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*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!

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.
RESOURCE 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.

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**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 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.
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 - Early America
# The First Americans - Part 1

## Objectives
- To learn about the migratory patterns of early people to the Americas
- To understand how agriculture changed the way of life for early Americans
- To learn about civilizations in Mexico, Central America, and South America
- To learn about Aztec, Maya, and Inca civilizations
- To understand commonalities among the Adena, Hopewell, Mississippian, Hohokam, and ancient Puebloan cultures
- To understand how Native Americans adapted to their environment

## Books & Materials
- Networks: Discovering Our Past: A History of the United States, 2018
- Social Studies Journal
- Computer

## Assignments
- Read Networks: Discovering Our Past: A History of the United States, 2018: Unit 1, Chapter 1, The First Americans, Lesson 1, Migration to the Americas.
- Complete hands-on activity Venn Diagram of the Maya, Aztec, and Inca Civilizations.
- Complete interactive activity The Native Americans Circa 1492 Worksheet.
- Complete interactive activity Native American Political Map of the United States.

## LEARN

## VOCABULARY
- archaeology
- artifact
- carbon dating
- channel
- civilization
- complex
- culture
- estimate
- federation clan
- hieroglyphic
- irrigate
- link
- maize
- migration
- nomad
- pueblo
- source
- strait
- structure
- terrace
- theocracy
America hasn't always meant the United States. Long before the United States, America was a very different place—and it had very different people. The United States has been a country since 1776, but the people we will discuss in this unit were here long before 1776... BC(E)!

In this unit, you will investigate the continent of North America from the time its first settlers crossed a land bridge into modern day Alaska to when the first European explorers set foot on North America's Atlantic Coastline casting the first footprint toward what would eventually become the United States of America.

You will use history skills, geographic tools, and modern science to investigate the earliest of American cultures. Much like the Americas today, the Americas then had many different cultures, languages, and traditions—but those Americans also had a lot in common, too. This lesson investigates the cultures and legacies of the first Americans.

Go to Discovering Our Past: A History of the United States, Unit 1, Early America. We will read Chapter 1, The First Americans, Lesson 1, Migration to the Americas (pp. 4-7).

Read the Chapter Opener (p. 1) to learn about the Acomas, a Native American tribe that has been living in present-day New Mexico since the 10th century—long before Europeans arrived. What aspects of this woman's culture can you learn from the photograph? What other information would help you learn about this woman's culture?

POSSIBLE ANSWERS
You can tell about the woman's culture from the style of clothing, how she wore her hair, and her jewelry. You could learn more about the woman by learning about what she ate, tools she used, and the type of home she lived in.
Then, examine the map and timeline on **Place and Time** (pp. 2-3). A timeline is a tool that can help you understand history by telling you what happened at different times. A timeline can tell how much time occurred between two events. Notice how this timeline dates back to prehistoric time periods. Notice, too, that this timeline shows events that occurred in two places: the Americas (blue) and the world (red).

Refer to the map and timeline to answer these questions. Write the answers in your Social Studies Journal.

1. How many different culture groups are shown on the map?
2. According to this map, which part of North America was not populated by Native Americans?
3. What geographic factors might have defined the different culture areas shown on this map?
4. Had human beings reached North America before the end of the last Ice Age?
5. How long after the likely date of human arrival in the Americas did the Olmec civilization emerge?

**ANSWERS**

1. 10.
2. The part of North America that was not populated by Native Americans is located in what we now call Canada, south of the Arctic culture area.
3. Answers may include: difference in climate, landforms, soil, vegetation; types of wildlife may have defined different culture regions.
4. Humans arrived in the Americas considerably before the last Ice Age ended.
5. It was at least 16,800 years between the likely arrival of human beings in North America and the emergence of the Olmec civilization.
Scientists and historians study the past to see how early people lived. Archaeologists, geographers, and historians have determined that people have been living in the Americas for thousands of years. In this reading, you will learn about the first Americans and how they lived.

To begin, read the section **The Migration Begins** (p. 4) in *Discovering Our Past: A History of the United States*, Unit 1, Early America, Chapter 1: The First Americans, Lesson 1, Migration to the Americas.

### INTRODUCING: THE VOCABULARY LOG

In this unit, you will identify any new vocabulary words that appear in the reading selections and add them to your vocabulary log in your Social Studies Journal. Your vocabulary log should include the following for each vocabulary entry:

1. the definition of the word
2. the definition restated in your own words
Create entries in your vocabulary log for these words: *archaeology, artifacts, strait, migration, nomads, sources.*

### TEACHING NOTES

You may want to assist your student in filling out the vocabulary log for this reading selection. Help your student identify the vocabulary words in the reading and locate the textbook definition of the words. Then, work together to brainstorm ways to express the definition, explanation, or example of the word in your student's own words. Your student will then draw a visual representation of the word and use it in a sentence. Support your student to make this exercise a routine part of the daily social studies process.

If your student is using the online textbook, access vocabulary flashcards and other games to reinforce understanding of the lesson's vocabulary words. These activities are located in the Lesson Resources column on the right-hand side of the screen.

### INTERACTIVE ACTIVITY

Look at the *Routes to the Americas map* in your textbook and answer the questions below in your Social Studies Journal. If you are using the online textbook, click on the map to access the drawing tools on the interactive map. In this exercise, you will identify the pattern of early peoples into the Americas using geographic tools and language. Identify the climate and landscape along the path of *migration* and identify why those variables aided migration.

1. Based on the map, how many possible migration routes did prehistoric people use to get to North America from Asia?
2. What is the difference between the two routes?
3. How did cold temperatures result in the appearance of the land bridge?
4. Why do you think prehistoric people moved from one place in the Americas to another?

### TEACHING NOTES

#### POSSIBLE ANSWERS

1. There are two possible migration routes.
2. One route is by land and supports the land bridge theory, and the other route is a coastal route, supporting the theory that some people came to the Americas by boat.
3. The climate caused much of Earth’s water to freeze and create glaciers. These glaciers lowered the sea level and exposed land that was previously underwater.
4. Scientists believe prehistoric people lived as nomads, moving from one place to another while hunting herds of large animals.
Then, watch the resources video *Early Peoples* (02:21). What strange things did the people encounter when they traveled? What did they do for food? Discuss your answers with your Learning Guide.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the previous part, you learned about the first Americans and how they lived. In this part, you will learn how agriculture changed the way of life for early Americans. As the first people in North America spread out through the Americas, they began growing their own food. Maize became an important food staple, eaten fresh and dried, ground for meal, and in stews. North America's first hunter and gatherers continued to live as nomads, but some groups settled in communities and developed distinct cultures.

To begin, read the section **Settlement** in *Discovering Our Past: A History of the United States*, Unit 1, Early America, Chapter 1: The First Americans, Lesson 1, Migration to the Americas.

Create an entry in your vocabulary log for these words: **maize**, **carbon dating**, **estimate**, **cultures**.

Write the answers to these questions in your Social Studies Journal:

1. What are some foods planted by the early Americans?
2. How did farming change the early Americans’ nomadic way of life?
3. How did changing from a nomadic to a farming lifestyle change a culture and lead to the formation of civilizations?
4. Maize was, and still is, an important crop in the Americas. Look at this [slideshow](#) about the history of maize/corn.

How has growing corn affected the world?
POSSIBLE ANSWERS

1. Early Americans planted maize, pumpkins, beans, and squash.
2. People did not have to wander to find food, giving them time to spend on other activities.
3. People began to stay in one place and build permanent shelters. They also made pottery and cloth and developed their own traditions and beliefs.
4. Your student’s answer should reflect the importance of the globalization of maize and the development of corn and corn products.

INTERACTIVE ACTIVITY

Read the sidebar Think Like a Historian. What tools do historians use to track migration patterns from prehistory along the land bridge and coastal routes? How do historians use artifacts to determine ways in which people lived long ago? Discuss your answers with your Learning Guide.

Now, do the Self-Check Quiz to check your knowledge of America's early people. What more might you want to know about America's early people? How could you find out this information? Write your answers in your Social Studies Journal.

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you were correct, you might want to learn more about how farming changed people's lives. Do so by watching this BrainPOP video Agricultural Revolution (03:34). Then, take the quiz to show what you know!

If you were incorrect, you need to learn more about how farming changes a culture. Do this by watching the video From Days Before Time (stop at 4:22). Write a paragraph in your Social Studies Journal that explains the change from hunter-gatherer to agricultural cultures. Give examples from the video to support your ideas.
In the last part, you learned about the agricultural practices of the early Americans. Now, you will learn about the civilizations in Mexico, Central America, and South America. About 3,000 years ago, the Olmec were one of the first great civilizations to develop in Mexico. In Central America and Mexico, the Maya built cities, mastered astronomy, and established a vibrant trading system. The Aztec Empire began in present-day Mexico, where the Aztec became master builders and protected their empire with a strong military.

To begin, read the section Great Civilizations of Mexico, Central America, and South America (pp. 8-11) in Discovering Our Past: A History of the United States, Unit 1, Early America, Chapter 1: The First Americans, Lesson 2, Cities and Empires.

Create an entry in your vocabulary log for these words: civilizations, complex, theocracy, hieroglyphics, linked.
Watch the BrainPop video *Maya Civilization* (05:03) to learn about the Maya and their culture. As you view the video, take notes in your Social Studies Journal to answer these questions:

- Who were the Maya?
- What is a base-20 number system?
- When did the Mayan civilization end?
- Why did the Maya build observatories at the top of their pyramids?
- Where were the centers of the Mayan culture?
- How did the Maya record their history?

### ANSWERS
- The Maya were a civilization that lived in coastal Mexico from BCE 250–900.
- The Maya used a base-20 number system, possibly developed from counting fingers and toes. The numbers are represented by a shell (zero), a dot (1), and a bar (5).
- The Mayan civilization ended in about AD 900, but its descendants still live throughout Mexico.
- The Maya studied the stars because they believed their gods were seen in the moon, sun, and stars.
- The centers of Mayan culture were Tikal, Palenque, Calakmul, and Copal.
- The Maya had a written language based on symbols and wrote their history in codices.

The Maya were not the only people to live in present-day Mexico. The Aztecs lived farther north in the mountains of central Mexico. Watch the BrainPOP video *Aztec Civilization* (04:25) to learn about the Aztecs and their culture. As you view the video, take notes in your Social Studies Journal to answer these questions:

- When did the Aztec civilization exist?
- Where did the Aztecs live?
- Who were the Aztecs?
- What were some of the Aztecs’ accomplishments?
- What were Aztec religious practices?
- How or why did the Aztec civilization fall?
BrainPOP provides a Pyramid Graphic Organizer that may be useful for some learners. Print this worksheet, located in “Activities,” and provide it to your student before viewing the movie.

ANSWERS
- The Aztec civilization began in about 1428 and lasted to 1521.
- They lived in central Mexico.
- They were a bunch of different tribes.
- They conquered many cultures. They were skilled farmers, craftsman, singers, and storytellers.
- They worshiped many gods, each representing parts of the natural world.
- The Aztec culture fell when the Spanish arrived, bringing smallpox that wiped out many people.

Please go online to view and submit this assessment.
You have learned about two great civilizations: the Aztec and the Maya. Now, you will learn why the Inca is considered to have been a highly developed culture. The Inca had a vast territory, with an empire that spanned for 3,000 miles and was protected by a powerful military. The Inca were devoted to a sun god, and they constructed great centers for religious ceremony for their god. The Inca were skilled builders who built farms on mountainsides using terraces, and created a network of roads to cover their vast empire.

To begin, read the section The Great Inca Civilization (pp. 11-13) in Discovering Our Past: A History of the United States, Unit 1, Early America, Chapter 1: The First Americans, Lesson 2, Cities and Empires.

Create an entry in your vocabulary log for the word terraces.
Watch the BrainPOP video *Inca Civilization* (04:08) to learn about the Inca and their culture. As you view the movie, take notes in your Social Studies Journal to answer these questions:

- Who were the Incan leaders?
- What types of technology did the Inca have?
- Where was the Inca territory?
- How/Where did the Incan territory expand?
- What were the benefits of joining the Incan empire?

### TEACHING NOTES

BrainPop provides a graphic organizer that may be useful for some learners. Print this worksheet, located in “Activities,” and provide it to your student before viewing the movie.

**ANSWERS**

- The Inca leader was the Sapa Inca. There were four provinces with a leader in each.
- The Inca built with stone.
- Their territory ranged from present-day Colombia to what is now Santiago, Chile.
- The Inca expanded their territory with their military but asked neighboring cultures to join them.
- One benefit of joining the Inca was that they stored large quantities of food, so no one went hungry during drought.

Create a **Venn diagram** to compare and contrast the Maya, Aztec, and Inca civilizations and the influence of those cultures on settlement patterns across the Americas. Use details from your readings and BrainPOP videos to develop claims about the similarities between the cultures. For example, they were polytheistic, and they built pyramids. Draw your own *Venn diagram* in your Social Studies Journal or use this *Venn diagram* resource.

After you compare the Maya, Aztec, and Inca civilizations and their influence on the Americas, answer this question: What can we learn from studying the expansion and destruction of these and other ancient civilizations around the world?

### TEACHING NOTES

Maya: lived in southern Mexico and Central America; government organized in city-states; polytheistic; women served significant roles; royal families married across city-states; kings claimed to be descended from gods; strict class system in city-states; built pyramids
Maya: lived in southern Mexico and Central America; government organized in city-states; polytheistic; women served significant roles; royal families married across city-states; kings claimed to be descended from gods; strict class system; built pyramids

Aztec: lived in central Mexico; polytheistic; kings claimed to be descended from gods; strict class system; ruled as an empire; priests were important in society; women were inferior to men; built pyramids

Inca: lived in South America; large empire with a central government; built roads to connect the empire; developed farming on mountainsides; emperors were believed to be protected but the sun god; polytheistic; class system

Your student should reflect on the impact of the development of these civilizations and how they were affected by interference from other cultures.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you learned about the Inca civilization. Now, you will learn about the Adena, Hopewell, Mississippian, Hohokam, and ancient Puebloan cultures that make up the early North American cultures. Between 1000 BC and AD 1000, the Adena, Hopewell, and Mississippian cultures emerged in the central and eastern parts of the current United States. The Mississippian built a large complex called Cahokia that resembled cities in ancient Mexico. Nearly 2,000 years ago, the Hohokam lived in the Southwest. The ancient Puebloans of the Southwest built roads and large stone structures in cliff walls.

To begin, read the section Early North American Cultures in Discovering Our Past: A History of the United States, Unit 1, Early America, Chapter 1: The First Americans, Lesson 3, North American Peoples.

Create an entry in your vocabulary log for these words: irrigated, channels, pueblos, structure.
Look at the Significant Adena, Hopewell, and Mississippian Map in your textbook and answer the questions below in your Social Studies Journal. In this exercise, you will compare the location, size, and geographic features of each culture.

1. According to the map, where are these three groups mostly located?
2. Which group or groups had a broader area of settlement?
3. Which natural features are most sites associated with?

**POSSIBLE ANSWERS**

1. They are in the central and eastern parts of the country.
2. The Mississippian and Hopewell groups had broader settlements.
3. Each of the sites is situated near a body of water such as a river or a lake.

The ancient Puebloans made two significant types of structures that still exist today: pueblos and cliff dwellings. Click on the Mesa Verde photograph in your textbook and answer the following questions in your Social Studies Journal.

1. What were some advantages to building shelters in cliff walls?
2. From the images of these dwellings, how would you generally describe buildings made in the Southwestern region?

**POSSIBLE ANSWERS**

1. They were easy to defend and offered protection from the winter weather.
2. Buildings are made of stone or stone-like materials, ladders are used to reach upper levels, and there are few windows.

**QUICK CHECK**

Please go online to view and submit this assessment.
The ancient Puebloans made two significant types of structures that still exist today: **pueblos** and cliff **dwellings**. Click on the **Mesa Verde** photograph in your textbook and answer the following questions in your Social Studies Journal.

1. What were some advantages to building shelters in cliff walls?
   - They were easy to defend and offered protection from the winter weather.

2. From the images of these dwellings, how would you generally describe buildings made in the Southwestern region?
   - Buildings are made of stone or stone-like materials, ladders are used to reach upper levels, and there are few windows.

If you got the answer correct, watch the video *The Anasazi Civilization* (01:40). Write three interesting things in your Social Studies Journal that you learned about the ancient Puebloans from the movie.

If you got the answer incorrect, expand your knowledge of ancient Puebloans by reading "**Anasazi Puebloans**". Write down five key facts about Puebloans in your Social Studies Journal.
In the last part, you learned about the Adena, Hopewell, Mississippian, Hohokam, and ancient Puebloan cultures. Now, you will learn how early Native Americans adapted to their environment. In the decades before Europeans’ arrival, many unique societies flourished throughout North America. These cultures were shaped and guided by the environments in which the people lived. Eastern people such as the Iroquois and the Cherokee had law codes that established governments, kept peace, and united various groups. The Iroquois and Cherokee formed federations of tribes, with the Iroquois being organized by clans.

To begin, read the section The Native Americans Circa 1492 (pp. 17–21) in Discovering Our Past: A History of the United States, 2018, Unit 1, Chapter 1, The First Americans, Lesson 1, Migration to the Americas.

Create an entry in your vocabulary log for these words: federation, clans.
USING GRAPHIC ORGANIZERS

As you read, complete this Native Americans Circa 1492 graphic organizer.

☑ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
The First Americans - Part 8

Objectives
- To learn about the migratory patterns of early people to the Americas
- To understand how agriculture changed the way of life for early Americans
- To learn about civilizations in Mexico, Central America, and South America
- To learn about Aztec, Maya, and Inca civilizations
- To understand commonalities among the Adena, Hopewell, Mississippian, Hohokam, and ancient Puebloan cultures
- To understand how Native Americans adapted to their environment

Books & Materials
- Networks: Discovering Our Past: A History of the United States, 2018
- Social Studies Journal
- Computer
- Project and interactive activity worksheets

Assignments
- Read Networks: Discovering Our Past: A History of the United States, 2018: Unit 1, Chapter 1, The First Americans, Lesson 1, Migration to the Americas.
- Read Networks: Discovering Our Past: A History of the United States, 2018, Unit 1, Chapter 1.
- Complete hands-on activity Venn Diagram of the Maya, Aztec, and Inca Civilizations.
- Complete interactive activity The Native Americans Circa 1492 Worksheet.
- Complete interactive activity Native American Political Map of the United States.

LEARN

Draw a Native American political map of the United States that identifies where various pre-Columbian nations lived. Include the Adena, the Hopewell, the Hohokam, the Cahokia, and the Puebloans. You can find blank maps of the United States, like this one, to use as the foundation of your map. Use geographic tools to indicate relative location, climate, and landscape. In addition to the notes in your Social Studies Journal, you might find an online world atlas useful in completing this activity.

USE

Think about what you have learned about the ancient peoples of the Americas in this lesson. Based on what you have learned, answer the following questions.
What is the **most likely** reason prehistoric people migrated to the North American continent?

- They were in search of better land to farm.
- They were in search of better places to build houses.
- They were in search of new hunting grounds.
- They were in search of warmer areas to live.

Select the civilization that matches each description.

<table>
<thead>
<tr>
<th>Description</th>
<th>Olmec</th>
<th>Maya</th>
<th>Aztec</th>
</tr>
</thead>
<tbody>
<tr>
<td>ruled by a theocracy; developed a system of writing that used hieroglyphics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>built stone houses, monuments, and drainage systems; lived along the Gulf Coast of present-day Mexico</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>created a military empire; conquered neighboring communities to work as slaves</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.

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

0 / 12 File Limit
### Exploring America - Part 1

#### Objectives
- To learn about the Renaissance and the effects of new technology on European voyages of exploration
- To learn about the empires of Africa and trade routes to India
- To understand Queen Isabella and Columbus' motivation to explore the Americas
- To learn about Spanish and Portuguese exploration in the Americas and their goals
- To understand how Spanish rule affected society in the Americas
- To understand the Age of Exploration
- To learn about French and Dutch settlements in the Americas

#### Books & Materials
- Networks: Discovering Our Past: A History of the United States, 2018
- Social Studies Journal
- Computer
- Project and interactive activity worksheets

#### Assignments
- Complete hands-on activity Cause and Effect Chart of European Exploration.
- Complete hands-on activity Chart of Spanish and Portuguese Explorers.
- Complete hands-on activity Geographic Timeline.
- Complete hands-on activity Brace Map of Spanish exploration in the Americas.
- Complete hands-on activity Venn Diagram of the Dutch, French, and British Colonies in the Americas.

### Learn

### Vocabulary
- acquire
- alter
- armada
- astrolabe
- cape
- circumnavigate
- classical
- compass
- conquistador
- contact
- Crusade
- devote
- found
- immunity
- mission
- mosque
- Northwest Passage
- pilgrimage
- plantation
- pose
- presidio
- Protestantism
- pueblo
The whole world changed the day the first Europeans set foot on American shores. How it changed differed depending on if you were American or European—and depending on where you were from in Europe. Those first days of exploring the Americas were definitely not easy—for the Europeans or the Native Americans. You will investigate the costs of exploration and finding new lands with both riches and resources.

To begin, go to Discovering Our Past: The History of the United States, Chapter 2, A Changing World. Read the Chapter Opener (p. 25) to learn about Queen Isabella's support of Christopher Columbus and his explorations.

Then, examine the map and timeline in Place and Time (pp. 26-27). Just like the timeline you viewed at the beginning of Chapter 1, this timeline shows events that occurred in two places: the Americas (blue) and the world (red).

Look at the portrait of Queen Isabella and accompanying story, the map, and the timeline to answer these questions. Write the answers in your Social Studies Journal.

1. Based on the portrait, how can you tell that this woman is a queen?
2. Why did Queen Isabella ignore Columbus the first time he asked for her assistance?
3. What is one reason Queen Isabella sent Columbus to the Americas?
4. Based on the map, which explorer’s route was the first to go around the world?
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3. What is one reason Queen Isabella sent Columbus to the Americas?
4. Based on the map, which explorer's route was the first to go around the world?

POSSIBLE ANSWERS

1. She wears a crown on her head.
2. She was busy using her power to drive Muslim invaders out of Spain.
3. Queen Isabella wanted Columbus to find glory and wealth for Spain.
4. Magellan

Now, watch the video The Beginnings of European Exploration (03:46). What instigated European interest in exploration? Discuss your answer with your Learning Guide.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In Chapter 1, you learned about the first Americans. You explored the ways in which these early peoples migrated to the Americas and how they developed their cultures and civilizations.

Now, you will learn about European explorers and their quest to expand their empires and gain more wealth. In the 1300s, the Renaissance, a period of intellectual and artistic creativity, began in Italian city-states. The Renaissance spread across Europe. Italian port cities became centers of trade and culture as merchants brought goods from Asia to sell to wealthy Europeans. By the mid-1400s, powerful countries such as Portugal and Spain began to search for sea routes to Asia.


Think about the problems of navigating at sea. How could sailors figure out where they were with no landmarks to guide them? Find out the answer by watching the video Navigational Tools (04:47). How did a quadrant make navigation easier? Discuss the answer with your Learning Guide.
THE VOCABULARY LOG

Continue to identify any new vocabulary words that appear in the reading selections and add them to your vocabulary log in your Social Studies Journal. For each entry, you will include the following:

1. The definition of the word
2. The definition restated in your own words
3. A picture or visual representation of the word, if possible
4. The vocabulary word used in a sentence

Create entries in your vocabulary log for these words: Crusades, classical, Renaissance, technology, astrolabe, acquired, compass.

TEACHING NOTES

You may want to assist your student in filling out the vocabulary log for this reading selection. Identify the vocabulary words in the reading and locate the textbook definition of the words. Then, help your student brainstorm ways to express the definition or explanation or provide an example of the word in one's own words. Your student will then draw a visual representation of the word and use it in a sentence. Support your student to make this exercise a routine part of the social studies daily process.

If your student is using the online textbook, vocabulary flashcards and other games to reinforce understanding of the lesson's vocabulary words are available. These activities are located in the Lesson Resources column on the right-hand side of the screen.

Make sure that your student reads all screens in the assigned sections if using the online Student Edition.

Next, create a Three-Column Cause-and-Effect Chart.

- In column 1, list the events in Europe during the Crusades, Renaissance, etc., that led to increased trade and travel.
- In column 2, write your predictions on how those European exploits will lead to exploration and colonization of America.
- In column 3, confirm or correct your predictions once you have identified the results of European exploration in America.

Here is a student sample that you can use as a model for your chart:

<table>
<thead>
<tr>
<th>European Exploration</th>
<th>What I Think Will Happen</th>
<th>What I Know Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crusades expose Europeans to new navigation tools.</td>
<td>Europeans will use them to travel and create new trade routes that eventually cross the Atlantic.</td>
<td>“I was right!”</td>
</tr>
</tbody>
</table>
Crusades expose Europeans to new navigation tools. Europeans will use them to travel and create new trade routes that eventually cross the Atlantic.

"I was right!"

Please go online to view and submit this assessment.
You have learned about the Renaissance and exploration. Now, you will learn about the powerful empires in Africa and the search for new trade routes to India.

Read the section **Kingdoms and Empires in Africa** (pp. 32–33) in *Discovering Our Past: A History of the United States*, Unit 1, Early America, Chapter 2: Exploring the Americans, Lesson 1, A Changing World. Then, learn more about how Islam changed the empires of West Africa by watching the video *Islam Comes to Timbuktu* (04:16). How did Islam change the empire of Mali? What contributions did the scholars of Timbuktu offer to the world? Write your answers in your Social Studies Journal.

Create entries in your vocabulary log for these words: *pilgrimage, mosques*.

Look at the map of **West African Trading Kingdoms, A.D. 400–1600** in your textbook. Answer the following questions in your Social Studies Journal.

1. What are the three kingdoms shown on the map?
2. In what part of Africa were these kingdoms located?
3. What hardships might traders encounter in crossing a desert of this size?
4. What geographic feature lay between these empires and their North African trading partners?
5. What does the map show you about Timbuktu?
6. How did this affect the culture of Timbuktu?

**TEACHING NOTES**

Trace the area contained by Ghana, Mali, and Songhai on the map. Ask, “What means of transportation did merchants have from Ghana or Songhai?” Your student should know that land travel was by camel caravan across the desert or river travel on the Niger River.

**POSSIBLE ANSWERS**

1. Ghana, Mali, Songhai;
2. These kingdoms are in the northwestern part of Africa.
3. Lack of water for people and animals to drink, sandstorms, getting lost
4. the Sahara
5. It is a place where many trade routes cross.
6. It was a center of learning; trade with North Africa led people there to adopt Islamic ideas and customs.

Portugal was the first European power to explore the known world by sea in an effort to find a new route to China and India, as well as to Western Africa.

Read the section **The Search for New Trade Routes** (pp. 34–37) in *Discovering Our Past: A History of the United States*, Unit 1, Early America, Chapter 2: Exploring the Americas, Lesson 2, Early Exploration, to learn about the Portuguese explorers Bartolomeu Dias, Vasco da Gama, and Pedro Álvares Cabral.

The leader in the search for new trade routes was Prince Henry the Navigator of Portugal. Learn about his contributions by watching the video **Prince Henry the Navigator** (01:58). What was Prince Henry’s goal? Discuss your answer with your Learning Guide.

Create an entry in your vocabulary log for the word **cape**.
Complete this [Explorers Sponsored by Spain and Portugal](#) chart to record the explorers sponsored by Spain and Portugal. Remember that an explorer need not have been from the country that sponsored his voyage of exploration. In the chart, note the starting point, destination, the country for which the explorer sailed, date(s) of travel, and claims or discoveries made.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Exploring America - Part 4

King Ferdinand and Queen Isabella of Spain supported Christopher Columbus's plan to sail west to find a sea route to Asia. Other explorers, like Amerigo Vespucci, Vasco Núñez de Balboa, and Ferdinand Magellan also made voyages to the Americas for Portugal and Spain. Learn more about Magellan's voyage by watching the video *The First Voyage Around the World* (02:14). Was the voyage a success, a failure, or a bit of both? Write your answer in your Social Studies Journal.

Now, read the section *Columbus Crosses the Atlantic* in *Discovering Our Past: A History of the United States*, Unit 1, Early America, Chapter 2: Exploring the Americas, Lesson 2, Early Exploration.

Create an entry in your vocabulary log for these words: *devoted, alter, circumnavigate.*

In this activity, you will create a geographic timeline using a world map. You can find blank maps of the world to use as the foundation of your map in *Wikimedia Commons.*
On your map, you should:

- identify travel routes of this part's explorers.
- include the dates of those travels.
- list the results or consequences of those travels that are important to the colonization of the Americas and West Indies.
- color-code the trade routes.
- include a map legend and a compass rose.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you got the answer correct, watch the BrainPOP video *Christopher Columbus* (06:08). Then, do the activity connected to that video.

If you got the answer incorrect, learn more about Columbus. Watch the movie: *Did Columbus Really Discover America?* (02:09). Write a paragraph about the true discovery of the Americas.

Please go online to view this video ▶
You have learned about Spanish explorers. Now, you will learn about Spanish conquerors, called *conquistadors*, and their goals for embarking on ocean voyage expeditions. The conquistadors in the Americas traveled widely in search of gold, silver, and other riches.

You will read about Hernán Cortés, who conquered the Aztec Empire in present-day Mexico, and Francisco Pizarro, who conquered the Inca Empire in present-day Peru. Juan Ponce de León landed on the coast of present-day Florida, where he hoped to find a legendary fountain of youth. Other conquistadors in North America included Álvar Núñez Cabeza de Vaca, Hernando de Soto, and Francisco Vásquez de Coronado. There is a great deal of rumor mixed in with the history of Cortés's conquest of Mexico. Separate fact from fiction by watching the video *Cortez Encounters the Aztecs* (05:10). Discuss with your Learning Guide any surprising information you learn, including whether Cortés's sailors were really victors over the Aztecs.

To begin, read the sections *European Explorers and Conquerors* and *Spain in North America* (pp. 42-45) in *Discovering Our Past: A History of the United States*, Unit 1, Early America, Chapter 2: Exploring the Americans, Lesson 3, Spain in America.

Then, create entries in your vocabulary log for these words: *conquistadors*, *contact*, *immunity*.
Next, write the answers to these questions in your Social Studies Journal:

1. How did the discovery of gold treasures among the Aztec and the Inca lead to more exploration in the Americas?
2. Why did so many Native Americans fall ill when the Spanish arrived?
3. Read the Thinking Like a Historian (p. 43) primary source quote by Hernán Cortés in your textbook. Does Cortés clearly state his intention? If so, what is it?
4. Why do you think Hernán Cortés believed it was acceptable to be a conquistador? Write two different paragraphs. Write the first from the perspective of Cortés and the second from the perspective of the Aztecs. Justify or reject the conquistador’s mission.
5. How did Cabeza de Vaca learn about the Seven Cities of Gold?
6. How did stories of riches and wealth affect the exploration of the Americas?

POSSIBLE ANSWERS

1. After Cortés and Pizarro shipped back large amounts of Aztec and Inca gold, Europeans decided to explore southeastern and southwestern parts of North America.
2. They had no immunity to European diseases.
3. Yes, Hernán Cortés’s intention is to take land and wealth.
4. Student responses will vary. Accept all answers containing a clear argument with strong supporting points. A well developed response addresses several issues from the perspective of each.
5. He was part of a Spanish expedition that became stranded on an island near Texas. While traveling across the Southwest toward Mexico, which was Spanish territory, he heard about the Seven Cities of Gold from Native Americans.
6. Rumors of these cities resulted in conquistadors exploring large portions of the Americas.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Exploring America - Part 6

You have learned about the Spanish conquistadors, their goals for exploring the Americans, and what they hoped to find. Now, you will learn about the effects Spanish rule had on society in the Americas. After reading the selections, you will be able to identify three kinds of Spanish settlements in the Americas: pueblos, missions, and presidios. You will see that there was a clear class system in Spanish colonial society, with Native Americans and enslaved Africans in the lowest class. The Spanish disrupted the lives of native peoples, forcing them to work in silver mines in northern Mexico, on plantations in the West Indies, and at missions in California.

To begin, read all the sections under the heading Life Under Spanish Rule (pp. 45-48) in Discovering Our Past: A History of the United States, 2018: Unit 1, Early America, Chapter 2: Exploring the Americas, Lesson 3, Spain in America.

Create an entry in your vocabulary log for these words: pueblos, missions, presidio, founded, plantation.

Write the answers to these questions in your Social Studies Journal:

1. Why did the Spanish set up missions?
2. What might you find at a Spanish mission?
3. Why did Spanish colonists set up plantations?
4. For 200 years after Juan Cabrillo saw what is now California, the Spanish left it alone. Then, the policy changed. Why did this occur?
POSSIBLE ANSWERS

1. The Spanish established missions to spread the Spanish way of life and the Catholic religion among Native Americans.
2. A Spanish mission consisted of a small town, some farmland, and a church.
3. They set up plantations to raise sugarcane and tobacco.
4. The Spanish needed a larger number of colonists to hold onto their territory, and they wanted to convert more Native Americans to Christianity.

INTERACTIVE ACTIVITY

In this activity, you will create a Brace Map of Spanish exploration in the Americas. This graphic organizer is used to show the structural analysis of “whole to parts” relationships. In your map, use these categories to identify the various consequences of the conquistadors’ relationship with native people living in America in terms of:

- discovery
- exploration
- conquest
- colonization

For example, you should consider that once the Spanish arrived in the Americas, their interaction with native peoples led to the spread of disease, they brought new species (pigs and horses), and they enslaved surviving natives.

Here is an example of a completed Brace Map.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You now know the effects of the Spanish conquistadors and their settlements in the Americas. Now, you will examine the religious motives behind the Age of Exploration and learn about the Europeans who explored and settled in North America in the 1500s and their desire to spread their Christian faith.

To begin, read the section Religion and Trade (pp. 49-51) in Discovering Our Past: A History of the United States, Unit 1, Early America, Chapter 2: Exploring the Americans, Lesson 4, Competing for Colonies. Then, watch the video Consequences of European Colonization in Latin America (02:52). Tell your Learning Guide about the positive ways European colonization changed Latin America.

Next, create entries in your vocabulary log for these words: Reformation, Protestantism, widespread, armada, Northwest Passage.

Then, write the answers to these questions in your Social Studies Journal:

1. Who was Martin Luther?
2. What did Martin Luther do?
3. What conflict did this cause for Spain?
4. Why did nations want to find a Northwest Passage?
Now, go to Discovering Our Past: A History of the United States, Chapter. Look at the map of The Columbian Exchange (p. 51) in your textbook and answer these questions:

5. As people traveled between Europe, Africa, and the Americas, what did they transport with them?
6. Do you think the positive aspects of the Columbian Exchange outweighed the negatives? Explain.

### TEACHING NOTES

#### POSSIBLE ANSWERS

1. Martin Luther was a German priest who was dissatisfied with the teachings and leadership of the Catholic Church.
2. Luther nailed a list of his complaints to a church door, causing many people to leave the Catholic Church.
3. Spain was a Catholic country and decided to invade Protestant England. They sent an armada, which was defeated.
4. They wanted to find a shorter, less difficult route to Asia so trade and commerce would be more profitable.
5. Goods and resources were shipped between the Americas and Europe.
6. Student answers will vary.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned about the Age of Exploration and the spread of Christianity. Now, you will learn how French and Dutch settlements compare to the Spanish colonies. You will discover that French explorers in North America were most interested in natural resources, including fish and furs; therefore, their settlements grew slowly and did not threaten Native Americans. French explorers and missionaries traveled down the Mississippi River and west to the Rocky Mountains and the Rio Grande, trading and interacting with Native Americans. You will also learn how the Dutch wanted their colony and its port city, New Amsterdam, to become a center for Dutch trade.

To begin, read the sections **French and Dutch Settlements** (pp. 52–53) in *Discovering Our Past: A History of the United States*, Unit 1, Early America, Chapter 2: Exploring the Americas, Lesson 4, Competing for Colonies. Then, watch the video *The Colony of New Netherland, Founded 1624* to 03:14 to learn more about the settlements by the Dutch.

Create entries in your vocabulary log for these words: *tenant farmers, pose*.

Write the answers to these questions in your Social Studies Journal:

1. What did Jacques Marquette and Louis Joliet hope to find on their exploration of the Mississippi River?
2. What made Marquette and Joliet turn around?
3. What type of settlement did the French establish along the St. Lawrence River?
4. How did estate holders receive their land?
5. What is the meaning of the word tenant?
6. How did tenant farmers pay rent?
7. Why was the size of the Netherlands a factor in its efforts to colonize?
8. Why might the fact that the Netherlands had a large fleet of trading ships also have been a cause for colonization?

POSSIBLE ANSWERS

1. They hoped to find precious metals and the Northwest Passage.
2. They realized that the Mississippi River flowed south rather than west.
3. New France was made up of estates along the St. Lawrence River.
4. They received land in North America by bringing settlers.
5. A tenant is someone who rents property from a landlord.
6. Part of the year they worked for their lord, and they paid their lord an annual rent. The rest of the year they worked for themselves.
7. As a small country, it had few natural resources and limited farmland.
8. The country most likely wanted port locations in North America from which its fleet could enter and leave to expand its trading operations.

In this activity, you will create a three-part Venn diagram to compare and contrast the intentions and manner of colonization of the Dutch, French, and British as they began to colonize the Americas. Think about how each nation uniquely affected the native populations and future development of the Americas. Also think about how and why each nation competed against the others. Draw your own Venn diagram in your Social Studies Journal, or use this Venn diagram resource.

Here is an example of some of the information your student should put on his or her Venn diagram.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Exploring America - Part 9

Objectives
- To learn about the Renaissance and the effects of new technology on European voyages of exploration
- To learn about the empires of Africa and trade routes to India
- To understand Queen Isabella and Columbus' motivation to explore the Americas
- To learn about Spanish and Portuguese exploration in the Americas and their goals
- To understand how Spanish rule affected society in the Americas
- To learn about French and Dutch settlements in the Americas

Books & Materials
- Computer

Assignments
- Complete Use for Mastery.

USE

Think about what you have learned about European exploration in the Americas. Answer these questions.

USE FOR MASTERY

Match each explorer to the description of his exploration.

- Vasco da Gama
- Pedro Álvares Cabral
- Christopher Columbus
- Bartolomeu Dias

set out to explore the southernmost part of Africa and how to sail around it to India
set out to explore the southernmost part of Africa and how to sail around it to India

set out in 1492 to look for a trade route to India but landed in the Americas

was able to reach India by sailing around the tip of Africa

What was the primary purpose of a Spanish mission?

- to convert native tribes to Christianity
- to grow local crops for new settlements
- to establish cities in new lands for trading
- to remove the native peoples from their homes

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

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Colonial America - Part 1

Objectives
- To learn about the first European settlements in North America
- To understand the failures and successes of the first settlements in North America
- To understand settlers’ relationships with Native Americans
- To learn about the New England Colonies
- To learn about the Middle Colonies
- To learn about the Southern Colonies

Books & Materials
- Networks: Discovering Our Past: A History of the United States, 2018
- Social Studies Journal
- Computer

Assignments
- Complete hands-on activity Timeline of Colonial America.
- Complete hands-on activity Political Map of Colonial America.

LEARN

VOCABULARY
- burgess
- charter
- constitution
- debtor
- dissent
- enforce
- ethnic
- expand
- function
- headright
- indentured servant
- indigo
- investigate
- joint-stock company
- pacifists
- patroon
- persecute
- policy
- tolerance
- estate
- dominate
The people in the 13 Colonies may not have known it at the time, but their reasons for settling where they did, starting each colony, and the manner in which they conducted government and politics became the foundation for a new nation, the United States. In this unit, you will investigate how each colony was first founded, who founded it, and how it flourished to become one of the 50 United States.

To begin, go to Discovering Our Past: A History of the United States, Chapter 3, Chapter Opener (p. 57) to learn about Pocahontas and the role she played in aiding the Virginia colonists.

Then, examine the Colonial America 1587–1770 map and timeline in Place and Time (pp. 58-59). Just like the timeline you viewed with earlier chapters, this timeline shows events that occurred in two places: the Americas (blue) and the world (red).

Refer to the portrait of Pocahontas and accompanying story in the Chapter Opener, and the Colonial America 1587–1770 map and timeline in Place and Time to answer these questions. Write the answers in your Social Studies Journal.

1. How might Pocahontas’s appearance have changed according to the decisions she made?
2. In what three worlds did Pocahontas live?
3. Which European country controlled each of the following areas on the Colonial America 1587–1770 map?
   - The East Coast
   - The Midwest and the Plains States
   - The Southwest and the state of Florida
   - The Northwest
4. Which European power claimed the largest territory in North America on the Colonial America 1587–1770 map?
5. Which nation’s land claims seem to be the most settled and populated? How do you know?
6. What effect do you think these nations’ land claims in North America might have on relations between the countries?
7. Where would Pocahontas’s lifetime fall on this timeline? How can you tell?
8. Which events on the timeline might affect life in the English colonies during that period?
The people in the 13 Colonies may not have known it at the time, but their reasons for settling where they did, starting each colony, and the manner in which they conducted government and politics became the foundation for a new nation, the United States. In this unit, you will investigate how each colony was first founded, who founded it, and how it flourished to become one of the 50 United States.

