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Young Citizens

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Young Citizens

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TEACHER'S GUIDE

NYSTROM

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Welcome to Nystrom Young Citizens

The importance of social studies in preparing students for the demands of life in the twenty-first century is now widely recognized by educators and policy makers.

Our mission is to partner with educators to help build tomorrow’s citizens—community members who can understand concepts and content, think critically, solve problems, collaborate well with others, use technology appropriately, and responsibly manage their own time and behavior. Students must develop a sense of civic pride and participate regularly in all levels of government. These attributes have been variously called “twenty-first-century skills,” “college and career readiness skills,” and “success skills.”

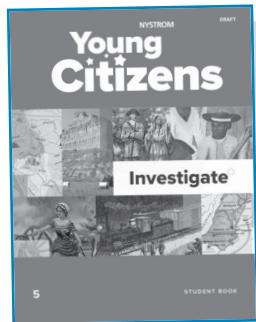
Nystrom Young Citizens steps up to meet this challenge in the classrooms of young learners. Maintaining Nystrom Education’s established leadership in hands-on, engaged, sequenced learning, this program blends these strengths with extensive and diverse student development through literacy roads, collaboration opportunities, and project-based learning units. Our social studies core curriculum program brings together the latest research on literacy, brain-based imaging, and interactive learning strategies to offer a program that is colorful, accessible, and designed to meet the needs of your diverse student body. And, it deepens learning with a focus on academic rigor, literacy, hands-on experiences, digital integration, and varied assessments.

Within Nystrom Young Citizens there are multiple ways for students to interact with content. The program combines reading, writing, thinking, speaking and listening skills with hands-on experiences that your students will remember for years to come. Equipped with knowledge and skills, students grow into thoughtful, caring, active citizens.

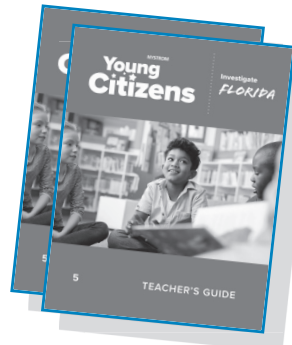
Nystrom Young Citizens has a strong foundation in civics. Students will study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism. Students will also reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

Program Components

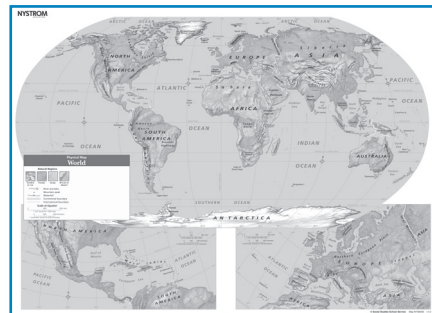
Nystrom Young Citizens meets the needs of today's classrooms with streamlined instruction and dynamic materials. Your program includes:



Student Books



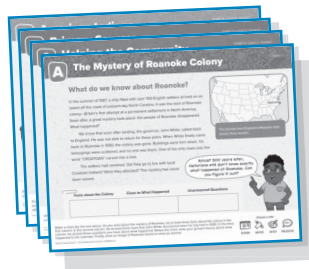
Teacher's Guide and Student Handouts



Markable U.S. and World Desk Maps



Markable Activity Globes
6 for Small Groups



Group Activity Cards
6 Sets



Leveled Student Readers
6 Sets at 4 Levels



U.S. Raised Relief Maps
6 for Small Groups

Wet-Erase Map Markers



Digital Platform

Educational Integrity

Content

Nystrom Young Citizens has been carefully developed according to the educational content integrity of the Next Generation Sunshine State Standards for Social Studies and the progression of depth of knowledge.

Florida State Sunshine Standardss

Standards tell us **what** students need to learn. The content of Nystrom Young Citizens addresses state social studies standards. You will find a correlation to general social studies topics and skills in the Scope and Sequence section.

The Next Generation Sunshine State Standards (NGSSS) social studies standards are organized by strands. For grades K–5, those strands are American history, civics and government, economics, and geography. Nystrom Young Citizens addresses the new civics and government standards by helping students understand the structure of government and how it functions, and requiring students to be able to describe and demonstrate the characteristics of being a responsible citizen, including political participation.

In addition, Nystrom Young Citizens promotes language growth through commonly recognized standards for English language arts and literacy. Activities throughout the program build proficiency in reading both nonfiction texts and literature; in writing narrative, informational, and opinion pieces; and in speaking and listening. Nystrom Young Citizens addresses Florida’s B.E.S.T. Standards for ELA, which were built on the premises that English language arts is not a discrete set of skills but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. The texts in Nystrom Young Citizens are meaningful and thought-provoking, preparing students to be informed, civic-minded members of their community.

Inquiry-Based Learning

Inquiry-based learning points to **how** students are to go about learning. The framework was created by state education agencies and leading organizations in social studies education to provide “guidance for enhancing the rigor of K-12 Civics, Economics, Geography, and History.” Through this four-stage process, students

1. ask good questions and develop robust investigations into them;
2. consider possible solutions and consequences, while using the tools and concepts of social science disciplines;
3. separate evidence-based claims from parochial opinions; and
4. communicate and act upon what they learn.

Each chapter in Nystrom Young Citizens follows this Inquiry Arc. Beginning with a question to explore, each chapter guides students to investigate, develop skills, and build knowledge to answer that question. Through a culminating project at the end of the chapter, students apply and communicate their new knowledge and then take some action.

Depth of Knowledge

Depth of knowledge refers to a progression of thinking skills that tells us **how thoroughly** students understand a subject. It measures the complexity of the thinking task that we ask students to complete. It is not about how hard a particular question is; rather, it looks at how many steps it takes to answer the question.

The depth of knowledge progression moves from simple questions to complex intellectual activity. It has four levels.

Level of Complexity	Examples
1. Recall/Reproduction asks students to recall a fact, a piece of information, or a procedure. Students process information on a low level.	• Can you recall _____? • Who was _____? • Who discovered _____? • How would you describe _____?
2. Skill/Concept requires using information or conceptual knowledge in two or more steps.	• How are _____ and _____ alike? Different? • What steps are needed to _____? • What do you notice about _____?
3. Strategic Thinking involves reasoning, developing a plan or sequence of steps, and can be approached in more than one way.	• How is _____ related to _____? • What is the best answer? Why? • What facts would you select to support _____?
4. Extended Thinking requires connections and extension, high cognitive demands, and complex reasoning. Requires time for extended thinking.	• Research and write a report. • Develop a persuasive argument using information from two or more sources. • What information can you gather that supports your idea about _____?

Look for this progression of higher order thinking in Nystrom Young Citizens' student skills lessons, activity sheets, and Teacher's Guide teaching plans.

Literacy

The idea of United States democracy and instilling a sense of civic pride in all individuals to encourage regular participation in all levels of government is as critical today as when the country was founded. Students' ability to read, write, speak, and listen are the essential foundations not only for learning in social studies but also for participating in civic life. For this reason, Nystrom Young Citizens promotes literacy throughout all its components, smoothly integrating language arts with social studies.

Reading

To maximize student success, you need to weave reading comprehension strategies into social studies content and concepts. Strengthening students' reading skills not only improves their comprehension of this material but also gives them tools to tackle other types of reading.

Nystrom Young Citizens builds reading comprehension skills through a wide range of informational texts (such as narrative nonfiction, expository text, captions, labels, and legends). Below are some avenues through which reading block instructions can be supported and integrated into social studies time.

Vocabulary

Studies have shown that early introduction to a wide variety of words is an important predictor of later success in school. Vocabulary development contributes to phonological awareness development, improves reading comprehension, and promotes fluency. Each section of the Student Book and each Leveled Student Reader introduces important domain-specific vocabulary in context. These books also include glossaries to reinforce and clarify the meaning of vocabulary words.

Visual Literacy

Young students in particular need to see things in order to understand and remember them. The comic strip characters invite students to peek into what's coming up in the text. They also are a fun and engaging exposure to dialogue. And, they pull reluctant readers into the content through short sentences with heavy illustrative support.

Primary Sources

"Primary sources are the raw material of history," according to the Library of Congress. Teaching with primary sources is a critical part of the twenty-first-century social studies classroom. The internet has made primary sources more easily available than ever before.

Nystrom Young Citizens provides primary sources in Leveled Student Readers and Group Activity Cards as well as in the Student Book. These primary sources are at the appropriate grade level to the greatest extent possible. There are frequent photos and contemporary illustrations from the past. Both Leveled Student Readers and Group Activity Cards include activities for the students to examine and study primary sources. Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.

The Student Book and Teacher's Guide also include specific skill lessons on the use of primary sources. These skill lessons follow the guidelines of the Library of Congress for using primary sources in the classroom, including (1) engaging the students, (2) promoting student inquiry, and (3) applying critical-thinking skills to the sources.

Other types of skill lessons include those useful for analyzing primary sources, such as looking at two or more sources on the same topic and distinguishing primary and secondary sources.

Life Connections

Students respond best to situations they can relate to. In Nystrom Young Citizens, connections are made between the content and student's real-life situations. This is achieved in part by focusing on the fictional experiences of the characters that serve as protagonists (for example, we learn how a sense of both family and community is promoted by family reunions) and in

part by asking students to make connections to real-life choices (for example, deciding where our classroom should volunteer to have the biggest impact on our local community).

Collaboration

Collaboration has been identified as a twenty-first-century skill. Reluctant or emerging readers benefit from a variety of collaborative configurations to engage them in reading. This program uses reading as one of several opportunities to help students learn how to work together toward a common goal.

Critical Thinking

Language arts and social studies share a core of critical-thinking skills that form the cornerstones of comprehension. Sequencing, comparing and contrasting, recognizing cause and effect, drawing conclusions, and evaluating are just a few. In Nystrom Young Citizens, Student Books, Leveled Student Readers, and Group Activity Cards are used to teach and reinforce these skills.

Writing

Like reading, writing offers another way to blend language arts and social studies instruction. Nystrom Young Citizens presents a variety of writing tasks, progressing from very simple to more complex as students move up through the grades. In addition to writing for activity sheets, there are scaffolded skill lessons in writing. These skill lessons teach students different types of writing, such as narratives and personal experiences, opinion pieces, and information pieces. Further, the students' Think Books provide opportunities for less structured writing.

Speaking and Listening

Engagement in the social studies classroom, especially for young students, calls for lots of student dialogue and oral participation. Every lesson in the program involves some form of discussion and oral participation by students.

Modifications for Differentiation

One of the strengths of the Young Citizens program is its attention to differentiated learning. Each section's teaching plan includes recommendations for above-level students, below-level students, and English language learners. These additions provide the teacher with ideas for reaching students who may find work too easy or too difficult, as well as strategies for how to address differentiation when doing group work.

Above These modifications target students who may finish the assigned work more quickly than their peers. The Above modifications usually add more challenging or in-depth assignments to the regular lesson plan; instead of sitting and waiting for their classmates to finish their work, above-level students will remain intellectually engaged by creative additions to the lesson plan.

Below These modifications provide ideas about how to help below-level students who may struggle with reading, writing, or other classroom activities. Below modifications may focus on a specific part of the lesson and provide suggestions for how to keep students from falling behind; they also provide strategies for cooperative learning and for utilizing small groups to optimize the learning process.

ELL Language learners can present a unique challenge in the classroom. The goal of this program is to seamlessly integrate social studies and language arts, and that includes modifications for ELL students. Because Nystrom Young Citizens has such a strong geography component, many of these modifications use geography to help students learn new vocabulary. The program values cultural diversity and it encourages students from other countries to share their cultures with their peers. This helps to create a sense of pride among ELL students and wonder and curiosity among their classmates.

One way to have more time for differentiation is to combine social studies and language arts teaching. Nystrom Young Citizens has a formidable base in language arts. Each teaching plan builds on reading the Student Book in different ways to develop language skills as well as social studies knowledge. These social studies materials are a strong fit for reading and writing instruction. The program also includes a library of Leveled Student Readers, which can work seamlessly in language arts time.

Digital Integration

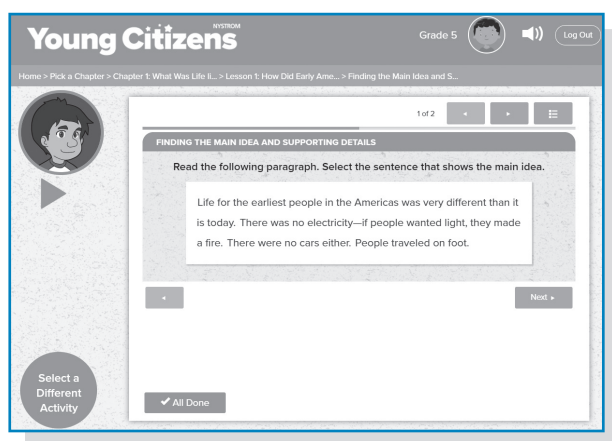
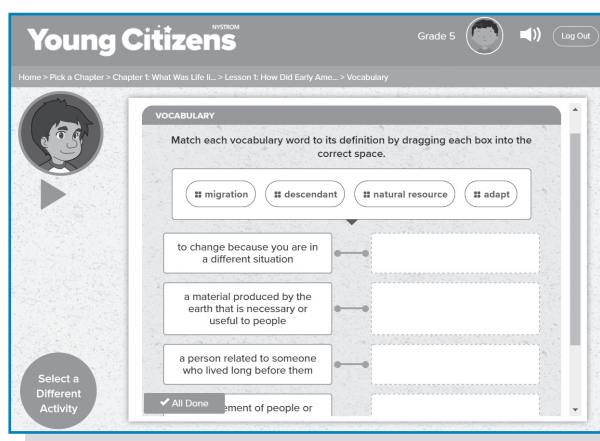
Through its online environment, Nystrom Young Citizens offers complete integration of print and digital materials. Depending on available time and resources, students and teachers can use online materials both at home and in school.

The online environment

- allows students to access content anywhere, anytime through their own log-ins;
- supports and bolsters the print materials with interactive digital assessments that teach twenty-first-century skills;
- incorporates familiar characters to bring the material alive;
- enables teachers to monitor students' progress; and
- provides frontline access for parents so they can encourage their kids every step of the way.

Student Materials

Online activities accompany each lesson of the Nystrom Young Citizens Student Book. Activities cover skills, content, and vocabulary. For each lesson there is one vocabulary activity and one skill activity. Kid-friendly formats such as drag-and-drop and highlighting engage the student in the learning task. In addition, end-of-chapter activities review vocabulary and strengthen sequencing and mapping skills.



Students can also practice skills and reinforce concepts taught in the book through online assessments. The longer summative assessment, the chapter test, is available both in print and digitally. When completed digitally, teachers can take advantage of the Nystrom Young Citizens Learning Management System to grade the assessments and generate reports to track student progress.

The Founding Documents is its own section on the digital platform. Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens through the print and digital version of the Founding Documents.

Teacher Materials

The entire Teacher's Guide is available online. This includes activity sheets and tests that the teacher can print out to use in class. It also contains Lesson Closure activities, Letters Home, state maps, the Atlas, and Founding Documents.

Detailed instructions on how to use the online interface are available on the Help page at yc.socialstudies.com.

Active Participation of Students

Hands-on Learning

Scientists who study the brain have learned that we remember and understand much more when we actively engage with information rather than just passively receive it. We also know that by manipulating the new information in various ways through different processes and sensory modalities, the learner builds more interconnections within and between neural networks. This mass of interconnections provides multiple pathways for retrieving the new information from long-term memory. For this reason, Nystrom Young Citizens builds an array of hands-on experiences into the program.

Manipulatives

Which would engage you more, being told to find the library on a town map or being given a challenge to draw the shortest route to the library from the grocery store? The latter option is not only more fun for students, but it also uses different parts of the brain. While the eyes locate the two buildings, the fingers might trace several routes. The brain processes these inputs, then the hand draws the chosen route with a marker. Activity makes the difference.

Nystrom Young Citizens offers many opportunities like this for students to interact with the individual laminated desk maps and the small globes for group work. Wet-erase markers make it easy to use these materials over and over. The maps and globes are washable and extremely durable.

Project-Based Learning

Project-based learning provides students with an opportunity to use a variety of skills to create their own public project. The projects allow the use of multiple skills and a broad range of knowledge to develop an authentic product of group effort using twenty-first-century skills. Nystrom Young Citizens includes one project per chapter as a culminating assessment. These projects generally follow the "Essential Project Design Elements" as detailed by John Larmer,

John Mergendoller, and Suzie Boss in *Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction* (2015).

1. **Engage** Start projects by discussing what is to be accomplished. Hand out the Project Checklist and refer to it throughout the project. Solicit student input on what outcomes they would like to see to stress the topic's importance on a personal, internal level.
2. **Compelling Question** Revisit the chapter-opening question—it is the compelling question for the project. The question focuses the direction of the overall project. The specifics of the final project should reflect the students' path to an answer, their own concerns, issues, interests, and identities.
3. **Student Decision** Students need to develop not just what to say but how to say it. Student groups, with guidance from the teacher, discuss and plan how they will address the issues of the project. The more each student is able to contribute at this stage, the more they will be invested and learn from the project as a whole.
4. **Twenty-First-Century Skills** All projects encourage collaboration, communication, critical thinking, time management, and use of technology at a grade-appropriate level.
5. **Discovery and Exploration** The initial brainstorming should create a path of exploration based on the students' own questions and ideas (within the framework of the project). This exploration of resources (traditional research, interviews, surveys, etc.) allows the student groups room to explore and develop the project on their own and to develop a sense of civic pride.
6. **Discussion and Revision** Students in the group will take time to review each other's work to determine their progress. This allows not only for constructive feedback but also for revision of the group's project.
7. **Communicating Results, Publicly** The end result of the project is presented to the class, the school, or some other larger group. In most cases, the verbal presentation is accompanied by a physical product to be displayed.

Multicultural Representation

The characters in the Nystrom Young Citizens narrative represent a variety of social and ethnic backgrounds helping to promote an appreciation for the contributions of diverse cultures and heritages. Students are introduced to characters who are Asian, Black, White, Jewish, Christian, Muslim, and who have disabilities with the goal of fostering understanding of ethnic and cultural diversity in our communities.

Humanity and Compassion

Nystrom Young Citizens promotes understanding and compassion, both for other people and for the animals that make up our communities. Situations covered in the student text demonstrate examples of students helping other students, assisting those in need, and respecting the needs and feelings of others. For example, the introduction illustrates examples of students who have taken action to help their communities.

Parent Resources

Parents have an opportunity to share in their children's learning and monitor progress through features like our Letter Home or the digital platform. With the Letter Home (available for each chapter), parents are informed of the unit's objectives and what students will need to complete

the active learning component that comes at the end of each unit. In addition, the Letter Home provides ideas for parents to help their students learn vocabulary, skills, and content that are relevant to that unit. The digital platform allows for parents to have their own login to view student assignments and assess their child's progress.

Assessment

The goal of each assessment type in Nystrom Young Citizens is to help teachers shape instruction to maximize learning for every student—not only social studies content and concepts but also essential thinking skills and language arts proficiency.

Formative Assessments

More informal than tests, formative assessments provide quick feedback to indicate students' progress and where they need more work. Information gained on student progress through formative assessments should guide further instruction.

At the section level, formative assessments include oral questions, writing on maps, quick-writes, simulations, arts and crafts projects, and activity sheets. Activity sheets appear in the teacher's Student Handouts book, as black-line masters, and as PDFs online. They cover skills and vocabulary. In format, they can be

- matching
- multiple choice
- sentence completion
- map completions
- drawing
- comprehension: reading passages, maps, images
- short-answer questions
- extended response
- recalling information
- identification or classification into the correct categories
- evaluating information or results
- analyzing and researching
- applying specific thinking strategies to different real-world situations
- checklists for evaluation

These types of questions also appear in the Leveled Student Readers and the Group Activity Cards.

Formative assessments appear in the Lesson Closure as well. The Lesson Closure has two parts: a quick classroom assessment activity and a Writing Prompt activity. The Writing Prompt asks students to synthesize material from the lesson and respond in written form. This helps students develop essential writing skills while at the same time reviewing social studies information.

Summative Assessments

The end of each chapter calls for a more formal, or summative, assessment to evaluate student learning. A ready-to-go traditional chapter test is provided. Extended review materials help students prepare for the chapter test.

The big culminating activity of each chapter is the chapter project. This project challenges students to work together to apply what they have learned to create something of value to the classroom, school, or community as a whole. Throughout the chapter, students have worked through steps 1 and 2 of the Inquiry Arc: asking questions and finding answers. In the chapter project, they bring together what they have learned, evaluate it, perhaps do more research, and then communicate their learning to take informed action.

The chapter project involves hands-on work and allows students of different aptitudes and abilities to demonstrate their talents.

Digital Assessments

Digital assessments give students opportunities to practice vocabulary, skills, and concepts at home, in a computer lab, or wherever they have internet access. As digital natives, students benefit from online practice, which increases their retention of both social studies concepts and literacy skill in an environment where they are comfortable. As they practice, students also improve their proficiency with technology and have the opportunity to develop their twenty-first-century skills. Digital assessments also facilitate rigor in the classroom by building leveled activities, from depth of knowledge level 1 to level 3.

How to Use the Program

All the components of Nystrom Young Citizens are designed to work hand-in-hand. Led by the Student Book, each component supports and expands student learning.

Understanding the Student Book

This grade-level appropriate informational text covers the content students need to master. The Student Book is divided into a “How Do We Use This Book” introduction and six chapters. Each chapter has 2–8 lessons, and each lesson is divided into several sections. Comics draw students into each chapter and support the informational text. The Student Book includes

- historical narrative exploring the foundations and development of American history;
- numerous photos, graphics, captions, and comics to aid student understanding;
- Contents;
- Atlas;
- Founding Documents;
- Glossary; and
- Index

Chapter Elements

A

Chapter 2: Why Did Europeans Come to the Americas?

Are any of you curious about why Europeans came to the Americas?

Well, there are a number of reasons why Europeans came to the Americas. One of the main reasons was the search for new trade routes to the East Indies. Another reason was the desire for wealth and power. And finally, many Europeans came to the Americas in search of a better life.

There were many different groups of people who came to the Americas. Some came from Europe, some from Africa, and some from Asia. Each group brought with it its own culture and traditions.

One of the most important reasons why Europeans came to the Americas was the search for new trade routes. The Europeans wanted to find a way to get to the East Indies without having to go around Africa.

Another reason why Europeans came to the Americas was the desire for wealth and power. Many Europeans believed that there was a lot of gold and silver in the Americas, and they wanted to find it.

Finally, many Europeans came to the Americas in search of a better life. They wanted to escape the poverty and disease of Europe and start a new life in a new land.

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- A.** Chapter title is a compelling question that will be answered throughout the chapter.
- B.** Chapter introductory comic provides a student-friendly hook to lead into the chapter's content.

Columbus

INTRODUCTION

Europeans in the Americas

In the 1500s, European countries such as England, France, Portugal, and Spain competed to become the most rich and powerful. Nations wanted to expand trade with other countries to make money and get goods from around the world. At the moment, in sailing allowed Europeans to travel farther out to sea than ever before. So explorers set out to find other, faster trade routes.

During this time, Europeans traveled to the Americas, an area they called the New World. Although the land was new to Europeans, they met many native peoples whose families had lived there for centuries.

Europeans claimed territory in the Americas, which led to conflicts with native peoples. However, Europeans kept arriving. Many hoped to make money to escape problems at home.

Discovery

1492
 Christopher Columbus
 discovers the Americas.

1519
 Hernán Cortés leads his conquest of the Aztecs.

1532
 Francisco Pizarro begins his conquest of the Incas.

1533
 Eastern Ferdinand Magellan's crew becomes the first to sail around the world.

1565
 Spain establishes the city of Manila in what is now the Philippines.

1607
 Jamestown, the first permanent English settlement, is established in the Americas.

1620
 The first enslaved Africans arrive in what English colonists call America.

1621
 Plymouth colonists sign the Mayflower Compact, an agreement that would influence democracy in the United States.

36

37

- C.** Chapter introduction sets up the main ideas that will be presented throughout the chapter.
- D.** Time line presents important events visually and chronologically.

E **LESSON 4**
Why Did the Pilgrims Find Their Own Colony?

F **Vocabulary**
Separate
Pilgrim
Mayflower Compact
trial

G **Creating a Government**
The Pilgrims wanted to be sure that all settlers would work together to help the colony succeed. The **Mayflower Compact** was a social contract among all the members on board. Many passengers on the ship were not Separatists and did not see the religious reasons. The Mayflower

H **Survival**
Life was extremely difficult for the settlers, especially during the first winter. Almost half of the people who arrived on the ship died during their first few months. Of the Pilgrims who survived the journey, only five remained that first winter, one was Elizabeth Hghe.

I **Annexation, 1857**
West, California, 1857
Plymouth, 1820
Plymouth, 1820
Plymouth, 1820

J **People of the Frontier**

K **Learning about the Past**
Thomas Huntford spent time in England, South Carolina, and Asia. This is part of a letter he wrote to his father.

L **RESEARCHING SKILL**
Using Primary Sources
In order to understand the past, it is important to look at events from different perspectives. One way to do this is by reading primary sources. These sources are from people who lived during the time being studied.

M **CHAPTER 3 SUMMARY**
How Did the English Colonies Grow?
The English colonies worked hard to create successful communities. They needed land to grow food and produce goods for trade. They also needed governments that made rules and helped settlers meet needs. They had to create relationships with different people in the colonies.

LESSON 1 What New Colonies Were Created by England?
The first English colonies were Massachusetts, Rhode Island, Connecticut, and New Hampshire.
The Middle colonies were New York, Pennsylvania, New Jersey, and Delaware.
The Southern colonies were Maryland, Virginia, North Carolina, South Carolina, and Georgia.
Colonies were founded for religious freedom or economic opportunities.
An economic partnership in the slave trade. They had complex relationships with different nations.

LESSON 2 What Were the New England Colonies Like?
In Massachusetts, the Puritan church controlled the government and laws. People with different beliefs were not accepted.
The Puritan colonies were based on farming, fishing, shipbuilding, and trade.
Education and religious opportunities were important to social class, such as literacy.

LESSON 3 What Were the Middle Colonies Like?
The middle colonies included people with different religious backgrounds. They came from several European countries.
The middle colonies were based on commerce, trade, and shipbuilding.
Education and religious opportunities were important to social class, such as literacy.

LESSON 4 What Were the Southern Colonies Like?
The Church of England was the main religion among the Southern colonies.
The Southern colonies were based on farming tobacco, wheat, rice, and other crops.
The Southern colonies were based on slavery and other crops.
Only the most determined people lived in the Southern colonies.

- E.** Each lesson title is a supporting question that relates to the chapter's compelling question.
- F.** A vocabulary list for the entire lesson provides an early introduction to important terms used in the lesson.
- G.** Each vocabulary word is in boldface the first time it appears in the main text.
- H.** Pictures and captions help describe the concepts in the main text.
- I.** Maps and graphs illustrate geographical, political, economic, and social themes.
- J.** The Biography Gallery highlights different historical figures in a creative format.
- K.** Perspectives on civics, geography, economics, and history come at the end of each lesson and give students a closer look into key social studies themes.
- L.** Skills sections focus on abilities essential for social studies and literacy.
- M.** Brief summaries of the main points of each lesson are found at the end of all chapters.

Reference Sections

N **United States**

Atlas

United States

United States

- N.** The Atlas provides physical and political maps of the world and the United States.

Understanding the Teacher's Guide

The Teacher's Guide parallels the Student Book and is also divided into a "How Do We Use This Book" introduction and six chapters. Each chapter has 2–8 lessons, and each lesson is divided into two activities. The Teacher's Guide includes

- step-by-step instructions for two hands-on activities for each Student Book lesson and chapter projects;
- activities for improving domain-specific vocabulary, content knowledge, and skills;
- explanations for how all program materials are used in class activities;
- multiple options for differentiation and extending activities; and
- culminating projects for each chapter, which encourage students to apply and communicate their new knowledge and then take informed action.

Chapter Openings



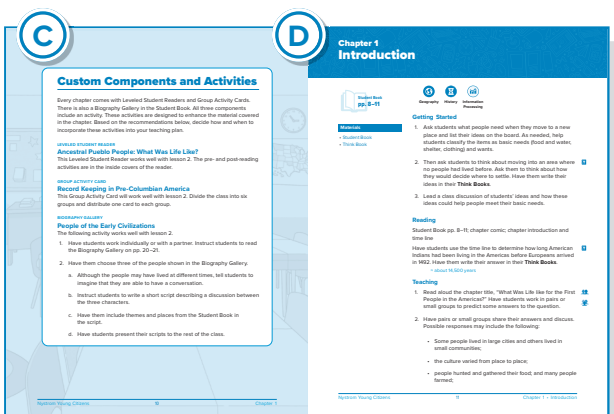
A. Compelling Question

Chapter titles are compelling questions, following the fundamental principles of inquiry-based learning and the Inquiry Arc practice of the Florida State Sunshine Standards. The lessons of the chapter will help students develop answers to the compelling question.

Before beginning a chapter have students read the compelling question as a class and have a brief discussion of what it could mean.

B. Time Frame

The suggested time frame helps you maintain pacing for the school year. In general, it assumes one week for each lesson and one week for chapter review, test, and culminating project.



C. Custom Components and Activities

This page provides a guide for how to incorporate the Leveled Student Readers and Group Activity Cards into the chapter. There is also a short activity designed for the chapter's Biography Gallery.

D. Chapter Introductory Activity

The introductory activity engages the students in the compelling question. The activity will involve reading the compelling question, the chapter's introductory comic strip, and the chapter time line.

Lesson 3 What Were the Middle Colonies Like?

F Main Goals

- Describe how the Middle colonies were tolerant.
- Explain how colonists participated in the global economy.
- Make connections between historical eras and students' experiences.

Online Activities

- Vocabulary
- Making Connections

Literacy Links

- The Middle Colonies*, by Kelly Rodgers
- New York City History for Kids*, by Richard Panichyk
- William Penn*, by Janet Bengt

Activity 1 Diversity and Tolerance in the Middle Colonies

Student Book
pp. 98–100

K Vocabulary

tolerance

L Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers

Objectives

Students will be able to:

- Recognize how the Middle colonies were influenced by multiple European nations.
- Define *tolerance* and understand the religious diversity of the Middle colonies.
- Map the locations of early Swedish and Dutch settlements in the Middle colonies.

Teacher's Note

Before the lesson, find out the origin of the name of your town/city. You will use this information in the Getting Started activity.

Getting Started

- Write the name of your town/city on the board. Ask students if anyone knows the origin of the name. Elicit guesses before you reveal the correct answer.
- Propose a hypothetical contest to rename the town/city. Have students write down a few ideas for new names in their **Think Books**. Call on a few students for their suggestions.

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You may wish to hold a class vote to determine the most popular new name.

- Ask students why a place might change its name. If students struggle to answer, then explain how a place might change its name to honor a famous person or when taken over by another country. Next, ask them if they know of any places that have changed their names.
- Explain that the name of the largest city in the United States—New York City—changed in 1664 from New Amsterdam. Ask students to speculate why that might have happened. Explain that in today's lesson, they will learn about the early colonial settlements known as New Netherland (which included New Amsterdam/New York) and New Sweden, and how they influenced parts of the United States.

Reading

Student Book pp. 98–100: Government of the Middle Colonies; Religion in the Middle Colonies

As students read, have them write answers to the following in their **Think Books**:

- Write two details about how the Netherlands was involved in colonizing the Americas.
 - The Netherlands originally settled parts of modern-day New York state, which was known at the time as New Netherland. The capital, New Amsterdam, was in modern-day New York City.
 - The country hired Henry Hudson to explore the area.
 - There was a governor but no elected assembly.
 - The Dutch built warehouses along the rivers and coast to help with fur trading.
 - The Netherlands surrendered the Middle colonies to England.
- Have students write two details about religion in the Middle colonies.
 - Many different religions, including Catholics, Lutherans, Quakers, and Jews
 - Known for its religious tolerance
 - Settled by many Quakers who believed women could take leadership roles and wanted to establish a colony that emphasized equality
 - In Pennsylvania, people had the freedom to practice any religion.

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Teaching

- Have students turn to p. 99 of the **Student Book** (Religion in the Middle Colonies) and call on a student to define the vocabulary word *tolerance*. (the willingness to respect or accept the customs, beliefs, or opinions of others) The student may use context clues or the Glossary.
- Direct students' attention to the pie chart on the same page. Ask students how the word *tolerance* might be related to the information in the pie chart. If necessary, explain to students that the pie chart shows many different religions and only a tolerant society would accept and support so many different faiths.
- Put students in small groups and give each group a **U.S. Desk Map** and map marker.
 - Instruct groups to draw an outline around the states that made up the Middle colonies: New York (NY), Pennsylvania (PA), New Jersey (NJ), and Delaware (DE).
 - Have groups locate the Hudson River in New York state. Have them draw a large circle around the entire river. In the legend, have students draw a circle and label it **New Netherland**.
 - Have groups locate the Delaware River bordering Pennsylvania, New Jersey, and Delaware. Have them draw a rectangle around the entire river. In the legend, have them draw a rectangle and label it **New Sweden**.
- Next, have groups flip the maps over to the **World Desk Map** side.
 - Help groups locate Sweden. Explain that it is in Europe and located in the eastern part of the Scandinavian Peninsula. Have groups mark Sweden with an **S**. In the legend, have them draw an **S** and label it **Sweden**.
 - Help groups locate the Netherlands. Explain that it is in northern Europe, just northwest of the **E** in "EUROPE." Have them mark the Netherlands with an **N**. In the legend, have them draw an **N** and label it **Netherlands**.

- Finally, help groups locate England. Explain that it is the island northwest of continental Europe, labeled on the map as "British Isles." Have them mark England with an **E**. In the legend, have them draw an **E** and label it **England**.

- Summarizing and Assessing:** Which European countries controlled the Middle colonies:

- Have students turn the maps back over to the **U.S. Desk Map** side. Explain that Sweden and the Netherlands colonized land in the early 1600s, but that England took over the eastern coast of North America before the end of the century. Tell students that the region remained very diverse because of this history of different colonial powers.
- Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students create a Venn diagram in their **Think Books** to compare and contrast the English colonies and the Dutch colonies. Tell them that the diagram should include information about the government and religion.

Below Provide students with a half-sheet of paper with these questions. Ask them to write their answers in their **Think Books** as they read the Student Book.

- How was the Netherlands involved in the Middle colonies?
- What was religious tolerance? Give an example?

ELL Review the meaning of *tolerance*. Simplify the definition if necessary (respecting differences). Read aloud the sections on government and religion. Have students create a T-chart in their **Think Books** and work together to fill in two details from each section.

Extending

Geography Have students use a globe to locate the following places: Holland Township (New Jersey), Finns Point (Delaware), and Watervliet (New York). Explain that these places got their names from the presence of early European settlers. Have students do research to find evidence of Swedish, French, Belgian, and Finnish influence in place names throughout the United States. Then, have students find out more about the origins of local place names.

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Lesson Openings

E. Lesson Title Question

Each chapter has 2–8 lessons. The lesson title question provides a framing question for each lesson. Read the lesson title question with the students to introduce the topic.

F. Main Goals

The lessons are divided into two sections, with an activity for each section. Each activity is listed in Main Goals with a brief description of its objectives. The Main Goals also outlines the skill taught in the lesson.

G. Online Activities

This lists the activities available through the Nystrom Young Citizens online portal, yc.socialstudies.com. These extending activities can be used to introduce and reinforce the lesson's new vocabulary. There are vocabulary and skill activities for every lesson. There are also end-of-chapter review activities.

H. Literacy Links

These are recommended book titles for outside, or library, reading that support the lesson topic at an appropriate reading level for fifth graders. You can read them to the class or suggest them for individual reading time.

Activity Sections

I. Activity Title

Each activity is connected to a section in the Student Book. The title of each activity addresses the chapter and lesson questions.

J. Subject Icons

Each activity addresses from one to three academic disciplines, either topics or skills. Icons appear with each section opening to indicate the main social studies curriculum content or skill development addressed in the activity.

Curriculum Topics



Careers



Civics



Cultures



Economics



Geography



History

Skills



Critical
Thinking



Information
Processing



Reading



Speaking &
Listening



Writing

K. Vocabulary

Most sections include new vocabulary. In the Student Book, the words appear at the beginning of the overall lesson and in bold the first time they are used and accompanied by a definition in the main body of the text. This list notes the words introduced in the section.

L. Materials

Materials that will be needed for the activity are listed here. Be sure to have all the materials easily accessible before the lesson begins. The subsequent Getting Started and Teaching sections will tell you when to distribute materials. You should establish procedures for passing out and collecting materials early in the year.

The Materials list begins with the program components used in the activity, followed by additional materials that may be needed. If there are materials listed that are not generally found in most classrooms—such as audio or visual examples of content—you may do your own research (tailored to your specific classroom dynamic) or use the items digitally provided for your use. These will be available online in the Digital Resources section of yc.socialstudies.com.

An icon in the Materials list indicates when the listed items are available on your Digital Resources page: .

M. Objectives

Student objectives for the activity are itemized here in the SWBAT (Students will be able to . . .) format. The objectives are listed according to the order they are encountered in the activity. In general, this follows a lower-to-higher order depth of knowledge.

N. Getting Started

Getting Started gives instructions for introducing the activity. This activity warm-up engages and prepares the student for the larger activity. In addition, the Getting Started section often provides ways to get students thinking about new words or thinking deeper about words they already know.

O. Reading

Every activity features a reading component. Students are assigned pages from the Student Book. In addition, targeted instructions guide students to practice essential note-taking skills.

P. Teaching

Here is where you will find the step-by-step teaching instructions for the activity. Most activities will be hands-on or discussion-based. The activity may be completed by the whole class, small groups, pairs, independently, or a combination of these classifications. Be sure to stop frequently to engage students and check for understanding.

The Teaching steps assume that students already have the Student Book and Think Books (see p. xxxiii) on hand. There are specific instructions on when to distribute other materials.

If the activity requires a student worksheet, handout masters are available online (yc.socialstudies.com) as printable PDFs, or may be copied from the Teacher's Guide: Student Handouts.

Q. Group Work

Icons appear next to a step when the activity switches from one grouping of students to another. You should establish a procedure early on for getting students into pairs  and groups .

R. Summarizing and Assessing

Summarizing and Assessing provides instructions to quickly determine if students understand the fundamental concepts and skills of the activity. These are meant as formative assessments. Online activities can provide reinforcement for students who are still struggling with the section content. This is also an opportunity to review, reinforce, and support areas that were not fully understood.

S. Modifications for Differentiation

Suggestions for modifications to the activity to help every student succeed are listed here. The modifications deal specifically with students who are significantly above or below the grade reading level as well as English language learners. Sometimes these modifications will help students with less pronounced exceptionalities as well.

T. Extending

Extending provides activities that expand on concepts in the activity and introduces cross-curricular links. These extending activities can provide additional challenges for successful students, provide reinforcement for struggling students, and connect the activities to other material students may be interested in or studying elsewhere.

Skills-Based Activity Sections

Certain activities target specific skills-building learning. These activities follow the same format as all other activity sections. They correspond to specially designed skills sections in the Student Book and are represented by four umbrella categories.



Reading Skills These activities support reading comprehension and critical-thinking skills related to literacy. Some sections in this category include using reading strategies, comparing similarities and differences, and finding main ideas.



Researching Skills These activities support finding, understanding, and using different media. Some sections in this category incorporate primary source analysis.



Writing Skills These activities support developing clear self-expression. Some sections in this category include writing a narrative and writing an informational piece.



Map and Graph Skills These activities support understanding, using, and creating visual information. Some sections in this category include reading a map, making a graph, and categorizing.

Lesson Closure

Lesson 1 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question. Model this technique for students by making the section title “The First Farmers in the Americas” into the question “What did the first farmers in the Americas grow?”

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students’ work by having each pair present a question and answer.

Writing Prompt

How do we continue to use natural resources today? Have students identify one natural resource and describe in detail how it is used in daily life.

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U. Review Activity

This brief activity provides a formative assessment at the end of every lesson. Have students complete the assessment after the last activity in the lesson. This is also an opportunity to review, reinforce, and support concepts that were not fully understood.

V. Writing Prompt

This assignment helps students develop crucial writing skills. Writing Prompts are tied to the themes and ideas of the lesson, functioning both as a way to enhance skills and reinforce information.

Chapter Review

The activity is a Chapter Review Activity Sheet that covers all the main points of the chapter, providing an opportunity to reteach any areas that need additional support and attention.

A. Review Vocabulary

A complete list of all vocabulary taught in the chapter is provided as part of the chapter review.

B. Review Activity

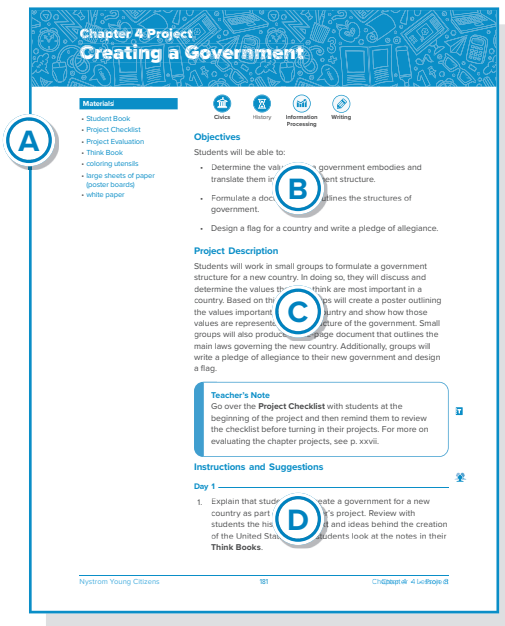
In general, Review Activities involve more practice for traditional assessment than other activities. The content and skills in the Review Activity will be the same content and skills tested in the Chapter Test.

[illegible]

Chapter Project

Every chapter provides a collaborative, culminating project for authentic, summative assessment. The project incorporates most of the skills and content found in the chapter along with communication, research, and collaboration skills. The project takes place over several days, as the instructions outline.

Projects range from the relatively straightforward to the more complex. The projects showcase the Nystrom Young Citizens application of the Inquiry Arc process in action: ask questions, gather information, evaluate, and communicate conclusions.



A. Materials

This list of materials is organized day by day for the duration of the project.

B. Objectives

Student objectives for the activity are itemized here. The objectives are listed according to the order encountered in the activity. In general, this follows a lower-to-higher order depth of knowledge.

C. Project Description

The description provides the end result of the project as well as a general outline of what will be accomplished pedagogically through the project.

D. Instructions and Suggestions

Day-by-day and step-by-step instructions guide teachers and students through the project. The project instructions are organized similarly to the other activities. Each day's work is laid out. Suggestions for preparation and guidance are also provided here.

Evaluating the Chapter Projects

Begin each project by distributing a copy of the chapter Project Checklist (in the Student Handouts) to every student. If students complete all the items on the checklist, then they have achieved a successful outcome.

The challenge to the teacher is to grade students' work fairly, both as individuals, as small groups, and as a class. To do so calls for using the Project Checklist for student self-evaluation, and the Project Evaluation rubric (in the Student Handouts).

You can create your own criteria and categories. It is important to share the rubric with the class before students begin work on the project so that they will know what you expect of them.

Answer Keys

Here you will find answer keys for all the activity sheets, chapter review worksheets, and chapter tests.

Chapter 6

Activity Sheet 6a 4 of 4

Studying Slavery through Oral Histories

Visit the stations and write the name of the correct person after each question.

- Who described the religion among enslaved people?
Cato Carter
- Who was given to a young white woman who was about to be married?
Elizabeth Sparks
- Who talked about the food and clothing of enslaved people?
Allen Sims
- Who described days off, including Sundays and Christmas?
Sylvia Durant
- Who described punishments for enslaved people, including being chained to the floor?
Winston Davis
- Whose owner treated his enslaved people well and did not want to sell them off?
Isaac Johnson
- Who talked about how their parents could only see each other once a week because they lived on different plantations?
Sarah Pittman
- Who described how slave owners broke up families by selling people away farther south?
Susan Dale Sanders
- Who described working in the house while others were sent to the fields?
Fanny Randolph
- Who talked about education and travel among enslaved people?
Fountain Hughes

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Chapter 6 • Lesson 1

Activity Sheet 6d 1 of 3

No Turning Back

Complete the sequence chart by placing the events below in the correct order. You may use the Student Book to help you.

- The Civil War begins.
- Confederate President Jefferson Davis orders troops to take control of Ft. Sumter.
- Abraham Lincoln is chosen as president in the election of 1860.
- South Carolina secedes.
- Union Major Anderson flies the American flag over Ft. Sumter.
- U.S. President Abraham Lincoln sends a message to South Carolina that he will be sending food and supplies to Ft. Sumter.

- Abraham Lincoln is chosen as president in the election of 1860.
- South Carolina secedes.
- Union Major Anderson flies the American flag over Ft. Sumter.
- U.S. President Abraham Lincoln sends a message to South Carolina that he will be sending food and supplies to Ft. Sumter.
- Confederate President Jefferson Davis orders troops to take control of Ft. Sumter.
- Confederate troops fire on Ft. Sumter.
- The Civil War begins.

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Chapter 6 • Lesson 4

Activity Sheet 6e 1 of 3

Reading and Making Graphs

Read the text and complete the task below.

Millions of soldiers fought in the Civil War. Hundreds of thousands were captured by opposing forces and held as prisoners of war (POWs). Because many thought the war would end quickly, neither the Union nor Confederacy was prepared to hold so many prisoners of war. Conditions in the POW camps were terrible, with overcrowding and shortages of supplies. Tragically, thousands of Americans died from disease and sickness in the camps.

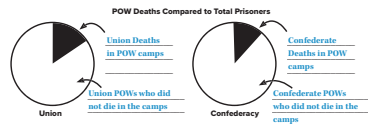
Prisoner-of-War Statistics (Estimates)

- Use the information below to create a bar graph.

	The American Revolution (1775–1783)	The Civil War (1861–1865)
American prisoners of war	20,000	408,000
Deaths in POW camps	8,500	56,000

- Use the information below to label the pie charts.

	The Civil War	Union	Confederacy
Prisoners of war		194,000	214,000
Deaths in POW camps		30,000	26,000



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Chapter 6 • Lesson 5

Activity Sheet 6f 1 of 3

The Freedmen's Bureau

Fill in information about each sketch showing Freedmen's Bureaus.



Image 1

- Describe what you see in detail.
Answers will vary but may include that there is a group of elderly African Americans with walking canes standing outside a building.
- What service is the Freedmen's Bureau providing in this image? How do you know?
Answers will vary but may include that the bureau is helping the sick and old as a lot of people have walking canes

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Chapter 6 • Lesson 7

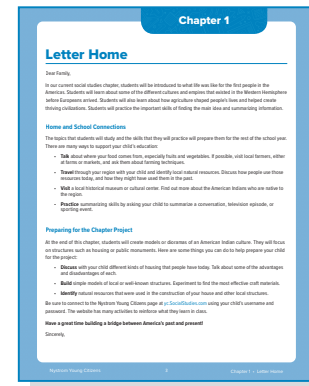
Understanding the Teacher's Guide: Student Handouts

This is your handy one-stop location for all student reproducible materials. These items are all also available online at yc.SocialStudies.com as printable PDFs. The Teacher's Guide will tell you when to use the different sheets. The copy masters are arranged in the order that they appear in the chapters. Thus, the first item is the program's introductory Letter Home. You will find here copy masters (or black-line masters) for the following items.

Letter Home

The program strongly encourages the development of social studies education outside of the classroom. The Letter Home tells parents and guardians what will be covered in the upcoming chapter and provides ideas for how they can reinforce the concepts outside the classroom.

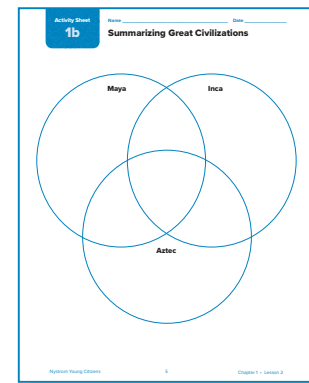
Copy the letter, sign it, and send it home with the students. You are encouraged to add anything that you feel may be appropriate to your class's unique circumstance.



Activity Sheets

Some activities have worksheets. These are used as a part of the activities. The Getting Started, Teaching, and Summarizing and Assessing sections will provide more instructions on when and how to use them. These sheets are titled and numbered with the chapter number and a sequential letter, for example, 4a, 4b, 4c. The final activity sheet for each chapter is the chapter review.

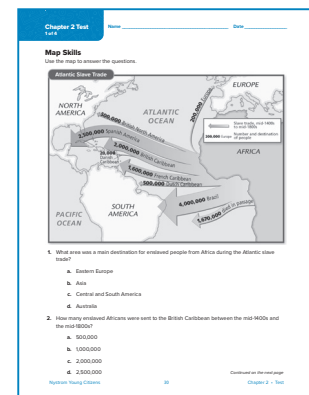
Answer keys to activity sheets can be found at the back of the Teacher's Guide.



Chapter Test

The Chapter Test assesses skill, vocabulary, and content at various depths of knowledge. This serves as the summative assessment for the chapter. The test allows you to assess the students' levels of understanding and provides students with practice in a variety of standardized testing formats. The Chapter Test master is found at the end of each chapter in the Student Handouts.

Chapter Tests may be administered and graded in the online interface. The online chapter test offers students opportunities to record some answers by speaking into a microphone.



Project Checklist

The checklist gives students an understanding of the expectations for their work on the project. Students should be given the checklist on the first day of the project. These sheets are available for reproduction from the Student Handouts or as a printable PDF from your online portal.

Project Evaluation

The project-specific Project Evaluation rubric measures both the finished project and the student’s collaboration skills. Each item in the rubric can be ranked on a scale of 1 to 4, with 4 as the highest rating.

Chapter 1

Name _____ Date _____

Project Checklist

☐ I contributed and shared my ideas respectfully with my group members.

☐ I listened respectfully to my group members.

☐ I listened respectfully to other groups' presentations during the gallery walk.

☐ I participated in designing our group's model and creating a list of needed materials.

☐ I participated in building our group's model.

☐ I helped present our group's model during the gallery walk.

☐ Our presentation is neat, informative, and historically accurate.

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Chapter 1

Name _____ Date _____

Project Evaluation

Chapter 1 Project	Project Evaluation			
Group Work				
The student shared their ideas respectfully and contributed to group discussions.	1	2	3	4
The student listened respectfully to group members.	1	2	3	4
The student acted appropriately during the gallery walk and during other groups' presentations.	1	2	3	4
Model or Diorama				
The student actively participated in the design of the model and helped create a list of needed materials.	1	2	3	4
The student constructively participated in building the model.	1	2	3	4
Presentation				
The student participated in presenting the model during the gallery walk.	1	2	3	4
The visual display was neat, informative, and historically accurate.	1	2	3	4

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Chapter 1 • Project Evaluation

Understanding the Leveled Student Readers

Each chapter is accompanied by a set of Leveled Student Readers. The Leveled Student Readers are nonfiction books that cover the same topics at four different reading levels. Reading levels are indicated by the number of bars on each book; the more bars, the higher the reading level. Fountas & Pinnell (F&P) and Lexile levels are indicated on the back of each book.

The program includes six titles reinforcing, or providing a counterpoint to, topics from the Student Book. Each title:

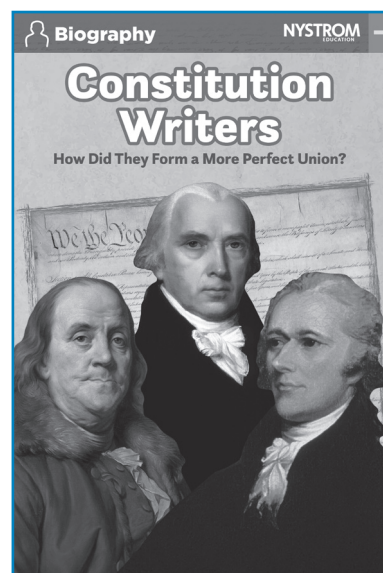
- Covers the same basic content at four reading levels. More detailed information is available to students with a higher reading level.
- Tracks page-for-page at all levels with content covered and illustrations provided.
- Is colorfully illustrated and easy to read.
- Is integrated into the overall program. The Teacher's Guide points out the appropriate lesson in each chapter to use the Leveled Student Readers.
- Has activities that employ pre- and post-reading strategies aimed at improving depth of knowledge and communicating results.

Teaching with Leveled Student Readers

Have each student read the appropriate version of the book according to their own reading level. You may put students into groups by reading level to complete the reading. Because each reading level section has slightly different text, reading should not take place within mixed-level groups. However, pre- and post-reading activities can take place in mixed-level groups if desired.

Follow these steps to most effectively utilize the Leveled Student Readers:

1. Guide the pre-reading activity found on the inside front cover of the reader. You may also wish to use other pre-reading strategies according to your own class procedures.
2. Have students read the text and the glossary. They also should carefully examine the images and feature boxes within the main text.
3. Have students complete the post-reading activities found on the inside back cover as whole class, small group, or individual activities depending on the instructions or on your classroom's abilities. Each reader has a Reading Comprehension activity, an Analyzing Primary Sources activity, and a Taking Action or Communicating Results activity.



Understanding the Group Activity Cards

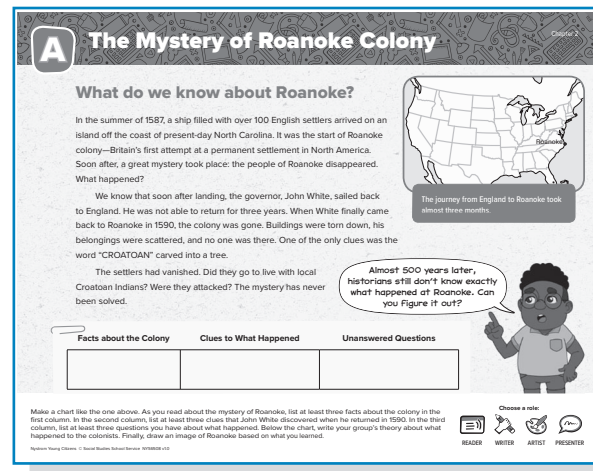
Each chapter is accompanied by a set of Group Activity Cards. The Custom Components and Activities pages in the Teacher's Guide indicate which lessons work well with the cards.

- The program includes six sets of cards, one for each chapter, covering a variety of social studies topics.
- Activities encourage collaborative learning and effective communications.
- They employ reading strategies to improve student depth of knowledge.

