</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>freedom from religious persecution</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>profit from agriculture</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**USE FOR MASTERY**

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
You have learned a lot of information about the original colonies. It's time to start putting together your project, How My State Was Founded.

For the final project that you will share at the end of the unit, you will be finding and including more information. For this part of the project, you will focus on finding out:

- the date your state was founded (as a territory and/or a state)
- the natural resource(s) that lead to the creation/expansion of your state
- the name(s) of founder/founding groups/first governor of your state
- the first city/settlement

You may have already found out some of these things. Gather your information and begin to put it together in your virtual exhibit. To create your exhibit, you can use a tool such as PowerPoint, Google Slides, Prezi, or pen and paper. Be sure that your exhibit includes:

- one video, graphic, or map (Videos can be found through Discovery Education or YouTube.)
- a timeline of events
- one primary source
- one secondary source

To find information specific to your state, you can check out the following resources or find some with the help of your Learning Guide. If you are working on a state other than those listed below, please identify equivalent online resources that apply to your state.
You have learned a lot of information about the original colonies. It's time to start putting together your final project, How My State Was Founded.

For the final project that you will share at the end of the unit, you will be finding and including more information. For this part of the project, you will focus on:

- the date your state was founded (as a territory and/or a state)
- the natural resource(s) that lead to the creation/expansion of your state
- the name(s) of founder/founding groups/first governor of your state
- the first city/settlement

You may have already found out some of these things. Gather your information and begin to put it together in your virtual exhibit. To create your exhibit, you can use a tool such as PowerPoint, Google Slides, Prezi, or pen and paper. Be sure that your exhibit includes:

- one video, graphic, or map (Videos can be found through Discovery Education or YouTube.)
- a timeline of events
- one primary source
- one secondary source

To find information specific to your state, you can check out the following resources or find some with the help of your Learning Guide.

If you are working on a state other than those listed below, please identify equivalent online resources that apply to your state.

Suggested Resources:

Alabama:
- [Ducksters - Alabama](#)
- [The 50 US - Alabama](#)
- [Alabama Archives](#)
- [Alabama](#)

Florida
- [Florida Department of State](#)
- [Ducksters - Florida](#)
- [Florida Timeline](#)
- [Florida history](#)

Louisiana
- [Ducksters - Louisiana](#)
- [Louisiana Secretary of State](#)
- [Louisiana Museum](#)
- [Louisiana Travel](#)
- [About Louisiana](#)

Michigan
- [Michigan](#)
- [Seeking Michigan](#)
- [Michigan HC](#)
- [Ducksters - Michigan](#)

Ohio
- [Ohio History](#)
- [Ducksters - Ohio](#)
- [Ohio](#)

Pennsylvania
- [Ducksters - Pennsylvania](#)
- [Visit PA](#)
- [Pennsylvania State](#)
- [Philadelphia History](#)
- [Pennsylvania](#)
Wisconsin

- Wisconsin
- Ducksters - Wisconsin
- Wisconsin Government
- Wisconsin for Kids

Review the rubric that will be used to grade your final project so that you are sure to cover everything in your virtual exhibit.

---

TEACHING NOTES

Guide your student to find relevant and useful research as he or she begins to put together the virtual exhibit.

---

So far in this unit, you have learned about how each of the 13 original colonies was founded and some of the successes and failures of these early settlements. In the next two lessons, you will learn more about life in the colonies and how the slave trade grew along with the colonies. Continue to compare the history of your own state with the history of the original 13 colonies as you learn more.

---

TEACHING NOTES

Help your student continue to compare and contrast the founding of your state with the founding of the original 13 colonies.

---

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
LEARN

VOCABULARY
- market economy
- barter
- occupation
- employ

TEACHING NOTES
Have your student look up the definitions for the vocabulary above and then write the words down in his or her own words. After defining the terms, ask him or her to create or draw a scene that includes all of these terms and to label the picture.

In the first four lessons, you’ve learned about each of the 13 original colonies. You’ve studied who founded the colonies and where those founders came from. You’ve learned about the Native Americans who already lived in the colonies before European settlers arrived. You’ve discovered that some people came to the colonies as indentured servants to pay off debts. Finally, you learned about people who were brought to the colonies from Africa against their will.
How did society develop as all of these groups began to interact? What was day-to-day life like in the colonies? In this lesson, we are going to look at what life looked like in the colonies. You will use Unit 4, Lesson 5 in *Networks: United States History*.

Begin by watching the BrainPOP movie: *Thirteen Colonies* (05:00). As you watch, write down some notes about what life was like for each of the following groups:

- colonists
- Native Americans
- enslaved Africans

Now, go to *Networks: United States History*, Unit 4, Lesson 5, Life in the Colonies. Read the first section of the lesson, *How Did Colonists Live?* (p. 129).

As you read, think about why most of the colonies formed governments that guaranteed citizens the right to form an assembly or governing body. Write down your answer in your Social Studies Journal.

### TEACHING NOTES

Your student should understand that the right to form an assembly gave colonists more freedom than they had previously enjoyed. Your student may also suggest that because colonists were forming new societies, they wanted to make sure that they had a set of rules.

Now that you have learned about the thirteen colonies, see if you can identify and locate them on a map! Play the *Map Quiz Game* to test your knowledge!

### TEACHING NOTES

Encourage your student to play the game until he or she can identify and locate all thirteen colonies.

To get a better idea of what life was like for different groups of people, choose one of the following groups to learn more about by watching the corresponding BrainPOP movie:

- *American Indians* (04:04)
- *Slavery* (04:39)
After you watch the movie, answer the following questions in your Social Studies Journal:

How did this group of people experience and influence society in the colonies? Was this group of people a part of the history of your state? How?

**TEACHING NOTES**

Your student should be able to list some of the different experiences American Indians or enslaved African had as the colonies were settled and how those groups contributed to and influenced life in the colonies. Then, help your student find out how American Indians or enslaved Africans were a part of the history of your state.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
As people settled the colonies, their governments began to take shape. They were not all exactly the same, and there was not one government that was in charge of all of the colonies. Each colony operated independently and was ultimately under the rule of the British king. Can you imagine if New York and Virginia were two different countries? It might have felt something like that.

People had a lot of opinions about how the colonies should be run and often expressed their ideas through letters, speeches, and town hall meetings. The early political life in the colonies helped shape our own political system today.

Now watch the Discovery Education movie: The Diversity of Colonial Communities (24:01) to the 13:20 mark.

As you watch the video, think about the following questions. Then write your answers in your Social Studies Journal.

- What were some of the hardships the colonists faced?
- Who were Benjamin Franklin and Daniel Boone?
- What was life like for women and children in colonial America?
- What would you have found the most difficult about life during this time period?
Your student should state hardships such as figuring out how to farm, getting along with the diverse population, or setting up a new government. He or she should know that Benjamin Franklin arose as an important early government leader in Philadelphia. Your student should know that Daniel Boone was a famous explorer and folk hero. The last question may be answered with a wide variety of responses.

Read the following two sections of *Networks: United States History*, Unit 4, Lesson 5: Life in the Colonies, Screens 2-3, *Characteristics of Colonial Governments* (p. 130) and *Participating in Colonial Politics* (p. 131).

As you read, think about governments in the colonies and our own federal government today. Discuss some of these differences with your Learning Guide.

Based on the reading, what were the main differences between colonial governments and the U.S. government today? Complete the worksheet *Colonial Governments and Today’s Government Venn Diagram* by filling in the main similarities and differences.

Answer: Help familiarize your student with some of the major differences between colonial governments and how our government works today. You student should note some of the following points under each category:

**Colonial Governments**
- Only white males could vote, and usually only landowners
- Were subordinate to Great Britain
- No national government

**Similarities**
- Had leaders such as governors and judges
- Had local governments
- People voiced their opinions to their government leaders

**Today’s Government**
- Any citizen over age 18 can vote
- Independent nation
- A national government
A national government

Please go online to view and submit this assessment.

The different governing bodies in your community could include neighborhood associations, city councils, county boards, and up to state and national governments. Have your student make a list of these governments and write them down in order from the most local to the national level. He or she can draw arrows to connect these different levels of government.

We elect leaders to represent us in Congress. Pretty much every adult citizen of the United States can vote.

Your student should understand that colonial governments were led by appointed governors. Members of colonial assemblies were elected, but only white males could vote. And Britain could reject any law proposed by the colonies. By contrast, the United States today is a representative democracy. Almost all adult citizens can vote. The national government includes the president and Congress, and there are also state and local governments.
Now that you know something about the different governing bodies in the colonies, you may be wondering what they were in charge of governing.

Let’s look more closely at the colonial economy. You’ve already thought about what would have been the most difficult thing for you about living during colonial times. People then are similar to people now, and they wanted things that would improve their lives. Better materials for better homes, or easier and more access to foods, or warmer clothes. All of these products can contribute to an economy. All of these things can be bought and sold. The economy of a region includes how goods are bought and sold and how much money is made by the region as a whole and by individuals.

In a market economy, the market, or the place where goods are bought and sold, determines prices, or how much things will cost. If there is a large supply, or quantity, of a product, the price is usually lower because that product is easy to come by, and vice versa. Lower supply leads to higher prices. Also, if there is a high demand, or interest in a product, that will raise the price because people want something and are willing to pay more to have it, and vice versa. In other words, low demand means lower prices. You will see as you read how interrelated all of these economic principles are!
Help your student see the relationship between supply and demand. He or she should understand that a low supply combined with a high demand would yield the highest possible prices. Your student may also say that a high supply and low demand would yield the lowest possible prices. Help him or her relate this to products that his or her family buys.

Now that you’re thinking about money, read about the colonial economies. Read the section **Colonial Market Economies** (pp. 132-133) in *Networks: United States History*, Unit 4, Lesson 5: Life in the Colonies, Screens 4-5. Then, respond to the following questions:

- What are the elements of a market economy? How are they related?

Discuss these questions with your Learning Guide.

Review these market principles with your student to ensure understanding. Your student should be able to list supply, demand, and price as elements of a market economy and explain that both supply and demand affect price.

Think about colonial products that may have been bought and sold. You are going to create a flow map to identify how supply and demand can affect price, using colonial goods as an example. Pick a good and show what would happen to its price if supply were high, if supply were low, if demand were high, and if demand were low.

You can use the SmartArt feature in Word or any equivalent software. You can also make a flow map on BrainPOP Make-a-Map. Your flow map should clearly show the connection between the supply of the good with its price.

You can look at flow maps online for reference. Your student should create boxes that link one concept with another. For example, “high demand for corn” would be in a box that points to a box labeled “high price for corn.” Have your student examine high supply, low supply, high demand, and low demand.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

You may be wondering what kinds of products the colonists bought and sold, and what kind of money they used to buy and sell their goods. Well, colonists did have their own form of paper money. Sometimes, however, if cash currency was not available, the colonists would use commodities, or things, as money. For example, you could pay for something with beaver skins, or even wampum. Wampum were small beads Native Americans made out of shells.

Many Native Americans did not use paper money, so colonists used other methods to exchange goods with the native population. Colonists and Native Americans often bartered, or traded goods for other goods. For example, if you already had built your home and you still had a lot of timber left over, you could have traded your extra timber for fish caught by native fisherman.

What exactly were the colonists buying and selling? The products bought and sold largely depended on which colony you lived in and what resources it had. For example, the forested land of New England provided a lot of timber for building ships and homes, while the good farming land of the South provided opportunities to grow cash crops like cotton, tobacco, indigo, and rice. What kinds of resources are found within your state?
Read the sections about resources in the colonies and Trade with Native Americans (p.133) in Networks: United States History, Unit 4, Lesson 5: Life in the Colonies, Screen 5. As you read, create a chart that lists the resources that could be found in New England, the Middle Colonies, and the Southern Colonies. Under each region, list their main resources.

### TEACHING NOTES

Your student’s chart should have details such as the following:

**New England:** timber, fish

**Middle Colonies:** wheat, livestock, professional craftsmen, ports

**Southern Colonies:** tobacco, cotton, rice, indigo

Now think about how trade developed between the colonists and the Native Americans. Respond to the following question in your Social Studies Journal:

- How did increased trade affect relations between the colonists and the native peoples?

### TEACHING NOTES

Your student should understand that the increase in trade between the colonists and the native population meant more interactions and stronger relationships. This took many forms. Your student should be able to explain that these business connections often led to better relationships, but he or she should also note that increased trade could also mean increased conflicts if one side felt that it was being treated unfairly.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Now that you know a little bit more about the economies of the colonies, you will understand the amount of work that went into daily living. Although most people had a lot of work to do, not everybody's day-to-day life was the same. If you lived in the countryside, your life would be very different than if you lived in one of the larger cities. People in cities had occupations such as millers who made flour, coopers who shaped barrels, and blacksmiths who made horseshoes. People also worked as cabinetmakers, printers, shoemakers, saddle makers, and silversmiths. Teachers, doctors, and merchants were also important.

Think about the area where you live. What kinds of jobs did the original settlers in your state do? What kinds of jobs do people have in your community today? If you lived in a different environment or a different state, what kinds of things about your daily life would change?

In this lesson, you are going to compare and contrast different aspects of colonial life. Go to the next section of *Networks: United States History*, Unit 4, Lesson 5: Life in the Colonies, Screen 7, *Daily Life* (p.135). As you read, think about the different lifestyles in the cities and in the countryside. Then, complete the worksheet *City Life and Rural Life Venn Diagram* by filling in the diagram with details about city life and rural life in the colonies. In the middle of the Venn diagram, place characteristics that are common to both city life and rural life.
In the Venn diagram, your student should fill out details such as the following:

**City Life**
- Cities were often built around ports.
- Many people worked at trades such as brickmaking or shoemaking.
- Others had jobs like lawyers, doctors, and ministers, and they served people in the city and the countryside.

**Common to Both**
- Women took care of the children.
- Children did chores to help around the house.

**Rural Life**
- Men planted crops and hunted.
- Women helped on the farm, including jobs like weaving cloth.
- Children helped take care of farm animals.
- Families grew their own food and/or sold crops.

You've read about some of the chores that children were responsible for. Have you wondered what they did for school? Schooling for colonial children was a lot different from schooling today and also varied depending on where children lived. The biggest difference is probably that many children stopped going to school around the age of eight. Depending on their family, some continued with private schools, private tutors, and went on to college, but many stopped their education to learn a trade or skill.

Apprentices worked for their master for seven years. They would not earn money, but their parents would pay their master to teach them the trade. After that time, they became journeymen. A journeyman could start his own business. At first, only boys became apprentices, but after 1647, girls became apprentices in some trades. Go to the next sections of *Networks: United States History*, Unit 4, Lesson 5: Life in the Colonies, Screens 8-9, *Education in the Colonies* (p. 136) and *Colonial Recreation* (p. 137). After reading these sections, you will fill in another *Venn Diagram*, comparing and contrasting the education of children in more urban and more rural colonies.
In the Venn diagram, your student should fill out details such as the following:

**Education in New England Towns**
- Children learned in private homes or “writing schools.”
- Formal schooling ended around the age of eight for most girls and many boys, at which point they helped at home or became an apprentice.
- Many people worked at trades such as brickmaking or shoemaking.
- Others trained to become lawyers, doctors, and ministers, and they served people in the city and the countryside.

**Similar**
- Wealthy children were sent to private schools and had access to tutors and opportunities to go to college.

**Education in Rural Areas**
- Most children didn't go to school and were taught at home.
- Only larger cities had public schools.

In this lesson, you have learned about the governments and daily lives of settlers in the colonies. Do you see any parts of our history that still have an impact on our country today? Do you see how different life was for different people depending on where they lived? Think about what you learned about daily life in the colonies and answer the following questions.
In the Venn diagram, your student should fill out details such as the following:

**City Life**
Cities were often built around ports. Many people worked at trades such as brickmaking or shoemaking. Others had jobs like lawyers, doctors, and ministers, and they served people in the city and the countryside.

**Common to Both**
Women took care of the children.

**Children did chores to help around the house.**

**Rural Life**
Men planted crops and hunted. Women helped on the farm, including jobs like weaving cloth. Children helped take care of farm animals. Families grew their own food and/or sold crops.

You've read about some of the chores that children were responsible for. Have you wondered what they did for school? Schooling for colonial children was a lot different from schooling today and also varied depending on where children lived. The biggest difference is probably that many children stopped going to school around the age of eight. Depending on their family, some continued with private schools, private tutors, and went on to college, but many stopped their education to learn a trade or skill. Apprentices worked for their master for seven years. They would not earn money, but their parents would pay their master to teach them the trade. After that time, they became journeymen. A journeyman could start his own business. At first, only boys became apprentices, but after 1647, girls became apprentices in some trades.

Go to the next sections of Networks: United States History, Unit 4, Lesson 5: Life in the Colonies, Screens 8-9, Education in the Colonies (p. 136) and Colonial Recreation (p. 137).

After reading these sections, you will fill in another Venn Diagram, comparing and contrasting the education of children in more urban and more rural colonies.

### TEACHING NOTES

<table>
<thead>
<tr>
<th>Local Governments in New England and Middle Colonies</th>
<th>County Governments in the Southern Colonies</th>
<th>All Colonial Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each colony had a governor, an assembly, and judges.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Officials were appointed by the colonial governor.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Colonists held town-hall meetings to discuss important issues.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Only white males could vote or hold office.</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

What was one positive effect of colonists trading with Native Americans?

- ○ Native Americans and colonists developed business connections and friendships.
- ○ Native Americans learned how to use less land because of the colonists.
- ○ Native Americans were able to keep the land they lived on while trading with colonists.
- ○ Native Americans and colonists were able to live peacefully on the same land.
If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
In previous lessons, you learned that slavery played a big role in the early history of America. Its devastating impact has lasted for centuries. Slavery contributed to the development of the colonies and the culture of America. How did it all begin? At a time when people were moving because they wanted more freedom, how did slavery become part of society? You will learn about slavery in Unit 4, Lesson 6 in Networks: United States History.

People with an inhumane viewpoint saw a supply of Africans that could be forced into labor. These traders began to buy kidnapped people from Africa and bring them to the Americas. This is how the pattern of triangular trade between Europe, West Africa, and the Americas began.
In this lesson, you will learn about the trade routes that took many Africans out of their homes and away from their families. If you haven’t already, watch the BrainPOP movie: *Slavery* (04:39).

Go to *Networks: United States History*, Unit 4, Lesson 6, Slavery and the Triangular Trade, Screens 1-2. Read the first two sections of the lesson, *How Slavery Was Introduced* (p.139) and *The Triangular Trade* (pp.140-141). You will begin by learning about the physical movement of Africans in the triangular trade routes. Learning the geography behind slavery will help you understand the history of the people who came to be enslaved in America. Before you read, access a blank map with either Europe and Africa in the center or American in the center that you can use to mark the routes. Print out the map you choose so you can better mark the routes.

Use the text to help you mark the following locations on your map:

- Where were the relative locations of stops on the triangular trade routes? In which direction did the slave ships travel? Use arrows to mark the way.
- Which countries or regions participated in the triangular slave trade?

**TEACHING NOTES**

Help your student identify each of the locations using the maps in *Networks* along with information learned from the videos.

Now, watch the Discovery Education movie: *Slavery Begins in America* (04:21) to get a better idea about the history of slavery in America.

As you watch, think about how people could treat other people like property. What motivated them to behave in that way? What were some of the greatest hardships facing enslaved people? After watching the videos, respond to the following question as an annotation on your map of the triangular trade routes:

What can you infer about how life may have changed in Africa because of slavery?

**TEACHING NOTES**

Your student may infer that families were separated, population decreased as people were sent to the Americas in bondage, or that conflicts arose due to the greed of slave traders.
INTERACTIVE ACTIVITY

To find out more about the triangular trade routes, check out this interactive map.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Now, you have a picture in your mind of the routes that people traveled as they entered into lives of slavery. You’ve also seen the regions that were involved in this trade, including the American colonies. You are going to learn more about why slavery became such a common practice. Watch the Discovery Education movie: *Tobacco and the Rise of Slavery* (0:41). After watching the movie, answer the following question in your Social Studies Journal:

- Why do you think colonists were willing to use enslaved Africans on their plantations?

As plantation owners grew dependent on slavery, they set up guidelines or rules for how enslaved workers could be treated. These were called slave codes. Although slave codes did include certain responsibilities of slave owners, their primary use was to provide strict rules that slaves had to follow. Slavery largely supported the colonial economy. The system of slavery in the colonies also disregarded the well-being of the enslaved Africans themselves. Read the next two sections of *Networks: United States History*, Unit 4, Lesson 6: Slavery and Triangular Trade.
Trade, Screens 3-4, Slavery's Role (pp.142-143) and Slavery's Impact (p. 144). Create a page in your Social Studies Journal that reads Causes of Slavery on one side and Effects of Slavery on the other. As you read, fill in the columns with the information you learn about slavery in the colonies and the effects it had on society.

Your student should have the following general ideas listed in his or her Social Studies Journal:

**Causes**

- The economy depended on slavery, especially the large plantations of the South.
- People wanted enslaved Africans to do many different types of jobs.
- People grew rich from the capture and sale of enslaved people.

**Effects**

- Enslaved Africans faced extreme hardships such as beatings and even death.
- Families were split apart.
- Enslaved Africans worked and lived in horrible conditions.
- Enslaved Africans were bought and sold like property.
- Enslaved Africans worked as household servants and day laborers.
- Slavery encouraged racism as a way to justify the slave system.
- Colonists made a lot of money off of the labor of enslaved Africans.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you got the Quick Check right, look at the picture in "Auction," by Friedrich Schulz in Unit 4, Lesson 6, Slavery and the Triangular Trade, in Networks: United States History in the section Slavery Impact. Answer the following questions in your Social Studies Journal:

- What is an auction?
- What is happening in this painting?
- How do you think this system made enslaved people feel?
Help your student understand that an auction is a system of selling goods to the highest bidders. He or she should make the connection that the goods being sold in this painting were enslaved Africans. How your student might feel will vary, but he or she may say that being bought and sold like a thing would elicit feelings of powerlessness, worthlessness, or frustration.

If you got the Quick Check wrong, reread the sections Slavery’s Role and Slavery on Plantations in Networks: United States History, Unit 4, Lesson 6, Slavery and the Triangular Trade. As you read, think about these questions: What jobs did enslaved Africans do? How much money did the enslaved Africans make? How did colonists benefit from using enslaved Africans to do work? Write your answers in your Social Studies Journal.

Enslaved Africans worked as servants, shipyard workers, and farm laborers. Some worked in the trades, such as brick layers. On plantations in the Southern Colonies, enslaved Africans did most of the labor. Enslaved Africans made no money. The colonists who used enslaved Africans benefited because they had Africans doing work for no pay, and that meant higher profits than if the colonists had to pay workers.
You have now learned about how the slave trade operated, and more importantly, why it operated. You know some of the causes and effects of slavery in colonial America. Enslaved Africans were living under very difficult circumstances. They still maintained some of their cultural traditions, including telling traditional stories and sharing in music and singing. Spirituals were songs enslaved Africans sang. These songs helped uplift and inspire them to keep going. Listen to some of the spirituals in the following video. Watch the video Songs about Slavery (07:20) until you reach the 21:15 timestamp. As you listen, think about how music helps you in your life.

After the video, answer the following questions in your Social Studies Journal:

- Does hearing a happy song change your mood? Or make you feel like taking action when you hear an inspiring song? Write down some examples.
- Have you ever read a book about slavery? Which one of the books mentioned in the program sounds most interesting to you?

Help your student connect to the purpose of African spirituals and identify books that will give more insight into the lives of enslaved Africans.
Now read the next sections of *Networks: United States History*, Unit 4, Lesson 6: Slavery and the Triangular Trade, Screen 5, *Slavery and American Culture* (p.145). As you read, think about slavery’s role in the colonies. Think about the slave codes and the impact that slavery had on enslaved persons such as Olaudah Equiano. Over time, more and more people spoke out against slavery. Why do you think this was the case? Discuss your answer with your Learning Guide.

**TEACHING NOTES**

Have a discussion with your student about why over time more and more people spoke against slavery. Your student might suggest that the horrors of slavery probably became clear to many Americans over time. As Olaudah Equiano said, “Slavery was such a miserable system, and most enslaved people never escaped it.” The thought that so many people would live their whole lives under such a system would have horrified more and more people as time went on.

**MORE TO EXPLORE**

Most slaves told their stories orally because they were forbidden to learn to read and write. A handful were able to write about their experiences, such as Olaudah Equiano, who you read about in *Networks*. These oral and written histories are invaluable as we learn about what life was like for enslaved Africans and how slavery ended. Have you ever read a book about slavery? Watch the rest of the *Songs about Slavery* video, beginning at 21:15, to get some ideas of books that you can read to learn more about the stories of slaves.

Which one of the books mentioned in the program sounds most interesting to you? With the help of your Learning Guide, choose one book from the program or another book about slavery and read it. Write a reading response in your Social Studies Journal.
Guide your student to a good book or story about the life of slaves using the recommendations from the video or any other source. Discuss the story with your student.

Think about your own state. Was slavery a part of its history? If so, what was the impact of slavery and the slave trade in your state’s early history? Record your ideas in your Social Studies Journal.

Guide your student to research the history of slavery in your state and how it impacted your state.

Please go online to view and submit this assessment.
**Slavery and Triangular Trade - Part 4**

### Objectives
- To identify the geography of the triangular trade routes
- To understand the causes and effects of slavery
- To describe the hardships faced by enslaved Africans
- To analyze why slavery persisted and how it ended

### Books & Materials
- Social Studies Journal
- Computer

### Assignments
- Complete the interactive map.
- Read *Networks: United States History* Grades 4-5, Unit 4, Lesson 6: Slavery and the Triangular Trade.

**USE**

In this lesson, you learned about the history of the triangular slave trade routes, the causes and effects of slavery, and how slavery impacted the daily lives and culture of enslaved people. Now show what you have learned by answering the following questions.

**USE FOR MASTERY**

Fill in the blanks with the correct answers.

Two types of workers were used in the Southern Colonies. Farm owners hired [slaves](#) for a certain number of years to pay off their debts in exchange for helping plant crops. Later, [captives](#) from West Africa were used and brought to the colonies as **[indentured servants](#)**.
What was one effect of the Triangular Trade route?

- Fewer people immigrated to the colonies because they feared not having food and shelter.
- More people went back to Europe so that they could have food and shelter.
- Fewer people needed to interact with the native tribes in the colonies.
- More goods were shipped to Europe because of increased workers in the colonies.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
Show: How My State Was Founded - Part 1

Objectives
- To consider the history of the founding of your state
- To research the economy, the settlers, and the industry of your state
- To describe how early settlers and slaves impacted your state's history
- To learn how to create a virtual exhibit

Books & Materials
- Research collected in your Social Studies Journal during this unit

SHOW

You have now learned about all 13 of the original colonies. You’ve seen how life began to take shape, economies developed, and what daily life was like for the people living during that time. You’ve learned about the many different groups that interacted in the colonies, such as the Native Americans, European colonists, and Africans.

As you’ve learned about the 13 colonies, you’ve also been researching the history of your own state. How did your state’s history fit into the early history of the United States? Who were the people who founded your state and helped make it what it is today?

For this part of the project, you will finish the exhibit that you started earlier. Your exhibit should already include information about the following:

- date your state was founded (as a territory and/or a state)
- natural resource(s) that lead to the creation/expansion of your state
- name(s) of founder/founding groups/ first governor of your state
- first city/settlement

You should already have:

- two videos, graphics, or maps
- a timeline of events
- one primary source
- one secondary source

Before you finish your presentation, let’s take time to make a plan and finish your research.

You will need to add information about the following to your exhibit: (keep your list)

Make sure you find another video, graphic, or map, as well as another primary source and a secondary source as you do your research.

- the early economy of your state
Before you get started, review the Project's Rubric so that you are sure to cover everything in your virtual exhibit.

Because this project is state-specific, you will be using resources specific to your state, and each project will be unique. Be sure to connect the information you find out about your state with the history of the country as a whole. For example, when you write about the founding of your state, what was going on with other states at that time? How was the industry that developed in your state connected to that of other states? What unique products and culture developed in your state? Why?

You can use the “Suggested Resources” for your state to help you research, or you can use any other resources online or in books to help you learn more about your state. As you add information to your project, think about how you will make your exhibit engaging for your audience.

Suggested Resources:

**Alabama:**

- [http://archives.state.al.us/](http://archives.state.al.us/)
- [http://www.archives.alabama.gov/aho.html](http://www.archives.alabama.gov/aho.html)

**Florida**

- [https://www.floridamemory.com/exhibits/timeline/](https://www.floridamemory.com/exhibits/timeline/)
- [https://myfloridahistory.org/default](https://myfloridahistory.org/default)

**Louisiana**

- [https://www.louisiana.gov/about-louisiana/](https://www.louisiana.gov/about-louisiana/)
- [https://www.sos.la.gov/HistoricalResources/Pages/default.aspx](https://www.sos.la.gov/HistoricalResources/Pages/default.aspx)
- https://www.crt.state.la.us/louisiana-state-museum/collections/historical-center/
- https://www.nps.gov.nr/travel/louisiana/ocap.htm

**Michigan**
- http://www.michigan.gov/kids/0,4600,7-247-46688--,00.html
- http://www.michigan.gov/kids/0,1607,7-247-49069-56001--,00.html
- http://seekingmichigan.org/learn
- http://www.michigan.gov/mhc/

**Ohio**
- https://www.ohiohistory.org/

**Pennsylvania**
- http://www.phmc.state.pa.us/portal/communities/pa-history/1681-1776.html
- http://www.phmc.pa.gov/Pages/default.aspx
- http://www.phmc.pa.gov/Archives/Research-Online/Pages/default.aspx
- http://www.philadelphiahistory.org/
- https://www.nps.gov/state/pa/index.htm

**Wisconsin**
- https://www.wisconsinhistory.org/
- https://www.wisconsinhistory.org/Records/Article/CS4107
- http://www.wisconsin.gov/Pages/wisconsinforkids.aspx
Due to the significant disparity between the various state standards and national standards, student projects will be used to meet national standards through a state-centric approach. Students in some states will use their states as the vehicle for learning about U.S. history.

Your student will create a virtual exhibit to showcase the history of his or her state as it mirrors U.S. history. Your student will use Google Slides, Powerpoint, Prezi, or pen and paper to create his or her exhibit. Your student will be responsible for conducting his or her own research using the state-based resources provided in “Suggested Resources.”

Great job researching your state and finding out information for your virtual exhibit!

Before you go on, share your information with your group. Tell them what you’ve found out so far and how you plan to put the information in your exhibit.

Read about other students’ research, and think about the different ways other students are planning to present their information.

Please go online to view and submit this assessment.
SHOW

Last time, you gathered all of the information you needed to include in your state exhibit. You’ve thought about the ways you can create a project that is engaging for your audience. What are the most interesting aspects of your exhibit? How will you highlight them?

Now it’s time to finish your project. Enter all of your research into your exhibit. You can use information from your Social Studies Journal and information found in the Suggested Resources. You can include pictures, videos, and other interactive elements to make your project interesting and to get your audience thinking about your state.

TEACHING NOTES

Your student might require assistance putting together their project. Help him or her create a project that is engaging and presented in an interesting format.

How is your project coming together? Does the order of the elements make sense in your project? Go through your exhibit and see if it would make sense to rearrange anything or to highlight certain aspects of your exhibit.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Show: How My State Was Founded - Part 3

Objectives
- To consider the history of the founding of your state
- To research the economy, the settlers, and the industry of your state
- To describe how early settlers and slaves impacted your state's history
- To learn how to create a virtual exhibit

Books & Materials
- Research collected in your Social Studies Journal during this unit

SHOW

In the last part of this lesson, you finished your virtual exhibit. Now it is time to save your exhibit and share it.

Take a minute to review your exhibit. Remember, your project needs to include:

- the date your state was founded (as a territory and/or a state)
- the natural resource(s) that led to the creation/expansion of your state
- the name(s) of founder/founding groups/first governor of your state
- the first city/settlement
- information about the early economy of your state
- the founding industry of your state
- information about the daily life of first settlers/pioneers in your state

You should also have:

- two videos, graphics, or maps
- a timeline of events
- two primary sources
- two secondary sources

Now that you are finished with your project, write about your experience in your Social Studies Journal. Review the lessons in this unit. How did what you learned in the lessons help you create your exhibit? Write about one thing from each lesson that helped you decide what to present in your exhibit and how you would present it.