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1. How might Pocahontas's appearance have changed according to the decisions she made?
2. In what three worlds did Pocahontas live?
3. Which European country controlled each of the following areas on the Colonial America 1587–1770 map?
   - The East Coast (Britain)
   - The Midwest and the Plains States? (France)
   - The Southwest and the state of Florida? (Spain)
   - The Northwest? (No one, because the land was unsettled or unclaimed.)
4. France
5. Britain’s land appears to be the most settled/populated.
6. Answers will vary, but students might suggest that conflicts over land claims would probably have led to conflict between nations.
7. Pocahontas’s lifetime would be near the 1607 marker. We know this because she interacted with the Jamestown settlers.
8. All events on the U.S. timeline; on the world timeline: England defeats Spanish Armada; England and France go to war.

### POSSIBLE ANSWERS

1. She may have changed her clothing or hairstyle to reflect British customs.
2. Her own Powhatan culture, that of the Jamestown settlers, and then England.
3. The East Coast (Britain)
   - The Midwest and the Plains States? (France)
   - The Southwest and the state of Florida? (Spain)
   - The Northwest? (No one, because the land was unsettled or unclaimed.)
4. France
5. Britain’s land appears to be the most settled/populated.
6. Answers will vary, but students might suggest that conflicts over land claims would probably have led to conflict between nations.
7. Pocahontas’s lifetime would be near the 1607 marker. We know this because she interacted with the Jamestown settlers.
8. All events on the U.S. timeline; on the world timeline: England defeats Spanish Armada; England and France go to war.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned about why Europeans wanted to embark on overseas exploration. You also learned about the voyages of explorers from Spain, Portugal, France, England, and the Netherlands.

Now, you will learn about colonial America. You will examine the lives of the first settlers of the American colonies, the challenges they faced, their successes, and how they created new lives in the New World.

Queen Elizabeth I gave Sir Walter Raleigh the right to claim land in North America to establish a colony at Roanoke. The first Roanoke settlers arrived in 1585 but, because of difficult winter weather, abandoned the settlement and returned to England. In 1587, John White led a second group of settlers to Roanoke, but after a long trip to England, he returned to the settlement and found that the colonists had mysteriously disappeared.

To begin, read the section **The Mystery at Roanoke** (pp. 60-61) in *Discovering Our Past: A History of the United States, Early America, Chapter 3: Colonial America, Lesson 1, Roanoke and Jamestown*. Then, watch the video *Sir Walter Raleigh and the Roanoke Colony* (03:26). Why did the colony come to be called the Lost Colony?

**THE VOCABULARY LOG**

Continue to identify any new vocabulary words that appear in the reading selections and add them to your vocabulary log in your Social Studies Journal. For each entry, you will include the following:

1. the definition of the word.
2. the definition restated in your own words.
3. a picture or visual representation of the word, if possible.
4. the vocabulary word used in a sentence.

Create entries in your vocabulary log for the word *investigating*. 

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**Objectives**
- To learn about the first European settlements in North America
- To understand the failures and successes of the first settlements in North America
- To understand settlers' relationships with Native Americans
- To learn about the New England Colonies
- To learn about the Middle Colonies
- To learn about the Southern Colonies

**Books & Materials**
- Networks: Discovering Our Past: A History of the United States, 2018
- Social Studies Journal
- Computer

**Assignments**
- Complete hands-on activity Timeline of Colonial America.
- Complete hands-on activity Political Map of Colonial America.
You may want to assist your student in filling out the vocabulary log for this reading selection. Identify the vocabulary words in the reading and locate the textbook definition of the words. Then, help your student brainstorm ways to express the definition or explanation, or provide an example of the word in his or her own words. Your student will then draw a visual representation of the word and use it in a sentence. Support your student to make this exercise a routine part of the social studies daily process.

If your student is using the online textbook, vocabulary flashcards and other games to reinforce understanding of the lesson's vocabulary words are available. These activities are located in the Lesson Resources column on the right-hand side of the screen.

Make sure your student reads all screens assigned if using the online Student Edition.

Answer the following questions in your Social Studies Journal.

1. Who was Walter Raleigh?
2. How was Raleigh significant to American history?
3. Who was John White?
4. About when did he leave Roanoke?
5. Why did he return to England?
6. Did White return to Roanoke before or after the war with Spain?
7. What did White discover when he returned?

POSSIBLE ANSWERS

1. He was an explorer who sent settlers to Roanoke Island.
2. He helped establish one of the first colonies in America.
3. He was the man who led the group that Raleigh sent to Roanoke.
4. He left Roanoke shortly after arriving on the island.
5. He returned to England for supplies.
6. He returned to Roanoke after the war with Spain.
7. He found the colony deserted and his only clue as to what happened was the word CROATOAN carved into a tree.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned about England’s first attempt to establish a colony in North America at Roanoke Island and the problems that the Roanoke settlers encountered.

Now, you will learn about the Jamestown colony, the colony in North America that England succeeded in establishing. After Roanoke failed, James I granted a charter to the Virginia Company in 1606 for a new colony in North America. Jamestown survived because of hard work, help from the Powhatan, and the sale of tobacco.

To begin, read all parts of the section Success at Jamestown in Discovering Our Past: A History of the United States, Unit 1, Early America, Chapter 3: Colonial America, Lesson 1, Roanoke and Jamestown.

Create entries in your vocabulary log for these words: charter, joint-stock company.

Watch the video Settlement at Jamestown (06:32) to learn about John Smith and the Jamestown settlement.

Answer the following questions in your Social Studies Journal.

1. How did Smith’s leadership help the colony survive?
2. What happened after Smith was injured and had to return to England?
3. What were some of the hardships the colonists faced as they interacted with the environment of Jamestown?
4. How did the colony’s relations with Native Americans affect the colony’s success?
5. What effect did the colonization of Jamestown have on its investors?

POSSIBLE ANSWERS

1. Smith knew that without hard work the colony would not last. He forced the settlers to work.
2. The colony struggled once John Smith became injured and returned to England.
3. The colonists at Jamestown faced disease and hunger.
4. At first, Native Americans helped the colonists and provided food, but later they stopped doing this.
5. The colonists started to grow tobacco. It turned out to be a valuable crop and made money for the investors.

INTERACTIVE ACTIVITY

In this activity, you will begin an annotated timeline of the early colonies in the United States. You will add to this timeline as you continue reading about other settlements.

On your timeline, be sure to include:

- important dates (founding dates of the colonies and other significant events).
- significant details and events, such as the House of Burgesses.
- names and geographic location of colonies.
- the outcome of the settlement (was it a success, failure, did it disappear?).

and will also include:

- each colony’s leaders.
- the colony’s European home country.
- the reasons for settling each colony.

You can create your timeline using Microsoft Word or Google Docs. You may find it helpful to use a timeline template to organize your entries. A variety of timeline templates can be found online at this site.

TEACHING NOTES

Your student’s timeline might include the following events:

- 1587 - John White led a group to Roanoke from England. White went back to England for supplies and returned to find the colony deserted.
- 1607 - The Virginia Company founded Jamestown, Virginia, after being granted a charter by King James of England. Jamestown faced many struggles but survived thanks to the efforts of John Smith and Native Americans living in the area.
- 1619 - the first enslaved Africans arrive in America in a Dutch trading ship.
- 1620 - the Pilgrims came from England and landed in at Plymouth and founded a colony based on religious beliefs, but almost half of the Pilgrims died during the first winter. Squanto and Samoset, two Native Americans, befriended the Pilgrims and came to their aid, celebrating the first Thanksgiving.
- 1630 - the Massachusetts Bay Company led by John Winthrop founded Boston. More than 15,000 Puritans came to Massachusetts from England to escape religious persecution.
- 1636 - Thomas Hooker took his congregation and founded Hartford, Connecticut.
- 1663 - King Charles II of England created the colony of Carolina. John Locke wrote the constitution for the colony.
- 1664 - The English attack New Amsterdam and acquire the land. King Charles gave the land to his brother, the Duke of York, who named it New York. New York was settled by Dutch, German, Swedish, Native American, and Jewish people.
- 1680 - William Penn received the land for the Quaker colony of Pennsylvania. In 1682 he supervised the building of Philadelphia. In 1701, Penn gave the people the right to elect representatives to the legislature.
- 1702 - New Jersey became a royal colony after the Duke of York gave part of his land to Lord John Berkeley and Sir George Carteret.
- 1733 - Georgia was the last British colony in America founded by James Oglethorpe. Georgia built forts and towns to block Spanish advancement into British territory.

✅ QUICK CHECK

Please go online to view and submit this assessment.

💌 MORE TO EXPLORE

If you were correct, you understand how Virginia was first settled. Learn more about how John Smith helped Jamestown survive by watching the video Tobacco Plantations and African Slaves (02:59).

If you were incorrect, you might need to learn more about Virginia's settlement. Learn more by watching the video The Colony of Virginia, Founded in 1607 (05:48). In your Social Studies Journal, write three reasons Jamestown might have failed.
You have learned about the Jamestown colony. Now, you will learn about the Puritans and Separatists and their reasons for settling in North America. Puritans and Separatists were unhappy with the Anglican Church of England. Both religious groups were persecuted, and a group of Separatists, known as the Pilgrims, moved to America. They established Plymouth Colony and wrote the Mayflower Compact. The Pilgrims survived with help from Native Americans and showed their thanks when the two groups had a feast.

To begin, read all of the section entitled **Seeking Religious Freedom** in *Discovering Our Past: A History of the United States*, Unit 1, Early America, Chapter 3: Colonial America, Lesson 2, The New England Colonies.

Next, create entries in your vocabulary log for the words *dissented, persecuted*.

Then, answer the following questions in your Social Studies Journal.

1. What two groups of people opposed King Henry’s church?
2. To which group did the Pilgrims belong?
3. Why were these people called Separatists?
4. What is the basic reason the Separatists, known as Pilgrims, went to America?
5. How did overseas conflicts resulting from differences in religion cause the formation and expansion of American towns?

6. What did the settlement of Plymouth by the Pilgrims most likely indicate to others in England?

7. Why do you think the Pilgrims believed it was necessary to set up a government before actually setting foot on Plymouth?

8. Why do you think the Pilgrims were willing to sign a document that required them to obey the laws passed "for the general good of the colony"?

### TEACHING NOTES

#### POSSIBLE ANSWERS

1. Separatists and Puritans
2. The Separatists
3. Because they wanted to set up their own churches separate from the Anglican Church.
4. They wanted religious freedom.
5. Religious persecution caused groups to migrate to America for religious freedom, resulting in the formation and growth of American towns.
6. It may have indicated that it was possible to settle in a new territory to achieve religious freedom.
7. They had just left England to avoid having to follow laws they did not believe in. They most likely wanted to make sure that everyone on board was in agreement about what they wanted the settlement to be.
8. They might have realized that the only way the colony would be successful was if everyone agreed to the laws as set out in the Mayflower Compact. It was better for them to follow the rules, even if they did not agree with all of them, for the “greater good” to get the other things they wanted, namely religious freedom.

Now, watch the video segment *Who Were the Pilgrims?* (01:08) to learn about the Pilgrims. Then, watch the video segment *The Puritans* (01:04). Why were these people called Puritans? Talk to your Learning Guide about what life was like in a Puritan colony.

### INTERACTIVE ACTIVITY

Next, add the New England Colonies to your timeline. Be sure to include these same characteristics for these entries:

- Important dates (founding dates of the colonies and other significant events)
- Significant details and events
- Names and geographic location of colonies
- The outcome of the settlement (was it a success, failure, did it disappear?)
and will also include:

- Each colony’s leaders
- The colony’s European home country
- The reasons for settling each colony

For these entries, remember to highlight the significance of Pilgrims seeking religious freedom, the Mayflower Compact, and the split between Puritan leaders and ideals.

✅ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
## Colonial America - Part 5

### Objectives
- To learn about the first European settlements in North America
- To understand the failures and successes of the first settlements in North America
- To understand settlers’ relationships with Native Americans
- To learn about the New England Colonies
- To learn about the Middle Colonies
- To learn about the Southern Colonies

### Books & Materials
- Networks: Discovering Our Past: A History of the United States, 2018
- Social Studies Journal
- Computer
- Project and interactive activity worksheets

### Assignments
- Complete hands-on activity: Timeline of Colonial America.
- Complete hands-on activity: Political Map of Colonial America.

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### LEARN

In the last part, you learned about the Puritans and Separatists and their quest for religious freedom.

In this part, you will learn about the creation of other colonies that were established in New England. You will discover that the New England Colonies expanded from Plymouth to include Boston (Massachusetts Bay), Connecticut, New Hampshire, and Rhode Island. A lack of religious tolerance in Massachusetts led to the formation of new colonies by Thomas Hooker, Roger Williams, and John Wheelwright. Conflicts about land, such as King Philip’s War, occurred between colonists and Native Americans.

To begin, read all parts of the section **New Colonies** in *Discovering Our Past: A History of the United States*, Unit 1, Early America, Chapter 3: Colonial America, Lesson 2, The New England Colonies.

Create entries in your vocabulary log for these words: *tolerance, enforced, policy.*

Look at the map of the New England Colonies in your textbook and compare it to a current map of the United States.

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### TEACHING NOTES

If your student is using the online textbook, the [interactive map](#) will reveal additional information about the colonies of New England. Encourage your student to take notes about the information found on this map for inclusion in the timeline.
Answer these questions in your Social Studies Journal:

1. What region on the present-day map was an area of importance in the United States during the seventeenth century?
2. What current New England states are missing from the map on this page?
3. Which New England state looks the most different today?

Now, answer these questions based on the reading assignment:

4. How did the Puritans treat people who had different beliefs from theirs?
5. What did people who had different beliefs from the Puritans do?
6. How did Thomas Hooker and other leaders in Connecticut and Rhode Island demonstrate tolerance?
7. Why did the colonists create the Fundamental Orders of Connecticut?
8. In what way was the Fundamental Orders of Connecticut unique?
9. How long did King Philip’s War last, and what was the outcome of this conflict?
10. What was the larger result of King Philip’s War?

TEACHING NOTES

POSSIBLE ANSWERS

2. Vermont, Maine
3. Massachusetts, because it no longer includes the territory that is now Maine
4. They criticized or persecuted them.
5. They formed new colonies.
6. They created plans of representative government, which meant people made decisions about government and religion.
7. This allowed people the right to make decisions regarding government and religion.
8. It was the first written constitution. It outlined the organization of representative government.
9. King Philip’s War lasted 14 months; the colonists defeated the Wampanoag.
10. The war destroyed the power of the Native Americans of New England.

Then, watch the video segment *Introduction to the New England Colonies* (04:02) to learn more about the New England Colonies. What new information did you learn?
**INTERACTIVE ACTIVITY**

Next, continue your timeline to include the New England Colonies. Be sure to include the same characteristics for these entries:

- important dates (founding dates of the colonies and other significant events)
- significant details and events
- names and geographic location of colonies
- the outcome of the settlement (was it a success, failure, did it disappear?)

and will also include:

- each colony’s leaders
- the colony’s European home country
- the reasons for settling each colony

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
You have learned about the New England Colonies and the people who settled in each place. Now, you will learn about the Middle Colonies. In this selection, you will read about New Netherland, a Dutch-controlled land between England's northern (New England) and southern (Virginia and Maryland) colonies. You will discover that England attacked New Netherland in 1664, and Governor Peter Stuyvesant surrendered without a fight. The English renamed the colony New York. New York was divided into two colonies: New York and New Jersey. Both colonies had diverse populations of ethnic groups.

To begin, read the section **New York and New Jersey** (pp. 69-70) in *Discovering Our Past: A History of the United States*, Unit 1, Early America, Chapter 3: Colonial America, Lesson 3, The Middle Colonies.

Next, create entries in your vocabulary log for these words: *patroons*, *ethnic*.

Then, answer these questions in your Social Studies Journal.

1. What incentive did the Dutch West India Company offer to people who brought settlers?
2. Who started the colony that became New York?
3. What did the Dutch call the colony, and why?
4. Why would the English have wanted New Netherland?
5. How did New Netherland become an English colony?
6. How did Berkeley and Carteret attract settlers?
7. Was their offer effective? Explain your answer.
3. New Netherland; The Netherlands was the name of the country in Europe that the Dutch came from.
4. The colony was successful, and it separated New England from England’s colonies to the south.
5. The English captured New Amsterdam.
6. They offered large tracts of land and provided freedom of religion, trial by jury, and a representative assembly. Yes, it was effective because it attracted a lot of different kinds of people who sought a variety of opportunities in North America.

**INTERACTIVE ACTIVITY**

In this activity, you will continue your timeline to include: New York, New Jersey. You will use the same characteristics:

- important dates (founding dates of the colonies and other significant events)
- significant details and events
- names and geographic location of colonies
- the outcome of the settlement (was it a success, failure, did it disappear?)

and will also include:

- each colony’s leaders
- the colony’s European home country
- the reasons for settling each colony

**TEACHING NOTES**

Your student’s timeline might include some of the following events:

- 1664 - an English fleet is sent to attack New Amsterdam, the English surrendered without a fight
- New York was controlled by the Duke of York in England
- 1691 - the citizens of New York are allowed to elect their own legislature
- New Jersey was made from the division of New York by the Duke of York
- New Jersey was founded by Lord John Berkeley and Sir George Carteret
- 1702 - New Jersey became a royal city

**QUICK CHECK**

Please go online to view and submit this assessment.
MORE TO EXPLORE

If you got the answer correct, learn more about these two colonies. Watch the video *The Colony of New Jersey* (02:44). How was the New Jersey colony different from colonies in New England? How did the proprietors hope to settle New Jersey?

If you got the answer incorrect, reread Lesson 3 on *The Middle Colonies* (pp. 69-72) in *Discovering Our Past: A History of the United States*. Then, think about what you read about New Amsterdam: It was a bustling seaport with many different types of people. Write a paragraph that describes what it might have been like to walk down one of its busy streets. What might you have seen? Heard? Felt?
You know about New England, New York, and New Jersey. Now, you will learn about two other Middle Colonies: Pennsylvania and Delaware. Pennsylvania was founded in 1680 by a Quaker named William Penn. He wanted the colony to follow the Quaker ideals of equality and peacefulness. Southern Pennsylvania became the colony of Delaware. Delaware was under Pennsylvania's authority, but had its own legislature.

To begin, read the complete section **Pennsylvania and Delaware** (pp. 71-72) in *Discovering Our Past: A History of the United States, 2018*, Unit 1, Early America, Chapter 3: Colonial America, Lesson 3, The Middle Colonies.

Then, create entries in your vocabulary log for these words: pacifists, functioned.

Next, answer these questions in your Social Studies Journal.

1. What are some differences between the development of Pennsylvania and the development of the other colonies?
2. Who was William Penn?
3. What other roles did he play in this colony?
4. What did Penn promise to new colonists in the Charter of Privileges?
5. What groups of people helped found Delaware?
6. How might access to the Atlantic Ocean have helped the immigrants in Delaware interact with their environment?
POSSIBLE ANSWERS

1. Answers may vary but could include that Pennsylvania was developed with Quaker ideals in mind. Because of this, the relationship with Native Americans was one of peace, respect, and the belief that the land belonged to the Native Americans.
2. William Penn was the founder of Pennsylvania.
3. He helped build Philadelphia, he wrote the colony’s constitution, and he negotiated the treaty with local Native Americans.
4. He granted colonists the right to elect representatives.
5. The groups that helped founded Delaware were the Swedish, the Dutch, and the English.
6. It might have offered them the opportunity to be involved in fishing, shipping, and other industries related to water.

INTERACTIVE ACTIVITY

In this activity, you will continue your timeline to include Pennsylvania, and Delaware. You will use the same characteristics:

- important dates (founding dates of the colonies and other significant events)
- significant details and events
- names and geographic location of colonies
- the outcome of the settlement (was it a success, failure, did it disappear?)

and will also include:

- each colony’s leaders
- the colony’s European home country
- the reasons for settling each colony

TEACHING NOTES

Your student's timeline should include some of the following information.

- Pennsylvania was founded by Quakers
- 1680 - William Penn founded and named Pennsylvania
- 1701 - Charter of Privileges granted colonists the right to elect representatives to legislature
- Delaware was found from a subsect of Pennsylvania counties.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Colonial America - Part 8

You have learned about the northernmost colonies. Now, it is time to head south. You will read about two Southern Colonies: Maryland and Virginia. In Virginia, landowners brought indentured servants and enslaved Africans to the colony to plant, tend, and harvest tobacco. Maryland was founded by Sir George Calvert as a safe place for Catholics to live and practice their faith. Maryland and Pennsylvania argued over colonial boundaries so the Mason-Dixon Line was created. You will also read about Nathaniel Bacon, who led a rebellion against Virginia’s colonial government.

To begin, read the complete section on Virginia and Maryland (pp. 73–75) in Discovering Our Past: A History of the United States, 2018: Unit 1, Chapter 3: Colonial America, Lesson 4, The Southern Colonies.

Next, create entries in your vocabulary log for these words: indentured servants, estates, dominated.

TEACHING NOTES

Make sure your student is reading all assigned screens if he or she is using the online Student Edition.

INTERACTIVE ACTIVITY

Answer these questions in your Social Studies Journal.

1. On what crop did the settlers of Jamestown, and then all of Virginia, come to rely?
2. Why did growing tobacco lead to the start of the slave trade?
3. Who was Sir George Calvert?
4. Why did Calvert believe that Catholics needed a religious haven?
5. How was the land in Maryland distributed?
6. How did this increase the need for indentured servants and enslaved Africans?
7. What were the Acts of Toleration?
8. How successful was Maryland as a safe haven?
9. Who were the people and groups who played a role in the development of Bacon’s Rebellion?

### TEACHING NOTES

**POSSIBLE ANSWERS**

1. Tobacco
2. Tobacco took a lot of labor to plant, grow, and harvest. Farmers believed that it was more cost-effective to rely on enslaved labor to grow and harvest the crop because rather than paying wages, they paid for food and shelter at a very minimal level.
3. An English lord who was given a proprietary colony north of Virginia; he died, and his son inherited the colony and named it Maryland.
4. They were persecuted in England.
5. Large estates were given to English aristocrats and smaller pieces to other settlers.
6. Many workers were needed to work the large plantations.
7. Maryland laws ensured Protestants and Catholics the right to worship freely.
8. Catholics faced the same restrictions on worship after Maryland became a royal colony in 1692 and established an official Protestant church.

Watch the video [The Virginia House of Burgesses](#) (07:48) to learn about government in the Virginia Colony. Who were the burgesses? What was their responsibility? Discuss your answers with your Learning Guide.

In this activity, you will continue your timeline to include Virginia and Maryland. You will use the same characteristics:

- important dates (founding dates of the colonies and other significant events)
• significant details and events
• names and geographic location of colonies
• the outcome of the settlement (was it a success, failure, did it disappear?)

and will also include:

• each colony’s leaders
• the colony’s European home country
• the reasons for settling each colony

### TEACHING NOTES

Your student’s timeline may include some of the following:

- 1619 - The first Africans arrived in the Dutch colony
- 1634 - Maryland was founded by Sir George Calvert, Lord Baltimore.
- 1760 - Mason and Dixon mapped the boundary line between Maryland and Virginia.
- 1649 - The Act of Toleration was established.
- 1692 - Maryland established a Protestant church.
- 1676 - Nathaniel Bacon led attacks on Native Americans.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Now, you know about two Southern Colonies: Virginia and Maryland. Next, you will learn about the three remaining Southern Colonies: North Carolina, South Carolina, and Georgia. King Charles II created the Carolina colony in 1663 and English philosopher John Locke wrote its constitution. Then, Carolina split into North Carolina and South Carolina. You will read about the slave labor that was used to grow rice and indigo, two important crops that grew well in the wet coastal lowlands of the Carolinas. Georgia was established by James Oglethorpe as a place for debtors, but few settled there. He gave up control of the colony in 1751 because of its slow growth and disputes with settlers about rules.

To begin, read the complete section of The Carolinas and Georgia (pp. 76-77) in Discovering Our Past: A History of the United States, Unit 1, Early America, Chapter 3: Colonial America, Lesson 4, The Southern Colonies. Next, add entries in your vocabulary log for these words: constitution, indigo, debtors.

Look at the map of the Southern Colonies in your textbook and answer these questions in your Social Studies Journal.

1. Which was the southernmost colony?
2. Why were the ocean ports important in the development of the Carolinas?
3. Which crop greatly increased the demand for slave labor?
4. How did the geography of the Carolinas affect agricultural development?

Now, answer these questions based on the reading assignment.

5. Why was Georgia founded?
6. How were the laws concerning debts different from modern laws?
7. Was Oglethorpe’s plan for a colony successful?
### POSSIBLE ANSWERS

1. Georgia is the southernmost colony.
2. Farmers needed to ship their crops.
3. Tobacco and rice increased the demand for slave labor.
4. Rice grew well in the wet, coastal area.
5. Georgia was founded as a place to give debtors and poor people a fresh start and to act as a barrier against any Spanish attacks from Florida.
6. Modern laws do not imprison people for debts but allow them to work to pay off the debt.
7. Some students may say that Oglethorpe failed because not many debtors came to his colony, and he eventually gave up. Other students may say that Oglethorpe was successful because he started a new colony, even though it did not work out as he had planned.

### INTERACTIVE ACTIVITY

In this activity, you will continue your timeline to include: North Carolina, South Carolina, and Georgia. You will use the same characteristics:

- important dates (founding dates of the colonies and other significant events)
- significant details and events, such as the House of Burgesses
- names and geographic location of colonies
- the outcome of the settlement (was it a success, failure, did it disappear?)

and will also include:

- each colony's leaders
- the colony's European home country
- the reasons for settling each colony

### TEACHING NOTES

Your student's timeline may include some of the following:

- 1663 - King Charles II founded North Carolina.
- 1740 - Indigo was developed as a crop by Eliza Lucas.
- 1729 - Carolina split into North and South Carolina.
- 1733 - Georgia was founded by James Oglethorpe.
- 1751 - Georgia was turned over to the King of England.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned about the 13 original colonies: Massachusetts, New Hampshire, Connecticut, Rhode Island, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. You created a timeline to show the significant dates and events that took place in each colony.

In this activity, you will draw, from memory if possible, a political map of the 13 original colonies.

On your map, you will label each colony with:

- its founding date
- the name of its founder
- a catchy motto or hashtag (#) to represent the colony's founding ideals

You can find blank maps of Colonial America to use as the foundation of your map in [Wikimedia Commons](https://commons.wikimedia.org).

Think about what you have learned about the original 13 colonies in this lesson and answer the following questions.
USE FOR MASTERY

What was one main reason colonists came to the original thirteen colonies?

- no need for income
- to convert native tribes
- religious freedom
- freedom from rules

Select the colony that matches each description.

<table>
<thead>
<tr>
<th>New England</th>
<th>Middle</th>
<th>Southern</th>
</tr>
</thead>
<tbody>
<tr>
<td>founded mostly for trade and religious tolerance of all</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>founded mostly for religious freedom from the Anglican Church</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>founded mostly for farming to trade with other countries</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.

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: Early America

Please go online to view and submit this assessment.
Unit 2 - Colonists to Revolutionaries
Project: My Colonial Politics

Books & Materials
- Networks: Discovering Our Past: A History of the United States
- Social Studies Journal
- Computer
- Hands-on Activity worksheets
- For the Project: My Colonial Politics
- Art materials

As you might imagine, creating a new nation was no easy feat. And it was not an easy decision, either. America during the colonial period was sparsely populated. Most of the people who lived here were farmers or merchants—certainly not soldiers. And the British Empire, at the time, was the largest, most powerful empire in the world. The idea of the American colonists going to war with the British Empire made as much sense then as a small country of farmers going to war with the United States today!

But the American colonists came to this land with the hope for freedom and self-determination, and they were willing to fight for it. We honor our founding fathers and minutemen for securing our independence from Great Britain, but it wasn’t an easy decision to make. Could you imagine what that debate would be like today? What would social media look like with the debate of independence? Could you imagine all the commercials?! And all the mail and posters!

At the end of this unit, you will create a media campaign to reimagine the debate between Patriot and Loyalist colonists in our modern day. What would a political commercial look like? What about social media debates? If the colonists had posters and mailers today to promote loyalty or independence, what would they look like? Use your imagination and knowledge of U.S. history. Study the causes and arguments for American independence in this unit. Then, have fun creating a modern-day media campaign for our independence—or for loyalty to the British crown. You decide.

How do political issues and debates get covered today? How do politicians use the media and social media to get their messages across? Think about all the exposure you have had to political messages in the last year. What messages have stood out to you? Which forms of communication were effective? Write your thoughts in your Social Studies Journal.

PROJECT DESCRIPTION

As you might imagine, creating a new nation was no easy feat. And it was not an easy decision, either. America during the colonial period was sparsely populated. Most of the people who lived here were farmers or merchants—certainly not soldiers. And the British Empire, at the time, was the largest, most powerful empire in the world. The idea of the American colonists going to war with the British Empire made as much sense then as a small country of farmers going to war with the United States today!

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How do political issues and debates get covered today? How do politicians use the media and social media to get their messages across? Think about all the exposure you have had to political messages in the last year. What messages have stood out to you? Which forms of communication were effective? Write your thoughts in your Social Studies Journal.
COLLABORATION

Share your thoughts about political messages with your group. Write down ideas that you hadn't yet thought of in your Social Studies Journal.

TEACHING NOTES

If your student has not had much exposure to political coverage in the media or social media, choose a recent race for a local office and do a quick search for one piece of media coverage, one campaign ad, and one social media post related to it. Discuss the coverage with your student.

As you plan your media campaign, you will choose one side to represent—the Patriots or the Loyalists. You will choose one of the following options to identify the debate between your side and the other:

- Create a political commercial—Develop a storyboard or make your own video for a commercial advertising the positives of your opinion and the negatives of your opponent's plan, to persuade others.
- Create a (mock) social media profile that informs and supports your opinion. Include a #hashtag to promote your ideas and four to five lines of discussion of likely debate between Patriots and Loyalists.
- Create a campaign poster, or infographic, that advertises your opinion and highlights the negatives of your opponent's plan.

Whichever option you choose, your campaign must include:

- The main arguments of either the Patriots or Loyalists regarding independence;
- The “pro” reasons for your opinion and the “con” reasons for the other side; and
- Two graphic or visual representations of the debate.

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 media campaign similar to the ones used by political groups today, to persuade others to join either the Patriots or the Loyalists in the time leading up to the American Revolution.

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.
Life in the Colonies - Part 1

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| To analyze the motivations of the colonists for making a living in the Americas, and the motivations for the British crown to impose greater control | Networks: Chapter 4  
Social Studies Journal  
Computer  
Hands-on Activity worksheets | Read Networks: Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 4: Life in the American Colonies.  
Complete Interactive Activity: Thirteen Colonies Quiz.  
Complete Interactive Activity: Venn Diagram.  
Complete Hands-on Activity: Flow Map.  
Complete Hands-on Activity: "I am" Poem.  
Complete Hands-on Activity: Tree Map.  
Complete Hands-on Activity: Cause-and-Effect Graphic Organizer.  
Complete Hands-on Activity: Annotated Timeline. |

**LEARN**

**VOCABULARY**
- subsistence farming
- cash crop
- diversity
- principal
- rely
- triangular trade
- slave code
- allayed
- victuals
- representative government
- suspend
- impose
- mercantilism
- export
- import
- immigration
- epidemic
- adapt
- apprentice
- emphasis
- civic virtue
You have read about the first Europeans who came to the Americas and the establishment of thirteen English colonies along the east coast of the continent. You will continue to read Discovering Our Past: A History of the United States, learning about the time immediately before, and during, the American Revolution.

Before you dive into Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 4: Life in the American Colonies, look at the Chapter Opener. Look at the image and read the text. How had life changed for some English colonists?

Now, move to the Place and Time pages. Read the text, including the caption. Answer the questions in your Social Studies Journal.

### TEACHING NOTES

**Chapter Opener Answers**

It had become easier and more profitable.

**Place and Time Answers**

1. New England
2. wheat and corn

**Critical Thinking**

Possible answer: The land was hard to farm. Other resources were more readily available.

### INTERACTIVE ACTIVITY

To support your understanding of the American colonies, watch the BrainPOP movie: Thirteen Colonies (05:00). Are you ready to learn about life in the thirteen colonies? Check your background understanding first by taking the BrainPOP quiz Thirteen Colonies.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Last time, you located the English colonies on a map and supported your knowledge about them. As you saw on the map, life was different for people in the different colonies.

To find out more about the differences in the regions, go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 4: Life in the American Colonies. Read the sections Making a Living in the Colonies, Commercial New England, The Middle Colonies, Life in the Southern Colonies, and Tobacco and Rice (pp. 84–87).

LEARN

Have your student write the following lesson vocabulary words and their definitions in his or her Social Studies Journal: subsistence farming, cash crop, diversity, principal, rely. Have your student explain each word in his or her own words. Then, have your student use diversity, principal, and rely in his or her own sentences.

INTERACTIVE ACTIVITY

Access the Venn Diagram Creator. Look at the styles of diagrams in the right sidebar. Click “Set groups” and label the three categories: New England, Middle Colonies, and Southern Colonies.
Now, in the “Elements” boxes, write details about the three regions. Then, hit “Close.” Click one of the Venn Diagram styles from the right sidebar. Your Venn diagram will come up, showing how many similarities and differences there are between the regions.

⚠️ TEACHING NOTES

The online Venn diagram creator posts numbers to show the number of similarities and differences between categories. If your student is including similarities for two or more of the regions, encourage him or her to use the exact same wording for the generator to count them as the same element.

✔️ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you learned that rice farmers in the colonies relied on the labor of enslaved Africans. To find out more about this part of American history, go to Discovering Our Past: A History of the United States, Chapter 4: Life in the American Colonies, Lesson 1: Colonial Economy. Read the section The Growth of Slavery (pp.87-89). As you read, create a Flow Map describing the slave trade as it brought people from West Africa into bondage in the Americas.

On the Flow Map, your student should note the movement of enslaved Africans, from western Africa, through the Middle Passage, to arrival in the colonies, followed by slave auctions and then life in bondage.

Have your student add the following lesson vocabulary words and their definitions in his or her Social Studies Journal: triangular trade, slave code. Have your student sketch a quick map to help him or her remember the meaning of triangular trade.
If enslaved people survived the horrors of the Middle Passage, they faced terror when they arrived in the Americas as well. They were sold as laborers. Many were treated cruelly. Some enslaved people’s experiences were turned into songs and stories that have been passed down through the generations. Try your hand at writing a poem telling about the triangular trade. Look at the poem format for an I am poem. You will be using lines like these to write a ten-line poem to accompany your Flow Map. Write five lines about horrors people experienced during the slave trade. And write five lines that tell about the emotions you have about it.

Consider skipping this assignment if the student is particularly affected by the traumatic experiences of others.

Please go online to view and submit this assessment.
Life in the Colonies - Part 4

**Objectives**
- To analyze the motivations of the colonists for making a living in the Americas, and the motivations for the British crown to impose greater control

**Books & Materials**
- Networks: Chapter 4
- Social Studies Journal
- Computer
- Hands-on Activity worksheets

**Assignments**
- Read Networks: Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 4: Life in the American Colonies.
- Complete Interactive Activity: Thirteen Colonies Quiz.
- Complete Interactive Activity: Venn Diagram.
- Complete Hands-on Activity: Flow Map.
- Complete Hands-on Activity: "I am" Poem.
- Complete Hands-on Activity: Tree Map.
- Complete Hands-on Activity: Cause-and-Effect Graphic Organizer.
- Complete Hands-on Activity: Annotated Timeline.

**LEARN**

In the last part, you learned about the slave trade in the American colonies. Now, you will read about one person who experienced this treatment, Olaudah Equiano. Because he wrote an autobiography, we can read about his experiences in his own words. Go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Lesson 1: Colonial Economy. Read the Feature: America's Literature: The Interesting Narrative of the Life of Olaudah Equiano (pp. 90-91). As you read, highlight important details. Also, underline quotations that you could add to your Flow Map or your “I Am” poem to clarify the experiences of people suffering in slavery.

When you are finished reading, review your annotations. Choose quotations that you marked and add them to your Flow Map or poem where you think they fit. Remember to use quotation marks around the quotes and write the author of the words: Olaudah Equiano. Using the words of someone who experienced something firsthand can support historical details.

**TEACHING NOTES**

Have your student add the following lesson vocabulary words and their definitions in his or her Social Studies Journal: allay, victual. Have your student write his or her own sentence for each word.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Life in the Colonies - Part 5

Objectives
- To analyze the motivations of the colonists for making a living in the Americas, and the motivations for the British crown to impose greater control

Books & Materials
- Networks: Chapter 4
- Social Studies Journal
- Computer
- Hands-on Activity worksheets

Assignments
- Read Networks: Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 4: Life in the American Colonies.
- Complete Interactive Activity: Thirteen Colonies Quiz.
- Complete Interactive Activity: Venn Diagram.
- Complete Hands-on Activity: Flow Map.
- Complete Hands-on Activity: "I am" Poem.
- Complete Hands-on Activity: Tree Map.
- Complete Hands-on Activity: Cause-and-Effect Graphic Organizer.
- Complete Hands-on Activity: Annotated Timeline.

LEARN

In the last part, you read about the economy of the English colonies. Now, you’ll find out about the government. Since the English controlled the colonies, it wasn’t surprising that they modeled their local governments after those in England. But, after a time, the colonists came up with their own ideas about how their communities should be run.


INTERACTIVE ACTIVITY

Access a Tree Map. Label the top branch “English Principles of Government.” For the first two subcategories, write the two important principles you read about. Take notes about the principles from your reading. Label the third subcategory “Documents.” For this category, list the documents that established or protected the main principles of the English government.

TEACHING NOTES

Your student should note that the two overarching principles of the English system of government were protected rights and representative legislatures. They were established or protected by the Magna Carta (protected rights) and the English Bill of Rights (representative legislatures).
Your student should note that the two overarching principles of the English system of government were protected rights and representative legislatures. They were established or protected by the Magna Carta (protected rights) and the English Bill of Rights (representative legislatures).

Have your student add the following lesson vocabulary words and their definitions in his or her Social Studies Journal: representative government, suspend, and impose. Have your student write his or her own sentences for suspend and impose.

Quick Check

Please go online to view and submit this assessment.

More to Explore

If you answered the QuickCheck correctly, find out more about the Magna Carta and how it influenced both English and American government by watching the BrainPOP movie: Magna Carta (02:54). Answer the following question: What is the Magna Carta an early example of?

If you answered the QuickCheck incorrectly, watch the Discovery Education movie: The Magna Carta and the Success of Parliamentary Democracy (03:06) to review the reasons why King John signed the Magna Carta. Answer the following question: Why did the barons protest to King John?

Teaching Notes

Answers

It is an early example of constitutional government; they believed they were being taxed unfairly.
In the last part, you read about the main principles of the English government. Go to Discovering Our Past: A History of the United States, Chapter 4: Colonists to Revolutionaries, Lesson 2: English Principles of Government, the fourth screen under the resources tab. View the illustration called Mercantilism on the third screen under Lesson Resources. Think about why the colonies were important to England’s economy. Sketch visuals in your Social Studies Journal that will help you remember what mercantilism, export, and import mean.

To find out more about the economic system in England, go to Chapter 4: Colonists to Revolutionaries, Lesson 2: English Principles of Government, on the third tab. Read the section English Economic Policies.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you learned about the economic policies that made the colonies so important to England. With so many job opportunities, land, and resources, the colonies kept attracting new immigrants. How did this affect life for the people of the colonies?

The people of the colonies included the following:

- Colonists of European ancestry who had been in the Americas for awhile
- New immigrants from Europe
- Native Americans
- Enslaved people from Africa

Go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries. Read Lesson 3: Culture and Society to find out more about how immigration contributed to a rapid rise in population, and how culture was changing in the colonies.

Access the One Cause and Multiple Effects Diagram. Write “immigration to the colonies” as the cause. Fill in any details you can from the reading as effects.

Watch the video History of Colonial America 1497-1763 (06:17). Think about how immigrants from European countries affected the culture of the colonies. Make notes on your One Cause and Multiple Effects Diagram.

Please go online to view this video ▶
Have your student write his or her own sentences for adapt and emphasis. Then, ask how he or she would define civic virtue for the modern-day United States.

In the next part, you will watch videos that tell more about how immigration affected two additional groups of people: Native Americans and enslaved African Americans.

Please go online to view and submit this assessment.
In the last part, you learned about the rise in immigration to the American colonies. What impact did this have on Native Americans and enslaved African Americans?

Watch this video about immigration (04:06).

Make note of how immigration patterns of the time affected enslaved people. Make notes on your One Cause and Multiple Effects Diagram.

Immigration obviously affected the people who already lived here when others first started moving to the Americas—the Native Americans. Watch the video: Natives and English (11:27).

As you watch, take notes on your One Cause and Multiple Effects Diagram about the impact of European immigration on Native Americans.
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**TEACHING NOTES**

Your student should have taken note of many effects of immigration to the American colonies. Key ideas include: increased immigration forced Native Americans from their lands and often led to violent conflict between groups; larger populations increased demand for laborers, leading to more enslaved people being forced to the Americas from Africa; conflict increased between the British and French; and different languages and ways of thinking contributed to the emergence of a new American identity.

---

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
In the last part, you read about how increased immigration from both Britain and France led to conflict between the countries. Eventually, it led to a war on American soil.

Go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries. Read Lesson 4: Rivalry in North America to find out more about the French and Indian War.

Then watch the video: Proclamation of 1763 (03:00) to identify one of the outcomes of the French and Indian War, an effect that would contribute to the outbreak of the American Revolution.

In the next part, you will be creating a timeline, so take notes in your Social Studies Journal to refer to later on.

Have your student add the following lesson vocabulary words and their definitions in his or her Social Studies Journal: militia, Iroquois Confederacy, alliance, and neutral. Have him or her use neutral in a sentence.
✅ 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 the French and Indian War by watching the BrainPOP movie: French and Indian War (04:40).