Teaching with Group Activity Cards

Follow these steps to most effectively utilize the Group Activity Cards:

1. Break the class up into six groups.
2. Assign, or have students choose, the roles for Group Activity Card work.
 - **Reader (1 or more)** will read the passages to the group.
 - **Writer (1 or more)** will write down the group's answers.
 - **Presenter (1 or more)** will present the group's answers to the whole class.
 - **Artist (1 or more)** will create required pictures and posters. This role does not appear in all activities.
3. Have students work together to complete the activities on the card in their small groups.
4. Monitor groups to be sure they stay on task. If necessary, remind students of when they should move to a new task on the card.
5. Have each group present their findings at the end of the activity time.



Understanding the Manipulatives

Follow the instructions outlined in the Teacher's Guide activity instructions with respect to using the manipulatives.

U.S. and World Desk Map

- Shows the United States with states and natural features labeled.
- Shows the world with continents, oceans, and natural features labeled.
- Is designed specifically for this program.
- Is fully markable with the included map markers for hands-on activities.

U.S. Raised Relief Map

- Shows the United States in three dimensions.
- Displays borders and state labels.
- Clearly illustrates elevation.
- Is designed specifically for this program.
- Is fully markable with the included map markers for hands-on activities.

Activity Globe

- Is a sturdy 9" student globe.
- Clearly shows continents, oceans, and some additional features.
- Includes an appropriate level of information for fifth-grade student use.
- Is designed specifically for this program.
- Is fully markable with the included map markers for hands-on activities.

Map Markers

- Are usable with the maps and globes of the program.
- Clean up easily.

Classroom Management

At the beginning of the school year, establish routines for social studies—moving into groups, getting each one of the manipulatives, cleaning them, and putting them away. You may wish to assign tasks to specific students.

- Practice routines before using new manipulatives or when students change jobs.
- Emphasize quick and quiet habits when using these materials.

Cleaning Manipulatives

A dry paper towel or soft cloth may be used to make corrections and quick fixes during an activity. A damp paper towel or soft cloth is best for full cleanup before storing manipulatives.

Understanding the Think Book

Think Books are personal student notebooks. They are used in a wide variety of activities. The notebook is noted in the Materials list in the Teacher's Guide and the specific steps that use the notebook are marked with an icon . Each student's Think Book:

- Is a bound notebook provided by the school or student.
- Collects notes, drawings, and important activity sheets.
- Allows students space to speculate on the compelling questions and other social studies topics.
- Creates a space for student-created chapter reviews.
- Provides opportunities to practice note-taking.

Teaching with Think Books

The Teacher's Guide will give instructions on what the students should put in their notebooks.

In each activity, students will be asked to read a section from the Student Book and take notes in their Think Books. Students will be given prompts to guide their note-taking. You may wish to prepare the prompts on slips of paper before the class begins and then pass them out to some or all students. Students can then glue the prompts into their Think Books, providing assistance to those students who might require more time to devote to the reading itself.

Think Books should also be handed out for the Chapter Review activity to help students easily find information from past lessons. Think Books can also be used if the class has open-book chapter tests.

In general, teachers should not correct what is in the Think Book. The notebook is for students to put information that will be personally useful. In a few activities, the Teacher's Guide will instruct the teacher to correct factual errors to ensure accuracy of information when the Think Books are used for content review.

Consider taking some art time to let students decorate the covers of their Think Books.

Understanding the Digital Platform

The Nystrom Young Citizen's digital interface provides students with interactive resources to support and enhance their understanding of the material in the print program. It contains a flipbook version of the Student Book and Leveled Student Readers, hundreds of exciting interactive assessments, and all of their chapter tests.

The homepage uses familiar characters to introduce students to elements of the digital environment (from left to right):

- Ms. Dos gives instructions to students on how to use the portal.
- Carlos takes the students to their interactive assessments.
- Peyton leads them to an eBook version of their Student Book.
- Leena guides the students to their leveled readers.
- Minar directs the students to the Founding Documents.
- Roger shows the students their Atlas.



Students can track their progress as they proceed through the activities. The icons let students know they have completed that activity.

The online interface provides teachers with downloadable versions of all the print assets, including the Teacher's Guide, Group Activity Cards, student handouts, teacher resources, and supplemental materials. The online portal also provides teachers with tools to monitor student progress.

The Founding Documents is available as a separate section on the digital platform. Students can study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism. The Founding Documents will foster a sense of civic pride and allow students to reflect upon United States civic history, so they understand their rights and responsibilities as citizens.

Additional Teaching Tips

A Social Studies Center

Set up a variety of social studies centers that appeal to different learning styles. Some ideas include:

- A mapping center with an atlas, desk maps, activity globes, outline maps, or map puzzles.
- A travel center with travel posters, brochures, photos, and postcards.
- A reading center where students can check out relevant books or magazines. See the Literacy Links at the beginning of each chapter for suggested books to place here.
- A landforms center with a tub of sand and water. Here students can create different types of landforms and bodies of water.
- A clothesline for use as a time line. Have students use it to sequence historical events.
- An economics center with catalogs, sales fliers, a calculator, and play money.
- A civics center with pages from the Founding Documents and other documents and symbols of our state and country.

A Collaborative Environment

Student collaboration is an essential part of Nystrom Young Citizens. However, the management of collaborative learning can be challenging. Some teachers are concerned that only one or two students in a group will do all the work. To avoid situations like this, establish specific roles and responsibilities for each member of the group. Consider using the same roles established for the Group Activity Cards. For example, one person takes notes, another person handles the artwork, a third is the presenter, and so on. In group work, it is important to evaluate the individual's contribution as well as the group's process and product.

This program frequently uses partner work. This approach fosters collaboration and helps accommodate differences in skill levels within the classroom. While we always defer to the discretion of teachers, we encourage the establishment of predetermined pairs. This gives teachers the ability to match students to best accommodate differentiation in skill levels.

Reluctant, emerging, and ELL readers are often more comfortable interacting with a peer or a few peers rather than a larger group. Consider pairing students with a strong reading partner for some activities. Or, you may pair students, having them read quietly to each other. Encourage them to help each other and give them a question to think about as they read and then discuss.

Small groups of three or four also work well for this type of collaboration. It is essential to have each student take a turn to read and to have students support each other to make sure they all understand what they have read. When the class comes back together, the small group experience will give all students the knowledge and comfort level to discuss your questions.

Some other tips to manage collaborative learning:

- Set up routines so that everyone is involved in activities. For example, if groups are working with the globes, have members pass the globe around so that each student gets a chance to point, circle, or identify.

- Utilize related components that are being used, such as desk maps and Student Books. Have group members point to the same place on their component. Try to keep all members engaged.
- Have students check work with partners or group members. This builds security and eliminates many questions. For example, have students check with partners or the group about directions before asking the teacher.
- Have students work together on activity sheets.

Reading

Visual Literacy

Teaching students to look very carefully at all the images in a section before they read it is a good strategy to engage them before reading. Also, try taking some time asking students to talk about the many photographs in the Student Book, Leveled Student Readers, and Group Activity Cards as a way to pull them into the content. What do they see? How do these pictures tell what the reading is all about? In addition to photographs, have students study the tables, maps, graphs, charts, and illustrations in their books. Asking open-ended questions about images is an excellent way to build students' curiosity. Allow ample time for students to speak in class.

Visual text features also merit student attention. Have students find the boldfaced words in the text and explain to them that these are new words to learn. Where appropriate, have students draw pictures to illustrate the words. Consider sending students on a treasure hunt to locate titles, headings, captions, the table of contents, and the Glossary. Ask them how each feature helps the reader.

Critical Thinking

Asking lots of critical-thinking questions and giving students ample time to discuss them strengthens these skills. The more opportunities they have to think and then speak, the more engaged they will be. Here are some simple examples:

- **Predict** Have students scan the passage before reading. Then ask, "What do you think this section will be about? What evidence do you have for that?"
- **Make Connections** To draw on background knowledge, ask "What do you already know about _____?" After reading, ask "How does what you've learned connect to what you already knew?"
- **Compare/Contrast** "How is _____ like _____? How are they different?"
- **Sequence** After reading, ask "Which event came first? Last? What words tell you this?"
- **Evaluate** "What do you think would be the best solution to this problem? Why?"

Writing

You may want to use the Nystrom Young Citizens materials as springboards for other writing assignments you give your students during language arts time, such as quick writes and journals. Perhaps the most engaging writing tasks for students have real-life purpose and practicality. Is there a problem at school that needs attention? How can citizens behave responsibly and irresponsibly? Does the community need something? How can students persuade the principal to allow them to take a special field trip? Writing letters and opinion pieces is a powerful way to introduce your students to community activism and to show them they can be part of local leadership.

Speaking and Listening

Give every student daily opportunities to speak in class and to discuss a topic in small groups and then report out. Monitor discussions to ensure that every student speaks at some point during a lesson or activity.

For discussions to succeed, students of all language abilities need to feel safe speaking up and giving voice to their thoughts. In the beginning of the school year, spend time teaching students how to

- raise a hand and wait a turn to speak; or, in open discussions, only one person speaks at a time;
- listen carefully and politely;
- work to understand other points of view;
- disagree with a peer by first restating their position, then add to it;
- give evidence to support a position.

Spending time to develop these behaviors will pay big benefits throughout the school year. Point out to students that following these rules of courtesy will also help them throughout their lives.

Here are some ways to get your students speaking and listening carefully.

- Stop and ask questions as you read.
 - What do you think will happen next?
 - Why do you think _____ did that?
- If a key word is used repeatedly in the story, ask students to use a hand motion each time you say the word.
- Ask questions when you finish the book.
 - What is this book about?
 - How is this story like the lesson we did on _____?
 - Would you give this story a thumbs-up or a thumbs-down? Why?
 - What part of the story did you like best? Least? Why?
- Have students retell the story in their own words.

Modifications for Differentiation

For all students, it is important to maximize their personal reading time. This is especially true for struggling students. Do not assume that because reading is hard for them that they should only be read to. The more time they are expected to read, the more their reading will improve.

Every Student Succeeds

Effective teaching of below-level learners must also deal with the problem of stigmatization. Students of lower abilities, whatever the reason, often face taunts from their classmates. This shaming, in turn, affects their self-confidence and their concentration for learning. For this reason, it is essential to structure teaching so that these students can demonstrate their knowledge along with everyone else in the class.

Creating pages for an ongoing “big book” of what students are learning provides an opportunity for all students, regardless of ability level, to contribute. This book becomes a compendium of knowledge and extends the reading materials available to students. All students can point to their pages with pride.

Class discussions play an important role in social studies, but language difficulties often hold back some students from participating. Make sure to build in time for students to talk in small groups about the content they are learning. These small groups provide a more informal setting in which students, especially English language learners, can help each other develop the vocabulary and fluency they need.

Remember that good teaching for students with special needs is just that—good teaching. Modifications that allow special-needs students to demonstrate their learning as part of the class will benefit everyone in the class.

Scope and Sequence

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
Introduction: What Can We Learn in This Book?			
1. Four Ways to Investigate	1 week	- Locating places - Maps and globes - Supply and demand - Sectors of the economy - Government and its functions - Citizens and citizenship	- Developing questions - Using visual sources - Using text features
Chapter 1: What Was Life like for the First People in the Americas?			
1. How Did Early Americans Live?	1 week	- Human-environment interaction - Early American use of the environment - Different American Indian cultures - Development of agriculture - Cost-benefit	- Finding main idea and supporting details - Cause and effect
2. What Were Some American Indian Civilizations?	1 week	- Different American Indian cultures - Comparing/contrasting American Indian civilizations - American Indian governments	- Summarizing - Representing and interpreting data
- Chapter 1 Test - Chapter 1 Project: Innovations in American Indian Cultures	1 week	- Different American Indian cultures - Comparing/contrasting American Indian civilizations	- Working collaboratively - Creating visuals
Chapter 2: Why Did Europeans Come to the Americas?			
1. Why Did Europeans Try to Cross the Atlantic Ocean?	1 week	- Contrasting American Indians, Europeans, and Africans - Technological changes - New technology of exploration - European exploration routes - European-American Indian interaction - Reading maps	- Using visual sources - Using text and images
2. How Did the Spanish Conquer and Colonize the Americas?	1 week	- How different colonial regions dealt with American Indians and Europeans - Reason for African slavery - Middle Passage experience - African Americans in the colonial economies - European colonization of the Americas - Development of different colonial economies	- Compare and contrast - Cause and effect

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
3. How Did the English Create a Colony in Virginia?	1 week	- Reason for founding colonies - European-American Indian interaction - European colonization of the Americas - Jamestown - Development of different colonial economies - Development of free market economy - Development of representative colonial governments - Reason for African slavery - Struggle for human rights - Primary sources	- Gathering relevant information - Using primary sources
4. Why Did the Pilgrims Found Their Own Colony?	1 week	- Reason for founding colonies - Religious liberty - Development of representative colonial governments - Mayflower Compact - European colonization of the Americas - Popular sovereignty - European-American Indian interaction	- Drawing conclusions - Analyzing primary sources
- Chapter 2 Test - Chapter 2 Project: Historical Quiz Game	1 week	- European exploration - European-American Indian interaction	- Developing questions - Working collaboratively
Chapter 3: How Did the English Colonies Grow?			
1. What New Colonies Were Created by England?	1 week	- Reason for founding of colonies - Colonial regions - Human-environment interaction - How different colonial regions dealt with American Indians - Reason for African slavery - African Americans in colonial period	- Cause and effect - Using visual sources
2. What Were the New England Colonies Like?	1 week	- Development of representative colonial government - Development of different colonial economies - Colonial regions - Human-environment interaction - Daily life in the colonies including women and African Americans - Popular sovereignty	- Defining vocabulary from context - Using informational texts
3. What Were the Middle Colonies Like?	1 week	- Development of representative colonial government - Development of different colonial economies - Colonial regions - Human-environment interaction - Daily life in the colonies including women and African Americans - Popular sovereignty	- Making connections - Connections between events and details

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
4. What Were the Southern Colonies Like?	1 week	• Development of representative colonial government • Diversity of U.S. cultures • Development of different colonial economies • Colonial regions • Human-environment interaction • Daily life in the colonies including women and African Americans • Popular sovereignty	• Using primary sources • Using visual sources
• Chapter 3 Test • Chapter 3 Project: Movie Posters	1 week	• Daily life in the colonies, including women and African Americans • Colonial regions	• Working collaboratively • Comparing similarities and differences
Chapter 4: How Did the 13 Colonies Become the United States?			
1. How Did Britain and Its Colonies Come into Conflict?	1 week	• American colonies after the French-Indian War • Contrasting views on representative government • British taxation and colonial reaction • Development of Patriot organizations • Events leading to the American Revolution	• Finding differences • Different points of view
2. How Did the Revolutionary War Begin?	1 week	• Events leading to the American Revolution • Battles of the American Revolution • African American and American Indian perspectives on the war	• Different points of view • Supporting details
3. What Is the Declaration of Independence?	1 week	• Ideas behind the Declaration of Independence • Writing and meaning of the Declaration of Independence • Important figures in the American Revolution • Impact of the Declaration of Independence	• Comparing texts • Using primary sources
4. What Happened during the Revolutionary War?	1 week	• Events of the American Revolution • Advantages and disadvantages of both sides • Immediate results of the American Revolution • Role of women, African Americans, American Indians, and foreign alliances in the Revolution • Nature affects human events	• Using different media • Cause and effect
5. What Was the United States like under the Articles of Confederation?	1 week	• Articles of Confederation—functions and weaknesses • American expansion • Economic benefits of federal government	• Writing informational text • Cause and effect

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
6. What Happened during the Constitutional Convention?	1 week	- Reason for the Constitutional Convention - Major compromises in the Constitution - Slavery in the early United States - Creating graphs	- Using visual sources - Using text and images
7. What Does the United States Constitution Say?	1 week	- Preamble to the Constitution - Checks and balances in the Constitution - Federalism	- Distinguishing facts, inferences, and opinions - Representing and interpreting data
8. How Was the Consitution Ratified?	1 week	- Debate over constitution ratification - U.S. Bill of Rights	- Understanding an author's argument - Main ideas
- Chapter 4 Test - Chapter 4 Project: Creating a Government	1 week	- Causes of the American Revolution - Events of the American Revolution - Articles of Confederation—functions and weaknesses - Reason for the Constitution - Major compromises in the Constitution - Preamble to the Constitution - Checks and balances in the Constitution - Debate over constitutional ratification - U.S. Bill of Rights	- Working collaboratively - Writing an informative piece
Chapter 5: How Did the United States Expand?			
1. What Challenges Did the United States Face?	1 week	- U.S. after the Revolution - Effect of the government on the economy - Banks and credit - Important U.S. leaders - U.S. Bill of Rights - American identity	- Making inferences - Comparing similarities and differences
2. How Did the United States Expand to the West?	1 week	- American expansion - Louisiana Purchase - U.S. exploration of the West - U.S.-American Indian interaction - Human-environment interaction - Development of U.S. states and territories	- Writing a narrative - Using images and text
3. What Was Life like during Westward Expansion?	1 week	- Westward migration - Development of U.S. states and territories - Transportation changes - Technological changes - War of 1812 - U.S.-American Indian interaction - Florida annexation	- Sequencing - Representing and interpreting data

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
4. How Did the United States Reach the Pacific Ocean?	1 week	• Development of U.S. states and territories • American expansion • Westward migration • Texas Revolution and annexation • U.S.-Mexico War • Oregon boundary dispute • U.S.-American Indian interaction • Abolitionism • Women's rights • Struggle for human rights	• Comparing and contrasting • Cause and effect
• Chapter 5 Test • Chapter 5 Project: New Political Parties	1 week	• U.S. after the Revolution • American identity	• Working collaboratively • Presenting work verbally
Chapter 6: How Did the United States Struggle to Stay Together?			
1. What Was Slavery like in the United States?	1 week	• Abolitionism • Creation of African American culture • Struggle for human rights • Slavery in United States • Underground Railroad • Oral history	• Using multiple sources • Connections between events and details
2. What Happened When Slavery Expanded into New Areas?	1 week	• Development of states and territories • Human-environment interaction • Sectionalism • Causes of the Civil War	• Representing and interpreting data • Using images and text
3. Why Did the North and the South Grow Apart?	1 week	• Sectionalism • Causes of the Civil War • Human-environment interaction • Industrialization and its impact • Immigration • Effect of trade on the U.S. economy • Using statistics • Transportation changes	• Classifying and categorizing • Supporting details
4. How Did the Civil War Begin?	1 week	• Causes of the Civil War • Popular sovereignty • Civil War • Technological changes • Industrialization and its impact	• Paraphrasing relevant information • Cause and effect
5. What Led to the Union's Victory?	1 week	• Struggle for human rights • Civil War • Inflation • Abolitionism	• Using images and text • Representing and interpreting data
6. How Did the Southern States Rejoin the Union?	1 week	• Reconstruction • 13th, 14th, 15th Amendments • Struggle for human rights • Political participation	• Writing an opinion piece • Reading informational texts

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
7. What Other Changes Took Place after the Civil War?	1 week	• Reconstruction • Struggle for human rights	• Working collaboratively • Writing an informative piece
• Chapter 6 Test • Chapter 6 Project: Newspaper through Time	1 week	• Reconstruction • Struggle for human rights	• Working collaboratively • Writing an informative piece

Compelling Question

What Can We Learn in This Book?

In this introduction, students will learn how to most effectively use the Student Book.

Time Frame: 1 Week

Students will be introduced to the four disciplines of social studies and review the features of the Student Book.

Introduction

What Can We Learn in This Book?

Main Goals

- Understand the four disciplines of social studies.
- Discuss how to use civic action to make a difference in the community.
- Learn how to effectively use the Student Book.

Online Activities

- Vocabulary
- Four Ways to Investigate

Literacy Links

- *Geography*, by DK
- *History Year by Year*, by DK
- *Let's Chat about Economics: Basic Principles through Everyday Scenarios*, by Michelle A. Balconi and Dr. Arthur Laffer

Activity

1

Understanding Social Studies



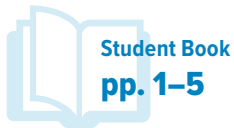
Critical
Thinking



Information
Processing



Reading



Vocabulary

civic action
legislature

Materials

- Student Book
- Think Book

Objectives

Students will be able to:

- List the four disciplines of social studies.
- Discuss examples of how young people can use civic action to make a difference in their communities.
- Develop a guide that demonstrates knowledge of social studies disciplines and the Student Book.

Getting Started

1. Ask students to think about something they would like to change at school. Have them list several ideas in their **Think Books**. For more information on the Think Books, see p. xxxiii of the Teacher's Guide. 
2. Place students in pairs and ask them to share their ideas. Have them work together to decide on one change that they would most like to see. Call on student pairs to share their ideas with the class. List their ideas on the board. 
3. Have students vote for their favorite idea by a show of hands.

4. Then, ask students to think about how they might actually achieve that change. Have them think about whom they might ask and the most effective way of asking. Have them write their ideas in their Think Books.
5. Call on several students to share their ideas.
6. Explain that they will begin learning about social studies, and that an important part of social studies is becoming informed and active on social issues.

Reading

Student Book pp. 1–5: Introduction

Have students complete the following tasks in their **Think Books**:



- Write one change that a young person accomplished by taking civic action.
 - ≈ A student in Utah got the state to adopt a new state dinosaur.
 - ≈ Students in Pennsylvania got their school to change the cafeteria menu.
 - ≈ A student in Idaho got the capitol building to relocate a plaque about female lawmakers.
- List the four ways to investigate.
 - ≈ History
 - ≈ Geography
 - ≈ Economics
 - ≈ Civics

Teaching

1. Put students in small groups. Assign each group one of the four social studies disciplines:
 - History
 - Geography
 - Economics
 - Civics
2. Instruct groups that they will prepare a “Beginner’s Guide” for the Student Book. Each guide will focus on one of the disciplines. Have students take notes about their topics in their **Think Books**.
 - a. History: Have students find images of three historical events in the Student Book.
 - b. Geography: Have students choose three maps from the Student Book.



- c. Economics: Have students find three images in the Student Book showing economics. This discipline is more challenging, so consider giving these groups hints about what to look for, including businesses, agriculture, trade, and money.
 - d. Civics: Have students find images in the Student Book of three laws, political documents, or political leaders.
3. Give each group a sheet of paper and have them fold it into three parts. Have students use each third of the paper for one of their choices from the Student Book. Have them write the following on each third:
 - The page number,
 - a description of the image or map that they chose, and
 - a question about the image or map.
4. When they have completed their work, have the groups trade their guides. Give them time to look through the guides and visit the pages and topics referenced.
 - a. After groups have looked at the guides, have them choose their own image or map related to that discipline. On the back of the guide, have them write the page number, a description, and a question.
 - b. Continue until groups have looked at multiple guides.
5. **Summarizing and Assessing:**
 - a. Have students work in pairs. 
 - b. Ask student pairs to work together to write one-sentence summaries of all four social studies disciplines in their **Think Books**. 
 - c. Call on students to read their summaries aloud.

Modifications for Differentiation

Above When assigning social studies disciplines, give these students economics or civics. Alternatively, have these students find more than three examples for their guides.

Below When assigning social studies disciplines, give these students geography. Mix the groups so that below-level students can work with students who are stronger writers.

ELL It is crucial for students to understand the meanings of the four social studies disciplines, so give vocabulary support for *history*, *geography*, *economics*, and *civics*. If possible, provide translations from students' first languages.

Extending

Taking Action Have students draft a petition that can be presented at a local city council or school board meeting. Have students start by identifying a change they would like to see enacted. Then, have them research the feasibility of the change and similar attempts in the past. Instruct students to present the petition to fellow students and members of the local community for their signatures. Assist students with finding the most appropriate way to present the petition.

Activity 2 Using the Student Book



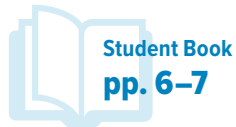
Information
Processing



Speaking &
Listening



Writing



Materials

- Student Book
- Activity Sheet 1a
- Think Book

Objectives

Students will be able to:

- Distinguish multiple features of the Student Book.
- Locate different things in the Student Book using the Contents and Index.
- Create scavenger hunt clues based on different parts of the Student Book.

Getting Started

1. Ask students to think of an invention that would make life better or easier. Have them write their ideas in their **Think Books**. 
2. Call on students to share their ideas.
3. Explain that many inventions in the past have changed American history. Ask students how they might find important inventions listed in the Student Book. Call on students for their ideas. If no one mentions the Index, direct them to pp. 333–343.
4. Demonstrate how to use the Index by finding references to inventions, turning to the indicated pages, and locating where inventions are mentioned.

- Explain that students will play a scavenger hunt game during today's lesson to practice finding information in the Student Book.

Reading

Student Book pp. 6–7: How to Use This Book; Meet the Comic Characters

Have students list five different features of the Student Book in their **Think Books**. Possible answers include:

- ≈ section titles
- ≈ images
- ≈ vocabulary words
- ≈ maps
- ≈ captions

Teaching

- Direct students to p. 6 of the Student Book. Go through the various features of the Student Book mentioned on the page together.
- Review different parts of the Student Book not mentioned on the page.
 - Direct students to the Contents (pp. iii–v), Skills list (p. vi), and Maps list (pp. vi–vii). Ask students how these features can be used.
 - Direct students to the Atlas (pp. 287–295), Founding Documents (pp. 297–323), Glossary (pp. 324–332), and Index (pp. 333–343). Discuss with students how these features can be used.



- Explain to students that they will create a series of clues that use different parts of the Student Book. Distribute both pages of **Activity Sheet Ia** to groups.
 - Work through the three examples on page one of the activity sheet together. Call on different students to find the answers to different clues.
 - Have the groups create three separate hunts on page two of the activity sheet. Groups should use the categories that are indicated in each box (e.g., Index Clue, Image Clue, etc.).

Activity Sheet Ia
Using the Student Book

Name _____ Date _____

Read the clues below and find answers for each.

Clue	Image Clue	Contents Clue	Answer
Use the Maps list to find all the pages that mention Philadelphia.	Find the page that mentions Philadelphia. Find the one that has a picture with George Washington and Benjamin Franklin in it.	Use the Contents to find out which chapter that page is in. What is the chapter about?	
Use the Maps list to find the map entitled Pioneer Trails.	On the page with that map, find the name of the treaty discussed at the bottom of the page.	Look in the Index for the state named in the treaty. Turn to the first page that mentions that state in the Student Book. Which people lived in that state?	
Use the Contents to find the pages with the Biography Gallery entitled 'People in the Colonial Period.'	Find the biography of Elizabeth Key. Read it. Look at the last word of the biography.	Find the word in the Glossary that is the last word of the biography.	

Nystrom Young Citizens

Activity Sheet Ia

- d. Have each group lead the class on one hunt.

4. Summarizing and Assessing:

- a. Give each group a sheet of paper and have them write numbers 1–6 on separate lines. Explain that they will fill in the answers as you read clues:
 - Which part of the Student Book would you use to find all the pages that talk about George Washington? [\(Index\)](#)
 - Which part of the Student Book would you use to find the titles of all six chapters? [\(Contents\)](#)
 - Which part of the Student Book would you use to find all the pages with maps? [\(Maps list\)](#)
 - Which part of the Student Book would you use to find definitions for vocabulary words? [\(Glossary\)](#)
 - Which part of the Student Book would you use to find complete texts of the Declaration of Independence and the U.S. Constitution? [\(Founding Documents\)](#)
 - Which part of the Student Book would you use to find maps of the United States and the world? [\(Atlas\)](#)
- b. Review the answers together by calling on different groups to read their answers aloud.

Modifications for Differentiation

Above Have students add an extra clue to their scavenger hunts. Students can also add a fourth hunt to the activity sheet.

Below Group below-level students and work with them to fill out the activity sheet. Students may need more support choosing an appropriate topic to start the activity. Propose a few different options and let students choose how to proceed.

ELL Reinforce different features of the Student Book. First, have students open to a random page and ask them to identify the features present. Then, tell students the name of a feature and have them find pages in the Student Book that have that feature.

Extending

Reading Have students compare the text features of a series of books. Have students start by creating a list of text features on a poster or spreadsheet. Then, have them list several types of books, including textbooks, atlases, and fiction. Have them create a checklist that shows what features each book includes. Finally, have students present their work to the class.

Compelling Question

What Was Life like for the First People in the Americas?

In this chapter, students will learn about early American Indian cultures and civilizations.

Time Frame: 3 Weeks

- 1 Students will examine how the first people arrived in the Americas and analyze how they used natural resources to their advantage.
- 2 Students will study important pre-Columbian American Indian civilizations and learn about their various contributions.
- 3 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Every chapter comes with Leveled Student Readers and Group Activity Cards. There is also a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

Ancestral Pueblo People: What Was Life Like?

This Leveled Student Reader works well with lesson 2. The pre- and post-reading activities are in the inside covers of the reader.

GROUP ACTIVITY CARD

American Indian Record-Keeping

This Group Activity Card works well with lesson 2. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

People of the Early Civilizations

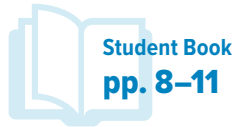
The following activity works well with lessons 1 and 2.

1. Have students work individually or with a partner. Instruct students to read the Biography Gallery on pp. 20–21 of the Student Book.
2. Have them choose three of the people shown in the Biography Gallery.
3. Although the people may have lived at different times, tell students to imagine that they are able to have a conversation.
4. Instruct students to write a short script describing a discussion among the three characters. Have them include themes and places from the Student Book in the script.
5. Have students present their scripts to the rest of the class.



Chapter 1

Introduction



Geography



History



Information
Processing

Materials

- Student Book
- Think Book

Getting Started

1. Ask students what people need when they move to a new place and list their ideas on the board. As needed, help students classify the items as basic needs (food and water, shelter, clothing) and wants.
2. Then ask students to think about moving into an area where no people had lived before. Ask them to think about how they would decide where to settle. Have them write their ideas in their **Think Books**. 
3. Lead a class discussion of students' ideas and how these ideas could help people meet their basic needs.

Reading

Student Book pp. 8–11: chapter comic; chapter introduction and time line

Have students use the time line to determine how long American Indians had been living in the Americas before Europeans arrived in 1492. Have them write their answer in their **Think Books**. 

≈ about 14,500 years

Teaching

1. Read aloud the chapter title, What Was Life like for the First People in the Americas? Have students work in pairs or small groups to predict some answers to the question. 

2. Have pairs or small groups share their answers and discuss. Possible responses may include the following:
 - Some people lived in large cities and others lived in small communities;
 - the culture varied from place to place;
 - people hunted and gathered their food;
 - many people farmed;

- the large cities developed their own civilizations, such as the Maya and the Mound Builders, and some groups cooperated to form confederations, such as the Haudenosaunee; and
 - people used materials they found in nature (natural resources), such as trees, large rocks, and mud or clay, to make shelters.
3. **Summarizing and Assessing:** Have each pair or small group write a question that can be answered using the time line (e.g. How many years after people arrived in America did people build huge earthen mounds?). Have pairs or groups exchange questions and find the answers. Ask a representative from each pair or group to read aloud the question and the answer to the whole class.

Extending

Math Refer students to the box titled “How Long Ago?” on p. 10 of the Student Book. Then, assign students different events from the time line, and ask them to calculate how many years ago those events took place.

Lesson 1

How Did Early American Indians Live?

Main Goals

- Recognize how early American Indians used natural resources to adapt to their environments.
- Describe how early American Indians acquired food and name some of the foods they ate.
- Locate the main idea and supporting details in a short text about agriculture.

Online Activities

- Vocabulary
- Finding the Main Idea and Supporting Details

Literacy Links

- *Children of the Past*, by Lois Miner Huey
- *The Chumash*, by Danielle Smith-Llera
- *The Girl Who Helped Thunder and Other Native American Folktales*, by Joseph Bruchac and James Bruchac
- *Native American History for Kids*, by Karen Bush Gibson

Activity

1

Living with the Land



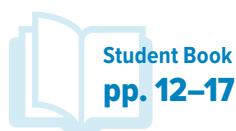
Cultures



Geography



Critical Thinking



Vocabulary

adapt
culture
descendant
economy
migration
natural resource
nomadic
scarce

Materials

- Student Book
- U.S./World Desk Map
- Activity Sheet 1a
- Think Book
- projector

Objectives

Students will be able to:

- List typical natural resources found in the Americas.
- Explain how natural resources are used for survival.
- Research and summarize the daily life of hunter-gatherers.

Getting Started

1. Distribute **U.S. Desk Maps** to pairs or small groups. Have students identify some of the landforms and other geographical features of the country.
2. Point out major regions of the country, such as the mountains in the West, the deserts in the Southwest, the Great Plains, and the coastal plains along the Gulf of Mexico and the Atlantic coast, pausing after each region for students to speculate about the natural resources in the area and the hardships that people living in the area would face.
3. Have the pairs or small groups pinpoint a region where they would choose to settle based only on natural features. Ask them to defend their decision, using available natural resources, access to water, climate, etc., as reasons.



Reading

Student Book pp. 12–17: First Humans in the Americas; Daily Life; Hunting and Gathering

Instruct students to complete the following tasks in their **Think Books**:



- List four natural resources that people used in the Americas. Possible answers include:
 - ≈ water
 - ≈ soil
 - ≈ trees
 - ≈ animal skin and bones
- Write two ways that people adapted to their environments. Possible answers include:
 - ≈ They developed irrigation systems.
 - ≈ They used animals for various things.
 - ≈ The Inuit built igloos.
- Write one detail each about the lives of people in the Arctic and Northwest.
 - ≈ In the Arctic, people were nomadic, they built igloos, etc.
 - ≈ In the Northwest, people hunted and fished, they built permanent houses, etc.

Teaching

- Distribute **Activity Sheet 1a**.
- Review the first row on the worksheet (“Plants and berries”) as a class. Ask students to suggest other ideas for uses of plants and berries. Discuss with students some plants that are native to your region and ask them to think about how American Indians might have used them.
- Have students work in pairs or small groups and use the Student Book to complete the rest of the handout. For the last row, instruct students to fill in another natural resource that is not already on the activity sheet; as an option, you may wish to provide additional information about American Indians and natural resources in your geographic region.
- Summarizing and Assessing:** Have students share the information they added to **Activity Sheet 1a**:
 - Project a blank copy of Activity Sheet 1a on the board and call on students to share their answers to fill in various uses for each natural resource.
 - Discuss how American Indians adapted to their environments. Use the third column to highlight some specific examples.



Activity Sheet 1a		
Living with the Land		
Natural Resource	How did humans use the natural resource?	What is a specific example of how people used the natural resource?
Plants and berries	Fruit Open	Arctic people gathered wild plants to eat during summer months.
Stone		
Wood		
Animals		

Nystrom Young Citizens 4 Chapter 1 • Lesson 1

Activity Sheet 1a

- c. Have students come up with any other natural resources that might have been useful to American Indians.

Modifications for Differentiation

Above Allow students to conduct research and find images that depict the examples. Partner above-level students with below-level students or ELLs to complete the activity sheet. Challenge above-level students to add multiple natural resources to the final row of the activity sheet.

Below Provide a bank of options for all categories and ask students to put them in the right boxes. Place students with an above-level student to complete the partner work.

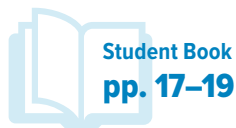
ELL Help students pronounce the names of the resources on **Activity Sheet 1a**. Then give students the option to draw an image of what the natural resource can be used for in the box provided. Review the drawings with students and provide labels for their drawings.

Extending

Geography Have students either draw or find an image that exemplifies the process by which one of the natural resources is used by early American Indians. The image should be accompanied by a short explanation and a description of the region in which they were common.

Economics Ask students to research how natural resources are used today. Have them compare how natural resources are used today as opposed to how American Indians used them in the past. Have students create a poster or diagram explaining any similarities and differences.

Activity 2 Three Sisters



Vocabulary

agriculture



Economics



Reading



Speaking &
Listening

Objectives

Students will be able to:

- Describe the importance of the “three sisters” to the culture of early American Indians.
- Analyze how the story of the three sisters relates to agriculture and economy in early America.
- Express the importance of the three sister crops through creative presentations.

Materials

- Student Book
- Think Book
- coloring utensils
- large sheets of paper
- vegetable(s)

Getting Started

1. Start the lesson by showing students a vegetable (or multiple vegetables), preferably corn, beans, or squash. Ask students to identify the vegetable(s).
2. Ask students to detail the steps involved in farming, and then use the information to make a simple flowchart on the board with steps such as prepare the land, plant seeds, water and weed the gardens or fields, and harvest the crops. Alternatively, you may choose to display the steps out of order and have students put them in the correct order.
3. For each step in the flowchart, ask students to identify the knowledge, tools, and other materials needed. If time permits, discuss how early farmers might have acquired these farming necessities.

Reading

Student Book pp. 17–19: The First Farmers in the Americas; Advantages and Disadvantages of Agriculture

Have students complete the following tasks in their **Think Books**:



- List three crops that the first farmers grew in the Americas.

≈ corn (maize)

≈ beans

≈ squash

- Write one advantage and one disadvantage of agriculture.

≈ Advantages: people had more food, they could pursue other professions, civilizations grew

≈ Disadvantages: farming is hard on the environment, society became more unequal

Teaching

1. Instruct students to reread the information about the three sisters on p. 18 of the Student Book.
2. Place students in small groups.
3. Each group will then develop its own short presentation explaining how these three crops work together. Students may choose to create a short play, write a song, create artwork, or something different. Encourage groups to be creative, but emphasize that they must include accurate information about the three sisters. Distribute large paper and coloring utensils to groups as needed.



4. Have groups share their presentations with the class.
5. **Summarizing and Assessing:** Discuss the advantages and disadvantages of agriculture:
 - a. Draw a two-column chart on the board and title the columns **Advantages** and **Disadvantages**. Call on students to provide information to complete the chart.
 - b. Review the completed chart together, filling in any details as necessary.

Modifications for Differentiation

Above Have students design a diagram that provides steps for growing the three sisters crops. Have them include a list of detailed steps and necessary materials. The diagram should include the steps from Getting Started and information from the Student Book.

Below Give special consideration to student groupings. Attempt to group students who will complement each other's artistic, musical, or writing skills. If students have other interests or talents, try to find a way to incorporate them into the presentations.

ELL Have students work in a small group. Using the illustration of the three sisters on p. 18 of the Student Book, help students draw pictures of each sister. If you know students' native languages, prepare translations of the words *corn*, *beans*, and *squash*.

Extending

Dramatic Arts Have students create a presentation about hunter-gatherers that is similar to the one they prepared about agriculture. Create a gallery walk where students can view the presentations of each group and share comments and ideas.



Lesson 1 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question. Model this technique for students by making the section title The First Farmers in the Americas into the question, What did the first farmers in the Americas grow?

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students' work by having each pair present a question and answer.

Writing Prompt

How do we continue to use natural resources today? Have students identify one natural resource and describe in detail how it is used in daily life.

Lesson 2

What Were Some American Indian Civilizations?

Main Goals

- Use time lines, secondary sources, and maps to compare and contrast the cultures of early American Indian groups.
- Locate early American Indian groups on a map and analyze how these locations influenced people's daily life.
- Summarize a short text about an alliance of American Indian tribes.

Online Activities

- Vocabulary
- Summarizing

Literacy Links

- *Inca*, by Lawrence Kovacs
- *The Iroquois: The Six Nations Confederacy*, by Mary L. Englar
- *Mystery of the Maya*, by R. A. Montgomery
- *The Pueblo*, by Kevin Cunningham and Peter Benoit

Activity

1

Summarizing Great Civilizations



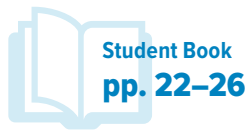
Cultures



History



Critical Thinking



Vocabulary

artisan
empire
enslaved person
hierarchy
merchant
monarchy
population
settlement

Materials

- Student Book
- Activity Sheet 1b
- Think Book

Objectives

Students will be able to:

- Organize historical information chronologically on a time line.
- Summarize information about early civilizations in Central and South America.
- Compare and contrast the Maya, Aztec, and Inca civilizations.

Getting Started

1. Have students think about important inventions or innovations (products made by humans). Ask them to choose three inventions that they consider the most important.
2. List students' suggestions on the board and discuss as a class.
3. Ask students to choose one item from the list that they think people will still use 1,000 years from now. Discuss students' ideas.
4. Explain that American Indian civilizations made many contributions and innovations that are still used today.

Reading

Student Book pp. 22–26: The Maya; The Aztec Empire;
The Inca Empire

Have students create a time line in their **Think Books**, using year 1 CE as the starting date and 2000 as the end date. Instruct them to add the following dates to the time line:



- 250
- 900
- 1325
- 1440

Next to each date, have students add a detail about what happened in that year, according to the Student Book.

≈ 250: foundation of the Maya civilization

≈ 900: fall of the Maya civilization

≈ 1325: foundation of Tenochtitlán

≈ 1440: foundation of the Inca Empire

Teaching

1. Assign each student a number: 1, 2, or 3. Each number corresponds to a civilization:

- Maya—1
- Aztec—2
- Inca—3

2. Tell students that they will take notes about their assigned civilization in their **Think Books**. Tell them to pay special attention to charts representing the contributions of each empire in the upper right-hand corner of pages in the book. Inform them that they can take notes on any information, but they must find details about the following topics in the Student Book:



- Location of the civilization
- Food sources
- Contributions/accomplishments

3. After students have had time to take notes, put them in small groups. Make sure that each group has at least one representative from each civilization.



Activity Sheet
1b

Name _____ Date _____

Summarizing Great Civilizations

Maya Inca

Aztec

Nystrom Young Citizens 1 Chapter 1 • Lesson 2

Activity Sheet 1b

4. Pass out one copy of **Activity Sheet 1b** to each group. Have students work together and combine their notes to fill in the Venn diagram.
5. Have each group briefly present their activity sheets to the class.
6. **Summarizing and Assessing:** Have students record important dates for the three civilizations covered.
 - a. Have students return to the time lines that they created in their **Think Books** during the Reading activity. Have them add details to the time line based on what they learned in the Teaching activity. 
 - b. Have students work in pairs or small groups to write a brief summary (2–3 sentences) about each civilization in their Think Books, below the time line.  

Modifications for Differentiation

Above Have students organize the information about each civilization into a chart similar to the contributions charts in the Student Book. Students can create a poster displaying various details about each civilization.

Below Work as a class to fill in the overlapping portions of the Venn diagram. Ask students to write a summary that compares all three civilizations. Suggest that students identify the technology that is common in two or three of the civilizations and then identify technology that only one empire had. Students can use this information as they write their summaries.

ELL Review the meanings of these words: technology, architecture, calendar, astronomy, medicine, agriculture, and transportation. Call on students to provide the meanings of paper and mathematics. You may need to tell students that math is the shortened form of mathematics. Allow students to summarize by utilizing the charts instead of the full text.

Extending

Cultures Allow students to choose one civilization that they found most interesting and research an additional aspect of daily life in that empire, such as sports in the Maya Empire, elaborate religious rituals in the Aztec Empire, or water systems in the Inca Empire. Suggest that students create a poster or a digital presentation with their findings. Remind them to include visuals. Have students give their presentations or make them available in the classroom library.

Activity 2 Mapping North American Indian Groups



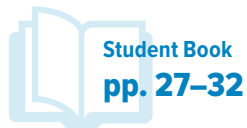
Cultures



Geography



Information
Processing



Vocabulary

alliance
ancestor
artifact

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- projector



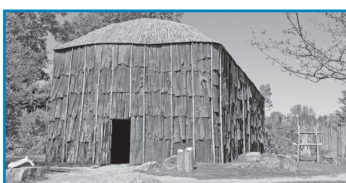
Student Book, p. 27



Student Book, p. 27



Student Book, p. 28



Student Book, p. 30

Objectives

Students will be able to:

- Locate early American Indian groups on a map of North America.
- Summarize a culture by utilizing symbols and map resources.
- Compare and contrast the Mississippian, Ancestral Pueblo, and Haudenosaunee people of North America.

Getting Started

1. Have partners look at several photographs in the Student Book: Monks Mound (p. 27), the clay Mississippian figure (p. 27), Mesa Verde cliff dwellings (p. 28), and a Haudenosaunee longhouse (p. 30).
2. Have the pairs discuss what kinds of technology people might have needed to make these things. Have students write ideas for each photograph in their **Think Books**.
3. As a class, discuss each photograph, calling on different pairs for suggestions about what materials were used to make each item.



Reading

Student Book pp. 27–32: The Mississippian; The Ancestral Pueblo People; The Haudenosaunee; The Great Law of Peace

Instruct students to create a chart like the one below in their **Think Books**. Have students write at least two details about how people lived in each society. Explain that they can include information about culture, homes, writing, etc.

Mississippian	Ancestral Pueblo	Haudenosaunee
≈ They built mounds for houses, temples, and graves. ≈ They were chiefs, priests, warriors, artisans, merchants, and commoners. ≈ They were skilled artists. ≈ They were farmers and hunters.	≈ They relied mostly on agriculture. ≈ They built multistory pueblos. ≈ Houses were built into canyons and cliffs.	≈ There was no written language, so people used shell beads to communicate. ≈ There was a Great Law of Peace to unify the various nations. ≈ They lived in villages with longhouses. ≈ Women had a lot of power in society.

Teaching

1. Have students turn to p. 32 of the Student Book. Call on a student to read aloud the text excerpt from the Great Law of Peace.
2. Discuss the Summarizing skill box at the bottom of the page. Talk about summarizing a text and identifying the main idea with students.
3. Put students in pairs and give each a **U.S. Desk Map** and map marker. Assign each pair either the Mississippian, Ancestral Pueblo people, or Haudenosaunee. 
4. Instruct each pair to reread the information about their group in the text. Have them summarize the text by choosing one or more symbols that represent their group. For example, symbols for the Mississippian culture could include an earthen mound; corn, beans, and squash; and a shell or a mask.
5. Using the Student Book as a resource, have students draw their chosen symbol(s) on the U.S. Desk Map where their assigned tribal group lived. Student pairs should also create a legend showing the symbol(s) and the name of their American Indian group. Have them use the map legends on pp. 28 (Ancestral Pueblos and Mississippian) and 29 (American Indian Cultures) to help them.
6. Each pair will then switch maps with another student pair that was working with a different American Indian group. Have the pairs summarize the information they see on the map and share it with the pair that drew it on the map.
7. **Summarizing and Assessing:** Summarize the main themes for each American Indian group:
 - a. Project a **U.S. Desk Map** on the board and ask students to contribute to complete the full map as a class, incorporating information on all three American Indian groups from the pair work.
 - b. Have students use the map and the information they gathered in the activity to compare the three American Indian groups. Call on students to elicit comparisons.
8. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Assign these students the Haudenosaunee, as this group will be slightly more challenging than the other two groups. If students need an additional challenge, suggest that they investigate another American Indian culture shown on the map on p. 29 of the Student Book (American Indian Cultures).

Below Strategically assign the Ancestral Pueblo or Mississippian, since part of the work is done in the book. Point out the photograph on p. 28 of the Student Book and have students read the caption. Explain that dwelling is another word for a building that people live in. If time permits, ask students to name other words with the same meaning. They may say house, apartment, home, houseboat, or tent.

ELL As students follow along, read aloud the first sentence in the section titled The Mississippian. Reread the sentence, pausing after the name of each state for pairs of students to locate the state on the **U.S. Desk Map**. Discuss the photographs on p. 27 of the Student Book. Point out the car in front of Monks Mound so that students have an idea how large the mound is. Ask students to name what they see in the other photograph on the page.

(art of a person)

Extending

Cultures Determine which early American Indian tribes settled your area. Ask students to research these local tribes and summarize any details they can find. Are they similar to any of those they have studied in this lesson? Do any of the descendants of these groups live in the area? If not, why? Suggest that students check local historical societies for information. They may also want to visit the website of the National Museum of the American Indian and search for images and other information. Hold a class discussion to share findings.



Lesson 2 Closure

Review Activity: Details

Instruct students to select details that are important to the lesson. Have students write their choices in their **Think Books**.

1. Have students use the Student Book to find one of each of the following details:
 - a. One important date
 - b. One important person
 - c. One important place
 - d. One important event
2. Call on students to explain one of their choices.

Writing Prompt

Early American Indian civilizations developed many advancements in technology. Have students choose one that surprised or interested them. Tell them to describe the technology in detail. What surprised or interested them most about it? Do we have an even more advanced version of the same technology today? If so, have students describe it.

Chapter 1 Review

Review Vocabulary

adapt
agriculture
alliance
ancestor
artifact
artisan
culture
descendant
economy
empire
enslaved person
hierarchy
merchant
migration
monarchy
natural resource
nomadic
population
scarce
settlement

Materials

- [Student Book](#)
- [Activity Sheet Chapter 1 Review](#)
- [Chapter 1 Test](#)
- [Think Book](#)

Reading

Student Book p. 33: chapter summary

Teaching

1. Instruct students to review the notes in their **Think Books** for the entire chapter. 
2. Have students work in pairs to review the activity sheets from the lessons in the chapter. Then distribute **Activity Sheet Chapter 1 Review**, and have pairs complete it. 
3. Discuss students' answers as a class.

Modifications for Differentiation

Above Allow students to complete **Activity Sheet Chapter 1 Review** on their own and then exchange their work with another student so they can peer-assess each other. If time permits, have partners discuss what they found the most surprising or interesting about what they learned in chapter 1.

Below Organize students into two groups. Have one group complete the Map Skills and Matching sections and the other group complete the Fill-in and Short Answer sections. Have groups share their information as you listen and address any misunderstandings.

ELL Have students refer to **Activity Sheet 1a** on natural resources for the Matching section. Ask each student to find the part of the chapter that describes each group of American Indians. For the short answer questions, review essential vocabulary: *advantage*, *disadvantage*, *three sisters*, and *peace*.

Teacher's Note

Online activities are available to supplement the chapter review.

Chapter Test

Distribute and administer the **Chapter 1 Test** (Student Handouts, pp. 10–12). Assist students as needed.

Chapter 1 Project

Innovations in American Indian Cultures

Materials

- Student Book
- Images of Shelters, Monuments, and Artwork [↓](#)
- Project Checklist
- Project Evaluation
- Think Book
- craft supplies



Cultures



History



Information
Processing

Objectives

Students will be able to:

- Describe a cultural aspect of one American Indian civilization, group, or empire from the pre-Columbian era.
- Use historical information to create a model representing an American Indian culture.
- Express aspects of American Indian culture through a short presentation.

Project Description

Students will use their knowledge of pre-Columbian American Indian cultures to create models of shelters or monuments. This project will further their understanding of how American Indian cultures utilized available natural resources and developed new technologies. Students will then present their models to the class and explain various features.

Teacher's Note

Go over the **Project Checklist** with students at the beginning of the project, and then remind them to review the checklist before turning in their projects. For more on evaluating the chapter projects, see p. xxvii.

Student groups will create a list of materials that they need for their models on Day 1 of the project. Work with groups to create a reasonable list; if materials are expensive or difficult to get, suggest other options. Alternatively, provide groups with a list of available craft materials, and tell them that the models must be created from these materials.

Prior to the Project

Prepare images of shelters, public monuments, and artwork from different American Indian groups that were discussed in class.

Instructions and Suggestions

Day 1

1. Divide students into small groups of three to four. Assign each group an American Indian cultural group, civilization, or empire. 
2. Allow students to research their group using the Student Book, their notes, and any outside resources that you provide.
3. Have each group decide on one idea for a model or diorama that it would like to create to represent the assigned American Indian group.
4. Instruct students to sketch some ideas for their group's model and create a list of materials that they will need to make the models.

Day 2

1. Provide student groups with craft supplies.
2. Instruct them to build their models or dioramas. Circulate actively to help with design and construction.

Day 3

1. Have student groups set up stations to present their models or dioramas.
2. Create a gallery walk in which students visit each of the stations. At each station, the group that created the model will present its work. Instruct the students presenting to point out what natural resources would have been used in the actual structures.

Modifications for Differentiation

Above Have students write a short description of their group's model. Have them include some background information about the American Indian group, including the environment it lived in and the natural resources that it had access to. Instruct students to read their descriptions during the gallery walk presentation.

Below Group students together and work more intensively on designing and building the model.

ELL Help students create a list of features of the models they worked on. During the gallery walk presentations, encourage students to teach the rest of the class a few words in their native languages; e.g., students might teach the class words in their languages for pyramid, door, or ceiling.

Rubric

See **Project Evaluation** (Student Handouts, p. 14).

Compelling Question

Why Did Europeans Come to the Americas?

In this chapter, students will learn about the motivations for and consequences of European exploration of the Americas.

Time Frame: 5 Weeks

- 1 Students will examine how and why Europeans tried to cross the Atlantic Ocean.
- 2 Students will explore the Spanish exploration and colonization of the Americas.
- 3 Students will look into the founding of the English colony of Jamestown.
- 4 Students will analyze the reasons for the founding of Plymouth Colony.
- 5 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Every chapter comes with Leveled Student Readers, Group Activity Cards, and a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

The Pilgrims and the Wampanoag: What Was Life like for These Early Americans?

This Leveled Student Reader works well with lesson 4. The pre- and post-reading activities are in the inside covers of the reader.

GROUP ACTIVITY CARD

The Mystery of the Roanoke Colony

This Group Activity Card works well with lesson 3. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

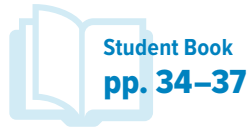
People in the 1500s and 1600s

The following activity works well with any lesson. It is particularly effective as a way to review material from the chapter.

1. Have students work individually. Instruct students to read pp. 58–59 of the Student Book.
2. Have each student choose one of the people shown in the Biography Gallery. Tell students to write a short description of their person in their **Think Books**.
3. Students will play games of 20 questions.
 - a. Have students work with a partner. One member of the pair will ask the other questions to try and guess which person they read about.
 - b. Have students construct their questions so that the answers can only be yes or no. For example, “Was this person born in Africa?”
 - c. Choose a student and model for the class before they begin.
 - d. Student pairs will play 20 questions until each partner has guessed the correct answer.
 - e. Then, have students switch partners and play again. Repeat several times.
 - f. Monitor students’ questions and answers for accuracy.

Chapter 2

Introduction



Geography



Critical
Thinking



Information
Processing

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers

Getting Started

1. Ask students, by a show of hands, how many have moved at least once in their lives. Call on a couple students who have moved, and ask them the best and worst things about moving.
2. Ask students, by a show of hands, how many think they will still live in the same house or apartment in ten years. Call on students who raised their hands, and ask them to explain why. Then call on students who did not raise their hands, and ask them to explain why.
3. Ask students, by a show of hands, how many would be willing to live on a different continent. Call on students to explain their reasoning.