TEACHING NOTES

Use the project rubric to evaluate your student’s work on the project.
FINAL PROJECT

Upload your project below.

Supported file formats: PDF, JPG, GIF, PNG, Word, Powerpoint

0 / 12 File Limit
Unit Quiz: Lessons in Colonial America

UNIT QUIZ

Please go online to view and submit this assessment.
Unit 5 - American Revolution
Back in the 1700s, the British colonists living in North America were ruled by the king and Parliament. Great Britain was far away. Many colonists felt very loyal to it. But others did not always like the way they were ruled.

A revolution is a major change in the political control of a society that occurs when the people revolt. Can you imagine starting a revolution? You probably would need to persuade a lot of people that it was a good idea!

There were many reasons that the Revolution happened. There were many important leaders. They talked about why they wanted to break away from Great Britain. They organized the colonists to fight. The Revolution took a long time. There were many battles, and the colonists did not know if they were going to succeed.

To get started, watch this video, *American Revolution in 9 Minutes* (09:27). This video shows important events connected with the American Revolution. The video is an introduction, and you aren’t responsible for remembering everything in it. When you are done, write a short list of ideas and events about the Revolution. As you watch, think about this question: Who were the two opposing sides during the American Revolution? Discuss your thoughts with your Learning Guide.

Please go online to view this video 

COLLABORATION

With other members of your group, discuss the two opposing sides in the Revolution. Thinking back to previous lessons, what were some of the disagreements that the two sides had before going to war? Be sure to include different taxes, laws, and actions taken by each side.

Project: My State in the Revolution

Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer
- Project and worksheets
- Discovery Education Board Builder

PROJECT DESCRIPTION

Back in the 1700s, the British colonists living in North America were ruled by the king and Parliament. Great Britain was far away. Many colonists felt very loyal to it. But others did not always like the way they were ruled.

A revolution is a major change in the political control of a society that occurs when the people revolt. Can you imagine starting a revolution? You probably would need to persuade a lot of people that it was a good idea!

There were many reasons that the Revolution happened. There were many important leaders. They talked about why they wanted to break away from Great Britain. They organized the colonists to fight. The Revolution took a long time. There were many battles, and the colonists did not know if they were going to succeed.

To get started, watch this video, *American Revolution in 9 Minutes* (09:27). This video shows important events connected with the American Revolution. The video is an introduction, and you aren’t responsible for remembering everything in it. When you are done, write a short list of ideas and events about the Revolution. As you watch, think about this question: Who were the two opposing sides during the American Revolution? Discuss your thoughts with your Learning Guide.

Please go online to view this video 

COLLABORATION

With other members of your group, discuss the two opposing sides in the Revolution. Thinking back to previous lessons, what were some of the disagreements that the two sides had before going to war? Be sure to include different taxes, laws, and actions taken by each side.
The two opposing sides during the American Revolution were Great Britain and the American colonists.

Your student should note a few key words or ideas. It is not necessary for your student to remember many details. The notes are an opportunity for your student to quickly review anything from the video, such as taxes, how Britain punished the colonies, the Boston Tea Party, General Washington, fighting in winter, and help from France.

At the end of this unit, it will be your turn to make a fun project that tells the story of the Revolution. You will tell the story of why the colonists wanted to break away from Britain. You will tell what happened during the Revolution, and what happened after. If your state was part of the Revolution, you can dig into your state's special history. If your state was not part of the Revolution, you still have a special story to tell. It's the story of why and how the United States was born!

You will make your project, ideally online, and share it with others.

What will make your project fun and interesting? Images and maps can bring the Revolution to life. You can tell the stories of the people who were part of it.

Your project will show important events, battles, and people. You will also think about your state or another state that was part of the Revolution. Was your state a part of the Revolution?

This is what you need to include:

- Your state's status during the Revolutionary War
- Your state's role in Revolutionary War (if it had a role)
- Important battles that took place or other events
- Important people

If your state was part of the Revolution, focus on events, battles, and people from your state. Tell all about your state during the Revolution.

If your state was not part of the Revolution, choose a state that was part of the Revolution and focus on the events, battles, and people from that state.

Your exhibit needs:

- 1 image (a map, a portrait of a historical figure, etc.)
- 1 primary source
- 1 secondary source

You will use tools like PowerPoint or Google Slides or Prezi or plain old pen and paper to make your exhibit.
Review the rubric so that you are sure to cover everything in your exhibit.

**Project Rubric**

The [Project Rubric](#) will help you understand how your project will be scored. Your goal should be to earn all points for each part.

---

**TEACHING NOTES**

In this project, your student will create a museum exhibit (ideally a virtual museum exhibit) about the Revolution. Your student will share his or her project with others. If possible, your student’s exhibit should focus on the role of his or her state during the American Revolution. Your student should explain the state’s role in the Revolution and focus on events, battles, and people from your state. If your student’s state was not involved in the Revolution, your student can choose a different state and focus on that state’s events, battles, and figures.

Both the [Teacher Rubric](#) and [Student Rubric](#) are available as blackline masters that can be printed for reference throughout the project.

---

**RATE YOUR EXCITEMENT**

Please go online to view and submit this assessment.
For your project, you will create a virtual exhibit to tell the story of the American Revolution. In this lesson, you will get started by learning about some events before the Revolution.

You will start in *Networks: United States History*, Unit 5, The American Revolution. Let’s begin with the **Unit Opener** (pp. 150-152).

Read the text. Then answer these questions. Write your answers in your Social Studies Journal:

- What are some examples of an author’s purpose?
- What is a primary source?
- What is a secondary source?
TEACHING NOTES
Your student should identify different reasons that authors write, such as to inform, to persuade, and to entertain. Make sure your student knows the meanings of these terms. Your student should understand that a primary source is something, such as a document or a painting, that comes from the time period being studied. A secondary source is created later, after the time period or event is over.

INTERACTIVE ACTIVITY
Now let’s think more about different reasons that authors write. Go to Reading Skills: Identify an Author’s Purpose. Do all the steps in Learn It, Try It, Apply It.

INTERACTIVE ACTIVITY
You know a lot now about different reasons that authors write. Look again at the Unit 5 Unit Opener. Read the text again. Use the Graphic Organizer: Author’s Purpose and Reasons. Write the author’s purpose for writing the text and three reasons.

TEACHING NOTES
Your student should write that the author’s purpose is to inform or explain. The author wrote the text to introduce the topic of the American Revolution, to explain the reading skill (author’s purpose), and to explain what primary and secondary sources are.

RATE YOUR UNDERSTANDING
Please go online to view and submit this assessment.
Previously, you read about the American Revolution. You thought about how to find an author’s purpose. You learned about primary sources and secondary sources. Way to go!

Now, it's time to learn more about the American Revolution. Why did the Revolution start? To understand why, you need to know about the time before the Revolution.

The American colonies were part of Great Britain. France also sent people to North America. This area was called New France. Today, the United States takes up a big part of North America. But long ago, a lot of countries wanted to be part of North America! Now, let's think about Britain and France. What did they want?


Read the section. Then answer these questions. Write your answers in your Social Studies Journal:

- What area did the French explorer La Salle claim for France?
- Why were Britain and France rivals?
- What do you think British colonists felt about the growth of New France?

Your student should note that La Salle claimed the Mississippi River (down to the Gulf of Mexico) and its tributaries for France. Britain and France were rivals because they both wanted territory in North America. Britain and the British colonists probably felt nervous about France expanding its North American territory.
You may need to clarify to your student that at this time, everything west of the thirteen colonies was considered “to the west.”

France and Britain wanted the same thing. They wanted land! Now, read the section Tensions Grow (p.159). Think about the following questions. Write answers in your Social Studies Journal:

- Why did both countries want the Ohio River Valley?
- What happened when France and Britain went into the same area?

A lot of groups wanted land. Look at the map of New France and New England in 1750. As you study the map, find answers to these questions:

- Which European country had the most land?
- Where were the areas of conflict?

Now, read the section The French and Indian War, Screen 2 (p.160). Write notes in your Social Studies Journal. Think about these questions:

- What role did George Washington play?
- What event set off the French and Indian War?
Great Britain and France both really wanted to control land in North America. The land could make the British and French wealthier. There was a lot of opportunity for both groups.

Guess who else wanted the land? The people who had always lived there! Native Americans had their own ideas about how to use the land. Their lives changed a lot when the British and the French arrived. Native Americans knew the British and the French had conflict. The British and the French knew that Native Americans could help them.

Different groups of Native Americans thought about how to take sides. How do you think they chose?

One way they chose was to think about what side could help them the most. Watch the BrainPOP movie French and Indian War (04:30).

Think about these questions as you watch:

- What side did many Native Americans take?
- How did the British start to get ahead?
- What was the Treaty of Paris?
- What did Britain need after the war? What did it do?

After you watch, write your answers in your Social Studies Journal.

TEACHING NOTES

Your student should understand that more Native American groups allied with the French. In some ways, the French treated the Native Americans with more respect. Your student should recall from the reading that the French and Native Americans both wanted to preserve forests, whereas the British wanted to clear land for farming. The British started getting ahead by using their strong navy. There was fighting in several parts of the world. The British set up a blockade of the Atlantic coast, so the French were not able to resupply. Britain then made a treaty with the Iroquois and
also brought more soldiers to fight. Eventually, Britain won the conflict. The Treaty of Paris ended the war, with France giving up a lot of territory to Britain. After the war, Britain needed money. It imposed taxes.

INTERACTIVE ACTIVITY

Now, use the BrainPOP Make-A-Map tool. Create an idea map about the French and Indian War. Use images, key words, and your own words. When you are done, print out your map. Keep it with your Social Studies Journal.

TEACHING NOTES

Your student can drag and drop images and key words to create a set of visual notes. Your student can also use the Blank Notes option to create text boxes and type in text. Encourage your student to think through what the images represent, and what key words can be associated with them. Have your student add notes or explanations.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
**LEARN**

You have learned about the conflict between France and Britain. They both wanted to control land. You also know that Native Americans were part of the conflict. They lived on the land that France and Britain wanted. Some Native American groups joined the French or the British.

Now, let’s find out more about what happened after the French and Indian War. Open *Networks: United States History*, Unit 5, The American Revolution, Lesson 1, The Road to Revolution, Screen 3. In the e-textbook, read the sections **Forcing Out the French** (p. 161), **The Treaty of Paris, 1763** (p. 161), and **The Proclamation of 1763** (p. 161).

Read the sections. Make notes in your Social Studies Journal. Think about:

- What happened after the British captured Fort Duquesne, in the Ohio River Valley?
- How did the Treaty of Paris benefit Great Britain?
- What was the Proclamation of 1763? What was the reason for it?
- Why did it anger the colonists?

**TEACHING NOTES**

Your student should note that the British then attacked Quebec, eventually forcing the French out of Canada. The Treaty of Paris gave all of France’s North American land to the British. The Proclamation of 1763 prohibited colonists from going west, past the Appalachian Mountains. It said that this land was for Native Americans. It was made because Britain could not afford to pay to protect settlers in that area. Ask your student to consider why the colonists might have been angry. Possible reasons are that they wanted to settle there, for the same reasons that they had...
The Treaty of Paris was a huge victory for the British.

The Treaty of Paris was a huge victory for the British. They basically got everything they wanted. What about the Native Americans? They still didn't want colonists to take over their land. One Native American leader, Pontiac, worked to stop the British from coming farther west. Read more about Pontiac and the Proclamation of 1763. As you read, think about this question: What did the Native Americans of Ohio fear would happen after Britain won control of the Ohio Country? Share your answer with your Learning Guide.
Your student should note that the purpose is to inform or explain. The author wants readers to understand that Britain won a lot of territory in the war, which made Native American groups fearful that more British settlers would attempt to take over their land; Pontiac organized several groups to fight against the British; Great Britain wanted to prevent further conflict with Native Americans, because such conflict would be an expense; Great Britain was in debt because of the French and Indian War.

Please go online to view and submit this assessment.

Watch the following video, *French and Indian War for Kids* (4:46). As you watch, pay attention to facts about the war.
You have learned about the Proclamation of 1763. You know that the colonists were not too happy with Britain. The Proclamation said the colonists could not settle on land to the west. It said that land was for Native Americans.

Think about these three groups:

- British authorities
- British colonists
- Native Americans

What do you know about these three groups? How did each group see the situation? Write in your Social Studies Journal.

Encourage your student to consider the goals and concerns of the three different groups, and to examine how their perspectives differed.

How do you think the British authorities and the colonists felt about each other? They were on the same side when there was conflict with other groups. But the colonists were not happy about the Proclamation of 1763.
What things cause people to fight? You can probably think of a lot of things. One big thing is money. You might have heard it said that “money makes the world go around.” Money also can make people get mad.

In the 1700s, Great Britain needed money. They wanted to get money from the American colonies. The colonists were not thrilled with this idea!


Your student should identify at least two details about the purpose behind a pamphlet written by the Sons of Liberty. Possible details include that the purpose is to encourage colonists to protest taxes or boycott British goods; to raise awareness about the taxes; to make colonists feel angry at the British authorities.

Look at the section again. Put the following words on your Reading Skill Worksheet: Vocabulary Chart and fill out the columns.

- Stamp Act
- Townsend Acts
- Boycott
- Repeal
- Demand

Please go online to view and submit this assessment.
MORE TO EXPLORE

If you answered the Quick Check correctly, watch all of the Discovery Education video *Causes of the Revolutionary War: The Stamp Act* (03:26). Answer the review questions at the end of the video. Try to get all of the answers correct.

If you answered the Quick Check incorrectly, watch the first 2:10 of the Discovery Education video *Causes of the Revolutionary War: The Stamp Act* (02:10). Then, write in your Social Studies Journal about how the colonists saw the Stamp Act.
You have learned a lot about the road toward the Revolution. You learned that new taxes like the Stamp Act upset the colonists. They protested. They stopped the new taxes. But the conflict was not really over.

Now, you will read about some more steps on the road to the Revolution. Open Networks: United States History, Unit 5, The American Revolution, Lesson 1, The Road to Revolution, Screen 5. Read The Boston Massacre and Boston Tea Party and Coercive Acts (p. 163). Make notes in your Social Studies Journal. Write answers to these questions:

- What led to the Boston Massacre?
- What is the relationship of the Boston Tea Party and the Coercive Acts?

Your student should note that events leading to the Boston Massacre include the British concern that Boston was out of control, which caused Britain to send troops. This angered the colonists, who taunted a group of soldiers. The soldiers fired on the colonists. The Coercive Acts were a response to the Boston Tea Party.
Add the following words to your Reading Skill Worksheet: Vocabulary Chart. Fill out the columns for each word.

- Intolerable Acts
- Boston Tea Party
- Boston Massacre

The conflict between the British and the colonists kept growing. One thing colonists did not like was when they were forced to let British soldiers stay in their homes. This was called "quartering" the soldiers. Watch this Discovery Education video The Third Amendment (01:36). As you watch, think of this question: What did the Quartering Acts require private citizens to provide British soldiers? Share your answer with your Learning Guide.

The Quartering Acts required private citizens to provide food and shelter in their private homes and businesses during times of both war and peace.

The colonists were British citizens. But they had begun to feel different from the British. The two groups often saw things differently.

What do you think British people might have thought or felt after the Boston Massacre and Boston Tea Party? What are some thoughts the American colonists might have had? Fill out the Reading Skill Worksheet: British and Colonists' Perspectives Chart.

Possible answers for the British: They worried about losing control of the colonies; they thought the colonists were disrespectful or caused problems; they thought the colonies cost Britain money because of the French and Indian War, and the colonists should have to contribute to that; they were angry about protests by the colonists; they saw the tea tax as a compromise; they thought the colonists should be punished after the Boston Tea Party.

Possible answers for the colonists: They felt insulted or threatened by the presence of British troops; they were shocked that troops fired on them; they felt angry about the taxes; they saw the tea tax as one more attempt to tax them unfairly; they felt they had no representation or voice; they felt they did not have enough freedom or liberty.
USE FOR MASTERY

You have learned a lot about the road to the Revolution. You read about the French and Indian War. You also learned about what happened next. You know that the British made some new laws. The colonists were unhappy about many of these laws.

Review the lesson in Networks. Then, you will write a letter. Imagine that you are a colonist. You have family in England. Write a letter to your family about what is happening in the colonies. In your letter:

- Describe and discuss events following the French and Indian War.
- Explain how colonists feel about these events, and why.

Write your letter in the text box below.

0 / 10000 Word Limit

Supported file formats: PDF, JPG, GIF, PNG

0 / 12 File Limit
You have learned a lot about the road to the Revolution. You read about the French and Indian War. You also learned about what happened next. You know that the British made some new laws. The colonists were unhappy about many of these laws.

Review the lesson in **Networks**. Then, you will write a letter. Imagine that you are a colonist. You have family in England. Write a letter to your family about what is happening in the colonies. In your letter:

- Describe and discuss events following the French and Indian War.
- Explain how colonists feel about these events, and why.

Encourage your student to review reading and materials from the lesson before writing. You may want to have your student review and brainstorm orally with you before writing. In the letter, your student might include any event discussed in the lesson, such as The French and Indian War, the Treaty of Paris, The Proclamation of 1763, the Stamp Act, the Townsend Acts, the Boston Tea Party, and the Coercive Acts. In explaining how colonists felt about an event, your student should show an understanding of the feelings of colonists at the time.
Revolution Begins - Part 1

Objectives
- To understand the sequence of events that started the Revolution
- To identify and understand the roles of important leaders
- To identify the perspectives of different groups of colonists
- To identify main ideas in the Declaration of Independence
- To read and analyze a primary source

Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer

Assignments
- Read Networks: United States History Unit 5, Lesson 2, The Revolution Begins.
- Create a timeline of early battles of the Revolution.
- Complete Graphic Organizer: Summarizing Chart.
- Complete Reading Skill Worksheet: Vocabulary Chart.
- Complete Graphic Organizer: Three-Column Chart.
- Complete Graphic Organizer: Main Ideas and Three Details Chart.

LEARN

VOCABULARY
- militias
- Loyalist
- Patriot
- Committee of Correspondence
- John Locke
- Thomas Paine
- Common Sense

The American Revolution was a big moment in the history of the United States. Before the Revolution, there was no United States! For your project, you will create an exhibit about the Revolution. You will tell the story of why the colonists wanted to break away from Britain. You will tell what happened during the Revolution, and what happened after. Remember, if your state was part of the Revolution, you can dig into your state’s special history. If your state was not part of the Revolution, you still have a special story to tell. It’s the story of why and how the United States was born!

You have read about the road toward the Revolution. You learned that the colonists were not happy about some new laws made by the British. Now, you will read more about the beginning of the Revolution.
To get started, watch the BrainPOP *American Revolution* (03:50). You will read more about the ideas in this video. For now, think about these questions as you watch:

- What words describe the colonial army?
- What words describe the British army?
- Who were the Minutemen?
- What did most colonists want at the beginning?
- Why was *Common Sense* by Thomas Paine important?
- What role did France play?

Write notes about each question in your Social Studies Journal.

---

**TEACHING NOTES**

This video introduces content that will be covered in the lesson. Your student does not need to note all the details. Encourage your student to note any details that stand out to him or her.

---

Samuel Adams was an important leader. Think about life in the colonies before the Revolution. Many colonists were not happy about the new taxes and laws. What could they do? Leaders gave the colonists ideas about what to do. They organized colonists. If you want to change something, how does organizing people help?

[Read more](#) about Samuel Adams and the Revolution. Look for answers to these questions:

- What colony did Adams represent?
- What was Adams angry about the Stamp Act?
- What did Adams do about the Stamp Act?
- How did the Sons of Liberty protest?
- What did Adams think about slavery?

---

**TEACHING NOTES**

Adams represented Massachusetts. He was angry that the colonies were taxed, but had no representation. After the Stamp Act, he organized protests and started the Sons of Liberty. This group protested against tax officials and participated in the Boston Tea Party. Adams was strongly against slavery. He was given a slave and immediately set her free.
Samuel Adams and other leaders helped organize angry colonists. The British did not like this! Let’s learn about how the conflict grew.

Open *Networks: United States History*, Unit 5, The American Revolution, Lesson 2, The Revolution Begins. Find **Lexington and Concord** (pp. 164-165). Read the section. Then answer these questions. Write your answers in your Social Studies Journal.

- Why did the British go to Lexington and Concord?
- What role did the Minutemen play in these battles?
- Why did make a difference that Revere and Dawes warned the colonists?

---

**TEACHING NOTES**

Samuel Adams and John Hancock, two important leaders, were in Lexington. The colonists had weapons hidden in Lexington and Concord. The British troops knew this, and went to these towns to take the weapons, and to arrest Adams and Hancock. A very small group of Minutemen faced the British at Lexington; eight were killed. A larger group of Minutemen successfully defended Concord. They pursued the British as they retreated. Revere and Dawes gave the Minutemen time to prepare.

---

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Revolution Begins - Part 2

Objectives
- To understand the sequence of events that started the Revolution
- To identify and understand the roles of important leaders
- To identify the perspectives of different groups of colonists
- To identify main ideas in the Declaration of Independence
- To read and analyze a primary source

Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer

Assignments
- Read Networks: United States History Unit 5, Lesson 2, The Revolution Begins.
- Create a timeline of early battles of the Revolution.
- Complete Graphic Organizer: Summarizing Chart.
- Complete Reading Skill Worksheet: Vocabulary Chart.
- Complete Graphic Organizer: Three-Column Chart.
- Complete Graphic Organizer: Main Ideas and Three Details Chart.

LEARN

You read about the first battles at Lexington and Concord. You learned how Paul Revere, William Dawes, and Samuel Prescott warned the colonists that British troops were coming.

Let’s learn more about Paul Revere and the Midnight Ride. Watch the Discovery Education video Paul Revere and the Minutemen (07:21). Many people think Paul Revere gave the warning “The British are coming!” Listen for details in the video about why Paul Revere did not say “The British.” Why was the Midnight Ride an important event?

TEACHING NOTES

The colonists considered themselves British at that point. They called the British troops “the regulars” or “the Redcoats.” Revere’s ride and the ensuing battle were the real start of the war. After this point, there was little hope of peace.

Now, find out more about some important events and leaders of the Revolution. Open Networks: United States History, Unit 5, The American Revolution, Lesson 2, The Revolution Begins, Screen 2. Read the sections Early Battles and Fort Ticonderoga (p.166). Think about these questions:

- How did the colonial militias begin to change? Why was this important?
- What role did Ethan Allen play?
The militias started working together and began to form a colonial army. This likely made them stronger than they would have been separately. Ethan Allen joined Benedict Arnold to launch a surprise attack, capturing Fort Ticonderoga and taking British cannons for the colonial army.

At the beginning of the Revolution, no one knew who would win. The colonists did not know if they would beat the mighty British. In many early battles, the colonists did not win. Create a timeline showing the battles that began the Revolution. Include the date, place, who won, and at least one fact about the battle.

You student should include the battles at Lexington, Concord, and the attack on Fort Ticonderoga.

Please go online to view and submit this assessment.

If you chose wrong answers for the QuickCheck, go back to Networks: United States History, Unit 5, The American Revolution, Lesson 2, The Revolution Begins, Screen 1. Review the section Lexington and Concord (pp. 164-165). Find a sentence that explains why the British wanted to arrest people like Samuel Adams and John Hancock. Write the sentence in your Social Studies Journal. Find two results of the warning from Revere and Dawes.

If you got the QuickCheck right, watch the video SchoolHouse Rock! America: The Shot Heard 'Round the World (03:22). As you watch, think about why this event is called “The Shot Heard ‘Round the World.” Discuss your answer with your Learning Guide.
The militias started working together and began to form a colonial army. This likely made them stronger than they would have been separately. Ethan Allen joined Benedict Arnold to launch a surprise attack, capturing Fort Ticonderoga and taking British cannons for the colonial army.

At the beginning of the Revolution, no one knew who would win. The colonists did not know if they would beat the mighty British. In many early battles, the colonists did not win. Create a timeline showing the battles that began the Revolution. Include the date, place, who won, and at least one fact about the battle.

You should include the battles at Lexington, Concord, and the attack on Fort Ticonderoga. Please go online to view and submit this assessment.

If you chose wrong answers for the QuickCheck, go back to Networks: United States History, Unit 5, The American Revolution, Lesson 2, The Revolution Begins, Screen 1. Review the section Lexington and Concord (pp. 164-165). Find a sentence that explains why the British wanted to arrest people like Samuel Adams and John Hancock. Write the sentence in your Social Studies Journal. Find two results of the warning from Revere and Dawes.

If you got the QuickCheck right, watch the video SchoolHouse Rock! America: The Shot Heard ‘Round the World (03:22). As you watch, think about why this event is called “The Shot Heard ‘Round the World.” Discuss your answer with your Learning Guide.
Previously, you learned how the Revolution broke out. You read about the first battles at Lexington and Concord. To create your virtual exhibit for your Project, you should think about important battles you want to include.


**INTERACTIVE ACTIVITY**

Fill out the [Graphic Organizer: Summarizing Chart](#) with information about the battle. As you fill out the Summarizing Chart, use these vocabulary words:

- militia
- Minutemen
- Midnight Ride
- fort
- ammunition

The Battle of Bunker Hill was important for the colonists. Watch the video *The Battle of Bunker Hill* (04:44). As you watch, think about these questions: Why did this battle scare the British commanders?
What did the Americans gain from the battle even though they lost in the end? Write your answers in your Social Studies Journal.

The British commanders were scared because there were so many officers killed in the battle. Although they lost the battle, the Americans won a newfound confidence.

Please go online to view and submit this assessment.
You have learned a lot about the Revolution. You know some reasons the colonists wanted to break away from Britain. You know about some of the first battles. You have learned about the Minutemen.

Watch the BrainPOP movie *Causes of the American Revolution* (04:25). It will review some ideas and events you have already learned. Listen for details to find out:

- What were the colonists angry about?
- Who was Samuel Adams?
- What did the Sons of Liberty do?
- What did the Daughters of Liberty do?
- What were writs of assistance?
- What were Committees of Correspondence?
- What was the First Continental Congress?

After you watch, write answers in your Social Studies Journal.

**TEACHING NOTES**

The colonists were angry that they had no representation in Parliament. They were also angry about the Quartering Act and all the new taxes, especially since they had no voice in these decisions. Samuel Adams was a Boston leader of the colonists who organized a local chapter of the Sons of Liberty. The Sons of Liberty were a protest group. Some of their actions were violent. The Daughters of Liberty made goods that colonists could buy, as part of a boycott of British goods. Writs of assistance were search warrants that British officers used to search homes and business for smuggled goods. Committees of Correspondence were groups in the different
colonies that exchanged letters about colonial politics. The First Continental Congress was a meeting of representatives from the colonies. It called for a ban on all trade with Britain and for colonies to form militias.

Add the term **committee of correspondence** to your **Reading Skill Worksheet: Vocabulary Chart**. Fill in all the columns.

Think about different ideas the colonists had. Any time there is a war, people have different ideas about the war. Some people are for the war and some people are against it.

Now, find out more about different ideas the colonists had. Open *Networks: United States History*, Unit 5, The American Revolution, Lesson 2, The Revolution Begins Screen 4. Read **Choosing Sides** (p.168). As you read, think about these questions: What were the colonists called who didn't want to rebel against Great Britain? What were the colonists called who considered themselves Americans fighting for their rights and freedom? Tell your Learning Guide.

The colonists who didn't want to rebel against Great Britain were called Loyalists. The colonists who considered themselves Americans fighting for their rights and freedom were called Patriots.

Let's think about the opinions of different groups. Some colonists were **Patriots**. Others were **Loyalists**. Some were undecided. What ideas and beliefs did each group have? Fill out the **Graphic Organizer: Three Column Chart**. Make one column for Patriots, one for Loyalists, and one for Undecided. Explain and make inferences about the opinions, wants, and needs of each group. What do you think was most important to each group?

Encourage your student to note information from the text and also to infer what members of each group thought. Your student should note that the Patriots believed they were fighting for rights and freedom. The undecided did not want war and feared their property would be damaged in the war. The Loyalists thought taxes and restrictions weren't good reasons for a rebellion.
Now, add the terms loyalist and patriot to your Reading Skill Worksheet: Vocabulary Chart. Fill in all the columns.

ТИЦ QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you got the Quick Check wrong, go online to read about the Battle of Bunker Hill. Write down one cause and one effect of the battle.

If you got the Quick Check right, watch the video Bet You Didn’t Know: Revolutionary War (02:38) to learn more about the Battle of Bunker Hill and other events of the American Revolution. As you watch, think about this question: How did women help the Continental Army during the war?

Please go online to view this video ▶

TEACHING NOTES

Women traveled with the Continental Army, working as laundresses, cooks, nurses, spies, and couriers.
Previously, you learned about many of the important events of the Revolution. You know about some of the big ideas behind the Revolution. You have learned about some people who had important roles. You know that colonists had different ideas about breaking away from Britain. Now you will think more about the leaders of the Revolution. Open *Networks: United States History*, Unit 5, The American Revolution, Lesson 2, The Revolution Begins Screen 5. Read *The Second Continental Congress* (pp.168-169). As you read, think about this question: What did the colonial leaders need to do when they met at the Second Continental Congress? Share your answer with your Learning Guide.

**INTERACTIVE ACTIVITY**

Now, think more about some of the people who played important roles. Fill out the Graphic Organizer: Main Idea and Three Details Chart.
Previously, you learned about many of the important events of the Revolution. You know about some of the big ideas behind the Revolution. You have learned about some people who had important roles. You know that colonists had different ideas about breaking away from Britain. Now you will think more about the leaders of the Revolution. Open Networks: United States History, Unit 5, The American Revolution, Lesson 2, The Revolution Begins Screen 5. Read The Second Continental Congress (pp.168-169). As you read, think about this question: What did the colonial leaders need to do when they met at the Second Continental Congress? Share your answer with your Learning Guide.

Now, think more about some of the people who played important roles. Fill out the Graphic Organizer: Main Idea and Three Details Chart.

Objectives

- To understand the sequence of events that started the Revolution
- To identify and understand the roles of important leaders
- To identify the perspectives of different groups of colonists
- To identify main ideas in the Declaration of Independence
- To read and analyze a primary source

Books & Materials

Networks: United States History

Assignments

- Read Networks: United States History Unit 5, Lesson 2, The Revolution Begins.
- Create a timeline of early battles of the Revolution.
- Complete Graphic Organizer: Summarizing Chart.
- Complete Reading Skill Worksheet: Vocabulary Chart.
- Complete Graphic Organizer: Three-Column Chart.
- Complete Graphic Organizer: Main Ideas and Three Details Chart.

INTERACTIVE ACTIVITY

TEACHING NOTES

The leaders needed to organize an army and discuss what to do next.

Your student should look for ideas connected to historical figures. For example: Thomas Jefferson suggested independence in 1775.

You have learned about primary sources and secondary sources. Let’s think more about these now. Look at the boxed text in Networks: United States History, in the section The Second Continental Congress. Are these journal entries primary or secondary sources? How can you tell? Look carefully at all the text on the page to answer.

TEACHING NOTES

The journal entries are secondary sources. The text explains that they are fictional journal entries. Be sure your student understands that a fictional source is a made-up story, but that many fictional texts use facts from history to create a story. Fictional stories based on history are called historical fiction.

Now, let’s review one of the important events leading up to the Revolution: the First Continental Congress. Watch the Discovery Education video The Continental Congress (01:37). What did Patrick Henry say? What was the situation in Massachusetts at this time?

TEACHING NOTES

Henry said, “Give me liberty or give me death.” Massachusetts was filled with armed British soldiers and armed colonists who were ready to fight.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Previously, you've learned about some of the important people and ideas behind the American Revolution.

Now, let's find out more. Some of the American leaders were scholars. This means they read and studied a lot. What were some ideas they cared about?

Previously, you've learned about some of the important people and ideas behind the American Revolution. Now, let's find out more. Some of the American leaders were scholars. This means they read and studied a lot. What were some ideas they cared about?


**TEACHING NOTES**

- **Locke:** without government, people naturally deal with each other in a reasonable way; all people are born free and equal; rights come from nature; basic rights are to life, liberty, property; government's main job is to protect these rights; people have right to overthrow government that violates their rights.
- **Paine:** Americans should seek independence; students can infer that he thought this was clear just from using common sense; it made sense to break away from Britain.