If you answered the Quick Check incorrectly, review the reasons for the French and Indian War by watching the BrainPOP movie. Answer the following question: Why did the French start building forts in their territory?

ANSWERS
To keep the British from trading with Native Americans in French territory; they both wanted to control all of North America.
In the last part, you learned about the French and Indian War. Now, on a piece of paper, create an annotated timeline of events surrounding the French and Indian War, including causes and the changes to the colonies as a result of the war. Review the text for dates and place them on the timeline. Annotate the timeline with important details for each event. You may choose to print out images from the text or online to add to your timeline.

Your student’s timeline should include the following events: Spring, 1754: Virginia militia sent to drive out French; June, 1754: Delegates from British colonies meet with Iroquois leaders; 1754–1763: French and Indian War; 1763: Treaty of Paris; 1763: Pontiac’s War; 1763: Proclamation of 1763.

If needed, remind your student how to indicate a range of dates on a timeline. You may need to make suggestions for how to indicate events in the same year, such as drawing leader lines from the timeline to elsewhere on the page.
You have read about how conflict began to increase in North America. Now answer the questions to show what you have learned.

**USE FOR MASTERY**

How did the British and French competition for land in North America eventually lead to the French and Indian War? Select **two** correct answers.

- The French claimed the Ohio River Valley, and other colonists wanted to settle there.
- The French tried to claim land that British settlers were already living on.
- The British did not want anyone to trade with the native tribes in their area.
- The Native Americans were only willing to trade and live with the British.
- The British colonists tried to create an alliance with Native Americans and failed.

What is one way the French and Indian War affected Native Americans?

- Native Americans learned to interact with other settlers to establish trade.
- Native Americans lost their French trading partners because of their defeat.
- Native Americans had to welcome settlers into their land and homes.
- Native Americans gained more land for settlement in western territories.

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

0 / 12 File Limit
## Spirit of Independence - Part 1

### Objectives
- To understand the debate between Patriots and Loyalists

### Books & Materials
- Networks: Discovering Our Past: A History of the United States, 2018
- Social Studies Journal
- Computer

### Assignments
- Complete Interactive Activity: Interactive Chart.
- Complete Hands-on Activity: Tree Map.
- Complete Interactive Activity: Primary Source.
- Complete Hands-on Activity: Brace Map.
- Complete Interactive Activity: Map: Battles of Lexington and Concord.
- Complete Hands-on Activity: Timeline or Infographic.
- Complete Interactive Activity: To Sign or Not to Sign.

### LEARN

### VOCABULARY
- prohibit
- revenue
- writs of assistance
- violate
- resolution
- effigy
- boycott
- repeal
- encounter
- rebellion
- occupy
- encounter
- propaganda
- committee of correspondence
- minutemen
- approach
- so-called
- Loyalist
- Patriot
- advocate
In the last part, you found out about the cultural, economic, and political changes that caused the people of the thirteen British colonies to start forging a new identity as Americans, not as British subjects. Go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 5: The Spirit of Independence.

First, look at the Chapter Opener (p. 109). Look at the image and read the text. What challenges would the minutemen face once war started with Great Britain?

Now, go to the Place and Time (pp. 110-111) pages. Read the text, including the caption. Answer the questions in your Social Studies Journal.

**Answers**

1. the Southern Colonies
2. Spanish Louisiana

**Critical Thinking**

The movement was most likely strongest in New England, especially Massachusetts and Connecticut, because the map shows that the greatest concentration of protests occurred in those colonies.

To support your understanding of the time immediately before the American Revolution, watch the Discovery Education video: Causes of the Revolutionary War: The Stamp Act (3:26). As you watch, answer the following question in your Social Studies Journal: Why did the British government decide to raise taxes on the colonies?
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Answer
To pay for the French and Indian War

Please go online to view and submit this assessment.
In the last part, you learned that the people of the British colonies not only lived under English rule, but they also were influenced by principles of English law when setting up their own governments. Review the Tree Map you completed in the last lesson. What principles of English government were important to people at the time?

Now, read about the laws imposed on the colonists. Go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 5: The Spirit of Independence. Read Lesson 1: No Taxation Without Representation (pp. 112-115).

Have your student write the following lesson vocabulary words and their definitions in his or her Social Studies Journal: prohibit, revenue, writ of assistance, violate, resolution, effigy, boycott, repeal. Have your student explain each word in his or her own words. Then, have the student use prohibit, violate, and boycott in his or her own sentences.
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Have your student write the following lesson vocabulary words and their definitions in his or her Social Studies Journal: prohibit, revenue, writ of assistance, violate, resolution, effigy, boycott, repeal. Have your student explain each word in his or her own words. Then, have the student use prohibit, violate, and boycott in his or her own sentences.

INTERACTIVE ACTIVITY

Go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 5: The Spirit of Independence, Lesson 1: No Taxation Without Representation. Access the interactive chart A Growing Debt under screen 2 of Lesson Resources. Read the information and answer the questions.

TEACHING NOTES

Your student will notice that British subjects paid more than colonial subjects did toward the debt. Discuss why this still bothered the colonists (e.g., they felt they did not have the same protections and advantages of British subjects). Ask your student to support observations about people’s reactions to taxes with examples.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you learned about the taxes levied on colonists to help Great Britain pay its debts. Use your Tree Map from Life in the Colonies. Review the text and think about how the various taxes and acts imposed on the colonists after the French and Indian War might have violated their expectations of how they should be protected by English law. Add your analysis to your Tree Map.

Your student should note that many colonists felt that the acts and taxes violated their rights to trial by jury and to be viewed as innocent until proven guilty. They also believed that, living under English law, they had the right to be secure in their homes. Also, they thought that only their own local governments had the right to tax them.
In the last part, you learned about the taxes and acts that angered the colonists. Tensions would inevitably erupt. Go to *Discovering Our Past: A History of the United States*, Unit 2: Colonists to Revolutionaries, Chapter 5: The Spirit of Independence. Read Lesson 2: *Uniting the Colonists* (pp. 116–119) to find out about the conflicts boiling over.

Have your student add the following lesson vocabulary words and their definitions in his or her Social Studies Journal: *rebellion*, *occupy*, *encounter*, *propaganda*, *committee of correspondence*. Have him or her write sentences using the words *rebellion*, *occupy*, and *encounter*.

Go to *Discovering Our Past: A History of the United States*, Unit 2: Colonists to Revolutionaries, Chapter 5: The Spirit of Independence. Read the *Primary Source* (p. 118) about the Boston Tea Party and answer the question.
American colonists were especially angry with the Tea Act because they were being told what they could and could not buy.
Objectives
- To understand the debate between Patriots and Loyalists

Books & Materials
- Social Studies Journal
- Computer
- Hands-on Activity worksheets

Assignments
- Complete Interactive Activity: Interactive Chart.
- Complete Hands-on Activity: Tree Map.
- Complete Interactive Activity: Primary Source.
- Complete Hands-on Activity: Brace Map.
- Complete Interactive Activity: Map: Battles of Lexington and Concord.
- Complete Hands-on Activity: Timeline or Infographic.
- Complete Interactive Activity: To Sign or Not to Sign.

LEARN

INTERACTIVE ACTIVITY

In the last part, you read about how the taxes and acts imposed on the colonists led to conflict, especially in Boston. As you have noticed in your study of history, one event often has several effects. In times of conflict, one event can cause a domino effect, with following events becoming more and more serious or even violent. Access a Brace Map. On the left side, write one of the taxes or acts imposed by Parliament. Then, fill in the rest of the organizer with the effects of Parliament’s actions.

A sample response for the Brace Map would be the Tea Act, leading to the Boston Tea Party, which in turn led to the Intolerable Acts. The key idea should be that what seemed like simple taxes led to often violent conflict, leading to more drastic laws. Events became compounded.
Quick Check

Please go online to view and submit this assessment.

More to Explore

If you answered the QuickCheck correctly, find out more about the causes of the American Revolution by watching the BrainPOP movie: Causes of the American Revolution (04:25). In your Social Studies Journal, answer the question: Why were the people of Massachusetts angry?

If you answered the question incorrectly, learn about Massachusetts in the Discovery Education video: Massachusetts: Birthplace of Revolution (07:52). In your Social Studies Journal, answer the question: Why was the spirit of Revolution so strong in Massachusetts?

Teaching Notes

Answers

Why were the people of Massachusetts angry? The colonists were especially angry about all the taxes Parliament heaped on them. The first of these was the Sugar Act of 1764. It was a tax on sugar, molasses, and other items the colonies imported.

Why was the spirit of Revolution so strong in Massachusetts? They were among the first colonies, and the colonists had become accustomed to running their own affairs. Therefore, many colonists in Massachusetts were willing to fight for their new way of life.
### Objectives
- To understand the debate between Patriots and Loyalists

### Books & Materials
- Networks: Discovering Our Past: A History of the United States, 2018
- Social Studies Journal
- Computer

### Assignments
- Complete Interactive Activity: Interactive Chart.
- Complete Hands-on Activity: Tree Map.
- Complete Interactive Activity: Map: Battles of Lexington and Concord.
- Complete Hands-on Activity: Timeline or Infographic.
- Complete Interactive Activity: To Sign or Not to Sign.

### LEARN

In the last part, you read about the growing tensions in New England. Now, it was time for colonial officials to act. Go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 5: The Spirit of Independence. Read Lesson 3: A Call to Arms (pp. 120–125) to find out what happened once the Continental Congress met and fighting began.

Then, access the map Battles of Lexington and Concord, April 1775 on the third screen of Lesson Resources. Press the play button to see the movement of messengers, minutemen, and British troops.

### TEACHING NOTES

Have your student add the following lesson vocabulary words and their definitions to his or her Social Studies Journal: minuteman, approach, so-called, Loyalist, Patriot. Have the student write a sentence using the word approach, that tells information he or she learned about Paul Revere from the map Battles of Lexington and Concord. (Sample sentence: “Paul Revere approached Medford to warn the colonists.”) Then, have your student create a visual or chart that helps tell the difference between Loyalists and Patriots.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you read about the start of the American Revolution. Now, create an annotated timeline or infographic of steps toward the war, including the first battles.

For a timeline, use a word processing program such as Microsoft Word or Google Docs. Review the text for dates and place them on a timeline. To annotate the timeline, write important details for each event. You may choose to drag and drop images from online sources to add to your timeline.

For an infographic, use a site like Canva, which lets you combine words and images. Be sure to write text that tells about the important steps leading to the Revolution. Pair the text with historical images.

Your student’s timeline or infographic should include information about the Sugar Act, Stamp Act, Tea Act, Townshend Acts, Boston Tea Party, Boston Massacre, First Continental Congress, and the Battles of Lexington and Concord.

Please go online to view and submit this assessment.
The American Revolution had begun. Not everyone in the colonies wanted this fight for independence; the Loyalists wanted the colonies to remain under British rule. The Patriots were the ones who wanted to break away.

At the time, people on both sides of this debate tried to convince their neighbors to agree with them. Later, when you complete the unit project, you will work for either the Loyalists or the Patriots, creating a media campaign with their message. First, read what people from the time were writing. Go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 5: The Spirit of Independence. Read the two primary sources that appear on the page Should the Colonies Declare Their Independence from Great Britain? (pp. 126–127) Read the feature and then summarize the two arguments in your own words. Answer this question: If you had lived during the Revolutionary Era, with which opinion would you have agreed?

Paine's position was that the time for debate had passed because Britain had hurt the colonists too much, and they must part ways. Inglis's position was that things were not that bad and that it was not too late to turn back and have friendly relations with Britain, and that independence would lead to more killing.
Your student’s answer will depend on his or her point of view. For preparation for the unit project, ask your student what he or she would say to other people to convince them to make the same decision.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
The first battles of the American Revolution had been fought. Colonial leaders knew that that there would be no easy fix to relations with the British. It was time to declare independence.

Go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 5: The Spirit of Independence. Read Lesson 4: Declaring Independence (pp. 128-133) to find out about the events surrounding the drafting and signing of the Declaration of Independence.

Have your student add the following lesson vocabulary words and their definitions in his or her Social Studies Journal: petition, discipline, debate, preamble, status. Have your student write sentences using discipline, debate, and status.

Please go online to view and submit this assessment.
MORE TO EXPLORE

If you answered the Quick Check correctly, find out more about the Declaration of Independence by watching the BrainPOP movie: *Declaration of Independence* (02:48). Answer this question: Where did the battles of 1775 take place?

If you answered the Quick Check incorrectly, review the events of the writing of the Declaration of Independence by watching the movie: *The Declaration of Independence* (03:49). Answer this question: What caused public opinion to shift in the revolutionaries’ favor?

Please go online to view this video ▶

TEACHING NOTES

**Answers:**

Where did the battles of 1775 take place? *Lexington and Concord*

What caused public opinion to shift in the revolutionaries’ favor? *Public opinion shifted because many people decided they wanted to be a free society without class status.*
In the last part, you learned about the Declaration of Independence. It is one of the most important documents in American history, so it's worth looking at it as a primary source.

Go to To Sign or Not to Sign. There, you will see a reproduction of the Declaration of Independence. You can use the magnifying glass to zoom in. Don't worry if you find it difficult to read. People's handwriting has changed a lot over the years! Click on "View Entire Document" and then scroll until you see the button “Show/Hide Transcript.” Now, you can see the entire text of the document typed out. Read through it once and take notes on parts you have questions about.

A grievance is a cause for complaint, usually because of unfair treatment. Jefferson has listed twenty-eight grievances the colonists had with the King. Can you find them? Some of the grievances talk about specific legal issues that you have not read about, but you probably see some familiar details. Where do you see references to the various taxes and acts regarding trade? Where do you see reference to the presence of British soldiers in the colonies?

If you are reading the transcript, click on the button that says “Return to Activity.” Read the Discussion questions under the document. Write your responses in your Social Studies Journal.
TEACHING NOTES

Ask your student to support his or her answers to the discussion questions with evidence from the text.

RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
The American Revolution had many causes. Now answer the questions to show what you have learned.

What were two causes of the American Revolution?

- The colonists felt that English laws did not fairly represent their interests.
- The colonists wanted to control the trading of goods with eastern countries.
- The colonists did not think the military presence in new towns was strong enough.
- The colonists did not agree with high taxation from the British government.
- The colonists wanted the land claimed by Native Americans in western areas.
What was one result of the Second Continental Congress?

- The Declaration of Independence was drafted to acknowledge separation from England.
- The Articles of Confederation were drafted to form a new government system.
- The states joined to create peace amongst colonists and the British government.
- The delegates created an alliance with the Native Americans to help in the revolution.

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
## American Revolution - Part 1

### Objectives
- To identify major battles and historical figures of the American Revolution
- To understand how different groups of people contributed to the war effort
- To describe the advantages and resources of each side
- To analyze why the Americans were able to defeat the British

### Books & Materials
- Networks Discovering Our Past: A History of the United States
- Social Studies Journal
- Computer
- Pencil or pen

### Assignments
- Complete analysis sheets of primary sources.

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### LEARN

#### VOCABULARY
- siege
- ratify
- ambush
- strategy
- pursue
- mercenary
- recruit
- transfer
- previous
- inflation
- aid
- desert
- issue
- blockade
- privateer
- impact
- sustain

In the last lesson, you learned about the taxes and acts that caused the American colonists to revolt against the British crown. Once the colonies declared independence, there was very little looking back. The momentum toward becoming an independent country took hold. Now, let's take a look at how the American Revolution unfolded.

Go to *Discovering Our Past: A History of the United States*, Unit 2: Colonists to Revolutionaries, Chapter 6: The American Revolution. Read the first two sections of the chapter, the Chapter Opener and Place and Time (pp. 141-143).
As you read, think about the impact individuals had on the war and the kinds of sacrifices they made. Answer the following questions in your Social Studies Journal:

- What were some of the hardships George Washington faced during the Revolution?
- What sacrifices did Mary McCauley (Molly Pitcher) make during the war?
- What role did Nathan Hale play? What do his comments tell you about his character?

Possible Answers

- George Washington and his troops faced terrible winter weather during his offensive against the British.
- Mary McCauley followed her husband to the war. She brought water to the troops, earning the nickname Molly Pitcher. She also helped fire a cannon at the Battle of Monmouth.
- Nathan Hale was a spy for the revolutionaries. He got caught and was executed. His words indicate that he firmly believed in the cause.

Your student should understand that people were willing to give up many comforts and even their lives to fight for independence. He or she should know that freedom did not come without a price.

The American Revolution not only established the United States as a nation, it also established ideas that changed the world. To get a better idea of the American Revolution you should understand not only the battles that were fought, but also the ideas that people were fighting for. What principles were so important that people were willing to die for them? Watch the video American Revolution (12:40).

Please go online to view this video ▶

Your student should list major battles such as the Battles of Trenton, Saratoga, and Yorktown. He or she should also list principles such as the equality of all men, religious freedom, and property rights.

Your student should also note that Native Americans, women, and African Americans were treated differently from other groups during the Revolutionary War. For example, Native Americans were asked to stay out of it and were attacked if they didn’t, women were not allowed to vote or own property, and African Americans were considered property. Because these realities were not reflective of the ideal that all men are equal, Green refers to the Revolution not as an event, but as the start of a “process.”
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Well, there’s no suspense in the outcome of the story of the American Revolution. You know how it turned out. But how did an army made up of unorganized colonists defeat the largest army in the world at the time? To learn about the various battles and turning points in the war, go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 6: The American Revolution.

Read Lesson 1: The War for Independence. Start by reading the section: The Two Armies Face Off (pp. 144–147). As you read, create a chart with two columns: one for the British, and one for the Patriots. Label the first row of your chart “Armies.” Note advantages and disadvantages for each side in this row. As you read the next sections, Early Campaigns and British Strategy, on screens 4 through 6, add additional rows to your chart. Include major battles, who won, and the important events of the war. Then, create another row with different groups of people, such as Hessians and African Americans, and note how they played a role for each army during these early campaigns.

Answers

Your student’s chart should include the following:

British and American Armies

**British Army**
Supported by strong navy, well-trained, more people, supported by nation’s wealth, had to ship soldiers and supplies across the ocean, many soldiers fought only for money

**American Army**
Navy lacked experience and weapons, local militia groups fought for only short periods of time, fighting on their own soil, motivated by freedom, led expertly by George Washington
**Major Battles**

**Bunker Hill**  
Early American victory.

**Battle of Long Island**  
The British won and Washington retreated.

**Battle of Trenton**  
Surprise attack by Washington.

**Battle of Princeton**  
American victory.

**Philadelphia**  
Captured by General Howe in 1777 after battles at Brandywine and Paoli, which the British also won.

**Battle of Saratoga**  
American victory, turning point in war.

**Groups that Influenced Battles**

**Hessians**  
Recruited by the British to fight in exchange for money; named after the region in Germany where most came from.

**African Americans**  
Recruited by the British and offered freedom in exchange for joining the British cause; by 1778, many began to fight for the Americans.

Your student should rewrite the terms *mercenary* and *recruit* in his or her own words. Have him or her think of someone that could be considered a mercenary today.

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As the war continued, many factors helped turn the momentum in favor of America. To get a better idea of how the Americans defeated the British, watch the BrainPOP video: *American Revolution* (03:50).

As you watch, make a list of the people, events, or circumstances that helped turn the tide in favor of the American cause.
Major Battles

Bunker Hill
Early American victory.

Battle of Long Island
The British won and Washington retreated.

Battle of Trenton
Surprise attack by Washington.

Battle of Princeton
American victory.

Philadelphia
Captured by General Howe in 1777 after battles at Brandywine and Paoli, which the British also won.

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Groups that Influenced Battles

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Recruited by the British to fight in exchange for money; named after the region in Germany where most came from.

African Americans
Recruited by the British and offered freedom in exchange for joining the British cause; by 1778, many began to fight for the Americans.

Your student should rewrite the terms mercenary and recruit in his or her own words. Have him or her think of someone that could be considered a mercenary today.

As the war continued, many factors helped turn the momentum in favor of America. To get a better idea of how the Americans defeated the British, watch the BrainPOP video: American Revolution (03:50). As you watch, make a list of the people, events, or circumstances that helped turn the tide in favor of the American cause.

Your student should list some of the following: Paul Revere's midnight ride, minutemen, Thomas Paine's *Common Sense*, adoption of the Declaration of Independence, George Washington's leadership, Washington crossing the Delaware, the Battle of Saratoga, aid from France and Spain, John Paul Jones' victory at sea, the use of guerrilla warfare, the Battle of Yorktown.

Please go online to view and submit this assessment.
In the last part, you learned about the details of the American Revolution. You learned that the British had many advantages, especially the size and strength of their army and navy. Apart from military might, however, many other factors had a great impact on the Revolutionary War. We are going to take a closer look at some of these issues.

Do a close read of the next section in *Discovering Our Past: A History of the United States*, Unit 2, Chapter 6, Lesson 2, *The War Continues* (pp. 152–155). You are going to create a concept web in which you take notes regarding each of the following issues: allies, slavery, the economy, roles of women, and the treatment of Loyalists.

Your student should include many of the following ideas in his or her concept web:

**Allies**
America was able to secure aid from France and Spain.

**The Economy**
America didn’t have enough money to finance the war.

Printing money led to inflation, meaning it took more and more money to buy the same amount of goods.

**Roles of Women**
Women still lacked power, but some were involved in recruitment and fundraising.

**Slavery**
People started to question the institution of slavery while a nation was fighting for freedom.
Loyalists
Loyalists were subjected to violence and faced arrest.

Have your student rewrite the vocabulary terms inflation, desert, aid, and issue in his or her own words. Have him or her research how inflation works in our economy today.

✅ QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you answered the Quick Check correctly, learn more about the state of the Continental Army in its beginnings by watching the video: An Official American Army (05:56). As you watch, make a list of the reasons why the Congress chose George Washington to lead the army.

If you answered the Quick Check incorrectly, review the advantages of the British army in the American Revolution by watching the Discovery Education movie: Comparing the Continental Army and the British Army (03:07). Answer these questions: How many troops did the British Army have? How many Patriot troops were there?

TEACHING NOTES

Answers

Washington was willing to do the job. There were 50,000 Patriot troops versus 10,000.
In the last part, you learned about the differences between the British and American armies. Now, you will learn that the Revolutionary War was fought on many fronts, in many locations, and on land and at sea.

Go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 6: The American Revolution. Read Lesson 3: Battlegrounds Shift (pp. 158-163), paying close attention to the battles fought in the West and South, as well as at sea. After reading, take a close look at the Lesson Resources.

Visuals can tell you a lot about history and help you see the importance of people and places. Using what you learned from the lesson, the information in these sources, and the accompanying analysis worksheets from the National Archives, answer the questions. First, go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 6: The American Revolution. Access Lesson Resources, which show a painting of Native Americans in battle during the Revolutionary War. Then, use this worksheet to answer questions about the painting.

In your Social Studies Journal, answer this question: Why do you think many Native Americans supported the British rather than the Americans?

Next, view the image of the Bonhomme Richard in Lesson Resources, on screen 2.

Use the same worksheet to answer questions about this painting.
In your Social Studies Journal, answer this question: Why do you think many Native Americans supported the British rather than the Americans?

Next, view the Interactive Map in Lesson Resources, on screen 4. Complete this Analyze the Map worksheet. In your Social Studies Journal, answer this question: How does this source help you interpret the events of the war?

View the image of the statue of Bernardo De Galvez in Lesson Resources, screen 5. Complete this Analyze an Artifact worksheet. In your Social Studies Journal, answer this question: How was Bernardo De Galvez important to the Patriot cause?

Now, view the last image in Lesson Resources, The Horse America, Throwing His Master. Complete this Analyze a Cartoon worksheet. In your Social Studies Journal, answer this question: What colonial attitude is reflected in this political cartoon?

Help guide your student as he or she works through the analysis worksheets from the National Archives. Your student should write down answers similar to the following:

- Many Native Americans likely supported the British instead of the Americans because they were less threatening. The Americans had already taken their land and caused many conflicts in their communities.
- The painting depicts a battle between the American ship the Bonhomme Richard and the British ship the Sarapis. Images of American victories could contribute to increased patriotism among colonists and a desire to help the war effort.
- Maps give you a better idea of the geography of the battles and the movement of the armies, helping you make sense of how the war was won.
- Bernardo de Galvez was important to the Patriot cause because he had many supplies shipped to American troops in the Northwest Territory, and his victories in the South drove the British out of the Gulf of Mexico region.
- The cartoon reflects the attitude that the colonists were tired of being held down by the British and wanted to get rid of their rule, just like a horse bucking a rider off its back.

Have your student become familiar with the vocabulary for this lesson by looking up the terms in the dictionary. Then, have him or her create a visual depiction of either blockade or privateer.

Please go online to view and submit this assessment.
You’ve learned about many of the factors that helped Americans win their fight for independence. What at first seemed improbable became inevitable as the final battles drew to a close and the fighting ceased. So what was it that ultimately led America to victory? In this lesson, you’re going to look at some of the events and reasons for American victory. Go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 6: The American Revolution. Read Lesson 4: The Final Years (pp. 164–169). As you read, create a concept web to identify some of the different factors that led the Americans to victory.

TEACHING NOTES

Answer

Your student’s concept web should include much of the following:

Americans were fighting at home, so they didn’t have to ship supplies and they knew the land; they were experts at wilderness fighting; they had allies in the French and the Spanish; and they were fighting a people’s movement that inspired the citizenry to action.

What do you think was the main reason the Americans won the war? Was it money? Idealism? Strategy? Using what you’ve learned so far, write a short essay response in which you state which factor or event contributed the most to the American victory. Make a claim based on your concept web and be sure to explain your reasoning.
Your student should make a claim as to what factor or event had the greatest impact on American victory. For example, he or she may say that Americans won the war because they were fighting for their freedom and not just for money. Your student should then back up his or her claim with reasons and evidence from the text and his or her notes.

The ideals of the American Revolution not only changed America, they changed the world. Lovers of liberty were inspired to fight for similar freedoms not long after the American Revolution. Go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 4: Life in the American Colonies. Watch the video in the Lesson Resources about the influence the American Revolution had on the French Revolution. As you watch, make note of the motivations of the French for overthrowing the monarchy.

Your student should note the following: the French were tired of excessive taxes; they wanted a representative government; they wanted equality; and they wanted an elected government, and the rights to fair trials and free speech.

After watching, answer the following question in your Social Studies Journal: How do you think the American Revolution influenced the French Revolution?

Your student may answer that the French were inspired by the idea that people should have a representative government. They were also inspired by the ideals of freedom and equality that had been laid out in the Declaration of Independence. They wanted the same rights that Americans had fought for.

Please go online to view and submit this assessment.
American Revolution - Part 6

Objectives
- To identify major battles and historical figures of the American Revolution
- To understand how different groups of people contributed to the war effort
- To describe the advantages and resources of each side
- To analyze why the Americans were able to defeat the British

Books & Materials
- Social Studies Journal
- Computer
- Pencil or pen

Assignments
- Complete analysis sheets of primary sources.

USE

In this lesson, you learned about some of the battles of the American Revolution and how they ended in an American victory. Now show what you have learned by answering the following questions.

USE FOR MASTERY

What was the overall effect of the American Revolution?

- The colonists were forced to retreat to areas west of the Appalachian Mountains.
- The British stopped fighting with French soldiers and shared land.
- The colonists sold some land to the British in exchange for goods.
- The British acknowledged the colonists as forming their own country.
Read each statement and select whether it was an advantage of the British or the Patriots in the American Revolution.

<table>
<thead>
<tr>
<th>Statement</th>
<th>British</th>
<th>Patriots</th>
</tr>
</thead>
<tbody>
<tr>
<td>had the strongest navy in the world</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>had help from the Hessians</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>most fighting occurred in areas familiar to them</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>supported by the wealth of their people</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.

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A More Perfect Union - Part 1

**Objectives**
- To identify the weaknesses of the Articles of Confederation
- To understand why people were divided about how to form the new government
- To describe the sequence of events that led to ratification of the Constitution
- To analyze the strengths and weaknesses of the new government

**Books & Materials**
- Networks: Discovering Our Past: A History of the United States, 2018
- Social Studies Journal
- Computer
- Pencil or pen

**Assignments**
- Complete Document Based Questions.
- Complete various graphic organizers.

**LEARN**

**VOCABULARY**
- bicameral
- republic
- ordinance
- depreciate
- abandon
- clause
- depression
- manumission
- proportional
- compromise
- convention
- amend
- federalism
- legislative branch
- executive branch
- Electoral College
- judicial branch
- checks and balances
- amendment
- tradition
- reside

In the last lesson, you learned about how the American colonists won the war against the British. Defeating the British and gaining independence was an amazing feat, but that was not the end of the struggle. How were they going to form their new government?
How would they bring together the interests of thirteen colonies into a strong central government? You have seen how divided they were over whether or not to declare independence. Now, they were no less divided on how to establish themselves as a nation. They were trying to establish a brand new form of government.

Go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 7: A More Perfect Union. Read the Chapter Opener and Place and Time (pp. 173-175). As you read, think about the kinds of decisions that would have to be made for the new nation. Make a list in your Social Studies Journal.

**TEACHING NOTES**

Your student may list things like how to elect leaders, what kind of representation to have in government, what kind of constitution to adopt, what symbols to use for flags and seals, where to have the capital, how to determine the nation's borders, how to interact with other nations, how to treat different groups of people living in America, what kinds of rights the people would have, etc.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
You’ve seen how the Articles of Confederation that governed the earliest days of the United States were not strong enough to last. Let’s take a closer look at the Articles, their specifics, their strengths, and their weaknesses. Go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 7: A More Perfect Union. Read Lesson 1: The Articles of Confederation (pp. 176–183).

One of the first items of business for the new nation was to establish a new government. This was the Articles of Confederation. The first government of the United States was deliberately weak. It proved to be ineffective. Watch the Khan Academy video: The United States Constitution (9:22).

Make two columns in your Social Studies Journal, one titled “Strengths” and one titled “Weaknesses.” As you watch the video, take notes on the strengths and weaknesses of the Articles of Confederation.

After watching the video and finishing your notes, answer the following questions:

- What balance do you think the writers of the Articles of Confederation were trying to achieve with their new government?
- In what ways did they limit the power of the new government?
LEARN

You've seen how the Articles of Confederation that governed the earliest days of the United States were not strong enough to last. Let's take a closer look at the Articles, their specifics, their strengths, and their weaknesses. Go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 7: A More Perfect Union. Read Lesson 1: The Articles of Confederation (pp. 176–183).

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What balance do you think the writers of the Articles of Confederation were trying to achieve with their new government?

In what ways did they limit the power of the new government?

Your student should list details concerning the strengths and weaknesses of the Articles, such as the following:

**Strengths**

- Could declare war, conduct foreign affairs, and make treaties.
- Could coin money.
- Won the war.
- Made a treaty with the Native Americans of Ohio.
- Outlawed slavery in the new states.

**Weaknesses**

- Weak government without a president or judiciary
- Had to have unanimous votes to pass legislation, no amendments were ever passed
- Limited in what it could do
- Could not collect taxes
- Confusing tariffs hurt international trade
- Could not deal with Shays’ Rebellion

What did it feel like to be a new American citizen? Even without a strong federal government, was there a strong sense of national identity? The colonists had just fought a long battle, many sacrificing their lives, to form the United States of America. What happened, though, when the new nation couldn’t pay them for their services or protect their trade routes? To get a better idea of the state of America under the Articles of Confederation, watch the following BrainPOP movie: Articles of Confederation (05:33). As you watch, make a list of the factors that divided Americans.

Your student should list the following: Each state had its own laws, money, army, and treaties. States taxed goods from other states. States tried to pay back their war debts separately rather than as a nation.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
As you can see, it was clear that the Articles of Confederation were not going to last. The founders of our nation were not ones to shrink from daunting problems. Instead, they were problem solvers, innovative thinkers, and risk takers. You’ve read about some of the challenges facing the new nation. What did government leaders do? How did they go about tackling these issues while also forming a more perfect union?

Go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Chapter 7: A More Perfect Union. Do a close read of Lesson 2: Forging a New Constitution (pp. 184-191). You are going to create a Tree Map in which you take notes on three of the biggest challenges facing the new nation: representation, slavery, and trade. Under each "problem" branch, write down solutions that were created to address the problem.

Your student should include many of the following ideas in his or her Tree Map:

**Representation**

The Virginia Plan—aimed at creating a strong central government with three branches and two houses.

The New Jersey Plan—proposed a more limited central government with an executive branch made up of more than one person and a legislature that gave equal representation to all states, regardless of size.

The Great Compromise—called for one house of Congress to have equal representation among all states and the other house to have representation based on population.
Slavery
The Three-Fifths Compromise—stated that every five slaves would be counted as three people for representation and taxation purposes, effectively giving white Southern voters more representation.

Northern states agreed to keep Congress from interfering with the slave trade until 1808.

Trade
Both the Virginia and New Jersey plans gave Congress the power to regulate trade.

Quick Check
Please go online to view and submit this assessment.

More to Explore
If you got the QuickCheck correct, watch the BrainPOP movie: Constitutional Convention (08:11) to reinforce what you have learned about the Constitutional Convention. You have heard the names of many of the Founding Fathers throughout your life. Universities, libraries, cities, and towns are named for them. What did each of them specifically contribute to the creation of the Constitution? As you watch, make a list of some of the key leaders who were present at the convention and how they participated.

If you got the QuickCheck incorrect, review the details of the writing of the U.S. Constitution by watching the BrainPOP movie: The U.S. Constitution (03:53). Pay special attention to the part of the movie that covers the concept of limited government. Answer this question in your Social Studies Journal: How did the framers of the Constitution try to keep the government from becoming too powerful?

Teaching Notes
George Washington: presided at the convention, most trusted

James Madison: offered the Virginia Plan, called slavery a barbarous practice despite owning slaves himself
William Paterson: proposed the New Jersey Plan

Roger Sherman: put forth the Connecticut, or Great Compromise

For the second activity, your student should list the separation of powers and the system of checks and balances.
In the last part, you learned how the authors of the Constitution went about protecting the rights that Americans had fought for in the Revolution. After the long, hot summer of 1787, the fifty-five delegates to the Constitutional Convention had created a document that could govern the country going forward. That wasn't the end, however. At least nine states had to approve the Constitution. A debate centered around how much power to give the federal government. Too much power, and Americans would be back where they were as colonies of Great Britain. Too little power, and Americans would be back where they were as colonies of Great Britain. Too little power, and they would not have a strong enough identity or economy to stand as a nation. As with any important question regarding how to run a country, there were many opinions. Go to *Discovering Our Past: A History of the United States*, Unit 2: Colonists to Revolutionaries, Chapter 7: A More Perfect Union. Read the Feature section (pp. 192-193). Do a close read of the two primary sources. As you do, draw two concept webs to list out the key components of both Warren's and Wilson's arguments for and against ratifying the Constitution.

Now, answer the questions in the next section of the Document-Based Questions prompt. Using the information from the sources and your notes, develop and defend a point of view in response to the following question: If you were living at the time of the Constitutional Convention, would you be for or against ratification of the Constitution? Why? Defend your position using ideas from the two sources.
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Help guide your student’s response. Encourage your student to try hard to imagine that he or she really does not know if this government will work. The most important component of the question is that your student can back up his or her argument using evidence gleaned from the primary sources.

Make sure that your student understands the meaning of the word *reformation* in the context of changing the Constitution.

Please go online to view and submit this assessment.
INTERACTIVE ACTIVITY

Just as you had the opportunity to do, American leaders and citizens had the opportunity to decide what kind of a government they wanted. Those who wanted a strong central government were called Federalists. Those who wanted to limit the power of the central government and keep power in the hands of the states were called Anti-Federalists. Both groups made proposals at the Constitutional Convention. In this part, you are going to take a closer look at those proposals and the issues that divided these two groups. Now, go to Discovering Our Past: A History of the United States, Unit 2: Colonists to Revolutionaries, Lesson 3: A New Plan of Government.

Read the section Federalists and Anti-Federalists (p. 198). As you read, create a Venn diagram to identify proposals for the Constitution as either Federalist or Anti-Federalist.

TEACHING NOTES

Answer

Your student’s Venn Diagram should include much of the following:

**Federalists**
Favored a strong central government
Gave the federal government power to tax, regulate trade, control the currency, raise an army, and declare war; used checks and balances to prevent tyranny

**Anti-Federalists**
Favored local governments that were more closely controlled by their constituents
Wanted a Bill of Rights

**Middle**
Believed the Articles of Confederation to be insufficient
As you have seen, many of the most prominent Founding Fathers promoted Federalism. It follows that, because the Constitution was adopted, that is why they are now the most prominent. Their lives have been depicted in books, movies, and musicals. For example, the hit Broadway musical Hamilton tells the story of Alexander Hamilton. He wrote the majority of The Federalist Papers, essays that tried to convince people of the benefits of federalism. Is there any evidence in the musical showing that Alexander Hamilton was a Federalist?

Answer the following question in your Social Studies Journal: Why do you think Hamilton worked so hard to write the Federalist Papers?

**USE**

In this lesson, you have learned how the Constitution replaced the Articles of Confederation. You have seen some of the major issues that the Founding Fathers debated as they wrote the Constitution. Now, answer the following questions.

**USE FOR MASTERY**

How did the Founding Fathers respond to conflicts regarding a new plan for the government? Select **three** correct answers.

- [ ] They developed the Constitution to address the shortcoming of the Articles of Confederation.
- [ ] They created amendments to the Constitution to address the concerns of different parties.
- [ ] They promoted the ruling of a king to help establish a stable government.
- [ ] They developed a system where the national government had all the authority to make decisions.
- [ ] They created a system of government in which the people were not directly involved.
- [ ] They developed compromises to satisfy the concerns of different states.
Read the statement from the Federalist Papers.

Another advantage from the Senate is the additional block it must prove against improper acts of legislation. No law or resolution can now be passed without the agreement, first, of a majority of the people [through the House of Representatives], and then, of a majority of the States [through the Senate].

Adapted from Federalist No. 62

Which constitutional principle is best described by this excerpt from the Federalist Papers?

- Federalism
- Bicameralism
- Natural Rights
- Social Compact

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 unit, you learned about the conflict between the Patriots and the Loyalists in the time leading up to the American Revolution. Both sides had reasons for their opinions, and people from both sides tried to convince others to join them. Things aren't so different today. People with opposing viewpoints on certain issues will use the media to communicate their ideas to others, especially people whose minds are not yet made up. Media campaigns—which include television commercials and other ads, social media activity, and graphic materials like posters and signs—are especially active in the time before elections. Using the methods used by media strategists today, you will be acting as a media strategist for either the Patriots or the Loyalists.

You will choose one of these options for your project:

- **Political commercial**—Develop a storyboard or make your own video for a commercial advertising the positives of your opinion and the negative side of your opponent's plan, to persuade others.
- **(Mock) social media profile**—Develop a profile that informs and supports your opinion. Include a hashtag to promote your idea and four to five lines of discussion of likely debate between Patriots and Loyalists.
- **Campaign poster or infographic**—Develop a piece that advertises your opinion and highlights the negative side of your opponent's plan.

Before you get started, review the project's rubric so that you are sure to cover everything in your campaign materials.

You see in the rubric that your campaign needs to have several elements, including the following:

- The main arguments of either the Patriots or Loyalists regarding independence;
- The “pro” reasons for your opinion and the “con” reasons for the other side;
- Two graphic or visual representations of the debate.
You have two decisions to make before you even start. Which option do you want to pick for your project? And which side will you represent? Remember, you do not have to pick the side that you personally feel you would have agreed with. A media strategist can find support for many different kinds of opinions. You may feel like you can creatively represent one side better than the other, or you may realize that you can think of more supporting reasons for one side's argument.

Now that you have chosen your format, start your research. Review the text and other learning materials. Conduct extra research online. Take notes about the following:

- What was the goal of the Patriots/Loyalists?
- What reasons did they have for their opinions?
- What was the goal of the opposing side?
- What reasons did they have for their opinion?

Now that you have the facts that you need to make an argument, look online for examples of the format you have chosen: political ads, social media profiles, or campaign posters and signs. Look for inspiration in how real-life media strategists have helped inform the public of their clients’ opinions, promises, and goals.

✔ RATE YOUR PROGRESS

Please go online to view and submit this assessment.
In the last part, you decided whether to create a media campaign for the Patriots or the Loyalists. You also chose the format for your campaign.

A media strategist needs to identify the audience of a campaign. For this campaign, your audience is colonists who have not made up their minds which side to follow.

Look through your research notes. What information would you use to create an argument that would appeal to colonists who had not made up their minds? How would you convince an undecided person that the colonies should declare independence or stay loyal to the crown? Write your main argument and list reasons for it.

Now, how will you translate those ideas into your campaign? Think of how to represent those ideas in the format that you chose. You will need to consider the following, depending on which format you chose:

Commercial

You have two options.

1. You can draw a storyboard, which shows sketches of the main visuals of the commercial and includes the script for everything people in the commercial will say.
2. You can write a script and shoot your commercial on video. This might require gathering props and perhaps other people to serve as actors.

Social Media Profile

- You need to include a hashtag somewhere in the text.
- You need to come up with comments from fictional people who are responding to the post. Some will agree with the message, and others will disagree.

Campaign Poster or Infographic

- You will need to represent your message both visually and with text.
No matter which option, you must include information about the opposing viewpoint and make an argument against it. You must also come up with two graphics, such as graphs, charts, or diagrams that help make your point.

Come up with your plan and write any text you will need.