Reading

Student Book pp. 34–37: chapter comic; chapter introduction and time line

- Review the meaning of the word *claim* (to take as one's own) with students.
- Have students read the chapter question. Have them copy the question in their **Think Books**. Ask students to come up with an answer or two based on the comic and time line, and have them write the answers under the question.



≈ Countries wanted to become rich and powerful through trade.

≈ Sailing technology improved and promised new trade routes.

≈ Countries could expand by conquering or settling new lands.

Teaching

1. Give pairs or small groups of students a **World Desk Map** and map marker.
2. Ask students to locate the continent of Europe. In Europe, have them find the Iberian Peninsula and circle it.



3. Ask students to locate Asia. In Asia, have them find the Indochina Peninsula and circle it.
4. **Summarizing and Assessing:** Have students draw two lines connecting the Iberian Peninsula and the Indochina Peninsula: one over land, and one via water.
 - a. Explain to students that there were no cars, trains, airplanes, or motorized boats at the time. Ask students to speculate what difficulties each journey might present.
 - Possible responses for the land route may include that people would have to go through or around large mountains and that bandits could also cause problems.
 - Possible responses for the sea route may include that the journey would be long and difficult, as people would have to sail around the southern tip of Africa, and that pirates might also cause problems.
 - b. Explain that students will learn more about attempts by Europeans to reach East Asia in this chapter.
5. Have students clean, collect, and put away materials.

Lesson 1

Why Did Europeans Try to Cross the Atlantic Ocean?

Main Goals

- Identify and describe major technological innovations during the Renaissance.
- Locate the sea routes European explorers followed in the fifteenth and sixteenth centuries.
- Use map features (title, map key, and text) to read a map.

Online Activities

- Vocabulary
- Reading a Map

Literacy Links

- *Explorers of the New World*, by Carla Mooney
- *Who Was Christopher Columbus?* by Bonnie Bader
- *You Wouldn't Want to Sail with Francis Drake!* by David Stewart

Activity

1

The Age of Exploration



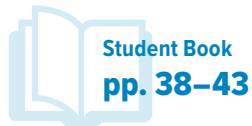
Geography



History



Information
Processing



Vocabulary

caravel
colony
Columbian Exchange
compass
expedition
navigation

Materials

- Student Book
- U.S./World Desk Map
- Activity Sheet 2a
- Image of a Fifteenth-Century Compass [↓](#)
- Think Book
- map markers
- projector

Objectives

Students will be able to:

- Discuss how technological advancements led to increased exploration.
- State the reasons for European exploration of other parts of the world.
- Analyze the impact of the Columbian Exchange throughout the world.

Getting Started

1. Have students write simple directions for how to get from the classroom to the school cafeteria (or another commonly visited place within the school) in their **Think Books**. Call on a few students to read their directions aloud. Ask students how they know the directions.
2. Ask students what they would use for directions if they wanted to visit a place they had never been to before. If students do not mention GPS technology, lead the conversation in this direction. If possible, project walking or driving directions from a computer screen or another device.



3. Ask students how people found new places before GPS or modern mapping technology. Encourage creative ideas.
4. Explain that students will learn more about navigation technology in this activity.

Reading

Student Book pp. 38–43: Europe and Africa in the 1400s; The First Voyages; Spanish Explorations

As students read, have them complete the following tasks in their



Think Books:

- Have students write two examples of new technology described in the text.
 - ≈ compass
 - ≈ caravel
- Have students write one positive and one negative effect of new expeditions.
 - ≈ positive effect: people had access to new goods
 - ≈ negative effects: disease spread, people were conquered, international slave trade began

Teaching

1. Project an image of a fifteenth-century compass. Ask students if anyone has used a compass before; if they have, ask them to explain what it does. If not, explain that it is used to show direction. If possible, bring a compass to pass around so students can see and feel one.
2. Ask students to name another technological development besides the compass that enabled Europeans to explore more territory. (caravel)
3. Distribute **Activity Sheet 2a** to pairs and have them use the Student Book to fill out the activity sheet.
4. Review the answers as a class, calling on several student pairs for answers.
5. Distribute **World Desk Maps** and map markers to student pairs.
 - a. Have them write **Columbian Exchange** at the top of the desk map.



Activity Sheet 2a	
The Age of Exploration	
Causes of European Explorations	Effects of European Explorations

Nystrom Young Citizens Chapter 2 • Lesson 1

Activity Sheet 2a

- b. Ask students to find things that were shipped from the Americas to Europe and Africa. (corn, sunflowers, potatoes)
 - For each item, have pairs create a symbol and write it in the legend.
 - Tell student pairs to draw arrows from Central America (between North and South America) to Europe and Africa. Have them include their symbols next to the arrows.
- c. Ask students to find things that were shipped from Europe and Africa to the Americas. (wheat, sugarcane, cattle, horses)
 - For each item, have pairs create a symbol and write it in the legend.
 - Tell student pairs to draw arrows from Europe and Africa to the Americas. Have them draw their symbols next to those arrows.
 - Explain that other things, such as illnesses, religion, and music, were also transferred to the Americas. Have students create additional symbols and add them to their maps.
- 6. **Summarizing and Assessing:** Review students' work, and discuss the Columbian Exchange:
 - a. Call on student pairs to present and explain their maps.
 - b. After, ask students if they think the Columbian Exchange was positive or negative.
 - c. Call on students to defend their answers.
 - d. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above On **Activity Sheet 2a**, have students differentiate the effects of European exploration into positive and negative effects. Have students create a two-sided poster showing the positive and negative effects of European exploration and the Columbian Exchange.

Below Prepare answers (causes and effects) for **Activity Sheet 2a** ahead of time, and help students place them in the correct column. Help students identify what crossed the ocean in the Columbian Exchange by pointing out the paragraphs with the answers on p. 42 of the Student Book.

ELL Provide students with a compass and allow each student to explore how it works. Point out north on the compass, and explain that they can also find north on a map. Continue with the other directions. Explain the meanings of items traded during the Columbian Exchange, as students may not be familiar with them: corn, sunflowers, potatoes, wheat, sugarcane, cattle, and horses. Provide images of these items to assist with comprehension.

Extending

Writing Have students explore the different perspectives of European exploration. Instruct them to write two journal entries with the same date from two different perspectives; the date is October 12, 1492—the date Columbus landed in the Americas for the first time. Have students write one entry from the perspective of a sailor on one of Columbus’s ships. The other entry will be from the perspective of a Taíno Indian who witnessed the landing. Tell students to include each person’s impressions of the people they encounter.

Activity

2

Exploring the Globe



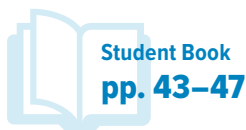
Geography



History



Information
Processing



Vocabulary

missionary
Northwest Passage

Materials

- Student Book
- Activity Globe
- U.S./World Desk Map
- Activity Sheet 2b
- Think Books
- map markers
- scissors

Objectives

Students will be able to:

- Use maps and globes to trace different routes taken during the Age of Exploration.
- Read and interpret different maps.
- Analyze the impact European explorations had on American Indians.

Getting Started

1. Ask students to draw a map of the school and its immediate surroundings in their **Think Books**.
2. Have students show their maps to a partner. Have the pairs compare their maps and discuss any differences.



3. Ask student pairs to construct a map of a larger area, e.g., the center of a local city or a well-known landmark.
4. Ask students what they found most difficult about drawing the maps. Explain that they will practice map-reading skills during today's activity.

Reading

Student Book pp. 43–46: Other Explorations; Europeans and American Indians

As they read, have students complete the following tasks in their



Think Books:

- List the names of three explorers and write where they traveled.
 - ≈ Ferdinand Magellan found a narrow passage at the southern tip of South America and then sailed across the Pacific Ocean to the Philippines.
 - ≈ Jacques Cartier explored the St. Lawrence River and claimed what would be Montréal, Canada.
 - ≈ John Cabot crossed the Atlantic Ocean and mapped the East Coast of North America.
 - ≈ Francis Drake sailed around South America and went all the way around the world.
 - ≈ Álvaro Núñez Cabeza de Vaca explored the west coast of Florida and was shipwrecked off the coast of Texas.
- Write one detail about how Europeans and American Indians interacted.
 - ≈ Some relationships were positive.
 - ≈ Most relationships were formed in order to trade goods.
 - ≈ Many American Indians were treated poorly by Europeans.

Teaching

1. Divide students into six small groups. Give each group an **Activity Globe, World Desk Map**, and two map markers.
2. In this activity, students will take turns reading the clues, drawing on the map and globe, and guessing the explorer.
3. Give each group **Activity Sheet 2b** and scissors. Have students cut along the dotted lines of the boxes and shuffle the clues, turning the clues face down on a desk.
4. Start by having one student pick up a clue from the desk. This student is the “reader” and will read the clues, step by step.



Activity Sheet 2b Exploring the Globe	
Name _____	Date _____
1. Start at the southern point of the Iberian Peninsula in Europe. 2. Cross the Atlantic Ocean to the Bahamas Islands. 3. Land on Hispaniola. 4. Turn back toward the Atlantic Ocean. Christopher Columbus 1. Start at the southern point of the Iberian Peninsula in Europe. 2. Head north to the western coast of South America. 3. Continue north to Cape Horn at the southern tip of South America. 4. Turn west and cross the Pacific Ocean, coming close to the Hawaiian Islands. 5. Continue west to the Philippines Islands. 6. Head south through the Celebes Sea. 7. New Spain, San Juan, and cross the Indian Ocean to the Cape of Good Hope at the southern tip of Africa. 8. Turn north and sail back to Europe along the western coast of Africa. Ferdinand Magellan 1. Start in the British Isles in Europe. 2. Head west across the Atlantic Ocean. 3. Continue to Newfoundland in North America. 4. Explore the western coast of Newfoundland, then head back to Europe. John Cabot	1. Start at the western edge of the Iberian Peninsula in Europe. 2. Head south along the west coast of Africa. 3. Continue south to the Cape of Good Hope at the southern tip of Africa. 4. Turn north along the west coast of Africa. 5. Cross the Arabian Sea past the Indian Ocean to the Bay of Bengal in Asia. Vasco da Gama 1. Start at the British Isles in Europe. 2. Head south on the Atlantic Ocean to the western coast of South America. 3. Continue south to Cape Horn at the southern tip of South America. 4. Turn north along the western coasts of South America and North America. 5. About midway between 30°N latitude and 40°N latitude, keep heading west and west on the Pacific Ocean. 6. Continue west to the Philippines Islands. 7. Turn south, crossing the Celebes Sea. 8. Head west, turn west and cross the Indian Ocean to the Cape of Good Hope at the southern tip of Africa. 9. Turn north and continue to the western edge of Africa. 10. Continue north to Europe. Francis Drake 1. Start in Europe, just south of the British Isles. 2. Head west across the Atlantic Ocean. 3. Continue to the northern edge of Newfoundland in North America. 4. Continue west along the St. Lawrence River. Jacques Cartier

Activity Sheet 2b

5. Assign one student to draw on the Activity Globe and one student to draw on the World Desk Map. As the reader reads each clue, the two “drawers” will draw out the clues on the globe and map.
6. The rest of the students in the group are the “guessers.” It is their job to figure out which explorer is being described by the clues. The guessers can use the Student Book (pp. 38–47) and their notes for this activity. Guessers are not allowed to guess before the final clue is read, even if they think they know the correct answer. The reader will confirm the correct answers.
7. Circulate among the groups and check that students are correctly communicating information.
8. Have students clean, collect, and put away materials.
9. **Summarizing and Assessing:** Have students read p. 47 of the Student Book (European Routes to Asia) and practice their map-reading skills:
 - a. Discuss the steps listed in the skill box with students.
 - b. Have students repeat step 4 for the maps on pp. 41 (To the Indies by Sea), 44 (Exploring the East Coast), and 47 (Age of Exploration). Replace Magellan with appropriate explorers from each map.

Modifications for Differentiation

Above Instead of giving students **Activity Sheet 2b**, have them create their own set of instructions to be used during the Teaching activity.

Below Work with a small group of students and scramble the answers to **Activity Sheet 2b** on the board or a piece of paper. As they hear each clue, help them plot the points on a **World Desk Map** and compare the lines to different maps in the Student Book.

ELL Review key vocabulary, including voyage, ship, sail, and land (verb). Help students understand the confusing naming conventions of European countries; explain that British and English are basically used interchangeably, and that the term Dutch refers to people who live in the Netherlands (also sometimes referred to as Holland). Point out these places on a map of Europe.

Extending

Math Have students use a string and the scale in the map key of the World Desk Map to find the length of each voyage in miles. Instruct students to compare these voyages by plotting them on a graph showing the number of miles traveled by each explorer.

Cultures Ask students to research the Taíno people, whom Columbus encountered, and write a short paper highlighting the differences between their culture and the culture in Europe at that time. Have them prepare a short presentation about Taíno culture, focusing on agriculture, housing, and social structure.



Lesson 1 Closure

Review Activity: Time Line

Have students work in small groups. Give each group a sheet of paper or mini whiteboard. Instruct students to draw a time line, using 1490 as the beginning year and 1580 as the ending year.

1. Tell the groups to use the Student Book and find five important events from the lesson. Have them put the five events on the time line in correct chronological order.
2. Have each group present their time line to the class. Ask groups to explain why they chose the events and what makes them important.

Writing Prompt

Have students describe a modern innovation that has changed how we interact with the rest of the world. How has this innovation impacted their lives? What are the advantages and disadvantages of this innovation?

Lesson 2

How Did the Spanish Conquer and Colonize the Americas?

Main Goals

- Describe how Spanish conquistadors treated American Indians and enslaved Africans in their American colonies.
- Use visual primary sources to make inferences about the perspectives of Spanish conquistadors and the native people they encountered in the Americas.
- Compare and contrast the reasons the Spanish and Portuguese colonized parts of the Americas.

Online Activities

- Vocabulary
- Compare and Contrast

Literacy Links

- *California's Spanish Missions*, by Lisa Greathouse and Ted Fauce
- *The People Shall Continue*, by Simon J. Ortiz
- *Ponce de León: Exploring Florida and Puerto Rico*, by Rachel Eagen
- *Real Pirates: The Untold Story of the Whydah from Slave Ship to Pirate Ship*, by Barry Clifford

Activity

1

Spanish Colonies in the Americas



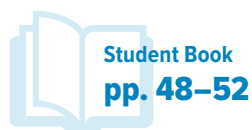
Geography



History



Critical Thinking



Vocabulary

conquistador
mission
plantation

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers

Objectives

Students will be able to:

- Locate American Indian empires and Spanish colonies in the Americas.
- Summarize the cultural interactions of the Spanish conquistadors, American Indians, and Africans in the Americas.
- Analyze the impact of Spanish colonization on different groups of people.

Getting Started

1. Ask students to write down in their **Think Books** the name of a person that they think of as a hero. 
2. Then, ask them to write down a few characteristics of that person that make her or him a hero.
3. Discuss students' ideas as a class. Prepare your own suggestion and characteristics, keeping in mind that some students may not be comfortable talking openly about their heroes.

Reading

Student Book pp. 48–52: Conquest of Central and South America; Forcing Africans to the Americas; Main Spanish Colonies

Have students create a chart like the one below in their **Think Books**. Have students write at least two answers in each column.



How were American Indians affected by Spanish colonization?	How were Africans affected by Spanish colonization?
≈ Many people died of diseases. ≈ The riches of the empire were stolen by the Europeans. ≈ People were enslaved and forced to work the land.	≈ Europeans forced Africans to come to the Americas as enslaved people. ≈ Working conditions were unpaid and very difficult. ≈ There were many uprisings and rebellions.

Teaching

1. Have students work with a partner, and give each pair a **World Desk Map** and map marker. Have them follow instructions to mark the desk maps. Dictate the following instructions:



- a. Start by making a map legend. Create symbols for the following items in the legend's blank space:

- American Indian empire
- Spanish colony
- Sugar plantation

- b. Mark the locations of pre-Columbian American Indian empires.

- For the Aztec Empire, draw an American Indian empire symbol on the southern part of the Sierra Madre Mountains.
- For the Inca Empire, draw an American Indian empire symbol northwest of the first A in South America.

- c. Mark the locations of Spanish colonies.

- Where the Aztec Empire was located, add your symbol for Spanish colony.
- Where the Inca Empire was located, add your symbol for Spanish colony.

- d. Mark the locations of sugar plantations on Hispaniola and Puerto Rico.
 - Add the sugar plantation symbol on the two islands immediately east of Cuba. Refer to the smaller map in the bottom left for help finding the two islands.
- e. Mark the direction of the slave trade with arrows.
 - Draw arrows from West Africa to the eastern tip of South America, the islands in the Caribbean Sea, and Europe.
 - Add **slave trade** and an arrow to symbolize it to the map legend.
2. Check student pairs' maps for accuracy. Correct as necessary.
3. Have students return to their notes from the Reading section. Call on a few students to read their notes about ways that American Indians and Africans were impacted by Spanish colonization.
4. Ask students to think about who benefited the most from the Spanish colonization of the Americas. Ask them to think about who was impacted most negatively. Discuss as a group.
5. Have students clean, collect, and put away materials.
6. **Summarizing and Assessing:** Discuss the different ways that conquistadors can be viewed. Have students answer the following questions in their **Think Books**: Do you think Hernán Cortés and Francisco Pizarro should be considered heroes? Why or why not?



Modifications for Differentiation

Above During the mapping activity, give these students more details to mark on the map. Have them use the maps on pp. 50 (Atlantic Slave Trade), 55 (Spain in the Southeast), and 56 (Spain in the Southwest) to outline additional Spanish colonial territories and slave trade routes.

Below Allow students to work with a partner or in small groups for the Reading section. Help them by pointing out where specific information can be found in the text. Allow students to answer the Summarizing and Assessing question verbally.

ELL Focus on difficult vocabulary and help students with comprehension. Start with the word *conquest* and explain that it means to gain something by force. Point out the linguistic connection between *conquest* and *conquistador*. During the mapping activity, strategically match students with a partner to allow for support.

Extending

Cultures Have students conduct research regarding recent archaeological finds at Tenochtitlán, Cuzco, Machu Picchu, and other Aztec or Inca sites. Have students create a poster illustrating one aspect of their chosen culture. Have them write a brief summary of the recent archaeological discoveries.

Geography Encourage students to learn more about the Inca Trail to Machu Picchu. Have them research what is involved in hiking this trail. Have students map out the trail and have them prepare an itinerary and list of supplies that they would use if they were to hike the entire trail.

Activity 2 Comparing Perspectives



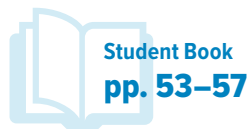
History



Critical
Thinking



Reading



Vocabulary

export
import

Materials

- Student Book
- Activity Sheet 2c
- Image for Getting Started [↓](#)
- Think Book
- projector

Objectives

Students will be able to:

- Evaluate different images showing Spanish colonization in the Americas.
- Interpret the different perspectives of the Spanish and American Indians during this period.
- Compare and contrast historical images and text.

Getting Started

1. Project a photograph for students to look at. Choose an image that is deliberately ambiguous, so that there is no clear explanation for what is happening. The image can be almost anything, but it will work better if students do not know the person/people in the image.
2. Ask students to examine the photograph. Have them write down a few ideas in their **Think Books** about what they think is happening in the photo. 
3. Call on several students to explain their ideas. Allow for some class discussion and even debate.

4. Explain that each person sees things slightly differently based on many different factors, including culture and personal experiences. Explain to students that they will examine and try to understand different perspectives in today's activity.

Reading

Student Book pp. 53–56: Riches of the Colonies; The Spanish in the Future United States

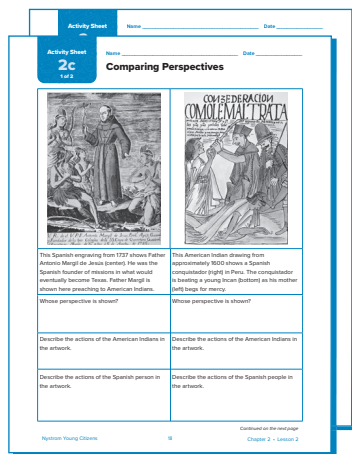
Tell students to complete the following tasks in their **Think Books**: 

- List two reasons the Spanish colonized parts of North America.
 - ≈ to search for gold and silver
 - ≈ to spread Christianity
- Name two parts of the United States that were originally explored and colonized by Spain.
 - ≈ Florida
 - ≈ New Mexico
 - ≈ Texas

Teaching

1. Divide students into pairs or small groups. Distribute both pages of **Activity Sheet 2c** to each pair or small group. 

2. Have students work in their groups to complete the activity sheet. Circulate to assist them as needed.
3. Review the activity sheet as a class, projecting the images on the board. Discuss how American Indians and Spanish people might have different perspectives on colonization. Point out obvious and subtle differences between the two pieces of art.
4. Call on students to read their notes from the Reading section. Review the reasons for Spanish colonization, focusing on the roles of natural resources and religion.
5. **Summarizing and Assessing:** Have students read p. 57 of the Student Book (What Were the Incentives for Spanish and Portuguese Exploration?).
 - a. Work through the three questions in the skill box at the bottom of the page as a class.



Activity Sheet 2c

- b. Discuss techniques for comparing history texts. Talk with students about how comparing and contrasting can be useful when studying texts, images, primary sources, and other things.

Modifications for Differentiation

Above When working with **Activity Sheet 2c**, ask students to consider why the images were created. Remind students to consider the details in the images and their possible significance. Tell students to consider the relative sizes of the individuals in the art, their posture and facial expressions, and their clothing or lack of clothing. If possible, have students find out more about Father Antonio Margil de Jesús and Felipe Guaman Poma de Ayala, the Peruvian artist who created the second image.

Below When working with **Activity Sheet 2c**, take greater care to point out who the different characters represent. Encourage students to verbally describe each image in detail, then help students fill out the chart. For the Summarizing and Assessing activity, project p. 57 of the Student Book and circle or highlight key words such as *also* and *like*. Then, help students identify synonyms in the text.

ELL Help students better understand the concept of *currency* in the Student Book reading by comparing currencies from different nations. If you know the native countries of your students, compare the relative values of those nations' currencies. For **Activity Sheet 2c**, students might need more help finding appropriate descriptive words for the images; consider providing a word bank of different emotions and allowing students to choose the words that best fit different characters in each image.

Extending

Writing Have students develop a story of historical fiction based on either (or both) of the images from **Activity Sheet 2c**. Have them develop a narrative that includes setting, characters, and plot. Encourage students to include as many historical facts in their stories as possible.

Civics Have students research pirates throughout history, as well as how nations have dealt with them. Have them create a time line of different events, people, and laws connected to international piracy. Allow students to present their time lines and have them give an update about pirates in the modern age.



Lesson 2 Closure

Review Activity: Details

Instruct students to select details that are important to the lesson. Have students write their choices in their **Think Books**.

1. Have students use the Student Book to find one of each of the following details from the lesson:
 - a. One important date
 - b. One important person
 - c. One important place
 - d. One important event
2. Call on students to explain one of their choices.

Writing Prompt

Have students choose an article about a current event that interests them. Tell them to summarize the article from two different perspectives. Students should clearly identify the current event and the two perspectives they are presenting.

Lesson 3

How Did the English Create a Colony in Virginia?

Main Goals

- Understand the differing groups and perspectives in early American society.
- Debate whether changes in early American society held positive or negative consequences.
- Identify the information in and perspective of a written primary source.

Online Activities

- Vocabulary
- Using Primary Sources

Literacy Links

- *The People Could Fly: American Black Folktales*, by Virginia Hamilton
- *Pocahontas: Her Life and Legend*, by Heather E. Schwartz
- *Shadows at Jamestown*, by Steven K. Smith

Activity

1

The Origins of Jamestown Colony



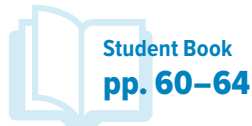
Economics



History



Speaking & Listening



Vocabulary

charter
joint-stock company
raw material

Materials

- Student Book
- Activity Sheet 2d
- Image of an Old-Growth Forest [↓](#)
- Think Book
- projector

Objectives

Students will be able to:

- Relate how the Jamestown colony started.
- Analyze the complicated relationship between American Indians and English settlers.
- Identify historical figures from Jamestown and theorize about their perspectives.

Getting Started

1. Project an image of an old-growth forest, similar to the one English colonists would have encountered when they arrived in Chesapeake Bay, Virginia, in 1607.
2. In their **Think Books**, have students write three questions that come to mind when looking at the image.
 - a. Pair students and have them compare questions. Ask them to think of potential answers if possible.
 - b. Call on several pairs to share their questions with the class.



3. Discuss with students what it would have been like to live in that area.
 - a. Call on students to talk about how people would meet their basic needs for food, water, and shelter.
 - b. Discuss with students what difficulties they might face trying to live in such an area without modern technology.
4. Explain that in today's activity, students will learn about a colonization effort in an old-growth forest near Chesapeake Bay.

Reading

Student Book pp. 60–64: England and the Americas;
The Beginnings of Jamestown

As students read, have them complete the following tasks in their **Think Books**:

- Write the vocabulary words *joint-stock company* and *charter* and their definitions.
 - ≈ *joint-stock company*: a business opportunity in which several people contribute money in hopes of gaining profits at a later time
 - ≈ *charter*: a formal document that creates an institution such as a company or a university
- Write two details about how English settlers interacted with American Indians in Virginia.
 - ≈ The English traded with American Indians.
 - ≈ There were conflicts over land.
 - ≈ Marriage between an English colonist and an American Indian could relieve tension.

Inform students that they can use the Glossary of the Student Book to help with their definitions.

Teaching

1. Explain to students that they will be doing a jigsaw activity called “I am, I did, I think.” In this activity, they will be asked to put themselves in the place of historical figures and imagine what they would have thought about events at the time they lived.
2. Give each student a copy of **Activity Sheet 2d**. Divide students into groups of four.
3. Instruct groups to work together to complete the information on all four people listed on the activity sheet.



Activity Sheet 2d	
Name _____	Date _____
The Origins of Jamestown Colony	
I am: Pocahontas I did: _____ I think: _____	I am: Wahunsenacowh I did: _____ I think: _____
I am: Anne Burros I did: _____ I think: _____	I am: John Smith I did: _____ I think: _____

Nystrom Young Citizens 20 Chapter 2 • Lesson 3

Activity Sheet 2d

- a. In the section “I did: _____,” have students write a short description of what the person did. Students can use the Student Book for information.
 - b. In the section “I think: _____,” have students guess what the person would have thought about the Jamestown settlement. Emphasize that since they cannot ask these historical figures their opinions, students will have to make educated guesses. They can include what the person may have thought about the other figures listed, as well as other groups.
4. After giving groups time to work on the activity sheet, have students in each group count off by four. Students will then reorganize according to number:
 - Number 1: Pocahontas
 - Number 2: Wahunsenacawh
 - Number 3: Anne Burras
 - Number 4: John Smith
5. Have students in each group share their information on their assigned historical figure. Instruct each group to choose one representative, who will explain to the class what the person did and thought.
6. **Summarizing and Assessing:** Review the activity sheet:
 - a. Allow each group to present their historical figure to the class.
 - b. Allow for some class discussion after the presentations. If time allows, you may also organize a debate on colonial settlement with students representing the different historical figures.

Modifications for Differentiation

Above Have students write a short script describing a roundtable discussion between Pocahontas, Wahunsenacawh, Anne Burras, and John Smith. Instruct them to include specific historical information when possible. Students should attempt to express different perspectives concerning English colonization in the Americas in the script.

Below Prepare answers to the “I did: _____” section of the activity sheet in advance and have students match the answers to the correct historical figures. Guide students on the “I think: _____” section by providing sentence starters, such as “I (Anne Burras) think that women were important to Jamestown Colony because _____.”

ELL Students may need more help with vocabulary words such as *joint-stock company* and *charter*. Give students simple examples of how modern companies raise money by offering stocks to the public. Explain that a charter is similar to a letter of permission from a royal family. Students may also be confused by references to *the crown* in the Student Book; explain to them that this refers to the king and queen.

Extending

History Students can explore the Jamestown Rediscovery Foundation website to find an artifact that they find interesting. Have students prepare a short oral report about the artifact that they chose, explaining its significance to the Jamestown settlement.

Activity 2 The Virginia Company Pamphlet



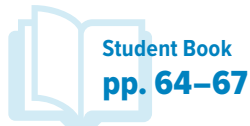
Economics



History



Reading



Vocabulary

cash crop
census
House of Burgesses
primary source

Materials

- Student Book
- Activity Sheet 2e
- Think Book

Objectives

Students will be able to:

- Explain some changes that took place during the early years of the settlement at Jamestown.
- Analyze primary source texts.
- Debate some of the positive and negative developments of early American society.

Getting Started

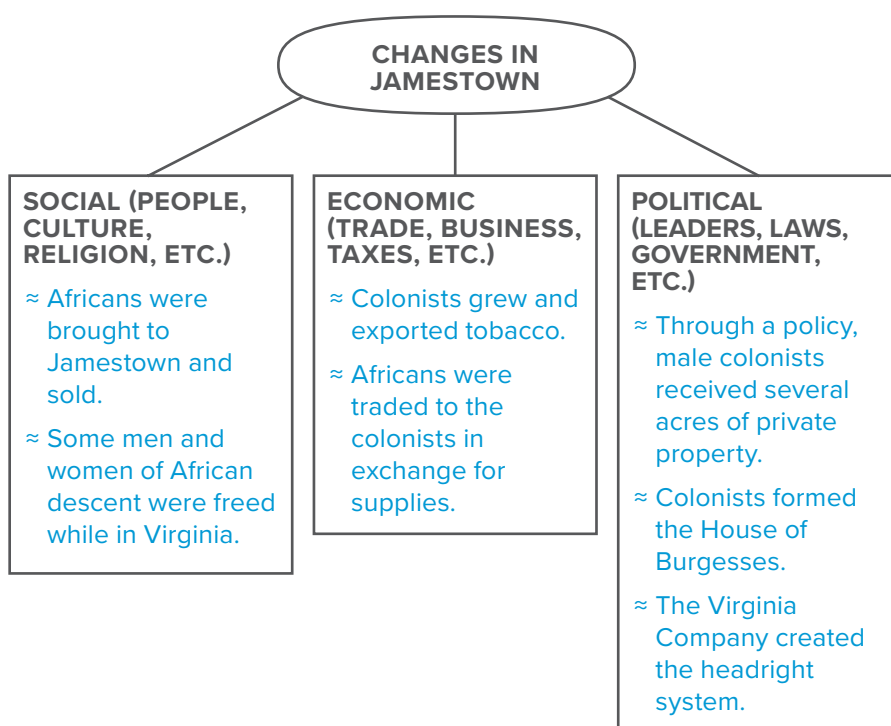
1. Have students imagine that their classroom could be preserved for 500 years, exactly as it is now.
2. Have them imagine that historians are studying this classroom to understand more about life during your era.
3. Call on students to identify different parts of the classroom that historians might use to understand more about their culture. Make sure that students discuss some primary source texts, such as a student's work.

4. Explain to students that historians use artifacts and primary source documents—or firsthand accounts—to learn more about past cultures. Explain that students will look at some primary source documents today to learn more about life in Jamestown Colony.

Reading

Student Book pp. 64–66: The Transformation of Jamestown; The Beginning of Slavery at Jamestown

Before students begin reading, write the following chart on the board and have students copy it in their **Think Books**. Briefly explain the concepts of *social*, *political*, and *economic* to help guide students in their reading.



As students read, have them write at least one detail in each box.

Be aware that several details can be placed in multiple categories. For example, selling enslaved Africans can be considered both social and economic. Use this as a teaching moment and discuss with students that historical facts sometimes fit in more than one category.

Teaching

1. Have students share their responses to the Reading activity. Write appropriate responses on the board and discuss with students the consequences of these changes when applicable, e.g., the headright system brought more people to the colony and led to the creation of more plantations.

Activity Sheet 2e

-

c. Call on students to suggest where the notes on the board should fit on the chart. Add additional notes to the chart based on students' suggestions.

Above Give students a modified version of **Activity Sheet 2e** that has only the original version of the text (not the adapted version). Provide guidance with the more difficult language. Have students write their own adapted version in their own words.

Chapter 2 • Lesson 3

ELL Write on the board these key terms from the text of **Activity Sheet 2e**: *palisades* (big fences), *bridge*, *spoiled*, *marketplace*, and *spare* (extra). Review the terms with students before assigning the text. Have students work with a small group to read the primary source. If necessary, echo read the text one sentence at a time to students who have difficulty reading English.

Extending

Writing Have students create a fictional primary source document from Jamestown. Students can choose from different types of primary sources (e.g., maps, journals, and drawings), but they must use something that would be historically accurate. Explain to students that they must include as much historical information as possible, mentioning specific people and places. Allow students to create their primary sources from the perspective of any one of the many people in or near Jamestown during the time period.



Lesson 3 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question.

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students' work by having each pair present a question and answer.

Writing Prompt

Although Jamestown had many challenges, the colony survived and made advances in the economy and government. Have students describe one advancement in each category. Have students explain whether these advancements still have an impact on us today.

Lesson 4

Why Did the Pilgrims Found Their Own Colony?

Main Goals

- Analyze historical events from multiple perspectives.
- Recognize similarities and differences between the English settlements at Jamestown and Plymouth.
- Draw conclusions about historical details.

Online Activities

- Vocabulary
- Drawing Conclusions

Literacy Links

- *Mary Chilton Winslow: Survivor of the Mayflower Voyage*, by Joyce A. Prince
- *The Mayflower Compact*, by Elizabeth Raum
- *Sailing on the Mayflower: A This or That Debate*, by Jessica Rusick
- *The Wampanoag*, by Kevin Cunningham and Peter Benoit

Activity

1

Three Facts and Three Questions



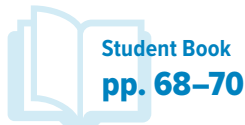
History



Critical
Thinking



Writing



Vocabulary

Mayflower Compact
Pilgrim
Separatist
treaty

Materials

- Student Book
- Activity Sheet 2f
- Think Book

Objectives

Students will be able to:

- Explain the reasons for the settlement of Plymouth.
- Discuss the relationship between English settlers and local American Indians.
- Examine historical figures from multiple perspectives.

Getting Started

1. Ask students to write down three facts about themselves in their **Think Books**. Explain that the facts can be any three details.
2. Have students imagine that someone from a different country was asking them questions. Have them write down three questions that someone from another country might want to know about them. Ask students to think about what people from other cultures might be curious to find out.
3. Explain that students will get a chance to learn facts about a historical figure today, and that they will also have to write questions from different perspectives.



Reading

Student Book pp. 68–70: The Pilgrims; Creating a Government; Survival

Instruct students to complete the following tasks in their



Think Books:

- Write two details about the first colonists in Massachusetts, the Pilgrims.
 - ≈ They were part of a religious group, known as Separatists, that broke away from the Church of England.
 - ≈ They sailed on the Mayflower.
 - ≈ They left the Netherlands for the Americas.
 - ≈ They wrote the Mayflower Compact.
 - ≈ They struggled at first to live in Plymouth Colony.
 - ≈ They had a good relationship with some American Indians, who helped them survive.
- Explain two ways that American Indians helped the settlers in Plymouth Colony.
 - ≈ Squanto helped translate for the English colonists and helped them create a peace treaty with the Wampanoag.
 - ≈ American Indians taught the English how to plant and harvest corn.

Teaching

1. Explain to students that they will be doing an activity called “three facts and three questions.” The focus of the activity is Tisquantum, or Squanto.
2. Instruct students to reread pp. 69 and 70 of the Student Book (Squanto).
3. Distribute **Activity Sheet 2f** to each student. Have students complete the activity sheet.
4. Pair students together and have them discuss the facts and questions from their activity sheets.
 - a. Have the student pairs work together to write answers to the questions from Squanto’s perspective.
 - b. Call on student pairs to share their ideas with the class.



Activity Sheet 2f Three Facts and Three Questions	
Case Study: Squanto	
Three Facts	Three Questions
1. He came from _____.	Write a question that a Wampanoag Indian from the 1600s might ask Squanto.
2. He went to _____.	Write a question that a settler of Plymouth Colony from the 1600s might ask Squanto.
3. He was known for _____.	Write a question that you would ask Squanto if you could talk to him.

Nystrom Young Citizens 22 Chapter 2 • Lesson 4

Activity Sheet 2f

5. **Summarizing and Assessing:** Review the reasons for the settlement of Plymouth and some details from the early years of the colony. Let students refer to their **Think Books** and **Activity Sheet 2f** for help during this review:
- a. Ask students to identify who the Separatists and Pilgrims were. (Separatists were a religious group that broke away from the Church of England; Pilgrims were Separatists who established Plymouth.)
 - b. Ask students to explain how the colonists of Plymouth survived the early years. (The colonists were helped by local American Indians, in particular Squanto.)

Modifications for Differentiation

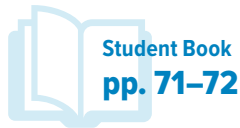
Above Change the parameters of **Activity Sheet 2f** so that students have to write five facts and five questions for Squanto. In addition, have them script an interview or press conference in which Squanto takes questions from different groups of people. Encourage students to act out their scripts in front of the class.

Below Start work on the activity sheet by having students take notes about Squanto from the Student Book. Then, work with students to mold their notes into the Three Facts section of the activity sheet. Allow students to work in pairs or small groups to complete **Activity Sheet 2f**.

ELL Form small groups to complete **Activity Sheet 2f**. Students may need vocabulary support for words in the Student Book, such as *captivity*, *interpreter*, and *treaty*. For step 4 of the Teaching section, pair students with native speakers who can help them properly structure sentences and questions.

Extending

Dramatic Arts Have students learn more about the Wampanoag. Have them create a poem or song about their culture. Instruct students to include as many historical facts as they can in their poems and songs. Encourage students to present their work in front of the class.



Materials

- Student Book
- Activity Sheet 2g
- Think Book
- projector

Objectives

Students will be able to:

- Compare and contrast different aspects of life in early American colonies.
- Categorize relevant information.
- Draw conclusions about early American colonies based on different sources.

Getting Started

1. Have students name a common sport or game they play during recess. Choose one to discuss with the class.
2. Elicit a few rules for the sport or game and then ask why the rules are necessary.
3. Explain that rules also apply to groups of people, and this can be called a social contract. Ask students what kinds of rules might be useful for groups of people.
4. Explain that students will read about a social contract that was written 400 years ago.

Reading

Student Book p. 71–72: The Mayflower Compact; Social Contracts

Instruct students to read the section and answer the three questions at the bottom of the page in their **Think Books**.



≈ Answers will vary.

Teaching

1. Distribute **Activity Sheet 2g** to each student.
2. Put students in small groups. Tell them that they will work with their group members to fill out the activity sheet.
 - a. Instruct students to use the Student Book and the notes in their **Think Books** to fill in as many details as they can about Jamestown, Plymouth, and what the colonies had in common.
 - b. Remind students that information about Jamestown can be found in lesson 3 of the Student Book, and information about Plymouth can be found in lesson 4.



Activity Sheet 2g

3. After student groups have had time to work, project **Activity Sheet 2g** on the board.
 - a. Call on students to give information to fill in the Venn diagram.
 - b. Elicit any additional details that students may have missed by referring to specific pages and paragraphs in the Student Book.
4. Have students return to the Drawing Conclusions skill box on p. 72 of the Student Book.
 - a. Instruct students to draw three conclusions about life in the early American colonies of Jamestown and Plymouth.
 - b. Have them write the conclusions in their Think Books.
 - c. Have students work with a partner. Instruct the partners to share and discuss their conclusions. 
 - d. Call on a few student pairs to read their conclusions aloud to the class.
5. **Summarizing and Assessing:** Have students compare the lifestyles in each colony:
 - a. Ask students which colony they would rather have lived in: Jamestown or Plymouth.
 - b. Have students write their answers in their **Think Books** and provide evidence to support their answers. 
 - c. Call on several students to read their answers aloud to the class.

Modifications for Differentiation

Above Have students create a higher-level Venn diagram by dividing information about the colonies into social, political, and economic categories. Instruct students to divide each circle in the diagram into three parts with labels for the three categories. Help students categorize more ambiguous information.

Below Provide a separate list of details for **Activity Sheet 2g**. Work with students to place the details in the correct parts of the Venn diagram. Ask students to find where the prepared answers are located in the Student Book to help them learn about how to research.

ELL Students may struggle with the meaning of *conclusion*. Take time to discuss the meaning of this word, explaining that it can mean the end of something, but that it can also mean to make an educated judgment about something. Provide extra support for the Reading activity, and help students practice the ability to draw conclusions using the text and primary source provided.

Extending

Civics Have students create their own social contract for the classroom. Have them read the full text of the Mayflower Compact, and have them use this document as a model. Create committees of small groups to brainstorm different ideas that students want to include in the contract. Then, have the committees discuss their ideas and work to create a final document. Post the contract in the classroom, and have all students sign it.



Lesson 4 Closure

Review Activity: Cause and Effect

Have student pairs use the Student Book to find effects for the following causes:



- People wanted to break away from the Church of England and create a new life far from Europe. (Pilgrims set up Plymouth Colony.)
- Pilgrims wanted all settlers to work together to help the colony succeed. (Mayflower Compact, first example of self-government in the colonies)
- The Pilgrims needed a way to talk to local American Indians. (Squanto became an important interpreter and helped the colonists and the Wampanoag create a peace treaty.)

Check pairs' work by reviewing at least one cause-effect pairing.

Writing Prompt

Have students write a short critique of the Jamestown and Plymouth colonies. Ask them to consider the successes and failures of each venture. In the case of failures, have students suggest ways that they could have been more successful.

Chapter 2 Review

Review Vocabulary

caravel
cash crop
census
charter
colony
Columbian Exchange
compass
conquistador
expedition
export
House of Burgesses
import
joint-stock company
Mayflower Compact
mission
missionary
navigation
Northwest Passage
Pilgrim
plantation
primary source
raw material
Separatist
treaty

Materials

- [Student Book](#)
- [Activity Sheet Chapter 2 Review](#)
- [Chapter 2 Test](#)
- [Think Book](#)

Reading

Student Book p. 73: chapter summary

Teaching

Distribute **Activity Sheet Chapter 2 Review**, and have students complete the activity sheet in pairs or small groups, using their **Think Books** and the Student Book as reference material.



Modifications for Differentiation

Above Have students complete the review activity sheet independently. Tell them to include the date on which the events in the Sequencing section occurred. When students finish, have them discuss the activity sheet in small groups. For Sequencing, have a questioner say a date and the other students identify the event. For Fill-in, students should read aloud the completed sentence and then say a related sentence that uses the word that fills the blank. For Short Answer, have students share their answers.

Below Have students work through the activity sheet in small groups. Provide the dates of the events in the Sequencing section, if needed. Ask the Fill-in questions in chronological order to help students locate the answers in the Student Book.

ELL Have students work through the activity sheet in small groups. Review the meanings of any words students may not know. For Sequencing, read aloud the events and tell students the dates on which they occurred. If needed, write the dates in order on the board for students to reference. Before asking each Fill-in question, have students turn to the appropriate page in the Student Book. To streamline the process, you may want to ask questions in the order in which they appear in the Student Book.

Teacher's Note

Online activities are available to supplement the chapter review.

Chapter Test

Distribute and administer **Chapter 2 Test** (Student Handouts, pp. 30–33). Assist students as needed.

Chapter 2 Project

Historical Quiz Game

Materials

- Student Book
- U.S./World Desk Map
- Project Checklist
- Project Evaluation
- Project Plan
- Think Book
- map markers
- sticky notes



Geography



History



Information
Processing



Speaking &
Listening

Objectives

Students will be able to:

- Recognize key people, places, and events from the Age of Exploration and the colonization of the Americas.
- Collaborate with classmates to research and categorize historical information.
- Assign geographical locations to various important historical events.

Project Description

Students will work in small groups to create a historical quiz game featuring key people, events, and places featured in the chapter. Groups will write quiz questions, assign them degrees of difficulty, and correlate some of them to a world map. Students will present their quiz games to other teams, who will play for points.

Teacher's Note

Go over the **Project Checklist** with students at the beginning of the project, and then remind them to review the checklist before turning in their projects. For more on evaluating the chapter projects, see p. xxvii.

Use your judgment when deciding how the games will play out. The games can be used as a friendly competition, but the goal is to have students learn and review important historical information. The ultimate goal is not to stump other teams but to have them find the correct answers. Monitor students as they write questions to ensure that they are accessible and not too obscure. Students may require guidance when assigning point values to questions. You may also want to monitor questions to ensure that a wide variety of topics are covered and that material from all lessons in the chapter is included.

Instructions and Suggestions

Day 1

1. Divide students into small groups with between three and six students per group. Make sure that there are an even number of groups in the class. 
2. Explain to students that they will be creating a historical quiz game. For the game, each team must create a series of questions based on information from the chapter.
3. Distribute a **Project Plan** (Student Handouts, pp. 34–35) to each group.
 - a. Instruct students to work together to compile information from the Student Book, their **Think Books**, and activity sheets from the chapter. 
 - b. Model how to correctly fill out the Project Plan. Explain that events can be almost anything; as an example, use the development of the compass. Explain that the compass improved sea navigation and allowed ships to explore more areas around the world.
4. Have students work together to add details to the Project Plan. Remind students that the Project Plan represents the minimum required for the game, and that they are encouraged to add additional information.

Days 2–3

1. Have groups finish page one of the Project Plan if necessary.
2. Distribute sticky notes, and tell students to write a point value corresponding to one of their questions on each sticky note. Explain that these will be used for recording the other team's score.
3. Distribute a **World Desk Map** and map marker to each group.
4. Pair up teams and have them play each other's games.
 - a. Students on the first team will read the questions.
 - b. If the second team can answer correctly, it will receive a sticky note with points written on it. The second team will then place the sticky note on the World Desk Map.
 - c. For the final bonus geographical questions, teams must mark the correct places on the World Desk Map.

5. Instruct the teams to tally the scores.
6. After the game has finished, the second team will present its questions.
7. After both teams have gone, have teams pair up with new teams.
8. Repeat as desired.

Modifications for Differentiation

Above These students can increase the number of people, places, events, and quotes that they gather for the project. They may also expand the point values from 1–3 to 1–5. Have students work as the scribes within groups, writing down questions to be used in the game.

Below Have students focus on the first two aspects of the **Project Plan**: people and places. Work with them to discuss and create questions of varying difficulty. Consider using sentence starters to help students craft questions, such as *He was a Spanish priest who _____*.

ELL Students may have particular difficulty working with quotes. Work with them to rewrite the quotes into more easily understandable language. Instruct students to identify the important information about each person, place, and event. Provide assistance with syntax as students write questions.

Rubric

See **Project Evaluation** (Student Handouts, p. 37).

Compelling Question

How Did the English Colonies Grow?

In this chapter, students will learn about the growth of English colonies and the regional differences that developed.

Time Frame: 5 Weeks

- 1 Students will examine the impact of English settlement on American Indians and enslaved Africans.
- 2 Students will analyze the government, society, and economy of the New England colonies.
- 3 Students will explore different aspects of life in the Middle colonies.
- 4 Students will learn more about the development of the Southern colonies.
- 5 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Every chapter comes with Leveled Student Readers and Group Activity Cards. There is also a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

The Triangular Trade: What Did Enslaved Africans Experience?

This Leveled Student Reader works well with lesson 1. The pre- and post-reading activities are in the inside covers of the reader.

GROUP ACTIVITY CARD

The Salem Witch Trials

This Group Activity Card works well with lesson 2. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

People in the Colonial Period

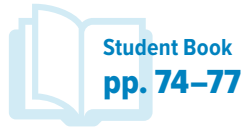
The following activity works well with any lesson. It is particularly effective as a way to review material from the chapter.

1. Instruct students to read pp. 96–97 of the Student Book (People in the Colonial Period).
2. Have students work with a partner. Have each pair choose one of the people shown in the Biography Gallery.
 - a. Explain that students will conduct a short interview with their chosen historical figures. One student will act as the historical person, and the other will be an interviewer.
 - b. Tell students to script the interview in their **Think Books**. Instruct them not to use the person's name in the interview.
 - c. Explain that students should include as much historical information as possible in the interview.
3. Have students present their interviews to the rest of the class.
 - a. After each interview, have other students guess which historical figure is being portrayed in the interview.
 - b. Monitor students' questions and answers for accuracy.



Chapter 3

Introduction



Geography



History



Information
Processing

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers

Getting Started

1. Have students think of their favorite game. Ask them to write down the basic rules of the game in their **Think Books**. 
2. Have students work with a partner. Working one at a time, have students describe the game they chose only by explaining the rules. Explain that they are not allowed to say the name of the game when they are reading the rules. 
 - After hearing the rules, students will try to guess which game their partners described.
 - Have students switch roles and repeat.
3. Call on a few students to read the rules they wrote down. Elicit ideas from students about why rules are crucial to games. Ask students if they can think of anything else that requires rules. Lead students toward the idea of societies and laws if students do not suggest them.

Reading

Student Book pp. 74–77: chapter comic; chapter introduction and time line

Have students pick one item from the time line (pp. 76–77) that they think is the most important historical event. Have them explain their choices in their **Think Books**. Call on a few students to explain their choices to the class. Emphasize that there is no right or wrong answer. 

Teaching

1. Put students in small groups. Distribute a **U.S. Desk Map** and map marker to each group. 

2. Explain to students that they will map some events from the time line.
 - a. Write the following events from the time line on the board and include the state abbreviations next to each:
 - Virginia's General Assembly is founded. (VA)
 - Puritans settle in Boston. (MA)
 - New Amsterdam is renamed New York. (NY)
 - Georgia becomes the last original colony. (GA)
 - A slave rebellion takes place in South Carolina. (SC)
 - b. Explain to students that they must make a legend that has five symbols. They must create a symbol to represent each event.
 - c. Have students draw their symbols in the appropriate locations on the map using the state abbreviations above.
 - d. Check groups' work.
3. **Summarizing and Assessing:** Discuss the connection between the comic (pp. 74–75) and the events on the time line and in the introduction (pp. 76–77). Refer back to the Getting Started activity about making rules and the need for laws in the new colonies. Ask them to speculate about what changes the colonies would experience while developing.
4. Have students clean, collect, and put away materials.

Lesson 1

What New Colonies Were Created by England?

Main Goals

- Compare and contrast the New England, Middle, and Southern colonies.
- Examine the impact of British colonization on different groups of people.
- Recognize how to identify causes and effects of historical events.

Online Activities

- Vocabulary
- Cause and Effect

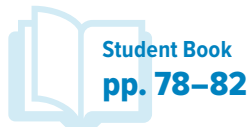
Literacy Links

- *The Dish on Food and Farming in Colonial America*, by Anika Fajardo
- *If You Lived When There Was Slavery in America*, by Anne Kamma
- *The Scoop on School and Work in Colonial America*, by Bonnie Jean Hinman and Samuel B. Hoff
- *A Timeline History of the Thirteen Colonies*, by Mary K. Pratt

Activity

1

Attracting Settlers to the Colonies



Materials

- Student Book
- Raised Relief Map
- Activity Sheet 3a
- Think Book
- coloring utensils
- white paper



Economics



Geography



Critical Thinking



Information Processing

Objectives

Students will be able to:

- Locate the 13 original colonies of North America by region.
- Compare and contrast the topography and economics of different regions.
- Summarize the features and benefits of the three major regions.

Getting Started

1. Have a brief discussion with students about moving. Ask if anyone has ever moved.
2. Make a T-chart on the board and label one side Positives of Moving and the other Negatives of Moving. Fill in the T-chart based on students' suggestions.
3. Remind students that the Age of Exploration had created new colonies for Europeans around the world. Ask students if they would have volunteered to live in one of the new colonies. Ask them to defend their answers.

Reading

Student Book pp. 78–82: New Colonies; The Right Place to Settle

As students read, have them write answers to the following in their 

Think Books:

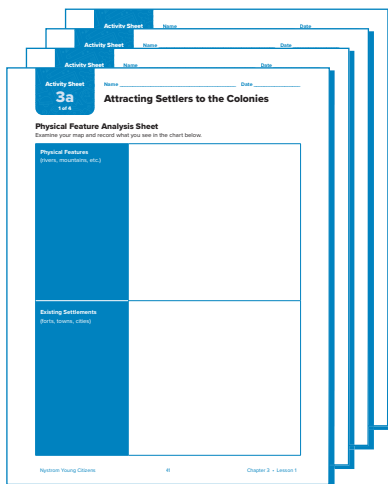
- Name the three English colonial regions and list the colonies in each.
 - ≈ New England: Massachusetts, Rhode Island, Connecticut, and New Hampshire
 - ≈ Middle: New York, Pennsylvania, New Jersey, and Delaware
 - ≈ Southern: Maryland, Virginia, North Carolina, South Carolina, and Georgia
- List at least two reasons people settled in the English colonies.
 - ≈ to find gold
 - ≈ to farm fertile land
 - ≈ religious freedom
 - ≈ freedom to live as they chose

Teaching

1. Divide the class into six groups. Give each group a **Raised Relief Map**. 

2. Assign each group a different map from the Student Book (use the list below to assign appropriate maps). Make copies of the first three pages of **Activity Sheet 3a**. Give each group a handout that corresponds to its topic, either physical features or land use.

- New England colonies physical map, p. 88 (New England Colonies, 1750)
- New England colonies land use map, p. 91 (Land Use in New England Colonies)
- Middle colonies physical map, p. 98 (Middle Colonies, 1750)
- Middle colonies land use map, p. 100 (Land Use in Middle Colonies)
- Southern colonies physical map, p. 104 (Southern Colonies, 1750)
- Southern colonies land use map, p. 106 (Land Use in Southern Colonies)



Activity Sheet 3a

3. Groups will fill in the analysis sheets based on information from their maps.
4. Each group will then create an advertisement trying to convince new settlers to come to their region.
 - a. Give each group a blank sheet of white paper and coloring utensils.
 - b. Ask groups to showcase the most attractive elements of their regions.
5. Post the advertisements around the classroom. Group the regions together, i.e., both of the New England advertisements should be displayed together.
6. Distribute page four of Activity Sheet 3a to students.
 - a. Have students view all of the advertisements.
 - b. Have them rank the regions on their activity sheets. Instruct them to write an explanation for their choices in the space provided.
7. **Summarizing and Assessing:** Rank each region using students' responses from Activity Sheet 3a (page four) and discuss the rankings with students:
 - a. Tally the numbers for each colony and reveal the results.
 - b. Lead the class in a discussion about the various locations, resources, and economics of the colonial regions. Call on several students to explain their rankings.
8. Have students collect and put away materials.