**RATE YOUR ENTHUSIASM**

Please go online to view and submit this assessment.
Previously, you read about ideas that influenced the Declaration of Independence. You know that many of the colonists who wanted independence thought a lot about rights. Now, let’s read more about this.

Open *Networks: United States History*, Unit 5, The American Revolution, Lesson 2, The Revolution Begins, Screen 7. Read *Declaring Independence* (pp. 170–171). Why do you think Jefferson included a list of the king’s crimes?

Your student might say that Jefferson wanted to show good reasons why the colonies had a right to break away.

Thomas Jefferson was an important American leader. Watch the BrainPOP movie *Thomas Jefferson* (05:40) to learn more about him. Make notes in your Social Studies Journal to answer these questions:

- How would you describe Thomas Jefferson?
- What were some of his main beliefs?
Jefferson is described as wealthy, curious, intelligent, and elite. He had strong beliefs about freedom, criticized oppressive laws, said people should rule themselves and elect people to represent them.

He wanted the states to have power, rather than a strong federal government. Even though he cared about freedom, he had slaves.

The Declaration of Independence told Britain that the colonies were breaking away, and why. Watch the BrainPOP movie Declaration of Independence (02:48) to learn more about it. What did Thomas Paine say about independence? What were the three parts of the Declaration? Write notes in your Social Studies Journal.

Paine argued that the colonies got nothing out of relationship with England. The parts of the Declaration are: ideas about human rights; a list of grievances; a statement of independence.

The Declaration of Independence is an important text for the United States. It is also a primary source. It is a text that tells about history, written by people who lived that history. You can look at the original Declaration of Independence. The old-fashioned handwriting is not easy to read. Try zooming in and reading some of the words. Then, read a transcript (the text of the Declaration typed out). This is much easier to read! Work with your Learning Guide to identify some of the big ideas.

Guide your student to find and think about some of the main ideas in the list of grievances.

Now, watch the BrainPOP Jr. movie: U.S. Symbols (05:12). In your Social Studies Journal, write two symbols of the United States that are connected to the Revolution. What role did the Liberty Bell play?
You have learned why the colonists were upset with the British. You know about the Declaration of Independence. Look over your notes. Then answer the following questions.

What two actions did Britain take that led to the Revolutionary War?

- Britain wanted better control over religions practiced in the colonies.
- Britain did not allow colonists to have representation in government.
- Britain withdrew from helping fight Native Americans for land.
- Britain began helping the French acquire new lands to the west.
- Britain enforced unfair taxes on the colonists.

Why did the Continental Congress declare independence from Great Britain?

- The colonists felt that the king committed crimes against them.
- The colonists wanted a king to rule over the new colonies.
- The colonists wanted to join French forces instead of the British.
- The colonists felt that they should not have to share their profits.
What two actions did Britain take that led to the Revolutionary War?

- Britain wanted better control over religions practiced in the colonies.
- Britain did not allow colonists to have representation in government.
- Britain withdrew from helping fight Native Americans for land.
- Britain began helping the French acquire new lands to the west.
- Britain enforced unfair taxes on the colonists.

Why did the Continental Congress declare independence from Great Britain?

- The colonists felt that the king committed crimes against them.
- The colonists wanted a king to rule over the new colonies.
- The colonists wanted to join French forces instead of the British.
- The colonists felt that they should not have to share their profits.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
You have learned how the Revolution got started. For your project, you will include information about before the war, and the early days. You will also include information about fighting the war.

Let’s start by reading about the two armies. Open Networks: United States History, Unit 5, The American Revolution, Lesson 3, Fighting the War. Read Ready for War? (p.172) and British Army: Strengths and Weaknesses (p.173). Look at the picture of the British soldier. Do you remember that the colonists called the British troops Redcoats?

After you read, think about these questions: What did British leaders expect? Why? Write your answers in your Social Studies Journal.

British leaders expected to win quickly and easily. The British military was strong, and they underestimated how hard the Americans would fight.
Now, add the word **mercenary** to your **Reading Skill Worksheet: Vocabulary Chart** and complete all four columns.

**INTERACTIVE ACTIVITY**

Then, use the [Venn Diagram](#) to compare and contrast the British Army and the Continental Army.

Let’s find out more about the American side. Read **American Army: Strengths and Weaknesses**, Screen 2 (p. 173). When you are finished, add more information to your [Venn Diagram](#).

**TEACHING NOTES**

- British Army: big; well-trained, professional soldiers; mercenaries; muskets and bayonets; red coat (easy targets) lack of support from people in Britain (taxes).
- Continental Army: motivated to protect their homes; surprise attacks; long rifles (more accurate than muskets); fewer soldiers; untrained soldiers; lack of uniforms and shoes.
- Both: help from groups of colonists (British—from Loyalists; Americans—from Patriots); difficulty with supplies (British—distance; Americans—some colonists hid supplies).

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
LEARN

You read about the British and American armies. Now, you will read about some ways that women helped the Americans. Watch the Discovery Education video *The Role of Women in the American Revolution* (01:42). Listen for details about women and children. What roles did they have?

Now, let's read about some women leaders. Open *Networks: United States History*, Unit 5, The American Revolution, Lesson 3, Fighting the War, Screen3. Read the sections Supporting the War Effort and Support at Home (p.174). Then write facts in your Social Studies Journal about Abigail Adams, Martha Washington, the Daughters of Liberty, and Phyllis Wheatley.

Let's learn more about some of these women. Watch the Discovery Education video *Phillis Wheatley* (02:12). Then, write two facts about her in your Social Studies Journal.

Next, watch the Discovery Education video *Abigail Adams and Female Patriots* (05:11). After you watch, write notes in your Social Studies Journal about Abigail Adams, Molly Pitcher, and Deborah Samson.

TEACHING NOTES

Encourage your student to watch the videos and then write down one or two facts or details he or she remembers about each woman.

QUICK CHECK

Please go online to view and submit this assessment.
If you had trouble answering the Quick Check question correctly, learn more about the American and British armies by watching the video *Comparing the Continental Army and the British Army* (02:07).

Now write down two details about the Continental Army. What do you think was the most important difference between the British Army and the Continental Army?

Details your student might note include: there were often only about 10,000 soldiers at a time under Washington's command; colonists had experience fighting against Native Americans, and had learned a different style of fighting; they knew the land well; some American soldiers would leave; they had little money, there was not much training. Discuss with your student the differences between the British and American Armies.

Your student might think the most important difference was that the British Army was composed of professional soldiers while the Continental Army was mostly made up of farmers and other untrained colonists.

If you answered the QuickCheck correctly, watch the video *Revolutionary War in Four Minutes: Valley Forge* (4:39) about Washington and his army. As you watch, think about this question: What were some problems George Washington faced? Discuss your answer with your Learning Guide.

Washington had victories but defeats as well. Another general is his rival. Some leaders doubted and criticized Washington.

British defeated Washington at Brandywine, captured forts, occupied Philadelphia, Congress fled, loss at Germantown, troops are exhausted. Troops struggle to survive, regroup, and train at Valley Forge.
Previously, you learned about the role of women in the Revolution. Let's learn more about the people who contributed to the Revolution. Open Networks: United States History, Unit 5, The American Revolution, Lesson 3, Fighting the War, Screen 4. Read Support in the Field (p.175). Don't forget to read the introduction above the heading. When you are done, write notes in your Social Studies Journal. Write one fact about women. Write one fact about African Americans.

Your student's answers may vary. Possible answer can include information about women working in military camps and caring for wounded soldiers. African-American were mostly enslaved or joined the segregated army.

You know about some important American women, including Martha Washington, Abigail Adams, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Samson, and Sybil Ludington. When you create your project exhibit on the Revolution, what will you include about the role of women?

Now, choose one of the women you read about. Learn more about her. You can use BritannicaSchool, BrainPOP, NewsELA and other online sources. Then, use construction paper or cardstock to make a...
“baseball card” about the woman you chose. You can see some examples of old baseball cards here.

On the card, make sure to include these facts:

- important dates
- the woman’s contribution to the Revolution
- a brief summary of why she is an important American

Many women helped tend to the wounded soldiers in the American Revolution. One common disease of the time was smallpox.

Read “Disease in the Revolutionary War.” Why did George Washington order all troops to be inoculated (vaccinated) against this disease? How is this similar to modern-day health policies?

Share your thoughts with your Learning Guide.

Washington ordered his troops to be inoculated so that a smallpox epidemic would not incapacitate or kill most his troops. In modern times, there are requirements for inoculations. People may be required to get vaccinations in order to attend schools and travel to some countries.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned a lot about the Revolution. You know about many important events and people. Now, let’s think about the economic side of the war. Open Networks: United States History, Unit 5, The American Revolution, Lesson 3, Fighting the War, Screen 5. Read The Problems of War (p.176). Think about these questions:

- Why did the Continental Congress print paper money?
- What was the effect?

Write answers in your Social Studies Journal. Then, make a list of other ways the Revolution was funded. Why do you think this was not enough money?

The Continental Congress printed money because it had no power to tax but needed money for the war. The effect was inflation (a rise in prices). Other sources of funding included money sent from some states and some foreign governments as well as loans from individuals. Your student might say that this funding was not enough because the American troops needed a lot of money for supplies and to pay soldiers.
Now look at the image of Continental dollars. How are they similar to paper money today? How are they different?

**TEACHING NOTES**

Your student might note that shape and color of the bills are different than today's money. The bills shown are in amounts that bills don't come in today. Similarities include that both types of money include images, words (including dollar), signatures, and dates.

Add the word **inflation** to your Reading Skill Worksheet: Vocabulary Chart and fill in the columns.

Let's learn more about problems during the war. Read Wartime Shortages and The Costs of Loyalty, Screen 6 (p. 177). Then, answer these questions in your Social Studies Journal:

- Think about the word **scarce**. What does it mean? What effect does scarcity have on prices?
- Why were food and goods scarce?

Add the word **scarce** to your Reading Skill Worksheet: Vocabulary Chart and fill in the columns.

**TEACHING NOTES**

Your student should understand that scarce means there is not enough of something, or only a very small quantity. Review the idea that a scarcity of goods drives up prices. People are willing to pay more for a good when it is hard to get.

Think about the word **profiteering**. Add it to your Reading Skill Worksheet: Vocabulary Chart and fill in the columns.

Now, think about people who made money by profiteering. Think about Loyalists. What reasons might they have had for their choices? Write your ideas in your Social Studies Journal. Remember to think about these groups as you work on your project about the Revolution.
Now look at the image of Continental dollars. How are they similar to paper money today? How are they different?

Your student might note that shape and color of the bills are different than today’s money. The bills shown are in amounts that bills don’t come in today. Similarities include that both types of money include images, words (including dollar), signatures, and dates.

Add the word inflation to your Reading Skill Worksheet: Vocabulary Chart and fill in the columns.

Let’s learn more about problems during the war. Read Wartime Shortages and The Costs of Loyalty, Screen 6 (p. 177). Then, answer these questions in your Social Studies Journal:

Think about the word scarce. What does it mean? What effect does scarcity have on prices?

Why were food and goods scarce?

Add the word scarce to your Reading Skill Worksheet: Vocabulary Chart and fill in the columns.

Your student should understand that scarce means there is not enough of something, or only a very small quantity. Review the idea that a scarcity of goods drives up prices. People are willing to pay more for a good when it is hard to get.

Think about the word profiteering. Add it to your Reading Skill Worksheet: Vocabulary Chart and fill in the columns.

Now, think about people who made money by profiteering. Think about Loyalists. What reasons might they have had for their choices? Write your ideas in your Social Studies Journal. Remember to think about these groups as you work on your project about the Revolution.

TEACHING NOTES

Encourage your student to think about profiteering and Loyalists from multiple points of view. Profiteers were smart capitalists, who understood how to make money in a bad situation. They may also have been Loyalists. They may simply have been unsure how the war would turn out, and wanted to survive economically. At the same time, they took advantage of the situation, and made choices that made things harder for the Revolution to succeed. Loyalists might have felt patriotic towards Britain. They may have felt that treason against their country (Britain) was the worst possible choice. On the other hand, they were not sympathetic to the ideas and feelings of many of their fellow colonists.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Previously, you read about problems of war. Review the notes in your Social Studies Journal. What were some economic problems? Do you think loans were a good solution?

Your student should recall that the Continental Congress had no power to tax, so they could not raise money. The solution was to print money, but this caused inflation. Your student might note that loans were a way that Americans could contribute to the Revolution. However, they also meant that the new country was in debt right away.

Think about the economic hardships in the colonies during the Revolution. Use the BrainPOP Make-a-Map tool to make a spider map about economic hardships in the colonies. Put “Economic Hardships” at the center of your map. Show the economic problems and reasons for the problems. Think about these questions:

- Could colonists save money to buy things? What could they save?
- What happened to the plantations? How would that affect the economy?
- Could the colonists still ship goods to Europe? What would happen without international trade?
Your student should show that colonists likely could not save money. They might not be able to use British money for anything. The Continentals might not be worth anything. People who hoarded food and supplies were saving these resources; they could not save money.

Your student should recall that plantations grew lots of crops; the owners became wealthy selling the crops. Plantations may have been damaged, people left to fight and there was not enough labor. Likewise, if people couldn't afford to buy the crops from plantations, the owners would be affected. Then, they would not have money to spend.

Trade was cut off, so colonists could not send and sell goods to Europe. Without this trade, many colonists lost their main way to earn a living. Also, without goods coming in from trade, shortages occurred, raising prices.

---

**USE**

You read about economic problems during the Revolution. Now, answer the following questions.

---

**USE FOR MASTERY**

What were two ways economic problems impacted the American army in the Revolutionary War?

- [ ] There were shortages in supplies for the army.
- [ ] Inflation caused a decrease in supplies for the army.
- [ ] Soldiers worried that their families would not have enough money.
- [ ] Imports were coming in faster than expected.
- [ ] Exports increased drastically to support the army.
What was one strength of the British army during the Revolutionary War?

- The British knew the land better than the colonists did.
- The British owned all the battle grounds.
- The British had a better relationship with native tribes.
- The British had well-trained soldiers.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
A Nation Is Born - Part 1

Objectives
- To understand the changes that happened during the Revolution
- To understand key events that led toward the Americans' victory
- To analyze causes and events during the Revolution
- To identify allies who helped the Americans
- To develop map-reading skills

Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer

Assignments
- Read Networks: United States History Unit 5, Lesson 4, A Nation is Born.
- Complete Graphic Organizer: Summarizing Chart for the Battle of Saratoga.
- Complete Reading Skills: Sequence Events.
- Complete Graphic Organizer: Summarizing Chart for Valley Forge.
- Complete Reading Skill Worksheet: Vocabulary Chart.
- Complete Skill Builder: Map and Globe Skills.
- Complete Hardships of the American Revolution Chart.

LEARN

VOCABULARY
- desert
- spy
- blockade
- consequence

In the previous lesson, you read about war. You learned about what different groups did during the Revolution. You learned about some problems people faced. Now, you will learn about the end of the war. After this lesson, you will create your online exhibit for your project. You will tell the story of why the colonists wanted to break away from Britain. You will tell what happened during the Revolution, and what happened after. If your state was part of the Revolution, you can dig into your state's special history. If your state was not part of the Revolution, you still have a special story to tell. It's the story of why and how the United States was born!

Now, let's find out more about the war. There were some problems. The colonists did not know if they would succeed. Open Networks: United States Early History, Unit 5, The American Revolution, Lesson 4, A Nation Is Born. Read the sections Fighting the War and Crossing the Delaware (pp. 178-179). Think about the questions at the beginning. How do conflicts change? What are some choices you can make when you face problems?
After you read, think about these questions:

- Why do you think some Patriots deserted?
- Why do you think others stayed?
- What was the effect of the wins at Trenton and Princeton?
- What do you think the crossing of the Delaware shows about Washington and the Patriots?

TEACHING NOTES

- Possible reasons for desertion are that they had been away from their families for a long time; they had lost several battles and felt they had no chance to win; it was winter, and difficult to be outside fighting, especially without shoes or supplies.
- Reasons to stay include a strong belief in their cause; a desire to win; a belief that things would get better.
- The win at Trenton gave the Americans hope. The win at Princeton also gave hope, and the Americans got supplies. This made it easier for them to continue.
- A possible answer about crossing the Delaware is that it shows that they pushed on, even when things were difficult. It might show that they thought and acted in unusual ways, different from what the British would do.

George Washington was an important leader. Let's find out more about him. Watch the BrainPOP Jr. movie George Washington (06:40). Then, write in your Social Studies Journal. What kind of leader was George Washington? Use details from the video to support your answer.

TEACHING NOTES

Possible answers are that he was respected, successful in the military, humble, and cautious about power.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You read about some important wins for the Americans. Now, you will learn about another important victory. Open Networks: United States History, Unit 5, The American Revolution, Lesson 4, A Nation Is Born, Screen 2. Read The Turning Point (p. 180). Think about these questions:

- What was General Burgoyne's plan?
- What causes and effects helped the Americans?
- What were some effects of the win at Saratoga?

### Teaching Notes

- The plan was to trap the Americans in between two groups of British soldiers.
- One cause was that the roads were muddy; the effect was that British wagons got stuck. The stuck wagons were a cause, with the effect that Americans had time to gather more troops and to prepare for battle.
- Effects of the win were that the Americans were encouraged, and European countries decided to help, or become allies.
INTERACTIVE ACTIVITY

Review the events that led to the American victory at Saratoga. Fill out the Graphic Organizer: Summarizing Chart to summarize what happened.

**TEACHING NOTES**

The main events are that British wagons got stuck, giving Americans time to gather and build defensive walls; the British won the first battle, but lost many soldiers; the armies fought again, and the British had no chance, so Burgoyne eventually surrendered.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
You read about the American win at Saratoga. After this win, some European countries decided to help. Now, you will learn more about this. Open *Networks: United States History*, Unit 5, The American Revolution, Lesson 4, A Nation is Born, Screen 3. Read *Help from Around the World* (p. 181). Think about these questions:

- What were some reasons France wanted to help the Americans?
- How did France help?
- What was the contribution of Baron Friedrich von Steuben?

**TEACHING NOTES**

- After Saratoga, France thought the Americans could win. Also, they had been secretly helping, as a way to protect themselves from the British. Haiti was a key to French wealth. France did not want Britain to take that away.
- France first sent money and supplies secretly, through Haiti. Later, France sent troops, ships, and supplies to help the Americans.
- Von Steuben helped train the American army, preparing them to fight in an open battlefield. This was necessary to defeat the British.
You have read about many important events. Think back to what you have read. Look at the list of events in the section Reading Skills: Sequence Events (p. 181) in Networks: United States History, Unit 5, Lesson 4, A Nation is Born, Screen 3. Put the events in the correct order. Then, write out the events as a paragraph, with connecting words such as first, then, next, and finally.

First, Washington's troops are weary and beginning to desert. Then, Washington's troops surprise the Hessian soldiers. Washington's army takes Trenton, New Jersey. Next, British soldiers push Americans south and try to trap them. Then, British supply wagons get stuck. The Americans have time to gather more troops and supplies. Then, the Americans win at Saratoga, New York. France finally joins the war on the Americans' side. Other people help the Americans, too.

Please go online to view and submit this assessment.

If you answered incorrectly and placed the sequence of events out of order, go back to Networks: United States History Help from Around the World. Find the sentences in the text that tell you:

- why France first started helping the Americans
- why France changed the way it helped

If you placed the events in the correct order, read more about the allies who helped the Americans here. Notice that this page tells about the Seven Years' War. This is another name for the French and Indian War. Two different names for just one war!

After you read, take the quiz at the bottom of the page.
You have read about many important events. Think back to what you have read. Look at the list of events in the section **Reading Skills: Sequence Events** (p. 181) in **Networks: United States History**, Unit 5, Lesson 4, A Nation is Born, Screen 3. Put the events in the correct order. Then, write out the events as a paragraph, with connecting words such as *first*, *then*, *next*, and *finally*.

First, Washington's troops are weary and beginning to desert. Then, Washington's troops surprise the Hessian soldiers. Washington's army takes Trenton, New Jersey. Next, British soldiers push Americans south and try to trap them. Then, British supply wagons get stuck. The Americans have time to gather more troops and supplies. Then, the Americans win at Saratoga, New York. France finally joins the war on the Americans' side. Other people help the Americans, too.

Please go online to view and submit this assessment. If you answered incorrectly and placed the sequence of events out of order, go back to **Networks: United States History Help from Around the World**. Find the sentences in the text that tell you:

- why France first started helping the Americans
- why France changed the way it helped

If you placed the events in the correct order, read more about the allies who helped the Americans here. Notice that this page tells about the Seven Years' War. This is another name for the French and Indian War. Two different names for just one war!

After you read, take the quiz at the bottom of the page.

---

**TEACHING NOTES**

- “Helping the Americans was a way of protecting their investments from the British” explains why France started helping.
- “News of the American victory convinced France that the Americans could win” explains why France changed the way it helped.
You’ve already learned about an important victory. You thought about effects of the win at Saratoga. After this battle, France gave more help to the Americans. But many more battles lay ahead.

Now, you will learn about some more important events. Open Networks: United States History, Unit 5, The American Revolution, Lesson 4, A Nation Is Born, Screen 4. Read The Struggle Ends (p.182), including the subsections Valley Forge (p.182) and Battles Outside the Colonies (p.182).

INTERACTIVE ACTIVITY

Use the Graphic Organizer: Summarizing Chart to summarize the events of Valley Forge.

TEACHING NOTES

Your student should note that troops camped out in bitter winter weather; they lived in ragged tents; they did not have enough shoes, blankets, coats, or gloves; food was scarce; disease spread quickly; almost 2,000 died of disease.
American troops had a rough winter in Valley Forge, Pennsylvania. Today, this site is a national park. Visit the National Park Service website to read about Valley Forge. Click on “Read More” to learn about the people who lived there during the harsh winter after the victory at Saratoga.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Previously, you learned about the harsh winter at Valley Forge. You also read about some battles that took place outside the thirteen colonies. You looked at the locations of important events on a map.

Now, you will use the map again. You will read about some more key battles. Open Networks: United States History, Unit 5, The American Revolution, Lesson 4, A Nation Is Born, Screen 5. Read In the South and The Battle of Yorktown (p. 183). After you read, write in your Social Studies Journal. Answer these questions:

- Why do you think Spain closed the port to the British?
- How was the battle in North Carolina similar to other battles you have read about?
- How did the Marquis de Lafayette help at Yorktown?

Spain wanted to help France. By not letting the British use the port, Spain helped cut off their supplies. Letting the Americans use the port would help them with supplies.
The battle in North Carolina was a defeat, but the British lost a huge number of troops. This is similar to what happened at Concord and the first battle at Saratoga. Lafayette had a spy in the British army. The spy’s information led the French to set up a blockade, cutting off British supplies. This helped Lafayette and Washington win at Yorktown.

Add the term **blockade** to your **Reading Skill Worksheet: Vocabulary Chart**. Fill in the four columns.

The battle of Yorktown was a big win for the Americans. Watch the Discovery Education video **Yorktown** (03:21). Listen for details about:

- How the British strategy had changed by 1778
- How the Americans and British felt after Yorktown

**TEACHING NOTES**

- The British were losing in the North, so they shifted to the South. They thought they could find more loyalists among the plantation owners.
- After Yorktown, the Americans celebrated; the British were in shock. Both sides knew the war was essentially over.

**INTERACTIVE ACTIVITY**

Maps are an important tool for learning about history. Do the **Skill Builder: Map and Globe Skills** to learn more about battle maps.

**RATE YOUR ENTHUSIASM**

Please go online to view and submit this assessment.
Previously, you learned how France and Spain helped the Americans. You read about the win at Yorktown. This victory was not quite the end of the war, but it was the beginning of the end.

Now, you will read about the end of the war. What happened when the colonies won independence?

Open Networks: United States History, Unit 5, The American Revolution, Lesson 4, A Nation Is Born, Screen 6. Read The Results of the War (pp. 184–185). Think about the following questions. Write answers in your Social Studies Journal.

- What is one key reason the British agreed to make peace?
- What was the western border of the United States?
- How do you think the Americans felt at the end of the war?

The British agreed to make peace because they could not afford more war.
The western border was the Mississippi River.
Americans likely had many strong feelings. Many were happy and triumphant, but there had been much suffering and loss of life. Most were likely glad for peace. Loyalists may have been scared or disappointed.
After you read, complete the **Hardships of the American Revolution Chart**. Think about the hardships that affected different groups.

### SAMPLE COMPLETED CHART

<table>
<thead>
<tr>
<th>Group</th>
<th>Personal and Political Hardships</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Women</strong></td>
<td>They lost husbands and sons in the war.</td>
<td>They took on new roles.</td>
</tr>
<tr>
<td><strong>African Americans</strong></td>
<td>The new government needed the support of slave-holding Southern plantation owners.</td>
<td>Slavery continued.</td>
</tr>
<tr>
<td><strong>Loyalists</strong></td>
<td>They were forced to give up their homes and property because they supported Great Britain.</td>
<td>They left the colonies and fled to Britain, Canada, Florida, and the Bahamas.</td>
</tr>
<tr>
<td><strong>Native Americans</strong></td>
<td>They fought alongside the British to protect their homelands.</td>
<td>Americans considered them enemies and took their lands.</td>
</tr>
</tbody>
</table>

The end of the Revolution meant the beginning of a new country. What were some effects of this new nation? Think about these ideas: culture, economics, government, slavery.
Your student should consider possible effects, such as the further development of a new American culture. The colonial culture was already different than British culture, but independence likely strengthened this. The end of the war opened up new economic opportunities for both sides. The new United States had the beginnings of a government, but the end of the war meant that the new country had to set up its system and institutions of government. Slavery immediately became a source of conflict, as the new country had to make decisions about what to allow. Slavery was not ended, as African American soldiers and others had hoped. The Three-Fifths Compromise was put into the Constitution, making it clear that slaves would not be considered equal to other people. It also showed that the non-slave states were willing to compromise about slavery.

The Americans had some hard times during the Revolution. Sometimes they won battles, but they lost battles, too. They got some important help from allies.

Now, answer the following questions.

What are two ways international alliances helped the colonists win the American Revolution?

- The Spanish closed the Port of New Orleans to the British.
- The Dutch gave the colonists furs to keep warm in battle.
- The Spanish fought alongside New England colonists.
- The French gave the colonists money and supplies in secret.
- The French gathered native tribes to help the colonists fight.
How did the Revolutionary War end?

- The British and the colonists signed the Treaty of Paris in 1783.
- The colonists retreated to western lands that were not set aside for the natives.
- The colonists signed a peace treaty with France for all French territories.
- The British declared themselves the winner at Yorktown in 1783.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
Show: My State in the Revolution - Part 1

**Objectives**
- To identify and explain important events of the American Revolution
- To identify and explain important people of the American Revolution
- To identify and explain your state's role in the Revolution (if applicable)
- To use an image to support your exhibit
- To use a primary source
- To use a secondary source

**Books & Materials**
- Networks: United States History
- Social Studies Journal
- Computer

---

**SHOW**

You started this Unit by learning about the road toward the Revolution. You kept going on that road and learned about how the war started. You learned about important battles. You read about important people.

Congratulations! You went all the way along the road. You read about the end of the Revolution. The end of the Revolution was the beginning of the United States.

---

**INTERACTIVE ACTIVITY**

Let’s review what you learned. Go to [The Road to Revolution](#). Test yourself! How much do you know? What can you remember?

Now, it’s your turn to teach others! You know a lot. Think about what ideas you will put in your exhibit.

To get started, make sure you know if your state was part of the Revolution. If your state was not one of the Thirteen Colonies, find out its status. Who lived there? Was this area colonized by any European countries? Were there American or other settlers there?

Next, make a list of the events and battles you will include. Why were they important? What do other people need to know about them?
Review *Networks: United States History*, notes from your Social Studies Journal, and charts and other activities you did. To learn more about a battle or event, try these sources:

- BrainPOP
- BrainPOP Jr.
- Ducksters
- Mr. Nussbaum.com

**TEACHING NOTES**

If necessary, help your student understand the status of his or her state at this time period. If your student will concentrate on his or her state for the project, guide your student to identify events, battles, and people from the state.

If your student will not be focused on his or her state, guide your student in selecting a different state that was part of the Revolution, and identifying events, battles, and people from that state.

**RATE YOUR PROGRESS**

Please go online to view and submit this assessment.
Now, you will work on your project. You have selected your state. Think about what you have done so far.

- What event(s) will you include?
- What battle(s) will you include?
- What people will you include?
- Do you need to get more information?
- What image(s) will help your exhibit?

It's time to think about a primary source. Remember, a primary source is something that was written, painted, or made by the people the history is about. Letters from colonists or soldiers, paintings made during the Revolution, or important documents like the Declaration of Independence are examples of primary sources. You can use just a small part of a document as your primary source.

One place to find primary sources for the Revolution is the Smithsonian Institution.

You will also need a secondary source for your project. Secondary sources are texts and images about history. They were not made at the time of the events they describe. Your Networks text, BritannicaSchool, BrainPOP, and other reliable online resources are secondary sources.

When you are ready, begin creating your exhibit using a tool such as PowerPoint, Google Slides, Prezi or pen and paper.

TEACHING NOTES

You may need to guide your student to find and select a relevant primary source and an appropriate secondary source.
RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Now, you will complete your project. Finish creating your exhibit. Remember that your project must include:

- Your state's status during the Revolutionary War
- Your state's role in Revolutionary War (if it had a role)
- Battles that took place in your selected state
- Important people
- 1 image (a map, a portrait of a historical figure, etc.)
- Use 1 primary source and analyze its significance.
- Use 1 secondary source and analyze its significance.

Demonstrate your finished project to your Learning Guide. Explain what you included. Talk about why these events and people are important.

**FINAL PROJECT**
Upload your project below.

Supported file formats: PDF, JPG, GIF, PNG, Word, Powerpoint

0 / 12 File Limit
COLLABORATION

Share your virtual exhibit with other students in your group. Be sure to study other students’ virtual exhibits and pay attention to what happened in their states during the Revolution.

Now that you are done with your project, write about your experience in your Social Studies Journal. How did you choose what to put in your exhibit? What event or person do you think is most interesting? What would you like to learn more about? What is the lasting importance of the American Revolution to the United States and the rest of the world?
Unit Quiz: American Revolution

UNIT QUIZ

Please go online to view and submit this assessment.
Unit 6 - Founding the Nation
Project: My State in Founding the Nation

Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer
- Access to Discovery Education Board Builder Tools
- Access to online resources for research, such as Google, ducksters.com, etc.
- Access to online materials for National History Day (nhd.org)

PROJECT DESCRIPTION
Learning about the past in one place can teach us about the past in other places. For your project, you will make an exhibit about the role your state has played in forming constitutional principles and in expanding voting rights. You will share your project with other students. Learning about your state's past will help you understand the country's past.

Let's watch the video, Liberty's Kids: We the People. Just watch from 05:15 to 08:25. As you watch, think about the challenges faced by representatives to the convention.

Please go online to view this video▶

TEACHING NOTES
Help your student access the embedded video and watch the segment from 05:15 to 08:25. The video serves to excite your student about becoming a history investigator and reporter for the project.

How did your state contribute to the founding of the nation? Or if you live in a newer state, how has its history been similar to what happened in the young country? Your project will answer those questions and more.

PROJECT DETAILS
To complete your project, you will:
- Make a virtual exhibit about your state’s past.
- Show how the state’s past mirrors the past of the nation.
- Use a tool such as PowerPoint, Google Slides, Prezi or pen and paper to make your exhibit.
- Do your own research using the resources given to you.
- Share your exhibit with others.
Your state research must include:

- Two or more key details about your state’s role in forming the U.S. Constitution
- Two or more key details about your state’s adoption of the State Constitution
- Information about your state granting voting rights to African Americans
- Information about your state granting voting rights to women

Your exhibit should include:

- A timeline of events,
- An image or graph,
- One primary source, and
- One secondary source.

**PROJECT RUBRIC**

The [Project Rubric](#) will help you understand how your project will be scored. Your goals should be to earn all four points for each part.

---

**TEACHING NOTES**

Your student will create a virtual exhibit to showcase the history of your state as it mirrors the history of the nation. You may wish to guide your student to conduct research about your state’s role in the founding of the nation, or the documents and issues important to the founding of your state.

**National History Day (NHD):** Your student will share the exhibit to showcase your state’s history with others. You might wish to consult www.nhd.org to review the National History Day competition theme and project guidelines. While National History Day is aimed at grades 6–8, some NHD affiliates offer local or regional competitions for earlier grades. Check www.nhd.org to see if your local affiliate organizes competitions. This unit should begin early enough in a traditional school year to allow your student time to participate in the event if you so choose.