**TEACHING NOTES**

If needed, talk with your student about propaganda techniques. Find examples of common ones [here](#). Find examples of propaganda in political media campaigns and discuss how effective they are.

**COLLABORATION**

You’ve learned a lot about the points of view of the Patriots and the Loyalists. Share with your group one interesting line of text that you want to use in your finished project.

**RATE YOUR PROGRESS**

Please go online to view and submit this assessment.
Now, it's time to put your project together. Depending on the format you chose, it's time to create your final storyboard, film your commercial, type up a social media profile (remember, it should be fake; don't actually post it online!), or create your campaign poster.

### Objectives
- To explore opposing viewpoints and identify supports for each
- To research how political groups use media campaigns today
- To create persuasive materials, using a variety of media

### Books & Materials
- Networks: Discovering Our Past: A History of the United States 2018
- Social Studies Journal
- Computer
- Art supplies (optional)

### FINAL PROJECT
Upload your final project below.

Supported file formats: PDF, JPG, GIF, PNG

0 / 12 File Limit

For students making a (mock) social media profile, you can find templates [here](#).

Use the project rubric to evaluate your student’s work on the project.
 UNIT QUIZ

Please go online to view and submit this assessment.
Unit 3 - The Constitution
The Founding Fathers put a great deal of care and consideration into forming the Constitution. They wanted to ensure that every American’s rights were protected and that the government would never become like the tyrannical monarchy they had just fought. However, because of the times, many groups were not as well represented or protected by the new Constitution. Fortunately, the Founders knew that the country would change over time and that in certain situations the Constitution might need to be amended, or changed, to meet the changing needs of the people.

In this project, you will conduct some research to find out how the Constitution—and the courts’ interpretations of it—protects you! What are your rights in school? In public? Do you have to be a voting citizen to have your rights protected? There are lots of cases in America’s history that answer these questions. In this project you will focus on some of the most important ones and create an illustrated quick reference guide of your rights.

Adults have a responsibility to protect young people. Sometimes that means protecting youth from information or ideas that might upset them. But what about when students want to explore or discuss difficult ideas? Sometimes schools and students have different views about what the right answer is.

Watch the video: Do Students Have a Right to Free Speech? (03:55) below to learn about a conflict that two students had with their school.

Please go online to view this video ▶

Discuss the importance of freedom of speech with your group. What are the potential dangers of saying anything that we want?
The Constitution is an enduring document. Its old-fashioned language can make it seem unconnected to our lives today. But the reality is that you are in the Constitution! The rights and protections described there shape your life. So, where are you in the Constitution? In this unit, you will look closely at the Constitution to find out more about how it relates to you.

For your project, you will create a My Rights: Quick Reference Guide. You will identify and discuss important rights that affect students.

You can use software like PowerPoint or online tools like Google Slides or Prezi to create your slides. You can also create a book using paper and pen.

Here is what your project needs to include:

One slide or page with information about each of the following rights:

- Right to an appropriate education (Brown v. Board of Education)
- Student rights to freedom of speech, protest, and expression (Tinker v. Des Moines, Morse v. Frederick, etc.)
- Protection against unreasonable searches and seizures (New Jersey v. TLO)
- Practice of religion in schools (Lemon v. Kurtzman)

Each slide or page should contain:

- Identification and explanation of the right or protection that students have
- A brief summary of the constitutional amendment supporting that right
- A brief summary of one Supreme Court precedent that expands, protects, or supports the right
- One image or drawing to illustrate the right

**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.
Your student should understand that the girls wanted to explore the issue of depression and provide a service to other students who could benefit from sharing stories. The school worried about the possible consequences of publishing these stories. Encourage your student to consider the fact that the right to free speech often causes problems, or results in a person or group being uncomfortable. This is one reason that speech is protected: so that the tastes, needs, and concerns of one group or individual do not take precedence over others.

The Constitution is an enduring document. Its old-fashioned language can make it seem unconnected to our lives today. But the reality is that you are in the Constitution! The rights and protections described there shape your life. So, where are you in the Constitution? In this unit, you will look closely at the Constitution to find out more about how it relates to you.

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**PROJECT RUBRIC**

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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.
The Constitution - Part 1

Objectives
- To understand the debates and ideas that influenced the creation of the U.S. Constitution
- To explore and analyze principles and provisions present in the Constitution
- To understand and explain the structure of government and separation of powers
- To understand and explain the concept of popular sovereignty
- To understand and explain the concept of limited government

Books & Materials
- Discovering Our Past: A History of the United States 2018, Chapter 8
- Social Studies Journal
- Computer

Assignments
- Complete hands-on activity Vocabulary Work.
- Complete the interactive activity Constitution Scavenger Hunt.
- Complete the hands-on activity Principles of the Constitution Tree Map.
- Complete the hands-on activity Three Branches of Government Venn Diagram.

LEARN

VOCABULARY
- popular sovereignty
- limited government
- enumerated power
- reserved power
- concurrent power
- separation of powers
- implied power
- contradict
- involve
- judicial review
- due process
- equal protection
- naturalization
- administrate
- precedent

To understand your rights, it’s important to understand the Constitution. It’s also important to understand the debates and events that shaped its creation. In this lesson, you will identify and analyze key principles of the Constitution and the United States government.

Open Discovering Our Past: A History of the United States, Chapter 8, The Constitution, Chapter Opener (pp. 203-205). Read the text. Then, examine the events on the timeline. Note that the timeline ends at 2010. What important events in American history can be added after 2010?
If your student is using the online Student Edition, be sure that he or she reads both the Chapter Opener screen and the Place and Time screen. Possible additions to the timeline include Obama’s presidency through 2016, Trump’s presidency from 2017 to present, notable Supreme Court decisions such as Obergefell v. Hodges (the right of same-sex couples to marry) in 2015, Supreme Court cases upholding the Affordable Care Act in 2012 and 2015, Schuette v. Coalition to Defend Affirmative Action, which affirmed Michigan’s right to ban affirmative action policies.

To learn about the basics of the United States Constitution and the events that led to its creation, watch the Crash Course Government and Politics video: The Constitutional Compromises (8:56).

As you watch, make notes in your Social Studies Journal answering the following questions:

- What was a major concern of most delegates to the Constitutional Convention?
- What guiding principles shaped the Constitution and the formation of the government?

A major concern was to protect against tyranny by the government and tyranny by the people. Guiding principles include federalism, separation of powers, checks and balances.

Please go online to view and submit this assessment.
The Constitution - Part 2

Objectives
- To understand the debates and ideas that influenced the creation of the U.S. Constitution
- To explore and analyze principles and provisions present in the Constitution
- To understand and explain the structure of government and separation of powers
- To understand and explain the concept of popular sovereignty
- To understand and explain the concept of limited government

Books & Materials
- Discovering Our Past: A History of the United States 2018, Chapter 8
- Social Studies Journal
- Computer

Assignments
- Complete hands-on activity Vocabulary Work.
- Complete the interactive activity Constitution Scavenger Hunt.
- Complete the hands-on activity Principles of the Constitution Tree Map.
- Complete the hands-on activity Three Branches of Government Venn Diagram.

LEARN

You have learned about events and ideas that influenced the writing of the Constitution. Now, you will read more about the seven key principles of the Constitution. These principles guide the system of government and laws in the United States.

Open Discovering Our Past: A History of the United States, Chapter 8, Lesson 1: Principles of the Constitution (pp. 206-211). Read the lesson. Make a list of the principles in your Social Studies Journal. Write notes about each principle discussed in the text. You will use this list again to read explore sections of the Constitution.

TEACHING NOTES

If your student is using the online Student Edition, he or she should be sure to read all the screens in this lesson. Your student should identify and make notes on popular sovereignty, republican form of government, limited government, federalism, separation of powers, checks and balances, and individual rights, as well as on amending the Constitution.

Now, think about the following terms: limited government; popular sovereignty; enumerated power; reserved power; concurrent power; separation of powers; implied power.

To define and understand these terms do the Vocabulary Work activity. For each word, you will:

- Include the definition from Discovering Our Past.
• Write an explanation of the term, as you understand it.
• Use the Visual Thesaurus or another resource to find related words.
• Use the word in a sentence; provide a synonym or antonym or ask a question.

For one of the terms of your choice, find or create an image to illustrate the concept.

Look at the example provided on the first row of the chart, for the term limited government. Find or make an image that is a visual representation of this term. Then, do the vocabulary work for the other terms on the list above.

TEACHING NOTES

Your student will need multiple copies of p. 2 of the Vocabulary Work Chart in order to work with all the vocabulary in this unit.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
The Constitution - Part 3

### Objectives
- To understand the debates and ideas that influenced the creation of the U.S. Constitution
- To explore and analyze principles and provisions present in the Constitution
- To understand and explain the structure of government and separation of powers
- To understand and explain the concept of popular sovereignty
- To understand and explain the concept of limited government

### Books & Materials
- Discovering Our Past: A History of the United States 2018, Chapter 8
- Social Studies Journal
- Computer
- Interactive activity worksheets

### Assignments
- Complete hands-on activity Vocabulary Work.
- Complete the interactive activity Constitution Scavenger Hunt.
- Complete the hands-on activity Principles of the Constitution Tree Map.
- Complete the hands-on activity Three Branches of Government Venn Diagram.

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**LEARN**

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### INTERACTIVE ACTIVITY

You have read about and analyzed key principles of the Constitution. Now, it’s time to go on a Constitution Scavenger Hunt.

Connect to the online [Interactive Constitution](#) from the National Constitution Center. Use the list of principles you made in your Social Studies Journal. Look through the articles and amendments to find the parts that support the principles you read about. For example: the principle of checks and balances is established by Articles 1, 2, and 3 which list the powers of each branch of government. Use a [Tree Map](#) to keep notes as you search for each principle.

---

### TEACHING NOTES

Your student should investigate these principles: popular sovereignty, republican form of government, limited government, federalism, separation of powers, checks and balances, and individual rights, and amending the Constitution (the ability of the Constitution to change over time.)

Given that each of these principles contains many complex ideas and concepts, your student may choose to make a Tree Map for each principle. For example, under Individual Rights, your student may list Freedom of Speech, Freedom of Religion, and Freedom to Assemble. Then, under each of these concepts, he or she might include details from the information presented on the website.
Quick Check

Please go online to view and submit this assessment.

More to Explore

If you got the Quick Check correct, watch the BrainPOP movie: *The Constitution* (03:53). Then, complete the quiz.

You began a Constitution Scavenger Hunt to find where and how the Constitution incorporates the key principles you read about in Discovering Our Past. Continue your scavenger hunt. Explore the Interactive Constitution from the National Constitution Center. Use the list of principles you made in your Social Studies Journal. Use a Tree Map to keep notes as you search for each principle.

Make sure you look for information on these principles: popular sovereignty, republican form of government, limited government, federalism, separation of powers, checks and balances, and individual rights, and amending the Constitution.

You will also explore the amendments that have extended civil rights beyond the Bill of Rights: the 13th, 14th, 15th, 19th, 24th, and 25th Amendments. Make notes on how these amendments extend civil rights protections.

Please go online to view and submit this assessment.
LEARN

Open *Discovering Our Past: A History of the United States*, Chapter 8, Lesson 2: Government and the People (pp. 212–215). As you read, take notes in your Social Studies Journal:

- What are the duties of each branch of government?
- What are some rights citizens have?
- What are some responsibilities of citizens?

ANSWERS

- What are the duties of each branch of government?
  - legislative - write and pass laws
  - judicial - to review laws and make rulings when they come into question
  - executive - to carry out the laws passed by Congress
- What are some rights citizens have?
  - Citizens have the right to due process and equal protection under the law.
- What are some responsibilities of citizens?
  - Citizens have a duty to obey the law, to pay taxes, and to sit on a jury if called. Another key duty is defending the country.
INTERACTIVE ACTIVITY

Use Chapter 8 and the Interactive Constitution from the National Constitution Center to begin work on a three-circle Three Branches of Government Venn Diagram. You can use a template or make your own.

Identify the powers of each branch of government in each circle. Then, add information about checks and balances. Finally, annotate your diagram to identify how citizens have a right and responsibility to participate in the nation's civic life.

TEACHING NOTES

Your student should use the Venn diagram to note the powers of the legislative, executive, and judicial branches as specified in Articles 1–3 of the Constitution. Annotations about the responsibilities of citizens might include: participating in elections; petitioning; contacting legislators; filing lawsuits to defend civil rights.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
The Constitution - Part 6

Objectives
- To understand the debates and ideas that influenced the creation of the U.S. Constitution
- To explore and analyze principles and provisions present in the Constitution
- To understand and explain the structure of government and separation of powers
- To understand and explain the concept of popular sovereignty
- To understand and explain the concept of limited government

Books & Materials
- Discovering Our Past: A History of the United States 2018, Chapter 8
- Social Studies Journal
- Computer
- Interactive activity worksheets

Assignments
- Complete hands-on activity Vocabulary Work.
- Complete the interactive activity Constitution Scavenger Hunt.
- Complete the hands-on activity Principles of the Constitution Tree Map.
- Complete the hands-on activity Three Branches of Government Venn Diagram.

LEARN

INTERACTIVE ACTIVITY

You have been working to identify and map out the expressed powers of each branch of government, the system of checks and balances, and the ways that citizens can exercise their civic responsibilities.

Now, complete your Three Branches of Government Venn Diagram. Use Chapter 8 of Discovering Our Past: A History of the United States and the Interactive Constitution from the National Constitution Center. Consider what citizens can and should do to influence and control the system of law and government in the United States.

Now, it's time to do some more Vocabulary Work. Add the following terms to your chart: judicial review; due process; equal protection; naturalization.

Remember to complete these steps for each term:

- Include the definition from Discovering Our Past: A History of the United States
- Write an explanation of the term, as you understand it.
- Use the Visual Thesaurus or another resource to find related words.
- Use the word in a sentence; provide a synonym or antonym or ask a question.

For one of the terms of your choice, find or create an image to illustrate the concept.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have explored and analyzed key principles of the Constitution. You know about many of the rights and protections included in this document. Two important ideas in the Constitution are popular sovereignty and limited government. Now, answer the questions.

**USE FOR MASTERY**

What is one way in which citizens today practice the principle of popular sovereignty?

- [ ] by voting in local elections
- [ ] by bringing in recycled bottles
- [ ] by renewing driver’s licenses
- [ ] by cleaning up the local parks
Select **two** principles in the Constitution that help maintain a limited government.

- [ ] elected representatives
- [ ] one government leader
- [ ] checks and balances
- [ ] separation of powers
- [ ] fair and speedy trials

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
Previously, you took a deep dive into the Constitution. You examined key principles such as checks and balances and popular sovereignty. In this lesson, you will examine the early history of the United States. You will find out how events and debates from that time still influence the United States today. To get started, open Discovering Our Past: A History of the United States, Chapter 9, The Federalist Era, Chapter Opener (pp. 243-245). Read the text. Examine the map and timeline. In your Social Studies Journal, answer the Step into the Place and Step into the Time questions.
If your student is using the online Student Edition, he or she must be sure to read both the Chapter Opener and the Place and Time screens. Your student should find the location of his or her present-day state on the map and determine how it fits into the context of early American history. Great Britain and Spain claimed territory surrounding the United States. Key events on the timeline include: Washington became the first president, the first federal courts were created (Judiciary Act), the first amendments to the Constitution were passed, and Congress met in the Capitol for the first time.

Please go online to view and submit this assessment.
# The Federalist Era - Part 2

## Objectives
- To identify and understand the steps taken by the first government officials of the United States
- To identify and understand debates and challenges that shaped the early United States
- To understand and analyze how the first political parties in the United States developed

## Books & Materials
- Networks: Discovering Our Past: A History of the United States, 2018, Chapter 9
- Social Studies Journal
- Computer
- Interactive activity worksheets

## Assignments
- Complete the hands-on activity Vocabulary Work.
- Complete the hands-on activity Compare and Contrast Arguments: National Banking System Double Bubble Map.
- Complete the hands-on activity Beginning of the United States: Challenges and Responses Flow Map.
- Complete the hands-on activity Brace Map: Political Parties.

---

## LEARN

You have identified some important events from the early history of the United States. Now, read about some of the first big decisions that were made during this time. Open *Discovering Our Past: A History of the United States*, Lesson 1, *The First President* (pp. 246–251). As you read the lesson, think about these questions:

- What important decisions had to be made after the formation of the new country?
- What led to the creation of the Bill of Rights?

Write answers in your Social Studies Journal.

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## TEACHING NOTES

If your student is using the online Student Edition, he or she should be sure to read all the screens for the lesson. Your student should note several important decisions, such as the structure of the government and the distribution of power. The Bill of Rights was introduced as a way to protect and guarantee civil liberties.
You will continue to do the Vocabulary Work activity that you started in the last lesson. Now, begin working on these terms: precedent, cabinet, civil liberties, bond, compromise.

Remember to do the following for each term:

- Include the definition from your textbook.
- Write an explanation of the term, as you understand it.
- Use the Visual Thesaurus or another resource to find related words.
- Use the word in a sentence; provide a synonym or antonym or ask a question.

✔ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
The Federalist Era - Part 3

Objectives
- To identify and understand the steps taken by the first government officials of the United States
- To identify and understand debates and challenges that shaped the early United States
- To understand and analyze how the first political parties in the United States developed

Books & Materials
- Networks: Discovering Our Past: A History of the United States, 2018, Chapter 9
- Social Studies Journal
- Computer
- Interactive activity worksheets

Assignments
- Complete the hands-on activity Vocabulary Work.
- Complete the hands-on activity Compare and Contrast Arguments: National Banking System Double Bubble Map.
- Complete the hands-on activity Beginning of the United States: Challenges and Responses Flow Map.
- Complete the hands-on activity Brace Map: Political Parties.

LEARN

You have read and thought about debates that occurred during the Federalist Era. If you have not yet completed Vocabulary Work, finish that work now. Make sure to include these terms: precedent, cabinet, civil liberties, bond, compromise.

You read the arguments for and against a national banking system during Washington's presidency. Now, map out those arguments. Create a Compare and Contrast Arguments: National Banking System Double Bubble Map. You can use a template or draw your own.

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you got the Quick Check wrong, watch the video below: Alexander Hamilton- Mini Biography (03:44).

Please go online to view this video ▶
Hamilton wanted a strong, federal government. He wrote the articles to get support for the Constitution. He felt strongly that it was important to pay off the debt.

If you got the Quick Check right, watch this news report below about the popular Broadway musical: *Hamilton* (08:43).

> Please go online to view this video ▶

A possible answer is that Miranda wanted to eliminate the distance between the audience and the story. He wanted to make the story feel that it still matters today.
The Federalist Era - Part 4

Objectives
- To identify and understand the steps taken by the first government officials of the United States
- To identify and understand debates and challenges that shaped the early United States
- To understand and analyze how the first political parties in the United States developed

Books & Materials
- Networks: Discovering Our Past: A History of the United States, 2018, Chapter 9
- Social Studies Journal
- Computer
- Interactive activity worksheets

Assignments
- Complete the hands-on activity Vocabulary Work.
- Complete the hands-on activity Compare and Contrast Arguments: National Banking System Double Bubble Map.
- Complete the hands-on activity Beginning of the United States: Challenges and Responses Flow Map.
- Complete the hands-on activity Brace Map: Political Parties.

LEARN

You have learned about some of the debates the Founders had. You have learned about their different ideas about government. Now, find out more about the early United States. You will read about some events that led to the development of a stronger federal government. Open Discovering Our Past: A History of the United States, Lesson 2, Early Challenges (pp. 252-255). As you read the lesson, think about these questions:

- Why do you think the farmers were so upset about the new tax?
- What were some of the challenges presented by Britain and France?
- Why did Washington's effort to develop cooperation with Native American peoples fail?

Write answers in your Social Studies Journal.

TEACHING NOTES

If your student is using the online Student Edition, he or she should be sure to read all the screens for the lesson. Your student might note that new taxes, perceived to be unfair, had played a big role in the Revolution. The farmers may have felt surprised or betrayed by the tax imposed by the new American government. European powers claimed a great deal of territory in the area. Britain and France were rivals, and their power struggle affected the United States. Washington's effort failed because settlers ignored and broke the treaties.
Now that you have read about early challenges for the United States, use the Vocabulary Work chart to explore and master these terms: *maintain, issue, impressment*. Remember to complete all steps of the Vocabulary Work for each term.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
The Federalist Era - Part 5

Objectives
- To identify and understand the steps taken by the first government officials of the United States
- To identify and understand debates and challenges that shaped the early United States
- To understand and analyze how the first political parties in the United States developed

Books & Materials
- Computer
- Interactive activity worksheets

Assignments
- Complete the hands-on activity Vocabulary Work.
- Complete the hands-on activity Compare and Contrast Arguments: National Banking System Double Bubble Map.
- Complete the hands-on activity Beginning of the United States: Challenges and Responses Flow Map.
- Complete the hands-on activity Brace Map: Political Parties.

LEARN

You have learned about some of the early challenges faced by the United States. You will identify how the new government reacted to these challenges.

First, be sure to complete your Vocabulary Work for these terms: maintain, issue, impressment. Remember to complete all steps of the Vocabulary Work for each term.

To think more about challenges that the United States faced in its early days, fill out a Beginning of the United States: Challenges and Responses Flow Map. Include these issues and events: Whiskey Rebellion, trade and exploration in the West, conflicts with foreign nations. Explain each issue or event and identify how the new U.S. government responded.

TEACHING NOTES

Your student should note the Whiskey Rebellion led to the sending of federal troops. Trade and exploration in the West resulted in treaties with Native Americans, federal troops being sent to the region, and Pinckney's Treaty. Conflicts with foreign nations led to the Proclamation of Neutrality, Jay's Treaty, and Pinckney's Treaty.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
### The Federalist Era - Part 6

#### Objectives
- To identify and understand the steps taken by the first government officials of the United States
- To identify and understand debates and challenges that shaped the early United States
- To understand and analyze how the first political parties in the United States developed

#### Books & Materials
- Networks: Discovering Our Past: A History of the United States, 2018, Chapter 9
- Social Studies Journal
- Computer
- Interactive activity worksheets

#### Assignments
- Complete the hands-on activity Vocabulary Work.
- Complete the hands-on activity Compare and Contrast Arguments: National Banking System Double Bubble Map.
- Complete the hands-on activity Beginning of the United States: Challenges and Responses Flow Map.
- Complete the hands-on activity Brace Map: Political Parties.

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### LEARN

You have examined some of the events that shaped the early United States. You know that people had different ideas about what the government should do. People who shared ideas began to form political parties. Now, you will read about the political parties that developed at this period. Open Discovering Our Past: A History of the United States, Lesson 3, The First Political Parties (pp. 256–261). As you read the lesson, think about these questions:

- What were the most important political debates of this time?
- What political parties were formed as a result of these debates?

Write answers in your Social Studies Journal.

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### TEACHING NOTES

If your student is using the online Student Edition, he or she should be sure to read all the screens for the lesson. Your student should note debates about central versus state government power and the role of citizens in government. The Federalists believed in a strong central government. The Democratic-Republicans wanted to strictly limit the powers of the national government.

To review and reflect on information about the first political parties in the United States, use the Vocabulary Work chart to define and consider these terms: partisan, caucus, alien, sedition, nullify, states’ rights. Remember to complete all steps of the Vocabulary Work for each term.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You read about the first political parties that formed in the United States. You have learned about important political debates of that period.

First, be sure to complete your Vocabulary Work for these terms: partisan, caucus, alien, sedition, nullify, states’ rights. Remember to complete all steps of the Vocabulary Work for each term.

To learn more about the origins of political parties in the United States, watch the Crash Course video: Party Systems: Government and Politics (10:47).

- Note some of the different ideas about freedom and democracy.
- What did Washington call for in his Farewell Address?

Your student should note opposing ideas, such as that freedoms should be far-reaching and absolute, or that too much freedom is dangerous. Washington called for unity, urged neutrality, and warned against the rise of political parties.
You have learned a lot about the political debates and issues of early American history.

In your Social Studies Journal identify the creation and evolution of political parties. Include the following: Washington's Farewell Address; Democratic-Republicans; Federalists; caucuses.

☑️ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
You have examined the challenges and debates that characterized the first days of the United States. Now, answer the questions.

What concerned the Founders about the rise of political parties?

- The states would have more power than the federal government.
- The parties would not honor the wishes of the nation's citizens.
- The law-making decisions could not be made fairly for all citizens.
- The parties could prevent compromises in difficult decisions.
Select whether each phrase describes the Federalists or the Democrat-Republican

<table>
<thead>
<tr>
<th></th>
<th>Federalists</th>
<th>Democrat-Republicans</th>
</tr>
</thead>
<tbody>
<tr>
<td>favored a National Bank</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>wanted a bigger national government</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>wanted states to have more control over government</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>were supported primarily by farmers, artisans, and skilled workers</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

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 about how George Washington helped shape ideas about the presidency and about American government. In this lesson, you will learn about other early presidents, and about more challenges the United States faced in its early days. Open Discovering Our Past: A History of the United States, Chapter 10, The Jeffersonian Era, Chapter Opener and Place and Time (pp. 265–267). Read the text. Examine the map and timeline. In your Social Studies Journal, make notes to answer these questions:

- Who was Tecumseh? What was his goal? Why?
- What were some effects of the Louisiana Purchase?
You have learned about how George Washington helped shape ideas about the presidency and about American government. In this lesson, you will learn about other early presidents, and about more challenges the United States faced in its early days. Open Discovering Our Past: A History of the United States, Chapter 10, The Jeffersonian Era, Chapter Opener and Place and Time (pp. 265–267).

Read the text. Examine the map and timeline. In your Social Studies Journal, make notes to answer these questions:

Who was Tecumseh? What was his goal? Why?

What were some effects of the Louisiana Purchase?

You have learned about the rise of new political parties in the United States. You read about disagreements between people who wanted a strong federal government and people who wanted the federal government to have only very limited powers. One important voice in these debates belonged to Thomas Jefferson. Watch the video below: Jeffersonian Era: Part 1: 1800–1808 (14:53) to learn more about Jefferson's ideas and how he influenced the United States.

The answers to the questions in the video are answered in the video. Ensure your student pauses the video and attempts to answer the question before the correct answer is revealed. As your student discusses the questions with you, ask him or her to provide evidence from the video.

Please go online to view this video.

Please go online to view this video ▶

The answers to the questions in the video are answered in the video. Ensure your student pauses the video and attempts to answer the question before the correct answer is revealed. As your student discusses the questions with you, ask him or her to provide evidence from the video.

Please go online to view and submit this assessment.
You have heard a lot about Thomas Jefferson. Now, read more about his actions as the third president of the United States. Open *Discovering Our Past: A History of the United States*, Chapter 10, Lesson 1, *A New Party in Power* (pp. 268-271). As you read this lesson, make notes in your Social Studies Journal that answer these questions:

- What criticisms did Federalists make of Jefferson?
- What did Republicans say about Federalists?
- What goals did Jefferson set for his presidency?
- Why was the *Marbury v. Madison* case important? What power did it give the judicial branch?

**TEACHING NOTES**

- Federalists said Jefferson was “godless.” They did not like Jefferson's ideas about strictly limiting the power of the federal government.
- Republicans said Federalists cared about the rich and wanted a monarchy.
- Jefferson said he wanted a good, but small, federal government that did not spend much money and that protected the rights for states. He wanted to reduce the debt and to raise money only through customs duties (tariffs) and sales of land.
- *Marbury v. Madison* established the power of judicial review, meaning that the courts have the power to declare laws and actions by the other branches of government unconstitutional.
You will continue to do the vocabulary work in order to explore and master new terms. Work on these terms: customs duty, jurisdiction, principle.

Remember to do the following for each term:

- Include the definition from Networks.
- Write an explanation of the term, as you understand it.
- Use the Visual Thesaurus or another resource to find related words.
- Use the word in a sentence; provide a synonym or antonym or ask a question.
- Find or create an image that represents the term.

Quick Check

Please go online to view and submit this assessment.

More to Explore

If you got the quick check wrong, read The Beginnings of Judicial Review. In your Social Studies Journal, write a note about why John Marshall is an important figure in American history. Write a note about Marbury v. Madison. What happened for the first time?

Teaching Notes

Marshall’s ideas are still followed by the Supreme Court today. Marbury was the first time a law of Congress was declared unconstitutional.

If you got the Quick Check right, watch the video below: Marbury v. Madison (04:26), to learn some more details about the Marbury v. Madison case. As you watch, write a summary of the case in your Social Studies Journal.

Please go online to view this video ▶
The Jeffersonian Era - Part 3

Objectives
- To identify and analyze Thomas Jefferson's contributions as president
- To understand the ways in which the federal government developed during this period
- To identify the impact and effects of the Louisiana Purchase
- To understand and analyze the causes and effects of conflict with other countries
- To explain and analyze the role of trade and economic concern in conflicts

Books & Materials
- Computer
- Interactive activity worksheets

Assignments
- Read Networks, Chapter 10, The Jeffersonian Era.
- Complete hands-on activity Vocabulary Work.
- Complete hands-on activity Cause and Effect Chart: Early U.S. Attempts to Expand to the West.
- Complete hands-on activity Annotated Timeline.

LEARN

INTERACTIVE ACTIVITY

You have learned about how the federal government became stronger. You know about how the Supreme Court gained greater power. Show what you know. Create a Flow Map to show how the power of the federal government, especially the Supreme Court, expanded. Include these elements: The Judiciary Act; Adams' midnight appointments; Marbury v. Madison; judicial review; McCulloch v. Maryland; Gibbons v. Ogden.

TEACHING NOTES

Your student should show that the Judiciary Act set up a system of courts. Adams used a provision of this act to make hundreds of appointments before his term as president ended, including appointing Chief Justice Marshall. Jefferson then tried to prevent some of the appointees from taking office. This led to a suit by Marbury, an Adams appointee who had not been able to take office. The ruling in Marbury established the principle of judicial review, giving courts the power to declare actions by the other branches unconstitutional.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned a lot about Thomas Jefferson. Now, read more about his actions as the third president of the United States. Open Discovering Our Past: A History of the United States 2018, Chapter 10, Lesson 2, The Louisiana Purchase (pp. 272-277). As you read this lesson, think about these questions:

- What was the importance of the Mississippi River to farmers at this time?
- What role did Spain and France play?
- How did the revolution led by Toussaint L'Ouverture have an impact on the United States?
- What were some motivations for the Lewis and Clark Expedition?

Take notes in your Social Studies Journal.

**Answers**

- What was the importance of the Mississippi River to farmers at this time? Farmers needed access to the Mississippi to transport their crops to markets.
- What role did Spain and France play? The Spanish controlled the region, but they allowed the Americans to sail on the Lower Mississippi and trade in New Orleans. In 1802, the Spanish suddenly changed their policy, no longer allowing American goods to move into and beyond New Orleans. President Jefferson learned that Spain and France had secretly agreed to transfer the Louisiana Territory to France. This posed a serious threat to the United States.
- How did the revolution led by Toussaint L'Ouverture have an impact on the United States? It eventually led to the sale of the Louisiana Territory which provided plenty of cheap land for farmers.
What were some motivations for the Lewis and Clark Expedition? Finding and mapping the fabled Northwest Passage, a water route across North America, would improve trade routes from Europe to Asia.

If your student is using the online Student Edition, he or she should be sure to read all the screens for this lesson. Encourage your student to take notes related to causes and effects. Your student will refer to the notes for an activity later in the lesson.

Complete Vocabulary Work activities for these terms: secede, authority. Remember to complete all the Vocabulary Work steps for each term.

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you got the Quick Check wrong, watch the video: The Louisiana Purchase (02:59) to review causes and effects of this event. What do you think was the most important cause?

Please go online to view this video ▶
## The Jeffersonian Era - Part 5

### Objectives
- To identify and analyze Thomas Jefferson's contributions as president
- To understand the ways in which the federal government developed during this period
- To identify the impact and effects of the Louisiana Purchase
- To understand and analyze the causes and effects of conflict with other countries
- To explain and analyze the role of trade and economic concern in conflicts

### Books & Materials
- Social Studies Journal
- Computer
- Interactive activity worksheets

### Assignments
- Read Networks, Chapter 10, The Jeffersonian Era.
- Complete hands-on activity Vocabulary Work.
- Complete hands-on activity Cause and Effect Chart: Early U.S. Attempts to Expand to the West.
- Complete hands-on activity Annotated Timeline.

### LEARN

You learned about how the size of the United States grew dramatically with the Louisiana Purchase. You also read about the Lewis and Clark Expedition. One goal of the expedition was to learn more about the new lands under the control of the United States. To find out more, watch the BrainPOP movie: *Lewis & Clark* (04:55).

Why was Sacagawea so important to the success of the expedition? Write your answer in your Social Studies Journal.

### TEACHING NOTES

Sacagawea spoke several languages and served as a translator. Sacagawea knew what plants could be used as food and medicine and knew the area well enough to help find the best paths and trails. Her presence signaled to Native American groups that the expedition was not a war party. She was able to procure horses for the expedition, in order to cross the Rocky Mountains.
INTERACTIVE ACTIVITY

You read about the Americans who moved westward in the early 1800s. You learned about how the United States doubled its size through the Louisiana Purchase. To show your understanding of the early stages of America's westward expansion, complete the **Cause and Effect Chart: Early U.S. Attempts to Expand to the West**. In the Event/Cause column, explain each event, noting important details. In the Effect column, identify and describe the effects connected to the event.

TEACHING NOTES

Threats by France and Spain worried the U.S. and had a potential economic impact, since the U.S. did not control the Mississippi River, needed for trade. Effects: Congress authorized a possible purchase of land. This eventually led to the Louisiana Purchase. The Haitian Revolution took away France's base in the Caribbean, making Napoleon lose interest in Louisiana. Napoleon needed money for war against Britain. Effects: these factors led to the Louisiana Purchase, which doubled the size of the U.S. It also contributed to the expansion of federal powers, since it set a precedent that the federal government had the authority to purchase land. Another effect was the funding of expeditions to explore the new territory. The Lewis and Clark Expedition was motivated by a desire to learn about and map the newly acquired territory, and the hope of finding a water route between Europe and Asia (the idea of a “Northwest Passage.”) Effects: Americans learned a great deal about the land, plants, animals, and peoples of the land it now claimed. Many Americans were inspired to move out to live in these lands. Pike's Expedition was also done to learn more about the land.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You know about many of the important challenges and events of the early years of the United States. Americans held different opinions about how the new country should work. These debates and disagreements were internal challenges. Now, learn about some of the external challenges. Open Discovering Our Past: A History of the United States, Chapter 10, Lesson 3, A Time of Conflict (pp. 278-284). As you read this lesson, think about these questions:

- What issues drew the United States into conflict with other countries?
- How did conflict between Britain and France impact the United States?
- Why did Tecumseh seek an alliance with the British?
- What motivated the War Hawks' calls for war?

Take notes in your Social Studies Journal.

Piracy and interference with trade caused conflicts.
- The British-French conflict impacted American trade and also led to the kidnapping (impressment) of sailors.
- Tecumseh believed an alliance with the British could help stop American conquest of Native Americans and their lands.
- The War Hawks were upset with Britain over trade issues, impressment, and support for Tecumseh, and they wanted the good farm land in southern Canada and more power for the United States.
Complete **Vocabulary Work** activities for these terms: *tribute, neutral rights, embargo, nationalism.* Remember to complete all the steps for each of these words.

✅ **RATE YOUR ENTHUSIASM**

Please go online to view and submit this assessment.
You read about some of the quarrels the United States had with other nations in the early 1800s. Disagreements with Britain eventually led to another war. To review knowledge and learn about this war, watch the movie: *The War of 1812: Jeffersonian Era II* (15:57) below.

As you watch, listen for details about:

- The importance of Canada
- The effects of the War of 1812

Write notes in your Social Studies Journal.

This video should serve as a review of the issue of impressment and of trade issues, and as a preview of information your student will read more about. Canada was an area into which the United States wanted to expand; some Americans expected Canada to want to break away from Britain and join them, but this was not the case. The outcome of the War of 1812 helped to confirm to Americans and to the world that the new country would last. It also sparked feelings of nationalism among Americans.
You’ve learned a lot about the War of 1812. Now, read more about the causes and effects of this war. Open Discovering Our Past: A History of the United States, Chapter 10, Lesson 4, The War of 1812 (pp. 285–289). As you read this lesson, think about these questions:

- Why was the American victory at Lake Erie important?
- Why were the battles in Washington, D.C., and at Fort McHenry significant?
- How would you describe the impact of the Treaty of Ghent?

**TEACHING NOTES**

The victory at Lake Erie gave the Americans confidence and led to another victory over the British and Tecumseh. The British burned Washington, D.C. American forces at Fort McHenry held off the British and kept them from taking Baltimore. The Treaty of Ghent ended the war but did not create any real changes.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you got the Quick Check right, watch the video: War of 1812 (03:02).

Why was the Chesapeake Bay an important target? Why was the city of Baltimore important?

**TEACHING NOTES**

The Chesapeake Bay was close to the capital. Baltimore was the major port on the bay.

If you got the Quick Check wrong, review facts about the War of 1812. Then, take the quiz to test yourself.
The Jeffersonian Era - Part 8

Objectives
- To identify and analyze Thomas Jefferson's contributions as president
- To understand the ways in which the federal government developed during this period
- To identify the impact and effects of the Louisiana Purchase
- To understand and analyze the causes and effects of conflict with other countries
- To explain and analyze the role of trade and economic concern in conflicts

Books & Materials
- Social Studies Journal
- Computer
- Interactive activity worksheets

Assignments
- Read Networks, Chapter 10, The Jeffersonian Era.
- Complete hands-on activity Vocabulary Work.
- Complete hands-on activity Cause and Effect Chart: Early U.S. Attempts to Expand to the West.
- Complete hands-on activity Annotated Timeline.

LEARN

You read about the Shawnee leader Tecumseh, who fought hard to defend Native Americans and their land. Watch the BrainPOP movie: Tecumseh (04:46). Answer these questions in your Social Studies Journal:

- What were Tecumseh's goals?
- How did Tecumseh's brother, the Prophet, influence Native Americans?

TEACHING NOTES

- Tecumseh wanted to protect his land and people and organize different groups of Native Americans to fight back against conquest by the United States.
- The Prophet encouraged and inspired many Native Americans to reject the influence of the Europeans and Americans.
To review terms connected to the War of 1812, complete Vocabulary Work activities for these words: frigate, underestimate. Remember to complete all the steps for each word.

You have learned a lot about the many external challenges the United States faced at the beginning of its history as an independent country. To review and analyze this period, create a Timeline.

Show events leading up to, and during, the War of 1812. Identify and note dates and key details about key events, issues, and people. Be sure to include these elements:

- The American response to Tripoli piracy and threats to US trade
- French and British wars blocking US trade
- British impressment of American sailors
- The Embargo Act
- War Hawks and Nationalism
- Tecumseh's role with the British
- British invasion of Washington, D.C.
- The Battle of Baltimore (and the "Star-Spangled Banner")
- The Treaty of Ghent

Begin your work by reviewing your notes and thinking about important details. Plan out the design of your annotated timeline. As you start to create your timeline, remember to briefly explain the issues that you include.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have begun work on your timeline. Complete your work, making sure to include the necessary elements.

You learned about how issues related to trade were an important factor that led to military conflict between the United States and Great Britain. Now, write in your Social Studies Journal. Reflect upon these questions:

- How did issues about trade lead to military conflict?
- Why is trade likely to cause conflict?
- Do you think trade still leads to military conflict today?

Guide your student to identify the pattern of interference with trade leading to military conflict as a pattern in U.S. history, in the past and today.
In this lesson, you learned about how and why the United States became involved in quarrels with other nations. You also learned about the presidency of Thomas Jefferson. Now, answer the questions.

**USE FOR MASTERY**

Select two factors that led to the War of 1812.

- The British began capturing American vessels and searching for British deserters.
- Native American tribes favored maintaining a relationship with the French government.
- American leadership became unsteady, which gave the British means to start a war.
- American citizens wanted to become citizens of Great Britain again.
- Congress passed an embargo on trade with Great Britain.

What are three achievements Jefferson wanted to accomplish during his presidency?

- decreasing the size of the court system
- reducing the power of the president
- hiring more government workers
- cutting military expenses
- reducing the national debt
- getting rid of most federal taxes
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
For your project, you will conduct some research to find out how the Constitution, and how its changes and amendments over time protect you! What are your rights in school? In public? Do you have to be a voting citizen to have your rights protected?

You will create a book or digital slide show that identifies and explains the rights of students. It will be organized as a reference tool, titled My Rights: Quick Reference Guide.

You can use software like PowerPoint or online tools like Google Slides or Prezi to create your slides. You can also create a book using paper and pen.

Here is what your reference guide should include:

One slide or page for each of the following rights:

- Right to an appropriate education (*Brown v. Board of Education*)
- Student rights to freedom of speech, protest, and expression (*Tinker v. Des Moines, Morse v. Frederick, etc.*)
- Protection against unreasonable searches and seizures (*New Jersey v. TLO*)
- Practice of religion in schools (*Lemon v. Kurtzman*)

Each slide or page should contain:

- Identification and explanation of the right or protection that students have
- A brief summary of the constitutional provision supporting that right
- A brief summary of one Supreme Court precedent that expands, protects, or supports the right
- 1 image or drawing to illustrate the right

Review the [rubric](#) so that you are sure to cover everything in your My Rights: Quick Reference Guide.
You have learned about the debates and principles that shaped the Constitution and the United States’ system of laws and government. You have examined the importance of individual rights. You know that liberty and rights are core ideas that guide the laws and society of the United States.