Modifications for Differentiation

Above Have students get in pairs and assign them a region for **Activity Sheet 3a**. One partner will complete the Physical Features side, and the other partner will complete the Land Use side. Students will continue to work in pairs to complete the advertisement. Students working on the New England colonies should write their brochure from Roger Williams' point of view. Those working on the Middle colonies should write from William Penn's point of view, and those working on the Southern colonies should write from James Oglethorpe's point of view.

Below Group students who need reading support and provide a read aloud of the textbook pages on the Middle colonies. This section is shorter and contains fewer proper nouns. Limit the group to no larger than four students. These small groups will work together to complete **Activity Sheet 3a** and the advertisement.

ELL Pre-teach the vocabulary for physical features (*mountains, rivers, forts, towns, cities*) using Total Physical Response (TPR). Provide a picture dictionary to further students' understanding. Higher ELLs can also be in the read-aloud group. Newcomers will create their advertisements using the activity sheet only (no textbook reading).

Extending

Visual Arts Ask students to find modern advertisements for their state or region. Lead a discussion about modern propaganda and advertising techniques. Have students choose one appealing advertisement and ask them to create a replica for their state or region using only information from the year 1700. Students may create physical advertisements (such as pamphlets), or they may choose to create a video recording.

Economics Ask students to research how natural resources are used today. Have them compare how natural resources are used today as opposed to how American Indians used them in the past. Have students create a poster or diagram explaining any similarities and differences.

Activity 2 Cause and Effect: Cultures Collide



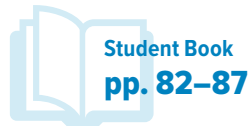
Cultures



History



Critical Thinking



Student Book
pp. 82–87

Vocabulary

barter
harbor
triangular trade

Materials

- Student Book
- Activity Sheet 3b
- Images of a Lacrosse Stick and a Banjo [↓](#)
- Think Book
- large sheets of paper (four)
- markers
- projector

Objectives

Students will be able to:

- Analyze the impact of colonization on American Indians.
- Evaluate the impact of colonization on enslaved Africans.
- Use cause and effect to better understand historical events.

Getting Started

1. Project two images of artifacts from the colonial period: a lacrosse stick and a banjo. Have students examine the two artifacts and discuss their potential uses.
2. Explain to students that these artifacts were introduced to European colonists as a result of different cultures living together. Explain that lacrosse was a sport developed by American Indians and that the banjo was an instrument developed in Africa. Explain that cultural interactions can spread new ideas and tools, but it can also have negative impacts.

Reading

Student Book pp. 82–86: American Indians and British Colonists; Slavery Expands

Have students create a T-chart like the one below in their **Think Books**. Have them fill in the chart with details about each group as they read.



American Indians	Enslaved Africans
≈ Had lived in the Americas for thousands of years before Europeans arrived ≈ Did not think of land ownership in the same way as Europeans ≈ Shared land among their people ≈ Had their own languages, governments, and systems of trade ≈ Traded with colonists ≈ Sometimes had violent conflicts over land ≈ Affected by diseases	≈ Part of triangular trade ≈ Sold to South, Central, and North America ≈ Brought agricultural skills to the Americas ≈ Helped the economy succeed in the South ≈ Brought their own religions, music, languages, traditions, and cultures ≈ Forced to do difficult work in difficult conditions without pay ≈ A few became free people

Teaching

1. Have students turn to p. 87 of the Student Book (Geography and the Colonies). Read aloud, or call on students to read aloud the text and skill box on the page.
2. Discuss with students the concept of cause and effect.
 - a. Ask students to find a word or phrase on the page that might indicate an effect had taken place. (as a result)
 - b. Have students look for other examples of key words or phrases that indicate an effect taking place in the Reading pages. For example, “This often led to” on p. 82, “because” on p. 82, and “In return” on p. 82.
 - c. Call on students to explain the cause and effect that their key word or phrase relates to. Have the class determine if the sentence (or sentences) demonstrates the concept of cause and effect.

Activity Sheet 3b

Name _____ Date _____

Cause and Effect: Cultures Collide

Cause: European colonists settled in the Americas, on or near American Indian lands.	Cause: Enslaved Africans were brought to the Americas as unpaid laborers.
Effect: _____ _____ _____ _____ _____	Effect: _____ _____ _____ _____ _____
Cause: North America's eastern coast had farmers, sheep, and a few colonies, and many natural resources.	Cause: Trade occurred between different continents.
Effect: _____ _____ _____ _____ _____	Effect: _____ _____ _____ _____ _____

Nystrom Young Citizens 46 Chapter 3 • Lesson 1

Activity Sheet 3b

3. Have students work in small groups of four students. Distribute **Activity Sheet 3b** to all students. Have students work cooperatively with their group members to complete the activity sheet using information from the Student Book.
4. Place four large sheets of paper in the classroom. Each sheet of paper will have a different title, taken from the four titles on Activity Sheet 3b.
5. Give each group one marker. Tell students that each group member will be responsible for writing on a different poster. Groups can decide among themselves how the assignments will be divided.
6. Give groups time to add their answers to the different posters.
7. **Summarizing and Assessing:** Review the posters as a class, reinforcing the concept of cause and effect throughout. Use the key words and phrases from p. 87 when possible.



Modifications for Differentiation

Above Have students rewrite two of the causes on the activity sheet from the American Indian point of view. For example, students may write that invaders came from Europe and took ancestral lands as private property. Then, have students rewrite the other two causes from the African point of view.

Below Provide a read aloud of the Student Book pages. Provide students with sentence strips with several causes and effects taken from the reading. Have students match causes with their effects. Be sure that some of the effects will fit with the group posters. Later, students can select the appropriate effects and add them to the group posters. Example: The British thought the land was theirs to own—conflict with American Indians.

ELL Simplify the language of the four causes on the activity sheet. Top left box: Europeans go to America and take American Indian lands. Top right box: Africans forced into slavery. Bottom left box: Good land features. Bottom right box: Trading between continents. Provide students with sentence strips with two effects for each box and have them sort. Later, have them add their sentences to the class posters. Examples for effects include ships made trading easy, good weather led to good crops, American Indians got sick, and skills and culture helped Africans to survive.

Extending

Physical Education Have students explore the roots of lacrosse. Students can prepare a short presentation about the historical roots and development of the game in American Indian culture, as well as its modern form and rules. Students may also decide to demonstrate some of the skills involved in the sport.



Lesson 1 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students write one review question for each section heading.

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students' work by having each pair present a question and answer.

Writing Prompt

The original 13 colonies eventually turned into the independent country of the United States. Have students describe one major success in the early years of the colonies and one major failure. Students should use specific historical references from the Student Book and their notes.

Lesson 2

What Were the New England Colonies Like?

Main Goals

- Understand the role of direct democracy in colonial New England.
- Describe education and job training in colonial New England.
- Define vocabulary from context.

Online Activities

- Vocabulary
- Define Vocabulary from Context

Literacy Links

- *Anne Hutchinson: Religious Reformer*, by Melina Mangal
- *Exploring the Rhode Island Colony*, by Robin Doak
- *The New England Colonies: A Place for Puritans*, by Kelly Rodgers

Activity

1

Town Meeting Simulation



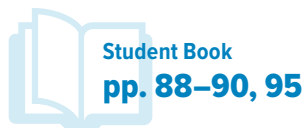
Civics



History



Speaking & Listening



Vocabulary

civil
direct democracy
Great Awakening
veto

Materials

- Student Book
- Activity Sheet 3c
- Think Book
- scissors
(see Teacher's Note)

Objectives

Students will be able to:

- List some jobs from colonial New England.
- Explain the purpose of town meetings in colonial New England.
- Analyze the pros, cons, and effectiveness of a direct democracy.

Teacher's Note

Cut out the cards from **Activity Sheet 3c** before the lesson begins. There should be one card for each student; since there are 24 individual cards on the activity sheet, simply replicate certain cards if you have more than 24 students. In this lesson, it is most realistic to add more farmers and fishers.

Getting Started

1. Ask students to think of their dream jobs. Have them write one profession that they would most like to do as an adult in their **Think Books**. Have them write a brief explanation as to why they chose the profession they did. T

2. Call on a few students to read their choices and explanations.
3. Next, ask students, by a show of hands, how many think their jobs existed 400 years ago. Open the topic to class discussion. Ask students to describe how certain professions may have changed over 400 years.
4. Explain that, during today's lesson, students will be assigned a profession from colonial New England, and they will have to think about their roles in society.

Reading

Student Book pp. 88–90: Government and Religion in New England; The Great Awakening

As students read, have them write answers to the following in their 

Think Books:

- Describe how and why the government in New England began.
 - ≈ The Pilgrims established a form of government in New England, in 1620, with the Mayflower Compact.
 - ≈ The Mayflower Compact stated that colonists would work together to create fair and equal laws.
 - ≈ The goal was for people to be civil.
- Write one detail each about Anne Hutchinson and Jonathan Edwards.
 - ≈ Anne Hutchinson: a religious leader who criticized the teachings of Puritan ministers, put on trial when she refused to stop preaching, forced to leave the Massachusetts colony, moved to Rhode Island to continue preaching
 - ≈ Jonathan Edwards: a popular preacher during the Great Awakening, talked about religion in terms of punishment for sins and the need for increased faith

Teaching

1. Have students turn to p. 95 of the Student Book (Direct Democracy).
 - a. Call on students to read the text aloud.
 - b. Work through the skill section about defining vocabulary from context. Write a definition of *direct democracy* on the board using suggestions from students.

Activity Sheet 3c

Name _____ Date _____

Town Meeting Simulation

Ship Owner R	Large Landowner	Innkeeper	Merchant R
Merchant	Minister R	Reverend	Carpenter R
Tanner	Blacksmith	Sailor	Tailor
Shoemaker	Military Officer R	Soldier	Soldier
Farmer R	Farmer	Farmer	Farmworker
Fisher	Fisher	Fisher	Farmworker

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Activity Sheet 3c

2. Distribute job cards from **Activity Sheet 3c**. Give one card to each student. Be sure that the six cards marked with an *R* get distributed (if the class has fewer than 24 students).
3. Students with similar professions will meet as a group.
 - a. Write the following groupings on the board:
 - Ship Owners and Large Landowners
 - Innkeepers and Merchants
 - Ministers and Reverends
 - Carpenters, Tanners, Blacksmiths, Sailors, Shoemakers, and Tailors
 - Military Officers and Soldiers
 - Farmers, Farmworkers, and Fishers
 - b. Have students group themselves according to profession.
 - c. Ask if students have any questions about what the professions do. Give other students an opportunity to explain if there are any questions.
4. Explain that the class now represents a town in colonial New England. The class will hold a town meeting to discuss—and vote on—different topics.
 - a. Each group will meet for several minutes to discuss something that they would like from the town that would help their profession. Remind students to refer to the Student Book for ideas. Give students an example, such as that a printer might suggest building more schools. Explain that this would create a demand for more printed material, but it would also be more expensive for the town.
 - b. Circulate to each group and be sure to approve their suggestions before the town meeting begins.
5. One person from each group will act as a representative at the meeting. Explain that those students who have an *R* printed on their card are representatives who will speak for the group.



6. Conduct a town meeting in class.
 - a. Allow the representative from each group to present their suggestion.
 - b. Explain that the entire group will vote on whether to accept or reject the suggestion, and that this is an example of direct democracy.
 - c. You will play the role of moderator. Allow for discussion of the suggestion. Discuss with students any positives and negatives of the proposal. Finally, hold a vote.
 - d. Repeat until each group has had a chance to submit their suggestion.
7. **Summarizing and Assessing:** Wrap-up with a discussion about the challenges with this system of government:
 - a. Ask students to talk about what worked and what did not work. Allow students to share their feelings based on their roles within the town.
 - b. Discuss with students how this lesson was similar or different from real town meetings in New England 400 years ago. If students do not mention it, talk about how women and non-church members were not allowed to vote.
 - c. Ask students if they think we should use direct democracy to make all governmental decisions in the United States. Have them explain why or why not.

Modifications for Differentiation

Above You might consider giving these students the cards labeled with *R*, allowing them to act as each group's representative. Have students write the definition of *representative democracy* based on clues from the text and their own knowledge. Then ask students to write 1–2 paragraphs to answer these questions: Why does the U.S. government use representative democracy today? What was the impact of excluding certain groups of people from the democratic process?

Below Assign these students either military officers (students who are comfortable speaking in front of the class) or soldiers. Pull them into a small group before the start of the activity and help them think through what kinds of laws would support the military. Have students record ideas that are generated by the group on index cards. Allow students to reference these index cards during the activity to support their participation.

ELL Assign these students farmer (without an *R*) or fisher. These professions are very concrete and easily depicted. Provide pictures with labels to help them understand the profession and what it entails. For example, *farmer* would show a farm with crops, seeds, water, workers, machinery, farm animals, etc. Give them sentence starters, such as “Farmers need _____ (seeds). They want _____ (a store to buy seeds).”

Extending

Civics Today, town meetings and city council meetings are often videotaped. Find one online from your local community (or another community) and play a short clip in which they discuss an interesting topic. Have students create lists of pros and cons for the issue, and continue the meeting in class. Alternatively, introduce a new issue that would affect students, such as changes to the school budget or school calendar. Have students debate the topic and use direct democracy to determine its outcome.

Activity

2

A Colonial Education



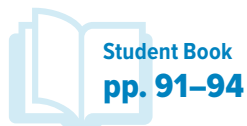
Cultures



Critical
Thinking



Information
Processing



Student Book
pp. 91–94

Vocabulary

apprentice
indentured servant

Objectives

Students will be able to:

- Describe different aspects of children’s education in colonial New England.
- Explain the skills that were important in Puritan society.
- Draw conclusions about a historical era based on education and job training.

Materials

- Student Book
- Activity Sheet 3d
- Think Book
- clay (sculptor's wax)
- hole puncher
- large index cards
- ropes (at least two)
- rulers
- yarn

Teacher's Note

Prepare the stations prior to the lesson. Punch holes in large index cards. As these will be used in an activity to model sewing and weaving, the more holes you punch, the more interesting possibilities students will have. If it is not possible to prepare any of the stations, you may consider substituting another activity or expanding the existing ones.

Getting Started

1. Have students think about their school and education.  Ask students to write their favorite and least favorite school subjects in their **Think Books**.
2. Then, have students think about a subject that is not currently offered in school that would be the most useful. Ask them to write their ideas in their Think Books.
3. Call on a few students to discuss their ideas.
4. Explain that students will examine some of the skills that were either part of children's education or job training in colonial New England in today's lesson.

Reading

Student Book pp. 91–94: The Economy of New England; Daily Life in New England

As students read, have them write answers to the following in their  **Think Books**:

- Define *indentured servant* and explain how an indentured servant was different from an enslaved person.
 - ≈ An indentured servant was a worker who agreed to work for a set amount of time in exchange for transportation, food, and housing costs.
 - ≈ Indentured servants worked the length of a contract and then were freed, whereas enslaved people were rarely freed.
- Write one detail each for the upper, middle, and lower classes in colonial New England.
 - ≈ Upper class: made up of merchants, landowners, and shopkeepers, often sent boys to school, some girls had tutors, held government positions
 - ≈ Middle class: made up of farmers, sailors, and fishers, children often worked as apprentices
 - ≈ Lower class: made up of indentured servants and enslaved Africans, were forced to work in difficult conditions

Teaching

1. Create four hands-on stations around the classroom where students will practice learning a skill, as students did in colonial New England. The stations are:

- Station 1—Reading & Writing
- Station 2—Sewing & Weaving
- Station 3—Knot-Tying
- Station 4—Brickmaking

2. Give each student all pages of **Activity Sheet 3d**. Divide students into four groups and assign each group to one station. Explain that students will have ten minutes at each station to engage in the task and fill in the activity sheet. Explain that students may work individually or with other students at the station.



3. Keep track of time and ask students to rotate to their next station at the end of ten minutes. Give students a two-minute warning before their time expires. Explain that students can have more time at the end of the activity if they do not finish all the stations.
4. After students have rotated through all four stations, allow some extra time to complete any activities that they still have not finished.

5. **Summarizing and Assessing:** Review the activity sheet:

- a. Have students work with a partner and compare their answers from the activity sheet for each station.
- b. Ask student pairs to discuss which station was their favorite, and why.
- c. Call on several students to discuss their answers.



- d. Finally, ask students to think about the words in the New-England Primer, from the Reading and Writing station. Discuss as a group the significance of the words in the schoolbook and what those words can tell us about life in colonial New England. If students struggle to begin the discussion, then point out the words *obey* and *punishment* and explain how such words suggest that society was strict.

Activity Sheet 3d

Modifications for Differentiation

Above Have students think about the four skills you just practiced. Ask them what kind of student would be best at each one. For example, explain that someone with patience and an eye for detail would be good at sewing. Have them write one sentence to describe the kind of student who would excel at each skill. Ask students which skill they are best suited for, and why. Have them write a short paragraph to answer this question.

Below Provide students with a half-sheet of paper with these questions. Ask them to write their answers in their **Think Books** as they read the Student Book.

- What is an indentured servant?
- How is an indentured servant different from an enslaved person?
- Who was in the upper class?
- Who was in the middle class?
- Who was in the lower class?

ELL Have students mirror the below-level students' activity. Furthermore, assign a patient reading buddy for the Reading and Writing station. Have the buddy model saying the word aloud and putting in dashes to separate the syllables. The pair then works together to complete the station.

Extending

Careers Have students dive deeper into a profession from the colonial era. Have students create a poster tracing the path that one would have to take to rise up the ranks, including any necessary education, apprenticeships, or special training. Building on the activity in the lesson, have students explain some of the basic skills that were necessary for the profession.



Lesson 2 Closure

Review Activity: Time Line

Have students work in small groups. Give each group a sheet of paper or mini whiteboard. Instruct students to draw a time line, using 1620 as the beginning year and 1720 as the ending year.

1. Tell the groups to use the Student Book and find five important events from the lesson. Have them put the five events on the time line in the correct chronological order.
2. Have each group present their time line to the class. Ask groups to explain why they chose the events and what makes them important.

Writing Prompt

Have students write a journal entry as a person who lived in New England during the 1600s. Tell them to discuss different aspects of life, including religion, government, and work. Students should include as many historical facts as possible. Have them write about the things they enjoy doing as well as some of the difficulties about life in this time period.

Lesson 3

What Were the Middle Colonies Like?

Main Goals

- Describe how the Middle colonies were tolerant.
- Explain how colonists participated in the global economy.
- Make connections between historical eras and students' experiences.

Online Activities

- Vocabulary
- Making Connections

Literacy Links

- *The Middle Colonies*, by Kelly Rodgers
- *New York City History for Kids*, by Richard Panchyk
- *William Penn*, by Janet Bengel

Activity 1

Diversity and Tolerance in the Middle Colonies



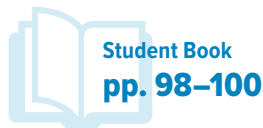
Geography



History



Information
Processing



Vocabulary

tolerance

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers

Objectives

Students will be able to:

- Recognize how the Middle colonies were influenced by multiple European nations.
- Define *tolerance* and understand the religious diversity of the Middle colonies.
- Map the locations of early Swedish and Dutch settlements in the Middle colonies.

Teacher's Note

Before the lesson, find out the origin of the name of your town/city. You will use this information in the Getting Started activity.

Getting Started

1. Write the name of your town/city on the board. Ask students if anyone knows the origin of the name. Elicit guesses before you reveal the correct answer.
2. Propose a hypothetical contest to rename the town/city. Have students write down a few ideas for new names in their **Think Books**. Call on a few students for their suggestions.



You may wish to hold a class vote to determine the most popular new name.

3. Ask students why a place might change its name. If students struggle to answer, then explain how a place might change its name to honor a famous person or when taken over by another country. Next, ask them if they know of any places that have changed their names.
4. Explain that the name of the largest city in the United States—New York City—changed in 1664 from New Amsterdam. Ask students to speculate why that might have happened. Explain that in today’s lesson, they will learn about the early colonial settlements known as New Netherland (which included New Amsterdam/New York) and New Sweden, and how they influenced parts of the United States.

Reading

Student Book pp. 98–100: Government in the Middle Colonies;
Religion in the Middle Colonies

As students read, have them write answers to the following in their 

Think Books:

- Write two details about how the Netherlands was involved in colonizing the Americas.
 - ≈ The Netherlands originally settled parts of modern-day New York state, which was known at the time as New Netherland. The capital, New Amsterdam, was in modern-day New York City.
 - ≈ The country hired Henry Hudson to explore the area.
 - ≈ There was a governor but no elected assembly.
 - ≈ The Dutch built warehouses along the rivers and coast to help with fur trading.
 - ≈ The Netherlands surrendered the Middle colonies to England.
- Have students write two details about religion in the Middle colonies.
 - ≈ There were many different religious groups, including Catholics, Lutherans, Quakers, and Jews.
 - ≈ The region was known for its religious tolerance.
 - ≈ The region was settled by many Quakers who believed women could take leadership roles and wanted to establish a colony that emphasized equality.
 - ≈ In Pennsylvania, people had the freedom to practice any religion.

Teaching

1. Have students turn to p. 99 of the Student Book (Religion in the Middle Colonies) and call on a student to define the vocabulary word *tolerance*. (the willingness to respect or accept the customs, beliefs, or opinions of others)
The student may use context clues or the Glossary.
2. Direct students' attention to the pie chart on the same page. Ask students how the word *tolerance* might be related to the information in the pie chart. If necessary, explain to students that the pie chart shows many different religions and only a tolerant society would accept and support so many different faiths.
3. Put students in small groups and give each group a **U.S. Desk Map** and map marker. 
 - a. Instruct groups to draw an outline around the states that made up the Middle colonies: New York (NY), Pennsylvania (PA), New Jersey (NJ), and Delaware (DE).
 - b. Have groups locate the Hudson River in New York state. Have them draw a large circle around the entire river. In the legend, have students draw a circle and label it **New Netherland**.
 - c. Have groups locate the Delaware River bordering Pennsylvania, New Jersey, and Delaware. Have them draw a rectangle around the entire river. In the legend, have them draw a rectangle and label it **New Sweden**.
4. Next, have groups flip the maps over to the **World Desk Map** side.
 - a. Help groups locate Sweden. Explain that it is in Europe and located in the eastern part of the Scandinavian Peninsula. Have groups mark Sweden with an **S**. In the legend, have them draw an **S** and label it **Sweden**.
 - b. Help groups locate the Netherlands. Explain that it is in northern Europe, just northwest of the *E* in "EUROPE." Have them mark the Netherlands with an **N**. In the legend, have them draw an **N** and label it **Netherlands**.

- c. Finally, help groups locate England. Explain that it is the island northwest of continental Europe, labeled on the map as “British Isles.” Have them mark England with an **E**. In the legend, have them draw an **E** and label it **England**.
5. **Summarizing and Assessing:** Review which European countries controlled the Middle colonies. Have students turn the maps back over to the **U.S. Desk Map** side. Explain that Sweden and the Netherlands colonized land in the early 1600s, but that England took over the eastern coast of North America before the end of the century. Tell students that the region remained very diverse because of this history of different colonial powers.
6. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students create a Venn diagram in their **Think Books** to compare and contrast the English colonies and the Dutch colonies. Tell them that the diagram should include information about the colonies’ government and religions.

Below Provide students with a half-sheet of paper with these questions. Ask them to write their answers in their **Think Books** as they read the Student Book.

- How was the Netherlands involved in the Middle colonies?
- What was religious tolerance? Give an example.

ELL Review the meaning of *tolerance*. Simplify the definition if necessary (respecting differences). Read aloud the sections on government and religion. Have students create a T-chart in their **Think Books** and work together to fill in two details from each section.

Extending

Geography Have students use a mapping site to locate the following places: Holland Township (New Jersey), Finns Point (Delaware), and Watervliet (New York). Explain that these places got their names from the presence of early European settlers. Have students do research to find evidence of Swedish, French, Belgian, and Finnish influence in place names throughout the United States. Then, have students find out more about the origins of local place names.

Mapping the Middle Colonies



Cultures



Economics



Geography



Vocabulary

credit
Navigation Acts
patent
subsistence farm

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers



Student Book, p. 99

Objectives

Students will be able to:

- Describe how the Middle colonies were part of the global economy.
- Analyze aspects of daily life in the Middle colonies for different groups of people.
- Make connections between their own lives and historical events.

Getting Started

1. Have students look at the image of the port scene on p. 99 of the Student Book (New York City in the 1700s).
2. Instruct them to conduct a brief think-pair-share. Ask students to think about what is happening in the image and then to work with a partner to write a one- to two-sentence description of the scene in their **Think Books**. Allow students to share their descriptions with the class.
3. Discuss the important port cities of New York and Philadelphia in the Middle colonies. Explain that they will learn more about their role in the global economy in today's lesson.



Reading

Student Book pp. 100–103: The Economy of the Middle Colonies; Daily Life in the Middle Colonies; How Colonists Bought and Traded Goods

As students read, have them write answers to the following in their **Think Books**.

Think Books:

- List at least three things that people produced in the Middle colonies.

≈ Corn	≈ Iron
≈ Wheat	≈ Lumber
≈ Ships	≈ Livestock (beef and pork)
≈ Fur products (hats, cloaks, and liners for shoes)	

- Write two details about what life was like for at least two different groups of people in the Middle colonies.
 - ≈ Women: helped run small family subsistence farms and small businesses
 - ≈ Children: helped on farms and in businesses, education was run by religious organizations
 - ≈ African Americans: difficult life, enslaved African Americans forced to work on farms and in homes, free blacks took jobs as dockworkers or other positions in trade, freedom did not mean equality, free African Americans could be sold into slavery as punishment for certain behavior
 - ≈ American Indians: frequently traded with and assisted colonists, helped make the Middle colonies wealthy

Teaching

1. Students will stay in their pairs and work together through the activity. Give each pair a **World Desk Map** and map marker. 
2. First, have students create a list of products made and exported from the Middle colonies.
 - a. Have student pairs review their notes from the Reading activity, specifically the things that people in the Middle colonies produced.
 - b. In the legend, have students make at least three symbols for the different products produced. They may use the map on p. 100 of the Student Book (Land Use in Middle Colonies) to help them.
 - c. Have students draw the symbols on the eastern coast of North America.
3. Direct students to the quote on p. 102 of the Student Book (Elizabeth Ashbridge). Call on a student to read the quote and attribution aloud.
 - a. Ask students who had the hardest working conditions in the Middle colonies. (indentured servants and enslaved people)
 - b. Explain that people were forced to go from Africa to the Americas as part of the slave trade. Have student pairs draw an arrow from Africa to North America and label it **Enslaved People**.

- c. Explain that many people moved from Europe to the Americas as indentured servants. Have pairs draw an arrow from Europe to North America and label it **Indentured Servants**.
4. Direct students to the quote on p. 100 of the Student Book (Francis Daniel Pastorius). Call on a student to read the quote and attribution aloud.
 - a. Ask if any students know where Barbados is located. If necessary, explain that it is an island near the eastern part of the Caribbean Sea. Allow time for students to find it on the map before asking students where England is located. If necessary, explain that it is located in Europe. Allow time for students to locate the country.
 - b. Have students draw an arrow from the eastern coast of North America to the Caribbean Sea and label it **Products**.
 - c. Have students draw an arrow from the eastern coast of North America to Europe and label it **Products**.
5. Direct students to p. 101 of the Student Book. Call on a student to read the last paragraph of the section The Economy of the Middle Colonies.
 - a. Call on a student to explain the point of the Navigation Acts. (The Navigation Acts benefited the British economy by forcing the colonies to send their products on British ships to British ports.)
 - b. Have students put a large **X** on the arrow from North America to the Caribbean, and instruct them to write **Navigation Acts** next to it.
6. **Summarizing and Assessing:** Have students draw connections between what they learned today and their own lives. Ask them if they can find any connections between their lives and the economy and daily life of the Middle colonies. If necessary, ask students if they see modern people doing jobs that people did back then (e.g., hunting and shipbuilding).
7. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students create a mime-type role-play to demonstrate the meanings of *barter*, *cash*, and *credit*. The role-play will include only actions and no talking. Students should demonstrate a few examples for each concept using common objects. This will help other students to better understand the differences in the concepts.

Below Have students create a simple chart to help them take notes about the Middle colonies. Have them label columns for the following topics: **Products**, **Women**, **Children**, **African Americans**, and **American Indians**. Instruct students to find at least one detail for each category.

ELL For the partner work, pair students by first language, if possible, to facilitate brainstorming and writing. As in the Below modifications, have students create a Middle colonies chart. For categories that might be more difficult, such as “Products,” provide some vocabulary to help them start. For words that might be more difficult, such as *wheat* and *fur*, provide images to support learning.

Extending

Visual Arts Have students create a poster showing a scene of daily life during the Middle colonies. Ask them to incorporate as much historical information as they can based on what they learned in class. You may decide to assign them specific aspects of life in the colonies as outside research as well. Have students label their posters. Hold a gallery walk and allow students to present their work.



Lesson 3 Closure

Review Activity: Details

Instruct students to select details that are important to the lesson. Have students write their choices in their **Think Books**.

1. Have students use the Student Book to find one of each of the following details:
 - a. One important date
 - b. One important person
 - c. One important place
 - d. One important event
2. Call on students to explain one of their choices.

Writing Prompt

The Middle colonies were very diverse, with people from different countries and religions settling there. Although they had very different cultural backgrounds, they worked together as part of the community. Have students describe a situation where they had to work with people who are different from them (people who are older/younger, have different religions or cultures, come from a different country or state, or have different interests). How did they overcome their differences to work together? What did they do to find common ground? Was their work successful? Why or why not?

Lesson 4

What Were the Southern Colonies Like?

Main Goals

- Examine the roles of government, religion, and the economy in the Southern colonies.
- Describe different colonial social classes, including the status and conditions of enslaved people.
- Use primary sources to draw conclusions about life in the Southern colonies.

Online Activities

- Vocabulary
- Using Primary Sources

Literacy Links

- *If You Lived in Williamsburg in Colonial Days*, by Barbara Brenner
- *The Southern Colonies*, by Kelly Rodgers
- *Spies at Mount Vernon*, by Steven K. Smith

Activity

1

A Session of the House of Burgesses



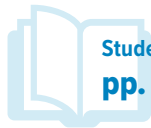
Civics



History



Speaking & Listening



Student Book
pp. 104–108

Vocabulary

frontier
parish
textile

Materials

- Student Book
- Image of Patrick Henry in the House of Burgesses [↓](#)
- Think Book
- projector

Objectives

Students will be able to:

- Identify some important people and institutions from the early years of the Southern colonies.
- Describe a painting that references a historical era.
- Analyze how colonists felt about government institutions, religion, the economy, and relationships with American Indians through an interactive game.

Getting Started

1. Project the painting “Patrick Henry Before the Virginia House of Burgesses,” by Peter Rothermel (1851).
2. Ask students to examine the painting. Have them describe what they see in their **Think Books**.
3. Discuss the painting with the class.
 - a. Ask students to guess who the focus of the painting is. (the man standing in a red robe with his hand held up) Ask students how the artist draws the viewers’ attention to this person. Students may suggest the lighting, color, size, and framing of the painting.



- b. Call on students to provide more details about what they notice about the painting, and write their ideas on the board; if possible, mark the projection of the painting to draw students' attention to parts of the painting that they do not mention.
4. Explain to students that this painting shows a scene from the Virginia House of Burgesses, about which they will learn more today.

Reading

Student Book pp. 104–108: Government and Religion in the Southern Colonies; The Economy of the Southern Colonies

As students read, have them write answers to the following in their 

Think Books:

- List at least two details about government in the Southern colonies.
 - ≈ Virginia's General Assembly began in 1619 and is the oldest legislature in the Americas.
 - ≈ The General Assembly had two branches: House of Burgesses and Governor's Council.
 - ≈ The House of Burgesses were elected representatives from parishes.
 - ≈ The Governor's Council had 12 members selected by the Royal Governor.
 - ≈ Only white men who were over 21 years old and owned property could vote.
- Give one detail each about Queen Ann and Eliza Lucas.
 - ≈ Queen Ann: leader of the Pamunkey Indians of Virginia, fought for the rights of American Indians
 - ≈ Eliza Lucas: took charge of her family's plantation when she was a teenager, developed a new version of indigo that helped the economy of South Carolina

Teaching

1. Ask students to write a definition for *House of Burgesses* in their **Think Books**. Student responses should mention one or more of the following ideas: The House of Burgesses was the first democratically elected legislative body in the Americas; the House of Burgesses tied religion to the government; or the House of Burgesses was one of the two branches in Virginia's General Assembly. If students struggle, then allow them to use p. 327 of the Student Book (Glossary). Call on a student to give the definition to the class. 

2. Project the painting “Patrick Henry Before the Virginia House of Burgesses” again.
3. Instruct students to write several questions in their Think Books that they would ask characters in the painting if they could talk to them. Encourage students to think about what kind of topics were important to colonial Virginians, and remind them to refer to things that they read in the Student Book. Explain that questions should include different topics, including government, religion, economy, and relationships between colonists and American Indians.
4. Conduct a “live painting” activity.
 - a. Assign students to mimic the poses of characters in the painting.
 - b. Organize the classroom as necessary, using tables, chairs, and props if appropriate. Have students freeze and hold the positions of the characters during the activity.
 - c. Have any students who are not part of the “live painting” act as interviewers. The interviewers can initiate a question by touching one character. Characters can only talk when touched by an interviewer.
 - d. Make sure that all characters get asked at least one question.
 - e. Guide the activity and provide assistance if characters are not able to answer questions or if they answer inaccurately.
5. **Summarizing and Assessing:** Review and discuss key aspects of the government and economy of the Southern colonies:
 - a. Ask students to pick the question and answer from the “live painting” activity that they found most interesting. Have them write it in their **Think Books**. 
 - b. Have students work with a partner and share their choices.
 - c. Call on a few students to share what they wrote with the class.

Modifications for Differentiation

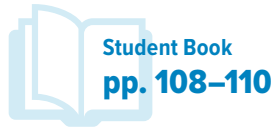
Above Have students write speech bubbles for one woman in the gallery, the man pulling out a sword, and two other characters in the painting. Ask students to place themselves in the painting and write a speech bubble for themselves.

Below Have students create a table that can be used to help them take notes. The table can be labeled **Painting: What Questions Would You Ask Them?** Then, have students create categories for different characters in the painting and brainstorm questions as preparation for the “live painting” exercise.

ELL Provide a read aloud of the Student Book pages and have students add two details each for government and economy. Discuss the painting. Point out that the man in red is a colonist and he is talking to the legislators of Virginia. Explain that he gave a fiery speech in favor of going to war to end British rule of the colonies. As with the Below modifications, have students create a table to help them write questions. Provide some sample questions to help them get started: Why do you want war? Which side are you on?

Extending

Civics Instruct students to research laws passed by Virginia’s House of Burgesses and to choose one. Instruct students to make a poster; one side of the poster will have the original text of the law, and the other will have the same law rewritten in today’s language. Allow students to present their posters to the class as members of the House of Burgesses. If possible, have them dress in colonial costumes for the presentations.

**Vocabulary**

slaveholder
social class
tenant farmer

Materials

- Student Book
- Activity Sheet 3e
- Think Book
- newspaper(s)

Objectives

Students will be able to:

- Discuss the social structure of the Southern colonies.
- Describe aspects of life of enslaved African Americans.
- Analyze primary sources to draw conclusions about life in the Southern colonies.

Teacher's Note

Get multiple copies of an up-to-date newspaper for students to examine for the Getting Started activity. If possible, get a newspaper that is locally published. Alternatively, you may choose to project a digital newspaper.

Getting Started

1. Have students examine an up-to-date, modern newspaper. Students may do this as a class or in smaller groups.
2. Call on several students to point out items featured in the newspaper.
3. Ask students to imagine a situation in which someone 300 years from now finds the same newspaper.
 - a. Ask students to think about what that person might conclude about our culture.
 - b. Have students discuss their ideas and explain their reasoning.
4. Explain that in today's activity, students will look at a newspaper from hundreds of years ago and attempt to draw conclusions about the society of that era.

**Reading**

Student Book pp. 108–110: Daily Life in the Southern Colonies; Enslaved People in the Southern Colonies; Learning about the Past

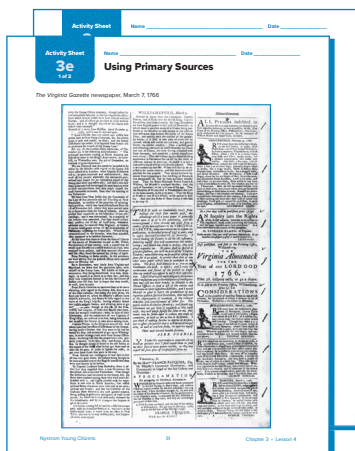
As students read, have them write answers to the following in their **T**

Think Books:

- List at least one detail about each class—upper, middle, and lower—in the Southern colonies.
 - ≈ Upper class: referred to as the gentry; the women ran large households; the men owned large plantations and held public offices; the children learned to read and write—the wealthiest young boys were sent away to school.
 - ≈ Middle class: made up of merchants, tradesmen, clergy, farmers, and tavern keepers; white men could vote; women ran the household and helped run the family business; children learned the family business or worked as someone's apprentice.
 - ≈ Lower class: made up of tenant farmers, indentured servants, free blacks, and enslaved people; usually did not own property and could not participate fully in government; free black families were often skilled tradespeople.
- Write two details about the lives of enslaved people in the Southern colonies.
 - ≈ Bought and sold to work plantations
 - ≈ Forced to work without pay in difficult conditions
 - ≈ Kept elements of their culture alive through music and stories
 - ≈ Resisted slavery in many ways, including rebellion and trying to escape

Teaching

1. Have students turn to p. 110 of the Student Book (Learning about the Past).
 - a. Review the steps in the skill section at the bottom.
 - b. Use the skill section to further discuss the primary sources on the top half of the page.
2. Have students work with a partner. Distribute both pages of **Activity Sheet 3e** to each pair. 
 - a. Have the student pairs examine page one of the activity sheet.
 - b. Ask them to take notes describing what they notice about the newspaper in their **Think Books**. **T**
3. Have the student pairs examine page two of the activity sheet.
 - a. Ask them to read the enlarged advertisement of the newspaper and again write down notes in their Think Books about what they notice.



Activity Sheet 3e

- b. Ask student pairs to use the steps from the skill section on p. 110 of the Student Book. Have them discuss the steps in the context of what they see in the newspaper.
 - c. Call on students to share their observations with the class.
- 4. Ask students what they think this primary source says about life in the Southern colonies. If students do not mention it, you may guide them toward understanding the large numbers of escapees from slavery and what that says about resistance. To emphasize the point, have students return to p. 108 of the Student Book (Enslaved People in the Southern Colonies).
- 5. **Summarizing and Assessing:** Test students' ability to use a primary source:
 - a. Ask students to draw some conclusions about life in the Southern colonies based on the primary sources they examined during the lesson (from Activity Sheet 3e and p. 110 of the Student Book).
 - b. Ask students if what they learned from the primary sources supports the information in the Student Book. Ask them to provide specific evidence to support their ideas.

Modifications for Differentiation

Above Have students create a list of at least six other primary source documents they would like to read, related to events or people from chapter 3. Examples could be a speech by King George, names of enslaved Africans arriving on ships, a newspaper article on the Stono Rebellion, Elizabeth Key Grinstead's lawsuit against the colony of Virginia, etc.

Below Have students create a chart that can be used to help them organize their notes as they read the Student Book. Headings can include "Professions" and "Education." Have students create categories for upper, middle, and lower classes.

ELL Provide a read-aloud to support students. As in the Below modifications, have students create a chart to help them organize their notes. Provide support for difficult vocabulary and concepts, such as *tenant farmers*. Have students share some examples of cultural traditions from their own lives to help better understand this concept.

Extending

Visual Arts Have students create a “visual quilt” of primary sources that help explain life in the Southern colonies. Students should research and find visual evidence from the colonial era in the South. Instruct students to find a wide range of primary sources online, addressing themes such as social life, geography, politics, economy, religion, etc. Once students have compiled several primary sources, have them print the sources and combine them into a “visual quilt.” Have students present and explain their quilts to the class.



Lesson 4 Closure

Review Activity: Maps

Have students work in small groups. Give each group a **U.S./World Desk Map** and map marker.

1. Tell the groups to use the Student Book and find five important events from the lesson. Have them put the five events on the map in the appropriate locations.
2. Have each group present its map to the class. Ask groups to explain why they chose the events and what makes them important.

Writing Prompt

Have students imagine that they are running for a seat in the House of Burgesses in colonial Virginia. Tell them to design a list of things that they would want to accomplish as a politician from that era. They should use information that they learned in the activities and in the Student Book to help them come up with their list. Tell them to use the list to address things that they would like to change or improve. Have students write short explanations describing each item on their list, focusing on what the problem is and what they would do to address it.

Chapter 3 Review

Review Vocabulary

apprentice
barter
civil
credit
direct democracy
frontier
Great Awakening
harbor
indentured servant
Navigation Acts
parish
patent
slaveholder
social class
subsistence farm
tenant farmer
textile
tolerance
triangular trade
veto

Materials

- Student Book
- Activity Sheet Chapter 3 Review
- Chapter 3 Test
- Think Book

Reading

Student Book p. 111: chapter summary

Teaching

1. Have students work through **Activity Sheet Chapter 3 Review**. Allow them to use the Student Book and their **Think Books** as needed. 
2. **Summarizing and Assessing:** Review students' work:
 - a. Review answers to the activity sheet as a class.
 - b. Divide students into groups. Ask each group to write two new questions, using the review sheet content. Model how to change a question form (for example, change a matching item to a short-answer question) as needed. 

Modifications for Differentiation

Above Have students complete the review activity sheet independently. For Vocabulary, students should read aloud their definitions and then say a related sentence that uses the word that fills the blank. For Short Answer, have students share their answers.

Below Allow students to work in small groups to complete the Chapter 3 Review. Answer questions and help students find the information in the Student Book and their **Think Books**. Simplify sentences as needed.

ELL Complete the activities as a group. Provide sentence frames and simplify sentences and ideas as needed. Use guiding questions to help students with the sequencing activity and short-answer section. Use visuals and TPR to help students with concepts and content-specific words.

Teacher's Note

Online activities are available to supplement the chapter review.

Chapter Test

Distribute and administer the **Chapter 3 Test** (Student Handouts, pp. 56–60). Assist students as needed.

Chapter 3 Project

Movie Posters

Materials

- Student Book
- Project Checklist
- Project Evaluation
- Think Book
- coloring utensils
- large sheets of paper
- movie posters
(see Teacher's Note)



History



Critical
Thinking



Writing

Objectives

Students will be able to:

- Identify important historical figures representing different groups of colonial Americans.
- Analyze the challenges one person faced, along with that person's historical impact.
- Create a movie poster that emphasizes the biggest contributions from historical figures.

Project Description

Students will choose one historical figure from the chapter and design a poster that could be used to promote a film based on that person's life. The poster must include a title and subtitle of a hypothetical film about the person, a drawing, a catchy line about the film's content, and a short written description of the plot of the film.

Teacher's Note

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects. For more on evaluating the chapter projects, see p. xxvii.

Find several movie posters (physical or online) to show students at the beginning of the project. If possible, show students posters from historical biographical films. Students can use these posters as inspiration and models for their own posters. You may also have students who wish to go further and create a short trailer for the film, which is encouraged.

Instructions and Suggestions

Day 1

1. Divide students into pairs or groups of three. 
2. Explain that students will be creating movie posters for a hypothetical biographical movie about a historical figure from the chapter. Explain that students will be responsible for the following: 
 - A title and subtitle for the film—either the title or subtitle must include the person’s name.
 - A drawing—the drawing can be of the person or of something relevant.
 - A slogan—the poster must contain a catchy line that sums up what the film is about.
 - A summary—a paragraph that sums up the concept of the film.
3. Assign or have students choose one historical figure from the chapter. Each historical figure may only be used by one group. The following is a list of people that are featured in the chapter and may be used for this project:

• Roger Williams	• William Penn
• James Oglethorpe	• Metacom
• Anthony Johnson	• Anne Hutchinson
• Jonathan Edwards	• Phillis Wheatley
• Frank Freeman	• Pontiac
• Weetamoo	• Elizabeth Key Grinstead
• Nathaniel Bacon	• Olaudah Equiano
• Evelyn Byrd	• Henry Hudson
• Sybilla Righton Masters	• Queen Ann
• Eliza Lucas	• Matthew Ashby
• Jemmy	• Thomas Newe
4. Instruct students to use the Student Book and their **Think Books** to review information about their historical figures. 
 - a. Have the groups take notes on everything they can learn about their figures.
 - b. Have them brainstorm ideas about their movie posters.
 - c. Instruct students to sketch rough drafts of their movie posters and summaries.

Day 2

1. Distribute large sheets of paper and coloring utensils to pairs or student groups.
2. Have them work on their movie posters and summaries.



Day 3

1. Students should post and present their projects. Organize a gallery walk so students will see all the movie posters.
2. Display the posters around the classroom or outside the classroom.

Modifications for Differentiation

Above Challenge students to combine the stories of two historical characters under one movie theme. Have students develop the theme, title, and slogan first. Then, have them choose two characters whose stories support that theme. Finally, have them complete the artwork and the written summary.

Below These students may struggle with the written summary but excel with the artwork, title, and slogan. Group students strategically so that below-level students work with stronger writers who can provide support with that aspect of the project.

ELL Creating catchy slogans may prove more challenging to ELL students. Support students by showing and discussing slogans of well-known companies, restaurants, etc. Discuss the qualities of effective slogans and emphasize the need to express a message in a concise, catchy way. Then, help students develop their movie poster slogans.

Rubric

See **Project Evaluation** (Student Handouts, p. 62).

Compelling Question

How Did the 13 Colonies Become the United States?

▶ In this chapter, students will study the process by which the American colonies united to gain independence from Britain and formed their own government.

Time Frame: 9 Weeks

- 1 Students will examine the circumstances that led to conflict between Britain and its American colonies.
- 2 Students will study the causes of the Revolutionary War, as well as how it divided Americans.
- 3 Students will analyze the ideas and importance of the Declaration of Independence.
- 4 Students will explore the events and impact of the Revolutionary War, including the key factors that led to American victory.
- 5 They will inspect the successes and weaknesses of the Articles of Confederation.
- 6 They will describe the great debates that dominated the Constitutional Convention.
- 7 They will study the government structures laid out by the U.S. Constitution and their relevance to Americans today.
- 8 They will examine the basis of the opposition to the Constitution and its eventual ratification.
- 9 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Every chapter comes with Leveled Student Readers and Group Activity Cards. There is also a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

Constitution Writers: How Did They Form a More Perfect Union?

This Leveled Student Reader works well with lesson 2. The pre- and post-reading activities are in the inside covers of the reader.

GROUP ACTIVITY CARD

The American Revolution

This Group Activity Card works well with lesson 2. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

People of the American Revolution

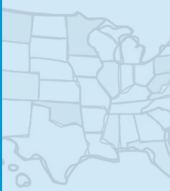
The following activity works well with lesson 4.

1. Have students work individually. Instruct students to read pp. 148–149 of the Student Book (People of the American Revolution).
2. Have students choose one of the people shown in the Biography Gallery.
 - a. Instruct students to read the details of their person.
 - b. Tell students to write a short description of their person in their **Think Books**.
3. Have students create a five-panel comic about the person they chose.
 - a. Give students a piece of paper and have them divide it into five boxes or panels. Have students use the chapter comics as models.
 - b. Have students sketch their comics. Instruct them to emphasize an important act or event from the person's life.
 - c. Have students share their comics with a partner. Allow them to discuss their comics and make additional edits if they wish.
4. Have students present their comics to the class.

STUDENT HANDOUTS

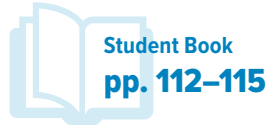
Our State: Government

This Florida-specific activity sheet can be used at any point during this chapter.



Chapter 4

Introduction



History



Critical
Thinking



Reading

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers

Getting Started

1. Have students work with a partner. Ask students to imagine that their classroom converted to a distance-learning center in which the teacher was not physically present in class and only appeared on a television screen. 
2. Ask student pairs to make a T-chart showing advantages and disadvantages in their **Think Books**. Call on pairs to share some of their ideas with the class. Talk about why some schools have distance-learning setups due to remote locations or state emergencies. 
3. Then, ask students to imagine a situation in which the leader of a country lived thousands of miles away and never visited the country in person. Have students create an additional T-chart in their Think Books describing advantages and disadvantages of this political situation. Call on some students to share their ideas with the class.

Reading

Student Book pp. 112–115: chapter comic; chapter introduction and time line

As students read, have them write answers to the following in their **Think Books**: 

- Have students identify the sources of conflict between King George III and the American colonists in the opening comic on pp. 112–113 of the Student Book.
 - ≈ Colonists had to follow laws that they had no say in; no representation
 - ≈ Stamp Act; unfair taxes
- Have students find the name of as many historical documents (written government acts that explain or decide something) as they can and list them.
 - ≈ Stamp Act, Declaration of Independence, Articles of Confederation, Treaty of Paris, U.S. Constitution, and Bill of Rights

Teaching

1. Have students glance through the chapter. Tell students to notice the images and the headings. Have students name things that look or sound familiar. Write these items on the board. Possible answers include 13 colonies, images of redcoats, George Washington, Declaration of Independence, Revolutionary War, and U.S. Constitution. Tell students that they will be learning about the conflict between the colonies and Britain, the Revolutionary War, and the beginning of the United States of America.
2. Pair students. Distribute a **World Desk Map** and map marker  to each pair.
 - a. Ask students where the original 13 colonies were. If necessary, remind students that they were along the eastern coast of North America, with the Atlantic Ocean as their eastern border and the Appalachian Mountains as their western border. Have students circle where the colonies would be on their maps.
 - b. Ask students where Britain is located. (the large island across the north Atlantic Ocean near Europe) Have students circle the British Isles on their map.
 - c. Have students draw a dotted line across the Atlantic Ocean connecting Britain to the colonies. Explain that the distance is about 3,000 miles. Discuss with students how people would have traveled from Britain to the colonies in 1763. Be sure to elaborate on the planning necessary for such a voyage and how long it would take.
 - d. Ask partners to discuss what challenges they think could occur when a country tries to govern another area from so far away. Have partners share one of their ideas with the class. (getting goods there, communication, how to enforce laws, different cultures)
 - e. Tell students that Britain experienced many challenges trying to get the colonies to comply with laws and policies. How Britain and the colonists dealt with these challenges led to more disagreements and eventually the Revolutionary War.
 - f. Have students clean, collect, and put away materials.

3. **Summarizing and Assessing:** Challenge students to think of a way to resolve the conflicts they identified in the opening comic:
- a. Have students review the list of conflicts they identified in their **Think Books**. 
 - b. Ask students to think how the colonists and the king could have remedied those issues. Have them write at least one idea in their Think Books.
 - c. Choose a few students to share their ideas and discuss the pros and cons as a class.
 - d. Explain that in this chapter students will learn about how distance and conflicts over representation eventually led to a war for independence and the founding of the United States of America.

Lesson 1

How Did Britain and Its Colonies Come into Conflict?

Main Goals

- Explain how British economic policies led to conflict with the American colonies.
- Describe the differences of opinion that led to the Revolutionary War.
- Recognize differences by analyzing different views of the Stamp Act.

Online Activities

- Vocabulary
- Finding Differences

Literacy Links

- *The Boston Massacre*, by Michael Burgan
- *Colonial Voices*, by Kay Winters
- *Liberty! How the Revolutionary War Began*, by Lucille Recht Penner

Activity

1

British Control and Colonial Protest



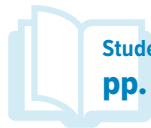
Economics



Critical
Thinking



Information
Processing



Student Book
pp. 116–119, 123

Vocabulary

boycott
monopoly
proclamation
slogan

Materials

- Student Book
- Image of the “Join or Die” Political Cartoon [↓](#)
- Think Book
- coloring utensils
- large sheets of paper (poster boards)
- mini whiteboards (white paper)
- projector

Objectives

Students will be able to:

- Name ways in which Britain imposed economic hardship on people living in the American colonies.
- Explain why American Indians and the colonists resisted British attempts at control.
- Describe how American Indians and the colonists reacted to British attempts at control.

Getting Started

1. Ask students to make a list of items in their **Think Books** that they and their families frequently buy. Call on students to say some of the items they wrote. List these items on the board. Ask students to determine which of these items are needs and which are wants. Mark needs with an **N** and wants with a **W**. Have students do the same with their own lists. 
2. Next, have students imagine that prices suddenly increased due to taxes and that all items cost a dollar more to buy. Inquire if this tax would change their family’s buying habits. If students would stop buying any items on their list, have them cross out the item in their Think Books.

3. Ask students if they would ever consider protesting the tax. Call on students to give their answers.
4. Tell students that the British government imposed many taxes on the colonists to raise money. Explain that they will learn how colonists reacted to these tax increases.

Reading

Student Book pp. 116–119: Britain Reasserts Control; Colonial Resistance

Instruct students to complete the following tasks in their



Think Books:

- Name two ways Britain attempted to control the American Indians and the colonists.
 - ≈ Restricted who American Indians could trade with
 - ≈ Restricted westward expansion for colonists with the Proclamation of 1763
 - ≈ Sugar Act, Stamp Act, Townshend Acts, Tea Act, and Quartering Act
- Name two ways the American Indians and colonists resisted Britain's attempts at control.
 - ≈ Pontiac's Rebellion
 - ≈ Virginia Resolves
 - ≈ Public protests and the formation of the Sons of Liberty
 - ≈ Destroyed stamp warehouse and home of lieutenant governor
 - ≈ Boycotted British goods

Teaching

1. Have students turn to p. 123 in the Student Book (Taxes in Colonial America). Have students read the page, noting the differences of opinion between the American colonists and the British regarding the Stamp Act. Working with a partner, have students discuss the questions in the skill box at the bottom of the page. Tell students to write their answers to the last question in their **Think Books**.
2. Call on students to describe some of the opinions of the colonists and some of the opinions of the British. Encourage students to explore why each side held its opinions by asking about the background of the people of each side.