Both the [Teacher Rubric](#) and [Student Rubric](#) are available as blackline masters that can be printed for reference throughout the project.

---

**RATE YOUR EXCITEMENT**

Please go online to view and submit this assessment.
You learned about the American Revolution in the last unit. You will now study the founding of the new nation.

Open *Networks: United States History*, Unit 6: Founding the Nation. Find Unit 6: Opener. Read the first paragraph of Unit 6: Opener (p. 190). Why do you think a government needs rules to function effectively? Write your thoughts in your Social Studies Journal.

---

**TEACHING NOTES**

Only the first paragraph of Unit 6: Opener applies to your student. Have your student skip to the next section, Reading Skill: Analyze Information, to read more.

---

**INTERACTIVE ACTIVITY**

Continue on the same page in *Networks: United States History*, Unit 6: Opener, by reading Reading Skill: Analyze Information.
Do the **Skill Builders: Reading** activity. You will use these skills for your project. You may wish to take notes about them in your Social Studies Journal.

---

**TEACHING NOTES**

These skills are foundational for the unit project. Some topics for your student’s notes might include the five Ws; patterns, relationships, and trends; and reliable sources.

---

Try the **Vocabulary Flashcards** activity. The words on the cards are for the whole unit. New words for this lesson are above. You will work with them again later. Focus on them today.

---

**TEACHING NOTES**

Help your student access and complete the linked activity. Consider this a brief introduction, as each word will be addressed specifically later in the unit. Remind your student to pay extra attention to the cards for this lesson (cards 3, 4, 7, and 18). Note that the word *confederation* is not part of the vocabulary list in *Networks*.

---

Go back to *Networks: United States History*, Unit 6: Founding the Nation. Find Unit 6: Opener. Read **Primary Sources: Diaries**; then scroll up to click the icon for "The Diary of Justus Forward".

Write a note in your Social Studies Journal about the diary. What type of source is it?

---

**TEACHING NOTES**

Your student should be able to identify a diary as a primary source. In his diary, Justus Forward wrote about things he experienced.

---

**INTERACTIVE ACTIVITY**

To practice using primary sources, use **Skill Builders: Primary Sources**. You will also use these skills for your project. You may wish to take notes about them in your Social Studies Journal.
To practice using primary sources, use Skill Builders: Primary Sources. You will also use these skills for your project. You may wish to take notes about them in your Social Studies Journal. Skills with primary sources are also foundational for the unit project. Some note-taking topics might include primary sources and fact versus opinion.

Please go online to view and submit this assessment.
Last time, you learned new skills to read and analyze historical sources. Now, you will learn how the government uses plans.

Open *Networks: United States History*, Unit 6: Founding the Nation, Lesson 1, Struggles of a New Nation. Read about plans in *Struggles of a New Nation* (pp.198-199). Think about these questions as you read:

- What is the most important purpose of government?
- Why do governments have police officers and armed forces?
- What are some services the government provides?

Discuss with your Learning Guide some of the purposes of government you just read about. Tell your Learning Guide which one you think is most important.

**TEACHING NOTES**

Help your student access the linked reading. After finishing, your student should be able to list some of the purposes of government, such as:

- To provide laws
- To provide safety and security
- To provide services and supplies
- To manage the economy

Providing laws is the most important of these purposes. If your student has difficulty with these questions, please help him or her reread *A Plan for Government* from the linked reading.
At the top of a blank page in your Social Studies Journal, write the word **constitution**.

Try to write a definition using your own words. Then, write a sentence that highlights the definition of the word.

Finally, draw a picture that represents the definition of the word. Tell your Learning Guide about your picture when you are finished. You did it!

**TEACHING NOTES**

The point of this exercise is to take new vocabulary beyond the rote memorization stage into understanding. Once your student has copied the word and text definition into his or her Social Studies Journal, remind him or her that one way to restate something is to first break it down into parts, and then find words that are related to or explain the words already used. Your student’s definition will almost always be longer than the text’s. In this instance, an alternative definition might be: *a set of steps needed to run the country.*

Make sure that your student’s original sentence shows an understanding of the definition, rather than just containing the word. A sample original sentence might be: *The first thing a new nation needs to do is write a constitution.*

Likewise, your student’s picture and explanation should reflect an understanding of the word’s definition. If not, suggest details to add that would clarify.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you got the Quick Check wrong, go back to *Networks: United States History*, Unit 6: Founding the Nation, Lesson 1, Struggles of a New Nation. Find *A Plan for Government* (p.199).

The text tells you the most important purpose of government. Copy it into your Social Studies Journal. Draw some stars around it. Now, write why you think that is the most important purpose.
If you got the Quick Check right, watch the video Why People Have Laws (06:52). Discuss with your Learning Guide how the government is like the three friends at the end of the video. Why do we need laws?

Please go online to view this video ▶

**TEACHING NOTES**

If needed, help your student find and copy the most important purpose of government (*to provide laws*). Your student will then write why this is the most important government purpose. Help your student compare answers with the one in the text (*helps to avoid conflicts and settle disagreements*). Help your student access the linked picture, and discuss this clue to the text’s answer.

If your student answered the Quick Check correctly, help him or her access the embedded video. After watching, your student should be able to answer that the government realizes that laws are its highest necessity. We need laws because they provide order, which just happens to be the Big Idea for this unit.
Take notes on the weaknesses of the Articles of Confederation.

Take notes in your Social Studies Journal as you watch. Note facts about the Articles of Confederation.

Let's watch the BrainPOP movie:

At the top of a blank page in your Social Studies Journal, write the word

Now, write your own definition of power so important then?

At the top of the next blank page in your Social Studies Journal, write the word

Then, use the word in a sentence.

To explain the Northwest Ordinance, read Networks: United States History, Grades 4-5, Unit 6: Founding the Nation, Lesson 1, Struggles of a New Nation, Screen 2. Read Creating a New Government (p. 200).

Make notes in your Social Studies Journal. What was happening at that time? Why was a balance of power so important then?

The colonies were still fighting for independence from Britain, and yet the colonists did not simply want to substitute one all-powerful government with another.

At the top of a blank page in your Social Studies Journal, write the word ratified. Copy the definition from Networks: United States History. Then, write your own definition. Next, draw a picture about the word. Then, use the word in a sentence.

At the top of the next blank page in your Social Studies Journal, write the word confederation (confederacy). Then, copy this underneath it: a group of separate governments that agree to help one another; any group united by a task.
Now, write your own definition. Make a picture to go with it. Then, write a sentence using the word.

**TEACHING NOTES**

The point of this exercise is to take new vocabulary beyond the rote memorization stage into understanding. Remind your student that one way to restate something is to first break it down into parts, and then find words that are related to or explain the words already used. Your student's definition will almost always be longer than the text's. In the first instance, an alternative definition might be: *to pass and accept something for use.* In the second instance, an alternative definition might be: *people who work together to get something done.*

Make sure that your student's original sentence shows an understanding of the definition, rather than just containing the word. A sample original sentence for *ratify* might be: *The new nation must now ratify the law before it can be used.* A sample original sentence for *confederation* might be: *We formed a confederation to write our new laws.*

Likewise, your student's picture and explanation should reflect an understanding of the word's definition. If not, suggest details to add that would clarify.

Note that the word *confederation/confederacy* is not listed as a vocabulary term in *Networks: United States History.*

Let's watch the BrainPOP movie: *Articles of Confederation* (05:35).

Take notes in your Social Studies Journal as you watch. Note facts about the Articles of Confederation. Take notes on the weaknesses of the Articles of Confederation.

When you are done, try the Quiz and Challenge questions. Work until all your answers are correct!

**TEACHING NOTES**

Your student should take notes about the weakness of the Articles of Confederation to use later. After your student watches, he or she should select the quiz button and choose the review rather than the graded quiz. Encourage your student to keep going until the computer marks all the answers correct. Repeat for the review activities in the challenge section.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Last time you learned about making a new set of laws. They were called the Articles of Confederation. You will learn even more about them this time.

Look at this resource on The Articles of Confederation. Take notes on it in your Social Studies Journal. Focus your notes on the weaknesses of the laws.

Help your student access the above-mentioned resource. Have your student again take notes about the weaknesses of the Articles of Confederation as your student studies the resource.

Open Networks: United States History, Unit 6: Founding the Nation, Lesson 1, Struggles of a New Nation. Fill out the Graphic Organizer: Cause and Effect.

List causes and effects to show the weaknesses of the Articles of Confederation. Use all that you have learned. Don’t forget your notes!

Now, go back to Networks: United States History, Unit 6: Founding the Nation, Lesson 1, Struggles of a New Nation, Screen 3. Read Weaknesses of the Articles of Confederation (p. 202). Look at the chart. Compare the chart in the text with yours. Did you leave anything out? Add it now! You will use your chart again.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Struggles of a New Nation - Part 5

Objectives
- To explain how a government plans by making laws
- To identify the weaknesses of the Articles of Confederation
- To explain how those weaknesses affected the new nation
- To explain the Northwest Ordinance as a positive result of the Articles of Confederation

Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer

Assignments
- Read Networks: United States History, Grades 4-5, Unit 6: Founding the Nation, Lesson 1, Struggles of a New Nation.
- Complete the interactive activity Skill Builders: Reading.
- Complete the interactive activity Skill Builders: Primary Sources.
- Complete the hands-on activities for unit vocabulary.

LEARN

Last time, you thought about the Articles of Confederation. You know that they had weaknesses. You looked at the causes and effects of these weaknesses.

Today, you will read about some problems the country had at this time. Open Networks: United States History, Unit 6: Founding the Nation, Lesson 1, Struggles of a New Nation, Screen 4. Read Troubles for a New Government and Violence Erupts (p. 203). Then, write in your Social Studies Journal. Make notes about the problems the country faced. Why did people want a new government after Shays' Rebellion?

TEACHING NOTES

Your student should note that problems included debt, not being able to raise money, and rising prices. After Shays' Rebellion, some people wanted a government that was strong enough to protect their property.
Now, watch the Discovery Education video *Shays’ Rebellion* (02:10).

Write notes in your Social Studies Journal. Then, read this passage about the rebellion.

Now, fill out a *Graphic Organizer: Cause and Effect*. Show causes and effects of Shays’ Rebellion.

---

### TEACHING NOTES

Causes include that people were in debt; debtors were put in jail. Authorities in Boston were behaving like the British had, imposing unfair taxes. Shays organized a group to rebel. Effects are that it showed that the Articles had failed; some Americans wanted a stronger government that could protect their property.

---

### RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
# Struggles of a New Nation - Part 6

## Objectives
- To explain how a government plans by making laws
- To identify the weaknesses of the Articles of Confederation
- To explain how those weaknesses affected the new nation
- To explain the Northwest Ordinance as a positive result of the Articles of Confederation

## Books & Materials
- *Networks: United States History*
- *Social Studies Journal*
- *Computer*

## Assignments
- Read *Networks: United States History*, Grades 4-5, Unit 6: Founding the Nation, Lesson 1, Struggles of a New Nation.
- Complete the interactive activity Skill Builders: Reading.
- Complete the interactive activity Skill Builders: Primary Sources.
- Complete the hands-on activities for unit vocabulary.

## LEARN

Open *Networks: United States History*, Unit 6: Founding the Nation, Lesson 1, Struggles of a New Nation, Screen 5. Read *The Northwest Ordinance, Calls for Change*, and *The Constitutional Convention*, pp. 204–205. Write notes for each section in your Social Studies Journal. Think about these questions:

- Why was the Northwest Ordinance needed? What did it do?
- Why did many people believe the Articles of Confederation had failed?
- What was the purpose of the Constitutional Convention?

At the top of a blank page in your Social Studies Journal, write the word **delegate**. Use the same process as before. Copy down the definition from *Networks: United States History*. Then, make your own definition. Create a drawing to help you remember the word. Finally, write a sentence using the word.

## TEACHING NOTES

### Answers
- Settlers were moving west for opportunities and it provide land for them.
- States didn't act immediately to approve the document, it created a weak central government that couldn't collect taxes, and states operated too independently of the National government.
- To decide the future of government.
As previously, make sure that your student's original sentence shows an understanding of the definition, rather than just containing the word. Likewise, your student's picture and explanation should reflect an understanding of the word's definition. If not, suggest details to add that would clarify.

Now watch the BrainPOP movie Constitutional Convention (08:11).

Write some facts about the Constitutional Convention in your Social Studies Journal.

USE

In this lesson, you have learned about the early days of the United States. You know about the Articles of Confederation. You have thought about why they did not work.

Now, answer these questions to show what you have learned.

✅ USE FOR MASTERY

Why was it difficult to create a government for the new United States? Select two correct answers.

- The states wanted to remain individual countries.
- Immigrants wanted the opportunity to go back to their home country.
- People distrusted a central government holding too much power.
- The nation did not want a strong military backing.
- There were high debts from the war and no way to raise money.
What were two weaknesses in the Articles of Confederation?

- The national government had no power to raise money.
- The national government was in control of trade.
- The national government controlled every state.
- The national government had no leader.
- The national government had no national currency.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.
Today, let's find out more. We'll start with the Constitution. Do you know how it was written? Do you know what says? The people who wrote it are called the Framers. They talked a lot about what ideas to put in it. Just like you, they thought about causes and effects.

Open Networks: United States History, Unit 6: Founding the Nation, Lesson 2, Writing the Constitution. Read the section Writing the Constitution (pp. 206-207). Read about the Preamble and the key concepts of the Constitution. When you are done, write the answer to these questions in your Social Studies Journal:

- What is the Preamble?
- What are two big ideas in the Preamble?
Imagine that you were going to start a brand-new country. What kind of government would it have? What big ideas would you want to use?

The Framers thought about this, too. They thought about what a government should do. They agreed on some ideas:

- popular sovereignty
- rule of law
- separation of powers
- checks and balances
- federalism
- individual rights

Write each word or phrase on a sheet of paper in your Social Studies Journal. Use your own words to write a definition of each. Then, draw a picture that helps you understand and remember the word or phrase.

To review these ideas, look at the section called Key Concepts of the Constitution in Networks: United States History.

Ask your student to talk about these terms. You can explain that the word popular means “of the people.” The word sovereignty is related to the word sovereign, which means “monarch” or “king or queen.” Popular sovereignty means that the people (citizens) are the ruler, or have the power, the way a king or queen rules and has power in a monarchy. Rule of law is the idea that the country is governed by laws, not by what one leader or group wants. It means that laws, not individual leaders or officials, are what people must follow.

Provide a similar explanation for all of the key concepts discussed here.

You are learning about our government. You are also thinking about cause and effect. The Framers thought a lot about the problems a government can have. They tried to think of solutions.
Let's learn more about one big idea the Framers had. Watch the School House Rock video *Three Branches of Government* (03:07) about the three branches of government.

Please go online to view this video ▶

---

**TEACHING NOTES**

This video introduces the three branches. Your student will read about each branch later in this lesson. After your student watches the video, see what he or she can tell you about each branch. You may need to explain that *judicial* refers to judges and law courts. Your student might say that the president is part of the executive branch; Congress is the legislative branch, it makes laws; the judicial branch tries to balance right and wrong. Key concepts stressed by the video include: None of the jobs is more important than the others; each branch helps control the others.

---

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
In the last part, you learned about some important ideas in the Constitution.

Open *Networks: United States History*, Unit 6: Founding the Nation, Lesson 2, Writing the Constitution, Screen 2. Read *Separating the Powers* (p.208). Read about the discussions at the Constitutional Convention. Then, read the section *The Legislative Branch*, Screen 2, (p. 208). As you read, think about these questions:

- Think about the separation of powers. What problems did the framers want to prevent?
- Think about the powers of Congress. Why do you think Congress has these powers?

When you finish reading, answer the questions in your Social Studies Journal.

**TEACHING NOTES**

Your student should understand that the separation of powers is intended to stop any person or group from having too much power. It was a response to concerns about giving the national government too much power. Your student should write about some of the powers of Congress, such as the power to write laws, set taxes, manage a national currency, and declare war. Your student should consider why Congress has those powers, rather than the executive branch.
The colonies had been ruled by Britain. The people who wrote the Constitution thought a lot about Britain's rule over the colonies. They thought about what parts they liked. They thought about what they didn't like.

Fill out a [Cause and Effect Chart]. Show how British rule of the colonies caused the Framers to make decisions about the new government for the United States.

The people at the Convention had many different ideas. They did not agree about everything. They made some compromises. Write in your Social Studies Journal. Summarize the Great Compromise and the Three-Fifths Compromise. Explain what different groups wanted. Say what compromise was made.

Your student should note that the Great Compromise was a solution for how to organize Congress. The debate was about whether small or large states should have more power. The compromise was to have two houses (parts) of Congress. The Three-Fifths Compromise was made to resolve a debate about how to count states’ populations. Enslaved people would not be fully counted. Only three-fifths of a state's enslaved population would count. That number would be used to count the state's whole population, which determines how many representatives a state can elect. Remind your student that the Three-Fifths Compromise did not guarantee any rights to the enslaved people themselves, not even three-fifths of the rights that white people had.

Please go online to view and submit this assessment.
In the last part, you read about the legislative branch. You thought about compromises that delegates made. Today, let's learn about the president. Open Networks: United States History, Unit 6: Founding the Nation, Lesson 2, Writing the Constitution, Screen 3. Read The Executive Branch (p. 209). As you read, make notes in your Social Studies Journal. Make sure you know what the president does. What is the electoral college? Why was it created?

Your student should know that the president carries out laws, can sign or veto bills, and gives a "State of the Union" speech each year (except for inauguration years). You may wish to explain that the president can also make some rules. These are not the same as laws passed by Congress, but the president is able to make some rules about certain things. The electoral college is a system for electing the president. States get electoral votes. The delegates worried that the people (voters) might choose bad leaders.

You read that the president can veto laws. Write the word veto on a sheet of paper in your Social Studies Journal. Use your own words to write a definition. Then, draw a picture that helps you understand and remember the word. Write a sentence that uses the word veto.
The colonies were ruled by Britain. The leader was a king. The framers chose to have a president as leader of the United States. Fill out a Venn Diagram to compare and contrast kings and presidents.

**TEACHING NOTES**

Your student should note that kings inherit their position and power. They are in power for life. U.S. presidents are elected. Their power comes from the people. They serve for four years. Students should show that both kings and presidents are leaders. They may also note that both help lead the military, appoint officials, and have a say in the laws of the country.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you got the Quick Check wrong, watch *How is power divided in the United States government?* (03:50). Write two things the framers wanted.

Please go online to view this video ▶
You have read about two branches of government: legislative and executive. Now, you will read about the judicial branch. Courts and judges are part of the judicial branch.

Open Networks: United States History, Unit 6: Founding the Nation, Lesson 2, Writing the Constitution, Screen 4. Read The Judicial Branch and How a Bill Becomes a Law (p. 210). When you are done, write answers to these questions in your Social Studies Journal:

- What is the job of the judicial branch?
- What is the Supreme Court? What can it do? How is it different from other courts?

Your student should understand that the judicial branch interprets the laws made by the legislative branch. You might want to explain that courts also interpret rules and policies that come from the executive branch. Your student should understand that courts settle conflicts. When two sides don't agree, courts make a decision about who is right and who is wrong. The Supreme Court is the highest court. This means that the Supreme Court has the final say. The Supreme Court can declare a law unconstitutional. Explain that this means that a law passed by the other branches can be stopped, because it does not fit with the Constitution (the most important set of laws) according to the Supreme Court.
You read that you can appeal a decision by a court. This means that you go to another court. The United States has different kinds of courts. There are different levels. When you appeal, you go up to the next level.

You also read about judicial review. That means that the Supreme Court can review a law. The Supreme Court can think about the law and decide if it fits with the Constitution.

Write the words **appeal** and **judicial review** on sheets of paper in your Social Studies Journal. For each word or term, write your own definition. Then, draw a picture or make a sketch that helps you understand and remember the word. Write sentences using each word.

Now let’s watch the video *How a Bill Becomes a Law* (03:01).

Please go online to view this video ▶

### TEACHING NOTES

Your student should understand that a bill is a proposal for a new law. Bills are debated in Congress. Most bills are considered by committees before the House and Senate vote on them. When the House and the Senate both vote yes on a bill, it goes to the president. If the president signs the bill, then it becomes a law.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned a lot about the U.S. government. You know that there are three branches of government. Each branch does different things. Each branch has different powers.

You know that the framers worried about people or groups having too much power. They chose to have a separation of powers. They also thought about how each branch could limit what the other branches could do.

Let’s find out more about this. Open Networks: United States History, Unit 6: Founding the Nation, Lesson 2, Writing the Constitution, Screen 5. Read the section Checks and Balances (p. 211). When you are done reading, write a sentence in your Social Studies Journal. Explain why the Constitution limits each branch.

Your student should understand that no single branch has all the power, or even most of the power.

Now, let’s watch the BrainPOP movie: Branches of Government (04:51). As you watch the video, make notes in your Social Studies Journal about each branch.
The system of checks and balances is a big part of the U.S. system of government. Create a diagram that explains this system and shows how it works.

Your student can choose to make the diagram either with paper or poster board and markers or with a digital tool such as PowerPoint or draw.io.

If you got the Quick Check wrong, read more about Checks and Balances. After you read, take the quiz at the end of the page.

If you got the Quick Check right, watch the video Separation of Powers (02:04). Write one new fact about each branch of government. Notice what the video says about the “other powers” that influence the country.

Please go online to view this video.
LEARN

You are becoming an expert on the system of government in the United States. Great job! There is a lot to learn. You know about the three branches of government. You know about the system of checks and balances. You also know that this system was created by people who had once lived under the colonial system. They thought a lot about what kind of system they wanted.

Now, you will find out more about the kind of government the United States has. Open *Networks: United States History*, Unit 6: Founding the Nation, Lesson 2, Writing the Constitution, Screen 6. Read the section *Federalism* (p. 212). Look at the pictures. Think about the many jobs that people do for the federal government and for state governments. When you are done reading, write two facts about federalism in your Social Studies Journal.

You have learned about *separation of powers* and *federalism*. How do these two concepts work together to limit the power of any one group?

Share your answer with your Learning Guide.

TEACHING NOTES

*Separation of powers* spreads the control of the federal government between three different branches (executive, judicial, and legislative).
Federalism separates power at the federal and state levels. Neither the states nor the federal government has all of the power. Power is shared between national & state gov’t; keep national gov’t from becoming too powerful.

Having power spread out and balanced in all of those ways keeps any one group from becoming too powerful.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You know a lot about the U.S. government. You have learned about some things the framers worried about when the United States was born. Now, you know about some choices they made. They tried to create a system that would be fair. They tried to give power to different parts of the government. They put their ideas in the Constitution.

The Constitution has the most important laws. Now, you will read about how we can change the Constitution. Open Networks: United States History, Unit 6: Founding the Nation, Lesson 2, Writing the Constitution. Screen 7. Read Amending the Constitution (p. 214). Then, write in your Social Studies Journal the words that are the two steps that happen to make a change in the Constitution.

Your student should identify proposal and ratification as the two steps for amending the Constitution.
Look at the diagram that shows the two ways an amendment can happen. Write in your Social Studies Journal. Who can propose an amendment? Who can ratify an amendment?

### TEACHING NOTES

Your student should note that Congress or a national convention can propose an amendment. Ratification can be done by state legislatures or by ratifying conventions in the states.

Now, write the word **amendment** on a page in your Social Studies Journal. Add your own definition and a sketch or picture. Then, write sentence that shows what this word means.

In this lesson, you learned about **federalism**. This is a system where the national government shares power with the state government. You also learned about checks and balances. This means that no part of the government has all the power. There are limits on each part of the government.

Write in your Social Studies Journal. Think about the process to amend the Constitution. What are examples of federalism? What are examples of checks and balances?

### TEACHING NOTES

Your student should note that the process requires involvement by the states. The Constitution applies to the whole country, but the states get a say in these national laws. Amendments can be introduced at either the federal level (Congress) or by states working together. Checks and balances include the fact that if Congress proposes an amendment, a large majority of states must approve. Your student might note that at all stages of the process, a majority (more than 50 percent) must vote yes. This acts as a check, trying to ensure that amendments are not proposed or ratified by a slim majority.

### USE

In this lesson, you learned about some ideas that went into the Constitution. The people who wrote the Constitution are called the Framers. You know that the Framers had different ideas. They argued. They thought about how to prevent problems. They made some compromises.

Now, show what you have learned by answering the following questions.
**USE FOR MASTERY**

Using **all** the statements in the answer bank, fill in each column with the correct division of powers.

<table>
<thead>
<tr>
<th>Federal Powers</th>
<th>Shared Powers</th>
<th>State Powers</th>
</tr>
</thead>
<tbody>
<tr>
<td>build local roads</td>
<td>set up local governments</td>
<td>collect taxes</td>
</tr>
<tr>
<td>run the postal service</td>
<td>enforce laws</td>
<td>make treaties with other countries</td>
</tr>
<tr>
<td>run public schools</td>
<td>maintain parks</td>
<td>coin money</td>
</tr>
</tbody>
</table>

What was the outcome of the Great Compromise?

- Presidents were given the power to veto bills.
- Judges were given the power to make laws.
- Enslaved Africans were not counted in population.
- Congress was set up with two houses.
If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
In the last lesson, you learned about the writing of the Constitution. You looked at different points of view. Historians use different points of view to get to the truth. You saw that the Constitution was written by people who had to compromise with one another. Compromise is at the heart of American government.

In this lesson, you will build on this idea. You will see how early Americans had to convince people to adopt the Constitution. America’s democratic project meant that people had to agree to accept the Constitution. It couldn’t just be forced on people—that’s what the Revolutionary War stopped! In this lesson, you will see how people were persuaded to support the Constitution.

You will continue to look at people’s different perspectives in preparation for your project.

The Constitution was written, but it had to be ratified. The framers had to convince people to support their new Constitution. In this session, you will start by reading about this process. You will also think about how you persuade people in your own life.
Write the word debate in your Social Studies Journal. Use your own words to write a definition.

TEACHING NOTES

Guide your student to answer the opening questions. Answers should accurately identify a time in your student’s life when he or she has tried to persuade a friend in a disagreement. Your student’s answers should show awareness of what it means to persuade someone. Your student should offer positive examples of persuasion, as the question requests.

Assist your student as he or she reads the text. Prompt your student to explain verbally what is meant by “passionate discussions” and “protest.” Your student should understand that these terms mean that there was a lot of discussion and disagreement. This is a debate, and it shows the trouble the Framers of the Constitution had. They had to overcome these disagreements through persuasion.

The Constitution emerged after long discussions. How do we know what the framers were thinking? One way to find out is to read the Constitution!

The Preamble to the Constitution was drafted at the Convention. Preamble is another word for introduction. It shows what the framers wanted the Constitution to achieve. Because of this, you can see what they were arguing about. The framers mention all the things they had to consider.

Find a copy of the Constitution that includes the Preamble. A copy and a transcript can be found online at the National Archives.

Read through the Preamble. Then, list the main ideas contained in the Preamble in your Social Studies Journal. If you need help with any words, ask your Learning Guide to help you, or use a dictionary.

Once you have finished your list, share it with your Learning Guide.

TEACHING NOTES

Help your student find a copy of the Constitution or use the link provided to the National Archives webpage.

Assist your student in reading the Preamble, discussing and assisting with any unfamiliar language. Challenge your student by asking him or her to explain why some words start with a capital letter. In the written style of the eighteenth century, some nouns were capitalized to show
their importance. There were no rules, so it is not uniform (notice that “defense” is capitalized but “welfare” is not).

Discuss your student’s list of important ideas. Point out any he or she might have missed, and ask your student to explain verbally why he or she thinks those important ideas were important to the framers.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
## Convincing the People - Part 2

### Objectives
- To understand how people make decisions
- To understand the main ideas of the Constitution
- To understand why the Bill of Rights was included in the Constitution
- To understand the different opinions of Federalists and Anti-Federalists

### Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer
- Interactive activity worksheets

### Assignments
- Read Networks: United States History, Grades 4-5, Unit 6: Founding the Nation, Lesson 3, Convincing the People.
- Complete the hands-on activity List of the Main Ideas of the Constitution.
- Complete the hands-on activity Graph the Ideas of the Federalists and Anti-Federalists.
- Complete the hands-on activity Venn Diagram: Federalists and Anti-Federalists.
- Complete the hands-on activity Spider Diagram: The Bill of Rights.
- Summarize the disagreement over the Constitution and how the Bill of Rights was used as a compromise.

### LEARN

In the last lesson part, you were reminded about the debate among the delegates at the Constitutional Convention. The arguments about the Constitution continued after the Convention. Americans were split about whether to accept the Constitution. Two main groups formed. The Federalists supported the Constitution. The Anti-Federalists opposed it.

Both sides tried to persuade the other to accept their point of view. The outcome of this debate would shape America.

To learn more about this, open Networks: United States History, Unit 6: Founding the Nation, Lesson 3, Convincing the People, Screen 2. Read the section The Debate Over Federalism (pp. 218-219) to learn about the ideas of the Anti-Federalists and the Federalists.

After you have read the text, graph the main ideas of the Federalists and the Anti-Federalists. Your Learning Guide will provide you with two copies of a Main Idea and Two Details Graphic Organizer. On one copy, you will write down the main idea of the Anti-Federalists. You will then write down two details about that idea. You will then repeat this task for the Federalists. Pay close attention to the text to find these details!
Assist your student as he or she reads the text on the screen. Aid with any difficult terminology, like “guaranteed.” To help your student understand the term, run through Marzano strategies. Provide a definition for guaranteed. Ask your student to repeat or restate the definition. Ask your student to create a picture or symbol that shows the term’s meaning. Finally, revisit the term later to cement understanding.

Provide your student with two copies of the Main Idea and Two Details Graphic Organizer. Demonstrate to your student that he or she should use the text to find the main idea. Then, show your student how to add two details from the text that develop or enhance the main idea.

Now that you have your graphs, it’s time to compare. The Federalists and Anti-Federalists had many disagreements. But they also had some ideas in common. A good way to compare these positions is with a Venn diagram. A Venn Diagram lets us show similarities and differences in a clear way.

To fill out your Venn diagram, label the left circle Federalists. Now, label the right circle Anti-Federalists. In the left circle, fill in the main idea and details of the Federalists. In the right, do the same for the Anti-Federalists.

You see the circles overlap in the middle? In this middle section, write down main ideas and details held by both Federalists and Anti-Federalists. There might not be many!

Guide your student to find and fill out the Venn Diagram. Encourage your student to use the information he or she noted in the graphs from the previous exercise. Point out that if your student desires, he or she can also return to the text to find more main ideas and details. This might be necessary to find ideas shared by both camps.

Your student should fill in his or her organizer roughly as follows:

Federalists: Supported the Constitution; wanted a strong federal government; didn't want a Bill of Rights.

Anti-Federalists: Opposed the Constitution; wanted strong state governments; wanted a Bill of Rights.

Both: Wanted to limit the powers of government; didn't want to be ruled by tyrants.
Well done!

Look at your Venn diagram. How do the Federalists and Anti-Federalists compare?

What did they disagree on? What did they agree on?

How easy do you think it would be for one camp to persuade the other? How could they do this?

Write a short response to these questions in your Social Studies Journal.

TEACHING NOTES

Your student should recognize that the Federalists and Anti-Federalists were bitterly opposed. They did have a common goal in wanting to rescue the American people from tyranny. But they had very different views on how to do this. It would be hard for one group to convince the other. The main way they could do so was by compromising – your student may realize that the two parties compromised by accepting the Constitution as long as it had a Bill of Rights attached.

If you were alive in the 18th century, would you have supported the Constitution?

Write a paragraph supporting either the federalists or the antifederalists. Be sure to start with a claim, give supported reasons, and include a conclusion.

TEACHING NOTES

Make sure that your student includes a claim, supported reasons, and a conclusion. Answers may vary. Accept any reasonable paragraph that offers good reasons to support the opinion.

Good reasons can be found in the Venn diagram that your student made earlier in this part of the lesson.