Young people have many, but not all, of the rights adults have. The United States has made some clear distinctions between adults and minors. People under the age of 18 do not have the right to vote. Some laws apply only to children. There are separate court systems for children and adults. However, the Supreme Court has also made it clear that young people, including students, do have many rights and protections. This is true even when schools, adults, or public opinion find it inconvenient or upsetting for students to have these rights and protections.

To think more about this, watch the BrainPOP movie: Student Rights (05:29). Find out what schools can and can’t do in their efforts to keep order and impose discipline.

Then, play the BrainPOP game Do I Have a Right?

To get started on your My Rights: Quick Reference Guide, refer to your notes. What do you know about each of the rights you will describe in your reference guide? What information do you need to find? Begin identifying the information that you will include on each slide or page of your guide.

Please go online to view and submit this assessment.
You are working to identify what parts of the Constitution and what Supreme Court cases protect the rights of students. One of the most important rights that young people have is the right to an education. One important Supreme Court case, *Brown v. the Board of Education*, made it clear that schools and students cannot be separated on the basis of race. *Brown* also established another important precedent: every student is guaranteed equal access to a good education.

Watch the BrainPOP movie: *Brown v. the Board of Education of Topeka* (04:12) to learn about the case that ended legally enforced racial segregation in schools.

To read more about how the *Brown* decision strengthened rights for girls, bilingual students, students with disabilities, students with medical conditions, and other groups, you can visit these online sources:

- [Your Right to Equality in Education](#)
- [Student Rights at School: Six Things You Need to Know](#)
- [Individual Rights in Public Education](#)

Now, continue working on your reference guide. Remember to create a page or slide for these rights: education; freedom of expression; protection against search and seizure; religion.

If you need more information about students’ rights and the Supreme Court cases that helped establish and define these rights, you can search online for information about these cases:

- Right to an education: *Brown v. Board of Education*
- Freedom of speech, protest, and expression: *Tinker v. Des Moines, Morse v. Frederick, etc.*
- Protection against unreasonable searches and seizures: *New Jersey v. TLO*
- Practice of religion in schools: *Lemon v. Kurtzman*
Some good sources for learning about Constitutional rights and Supreme Court decisions include:

- Oyez.org
- The National Constitution Center Interactive Constitution
- FindLaw Student Rights page

As you work on your reference guide, remember to consult the rubric. Be sure that you include all the required elements:

- Pages or slides explaining each of these rights: education; freedom of expression; protection against search and seizure; religion
- A brief summary of the constitutional amendment supporting each right
- A brief summary of one Supreme Court precedent that expands, protects, or supports each right
- 1 image or drawing to illustrate the right

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
You have examined and analyzed ways that students’ rights are protected by the Constitution and several Supreme Court decisions. Now, complete your My Rights: Quick Reference Guide.

To submit your project, scan your work if you made a paper reference guide. Upload your scanned files. If you created your guide using software, upload your files below.

COLLABORATION

Share your Quick Reference Guide on the discussion board. Read two other student’s guides. Note how they are different from your own. Is the focus different? How about the details included? Do you think other students have a different understanding of rights than you?

FINAL PROJECT

Upload your final project below.

Upload files

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UNIT QUIZ

Please go online to view and submit this assessment.
Unit 4 - A Growing Nation
Growth, Expansion, and War - Part 1

Objectives
- To identify how the Industrial Revolution affected the United States and its people.
- To describe how new transportation routes allowed for continued exploration, settlement, trade, and investment in the newly settled western territories and states.
- To consider how Native Americans were affected by westward expansion.
- To explain the significance of the Missouri Compromise.
- To describe how the United States' role in the world changed in the early 1800s.

Books & Materials
- Discovering Our Past: A History of the United States
- Social Studies Journal
- Computer
- Pen or pencil and paper

Assignments
- Create a multi-flow map: The Industrial Revolution Impacts.
- Write a Three-sentence essay: The Importance of the Erie Canal.
- Create a tree map: Innovations.
- Create a timeline: Changes in the United States Government.

LEARN

VOCABULARY
- cotton gin
- interchangeable part
- patent
- capitalism
- capital
- free enterprise
- census
- turnpike
- canal
- lock
- sectionalism
- monopoly
- interstate commerce
- cede

The Industrial Revolution was a period of many inventions, beginning in Great Britain and then spreading to the United States around 1800. The first part of the 19th century was also a time of major change in the United States.

You will investigate how America expanded beyond the Mississippi River, established new territories and states, and increased its global economic power. You will investigate how life changed for women, African American slaves, and Native Americans. This was a time when the United States used its new military power and increasing social support for expansion to take over new territories.
Now, open *Discovering Our Past: A History of the United States*, Chapter 11: Growth and Expansion, and examine *United States 1790 to 1840, Place and Time* (pp. 294-295). Look at the map. People living in the region shown on the map experienced tremendous population and industrial growth from 1790 to 1840.

Read the text and use the map to answer the *Step into the Place* questions in your Social Studies Journal:

- Which cities near the Great Lakes saw industrial growth?
- Which industrial cities lie south of Virginia and Kentucky?
- How do you think a region’s geography influenced industrial growth in that region?

Return to Chapter 11: Growth and Expansion and read the *Chapter Opener* (p. 293). Look at the picture of the Erie Canal on this page – you’ll learn more about the Erie Canal a little later.


Please go online to view this video ▶

### TEACHING NOTES

The market revolution was the period before the Civil War when Americans began producing goods for sale to others rather than just producing goods for their own use. Transportation technologies of the period included better roads, canals, steamboats, and railroads. Advances in communications included the telegraph (which, among other things, allowed distant merchants to place orders and producers to tell merchants when they could expect to receive their goods).

The new idea regarding factories was that they gathered workers in one place and split up tasks among them, making production faster and more efficient. At first, the location of rapid water/waterfalls drove the location of factories; later, steam power allowed factories to be built near large cities. Unlike on a farm, where work was regulated by the season and the available daylight, work in factories was done on the clock.

Your student may need to pause the video, go back, and watch some parts again (the host speaks very fast!). Help your student understand concepts that are new to them. It may be helpful to discuss the questions before your student answers them in the Social Studies Journal.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Growth, Expansion, and War - Part 2

LEARN

You've learned some things about the growing economy of the United States in the early 1800s. These changes were a part of the Industrial Revolution. How did these developments transform the country? What changes have you already learned about? Write your ideas in your Social Studies Journal.

Add the following words to the vocabulary list in your Social Studies Journal: cotton gin, interchangeable part, patent, capitalism, capital, free enterprise, technology, and element. Define each term and use it in a sentence that shows you understand its meaning. Then, draw a picture or create a symbol to create a nonverbal representation for each word.

TEACHING NOTES

If desired, use the Marzano Vocabulary strategy to help your student develop this new vocabulary.

Now, open Discovering Our Past: A History of the United States, Chapter 11: Growth and Expansion, Lesson 1: A Growing Economy and read the section Industrial Growth (pp. 296-298). Answer these questions in your Social Studies Journal: Why was the Industrial Revolution in the U.S. centered in the Northeast? How did Whitney produce so many muskets for the government?
Your student should understand that New England's many rivers and streams offered the waterpower needed to run factory machinery. Whitney was able to produce large numbers of muskets by using interchangeable parts.

Now, watch the video about the cotton gin in the Lesson Resources. Why was the cotton gin an important invention?

Look at the diagram of the Lowell factory system. How does the mill work?

Return to the text and read the section Agriculture Grows (p. 299). In a discussion with your Learning Guide, answer the Guiding Question: Why did agriculture remain the leading occupation of Americans in the 1800s?

Your student may mention favorable growing conditions in the region north of the Ohio River and the large demand for southern cotton, which increased along with the growth of the textile mills in New England, as possible answers.

Please go online to view and submit this assessment.

If you answered correctly, watch the video: The Cotton Gin's Effect on Slavery (06:52).

As you watch the video, take notes in your Social Studies Journal about the unintended consequences of the invention of the cotton gin.

If you answered incorrectly, reread the section Agriculture Grows. How much did cotton production increase in the South between 1790 and 1820? How did this impact the number of enslaved workers in the United States during the same period?
After the cotton gin was invented, cotton production grew from 3,000 to 300,000 bales per year. This greatly increased the demand for slaves, and their numbers grew from 700,000 to 1.2 million during this time.
LEARN

INTERACTIVE ACTIVITY

You have learned about the main reasons the U.S. economy changed during the 1800s. Now, create a Multi-Flow Map showing the Industrial Revolution’s impact on the United States. You might also want to refer to U.S. History: Economic Growth and the Early Industrial Revolution. Your Multi-Flow Map should include information about:

- important inventions
- individuals who made significant contributions
- changes to the methods of production
- the results of these inventions and changes

TEACHING NOTES

Your student’s Multi-Flow Map should include such information as the water frame; the spinning jenny; the power loom; the cotton gin (Eli Whitney); interchangeable parts (Eli Whitney); the factory system (e.g. Lowell textile mills); and the growth of corporations. The map should show cause-and-effect relationships, if possible.
How do you think the changes you've been learning about affected women and minorities? The text provides some information about this question, and you can find more information at these pages:

- **U.S. History: The Emergence of “Women's Sphere”**
- **U.S. History: Irish and German Immigration**
- **The Slave Trade and the Cotton Economy**
- **Catoctin Mountain Park (Maryland): African-Americans**
- **National Geographic: African American Inventors II**

Make a [Three-Column Chart](#) to organize your thoughts, one column per topic below. Then, write one paragraph in your Social Studies Journal to address each of these questions (three total paragraphs):

- How did the Industrial Revolution affect women?
- How did the Industrial Revolution affect African-Americans in the South? What about in the North?
- How did the Industrial Revolution affect immigrants?

### TEACHING NOTES

Have your student use the provided resources to find some information about women, immigrants, and African-Americans during the Industrial Revolution. These resources won't give them a complete picture of how these groups of people were affected by the Industrial Revolution, but they will give them some clues. If time permits, they can conduct additional research on any of these topics.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
## Growth, Expansion, and War - Part 4

### Objectives
- To identify how the Industrial Revolution affected the United States and its people.
- To describe how new transportation routes allowed for continued exploration, settlement, trade, and investment in the newly settled western territories and states.
- To consider how Native Americans were affected by westward expansion.
- To explain the significance of the Missouri Compromise.
- To describe how the United States' role in the world changed in the early 1800s.

### Books & Materials
- Discovering Our Past: A History of the United States
- Social Studies Journal
- Computer
- Pen or pencil and paper

### Assignments
- Create a multi-flow map: The Industrial Revolution Impacts.
- Write a Three-sentence essay: The Importance of the Erie Canal.
- Create a tree map: Innovations.
- Create a timeline: Changes in the United States Government.

---

## LEARN

As you’ve learned, the changes that occurred during the Industrial Revolution prompted many people to move westward. Why did people begin to move west in growing numbers? Write your answer in your Social Studies Journal.

Add these vocabulary words to your Social Studies Journal: *census, turnpike, canal, lock, reveal*, and *region*. Define each term and use it in a sentence that shows you understand its meaning. Then, draw a picture or create a symbol to create a nonverbal representation for each word.

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## TEACHING NOTES

Continue to use the Marzano Vocabulary strategy if desired to develop your student's new vocabulary.

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Open *Discovering Our Past: A History of the United States*, Chapter 11: Growth and Expansion, and read Lesson 2: *Moving West* (pp. 302-307) to learn more about westward migration. As you read this lesson, take notes in your Social Studies Journal about specific inventions and transportation innovations that made westward expansion easier. Watch the Learning Resources video about Daniel Boone. Why is this video included in a lesson about moving west? Discuss your answer with your Learning Guide.
Now, look at these maps as you read about the National Road and the canal system:

- The National Road, 1811–1837
- Canals, 1820–1860

Also visit the Erie Canalway National Heritage Corridor: History And Culture page. Read about the Erie Canal and watch the video to learn about how it was built. Then, write a three-sentence essay in your Social Studies Journal about the importance of the Erie Canal and its impact on life in the United States.

✔ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
### Objectives
- To identify how the Industrial Revolution affected the United States and its people.
- To describe how new transportation routes allowed for continued exploration, settlement, trade, and investment in the newly settled western territories and states.
- To consider how Native Americans were affected by westward expansion.
- To explain the significance of the Missouri Compromise.
- To describe how the United States’ role in the world changed in the early 1800s.

### Books & Materials
- Social Studies Journal
- Computer
- Pen or pencil and paper
- Tree Map

### Assignments
- Create a multi-flow map: The Industrial Revolution Impacts.
- Write a Three-sentence essay: The Importance of the Erie Canal.
- Create a tree map: Innovations.
- Create a timeline: Changes in the United States Government.

---

### LEARN

The move west was an exciting time in United States history. Pioneers headed west, and new modes of transportation flourished. Refer to your notes and the text. Make a [Tree Map](#) showing the innovations (especially new transportation routes) that allowed for continued exploration, settlement, trade, and investment in the newly settled western territories and states. You may need to add branches to your [Tree Map](#) or connect two [Tree Maps](#) to make one large one. Include details on the lower “branches.”

### TEACHING NOTES

Your student will have time to make the [Tree Map](#) in this session, but the map can be finished in the next session. The [Tree Map](#) should include roads, steamboats, and canals and should provide details about each one.

Now, look carefully at the information you've included on your [Tree Map](#), and think about how these changes might have affected Native American populations who already lived in the areas that European Americans were moving into. Take notes in your Social Studies Journal and look at these maps for additional information:

- [Map of the Indian tribes of North America, about 1800 A.D.](#) (This map was published in 1836 and shows some of the Native American cultures on the East Coast and in the Western regions settled in the early 1800s. This map was drawn by [Albert Gallatin](#), an 18th century politician who...
studied Native American cultures. It was therefore drawn from a European American, rather than a Native American, perspective. Of course, the uncolored western areas that look “blank” had Native American populations, but he did not include those cultures on this map.

- The National Road, 1811–1837
- Canals, 1820–1860
- The Removal of Native Americans, 1820–1840

Return to your Tree Map. Use it to help you write a paragraph describing how these innovations affected Native Americans. Write in your Social Studies Journal. What impact do you think these innovations had on the institution of slavery in the United States? Explain your answer.

When your student has finished their Tree Map, ask to view it. Your student should show it to you and explain the logic in creating it.

If time permits, your student can do additional research beyond the resources provided here in order to write the paragraph.

Your student should understand that the movement westward allowed slavery to expand and grow. Discuss this fact with your student as needed to ensure his or her understanding of this important concept.

Please go online to view and submit this assessment.
As you have learned, the early 19th century was a period of tremendous innovation, expansion, and movement in the United States. It was also a time of political change. You will learn about some of these political changes. One major event was the War of 1812, where the young United States faced Great Britain again. Watch the Discovery Education movie: *The War of 1812* (05:16) and find out the cause and results of the war.

Before you read, add these vocabulary words to your Social Studies Journal: *sectionalism, monopoly, interstate commerce, cede, intense, and internal*. Define each term and use it in a sentence that shows you understand its meaning. Then, draw a picture or create a symbol to create a nonverbal representation for each word.

Continue to use the *Marzano Vocabulary strategy* if desired to develop your student’s new vocabulary.
Now, open *Discovering Our Past: A History of the United States*, Chapter 11: Growth and Expansion, Lesson 3: Unity and Sectionalism and read the section National Unity through to the section Missouri Statehood (pp. 308-311). Consider the Guiding Question: How did the country change after the War of 1812? You've already learned about some of these changes. As you read, create a timeline in your Social Studies Journal that shows changes related to the United States government. Your timeline should include dates of economic changes and changing political views in different parts of the country.

Your student’s timeline should include international trade competition, the American banking system, tariffs, and sectionalism.

Please go online to view and submit this assessment.

If you answered the Quick Check correctly, you understand some important things about the development of the 19th Century United States. Learn a bit more by watching this Discovery Education movie: *Era of Good Feelings* (04:56). In your Social Studies Journal, write one fact about this period of American history that you learned from this video.

If you answered the Quick Check incorrectly, you might need to review the material in this lesson. One way to learn more is by watching this Discovery Education video: *Transportation and Settlement* (07:01). In your Social Studies Journal, list two transportation innovations that impacted the western settlement of the United States.

Your student should understand the impact of several events that took place during the Monroe administration, including landmark Supreme Court cases, financial crisis, the invasion of Florida, the Adams-Onis Treaty, and the Monroe Doctrine.

The National Road, wagons, flatboats, steamboats, canals, and trains influenced the expansion of westward travel and settlement.
As the country expanded westward, tension mounted over the issue of slavery. Let's now examine an important political decision related to slavery in new states. Begin by watching this Discovery Education movie: *The Missouri Compromise and Nat Turner* (06:21).

What were the difficulties the states needed to consider regarding slavery? Answer the question in your Social Studies Journal.

Next, open *Discovering Our Past: A History of the United States*, Chapter 11: Growth and Expansion, Lesson 3: Unity and Sectionalism and read the section *The Missouri Compromise* (p. 312). As you read about the Missouri Compromise, refer to the Missouri Compromise map.

Also take a look at these resources about the Missouri Compromise:

- [Primary Documents in American History: Missouri Compromise](#)
- [Primary Source: Missouri Controversy Documents, 1819–1920](#)
- [U.S. History: The Missouri Compromise](#)

When you've finished reading and watching the video, answer these questions in your Social Studies Journal:

- Under the Missouri Compromise, was the Unorganized Territory open or closed to slavery?
Was the Missouri Compromise a permanent solution to the question of slavery in new states? Was it successful? Why or why not? Cite information from the readings, map, and video to support your answer.

Then, briefly discuss these questions with your Learning Guide.

The Missouri Compromise prohibited slavery in the unorganized territory of the Great Plains. Your student should recognize that the compromise was not a permanent solution to the question of slavery in the new states. He or she should provide reasons for the success or failure of the compromise.

As an extension to answering the questions about the Missouri Compromise, ask your student to look at primary source documents related to the Missouri Compromise and compare how various people described and viewed it.

Please go online to view and submit this assessment.
You have learned about how the United States changed within its borders. But, the country could not only be concerned about itself. It also had to relate to other countries. Some of this was accomplished through treaties, such as the Adams-Onís Treaty. Learn about this event by watching the video Acquisition of Florida (01:52).

Please go online to view this video

If your student needs guidance in this section, discuss the questions before he or she writes the answers.

Your student's paragraphs should discuss the United States’ relations with Britain and Spain and the Monroe Doctrine. Details include the Convention of 1818, securing the Oregon Country, the Adams-Onís Treaty, and establishing borders with Mexico and Canada.
Growth, Expansion, and War - Part 9

Objectives
- To identify how the Industrial Revolution affected the United States and its people.
- To describe how new transportation routes allowed for continued exploration, settlement, trade, and investment in the newly settled western territories and states.
- To consider how Native Americans were affected by westward expansion.
- To explain the significance of the Missouri Compromise.
- To describe how the United States' role in the world changed in the early 1800s.

Books & Materials
- Discovering Our Past: A History of the United States
- Social Studies Journal
- Computer
- Pen or pencil and paper

Assignments
- Create a multi-flow map: The Industrial Revolution Impacts.
- Write a Three-sentence essay: The Importance of the Erie Canal.
- Create a tree map: Innovations.
- Create a timeline: Changes in the United States Government.

LEARN

The expansion West changed more than just borders. It changed art, literature, and music, as well. Are you familiar with Mark Twain? He was one of the most famous American writers of the 19th century. He's known for his keen observations of people and his humor. He is often quoted, and you can read some of his most famous quotes at The Mark Twain House and Museum: Famous Twain Quotes. Watch this excerpt from Life On the Mississippi (05:52).

Please go online to view this video ▶

Go to Discovering Our Past: A History of the United States, Chapter 11: Growth and Expansion, Feature (pp. 316-317) to learn more about Mark Twain. Read the two brief passages he wrote. In these passages, you'll learn about Twain's observations of how river transport changed over his lifetime.

After reading, complete the Feature by answering these questions in your Social Studies Journal:

- What does Twain think of the men who worked on the barges?
- What happened to the keelboat operators once steamboats took over commerce on the river?
- How does Twain describe his impressions of the rafts and men he saw as a young boy? Which senses do these images appeal to?

Now, consider what Twain's observations of river life tell you about the differences between life for workers in the West versus in the urban Northeast. Think about what you've learned in previous parts of this lesson and combine those ideas with the new information you've learned from Twain. Write a paragraph about this topic in your Social Studies Journal.
Help your student understand the vocabulary and concepts in Twain's writing if necessary. Despite their lack of education and their “rudeness,” Twain seems to admire the men who worked on the barges, calling them brave, stoic, honest, and faithful. The keelboat operators got jobs on steamers as deckhands or mates, or on other river vessels. Twain's descriptions of the rafts appeal to sight, sound, and smell.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Growth, Expansion, and War - Part 10

**Objectives**
- To identify how the Industrial Revolution affected the United States and its people.
- To describe how new transportation routes allowed for continued exploration, settlement, trade, and investment in the newly settled western territories and states.
- To consider how Native Americans were affected by westward expansion.
- To explain the significance of the Missouri Compromise.
- To describe how the United States' role in the world changed in the early 1800s.

**Books & Materials**
- Computer
- Pen or pencil and paper
- Tree Map

**Assignments**
- Create a multi-flow map: The Industrial Revolution Impacts.
- Write a Three-sentence essay: The Importance of the Erie Canal.
- Create a tree map: Innovations.
- Create a timeline: Changes in the United States Government.

**USE**

You have learned quite a bit about the development of the United States in the early 1800s. Now, answer the following questions.

**USE FOR MASTERY**

How did the United States develop its power as a sovereign nation? Select three correct answers.

- [ ] by stopping foreign immigration to better control trading
- [ ] by establishing the right to have power over foreign nations
- [ ] by requiring citizens to pay higher taxes to fund the military
- [ ] by acquiring new territory for settlement and resources
- [ ] by increasing manufacturing and trade output
During the 1800s, how did the growth of factories and trade impact cities?

- It decreased the number of people immigrating to America.
- It increased the number of people receiving college degrees.
- It led to a population increase in cities and towns.
- It allowed corporations to expand to rural areas.

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
Jacksonian Era - Part 1

Objectives
- To understand details about Andrew Jackson's election and presidency, and the presidencies of his immediate successors
- To compare and contrast the United States government in the Jacksonian era with the government today
- To understand Jackson's policies toward Native Americans and the consequences of those policies
- To describe how Jackson handled the Second Bank of the United States and the consequences of those actions
- To describe how the Jacksonian era affected people's lives

Books & Materials
- Discovering Our Past: A History of the United States
- Social Studies Journal
- Computer

Assignments
- Create a flow map: Jacksonian Era Government.
- Complete a concept web: Indian Removal Act, 1833.
- Complete a Venn diagram: Democrats versus Whigs.

LEARN

VOCABULARY
- favorite son
- plurality
- majority
- mudslinging
- bureaucracy
- spoils system
- nominating convention
- relocate
- veto
- facilitate
- anticipate

Andrew Jackson's presidency and that of his successor, Martin Van Buren, are called the “Jacksonian Era.” This was a defining time for the country. Jackson enacted many changes during his administration. Some changes were positive. Some were not.

As you go through this lesson, think about what you know about other presidencies, including recent ones. How do they compare and contrast to Andrew Jackson?

Start the lesson by watching the Crash Course U.S. History video: Age of Jackson (15:04). Take notes on the video as you watch. Look for answers to these questions:

Please go online to view this video ▶
Preview the video. There are several aspects of government that might surprise your student. First, Andrew Jackson was far more dictatorial than previous presidents. The banking system was not like today, and there was no central bank to control inflation. Notice the cartoons of the time that make Jackson out to act like a king. Talk to your student about Jackson's view of democracy. **Ask:** How is our view of democracy today different from Jackson's time?

Supporters of nationalism believed it encouraged American growth and expansion; opponents did not think government should invest in infrastructure. The Second National Bank was also controversial. Jackson vetoed the bank's charter on the grounds that it harmed working people. The spoils system was the process of politicians rewarding political supporters. During the Jackson Era, voting rights expanded to include white male wage-earners as well as land owners; women and non-white people were excluded.

The Missouri Compromise allowed some parts of the United States to practice slavery, while prohibiting it in other parts. Differing attitudes about slavery—as well as the expansion of suffrage and the widening gap between rich and poor brought on by the market revolution—helped lead to the rise of political parties such as the Democratic Party and the Whigs.


Move to the next section **United States 1820s to 1840s, Place and Time** (pp. 322-323). Take a careful look at the map: *The Removal of Native Americans 1820–1840*. Answer the **Step into the Place** questions in your Social Studies Journal:

- In what part of Florida did the Seminole live?
- How did the removal route of the Seminole differ from that of the other groups?
- What kinds of challenges might Native Americans have encountered when traveling such long distances?
- How did the removal of the Native Americans enable greater expansion of the United States?

Look at the timeline. Which presidents appear on the timeline? What do you already know about those presidents and the government at the time? Discuss your answers with your Learning Guide.

**TEACHING NOTES**

The Seminole lived in central Florida; their removal route was via water, unlike the other groups. Your student should understand that removal exposed Native Americans to a wide variety of hardships—death from exposure to the elements, disease, starvation, and so forth. Native American removal made westward expansion easier for white settlers.
The Seminole lived in central Florida; their removal route was via water, unlike the other groups. Your student should understand that removal exposed Native Americans to a wide variety of hardships—death from exposure to the elements, disease, starvation, and so forth. Native American removal made westward expansion easier for white settlers.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
## Objectives
- To understand details about Andrew Jackson's election and presidency, and the presidencies of his immediate successors
- To compare and contrast the United States government in the Jacksonian era with the government today
- To understand Jackson's policies toward Native Americans and the consequences of those policies
- To describe how Jackson handled the Second Bank of the United States and the consequences of those actions
- To describe how the Jacksonian era affected people's lives

## Books & Materials
- Discovering Our Past: A History of the United States
- Social Studies Journal
- Computer

## Assignments
- Create a flow map: Jacksonian Era Government.
- Complete a concept web: Indian Removal Act, 1833.
- Complete a Venn diagram: Democrats versus Whigs.

## LEARN

You have a basic idea of how different Jackson's presidency was from previous presidents, such as Jefferson and Monroe. Brush up on the basics of Jackson's presidency by watching the BrainPOP movie: Andrew Jackson (05:08). What made people feel Jackson abused the power of the presidency? Discuss your answer with your Learning Guide.

Now, go to Discovering Our Past: A History of the United States, Chapter 12, The Jackson Era, Lesson 1: Jacksonian Democracy. Read the section New Parties Emerge (pp. 324–326) and look at the election map. Answer these questions in your Social Studies Journal:

- What is a “favorite son,” and what did this term have to do with the election of 1824?
- Why was the election of 1824 so controversial?
TEACHING NOTES

Add these words to the vocabulary list your Social Studies Journal: favorite son, plurality, majority, mudslinging, bureaucracy, spoils system, nominating convention, facilitate, and participate. Then, do the following:

- Define the word, and then rewrite the definition in your own words. Imagine you are trying to explain the term to someone. What would you tell them to make it clear?
- Use the word in a sentence that shows you know the meaning.

TEACHING NOTES

If desired, use one or more of the Marzano Vocabulary strategies to help your student develop this new vocabulary.

To extend the lesson, have your student view the Discovery Education political cartoon "To the victors belong the spoils." Ask him or her to look carefully at the cartoon, including the words written on it. Is this cartoon for or against Andrew Jackson? What is it trying to say? What is he riding, and why are there dollar signs? Discuss the cartoon with your student.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Think about what you have learned about Jacksonian government. How different was the government in the Jacksonian era compared to today? Do you think there are some similarities?

Now, open Discovering Our Past: A History of the United States, Chapter 12: The Jackson Era, Lesson 1: Jacksonian Democracy. Read the sections Jackson as President and The Tariff Debate (pp. 327-329). Answer these questions in your Social Studies Journal:

- How were nominating conventions different from the caucus system?
- Why was the Maysville Road bill important?
- How did voting laws change under Jackson?

Now, create a Flow Map showing changes in the American system of government during the Jacksonian era. Include the policies that changed and show how one change led to another when you have enough information.

Your student should understand that in nominating conventions, delegates from the states choose the party’s presidential candidate; in the caucus system, top party leaders choose the candidate.
The Maysville Road bill was important because Jackson's veto of it confirmed that he believed the federal government should support only projects that benefitted the entire nation; in this case, the road would have benefited only Kentucky. Voting laws changed under Jackson to allow many white male non-landowners to vote, and by 1828 nearly all states allowed voters, rather than state legislatures choose presidential electors.

Your student's flow map should include such topics as mudslinging, the spoils system, bureaucracy, and the nominating convention. Some of the information in the text shows a clear cause-and-effect relationship with other changes and events, and some does not. Your student should show those relationships when they are described in the text.

Look carefully at your Flow Map. Which of the issues on the Flow Map is still an issue today?

Add information to your Flow Map to show the similarities and differences between Jackson's government and today's government. Use different colors to show similarities and differences between now and then.

Quick Check

Please go online to view and submit this assessment.

More to Explore

If you answered the QuickCheck correctly, you understand a lot about Jackson's presidency. Now, go to the Library of Congress to view Andrew Jackson political cartoons. Look at the political cartoons about Andrew Jackson. Which ones are supportive of him? Which ones are not? Why do you think these political cartoons were created?

If you answered the QuickCheck incorrectly, learn more about Jackson's problems with a national banking system. Watch the Discovery Education video: Andrew Jackson and the National Bank (04:10). Write a short paragraph in your Social Studies Journal explaining Jackson's viewpoint.
In order for your student to compare and contrast the government today versus in the Jacksonian era, they need to research the things on their Flow Maps to see if they apply today. For example, does the spoils system still apply? Do parties still use nominating conventions? To what extent are voting rights still restricted, and how have voting restrictions changed? They should find out the answers to these questions and then show their findings on their Flow Map.
Jacksonian Era - Part 4

Objectives
- To understand details about Andrew Jackson's election and presidency, and the presidencies of his immediate successors
- To compare and contrast the United States government in the Jacksonian era with the government today
- To understand Jackson's policies toward Native Americans and the consequences of those policies
- To describe how Jackson handled the Second Bank of the United States and the consequences of those actions
- To describe how the Jacksonian era affected people's lives

Books & Materials
- Networks: Discovering Our Past: A History of the United States Early Years, 2018, Chapter 12
- Social Studies Journal
- Computer
- Colored pencils and paper

Assignments
- Create a flow map: Jacksonian Era Government.
- Complete a concept web: Indian Removal Act, 1833.
- Complete a Venn diagram: Democrats versus Whigs.

LEARN

Based on what you've already learned about Andrew Jackson, what do you think were his policies regarding Native Americans? Write some ideas in your Social Studies Journal.

Have you heard of the Trail of Tears? As the name implies, this was a sad episode in United States history. Learn more about the Trail of Tears by watching the BrainPOP movie: Trail of Tears (05:29).

Begin this lesson by adding these words to your vocabulary list: relocate, federal, and survive. Define each term and write a sentence showing the meaning in context.

TEACHING NOTES

Continue to use the Marzano Vocabulary strategy if desired to develop your student's new vocabulary.
Now, go to *Discovering Our Past: A History of the United States*, Chapter 12: The Jackson Era, Lesson 2: Conflicts Over Land and read the section **Removing Native Americans**. Read the Primary Source quote from the Appeal of the Cherokee Nation, 1830. What are the two sides of the Native American removal? Why would anyone think it would be better for the Cherokee to move to Oklahoma? Write your answers in your Social Studies Journal.

Now, look at the Trail of Tears painting in the Lesson Resources. Answer this question in your Social Studies Journal: What does this image suggest about the Native Americans’ experience on the Trail of Tears? Use details from the painting to explain your answer.

### TEACHING NOTES

Make sure your student reads all sections required if using the online student text.

Return to the **Chapter Opener** in *Discovering Our Past: A History of the United States*, Chapter 12: The Jackson Era, and look at the picture of Osceola. You now know more about him. The artist who painted this image of Osceola, George Catlin, is famous for his paintings of Native Americans. For example, look at *A Seminole Woman*. Scroll down and look at other pictures by Catlin. What do you think the artist was trying to convey through his portraits? What does his use of color tell you? Discuss your answers with your Learning Guide.

### TEACHING NOTES

As needed, help your student understand the questions and develop his or her answers to these questions.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Jacksonian Era - Part 5

**Objectives**
- To understand details about Andrew Jackson's election and presidency, and the presidencies of his immediate successors.
- To compare and contrast the United States government in the Jacksonian era with the government today.
- To understand Jackson's policies toward Native Americans and the consequences of those policies.
- To describe how Jackson handled the Second Bank of the United States and the consequences of those actions.
- To describe how the Jacksonian era affected people's lives.

**Books & Materials**
- Discovering Our Past: A History of the United States
- Social Studies Journal
- Computer

**Assignments**
- Create a flow map: Jacksonian Era Government.
- Complete a concept web: Indian Removal Act, 1833.
- Complete a Venn diagram: Democrats versus Whigs.

**LEARN**

You have learned about Andrew Jackson and his attitude about Native Americans. You’ve read about the Trail of Tears. Now, you will learn about the Native Americans’ reactions to these enforced moves. Begin by watching this Discovery Education movie: Osceola Resists Indian Removal Act (03:57). How did Osceola resist the U.S. Army? How did the military overcome Osceola? How did the Seminoles defy the government? Discuss your answers with your Learning Guide.


Answer these questions in your Social Studies Journal:

- What was the Indian Removal Act, and how did Jackson feel about it? Why did he feel this way?
- Which two Native American groups had the largest number of people removed from their homelands?
- What reason did the government give for forcing the Native Americans to relocate?
- Why were the Cherokee forced to move in spite of the Supreme Court’s ruling in Worcester v. Georgia?
- How did the Seminole resist removal?
Jacksonian Era - Part 5

LEARN

You have learned about Andrew Jackson and his attitude about Native Americans. You've read about the Trail of Tears. Now, you will learn about the Native Americans' reactions to these enforced moves. Begin by watching this Discovery Education movie:


Answer these questions in your Social Studies Journal:

1. What was the Indian Removal Act, and how did Jackson feel about it? Why did he feel this way?
2. Which two Native American groups had the largest number of people removed from their homelands?
3. What reason did the government give for forcing the Native Americans to relocate?
4. Why were the Cherokee forced to move in spite of the Supreme Court's ruling in Worcester v. Georgia?
5. How did the Seminoles resist removal?

Objectives

To understand details about Andrew Jackson's election and presidency, and the presidencies of his immediate successors
To compare and contrast the United States government in the Jacksonian era with the government today
To understand Jackson's policies toward Native Americans and the consequences of those policies
To describe how Jackson handled the Second Bank of the United States and the consequences of those actions
To describe how the Jacksonian era affected people's lives

Books & Materials

Discovering Our Past: A History of the United States
Social Studies Journal
Computer

Assignments

Create a flow map: Jacksonian Era Government.
Complete a concept web: Indian Removal Act, 1833.
Complete a Venn diagram: Democrats versus Whigs.

TEACHING NOTES

The Indian Removal Act allowed the federal government to pay Native Americans to move west. Jackson supported the act, hoping to open up Native American land to white settlers. The Creek and Cherokee had the largest number of people removed from their homelands. Despite the Supreme Court ruling, the Cherokee were forced to leave because President Jackson did not enforce the Court's ruling. The Seminoles resisted removal by attacking U.S. troops sent to force them to leave their homelands.

Now, look back at your earlier information in this lesson. You'll notice that the Jackson administration, and people who agreed with the administration, used an economic argument as an excuse for why Native Americans should be forced off their land. What was this argument? What did some white people want? Discuss your answers with your Learning Guide.

Use a concept map to show the results of this point of view. If you are not sure how to make a concept map, watch the video: How to Use Concept Mapping (01:00).

The economic argument should go in the main oval, and the results should go in the connecting ovals. Add additional ovals next to the outer ovals to show some details.

Next, answer these questions in your Social Studies Journal: How did the removal of Native Americans affect the development of the United States? Could this development have happened in a different way? Why or why not?

Your student should notice in the text that the economic argument some white people made was that they wanted the land for themselves. This is the argument they should put in the middle of their concept web.

Extend the lesson by going to the primary source material in the Lesson Resources. This primary source is an excerpt from the poem Osceola by Walt Whitman. Ask: What do you think Whitman thought about Osceola?

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In addition to Jackson's changes to voting and the presidency, he also was the driving force in the Indian Removal Act. If that was not enough, there was also Jackson's determination to thwart the continued existence of the Second Bank of the United States. Let's now take a look at Jackson's conflict with the Second Bank of the United States and the events related to that conflict. Begin by watching the Discovery Education movie: Economic Democracy (05:30). Take notes about the conflict between Jackson and the Second Bank. What would our economy be like if every bank printed its own money? Write your notes and answer in your Social Studies Journal.


Add these new vocabulary words in your Social Studies Journal: veto, institution, and symbol. Write the definition of each and write a sentence showing you know the meaning of the word. Imagine that you have to explain this word to someone who has not recently studied this subject. What would you tell them to make it clear? Write your statement next to the word.

Continue to use the Marzano Vocabulary strategy if desired to develop your student's new vocabulary.
As you read, look for the answers to these questions and write them in your Social Studies Journal:

- Why did Jackson dislike the Second Bank of the United States?
- What did he do about the bank?
- What did the end of the bank have to do with the Panic of 1837?
- What was the Log Cabin Campaign?
- “Tippecanoe and Tyler Too” is a famous expression in United States history. What does it mean?
- What were the main differences between the Democrats and the Whigs?

**TEACHING NOTES**

As needed, help guide your student in answering the questions.

**Possible answers**

- Jackson disliked the Second Bank because it represented the wealthy class rather than the common man.
- Jackson vetoed the bill that established the bank's charter. He ordered all federal deposits withdrawn from the Second Bank, effectively "killing" the bank.
- When the Second Bank closed, there was no one in authority over state banks. They printed money recklessly, and confidence in banks fell, causing the Panic of 1837.
- The Log Cabin Campaign was an effort to gain the support of workers and farmers to elect William Henry Harrison.
- Tippecanoe and Tyler Too was the slogan of the 1840 election. Tippecanoe referred to Harrison, who won against Tecumseh at the Battle of Tippecanoe, and John Tyler (Tyler Too) was Harrison's running mate.
- The Democrats claimed to represent the common man, while the Whigs were elitist.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Democrats following Jackson's presidency. Be sure to identify the parties’ concerns regarding a national bank, election tactics, and the role of government in business.

Consider the differences between two major political parties. During the Jackson Era, those parties were Democrats and Whigs. Look back at Discovering Our Past: A History of the United States, Chapter 12: The Jackson Era, Lesson 3: Jackson and the Bank (pp. 336–341) and at the answers to the questions from this chapter. Use a Venn diagram to compare and contrast the Whigs and the Democrats following Jackson's presidency. Be sure to identify the parties’ concerns regarding a national bank, election tactics, and the role of government in business.

As needed, help guide your student in completing their Venn diagram. How they are alike: both evolved from the Democratic-Republican Party, began after 1824. Democrats: Andrew Jackson was first leader, supported the common man, favored states' rights, against protective tariffs, against national bank, favored rapid growth of the nation. Whigs: active 1833–1856, opposed Jacksonian policies, strong federal government, strong central bank, strong protective tariffs, industrials and businessmen, slow national territorial expansion.

Please go online to view and submit this assessment.
Jacksonian Era - Part 8

Objectives
- To understand details about Andrew Jackson's election and presidency, and the presidencies of his immediate successors
- To compare and contrast the United States government in the Jacksonian era with the government today
- To understand Jackson's policies toward Native Americans and the consequences of those policies
- To describe how Jackson handled the Second Bank of the United States and the consequences of those actions
- To describe how the Jacksonian era affected people's lives

Books & Materials
- Networks: Discovering Our Past: A History of the United States Early Years, 2018, Chapter 12
- Social Studies Journal
- Computer
- Colored pencils and paper

Assignments
- Create a flow map: Jacksonian Era Government.
- Complete a concept web: Indian Removal Act, 1833.
- Complete a Venn diagram: Democrats versus Whigs.

USE

Now that you have learned about the Jacksonian Era, answer the following questions.

USE FOR MASTERY

How did Americans positively experience change for citizens during the Jacksonian era? Select two correct answers.

- [ ] Opportunities for work and settlement increased in the western territories.
- [ ] Voting rights were not as restricted.
- [ ] Opportunities to open small businesses decreased because of large corporations.
- [ ] Citizens gained basic individual rights.
What was the purpose of the Indian Removal Act?

- to give Native American tribes bigger areas of land
- to give white Americans less native tribal lands
- to provide more land for white Americans
- to provide aid to Native American tribes

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
Manifest Destiny - Part 1

Objectives
- To understand the meaning of Manifest Destiny and how this concept facilitated westward expansion
- To understand how Manifest Destiny and westward expansion affected various groups of people, including Native Americans, African-Americans, women, and Mormons
- To describe how Florida, Texas, and California became states
- To understand the main reasons for and effects of the Mexican-American War
- To state an opinion on whether Manifest Destiny was justified

Books & Materials
- Discovering Our Past: A History of the United States
- Social Studies Journal
- Computer
- Pen or pencil and paper

Assignments
- Complete a bubble map: Manifest Destiny
- Complete a graphic organizer: Looking at Both Sides of an Issue
- Create a timeline: Statehood for Spanish Colonies
- Complete a concept web: Effects of Manifest Destiny

LEARN

VOCABULARY
- joint occupation
- mountain man
- emigrant
- prairie schooner
- Manifest Destiny
- Tejano
- decree
- barricade
- annex
- rancho
- ranchero
- forty-niner
- boomtown
- vigilante
- barricade
- subjugate
- usurpation
- proffered
- immutable

Have you heard the term Manifest Destiny? If so, what have you heard about it? If not, what do you think it means? What does the word “destiny” mean, and how might this word relate to 19th century westward expansion of the United States? You’ll learn a lot about Manifest Destiny in this lesson.
In this lesson, your student will examine the concept of Manifest Destiny and will investigate the major changes that Manifest Destiny and westward expansion led to. They'll use a variety of sources to analyze the impact of westward expansion on the U.S. economy; military campaigns and conflicts; and the consequences of westward expansion for women and minority groups.