3. Remind students that publicly protesting is one way to express disagreement with a government policy. Discuss with students different forms of public protest (e.g., marches, sit-ins, posters, political cartoons, newspaper articles).
4. Project an image of the political cartoon “Join or Die.”
 - a. Have students describe the cartoon in detail in their Think Books, writing as many details as they can.
 - b. Explain that the political cartoon was produced in 1754, by Benjamin Franklin. Tell students that it encouraged the colonies to join together during the French and Indian War.
 - c. Tell students that in colonial America, information was often circulated on broadsides. Explain that broadsides were notices printed on one side of a piece of paper and intended to be quickly circulated among the population, similar to a flyer or poster. Tell students that they will be making their own protest broadsides in today’s lesson.
5. Review the Sugar Act, Stamp Act, and Quartering Act with students. Write the names of the acts on the board and have students brainstorm how colonists could have visually protested these events on broadsides.
6. Place students into small groups and assign each group one of the acts listed above. 
 - a. Distribute sheets of paper to the groups. Have groups create a rough draft of a broadside that protests their assigned act. Students can use the ideas from the brainstorming activity in the previous step, as well as add new ideas.
 - b. Give each group a large sheet of paper or poster board and coloring utensils. Have the groups create a large broadside protesting their assigned act.
 - c. Display the completed broadsides in the classroom.

7. **Summarizing and Assessing:** Assess student's understanding of the different acts passed by the British government. Place students in pairs and tell students that each pair will work together to determine the answers to a set of questions. Pairs will have thirty seconds to discuss each question and write their answers on mini whiteboards or white sheets of paper. When time is up, each group holds up its paper for the class to see. Ask the following questions:



- Which act gave Britain a monopoly on sugar sales in the colonies? (the Sugar Act)
- Which act required a tax on official documents made in Britain? (the Stamp Act)
- Which act required colonists to house and supply British troops? (the Quartering Act)
- Which set of acts taxed colonists on imported paint, lead, glass, paper, and tea? (the Townshend Acts)
- Which act gave the British East India Company privileges when selling tea to the colonies? (the Tea Act)

Modifications for Differentiation

Above Provide students with additional examples of political cartoons from the Revolutionary War era, photocopied onto pieces of paper. Have students work in pairs to type a caption that explains the issue and the opinion expressed in the cartoon. Add the cartoons and captions to construction paper and display them in the classroom.

Below Review the Sugar Act, Stamp Act, and Quartering Act with students. Have students write a brief description of each act in their own words. Then, as a group, write a description of each act on a large sheet of paper and add a visual that represents each one. Display the large sheet of paper in the classroom.

ELL Help students understand the concept of taxation without representation. Create a poster with that title and simple drawings. For example, draw an arrow and dollar signs to show money going from the colonies to England. Make speech bubbles over England saying things like “You can’t vote here!” or “Tax on sugar!” Encourage students to give ideas for more speech bubbles over England and the colonies. As a group, write a brief summary of taxation without representation to finish the poster. Hang it in the classroom.

Extending

Economics Have students imagine that colonists were allowed to vote on taxes imposed by Britain. Have students write about the Sugar Act, Stamp Act, Townshend Acts, and Tea Act from the point of view of a colonial representative. For each act, have students decide if they would support the act and write a one-paragraph explanation. If they do not support taxation, then have students suggest other ways the government could raise revenue.

History Have students learn more about the Sons of Liberty and its famous members, such as Samuel Adams, Paul Revere, Benjamin Rush, and Patrick Henry. Ask students to choose three Sons of Liberty members and make posters that include information and drawings or historical images.

Civics Tell students that citizens of many countries have created protest posters as a way to share their displeasure with government policy. Have partners find examples of protest posters throughout the world and create a multimedia presentation of them. Ask students to briefly explain where each poster is from and what it is protesting.

Activity

2

History Witnesses



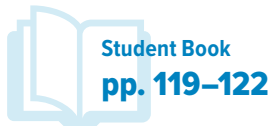
History



Critical
Thinking



Reading



Vocabulary

repeal
tyranny

Materials

- Student Book
- Activity Sheet 4a
- Think Book

Objectives

Students will be able to:

- Describe specific events in colonial America that angered the colonists.
- Explain why Britain chose its course of action in the colonies.
- Assess the effects of the worsening situation between Britain and the American colonies.

Getting Started

1. Have students look at the image on p. 120 of the Student Book.
2. Ask students to examine the image in detail and write what they see in their **Think Books**.





Student Book, p. 120

3. Have students write three questions that they have about the image in their Think Books. Also ask students to identify one person in the image that they would consider a crucial witness to the event, i.e., one person who would be able to explain the scene most completely if students were able to question that person.
4. Explain to students that they will learn more about the image during today's lesson.

Reading

Student Book pp. 119–122: A Worsening Situation

As students read, have them write answers to the following in their **Think Books**:

- Name two acts by Britain that angered the colonists.
 - ≈ Townshend Acts
 - ≈ Tea Act
 - ≈ Coercive Acts (Intolerable Acts)
- List three ways in which the colonists rebelled against Britain.
 - ≈ Writing to leaders in other colonies against the British government's orders
 - ≈ Boycotting English-made goods
 - ≈ Throwing objects at British troops
 - ≈ The Boston Tea Party
 - ≈ Meeting with leaders in other colonies to form the Continental Congress

Activity Sheet 4a History Witnesses	
British Opinion	Colonist Opinion
Britain and the American colonists had different opinions about some of Britain's policies toward the colonies. Use your Student Book to explain either why the British government enacted each policy or how most colonists felt about it. Townshend Acts Page 119	Colonists in Massachusetts write letters to the other colonies saying that the acts violate their "natural & Constitutional rights." Boston Massacre Pages 120–121
British troops defend the guard being added with cannons and are while guarding a government building. Tea Act Page 121	The Tea Act creates a problem for colonial merchants who have been selling Dutch tea for many years. Coercive Acts Page 122
Britain is attempting to isolate Massachusetts from the rest of the colonies. The acts also allow the army to take over private property to house British soldiers.	

Activity Sheet 4a

Teaching

1. Put students in pairs. Hand out **Activity Sheet 4a** to each pair.
 - a. Complete the first row about the Townshend Acts from Activity Sheet 4a on the board. Have students follow along on their activity sheets.
 - b. Have students use the Student Book to complete the rest of the activity sheet with their partners.
2. Still working in pairs, instruct students to describe a historical event by writing witness testimonials in their **Think Books**.
 - a. Student pairs will choose to describe either the Boston Massacre or the Boston Tea Party.



- b. For whichever event they choose, they should write short testimonials from the points of view of those who were there. Explain that these testimonials will be works of fiction, but that they should be based on historical fact.
 - c. Student pairs should create at least three different witness testimonials for their event. Each testimonial should be about one paragraph long.
3. Review the Boston Massacre and Boston Tea Party by calling on students to read some testimonials. Clarify or correct any information as necessary.
4. **Summarizing and Assessing:** Discuss in detail the image of the Boston Massacre on p. 120 of the Student Book:
 - a. Ask students to read the questions they wrote about the image in the Getting Started activity. Have students see if they are now able to answer some of the questions they wrote.
 - b. Call on students to read aloud any questions that they are still unable to answer. Encourage other students to suggest possible answers.
 - c. Discuss the figures that students identified as the crucial witness by calling on a few students to say which person they chose. Ask if any students wrote a testimonial from that person's perspective; have students read those testimonials aloud.

Modifications for Differentiation

Above Have students work individually to answer these questions in their **Think Books** as they read:

- How are these events connected?
- Which event do you think was the turning point that made war inevitable between the colonies and Britain?

Below Review the Boston Massacre, Tea Act, and Coercive Acts. As a group, write a description of each event on a large sheet of paper and add a visual that represents each event. Allow students to reference the paper as they complete the activity sheet. Add the large sheet of paper to the classroom display.

ELL Guide students to act out the Boston Massacre, Tea Act, and Coercive Acts. Work as a group to write simple sentences that reflect British and colonial opinions about each event and write them on the board. Possible sentence frames include the following:

- Britain wants _____ but the problem is _____.
- The colonies want _____ but the problem is _____.

Give students the activity sheet and have them copy the sentences.

Extending

Dramatic Arts Have partners create a short skit in which they act as colonists discussing the British taxes and how they should react to them. Encourage students to include people with different opinions/perspectives in the skit, including rich and poor colonists, African Americans, and women. Remind students to refer to the Student Book for ideas regarding different perspectives on taxation. Allow students to present their skits to the class.

History Have partners research a country, other than the United States, that began as a colony. Ask students to give a short presentation identifying the country and its colonizer, how it became a colony, and how it became an independent country. Finally, ask student pairs to identify one similarity and one difference with America's colonial past. Designate a day for student presentations.



Lesson 1 Closure

Review Activity: Details

Instruct students to select details that are important to the lesson. Have students write their choices in their **Think Books**.

1. Have students use the Student Book to find one of each of the following details from the lesson:
 - a. One important date
 - b. One important group of people
 - c. One important place
 - d. One important event
2. Call on students to explain one of their choices.

Writing Prompt

Have students select one of the following events mentioned in lesson 1:

- Pontiac's Rebellion
- The Boston Massacre
- The Boston Tea Party

Have them write a newspaper article about the event. Remind students that a newspaper article should include facts and quotes from people on both sides of the issue. If students are able to find real quotes from people involved, they may include them. Remind students to use the 5 Ws (who, what, when, where, and why) to structure their articles.

Lesson 2

How Did the Revolutionary War Begin?

Main Goals

- Describe the points of view of Patriots and Loyalists.
- Analyze multiple perspectives regarding the American Revolution.
- Assess the points of view of different people regarding the same event.

Online Activities

- Vocabulary
- Identifying Points of View

Literacy Links

- *Diary of Sally Wister: A Colonial Quaker Girl*, by Sally Wister
- *George vs. George: The American Revolution as Seen from Both Sides*, by Rosalyn Schanzer
- *The Prison-Ship Adventure of James Forten*, by Marty Rhodes Figley
- *The Scarlet Stockings Spy*, by Trinka Hakes Noble

Activity

1

Patriots vs. Loyalists



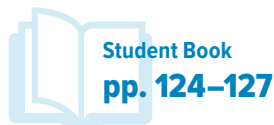
Geography



History



Information
Processing



Vocabulary

Loyalist
martial law
militia
Patriot

Materials

- Student Book
- Raised Relief Map
- Activity Sheet 4b
- Think Book
- map markers

Objectives

Students will be able to:

- Explain the point of view of Loyalists.
- Describe the point of view of Patriots.
- Analyze and defend a historical perspective.

Getting Started

1. Pose a hypothetical question to students: ask students if they would ever volunteer to fight in a war.
 - a. Tell students to think about what circumstances would have to exist, if any, which would get them to join a military effort.
 - b. Have students write their thoughts in their **Think Books**.
 - c. Call on a few students to share their answers.
2. Explain that today's lesson will focus on the choice American colonists faced in 1775 as war broke out with Britain.

Reading

Student Book pp. 124–127: War Breaks Out

As students read, have them write answers to the following in their 

Think Books:

- Have students list three people who supported the Patriots.
 - ≈ Patrick Henry
 - ≈ Peter Salem
 - ≈ Samuel Adams
 - ≈ Paul Revere
 - ≈ William Dawes
- Have students list two towns or cities where the Revolutionary War began.
 - ≈ Boston
 - ≈ Lexington
 - ≈ Concord

Teaching

1. Have students work in small groups. Give each group a **Raised Relief Map** and map marker. Direct students to the map on p. 124 of the Student Book (The Rebellion Builds). They will be using the information from this map to mark their Raised Relief Maps. 
2. Tell students that the Proclamation Line of 1763, represented by the red line on the map in the Student Book, was the western boundary of the colonies. Have students draw a dashed line on their Raised Relief Maps to represent this boundary, and then have them create a map legend with the title “The Events That Led to War.” Have students add a dashed line as their first symbol in the legend, and have them label it **Proclamation Line of 1763**. Make sure students leave enough space for four more symbols.
3. Write four events on the board. Have students use the map on p. 124 (The Rebellion Builds) to number the events in chronological order:
 - a. The Boston Tea Party (2)
 - b. The battles of Lexington and Concord (4)
 - c. The Stamp Act protests (1)
 - d. The first Continental Congress (3)

4. Then, have students locate the approximate place where each event took place and write its respective number on the Raised Relief Map. Explain that students can use the state abbreviations to help them locate the events. Circulate and check that the groups have marked the maps properly.
5. Have groups write the numbers and events in the legend.
6. When students have completed their maps, have them return to the map on p. 124 (The Rebellion Builds) and test their map reading skills:
 - a. Call on a student to tell what the blue sections of the map represent. (Patriot)
 - b. Call on a student to tell what the red sections of the map represent. (Loyalist)
 - c. Call on a student to tell what the yellow sections of the map represent. (neutral)

Activity Sheet 4b Name _____ Date _____

Patriots versus Loyalists

Each of the following sentences represents either the Patriot, Loyalist, or neutral perspective. Write each sentence in the correct column below.

People were completely dependent on Britain for food and goods.	People disagreed with British tax policies.	People knew people on both sides of the conflict.
People worried that war would disrupt their lives.	People thought the colonies could not throw off Britain on their own.	People did not think that the colonies could survive as an independent country.
People worked for the British government and British companies.	People considered themselves British and did not want to leave the country.	People considered themselves Americans, not British.

Patriot	
Loyalist	
Neutral	

Nystrom Young Citizens 10 Chapter 4 • Lesson 2

Activity Sheet 4b

7. Ask students if there was any section of the country (northern, middle, or southern) that was completely Patriot or Loyalist. (No, Patriots and Loyalists were spread throughout the American colonies, and there were pockets of neutral colonists in all sections as well.)
8. Have students work with a partner and give each pair a copy of **Activity Sheet 4b**.
 - a. Instruct students to complete the activity sheet.
 - b. Call on student pairs to review the answers.
9. Have students clean, collect, and put away materials.
10. **Summarizing and Assessing:** Have students pick and defend one of the positions (or assign them a position): Loyalist, Patriot, or neutral colonist:

- a. Have them write a paragraph in their **Think Books** explaining their position and trying to get the others to agree with them.

- b. Have students pair with another student (if possible with someone who chose a different point of view). Instruct the partners to read their paragraphs. Have them discuss the challenges the colonists might have faced trying to keep the peace when friends and neighbors had drastically different opinions about what to do.

Modifications for Differentiation

Above Have students write a counter argument to the one they already wrote in their **Think Books**.

Below Have students create a time line of events so far. This will add a visual to the classroom display that will make it easier to understand the flow of events.

ELL Clarify key vocabulary by having students create a personal dictionary in their **Think Books** for these terms:

- Independence: having a free and separate country
- Patriot: wants to separate from England
- Loyalist: wants to stay part of England
- Neutral: does not support either side
- Revolutionary War: war for independence from England
- Continental Congress: meeting of leaders to make decisions about independence

Extending

Reading Have partners read an excerpt from *Paul Revere's Ride*, by Henry Wadsworth Longfellow, several times. After students become familiar with the words, have them read the poem aloud, tapping the beat as they read. Point out that poetry, like music, has a rhythm to it. If students are comfortable, have them expressively read aloud the poem to the class.

Activity

2

Choose Your Own Ending



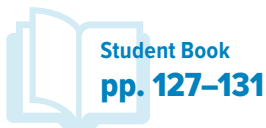
History



Critical
Thinking



Writing



Vocabulary

delegate
neutral

Objectives

Students will be able to:

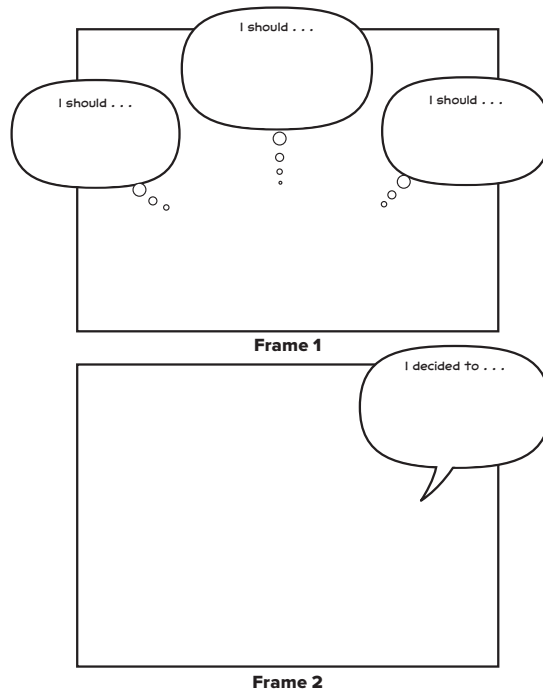
- Discuss the varying points of view of Americans toward Patriots and Loyalists.
- Explain the impact of Dunmore's Proclamation.
- Describe how people can have different ideas about the same event depending on their points of view.

Materials

- Student Book
- Activity Sheet 4c
- Think Book
- coloring utensils

Getting Started

1. Have students think of a difficult decision they made recently. Have them write the problem, their options, and the outcome in their **Think Books**. 
2. Have students create a quick comic that shows the problem, at least two options, and the outcome. Draw an example of a comic frame on the board and instruct them to make their own in their Think Books.



3. Have students share their comics with another student. 
4. Explain that students will create a similar comic about people's decisions during the Revolutionary War in today's lesson.

Reading

Student Book pp. 127–130: Considering Independence; The War Heats Up

As students read, have them write answers to the following in their **Think Books**: 

- List the locations of two battles won by the British.
 - ≈ Bunker Hill
 - ≈ Germantown
 - ≈ Brandywine
 - ≈ Great Bridge
 - ≈ Lexington
 - ≈ Quebec
 - ≈ Fort Ticonderoga (1777)

- List the locations of two battles won by the colonists.
 - ≈ Fort Ticonderoga (1775)
 - ≈ Saratoga
 - ≈ Bennington
 - ≈ Concord
 - ≈ Princeton
 - ≈ Trenton
 - ≈ Moore's Creek Bridge
- What was Dunmore's Proclamation?
 - ≈ It offered freedom to enslaved Americans who fought for the king.

Teaching

- Direct students to p. 131 of the Student Book (American Indians in the Revolutionary War).
 - Call on students to read the text on the page and the skill box at the bottom of the page.
 - Discuss point of view with students, including how people can have different perspectives of the same event depending on their points of view.
 - Have students work with a partner to answer the questions in the skill box and write their answers in their **Think Books**.
 - Call on student pairs to read their answers aloud.



- Assign each student pair one of the following Americans:

- A free African American woman living in New York
- An enslaved African American man living in North Carolina
- An American Indian man living in northern Massachusetts
- An American Indian woman living west of the Proclamation Line of 1763
- A wealthy white woman living in Virginia
- A poor white man living in New Jersey

- Distribute **Activity Sheet 4c** and coloring utensils to student pairs.

- Have pairs create a comic showing the options their person would have faced during the Revolutionary War, as well as the potential outcome.

Activity Sheet 4c

- b. Have students use comic techniques, such as speech bubbles, to express the difficult decisions that people would have faced in 1776.
 - c. Have student pairs present their comics.
4. **Summarizing and Assessing:** Have students construct a dialogue between people who have different points of view:
- a. Have students choose two of the people from the list in step 2. Explain that they are allowed to use their assigned person as one of the people, but they may also choose two new characters.
 - b. Have students write a brief dialogue between the two characters in their **Think Books**. Have them use the dialogue to explain each person's point of view, as well as the person's choice to support the Loyalists or Patriots, or remain neutral. 
 - c. Call on several students to read their dialogues aloud. Alternatively, you may choose to have students act out the dialogues in front of the class.

Modifications for Differentiation

Above Challenge students to consider possible reasons why enslaved people and American Indians might take different positions in the Revolutionary War. Have them create a table with six boxes and work with a partner to write a list of reasons for Loyalist, Patriot, and neutral positions. Have them provide information from the Student Book to support the three positions for each group.

Below Have students read Dunmore's Proclamation on p. 128 of the Student Book and work with them to answer who, what, when, where, and why questions about the proclamation. Have students discuss why some enslaved people supported this proclamation, while others did not.

ELL Assign students the role of the "enslaved African American man living in North Carolina." Talk through the options he would have faced and help them write some speech bubbles before they begin drawing.

Extending

Visual Arts Have students choose three historical characters from the Revolutionary War: one Loyalist, one Patriot, and one person who remained neutral. Have them create a poster showing all three people. Instruct them to include a brief explanation of their points of view and why they made the decisions they did. Hold a class presentation so students can show and explain their work.



Lesson 2 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question.

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students' work by having each pair present a question and answer.

Writing Prompt

Have students select the role of either a Loyalist or a Patriot during the Revolutionary War.

Students will write a persuasive letter to a friend or family member who has taken a different side from them during the Revolutionary War. Remind students that a persuasive letter should include facts as well as persuasive language.

Lesson 3

What Is the Declaration of Independence?

Main Goals

- Examine the key ideas in the Declaration of Independence.
- Explain how the rights of all people were not addressed in the Declaration of Independence.
- Compare the main ideas in two primary sources.

Online Activities

- Vocabulary
- Comparing Texts

Literacy Links

- *The Declaration of Independence in Translation: What It Really Means*, by Amie Jane Leavitt
- *The Journey of the One and Only Declaration of Independence*, by Judith St. George
- *Rebels & Revolutions*, by Judy Dodge Cummings

Activity

1

Rephrasing the Declaration of Independence



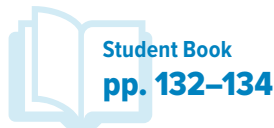
History



Critical Thinking



Reading



Vocabulary

corrupt
Enlightenment
popular sovereignty
treason

Materials

- Student Book
- Activity Sheet 4d
- Think Book
- glue (tape)
- large sheets of paper
- markers
- scissors

Objectives

Students will be able to:

- Read and interpret an important primary source document.
- Analyze key ideas in the Declaration of Independence.
- Express how the Declaration of Independence applies to people today.

Getting Started

1. Have students look at the image on p. 133 of the Student Book.
2. Have students work with a partner. Ask students to describe what they see in the image in their **Think Books**. Encourage students to describe the setting, the people in the image, and what the people are doing.
3. Explain that this painting shows a famous historical moment: when Thomas Jefferson and other leaders presented the Declaration of Independence. Point out Jefferson (standing in the middle, presenting the document) to students.





Student Book, p. 133

4. Have student pairs look at the image again and focus on the people present. Ask them to look for people who are NOT present. Have them write down groups who are not represented in the painting, and then have them share what they wrote. Responses may include women of any ethnicity, men of different ethnicities, enslaved people, and American Indians.
5. Encourage students to think about how the lack of different groups of people might have affected the Declaration of Independence. Tell students to keep this in mind as they learn more about the document in today's lesson.

Reading

Student Book pp. 132–134: The Push for Independence; The Declaration of Independence

As students read, have them write answers to the following in their **T**

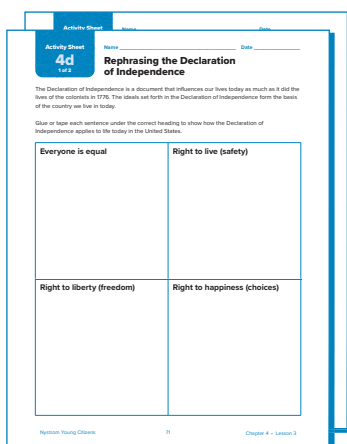
Think Books:

- Write down one key idea in the Declaration of Independence.
 - ≈ People have natural rights: life, liberty, and the pursuit of happiness
 - ≈ All men are equal
 - ≈ People would choose their own government and leaders; established popular sovereignty
 - ≈ The colonies would break political ties with Britain
- Explain why July 4 is celebrated as a holiday.
 - ≈ It was the day in 1776 that Congress officially adopted the Declaration of Independence and the American colonies became the United States of America.

Teaching

1. Put students in pairs. Have students turn to the Declaration of Independence, on pp. 298–301 of the Student Book. 
2. Call on students to read aloud the green and purple highlighted sections and the accompanying text boxes. Explain that the language of 1776 is often difficult to understand, but that the ideas of the document are crucial to how our government works today.

3. Give each pair a large sheet of paper and marker. Tell students that they will be translating a portion of the Declaration of Independence.
 - a. Have students write **Declaration of Independence** across the top of the paper.
 - b. Then, have students create a two-column table. Have them label the left column **1776** and the right column **Today**.
 - Have pairs write in the left column the line: We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.
 - In the right column, have them write a modern version of that sentence in their own words.
4. Next, tell the pairs that they can choose any two complaints against Britain to “translate” into modern language. They must choose any two complaints starting at “He has refused his Assent to Laws, the most wholesome and necessary for the public good . . .” (p. 298) to “He has excited domestic insurrections amongst us . . .” (p. 300). Have students label these **Complaint 1** and **Complaint 2**.
5. Circulate among students to assist with difficult language and ensure comprehension.
6. Have students present their work.



Activity Sheet 4d

7. Give each pair both pages of **Activity Sheet 4d** and scissors.
 - a. Students will cut out the boxes on the second page, discuss each item with their partner, and then place each item under the heading on the first page that best describes it.
 - b. When students have finished working, call on pairs to review the activity sheet. Once the class agrees on all answers, have students glue or tape the items into place.
8. **Summarizing and Assessing:** Discuss the relevance of July 4 and the Declaration of Independence today:
 - a. Ask students to think about why we still celebrate July 4 as a national holiday. Have them write in their **Think Books** one or two ideas from the Declaration of Independence that are still relevant to Americans today.
 - b. Call on several students to read their ideas.



Modifications for Differentiation

Above Have students work in pairs. Give them a large sheet of paper and challenge them to revise the language in the Declaration of Independence to be more inclusive of all the citizens of the United States today. Hang the finished work in the classroom.

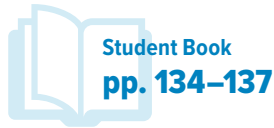
Below Students may have difficulty with the language in the Declaration of Independence. Provide a copy of the first sentence and have them glue it onto the large sheet of paper. Then guide them to put it in today's language. Read aloud some of the complaints and have students choose two. Then, help students write them in their own words.

ELL Provide the group with a copy of the first sentence and have them glue it onto the large sheet of paper. Lead a discussion about its meaning and write it in simpler language in the right column. Have students list other complaints against England and add them to their paper.

Extending

Dramatic Arts Have students select a famous person associated with the Declaration of Independence, such as Thomas Jefferson or Benjamin Franklin. Students will prepare a short speech as the historical figure, talking about key points in the person's life and how the person impacted American history. Students can also dress as the character when they perform their monologue.

Cultures Students will learn how countries around the world celebrate their independence. Encourage students to learn about the history behind the independence celebration of a country of their choosing. Students should also explore ways that people in that country celebrate and traditional foods that they may eat. Students may share the information in the form of an oral presentation with visual aids, if possible.

**Vocabulary**

unanimous

Materials

- Student Book
- Think Book

Objectives

Students will be able to:

- Describe how not all Americans viewed the Declaration of Independence the same way.
- Explain how the ideas in the Declaration of Independence affected other nations and regions.
- Compare the ideas in the Declaration of Independence with those of Locke's *Second Treatise on Government*.

Getting Started

1. Ask students to think about their favorite holiday. Take a poll of students' favorite holidays and record the results on the board.
2. Call on a few students to explain why they chose certain holidays.
3. Ask students what kinds of things are associated with Independence Day. Ask them if anyone has any special traditions associated with that holiday. Call on a few students to explain.
4. Explain that Independence Day is celebrated because of the adoption of the Declaration of Independence, and that students will learn more about this document in today's lesson.

Reading

Student Book pp. 134–136: The Effects of the Declaration of Independence; Exploring the Document

As students read, have them write answers to the following in their **T**

Think Books:

- Name one group of people whose rights were not addressed in the Declaration of Independence.

≈ Women

≈ African Americans

- Name two countries or regions that were influenced by the Declaration of Independence.

≈ France

≈ Africa

≈ Latin America

Teaching

1. Have students turn to p. 137 of the Student Book (What Ideas Are in the Declaration of Independence?).
 - a. Call on students to read aloud the highlighted parts of the *Second Treatise on Government*, by John Locke, and the Declaration of Independence.
 - b. Call on a student to read aloud the skill box at the bottom of the page. Guide students through a comparison of the two texts.
 - c. Ask students if they think Thomas Jefferson read John Locke’s book before he wrote the Declaration of Independence. Have them write a short response in their **Think Books**. 
 - d. Call on a few students to read their answers out loud.
2. Put students in groups of four. Explain that they will write a short historical play about the Declaration of Independence. 
 - a. Explain to students that they will write a short scene in which the following people will participate:
 - A supporter of King George III
 - A supporter of equal rights for women
 - A signer of the Declaration of Independence
 - A supporter of equal rights for African Americans
 - b. Have students take notes in their Think Books about what each person might have thought about the Declaration of Independence and why. Encourage students to use what they know about American life in the late 1700s when writing their notes. Tell students that reading more about historical figures—such as King George III, Abigail Adams, Thomas Paine, and others—in the Student Book will help them better understand different perspectives concerning American independence.
 - c. Have groups script a roundtable discussion involving the four people discussing the Declaration of Independence.
 - d. Have groups present their scripts to the class, with students playing the roles of the different historical figures.

3. **Summarizing and Assessing:** Have students write a summary statement about the Declaration of Independence in their **Think Books**:



- a. Tell them to think about the most important ideas and lasting importance of the document.
- b. Have students share their summary statements with a partner.
- c. Call on a few students to share their answers with the class.



Modifications for Differentiation

Above Tell students to imagine that Abigail Adams was invited to speak before the signers of the Declaration of Independence. Have them think about what she would say. Instruct students to write her speech using evidence from the Student Book to support their ideas.

Below Read aloud The Effects of the Declaration of Independence on pp. 134–135 of the Student Book with a group of students. Help students identify the most important details and record their responses on the board. Provide sentence frames to help students express their ideas:

- John Adams and Samuel Adams were against _____.
- African Americans were not treated as _____ to others.
- No _____ attended the Continental Congress.

ELL Assign these students the role of a signer of the Declaration of Independence. Provide sentence starters to help them express key ideas:

- We need independence because _____.
- England is unfair because _____.
- We have the right to _____.

Afterward, meet with individual students to help them verbalize their ideas.

Extending

History Have students learn about other struggles for independence that were inspired by the Declaration of Independence, such as the French Revolution. Instruct students to find out why these nations sought change, how they brought about change, and how the Declaration of Independence influenced them. Have students create a compare-and-contrast poster that presents their information to the class. Alternatively, students can create a digital presentation.

Reading Students will read some of the letters written by Abigail Adams. As students read, they should note the main ideas in the letters and how Adams conveyed her thoughts in her writing. Students may share what they learn by performing a monologue as Abigail Adams or giving a brief presentation about her to the class.



Lesson 3 Closure

Review Activity: Details

Instruct students to select details that are important to the lesson. Have students write their choices in their **Think Books**.

1. Have students use the Student Book to find one of each of the following details from the lesson:
 - a. One important date
 - b. One important person
 - c. One important place
 - d. One important event
2. Call on students to explain one of their choices.

Writing Prompt

Have students decide what they think is the most important part of the Declaration of Independence, pp. 298–301. Students should write the original text, as well as one to two paragraphs explaining why they think the section they selected is the most important in the document.

Remind students that their paragraphs should include an introductory statement, reasons supporting their main idea, and a summary sentence. Encourage students to refer to specific portions of the text of the document and to use information from the Student Book. Remind students to put any quoted text in quotation marks.

Lesson 4

What Happened during the Revolutionary War?

Main Goals

- Analyze and glean information from graphs and historical images.
- Explain how geography influenced the outcome of the Revolutionary War.
- Assess the outcome and results of the Revolutionary War.

Online Activities

- Vocabulary
- Using Different Media

Literacy Links

- *American Revolution*, by Stuart Murray
- *A Kids' Guide to the American Revolution*, by Kathleen Krull
- *Resisting British Rule*, by Elizabeth Raum
- *Susanna's Midnight Ride*, by Libby Carty McNamee

Activity

1

Visual Analysis



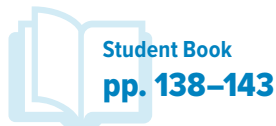
History



Critical
Thinking



Information
Processing



Vocabulary

currency
mercenary
pension

Materials

- Student Book
- Activity Sheet 4e
- Think Book



Student Book, p. 142

Objectives

Students will be able to:

- Infer information from graphs.
- Analyze images about historical events.
- Compare multiple viewpoints of similar images.

Getting Started

1. Have students observe the painting on p. 142 of the Student Book.
2. Tell students to write down a detailed description of the painting in their **Think Books**. After a few minutes, call on several students to say what they observed. Take notes on the board.
3. Next, ask students to think about what is happening in the painting. Call on a few students for suggestions. Responses may include that the painting shows war hero Molly Pitcher to emphasize women's contributions to the war effort.
4. Explain that visuals can tell us a lot of information about a historical event, especially from time periods before cameras were invented. Tell students that they will examine more images in today's lesson.



Reading

Student Book pp. 138–143: Supporting the American Army; Fighting the War

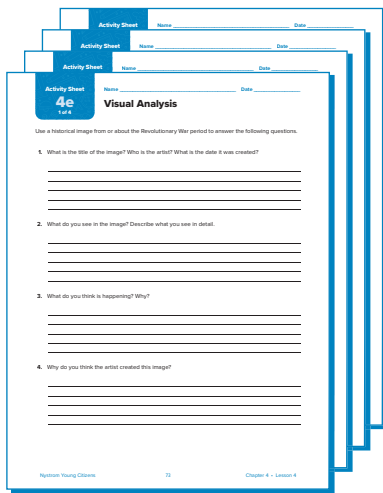
As students read, have them write answers to the following in their 

Think Books:

- Write two economic problems faced by Americans during the war.
 - ≈ Trouble raising money for the war, especially since Congress could not collect taxes
 - ≈ Prices of goods increased
 - ≈ Value of currency decreased
- Write two ways women contributed to the war effort.
 - ≈ Ran family businesses
 - ≈ Worked on farms
 - ≈ Worked as nurses, seamstresses, cooks, and spies
 - ≈ Fought on the battlefield

Teaching

1. Have students turn to the graph on p. 138 of the Student Book (Continental Army and Militia).
 - a. Talk with students about how to read graphs. Start by drawing their attention to the labels on each axis. In this graph, the vertical axis shows the number of soldiers. The horizontal axis shows the year of the war.
 - b. Next, point out the different colors. In this graph, blue represents the Continental army, and yellow represents militia.
 - c. Have students think about what the graph proves or shows. Start by asking students between what years was there an increase in American soldiers. (1775–1776)
 - d. Then, have students write their own questions that can be answered using the graph. Have them write their questions in their **Think Books**. 
 - e. Pair students with a partner and have them answer each other's questions using the graph. 
 - f. Call on a few student pairs to share their questions and answers.



Activity Sheet 4e

2. Have students continue working with their partners and give each pair a copy of the first page of **Activity Sheet 4e** and one of the images on the subsequent pages of the activity sheet.
3. Explain that just as graphs can tell a story of a historical event, images can do the same. Give each pair five to ten minutes to analyze the image and complete the activity sheet.
4. After students have analyzed an image, have them join another pair that has analyzed a different image.
 - a. Allow the two pairs to explain and discuss their individual images.
 - b. Have students add to their activity sheets if they discovered anything else about the image through the discussion.
5. Reconvene as a class to discuss the images and students' analyses of them. Review each of the images, calling on different groups for their input. Explain that people often observe different things in images and that different viewpoints help us gain more insight into history.
6. **Summarizing and Assessing:** Have students draw conclusions about the Revolutionary War:
 - a. Ask students to think about what conclusions they can draw about the Revolutionary War based on today's reading and visual analysis.
 - b. Have them write three conclusions in their **Think Books**.  Call on several students to share their conclusions.

Modifications for Differentiation

Above Pair students and have them analyze all three images from the activity sheet. Direct students to think about the significance of these images and whose perspective they represent. Then have students select one image and write a paragraph about how the image helps us understand the war and the group whose perspective it represents.

Below Talk with students about their images. Discuss the perspective represented and point out details that will help them answer the questions. Instruct partners to then do the writing independently.

ELL Give these students *Valley Forge* as their image because its meaning is straightforward and the easiest to explain. Talk with students and point out details that will help them answer the questions. Provide vocabulary as needed (*cold, hungry, blankets, suffering, dying, injured, etc.*).

Extending

Economics Have students learn more about how France supported the colonial efforts during the Revolutionary War. Students should research how France provided economic assistance to the colonies. Then, have students write a thank you letter from America to France, expressing gratitude for their aid and referencing specific details from history. Students can read their letters to the class as part of a short presentation.

History Students will learn about spies during the Revolutionary War. Students may research colonists who spied on the British, such as Nathan Hale, James Armistead, or Lydia Darragh. Students may also choose to research American turncoat Benedict Arnold. Students may present the information as an oral report or as a monologue that they perform as the spy.

Activity 2 Mapping the Foundations of the United States



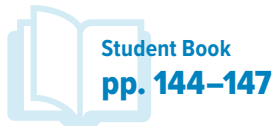
Geography



History

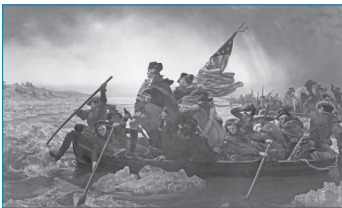


Information
Processing



Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- mini whiteboards (white paper)



Student Book, p. 140

Objectives

Students will be able to:

- Examine the impact of geography on the outcome of the Revolutionary War.
- Discuss the results of the Revolutionary War.
- Use different kinds of media to draw historical conclusions.

Getting Started

1. Direct students' attention to the image at the top of p. 140.
2. Ask students to describe what they see in the painting. Responses may include that there are a lot of men in a boat, they are rowing through ice, two people are carrying an American flag, and the man standing toward the front of the boat seems to be the leader.

3. Ask students to describe the feelings or emotions of the image. Responses may include victorious, triumphant, and celebratory. Tell students that artists can have an agenda for creating art and a story they want to communicate.
4. Ask students what event they think is occurring. To lead students to the idea that the people are either going to or from a wintertime battle, point out that there are multiple boats and that some people are dressed in military uniform.
5. Tell students that this painting is *Washington Crossing the Delaware*. It depicts General George Washington crossing the Delaware River to mount a surprise attack against British forces and German mercenaries in New Jersey. This was the last battle before forces took a break from the fighting for the winter. Tell students that they will be analyzing more images and graphs from and about the Revolutionary War period.

Reading

Student Book pp. 144–146: The End of the War; The Result of the Revolutionary War

As students read, have them write answers to the following in their 

Think Books:

- Name the final battle in the Revolutionary War.
≈ Yorktown
- Identify two issues the new United States had to deal with after the war.
≈ Communities destroyed by war
≈ Conflicts with American Indians
≈ Slavery

Teaching

1. Direct students to p. 147 of the Student Book (How Did Geography Affect the War?).
 - a. Call on students to read aloud the paragraphs on the page.
 - b. Discuss the map and graph on the page. Ask students how these media help answer the question of how geography affected the war. Make sure students understand what each medium represents (e.g., the graph compares distances, and the map illustrates the British supply line).

- c. Call on a student to read the skill box. Have students give answers to the questions at the end of the paragraph. Responses will vary but may include the following: The map displays a British disadvantage, because it shows how long it took for supplies to arrive from Britain to the Americas. The graph compares distances, showing how much easier it was for Americans to mobilize troops and share information.
2. Put students in small groups. Distribute **U.S. Desk Maps** and  map markers to groups.
 - a. Have groups write **The United States of America after Independence** at the top of the map.
 - b. Have groups look at the map on p. 141 of the Student Book. Tell them to find the Proclamation Line of 1763. Instruct groups to draw a double line on the desk map where the Proclamation Line was located.
 - c. Have them add the double line as a symbol on the map legend. Instruct students to label the double line **Western Boundary of the Original States** in the map legend.
 - d. Direct the groups to the map on p. 145 of the Student Book (United States, 1783). Have groups write the full names of the original 13 states on the desk map. Instruct them to use pointer lines when necessary.
 - e. Next, have students add shading lines or dots to the area west of the original states to the Mississippi River. Tell them to use the pink area labeled “U.S. Territory” on the Student Book map as a guide. Have them add this shading and label to their map legends.
 - f. Explain that their maps represent the country after the peace treaty that ended the war in 1783.
3. **Summarizing and Assessing:** Test students’ map-reading skills:
 - a. Have students use their desk maps to answer some assessment questions about the United States after the Revolutionary War. Have students write their answers to each question on a mini whiteboard or sheet of paper.

- b. Which of the following were among the 13 original states?
- New Jersey (yes)
 - Vermont (no)
 - Tennessee (no)
 - Maine (no)
 - Georgia (yes)
 - Delaware (yes)
- c. Which natural feature runs very close to and along the length of the Proclamation Line of 1763?
(Appalachian Mountains)
- d. After the war, the United States controlled territory west of the Appalachian Mountains to what river?
(the Mississippi River)
4. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Ask students to write a paragraph to answer this question: Why did conflicts with American Indians and controversy over slavery continue even after the war was over?

Below Guide students to locate the information on the maps and transfer it to their own maps. Have students summarize, in their own words, the changes represented on the map.

ELL Read aloud the section on geography and help students understand the distances. Guide them to locate the information on the maps and transfer it to their own maps.

Extending

Geography Have students create a detailed map of the most significant battles of the Revolutionary War. Give students a blank outline map of the United States. Their maps should include a key, the original colonies, and important colonial cities. Each battle should be color-coded to indicate which side won the battle and labeled with a name, dates, and a few details. Have students present their maps to the rest of the class.

Visual Arts Have students create a “Hall of Fame” for the Revolutionary War. They will make artwork to depict several historical figures from the Revolutionary War. Encourage students to include a wide range of people, from Loyalists to Patriots, men and women, etc. Students may use any medium available to create their art. Have students write a brief paragraph describing each person and their contributions under the artwork. Display the art around the classroom and conduct a gallery walk.



Lesson 4 Closure

Review Activity: Maps

Have students work in small groups. Give each group a **U.S. Desk Map** and map marker.

1. Tell the groups to use the Student Book and find five important events from the lesson. Have them put the five events on the map in the appropriate locations.
2. Have each group present its map to the class. Ask groups to explain why they chose the events and what makes them important.

Writing Prompt

Instruct students to select someone directly involved in the Revolutionary War:

- colonist fighting for independence
- American commander, such as George Washington
- British soldier
- British commander, such as General Cornwallis
- female camp follower
- colonial spy

Have students write a series of at least four diary entries from the point of view of the person they selected. The person may be real or fictional, but information should be historically accurate. Students’ work should reflect the role the historical figure would have played in the war.

Lesson 5

What Was the United States like under the Articles of Confederation?

Main Goals

- Describe how the Northwest Ordinance created rules for land and future states.
- Discuss the weaknesses and problems of the Articles of Confederation.
- Create a plan for an informational piece.

Online Activities

- Vocabulary
- Writing an Informational Piece

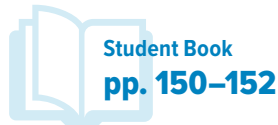
Literacy Links

- *The Articles of Confederation*, by Elizabeth Carol Sonneborn
- *In the Shadow of Liberty*, by Kenneth C. Davis

Activity

1

Moving into the Northwest Territory



Vocabulary

constitution
executive
judicial
ordinance
ratification
sovereignty
township

Materials

- Student Book
- U.S./World Desk Map
- Activity Sheet 4f
- Think Book
- map markers
- mini whiteboards (white paper)



Geography



Critical Thinking



Writing

Objectives

Students will be able to:

- Locate the Northwest Territory on a map.
- Recognize how opening the Northwest Territory to American settlers caused conflicts with American Indians.
- Compare different points of view regarding American westward expansion.

Getting Started

1. Have students think about the most important rules that keep communities peaceful. Have them list the rules in their **Think Books**.
2. Call on students to read one of the rules they have written. Compile a list on the board.
3. Have students study the list of compiled rules. Ask them if they think everyone in a community would follow the rules. Call on several students to hear their opinions.
4. Explain that, as the United States began to expand westward, the government created new rules for territory, and that they will learn more about some of those rules in today's lesson.



Reading

Student Book pp. 150–152: The Articles of Confederation;
Accomplishments of the Articles of Confederation

As students read, have them write answers to the following in their 

Think Books:

- Name one power reserved for the federal government under the Articles of Confederation.

≈ Conduct foreign affairs

- List two results of the Northwest Ordinance.

≈ Carved Northwest Territory into townships

≈ Made rules for settlers living in Northwest Territory

≈ Set rules about how a territory could become a state

≈ Prohibited the expansion of the slavery into the Northwest Territory

≈ Helped form several states and major cities

Teaching

1. Direct students to p. 152 of the Student Book (Passing the Northwest Ordinance). Ask students to name the six states that were originally created by the Northwest Ordinance.

(Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota)

List the states on the board.

2. Place students in pairs. Give each pair a **U.S. Desk Map** and  map marker.

- a. Have students find the six states of the Northwest Ordinance on the map. Have them mark each with **NW** (for Northwest Ordinance). Students may need assistance with the state abbreviations: Ohio (OH), Indiana (IN), Illinois (IL), Michigan (MI), Wisconsin (WI), and Minnesota (MN).

- b. Have pairs add **NW** to the existing map legend and label it **States created by the Northwest Ordinance**.

- c. Instruct students to draw an outline around all six states. Point out geographical features, including the Ohio River as the southern boundary, the Mississippi River as the western boundary, and the Great Lakes as the northern boundary. Explain that only the part of Minnesota east of the Mississippi River was originally included in the Northwest Territory.

Activity Sheet 4f Name _____ Date _____

Moving into the Northwest Territory

The Northwest Territory, which would eventually be divided into six states, was home to many American Indian nations in 1787. As the new nation of the United States of America considered what to do with this territory, American Indians hoped to protect their land. The Northwest Ordinance mentioned relations with American Indians specifically.

The utmost good faith shall always be observed towards the Indians; their lands and property shall never be taken from them without their consent; and, in their property, rights and liberty, they shall never be invaded or disturbed, unless in just and lawful wars authorized by Congress; but laws founded in justice and humanity, shall from time to time be made for preventing wrongs being done to them, and for promoting peace and friendship with them.

—Article IX, July 13, 1787

1. Rewrite this section of the Northwest Ordinance in simpler language.

2. What do you think American Indians would have written if they had had a their own Northwest Ordinance? Write a competing paragraph from the American Indian perspective.

Northwest Ordinance (simplified language)	American Indian Ordinance

Nystrom Young Citizens 77 Chapter 4 • Lesson 5

Activity Sheet 4f

- d. Have students label the area west of the Mississippi River as **SP**. Have them add **SP** to the map legend and label it **Spanish territory**.
3. Distribute **Activity Sheet 4f** to student pairs. Give pairs time to complete the activity sheet.
 - a. Call on several student pairs to read their answers.
 - b. Discuss the different perspectives of American Indians, who already lived on the land, and the American government, which wanted to settle the land.
 - c. Have students suggest ideas for a Northwest Ordinance provision that they believe would be acceptable to both sides. Write their ideas on the board. Have students put the ideas into a paragraph on the back of the activity sheet.
 4. **Summarizing and Assessing:** Have students use their desk maps to answer some review questions. Have students write their answers to each question on a mini whiteboard or sheets of paper:
 - a. Which of the following states came out of the Northwest Ordinance?
 - Michigan (yes)
 - Kentucky (no)
 - North Carolina (no)
 - Illinois (yes)
 - Ohio (yes)
 - b. Which river formed the southern boundary of the Northwest Territory? (the Ohio River)
 - c. Which river formed the western boundary of the Northwest Territory? (the Mississippi River)
 - d. Which of the following bodies of water formed the northern boundary of the Northwest Territory?
 - Lake Huron (yes)
 - The Gulf of Mexico (no)
 - Lake Superior (yes)
 - The Great Salt Lake (no)

5. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students answer these questions in their **Think Books**:

- Why do you think the new federal government had such limited powers?
- What were the advantages and disadvantages of this limited power?

Below Read aloud the sections on the Articles of Confederation and the Accomplishments of the Articles of Confederation. Guide students to identify one power and two results to add to their **Think Books**. Then, read aloud **Activity Sheet 4f** and, as a group, have them write the Northwest Ordinance in simpler language. Write this on an anchor chart for students to reference as they complete the rest of the activity sheet.

ELL Use the anchor chart created by the below-level group to explain how the Northwest Ordinance defined treatment of American Indians. Work as a group to write the American Indian perspective.

Extending

History Have students research the early history of one of the states that was created from the Northwest Territory, including specifics about the area before it became a state, American Indian nations that lived there, major resources of the region, when it became a state, and what it was like to live there. Students can share what they learn in a poster or slide show.

Dramatic Arts Have students create and perform a skit about people living in the Northwest Territory. The skit might portray an eastern family moving to the area, an African American family moving into the area (slavery was prohibited in the Northwest Territory), or an American Indian group experiencing a conflict with settlers over a natural resource. Have students perform their skits in front of the class or even at a school assembly.

Activity 2

The Benefits of a Strong Federal Government



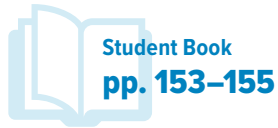
Civics



Critical
Thinking



Speaking &
Listening



Vocabulary

arsenal

Materials

- Student Book
- Think Book
- large sheets of paper (two)
- markers

Objectives

Students will be able to:

- Recognize the problems that existed with the Articles of Confederation.
- Formulate arguments to defend a point of view in a classroom debate.
- Organize and write an informational piece.

Getting Started

1. Practice the structure and rules of a class debate, which will help students prepare for today's lesson. Choose a topic that will be sure to elicit strong reactions from students, such as allowing students to carry phones in school (or forbidding it) or adding a school dress code.
2. Divide the class into two sides randomly. Instruct them to come up with supporting arguments.
3. Establish the rules of the debate:
 - a. When a student is talking, no one is allowed to interrupt.
 - b. Both sides will be given equal time and opportunities to argue their points.
 - c. Arguments will go back and forth, so that when one side makes an argument, the next point will be made by the opposing side, and so on.
 - d. The teacher will act as the moderator of the debate.
4. Practice debating the issue. Call on students so that as many speak as possible. If necessary, lead the debate by asking intriguing questions. Explain that there are no winners nor losers, and the goal is for each side to make their points as clearly as possible.
5. Explain that students will have a historical debate during today's lesson.

Reading

Student Book pp. 153–155: Problems with the Articles of Confederation; What Were the Benefits of a Strong Federal Government? (stop before the Writing an Informational Piece skill box)

As students read, have them write answers to the following in their **Think Books**:



- List two things the Articles of Confederation did not give Congress the power to do.
 - ≈ Raise or collect taxes
 - ≈ Set up a court system
 - ≈ Control trade
 - ≈ Issue money
 - ≈ Settle disputes between states
- List one result of Shays's Rebellion.
 - ≈ People realized the Articles of Confederation could not help poor farmers with their debts nor protect citizens.
 - ≈ The rebellion drew attention to the poor state of America's finances.

Teaching

1. Review the reading:
 - a. Write **Problems of the Articles of Confederation** on the board.
 - b. Call on students to give examples, listing them on the board as you go. The list should include the following: Congress had limited power; Congress could not raise or collect taxes; debt from the Revolutionary War; no court system; could not issue money; every state had its own currency; threats from Spain; Shays's Rebellion.
 - c. Have students copy the list in their **Think Books**.
2. Tell students that leaders of the United States knew they had to fix these problems. Explain that there were two main options:
 - a. Fix the problems but keep a system in which the states had the most power.
 - b. Create a new system in which the federal government had more power than the states.



3. Organize the class into two groups. One group will represent the individual states who do not want a stronger federal government. The other group will represent the founders who want a stronger federal government. You may wish to assign numbers and have students count off by twos.
 - a. Instruct students to work individually and brainstorm ideas to support their assigned perspective. Allow them to use the Student Book and their notes to help them. Have students write their ideas in their Think Books.
 - b. After several minutes, have students reorganize according to perspective. All those who want states to have more power will be on one side of the room, and those who want the federal government to have more power will be on the other side of the room.
 - c. Have students work with those on their side to compile a list of their strongest arguments. Give each side a large sheet of paper and a marker. Assign one student on each side to be the scribe and write the ideas on the paper.
4. After groups have finished listing their reasons and the powers, hold a class debate. You will act as the moderator. Establish rules for the debate, such as when someone is speaking no one may interrupt that person. The sides should have equal opportunities to make their points, going back and forth one argument at a time. Involve as many students as possible in the debate. Emphasize that there are no winners and losers, and that it is only important that each side expresses its opinion. If necessary, stimulate the debate with some questions.
5. **Summarizing and Assessing:** Have students write an informational piece:
 - a. Direct students to the skill box on p. 155 of the Student Book (Writing an Informational Piece).
 - b. Have them choose whichever side they found more convincing in the class debate and outline an informational piece in their **Think Books**. The outline should be organized into an introduction, body, and conclusion, with details for the main points. You may choose to model an outline for the class on the board before they work on their own outlines.
 - c. If you choose, you may have them write out the information piece in class or as a homework assignment.



Modifications for Differentiation

Above Have students create a political cartoon to support the side they believe in the most. They can use this cartoon as part of the debate.

Below Review the graphic on p. 155 of the Student Book (Benefits of a Strong Federal Government) to help students understand what a strong federal government is. Put all these students on the side of a strong federal government and help them brainstorm reasons and powers. Students should write the notes on index cards for use during the debate and for the informational writing plan.

ELL Review the graphic on p. 155 of the Student Book (Benefits of a Strong Federal Government) to help students understand what a strong federal government is. Put all these students on the side of a weak federal government and together make a list of reasons states might not want a strong federal government. Students should write the notes on index cards for use during the debate and for the informational writing plan.

Extending

Civics In pairs, have students revise the Articles of Confederation to address some of the weaknesses. Students should make notes about weaknesses and then discuss how the document could be revised without sacrificing the positive aspects of the document. Partners should revise, omit, or add any items that would make the government stronger. Students can type, print, and distribute their revised Articles of Confederation for consideration.



Lesson 5 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students convert the section headings into three review questions.

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students' work by having each pair present a question and answer.

Writing Prompt

Have students write a short historical fiction narrative focusing on life under the Articles of Confederation. They can choose to be a founder, a state representative, or a regular person (such as a farmer or member of Shays's Rebellion). Students should include dialogue and descriptive details. Remind students to edit their writing for word choice, punctuation, grammar, and spelling.

Lesson 6

What Happened during the Constitutional Convention?

Main Goals

- Examine the Great Compromise and understand how Congress is set up.
- Discuss the relationship between slavery and the U.S. Constitution.
- Create a graph based on data.