You just learned about the disagreement between Federalists and Anti-Federalists. How could they overcome their disagreement? Eventually a compromise was reached – the Constitution would include a Bill of Rights. The Bill of Rights was used to persuade people to back the Constitution.
Now you will learn more about this. Turn to *Networks: United States History*, Unit 6: Founding the Nation, Lesson 3, Convincing the People, Screen 3. Read *Ratifying the Constitution* (pp.220-221). Take notes in your Social Studies Journal.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you got the Quick Check wrong, watch the BrainPOP video *Bill of Rights* (04:52). After you watch the video, take the Quiz.

If you got the Quick Check right, draw a comic strip in your Social Studies Journal showing the argument between Federalists and Anti-Federalists and how the Bill of Rights was used to resolve this argument.
Why did some states need a Bill of Rights before they would ratify the Constitution? A good way to show this information is by using a spider diagram. A spider diagram shows a main idea surrounded by connecting ideas. There were several reasons why states wanted the Bill of Rights.

You will now use a Web Graphic Organizer to create a The Bill of Rights Spider Diagram. Label the central circle "Why the Bill of Rights?" On the spokes, write reasons why states and people wanted the Bill of Rights. Remember the arguments that Anti-Federalists were making. Remember the reasons why Federalists agreed to a Bill of Rights, too!

When you have finished, show your Spider Diagram to your Learning Guide.

Your student should write down details taken from the text and earlier lessons. He or she should note the desire to clearly spell out individual rights; the need to guarantee liberties; the Federalists’ need to compromise; the desire to protect against tyranny, and so on.
In this lesson, you have been learning about the debates surrounding the Constitution. This debate caused the rise of two groups. The Federalists supported the Constitution. The Anti-Federalists opposed them.

Now, show what you have learned by answering the following questions.

**USE FOR MASTERY**

Select whether each statement matches Federalist or Anti-Federalist views.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Federalist</th>
<th>Anti-Federalist</th>
</tr>
</thead>
<tbody>
<tr>
<td>did not want one person to gain too much power and become a tyrant</td>
<td></td>
<td>○</td>
</tr>
<tr>
<td>wanted strong state governments</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>did not see the need for a bill of rights</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>wanted clear divisions between state and federal powers</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

How did James Madison get New York and Virginia to agree to ratify the United States Constitution?

- ○ He went door to door campaigning for votes.
- ○ He submitted a bill of rights to be added to the Constitution.
- ○ He guaranteed citizens a chance to run for president.
- ○ He asked other countries for help in forming the Constitution.
If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
### Expanding Rights and Active Citizenship - Part 1

#### Objectives
- To study the Bill of Rights and understand its purpose
- To understand concepts of specific rights, individual rights, due process, and limited government
- To understand the rights and responsibilities of citizens
- To find out what it means to participate in politics
- To understand the changing nature of political participation through history

#### Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer

#### Assignments
- Read Networks: United States History, Grades 4-5, Unit 6: Founding the Nation, Lesson 4, Protecting and Expanding Rights.
- Complete the hands-on activity Spider Diagram: The Bill of Rights.
- Complete the hands-on activity Timeline: Voting Rights.
- Complete the hands-on activity Spider Diagram: Characteristics of Responsible Citizenship.
- Generate a thematic timeline of how political participation has changed from the colonial era to now.

#### LEARN

#### VOCABULARY
- fundamental
- press
- due process
- jury
- defend
- responsibility
- politics
- inform

In Lesson 3, you learned about the creation of the Constitution. Remember that there was a lot of debate over what the Constitution would say. In the end, the Constitution was only approved by the states when James Madison offered to create a set of amendments to it called the Bill of Rights. In this lesson, you will learn about the amendments in the Bill of Rights and the freedoms that they protect.

Open Networks: United States History, Unit 6: Founding the Nation, Lesson 4, Protecting and Expanding Rights. Read the section The Bill of Rights (pp. 222-223). When you are done, write in your Social Studies Journal.
Why did James Madison submit the amendments that became the Bill of Rights?
Was the Bill of Rights the first document to define the rights of citizens? What came before it?

Your student should say that James Madison submitted the Bill of Rights as part of his agreement with the Anti-Federalists to get the Constitution approved. Your student might identify the bills of rights of the British government or the state governments as documents that came before the U.S. Bill of Rights.

If you made a list of the most important rights a citizen should have, what would be on it? What freedoms are the most important to you?

James Madison, Congress, and the states had to ask themselves these questions. To find out the answers they came up with, watch the BrainPOP video Bill of Rights (04:52). As you watch, make notes in your Social Studies Journal about each of the ten amendments.

Now, you will use what you know about the Bill of Rights to make a spider map! A spider map is sometimes also called a concept map. It is a good way to show different ideas that come from one main idea.

Log on to BrainPOP Jr.’s Concept Map tool. Use these tools to make your spider map. Your Learning Guide will help you.

In the center bubble of your spider map, fill in the phrase “Bill of Rights.” Now, make ten bubbles that connect to the center bubble. In each of those, fill in one of the amendments of the Bill of Rights.

Now, make bubbles that go out from each of the amendment bubbles. In each bubble, write the right or freedom that the amendment protects.

Assist your student in using the map-making tool on the BrainPOP site. Encourage your student to put the rights and freedoms named in the amendments in his or her own words.

Please go online to view and submit this assessment.
Expanding Rights and Active Citizenship - Part 2

Objectives
- To study the Bill of Rights and understand its purpose
- To understand concepts of specific rights, individual rights, due process, and limited government
- To understand the rights and responsibilities of citizens
- To find out what it means to participate in politics
- To understand the changing nature of political participation through history

Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer

Assignments
- Read Networks: United States History, Grades 4-5, Unit 6: Founding the Nation, Lesson 4, Protecting and Expanding Rights.
- Read Networks: United States History, Grades 4-5, Unit 6: Founding the Nation, Lesson 5, Active Citizenship.
- Complete the hands-on activity Spider Diagram: The Bill of Rights.
- Complete the hands-on activity Timeline: Voting Rights.
- Complete the hands-on activity Spider Diagram: Characteristics of Responsible Citizenship.
- Generate a thematic timeline of how political participation has changed from the colonial era to now.

LEARN

In the last part, you learned about the passage of the Bill of Rights. You also learned about some of the freedoms it protects. Today, you’ll learn more about the rights protected by the First, Second, and Third Amendments.

Open Networks: United States History, Unit 6: Founding the Nation, Lesson 4, Protecting and Expanding Rights, Screen 2. Read Protecting Individual Rights (p.224) to learn about the First, Second, and Third Amendments of the Bill of Rights. When you are done, write your answers to these questions in your Social Studies Journal.

- What are the five freedoms guaranteed by the First Amendment?
- What do the Second and Third Amendments say?
- Why do you think many Americans find the First Amendment to be the most important amendment?
Your student should list freedom of religion, freedom of speech, freedom of the press, freedom of assembly, and freedom to petition. Your student should also identify the purposes of the Second and Third Amendments. Encourage your student to consider how the freedoms listed in the First Amendment apply to his or her own life, and American society as a whole.

Now, take a moment to think about the job that James Madison had to do, coming up with the Bill of Rights. He had to think about what freedoms were really most important in people's lives. These rights are fundamental. He also had to think about the ways a government might violate those freedoms and try to make sure that couldn't happen.

If you had to come up with the most important rights and freedoms for a citizen of a country to have, what would you list? How would your list be like the Bill of Rights, and how would it be different?

In your Social Studies Journal, write the most important rights and freedoms to you personally. Then, write the ones you think are most important for a country to have. Are they the same list? What differences do you notice? Discuss your answers with your Learning Guide.

Encourage your student to think about the rights and freedoms he or she uses every day. Are there freedoms your student wants but does not have? You might also ask your student to think about countries he or she might have heard about that grant their citizens fewer rights than the United States does, or grant them rights that the United States does not.

The Constitution is a "living document." That means that the rights and powers described in the Constitution are open to interpretation to meet the changing needs of the country and its citizens. The Constitution can still be changed, even today!

Amendments are official changes to the Constitution. However, amendments don't happen often, because the process requires many politicians and states to support an amendment.

What is the process for an amendment to be passed? Read the article, "Ways to Amend the Constitution."

List the steps involved for a Constitutional amendment to be passed. Share your list with your Learning Guide.
Steps to Pass a Constitutional Amendment:

1) To propose an amendment:
   - 2/3 of both houses of Congress can vote to propose an amendment,
   
   OR

   - 2/3 of state legislatures can ask Congress to call a national convention to propose an amendment.

2) The amendment is officially proposed.

3) To ratify (approve) an amendment:
   - ¾ of state legislatures must approve,

   OR

   - conventions in ¾ of the states must approve.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Expanding Rights and Active Citizenship - Part 3

Last time, you learned about the purpose of the First, Second, and Third Amendments. Those amendments protect some important freedoms. In this session you will continue to learn about the Bill of Rights. You will concentrate on the Fourth through Eighth Amendments to the Constitution. These amendments protect what is called **due process**.

Open *Networks: United States History*, Unit 6: Founding the Nation, Lesson 4, Protecting and Expanding Rights, Screen 3. Read the sections **Right to Due Process** and **Due Process Amendments** (p. 225) to learn about the Fourth through Eighth Amendments of the Bill of Rights. When you are done, write your answers to these questions in your Social Studies Journal.

- How does the Fourth Amendment limit the powers of the government?
- How does the Fifth Amendment protect property rights?
- Why are these amendments called the “due process amendments”?

**TEACHING NOTES**

Your student should recognize that the Fourth Amendment limits the power of the government to search and seize the property of citizens. It does this by requiring a court to approve any such action. The Fifth Amendment protects property from seizure by the government without compensation. These amendments are all concerned with “due process of law”; they force the government to obey laws when dealing with citizens.
Encourage your student to see how these amendments to the Constitution ensure that all citizens have the right to fair and just treatment by law enforcement, the courts, and the government.

Now, read the section Limiting the Government, Screen 3 (pg. 225) to learn about the Ninth and Tenth Amendments of the Bill of Rights. When you are done, write in your Social Studies Journal about how these amendments limit the power of government.

Your student should recognize that the Ninth Amendment specifies that citizens have additional rights not spelled out in the Constitution; the Tenth Amendment says that the people and the states have all the powers not specifically discussed in the Constitution.

Please go online to view and submit this assessment.

If you got the Quick Check right, explore the Bill of Rights website.

If you got the Quick Check wrong, watch the video A Three-Minute Guide to the Bill of Rights (03:35). This video quickly explains each of the amendments of the Bill of Rights and explains their context. Take notes in your Social Studies Journal!

You’re learned about the Bill of Rights! It’s time for some practice.

You are going to play a game. Log on to the Constitution Center’s Bill of Rights Game. Follow the instructions to learn what to do. You will have to click on the screen to find the examples of activities
that the Bill of Rights protects. You will then have to correctly identify the correct amendment that applies to that activity.

See how many you get right!

---

**TEACHING NOTES**

Assist your student in logging on to play the game. Talk your student through the instructions as required. Remind your student that the aim of the game is to click on the pictures to find activities. These pictures will then prompt a question to appear. The question asks your student to identify which right, protected by the Bill of Rights, is shown in the picture. Correct answers will fill in the picture of the Bill of Rights in the top right corner of the screen. Your student should continue until he or she completes the Bill of Rights.

If your student gets some of the questions wrong or gets stuck, guide him or her to look back through his or her notes from this and the previous session.
Expanding Rights and Active Citizenship - Part 4

Objectives
- To study the Bill of Rights and understand its purpose
- To understand concepts of specific rights, individual rights, due process, and limited government
- To understand the rights and responsibilities of citizens
- To find out what it means to participate in politics
- To understand the changing nature of political participation through history

Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer

Assignments
- Read Networks: United States History, Grades 4-5, Unit 6: Founding the Nation, Lesson 4, Protecting and Expanding Rights.
- Read Networks: United States History, Grades 4-5, Unit 6: Founding the Nation, Lesson 5, Active Citizenship.
- Complete the hands-on activity Spider Diagram: The Bill of Rights.
- Complete the hands-on activity Timeline: Voting Rights.
- Complete the hands-on activity Spider Diagram: Characteristics of Responsible Citizenship.
- Generate a thematic timeline of how political participation has changed from the colonial era to now.

In the last part, you learned about how the first ten amendments of the Bill of Rights protect citizens from the government. These are not the only amendments to the Constitution. In this session, you will learn about how the Constitution has continued to be amended. You will focus on how the Constitution has been amended to expand and protect the right to vote.

Open Networks: United States History, Unit 6: Founding the Nation, Lesson 4, Protecting and Expanding Rights, Screen 4. Read the section Expanding Voting Rights (pp. 226-227) to learn about how further amendments to the Constitution expanded voting rights for U.S. citizens. When you are done, write in your Social Studies Journal.

- Which was the first group of people to be granted the right to vote?
- Which amendment gave women the right to vote? When was it passed?
- What were poll taxes used for?

TEACHING NOTES
Your student should recognize that formerly enslaved men were the first group to have the right to vote expanded to them. The Nineteenth Amendment guaranteed women the right to vote nationwide, and it was passed in 1920. Poll taxes were a method used to prevent people from voting, especially African Americans in the South.
In this activity, you are going to create a timeline. Your timeline will show how voting rights have expanded over time. You will then annotate your timeline to show how these changes affected politics.

To get information, use your notes from the Expanding Voting Rights section you just read. You can also look at the Content Library activity, The Fight for Women's Suffrage, which will provide more detail about women campaigning for and gaining the right to vote. You might also want to look at this timeline of rights.

Open your Social Studies Journal. Start by drawing a straight line. On your line, note the important dates for the expansion of voting rights over time. Make sure you write down the date, the number of the amendment, and the details of that amendment.

Once you have completed your timeline, it's time to annotate it! The expansion of voting rights had major consequences. People fought for the right to vote because they wanted to change politics. Expanding the right to vote changed America's politics in different ways.

For each of the events on your timeline, write one sentence describing how you think that event changed American politics.

When you are done, show your work to your Learning Guide.

TEACHING NOTES

Assist your student in identifying important events in the expansion of voting rights. Your student should use notes and screens from earlier work to find important dates. You may also wish to assist your student in using online search engines to identify more events.

Ensure your student understands how the expansion of voting rights changed politics. If necessary, rehearse with your student why voting is important and why people would want the right to vote. Touch on the need for representation, the desire to have specific issues addressed, concepts of fairness, and so on. You should also ensure that your student is aware that with the expansion of voting rights, the number of people who could vote expanded — sometimes greatly.

Your student’s annotations should show understanding of the following ideas: the expansion of the vote to groups such as African Americans and women improved the representation of those groups (as representatives) and issues that were important to them; it meant that politicians had to appeal to these groups to win power; the expansion of voting rights also turned American politics from the concerns of a narrow elite to a mass democracy concerned with the opinions and well-being of millions of people.
The fight for suffrage involved more than basic participation in the political process.

List two ways that the people who fought for women’s suffrage went beyond basic civil participation in order to gain political rights.

Possible response:
The people who fought for the women’s right to vote would give speeches, lead marches and protests, and often got arrested for their advocacy. Some would vote, even though it was illegal, in protest of the laws surrounding voting rights.

Please go online to view and submit this assessment.
Expanding Rights and Active Citizenship - Part 5

**Objectives**
- To study the Bill of Rights and understand its purpose
- To understand concepts of specific rights, individual rights, due process, and limited government
- To understand the rights and responsibilities of citizens
- To find out what it means to participate in politics
- To understand the changing nature of political participation through history

**Books & Materials**
- Networks: United States History
- Social Studies Journal
- Computer

**Assignments**
- Read Networks: United States History, Grades 4-5, Unit 6: Founding the Nation, Lesson 4, Protecting and Expanding Rights.
- Read Networks: United States History, Grades 4-5, Unit 6: Founding the Nation, Lesson 5, Active Citizenship.
- Complete the hands-on activity Spider Diagram: The Bill of Rights.
- Complete the hands-on activity Timeline: Voting Rights.
- Complete the hands-on activity Spider Diagram: Characteristics of Responsible Citizenship.
- Generate a thematic timeline of how political participation has changed from the colonial era to now.

---

**LEARN**

Last time, you learned about the expansion of voting rights over time. People campaigned and sacrificed much to get the right to vote. It is one of the most important civic rights. In this session, you will learn about civic **responsibility** and active citizenship.

Open Networks: United States History, Unit 6: Founding the Nation, Lesson 5, Active Citizenship, Screens 1-2. Read the sections Civic Responsibilities (pp. 228-229), Jury Duty (p. 229), Political Participation (p. 230), and Going Above and Beyond (p. 231) to learn about the responsibilities citizens have to their country and each other. When you are done, write in your Social Studies Journal the answers to these questions.

- What are some examples of civic responsibilities?
- How can responsible citizens get involved?
- Why is civic responsibility important to a republic like the United States?
You have learned that there are many ways that people can participate in the political process. Voting, protests, petitions, and volunteering for campaigns are just some of those ways.

Think back to what you have learned about ways Americans have participated over the years. How were colonial methods similar to and different from modern ways of participating in the political process?

Share your thoughts with your Learning Guide.

Your student’s answers may vary. Your student might mention similarities such as voting and writing petitions. Differences may include the topics that people are discussing/debating, and who can participate in the process. For example, in colonial times, women and black people were not allowed to be part of the political process.

There are lots of ways to be a responsible citizen. How many civic responsibilities can you think of? It’s time to demonstrate it! In this activity, you will create a spider map showing all the different ways to be a responsible citizen.

Log on to BrainPOP Jr.’s Concept Map tool. Use these tools to make your spider map. Your Learning Guide will help you.
Start plotting out a spider map. Remind yourself how this is done by looking back on your work from the first session. In this spider map, include as many ways to be a responsible citizen as you can think of.

Once you are done, show your Learning Guide.

Remind your student that he or she should use notes taken from this session’s reading to generate ideas about how to be a responsible citizen. If necessary, encourage your student to rehearse verbally the concepts of civic responsibility, citizenship, and active participation in democracy.

Your student’s spider diagram should include important responsibilities such as obeying laws; paying taxes; keeping informed; voting; writing to representatives or other campaigning; and running for office.

Please go online to view and submit this assessment.
Expanding Rights and Active Citizenship - Part 6

Objectives
- To study the Bill of Rights and understand its purpose
- To understand concepts of specific rights, individual rights, due process, and limited government
- To understand the rights and responsibilities of citizens
- To find out what it means to participate in politics
- To understand the changing nature of political participation through history

Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer

Assignments
- Read Networks: United States History, Grades 4-5, Unit 6: Founding the Nation, Lesson 4, Protecting and Expanding Rights.
- Read Networks: United States History, Grades 4-5, Unit 6: Founding the Nation, Lesson 5, Active Citizenship.
- Complete the hands-on activity Spider Diagram: The Bill of Rights.
- Complete the hands-on activity Timeline: Voting Rights.
- Complete the hands-on activity Spider Diagram: Characteristics of Responsible Citizenship.
- Generate a thematic timeline of how political participation has changed from the colonial era to now.

LEARN

In the last part, you learned about how to be an active and responsible citizen. Today, you will learn about how political participation in the United States has changed over time.

Open Networks: United States History, Unit 6: Founding the Nation, Lesson 5, Active Citizenship, Screen 3. Read the section Participation: Then and Now (pp. 232–233) to learn about how participation by citizens has changed over time. When you are done, answer the following questions in your Social Studies Journal.

- Who was able to vote in the colonial era?
- How did people participate in politics if they couldn't vote?
- How did the invention of television change political participation?

TEACHING NOTES

Your student should note that white male settlers were able to vote and participate in politics in the colonial era. People (especially women and African Americans) who could not vote participated in politics by writing and spreading petitions. The invention of television made it easier for news to spread and for citizens to be informed about major political issues.

Encourage your student to take notes about how political participation changed over time. These notes will be useful in the next activity.
In this activity, you are going to create a timeline. Your timeline will show how political participation in the United States has changed over time. This will be a special kind of timeline, though. Instead of specific dates, you will write down major changes. This is called a thematic timeline. A thematic timeline deals with themes and periods, rather than dates and details.

Open a new page in your Social Studies Journal and draw a straight line. Your timeline should go from the colonial era to the present day. On your timeline, put major changes over time. Your major changes should note the period in which they took place and what happened. Your chosen events should show how political participation changed. Each of your events should be included in chronological order.

When you are finished, show your Learning Guide.

**TEACHING NOTES**

Ensure your student understands the concept of political participation and is aware of how this has changed over time. If necessary, remind your student to use the information in Networks: United States History or from his or her notes to generate ideas for major periods and changes.

Your student’s timeline should reflect the major themes and changes over time shown in the lesson materials. Your student’s chosen events should show that political rights were expanded over time. Participation changed as politics transitioned from the business of a narrow elite to a mass democracy. Your student might note technological innovations that have changed political participation by improving the spread of information, like the telegraph, radio, and television.

Your student’s timeline does not need to include dates.

**USE**

In this lesson, you have learned about active citizenship. Active citizens should be aware of their rights and responsibilities. In America, those rights and responsibilities are outlined in the Constitution. This is the primary purpose of the Constitution. The Framers wanted to safeguard the American republic and citizens from tyranny.

Answer the following questions.
Which **three** rights listed are protected by the First Amendment?

- freedom of religion
- freedom to own a gun
- freedom of the press
- freedom to vote
- right to a fair trial
- freedom of speech

Select the amendment that each statement describes.

- Government cannot search or take property unless approved by judge.
- People are protected from cruel and unusual punishment.
- Government must provide a good reason to put someone on trial for a crime.
- People have a right to a speedy and fair trial by jury.
- Even in lawsuits, people have the right to a trial by jury.
If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
Show: My State in Founding the Nation - Part 1

Objectives
- To understand the role of a state in the nation’s history
- To analyze the ideas that shaped the early history of a state
- To identify individuals or groups who were part of the early history of a state
- To create a chronological sequence of events
- To use primary and secondary sources

Books & Materials
- Computer
- Paper and pen
- Social Studies Journal

SHOW

You have learned about the founding of the United States. You know about some of the big ideas in the Constitution. You know about the system of government. You know some reasons that the Framers created this system.

Now, you will create your project. You will make an exhibit about the role your state has played in forming constitutional principles and in expanding voting rights. Use a tool such as PowerPoint, Google Sheets, Prezi or a pen and paper.

If your state was part of the United States at the time the Constitution was written, you will focus on your state’s role in forming the Constitution. If your state was not involved, you will focus on your state’s constitution.

First, you must research your state’s history. You can find information by using the resources suggested below. To research, you should

- Write questions: Think about which questions you need to answer to learn about your state’s history.
- Find answers: Use reliable resources to look for answers to your questions.
- Judge your findings: Decide what information is most interesting or important.
- Give results: Present what you learned in a way that is clear and interesting to others.

Your project should include:

- Two or more key details about your state’s role in forming the Constitution (if applicable)

OR

- Two or more key details about your state’s adoption of the State Constitution (or equivalent):
  - date, purpose
- The expansion of voting rights in your state
  - Voting rights for African American men; ratification of Fifteenth Amendment
  - Voting rights for women; ratification of Nineteenth Amendment
Review the Project Rubric so that you are sure to cover everything in your virtual exhibit.

It’s time to get started! Think about these questions:

- What role did my state have in the Constitutional Convention?

OR

- When did my state write its constitution (or equivalent)?
- Which people were important?
- Which ideas were important?
- Which events were important?

Use the suggested resources to start learning about your state. Make notes in your Social Studies Journal.

TEACHING NOTES

Be sure to review the rubric with your student after research is complete, but before he or she begins creating the board.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
In this part, you will finish your project. Make sure to include all the necessary elements:

- Two or more key details about your state’s role in forming the Constitution (if applicable)

OR

- Two or more key details about your state’s adoption of state constitution (or equivalent): date, purpose
- The expansion of voting rights in your state (African Americans, women)
- One image or graph
- A timeline of events
- One primary source
- One secondary source

Now that you are done with your project, write in your Social Studies Journal about creating your exhibit. What is the most interesting thing you learned about your state? Is there a person or event you would like to learn more about? What was the most important role your state played in the formation of the U.S. Constitution? (Alternately, Who was the most significant contributor to your state becoming a state?)

Review your student’s work. Offer suggestions about ways to revise and edit his or her work. Allow time for revisions before submitting the assignment.
SHOW

FINAL PROJECT

Upload your project below.

Upload files

Supported file formats: PDF, JPG, GIF, PNG, Word, Powerpoint

0 / 12 File Limit

COLLABORATION

Share your exhibit showcasing your state's history with other learners in your group. Make comments on other learners' work and ask discussion questions about other learners' exhibits.
Unit Quiz: Founding the Nation

Please go online to view and submit this assessment.
Unit 7 - Westward Expansion to Civil War
Project: My State in the Industrial Revolution, the Civil War, and Beyond

PROJECT DESCRIPTION

The first decades of the newly-formed United States were years of growth and change. The years after the Civil War brought even more change. These changes occurred at different rates in different states. For your project, you will make three museum exhibits about your state’s history from the early 1800s to the present (or just choose a state that interests you).

Begin by going to this interactive map, Westward Expansion 1790–1850. Launch the map. Click the box for states and territories, and then click through the timeline. Repeat the process with other layers of the map (Native Lands, Trail Routes, Major Canals, Railroad Networks). What do you notice? Can you find your state? What, if anything, happened there during this time period?

Now, explore this interactive map: Westward Expansion, 1860–1890. Launch the map and click the box for states and territories. Look at the other layers of the map (Railroad Networks, Improved Agricultural Land, Native Tribes of the West, etc.). What do you notice now? How did the United States change after 1850? What do you notice about your state during these decades?

In your Social Studies Journal, write notes about what you found on both maps.

Congratulations! You’ve taken the first step in completing your project! You can continue to take more notes as you read about the project and work through the unit.

TEACHING NOTES

The second interactive map requires Adobe Flash. Make sure your student uses a browser that is compatible with Flash.

PROJECT DETAILS

To complete your project, you will:

- Make three exhibits about your state’s past.
- Show how the state’s past mirrors the past of the nation.
• Use a multimedia tool or pen and paper to make your exhibits.
• Do your own research using the resources given to you.
• Share your exhibits with others.

Your state research must include:

• Information about your state during the nation’s early years of expansion and industrialization
• Information about your state during the conflict that became the Civil War
• Information about the development of industry in your state from the end of the Civil War to the present
• Information about immigration patterns in your state from 1900 to today
• Information about the Civil Rights Movement in your state from 1950 to 1970

Throughout the unit, you will be creating three exhibits: one for the years before the Civil War, one for the years during the Civil War, and one for the years since the Civil War.

Each exhibit should include:

• A timeline of events,
• One image or graph, or one video,
• One primary source, and
• One secondary source.

PROJECT RUBRIC

The Project Rubric will help you understand how your project will be scored. Your goals should be to earn all 4 points for each part.

TEACHING NOTES

Your student will create three museum exhibits to showcase the history of your state as it mirrors the history of the nation. You may wish to guide your student to conduct research about your state’s role in westward expansion, the Industrial Revolution, the Civil War, and the years since the Civil War.

National History Day (NHD): Your student will share the exhibits to showcase her or his state’s history with others. You might wish to consult http://www.nhd.org to review the National History Day competition theme and project guidelines. While National History Day is aimed at Grades 6–8, some NHD affiliates offer local or regional competitions for earlier grades. Check http://www.nhd.org to see if your local affiliate organizes competitions. This unit should begin early enough in a traditional school year to allow your student time to participate in the event if you so choose.

Both the Teacher Rubric and Student Rubric are available as blackline masters that can be printed for reference throughout the project.
COLLABORATION

What do you know about your state already? Share with your group what you know about your state's history after 1800. Include what you saw in the interactive Westward Expansion maps. Make a prediction about what else you might find out about your state as you research. Remember to comment on posts by your other group members. You might want to ask a question, share a similar fact about your state, or make a suggestion.

RATE YOUR EXCITEMENT

Please go online to view and submit this assessment.
As you know, the United States has changed quite a bit since its founding. The nation we know today did not appear out of thin air. When the nation first gained its independence, it had only 13 states. Today, it has 50. The last state to join the Union was Hawaii. It became a state in 1959, nearly 200 years after the first 13 states were founded!

If you wanted to write about how different states joined the Union, you would need to do some research. You might not find everything you needed from one source. Instead, you would need to integrate information from various sources. This might involve using several books. You might use a book about Pennsylvania’s early history. You might use another one about the history of California.

Read Networks: United States History, Unit 7 (online only), Westward Expansion, Opener (pp. 238-245). As you read, think about this question: How did the nation change when it was young?

After you read, take out your Social Studies Journal. Write a list of ways the young nation changed.

Your student should recognize that the nation's borders expanded, new technologies were introduced, and there was growing conflict of the issue of slavery.

Have your student think about why it is not a good idea to rely on a single source when conducting research. Ask him or her to imagine that two of his or her favorite football teams are playing a big game against each other. After one team wins by a large margin, the other team accuses the
winning team of cheating. If a sports reporter were writing a story about the game and interviewing players about it, would it be a good idea if he or she only interviewed players from one team? Why would it be important to interview members of both teams?

INTERACTIVE ACTIVITY

Let’s look at why it is important to integrate information and not rely on a single source. Complete the Skill Builder: Integrate Information. Follow the directions carefully!

Now, you will read an article in your local newspaper. As you read, take notes in your Social Studies Journal to answer the following questions:

- Who was involved?
- What took place?
- When did the event happen?
- Where did it happen?
- Why did it happen?

TEACHING NOTES

Encourage your student to think about how the writer of the article conducted research and ways in which he or she integrated information in order to write a well-informed, accurate article.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
As we have learned, the Northwest Ordinance created the Northwest Territory shortly after the United States gained its independence. This allowed for other states to join the union. Over the next few decades, Ohio, Indiana, Illinois, Michigan, and Wisconsin became states.

Open *Networks: United States History*, Unit 7, Westward Expansion, Lesson 1, Early Expansion. Read *Expanding the Nation* (p.246). Then, look at this map of the Northwest Territory and think about the dates given for each state's entry into the union. What can you determine about the movement of people from east to west based on what you know about the Northwest Territory?
Remind your student that to become a territory, an area had to have 5,000 people; to become a state, a territory needed at least 60,000. Discuss why the first territories to achieve statehood, Ohio and Indiana, might have been more attractive to pioneers than Wisconsin and Minnesota, which were admitted later.

Next, read *Let's Go West!*. Screen 2 (p. 247) Daniel Boone's work helped convince people to move westward. Think about the reasons why it might have been important to hire Daniel Boone to encourage more people to move to this largely unexplored land.

**Quick Check**

Please go online to view and submit this assessment.

**More to Explore**

If you answered the Quick Check correctly, learn more about Daniel Boone and the Cumberland Gap by watching the movie *Cumberland Gap (02:16)*.

Take notes in your Social Studies Journal.

If you answered the Quick Check incorrectly, read more about Western expansion at *More to Know: The Nation Grows West*. In your Social Studies Journal, list three reasons why people moved west during this time.
In the last part, you learned that settlers began to move to the Northwest Territory. By 1820, nearly two million people had migrated westward. They sought opportunity and adventure. Did they get what they were looking for? Some did. But the journey was difficult. Watch this movie: America Moves West (02:40). As you watch, ask, "What problems did many settlers face in the West?"

Use your Social Studies Journal to write a list of problems settlers faced.

Discuss the troubles that many pioneers faced when they migrated toward the territories. Address the following questions:

- How did land become such a valuable commodity?
- Why did the landowners mislead people who looked to buy land?
- How did this situation impact Native Americans in the Northwest Territories?

Many of the first settlers paid far more for their land than it was worth. They came to regret the decision. Even so, expansion continued. In a few decades, the United States was expanding more than before. That made the need to encourage settlers to move westward greater than ever. Watch the BrainPOP movie: Westward Expansion (05:14) to learn about the Oregon Trail, which brought settlers all
the way across North America. As you watch, think about why people would want to make such a dangerous journey.

**TEACHING NOTES**

Explain to your student that many events associated with westward expansion happened as a result of other events. For instance, acquiring new territories led to settlement further west, which in turn led to the displacement of many Native American tribes. Have your student think of other examples of cause and effect mentioned in the video.

**INTERACTIVE ACTIVITY**

Now, it is time to test your knowledge of cause and effect. Play the game [Time Zone X: Westward Expansion](#). Read every event carefully before answering—and have fun!

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Last time, you read about the expansion of the United States. The pioneers and Daniel Boone moved into the Appalachian Mountains. You have also learned about the Northwest Territory. It became the states of Ohio, Indiana, Illinois, Michigan, and Wisconsin. By 1820, the United States looked very different than it had in the past. Look at the map. Think about the changes you see.
The United States had new territories. They included Missouri Territory, Arkansas Territory, and Oregon Country. Louisiana was made a state. The United States more than doubled in size. Most of the new area was territory, not states.