Think about the pioneers and settlers who moved out of the present-day Northeast and Midwest in the 19th century. What images come to mind when you think about these settlers? What made people move to the western part of the continent? Write your ideas in your Social Studies Journal.

Now, open Discovering Our Past: A History of the United States, Chapter 13: Manifest Destiny. Read the Chapter Opener (p. 345). Why did pioneers want to take the risk and move to Oregon Country? This page gives you some reasons, and you’ll learn more.

Next, watch the BrainPOP video: Westward Expansion (05:14) to learn more about the pioneer journey. What was homesteading? How did westward expansion affect Native Americans living on the land being settled by the pioneers?

The video mentions Manifest Destiny and a famous painting called American Progress. To learn more about Gast and his painting, go to this site.

Now, go to Chapter 13: Manifest Destiny, North America, 1800 to 1853: Place and Time (pp. 346–347). Click on the map and notice how quickly the United States expanded its territory. Answer the Step into the Place questions in your Social Studies Journal:

- After the Louisiana Purchase, from which country did the United States gain the most territory?
- Which area of the country do you think was most densely populated in 1853? Why?
- As the United States grew, how do you think Native Americans were affected?

Your student should notice that, after the Louisiana Purchase, the United States gained the most territory from Mexico. They should understand that the east coast of the United States was the most densely populated in 1853 because that is where the original thirteen states were located and the country's population expanded westward. In 1853, western areas had been populated only recently.
Now, watch the Khan Academy video: Manifest Destiny (8:37).

What did John O'Sullivan think was America's right? What was the motivating factor for moving west? As you learn new ideas, pause the video and take notes in your Social Studies Journal. Look for reasons for disputes about Texas, agreements with Great Britain, and how slavery affected the expansion.

Westward expansion was a dynamic and rather violent period of U.S. history. What questions do you now have about this time period? Write your thoughts in your Social Studies Journal.

Your student may need to pause the video, go back, and watch some parts again (the host speaks very quickly!). Help your student understand concepts that are new. It may be helpful to discuss the questions before they are answered in the Social Studies Journal.

Look at this Westward Expansion timeline prior to this part. This will give you a list of key events your student needs to look for while watching the video.

Please go online to view and submit this assessment.
**Manifest Destiny - Part 2**

<table>
<thead>
<tr>
<th>Objectives</th>
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</tr>
</thead>
</table>
| • To understand the meaning of Manifest Destiny and how this concept facilitated westward expansion  
• To understand how Manifest Destiny and westward expansion affected various groups of people, including Native Americans, African-Americans, women, and Mormons  
• To describe how Florida, Texas, and California became states  
• To understand the main reasons for and effects of the Mexican-American War  
• To state an opinion on whether Manifest Destiny was justified | • Discovering Our Past: A History of the United States  
• Social Studies Journal  
• Computer  
• Pen or pencil and paper  
• Web Graphic Organizer | • Complete a bubble map: Manifest Destiny  
• Complete a graphic organizer: Looking at Both Sides of an Issue  
• Create a timeline: Statehood for Spanish Colonies  
• Complete a concept web: Effects of Manifest Destiny |

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**LEARN**

You have begun to learn about the westward expansion of the United States. This was a time of great change for the country. Many people moved along the main routes west. The most popular was the Oregon Trail. Now, you will learn about the Oregon Trail, but first, watch this Discovery Education video: [Oregon Trail](01:06) to get an idea what the trip was like. How long did the trip normally take? What hazards did the people face? Discuss your answers with your Learning Guide.

Now, open [Discovering Our Past: A History of the United States](#), Chapter 13: Manifest Destiny, Lesson 1: The Oregon Country and examine the [map of the Oregon Trail](#). Listen to the narration as you examine the map.

Then, answer these questions in your Social Studies Journal:

- What is the point on the trail that is farthest east?
- Why do you think the Oregon Trail does not follow a straight route?

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**TEACHING NOTES**

Independence, Missouri, is the easternmost point on the Oregon Trail. Your student should understand that the trail does not follow a straight route because it undoubtedly bypasses a number of natural barriers (e.g., wide rivers, mountains, and so forth).
Now, open Chapter 13: Manifest Destiny, Lesson 1: The Oregon Country and read the section Rivalry in the Northwest (pp. 348-350).

Write these vocabulary words in your Social Studies Journal: *plus, access, joint occupation, mountain men, emigrants, prairie schooners, and Manifest Destiny*. Then, do one of the following:

- Imagine that you have to explain these words to someone who has not recently studied this subject. What would you tell them to make it clear? Write your statement next to each word.
- Draw a picture to illustrate what each word means, along with a brief description explaining your illustration.

INTERACTIVE ACTIVITY

Now, open Chapter 13: Manifest Destiny, Lesson 1: The Oregon Country and read the section Oregon and Manifest Destiny (pp. 350-352). What is the meaning of the slogan "Fifty-Four Forty or Fight"? Write your answer in your Social Studies Journal. Who was the most influential politician regarding expansion? Watch the video in the resources section to find out.

As you read, use a [Web B Graphic Organizer](#) to create a bubble map that shows the consequences of Manifest Destiny. "Manifest Destiny" should be in the center, and the consequences of western expansion should be in the outer bubbles.

TEACHING NOTES

This bubble map activity asks your student to look at facts from the text when considering the consequences of Manifest Destiny. At this point, your student is not being asked for opinions about Manifest Destiny—he or she will do that in the next part.

Possible answers to consequences of Manifest Destiny: increased land, disputes with Spain, disputes with Native Americans, settling of Oregon, accession of Texas, Oregon, Utah, California, and redistribution of population from eastern states to western territories.

Polk was the more influential politician in westward expansion.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Manifest Destiny - Part 3

**Objectives**
- To understand the meaning of Manifest Destiny and how this concept facilitated westward expansion
- To understand how Manifest Destiny and westward expansion affected various groups of people, including Native Americans, African-Americans, women, and Mormons
- To describe how Florida, Texas, and California became states
- To understand the main reasons for and effects of the Mexican-American War
- To state an opinion on whether Manifest Destiny was justified

**Books & Materials**
- Discovering Our Past: A History of the United States
- Social Studies Journal
- Computer
- Pen or pencil and paper
- Graphic Organizer

**Assignments**
- Complete a bubble map: Manifest Destiny.
- Complete a graphic organizer: Looking at Both Sides of an Issue.
- Create a timeline: Statehood for Spanish Colonies.
- Complete a concept web: Effects of Manifest Destiny.

**LEARN**

Look at your bubble map from the previous part. What was the value of Manifest Destiny in the formation of the United States? How did Manifest Destiny aid the expansion of the United States? Write your answers to these questions in your Social Studies Journal.

Now, use a graphic organizer for "Looking at Both Sides of an Issue" and write down some of the positive and negative aspects of Manifest Destiny. Was Manifest Destiny justified? Write some ideas in the “Yes” and the “No” sections, based on what you've learned so far. For example, think about how the philosophy of Manifest Destiny helped the formation of the United States. Put those positives in the “Yes” section. Then, think about how this philosophy might have harmed certain parts of the United States or groups of people. Write those ideas in the "No" section. Refer to the text and to the Crash Course U.S. History video: Westward Expansion (12:46) for answers.

Please go online to view this video ➤

Save this graphic organizer and your bubble map for later use.

**TEACHING NOTES**

In this part, your student is asked to consider the pros and cons of Manifest Destiny. On the positive side: increased size, increase in natural resources, increase in farming land, increased wealth. On the negative side: the effects on Native Americans, war with Mexico, and loss of life.
QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you answered correctly, watch the Discovery video: Manifest Destiny (03:46).

As you watch the video, create a simple timeline in your Social Studies Journal about the process of westward expansion based on the facts given in the video.

If you answered incorrectly, reread the section America Seeks Its Manifest Destiny in Discovering Our Past: A History of The United States, Chapter 13, Lesson 1, Slide 4. In what way did John Quincy Adams express an early version of Manifest Destiny? Who actually invented the term "Manifest Destiny"?

TEACHING NOTES

John Quincy Adams said that expansion to the Pacific was as certain as the Mississippi River flowing to the sea. John O'Sullivan coined the term “Manifest Destiny.”
You learned a little bit about how the United States added the territory of Texas. Now, you will learn about how the United States acquired land from Mexico. Begin by watching the BrainPOP video: Seminole Wars (05:37) to learn about an important chapter in Florida history. As you watch the video, take notes in your Social Studies Journal about the reasons for the Seminole Wars and the impact the wars had on the country. You may want to pause the video or go back and view parts again, if necessary.

Next, add these vocabulary words to your list: establish, remove, Tejano, decree, barricade, and annex. Define each term in your own words. Add a sentence that shows you know the meaning of the word. Draw illustrations for barricade and annex. Explain your illustrations.


Next, create a timeline of the events leading up to Florida statehood. Be sure to include the Seminole Wars, and incorporate other major events and dates found in the text. You will add Texas and California to this timeline later, so leave room on the timeline for two more states.
Your student should incorporate at least two dates of capitol building upgrades in the timeline, as well as the following:

- 1821: Florida becomes a U.S. territory.
- 1824: Tallahassee is named the capital.
- 1837: Population reaches 48,000.
- 1839: Florida approves its constitution.
- 1845: Florida becomes the 27th state.

It might be a good idea to have your student write the timeline entries on sticky notes to begin with. As California and Texas are added, the notes can be moved to make space for events from those states. Have your student transfer the timeline to the Social Studies Journal upon completion.

Please go online to view and submit this assessment.
You’ve learned about how Florida became a state. Now, find out how Texas became a state. Begin by watching this BrainPOP movie: *Mexican-American War* (04:54). What was the cause of the Mexican-American War?

Next, watch this BrainPOP movie: *Texas Revolution* (07:26). What was the Texas Revolution? What were the effects of these events? Write your answers in your Social Studies Journal.

Now, open *Discovering Our Past: A History of the United States*, Chapter 13: Manifest Destiny, Lesson 2: Statehood for Florida and Texas and read the section *Texas* (pp. 355-357). As you read, add key dates in Texas statehood to your timeline. The Texas section of your timeline should include the Mexican-American War and some information about the Tejanos who were already in Texas.

Take a careful look at your timeline now. How do these two processes of statehood compare and contrast? What similarities and differences do you notice? Point out two ways the territories were similar and two ways they were different. Tie the similarities and differences to their achieving statehood. Write your ideas in your Social Studies Journal.
### TEACHING NOTES

Your student should include the following dates in the timeline:

- **1830**: Mexico closes its border to immigrants.
- **1836**: Santa Anna lays siege to the Alamo. Texas' leaders declare independence from Mexico. The Republic of Texas is formed.
- **1845**: Texas becomes a state.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Now that you know more about the annexation of Florida and Texas, you can apply what you have learned. Look at the bubble map that shows the consequences of Manifest Destiny. Also review your "Looking at Both Sides of an Issue" graphic organizer. You began to answer the question "Was Manifest Destiny justified?" Take a moment to review what you've written on both of these activities.

Now, go to Discovering Our Past: A History of the United States, Chapter 13: Manifest Destiny, Feature (pp. 358-359). Before you begin reading, add these vocabulary words to the list in your Social Studies Journal: **subjugate**, **usurpation**, **immutable**, and **proffered**. Record the definitions and add a sentence for each word that shows you understand its meaning.

Read the primary source materials that show opposing views of Manifest Destiny. Make sure you understand the vocabulary words to gain full understanding of the material.

Complete the Feature by answering the three questions in your Social Studies Journal. You might want to refer to your bubble map and graphic organizer to help you answer the questions.

- According to O'Sullivan, what was Manifest Destiny?
• What does Albert Gallatin think is the real motive underlying the idea of Manifest Destiny?
• How do you think O'Sullivan might have responded to Gallatin's claims about the true motives of Manifest Destiny?

Look again at your bubble map and graphic organizer. Is there anything else you can add about Manifest Destiny? Make sure your graphic organizer is as complete as it can be, based on the two sides of the argument.

What do you think? Was Manifest Destiny justified, or not? Answer this question in a paragraph in your Social Studies Journal and discuss this question with your Learning Guide.

TEACHING NOTES
As needed, help your student understand the perspectives of Albert Gallatin and John L. O'Sullivan. After writing in the Social Studies Journal, discuss your student's opinion and reasoning. Make sure your student understands that a valid opinion is backed by evidence.

RATE YOUR UNDERSTANDING
Please go online to view and submit this assessment.
LEARN

Think about how Florida and Texas became states. Neither process was entirely peaceful. Why do you think that is true? Next, you will learn about the process leading up to California's annexation as a territory before it became a state. This, too, was not a smooth or peaceful process. War is a common way to add land to a country's holdings.

First, watch the video: The Mexican-American War in 5 Minutes (4:16). How did the United States add to its holdings through war? Write your answer in your Social Studies Journal.

Please go online to view this video ▶

Now, open Discovering Our Past: A History of the United States, Chapter 13: Manifest Destiny, Lesson 3: War with Mexico, and read The New Mexico Territory (pp. 360–361). Then, look at the map of the Santa Fe Trail in the Lesson Resources.

Answer the Guiding Question in your Social Studies Journal: How did the Santa Fe Trail benefit the New Mexico Territory?

TEACHING NOTES

Your student might mention that the trail became a busy trade route, improving the economy of the area and attracting settlers.
Continue reading the rest of the lesson text. As you read, add a California section to the timeline you made for Florida and Texas. Show dated events leading up to the United States’ acquisition of California. How did the Mexican-American War impact California? What was the California uprising? What happened with the Treaty of Guadalupe Hidalgo? Those events should appear in your timeline.

✅ QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you answered the Quick Check correctly, you understand some important things about the political events and attitudes of the time. Watch this video: California History: The Mexican Era (07:41) to get a better understanding of what California was like under Mexico's government.

Please go online to view this video ▶

TEACHING NOTES

Help your student understand the changes that occurred for Mexican citizens who became part of the United States almost overnight. Generate a discussion. Ask: How would you feel if this happened to you? What if the area where you live was taken over by another country with a language you did not know? What might be some of the problems you would face?
## LEARN

You have placed Florida and Texas on a statehood timeline. Now, you need to add California to that timeline. To learn more about California’s history right before it became a state, go to this [California history timeline](#). Add dates to your timeline, beginning with 1812 and the establishment of Fort Ross by the Russians.

To learn more details about California during this time, open *Discovering Our Past: A History of the United States*, Chapter 13: Manifest Destiny, Lesson 4: California and Utah and read the entire section [California Gold Rush](#) (pp. 365-367). Add new information to your timeline based on what you read in this section. Then, define these vocabulary terms in your Social Studies Journal: *forty-niners, boomtown, vigilantes*, and *constitution*. Write a sentence for each term, showing the meaning in context.

What do you think it would have been like to participate in the California Gold Rush? You know some things about the Gold Rush from the text and probably from things you’ve learned in the past. Read [this first-hand account from Placerville](#) one of the most prominent California towns during the Gold Rush. What would the experience be like? Do you think the experience would have been worth it, or not? Write your ideas in your Social Studies Journal.
**INTERACTIVE ACTIVITY**

Now, play this interactive game to relive (and review) the Gold Rush.

Finally, browse some other Gold Rush resources at California State Library: California Gold Rush. Go to Scenes in the Life of the California Miner. What do you think life at a mine was really like? Based on what you see in the lithographs, write a paragraph in your Social Studies Journal to explain how miners passed their time.

**TEACHING NOTES**

As an option, discuss your student’s impressions of life during the Gold Rush. Does your student think it would have been worth it to make the journey to California? Why or why not?

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
You’ve learned a lot about westward expansion and how Manifest Destiny guided that expansion. Now, take a moment to think about the different groups of people who lived in the West. What are some groups who lived in the region west of the Mississippi River? What countries did they come from? What did they contribute to life in the West? Write your ideas in your Social Studies Journal.

The vast regions of the West were originally home to Native Americans. Then, as you have learned, much of this region came under the control of Spain (and later Mexico, which gained independence from Spain in 1821). With westward expansion, men, women, free and enslaved African-Americans, and various religious groups moved into the western areas.

Go to Discovering Our Past: A History of the United States, Chapter 13: Manifest Destiny, Lesson 4: California and Utah. Read the section A Religious Refuge in Utah (pp. 367–369). Add incorporated to the vocabulary list in your Social Studies Journal. Define the word and write a sentence showing the definition.

Now, answer these questions: Who were the Mormons? Why did they settle in Utah? What challenges did they face? Write a paragraph answering these questions in your Social Studies Journal.

Your student should understand that the Mormons were members of a religious group, the Church of Jesus Christ of Latter-day Saints. They settled in Utah to escape persecution from non-Mormons in New York and, later, in Illinois. The area in which they settled was harsh and dry, and life for the Utah Mormons was very initially difficult.
Now, conduct research to identify the effects of Westward Expansion and Manifest Destiny on different cultural groups. Include Mormons, women, African-American slaves, Native Americans, and Gold Rush traders and merchants in your research. Here are some resources to help you:

- Westward expansion, Louisiana Purchase
- New Roles for White Women
- PBS History Detectives: Women of the Wild West
- Conner Prairie: Lives of Women
- National Cowboy and Western Heritage Museum - Not Just a Housewife: The Changing Roles of Women in the West
- The Gold-Rush Period
- BlackPast.org: African American History in the American West
- Black Cowboys
- Wikipedia: History of Slavery in Texas
- Chinese Immigration to the United States, 1851–1900
- Library of Congress: 19th Century Perceptions (Native Americans)
- U.S. History: Life on the Reservations
- Women in the 19th Century (13:10)
- Reform Movements (14:46)

Please go online to view this video ▶

As you conduct your research, fill in a concept web to show main ideas and details about how women, African-Americans, Native Americans, and Mormons were affected by westward expansion and Manifest Destiny. You'll want to add additional ovals to your concept web. Begin it now and continue it in the next part.

**TEACHING NOTES**

If your student is unsure about how to make a concept map, review the concept by viewing the BrainPOP movie: Concept Mapping (04:37).

The websites provided are just some of the resources about this topic. There may be additional materials available in your local library.

Monitor time use so that your student does sufficient research on each topic. To control this, limit your student to two resources about women.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Manifest Destiny - Part 10

**Objectives**
- To understand the meaning of Manifest Destiny and how this concept facilitated westward expansion
- To understand how Manifest Destiny and westward expansion affected various groups of people, including Native Americans, African-Americans, women, and Mormons
- To describe how Florida, Texas, and California became states
- To understand the main reasons for and effects of the Mexican-American War
- To state an opinion on whether Manifest Destiny was justified

**Books & Materials**
- Computer
- Pen or pencil and paper

**Assignments**
- Complete a bubble map: Manifest Destiny.
- Complete a graphic organizer: Looking at Both Sides of an Issue.
- Create a timeline: Statehood for Spanish Colonies.
- Complete a concept web: Effects of Manifest Destiny.

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**LEARN**

Continue your research and concept map from the previous part. When you've finished your concept map, share it with your Learning Guide, and discuss life in the American West from the perspective of each of these groups.

**TEACHING NOTES**

When your student has finished the concept map, discuss it together. Ask your student to tell you about some of the experiences of the groups found on the concept map. Also ask about the benefits of examining multiple perspectives as was done in this activity. How has this activity helped your student learn and understand new ideas?

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
As you have learned, the idea of Manifest Destiny was central to the westward expansion of the United States. You have examined this westward expansion and how Manifest Destiny propelled the country toward the Pacific.

USE FOR MASTERY

How did Manifest Destiny impact Americans? Select three correct answers.

- [ ] It expanded territory for Americans.
- [ ] It increased wealth within the nation.
- [ ] It reduced the number of slave states accepted into the union.
- [ ] It increased opportunity for trade and settlement.
- [ ] It placed Native American tribes under the federal government.
Why did Americans want control of Oregon?

- to send immigrants into new territories for settlement
- to gain access to the Pacific Ocean for overseas trade
- to increase lumber resources for building homes in the area
- to take away tribal lands from Native Americans

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UNIT QUIZ

Please go online to view and submit this assessment.
Unit 5 - A Nation Divided
People in the United States traveled very little in the early 1800s. They had strong links to their hometown, state, and region. Over time, this led to a serious divide in the way people thought. Many citizens looked on the United States as divided in the North and the South.

Underground Railroad

VOCABULARY
- clipper ships
- innovation
- Morse code
- telegraph
- trade union
- strike
- prejudice
- famine
- nativist
- community
- license
- productivity
- domestic slave trade
- process
- consequence
- yeoman
- overseer
- spiritual
- slave code
• Underground Railroad
• literacy
• legal
• brief
• discrimination
• transformation
• activists
• prejudice

People in the United States traveled very little in the early 1800s. They had strong links to their hometown, state, and region. Over time, this led to a serious divide in the way people thought. Many citizens looked on the United States as divided in the North and the South.

Go to Discovering Our Past: A History of the United States, Chapter 14: North and South. Look at the Chapter Opener (p. 373). Notice the dates at the top: 1820-1860. Look at the photograph of two women. They are wearing their working clothes. If you look closely, you will see that they are holding shuttles. Shuttles are boat-shaped objects used to carry thread across a loom in weaving cloth. Read the text. Then, answer these questions in your Social Studies Journal:

• What do you think mill (factory) work was like?
• How do you think having a job changed the lives of these women?

Now, go to Chapter 14: North and South and look at Place and Time (pp. 374-375). Focus on the different territories in the map. You will learn about how the United States expanded its territories in 1840. What geographic feature marks U.S. States—according to the key? Discuss with your Learning Guide the ways that the United States has changed since this map was accurate.

✔ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
History is filled with examples of great inventions and technology that people have ranked as significant or important. Inventions are innovations. The word **innovation** means “a new idea, method, or product.”

Go to *Discovering Our Past: A History of the United States*, Chapter 14, Lesson 1. Read the material under the section **Technology and Industry** (pp. 376–380). Answer these questions in your Social Studies Journal:

- What are the three phases of industrialization?
- How did railroads change industry?
- Why were clipper ships important to merchants?

### Possible Answers

- The three phases of industrialization are: employers divided jobs into smaller steps, entrepreneurs built factories to bring specialized workers together, and workers used machines to complete tasks.
- Railroads changed industry by forming a network that united the Midwest and the East, allowing farmers and manufacturers to move goods faster and more cheaply and enabling consumers to purchase them at lower prices.
- Clipper ships were important to merchants because they could cut the usual travel time in half.
INTERACTIVE ACTIVITY

After you answer the questions above, watch the Discovery Education movie: *The Growth of Railroads* (02:14). How did the growth of railroads parallel the growth of the country? Discuss your answer with your Learning Guide.

Next, add these words to the list in your Social Studies Journal: *clipper ship, telegraph, Morse code, innovation, and transform*. Define each term in your own words and write a sentence showing you know how to use the term. Then, create a different way of representing each term, such as a drawing or a word map. You can also use this Visual Thesaurus to see each term in a new way. You’ll notice that many of these terms are innovations.

As you read, notice the information about women involved in the mass production of cloth. Then, answer the following questions in your Social Studies Journal:

- How can you connect the information you read to the image in the Chapter Opener?
- Do you think you would enjoy working in mass production of a product? Why or why not?

Go to Chapter 14, Lesson 1, Lesson Resources. Watch the video: *Machines and Industry* (01:44) to gain a better understanding of what work was like in the production of cloth. How did this work change the lives of families? Answer this question in your Social Studies Journal.

TEACHING NOTES

Your student’s answer may vary. Your student should support his or her opinions with information from the lesson.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
So far, you've read about innovations in the 1800s. Industrialization changed all aspects of people's lives. Home, work, and school all changed due to industrialization. Go to Discovering Our Past: A History of the United States Early Years, 2018, Chapter 14: North and South, Lesson 1 to read the section Farming Innovations.

As you read, think about the different ways that production increased in agriculture. Note the inventions and innovations. Do you think this type of work was safe? Why or why not? Write your thoughts in your Social Studies Journal.

INTERACTIVE ACTIVITY

Now, you'll have an opportunity to rank the innovations described in this lesson by order of importance. Consider the following innovations: transportation changes (railroads, steam boats, and clipper ships), the telegraph (Morse code), agricultural innovations (McCormick's Reaper, steel plow, mechanical thresher), mechanical looms, and sewing machines.

Complete the worksheet titled Ranking Industrial Inventions to determine each innovation's level of importance. Rank them from the most influential to least. Include facts, dates, and a brief analysis to justify each ranking. For example, why would an innovation in transportation be “higher” in your opinion and analysis than an innovation in agriculture? List reasons for your ranking in the column on the far right.
TEACHING NOTES

Make sure your student completes his or her chart to include the nine innovations: railroads; steam boats, clipper ships), the telegraph (Morse code), agricultural innovations (McCormick's Reaper, steel plow, mechanical thresher), mechanical looms, and sewing machines.

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you answered the Quick Check correctly, read this short piece to learn about the textile mill in Brunswick, Maine, called The Brunswick Children Strike the Cabot Mill. Choose one photo from the article. Then, write 2–3 sentences in your Social Studies Journal to summarize and explain what part of the industrialization process the photo shows.

If you answered the Quick Check incorrectly, view the video Reasons for the Industrial Revolution (8:38). Then, write a description of one detail you learned about industrialization in your Social Studies Journal.

Please go online to view this video ▶
You have read about some of the innovations and how they changed people’s lives in the 1800s. The ways that Americans communicated, traveled, and worked changed. What effects did these changes have inside the factories? Read the section *The Factories of the North* (pp. 382-384) in *Discovering Our Past, A History of the United States*, Chapter 14, Lesson 2. Describe the conditions of factory work in your Social Studies Journal.

Now, add these words to your Social Studies Journal: *communities, discrimination, famine, licensed, nativists, prejudice, strikes, and trade unions*. Define each term in your own words, and write a sentence showing you know how to use the term. Then, create a different way of representing each term, such as a drawing or a word map. You can also use this [Visual Thesaurus](https://www.visualthesaurus.com) to see each term in a new way.

*TEACHING NOTES*

Ask your student to restate or explain the new words in their Social Studies Journals, using their own descriptions. Prompt your student to think about what he or she already knows about some of the words (such as communities and prejudice).
Look at the illustration of factories hiring children. Look at the young girl in the foreground of the illustration. Children as young as five worked full-time in many factories. Go to Chapter 14, Lesson 2 and look at the photos taken by Lewis Hine. Then, write a short paragraph describing how children survived working in one of these places. What did they do to stay safe? Write your response in your Social Studies Journal.


☑ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Innovations, such as railroads and factories, changed the way people lived. Many farm workers, particularly young women, left the farms to work in the cities. Learn more about this by watching this Discovery Education movie: Factory Work (01:56). What were the advantages and disadvantages of factory work for farm girls? Discuss your answer with your Learning Guide.

Next, go to Discovering Our Past, A History of the United States, Chapter 14, Lesson 2 to read the section The Growth of Cities (pp. 384-386). Think about the following questions. Write your responses in your Social Studies Journal.

- How important were the rivers to the early transportation routes near these cities?
- What geographic features made this transportation possible?
- How did it help these cities grow?

As you continue reading, notice the different groups that came to America. What did people in Ireland face? What did people in Germany face? Try to come up with one thing that these immigrants had in common as you continue reading. Write your ideas in your Social Studies Journal.
Then, watch the video: *Potato Famine and Irish Immigration* (02:19). Consider the response from the Know-Nothing Party. What do you think of their ideas? Write your thoughts in your Social Studies Journal.

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### TEACHING NOTES

**ANSWERS**

- How important were the rivers to the early transportation routes near these cities? *Cities near the Mississippi and Missouri Rivers were easily accessible by steamboats from the north and south. These cities became the center of trade and linked Midwest farmers to those from the Northeast.*
- What geographic features made this transportation possible? *The Mississippi and Missouri Rivers.*
- How did it help these cities grow? *Immigration increased as access to port cities and trade increased.*

### INTERACTIVE ACTIVITY

You have learned what work and life was like in the North. Was life the same for everyone? Compare work and life for African Americans, women, and immigrants by creating and using a Venn Diagram. Include details that compare types of work, labor reforms, and treatment from majority groups.

### TEACHING NOTES

Your student’s Venn Diagram may contain the following ideas:

- **African Americans:** Slavery had largely disappeared in the North; faced prejudice and discrimination; unable to vote; generally no access to public services such as schools and hospitals; lack of opportunities for success in business
- **Women:** discriminated against in the workplace; made half as much as males; prevented from organizing in the workplace
- **Immigrants:** blamed for problems in society; blamed for taking jobs from native Americans
- **Commonalities between all groups:** faced prejudice and had fewer opportunities than white men; while there were a few outlier success stories, these groups, in general, were kept from reaching their full potential

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### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.

Then, watch the video Cotton Is King (01:16). Why did people say that cotton is king? Write your answer in your Social Studies Journal.

Cotton plantations depended on slave labor. Watch the video "The Atlantic Slave Trade" (7:59) below to understand the effect of slavery on the southern economy.

Next, add these words to your vocabulary list in your Social Studies Journal: domestic slave trade, productivity, process, and consequences. Define each term in your own words and write a sentence showing you know how to use the term. Then, create a different way of representing each term, such as a drawing or a word map. You can also use this Visual Thesaurus to see each term in a new way.

Now, create Multi-Flow Maps for key events and concepts. Make a Multi-Flow Map for the invention of the cotton gin. Show the causes and effects of the cotton gin in your Multi-Flow Map. Then, make a Multi-Flow Map for Southern Agriculture. Include as many vocabulary terms in your maps as you can.
Now, create Multi-Flow Maps for key events and concepts. Make a Multi-Flow Map for the invention of the cotton gin. Show the causes and effects of the cotton gin in your Multi-Flow Map. Then, make a Multi-Flow Map for Southern Agriculture. Include as many vocabulary terms in your maps as you can.

Preview the video about slavery and be prepared for a discussion about this practice. Help your student understand that slavery was a wide-spread practice globally and still exists in some places. Assist your student in compiling the Multi-Flow Maps.

Please go online to view and submit this assessment.
Two Americas, North and South - Part 7

Objectives
- To examine the divisions in the North and the South in the 1800s

Books & Materials
- Networks: Discovering Our Past: A History of the United States Early Years, 2018, Chapter 14: North and South
- Social Studies Journal
- Computer
- Hands-on activity worksheets

Assignments
- Read Networks: Discovering Our Past: A History of the United States Early Years, Unit 5, Lesson 3
- Complete the chart on the worksheet: Ranking Industrial Inventions.
- Complete a Venn diagram: Life and Work in the North.
- Complete a multi-flow map: Southern Agriculture.
- Complete a multi-flow map: Cotton Gin.
- Complete a multi-flow map: Transportation Improvements.
- Complete a multi-flow map: Slave Codes.

LEARN

Continue in Discovering Our Past, A History of the United States, Chapter 14, Lesson 3 and read the section Southern Industry (pp. 389–390). You learned earlier about the growth of manufacturing and industry in the North. Why would the economy be different in the South? Think about what you know about urban areas in the North and why they grew. What contributed to their growth? Write your thoughts in your Social Studies Journal.

Now, read the quote from Louis T. Wigfall. Do you think he was right about the South not needing manufacturing? Why or why not? Even though Wigfall had strong views about the South, other leaders in the South thought differently. What did they do? What did they build? In your Social Studies Journal, write your answers to these questions.

INTERACTIVE ACTIVITY

Next, create additional Multi-Flow Maps for key events and concepts in this section. Think about the way transportation helps people move from place to place and move goods from place to place. Note information about how the South was growing based on a different set of transportation factors. Include as many vocabulary terms in your maps as you can.
Here is an example of a completed Multi-Flow Map. Your student's may include additional information.

Please go online to view and submit this assessment.

If you answered the QuickCheck correctly, learn more about the South's economy by watching the Discovery Education movie Plantation Life (02:20). How did plantation owners view the concept of owning slaves? Write your answer in your Social Studies Journal.

If you answered the QuickCheck incorrectly, watch the video The Cotton Economy and Slavery (03:04). Write three ideas you learned from the video in your Social Studies Journal.

Your student should indicate ideas that relate to the fact that the Southern economy was agricultural, which required slaves to farm the crops that made the white land owners rich.
The differences between North and South continued to grow. You already know about the population changes due to immigration. The economy of the South came under discussion as people in the North took a hard look at an economy based on the work of enslaved people.

Now, go to Discovering Our Past, A History of the United States, Chapter 14, Lesson 4 and read the section Southern Agriculture (pp. 391-393). In your Social Studies Journal, draw a pyramid showing the different levels of society and include the vocabulary term yeomen. Then, compare the lives of yeomen with those of the large plantation owners. Notice the number of people that worked on a plantation and the many different jobs they had. What can you compare this to today? What types of organizations employ large numbers of people? Write your responses in your Social Studies Journal.

Look at Chapter 14, Lesson 4. Notice the photos in the upper right of the section The Lives of Enslaved People. Then, read about Harriet Jacobs. Read the material and write your impression of what Jacobs wrote in your Social Studies Journal.
Then, read through the section *African American Culture* (p. 394). What were the effects of slavery on African American family life? What would it be like to have mothers and fathers separated from their children? Discuss your ideas with your Learning Guide.

**TEACHING NOTES**

Even though the law did not allow marriage between slaves, slaves married in secret private ceremonies. However, since they were considered property, their families could be broken up and sold off at any moment. If an owner sold a father or mother, an aunt, an uncle, or a close friend stepped in to raise the children left behind. Large, close-knit extended families became an important part of African American culture.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
## Two Americas, North and South - Part 9

### Objectives
- To examine the divisions in the North and the South in the 1800s

### Books & Materials
- Networks: Discovering Our Past: A History of the United States Early Years, 2018, Chapter 14: North and South
- Social Studies Journal
- Computer
- Hands-on activity worksheets

### Assignments
- Read Networks: Discovering Our Past: A History of the United States Early Years, Unit 5, Lesson 4
- Complete the chart on the worksheet: Ranking Industrial Inventions.
- Complete a Venn diagram: Life and Work in the North.
- Complete a multi-flow map: Southern Agriculture.
- Complete a multi-flow map: Cotton Gin.
- Complete a multi-flow map: Transportation Improvements.
- Complete a multi-flow map: Slave Codes.

### LEARN

Continue in *Discovering Our Past, A History of the United States*, Chapter 14, Lesson 4 and read the section **Slave Codes** (p. 395). Look at the photo of the identification tag. Consider what it would be like to be required to wear this each day. What skills did Nat Turner have that helped him organize a rebellion? Look for clues in the text that created the opportunity for him to live “outside of” the **slave codes**.

Next, go to **Escaping Slavery** (p. 396). Notice the vocabulary word **Underground Railroad**. Imagine what this might have looked like. Why was it called “underground?” Learn more about the Underground Railroad by watching the video: *Follow the Drinking Gourd* (05:52).

Please go online to view this video ▶

### INTERACTIVE ACTIVITY

Create additional **Multi-Flow Maps** for key events and concepts in this section. Make a **Multi-Flow Map** for the slave codes. Show the causes and effects of the codes in your **Multi-Flow Map**. Then, make a **Multi-Flow Map** for Nat Turner’s Rebellion. Make a third **Multi-Flow Map** for the Underground Railroad. Include as many vocabulary terms in your maps as you can.
Your student should create a Multi-Flow Map for each the slave codes and Nat Turner's Rebellion. On the left side, he or she should write causes in the boxes, and on the right side he or she should write effects. For example:

- The slave codes:
  - Causes: white Southerners wanted to control enslaved people; white Southerners feared a rebellion
  - Effects: Nat Turner’s rebellion; slaves were not permitted to gather; many slaves attempted to escape slavery

RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
Two Americas, North and South - Part 10

Objectives
- To examine the divisions in the North and the South in the 1800s

Books & Materials
- Social Studies Journal
- Computer

Assignments
- Read Networks: Discovering Our Past: A History of the United States Early Years, 2018, Chapter 14: North and South.
- Complete the chart on the worksheet: Ranking Industrial Inventions.
- Complete a Venn diagram: Life and Work in the North.
- Complete a multi-flow map: Southern Agriculture.
- Complete a multi-flow map: Cotton Gin.
- Complete a multi-flow map: Transportation Improvements.
- Complete a multi-flow map: Slave Codes.

USE

Think about what you have learned about the differences in the North and the South and the rise of tensions in these regions in this lesson. Based on what you have learned, answer the following questions.

USE FOR MASTERY

What were two negative consequences of industrialization in the mid-1800s?

- [ ] Improved modes of transportation made it easier to displace native tribes.
- [ ] The growth of education forced more children to attend schools.
- [ ] Higher tariffs were enforced on manufactured goods that were exported.
- [ ] Immigrants had to choose more types of jobs and areas to live in.
- [ ] The need for raw materials increased the need for slaves in the southern states.
What was one reason industry developed more slowly in the southern states?

- It cost more money to start up new industries than to continue farming.
- There was a labor shortage due to immigrants moving to western states.
- Fewer people wanted to migrate to the southern states for work.
- There was a greater agricultural output in the southern states.

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

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0 / 12 File Limit
You have learned about ways the North and the South changed in the 1800s. The economy expanded differently in the North and the South. Social positions and politics changed.
To better understand the importance of changes brought about by women during this period, watch the video, *Women in the 19th Century* (13:10). What are three things you learned from the video? Write the answers in your Social Studies Journal.

Please go online to view this video ▶

**TEACHING NOTES**

Make sure your student can follow the information in the key to note the routes. Check the work so that your student understands that the four different groups include enslaved people, women, the poor, and people with disabilities.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
The Spirit of Reform - Part 2

You know that reformers belonged to many different groups. Go to Discovering Our Past, A History of the United States, Chapter 15, Lesson 1. Read all material under Religion and Reform (pp. 404-406). Look at the quote by Reverend James B. Finley. He describes a religious meeting called a revival. The noise of the people is compared to the sound of Niagara Falls, a group of waterfalls on the border between the United States and Canada. Why might Finley compare the sound of waterfalls to the sound of people at revivals? Write your thoughts in your Social Studies Journal.

Next, add these words to the list in your Social Studies Journal: revival, utopia, temperance, lecture, civil disobedience, and normal schools. Define each term in your own words and write a sentence showing you know how to use the term. Then, create a different way of representing each term, such as a drawing or a word map. You can also use this Visual Thesaurus to see each term in a new way.

INTERACTIVE ACTIVITY

Create Tree Maps for each of the following: The Second Great Awakening (religious revivals), Education reform (Horace Mann), and Reforms for people with disabilities (Gallaudet). For each Tree Map: identify the reform movement, the reform’s goals or demands, its champions, its opponents, and its successes and shortcomings. Explain why the movement succeeded or failed.
Your student's Tree Maps might include the following ideas:

The Second Great Awakening was a wave of religious interest that sought to reform society in the United States. Champions such as James Finley, Lyman Beecher, and even groups such as the Mormons had some successes, but might have never reached their goals, such as forming utopias, completely.

Education reformers believed that education was key to wealth and economic opportunity and wanted quality education for all. Champions such as Horace Mann and various colleges had some successes in improving the quality of education, as well as opening more colleges and schools. However, most of the new institutions only admitted white men, so the movement was not as successful for women and African-Americans.

Several champions, such as Thomas Gallaudet, Louis Braille, and Samuel Gridely Howe, sought to provide opportunities to those with disabilities. These included advanced schooling opportunities as well as inventions to improve the daily life of those living with disabilities, such as the Braille alphabet. While there were advances in this area, full equality was not achieved.

Please go online to view and submit this assessment.
You know that reform took place in religion. Go to Discovering Our Past, A History of the United States, Chapter 15, Lesson 1. Read all material under Culture Changes (p. 407). Also watch the video in the lesson resources. Look for connections between art and social reforms. What type of American literature emerged in the 1820s? How did these writers bring attention to changes in society? Write your answers in your Social Studies Journal.

Create another Tree Map, this time for Transcendentalism. Remember to include the reform's leaders, goals, demands, successes, shortcomings, and opponents. Explain why the movement succeeded or failed.

Transcendentalism was a movement that stressed the important relationship between humans and nature in hopes that people would listen to their inner voice and overcome prejudice as a matter of conscience. Authors that championed the movement include Margaret Fuller, Ralph Waldo Emerson, and Henry David Thoreau. Some achieved success in their aim, such as committing acts of civil disobedience, however, the movement did not eliminate prejudice.
Please go online to view and submit this assessment.

If you answered the QuickCheck correctly, watch the video: *Members of the Women's Christian Temperance Union (WCTU)* (00:47). This actual footage was filmed later in 1937 in Washington, D.C., but it expresses ideas that started in the 1800s as part of temperance reform. What were those ideas? Write them in your Social Studies Journal.

If you answered the QuickCheck incorrectly, learn more about the social reforms of the 1800s by watching the video: *American Reform* (03:59). Write three things you learned from this video in your Social Studies Journal.
The Spirit of Reform - Part 4

LEARN

You have learned about some of the social reforms of the 1800s. Now, you’ll learn more about certain leaders in the abolition movement. You will read about people who opposed slavery and those who supported slavery.