Online Activities

- Vocabulary
- Making a Graph

Literacy Links

- *The Creation of the U.S. Constitution*, by Michael Burgan
- *A More Perfect Union*, by Betsy Maestro
- *The Pinched Pinkney Plan*, by Holly Y Felmlee

Activity

1

The Branches of Government



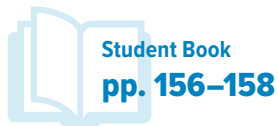
Civics



History



Speaking & Listening



Vocabulary

bicameral
bill
compromise
unicameral
Union

Materials

- Student Book
- Think Book
- mini whiteboards (white paper)
- news clip
- projector
- video recording equipment (optional)

Objectives

Students will be able to:

- Describe the New Jersey Plan and Virginia Plan for representation in Congress.
- Explain the implications of the Great Compromise.
- Creatively present ideas from the lesson to the class.

Getting Started

1. Ask students if they ever read or watch the news at home. Survey the class by a show of hands. Ask students what their favorite news broadcasts or websites are, and have them explain why.
2. Project a clip from a local news station to show students an example of a breaking news story.
 - a. Ask students to pay attention to how the clip is presented (e.g., witnesses, experts, or people expressing their opinions).
 - b. Ask students how the clip catches the viewers' attention (e.g., graphics, headlines, or music).

3. Explain that students will be creating their own news announcements during today's lesson, so emphasize that they should think about how to creatively present material to catch viewers' attention.

Reading

Student Book pp. 156–158: Calling the Constitutional Convention; Proposed Plans; Three Compromises (stop before The Three-Fifths Compromise)

As students read, have them write answers to the following in their 

Think Books:

- Write one detail each about the Virginia Plan and the New Jersey Plan.
 - ≈ Virginia Plan: called for a bicameral, or two-house, legislature; lower house with representation based on state's population; lower house would elect the upper house; upper house elects president and judges; larger states would have more power; Congress could collect taxes and add states to the Union
 - ≈ New Jersey Plan: called for a unicameral, or one-house, legislature; representation same for each state; Congress could tax states and regulate interstate trade
- Describe how seats are allocated in the Senate and in the House of Representatives.
 - ≈ Senate: Every state gets two seats.
 - ≈ House of Representatives: The number of representatives is allocated based on state's population.

Teaching

1. Review the differences between the Virginia Plan and New Jersey Plan. Call on students to give details of the two plans. Review how the Great Compromise was a combination of the two plans.
2. Put students in small groups. Explain that they will prepare a short news presentation from 1787 announcing the Great Compromise. (You may want to remind students that television did not exist in 1787, so their presentation will be imaginary.)
 - a. Have groups script a breaking news announcement about the Great Compromise. Have them write lines for a news presenter and others, which might include people on the street, experts, or historical figures who were involved in the compromise.

- b. Encourage students to be creative, but at the same time, ensure that all information is historically accurate.
 - c. Stress that students must explain how the Great Compromise included parts of the Virginia Plan and the New Jersey Plan.
 - d. Have students rehearse the news announcement.
 - e. Groups may want to add visuals or props. Allow at your discretion.
3. Allow all groups to present their news announcements. If possible, set up a simple stage for the presentations and film them.
4. **Summarizing and Assessing:** Have students work with a partner to answer the following review questions. Have them write their answers to each question on a mini whiteboard or sheets of paper. 
 - Which state's plan for Congress was based on population? ([Virginia](#))
 - Which state's plan for Congress was that all states would be represented equally? ([New Jersey](#))
 - In Congress, which house is based on the population of each state? ([House of Representatives](#))
 - In Congress, which house has two representatives from every state, regardless of population? ([Senate](#))
 - What was the name of the compromise that created the Senate and House of Representatives? ([the Great Compromise](#))

Modifications for Differentiation

Above Have students imagine they are part of the Constitutional Convention. Challenge them to organize a plan to revise the Articles of Confederation. Students will write a speech based on their plan and present it to the class. Have students create a flowchart to explain the Great Compromise. Display it in the classroom.

Below Read aloud the assigned sections and help students capture the key points to add to their **Think Books**. This will prepare them to participate in making the news presentation.

ELL Have students create a graphic organizer in their

Think Books:

New Jersey Plan + Virginia Plan = The Great Compromise

Then, help them fill in basic details about each plan. Depending on their role in the news presentation, help them practice their lines.

Extending

Writing Have students write a newspaper article from the perspective of a reporter covering the Constitutional Convention. Students' articles should include details about the Constitutional Convention, the plans proposed, and the compromise the factions made. Have students model their articles after modern newspaper articles.

History Philadelphia, Pennsylvania, contains numerous historical sites important in American history. Have students research Philadelphia and the location of the historic sites. Students will use this information to create a brochure describing the historic sites in the city. If possible, students should also create and include a walking tour of the historic sites. Students should include visuals of artwork or architecture from each site.

Activity

2

Explaining History through Graphs and Maps



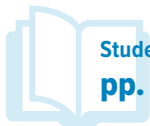
Geography



History



Information
Processing



Student Book
pp. 159–161

Vocabulary

abolition

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- coloring utensils
- graph paper

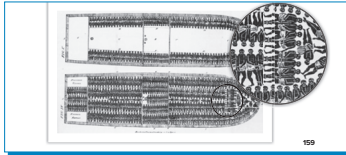
Objectives

Students will be able to:

- Organize historical data on a graph.
- Use maps to show the distribution of slavery in early American history.
- Analyze reasons the U.S. Constitution did not end slavery.

Teacher's Note

Covering the topic of slavery can be upsetting for students. It is important to address the topic in a truthful, age-appropriate manner. Emphasize both that the main purpose of slavery was to make money for enslavers, and that enslaved people sought freedom and worked to preserve their culture. You may wish to acknowledge the upsetting nature of the image used in the following Getting Started activity. Be honest with and supportive of students as they tackle this topic.



Student Book, p. 159

Getting Started

1. Have students look at the image on p. 159 of the Student Book.
2. Ask them to describe the diagram in detail in their **Think Books**. T
3. Call on students to read the things they noticed about the image. List them on the board.
4. Discuss with students why this diagram has historical value.
5. Explain that students will learn more about slavery and its connection to the U.S. Constitution in today's lesson.

Reading

Student Book pp. 159–161: Three Compromises (begin at The Three-Fifths Compromise); The Divide over Slavery; The Number of Enslaved People in 1790

As students read, have them write answers to the following in their **Think Books**: T

- List two compromises regarding slavery that occurred at the Constitutional Convention.
 - ≈ Three-Fifths Compromise
 - ≈ Slave trade compromise
- List two reasons the Constitution did not outlaw slavery.
 - ≈ To keep the country united
 - ≈ Many slaveowners had political power.
 - ≈ Slavery made many delegates wealthy.

Teaching

1. Put students in pairs. Give each pair coloring utensils and graph paper. 👤
 - a. Have students work with their partners to create a bar graph to show the number of enslaved people per state in 1790, as reported in the table on p. 161 of the Student Book (The Number of Enslaved People in 1790).

- b. Review bar graphs with students.
 - Tell students to start with the vertical axis. Explain that the number of enslaved people will be shown on the vertical axis. Discuss with students what intervals to use on this axis, ensuring that the smallest and largest numbers will be represented. Use the suggestion from the Student Book of intervals of 25,000.
 - Next, have students complete the horizontal axis. Explain that each state will be shown on the horizontal axis.
 - Remind students to label the axes and title their graph.
 - c. Have students work with their partners to fill in the appropriate data on the graph. Encourage students to color code their graphs to make the data easier to distinguish. Circulate and check that students are properly graphing the data.
2. Next, give each pair a **U.S. Desk Map** and map marker. Explain that they will create a map representing the number of enslaved people in each state in 1790.
- a. Have students outline the original thirteen states on the desk map. Tell students that they can use the map on p. 145 of the Student Book (United States, 1783) to locate the states if they need help.
 - b. Tell students that they are going to work with their partners to add symbols to each of the original thirteen states on the map to depict the number of enslaved people living there in 1790.
 - c. Tell students to use the following symbols to represent the number of enslaved people and add them to the legend (optionally, you can allow students to create their own symbols):
 - ★ 0 to 20,000 enslaved people
 - ○ 20,000 to 100,000 enslaved people
 - ◼ more than 100,000 enslaved people
 - d. Circulate and check students' work.

3. **Summarizing and Assessing:** Have student pairs answer questions using their completed graphs and desk maps:



a. Ask students to answer the following questions in their



Think Books:

- Which region of the country had the most states with under 20,000 enslaved people? (New England/North)
- Which region of the country had the most states with over 100,000 enslaved people? (South)
- Which state had the most enslaved people in 1790? (Virginia)
- Which state had the least enslaved people in 1790? (Massachusetts)

b. After reading all the questions and giving students time to work on them, review the answers by calling on student pairs.

4. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Challenge students to create a bar graph that compares the number of House and Senate representatives in the original thirteen states in 1787 with the number today.

Below Guide students to label the x- and y-axes using the abbreviations for states and intervals of 25,000.

ELL Provide students a blank graph with the x- and y-axes labeled with the abbreviations for states and intervals of 25,000. Guide them to the information in the text so they can create the bars on the graph.

Extending

Math Have students use the data about enslaved people in 1790 to create a different kind of graph. Students can create a bar graph to show the free population of each state or double bar graph comparing the enslaved and free populations of each state in 1790. Another option is to make a graph showing enslaved people as a percentage of the state's population. Remind students to include a key for their graph and to label the axes.

History

Inform students that, although most states in the United States allowed slavery in the 1790s, a strong abolitionist movement existed in other parts of the world. Have students learn about the global abolitionist movement. Students may also want to investigate the beliefs of the Quakers and how those beliefs led them to participate in the abolitionist movement. Students may share what they learn in a written or oral report or in a digital presentation.



Lesson 6 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question.

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students' work by having each pair present a question and answer.

Writing Prompt

Instruct students to select one of the following roles of someone at the Constitutional Convention:

- person supporting the Virginia Plan
- person supporting the New Jersey Plan
- person supporting the Great Compromise
- person representing a Southern state
- person representing a Northern state

Have students write a persuasive speech to convince others to agree with their position and encourage delegates to side with them during the Constitutional Convention. Students can add imagined details but must include historically accurate reasons the person would have used to support his or her platform.

Lesson 7

What Does the United States Constitution Say?

Main Goals

- Examine the checks and balances in the Constitution.
- Understand that state governments and the federal government share power.
- Distinguish between facts, inferences, and opinions.

Online Activities

- Vocabulary
- Distinguishing Fact, Opinion, and Inference

Literacy Links

- *How the U.S. Government Works*, by Syl Sobel
- *What Is the Constitution?* by Patricia Brennan Demuth

Activity

1

Constitution Scavenger Hunt



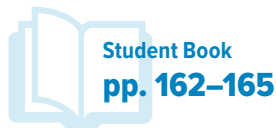
Civics



Critical
Thinking



Reading



Vocabulary

checks and balances
pardon
preamble

Materials

- Student Book
- Activity Sheet 4g
- Think Book
- mini whiteboards (white paper)

Objectives

Students will be able to:

- Describe the role of each branch of the federal government.
- Explain how the branches of government check and balance each other.
- Examine the U.S. Constitution and search it for information about the structure of the government.

Getting Started

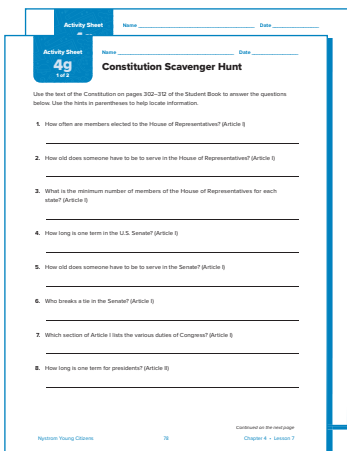
1. Tell students to imagine that they were elected president.
2. Ask students to think about what they would do first with their new powers. Have them write their ideas in their **Think Books**. 
3. Next, ask students if they think presidents should be able to do whatever they want while in office. Ask them to answer and defend their answer in their Think Books.
4. Call on several students to read their answers.
5. Explain that presidents do not have unlimited powers in the United States, and that the U.S. Constitution spells out the limits of each branch. Tell students that they will look more closely at this document during today's lesson.

Reading

Student Book pp. 162–165: The Preamble; Powers of the Constitution

As students read, have them write answers to the following in their **Think Books**:

- Write one purpose of the Constitution.
 - ≈ Outlines the values of the country
 - ≈ Reinforces that the ultimate power belongs to the people
 - ≈ Maintains peace in America
 - ≈ Provides framework for all laws in the United States
 - ≈ Sets up the three branches
 - ≈ Provides defense
 - ≈ Promotes the general well-being and liberty of Americans
- List the three branches of the government and one way each checks the other branches.
 - ≈ Executive branch: appoints judges to the judicial, vetoes bills from legislative, and can end congressional meetings in some situations
 - ≈ Judicial branch: declares laws unconstitutional, can declare a president's actions unconstitutional
 - ≈ Legislative branch: pass amendments to overrule judicial, reject judges, charge justices with crimes, impeach the president, reject appointments made by the president, override a presidential veto



Activity Sheet 4g

Teaching

1. Put students in pairs.
 - a. Distribute both pages of **Activity Sheet 4g** to each pair.
 - b. Have student pairs use the text of the Constitution, on pp. 302–323 of the Student Book, to help them answer the questions.
 - c. Allow student pairs time to fill out the activity sheets. If students struggle to find some answers, point them to the specific paragraphs where the answers can be found.
2. Review the activity sheets as a class by calling on different pairs for their answers. Have pairs correct or fill in any answers that they missed.
3. Instruct students to make a three-column table in their **Think Books** and to label each column respectively: **Legislative**, **Executive**, and **Judicial**.
 - a. Have students add at least three details to each column.



- b. Instruct students to use the Student Book and Activity Sheet 4g for ideas.
 - c. Have students pair with another student and check their details, correcting or adding notes as necessary.
4. **Summarizing and Assessing:** Review the concepts of the three branches as a class:
- a. Put students in small groups and give each group a mini whiteboard or sheets of paper. 
 - b. Tell students to hold up the name of the branch of government that does the job you say:
 - declare war (**legislative**)
 - suggest laws (**executive**)
 - interpret laws (**judicial**)
 - make laws (**legislative**)
 - command the military (**executive**)
 - veto bills (**executive**)
 - confirm or reject presidential appointments (**legislative**)
 - can rule that laws are unconstitutional (**judicial**)

Modifications for Differentiation

Above Challenge students to create a game (e.g., a board game or game show) about the Constitution and the three branches of government. Then group students accordingly and have them take turns playing the games.

Below Read aloud and discuss the Preamble and the Powers of the Constitution sections. Discuss the graphic on p. 164 of the Student Book (Checks and Balances). Support students to complete **Activity Sheet 4g** by reading the parts of the Constitution indicated, and simplifying language where necessary.

ELL Explain the graphic on checks and balances. Support students to complete **Activity Sheet 4g** by reading the parts of the Constitution indicated, and simplifying language where necessary.

Extending

Visual Arts Students will create a visual representation of the checks and balances of government. Encourage students to be creative and to use a different format than the chart in the Student Book to show and explain checks and balances. Allow students to work individually or in groups. Dedicate class time to allow students to present their artwork.

Activity

2

Facts, Inferences, and Opinions about Federalism



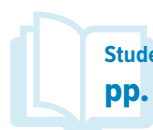
Civics



Critical
Thinking



Speaking &
Listening



Student Book
pp. 165–167

Vocabulary

federalism
foreign affairs

Materials

- Student Book
- Think Book
- coloring utensils
- large sheets of paper (poster boards)
- white paper

Objectives

Students will be able to:

- Explain the concept of federalism.
- Describe powers held by the federal government and powers held by state governments.
- Differentiate between facts, inferences, and opinions.

Getting Started

1. Put students in pairs. Explain that they will play a game called “True-True-Lie.”
2. Instruct students to write down three details about themselves. Tell them that two of the details must be true facts, and the third detail must be a lie.
3. Then, have students show their partners the three details they wrote. Partners will ask questions about each detail. The goal is to see if they can figure out what the lie is.
4. After both partners have had a chance to play, explain that students had to understand fact and inference to play the game. Tell them that they will learn more about facts, inferences, and opinions in today’s lesson.



Reading

Student Book pp. 165–166: Dividing Power

As students read, have them write answers to the following in their 

Think Books:

- List two powers belonging only to the federal government.
 - ≈ regulate trade
 - ≈ print money
 - ≈ maintain military
 - ≈ run postal system
 - ≈ declare war
 - ≈ negotiate treaties with other nations
- List two powers belonging only to state governments.
 - ≈ establish schools
 - ≈ set up local governments
 - ≈ regulate business within state
- Write one example of a power that is shared between federal and state governments.
 - ≈ taxation
 - ≈ maintaining courts
 - ≈ building roads

Teaching

1. Explain to students that they will conduct a jigsaw activity. Have students count off by threes until each student has a number.
2. Assign students to write notes in their **Think Books** about a topic according to their number:
 - a. All those with number one should write down responsibilities that belong only to the federal government.
 - b. All those with number two should write down responsibilities that belong only to states.
 - c. All those with number three should write down responsibilities that are shared between the federal government and state governments.
3. Put students in groups of three so that each group has one representative from each number.
 - a. Give each group a large sheet of paper or poster board and coloring utensils.
 - b. Instruct each group to create a Venn diagram. They should label the two circles **Federal Government** and **State Governments**. The area where the circles overlap should be labeled **Both**.
 - c. Circulate to ensure accuracy.
 - d. When groups have finished, post their Venn diagrams around the room.



4. Review p. 167 of the Student Book (What Does the Constitution Say about Individual Responsibility?) with the class. Discuss with students the differences between a fact, an inference, and an opinion.
5. Using the same groups, assign each group a number: one, two, or three. Give each group a sheet of paper. Assign the groups to write notes on the paper about a topic according to their number:
 - a. Groups with number one should write down three statements of fact about the U.S. Constitution.
 - b. Groups with number two should write down three statements of opinion about the U.S. Constitution.
 - c. Groups with number three should write down three inferences about the U.S. Constitution.
6. Collect each group's paper after several minutes.
7. **Summarizing and Assessing:** Test students' understanding of facts, opinions, and inferences:
 - a. Read some of the sentences that groups wrote, mixing facts, opinions, and inferences.
 - b. After each sentence, have students vote by a show of hands if the sentence was a fact, opinion, or inference. After each, call on students who had the correct answer to explain why the answer fit into that category.
 - c. Repeat until the class has a strong grasp of the differences between facts, opinions, and inferences.

Modifications for Differentiation

Above Have students write five inferences about the writers of the Constitution.

Below Read aloud the sections and guide students to write the notes in their **Think Books**. As a group, write definitions for fact, opinion, and inference on a large sheet of paper. Hang it in the classroom for everyone to reference.

ELL Read aloud the sections and guide students to write the notes in their **Think Books**. Use the chart created by below-level students to review the meanings of fact, opinion, and inference.

Extending

Civics Have students select a role mainly fulfilled by state governments, such as education or licensing for drivers. Students will then research how their state government fulfills this role, explaining specific laws and regulations. Encourage students to also determine if the federal government plays any role in this area and how. Have students also research the laws of another state as a way to compare and contrast. Students can share what they learn through an oral report or artistic display.

Careers Have students learn about a senator or house member who represents their district and how the congressperson serves the state. If possible, have students contact the congressperson's office and communicate with a representative. Encourage students to learn about bills the congressperson has sponsored, as well as how the congressperson communicates with and provides services for people in their district. Students may share what they learn in a digital slideshow presentation.



Lesson 7 Closure

Review Activity: Details

Instruct students to select details that are important to the lesson. Have students write their choices in their **Think Books**.

1. Have students use the Student Book to find one of each of the following details from the lesson:
 - a. One important date
 - b. One important person
 - c. One important place
 - d. One important event
2. Call on students to explain one of their choices.

Writing Prompt

Have students brainstorm and plan laws they believe are necessary for a country. Students will also describe how they think a government could best be structured. Students may work alone or in pairs. Students may write their laws and ideas for the structure of a government as bulleted lists. Tell students that they will be able to use this work as part of the basis for the chapter project.

Lesson 8

How Was the Constitution Ratified?

Main Goals

- Examine the main arguments for and against the ratification of the Constitution.
- Explain the importance of the Bill of Rights.
- Understand an author's argument.

Online Activities

- Vocabulary
- Understanding an Author's Argument

Literacy Links

- *The Bill of Rights*, by Syl Sobel
- *I Know My Rights: A Children's Guide to the Bill of Rights and Individual Liberty*, by Rory Margraf
- *John Hancock*, by Kathryn Cleven Sisson

Activity

1

Political Persuasion Campaign



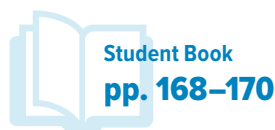
History



Critical
Thinking



Speaking &
Listening



Vocabulary

amendment
federalist
pseudonym

Materials

- Student Book
- Think Book
- clips of political issue ads
- projector
- video recording equipment (optional)

Objectives

Students will be able to:

- Describe the positions of the federalists and anti-federalists.
- Discuss the role that the Bill of Rights played in ratifying the U.S. Constitution.
- Analyze persuasive arguments in favor of or against the U.S. Constitution.

Getting Started

1. Ask students to think of a time when they tried to convince their parents, family members, or friends of something, whether it was where to go on vacation, getting a pet, or something else consequential.
2. Have students explain in their **Think Books** why they wanted that particular item or experience, and how they tried to convince their parents to go along with them. 
3. Have students share their work with a partner. Have them talk about what they could have done differently to persuade people. 
4. Tell students that they will need to use their powers of persuasion in today's lesson to convince voters to support a historical issue regarding the U.S. Constitution.

Reading

Student Book pp. 168–170: The Debate; Ratification

As students read, have them write answers to the following in their 

Think Books:

- Describe what the Constitutional Convention required for the Constitution to become law.
 - ≈ Each state had to have a convention to vote on the Constitution.
 - ≈ Nine of the thirteen states had to support the Constitution for it to become law.
- Explain the difference between federalists and anti-federalists.
 - ≈ Federalists supported a strong central government and favored the Constitution.
 - ≈ Anti-federalists wanted a weaker central government and opposed the Constitution.
- Explain how the U.S. Constitution was finally ratified.
 - ≈ During the Massachusetts Ratification Convention, John Hancock proposed a compromise.
 - ≈ Delegates voted to approve the Constitution with a promise that a Bill of Rights, amendments that guaranteed individual rights, would be added.
 - ≈ Other states followed the example of Massachusetts.

Teacher's Note

If it's doable for your classroom, find and play two opposing political issue ads (television or radio commercials) at the beginning of the Teaching activity. Preview the videos by briefing students about the issue. Tell students to pay particular attention to how the advertisements tried to make their cases and which methods they used to persuade the audience.

Teaching

1. Organize students into small groups. 
 - a. Assign half the groups to represent the federalist point of view, and the other half to represent the anti-federalist point of view.
 - b. Explain that groups will prepare and present a brief advertisement defending their point of view regarding the U.S. Constitution.

2. Have groups compile notes about the issue by creating a T-chart with one side labeled **Federalist** and the other **Anti-federalist**. Students should create these T-charts in their **Think Books**.
 - a. Check to make sure all students within each group have created a T-chart.
 - b. Explain that they will also find info about the opposing side, because it is important to understand the opposing point of view when designing a political ad, and encourage students to combat opposing views in their ads.
3. Instruct groups to script a short political ad explaining why they are for or against the passage of the U.S. Constitution. Explain that this ad is targeted at undecided Americans in 1787.
 - a. Have groups decide what roles each person will play in the commercial. Explain that all members of the group must be involved in the ad in some way.
 - b. Have groups practice their ads. Tell them how long the ads should last (thirty seconds is our recommendation).
4. Have groups present their ads in front of the entire class. If possible, film the ads and screen them in front of other classes, allowing students to vote at the end for which side they support.
5. **Summarizing and Assessing:** Find out which ad was more persuasive, and have students explain why:
 - a. Have students vote on which side they feel is more persuasive: federalists or anti-federalists. Tally the votes and display them on the board.
 - b. Call on several students from each side. Have them explain their votes.

Modifications for Differentiation

Above Have students examine local newspapers or video clips for preselected opposing political advertisements. Have them focus on techniques and word choices used by the ads.

Below Read aloud the sections and guide students to write the notes in their **Think Books**. Discuss the differences between federalists and anti-federalists and have students create note cards to support them during the group activity.

ELL Read aloud the sections and guide students to create a T-chart in their **Think Books** to compare federalists and anti-federalists. This will support their participation in the group activity.

Extending

Current Events Have students select a current federal, state, or local government policy or position that they believe is important to support. Students will then, either individually or with a group, create a plan to advocate for that policy or position. Students will share the policy or position with the class and how they plan to advocate for it, with the goal of rallying other students to their cause.

History Students will learn about Alexander Hamilton and the role he played in American history. Students may learn about Hamilton by reading a biography about him or engaging with recent pop culture music about him. Students will create a poster to share what they learn about Hamilton.

Activity

2

The Bill of Rights Today



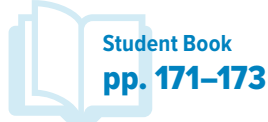
Civics



Critical
Thinking



Speaking &
Listening



Materials

- Student Book
- Activity Sheet 4h
- Think Book
- scissors

Objectives

Students will be able to:

- Explain the importance of the Bill of Rights.
- Describe some of the rights enshrined in the Bill of Rights.
- Discuss issues that arise with the Bill of Rights today.

Getting Started

1. Have students think about what rights are most important for people to have. Ask them to write three essential rights in their **Think Books**. 
2. Have students work with a partner. Tell the partners to compare their lists of rights. Then, have them create a list of the five most important rights. Have them record this list in their Think Books as well. 
3. Call on pairs to read aloud their list of rights. Make a list on the board.
4. After you have compiled a substantial list, have students vote on the five most important rights. Create a classroom Bill of Rights based on their selections.

5. Explain that they will learn more about the original American Bill of Rights in today's lesson.

Reading

Student Book pp. 171–172: The Bill of Rights; Protected Rights

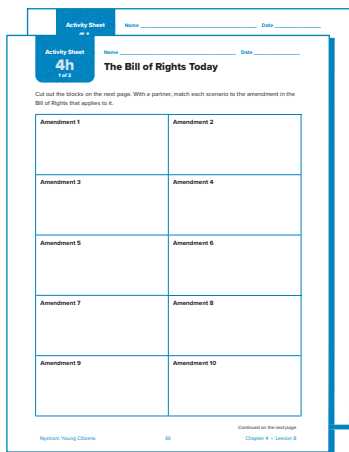
As students read, have them write answers to the following in their 

Think Books:

- List three liberties protected by the First Amendment.
≈ Freedom of speech, religion, press, and assembly, and freedom to petition the government
- List two rights protected by the Sixth Amendment.
≈ Rights to a speedy public trial and a lawyer

Teaching

1. Direct students to p. 171 of the Student Book (Bill of Rights infographic). Briefly review each amendment in the Bill of Rights with students. Call on students to explain each amendment, providing real-life examples, if possible. Provide additional explanation as needed.



Activity Sheet 4h
The Bill of Rights Today

Cut out the blocks on the next page. With a partner, match each scenario to the amendment in the Bill of Rights that applies to it.

Amendment 1	Amendment 2
Amendment 3	Amendment 4
Amendment 5	Amendment 6
Amendment 7	Amendment 8
Amendment 9	Amendment 10

Nystrom Young Citizens 80 Continued on the next page Chapter 4 • Lesson 8

Activity Sheet 4h

2. Put students in pairs. Give each pair a copy of both pages of **Activity Sheet 4h** and a pair of scissors. 
 - a. Have students cut out the boxes on the second page.
 - b. Have students work with their partners to match each scenario with the amendment in the Bill of Rights that it applies to. Explain that some amendments will contain multiple scenarios, and some amendments will not have any scenarios.
3. Go over the matches students made as a class. Call on student pairs to explain why they matched scenarios to certain amendments. If there are differences among pairs, have students defend the reasoning behind their choices and come to a consensus.
4. Place each student pair with another pair to form a small group. 
 - a. Have students read p. 173 in the Student Book (The Bill of Rights Today). Tell students that this argument provides one example of how the First Amendment arises in everyday life. Have students discuss both arguments and decide which one they think is stronger.

- b. Have groups write two new modern-day scenarios connected to the Bill of Rights (similar to the scenarios in Activity Sheet 4h).
 - c. Have groups present their scenarios to the class, and ask the rest of the class to vote on which amendment the scenarios apply to.
5. **Summarizing and Assessing:** Review the rights protected by the Bill of Rights by asking students to match an amendment with a right. Read the following rights and have students show a number with their fingers that corresponds to the correct amendment:
- The right to free speech (1)
 - The right to a speedy, public trial (6)
 - The right to bear arms (2)
 - The right to not be subjected to cruel or unusual punishment (8)
 - The right to privacy and no illegal searches (4)
 - The right to a trial by jury (7)
 - The right to a lawyer (6)
 - The right to not testify against yourself (5)
 - The right to worship any religion or no religion at all (1)

Modifications for Differentiation

Above Challenge students to think of another current example of how people disagree about the interpretation of the Bill of Rights. Have students work with a partner to write an argument and counter argument for that issue.

Below Provide students with a copy of the infographic on p. 171 of the Student Book (The Bill of Rights) to use when matching the scenarios to the amendments. Read aloud the scenarios and let students determine which amendment each matches with.

ELL Provide students with a copy of the infographic on p. 171 of the Student Book (The Bill of Rights). Simplify the scenarios and let students determine which amendment each matches with.

Extending

Civics Have students select one of the amendments in the Bill of Rights and learn about three Supreme Court cases that have addressed that right. For each case, students should note the name of the case, its date, what led to the case, the ruling of the Supreme Court, and how that ruling has affected American laws. Students can share what they learn through a poster or digital slideshow presentation.

Music Have students work in small groups to set the Bill of Rights to music or poetry. If needed, allow students to simplify the wording of the amendments to make them more easily fit to music. Students can perform their songs or poetry for the class and possibly for other classes as well.



Lesson 8 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question.

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students' work by having each pair present a question and answer.

Writing Prompt

Have students select the amendment in the Bill of Rights that they think is the most important. Students will then write a persuasive paragraph explaining why they think the amendment is the most important. Remind students that they should use reasons to support their assertion. Then, have students select another amendment from the Bill of Rights that they don't feel as strongly about. Have them write a second persuasive paragraph making the same assertion as the first (that this is the most important amendment) and providing supporting reasons. Students should also proofread their writing for spelling, punctuation, and grammar.

Chapter 4 Review

Review Vocabulary

abolition
amendment
arsenal
bicameral
bill
boycott
checks and balances
compromise
constitution
corrupt
currency
delegate
Enlightenment
executive
federalism
federalist
foreign affairs
judicial
Loyalist
martial law
mercenary
militia
monopoly
neutral
ordinance
pardon
Patriot
pension
popular sovereignty
preamble
proclamation
pseudonym
ratification
repeal
slogan
sovereignty
township
treason
tyranny
unanimous
unicameral
Union

Materials

- Student Book
- Activity Sheet
Chapter 4 Review
- Chapter 4 Test
- Think Book

Reading

Student Book pp. 174–175: chapter summary

Teaching

1. Have students work through **Activity Sheet Chapter 4 Review**. Allow them to use the Student Book and their **Think Books** as needed. 
2. **Summarizing and Assessing:** Review students' work:
 - a. Review answers to the activity sheets as a class.
 - b. Divide students into groups. Ask each group to write two new questions, using the review sheets. Model how to change a question form (for example, change a matching item to a short-answer question) as needed. 

Modifications for Differentiation

Above Have students write a description of each event for the sequencing activity. Then assign each student a different lesson and have students write a brief summary of the lessons. Have students present their summaries to the class.

Below Allow students to work in small groups to complete the **Activity Sheet Chapter 4 Review**. Answer questions and help students find the information in the Student Book and their **Think Books**. Simplify sentences as needed.

ELL Complete the activities as a group. Provide sentence frames and simplify sentences and ideas as needed. Use guiding questions to help students with the sequencing activity and short-answer section. Use visuals and TPR to help students with concepts and content-specific words.

Teacher's Note

Online activities are available to supplement the chapter review.

Chapter Test

Distribute and administer the **Chapter 4 Test** (Student Handouts, pp. 83–85). Assist students as needed.

Chapter 4 Project

Creating a Government

Materials

- Student Book
- Project Checklist
- Project Evaluation
- Think Book
- coloring utensils
- large sheets of paper (poster boards)
- white paper



Civics



History



Information
Processing



Writing

Objectives

Students will be able to:

- Determine the values that a government embodies and translate them into a government structure.
- Formulate a document that outlines the structures of government.
- Design a flag for a country and write a pledge of allegiance.

Project Description

Students will work in small groups to formulate a government structure for a new country. In doing so, they will discuss and determine the values that they think are most important in a country. Based on this, small groups will create a poster outlining the values important to the new country and show how those values are represented in the structure of the government. Small groups will also produce a one-page document that outlines the main laws governing the new country. Additionally, groups will write a pledge of allegiance to their new government and design a flag.

Teacher's Note

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects. For more on evaluating the chapter projects, see p. xxvii.

Instructions and Suggestions

Day 1

1. Explain that students will create a government for a new country as part of this chapter's project. Review with students the historical context and ideas behind the creation of the United States. Have students look at the notes in their **Think Books**.



2. Divide students into small groups.
3. Have groups brainstorm what kind of government they want to create.
 - a. Instruct students to think about the structure of the government, such as branches of government, divisions of power, and representation.
 - b. Have students decide which rights (if any) they would like to protect.
 - c. Assign one student in each group to record the group's ideas.
4. Have students work together to create a rough draft of a poster showing the structure, values, and rights of their new government.



Day 2

1. Have students rejoin their groups from Day 1.
2. Distribute large sheets of paper or poster boards and have groups work on their posters from Day 1.
3. As students work on their posters, have some group members work on additional aspects of the project:
 - a. Some group members will design a flag to represent the new government. Encourage students to think of symbols and colors that will best represent the ideas that they are promoting. Have them draw the flag on a white sheet of paper using coloring utensils.
 - b. Some group members will write a pledge of allegiance. This can be modeled after the American pledge, but encourage students to be creative. Tell them to highlight the most important ideas and rights that their government is based on. Have them write the pledge on a white sheet of paper.

Day 3

1. Have students rejoin their groups. Allow groups time to complete their posters, flags, and pledges.
2. Have groups present their projects to the class.
3. Display the posters, flags, and pledges in the classroom.

Modifications for Differentiation

Above Have these students analyze the U.S. Pledge of Allegiance, in terms of structure, length, cadence, tone, etc. If possible, provide these students with another country's pledge of allegiance to compare and contrast. This will help them lead the writing of the new pledge for their country.

Below Have these students neatly write up the laws that were agreed upon during the discussion and add them to the poster. (If the country group was disorganized, these students may need support to summarize the laws. If the country group was organized and efficient, this task can be done independently.) If time allows, they could also create small graphics or speech bubbles to add to the poster, to further explain each law.

ELL Have some students work on the flag for each group/country. Help them collect keywords for the branches, values, and rights. Have them create or choose symbols for each branch of government, and add them to the flag. Then have them add keywords for the values and rights chosen, such as liberty, equality, etc. Ask students to add those same words in their first language, if they are able to write it. This will produce a very interesting multilingual flag, and may spark some good discussion around values.

Rubric

See **Project Evaluation** (Student Handouts, p. 87).

Compelling Question

How Did the United States Expand?

In this chapter, students will learn about the expansion and development of the United States.

Time Frame: 5 Weeks

- 1 Students will examine the challenges the United States faced in its early years.
- 2 Students will learn about the frontier and how the United States gained the Louisiana Territory.
- 3 Students will study how new technologies spurred western settlement and examine the conflicts that arose from new settlement.
- 4 Students will learn how the United States fought over expansion of territory and of the rights of its people.
- 5 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Every chapter comes with Leveled Student Readers and Group Activity Cards. There is also a Biography Gallery in the Student Book. All three components come with a custom activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

Inventors and Their Inventions

This Leveled Student Reader works well with lesson 2. The pre- and post-reading activities are on the inside cover of the reader.

GROUP ACTIVITY CARD

Klamath Lake Massacre

This Group Activity Card works well with lesson 4. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

People of the Frontier

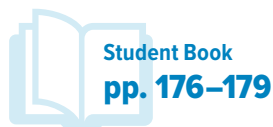
The following activity works well with all the lessons in chapter 5.

1. Divide students into small groups. Give each group a copy of **Activity Sheet 5a**. Ask students to work in their groups to fill in the activity sheet.
2. Review the answers to the activity sheet, calling on students from different groups for answers.
3. Tell students that they will make inferences about how the people shown on pp. 196–197 felt about westward expansion.
 - a. Explain that they will write a short dialogue about westward expansion in their **Think Books**.
 - b. The dialogue must involve at least three historical people.
 - c. Students should express how the people involved felt about personal and historical events from the time period.
 - d. Have students share their written dialogues with a partner.



Chapter 5

Introduction



Geography



History



Reading

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- ruler

Getting Started

1. Explain to students that countries are sometimes interested in expanding their territory. Challenge them to think about why countries might want to expand.
2. Ask students to brainstorm some of the advantages and disadvantages of having more territory. Have them write some ideas in their **Think Books**. 
3. On the board, create a T-chart and add **Positives** and **Negatives** as the headings. Elicit ideas from the class to fill in each column of the T-chart.

Reading

Student Book pp. 176–179: chapter comic; chapter introduction and time line

Have students write down any words from the reading that they do not recognize in their **Think Books**. After reading, have students find and write the definitions of the words they identified. In addition, have them write one sentence using each new word that they came across. 

Teaching

1. Remind students of the chapter 5 question, “How did the United States expand?” As a class, look at the chapter time line. Ask student pairs or small groups to identify as many answers to the chapter question as possible from the time line. Challenge students to consider how the Declaration of Sentiments helped the United States expand if it is not brought up while reviewing other possible answers: 

 - Louisiana Purchase;
 - faster travel was possible, thanks to technology like the steamboat;
 - forcing American Indians off their lands; and
 - gaining territory from the Mexican-American War.

2. Have students reread the introduction and the information on the time line on pp. 178–179. Instruct them to find as many specific geographical references (rivers, mountains, regions, etc.) as they can and to list them in their **Think Books**. (Appalachian Mountains, Mississippi River, Rocky Mountains, Southwest, etc.) 
3. Distribute **U.S. Desk Maps** and map markers to student pairs. 
4. Have students put mountain symbols (^^^) on the Appalachian and Rocky Mountain ranges. Ask them to trace the Mississippi River. If students mentioned the Southwest, have them circle the general area from the Colorado Plateau to the Mojave Desert.
5. Ask students where the original 13 Colonies were established. (along the coastline of the Atlantic Ocean) Have students outline that area on their maps.
6. Have students use the map scale and a ruler to measure the approximate distance between the Appalachian Mountains and the Mississippi River along the 40°N latitude line. (approximately 700 miles) Then, have students measure the distance between the Mississippi River and the Rocky Mountains along 40°N latitude. (approximately 700 miles) Ask students how people might have traveled those distances before cars and airplanes existed. (steamboats, walking) If necessary, point students to the comic and explain that many explorers walked the entire distance. Ask students to think about how the size of the United States might have made westward expansion challenging.
7. Have students clean, collect, and put away maps.
8. **Summarizing and Assessing:** Review the T-chart from the Getting Started activity:
 - a. Look over earlier responses and then ask students if there are any more ideas that they would like to add to the chart.
 - b. Explain that this chapter in the Student Book will explore the causes, effects, positives, and negatives of American westward expansion.

Lesson 1

What Challenges Did the United States Face?

Main Goals

- Contrast ideas voiced by members of George Washington's cabinet.
- Explain that the competing ideas expressed by members of George Washington's cabinet were the beginning of political parties in the United States.
- Make inferences supported by evidence from primary and secondary sources.

Online Activities

- Vocabulary
- Making Inferences

Literacy Links

- *Abigail Adams and the Women Who Shaped America*, by Torrey Maloof
- *Hamilton vs. Jefferson*, by Curtis Slepian
- *Never Caught, the Story of Ona Judge*, by Erica Armstrong Dunbar and Kathleen Van Cleve

Activity

1

George Washington's Quarreling Cabinet



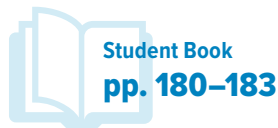
Civics



History



Reading



Vocabulary

cabinet
precedent

Materials

- Student Book
- Think Book

Objectives

Students will be able to:

- Describe what a presidential cabinet is and what the purpose of a cabinet is.
- Summarize the opposing views of Thomas Jefferson and Alexander Hamilton.
- Explain how George Washington reacted to Jefferson's and Hamilton's ideas.

Getting Started

1. Write the following statement on the board: **It is good to work with others who disagree with me.**
2. Ask students to write the statement in their **Think Books**. Then, have them decide if they agree or disagree and have them write their responses. 
3. Put students in small groups and ask them to share their responses. Remind them to explain why they answered as they did. 

4. Explain that George Washington picked people, called his cabinet, who would advise him. Tell students that these men disagreed on many things, and Washington had to decide whom he listened to.

Reading

Student Book pp. 180–183: Washington’s Presidency (stop before Washington and Ona Judge)

Before students read, ask them to create a T-chart like the one below in their **Think Books**. Have students keep track of all the ways listed in the text that Hamilton and Jefferson disagreed.



Alexander Hamilton	Thomas Jefferson
≈ strong central government	≈ more power to the states than the central government
≈ central government should pay states’ debts	≈ states should pay their own debts
≈ create a national bank	≈ only states should create banks
≈ encourage creation of factories	≈ encourage more farming
≈ tax whiskey to raise money for the government ≈ send troops to stop the Whiskey rebellion	≈ the government was using too much force and power
≈ stay out of the French Revolution	≈ support the French Revolution

Teaching

1. Assign students to small groups.
 - a. Ask all group members to share their notes from the T-charts they created during the Reading activity.
 - b. Call on one person from each group to share some responses with the class, and write students’ responses on the board.
2. Tell students these disagreements led to the beginning of political parties.



3. Ask students to review their charts and try to summarize the main difference(s) between Hamilton's and Jefferson's views. (Jefferson wanted the states to have more power and the central government to have less power; Hamilton wanted the central government to have more power and the states to have less power.)
 - a. Explain that students will be writing speeches from the point of view of either Hamilton or Jefferson.
 - b. Assign half of the class to Hamilton and the other half to Jefferson. Still working in their groups, have them write a persuasive speech explaining their person's political philosophy. Instruct students to use the notes they have taken during this activity to help them write their speeches.
 - c. Have groups choose one member to read the speech aloud to the class. Call on all groups to read their speeches aloud.
4. Ask students to review the Student Book to find out which person Washington usually sided with. (Hamilton)
5. **Summarizing and Assessing:** Discuss the positives and negatives of working with people with different ideas:
 - a. Remind students of the Getting Started activity. Ask students if it was good that George Washington chose to work with people he did not agree with and to explain their answers.
 - b. In addition, ask students if they think Washington regretted his decision to fill his cabinet with opposing viewpoints.

Modifications for Differentiation

Above Have students create a third column for their T-charts and label it **George Washington**. Have them fill in the column with information about how Washington felt about the many disagreements between Hamilton and Jefferson.

Below If students are not able to read the text on their own, assign them a partner to read with them. Provide students with some answers for the T-chart and ask them to put the answers in the correct column.

ELL Instead of asking students to read and write, assign someone to do either the reading or the writing for them. If necessary, read the text to the students and allow them to dictate what should be written in the table. It may be necessary to expand on the differences between a strong central government and a weaker central government that gives more power to states.

Extending

Music If possible, play “Cabinet Battle #1” from Lin-Manuel Miranda’s musical *Hamilton*. Have students check off the topics that Jefferson and Hamilton talk about that are also mentioned in their T-charts.

Visual Arts Have students research the causes and effects of the Whiskey Rebellion. Ask them to create a two-sided poster that shows the perspective of the rebels on one side and the perspective of George Washington and Alexander Hamilton on the other. Have students present their posters during a gallery walk in class.

Activity 2 The Birth of American Political Parties



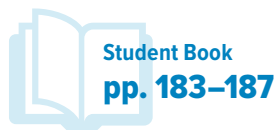
Civics



History



Reading



Vocabulary

mudslinging

Materials

- Student Book
- Activity Sheet 5b
- Think Book

Objectives

Students will be able to:

- Describe multiple issues that faced the new nation.
- Analyze different points of view people had on important issues.
- Make inferences using primary and secondary sources.

Getting Started

1. Ask students to think about what they do when they disagree with someone. Call on students for ideas about how to handle disagreements and list them on the board.
2. Challenge students to think of different ways to deal with political disagreements. Draw the following chart on the board:

Solution to Disagreement	Advantages	Disadvantages
Reaching a compromise		
Forming a new political party		

- Have students copy the chart in their **Think Books** and ask them to add at least one advantage and one disadvantage for each potential solution.
- Remind students that, in the last activity, they learned about the disagreements between Alexander Hamilton and Thomas Jefferson. Review some of the basic differences and elicit ideas from students about why they formed political parties.



Reading

Student Book pp. 183–187: Washington’s Presidency (begin at Washington and Ona Judge); Adams’s Presidency; The Election of 1800; Ancient Rome and Early America

Ask students to identify issues over which people disagreed. Have students record these in their **Think Books** as they read.

≈ slavery

≈ who could vote

≈ supporting England or France

≈ the Alien and Sedition Acts

≈ states’ power

Teaching

- Distribute page one of **Activity Sheet 5b** to students. Have them work with a partner to complete the activity sheet. Review the answers together.
- Remind students of the lesson question: “What challenges did the United States face?” Discuss some of the challenges that were facing the United States, calling on students to read some of the examples they wrote down during the Reading activity. Explain that political parties often tried to resolve those challenges by taking a position and running candidates for office. Call on students to name the first two American political parties. (**Federalists, Democratic-Republicans.**)
- Distribute pages two and three of Activity Sheet 5b.
 - Read the background information about the primary source together.
 - Have students complete the two assessment questions.
 - Review student responses.



Issue	Washington	Adams
Creating the first cabinet	+	-
Slavery		
Creating a national bank		
Balancing state powers with the central government's powers		
Deciding who could stay in the country and who should be expelled		
Dealing with a rebellion of people who did not want to pay taxes		
Handling events in other countries, especially those in Europe		

Activity Sheet 5b

4. **Summarizing and Assessing:** Discuss with students about how historians make inferences based on the information available to them:

- a. Explain that historians make many inferences because they cannot always go back and watch or interview the people they are studying. Read p. 187 of the Student Book (Ancient Rome and Early America). Ask partners or small groups to answer the inference questions at the bottom of the page.
- b. Have students infer some of the consequences of the nation's first political parties.



Modifications for Differentiation

Above Ask students to mark where Washington, Jefferson, Adams, and Hamilton lived on a **U.S. Desk Map**. Ask them to think about if where the presidents lived might have influenced their political ideas. Similarly, ask students if how the presidents lived (e.g., what they did for a living before and while they were in politics) influenced how they thought about the issues that divided the nation. Help students infer that the divisions in the Civil War between North and South began long before the war started.

Below Allow students to read in partners, or invite a small group of students to read the Student Book and the primary source with you. Allow students to answer prompts verbally instead of writing their responses.

ELL Allow students to read in pairs or invite a small group of students to read the Student Book with you. **Activity Sheet 5b** may be particularly challenging because of the language that is used. Read sentence by sentence with a small group of students, and explain difficult vocabulary words. Focus students' attention on the final two sentences, as they contain the main message of the speech. Allow students to answer prompts verbally instead of writing their responses. Encourage them to ask for any other definitions that they need before asking them to make sense of the quote.

Extending

Visual Arts Visit the online resources for the national parks located at Washington's, Adams's, and Jefferson's homes. Divide students into groups to explore all three. Groups should create a visual that summarizes what they found on the website, including background information about the presidents, description of the places where they lived, and what things are available for visitors to do at the sites.

Civics Divide students into three groups based on the views of Washington, Jefferson, and Adams. Give students a modern topic, such as immigration. Given what students read about in the Student Book and primary sources, ask students to infer what each president would think about the topic. Ask students to act out an imaginary discussion between the three men about the modern topic.



Lesson 1 Closure

Review Activity: Time Line

Have students work in small groups. Give each group a sheet of paper or mini whiteboard. Instruct students to draw a time line, using 1776 as the beginning year and 1800 as the ending year.

1. Tell the groups to use the Student Book to find five important events from the lesson that are not shown in the time line at the beginning of the chapter. Have them put these five events on the time line in the correct chronological order.
2. Have each group present its time line to the class. Ask groups to explain why they chose the events and what makes them important.

Writing Prompt

Ask students to respond to the following writing prompts in their **Think Books**:

1. Why did political parties form in the United States?
2. Do you think we should have political parties today? Why, or why not?

Lesson 2

How Did the United States Expand to the West?

Main Goals

- Map the boundaries of the Northwest Territory and the Louisiana Purchase.
- Explain what Manifest Destiny is and how it affected settlers and American Indians.
- Write a narrative using information about people, places, and events in the American frontier.

Online Activities

- Vocabulary
- Writing a Narrative

Literacy Links

- *Lewis and Clark and Me: A Dog's Tale*, by Laurie Myers
- *Westward Expansion*, by Allison Lassieur
- *Why Did the US Government Need More Land? The Louisiana Purchase*, by Baby Professor

Activity

1

A New Nation Grows



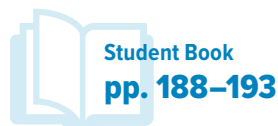
Geography



History



Information
Processing



Vocabulary

commodity
Continental Divide
peace medal

Materials

- Student Book
- Raised Relief Map
- Think Book
- map markers

Objectives

Students will be able to:

- Use geographical descriptions to outline the Northwest Territory, the Louisiana Purchase, and specified locations.
- Explain multiple reasons why Jefferson wanted to increase the territory of the United States.
- Analyze why people wanted to move to the frontier.

Getting Started

1. Ask students to brainstorm a list of why people move to other places (e.g., across town, to a new state, to a new country). Record their answers on the board.
 - a. Ask students to look at the list and choose reasons why people might have moved 200 years ago. Circle their responses.
 - b. Ask students to think of additional reasons people might have moved 200 years ago that would not apply today. Add a new section on the board for these ideas.

Reading

Student Book pp. 188–193: Reasons to Settle; Louisiana Purchase; Lewis and Clark Expedition

As students read, have them record notes in their **Think Books**:



- List two reasons people moved west in the late 1700s and early 1800s.
 - ≈ wanted a better life
 - ≈ to expand slavery
 - ≈ to increase their wealth
 - ≈ drawn to the idea of freedom
- List two things the government did to make it easier for settlers to move westward.
 - ≈ passed the Northwest Ordinance
 - ≈ purchased the Louisiana Territory
 - ≈ encouraged the Lewis and Clark expedition

Teaching

1. Distribute the **Raised Relief Maps** and map markers to student pairs. 
 - a. Across the top of the map, have students write **Lewis and Clark**.
 - b. Ask students to open to p. 188 of the Student Book (Reasons to Settle) and tell them to reread the first paragraph to find the boundaries of the Northwest Territory.
 - c. Have students outline the boundaries of the Northwest Territory on their maps. Instruct them to label the area as **Northwest Territory**.
2. Ask students to look at the map on p. 188 of the Student Book (Where Was the West?). Have students use their maps to name present-day states that would have been considered part of the West in the late 1700s by most people. (Mississippi, Tennessee, Kentucky, Ohio, Indiana, Illinois, Michigan, Wisconsin)

3. Using the map on p. 190 of the Student Book (Louisiana Purchase) as a guide, have students draw the outline of the Louisiana Purchase on the Raised Relief Maps. Have them label the area as **Louisiana Purchase**.
 - a. Ask students to look at the map of the Lewis and Clark expedition on p. 192 of the Student Book (Lewis and Clark Explore the Northwest). Have them locate where the Missouri River meets the Mississippi River. Explain that this is where the city of St. Louis is located and where Lewis and Clark began their expedition. Have them use a dashed line to trace the Missouri River from St. Louis to its source at about 45°N, 114°W (just northwest of Yellowstone Lake in Wyoming).
 - b. Tell students to find the Bitterroot Range on the map.  Have students touch the relief around this location. Have students write a word in their **Think Books** describing the land features at this location.
 - c. Ask students what challenges the landscape would have presented to Lewis and Clark. Call on students to share their ideas.
 - d. Using the map on p. 192 of the Student Book (Lewis and Clark Explore the Northwest), have students draw the rest of Lewis and Clark's route to the Pacific Ocean using dashed lines.
4. **Summarizing and Assessing:** Ask students to share their responses to the Think Book prompts in small groups. Then, have the small groups report to the class. 
 - a. Have students return to the list from the Getting Started activity. Ask them what the Student Book listed as reasons people moved to the frontier.
 - b. Ask students to name what reasons were mentioned in the book that they did not mention in the Getting Started activity.
5. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Ask students to trace the actual route of Lewis and Clark to and from the Pacific Ocean on the **Raised Relief Maps**, including their separate paths on their return trip. Have them list the states that Lewis and Clark traveled through.

Below Allow students to work with a partner for the map work and the reading. Ask the partner to do the reading, writing, and marking on the map while the student who needs modifications dictates where to mark and what to write.

ELL If students are unfamiliar with geographical terms, show students a map with areas and locations already labeled. When other students are drawing on their maps, ask the ELL students to trace the marked areas with their fingers. Reinforce the vocabulary with individuals or small groups while other students are working.

Extending

Geography How did Lewis and Clark get home? Lewis and Clark created two teams of explorers to return home, traveling east from the Pacific Ocean along two different routes. Have students research what routes they took and what they discovered. Instruct them to include specific geographic features on their maps that the teams encountered along both paths.

History Multiple American Indian tribes, including the Mandan, Nez Perce, and Shoshone, helped Lewis and Clark's team. Have students find out more about each of these peoples. Ask them to write a journal entry as a member of one of the American Indian nations that encountered Lewis and Clark. Have students describe their reaction to the explorers and explain why they would or would not help them.

Activity

2

Settling the American West



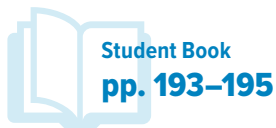
Geography



History



Writing



Vocabulary

Manifest Destiny
pioneer

Materials

- Student Book
- Activity Sheet 5c
- Think Book

Objectives

Students will be able to:

- Explain what Manifest Destiny is and how it changed the American West.
- Analyze a painting describing a historical era.
- Use information about the key people and ideas of the American West to plan a written narrative.