Watch the Discovery Education movie *Louisiana Purchase* (04:38) about the newest territory. Note that the Louisiana Purchase included a great deal of land. The state of Louisiana today is much smaller than the territory of Louisiana. As you watch, think about the territory. Why was President Thomas Jefferson worried about having the French so close?

After you have read the selection and watched the video, use this information to begin filling in the *Cause and Effect Organizer*.

### TEACHING NOTES

To help your student get started completing the organizer, ask him or her the following questions:

How did France's acquisition of Louisiana affect U.S. industry? What impact did the Haitian Revolution and the war with England have on France? What happened as a result of Jefferson's decision to purchase the Louisiana Territory?

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned about the Louisiana Purchase. You have learned why Thomas Jefferson made a deal with France. He bought more than 500 million acres of land for $15 million. This doubled the size of the United States!

What was the problem? Few Americans had ever seen the territory beyond the Mississippi River. They wondered what was out there. Was this land that people could settle? Were valuable resources on this land? Or did President Jefferson buy land too dark and dangerous to venture into?

Jefferson was determined to find out. He hired two men to explore the area. One was Jefferson's personal secretary, Meriwether Lewis. The other was a friend of Lewis from the army, William Clark.

Open Networks: United States History, Unit 7, Lesson 1: Early Expansion, Screens 4-5. Read The Corps of Discovery (p.250) and Sacagawea (p. 251). Then watch the video The Lewis and Clark Expedition: A Uniquely American Story (22:11)to learn more about this great journey and what Lewis and Clark discovered along the way. Stop watching at time stamp 16:22.
Your student should take notes on the video as he or she watches. Remind your student to pay particular attention to the places beyond the Mississippi River that Lewis and Clark’s expedition traveled through.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
An Expanding Nation - Part 6

### Objectives
- To sequence events chronologically using a timeline
- To explain how perspectives shape the historical experience
- To understand the impact of European settlement and western expansion
- To describe the impacts of expansion into the Northwest Territory, the Louisiana Purchase, Trail of Tears, Texas-Mexico War, and California Gold Rush
- To describe the roles played by individuals such as Thomas Jefferson, Daniel Boone, Meriwether Lewis, and William Clark

### Books & Materials
- Networks: United States History
- Cause and Effect organizer
- Social Studies Journal
- Computer

### Assignments
- Read Networks: United States History, Grades 4-5, Unit 7, Lesson 1: Early Expansion.
- Complete Networks Skill Builder: Integrate Information.
- Take Informational Test on Northwest Territory.
- Complete Cause and Effect organizer.
- Use map tool to draw Lewis and Clarke's expedition.

---

**LEARN**

You learned about Lewis and Clark and their Corps of Discovery. This group traveled more than 8,000 miles. They mapped their journey as they went.

This [picture](#) shows the map that Lewis and Clark created.

It may be hard to read compared to the maps of today. However, it is important. It was the first map to correctly mark the locations of the Rocky Mountains and the Missouri and Columbia Rivers.

Millions of Americans now knew what lay beyond the Mississippi River. The knowledge opened the doors to the idea of Manifest Destiny. Or did it? Watch the Discovery Education movie *The Return of Lewis and Clark* (04:15) to see a different perspective of the Lewis and Clark journey. As you watch, think about Lewis and Clark's return. How do you think Americans responded?

In your Social Studies Journal, write your prediction about the return of Lewis and Clark. Then, write about what actually happened.
INTERACTIVE ACTIVITY

Access the interactive map on Screen 4, in *Networks: United States History*, Unit 7, Lesson 1, *The Corps of Discovery, 1804–1806* (p. 250). On the map, draw Lewis and Clark’s route west. Use your notes on the video if you need to.

Now, read *Florida Territory Becomes Our 27th State*. How did the United States add Florida? How was that different from Louisiana? Add the new information to your *Cause and Effect Organizer*.

TEACHING NOTES

Your student should understand that Florida was added because it was ceded from Spain in 1819. While Louisiana had clear boundaries, Florida did not.

USE

This lesson is about how the United States grew in the early years. You learned about westward expansion.

Now, show what you have learned by answering the following questions.

USE FOR MASTERY

Why did Americans want to expand to the West? Select two correct answers.

- The Louisiana Purchase opened more land for people to settle.
- They wanted to find wealth in the use of new natural resources.
- They were forced to move to the new lands to build cities.
- They wanted to be like early European explorers and find new land.
- They hoped to settle the grasslands to start new farms.
What was one contribution that Daniel Boone made during the period of westward expansion?

- He found a new route from North Carolina to settle Kentucky.
- He taught many people how to live in the mountains.
- He started a new state government in Tennessee.
- He invented the steam engine for trains to head to the West.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.
In the last lesson, you learned about how the United States expanded in the early nineteenth century. As the country grew larger, it developed relationships with other countries. If two countries have a good relationship, they can trade without problems. This is very helpful. France and Great Britain were two of the most important nations in the world, but they were at war.

The United States had just finished a war with Great Britain. The Americans had fought the British for their independence. The French had helped the Americans fight this war. It would make sense that the Americans would side with France. Instead, the Americans wanted to stay neutral. That means that America did not want to take either side. They wanted to trade with both countries.

Read Networks: United States History, Unit 7, Lesson 2, Screens 1-2, On the Brink of War (p. 252) and A Call to Arms (p. 253). Think about the actions taken by the British against the United States. Imagine you were in Congress in 1810. Would you agree with the War Hawks? Would you call for peace with Great Britain?

After reading the material, have your student give an opinion about whether or not going to war with Great Britain would be a good idea. Take the other side of the argument and encourage your student to describe why he or she would support or oppose war.
Your next task will be to create a thematic timeline. It will show the events leading up to the War of 1812. A *thematic timeline* does not have dates like a regular timeline does. It lists events in the order that they happen. It shows what events are the most important. A thematic timeline also shows which events happen because of others.

Your student’s summary should include the war between Great Britain and France, the impressment of U.S. sailors, and the British support of Native American tribes that tried to fend off westward expansion.

If necessary, help your student conduct further research on the topic.
You have learned how the War of 1812 began. One of its supporters was John Calhoun. He predicted the war would be over within four weeks, but he was wrong! The war lasted from 1812 to 1815.

Look at these pictures. Think about what they represent.

- Statue of Liberty
- American flag

Each of these pictures shows a symbol of the United States. Think about why you associate these pictures with this country. Now, think about the nation’s flag.

Listen to The Star-Spangled Banner. It is another symbol of the United States. It is our country’s national anthem. Where have you heard this song before?

Ask your student to describe what he or she knows about each symbol (including the song) and why it is related to the United States. Have your student describe what each symbol makes him or her feel. Ask him or her to make three statements about the flag that begin with the following words: “I see . . .,” “I think . . .,” and “I wonder . . .”
Read Networks: United States History, Unit 7, Lesson 2, Screen 3: The Course of the War (p. 254).
Where did key events in the War of 1812 take place? “The Star-Spangled Banner” is a song with a story. Francis Scott Key wrote the famous song out of relief. When he saw the American flag flying during the attack on Fort McHenry, he wrote a poem. The poem became our national anthem. You can see that very same flag today. Watch the video The Star-Spangled Banner (03:58) to learn more about it. Why do you think people wanted to work so hard to save the Star Spangled Banner?

✔ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
**War of 1812 - Part 3**

**Objectives**
- To use a timeline to sequence events chronologically
- To explain why perspectives on the same events differ
- To analyze different perspectives of individuals on the same events
- To explain causes and effects regarding historical events

**Books & Materials**
- *Networks: United States History*
- Social Studies Journal
- Computer

**Assignments**
- Read *Networks: United States History*, Grades 4-5, Unit 7, Lesson 2: The War of 1812.
- Complete interactive activity Skill Builder: Battle Maps.
- Generate a thematic timeline of events leading to the War of 1812.
- Examine lyrics of The Star-Spangled Banner.
- Use Cause and Effect tool to identify causes and effects of the War of 1812.

**LEARN**

We have looked at several American symbols. We have listened to a song that is a symbol of the United States. You shared what these symbols made you see, think, and wonder. Symbols of the United States can make us feel proud.

**TEACHING NOTES**

Display the words of the first verse of *The Star-Spangled Banner*. Have your student read the text aloud. You may also find it helpful to play the musical track of the song again so that your student may read along.

Francis Scott Key was locked in a cell. He was on a British ship off the coast of Baltimore, Maryland. The rockets flew for hours, bombarding Fort McHenry. What were his thoughts when he saw that flag? What did the scene make him wonder about? Write your answers to these questions in your Social Studies Journal.

Read *Networks: United States History*, Unit 7, Lesson 2, Screen 4: *The War Ends* (p.255). As you read, think about some of the results of the War of 1812. Then, watch the movie *War of 1812* (05:16) about the events of the War of 1812. As you watch, think about where the war was fought. In what bodies of water did battles take place?
We have looked at several American symbols. We have listened to a song that is a symbol of the United States. You shared what these symbols made you see, think, and wonder. Symbols of the United States can make us feel proud.

Display the words of the first verse of *The Star-Spangled Banner*. Have your student read the text aloud. You may also find it helpful to play the musical track of the song again so that your student may read along.

Francis Scott Key was locked in a cell. He was on a British ship off the coast of Baltimore, Maryland. The rockets flew for hours, bombarding Fort McHenry. What were his thoughts when he saw that flag? What did the scene make him wonder about? Write your answers to these questions in your Social Studies Journal.

Read *Networks: United States History*, Unit 7, Lesson 2, Screen 4: The War Ends (p.255). As you read, think about some of the results of the War of 1812. Then, watch the movie *War of 1812* (05:16) about the events of the War of 1812. As you watch, think about where the war was fought. In what bodies of water did battles take place?

**Objectives**

- To use a timeline to sequence events chronologically
- To explain why perspectives on the same events differ
- To analyze different perspectives of individuals on the same events
- To explain causes and effects regarding historical events

**Books & Materials**

- *Networks: United States History*
- Social Studies Journal
- Computer

**Assignments**


**TEACHING NOTES**

Your student should note that water battles in the video took place in the Atlantic Ocean and on Lake Erie.

The textbook page and video include many interesting facts about the War of 1812. Encourage your student to list those that particularly interest him or her. Discuss the events and mention the events that you personally find interesting.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you answered the Quick Check incorrectly, watch the Discovery Education movie: *Francis Scott Key* (03:05). Then, write a summary of what you learned in your Social Studies Journal.

If you answered the Quick Check correctly, watch the part of the movie *Francis Scott Key* (03:05) from 01:39 to 02:43. You will learn about one verse of the poem that was left out of our national anthem. Use your Social Studies Journal. Write two to three sentences about the verse that was left out. Answer these questions: Why was that verse left out? What do you think Key's opinion was about war?

The movie states that the third verse was left out because its imagery is so dark and potent. It seems clear from that verse that Francis Scott Key felt war was terrible.
In previous parts of this lesson, you learned about the War of 1812. You learned what caused it and how it ended, but what happened next? What effect did the war have on the United States?


Use what you learned to begin filling in the Cause and Effect Organizer.

To help your student start filling out the organizer, give him or her a few events to include: the Adams-Onís Treaty, the Monroe Doctrine, and the Treaty of Ghent.

You have begun your Cause and Effect Organizer. Now, read Acquisition of Florida: Treaty of Adams-Onís (1819) and Transcontinental Treaty (1821) for more information.

Think about what you read. Add new information to your Cause and Effect Organizer.
In this lesson, you learned about the War of 1812. You have learned how it changed the United States. Now, show what you have learned by answering the following questions.

**USE FOR MASTERY**

What was one cause of the War of 1812?

- The Americans were blocked from trading goods in Africa.
- The British forced American sailors to serve on British ships.
- The French forced American merchants to leave all seaports.
- The British wanted to take control of American seaports.

What were **two** outcomes of the War of 1812?

- The British were forced to leave all remaining territories in the Americas.
- America kept control of the Louisiana and Northwest territories.
- America lost control of several Mississippi River port cities.
- Native American groups who sided with the British were forced to sign away their land.
- America was forced to give up Texas as a territory to the Mexican government.
If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
In the last lesson, you learned about the effects of the War of 1812 on the new nation. The United States changed quickly in the nineteenth century. In a short time the country doubled in size. The size of the United States mattered most to the settlers. The Industrial Revolution was what mattered to the folks back East.

Go to *Networks: United States History*, Unit 7, Lesson 3: The Industrial Revolution. Read the sections *A World of New Technology* (p. 258) and *Eli Whitney: Inventions and Innovations* (p. 258). As you read, ask yourself, “How did the new inventions like the cotton gin change work?”

Watch *How Inventions Change History* to learn more about the cotton gin. As you watch, ask yourself, “How did the cotton gin change the need for workers in the cotton fields?”

Why was the cotton gin important? Find one sentence from the text that helps support your answer.

The cotton gin made cotton very valuable. It sped up the process of processing the cotton, so people could do more work faster and make more money. The quote to support this is, “The cotton gin made cotton the most important cash crop in the South.”
Read *Networks: United States History*, Unit 7, Lesson 3, Screen 2: *Textile Mills* (p. 259). The development of interchangeable parts made progress move even faster. The larger machines that were used to quickly and efficiently produce cloth could be built more quickly. This led to the huge textile mills of the North. How do you think large textile mills changed the lives of the young women who worked in them?

Now, think about the following inventions. They are pretty ordinary today. Which do you own or use?

- television
- cell phone
- computer
- automobile
- video game console

Think about how these items were made. What inventions have made them possible? Do they use interchangeable parts?

### TEACHING NOTES

Encourage your student to think creatively about how electronic devices such as the ones listed are made. Explain to them that the same processes that were used to create interchangeable parts in the nineteenth century are now used to produce items such as televisions and cell phones. If these items could not be produced quickly, fewer people would be able to own them. Discuss with your student how this would result in these items being considerably more expensive.

### QUICK CHECK

Please go online to view and submit this assessment.

### MORE TO EXPLORE

If you answered the Quick Check incorrectly, watch this video (02:11) about Eli Whitney and his inventions from 11:40 to 14:29. In your Social Studies Journal, list three effects of the Industrial Revolution on the production of goods.

If you answered the Quick Check correctly, watch the movie *Industrial Revolution in Massachusetts* (01:51). It will help you learn more about how the textile industry affected American life.
Answer these questions while watching the movie: How did people's lives change as a result of the Industrial Revolution in the textile industry? Were these changes good, bad, or both? Answer the questions in your Social Studies Journal.

**TEACHING NOTES**

Your student should understand that the Industrial revolution meant there were jobs people no longer had to do, like making cloths and sewing clothes by hand. It increased production times and eliminated the need for some manual jobs.
You have learned about how new inventions and technologies changed the textile industry. Watch the movie *Industrial Revolution in Lowell, Massachusetts* (03:28) from the beginning to 1:58 to learn more. As you watch, take notes in your Social Studies Journal. Note the changes described in the movie.

The textile industry was not the only industry that changed. As the U.S. population and economy grew, so did the demand for food. Americans ate some of the food. The rest was exported to other countries. Read *Networks: United States History*, Unit 7, Lesson 3, Screen 3: *Farming Improves* (p. 260). Then, watch the movie *Agriculture* (03:31). In your Social Studies Journal, take notes on causes and effects that you notice.

Create a **Cause and Effect Chart**. Infer the changes the inventions you learned about today will cause in the United States. Be sure to include:

- interchangeable parts
- weaving and spinning machines
- reaper and mechanical plow
- dry farming
- water power and new canals
Help your student predict the effect of each invention by having him or her think about what the world would be like if it had never been invented. For example, “Interchangeable parts allow many items to be produced using the same types of parts. If your cell phone did not have interchangeable parts, then every bolt, screw, and battery would have to be made separately. That would take a very long time! This would mean that there would be fewer cell phones, and stores would have to charge much more for them to make a profit since they would cost more to make.”

Please go online to view and submit this assessment.
You have learned how new inventions helped make cloth quickly. Others helped grow crops more efficiently. Americans saw the indirect results of these inventions because they made goods more available and less expensive. But what about people who did not work on farms or in factories? What inventions changed their lives the most? Watch the movie *The Steam Engine* (01:09). Think about how this invention could change everyday life.

Some of the people who moved west became farmers. They farmed wheat and other crops, which were used to feed the growing population in the East. But the farmers needed quicker methods to transport their crops. Other goods had to be transported as well. As the nation continued to grow, more people wanted to move westward. Others did not want to move, but they did want to visit and see the West for themselves!

Read *Networks: United States History*, Unit 7, Lesson 3, Screen 4-6: **New Forms of Transportation** (p.261). Then, read *Rolling on the River* (p.262). Finally, read *The Iron Horse* (p.263). As you read these sections, think about how travel and transporting goods changed at this time. Which of these methods of transportation would you choose?

Then, watch the movie *Improvements in Transportation* (02:43). You will learn more about these three new forms of transportation. Think about this question as you watch: Which of these methods of transportation would you choose?
If time permits, discuss the history of the Erie Canal in further detail. Talk about the advantages and disadvantages canals had over roads and other means of transport in the nineteenth century. Show the movie *The Erie Canal* (05:27) to your student for greater background.

Please go online to view and submit this assessment.

If you answered the Quick Check correctly, watch the movie *Life on the Ohio and Erie Canal* (01:26) to see photographs and hear music about the canals.

In your Social Studies Journal, write notes to help you remember your observations from the photographs.

If you answered the Quick Check incorrectly, watch the movie *Transportation and Settlement* (07:01). Watch from 01:47 to 02:52 to review the changes in transportation.

In your Social Studies Journal, write a list of advantages of the faster travel allowed by new forms of transportation.

Take out your **Cause and Effect Chart**. Add the inventions and developments you learned about. Be sure to include:

- road construction
- canals
- steamboats
- steam-powered trains
In the last session you learned that the Industrial Revolution brought new kinds of transportation. People could travel between cities or states more easily than before. But sending messages was still a slow process. It's hard to imagine today how slow communication really was, since we can use a text message or phone call to contact people far away instantly.

Without telephones and the Internet, it was much more difficult to send messages in the nineteenth century. As more people moved westward, there was greater demand for quicker communication. People living in California needed to know what was going on in Washington, DC. Two inventions solved the problem. They were the Pony Express and the telegraph.

Read *Networks: United States History*, Unit 7, Lesson 3, Screen 7: Better Communication (p. 264). Learn how the Pony Express helped connect the cities of the East Coast with the Western frontier.

Receiving mail quickly made life easier. But soon, a new invention replaced the Pony Express. Watch the first 02:08 of this video to learn more about the telegraph.

Please go online to view this video ▶

TEACHING NOTES

Discuss with your student how the Pony Express and the telegraph compare to the forms of communication used today. Explain that the telegraph used Morse code, rather than regular text, and that this code had to be read and transmitted by a person trained to do so. It also had to be decoded once it was delivered.
RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
The Industrial Revolution in America - Part 5

**Objectives**
- To compare related events using a chronological sequence
- To describe cultural, economic, and social changes resulting from the Industrial Revolution
- To draw conclusions about cause-and-effect relationships in the nineteenth century

**Books & Materials**
- Networks: United States History
- Computer
- Interactive activity worksheet

**Assignments**
- Read Networks: United States History, Grades 4-5, Unit 7, Lesson 3: The Industrial Revolution.
- Create multiple cause-and-effect charts to infer changes that will occur as the result of nineteenth-century inventions and innovations.
- Complete a Main Idea/Multiple Details chart to organize information from the lesson.

**LEARN**

In the last few sessions, you have learned about great changes in the nineteenth century. Millions of people moved away from the East Coast. They went in search of adventure and opportunity in the West, but the Industrial Revolution also created opportunities in the cities of the East. People moved from rural areas into the cities. Others came from further away. Millions of immigrants flocked to New York City, Boston, and other ports.

Read Networks: United States History, Unit 7, Lesson 3, Screen 8: The Growth of Cities (p. 265). This text brings together all the ideas from this lesson. Think about how the author organized the information. Then, use the Main Idea/Multiple Details Chart to organize the information for yourself.

**TEACHING NOTES**

To help your student get started on filling out the organizer, give him or her a few main ideas to include: new inventions and technologies, changes occurring in the United States, and changes in the nation’s population.

**USE**

In this lesson, you learned about the Industrial Revolution. You learned how it changed the United States in the nineteenth century.

Now, show what you have learned by answering the following questions.
USE FOR MASTERY

What are three ways the Industrial Revolution allowed the United States to grow?

☐ It allowed the southern states to become more industrialized.

☐ It made farming easier with new technologies.

☐ It improved the way people traveled overseas for trading.

☐ It improved means of travel across the country.

☐ It provided industry workers with better working conditions.

☐ It provided better and faster forms of communication.

Match each statement to the innovation from the Industrial Revolution that it describes.

<table>
<thead>
<tr>
<th>Innovation Description</th>
<th>Cotton Gin</th>
<th>Mechanical Plow</th>
<th>Reaper</th>
</tr>
</thead>
<tbody>
<tr>
<td>horse-drawn machine that made soil ready for planting</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>a machine with sharp blades to cut grain</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>a machine that cleaned cotton</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

<table>
<thead>
<tr>
<th>Upload files</th>
</tr>
</thead>
</table>

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
You have learned about the Industrial Revolution. It took place during the early nineteenth century. The Industrial Revolution supercharged industry in the northern states, but what about the southern states? The factories of the North produced textiles. They were transported and sold throughout the world. The cotton used to make these textiles was grown and harvested in the South. But almost 100 years later, the South’s economy changed. The South no longer relied on cotton and other crops. Many southern cities built their own factories and mills, and the Industrial Revolution came to that part of the country.

When did the Industrial Revolution begin in your state? You will research your own state for this first part of the project. You will create a museum exhibit. It will showcase the history of your state as it mirrors that of the United States.

You will research the history of your state. Begin by seeking answers to the following questions. Take notes in your Social Studies Journal.

- How did westward expansion affect your state?
- Which Industrial Revolution industries helped expand your state?
- How did innovations in agriculture, transportation, and communication affect your state?
- What are some examples of pioneer life in your state?
- Was your state admitted to the Union in the early nineteenth century? If so, when?

**COLLABORATION**

What do you know already about your state in the early 1800s? Did your state play a role in the American Revolution? Which cities or other places were important during this time in history? How would you describe the people who lived there? Discuss your answers with your group. Listen to their
answers to determine which aspects of your state's history are the best known. Reply to at least one person in your group.

**TEACHING NOTES**

To help your students begin his or her research, display a few online resources pertinent to your state. To get started, your student may use any of the following. If your student is working on a state other than those listed below, please help them identify equivalent online resources that apply to their state.

**Alabama:**
- [http://archives.state.al.us/](http://archives.state.al.us/)
- [http://www.archives.alabama.gov/aho.html](http://www.archives.alabama.gov/aho.html)

**Florida**
- [https://www.floridamemory.com/exhibits/timeline/](https://www.floridamemory.com/exhibits/timeline/)
- [https://myfloridahistory.org/default](https://myfloridahistory.org/default)

**Louisiana**
- [https://www.louisiana.gov/about-louisiana/](https://www.louisiana.gov/about-louisiana/)
- [https://www.sos.la.gov/HistoricalResources/Pages/default.aspx](https://www.sos.la.gov/HistoricalResources/Pages/default.aspx)
- [https://www.crt.state.la.us/louisiana-state-museum/collections/historical-center/](https://www.crt.state.la.us/louisiana-state-museum/collections/historical-center/)
- [https://www.nps.gov/nr/travel/louisiana/ocap.htm](https://www.nps.gov/nr/travel/louisiana/ocap.htm)

**Michigan**
- [http://www.michigan.gov/kids/0,4600,7-247-46688--,00.html](http://www.michigan.gov/kids/0,4600,7-247-46688--,00.html)
- [http://www.michigan.gov/kids/0,1607,7-247-49069-56001--,00.html](http://www.michigan.gov/kids/0,1607,7-247-49069-56001--,00.html)
- [http://seekingmichigan.org/learn](http://seekingmichigan.org/learn)

**Ohio**
- [https://www.ohiohistory.org/](https://www.ohiohistory.org/)
- [https://ohiohistorycentral.org/w/Welcome_To_Ohio_History_Central](https://ohiohistorycentral.org/w/Welcome_To_Ohio_History_Central)
### Pennsylvania

- [http://www.phmc.state.pa.us/portal/communities/pa-history/1681-1776.html](http://www.phmc.state.pa.us/portal/communities/pa-history/1681-1776.html)
- [http://www.phmc.pa.gov/Pages/default.aspx](http://www.phmc.pa.gov/Pages/default.aspx)
- [http://www.phmc.pa.gov/Archives/Research-Online/Pages/default.aspx](http://www.phmc.pa.gov/Archives/Research-Online/Pages/default.aspx)

### Wisconsin

- [https://www.wisconsinhistory.org/](https://www.wisconsinhistory.org/)
- [https://www.wisconsinhistory.org/Records/Article/CS4107](https://www.wisconsinhistory.org/Records/Article/CS4107)
- [http://www.wisconsin.gov/Pages/wisconsinforkids.aspx](http://www.wisconsin.gov/Pages/wisconsinforkids.aspx)

Inform your students that when he or she begins his or her project, he or she will need to provide at least one primary source, one secondary source, and one image, graph, or video. As your student conducts research today, he or she can begin looking for these materials to use in his or her project.

---

### RATE YOUR PROGRESS

Please go online to view and submit this assessment.
The Industrial Revolution in America - Part 7

Objectives
- To compare related events using a chronological sequence
- To describe cultural, economic, and social changes resulting from the Industrial Revolution
- To draw conclusions about cause-and-effect relationships in the nineteenth century

Books & Materials
- Computer

Assignments
- Read Networks: United States History, Grades 4-5, Unit 7, Lesson 3: The Industrial Revolution.
- Create multiple cause-and-effect charts to infer changes that will occur as the result of nineteenth-century inventions and innovations.
- Complete a Main Idea/Multiple Details chart to organize information from the lesson.

SHOW

You have conducted research on your state in the early 1800s. Use the information you collected to assemble this part of your exhibit.

Your exhibit should include:

- a timeline of events that occurred in or involved your state.
- at least one image or graph.
- at least one video.
- one primary source.
- one secondary source.

Use any of the following tools to create this first part of your museum exhibit:

- PowerPoint
- Google Slides
- Prezi
- Pen and paper

At the end of this unit, you will share this part of your exhibit as well as the other parts of the project to come.

PROJECT RUBRIC

The Project Rubric will help you understand how your project will be scored. Your goal should be to earn all 4 points for each part.
Both the Teacher Rubric and Student Rubric are available as blackline masters that can be printed for reference throughout the project.

Please go online to view and submit this assessment.
In the last lesson, you learned how technology was changing the nation in the nineteenth century. The nation grew rapidly in the nineteenth century. There were plenty of disagreements as it grew. People argued about what should be allowed and what shouldn't. One major issue was slavery. This issue divided the growing nation more each year.

Most people in the South supported slavery. Most people in the North were against it. Over time, slavery became illegal in northern states. Many people wanted to make it illegal in the South as well.

The nation continued to expand as territories became new states. Slavery was allowed in U.S. territories, but what would happen when these territories became states?

Read Networks: United States History, Unit 7 (online only), Lesson 4: The Nation Begins to Divide (p. 266). Then watch the movie Missouri Compromise (02:48). You will learn what happened when the territory of Missouri sought to become a state. As you read and watch, ask yourself: What were the people arguing about?

Read Networks: United States History, Unit 7, Lesson 4, Screen 2: Compromise for Missouri (p.267). Think about the Missouri Compromise. Did it solve the conflict about slavery, or did it just temporarily set the problem aside?
Ask your student to answer this question in his or her own words, explaining his or her opinions thoroughly. Have your student infer what will happen as a result of the Missouri Compromise.

Please go online to view and submit this assessment.
In the last part, you learned about the Missouri Compromise. This agreement created two new states. They were Missouri and Maine. It boosted the number of states in the Union to 24. These included 12 free states and 12 slave states.

The Missouri Compromise also cut the country in half. Look at the map of the United States in 1820. It shows the number of slave and free states.

The border between Pennsylvania (a free state) and Maryland (a slave state) is sometimes called the Mason-Dixon Line. Many people refer to the border between the free states of the North and the slave states of the South as the Mason-Dixon Line as well. You can see that this other border was to the west of most existing states.

Have your student identify the states along the Mason-Dixon Line. Ask your student to infer whether people who lived near the border felt differently about slavery than those who lived further away, and why this might have been the case.

Distribute a blank United States map to your student.
Use the map of the United States in 1820. Draw a line on your map to show where the border between the free and slave states was located. Then, find your home state and your town on the map. Answer the following questions:

- Was your state a free state or a slave state?
- How far from the border was your state located?

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you answered the Quick Check incorrectly, watch the Discovery Education movie *Life on Southern Plantations* (03:17) to learn more about why slavery was so important to the South at the time. In your Social Studies Journal, list three reasons why slavery was legal in the South and not in the Northern states.

If you answered the Quick Check correctly, watch the movie *The Cotton Gin* (1:29). You will learn more about slavery and the cotton industry in the Southern United States.

Answer these questions while watching the movie: How was slavery related to the cotton industry? How did the cotton gin's invention affect slavery? What would have happened if the cotton gin had not been invented? Write the answers in your Social Studies Journal.

**TEACHING NOTES**

Cotton was one of the main crops for which slave labor was used. The invention of the cotton gin made removing the seeds from cotton easier. This made cotton a more valuable crop and increased the use of slaves in the Southern states. Your student should think about how history would be different if the cotton gin hadn't been invented. They should support their idea with information from the text and write it in their journal.
In the previous session, you learned that many Americans argued about what should happen when Missouri became a state. Americans have freedom of speech and of the press. This means Americans may criticize their leaders. Americans may also publish negative opinions about the government. In some countries, writing negative opinions about leaders is against the law.

One president who was not liked by everyone was Andrew Jackson. Read *Networks: United States History*, Grades 4-5, Unit 7, Lesson 4: Internal Struggles and Lesson 5: The Overland Trails. Identify relative locations on a map. Analyze a political cartoon and write a summary of the analysis. Create a timeline to show the events of westward expansion and the Indian Removal Act.

An unknown artist responded to President Jackson's actions. He drew a political cartoon showing him as King Andrew the First.
ANSWER:

- Andrew Jackson was not well liked because he acted more like a king than a President.

Distribute a copy of the political cartoon "King Andrew the First" to your student, and have him or her draw lines across it in a T-shape in order to divide it into segments. Instruct your student to annotate the picture to identify what he or she sees in each quadrant. Some of the features that should be noted are: Jackson's crown, scepter, and ermine robe, which are suggestive of a European monarch; the scroll he holds that is marked "Veto"; and the documents that he is standing on, which read "Constitution of the United States" and "Internal Improvements U.S. Bank."

Finish marking the cartoon. Then, write a summary that explains the main idea of the cartoon.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned about the United States’ expansion westward. You have learned about the Americans who migrated to the new territory. The settlers were trying to settle land that was settled already. The native people of North America had lived on the same lands for centuries!

Remember that movement west was one cause of the War of 1812. That’s because the Native American tribes fought the Americans trying to move west. The British helped them. Many Native Americans were still fighting to keep their lands in the 1830s, but the fight had taken a different form for some. The Cherokee sued the government to keep the government from forcing them to leave their land.

Read *Networks: United States History*, Unit 7, Lesson 4, Screens 4-5: *Conflicts Over Land* (p. 269) and *The Trail of Tears* (p.270). As you read, think about where the Native Americans were forced to move.

Examine the map of the *Indian Removal Act*. Which states did the Trail of Tears pass through? Use a blank map of the United States. Draw the path that the Native Americans took from the Southeast to Oklahoma Territory. Then, label your state and town. Was your state involved in this removal? How far is your state from where the Trail of Tears is located?
LEARN

In the previous session, you learned that many Americans argued about what should happen when Missouri became a state. Americans have freedom of speech and of the press. This means Americans may criticize their leaders. Americans may also publish negative opinions about the government. In some countries, writing negative opinions about leaders is against the law.

One president who was not liked by everyone was Andrew Jackson. Read Networks: United States History, Unit 7, Lesson 4, Screen 3: The Age of Jackson (p.268). Now, you will learn about President Jackson. What were the reasons he was not well liked?