Go to Discovering Our Past, A History of the United States, Chapter 15, Lesson 2. Read The Start of the Abolition Movement (pp. 408-409). Notice how the subject of slavery was part of the discussion at the Constitutional Convention in 1787. How did the reform movement help the fight against slavery?

Next, add these words to the list in your Social Studies Journal: abolitionist, route, and medical. Define each term in your own words and write a sentence showing you know how to use the term. Then, create a different way of representing each term, such as a drawing or a word map. You can also use this Visual Thesaurus to see each term in a new way.

Now, continue in Chapter 15, Lesson 2 and read The Movement Builds Strength (pp. 410-412). Find out one fact about each of these people and write about each in your Social Studies Journal: Benjamin Lundy, William Lloyd Garrison, the Grimke sisters, and Harriet Beecher Stowe.
Then, continue in Chapter 15, Lesson 2 and read **Reaction to the Abolitionists** (pp. 413-414). Who favored slavery? Why would anyone want slavery? Why do you think people felt so strongly about this issue? What was at stake? Write your opinion about the pro-slavery group in your Social Studies Journal.

In your Social Studies Journal, draw a **Venn Diagram** to compare and contrast the events and the arguments of each group. After you complete your reading, identify additional details about these two groups by viewing the BrainPOP movie: **Underground Railroad** (05:48). Add these details to your diagrams. Explain why the two groups have no common opinions.

### TEACHING NOTES

Your student’s Venn Diagram should reflect the following ideas:

Abolitionists’ arguments surrounded the rights of people and the rule of the conscience. They believed that it was morally wrong to enslave people and that the conditions of slavery were inhumane. Additionally, abolitionists argued that African-Americans were entitled to the same rights as whites and that true equality was the only way a nation founded on American ideals could exist.

Anti-abolitionists argued that slavery was necessary for the economy of the South, and some even argued the inferiority of slaves to white men. They also argued that freeing so many slaves into American society would be a detriment to both the white society and the slaves themselves.

The two groups had no common opinions because they were approaching the issue from different contexts and because neither group wanted compromise on the issue.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You learned about the abolition movement. One of the leading figures in the abolitionist movement was Frederick Douglass. Begin by watching the BrainPOP movie: Frederick Douglass (04:32). After watching the movie, open the Primary Source document on the lower right of the screen. Read and answer the questions in your Social Studies Journal.

Now, go to Discovering Our Past, A History of the United States, Chapter 15: The Spirit of Reform. Read the feature America's Literature: Narrative of the Life of Frederick Douglass, An American Slave (pp. 420-421). This excerpt is from Douglass’s autobiography. As you read about him, consider the importance of knowing how to read and write. For most slaves, learning to read was forbidden. How might that affect your life and decision-making? Think about Douglass’s family. Were their lives easy? In your Social Studies Journal, summarize the custom in Maryland for separating children from their mothers. What is your opinion of this practice?
Add information from this feature to your Venn Diagram for “Abolitionists.” For more information, watch the Discovery Education movie: The Abolitionists (03:19). Add details from the video to your diagram.

TEACHING NOTES

Your student should add facts from the text and videos to the Venn Diagram he or she began in the previous lesson part. Your student should specifically include facts about Frederick Douglass as an African-American abolitionist leader and supporter of full equality.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

You’ve learned about many social movements so far. Now, you’ll learn about the social movement to advance rights for women. Did you know that women didn’t have the right to vote in the United States in the 1800s? Go to Discovering Our Past, A History of the United States, Chapter 15, Lesson 3 and read the section Reform for Women (pp. 415–417). Then, watch the video The Women’s Movement (01:59) of this historic event in the lesson resources. Look at the Opportunity and Achievement for Women timeline, also in the Lesson Resources. Identify the women who began the social reform movement for women's rights.

Next, add these words to the vocabulary list in your Social Studies Journal: suffrage, capable, ministry, and coeducation. Define each term in your own words and write a sentence showing you know how to use the term. Then, create a different way of representing each term, such as a drawing or a word map. You can also use this Visual Thesaurus to see each term in a new way.
Then, watch the Discovery Education movie: *Women's Suffrage Movement: Gaining Equality for Women* (03:17). After you finish watching, answer these questions in your Social Studies Journal:

- What was the Seneca Falls Convention?
- What is the most surprising thing you learned about these women?
- What does the “the cult of domesticity” refer to?

✅ **RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
You have learned about Susan B. Anthony and Elizabeth Cady Stanton. Now, learn about some of the successes of the women's reform movement. Go to *Discovering Our Past, A History of the United States*, Chapter 15, Lesson 3 and read the section **Women Make Gains** (pp. 418–419). Where did women begin to see change first? Why do you think that was true?

**Possible Answers**

Men began to see value in women being able to read and write, pursue a career if unmarried, or handle property if widowed.
How did women create opportunities? How did they make the most of these opportunities? For example, if women were not offered educational opportunities, how did some of them become educated in the 1800s? Think about these advancements and what it would have been like to live under these circumstances. Discuss your thoughts with your Learning Guide.

Now, you will create a timeline of events of women's suffrage and reform. Include information from the BrainPOP movie: Women's Suffrage (04:23). Add events and facts about women's advancements from the movie to your timeline. You may also add things that you know about women's advancements from other sources.

**USE**

Think about what you have learned about social reforms in this lesson. Based on what you have learned, answer the following questions.

**USE FOR MASTERY**

What were two ways the role of women changed during the mid-1800s?

- Women chose to have fewer children to focus on their careers.
- Women wanted to work outside of the home.
- Women began taking opportunities for education.
- Women were only allowed to work in the agricultural industry.
- Women fought alongside immigrants for better human rights.

How did the country’s viewpoints on slavery change during the mid-1800s?

- More people stood up for the abolition of slavery.
- More southerners began freeing slaves on the plantations.
- Fewer people cared about the well-being and rights of slaves.
- Fewer people wanted to be involved in the discussion of slavery.
If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

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In the previous lesson, you learned about the tensions in U.S. society in the 1800s. Now, you will learn about how these tensions led to the Civil War. Go to Discovering Our Past, A History of the United States, Chapter 16: Toward Civil War. Read the Chapter Opener (p. 425). How does Dred Scott represent the tensions in the United States at this time?
Continue to Chapter 16 and read **Place and Time** (pp. 426-427). Focus on the map and the key. Read the questions in **Step into the Place**. Write your answers in your Social Studies Journal. Next, look at the timeline. Which world event suggests that other nations were also debating the issue of slavery?

Then, watch the BrainPOP movie: **Civil War Causes** (04:16) to learn more about the causes of war. As you watch, answer the following questions:

- What are the two main causes of the Civil War?
- What was the Nullification Crisis?
- How did it contribute to the argument for states’ rights in the South?
- Why were free states worried about the Louisiana Purchase?
- What was the Missouri Compromise?
- What was the Kansas-Nebraska Act?
- Explain how the Kansas-Nebraska Act helped increase tensions in the country before the Civil War.

Watch the video: **The Election of 1860 and the Road to Disunion** (14:15).

**TEACHING NOTES**

**Answers**

- What are the two main causes of the Civil War? *Slavery and States rights.*
- What was the Nullification Crisis? *The Nullification Crisis was the argument that a state should have the right to nullify or cancel a federal tax that was hurting its economy.*
- How did it contribute to the argument for states’ rights in the South? *Trade taxes were the center of the tax disputes. These taxes or tariffs usually favored the northern industry and hurt the southern farmers.*
- Why were free states worried about the Louisiana Purchase? *Free states were worried that new states would be pro-slavery.*
- What was the Missouri Compromise? *The Missouri Compromise stated that for every new slave state, a new free state also had to be added and that no slave states could exist above the Kansas-Nebraska Line.*
- What was the Kansas-Nebraska Act? *The Kansas-Nebraska act basically repealed the Missouri Compromise and gave new states the right to choose if they wanted to be a free or slave state.*
- Explain how the Kansas-Nebraska Act increased tensions in the country before the Civil War. *It increased tension because it also allowed slave owners to travel to and through free states with slaves.*
- The phrase “made everyone in Massachusetts a sheriff” is referring to 1850 Fugitive Slave Law because it gave everyone the power to arrest any African-American they thought to be a runaway slave.
- *Railroads affected slavery because the area where the tracks were being paid needed to be U.S. States.* *The purchase of these territories prompted more conversation about free and slave states.*
TEACHING NOTES

Preview the video and take notes on key issues mentioned. Then, generate a discussion with your student covering the issue of Kansas, Bleeding Kansas, the Dred Scott Decision, the status of African-Americans, particularly regarding the Supreme Court decisions.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned about tensions that led to the Civil War. Now, you will focus on some key events. To get started, go to Discovering Our Past: A History of the United States, Chapter 16, Lesson 1. Read Political Conflict Over Slavery (pp. 428-431). Why was the Dred Scott decision so important in increasing political division? Discuss your answer with your Learning Guide. As you read, complete a Brace Map. You will use this as the basis for tracking events that led to the Civil War. Record information about the Wilmot Proviso, the Missouri Compromise, Kansas-Nebraska Act, and the Fugitive Slave Act in your maps.

Next, add these words to the list in your Social Studies Journal: regulate, fugitive, seceding, border ruffian, civil war, and network. Define each term in your own words and write a sentence showing you know how to use the term. Then, create a different way of representing each term, such as a drawing or a word map. You can also use this Visual Thesaurus to see each term in a new way.

Help your student get started with his or her Brace Map by drawing a Brace Map and completing some of the information. Write "Civil War" on the single line on the left. Then, fill in details from the Wilmot Proviso on the top section. Tell your student to continue adding more lines and details to this map.
Now, continue in Chapter 16, Lesson 1 and read **A New Compromise** (p. 430). Watch the video *The Great Compromiser* (01:21), in the *Lesson Resources* section. Write a summary of the Compromise of 1850 in your Social Studies Journal.

✅ **RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
# Division to Civil War - Part 3

## Objectives
- To understand the political, economic, and social issues that led to the Civil War

## Books & Materials
- *Discovering Our Past, A History of the United States*

## Assignments
- Read Networks, Discovering our Past: A History of the United States Early Years, Unit 5, Lesson 1
- Complete a brace map: Political Tensions Lead to Conflict.
- Complete a summary: Dred Scott Decision.
- Complete a bubble map: Politics and Geographical Regions.
- Complete a Venn diagram: North v. South.
- Complete a timeline: Events that Led to Civil War.
- Complete a Venn diagram: Abraham Lincoln v. Jefferson Davis.

## LEARN

You have considered a number of issues that created political unrest in the U.S. Now, learn about another major issue. Go to *Discovering Our Past, A History of the United States*, Chapter 16, Lesson 1. Read the section *The Kansas-Nebraska Act* (pp. 431-432). Add to your *Brace Map* to include this act. Include issues about the region west of Missouri and Iowa and key political figures involved.

As you consider the big picture, think about how the tensions grew. Do you think this could have been avoided? How many different agreements were created and destroyed along the way? Why do you think this issue was difficult to solve? Write your answers in your Social Studies Journal.

## TEACHING NOTES

Responses will vary. Your student should indicate that the acts were heavily debated and many acts were created and repealed, such as the Missouri Compromise.

## QUICK CHECK

Please go online to view and submit this assessment.
If your answer was correct, read more information about the Missouri Compromise and the territories involved. In your Social Studies Journal, write about three things you learned about the territories involved in the Missouri Compromise.

If your answer was incorrect, learn more about the Missouri Compromise by watching the video: What Was the Missouri Compromise? (02:22). In your Social Studies Journal, write three facts you learned about the Missouri Compromise from the video.

Please go online to view this video ▶

TEACHING NOTES

Your student should understand the following facts about the Missouri Compromise:

- Missouri wanted to enter the country as a slave state, but allowing it to enter as a slave state would disrupt the balance of slave and free states. This also affected the balance of power in Congress.
- This would impact political power between states and the federal government.
- A parameter of the Missouri Compromise prohibited slavery about the longitude line 36:30 and required Maine to enter the country as a free state.
**Division to Civil War - Part 4**

**Objectives**
- To understand the political, economic, and social issues that led to the Civil War

**Books & Materials**
- Networks, Discovering our Past: A History of the United States Early Years, 2018: Chapter 16: Toward Civil War
- Worksheets and graphic organizers
- Social Studies Journal
- Computer

**Assignments**
- Read Networks, Discovering our Past: A History of the United States Early Years, Unit 5, Lesson 2
- Complete a brace map: Political Tensions Lead to Conflict.
- Complete a summary: Dred Scott Decision.
- Complete a bubble map: Politics and Geographical Regions.
- Complete a Venn diagram: North v. South.
- Complete a timeline: Events that Led to Civil War.
- Complete a Venn diagram: Abraham Lincoln v. Jefferson Davis.

**LEARN**

In previous lessons, you learned that political viewpoints differed greatly during this time period. Go to Discovering Our Past: A History of the United States, Chapter 16, Lesson 2. Read the section Birth of the Republican Party (pp. 433-434). Answer this question in your Social Studies Journal: How did a new political party affect the challenges to slavery?

Next, add these words to the vocabulary list in your Social Studies Journal: arsenal, martyr, rigid, and topic. Define each term in your own words and write a sentence showing you know how to use the term. Then, create a different way of representing each term, such as a drawing or a word map. You can also use this Visual Thesaurus to see each term in a new way.

**INTERACTIVE ACTIVITY**

Go to Chapter 16, Lesson 2. Look at the Interactive Political Map in the lesson resources. Use a Web B Graphic Organizer to create a Bubble Map showing the relationships between geographical regions and differences in politics.

**TEACHING NOTES**

Your student’s web organizer might include that slavery was generally practiced in the southern region of the country and prohibited in the northern region of the country. Exceptions include that in 1854 the Nebraska Territory was opened to slavery and California prohibited slavery.
You have read about Dred Scott. While reading, you learned about the challenges that politicians had about fugitive slaves. Go to Chapter 16, Lesson 2 and read *Dred Scott v. Sandford* (p. 435). Write a summary of the Dred Scott case in your Social Studies Journal. Include key people, dates, and popular opinion in your summary.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
The Dred Scott decision and the changing political atmosphere continued to rile up U.S. citizens. Go to *Discovering Our Past, A History of the United States*, Chapter 16, Lesson 2 and read *Lincoln and Douglas* (pp. 436-438). Discuss the answers to these questions with your Learning Guide: What position did each party take in the issue of slavery? Why did Southerners feel threatened by Republicans? Why were the Lincoln-Douglas debates so popular?

**Possible Answers**

On the position of slavery, the Democrats were pro-slavery, and the Republicans were anti-slavery. Southerners felt threatened by Republicans because they might be able to legally ban slavery and take away their property. The Dred Scott decision ruled that limiting the spread of slavery, though, was unconstitutional. The Lincoln-Douglas debates were popular because Douglas was a possible candidate for president, and they debated the topic of slavery.
In your Social Studies Journal, make a **Venn Diagram** to compare the differences in politics between the North and the South. Identify physical and geographical traits linked to the political divisions. What details can you find about the geography of the North that contributed to its politics?

**TEACHING NOTES**

**Possible Answers**

North: Republicans, anti-slavery, did not want territories from Mexico to have slavery, refused to follow the Fugitive Slave Act, Underground Railroad, Lincoln; South: Democrats, pro-slavery, strong fugitive slave law, endorsed the idea of popular sovereignty, Dred Scott decision favored the South’s view of slavery, Douglas; Both: Compromise of 1850, Kansas-Nebraska Act, Kansas had two rival governments in 1856

Now, continue in Chapter 16, Lesson 2 and read **John Brown and Harpers Ferry**. Think about the question: What was Brown's viewpoint? Click on the learning resource **John Brown**. Read the primary source quote from Thoreau. Write a paragraph summarizing John Brown's actions and the opinions of others about his ideas. Use quotes from the primary source material.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
LEARN

You know political tensions were rising. Now, mark the key events that led the South to secede from the Union. Go to Discovering Our Past, A History of the United States Early Years, Chapter 16: Toward Civil War and read The 1860 Election (pp. 439-442). You are familiar with the opposing ideas in 1860. What do you think happens when opposing ideas are not solved? Is war the only solution? Write your answers in your Social Studies Journal.

Next, add these words to the vocabulary list in your Social Studies Journal: secession, states’ rights, reject, and justified. Define each term in your own words and write a sentence showing you know how to use the term. Then, create a different way of representing each term, such as a drawing or a word map. You can also use this Visual Thesaurus to see each term in a new way.

TEACHING NOTES

Make sure your student reads the first three screens of this lesson. The answer to the journal questions may vary. Be sure your student supports his or her ideas with information from the lesson.

Notice Lincoln's words: “Though passion may have strained, it must not break the bonds of our affection.” What was Lincoln trying to do when he said these words? Summarize Lincoln's goals with his inaugural address. Write your response in your Social Studies Journal.
Make a timeline to show the events from Lincoln's election to the start of the Civil War. Go to Chapter 16, Lesson 3, Lesson Resources. Refer to the map of slaveholding states and other territories to gather information. Then, search the Internet and find art or photos to illustrate your timeline.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

You have seen what happened when Lincoln was elected. Now, continue in Discovering Our Past: A History of the United States, Chapter 16, Lesson 3 and read Fighting at Fort Sumter (p. 443). Notice the details about the physical geography of Fort Sumter. Answer these questions in your Social Studies Journal:

- Why did the Confederates demand the surrender of Ft. Sumter?
- Did Lincoln respond with arms at Ft. Sumter?
- How is his response different before and after April 12?

After answering the questions, add the battle to your timeline.

Watch the BrainPOP movie: Abraham Lincoln (05:58). As you watch, note the rise of Lincoln as a politician and how he expressed his views. Include details from this video in your timeline.

TEACHING NOTES

Answers

- Why did the Confederates demand the surrender of Ft. Sumter? The fort was low on supplies, so the Confederates demanded them to surrender.
Did Lincoln respond with arms at Ft. Sumter? *Lincoln responded that he would send supplies, but they were attacked before supplies could arrive.*

How is his response different before and after April 12? *The Union eventually surrendered. Lincoln then issued a call for troops and volunteers quickly signed up.*

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you answered the Quick Check correctly, watch the Discovery Education movie: *Civil War Begins* (04:10). In your Social Studies Journal, write three key points you learned from the video.

If you answered the Quick Check incorrectly, watch the Discovery Education movie: *Fort Sumter* (05:30). In your Social Studies Journal, write a description of this battle.

**TEACHING NOTES**

Answers will vary. Your student’s writing about either video should include factual information presented in the video and be free of opinions.
You have tracked key events leading to the war. Now, you'll have an opportunity to read a statement from two people who witnessed the events leading up to the war. Go to *Discovering Our Past: A History of the United States*, Early Years, 2018, Chapter 16: Toward Civil War. Read *What Do You Think?* (pp. 444-445). Read the statement by Jefferson Davis. Then, read the statement by Abraham Lincoln. Each man makes an argument for his opinion.

**INTERACTIVE ACTIVITY**

Create a [Venn Diagram](#) to show the similarities and differences between these two arguments. Go to the [Constitution Center](#) website for additional information about these arguments. What is Davis's basic argument? What is Lincoln's basic argument? Look for details in the statements. How does each man express his views? Write their differences on the [Venn diagram](#). Then, look for any information for the middle of your diagram. Did these two men agree on anything? Write their similarities on the [Venn diagram](#).
Your student’s Venn Diagram may include some of the ideas in the table above.

<table>
<thead>
<tr>
<th>Lincoln</th>
<th>Similarities</th>
<th>Davis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocated for the unity of the country and</td>
<td>Slavery was a central issue in both speeches</td>
<td>Advocated for states rights, especially when considering slavery</td>
</tr>
<tr>
<td>the intent of the forefathers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
Division to Civil War - Part 9

**Objectives**
- To understand the political, economic, and social issues that led to the Civil War

**Books & Materials**
- Computer

**Assignments**
- Complete a brace map: Political Tensions Lead to Conflict.
- Complete a summary: Dred Scott Decision.
- Complete a bubble map: Politics and Geographical Regions.
- Complete a Venn diagram: North v. South.
- Complete a timeline: Events that Led to Civil War.
- Complete a Venn diagram: Abraham Lincoln v. Jefferson Davis.

**USE**

Think about what you have learned about the events leading to the Civil War in this lesson. Then, consider what you learned in previous lessons about the differences between the North and the South and the tensions that built in the United States. Based on what you have learned, answer the following questions.

**USE FOR MASTERY**

What were two of the main causes of the Civil War?

- The federal government did not believe that slavery was immoral.
- The northern states wanted slaves for the new factories.
- The southern states refused to accept the outcome of the 1860 election.
- The government failed to find a solution to slavery.
- The southern states refused to allow slavery to continue.
What were two outcomes of the Compromise of 1850?

- Texas would be admitted as a free state.
- All states had the right to choose their stance on slavery.
- California would be admitted as a free state.
- The Underground Railroad could no longer exist.
- People who helped fugitive slaves would be fined or imprisoned.

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
Unit Quiz: A Nation Divided

UNIT QUIZ

Please go online to view and submit this assessment.
Unit 6 - Civil War and Reconstruction
Project: The Legacy of Reconstruction

Books & Materials
- Social Studies Journal
- Computer

PROJECT DESCRIPTION

In this unit, you will investigate the Civil War and Reconstruction. You will identify the shortcomings of Reconstruction and the attempts the government made to heal the nation following the Civil War. But did the nation ever truly heal from such a devastating period? Are there still lingering scars that have yet to heal? Present-day America is still debating issues of the Civil War—not slavery, but certainly state's rights and civil rights for all Americans. You will have the opportunity to research and decide for yourself if the nation has healed or still has some work to do. You will investigate the legacy of the Reconstruction Amendments. You will examine social reforms to analyze and evaluate the effects of civil rights movements in the United States.

You will create an interactive board in Discovery Education to identify the successes and shortcomings of civil rights in America following Reconstruction through the present day. You will then use your project as the basis for contacting your local, state, or federal legislators in order to identify areas of change.

You may choose one of the following groups to investigate regarding civil rights:

- African Americans
- Women
- Immigrants
- Native Americans

COLLABORATION

On the message board for your group, post about the civil rights struggle that you have chosen. What do you know about the state of civil rights for this group? Who are the major figures in the group? Then, provide suggestions for additional details to other students.
You will begin your research into the civil rights of your chosen group with the following investigation stems:

- **African Americans**
  - Civil Rights Act (1964)
  - Voting Rights Act (1965)
  - *Brown v. Board of Education*
  - 24th Amendment

- **Women**
  - Women’s Suffrage Movement
  - 19th Amendment
  - Women’s Rights Movement/Feminism (1970s)

- **Immigrants**
  - Exclusion Acts
  - Emergency Quota Act
  - Deferred Action for Childhood Arrivals (DACA)

- **Native Americans**
  - Oklahoma Enabling Act
  - Indian Removal Act
  - Indian Reorganization Act
  - Indian Relocation Act (1956)

You will identify a current topic of concern for your selected group and propose a solution. You will then share your identified issue and proposed solution in a letter or e-mail to your local, state, and/or federal legislative representative(s).

In the end, your board will include:

- Text or links to identify legislation (additional, present legislation can be added)
- One video to summarize or highlight a particular period or legislative action
- One graph/chart indicating change over time for the selected group
- Response to the prompt: *Have civil rights movements been successful for [your group]?*

**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.

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**TEACHING NOTES**

In this project, your student will choose one of the following groups to investigate: African Americans, women, immigrants, or Native Americans. The student will create an interactive board in Discovery Education to identify the successes and shortcomings of the civil rights of their group, following Reconstruction through the present day. Your student will use his or her project as the basis for contacting your local, state, or federal legislators to identify areas of change.
In this project, your student will choose one of the following groups to investigate: African Americans, women, immigrants, or Native Americans. The student will create an interactive board in Discovery Education to identify the successes and shortcomings of the civil rights of their group, following Reconstruction through the present day. Your student will use his or her project as the basis for contacting your local, state, or federal legislators to identify areas of change.

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 have learned about the division in the United States over slavery. You’ve seen that after Abraham Lincoln was elected president, eleven southern states seceded from the Union. Those states attacked Fort Sumter, a U.S. fort, which started the Civil War.
Watch the Crash Course U.S. History video: The Civil War, Part 1 (12:00).

As you watch the video, keep in mind the advantages the North had in fighting the war. In your Social Studies Journal, list four advantages of the North. List one advantage the South had. List at least two battles that turned the tide of the war toward the North.

Now, open Discovering Our Past: A History of the United States. Turn to Chapter 17 and read the Chapter Opener (p. 449) and read and study the interactive map in Place and Time (pp. 450-451). What color are the Union states on the map? What color are the Confederate states? In which states—Union or Confederate—were most of the major battles waged?

The map uses beige to indicate Union states and green for Confederate states. Most major battles were waged inside the Confederacy's borders, particularly in Virginia and in the West (Tennessee and Mississippi.)

Please go online to view and submit this assessment.
The last section gave you an introduction to the Civil War. Let’s get another take. Watch the BrainPOP movie: *Civil War* (5:07). In your Social Studies Journal, answer these questions:

- What were the border states in favor of? What were they against?
- How did West Virginia become a state?
- Why did the South win many early battles?
- Why was the Battle of Gettysburg important?
- What was Sherman’s March to the Sea?

Answers should include:

- The border states were in favor of slavery, but they did not want to leave the Union.
- West Virginian counties called a convention to secede from Virginia, and in doing so remain in the Union.
- A disproportionate number of experienced military officers chose to fight for the South.
It ended the South's invasion of the North, turning the war around.

Sherman's March to the Sea was from November 15 until December 21, 1864. Union General William T. Sherman led 60,000 soldiers on a 285-mile march from Atlanta to Savannah, Georgia. Sherman's soldiers did not destroy any towns, but they stole food and cattle and burned the houses and barns of those who fought back. This march was intended to frighten Georgia's civilians into abandoning the Confederate cause.

Now, open your textbook to Discovering Our Past: A History of the United States, Chapter 17, Lesson 1, and turn to the section Two Very Different Sides (pp. 452-455). Write the definitions of these vocabulary words in your Social Studies Journal:

- border state
- strategy

Let's learn more about the border states. Watch the Discovery Education video: Taking Sides: Struggles in the Border States (01:22). In your Social Studies Journal, answer this question: What happened in the border states when President Lincoln sent out a call for volunteers to join the Union army?

Read this information about different ways Pennsylvanians supported the Union during the Civil War. In your Social Studies Notebook, create a chart to show how at least four different groups or individuals aided the war effort.

Teaching Notes

Your student might include information about how African Americans, women, farmers, manufacturers, and investors contributed skills and resources.

Rate Your Understanding

Please go online to view and submit this assessment.
In the last lesson part, you learned about the strengths, weaknesses, goals, and strategies of the Union and Confederate armies. Now, take a look at the soldiers who were fighting.

Open *Discovering Our Past: A History of the United States*, Chapter 17, Lesson 1 and turn to the section *Americans Against Americans* (pp. 455–457). Write the definition of this vocabulary word in your Social Studies Journal: *enlist*.

You’ve read about the armies of the North and the South. Now, watch the Discovery Education video *Military Leadership in the Civil War* (04:24). In your Social Studies Journal, list the strengths and weaknesses of each army.

Read the information in *Railroads Pave the Way for Advancements in Technology* to learn how railroads and the telegraph were important during the Civil War.

Now read this article about railroads throughout the history of Pennsylvania. Think about these questions: How did these technologies adapt to the challenges of transportation and communication during the war? How did they affect the future of Pennsylvania and the rest of the country? Add any new facts to your lists of strengths and weaknesses.
Your student should understand that control of railways and organized communication gave the Union an advantage over the South. After the war, the Pennsylvania Railroad Company grew to become the nation's most important railroad and largest corporation. The expansion of railroads had lasting impact on social issues and trade.

INTERACTIVE ACTIVITY

Now show the characteristics of the two armies in a **Northern and Southern Armies** double bubble map.

- Access a [Double Bubble Map](#).
- Label the center bubble on the left Northern Army. The center bubble on the right is to be labeled Southern Army. Using your notes, textbook, and worksheet, fill in the bubbles connected to each center bubble with facts about each army's:
  - strengths and weaknesses
  - size
  - goals
  - strategies
  - experiences of the soldiers

Draw more circles if you need them.

- Facts about the Northern Army will go in the bubbles connected to the Northern Army bubble. Facts about the Southern Army will go in bubbles connected to the Southern Army bubble. Any facts that describe both armies should go in the bubbles that connect to both center bubbles.
- What facts did you find that describe both armies?

TEACHING NOTES

Your student’s main takeaways should focus on the superior resources of the northern army, while noting that the South enjoyed superior military leadership and the advantage of mostly defending its home states. Both armies suffered grievous losses but believed in their cause.
Let’s learn more about Abraham Lincoln, the president who led the Union through the Civil War. Watch the BrainPOP movie: *Abraham Lincoln* (05:58). Answer these questions in your Social Studies Journal:

- What was the Emancipation Proclamation?
- What did the Thirteenth Amendment do?

### TEACHING NOTES

Student responses should include:

- The Emancipation Proclamation declared that all slaves in rebellious states should be freed by the advancing Union armies.
- The Thirteenth Amendment outlawed slavery in the United States.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned about the armies of the North and the South. You have also learned about the soldiers fighting the battles. Now, we'll take a closer look at some of those battles.

Let's learn a bit about the first major battle of the war—Bull Run. Watch the Discovery Education video: Reflecting on Bull Run (03:40). As you watch, think about the consequences of the battle. In your Social Studies Journal, write your thoughts about what Abraham Lincoln did after the North’s defeat.

In Discovering Our Past: A History of the United States, Chapter 17, turn to Lesson 2 and read the sections War on Land and at Sea and War in the Eastern States (pp. 458-463). As you read, write the definitions of these vocabulary words in your Social Studies Journal: tributary, ironclad, casualty.
MORE TO EXPLORE

If you answered the Quick Check incorrectly, read the Encyclopedia Britannica article: “Mississippi Valley Campaign.” List at least two ways capturing Vicksburg helped the Union in your Social Studies Journal.

If you answered the Quick Check correctly, watch the Discovery Education video: David Farragut (03:36). In your Social Studies Journal, answer these questions:

- How many U.S. warships are named for David Farragut?
- What three ranks did the United States Navy create to honor David Farragut?

TEACHING NOTES

If your student answered incorrectly, he or she should note that the capture of the city gave the Union not only control of the lower Mississippi, with its outlet to the Gulf of Mexico, but also effectively cut the South in two.

If your student answered correctly, he or she should find that five warships are named after him, and that the three highest ranks were named after him: rear admiral, vice admiral, and admiral.
The Civil War - Part 5

Objectives
- To investigate the Civil War, its battles, its effects on armies, families, and daily life; and its impact on the nation as a whole
- To identify the methods of warfare during the Civil War, the strategies of the North and the South, and the devastating cost of fighting
- To look at the roles of women and minorities as their reforms and social movements from the middle of the 1800s were stopped in favor of wartime duties and obligations

Books & Materials
- Discovering Our Past: A History of the United States
- Computer
- Social Studies Journal

Assignments
- Complete hands-on activity: Double Bubble Map: Northern and Southern Armies.
- Complete interactive activity: Emancipation Proclamation Notation.
- Complete hands-on activity: Tree Maps: Changes During the Civil War.
- Complete writing activity: Roles of African-American Soldiers During the Civil War.
- Complete hands-on activity: Timeline of Major Civil War Battles.

LEARN

On January 1, 1863, in the midst of the Civil War, President Abraham Lincoln issued the Emancipation Proclamation. The Emancipation Proclamation declared that all people living in bondage in Confederate territory were free. Now take a look at what led to the Emancipation Proclamation and what effect it had on the war.

First, watch the BBC World Learning video: The Emancipation Proclamation (01:58). In your Social Studies Journal, list at least two ways the Emancipation Proclamation was limited. Then, list two ways the Emancipation Proclamation affected enslaved African Americans in the Confederate States.

Now, go to Discovering Our Past: A History of the United States, Chapter 17, Lesson 2, and read the section The Emancipation Proclamation (pp. 463-464). Write the definition of this vocabulary phrase in your Social Studies Journal: Emancipation Proclamation.

You have learned about the Emancipation Proclamation and the effect it had. Now look at the actual document.

- Access the Emancipation Proclamation at the National Archives website. On this site, you will be able to see the actual pages of the Emancipation Proclamation that President Lincoln issued. You can also read a transcript of the document.
• Read the National Archives description of the Emancipation Proclamation. In your Social Studies Journal, answer this question:
  • How did the Emancipation Proclamation transform the character of the war?
• Now, read the Emancipation Proclamation itself. Identify principles of government discussed in the document. Mark those places in the text or note them in your Social Studies Journal.

TEACHING NOTES

Make sure your student correctly identifies the Emancipation Proclamation, which freed enslaved Africans in areas rebelling against the Union and understands that it gave the war global moral significance as a struggle between the forces of freedom and slavery.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
The Civil War - Part 6

Objectives
- To investigate the Civil War, its battles, its effects on armies, families, and daily life; and its impact on the nation as a whole
- To identify the methods of warfare during the Civil War, the strategies of the North and the South, and the devastating cost of fighting
- To look at the roles of women and minorities as their reforms and social movements from the middle of the 1800s were stopped in favor of wartime duties and obligations

Books & Materials
- Discovering Our Past: A History of the United States
- Computer
- Social Studies Journal

Assignments
- Complete hands-on activity: Double Bubble Map: Northern and Southern Armies.
- Complete interactive activity: Emancipation Proclamation Notation.
- Complete hands-on activity: Tree Maps: Changes During the Civil War.
- Complete writing activity: Roles of African-American Soldiers During the Civil War.
- Complete hands-on activity: Timeline of Major Civil War Battles.

LEARN

You've learned about the Civil War and its battles. You've taken a look at the Emancipation Proclamation and its effect on the war and slavery. Now, let's see the war's impact on the daily lives of Americans. Watch the Crash Course U.S. History video: Civil War Part 2 (10:54).

Please go online to view this video ▶

As you watch, answer these questions in your Social Studies Journal:

- What are some of the ways in which enslaved Africans escaped bondage?
- What are three things Abraham Lincoln did that led to the end of slavery?
- What changes enacted during the Civil War ultimately helped unify the United States?

TEACHING NOTES

Student answers should include the following:

- Escaping past the Union battle lines, often in order to join the Union army.
- Issued the Emancipation Proclamation, pushing for the 13th Amendment, pushing for an end to slavery as part of the peace agreement with the South.
- Creating a national focus on industry rather than cash crops.

Now, watch the video: *Civil War Battlefield Medicine* (02:24). In your Social Studies Journal, list the reasons infection, disease, and dysentery were more deadly than battle wounds during the Civil War.

**TEACHING NOTES**

Your student should understand that infection, disease, and dysentery claimed many lives because medicine and hospital care procedures were primitive and many doctors didn't have more than two years of medical training.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
The Civil War - Part 7

**LEARN**

We've seen how life changed during the war for women, for southerners, and for captured and wounded soldiers. Now, let's look at the political and economic changes that took place during the war.

Go to *Discovering Our Past: A History of the United States*, Chapter 17, Lesson 3. Read the section **Political and Economic Change**.

After finishing the reading, complete the *Vocabulary Chart* activity. For each word, you will:

- Include the definition from *Discovering Our Past*.
- Write an explanation of the term, as you understand it.
- Use the *Visual Thesaurus* or another resource to find related words.
- Use the word in a sentence; provide a synonym or antonym or ask a question.
- Find or create an image that represents the word.
  - habeas corpus
  - draft
  - bounty
  - greenback

Let's take another look at life both at home and as a soldier during the war. Read the Chapter 17 Feature: *America's Literature: Across Five Aprils*. 
INTERACTIVE ACTIVITY

Let's show how life changed during the Civil War on a series of Changes During the Civil War Tree Maps.

- Access a Tree Map. You will need four versions of the map, one for each of the following topics:
  - The Economy—both Northern and Southern
  - The Role of Women
  - Legal Changes
  - Daily Life
- On the top line of each Tree Map, write one of those topics.
- Three lines branch out under the title. On those lines, write three changes to that topic that occurred during the Civil War. For example, on your The Role of Women Tree Map, three changes could be Kept Farms and Factories Going, Served as Nurses, and Served as Spies.
- Under each change, write supporting factors, such as ran offices, taught school.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the first years of the Civil War, the Confederate Army saw many military successes in the eastern United States. President Lincoln became frustrated with his Union generals. The strain of war was taking its toll.

Go to Discovering Our Past: A History of the United States, Chapter 17, Lesson 4. Read the sections Southern Victories and African Americans in the Civil War (pp. 474–477). Write the definitions of these vocabulary words in your Social Studies Journal: entrench, flank.

You have read about African American soldiers during the Civil War. Now, watch the Discovery Education video: African American Roles in Civil War (01:32). In your Social Studies Journal, write your thoughts about the different roles African Americans played in both the North and the South.

Quick Check

Please go online to view and submit this assessment.
If you answered the Quick Check incorrectly, watch the Discovery Education video *African Americans in the Union Army* (04:05). In your Social Studies Journal, write your thoughts about why enslaved Africans would want to enlist in the Union Army.

If you answered the Quick Check correctly, learn about Harriet Tubman, an African American woman who served as a spy, cook, nurse, and scout for the Union Army during the Civil War. Watch the Discovery Education video: *Role of Harriet Tubman in the Civil War* (03:57). In your Social Studies Journal, describe how Harriet Tubman became the first woman to lead a military expedition in the Civil War. List three things she achieved by leading gunboats up the Combahee River.

### TEACHING NOTES

If your student answered incorrectly, he or she should recognize that the advancing Union armies offered enslaved Africans a chance not only to escape bondage but to fight back against their oppressors.
The Civil War - Part 9

Objectives
- To investigate the Civil War, its battles, its effects on armies, families, and daily life; and its impact on the nation as a whole
- To identify the methods of warfare during the Civil War, the strategies of the North and the South, and the devastating cost of fighting
- To look at the roles of women and minorities as their reforms and social movements from the middle of the 1800s were stopped in favor of wartime duties and obligations

Books & Materials
- Networks: Discovering Our Past: A History of the United States Early Years, 2018, Chapter 17: The Civil War
- Computer
- Social Studies Journal
- Hands-on activity worksheets

Assignments
- Complete hands-on activity: Double Bubble Map: Northern and Southern Armies.
- Complete interactive activity: Emancipation Proclamation Notation.
- Complete hands-on activity: Tree Maps: Changes During the Civil War.
- Complete writing activity: Roles of African-American Soldiers During the Civil War.
- Complete hands-on activity: Timeline of Major Civil War Battles.

LEARN

You’ve seen that during the first years of the Civil War, President Lincoln became increasingly frustrated with his generals. But the tide of war would soon turn. The Battle of Gettysburg marked the turning point and resulted in the largest number of casualties of the entire war.

For an introduction to the battle, watch the video: The Strain of War (02:36) in Chapter 17, Lesson 4, Lesson Resources. List the number of casualties sustained at Gettysburg in your Social Studies Journal.

Now, go to Discovering Our Past: A History of the United States, Chapter 17, Lesson 4, and read the section The Tide Turns. In your Social Studies Journal, describe how the war changed after Gettysburg.

Let’s further investigate the roles of African American soldiers in the war. This time, you get to pick your activity. You can write one of these:

- An "I Am" poem
- A three-paragraph essay

Your writing topic will be the wartime experiences of African American soldiers fighting the Civil War.
• To conduct research, use the resources at the National Archives website: Black Soldiers in the U.S. Military During the Civil War.
• If you choose to write an “I Am” poem, access this poem template. You will complete the poem as if you were an African-American soldier during the Civil War.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
The Civil War - Part 10

Objectives
- To investigate the Civil War, its battles, its effects on armies, families, and daily life; and its impact on the nation as a whole
- To identify the methods of warfare during the Civil War, the strategies of the North and the South, and the devastating cost of fighting
- To look at the roles of women and minorities as their reforms and social movements from the middle of the 1800s were stopped in favor of wartime duties and obligations

Books & Materials
- Discovering Our Past: A History of the United States
- Computer
- Social Studies Journal

Assignments
- Complete hands-on activity: Double Bubble Map: Northern and Southern Armies.
- Complete interactive activity: Emancipation Proclamation Notation.
- Complete hands-on activity: Tree Maps: Changes During the Civil War.
- Complete writing activity: Roles of African-American Soldiers During the Civil War.
- Complete hands-on activity: Timeline of Major Civil War Battles.

LEARN

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

—Abraham Lincoln, November 19, 1863

You may have heard these words before. They are the opening words of the Gettysburg Address, one of the most famous speeches in American history. President Lincoln delivered the Gettysburg Address a few months after the Battle of Gettysburg, at the dedication of the national cemetery on the battle site.

Let’s learn more about this famous speech. Watch the Discovery Education video: Crafting the Gettysburg Address (03:24). In your Social Studies Journal, write your thoughts about what President Lincoln wanted to achieve with this address.
Your student should note that Lincoln referenced the Declaration of Independence and its ideals of liberty and equality in the Gettysburg Address. In this way, he was reminding Americans what the Union was fighting for and why the North was committed to winning the war.

The Battle of Gettysburg was a turning point in the war. Let’s find out what happened afterward. In Discovering Our Past: A History of the United States, Chapter 17, Lesson 5, read the section The Union Closes In (pp. 481-484). As you read this section, write the definition of this vocabulary word in your Social Studies Journal: resistance.

You’ve read that President Lincoln put General Ulysses S. Grant in charge of the Union armies. For another take, watch the Discovery Education video: General Ulysses S. Grant Takes Command of the Union Forces (01:35). In your Social Studies Journal, write your thoughts about General Grant’s strategy to end the war.
The tide had turned for the North during the war. The North was determined to break the South's will to continue the fight. One strategy was General Sherman's March to the Sea.