Getting Started

1. Tell students that some people would like to visit and colonize other parts of our solar system, such as Mars. Ask them to imagine that NASA was organizing a five-year expedition to Mars. By a show of hands, ask which students would volunteer for this trip. Call on students, both volunteers and non-volunteers, to explain their reasoning.
2. Explain that today Mars represents an unknown frontier. Tell students that 200 years ago, the American West was an unknown frontier to many Americans. Stress that a big difference is that 200 years ago, people—American Indians—already lived on the frontier, and that this caused a lot of conflict. Ask students to elicit ideas on why this might have caused conflict. Responses should revolve around the idea that settlers were traveling through—and sometimes claiming—land where people already lived. This led to tension and occasionally armed conflict.

Reading

Student Book pp. 193–194: Effect of the Louisiana Purchase

Ask students to take notes in their **Think Books** about the following:



- List three effects of the Louisiana Purchase.
 - ≈ More people explored the American West, setting up towns.
 - ≈ Treaties were created between American Indian tribes and the American government.
 - ≈ American Indians lost their lands.
 - ≈ The Louisiana Territory was divided into 15 states.
- Write a definition of Manifest Destiny.
 - ≈ It was an American's destiny to travel the continent and spread their traditions and beliefs.



Student Book, p. 194

Teaching

1. Have students look at the painting on p. 194 of the Student Book. Explain that this painting is about America's westward movement in the 1800s. Explain that while its details are realistic, it is not meant to be a real scene. Ask students to explain what features show that this scene is not a real one. Possible responses may include the woman is floating, the landscape is changing rapidly, etc.

2. Tell students that the painting is titled *American Progress*. In it, a female figure is shown floating westward. Explain that she is a symbol of American progress. Review with students what a symbol is.
3. Ask students to describe the female figure. Point out that she holds a schoolbook in one hand and strings a telegraph wire with the other. Ask students how these features add to the idea that this figure is a symbol of American progress.

Activity Sheet 5c
Settling the American West

Name _____ Date _____

Painting Analysis
Answer these questions about the painting.

1. Describe the various people shown in the painting. Who do you think they are supposed to be?

2. What figures are shown in light and which are in darkness?

3. What do you think light and darkness represent? What point do you think the artist is trying to make?

4. This painting represents one perspective of American westward expansion, but there are other perspectives. What do you think a painting showing the American Indian perspective of Manifest Destiny would look like? Why?

Nystrom Young Citizens 199 Chapter 5 • Lesson 2

Activity Sheet 5c

4. Hand out both pages of **Activity Sheet 5c**. Have students complete the questions about *American Progress* on page one of the activity sheet.
5. **Summarizing and Assessing:** Students will practice writing a narrative using a source:
 - a. Tell students that in this lesson they have learned about people who lived in or explored the West. Have students read Challenges of the Lewis and Clark Expedition on p. 195 of the Student Book.
 - b. Have students look at the bottom of p. 195. Explain or review what a narrative structure includes and tell students that they will plan their narratives using the structure provided at the bottom of p. 195 and on page two of **Activity Sheet 5c**.
 - c. Explain that the people students use in their narratives can be imaginary or real, but that it should be clear how the main character(s) feels about Manifest Destiny. Model for students, if necessary. For example, the characters could be on the Lewis and Clark expedition, or they could be a character based on a figure in *American Progress*. Tell students to choose what positions their characters will have on Manifest Destiny—either for, against, or undecided. Tell them that it is certainly possible for one character to have one belief about Manifest Destiny and another character to have a different view. This could set up the problem or conflict of the narrative.
 - d. Have students write narratives about Manifest Destiny.
 - e. Call on students to present their narratives to the class.

Modifications for Differentiation

Above Ask students what they can infer about painter John Gast and his audience based on *American Progress*. Have them write some ideas in their **Think Books**. Additionally, have students add speech bubbles to some of the characters in the painting. Emphasize that different characters had different perspectives and opinions about Manifest Destiny.

Below Meet with students who need support with the reading or writing portions of the assignment. Assign a partner to read with them or write for them. If vocabulary is challenging, use the ELL accommodations.

ELL Students may not understand the vocabulary used to ask questions about the John Gast painting. Display a large image of the painting. Before asking the questions that are included in this lesson, spend time naming things in the painting or asking students to name what they see. Be sure to name and explain things that are used in the question prompts, such as the telegraph wire.

Extending

Economics Remind students that they read about pioneers who settled on the frontier. They traveled to their new homes in wagons. Explain to students that in this activity, they will need to find out what supplies they could take. Divide students into groups. Provide students with a supply list and ask them to determine what supplies they would take and why. You may wish to provide them with a budget and a price list to make the activity more challenging.

History Have students look up the history of the Quapaw tribe and create a time line of the tribe's movements. Have them add important events and people to the time line.

Visual Arts Ask students what objects and symbols someone would put in a present-day painting called *American Progress*. Challenge students to draw their own present-day painting that shows their ideas of American progress.



Lesson 2 Closure

Review Activity: Details

Instruct students to select details that are important to the lesson. Have students write their choices in their **Think Books**.

1. Have students use the Student Book to find one of each of the following details:
 - a. One important date
 - b. One important person
 - c. One important place
 - d. One important event
2. Call on students to explain one of their choices.

Writing Prompt

Have students write a multiparagraph essay using the Writing a Narrative steps from **Activity Sheet 5c**. Topics can include life on the frontier, the conflict of cultures in the American West, or other historical themes of students' choosing.

Lesson 3

What Was Life like during Westward Expansion?

Main Goals

- List new forms of transportation from the early 1800s and explain how they contributed to the idea of Manifest Destiny.
- Explain how Manifest Destiny influenced people's views on slavery and American Indians.
- Analyze primary visual source documents.

Online Activities

- Vocabulary
- Sequencing

Literacy Links

- *Robert Fulton and the Steamboat*, by Angela Royston
- *The Split History of Westward Expansion in the United States*, by Nell Ann Musol
- *Which Way to the Wild West?* by Steve Sheinkin
- *You Wouldn't Want to Be an American Pioneer!* by Jacqueline Morley

Activity

1

Transportation and Inventions That Changed the Nation



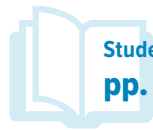
Geography



History



Information Processing



Student Book

pp. 198–201, 205

Vocabulary

canal
commerce
stagecoach

Materials

- Student Book
- U.S./World Desk Map
- Raised Relief Map
- Think Book
- map markers
- ruler

Objectives

Students will be able to:

- List types of transportation that were new in the early 1800s.
- List new inventions and how they changed commerce in the early 1800s.
- Use a map to find multiple locations.
- Sequence events in chronological order using appropriate vocabulary.

Getting Started

1. Ask students to think about useful inventions—things made by humans that have a big impact on their lives (for example, computers, cars, and phones). Then, have students describe to a partner one invention that would be the hardest to live without. Ask student pairs to share their answers with the class.
2. List some student suggestions on the board. If no one suggests modern modes of transportation (cars, airplanes, etc.), add these to the list.



3. Explain that inventions can change how people live. Tell students that they will learn about some inventions from 200 years ago that changed the way Americans lived.

Reading

Student Book pp. 198–201: New Types of Transportation; Cotton Gin and Other Inventions

Before students begin reading, tell them to write the following headings in their **Think Books**, leaving room underneath to write their answers.



- New types of transportation
 - ≈ steamboats
 - ≈ canals
 - ≈ stagecoaches
 - ≈ railroads
- New inventions
 - ≈ cotton gin
 - ≈ mechanical reaper
 - ≈ mechanical corn planter

As students read, they should fill in the answers that they find. Have them write at least two notes under each heading.

Teaching

1. Ask students to define *canal*. (a human-made waterway) Ask students if anyone traveled to school today on a canal. Ask them why people do not typically use canals today. Explain that while canals are not commonly used today, they played an important role in helping the United States develop.
2. Divide the class into six groups. Hand out **Raised Relief Maps, U.S. Desk Maps**, and map markers to the groups.
 - a. Have students find where the Hudson River meets the Atlantic Ocean on the U.S. Desk Map. Have them put a dot at this location and label it **New York City**. Check their work. (The dot should be at the southern tip of New York on the east side of the Hudson River, just north of Long Island.)
 - b. Next, have students find the state of Ohio. Have them circle the “OH” on the map.
 - c. Instruct them to use the map scale and a ruler to estimate the distance between New York City and Ohio. (approximately 500 miles)

- d. Ask students to use the Raised Relief Map to trace the most direct path between New York City and Ohio. Ask them to identify the mountain range that people had to cross between the two locations.
(Appalachian Mountains)
 - e. Explain to the class that in the early 1800s, roads were unpaved and muddy. It was very difficult to carry heavy loads by wagon, especially over mountains. Ask students how else merchants might have moved goods between New York City and Ohio at that time. (by water)
 - f. Ask the groups to find a direct waterway connecting New York City and Ohio on the Raised Relief Map. Have students draw a line with the following steps:
 - Start in New York City and go south along the Atlantic coast to the Straits of Florida;
 - Continue through the Gulf of Mexico to the mouth of the Mississippi River;
 - Continue north along the Mississippi River to the Ohio River; and
 - Finish by connecting the Ohio River and the Scioto River.
 - g. Ask students if they think this was a practical way to transport goods.
3. Explain that the Erie Canal was built to provide an easier way to connect businesses in New York City with farmers in Ohio.
 - a. Using the U.S. Desk Map, have students find where the Mohawk River joins the Hudson River in New York. Have them mark that place with a dot and label it **Albany**.
 - b. Next, have them put a dot on the eastern edge of Lake Erie (just south of Niagara Falls). Tell them to label this city **Buffalo**.
 - c. Have students connect Albany and Buffalo with a canal symbol . Have them label this **The Erie Canal**.
 - d. Explain that goods could travel via water between New York City and Ohio much more quickly because of the Erie Canal. Explain that the success of the Erie Canal led to the construction of other canals.
 4. Have students clean, collect, and put away materials.

5. **Summarizing and Assessing:** Examine the role that cause and effect play in sequencing and discuss the importance of sequence in narratives:
- Ask students to look in the Student Book and find out what happened first: the construction of the first American railroad or the invention of the cotton gin. (The cotton gin was invented in 1793, while the first railroad was built in 1828.)
 - Ask students to infer why this order, or sequence, might be important (in regard to the cotton gin being invented before the construction of the first railroad). (With more cotton ready for processing because of the cotton gin speeding up production, farmers and factories needed faster ways of transporting the cotton.)
 - Tell students to turn to p. 205 of the Student Book (New Technology in the Early 1800s). Read aloud or assign a student to read the skill box to the class.
 - Have students work with a partner. Ask them to read the text at the top of p. 205, and then answer questions 1 and 2 from the skill box in their **Think Books**. 
 - Review students' answers as a class.

Modifications for Differentiation

Above Direct students to keep a time line of all the dates mentioned in the reading from the Student Book. Have them write short descriptions of the events surrounding each date. Then, have them practice using sequencing words to explain the order of historical events.

Below Group below-level students for the reading on p. 205 of the Student Book (New Technology in the Early 1800s). Help students understand sequencing by plotting the events on a simple time line. Ask them to add one or two events to the time line from the lesson. Give students different sequencing words and have them form complete sentences about the time line, putting events in the correct order.

ELL Preview unfamiliar vocabulary from the Student Book. Ask students to use sequencing vocabulary, such as *first*, *later*, *then*, and *as a result*, to explain things that they did the previous day. If necessary, plot the events on a simple time line and show students which sequencing words can be used to effectively express the correct chronological order.

Extending

Science and Technology Have students research the mechanics of canals. Have them find out how locks are used to change water levels and allow ships to move more easily. Have them compare early canal systems (like the Erie Canal) with more modern versions (like the recent improvements to the Panama Canal).

Careers Challenge students to come up with a new invention or new way to use an item. The United States Government Patent and Trademark Office lists patents that are expired that are relevant to children. Have students create patent applications for new inventions and present their ideas to the rest of the class.

Activity

2

Troubles for a Growing Nation



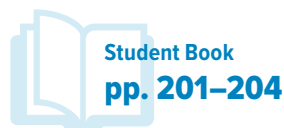
History



Information
Processing



Speaking &
Listening



Vocabulary

abolitionist
annex
reservation

Materials

- Student Book
- Activity Sheet 5d
- Think Book
- large sheets of paper
- markers (multiple colors)

Objectives

Students will be able to:

- Explain how westward expansion affected the debate over slavery.
- Describe how westward expansion affected American Indians.
- Recognize perspective from a visual primary source.

Getting Started

1. Present the following theoretical situation to students: Imagine another class of students in your school decided to take over several parts of the school for themselves, including, e.g., the cafeteria, gym, auditorium, and playground. Explain that the class believes it has a right to these places, and that it should have exclusive use of these places.
 - a. Ask students if they think this is fair. Ask them to explain their reasoning.
 - b. Ask students if they think this could happen. Ask them to explain why or why not.
2. Remind students that they learned in the previous activity about inventions and innovations that helped the country expand. Explain that this expansion had some positive effects, but that it also created tension and problems with different groups of people.

Reading

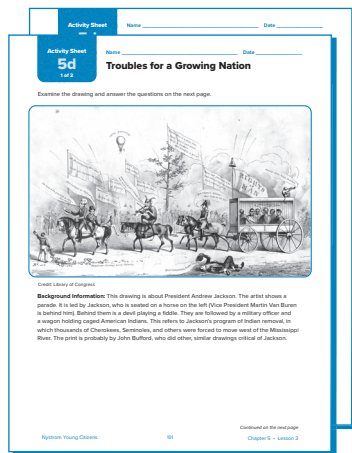
Student Book pp. 201–204: Growing Tension over Slavery; Conflict Between Settlers and American Indians; Settling the Border Regions

Tell students to draw the chart below in their **Think Books**. As they read, they should fill in at least two details about how westward expansion affected African Americans and American Indians.

African Americans	American Indians
≈ Tensions over slavery increased with the acquisition of each new territory.	≈ Wars took place between American Indians and the American government.
≈ Many enslaved people were brought into the West.	≈ Many people were forced from their land.
≈ Many people tried to escape slavery.	≈ Thousands of people died during removal.

Teaching

1. Draw the chart from the Reading section on the board.  Call on students to share what they wrote down in their **Think Books** about how expansion affected African Americans. Add their findings to the chart. Have students add to their own Think Book charts.
 - a. Add the vocabulary word *abolitionist* to the board. Call on a student to provide the definition, and write the correct response next to the word.
 - b. Elicit from students specific people, groups, and events that help tell the story of how African Americans were affected by westward expansion.
2. Continue with the consequences for American Indians and fill in that part of the chart on the board based on students' responses. Have students add to their own charts.
 - a. Add the vocabulary word *annex* to the board. Call on a student to provide the definition, and write the correct response next to the word.
 - b. Elicit from students specific people, groups, and events that help tell the story of how American Indians were affected by westward expansion.
3. Distribute both pages of **Activity Sheet 5d**. Complete the visual analysis together as a class.



Activity Sheet 5d

4. **Summarizing and Assessing:** Put students in groups of three. Give each group a different color marker.

- Place three large sheets of paper on different sides of the classroom. Label one poster **Expansion**, another **Abolitionism**, and another **Annexation**.
- Instruct the groups to decide on one person, place, or event to add to each poster. Allow them to use the Student Book to come up with ideas.
- After a few minutes, have the groups write the person, place, or event that they chose on each poster. Tell the groups to divide the work so that each group member writes on one of the three posters.
- When students have finished, review each individual poster. Discuss the people, places, and events listed as a class. Call on different groups to explain their choices.
- Ask students to suggest any additional people, places, or events that might fit on the posters, and add them.

Modifications for Differentiation

Above Have students examine more details of the image from **Activity Sheet 5d**. Ask them to compile a list of things they see and have them infer the meanings and symbolism. These students might act as leaders of small groups in answering the questions on the activity sheet.

Below Allow a small group or partner to scribe students' answers on written work. Prepare some answers ahead of time for the T-charts. Provide students with the answers and help them put the answers in the correct places on their charts. Discuss whether the details were positive or negative for African Americans and American Indians.

ELL Create a list of words that students can use to describe elements of **Activity Sheet 5d**. Create a teacher-led group to complete the activity sheet together.

Extending

Geography Tell students to create a map of the Trail of Tears. Have them use outside resources to find the stories of two people who traveled on the Trail of Tears and write biographical summaries, similar to the ones on pp. 196–197 of the Student Book (People of the Frontier).

Cultures Tell students to choose two of the American Indian nations listed on the map on p. 203 of the Student Book (American Indian Lands, 1820–1850). Have them create a new map that shows where these tribes live today. Challenge students to find out something about each of the two nations.



Lesson 3 Closure

Review Activity: Cause and Effect

Have student pairs use the Student Book to find effects for the following causes:

- Workers expanded the nation's canal system. (easier to travel, the nation expanded West quickly, trade between the western frontier and the eastern cities increased)
- Many new tools and machines were invented. (Agricultural industries, such as the cotton industry, and slavery grew.)
- The United States acquired new territory. (People traveled to live in the West.)
- The United States went to war with Great Britain in 1812. (United States expanded further into American Indian lands, further conflict with American Indians, the forceful removal of American Indians from their land)
- American Indians were removed from their lands and forced to move west of the Mississippi River. (Thousands of American Indians died during the Trail of Tears.)
- As the country grew, some Americans brought enslaved people to the West. (Tensions grew between the North and South.)

Check pairs' work by reviewing at least one cause-effect pairing.

Writing Prompt

Give students the following scenario and ask them to respond in their **Think Books**.

The year is 1828. John Quincy Adams is president and he is running for re-election. Imagine that your friends and supporters are asking you to enter the presidential race. Write a speech that you will give at a rally. In this speech, you know that you will need to address three big issues: American progress, American Indians and their lands, and slavery. In a multiparagraph speech, explain your positions on each of these three issues. Include historical facts in your speech when possible.

Lesson 4

How Did the United States Reach the Pacific Ocean?

Main Goals

- List land that was added to the United States after the Louisiana Purchase and explain how it was added.
- Describe how the rights of women, American Indians, Mexicans, and slaves were impacted during this expansion.
- Analyze primary documents through comparing and contrasting.

Online Activities

- Vocabulary
- Compare and Contrast

Literacy Links

- *The Oregon Trail*, by Matt Doeden
- *Texas History for Kids: Lone Star Lives and Legends*, by Karen Bush Gibson
- *Thunder Rolling in the Mountains*, by Scott Odell

Activity

1

Opportunities and Conflict in the West



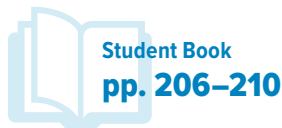
History



Critical Thinking



Information Processing



Vocabulary

dictator
latitude
Oregon Trail

Materials

- Student Book
- Activity Sheet 5e
- Think Book
- markers
- mini whiteboards (white paper)

Objectives

Students will be able to:

- Discuss how Texas and the Oregon Territory were added to the United States.
- Explain the challenges that adding Texas and the Oregon Territory brought to the United States.
- Analyze primary source documents.

Getting Started

1. Ask students to imagine that they are going on a trip, and that they must travel four hours to get there, either in a car, on a bus, or in an airplane. Ask students to think about what they might bring with them to pass the time during the voyage.
2. Next, have students imagine that they must travel for four months to reach their destination. Have them think about what additional things they might bring along.

- Explain to students that in the 1840s and 1850s, the average trip from the Mississippi River to the West Coast lasted about four months. Many families made the trip as the United States acquired more territory in the West. Have students think about what the children of settlers did when they were on the trails.

Reading

Student Book pp. 206–210: Texas; The Oregon Territory

As students read, have them write the following information about Texas and Oregon in their **Think Books**:

- Which country owned the territory before it joined the United States?
 - ≈ Spain, Mexico, and the Republic of Texas owned the area of Texas before it joined the United States.
 - ≈ Great Britain owned portions of the Oregon Territory that went to the United States.
- How did the land become part of the United States?
 - ≈ People living in Texas declared independence from Mexico. Then, Texas's president, Sam Houston, requested statehood. After Americans started to outnumber British people in the southern portion of the Oregon Territory, President Polk signed the Oregon Treaty with the British government, giving the United States all of the territory south of the 49th parallel.

Teaching

- Distribute all pages of **Activity Sheet 5e** to student pairs.
- Instruct students to complete page one of the activity sheet using the Student Book.
- Review the answers as a class.
- Ask student pairs to complete the activity on pages two and three of the activity sheet. Go over the answers as a class after students have had time to work.
- Summarizing and Assessing:** Test the student pairs on details about Texas and the Oregon Territory. Give each student pair two sheets of paper (or a mini whiteboard) and a marker. Have them write **Texas** on one paper and **Oregon** on the other. The pairs will listen to the following descriptions and answer by showing the correct paper. Give students a few moments to agree on an answer after each description. If there is not consensus about the answers, direct students to the appropriate section of the Student Book.



Activity Sheet 5e

Opportunities and Conflict in the West

Use pages 206–210 of the Student Book to fill in the missing information.

	Jose Antonio Navarro	Haskell
Details		
Differences		
Similarities		

Nystrom Young Citizens 100 Chapter 5 • Lesson 4

Activity Sheet 5e

- Settlers used the Oregon Trail to reach this territory. (Oregon)
- Empresarios were given land here. (Texas)
- It was an independent republic for several years. (Texas)
- This territory was owned by Great Britain before it became American. (Oregon)
- This was once part of Mexico. (Texas)
- A war took place here. (Texas)
- Settlers were attracted to this area because of the fur trade. (Oregon)
- The Nez Perce Indians lived in this area. (Oregon)

Modifications for Differentiation

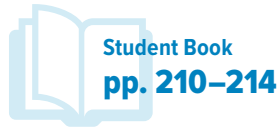
Above Have students find out more information about the American Indian nations that were affected by American expansion into Texas and Oregon. Have students look at different maps throughout the Student Book, such as those on pp. 28 (Ancestral Pueblo and Mississippian) and 29 (American Indian Cultures). In addition, instruct students to find out more about the treaty agreements between the Nez Perce Indians and the U.S. government.

Below Complete **Activity Sheet 5e** together as a small group. For page one, prepare answers ahead of time and have students put them in the correct boxes. Underline answers in the primary source document on page two so students can more easily identify important information.

ELL Address the vocabulary words from the activity before starting the lesson, using visuals whenever possible. Ask students to come up with synonyms for *trail*. Use the Below modifications as necessary.

Extending

Dramatic Arts Have students research the experiences of settlers traveling west during the 1800s. Instruct them to find out what settlers typically brought with them, how they survived the journey, and what problems they faced. Have students write a short script about a day in the life of a settler on the Oregon Trail, and have them act it out in front of the class.

**Vocabulary**

cede

Materials

- Student Book
- Activity Sheet 5f
- Think Book
- scissors

Objectives

Students will be able to:

- Explain how California was added to the United States.
- Describe the challenges that adding California brought to the United States.
- Analyze primary sources.
- Compare and contrast two primary documents.

Getting Started

1. Ask students to imagine that they could interview any person (present or past). Have them write the name of the person they would interview, along with three questions that they would ask that person in their **Think Books**. T
2. Call on a few students to say whom they chose and why.
3. Explain to students that today they will write and act out interviews with important historical figures.

Reading

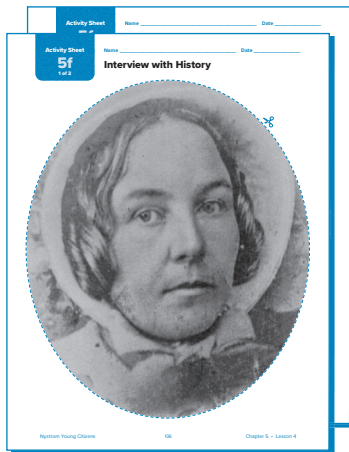
Student Book pp. 210–213: California and the Neighboring Land; War with Mexico; Expansion and Rights

As they read, have students write down the following things in their **Think Books**: T

- What was one cause and one effect of the Mexican-American War?
 - ≈ Causes: the United States wanted access to the Pacific, the annexation of Texas, border disputes, the United States attempted to buy Mexican land
 - ≈ Effects: the United States gained land, the United States paid Mexico \$15 million
- Name two groups that wanted equal rights in the mid-1800s.
 - ≈ women
 - ≈ African Americans
 - ≈ Latinos
 - ≈ American Indians

Teaching

1. Review the causes and effects of the Mexican-American War with students.
2. Explain to students that comparing and contrasting are important social studies skills.
3. Read together p. 214 of the Student Book (The Declaration of Independence Inspires Others). Have students answer the two questions on the page in their **Think Books**. Review the answers as a class. 
4. Practice compare and contrast skills by having students look at the maps on pp. 188 (Where Was the West? Late 1700s) and 210 (Where Was the West? Mid-1800s). Call on students to explain some of the similarities and differences that they see between the maps. Answers will vary but may include that what was considered the West shrunk.



Activity Sheet 5f

5. Put students in groups of four. Give each group both pages of **Activity Sheet 5f**. 
 - a. Explain that each group will create two short historical interviews. One interview will be with Elizabeth Cady Stanton (page one of the activity sheet), and the other will be with James Polk (page two of the activity sheet).
 - b. Have the groups write three questions for each person in their Think Books. Explain that they must be able to write answers as well, so all questions should be based on information from the Student Book. If necessary, provide students with ideas or question starters to help them.
 - c. Assign, or allow the groups to choose, roles for a short presentation:
 1. Interviewer A (for Elizabeth Cady Stanton)
 2. Elizabeth Cady Stanton
 3. Interviewer B (for James Polk)
 4. James Polk
 - d. Have the groups use scissors to cut out the faces of each historical character from the activity sheets. Students assigned to Stanton and Polk will hold their character's face during the interview.
 - e. Allow them time to practice their short interviews, with each interviewer asking questions and each historical person providing answers.

- f. Have each group present the scripted interviews to the class.
6. **Summarizing and Assessing:** Review reasons for and consequences of western expansion of the United States:
- a. Review the definition for *Manifest Destiny* (an American's destiny to travel the continent and spread their traditions and beliefs).
 - b. Ask students to think about how the expansion of the United States to the Pacific Ocean demonstrates Manifest Destiny. Ask them to think about how Manifest Destiny affected different groups and individuals mentioned in the lesson.

Modifications for Differentiation

Above Have students write and perform additional questions for the interview activity. Encourage them to research and find additional information about Elizabeth Cady Stanton and James Polk to use in the interviews.

Below Have students read p. 214 of the Student Book (The Declaration of Independence Inspires Others) in small groups as opposed to the whole class. Assist students with more difficult vocabulary by writing definitions and synonyms on the board.

ELL Form a small group of students who will need additional help. Share a completed chart for the reading with them. Instead of asking them to read the text, focus on the completed chart and talking about what the chart means. Use the Below modifications as necessary.

Extending

Civics Have students learn more about María Josefa Zozaya and other women of the Mexican-American War, such as Elizabeth “Bill” Newcom, who served as a private in the U.S. Army. Ask students to create a poster or political cartoon that could have been used in the mid-1800s, using the stories of these women to advocate for women’s rights.



Lesson 4 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question.

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students' work by having each pair present a question and answer.

Writing Prompt

Instruct students to choose one of these people who were mentioned in lesson 4:

- José Antonio Navarro
- Stephen Austin
- General Santa Anna
- General Sam Houston
- Hallalhotsoot
- President James Polk
- Elizabeth Cady Stanton
- María Josefa Zozaya

Have them write a series of at least three diary entries. They can add imagined details, but they must include a description of one activity that person did, one reason they did that activity, one location where they visited/lived, and what they thought about the United States of America.

Chapter 5 Review

Review Vocabulary

abolitionist
annex
cabinet
canal
cede
commerce
commodity
Continental Divide
dictator
latitude
Manifest Destiny
mudslinging
Oregon Trail
peace medal
pioneer
precedent
reservation
stagecoach

Materials

- [Student Book](#)
- [Activity Sheet Chapter 5 Review](#)
- [Chapter 5 Test](#)
- [Think Book](#)

Reading

Student Book p. 215: chapter summary

Teaching

1. Have students work through **Activity Sheet Chapter 5 Review**. Allow them to use the Student Book and their **Think Books** as necessary. 
2. **Summarizing and Assessing:** Review students' work:
 - a. Review answers to the activity sheet as a class.
 - b. Divide students into groups. Ask each group to write two new questions using the review sheet content. Model how to change a question form (for example, change a fill in the blank to a short answer question) as necessary. 

Modifications for Differentiation

Above Have students write a description of each event for the Sequencing activity. Then assign each student a different lesson and have students summarize in writing what they feel is the most interesting part of the lesson. Have students present their summaries to the class.

Below Allow students to work with a partner or small group to complete **Activity Sheet Chapter 5 Review**. Answer questions and help students find the information in the Student Book and their **Think Books**. Simplify sentences as needed.

ELL Complete the activities as a group. Provide sentence frames and simplify sentences and ideas as needed. Use guiding questions to help students with the Sequencing and Short Answer sections. Use visuals and Total Physical Response (TPR) to help students with concepts and content-specific words.

Teacher's Note

Online activities are available to supplement the chapter review.

Chapter Test

Distribute and administer the **Chapter 5 Test** (Student Handouts, pp. 107–109). Assist students as needed.

Chapter 5 Project

New Political Parties

Materials

- Student Book
- Project Checklist
- Project Evaluation
- Think Book
- coloring utensils
- large sheets of paper (poster boards)
- video recording equipment (optional)



Civics



History



Critical
Thinking



Speaking &
Listening

Objectives

Students will be able to:

- Recognize historical reasons for the formation of new political parties.
- Formulate a political party platform based on ideas about rights, expansion, and laws.
- Design promotional material for their new political parties.

Project Description

Students will review the causes for the formation of America's first political parties. They will also consider the role that major historical events played in the formation of these parties. Based on this knowledge, student groups will create a new political party and design promotional materials for it including a logo, platform, and promotional video. Party platforms will be partly inspired by historical topics from the chapter.

Teacher's Note

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects. For more on evaluating the chapter projects, see p. xxvii.

Instructions and Suggestions

Day 1

1. Review with students the historical context behind the formation of the first political parties in United States history. Have students look at their notes from lesson 1, activity 1, in their **Think Books**. Ask students to identify the political parties that developed from the ideas of Hamilton (**Federalists**) and Jefferson (**Democratic-Republicans**).



2. Explain that students will create their own new political parties as part of this chapter's project.
3. Divide students into groups, with between four and six students per group. 
4. Have groups brainstorm ideas that their new political parties will be based upon. Assign one student in each group to record the group's ideas.
5. Explain that each group will create a party platform, listing the main ideas of their party. Each group must include information in its platform for each of the following questions:
 - a. How will you expand rights to more people?
 - b. How will you improve transportation options?
 - c. Will you support new land acquisitions? Will certain land be off-limits to expansion?
 - d. What new law(s) would you like to create for the country?
6. Have groups write down ideas for step 5, along with any additional ideas they would like to add to their party platforms.

Day 2

1. Have students rejoin their groups from the first day.
2. Instruct groups to finalize their party platforms from Day 1. In addition, have each group complete the following:
 - a. Decide on a name for your political party.
 - b. Create a simple logo or design to represent your party.
3. Once groups have decided on their platform, name, and logo, distribute large sheets of paper or poster boards and coloring utensils to each group. Instruct them to write a final version on the paper/poster.
4. When groups have completed their posters, tell them to create a short commercial to promote their party. Students can imagine that this promotional advertisement would run on television, with the idea that it would spread the message about their new party to the rest of the country.
5. Have students brainstorm ideas and draft a script of their ad.

Day 3

1. Instruct students to finish drafts of their promotional ads.
2. Allow students time to practice their presentations.
3. Have groups present their ads to the rest of the class.
If possible, film the presentations with video recording equipment.

Modifications for Differentiation

Above Have students design a survey or questionnaire that they could use to ask people about their new political parties. Have them think about questions people might have and to design questions accordingly. Allow students to survey friends, schoolmates, and family. Have them present their findings at the end of the presentations.

Below Create a model party platform (or find one for an actual political party) that you can show to students. Help students narrow down ideas by using sentence starters such as “We believe that the best way to improve transportation is to _____.”

ELL In small groups, discuss how American political parties operate. Explain the concept of a *platform* and show students examples of political platforms. Discuss how parties might come up with appropriate names and logos, again showing some examples to students.

Rubric

See **Project Evaluation** (Student Handouts, p. 111).

Compelling Question

How Did the United States Struggle to Stay Together?

In this chapter, students will learn more about how slavery and sectionalism divided the country in the eighteenth and nineteenth centuries, leading to the Civil War.

Time Frame: 8 Weeks

- 1 Students will examine the political, economic, and social consequences of slavery in the United States.
- 2 Students will study the relationship between territorial expansion and the spread of slavery.
- 3 Students will delve into the factors that divided the North and South in the years prior to the Civil War.
- 4 Students will explore the immediate causes of the Civil War and important events of the war's early years.
- 5 They will inspect the factors that led the Union to victory over the Confederacy.
- 6 They will describe the process by which Confederate states rejoined the Union in the years after the war.
- 7 They will study immense social and political changes brought on by the end of slavery, as well as the successes and failures of Reconstruction.
- 8 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Every chapter comes with Leveled Student Readers and Group Activity Cards. There is also a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

The Civil War: How Did Everyday People Take Action?

This Leveled Student Reader works well with lesson 4 or 5. The pre- and post-reading activities are in the inside covers of the reader.

GROUP ACTIVITY CARD

The Civil War

This Group Activity Card works well with lesson 3 or 4. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

People of the Civil War and Reconstruction

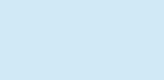
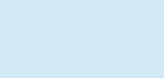
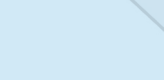
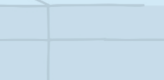
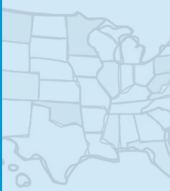
The following activity works well with lesson 5 or 7. It is particularly effective as a way to review material from the chapter.

1. Have students work individually. Instruct students to read pp. 248–249 of the Student Book, *People of the Civil War and Reconstruction*.
2. Explain to students that they will organize an imaginary dinner party involving all six of the people shown in the Biography Gallery.
3. Have students create a seating chart for the dinner party in their **Think Books**. Ask them to seat people at a round table. Have students write a short description about their seating chart choices.
4. Instruct students to write one question that each historical figure would ask someone else at the party.
 - a. Have them write their questions in their Think Books next to the seating chart.
 - b. Students should write a minimum of six questions, so that each person at the table is being asked at least one. Students can write more questions.

STUDENT HANDOUTS

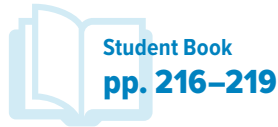
Antisemitism and the Holocaust

This Florida-specific activity sheet can be used at any point during this chapter.



Chapter 6

Introduction



History



Critical
Thinking



Information
Processing

Materials

- Student Book
- Think Book

Getting Started

1. Ask students how many states make up the United States. (50)
2. Ask students if they think that your state will ever decide to leave the United States and form its own country. Have them write their answers in their **Think Books**.
 - a. If students answer affirmatively, have them write some possible reasons that might lead to a separation.
 - b. If students answer negatively, have them explain why the state will never leave the United States.
3. Have students do a think-pair-share, discussing their answers.
4. Call on several student pairs to share their answers with the class.

Reading

Student Book pp. 216–219: chapter comic; chapter introduction and time line.

As students read, have them write answers to the following in their **Think Books**:

1. Describe the issue dividing Leena and her friends.
 - ≈ Leena wants to invite other classmates besides the ones in the clubhouse to her birthday party. Only Roger agrees with her. The other three friends want to exclude their classmates.
2. Describe the parallels between the sources of conflict in the introduction, time line, and the comic.
 - ≈ The friends had a disagreement that led to division, just like the North and South prior to the Civil War.
 - ≈ The friends draw a line separating them from each other, just as the Missouri Compromise drew a line separating slave and free territories.
 - ≈ Leena and Roger might start a new group, which parallels how the South left the Union.

Teaching

1. Put students into small groups. 
2. Have students make a T-chart in their **Think Books** showing some causes and effects of the Civil War. 
 - a. Tell them to label one side **Causes of the Civil War** and the other **Effects of the Civil War**.
 - b. Explain to students that the Civil War started in 1861.
 - c. Have groups use the introduction and time line to fill in their T-charts, and tell students each side should have at least three points.
3. **Summarizing and Assessing:** Review the causes and effects of the Civil War:
 - a. Call on groups to read their causes and effects aloud. Make a chart on the board and list their answers, correcting when necessary. 
 - b. Explain to students that they will learn more about the divisions that led to the Civil War in this chapter. As they learn more about the Civil War, ask them to think about things that could have been done, if any, to avoid war.

Lesson 1

What Was Slavery like in the United States?

Main Goals

- Describe the lives of enslaved people and how slavery ended in the North.
- Explain how enslaved people and abolitionists resisted slavery in the United States.
- Use multiple sources, including oral histories, to understand the impact of slavery in the United States.

Online Activities

- Vocabulary
- Using Multiple Sources

Literacy Links

- *Day of Tears*, by Julius Lester
- *Harriet Tubman*, by Ann Petry
- *If You Lived When There Was Slavery In America*, by Anne Kamma
- *The Mystery on the Underground Railroad*, by Carole Marsh

Activity

1

Studying Slavery through Oral Histories



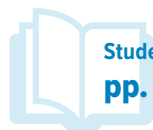
Cultures



History



Reading



Student Book

pp. 220–223, 229

Vocabulary

emancipation

Materials

- Student Book
- Activity Sheet 6a
- Think Book

Objectives

Students will be able to:

- Explain how attitudes about slavery began to change in parts of the United States.
- Discuss the conditions faced by enslaved people.
- Analyze oral histories of formerly enslaved people.

Teacher's Note

This teaching activity is based on historical slave narratives archived by the Library of Congress. While the lesson relies on excerpted transcripts, there are also many audio files of interviews with formerly enslaved people on the Library of Congress website. The website also has several podcasts featuring the recorded interviews. You may decide to supplement the lesson by using audio.

Getting Started

1. Assign students partners.
2. Tell them that they will interview their partners. Have them start by writing any three questions in their **Think Books** that they would like to ask their partners.



3. Have pairs conduct their interviews. Tell students to write answers to the interview questions in their Think Books.
4. Explain that they have been writing oral history, which is history told through recorded interviews. Explain that they will learn more about this during today's lesson.

Reading

Student Book pp. 220–223: Ending Slavery in the North; The Lives of Enslaved People

As students read, have them write answers to the following in their 

Think Books:

- Describe how Quock Walker and Elizabeth Freeman challenged slavery.
 - ≈ Both Walker and Freeman sued for their freedom in Massachusetts and won their freedom in the late 1700s.
 - ≈ They demonstrated a non-violent approach that relied on Massachusetts's constitution.
 - ≈ They showed that people could gain their freedom through American courts.
- List at least three hardships that enslaved people faced each day.
 - ≈ Endless work, even if an enslaved person was ill or injured
 - ≈ Provided little food, clothes, and living space
 - ≈ Could be beaten or whipped and forced to wear chains
 - ≈ No rights and little free time

Teaching

1. Direct students to p. 229 of the Student Book (Records of Slavery).
 - a. Call on students to read the text and describe the image on the page.
 - b. Call on a student to read the skill box at the bottom of the page.
 - c. Have students write answers to the questions in their  **Think Books**.

- d. Call on students to read their answers aloud. Discuss the advantages of using multiple sources. Ask students to explain why oral history is valuable. Answers will vary but may include that oral history provides a firsthand account of historical events, or oral history is one way to learn about the lives of people who didn't write down their experiences.

2. Set up ten stations around the room.

- a. At each station, place one reading from **Activity Sheet 6a**. You may wish to provide multiple copies of each reading so students do not need to share.
- b. Distribute page four of Activity Sheet 6a to students.
- c. Instruct them to find answers to the questions by visiting the different stations. Students may visit the stations individually, in pairs, or in small groups. Explain that each station contains one answer.



3. After students have had time to complete the activity sheet, review the answers by calling on students. Revisit the oral histories from each station and address any questions or difficult language.

4. **Summarizing and Assessing:** Have students choose any two of the oral histories from the lesson and compare and contrast them:

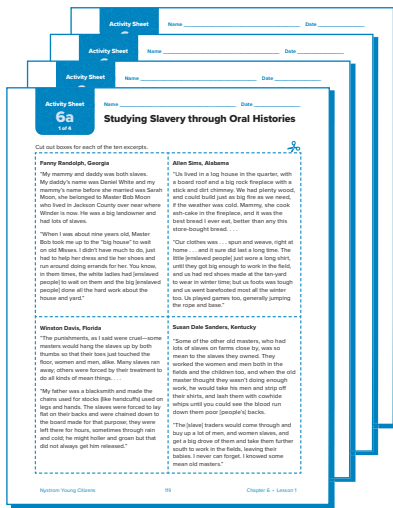
- a. Instruct students to describe similarities and differences in their **Think Books**.
- b. Next, have students add notes about how the two enslaved people might have felt, according to their descriptions and what students have learned about the lives of other enslaved people.
- c. Call on several students to read their notes to the class.



Modifications for Differentiation

Above Have these students create a Venn diagram to find similarities and differences between two or three oral histories.

Below Provide these students with the audio and the text of the oral histories.



Activity Sheet 6a

ELL Have these students listen to just three of the oral histories, and provide the text as well. It is likely to be quite difficult for ELLs to understand these dialects; allow them to listen multiple times and then debrief with them.

Extending

Geography Have students track the end of slavery, state by state, in the United States. Have them develop a map of the country that shows the year that slavery was completely abolished in each state. Encourage them to color code the map and reference specific laws and events. They may also supplement their maps with individual stories from different places. Have students present their maps to the class.

Cultures Have students learn more about African American culture in the United States during the time of slavery. Students may choose an aspect of culture such as art, music, food, or storytelling to focus on for their research. Then they should demonstrate their understanding by sharing examples of artwork, cooking a recipe, singing a song, or reciting part of a traditional story.

Activity

2

Resisting Slavery



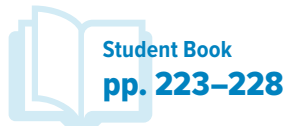
History



Critical
Thinking



Information
Processing



Vocabulary

free state
fugitive
Underground Railroad

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- projector (optional)

Objectives

Students will be able to:

- Describe how people resisted slavery.
- Design interview questions that could be used to create an oral history.
- Depict aspects of the Underground Railroad on a map.

Getting Started

1. Direct students to the image on p. 224 of the Student Book. If possible, project the image on the board.
2. Without reading the caption or text, have students describe the details of the image in their **Think Books**. 
3. Have students guess what is happening in the image. Have them write their ideas in their Think Books.
4. Call on several students to share their ideas.



Student Book, p. 224

5. Explain to students that the image shows a famous and successful escape from slavery. Tell students that they will learn more about attempts to resist slavery during the lesson.

Reading

Student Book pp. 223–228: Resistance; The Abolitionists

As students read, have them write answers to the following in their **Think Books**:



- Name two ways that enslaved people resisted slavery.
 - ≈ Ran away to the northern half of the U.S., Canada, or Mexico through various methods, including the Underground Railroad, mailing oneself, and disguising oneself as a white man
 - ≈ Escaped when their owners took them on trips to the North
 - ≈ Sang songs that contained codes about escaping
 - ≈ Carried out slave rebellions
 - ≈ Broke tools, ruined crops, or set fires
 - ≈ Faked illnesses or slowed down their work
- List two ways in which abolitionists fought against slavery.
 - ≈ Formed societies to discuss and carry out actions
 - ≈ Spoke out publicly against slavery
 - ≈ Wrote newspaper articles and started antislavery newspapers
 - ≈ Wrote and published works detailing the horrors of slavery
 - ≈ Boycotted products from the South
- Name two other rights movements that began in the same time period as the abolition movement.
 - ≈ Women's rights movement and prisoners' rights movement

Teaching

1. Write the names of the following historical figures on the board:

• Henry Brown	• Nat Turner
• Ellen Craft	• Frederick Douglass
• Harriet Tubman	• William Lloyd Garrison
• William Still	• Harriet Beecher Stowe
2. Instruct students to choose one name from the list and write notes about the person in their **Think Books**. Tell students that they can use the Student Book (or other sources) to help them.



3. Next, have students craft three questions that they would ask the person if they had an opportunity to interview them. Have them write their questions in their Think Books. After, have students find another student who chose the same historical figure and compare questions. 
4. Have the student pairs script a short interview with their figure based on the interview questions they wrote. Have them answer each question as they think their historical character would.
- If there are students without a partner, pair them up randomly and have them choose one historical figure as the topic of their interview.
 - Have student pairs present their interviews, with one student acting as the interviewer and the other as the historical figure.
5. Have students continue working in pairs and distribute a **U.S. Desk Map** and map marker to each pair. Tell students to mark the map according to the following instructions:
- Have students label the map **Underground Railroad**.
 - Have them mark each of the states on the map that allowed slavery in 1861 with a circle:
 - Delaware (DE)
 - Maryland (MD)
 - Virginia (VA)
 - Kentucky (KY)
 - Missouri (MO)
 - North Carolina (NC)
 - South Carolina (SC)
 - Tennessee (TN)
 - Georgia (GA)
 - Florida (FL)
 - Alabama (AL)
 - Mississippi (MS)
 - Arkansas (AR)
 - Louisiana (LA)
 - Texas (TX)
 - In the map legend, have them add a circle and label it **Slave State**.
 - In the map legend, have them draw an arrow and label it **Underground Railroad Route**.
 - Direct students to draw an arrow connecting the circles in Georgia and Florida. Tell them that the arrow should point south into the Straits of Florida. Have them label the arrow **To the Caribbean**.
 - Direct students to draw an arrow from the circle in Texas south past the Rio Grande. Have them label the arrow **To Mexico**.

- g. Direct students to draw arrows from all the other circles pointing north. Have them label the arrows **To the North and Canada**.
6. **Summarizing and Assessing:** Have students compare their maps to those of their peers and to that of the Student Book:
- a. Have each pair join with another pair to form a small group and compare maps for accuracy. At the same time, direct students to the map on p. 225 of the Student Book (Underground Railroad). Tell them to compare their own maps to the map in the book. Call on groups to express any differences that they notice. Responses may include that the directions of the arrows are different and that the map in the Student Book shows more detail. 
- b. Have students use the map in the Student Book and their knowledge to answer some questions. Call on groups for answers to the following questions:
- In which states did the Underground Railroad lead south? [\(Texas, Georgia, and Florida\)](#)
 - From which Southern cities did the Underground Railroad lead north via the Atlantic Ocean? [\(Charleston, SC; New Bern, NC; and Norfolk, VA\)](#)
 - What Northern city was a destination along the Underground Railroad west of the Mississippi River? [\(Percival, IA\)](#)
 - Why did some escapees from slavery go to other countries instead of just stopping in free states? [\(Fugitive slave laws said that escapees could be captured and returned to slavery.\)](#)
7. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students write additional interview questions and answers for William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe and pose them to a partner. Have students discuss why they feel those questions are important additions to the interview. Have students answer this question in their **Think Books**: What do you think was the lasting impact on the states at the end of the different escape routes?

Below Bring these students together and read aloud the sections on Harriet Tubman and Frederick Douglass, pp. 225–228 of the Student Book. As a group, write three questions for both figures. This will prepare them for the pair work of answering the questions.

ELL Meet with students in a small group and discuss the term *Underground Railroad*. Use drawings or pictures to show the literal meaning of the two words, and then talk about the figurative meaning. This concept will be confusing unless students are able to move from literal to figurative understanding. Discuss Harriet Tubman and help students write questions for the interview.

Extending

History Have students work in a small group to create biography cards of abolitionists. Students may use the Student Book and additional resources to find the birth and death dates, place of birth, and three key facts about that person’s contributions to the abolition of slavery on one side of the card. Students should also include a sketch or picture of the abolitionist on the other side of the card. Optionally, students might design a guessing game that could be used with their cards.



Lesson 1 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question.

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students’ work by having each pair present a question and answer.

Writing Prompt

Tell students to imagine that your city/town has decided to build a new statue dedicated to the end of slavery in the United States. Have them imagine that the city council is taking suggestions about which person to honor. Have students choose any person mentioned in lesson 1 and have them write an explanation for why that person deserves his/her own statue. Remind students to include relevant historical information in the proposal. Reinforce that the proposal should have a beginning, middle, and end.

Lesson 2

What Happened When Slavery Expanded into New Areas?

Main Goals

- Describe different viewpoints on the expansion of slavery.
- Explain how the U.S. government tried to balance slave and free states through political compromises.
- Analyze how geography affected slavery in the United States.

Online Activities

- Vocabulary
- Different Types of Maps

Literacy Links

- *Anthony Burns: The Defeat and Triumph of a Fugitive Slave*, by Virginia Hamilton
- *Escape from Slavery*, by Doreen Rappaport
- *Freedom Over Me*, by Ashley Bryan
- *The “Gosh Awful” Gold Rush Mystery*, by Carole Marsh

Activity

1

Mapping the Missouri Compromise



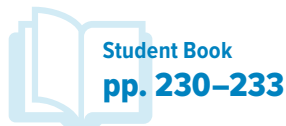
Geography



History



Critical Thinking



Vocabulary

Lower South
prejudice
sectionalism
slave state

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- coloring utensils
- large sheets of paper (poster boards)

Objectives

Students will be able to:

- Use a map to locate important aspects of the Missouri Compromise.
- Analyze what pro- and antislavery proponents gave up in the compromise.
- Summarize the merits and drawbacks of the Missouri Compromise from a historical perspective.

Getting Started

1. Have students imagine that they are involved in planning a class trip for a younger grade. Tell them that the students would like to go to an amusement park, but the teacher wants the trip to be educational.
2. Have students work with a partner or small group and come up with a compromise that will satisfy both the students and the teacher. Remind students that a *compromise* involves each side giving up something.
3. Call on students to read their compromises aloud. Have them explain why the compromise works, as well as the possible positives and negatives from each perspective.



4. Explain that students will learn about a famous historical compromise in today's lesson.

Reading

Student Book pp. 230–233: New Slave Territories; The Missouri Compromise

As students read, have them write answers to the following in their  **Think Books**:

- Create a T-chart showing perspectives for and against slavery.

Antislavery	Proslavery
≈ It went against the ideals of the Declaration of Independence. ≈ It went against religion and moral codes. ≈ It gave the South an economic advantage over the North.	≈ Slavery was needed to raise crops, clear land, and help in homes and businesses. ≈ Religion justified slavery. ≈ White people were superior and other racist beliefs.

- List one cause and one effect of the Missouri Compromise.
 - ≈ Cause: to keep balance between slave states and free states
 - ≈ Effects: Missouri entered as a slave state, Maine was admitted as a free state, and the 36°30'N line was extended west (to the western border of the Louisiana Purchase)

Teaching

1. Pair students and distribute the **U.S. Desk Maps** and map markers for the following mapping activity: 
 - a. Instruct student pairs to label their maps **The Missouri Compromise**.
 - b. Have students locate Missouri (MO) and Maine (ME) on the map. Have student pairs trace the outline of each state with their markers.
 - c. Have students draw a square inside Missouri. In the map legend, have them draw a □ symbol and label it **Admitted as a Slave State**.
 - d. Have students draw a star inside Maine. In the map legend, have them draw a ☆ symbol and label it **Admitted as a Free State**.
 - e. Next, have students find latitude lines on the map. Tell them to find 35°N latitude and trace it with their fingers.

- f. Explain that the Missouri Compromise set a line of slavery at 36°30'N. Explain that the southern horizontal border of Missouri falls at 36°30'N. Have them draw a line of latitude extending west from Missouri to the Pacific Ocean at 36°30'N. Remind students to follow the slight curve of the latitude line on the map and to keep their line north of 35°N latitude.
 - g. Have students write **OPEN TO SLAVERY** on their maps south of 36°30'N. Then, have them write **CLOSED TO SLAVERY** on their maps north of 36°30'N.
2. Then have student pairs review the Missouri Compromise and identify how each side must have felt about the deal.
 3. Give each pair a large sheet of paper or poster board and coloring utensils such as markers.
 - a. Have students create the following table on the poster:

The Missouri Compromise	Positives	Negatives
Antislavery Perspective	Maine became a free state: slavery was prohibited north of 36°30'N.	Another slave state (Missouri) was added to the Union: slavery could expand into the West.
Proslavery Perspective	Missouri became a slave state: slavery was allowed south of 36°30'N.	Another free state (Maine) was added to the Union: a large chunk of the country was now off-limits to slavery.

- b. Have pairs fill in the positives and negatives from each side's perspective. Encourage students to use the maps they created in step 1 as well as the Student Book.
 - c. Review the posters by calling on student pairs to present their posters.
4. **Summarizing and Assessing:** Have students write a short editorial in their **Think Books** about the Missouri Compromise:
 - a. The editorial should express if the student thinks the Missouri Compromise was a good or bad solution to the problem of the westward expansion of slavery. Point out to students that they should support their point of view with facts and details.



- b. Encourage students to suggest alternatives if they are unhappy with any aspect of the compromise.
 - c. Have students read their editorials to a partner. 
 - d. Take a class tally of students who thought the Missouri Compromise was a good solution and students who thought it was not good. The vote can also be conducted by having students move to opposite sides of the room depending on their opinion of the Missouri Compromise. Call on students to defend their votes. If there is time, have students suggest alternatives to the Missouri Compromise and allow the class to vote on them.
5. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students discuss this question: How might our history be different if no new slave states were allowed at the time of the Missouri Compromise?

Below Read aloud the Student Book sections and help students to fill out the T-chart during the Reading. This will set them up to be successful working with a partner to create the poster.

ELL Provide these students with a T-chart for the Reading section that has notes on both sides but no headings. Have a discussion and support students to decide which column is North and which is South. Then challenge students to write in the headings.

Extending

Careers Have students consider what it would have been like to be a member of Congress during the time when the Missouri Compromise was created. Have students use these guiding questions to help them write a resumé or job description for a member of Congress in the early 1800s: What skills and training did that person need to have? How did the person's background and geographic location influence his ideas? Provide students with sample resúmes or job postings to guide them. Students can post their resúmes or job descriptions on a class blog or bulletin board.

The Slavery Balancing Act



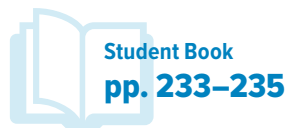
Geography



History



Writing



Materials

- Student Book
- Raised Relief Map
- Activity Sheet 6b
- Think Book
- map markers

Objectives

Students will be able to:

- Describe how the United States gained new western lands.
- Explain the causes and effects of the Compromise of 1850.
- Analyze how slavery is represented in maps and political cartoons.