An unknown artist responded to President Jackson's actions. He drew a political cartoon showing him as King Andrew the First.

<table>
<thead>
<tr>
<th>TEACHING NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your student may add to his or her map of the United States or start a new map for this lesson using a blank map found here.</td>
</tr>
<tr>
<td>Discuss the events of the Indian Removal Act with your student. Ask your student to state opinions on the treaties being broken, Jackson's refusal to obey the Supreme Court's ruling, and the treatment of the Native Americans who were forced to leave their homes on the Trail of Tears. Was the removal justified? Could the white Americans and Native Americans have lived together peacefully? What would be different today if there had been no Trail of Tears?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RATE YOUR UNDERSTANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please go online to view and submit this assessment.</td>
</tr>
</tbody>
</table>
You learned that the Cherokee were forced to leave their lands and to relocate to Oklahoma. They did not want to move. They moved because they did not want to fight. But not all Native Americans left peacefully.

Read Networks: United States History, Unit 7, Lesson 4, Screen 6: The Seminole Fight Back (p. 271). Then, watch the BrainPOP movie: Seminole Wars (05:37). You will learn more about how the people of the Seminole tribe fought to remain on their land in Florida. How do you think the Seminole felt about the U.S. government?

Westward expansion and the forced removal of Native Americans took place at the same time. They shaped American history in the early 1800s.

Make a list of events that occurred during westward expansion. Give the date of each event. You may need to refer to your notes or to material from previous lessons.

Remind your student of a few of the events associated with westward expansion: the Louisiana Purchase, the expedition of Lewis and Clark, and the invention of the steam engine, for example.
Refer to *Networks: United States History*, Unit 7, Lesson 4 Screens 4-5: **Conflicts over Land** (p. 269) and *The Trail of Tears* (p. 270) as needed. Use your Social Studies Journal to list the events associated with the Indian Removal Act. Note each date. List dates and events of the forced removal of the Native American people to Oklahoma Territory.

Make a timeline showing these events and their dates. Be sure to place the events in the order they happened. Choose four or five events that are particularly important. Your timeline will help you understand which events happened at the same time.

![TEACHING NOTES](image)

After your student has finished the timeline, discuss it with him or her. Note events that happened at the same time, and encourage your student to speculate about what this indicates about the nation at the time. For example, 1830 was the year that the Indian Removal Act was passed. It was also the year that the first steam-powered locomotive was invented. Also, note that the Trail of Tears began 30 years after the Louisiana Purchase added Oklahoma Territory to the United States.

![RATE YOUR UNDERSTANDING](image)

Please go online to view and submit this assessment.
LEARN

Earlier in the unit, you learned about the work that Daniel Boone and other pioneers did in clearing the land. This work helped people settle the nation’s western territory. The Lewis and Clark expedition showed that there was even more land to be settled in the West. Americans began to set their sights higher. It also inspired a belief that Americans were meant to expand their nation’s borders all the way to the other side of the continent.

Today, the United States is the country with the fourth largest amount of land in the world. It stretches from the Atlantic Ocean to the Pacific Ocean. Watch the video: Oregon: The Oregon Trail (50:08). You will learn more about the state that shares its name with the Oregon Trail. As you watch, note three facts about the geography of Oregon.

TEACHING NOTES

Connect this video about the state of Oregon in the past and present to the SHOW that your student completed, My State in the Early 1800s, earlier in the unit. Ask your student to compare Oregon’s history to that of his or her own state, based on what he or she has learned through his or her research. Your student should note that Oregon provided rich farmlands, lush forests, and cascade mountains.
INTERACTIVE ACTIVITY

Read *Networks: United States History*, Unit 7, Lesson 5, Screens 1-2: *Taming the Wild Trails* (p. 272) and *Oregon Fever* (p. 273). Use the material in this lesson to complete the *Word Web* graphic organizer. Write *Manifest Destiny* in the central bubble. Then, add words and phrases that support the belief that Americans had the right to claim new lands in the West to the bubbles around the center.

TEACHING NOTES

Your student may include religious freedom, land, and new opportunities as some of the reasons why Americans felt they had the right to claim new lands in the West.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Struggles of a New Nation - Part 7

Objectives
- To understand distinctions between slave and free states and urban and rural environments
- To describe the effects of westward expansion on the native people of the United States
- To identify internal struggles that affected the United States in the early nineteenth century
- To describe life on the Overland Trails and various reasons for migrating westward in the nineteenth century

Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer

Assignments
- Read Networks: United States History, Grades 4-5, Unit 7, Lesson 4: Internal Struggles and Lesson 5: The Overland Trails.
- Identify relative locations on a map.
- Analyze a political cartoon and write a summary of the analysis.
- Create a timeline to show the events of westward expansion and the Indian Removal Act.

LEARN

In the last part of this lesson, you explored the idea of manifest destiny. Millions of Americans thought it was their right and duty to claim the land of the West Coast. But getting there was difficult. New forms of transportation such as trains and steamboats had made travel faster and easier in the East, but these new inventions had not yet made it to the West.

Read Networks: United States History, Unit 7, Lesson 5, Screen 3: Life on the Overland Trails (pp. 274-275). Then, look at the following pictures. These photographs and paintings show travel along the Oregon Trail. Choose one picture to examine further.

- Oregon Trail
- The Oregon Trail in South Pass
- Buffalo Crossing the Oregon Trail
- Photograph of the Red Buttes
- Prairie Scene

Use your Social Studies Journal to write a description of the image you have chosen. Use each of the following sentence starters to describe the image:

- When I look at this image, I see . . .
- This image makes me think . . .
- After looking at it, it makes me wonder . . .
Many Americans moved west for a chance at a better life. But getting there was rarely easy or safe.

One group, known as the Donner Party, experienced tragedy when they attempted to go west. Read "The Donner Party." How did natural events affect the success of this group of travelers? Share your answer with your Learning Guide.

**TEACHING NOTES**

Since this topic has a rather gruesome end, please make sure that your child is ready for the nature of the story.

A heavy snowfall blocked the mountain pass, trapping the Donner party. They were forced to resort to cannibalism to survive. Only about half the group reached their destination.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Earlier in this unit, you learned about the Louisiana Purchase. It doubled the size of the United States. You also learned about the purchase of Florida. The United States had a lot of new land. But it was still much smaller than it is today. As the first pioneers traveled to Oregon Territory, a new state was added to the Union: Texas.

Read *Networks: United States History*, Unit 7, Lesson 5, Screen 4: *The War with Mexico* (pp. 276-277). Then, watch the Brain POP movies *Texas Revolution* (07:26) and *Mexican-American War* (04:54) to learn more about the events that led to Texas becoming the twenty-eighth state. Why was there so much unrest in Texas? What did Mexico have to do with the problems in Texas?

Plenty of Americans moved to Texas, and did so for a variety of reasons.

Read “*Summary: Texas and War with Mexico*.” Think about what you know about people who moved to Texas.

Tell your Learning Guide why you think many Americans moved to Texas and then wanted to get independence from Mexico, creating new political borders in North America.
Many Americans moved to Texas to have more land for agriculture. They wanted to break away because Mexico prohibited slavery, which Texans supported. Your student should understand that Texas used to belong to Mexico, but it was settled by Americans who wanted to remain under American laws. They also wanted to maintain slavery, which was illegal under Mexican law.

Please go online to view and submit this assessment.

If you answered the Quick Check incorrectly, watch the movie Texas Revolution (04:06). It will help you learn more about the reasons Americans settled in Mexican Texas. Use your Social Studies Journal to write three reasons Americans wanted to settle in Texas.

If you answered the Quick Check correctly, watch the movie California (02:41) to learn more about how California became a part of the United States. Use your Social Studies Journal to write two interesting things you learned about how California became part of the United States.

Read Networks: United States History, Lesson 5, Screen 5: California Joins the Union (pp. 278-279). Use your Social Studies Journal to write a list of reasons people went to California in the 1800s. Then, write a list of reasons they wanted California to become a state.

ANSWERS:

- As a result of the War with Mexico, the U.S gained possession of California. People moved there hoping to make a fortune prospecting for gold.
- People wanted California to become of state because they wanted courts, laws and mail delivery.

Encourage your student to compare and contrast the circumstances under which Texas and California were admitted to the Union. You may also compare and contrast the nearly concurrent admission of these two states to that of Maine and Missouri.
LEARN

You have already learned about the impact of the Gold Rush on California and how it contributed to California becoming a state. Watch the BrainPOP movie: Gold Rush (03:01) to learn more about this important time in U.S. history.

TEACHING NOTES

Have your student read about 9 Family Friendly Gold Rush Adventures. With your student, explore the individual sites. Have your student write a summary telling how the Gold Rush continues to impact California today.

USE

You have learned how the United States continued to expand in the 1800s.

Now, show what you have learned by answering the following questions.
What was the purpose of the Indian Removal Act? Select two correct answers.

- to force Native Americans to relocate to present-day Oklahoma
- to give Native Americans a small portion of their land back
- to establish tribal governments in western states
- to force settlers to move to western states away from Native Americans
- to give land to new settlers in the southeastern region

The purpose of the Missouri Compromise was to keep the balance of states to states. For this to happen, was admitted as a slave state, while was admitted as a free state.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.
# National Tensions over Slavery - Part 1

## Objectives
- To understand the political and economic consequences of slavery
- To define and explain tariffs and their impact on business and the economy
- To identify and explain key pieces of legislation passed during the mid-1800s
- To explain the importance of the Dred Scott decision and the 1860 presidential election
- To identify the causes of the Civil War

## Books & Materials
- Networks Social Studies: Grades 4-5, United States History
- Computer
- Paper and pens

## Assignments
- Read Networks: United States History, Grades 4-5, United States History, Unit 8, Lesson 1: King Cotton and the Spread of Slavery.
- Read Networks, Grades 4-5, United States History, Unit 8, Lesson 2: Heading Toward War.
- Create a two-column chart to illustrate the effects and conflicts of slavery.
- Create a thematic timeline to show events leading to Compromise of 1850.
- Create a two-column chart to compare and contrast Abraham Lincoln and Stephen Douglas.

## LEARN

You have learned about some of the inventions that helped fuel the Industrial Revolution in the early 1800s. Some of these inventions were used in the fields rather than the factories. One of the most important was Eli Whitney’s cotton gin. Before the cotton gin was invented, people had to clean cotton by hand. It took a long time to clean just a little bit of cotton. In addition, cotton would not grow just anywhere. Watch the movie *The Cotton Gin and Northern Expansion* (02:48) to learn how the cotton gin changed that and allowed the cotton industry to boom in the South.

Read Networks: United States History, Unit 8, Lesson 1, Screens 1-2: King Cotton and the Spread of Slavery (p.292) and Cotton Rules the South (p.293). Think about the effect of machines such as the cotton gin. How did they change the South’s economy? How did they change the demands put on slaves?

## INTERACTIVE ACTIVITY

Complete a Word Web graphic organizer to answer these questions. In the center, name advances in industrial agriculture that may have led to an increase in slavery. Fill the outer bubbles with changes related to slavery.
Complete a Word Web graphic organizer to answer these questions. In the center, name advances in industrial agriculture that may have led to an increase in slavery. Fill the outer bubbles with changes related to slavery.

If your student is having difficulty, ask him or her to consider what might have occurred if the cotton gin had never been invented. Would the South have developed a cotton-based economy? Could it have turned into an economy based on manufacturing instead, as the North had?

Please go online to view and submit this assessment.
In the last session, you learned that the invention of the cotton gin had surprising consequences for slaves. Rather than making life easier for slaves, the cotton gin meant that cotton could be grown on more land in the South. That land required even more slaves to grow and pick the cotton.

Now read Networks: United States History, Unit 8 (online only), Lesson 1, Screens 3-4, Political Balance (p. 294) and Economic Differences (p. 295) to learn about the economic and political effects of slavery. Create a Two-Column Chart, using what you learned. Show the political effects of slavery on one side of the chart. Show the economic effects of slavery on the other side.

Economic and political forces caused arguments and compromises between the North and the South. In the meantime, relations between white Southerners and slaves were not good. And one important event in 1831 made relations much worse. It also caused much stricter laws for slaves.
Read the Discovery Education article *Nat Turner* to learn about a slave revolt in 1831 that affected white Southerners’ views on slaves. Why did Nat Turner lead a revolt or *insurrection*? What were the consequences of the revolt for all slaves?

Nat Turner led his revolt to free slaves. As a result more strict control was imposed on slaves and the abolishment of slavery became a Northern cause.

Please go online to view and submit this assessment.

If you answered the Quick Check incorrectly, watch the movie *Early 1800s Growth of Slavery* (01:59) to learn more about different opinions on slavery in the 1800s. In your Social Studies Journal, list three reasons the North’s economy did not rely on slaves. Then, list three reasons the South’s economy did depend on slavery.

If you answered the Quick Check correctly, watch the movie *The Antebellum North* (04:19) to learn more about how slavery was ended in the Northern states.

Answer these questions in your Social Studies Journal while watching the video: How was life different in the North than in the South? Why do you think that people who were opposed to slavery were more outspoken in the North?

Your student should understand that the north didn’t have the same amount of farmable land as the South and so slave labor wasn't used in the same way. New inventions meant there were more factories in the North. Farming in the South was more profitable because they didn't pay for labor.
In the last part, you learned about how important industry was to the northern states. The factories of the North produced a large amount of textiles, but they were not as big as the ones in Great Britain. They could not compete with them.

The government wanted to help. They thought that placing tariffs on imported goods would make more people in the United States buy American-made goods. But the tariffs had many different effects.

Read *Networks: United States History*, Unit 8, Lesson 1, Screen 5: *Tariffs Divide States* (p. 296). Create a Two-Column Chart listing the consequences of tariffs. Which do you think would have been the best action to take in this situation? Use your Social Studies Journal to write two to three sentences to explain your opinion.

Create a two-column chart listing the consequences of tariffs. Which do you think would have been the best action to take in this situation? Use your Social Studies Journal to write two to three sentences to explain your opinion.

**TEACHING NOTES**

Discuss the question of whether tariffs should have been used as a means of helping the northern economy. Encourage students to understand ways in which tariffs helped some Americans but hurt others.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
National Tensions over Slavery - Part 4

Objectives
- To understand the political and economic consequences of slavery
- To define and explain tariffs and their impact on business and the economy
- To identify and explain key pieces of legislation passed during the mid-1800s
- To explain the importance of the Dred Scott decision and the 1860 presidential election
- To identify the causes of the Civil War

Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer

Assignments
- Read Networks: United States History, Grades 4-5, Unit 8, Lesson 1: King Cotton and the Spread of Slavery and Lesson 2: Heading Toward War.
- Create a two-column chart to illustrate the effects and conflicts of slavery.
- Create a thematic timeline to show events leading to Compromise of 1850.
- Create a two-column chart to compare and contrast Abraham Lincoln and Stephen Douglas.

LEARN

You have learned how California was admitted to the Union in 1850. At the time, gold had recently been discovered there. The territory's population had grown as a result. Thousands of people sought their fortunes there. When California tried to gain admission to the Union as a free state, it led to yet another compromise to avoid a war between the states.

Read Networks: United States History, Unit 8, Lesson 2, Screens 1-2: The Fight Over Slavery (p.299), A Route to Freedom (p. 300), and Compromise Leads to Violence (p. 301).

Think about the events discussed in the readings. Think about the events that you have learned about in past lessons. Make a thematic timeline that shows the events that led to California's statehood in 1850.

TEACHING NOTES

Review with your student the differences between political and economic causes, and remind your student to include both types of events in his or her timeline. Economic causes might include the Gold Rush, while political causes include the passage of the Fugitive Slave Law.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
National Tensions over Slavery - Part 5

**Objectives**
- To understand the political and economic consequences of slavery
- To define and explain tariffs and their impact on business and the economy
- To identify and explain key pieces of legislation passed during the mid-1800s
- To explain the importance of the Dred Scott decision and the 1860 presidential election
- To identify the causes of the Civil War

**Books & Materials**
- Networks: United States History
- Computer
- Interactive activity worksheet

**Assignments**
- Read Networks: United States History, Grades 4-5, Unit 8, Lesson 1: King Cotton and the Spread of Slavery and Lesson 2: Heading Toward War.
- Create a two-column chart to illustrate the effects and conflicts of slavery.
- Create a thematic timeline to show events leading to Compromise of 1850.
- Create a two-column chart to compare and contrast Abraham Lincoln and Stephen Douglas.

**LEARN**

Remember that one of the rules of the Missouri Compromise was that new territories could not allow slavery. This was a national law. But what if the people of a territory wanted to allow slavery? Slavery was still legal in nearly half of all U.S. states at the time.

Read [Networks: United States History](#), Unit 8 Lesson 2, Screen 3: The Kansas-Nebraska Act (pp. 302–303).

**INTERACTIVE ACTIVITY**

Use a [Web Graphic Organizer](#) to describe the key points of the Kansas-Nebraska Act.

**TEACHING NOTES**

As your student begins filling out the graphic organizers, suggest that he or she look for answers to the following questions:

- What did the Kansas-Nebraska Act try to accomplish?
- What were the intended results of this act?
- What were the unintended results of this act?
- How did this act further divide the nation?
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In previous parts of this lesson, you have learned that the Compromise of 1850 passed the Fugitive Slave Act. One of the most famous cases referring to this law involved a slave named Dred Scott. Read *Networks: United States History*, Unit 8, Lesson 2, Screen 4: *A Nation Divided* (p. 304). Then, watch the movie *Dred Scott Decision Helps Trigger the Civil War* (03:07) to learn more about Dred Scott. Scott went all the way to the U.S. Supreme Court in the quest to gain his freedom.

Identify two key points of the Dred Scott case. Record them in your Social Studies Journal.

Your student should note that the Dred Scott decision indicated that: Enslaved or free black people in the United States were not citizens and therefore did not have the right to sue; and slaves, unless legally freed by their owners, were property and could be bought and sold as such.
Now you will read a story about a girl named Fannie Moore. She was born enslaved in 1849. Read *Growing Up in Slavery*, moving through all six sections. As you read, think about the different people that she encounters. When you are finished, compare and contrast Fannie with one other person from the story. Use specific details from what you have read.

Abolitionists were not the only people to speak out against slavery. Several politicians also stood against it. One of these was named Abraham Lincoln. Read *Networks: United States History*, Lesson 2, Screen 4: *Lincoln Against Douglas* (pg. 305). Then, watch the movie *The Lincoln-Douglas Debates, 1858* (01:46). You will learn more about the Illinois Senate election of 1858. It pitted Lincoln against Stephen Douglas. The two men held very different views on slavery.

Create a *Two-Column Chart*. List the ways Lincoln and Douglas were the same in one column. List the ways they were different in the other.

**RATE YOUR ENTHUSIASM**

Please go online to view and submit this assessment.

**TEACHING NOTES**

Lincoln views

- Republican
- Believed the idea of slavery conflicted with the foundation of freedom that the Nation was built on
- Was against the Kansas-Nebraska Act

Douglas views

- Democrat
- disliked slavery, but didn't speak out against it
- believed in popular sovereignty
- Believed in the Kansas-Nebraska Act allowing the spread of slavery.
In the last part, you learned about events that led to the Civil War. By 1859, Americans knew that war was coming. Many issues led to the war, but the most important was slavery. Read Networks: United States History, Unit 8, Lesson 2, Screen 5: At the Edge of War (pp. 306-307).

Think about the information in your reading and the video. Answer the following questions in your Social Studies Journal.

- What were some reasons why the southern states chose to secede from the Union?
- Why did President Abraham Lincoln oppose secession?

Some reasons your student might give for secession are: states’ rights (the right for states to make their own laws), including those involving slavery and tariffs and the opportunity to keep slaves. President Lincoln opposed secession because he felt it would set a bad example for the nation as a whole, encouraging other states to secede whenever they wished to. This would threaten the stability of the nation.
In this lesson, you have learned about how slavery threatened to divide the United States in the mid-nineteenth century.

Now, show what you have learned by answering the following questions.

**USE FOR MASTERY**

What was the purpose of the Underground Railroad?

- [ ] to move goods to the western territories
- [ ] to develop better transportation methods
- [ ] to dig tunnels for slaves to escape plantations
- [ ] to help slaves escape to freedom
There were several events that caused tensions to rise and led to the Civil War. Place the events in the order in which they occurred.

- John Brown captured an arsenal of weapons but was later imprisoned.
- The courts decided that enslaved workers could be taken anywhere, even free states, and still be enslaved.
- Fighting broke out in Kansas between abolitionists and southerners.
- The passage of the Kansas-Nebraska Act overturned the Missouri Compromise and stopped the balance of free and slave states.
- A compromise was reached that allowed California to the Union as a free state and enacted the Fugitive Slave Law.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

**Supported file formats:** PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
In the previous lesson, you learned about the events that led to the Civil War. One of the earliest of these was the Nullification Crisis of 1832. It involved the government’s attempt to enact tariffs so people would buy American goods instead of imports. You may recall that it made many states angry. It made South Carolina threaten to secede from the Union.

But the Union remained for 30 more years. In the end, South Carolina did secede from the Union. This was the event that started the Civil War. But what caused South Carolina to secede?

Read Networks: United States History, Unit 8, Lesson 3: The Election of 1860 (p. 308). Then, watch this video: Lincoln, Republican Nominee for President (03:09). He would lead the Union during the Civil War.

Think about Lincoln's qualities as a leader. Why do you think he appealed to so many people? Why did other people dislike him? Write two to three sentences answering these questions in your Social Studies Journal.
You may choose to begin by asking your student what he or she already knows about Abraham Lincoln. As a very famous president, your student is likely to be familiar with many facts about him.

Please go online to view and submit this assessment.
In the last part, you learned that Abraham Lincoln, who had spoken out against slavery, was elected president. South Carolina and other Southern states left the Union. That created a problem for President Lincoln. He did not want the United States to split up. What if every state in the Union decided to declare independence? But there were other reasons as well. Many of the forts and arsenals used by the U.S. military were in states that had seceded. One of these was at Fort Sumter in South Carolina.

Read Networks: United States History, Unit 8, Lesson 3, Screen 2: First Shots Fired (p. 309). To see what happened next, watch the movie The Battle of Fort Sumter (02:02). As you read and watch, think about why President Lincoln sent provisions to Fort Sumter. Why did Southerners attack and begin the war?

After the attack on Fort Sumter, the nation was at war. The Union armies believed that they would have a quick victory. Read Networks: United States History, Unit 8, Lesson 3, Screen 2: The First Battle of Bull Run (p. 309). What did the Union Army expect to happen in the battle? What actually happened?
LEARN

In the last part, you learned that Abraham Lincoln, who had spoken out against slavery, was elected president. South Carolina and other Southern states left the Union. That created a problem for President Lincoln. He did not want the United States to split up. What if every state in the Union decided to declare independence? But there were other reasons as well. Many of the forts and arsenals used by the U.S. military were in states that had seceded. One of these was at Fort Sumter in South Carolina.

Read Networks: United States History, Unit 8, Lesson 3, Screen 2: First Shots Fired (p. 309). To see what happened next, watch the movie The Battle of Fort Sumter (02:02). As you read and watch, think about why President Lincoln sent provisions to Fort Sumter. Why did Southerners attack and begin the war?

After the attack on Fort Sumter, the nation was at war. The Union armies believed that they would have a quick victory. Read Networks: United States History, Unit 8, Lesson 3, Screen 2: The First Battle of Bull Run (p. 309). What did the Union Army expect to happen in the battle? What actually happened?

OBJECTIVES

To understand how the Civil War began
To analyze the roles of individuals and states in the Civil War, including the contributions of slaves, free African Americans, and women
To explain how the Emancipation Proclamation changed opinions during the war
To describe the battles and other events of the Civil War
To describe the events of the end of the war, including the assassination of Abraham Lincoln

BOOKS & MATERIALS

Networks: United States History

ASSIGNMENTS

Read Networks: United States History, Grades 4-5, Unit 8, Lesson 3: The War Begins.
Read Networks: United States History, Grades 4-5, Unit 8, Lesson 4: The War Rages On.
Read Networks: United States History, Grades 4-5, Unit 8, Lesson 5: The War Ends.
Create Venn diagrams to compare and contrast the strengths and weaknesses of the North and South.
Write a summary of the Gettysburg Address.
Sequence the events and battles leading to the end of the Civil War.

TEACHING NOTES

Ask your student to describe the role that South Carolina played in the start of the Civil War. If necessary, remind your student that South Carolina was the first state to secede from the Union. In addition, the first shots of the war were fired in South Carolina when the Confederate army fired upon Union-held Fort Sumter.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last session, you learned about the first battles of the Civil War. After the Battle of Bull Run, it became clear to both sides that winning the war would not be as easy as they first believed. It was also a war that either side could win.

Remember that the North and South were very different places. The North had an industrial economy, while the South depended on agriculture. The North had more cities and more immigrants. Most southerners had lived in the South for generations. Even the climate and terrain were different. The North and South also had different strengths and weaknesses in fighting.

Read *Networks: United States History*, Unit 8, Lesson 3. Screen 3, **Strengths and Weaknesses** (pp. 310-311). Note that one of the strengths of the Confederacy was that its military had many of the nation's best leaders. However, some great leaders fought for the North. One of these was General William Tecumseh Sherman. Read this Discovery Education article "William Tecumseh Sherman" to learn more about General Sherman and his role in the Civil War.
INTERACTIVE ACTIVITY

Create a Venn Diagram showing the strengths of each side. Then, create another showing each side's weaknesses.

TEACHING NOTES

If needed, review Venn diagrams with your student. You might show an example of a completed one such as the one shown here. Make sure your student understands that this type of graphic organizer shows similarities as well as differences.

A blank Venn diagram can be found at this link, or your student can draw one. Help your student identify strengths and weaknesses that the North and South had in common as well.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
The Civil War continued for another 4 years. Each side had its own plans for winning the war. However, their plans did not always go as they hoped.

Read *Networks: United States History*, Unit 8, Lesson 3, Screen 4: *The War Continues* (pp.312-313). Then, examine the map *The Anaconda Plan*. How does this map illustrate General Winfield Scott’s strategy to defeat the Confederacy? Write your answers in your Social Studies Journal. Then, watch two videos to learn about the Battle of Shiloh. Watch the BrainPOP movie: *Civil War* (05:07) from 1:58 to 2:55, and the movie *The Battle of Shiloh* (02:51) to 0:55. As you watch, think about the leaders in the early battles of the war. Who helped the Union win its early victories?

Read *Networks: United States History*, Unit 8, Lesson 3, Screen 5: *A New Kind of War* (pp. 314-315). As you read, think about the title. What made the Civil War “a different kind of war?”

**TEACHING NOTES**

General Winfield Scott’s strategy was to encircle the Confederacy and cut off their supply routes, then squeeze the region in from the east and west. Ulysses Grant and General Sherman helped the Union win early victories. The Civil War was different because the Nations was fighting itself. It’s battle reached beyond the battle fields to cities and farms that were burned.
✅ QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you answered the Quick Check incorrectly, watch the video to learn more about naval technology in the Civil War. List three ways in which ships were made better during this war in your Social Studies Journal.

Please go online to view this video ►

MORE TO EXPLORE

If you answered the Quick Check correctly, examine this image. It is a record of the only battle between the U.S.S Monitor and the CSS Virginia.

Look at the details in this picture. Compare the ships to U.S. Navy ships today. Consider the following: How was naval warfare different in the Civil War than it might be today? Write your answer in your Social Studies Journal.
The Civil War was fought to keep the Union together, but slavery was a big issue in the war as well. Abraham Lincoln wanted to keep slavery from spreading to new states. At first, he did not promise to outlaw it in the entire United States. Many northern people wanted slavery outlawed, but others in the Union owned slaves. Four slave states had remained in the Union.

In 1863, President Lincoln made an important announcement that changed the course of the war. Read Networks: United States History, Unit 8, Lesson 4: Battle of Antietam and Lincoln's Important Announcement (pp. 316-317). Then, watch the movie The Emancipation Proclamation (02:26) to 01:04 to learn more about the Emancipation Proclamation and why it was important.

After you have watched the video, read a transcript of the Emancipation Proclamation. These are Lincoln's actual words in his important announcement. Does anything surprise you about this proclamation?
LEARN

In the last part, you learned that Abraham Lincoln, who had spoken out against slavery, was elected president. South Carolina and other Southern states left the Union. That created a problem for President Lincoln. He did not want the United States to split up. What if every state in the Union decided to declare independence?

But there were other reasons as well. Many of the forts and arsenals used by the U.S. military were in states that had seceded. One of these was at Fort Sumter in South Carolina.

Read Networks: United States History, Unit 8, Lesson 3, Screen 2: First Shots Fired (p. 309). To see what happened next, watch the movie The Battle of Fort Sumter (02:02). As you read and watch, think about why President Lincoln sent provisions to Fort Sumter. Why did Southerners attack and begin the war?

After the attack on Fort Sumter, the nation was at war. The Union armies believed that they would have a quick victory. Read Networks: United States History, Unit 8, Lesson 3, Screen 2: The First Battle of Bull Run (p. 309). What did the Union Army expect to happen in the battle? What actually happened?

Objectives

To understand how the Civil War began
To analyze the roles of individuals and states in the Civil War, including the contributions of slaves, free African Americans, and women
To explain how the Emancipation Proclamation changed opinions during the war
To describe the battles and other events of the Civil War
To describe the events of the end of the war, including the assassination of Abraham Lincoln

TEACHING NOTES

The Emancipation Proclamation uses antiquated text that your student may have trouble understanding. Help your student read the text line-by-line. Then, guide your student in answering the following questions in his or her Social Studies Journal:

- What did the Emancipation Proclamation do?
- What states and people were affected by it? Which were not?
- Infer what happened as the result of this document. Did it actually free the slaves?
- What was Lincoln's intent in issuing this announcement? Was it accomplished?

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you learned about the Emancipation Proclamation. This was Lincoln's announcement that the slaves in the Confederacy were now free. The Confederate states did not obey Lincoln's order to free their slaves. In fact, the Emancipation Proclamation did not free a single slave.

However, the Emancipation Proclamation was still very important. It showed everyone, including slaves, that the complete outlawing of slavery was possible. If the Union defeated the Confederacy and the nation reunited, slavery would soon come to an end. This gave free African Americans of the North a reason to fight. It also prompted many slaves to escape to serve the Union as soldiers.

Read **Networks: United States History**, Unit 8, Lesson 4, Screen 2: **On the Battlefield** (p.318). Then, watch the first 01:30 of the Discovery Education video **African Americans in the Union Army** (04:05). You will learn about the experiences of African American soldiers in the Union military.

Now, identify two reasons African Americans, slaves or free, would want to join the Union Army. Record them in your Social Studies Journal. Add two reasons why the Union Army would be eager to have African Americans join.
Remember that one part of the Anaconda Plan involved controlling the Mississippi River. This would keep Confederate ships from using the river to transport troops and goods. That would greatly hurt them. Read *Networks: United States History*, Unit 8, Lesson 4. Screen 2: *The Fall of Vicksburg* (p. 319). What effects did the siege of Vicksburg have on the people there?

**TEACHING NOTES**

Discuss with your student the meaning of the quote from Ulysses S. Grant in Lesson 4: “After the battle . . . one [naturally wants] to do as much to [stop] the suffering of an enemy as a friend.” Have your student describe what this quote means to him or her. Why might Ulysses S. Grant have written it after the Battle of Vicksburg?

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
The Battle of Vicksburg was a turning point in the war. It was the battle that led to the capture of the Mississippi River. However, the greatest turning point would be a different battle. When the Battle of Gettysburg began, the outcome of the war was still not certain.

The Battle of Gettysburg left the Confederate army badly damaged. It had become clear that the Union would probably win. Read Networks: United States History, Unit 8, Lesson 4, Screen 3, The Turning Point (p. 320). What was Pickett's Charge? How did it help to lead to the end of the war?

The narrator of the video mentions a speech given by Abraham Lincoln. Lincoln gave this speech four months after the battle. Since it was given at the site of the battle, it is called the Gettysburg Address. Today, it is considered one of the greatest speeches in U.S. history.
During Pickett's Charge, more than 12,000 troops ran almost one mile across an open field into cannon and rifle fire from Union troops. More than 6,000 men were killed and wounded in that attack, forcing General Lee to retreat. Union victories at Gettysburg and Vicksburg turned the war in favor of the North.