Watch the video: March to the Sea (02:36) in the e-text version of Discovering Our Past: A History of the United States, Chapter 17, Lesson 5, Lesson Resources. In your Social Studies Journal, write your thoughts about what Sherman wanted to achieve with his March to the Sea. Did he accomplish his goal? What effect did the march have on the South?

Now, turn to Chapter 17, Lesson 5, and read the section The War Ends (pp. 484–487). As you read this section, write the definition of this vocabulary term in your Social Studies Journal: total war.

You have read about the many battles of the war. Now, create a Timeline of Major Civil War Battles.

- First, watch the Crash Course U.S. video: Battles of the Civil War (07:24).

Please go online to view this video ▶

The student's timelines could include Fort Sumter, Philippi, Bull Run, Creek, Fredericksburg, Fort Henry, Vicksburg, Gettysburg, Chattanooga, Cold Harbor, Petersburg, Atlanta, and Appomattox Courthouse.
In this lesson, you learned about the Civil War, its battles, and the changes it brought to the United States. Now it is your chance to show what you have learned. Answer these questions.

**USE FOR MASTERY**

What were two of the impacts of the Civil War on both the North and the South?

- [ ] not enough jobs in industrial markets
- [ ] removal of families from their homes
- [ ] stagnant economy due to untended farms
- [ ] children only allowed to go to school
- [ ] inflation due to rising costs of industrial goods

How did Union General Scott’s Anaconda Plan impact the South in the Civil War?

- [ ] Union soldiers were sent to make peace agreements with Confederacy generals.
  - The southern states were only allowed to export their cotton crops to foreign nations.
  - Union soldiers blocked major southern ports, making it hard to get supplies to soldiers.
  - The northern states began sending supplies to southern states to help rebuild farms.
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
Reconstruction - Part 1

Objectives
- To investigate the aftermath of the Civil War and the politically and socially divided nation's attempt to heal the country
- To evaluate the long-lasting social and political scars of the Civil War and determine the effectiveness of Reconstruction efforts over time

Books & Materials
- Discovering Our Past: A History of the United States
- Computer
- Social Studies Journal

Assignments
- Complete hands-on activity: Reconstruction Plans Venn Diagram.
- Complete hands-on activity: Reconstruction Amendments Three-Column Chart.
- Complete essay response: Were African Americans truly free after the Civil War?

LEARN

VOCABULARY
- Reconstruction
- amnesty
- black codes
- override
- impeach
- scalawag
- corruption
- integrate
- sharecropping
- poll tax
- literacy test
- grandfather clause
- segregation
- lynching

In the last lesson, you learned about the Civil War. After four devastating years of the war, the South surrendered, the fighting ended, and the Union was saved. Now came the difficult task of putting that Union back together. Now you will look at Reconstruction, the period after the war in which the country faced the challenge of rebuilding the nation.
What do you know about Reconstruction? In your Social Studies Journal, write everything you know about Reconstruction. Then, write everything you want to know about the period. Keep this journal page marked. At the end of the chapter, you will return to it and write down everything you learned.

If your student does not know anything about Reconstruction, ask him or her to describe the word *reconstruct*.

Let’s start with an introduction to the Reconstruction Era. Watch the Crash Course U.S. History video: *Reconstruction* (13:00).

As you watch, think about the lives of African Americans in the South after the Civil War. In your Social Studies Journal, write your thoughts about how life changed for African Americans in the former Confederate states.

Go to *Discovering Our Past: A History of the United States*, Chapter 18: The Reconstruction Era. Read the Chapter Opener (p. 491) and study the map and timeline in Place and Time (pp. 492-493). On the map, what do the different colors of the southern states represent? Why do you think there would be military districts in the South after the Civil War was over? Write your answers in your Social Studies Journal.

The map colors represent the different military districts in the former Confederate states during Reconstruction. Students should note that the South was placed under military rule both to restore order, to oversee the task of rebuilding, and to protect the rights of the recently emancipated freedmen and freedwomen.

Please go online to view and submit this assessment.
The last section gave you an introduction to the Reconstruction Era. Let’s learn more. Watch the BrainPOP video: Reconstruction (06:35). In your Social Studies Journal, answer these questions:

- What was President Lincoln's top priority after the war?
- What was the Freedmen's Bureau?
- Who were the Radical Republicans? What did they do?
- What was sharecropping?
- What were poll taxes and literacy tests?
- What was segregation? What were Jim Crow laws?

Student answers should include the following details:

- Lincoln's top priority was rebuilding national unity.
- The Freedmen's Bureau distributed supplies to needy Southerners.
- The Radical Republicans were a small group of politicians who led the introduction of the 14th Amendment in order to fight the Black Codes of the postwar South.
• Sharecropping involves renting another person's piece of land in exchange for part of the land's produce.
• Voting requirements used to systematically deny freedmen the right to vote.
• Segregation is the forced division of people by race. The Jim Crow laws ensured that segregation would continue in the South into the 20th century.

Now, go to Discovering Our Past: A History of the United States, Chapter 18: The Reconstruction Era, and turn to the section The Reconstruction Debate (pp. 494-496). As you read, write the definitions of these vocabulary words in your Social Studies Journal: Reconstruction, amnesty.

You read about Frederick Douglass in the Chapter Opener. Let's learn more! Watch the BrainPOP movie: Frederick Douglass (04:32). In your Social Studies Journal, answer these question: Why weren't enslaved persons allowed to learn to read? How did being able to read and write help Frederick Douglass throughout his life?

TEACHING NOTES

Students should note that enslaved people were not allowed to learn to read and write because reading could inspire a rebellion. They should also explain that Frederick Douglass both read materials about revolution and human rights and wrote his own to inspire others.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Reconstruction - Part 3

Objectives
- To investigate the aftermath of the Civil War and the politically and socially divided nation's attempt to heal the country
- To evaluate the long-lasting social and political scars of the Civil War and determine the effectiveness of Reconstruction efforts over time

Books & Materials
- Discovering Our Past: A History of the United States
- Computer
- Social Studies Journal
- Hands-on activity worksheets

Assignments
- Complete hands-on activity: Reconstruction Plans Venn Diagram.
- Complete hands-on activity: Reconstruction Amendments Three-Column Chart.
- Complete essay response: Were African Americans truly free after the Civil War?.

LEARN

You learned about President Lincoln’s Reconstruction Plan. But Lincoln was assassinated soon after the war, and Vice President Andrew Johnson became president. Let’s take a look at Johnson's plan. Go to Discovering Our Past: A History of the United States, Chapter 18: The Reconstruction Era. Turn to the section Johnson's Reconstruction Plan (p. 497). To learn more about Johnson's Reconstruction plan, watch the Discovery Education video: Putting the Country Back Together (02:57). In your Social Studies Journal, list ways Johnson's approach to Reconstruction differed from Lincoln's.

INTERACTIVE ACTIVITY

You’ve read about two plans for Reconstruction—Lincoln’s and Johnson’s. Let’s show what you learned.
- Access a Venn Diagram and title it Reconstruction Plans.
- Your Venn diagram has two circles. Label one circle Lincoln’s Plan and the other Johnson’s Plan.
- Look back through your notes and textbook for facts about the two presidents’ Reconstruction plans. Your information should include:
  - treatment of southern combatants
  - plans for freed slaves
  - economic recovery
  - plus any other information you find
- Fill in the Lincoln’s Plan circle with information that describes Lincoln’s Reconstruction plan. Fill in the Johnson’s Plan circle information that describes Johnson's Reconstruction plan. Some information may belong in both circles. Put that information in the center, where the circles overlap.
- Now, look at your diagram. Did any information describe both plans?

Complete hands-on activity: Reconstruction Amendments Three-Column Chart.
Complete essay response: Were African Americans truly free after the Civil War?.
Lincoln's Plan: Southern voters must take an oath of loyalty, and if 10% of voters took the oath, the state could return; states must adopt a new constitution that banned slavery; once these conditions were met, the state could send members to congress; Lincoln's plan offered amnesty for those who swore to be loyalty; integrate freed African-Americans into society

Johnson's Plan: granted amnesty to those who swore loyalty but not high-ranking Confederate officials; opposed equal rights for African-Americans

Both Plans: states were required to swear loyalty and outlaw slavery (ratify the Thirteenth Amendment)

Please go online to view and submit this assessment.

If you answered the QuickCheck incorrectly, watch the Discovery Education video: 13th Amendment (04:24). List two things the Thirteenth Amendment prohibited in your Social Studies Journal.

If you answered the Quick Check correctly, watch the watch the BrainPOP movie: George Washington Carver (05:16). In your Social Studies Journal, list at least three peanut-based products George Washington Carver developed.

If your student answered incorrectly, he or she should recognize that the Thirteenth Amendment prohibited slavery and involuntary servitude.
You’ve learned about different plans for Reconstruction. What do you think happened when Reconstruction plans were put into place? Let’s find out.

First, watch the video: *The Aftermath of War* (05:23). In your Social Studies Journal, write your thoughts about how Reconstruction helped and hurt former slaves.

Now, go to *Discovering Our Past: A History of the United States*, Chapter 18: The Reconstruction Era, Lesson 2 and read the section *Protecting African Americans’ Rights* (pp. 498–500). As you read, think about the steps Radical Republicans took to try to protect African Americans, including proposing the Fourteenth Amendment. In addition, write the definitions of these vocabulary words and terms in your Social Studies Journal: *black codes, override*.

Let’s take a closer look at the Fourteenth Amendment. Watch the Discovery Education video: *14th Amendment* (04:49). As you watch, think about the five sections of the Fourteenth Amendment. In your Social Studies Journal, write down what each section of the Amendment guarantees.

**TEACHING NOTES**

The Fourteenth Amendment defines citizenship, guarantees the rights of citizenship, guarantees due process by the states, and guarantees equal protection of the laws. It also provides steps by which former Confederate leaders could regain their positions and prohibits debts incurred from the emancipation of enslaved people.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned about President Johnson’s plan for Reconstruction. Now, take a closer look at what happened in Congress.

Go to *Discovering Our Past: A History of the United States*, Chapter 18: The Reconstruction Era, Lesson 2 and turn to the section **Radical Republicans in Charge** (pp. 501-503). As you read this section, think about the differences between President Johnson and the Radical Republicans. In your Social Studies Journal, list the requirements of the First and Second Reconstruction Acts. Then, list the steps the Radical Republicans took to **impeach** President Johnson.

The Thirteenth, Fourteenth, and Fifteenth Amendments are called the Reconstruction Amendments. We’ve looked at the Thirteenth and Fourteenth. Now, let’s take a closer look at the Fifteenth. Watch the Discovery Education video: **15th Amendment** (04:49). In your Social Studies Journal, list what each of the three Reconstruction Amendments—the Thirteenth, Fourteenth, and Fifteenth—guarantee. List at least two ways some states tried to get around the Fifteenth Amendment and prevent African Americans from voting.
Your student should identify two of the following: violence and intimidation, poll taxes, literacy tests, grandfather clauses.

Let's show what you learned.

- Access a Three-Column Chart. Label the three columns Thirteenth Amendment, Fourteenth Amendment, and Fifteenth Amendment.
- Access the National Constitution Institute Interactive Constitution entry for each of the Reconstruction Amendments:
  - Amendment XIII (Thirteenth Amendment)
  - Amendment XIV (Fourteenth Amendment)
  - Amendment XV (Fifteenth Amendment)
- Read the text of each amendment and the Common Interpretation.
- Analyze how each amendment responded to racist practices following the Civil War. Examine the intent of each amendment to secure rights for African Americans. List that information in the appropriate column on your Three-Column Chart.
- You may use information from your textbook, notes, and worksheets.

Your student should note that the 13th Amendment abolished slavery; the 14th Amendment granted citizenship to all persons born or naturalized in the United States (except Native Americans; and the 15th Amendment gave African American men the right to vote.

Please go online to view and submit this assessment.
You’ve seen that Radical Republicans in Congress pushed to establish civil rights for African Americans. They proposed the Fourteenth and Fifteenth Amendments. Republicans thought the laws and amendments would protect African Americans against unfair treatment. Do you think they were right?

Watch the BBC Worldwide Learning video: Reconstruction (02:22) in Chapter 18, Lesson 3, Lesson Resources. In your Social Studies Journal, write down the years Radical Reconstruction lasted. List the years of the period called Redemption and describe what happened during that period.

Now, go to Discovering Our Past: A History of the United States, Chapter 18: The Reconstruction Era. Read the Lesson 3 section Republicans in Charge (pp. 504-506). As you read this section, take notes about the lives for former slaves during Reconstruction in your Social Studies Journal. In addition, write the definitions of these vocabulary words: scalawag, corruption.

Now learn more about life in the South for African Americans during Reconstruction. Watch the Discovery Education video African-American Rights (05:04). In your Social Studies Journal, list ways some white Southerners tried to keep African Americans from having equal civil rights.

Reconstruction lasted from 1873 to 1877. During that period, white supremacist Southerners took control of Southern states. White Southerners tried to keep African Americans from having equal civil rights by threatening African Americans with violence.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have seen that Reconstruction brought changes to the South and to the lives of African Americans. You have also seen that many white Southerners were determined to reverse those changes. Look at two important parts of life for African Americans in the South during Reconstruction—education and farming.

Go to Discovering Our Past: A History of the United States, Chapter 18: The Reconstruction Era. Read the Lesson 3 section Education and Farming (p. 507). As you read this section, write the definitions of these vocabulary words in your Social Studies Journal: integrate, sharecropping.

To learn more about African American education and farming during Reconstruction, watch the Discovery Education video: Positive Accomplishments (03:34). In your Social Studies Journal, write down ways sharecropping kept African Americans from becoming economically independent.

You have learned about life for African Americans during Reconstruction. Now, write a brief essay in response to this question:

- Were African Americans truly free after the Civil War?

Use examples from the text to support your response. In organizing your response, consider:

- The Freedman’s Bureau
- sharecropping
- the Ku Klux Klan
- the Reconstruction Amendments
- Howard and Morehouse Universities
- local and state government offices

You have now learned how the Freedman's Bureau helped African Americans in the South after the Civil War. Governments have agencies that provide services for people in need. Organizations not run by the government also help people who have gone through or are going through difficult situations, such as wars or natural disasters. Local and state governments can provide basic assistance with resources, repairs, and emergency personnel. For large disasters, however, they often request assistance from larger organizations, including those run by the national government. Watch “How the American Red Cross Works - History and Facts” and “Federal Emergency Management Agency.” Although the American Red Cross and FEMA differ in that the Red Cross is not an official government agency, they both aid people who have suffered disasters. As you watch, list two services that these agencies provide.

Volunteering is not just something that other people do. Everyone can help in some way. Watch the video “Want to Become a Red Cross Volunteer? This is What It's Like.” As you watch, identify one way that volunteering helps people meet their own goals while benefitting society.

Your student may not know that Red Cross provides money, temporary housing, health care, and food to families and communities after disasters.

Volunteering makes you feel useful and can give people a sense of purpose. Volunteering helps agencies provide services and goods to people in need.

Please go online to view and submit this assessment.
MORTE TO EXPLORE

If you answered the Quick Check incorrectly, complete the worksheet *The Reconstruction Era: The South During Reconstruction*.

If you answered the Quick Check correctly, watch the BrainPOP movie: *Brown vs. Board of Education of Topeka* (04:12). In your Social Studies Journal, define the term *separate but equal*. Describe who Thurgood Marshall was.

TEACHING NOTES

Student answers on the worksheet may vary. All answers should reflect correct information as it is presented in the worksheet. *Separate but Equal*: it was legal to segregate white and African American facilities as long as the facilities provided equal service to both. While this was the Supreme Court mandate, the facilities were hardly ever equal.
Reconstruction - Part 8

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To investigate the aftermath of the Civil War and the politically and socially divided nation's attempt to heal the country</td>
</tr>
<tr>
<td>• To evaluate the long-lasting social and political scars of the Civil War and determine the effectiveness of Reconstruction efforts over time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Books &amp; Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discovering Our Past: A History of the United States</td>
</tr>
<tr>
<td>• Computer</td>
</tr>
<tr>
<td>• Social Studies Journal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete hands-on activity: Reconstruction Plans Venn Diagram.</td>
</tr>
<tr>
<td>• Complete hands-on activity: Reconstruction Amendments Three-Column Chart.</td>
</tr>
<tr>
<td>• Complete essay response: Were African Americans truly free after the Civil War?.</td>
</tr>
<tr>
<td>• Complete hands-on activity: Post-Reconstruction Flow Maps.</td>
</tr>
</tbody>
</table>

**LEARN**

Union General Ulysses S. Grant was elected president in 1868. Let’s look at Reconstruction and life in the South during Grant’s presidency.

Watch the Discovery Education video: *Grant’s Administration* (04:15). In your Social Studies Journal, describe the highlights of Grant’s presidency.


You’ve read how the Ku Klux Klan terrorized African Americans and other Republican voters. Let’s take a closer look at the beginnings of the Klan. Watch the Discovery Education video: *The Ku Klux Klan Is Formed* (03:35). In your Social Studies Journal, describe how the Ku Klux Klan enforced white supremacy in the South.

**TEACHING NOTES**

Your student should understand that during the Grant Administration, the North became less interested in Reconstruction and more states became Confederate states. Without the support and focus on equality from the North and federal government, the ideology of white supremacy increased. Organizations like the KKK formed to terrorize African-Americans.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You’ve seen that many white southerners pushed back against laws meant to protect African Americans. For over a hundred years—from Reconstruction into the 1960s—southern states often kept African Americans from voting with poll taxes and literacy tests. Let’s take a closer look at these literacy tests.

Watch the video: Justice Denied (03:16). In your Social Studies Journal, write down whether you think the literacy test was fair or not.

Now, go to Discovering Our Past: A History of the United States, Chapter 18: The Reconstruction Era. Read the section A Divided Society (pp. 511-513) in Lesson 4. Write the definitions of these vocabulary words and terms in your Social Studies Journal: poll tax, literacy test, grandfather clause, segregation, lynching.

Let’s take a closer look at Jim Crow laws. Watch the BrainPOP movie: Jim Crow (8:18). In your Social Studies Journal, describe how Jim Crow laws and practices kept African Americans from having equal rights.
INTERACTIVE ACTIVITY

You’ve studied the ways southern states passed laws to undermine the Reconstruction Amendments and Civil Rights Act of 1866 and deny African Americans their rights. Let’s show how in a series of Post-Reconstruction Flow Maps.

- Access a Flow Map. You will need four copies because you will be creating four maps. The topics of your Flow Maps will be these laws and practices:
  - poll taxes
  - literacy tests
  - grandfather clauses
  - Jim Crow laws

Label each of your four Flow Maps with one of the topics.

- In your textbook, notes, and worksheets, find information about each law and practice.
- A flow map organizes a sequence of events. Analyze the sequence of events that led to each law or practice, when then led to undermining the Reconstruction Amendments and Civil Rights Act of 1866. Fill in the sequence of events on your Flow Maps.
- Do you see any patterns or parallels among your four maps?

Now that you’ve completed this lesson, you know a lot more about Reconstruction than when you started. Let’s see what you learned! Take out your Social Studies Journal. At the beginning of the lesson, you listed things you already knew about Reconstruction and things you wanted to know. Now, list everything you learned.

TEACHING NOTES

Your student’s Flow Maps should include the sequence of events that led to each of the concepts listed, as well as the effects. All flow maps should indicate that the purpose of these topics was to remove the power from African-Americans votes in favor of white votes when it came to elections. The taxes, tests, clauses, and laws exploited disadvantages faced by African-Americans to prevent them from having equal effectiveness in elections, which was similar to removing the right to vote altogether.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Reconstruction - Part 10

Books & Materials
- Computer

USE

In this lesson, you learned about Reconstruction, from Lincoln's plan to the end of Reconstruction and Jim Crow laws. You learned about the Reconstruction Amendments and other laws and attempts by Congress to ensure fair treatment for African Americans. You learned how white southerners pushed back against those laws. Now is your chance to show what you have learned. Answer these questions.

USE FOR MASTERY

What were two reasons why Reconstruction was not as successful as the Union hoped?

- The government was not able to end slavery and give rights to former slaves.
- The issue of slave states was still not fully addressed in border states.
- The North's citizens did not want to take on migrant workers from southern states.
- The South's economy remained agricultural and burdened by debt.
- The nation was still deeply divided socially and politically.

What was the purpose of the Radical Republicans?

- to impose a harsher form of Reconstruction for southern states
- to make southern states pay for the Civil War
- to give money to any former enslaved person wanting to relocate
- to deny southern states re-entry into the Union
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: The Legacy of Reconstruction - Part 1**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
</tr>
</thead>
</table>
| - To identify the successes and shortcomings of civil rights in America following Reconstruction through the present day | - Computer  
- Social Studies Journal |

In this unit you investigated the Civil War and Reconstruction. You have identified the shortcomings of Reconstruction and the attempts the government made to heal the nation following the Civil War. But did the nation ever truly heal from such a devastating period? Are there still lingering scars that have yet to heal?

Present-day America is still debating issues of the Civil War—not slavery, but certainly states’ rights, and civil rights for all Americans. Now, you have the opportunity to research and decide for yourself if the nation has healed or still has some work to do. You will investigate the legacy of the Reconstruction Amendments and social reforms to analyze and evaluate the effects of civil rights movements in the United States.

You will create a multimedia presentation to identify the successes and shortcomings of civil rights in America following Reconstruction through the present day. You will then use your project as the basis for contacting your local, state, or federal legislators to identify areas of change.

You may choose one of the following groups to investigate regarding civil rights:

- African Americans
- Women
- Immigrants
- Native Americans

Your multimedia presentation will include:

- Text or links to identify legislation (additional, present legislation can be added)
- One video to summarize or highlight a particular period or legislative action
- One graph/chart indicating change over time for the selected group
- Response to the prompt: *Have civil rights movements been successful?*

You will identify a current topic of concern for your selected group and propose a solution. You will then share your identified issue and proposed solution in a letter or e-mail to your local, state, and/or federal legislative representative(s).

Review the [rubric](#) so that you are sure to cover everything in your *The Legacy of Reconstruction* project.
Your first task is to choose one of the following groups to investigate regarding civil rights:

- African Americans
- Women
- Immigrants
- Native Americans

Now that you’ve chosen your group, let’s get started on research! You will begin your research with the following investigation stems:

- African Americans
  - Civil Rights Act (1964)
  - Voting Rights Act (1965)
  - *Brown v. Board of Education*
  - 24th Amendment
- Women
  - Women’s Suffrage Movement
  - 19th Amendment
  - Women’s Rights Movement/Feminism (1970s)
- Immigrants
  - Exclusion Acts
  - Emergency Quota Act
  - Deferred Action for Childhood Arrivals (DACA)
- Native Americans
  - Oklahoma Enabling Act
  - Indian Removal Act
  - Indian Reorganization Act
  - Indian Relocation Act (1956)
Here are some possible resources you may want to use:

- Constitutional Law and Supreme Court Records
- National Constitution Institute Interactive Constitution
- Pew Research Center
- Discovery Education
- BrainPOP

You will probably find other sources as well. As you research your investigation stems, search for:

- Text or links to identify legislation (additional, present legislation can be added later)
- One video to summarize or highlight a particular period or legislative action

Make research notes in your Social Studies Journal to use as you complete the next parts of your project: a graph or chart showing change over time for your selected group, your response to the question *Have civil rights movements been successful?* and your letter or e-mail to your legislative representative. Begin thinking about a current topic of concern for your selected group and propose a solution.

Now, let’s start your multimedia presentation. Use tools such as PowerPoint, Google Slides, Prezi or good old pen and paper to make your multimedia presentation. You might begin by choosing one of the templates these tools provide. Give your multimedia presentation a title and description. Add text or links that identifies legislation and at least one video that summarizes a particular period or legislative action.

✔️ RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Show: The Legacy of Reconstruction - Part 2

Objectives
- To identify the successes and shortcomings of civil rights in America following Reconstruction through the present day

Books & Materials
- Computer
- Graphic Organizers

You’ve begun researching the civil rights of your group. You’ve added text and links to identify legislation and at least one video that summarizes a particular period or legislative action. Your multimedia presentation also needs to include a graph or chart and your question response. You need to identify a current topic of concern for your selected group and propose a solution.

Let’s get started! You can choose the kind of graph or chart to use for your multimedia presentation. You can find free graphic organizers here:

- Daily Teaching Tools
- Thinking Maps

Use your research notes in your Social Studies Journal and the sources you’ve found to identify how civil rights have changed over time for your selected group. Complete your graph or chart to show those changes.

Now, look back over your research, the text, links, and video(s) you added to your multimedia presentation, and the chart you just completed. Use them to help write your response to this question:

- Have civil rights movements been successful for [your group]?

Go to your multimedia presentation. Add your chart/graph and your response to the question. Also add text or links to a current topic of concern and a proposed solution. Your current topic could include present-day legislation concerning your group.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Show: The Legacy of Reconstruction - Part 3

Objectives
- To identify the successes and shortcomings of civil rights in America following Reconstruction through the present day

Books & Materials
- Computer

SHOW

Now that you’ve completed your multimedia presentation, it’s time to use what you’ve learned to write a letter or e-mail to your local, state, and/or federal legislative representative(s).

First, identify the representatives you will write to. You can find contact information for federal legislators here:

- U.S. Senate
- U.S. House of Representatives

For state or local legislators, visit your state, county, and/or city websites.

COLLABORATION

On the group discussion board, post an action plan. Identify the issue you want to address and to whom you intend to write in order to address it. Then, comment on two other posts. However, do not argue over the issues themselves. Instead, only comment on the plan. Address whether you feel the plan includes the right elected officials for the given issue.

Write a letter or email to your chosen legislator(s). In your communication:

- Identify the topic of concern for your selected group.
- Identify a proposed solution, which could include current or pending legislation.
- Include at least two supporting arguments.

To submit your final project, please upload two files below: one just containing a link to your multimedia presentation and another containing the text of the letter you sent.
Remember that your multimedia presentation should include:

- Text or links to identify legislation
- One video to summarize or highlight a particular period or legislative action
- One graph/chart indicating change over time for the selected group
- Response to the prompt: *Have civil rights movements been successful?*

Your letter or e-mail to your local, state, and/or federal legislative representative(s) should include a proposed solution to an identified civil rights issue that is currently a concern for your selected group.

Review the [rubric](#) so that you are sure to cover everything in your The Legacy of Reconstruction project.

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### TEACHING NOTES

Make sure your student submits his or her final project by uploading two files below: one just containing a link to the multimedia presentation and another containing the text of the letter.

---

### FINAL PROJECT

Upload your final project below.

---
Unit Quiz: Civil War and Reconstruction

UNIT QUIZ

Please go online to view and submit this assessment.
Appendix
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 ___________________________ Grade __________________

Course Name ____________________________

Lesson Title ______________________________

Provide your answer in the space below.
My Colonial Politics
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>5 POINTS</th>
<th>4 POINTS</th>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campaign format</td>
<td>Uses the required format for the chosen option (storyboard or video for a commercial, social media profile with discussion, or poster or infographic), creatively interpreting modern versions of similar media.</td>
<td>Uses the required format for the chosen option (storyboard or video for a commercial, social media profile with discussion, or poster or infographic), with an understanding of modern media.</td>
<td>Uses the required format for the chosen option (storyboard or video for a commercial, social media profile with discussion, or poster or infographic) but misunderstands how the format is used in modern media.</td>
<td>Makes an attempt at the format for the chosen option (storyboard or video for a commercial, social media profile with discussion, or poster or infographic) but does not use the format effectively.</td>
<td>Does not use the required format for the chosen option (storyboard or video for a commercial, social media profile with discussion, or poster or infographic).</td>
</tr>
<tr>
<td>Expresses argument</td>
<td>Clearly expresses an argument for one side and outlines many reasons that strongly support the argument.</td>
<td>Expresses an argument for one side and provides some supporting reasons.</td>
<td>Expresses an argument for one side, but connections between argument and supporting reasons is weak.</td>
<td>Expresses an argument but does not sufficiently support it with reasons.</td>
<td>Does not express a coherent argument.</td>
</tr>
<tr>
<td>Expresses counterargument</td>
<td>Identifies counterarguments and effectively addresses them.</td>
<td>Identifies counterarguments but has weak rebuttals.</td>
<td>Identifies a counterargument but does not make an attempt to address it.</td>
<td>Attempts to acknowledge a counterargument but misses the main points of the opposition.</td>
<td>Does not acknowledge counterarguments.</td>
</tr>
<tr>
<td>Uses visual elements</td>
<td>Includes two to three graphics or visual elements that strongly support the argument; includes interpretation of the elements.</td>
<td>Includes two to three graphics or visual elements that strongly support the argument.</td>
<td>Includes two to three graphics or visual elements, but they may not all effectively support the argument.</td>
<td>Includes only one graphic or visual element.</td>
<td>Does not include visual elements.</td>
</tr>
</tbody>
</table>

Total Possible Points: 20
# 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>
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<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification and explanation of each right or protection</strong></td>
<td>All 4 rights are clearly identified and explained.</td>
<td>3 rights are clearly identified and explained. 1 right is less clearly identified or explained.</td>
<td>2–4 rights are identified and explained. Explanations of some rights may not be clear.</td>
<td>1 right or no rights are clearly identified and explained.</td>
</tr>
<tr>
<td><strong>Summary of constitutional provision that supports each right</strong></td>
<td>All 4 rights are correctly connected to the constitutional provision that supports each right. Summaries are clear, accurate, and well-written.</td>
<td>3–4 rights are correctly connected to the constitutional provision that supports each right. Summaries are mostly clear, accurate, and well-written.</td>
<td>2 rights are correctly connected to the constitutional provision that supports each right. Summaries are sometimes clear but may lack information or clarity, or contain errors.</td>
<td>1 right or no rights are correctly connected to the constitutional provision that supports each right. Summaries are vague or incorrect.</td>
</tr>
<tr>
<td><strong>Image that illustrates each right</strong></td>
<td>All 4 rights are illustrated using an image that conveys the right clearly to the viewer.</td>
<td>3 rights are illustrated using an image that conveys the right clearly to the viewer.</td>
<td>2 rights are illustrated using an image that conveys the right clearly to the viewer.</td>
<td>There are no images, or the images do not convey information to the viewer.</td>
</tr>
<tr>
<td><strong>Organization and presentation</strong></td>
<td>Reference guide is well-organized and reflects thoughtful planning. Information is presented clearly; graphic features are used effectively.</td>
<td>Reference guide is organized and reflects planning. Information is presented clearly; graphic features are generally used effectively.</td>
<td>Reference guide is somewhat organized. Some information is presented clearly; graphic features are sometimes used.</td>
<td>Reference guide lacks organization. Information is not presented clearly; graphic features are not used.</td>
</tr>
</tbody>
</table>

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**Read the chart below to understand how your project will be scored. Your goal should be to earn all 20 possible points.**
The Legacy of Reconstruction
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.

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<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose and investigate group.</td>
<td>Choose a group and investigate events and developments during at least four time periods, including present day.</td>
<td>Choose a group and investigate events and developments during three time periods.</td>
<td>Choose a group and investigate events and developments during two time periods.</td>
<td>Choose a group and investigate events and developments during one time period.</td>
<td>Choose a group to investigate.</td>
</tr>
<tr>
<td>Create an interactive board.</td>
<td>Create an interactive board that identifies legislation and includes explanatory text or links, a graph or chart indicating change over time for selected group, and a video to summarize or highlight a time period or legislation.</td>
<td>Create an interactive board that identifies legislation and includes explanatory text or links and a graph or chart indicating change over time for selected group.</td>
<td>Create an interactive board that identifies legislation and includes explanatory text or links.</td>
<td>Create an interactive board that identifies legislation related to selected group.</td>
<td>Create an interactive board.</td>
</tr>
<tr>
<td>Write a response to prompt.</td>
<td>Write a response that identifies the selected group, states a position, and includes at least three supporting arguments.</td>
<td>Write a response that identifies the selected group, states a position, and includes two supporting arguments.</td>
<td>Write a response that identifies the selected group, states a position, and includes one supporting argument.</td>
<td>Write a response that identifies the selected group and states a position.</td>
<td>Write a response that identifies the selected group and states a yes or no answer to the prompt.</td>
</tr>
<tr>
<td>Write a letter or e-mail to legislative representative.</td>
<td>Write a letter or e-mail to one legislative representative that identifies a topic of concern for selected group and a proposed solution that includes at least two supporting arguments.</td>
<td>Write a letter or e-mail to one legislative representative that identifies a topic of concern for selected group and a proposed solution that includes one supporting argument.</td>
<td>Write a letter or e-mail to one legislative representative that identifies a topic of concern for selected group.</td>
<td>Write a letter or e-mail to one legislative representative that identifies a topic of concern for selected group.</td>
<td>Write a letter or e-mail to one legislative representative that identifies the selected group.</td>
</tr>
</tbody>
</table>

Total Possible Points: 20
Beginning of the United States: Challenges and Responses Flow Map

<table>
<thead>
<tr>
<th>Challenge</th>
<th>U.S. Government Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whiskey Rebellion</td>
<td></td>
</tr>
<tr>
<td>Trade and Exploration in the West</td>
<td></td>
</tr>
<tr>
<td>Alliances with Foreign Nations</td>
<td></td>
</tr>
</tbody>
</table>
## Cause and Effect Chart:
### Early U.S. Attempts to Expand to the West

<table>
<thead>
<tr>
<th>Event/Cause</th>
<th>→</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threats by Spain and France</td>
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<tr>
<td>Revolution in Saint Domingue (Haiti)</td>
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<td>Louisiana Purchase</td>
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<td>Lewis and Clark Expedition</td>
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<td>Pike Expedition</td>
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</tbody>
</table>
One Cause and Multiple Effects Diagram

Cause #1

Cause #2

Cause #3

Effect
# Ranking Industrial Inventions Worksheet

<table>
<thead>
<tr>
<th>Most Important Innovation</th>
<th>Description of Innovation</th>
<th>Date of Innovation</th>
<th>Analysis: Why It is Ranked This Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<tr>
<td>Southern People</td>
<td>Eastern People</td>
<td>Plains People</td>
<td>Northwestern People</td>
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The Native Americans Circa 1492
The Reconstruction Era

Lesson 3  The South During Reconstruction

ESSENTIAL QUESTION
How do new ideas change the way people live?

GUIDING QUESTIONS
1. How were African Americans discouraged from participating in civic life in the South?
2. What were some improvements and some limitations for African Americans?

Terms to Know
scalawag name given by former Confederates to Southern whites who supported Republican Reconstruction of the South
corruption dishonest or illegal actions
integrate to unite, or blend into a united whole
sharecropping system of farming in which a farmer works land for an owner who provides equipment and seeds and receives a share of the crop

When did it happen?

1865
1866 Ku Klux Klan founded

1870
1870 Hiram Revels elected to U.S. Senate

1872
1872 Grant reelected president

1874
1874 Blanche Bruce elected to U.S. Senate

What do you know?
In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

<table>
<thead>
<tr>
<th>Now...</th>
<th>Later...</th>
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</thead>
<tbody>
<tr>
<td>How did African Americans affect Southern politics and government during Reconstruction?</td>
<td></td>
</tr>
<tr>
<td>Who were “scalawags” and “carpetbaggers”?</td>
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<tr>
<td>What was life like for African Americans in the South during this period?</td>
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<tr>
<td>How many white and African American children attended school?</td>
<td></td>
</tr>
<tr>
<td>How does sharecropping work?</td>
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</tbody>
</table>
The Reconstruction Era

Lesson 3 The South During Reconstruction, Continued

Republicans in Charge

The Republicans were more powerful than the Democrats during Reconstruction. The groups in charge of state governments in the South supported Republicans. These included African Americans and some white Southerners. They also included whites from the North who moved to the South.

African Americans had fewer rights than white Southerners. But they supported the Republican Party and had a great effect on Southern politics. The Republican Party helped African Americans participate in government. Reconstruction marked the first time African Americans participated in government, both as voters and as elected officials.

African Americans voted for Republican candidates. Some of the candidates were African Americans themselves. A small number of African Americans held top positions in Southern states during Reconstruction. They did not control any state government. For a short time, African Americans held a majority of elected positions in the lower house of the South Carolina legislature.

African Americans served at the national level, too. In 1870, Hiram Revels became the first African American elected to the United States Senate. Blanche Bruce was elected to the Senate in 1874. He was the first African American senator to serve a full term. Eighteen African Americans served in the Senate and House of Representatives between 1869 and 1880.

Most Southern whites opposed the Republican Party, but some supported it. They were usually business people who had never owned slaves. These people were called scalawags by other whites. The word means “scoundrel” or “worthless rascal.”

Some who supported the Republican Party were Northerners who moved South during Reconstruction. Many white Southerners did not trust their reasons for moving South. They suspected that the Northerners wanted to take advantage of the troubles in the South. Some of the Northerners were dishonest. Others were looking for opportunities. Many sincerely wanted to help rebuild the South. White Southerners called the Northerners “carpetbaggers.”

Marking the Text

1. Underline the sentences that tell how many African Americans served in the national government.

Defining

2. What word for a white Southerner means “scoundrel” or “rascal”?

Reading Check

3. Why did many Southerners resent scalawags and carpetbaggers?
The Reconstruction Era

Lesson 3 The South During Reconstruction, Continued

**Critical Thinking**

4. How did the Klan’s use of violence against African Americans help resist Republican rule?

**Describing**

5. Who taught in African American schools in the South?

**Defining**

6. *Integrate* is the opposite of *segregate*. *Segregate* means “to separate.” What does *integrate* mean?

---

**Why Were They Called Carpetbaggers?**

Northerners who moved South were called carpetbaggers because they sometimes arrived with their belongings in cheap suitcases made of carpet fabric.

White Southerners said that Reconstruction governments suffered from *corruption*, or dishonest or illegal activities. Some officials did make money illegally. But there is no proof that corruption in the South was worse than in the North.

Life during reconstruction was hard for African Americans. Most Southern whites did not want African Americans to have more rights. White landowners often refused to rent land to them. Store owners refused to give them credit. Many employers would not hire them. Many of the jobs available were often jobs whites would not do.

Even worse, African Americans were victims of violence. Secret societies like the Ku Klux Klan used fear and violence to control them. Klan members disguised themselves in white sheets and hoods. They threatened, beat, and killed thousands of African Americans and their white friends. They burned African American homes, schools, and churches. Many Democrats, planters, and other white Southerners supported the Klan. They saw violence as a way to oppose Republican rule.

**Education and Farming**

African Americans started their own schools during Reconstruction. Many whites and African Americans from the North came to teach in these schools. In the 1870s, Reconstruction governments set up public schools for both races. Soon about 50 percent of white children and 40 percent of African American children in the South were attending school.

African American and white students usually went to different schools. A few states had laws requiring schools to be *integrated*. Schools that are integrated have both white and African American students. In most cases, integration laws were not enforced.

In addition to education, freed people wanted land. Having their own land to farm would allow them to feed and support their families. Some African Americans were able to buy land with the help of the Freedmen’s Bank. But most failed in their efforts to
get their own land. Many freed people had no other choice but to farm on land owned by whites.

In a system called sharecropping a landowner let a farmer farm some of the land. In return, the farmer gave a part, or share, of his crops to the landowner. The part demanded by landowners was often very large. This made the system unfair. After giving landowners their share, sharecroppers often had little left to sell. Sometimes there was not even enough to feed their families. For many, sharecropping was little better than slavery.

Check for Understanding

Name three ways that former enslaved people were discouraged from fully participating in Southern society.

1. ___________________________
2. ___________________________
3. ___________________________

What improvements did Reconstruction bring for African Americans?

________________________________________________________________________
________________________________________________________________________

Explaining

7. What “rent” did the farmer pay the landowner under the sharecropping system?

________________________________________________________________________

Reading Check

8. How would you describe the relationship between sharecroppers and landowners?

________________________________________________________________________

9. Place a two-tab Foldable along the dotted line to cover Check for Understanding. Write the title During Reconstruction on the anchor tab. Label the tabs Improvements and Limitations. Write words or phrases that you remember about life for African Americans during Reconstruction in the South. Use the Foldable to help answer Check for Understanding.
Tree Map

Title: _____________________________________________
Venn Diagram B

Title: ________________________________

____________________________________

__________________________  __________
Vocabulary Work

Print multiple copies of page 2 in order to work with all the vocabulary in this unit.

**Column 1, Word/Definition:** Add vocabulary words from your lesson. Include the definition from *Discovering Our Past*.

**Column 2, Your Definition:** Write an explanation of the term, as you understand it.

**Column 3, Related Words:** Use the [Visual Thesaurus](#) or another resource to find related words.

**Column 4:** Use the word in a sentence; provide a synonym or antonym, or ask a question.

**Visual Definition:** After filling out each column for a word, find or create an image that represents the word. Draw or paste images in your Social Studies Journal, or keep your images together with this chart.

<table>
<thead>
<tr>
<th>Word/Definition</th>
<th>Your Definition</th>
<th>Related Words</th>
<th>Another Way to Think About It</th>
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<tbody>
<tr>
<td>Limited government—government with limited powers strictly defined by law</td>
<td>A government that can’t do anything it wants to. It can only do certain things; it has to follow rules</td>
<td>Limit, limitation Restrain Restrict</td>
<td>The opposite of tyranny. Dictatorships have no limits. The Founder wanted a limited government to try to protect against tyranny.</td>
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<tr>
<td>Word/Definition</td>
<td>Your Definition</td>
<td>Related Words</td>
<td>Another Way to Think About It</td>
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