If your student has difficulty reading the speech, read it aloud or take turns reading sections of the text, guiding him or her as your student reads. Before your student begins reading, explain some of the more intricate points (such as “four score and seven years ago,” which means the same as “87 years ago”).

Imagine that you are a newly freed African American who has just enlisted in the Union army. Write a letter back home describing your reasons for enlisting, what soldier life is like, and what a typical day is like for you from sunrise to bedtime.

When your student is finished, provide feedback, and encourage your student to make revisions.

Responses may include enlisting to help to end slavery. A soldier's life often was boring, and was comprised of training and lots of marching. A typical day would include breakfast, training, marching, lunch, more training, dinner, and camp time.

Please go online to view and submit this assessment.
Civil War and Emancipation - Part 8

Objectives
- To understand how the Civil War began
- To analyze the roles of individuals and states in the Civil War, including the contributions of slaves, free African Americans, and women
- To explain how the Emancipation Proclamation changed opinions during the war
- To describe the battles and other events of the Civil War
- To describe the events of the end of the war, including the assassination of Abraham Lincoln

Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer

Assignments
- Read Networks: United States History, Grades 4-5, Unit 8, Lesson 3: The War Begins.
- Read Networks: United States History, Grades 4-5, Unit 8, Lesson 4: The War Rages On.
- Read Networks: United States History, Grades 4-5, Unit 8, Lesson 5: The War Ends.
- Create Venn diagrams to compare and contrast the strengths and weaknesses of the North and South.
- Write a summary of the Gettysburg Address.
- Sequence the events and battles leading to the end of the Civil War.

LEARN

When many people think of war, they think of soldiers, weapons, and battlefields. However, many people who help win a war never set foot on a battlefield or touch a weapon. Make a list of the people who are not soldiers but help win a war. Tell how you think these people help win the war.

TEACHING NOTES

Encourage your student to think creatively on this subject. Ask your student how the following people may help in a war effort: spies, messengers, factory workers, cooks, office workers, railroad workers, and weavers.

To be a soldier you had to be an adult, a man, and, in many cases, white. But without the efforts made by women, African Americans, and even children, the war could not have been won. Read Networks: United States History, Unit 8, Lesson 4, Screen 5, The War Effort (pp. 322-323). How did women and children help the war effort?

In your Social Studies Journal, make a column labeled Women and a column labeled Children. In the first column, write the ways women contributed to the war effort. In the second column, write the ways children helped.
Civil War and Emancipation - Part 8

Objectives
- To understand how the Civil War began
- To analyze the roles of individuals and states in the Civil War, including the contributions of slaves, free African Americans, and women
- To explain how the Emancipation Proclamation changed opinions during the war
- To describe the battles and other events of the Civil War
- To describe the events of the end of the war, including the assassination of Abraham Lincoln

Books & Materials
- Networks: United States History
- Social Studies Journal
- Computer

Assignments
- Read Networks: United States History, Grades 4-5, Unit 8, Lesson 3: The War Begins.
- Read Networks: United States History, Grades 4-5, Unit 8, Lesson 4: The War Rages On.
- Read Networks: United States History, Grades 4-5, Unit 8, Lesson 5: The War Ends.
- Create Venn diagrams to compare and contrast the strengths and weaknesses of the North and South.
- Write a summary of the Gettysburg Address.
- Sequence the events and battles leading to the end of the Civil War.

LEARN

When many people think of war, they think of soldiers, weapons, and battlefields. However, many people who help win a war never set foot on a battlefield or touch a weapon. Make a list of the people who are not soldiers but help win a war. Tell how you think these people help win the war.

TEACHING NOTES

Encourage your student to think creatively on this subject. Ask your student how the following people may help in a war effort: spies, messengers, factory workers, cooks, office workers, railroad workers, and weavers.

To be a soldier you had to be an adult, a man, and, in many cases, white. But without the efforts made by women, African Americans, and even children, the war could not have been won. Read Networks: United States History, Unit 8, Lesson 4, Screen 5, The War Effort (pp. 322-323). How did women and children help the war effort?

In your Social Studies Journal, make a column labeled Women and a column labeled Children. In the first column, write the ways women contributed to the war effort. In the second column, write the ways children helped.
Two of the most famous African Americans of the 1800s were Frederick Douglass and Harriet Tubman. They were both former slaves. Both escaped slavery. They dedicated their lives to helping other slaves and former slaves. You may not know how they supported the Union and its cause during the Civil War. Watch the BrainPOP movie Frederick Douglass (04:32) and the BrainPOP Jr. movie Harriet Tubman (03:42) to learn more. Think about these two famous leaders. In what ways were their lives the same? In what ways were their lives different?

**TEACHING NOTES**

Boys joined the army while women worked in factories, ran family businesses, and cared for wounded soldiers.

Both Harriet Tubman and Frederick Douglass were born slaves and ran away. Frederick Douglas ran away to the North and learned to read and became speaker and important political leader. Harriet Tubman ran away but returned to the South to help other slaves escape.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you answered the Quick Check incorrectly, watch the movie: The Role of Harriet Tubman in the Civil War (03:57) about Harriet Tubman to review the types of work people who weren't soldiers did to help in the war effort. Write two to three sentences about how you might have spent the war in your Social
Studies Journal. Would you have helped in the war effort? If so, which job would you have chosen? If not, what would you have done instead?

If you got the Quick Check correct, learn about Harriet Tubman's life after the Civil War by watching the movie *Harriet Tubman: Union Army and Legacy* (01:12).

After you watch, write two to three sentences about the work Harriet Tubman did after the Civil War in your Social Studies Journal. Make a connection between all the types of work Harriet Tubman chose to do in her life.
LEARN

The Civil War was a bloody war. More than 600,000 Americans were killed. In contrast, only 25,000 died in the Revolutionary War. Not all of these deaths were from battle. Thousands of people became ill. They died after they could not obtain treatment. Others starved to death when not enough food was available.

Fortunately, the war only lasted 4 years. The Revolutionary War lasted 7 years. If the Civil War had lasted that long, there would have been many more deaths. How did the war finally end? Read Networks: United States History, Grades 4-5, Unit 8, Lesson 5: The War Ends.

In your Social Studies Journal, answer the following questions: Do you think that Sherman's March was fair? Should it have been avoided?

TEACHING NOTES

As your student considers this question, explain that even though many innocent people were killed by Sherman's armies as they marched to the sea, the march might have shortened the war. If
it had lasted longer, even more people might have died. Ask your student to consider whether it matters if the people who die in war are soldiers or civilians.

INTERACTIVE ACTIVITY

Make a chronological list of battles and other events that led to the end of the Civil War. You may refer to the map Battles of the Civil War to help you remember what you have read.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
It was clear that the South could fight no more after Sherman’s March. The Confederate armies surrendered on April 9, 1865. If you had been Abraham Lincoln or Ulysses S. Grant, what would you have done in this situation? Would you have wanted to make the southern states sorry for seceding and starting a war?

Grant and Lincoln did not want to punish the South. All they really wanted was to go back to the way things were before, but without slavery. Read *Networks: United States History*, Unit 8, Lesson 5, Screen 3, *The South Surrenders* (p. 327). What did General Grant do that showed he didn’t want to punish the South?

Abraham Lincoln had led the country bravely, but many people did not believe that he would be re-elected in 1864. Some blamed him for this terrible war. He was re-elected, but he still had many opponents. These included John Wilkes Booth. Booth shot President Lincoln only a week after the surrender. Read *Networks: United States History*, Unit 8, Lesson 5, Screen 4, *Lincoln is Shot* (p. 328). Watch the movie *Abraham Lincoln Is Assassinated* (01:22) to learn what happened afterward.

The war was over, which meant that no more people would be killed, but what about the damage that had been done? Most of the important battles had been fought in the southern states. The war had left
thousands of homes and farms in ruins. The South would have to be rebuilt from the bottom up. Read *Networks: United States History*, Unit 8, Lesson 5, Screen 5, *Troops Return Home* (p. 329). As you read, think about how different home was for the southern soldiers returning from the war.

**TEACHING NOTES**

General Grant did not take any prisoners during the war. He allowed Lee and his soldiers to return to their homes and keep their horses for plowing.

Discuss with your student how the Civil War changed the lives of people in the United States: northern, southern, slave, free, rich, and poor. Ask your student: Overall, was the Civil War necessary? Could the issues that caused the war have been addressed peacefully?

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Civil War and Emancipation - Part 11

Objectives
- To understand how the Civil War began
- To analyze the roles of individuals and states in the Civil War, including the contributions of slaves, free African Americans, and women
- To explain how the Emancipation Proclamation changed opinions during the war
- To describe the battles and other events of the Civil War
- To describe the events of the end of the war, including the assassination of Abraham Lincoln

Books & Materials
- Networks: United States History
- Computer

Assignments
- Read Networks: United States History, Grades 4-5, Unit 8, Lesson 3: The War Begins.
- Read Networks: United States History, Grades 4-5, Unit 8, Lesson 4: The War Rages On.
- Read Networks: United States History, Grades 4-5, Unit 8, Lesson 5: The War Ends.
- Create Venn diagrams to compare and contrast the strengths and weaknesses of the North and South.
- Write a summary of the Gettysburg Address.
- Sequence the events and battles leading to the end of the Civil War.

USE

In this lesson, you learned about the U.S. Civil War. You have learned its causes and its impact on the nation.

Now, show what you have learned by answering the following questions.

USE FOR MASTERY

Select whether each statement best describes strengths of the Confederacy or the Union during the Civil War.

<table>
<thead>
<tr>
<th>Confederacy</th>
<th>Union</th>
</tr>
</thead>
<tbody>
<tr>
<td>It had a strong military tradition with 7 of the 8 military schools in its boundaries.</td>
<td>○</td>
</tr>
<tr>
<td>About 80% of production of war supplies was in its boundaries.</td>
<td>○</td>
</tr>
<tr>
<td>Soldiers prepared for the war before shots were fired on Fort Sumter.</td>
<td>○</td>
</tr>
</tbody>
</table>
It had a strong military tradition with 7 of the 8 military schools in its boundaries. About 80% of production of war supplies was in its boundaries. Soldiers prepared for the war before shots were fired on Fort Sumter. The majority of railroads were in its boundaries. More than twice the population was within its boundaries.

<table>
<thead>
<tr>
<th></th>
<th>Confederacy</th>
<th>Union</th>
</tr>
</thead>
<tbody>
<tr>
<td>The majority of railroads were in its boundaries.</td>
<td></td>
<td>○</td>
</tr>
<tr>
<td>More than twice the population was within its boundaries.</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

What was the purpose of the Emancipation Proclamation issued by Abraham Lincoln?

- Lincoln declared that all enslaved persons in the Confederacy were free.
- Lincoln declared that all enslaved persons could find freedom in northern states.
- Lincoln declared that all Confederate soldiers were not allowed in northern states.
- Lincoln declared that all government officials were to free their slave workers.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
Your next part of the project focuses on your state during the Civil War. You will create a museum exhibit to showcase the role your state played in the Civil War.

In the last part of the project, you learned about the Civil War. Just before the Civil War began, the nation had 34 states. However, the United States had far more territories than it does today. Many of these territories later became 12 additional states.

The Civil War affected almost every state in some way. Some were more involved than others. Battles were not fought in every state. Not every state had an important general like William Tecumseh Sherman or Robert E. Lee. But many did. Do you know what role your own state played in the Civil War?

Research the role played by your state in the Civil War. Begin by seeking answers to the following questions. Make notes in your Social Studies Journal.

- Was your state admitted to the Union between 1830 and 1865? If so, did its statehood have an impact on the cause of the war? If not, was it a territory or a state at the time?
- Did your state (or territory) allow slavery? How important was slavery to your state's economy and way of life?
- Was your state in the Union or Confederacy?
- Did any major battles take place in your state?
- Overall, did the citizens of your state support or oppose the war? Did they support or oppose slavery?
To help your students commence his or her research, display a few online resources pertinent to his or her state. To get started, your student may use the following. If your student is working on a state other than those listed below, please help them identify equivalent online resources that apply to her or his state.

Alabama:
- Ducksters - Alabama
- 50 - Alabama
- Alabama State
- Alabama

Florida
- Florida Department of State
- Ducksters - Florida
- Florida Memory
- Florida History

Louisiana
- Ducksters - Louisiana
- Louisiana
- Historical Resources - Louisiana
- Louisiana State Museum
- Louisiana Travel
- Know Louisiana

Michigan
- Michigan
- Kids About Michigan
- Seeking Michigan
- Michigan Government
- Ducksters - Michigan

Ohio
- Ohio History
- Ducksters - Ohio
- Ohio Government
Pennsylvania

- Ducksters - Pennsylvania
- Visit PA
- PHMC
- Philadelphia History
- NPS

Wisconsin

- Wisconsin History
- Ducksters - Wisconsin
- Tour Wisconsin
- Wisconsin History
- Wisconsin

Inform your student that he or she will need to provide at least one primary source, one secondary source, and one image, graph, or video. As your student conducts research today, he or she can begin looking for these materials for use in his or her project.

✔ RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Show: My State in the Industrial Revolution, the Civil War, and Beyond - Part 2

### Objectives
- To understand how the Civil War began
- To analyze the roles of individuals and states in the Civil War, including the contributions of slaves, free African Americans, and women
- To explain how the Emancipation Proclamation changed opinions during the war
- To describe the battles and other events of the Civil War
- To describe the events of the end of the war, including the assassination of Abraham Lincoln

### Books & Materials
- Computer

### Assignments
- Read *Networks: United States History*, Grades 4-5, United States History, Unit 8, Lesson 3: The War Begins.
- Read *Networks: United States History*, Grades 4-5, United States History, Unit 8, Lesson 4: The War Rages On.
- Read *Networks: United States History*, Grades 4-5, United States History, Unit 8, Lesson 5: The War Ends.
- Create Venn diagrams to compare and contrast the strengths and weaknesses of the North and South.
- Write a summary of the Gettysburg Address.
- Sequence the events and battles leading to the end of the Civil War.

---

**SHOW**

You have researched your state’s role during the Civil War. Now, use the information that you collected to assemble this second part of your museum exhibit. Continue to use the tool from the first part of the exhibit.

Your exhibit should include:

- a timeline of events that occurred in or involved your state.
- at least one image or graph.
- at least one video (optional).
- one primary source.
- one secondary source.

At the end of this unit, you will share this part of your exhibit as well as the last part of the project, coming next.

**PROJECT RUBRIC**

The [Project Rubric](#) will help you understand how your project will be scored. Your goal should be to earn all four points for each part.
Both the Teacher Rubric and Student Rubric are available as blackline masters that can be printed for reference throughout the project.

Please go online to view and submit this assessment.
Show: My State in the Industrial Revolution, the Civil War, and Beyond - Part 3

You have explored the history of your state before and during the Civil War. But what about the 150 years since the Civil War ended? Create the last part of your museum exhibit to showcase the events that have happened in your state since the end of the Civil War.

Research the role that your state has played in U.S. history since the Civil War. Begin by seeking answers to the following questions:

- How has industry developed in your state since the Civil War ended? Which industries are the most important to your state?
- What types of people have migrated or immigrated to your state since 1900? Where have most of them come from? What about your state attracted them?
- What role did the Civil Rights Movement play in your state? Did any central figures from this movement come from your state?

TEACHING NOTES

Display a few online resources pertinent to their state in order to help your student begin researching. Some possibilities are below. If your student is working on a state other than those listed below, please help them identify equivalent online resources that apply to her or his state.

Alabama:
- [Ducksters - Alabama](#)
- [The U.S. - Alabama](#)
- [Alabama Archives](#)
- [Alabama Government](#)

Florida
- [Florida DOS](#)
- [Ducksters - Florida](#)
- [Florida Timeline](#)
- [Florida History](#)
You have explored the history of your state before and during the Civil War. But what about the 150 years since the Civil War ended? Create the last part of your museum exhibit to showcase the events that have happened in your state since the end of the Civil War.

Research the role that your state has played in U.S. history since the Civil War. Begin by seeking answers to the following questions:

- How has industry developed in your state since the Civil War ended? Which industries are the most important to your state?
- What types of people have migrated or immigrated to your state since 1900? Where have most of them come from? What about your state attracted them?
- What role did the Civil Rights Movement play in your state? Did any central figures from this movement come from your state?

Display a few online resources pertinent to their state in order to help your student begin researching. Some possibilities are below.

- Alabama:
  - Ducksters - Alabama
  - The U.S. - Alabama
  - Alabama Archives
  - Alabama Government

- Florida:
  - Florida DOS
  - Ducksters - Florida
  - Florida Timeline
  - Florida History

- Louisiana:
  - Ducksters - Louisiana
  - Louisiana Government
  - Louisiana SOS
  - Louisiana Historical Museum
  - Louisiana Travel

- Michigan:
  - Michigan
  - Michigan.gov
  - Seeking Michigan
  - Ducksters - Michigan

- Ohio:
  - Ohio History
  - Ducksters - Ohio
  - Ohio History Central

- Pennsylvania:
  - Ducksters - Pennsylvania
  - Visit Pennsylvania
  - PA History
  - Pennsylvania Historical Museum and Commission
  - Philadelphia History
  - National Pennsylvania

- Wisconsin:
  - Wisconsin History
  - Ducksters - Wisconsin
  - Tour Wisconsin
  - Wisconsin History.org
  - Wisconsin

Inform your students that when they begin their projects, they will need to provide at least one primary source, one secondary source, and one image, graph, or video (optional). As they conduct their research today, they can begin looking for these materials for use in their project.

Please go online to view and submit this assessment.
Show: My State in the Industrial Revolution, the Civil War, and Beyond - Part 4

You have conducted research on your state’s history since the Civil War. Now, use the information that you collected to assemble the last part of your museum exhibit using the same tool used for the first two parts of the exhibit.

Your exhibit should include:

- a timeline of events that happened in or involved your state
- at least one image or graph
- at least one video (optional)
- one primary source
- one secondary source

See below to upload all three parts of your project.

Project Rubric

Click here to understand how your project will be scored. Your goal should be to earn all four points for each part.

✅ FINAL PROJECT

Upload your project, including all three exhibits, below.
Now that you have completed the entire museum exhibit, share your project with your group. As you look at others' projects ask yourself some new questions: Where did important events of the Civil War take place? Which of them took place in my state? What are the most important events in our country since the Civil War? Which took place in my state? Jot your answers in your Social Studies Journal and share your thoughts with your group. Be sure to view the work of other students and comment on the work you see.
UNIT QUIZ

Please go online to view and submit this assessment.
This form is to be used when completing Use for Mastery assessments or Projects offline. Your assessment can then be scanned and uploaded into the correct lesson online.

Please Fill In This Form Completely

Student’s Name

Course Name

Lesson Title

Provide your answer in the space below.
# Rubrics

## How My State Was Founded

### Student Facing Project Rubric

Read the chart below to understand how your project will be scored. Your goal should be to earn all 20 possible points.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4 POINTS</th>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Information</td>
<td>Exhibit includes accurate information related to all of the categories required by the assignment.</td>
<td>Exhibit includes accurate information related to some of the categories required by the assignment but may be missing a few elements.</td>
<td>Exhibit includes information related to some of the categories required by the assignment but is missing elements or is inaccurate or unclear.</td>
<td>Exhibit information is incomplete, inaccurate, and unclear.</td>
</tr>
<tr>
<td>Video integration</td>
<td>Chosen videos are well placed and purposeful.</td>
<td>Chosen videos are mostly well placed and purposeful.</td>
<td>Chosen videos are somewhat well placed but do not clearly show their purpose.</td>
<td>Video is not well placed and does not show its purpose.</td>
</tr>
<tr>
<td>Timeline</td>
<td>Timeline is chronological and clearly covers the most important dates in your state's history.</td>
<td>Timeline is chronological and covers most of the important dates in your state's history.</td>
<td>Timeline is not chronological and does not cover the most important dates in your state's history.</td>
<td>Timeline is not chronological and does not cover any of the important dates in your state's history.</td>
</tr>
<tr>
<td>Research</td>
<td>Research includes 4 quality sources, supports the information in the exhibit, and adds to the impact of the exhibit.</td>
<td>Research includes 4 sources, partly supports the information in the exhibit, and adds to the impact of the exhibit.</td>
<td>Research includes 4 or fewer sources and lacks a strong connection to the exhibit.</td>
<td>Research is incomplete and does not add to the impact of the exhibit.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Exhibit is visually interesting, well-organized, and neatly arranged.</td>
<td>Exhibit is well-organized and effectively arranged.</td>
<td>Exhibit is organized but may lack neatness or consistency.</td>
<td>Exhibit lacks effective organization.</td>
</tr>
</tbody>
</table>

**Total Possible Points: 20**
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>1 POINT</th>
<th>2 POINTS</th>
<th>3 POINTS</th>
<th>4 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events, people, battles</td>
<td>5 or more important events; people, battles</td>
<td>3–5 important events; people, battles</td>
<td>2–4 events, people, and battles</td>
<td>Your exhibit is organized, interesting, and mostly correct</td>
</tr>
<tr>
<td>Image</td>
<td>Your image helps to present and explain important information</td>
<td>The image is connected to information, but may not be very useful or interesting</td>
<td>The image is connected to information, and your explanation is not clear or relevant</td>
<td>The image is not connected to information. It may not be clear why you used the image</td>
</tr>
<tr>
<td>Organization and presentation</td>
<td>Your exhibit is well-organized, interesting, and does a good job communicating key information to others</td>
<td>Your exhibit is somewhat organized, interesting, and mostly correct</td>
<td>Your exhibit is somewhat organized, interesting, and mostly correct</td>
<td>Your exhibit is not organized; it does not give important information to others.</td>
</tr>
<tr>
<td>Secondary source</td>
<td>You clearly explain and analyze the source</td>
<td>You explain and analyze the source</td>
<td>You somewhat explain the source</td>
<td>You do not explain the source, or your explanation is not correct</td>
</tr>
<tr>
<td>Primary source</td>
<td>You clearly explain and analyze the source</td>
<td>You explain and analyze the source</td>
<td>You somewhat explain the source</td>
<td>You do not explain the source, or your explanation is not correct</td>
</tr>
<tr>
<td>Primary source</td>
<td>You clearly explain and analyze the source</td>
<td>You explain and analyze the source</td>
<td>You somewhat explain the source</td>
<td>You do not explain the source, or your explanation is not correct</td>
</tr>
<tr>
<td>Correct</td>
<td>If your explanation is not correct, you do not explain the source</td>
<td>If your explanation is not correct, you do not explain the source</td>
<td>If your explanation is not correct, you do not explain the source</td>
<td>If your explanation is not correct, you do not explain the source</td>
</tr>
<tr>
<td>Information</td>
<td>The image is connected to information, but may not be very useful or interesting</td>
<td>The image is connected to information, and your explanation is not clear or relevant</td>
<td>The image is not connected to information. It may not be clear why you used the image</td>
<td>The image is not connected to information. It does not give important information to others.</td>
</tr>
<tr>
<td>Source</td>
<td>Your image helps to present and explain important information</td>
<td>The image is connected to information, and your explanation is not clear or relevant</td>
<td>The image is not connected to information. It may not be clear why you used the image</td>
<td>The image is not connected to information. It does not give important information to others.</td>
</tr>
<tr>
<td>Information</td>
<td>The image is connected to information, but may not be very useful or interesting</td>
<td>The image is connected to information, and your explanation is not clear or relevant</td>
<td>The image is not connected to information. It may not be clear why you used the image</td>
<td>The image is not connected to information. It does not give important information to others.</td>
</tr>
<tr>
<td>Resource</td>
<td>The image is connected to information, but may not be very useful or interesting</td>
<td>The image is connected to information, and your explanation is not clear or relevant</td>
<td>The image is not connected to information. It may not be clear why you used the image</td>
<td>The image is not connected to information. It does not give important information to others.</td>
</tr>
<tr>
<td>Information</td>
<td>The image is connected to information, but may not be very useful or interesting</td>
<td>The image is connected to information, and your explanation is not clear or relevant</td>
<td>The image is not connected to information. It may not be clear why you used the image</td>
<td>The image is not connected to information. It does not give important information to others.</td>
</tr>
</tbody>
</table>
# Founding the Nation

## Student Facing Project Rubric

Read the chart below to understand how your project will be scored. Your goal should be to earn all 20 possible points.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4 POINTS</th>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>You used all four parts of research for your exhibit:</td>
<td>You used three of four parts of research for your exhibit:</td>
<td>You used two of four parts of research for your exhibit:</td>
<td>You used one of four parts of research for your exhibit:</td>
</tr>
<tr>
<td></td>
<td>- Write questions</td>
<td>- Write questions</td>
<td>- Write questions</td>
<td>- Write questions</td>
</tr>
<tr>
<td></td>
<td>- Find answers</td>
<td>- Find answers</td>
<td>- Find answers</td>
<td>- Find answers</td>
</tr>
<tr>
<td></td>
<td>- Judge findings</td>
<td>- Judge findings</td>
<td>- Judge findings</td>
<td>- Judge findings</td>
</tr>
<tr>
<td></td>
<td>- Give results</td>
<td>- Give results</td>
<td>- Give results</td>
<td>- Give results</td>
</tr>
<tr>
<td><strong>Timeline and Picture or Graph</strong></td>
<td>Your exhibit had a complete timeline and a picture or graph.</td>
<td>Your exhibit had a complete timeline, but no picture or graph.</td>
<td>Your exhibit had an incomplete timeline and a picture or graph.</td>
<td>Your exhibit had an incomplete timeline and no picture or graph.</td>
</tr>
<tr>
<td><strong>State History</strong></td>
<td>You discussed all four key items in your exhibit:</td>
<td>You discussed three key items in your exhibit:</td>
<td>You discussed two key items in your exhibit:</td>
<td>You discussed one key item in your exhibit:</td>
</tr>
<tr>
<td></td>
<td>- Two details about your state's role in forming the U.S. Constitution or your state constitution</td>
<td>- Two details about your state's role in forming the U.S. Constitution or your state constitution</td>
<td>- Two details about your state's role in forming the U.S. Constitution or your state constitution</td>
<td>- Two details about your state's role in forming the U.S. Constitution or your state constitution</td>
</tr>
<tr>
<td></td>
<td>- Expanding the vote to African Americans</td>
<td>- Expanding the vote to African Americans</td>
<td>- Expanding the vote to African Americans</td>
<td>- Expanding the vote to African Americans</td>
</tr>
<tr>
<td></td>
<td>- Expanding the vote to women</td>
<td>- Expanding the vote to women</td>
<td>- Expanding the vote to women</td>
<td>- Expanding the vote to women</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>You used at least one primary source in your exhibit.</td>
<td>You used at least one primary source in your exhibit.</td>
<td>You used at least one secondary source in your exhibit.</td>
<td>You did not use a primary source in your exhibit.</td>
</tr>
<tr>
<td></td>
<td>You used at least one secondary source in your exhibit.</td>
<td>You did not use a secondary source in your exhibit.</td>
<td>You did not use a secondary source in your exhibit.</td>
<td>You did not use a secondary source in your exhibit.</td>
</tr>
<tr>
<td><strong>Exhibit and Collaboration</strong></td>
<td>Your exhibit was neat, ordered, and engaging.</td>
<td>Your exhibit was mostly neat, ordered, and engaging.</td>
<td>Your exhibit was somewhat neat, ordered, and engaging.</td>
<td>Your exhibit was not neat, ordered, or engaging.</td>
</tr>
<tr>
<td></td>
<td>You shared your work with others.</td>
<td>You shared your work with others.</td>
<td>You did not share your work with others.</td>
<td>You did not share your work with others.</td>
</tr>
</tbody>
</table>

Total Possible Points: 20
### Student Facing Project Rubric

#### My State in the Industrial Revolution, the Civil War, and Beyond

Read the chart below to understand how your project will be scored. Your goal should be to earn all 20 possible points.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4 POINTS</th>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding Task</strong></td>
<td>Excellent way: Your work makes it hand to understand your virtual exhibit includes interesting and helpful videos and illustrations. Your organization of information is organized and your work is neat and easy to read.</td>
<td>Good: Your work is mostly neat and easy to read, and your virtual exhibit includes some helpful videos and illustrations.</td>
<td>Partial: Your virtual exhibit includes videos and illustrations that are not related to your state in the 1800s.</td>
<td>Does not relate to your state in the 1800s.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Source: Several primary and secondary sources. You have done some research on your state and its history.</td>
<td>Source: Basic primary and secondary sources. You have done some research on your state and its history.</td>
<td>Source: Not clear, barely researched.</td>
<td>Does not show knowledge of research.</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>Errors: Occurred with one or two errors. Your timeline shows events that are important to your state’s history. Their dates are in the order in which they occurred.</td>
<td>Errors: Occurred, but few on your state and its history. Their dates are not in the order in which they occurred.</td>
<td>Errors: Occurred, but few on your state and its history. Their dates are not in the order in which they occurred.</td>
<td>Errors: Occurred, but few on your state and its history. Their dates are not in the order in which they occurred.</td>
</tr>
<tr>
<td><strong>Attention to Detail</strong></td>
<td>Your work is neat, interesting, and organized. Your virtual exhibit shows information in an exciting way.</td>
<td>Your work is mostly neat and easy to read.</td>
<td>Your work is mostly neat and easy to read.</td>
<td>Your work is not neat and easy to read.</td>
</tr>
</tbody>
</table>

**Total Possible Points: 20**
Author's Purpose and Reasons

- Reason
- Reason
- Reason

- Author's Purpose
### British and Colonists’ Perspectives

<table>
<thead>
<tr>
<th>British people</th>
<th>American colonists</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think British people might have thought or felt after the events in Boston?</td>
<td>What do you think American colonists might have thought or felt after the events in Boston?</td>
</tr>
</tbody>
</table>
Geography Chart of the United States

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the number of contiguous U.S. States?</td>
<td></td>
</tr>
<tr>
<td>2. What are the names of the non-contiguous U.S. States?</td>
<td></td>
</tr>
<tr>
<td>3. What are the names of the three oceans that border the U.S.?</td>
<td></td>
</tr>
<tr>
<td>4. How many U.S. territories are there?</td>
<td></td>
</tr>
<tr>
<td>5. What are the names of the U.S. territories south of the U.S.?</td>
<td></td>
</tr>
<tr>
<td>6. What are the names of the U.S. territories west of the U.S.?</td>
<td></td>
</tr>
<tr>
<td>7. What is the name of the lowland that runs along the Atlantic Coast?</td>
<td></td>
</tr>
<tr>
<td>8. What is the name of the mountain range in eastern U.S.?</td>
<td></td>
</tr>
<tr>
<td>9. What is the name of the lowland that runs along the Gulf of Mexico?</td>
<td></td>
</tr>
<tr>
<td>10. The Central Lowlands are west of what mountain range?</td>
<td></td>
</tr>
<tr>
<td>11. The Great Plains are west of what river?</td>
<td></td>
</tr>
<tr>
<td>12. Where is the Mississippi River Basin located?</td>
<td></td>
</tr>
<tr>
<td>13. What mountains run west of the Great Plains?</td>
<td></td>
</tr>
<tr>
<td>14. Where is the Mojave Desert located?</td>
<td></td>
</tr>
<tr>
<td>Personal and Political Hardships</td>
<td>Result</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>They lost husbands and sons in the war.</td>
<td>Slavery continued.</td>
</tr>
</tbody>
</table>
# Middle Colonies Chart

<table>
<thead>
<tr>
<th>Who founded the colony?</th>
<th>Pennsylvania</th>
<th>New York</th>
<th>New Jersey</th>
<th>Delaware</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When was it founded?</th>
<th>Pennsylvania</th>
<th>New York</th>
<th>New Jersey</th>
<th>Delaware</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What economic resources were found in this colony?</th>
<th>Pennsylvania</th>
<th>New York</th>
<th>New Jersey</th>
<th>Delaware</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Graphic Organizer: Regions of the United States

<table>
<thead>
<tr>
<th>Region</th>
<th>States in Region</th>
<th>Bodies of Water (oceans, rivers, lakes)</th>
<th>Landforms (mountains, plains, deserts)</th>
<th>A Major City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southeast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midwest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southwest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
T-Chart

Title: _________________________________

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade 4 Calvert Social Studies
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Add vocabulary words from your lesson. Write your own definition for each word. Make a sketch or drawing to represent each word. Think about the word in another way. For example: write a sentence with the word, give a synonym, or give an example of the word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Your Definition</th>
<th>Visual Representation</th>
<th>Another Way to Think About It</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>