Getting Started

1. Put students in small groups. Distribute a **Raised Relief Map** and map marker to each group. 
2. Instruct the groups to circle the part of the United States that they think is the most productive agricultural region. Have groups keep in mind climate, access to water, and flat land.
3. Have each group present its ideas to the class. Call on students to explain why mountainous areas, cold areas, and dry areas are less productive. Ideally, students will lead the discussion toward the South.
4. Explain to students that most of the territory west of the Mississippi River was unsettled by Americans in the mid-1800s and that the strongest agricultural region was the South. Explain that they will explore the relationship between geography, slavery, and politics in today's lesson.
5. Have students clean, collect, and put away materials.

Reading

Student Book pp. 233–234: The Mexican Cession and the Compromise of 1850

As students read, have them write answers to the following prompts in their **Think Books**:

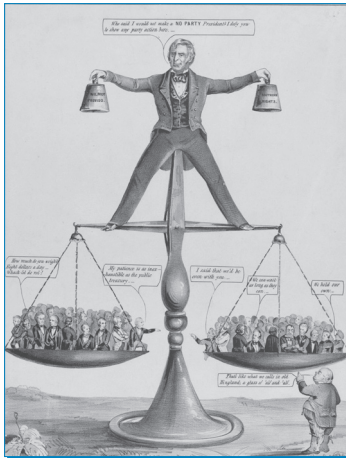
- Name two ways that the United States gained land in the 1840s.
 - ≈ Texas was annexed as a slave state from Mexico.
 - ≈ Through the Mexican Cession. (Mexico lost a war with the United States and had to give up a large piece of land that became the western United States.)



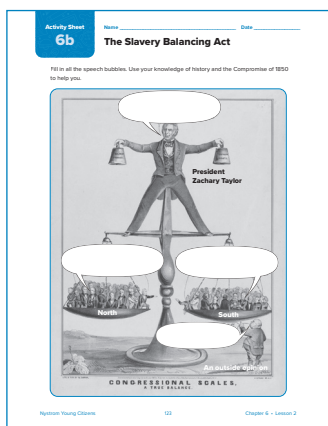
- List the main elements of the Compromise of 1850.
 - ≈ California became a free state.
 - ≈ The slave trade was banned in Washington, D.C., but slavery was still legal there.
 - ≈ The territories of New Mexico and Utah could decide if they allowed slavery or not.
 - ≈ The Fugitive Slave Act was passed to help slave catchers capture escapees from slavery.

Teaching

1. Direct students to p. 235 of the Student Book (How Did Geography Affect Slavery?).
 - a. Call on students to read the text aloud. Discuss the two maps on the page by calling on students to explain what they see.
 - b. Call on a student to read the skill box at the bottom of the page.
 - c. Have students answer the questions at the end of the skill box in their **Think Books**. Call on a couple of students to read their answers aloud and discuss. 
2. Have students look at the maps on pp. 232 (Missouri Compromise, 1820) and 234 (Compromise of 1850) of the Student Book.
 - a. First, ask students what kind of maps are shown. (political) Refer them to the skill box Different Types of Maps on p. 235 of the Student Book if necessary.
 - b. Instruct students to compare the two maps, focusing on the differences between 1820 and 1850.
 - c. Have students list in their Think Books the ways that the United States was different in 1850 than it had been in 1820.
 - d. Have students work with a partner and compare their lists. 
 - e. Call on students to explain what had changed by 1850. Responses may include that the United States owned the Oregon Territory and there were many new states: Texas, Arkansas, Florida, Michigan, Wisconsin, Iowa, and California.



Student Book, p. 234



Activity Sheet 6b

3. With students still working in pairs, direct them to the political cartoon on p. 234 of the Student Book depicting Zachary Taylor on top of a scale.
 - a. Have student pairs examine the cartoon and describe the details of the cartoon in their Think Books.
 - b. Discuss with students the symbolism of the scales and how sectionalism is represented in the cartoon.
 - c. Distribute **Activity Sheet 6b** to student pairs and have them complete it. Explain that the person in the lower right corner will represent an outsider's perspective.
 - d. Call on student pairs to present their political cartoons and explain their choices for the speech bubbles.
 - e. Ask students to try to guess the point of view of the artist. Ask them if they think the artist supported the Compromise of 1850. Have them defend their reasoning.
4. **Summarizing and Assessing:** Read students the following statements about the two major compromises discussed in the lesson. For each statement, have them decide if it describes the Missouri Compromise or the Compromise of 1850:
 - Maine entered the Union as a free state.
(Missouri Compromise)
 - California entered the Union as a free state.
(Compromise of 1850)
 - The Fugitive Slave Act went into effect.
(Compromise of 1850)
 - Missouri entered the Union as a slave state.
(Missouri Compromise)
 - A line dividing the country between slave and free territory was drawn at 36°30'N latitude.
(Missouri Compromise)
 - The territories of New Mexico and Utah were allowed to make their own decisions about slavery.
(Compromise of 1850)
 - The slave trade was outlawed in Washington, D.C.
(Compromise of 1850)

Modifications for Differentiation

Above Have these students write their thoughts in response to this question: Why are there no African Americans in the political cartoon? Suggest the following answers if students do not mention them: their opinions did not matter; they were not part of the decision-making process; and the president did not take their opinions into account.

Below Help students brainstorm what kinds of ideas are represented in the cartoon and how you could express those ideas in a speech bubble. Have students write down a few key words for each speech bubble before they begin the partner work.

ELL Discuss the political cartoon and provide students with simple sentences for each speech bubble. Have students decide where each sentence fits best.

Extending

Current Events Have students find a news story about a political compromise in the United States or internationally. Have them prepare a short presentation about the events and the details of the compromise. Instruct students to focus on what each side gave up in the compromise. Finally, have them predict if the compromise will be successful in the long term. Have students present their work to the class.



Lesson 2 Closure

Review Activity: Maps

Have students work in small groups. Give each group a **U.S. Desk Map** and map marker.

1. Tell the groups to use the Student Book and find five important events from the lesson. Have them put the five events on the map in the appropriate locations.
2. Have each group present its map to the class. Ask groups to explain why they chose the events and what makes them important.

Writing Prompt

Have students select one of the following events mentioned in lesson 2:

- Missouri Compromise
- Mexican Cession
- Compromise of 1850

Have them write a newspaper article about the event and how it relates to the debate over slavery. Remind students that a newspaper article should include facts and details about the event as well as multiple viewpoints about it. Have students use their notes and the Student Book to include factual information in the article.

Lesson 3

Why Did the North and the South Grow Apart?

Main Goals

- Describe how the North and South grew economically in the first half of the nineteenth century.
- Explain how events in the 1850s led to a crisis between the North and South.
- Categorize states based on different political and geographical data.

Online Activities

- Vocabulary
- Categorizing

Literacy Links

- *Abraham Lincoln*, by Max Rogers
- *The Industrial Revolution for Kids*, by Cheryl Mullenbach
- *John Brown: His Fight for Freedom*, by John Hendrix

Activity

1

The Growing Divide



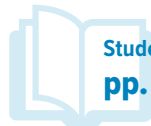
Economics



Geography



Critical Thinking



Student Book
pp. 236–242

Vocabulary

immigration
secede
tariff
Upper South

Materials

- Student Book
- Activity Globe
- Activity Sheet 6c
- Think Book
- map markers
- coloring utensils
- large sheets of paper (poster boards)
- scissors (see Teacher's Note)

Objectives

Students will be able to:

- Discuss how the North and South developed differently.
- Describe the impact of new inventions on the growth of the country.
- Analyze how immigration, tariffs, and railroads caused divisions within the United States.

Teacher's Note

Before the lesson, cut out the images on **Activity Sheet 6c**. Each image will be distributed to one of five groups, so you only need one copy. If you have a very large class, consider making extra copies so it is easier for the students in each group to see.

Getting Started

1. Ask students to imagine what transportation and communication will be like 100 years from now. Ask them to sketch an invention in their **Think Books** that would improve transportation or communication.
2. Have students share their idea with a partner and explain how it would work.



3. Call on students to briefly present their partners' ideas.
4. Explain that transportation and communication will likely change in unimaginable ways in the next century. Tell students that they will learn about revolutionary developments in transportation and communication from 200 years ago in today's lesson.

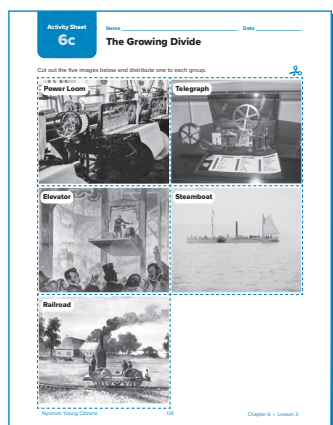
Reading

Student Book pp. 236–242: King Cotton and the South; The Development of the North; Other Issues

As students read, have them write answers to the following in their 

Think Books:

- List two effects of the growth of cotton in the American South.
 - ≈ Cotton replaced tobacco as the most important crop.
 - ≈ The demand for enslaved people grew, especially in the Lower South.
 - ≈ It led to Eli Whitney's invention of the cotton gin.
 - ≈ Northern businesses grew due to cotton.
 - ≈ Southerners looked for more land to grow cotton, which led to conflict with American Indians and the Indian Removal Act.
 - ≈ Men, women, and children were employed in factories related to the cotton industry.
- Name three ways that the United States changed during the Industrial Revolution.
 - ≈ Transportation improved due to railroads and steamboats.
 - ≈ Factories produced new products and used technology to improve production.
 - ≈ Women and children began working in mills.
 - ≈ Immigrants came to the country in large numbers.
 - ≈ Communication improved due to technology like the telegraph.
- List two things that caused divisions between the North and South in the early 1800s.
 - ≈ Tariffs
 - ≈ Railroads
 - ≈ Slavery
 - ≈ States' rights versus federal power



Activity Sheet 6c

Teaching

1. Put students into five small groups and assign each group an invention from the Industrial Revolution: power loom, telegraph, elevator, steamboat, or railroad. 

2. Pass out the images from **Activity Sheet 6c**. Give each group an image of its assigned invention. Instruct groups to come up with a pitch to promote their inventions:
 - a. Explain that each group will present its topic to the class and explain how it helped the United States grow in the 1800s.
 - b. Have groups brainstorm ideas in their **Think Books** about  how the invention helped the country grow.
 - c. Give each group a large sheet of paper or poster board and coloring utensils. Explain that groups will create a poster for their pitches. The poster should include the name of the invention, a drawing of the invention, and explanations of how it helped the country grow. Explain that students should use the Student Book for ideas about how the invention helped the United States grow, but also encourage them to be creative.
 - d. Have groups present their pitches.
 - e. At the end of the five pitches, have students vote on which invention was the most important in helping the United States grow in the 1800s. Tell students that they are not allowed to vote for the invention that they worked on. Ask several students to explain their reasoning.
 - f. Tally the results on the board.
3. Next, distribute an **Activity Globe** and map marker to each group to discuss immigration:
 - a. Remind students that they read about immigration to the United States during the Industrial Revolution. Ask students where immigrants came from during that time period. (Ireland, Germany, China)
 - b. Ask students on which continent Ireland and Germany are located. (Europe) Have them draw an arrow from Europe to the eastern coast of North America. Have them label the arrow **European Immigration**.
 - c. Ask students on which continent China is located. (Asia) Have them draw an arrow from Asia to the western coast of North America. Have them label the arrow **Asian Immigration**.

- d. Discuss with students the kinds of work immigrants did to help the country grow, such as working in factories and constructing railroads.
 - e. Have students clean, collect, and put away materials.
4. **Summarizing and Assessing:** Have students create a T-chart  in their **Think Books** comparing the growth of the South and North and how each region supported the growth of the nation as a whole:
- a. Have students label one side **South** and the other **North**.
 - b. Instruct students to add ways that each region grew, as well as ideas they supported.
 - c. Call on students for ideas, and fill in a T-chart on the board. Ideas should include how the South grew tremendously from the growth of cotton, which caused slavery to grow, and how industry grew in the North, leading to a desire for higher tariffs and a complex railroad system.
 - d. Have students refine their T-charts based on the chart on the board.

Modifications for Differentiation

Above Have students discuss what groups of people did not have equal rights during this period in our nation's history. (women, African Americans, American Indians, immigrants) Ask them how unequal rights set some people up for wealth and privilege. Ask what the effect of that history is today.

Below Have students create a chart with four fill-in sections. Read aloud the text and have the students fill in the chart as you read.

North	South
How it grew:	How it grew:
Ideas it believed in:	Ideas it believed in:

ELL Read aloud p. 239 of the Student Book about the five inventions and help students take notes. This will help them understand and participate in the poster making project.

Extending

Science and Technology Have students create a poster comparing communication and transportation technology in 1850 and today. Tell them to include examples of travel times between places then and now. Explain that the poster should include images of different kinds of technology. Additionally, students can include information about individual inventors and companies.

Activity

2

Heroes and Villains



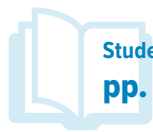
Geography



Critical
Thinking



Information
Processing



Student Book
pp. 242–247

Materials

- Student Book
- Think Book
- coloring utensils
- large sheets of paper

Objectives

Students will be able to:

- Describe political factors and events in the 1850s that further divided the North and the South.
- Evaluate the historical impact and legacy of John Brown.
- Categorize and synthesize historical and geographical data.

Teacher's Note

The main part of the lesson will address the complicated historical legacy of John Brown. The Student Book has information about Brown, but you may wish to supplement it with an age-appropriate video or additional reading.

Getting Started

1. Write the following phrase on the board: **A house divided against itself cannot stand.** Have students copy the sentence in their **Think Books**. 
2. Underneath the sentence, have students write their own interpretations of the sentence. Ask them to rewrite it in their own words.
3. Ask students if they agree with the quote or not, and have them write their explanations in their Think Books.
4. Call on several students to read aloud their answers.

5. Explain that the quote comes from Abraham Lincoln. Direct students to the excerpted quote on p. 246 of the Student Book. Call on a student to read the entire excerpt. Explain that students will learn more about the context of the quote and issues that threatened to divide the United States in the 1850s.

Reading

Student Book pp. 242–246: Growing Tensions; The Election of 1860

As students read, have them write answers to the following in their 

Think Books:

- List one effect of the Kansas-Nebraska Act.
 - ≈ Violence erupted between pro- and antislavery forces.
- Briefly describe what Dred Scott, John Brown, and Abraham Lincoln did to stop slavery in the United States.
 - ≈ Dred Scott: Scott was an enslaved person and sued for his freedom after his owner brought him to a free state. He lost his case at the Supreme Court, establishing that slavery could exist in any state.
 - ≈ John Brown: Brown led proslavery attacks in Kansas and Virginia, demonstrating the rising use of violence surrounding the issue of slavery. He was executed when his takeover of a federal arsenal failed.
 - ≈ Abraham Lincoln: Lincoln led the Republican party and opposed the expansion of slavery. He ran for president in 1860 and won despite no Southern support, displaying the deep political divide between the North and the South. This led to secession.

Teaching

1. Put students in small groups and distribute large sheets of paper and coloring utensils for students to use to create a poster. 
 - a. Explain to students that they will learn more about John Brown. Explain that Brown was considered by some an antislavery hero, while to others, he was a dangerous criminal. Tell students that they will examine both sides in today's activity.
 - b. Have groups create a poster that is divided into halves. Explain that one half will show the perspective of John Brown as a hero while the other will depict John Brown as a villain. Have students label one half **John Brown: Hero** and the other **John Brown: Villain**.

- c. Instruct students to include all relevant information that helps prove each perspective. Encourage groups to be creative in how they format the poster; information can be relayed graphically, in bulleted text, or some other way.
 - d. Have groups display and present their posters.
- 2. Direct students to p. 247 of the Student Book (How Were Regions Classified?).
 - a. Call on students to read the text and explain the map.
 - b. Have students work with a partner. In their **Think Books**, have partners answer the questions in the skill box on the bottom of the page. 
 - c. Call on student pairs to read aloud their answers.
- 3. Next, tell students they will compare the maps on pp. 246 (Election of 1860) and 247 (Enslaved Population, 1860) of the Student Book.
 - a. Give students time to examine both maps. Have them write any notes or conclusions in their Think Books.
 - b. Call on students to read aloud their observations.
 - c. If students do not mention the relationship between states' enslaved populations and voting blocs in the election of 1860, point out that the states that voted for Lincoln were free states.
 - d. Ask students how many states that had an enslaved population voted for Lincoln in 1860. (zero) Ask them to consider what this meant for supporters of slavery. Responses may include that someone could become president without winning any slave states, and the political power of the South was limited.
- 4. **Summarizing and Assessing:** Have students imagine that they were chosen to write a eulogy for Brown after his execution in December 1859:
 - a. Have them write a short eulogy summarizing John Brown's role in history. Tell them to be sure to include both positive and negative perspectives of his deeds.
 - b. Call on students to read their eulogies aloud.

Modifications for Differentiation

Above Have students consider the complicated character of Abraham Lincoln. Explain that he is often remembered as a hero, but he was willing to allow slavery to continue where it already existed, he did not believe in equal rights for African Americans, and he did not oppose the Fugitive Slave Act. At the same time, he wrote the Emancipation Proclamation and he did oppose the expansion of slavery. Have students create a mini Hero/Villain poster on Lincoln.

Below Read aloud the section on John Brown. Have students take notes on a T-chart with **Hero** and **Villain** as the headings. Have students discuss the two opposing perspectives and how they exemplified the divided nation.

ELL Use visuals to help explain the meanings of *hero* and *villain*. Review the basic facts of John Brown's life. Give students sentence strips to sort into the two sides of the poster. This will prepare students to contribute to the poster activity.

Extending

Music Have students work in small groups to write and perform songs about the effects of the 1860 election and following secession. Remind students to include rhyme in their songs and have them set their songs to a familiar tune. Provide an opportunity for students to perform their songs for the class.

Civics Have students make political ads or political cartoons for the 1860 election. Students should include the issues their chosen candidate supports and reasons why others should vote for their candidate. Post students' completed work and hold a mock election.



Lesson 3 Closure

Review Activity: Time Line

Have students work in small groups. Give each group a sheet of paper or mini whiteboard. Instruct students to draw a time line, using 1800 as the beginning year and 1860 as the ending year.

1. Tell the groups to use the Student Book and find five important events from the lesson. Have them put the five events on the time line in the correct chronological order.
2. Have each group present their time line to the class. Ask groups to explain why they chose their events and what makes them important.

Writing Prompt

Have students select one of the following events mentioned in lesson 3:

- The opening of the first American railroad
- The Kansas-Nebraska Act
- The Dred Scott decision
- John Brown's raid on Harpers Ferry
- The presidential election of 1860

Have students imagine they lived during this time and witnessed or read about the events. Have students choose one event and write a diary or journal entry based on it. Encourage students to use descriptive details, facts, and fictional quotations in their entries.

Lesson 4

How Did the Civil War Begin?

Main Goals

- Recognize the characteristics of the Union and the Confederacy and compare them.
- Describe the course of the Civil War to 1862.
- Practice paraphrasing relevant information and avoiding plagiarism.

Online Activities

- Vocabulary
- Paraphrasing Relevant Information

Literacy Links

- *Bull Run*, by Paul Fleischman
- *Charlotte Spies for Justice*, by Nikki Shannon Smith
- *The Civil War: Brother Against Brother*, by Michelle Ablard and Torrey Maloof

Activity

1

No Turning Back



History



Information
Processing



Vocabulary

civil war
Confederacy

Materials

- Student Book
- Activity Sheet 6d
- Think Book
- coloring utensils
- white paper

Objectives

Students will be able to:

- List the states that seceded from the Union.
- Sequence the events that led to the outbreak of the Civil War.
- Analyze the causes of the Battle of Fort Sumter.

Getting Started

1. Write the following question on the board: **Is war ever justified?**
2. Have students copy the question in their **Think Books**. Then,  have them write an answer underneath it, providing reasons for their choice. You may wish to have students move to opposite sides of the room according to their opinions.
3. Call on students to read aloud their answers. To enhance the discussion, you can pose different scenarios and ask students if war is warranted in each case.
4. Explain that students will learn more about the beginning of the Civil War in today's lesson.

Reading

Student Book pp. 250–253: The Confederacy Forms; The Union and the Confederacy; The Fighting Begins

As students read, have them write answers to the following in their **T**

Think Books:

- Name the 11 states that made up the Confederacy.

≈ Virginia, Tennessee, North Carolina, South Carolina, Arkansas, Texas, Louisiana, Mississippi, Alabama, Georgia, and Florida
- List one detail about the Confederacy and one detail about the Union.

≈ Confederacy: wanted to keep slavery, had fewer people than the Union, had its capital in Richmond, Virginia, led by Jefferson Davis, wrote its own constitution, mostly farmland, relied on the North's markets to purchase its cotton

≈ Union: had more people and more money than the Confederacy, more industrialized and technologically advanced than the Confederacy, had several slave states, led by Abraham Lincoln.
- Where did the first battle of the Civil War take place?

≈ Fort Sumter, South Carolina

Teaching

1. Distribute **Activity Sheet 6d** to student pairs.
2. Have students complete the activity sheet by putting the events in the correct order. Then, call on student pairs to read aloud their answers as review.
3. Ask students where the first battle of the Civil War took place. (Fort Sumter, South Carolina)
4. Direct students to the painting of Fort Sumter on p. 253 of the Student Book and have students describe the details of the painting in their **Think Books**.
 - a. Ask students if they noticed the fort was surrounded by water. Ask students if they think that makes it easier to defend or attack. Have them defend their answers.
5. Next, have students create a short comic strip about the events surrounding the Battle of Fort Sumter:
 - a. Give each student a blank sheet of white paper and access to coloring utensils.



Activity Sheet 6d Name _____ Date _____
No Turning Back

Complete the sequence chart by placing the events below in the correct order. You may use the Student Book to help you.

- The Civil War begins.	- South Carolina secedes.
- Confederate President Jefferson Davis orders troops to take control of Ft. Sumter.	- Union Major Anderson flies the American flag over Ft. Sumter.
- Abraham Lincoln is chosen as president in the election of 1860.	- U.S. President Abraham Lincoln sends a message to South Carolina that he will be sending food and supplies to Ft. Sumter.

1. _____

2. _____

3. _____

4. _____

5. _____

6. Confederate troops fire on Ft. Sumter.

7. _____

Nystrom Young Citizens 105 Chapter 6 • Lesson 4

Activity Sheet 6d



Student Book, p. 253

- b. Have students refer to the comic pages in the Student Book for ideas on how to structure their work. You may also decide to put a comic frame on the board to serve as a model.
 - c. After students have completed their work, have them post and present their comics.
6. **Summarizing and Assessing:** Have students work with a partner to answer the following review questions with either “Union” or “Confederacy”:
- Had a larger population during the Civil War (Union)
 - Included Texas (Confederacy)
 - Fought to preserve slavery (Confederacy)
 - Had more railroads and industry (Union)
 - Led by President Jefferson Davis (Confederacy)
 - Led by President Abraham Lincoln (Union)
 - Capital city in Richmond, Virginia (Confederacy)
 - Included Maryland (Union)
 - Conquered Fort Sumter in April 1862 (Confederacy)



Modifications for Differentiation

Above Have students answer these questions in their **Think Books**: Which slave states did not join the Confederacy? Why do you think they stayed with the Union?

Below Students may have difficulty completing the activity sheet. Help students discover where they can find information about each event in their Student Book, then read aloud each section. Help students to find key words, phrases, and dates that help them determine the order of events.

ELL Read aloud the parts of the Student Book that are relevant to the activity sheet. Pause for students to answer the questions. After the sequencing activity, have students select four sentences to illustrate for the comic strip.

Extending

Math Have students use the data from the graphic on p. 252 of the Student Book (Union and Confederate Resources) to create pie graphs for each category. Remind them that they are working with percentages and will need to estimate the amount of the pie graph that needs to be shaded in. Challenge students to think of another Union-Confederate comparison they could make using a pie graph. If possible, provide more statistics for students to work with.

Activity

2

The Realities of War



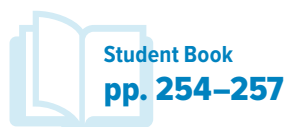
Geography



Reading



Writing



Vocabulary

blockade
civilian

Materials

- Student Book
- U.S./World Desk Map
- Images of Union and Confederate Propaganda [↓](#)
- Photographs of Union and Confederate Soldiers [↓](#)
- Think Book
- map markers
- projector



Student Book, p. 255



Student Book, p. 256

Objectives

Students will be able to:

- Explain the impact of new technology on the Civil War.
- Examine primary sources from the Civil War.
- Map and paraphrase relevant information.

Getting Started

1. Have students look at the photographs on the bottom of p. 255 and the top of p. 256 of the Student Book.
2. Have students describe in detail each photograph in their **Think Books** and then work with a partner to compare their notes.
3. After, explain that photography was a relatively new invention during the Civil War, and have students brainstorm some advantages of using photography versus drawings or paintings. If necessary, lead the discussion by bringing up how people could see the real effects and damage of an event.
4. Ask students if there are any disadvantages of photography. If necessary, lead students to the conclusion that photographs might be staged or present a topic in a misleading way.
5. Explain that students will learn more about new technology used during the Civil War during today's lesson.



Reading

Student Book pp. 254–256: The War up to 1862; New Technology in the Civil War

As students read, have them write answers to the following in their 

Think Books:

- Name one key military leader for the Union and the Confederacy.
 - ≈ Union: George B. McClellan, Ulysses S. Grant
 - ≈ Confederacy: Robert E. Lee
- List three kinds of new technology that were used in the Civil War.
 - ≈ Telegraphs
 - ≈ Steamboats
 - ≈ Ironclad ships
 - ≈ Railroads
 - ≈ Photography
 - ≈ Production equipment in factories and mills

Teaching

1. Explain to students that the Civil War was one of the first major wars to be photographed, bringing the realities and hardships of war directly to people.
 - a. Project some propaganda images of Union and Confederate soldiers. Have students write descriptions in their **Think Books**. 
 - b. Then, project photographs of Union and Confederate soldiers. Have students write descriptions.
 - c. Ask students to compare the images. Ask them what they think each image was meant to accomplish. If necessary, lead the discussion toward how the propaganda images were meant to inspire soldiers, while the photographs were meant to show the brutal realities of war.
2. Direct students to p. 257 of the Student Book (The Anaconda Plan).
 - a. Call on students to read the text and describe the images.
 - b. Have students work with a partner and instruct pairs to read the skill box together and practice paraphrasing the text. 

- c. Have pairs match up with other pairs. Instruct them to share their paraphrasing and compare their work. Have them find similarities and differences in their work. 
3. Have students continue working in small groups and distribute a **U.S. Desk Map** and map marker to each group to map out aspects of the Civil War.
- a. Have students refer to their notes or Student Book to find the states that belonged to the Confederacy. Have groups draw a line around the Confederate states.
 - b. Have groups write **Confederacy** within the outlined states.
 - c. Have groups write **Union** north of the outlined states.
 - d. Remind students that the Union created a naval blockade around the Confederacy. Have them create a symbol for a ship and add it to the map legend. Have them label the symbol **Union blockade**.
 - e. Then, have groups draw their ship symbols along the Confederacy's Atlantic and Gulf coasts. The blockade should extend from Virginia in the north to Texas in the west.
 - f. Have groups draw a dotted line along the Mississippi River in the Confederacy. Ask students why having control of the Mississippi was important to both the Union and the Confederacy. Responses should focus on how the Confederacy needed it to ship material and supply troops, while the Union saw it as a way to split the Confederacy.
 - g. Have students clean, collect, and put away materials.
4. **Summarizing and Assessing:** Have students paraphrase a secondary source:
- a. Instruct students to choose any section or subsection from lesson 4 (titles with blue or black text), pp. 250–256 of the Student Book. Ask them to paraphrase the text in that section in their **Think Books**. 
 - b. Call on students to read aloud their paraphrasing to the class.

Modifications for Differentiation

Above Have students examine all the quotes (in the Student Book sidebars) in this chapter. Instruct them to paraphrase each one and then explain how it connected to the strategy of the side it represented.

Below Have students create a Venn diagram to organize their notes that compare and contrast the images. For the Summarizing and Assessing section, have students choose a section of text. Model paraphrasing the first half of the section and then have partners paraphrase the second half.

ELL Have a discussion with students when comparing the propaganda to the photographs. Create a Venn diagram and fill it in together with notes that compare and contrast the images. For the Summarizing and Assessing section, choose a section of text and do a shared writing to paraphrase it.

Extending

Science and Technology Have students draw an ironclad ship from the Civil War on a white sheet of paper. Tell them that they may use the visuals in the Student Book as a guide and additional resources if needed. Ask students to write a caption to go with their pictures that explains how ironclad ships advanced military technology in the Civil War. Have students display and present their works.



Lesson 4 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question.

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students' work by having each pair present a question and answer.

Writing Prompt

Have students imagine that they lived in a state that was considering secession in 1860. Have them write a letter to the governor explaining their position on secession. Make sure that students give reasons to support their position and include specific historical references.

Lesson 5

What Led to the Union's Victory?

Main Goals

- Describe the effects of the Civil War on daily life.
- Explain how the Civil War ended.
- Apply an understanding of graphs.

Online Activities

- Vocabulary
- Reading a Graph

Literacy Links

- *Ben and the Emancipation Proclamation*, by Pat Sherman
- *The Civil War for Kids*, by Janis Herbert
- *Lee and Grant at Appomattox*, by MacKinlay Kantor

Activity

1

Civil War Skits



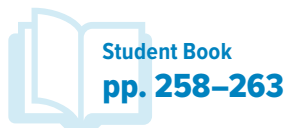
History



Speaking &
Listening



Writing

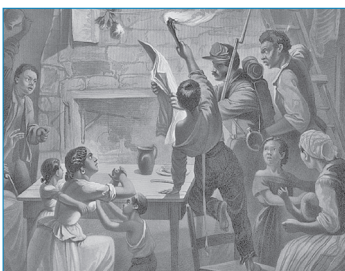


Vocabulary

draft
riot

Materials

- Student Book
- Think Book
- index cards



Student Book, p. 256

Objectives

Students will be able to:

- Describe the purpose and impact of the Emancipation Proclamation.
- Analyze the outcomes and importance of major battles of the Civil War.
- Explain the effects of the Civil War on daily life.

Getting Started

1. Direct students to the painting on the top of p. 259 of the Student Book.
2. Have students describe the painting in detail in their **Think Books** without reading the accompanying text. **T**
3. Next, have students write guesses about what could be happening in the painting.
4. Call on students to share their ideas and explain their reasoning.
5. Explain that the painting illustrates an important event in American history, the issuance of the Emancipation Proclamation. Explain that students will learn more about the document in today's lesson.

Reading

Student Book pp. 258–263: Fighting for Emancipation; The Civil War and Daily Life

As students read, have them write answers to the following in their 

Think Books:

- List two effects of the Emancipation Proclamation.
 - ≈ It freed enslaved people in the Confederacy.
 - ≈ It made it clear that the Union was fighting for the end of slavery.
 - ≈ It kept France and Britain from helping the Confederacy.
- Name three ways that people were affected by war.
 - ≈ People lost loved ones in the war.
 - ≈ Men were drafted and forced to face long marches, food shortages, disease, and deadly weapons.
 - ≈ The prices of goods increased.
 - ≈ There were shortages of many products.
 - ≈ Homes and villages were destroyed.
 - ≈ Soldiers stole from people.

Teaching

1. Have students test each other's knowledge of Civil War battles:
 - a. Put students in pairs and distribute three index cards to each student. 
 - b. Direct students to the infographic on pp. 260–261 of the Student Book (The Union Gains Ground).
 - c. Have them make Civil War battle cards, one for each of the three battles featured on pp. 260–261. Instruct students to write the name of the battle on one side and a few notes on the other side.
 - d. Then, have student pairs quiz each other on the battles. Have students alternate guessing the battle that is being described by the notes.
 - e. Have students rewrite their notes as quiz questions. Call on students to ask their quiz questions to the class. Repeat until all three battles have been addressed.
2. Have students work in small groups and assign each group one of the following topics: 
 - a. A family receiving news of the Emancipation Proclamation

- b. A soldier joining the war (either by volunteering or being drafted)
 - c. A scene from a war-torn home during the war
3. Instruct students to use the Student Book to take notes and gather information about their assigned topic. Have the groups compile notes on a sheet of paper.
4. Tell students that they will write and perform a skit to show how people were affected by the war.
- a. Explain that the skits should include a narrator and several characters. Tell students that each person in the group should be given the role of a character or narrator.
 - b. Have students brainstorm ideas for their skits and develop characters that will help them tell their story. Explain that the skits are fictional but based on historical facts.
 - c. Tell groups to write a script that includes narration and lines of dialogue on a sheet of paper.
 - d. Have groups rehearse their skits. Students may ask for materials to create props; encourage if time permits.
 - e. Remind students that their speech and actions should be historically accurate but also serious and respectful.
 - f. Have all groups present their skits in front of the class. You may also choose to film the skits and play them for the class.
5. **Summarizing and Assessing:** Have students summarize their classmates' skits:
- a. Have students write a brief synopsis of two of their classmates' skits in their **Think Books**. Explain that they may not write about their own skits.
 - b. Call on several students to read aloud their synopses.



Modifications for Differentiation

Above Have students write a short skit representing the opposite side of the one they performed. Additionally, have students create a setting and props for their skits.

Below For the Reading activity, read aloud the Student Book and have students discuss their answers to the questions before writing them in their **Think Books**.

ELL Help students understand the meaning and significance of the Emancipation Proclamation. Work together to define the title and paraphrase the content. Refer students to relevant images and sections of the Student Book. Review the skit activity to be sure that students understand how to participate. Create note cards with some key words for different characters from both sides.

Extending

Dramatic Arts Have students find out if there are any Civil War reenactments that take place near your community. Have students find out more about the organizations that put on the reenactments and create a poster advertising the next production. If there are no such local reenactments, have students watch reenactments online. Have students present their advertisements to the class.

Activity 2 Reading and Making Graphs



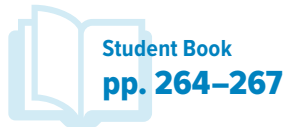
Economics



History



Information
Processing



Vocabulary

assassinate
Juneteenth

Materials

- Student Book
- Activity Sheet 6e
- Think Book
- coloring utensils
- pennies

Objectives

Students will be able to:

- Describe the end of the Civil War and the surrender of the Confederacy.
- Explain the effects of emancipation.
- Apply an understanding of graphs.

Getting Started

1. Distribute some pennies to students and have them describe the pennies in their **Think Books**.
2. Ask students what they think the images on each side of the coin represent. Ask them whose image is shown on the penny. ([Abraham Lincoln](#))
3. Have students think about a living American who deserves to have their face on money. Have them write and defend their choices in their Think Books.
4. Call on several students to read aloud their answers.
5. Finally, ask students what they know or have heard about Abraham Lincoln, and if they believe he deserves to be honored on American money. Explain that they will learn more about Lincoln's role in ending the Civil War during today's lesson.

Reading

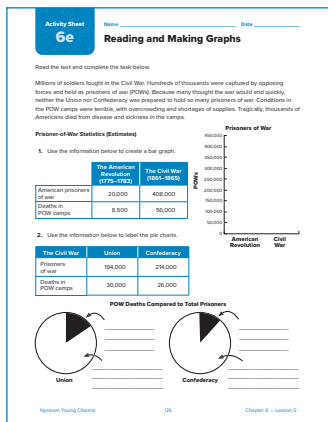
Student Book pp. 264–266: The Surrender of the Confederate Army; Freedom for Enslaved People

As students read, have them write answers to the following in their **Think Books**:

- List two events that led to the surrender of the Confederacy.
 - ≈ The Union attack on Petersburg that cut off the Confederate capital from supplies
 - ≈ Union troops occupying Richmond, the Confederate capital, after Confederate troops set fire to the city and retreated
- Explain the holiday of Juneteenth.
 - ≈ Juneteenth celebrates the end of slavery in the United States.

Teaching

- Put students in pairs or small groups and direct them to p. 267 of the Student Book (Inflation in the Confederacy).
 - Have students read through the text and skill box together.
 - Have students answer the questions in the skill box in their **Think Books**.
 - Call on groups to read aloud their answers.
- Distribute **Activity Sheet 6e** and coloring utensils to groups and have them complete it.
 - Have them read the text and study the statistics.
 - Next, instruct them to use the information on the page to make and label some graphs.
 - Have students make a bar graph comparing prisoner-of-war statistics between the American Revolution and the Civil War.
 - Then, have students label two pie charts to compare Confederate and Union prisoner-of-war statistics.



Activity Sheet 6e

- c. Check groups' work and provide assistance as necessary.
3. **Summarizing and Assessing:** Review the key events that led to the end of the Civil War with some true/false questions. Have students raise their hands if the statements are true; if they are false, call on students to correct the statements.
- Slavery ended with the Emancipation Proclamation. (False, slavery did not end until the war ended.)
 - Abraham Lincoln was killed after the Confederacy surrendered. (True)
 - Juneteenth celebrates the end of slavery in the United States. (True)
 - Union soldiers burned the Confederate capital in Richmond. (False, Confederate soldiers burned Richmond as they retreated to prevent the Union from getting supplies.)
 - General Grant surrendered to General Lee. (False, General Lee surrendered to General Grant.)
 - John Wilkes Booth assassinated President Lincoln. (True)

Modifications for Differentiation

Above Have students find other data in the chapter that they can use to create a graph.

Below Have students discuss what they already know about Abraham Lincoln after reviewing their notes. Read aloud pp. 264–265 of the Student Book (Surrender of the Confederate Army) and have students identify two key events that led to the surrender.

ELL In addition to the Below modifications, work with students to write a definition for surrender. Then create the bar graph together. Keep in mind some English language learners are strong in math and graphs skills.

Extending

Writing Have students write a journal entry from the viewpoint of a Union soldier who has just taken part in the attack on Petersburg and witnessed the burning of Richmond. Encourage students to use descriptive details and vivid verbs in their writing.



Lesson 5 Closure

Review Activity: Details

Instruct students to select details that are important to the lesson. Have students write their choices in their **Think Books**.

1. Have students use the Student Book to find one of each of the following details from the lesson:
 - a. One important date
 - b. One important person
 - c. One important place
 - d. One important event
2. Call on students to explain one of their choices.

Writing Prompt

Have students select one of the following people from lesson 5:

- Abraham Lincoln
- Ulysses S. Grant
- Robert E. Lee

Have students imagine they are writing a biography about one of these men. Tell them to imagine that they have an opportunity to interview the subject of the biography. Tell students that they may want to note ideas for interview questions and answers before they begin to help guide their writing. Have students write a multiparagraph biography that includes that person's role and contributions to American history.

Lesson 6

How Did the Southern States Rejoin the Union?

Main Goals

- Understand different perspectives of Reconstruction.
- Explain how the Reconstruction amendments extended and protected rights.
- Write an opinion piece.

Online Activities

- Vocabulary
- Writing an Opinion Piece

Literacy Links

- *Bold & Brave: Ten Heroes Who Won Women the Right to Vote*, by Kirsten Gillibrand
- *Know Your Rights!* by Laura Barcella
- *Reconstruction*, by Torrey Maloof

Activity

1

Rebuilding a Nation



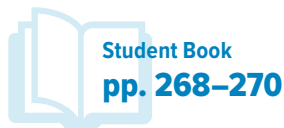
Civics



Critical
Thinking



Writing



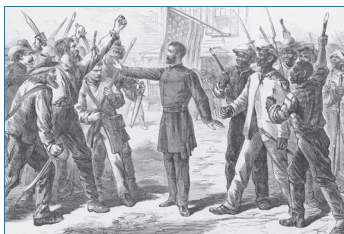
Student Book
pp. 268–270

Vocabulary

black codes
Reconstruction

Materials

- Student Book
- Think Book
- large sheets of paper



Student Book, p. 271

Objectives

Students will be able to:

- Examine the problems people faced after the Civil War.
- Explain multiple plans and perspectives regarding Reconstruction.
- Analyze the challenges of rebuilding the country after the Civil War.

Getting Started

1. Direct students to the image on p. 271 of the Student Book.
2. Have students describe the image in their **Think Books**.
3. Discuss the image by calling on students to describe what they see. Call on students to speculate about the source of the conflict in the image. Ask students who the person in the middle might represent. If necessary, lead students toward the conclusion that the person represents the United States government.
4. Explain to students that the image was made shortly after the end of the Civil War. Explain that they will learn more about the problems facing people at that time in today's lesson.

Reading

Student Book pp. 268–270: Problems in the South; New Southern Governments

As students read, have them write answers to the following in their 

Think Books:

- List the two things that the U.S. government did for African Americans soon after the end of the Civil War.
 - ≈ Created the Freedmen's Bureau to help African Americans get access to food, jobs, land, and education
 - ≈ Implemented the Field Orders to give land and livestock to African Americans
- Name two bills that Radical Republicans in Congress passed to challenge black codes.
 - ≈ The Civil Rights Act of 1866 and a bill to extend the Freedmen's Bureau

Teaching

1. Put students in pairs and instruct them to review the reading and look for issues that faced the country after the end of the Civil War. 
 - a. Have student pairs make a list of problems in their **Think Books**. 
 - b. Call on students to read aloud some of the problems they listed. Write their responses on the board and add any relevant information that is not mentioned. Instruct students to copy the information they missed in their Think Books.
2. Have student pairs compare plans for Reconstruction.
 - a. Draw a T-chart on the board. Label one side **President Johnson's Reconstruction Plan** and the other side **Radical Republicans' Reconstruction Plan**.
 - b. Tell student pairs to copy the T-chart in their Think Books and fill in details using information from the Student Book.

- c. As a class, review the chart by calling on student pairs for answers. Fill in the chart based on students' suggestions. The chart should mirror the one below:

President Johnson's Reconstruction Plan	Radical Republicans' Reconstruction Plan
• Pardon most Confederates • Return property and political rights to most former Confederates • African Americans not recognized as citizens or given rights to vote • Allow former Confederates to run the Southern state governments	• Pass the Civil Rights Act of 1866, granting citizenship to African Americans • Extend the Freedmen's Bureau to 1869, giving assistance and education to African Americans • Grant rights to African Americans • Punish former Confederates

3. Give each pair a large sheet of paper. Instruct them to create a Reconstruction proposal using their own ideas.
 - a. Have them use the list of problems that they created earlier in this activity to help them come up with potential solutions.
 - b. Have them review the plans of Andrew Johnson and the Radical Republicans for ideas.
 - c. Encourage students to be creative with their proposals, both in terms of ideas and presentation.
 - d. Have student pairs present their Reconstruction proposals.
4. **Summarizing and Assessing:** Have students practice their writing skills by writing a review:
 - a. Have students pick the Reconstruction proposal presented by a student pair that they think would work best and write a review of it in their **Think Books**. They cannot pick their own. 
 - b. Have students include what they like about it and what they think may not work. Have them defend their answers.
 - c. Call on several students to read aloud their reviews to the class.

Modifications for Differentiation

Above Have students compare the list of problems they created and the Radical Republicans' Reconstruction Plan. Have students list which problems were not solved and explain why.

Below For step 2 of the Teaching section, read aloud relevant sections of the Student Book and have students compose the list of problems and add details to the two sides of the T-chart.

ELL Give students sentence strips that list the details of both Reconstruction plans and have students sort them into the two sides of the T-chart. This will prepare them to participate in creating a proposal with a partner.

Extending

Civics Have students create a gallery of notable Radical Republican congresspeople. Have students include either printed images or drawings of the politicians, along with a caption for each describing the states they represented, the years they served in Congress, and their main contributions to Reconstruction. Have students display their work and present it to the class.

Activity

2

Understanding Amendments



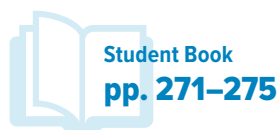
Civics



History



Writing



Vocabulary

citizenship

Materials

- Student Book
- Think Book
- coloring utensils
- dictionary
- large sheets of paper
- thesaurus

Objectives

Students will be able to:

- Describe the 13th, 14th, and 15th Amendments.
- Analyze the effects of the Reconstruction Amendments.
- Apply understanding of writing an opinion piece.

Getting Started

1. Have students imagine that they are members of a student council that is responsible for creating a list of rights for students.
2. Ask each student to write a list of rights that they believe every student should be entitled to. Have them write their lists in their **Think Books**. 
3. After, tell students to pick one idea from their list and write a school rule that protects that right.
4. Call on several students to read aloud their choices.

5. Explain that students will find out more about what rights were extended following the Civil War in today's lesson.

Reading

Student Book pp. 271–274: New Amendments

As students read, have them write answers to the following in their 

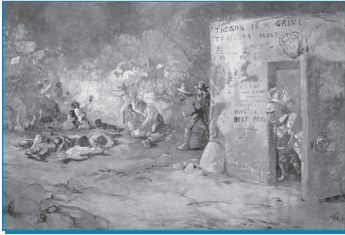
Think Books:

- Name the three amendments passed during Reconstruction and what they did.
 - ≈ The 13th Amendment ended slavery in the United States and guaranteed it would never again exist.
 - ≈ The 14th Amendment granted full citizenship to all people born in the United States and guaranteed equal protection under the law. It also banned Confederate officials from working in government.
 - ≈ The 15th Amendment guaranteed voting rights to formerly enslaved people.
- Write one drawback to the new Reconstruction amendments.
 - ≈ American Indians did not automatically become citizens.
 - ≈ Women were not included in the 15th Amendment.
- Give one example of progress made during Reconstruction.
 - ≈ African Americans were finally allowed to hold important positions, and many African Americans won elections to serve in the government.
 - ≈ The U.S. saw its first African American senator.
 - ≈ Public schools and railroads were built.

Teaching

1. Put students in small groups. Explain that they will work on explaining the Reconstruction amendments in simpler, easier-to-understand language. 
 - a. Direct groups to pp. 316–317 of the Student Book (Founding Documents).
 - b. Instruct students to read section 1 of each of the Reconstruction amendments: 13, 14, and 15.
 - c. Have students discuss the meaning of each amendment and how they could simplify the language of each amendment, using their knowledge of the amendments and a dictionary and thesaurus, if necessary.
 - d. Meet with each group and distribute large sheets of paper and coloring utensils to groups that have properly grasped the concepts.

- e. Instruct groups to draw a dividing line down the center of the paper and have them label one side **Original Text** and the other side **Modern Language**.
 - Under the “Original Text” heading, have students write the text of section 1 of each of the Reconstruction amendments.
 - Under the “Modern Language” heading, have students rewrite the text in simpler language.
 - f. Have groups display and present their work.
2. Direct students to p. 275 of the Student Book (Women and the 15th Amendment).
 - a. Call on students to read the text and skill box.
 - b. Have students answer the question at the bottom of the page in their **Think Books**. Review students’ opinions by calling on them to read aloud their responses. 



Student Book, p. 272

3. Have students look at the political cartoon on p. 272 of the Student Book.
 - a. Have students work with a partner and examine the political cartoon. 
 - b. Have students describe what they see in their Think Books.
 - c. Discuss the political cartoon by calling on students to read aloud their descriptions. Ask students what they think the artist’s opinion of Andrew Johnson was. Have them explain their reasoning. If not mentioned, point out that the artist showed President Johnson as a king to criticize his behavior and ask students why Johnson might have been shown as a king. Responses may include that Johnson vetoed several popular bills in Congress.
4. **Summarizing and Assessing:** Review the 13th, 14th, and 15th Amendments:
 - a. Have students write questions about each amendment. Have students use a sentence starter (e.g., Which amendment said _____?).
 - b. Have students work with a partner and quiz each other on the amendments. 

- c. Review with the whole class by calling on several students to read their questions aloud. Repeat until all three Reconstruction amendments have been covered.

Modifications for Differentiation

Above Have students rewrite the three amendments to be more inclusive of different groups.

Below Read aloud the text of the three amendments and have students work together to simplify the language. Have students create a T-chart and add notes to both sides of the question in the skill box. Instruct students to choose the side they agree with and write their answers independently.

ELL Provide students with simplified versions of the three amendments. Have students create a simple illustration to accompany each one. Discuss the question in the skill box and do a shared writing of the side most students agree with.

Extending

Taking Action Have students look into local or global groups that work for citizens' rights for ideas about how to take action. Ask students to make an action plan for helping citizens in their community or around the world get their rights recognized. Have students post their plans on a class blog or on a bulletin board.



Lesson 6 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question.

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students' work by having each pair present a question and answer.

Writing Prompt

Have students write journal entries as someone who lived during Reconstruction in the United States. The journal should include three separate entries, detailing the passage of each of the three Reconstruction amendments. Instruct students to include appropriate dates/years for each entry. Have them include specific historical and factual details about each amendment. Optionally, you may wish to have students include an opinion about each amendment.

Lesson 7

What Other Changes Took Place after the Civil War?

Main Goals

- Describe how life changed for African Americans after the Civil War.
- Explain how Reconstruction ended and the consequences.
- Cite evidence to support an argument.

Online Activities

- Vocabulary
- Citing Evidence

Literacy Links

- *Let's Talk About Race*, by Julius Lester
- *Schools of Hope*, by Norman H. Finkelstein
- *Who Was Booker T. Washington?* by James Buckley Jr., and Who HQ

Activity

1

The Freedmen's Bureau



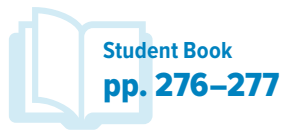
History



Information
Processing



Writing



Vocabulary

segregation

Materials

- Student Book
- Activity Sheet 6f
- Think Book
- white paper

Objectives

Students will be able to:

- Describe how life changed—and did not change—for African Americans after the Civil War.
- Analyze graphs and describe historical trends.
- Write fictional accounts of events based on historical information.

Getting Started

1. Have students imagine that they were denied the opportunity to go to school, even while other children could attend school.
2. Ask students how this would affect their lives. Have them write their responses in their **Think Books**.
3. Call on students to share their answers.
4. Explain that before the Civil War, many young people in the South did not have an opportunity to go to school, but that began to change after the war.

T

Reading

Student Book pp. 276–277: African Americans after the Civil War

As students read, have them write answers to the following in their **T**

Think Books:

- List three problems that African Americans faced after the war.

≈ Homeless, no education, struggled to find jobs, were not paid fairly, faced racism, missing family members
- Name one way that the Freedmen’s Bureau helped African Americans.

≈ It built more than four thousand schools so that African Americans could receive an education.

Teaching

1. Direct students to the chart on p. 277 of the Student Book (Education for African Americans, 1860–1900).

- a. Have students work with a partner and ask them to describe the chart in two sentences:



- Explain that they should describe the trend from 1860 to 1880 in the first sentence, and then they should describe the trend after 1880 in the second sentence.
- Have them write their ideas in their **Think Books**. Responses should mirror the following: From 1860 to 1880, the percentage of African American children attending school increased dramatically. After 1880, the percentage of African American children attending school decreased.



- b. Call on student pairs to read aloud their sentences.

2. Distribute all pages of **Activity Sheet 6f** to student pairs and have them complete it.

- a. Explain that the images show different functions of the Freedmen’s Bureau in the South after the Civil War, and that all three were drawn in 1866.
- b. Have students complete the activity sheets by filling in information about each image.

Activity Sheet 6f
The Freedmen's Bureau

Fill in information about each sketch showing Freedmen's Bureau.

Image 1

1. Describe what you see in detail.

2. What service is the Freedmen's Bureau providing in this image? How do you know?

Nystrom Young Citizens 127 Chapter 6 • Lesson 7

Activity Sheet 6f

- c. Call on student pairs to read aloud their answers to the activity sheets. If students do not correctly interpret the images, explain what they show:
 - First image: people getting needed rations
 - Second image: a marriage ceremony
 - Third image: a classroom
3. Next, instruct student pairs to write a creative piece from the point of view of a Freedmen's Bureau worker.
 - a. First, tell students to make a list of problems that newly freed African Americans faced after the Civil War. Encourage them to use the Student Book for assistance.
 - b. Explain that students will write several journal entries from the point of view of a Freedmen's Bureau worker. Each entry should describe a different function that the bureau performed.
 - c. Tell students that their work is fictional but should be rooted in historical facts.
 - d. Have students write a rough draft in their Think Books. Have them add dates to each entry.
 - e. Distribute white sheets of paper for students to write their final drafts.
4. **Summarizing and Assessing:** Review and assess the importance of the Freedman's Bureau:
 - a. Have students perform a dramatic reading of their work.
 - b. Have students respond to the following question in their **Think Books**: Which function of the Freedmen's Bureau had the most impact on African Americans? 
 - c. Call on students to share their responses.

Modifications for Differentiation

Above Ask students to write about the challenges and dangers for newly freed African Americans, such as the ones depicted in the first image on the activity sheet, during Reconstruction. Additionally, encourage students to write about the frustrations that Freedmen's Bureau workers might have faced during Reconstruction.

Below For step 3 of the Teaching section, model how to write one journal entry and then have students finish the assignment independently.

ELL Read aloud relevant sections of the Student Book and work with students to create lists of problems newly freed African Americans faced and help offered by the Freedmen's Bureau. Write two journal entries together and then have students write one more entry independently.

Extending

Civics Have students work in pairs to propose a law that could help African Americans after the Civil War. Ask students to write a clear proposal and indicate how the law will help African Americans, as well as why the law is needed. Provide an opportunity for students to share their proposals orally. In addition, students can examine real laws that were passed during Reconstruction and critique the laws.

The Struggle for Equality



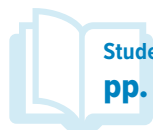
Critical
Thinking



Reading



Writing



Student Book
pp. 278–283

Vocabulary

Jim Crow laws
poll tax
secondary source
sharecropping

Materials

- Student Book
- Think Book
- coloring utensils
- large sheets of paper

Objectives

Students will be able to:

- Describe the causes and effects of the Compromise of 1877.
- Explain the impact that discrimination and violence had on African Americans in the South.
- Cite evidence in argumentative writing.

Getting Started

1. Have students make an acrostic poem using their name; i.e., have them use each letter as the first letter of a word or phrase.
2. Tell them to choose words or phrases in their acrostic poems that represent their lives and personalities.
3. Have students work with a partner and share their poems. 
4. Explain that students will make a historical acrostic poem in today's lesson.

Reading

Student Book pp. 278–282: Continuing Problems for African Americans; The End of Reconstruction

As students read, have them write answers to the following in their 

Think Books:

- List three problems that many African Americans in the South faced during Reconstruction.
 - ≈ Unfair laws, discrimination, and violence
 - ≈ Worked as sharecroppers and were often tricked out of fair payment or not paid at all
 - ≈ Denied many rights
 - ≈ Faced violence from groups like the KKK and the White League
 - ≈ Jim Crow laws, poll taxes, and segregation
- List two effects of the Compromise of 1877.
 - ≈ It gave the presidency to the Republicans.
 - ≈ It removed federal troops from the South.
 - ≈ The compromise ended Reconstruction.

Teaching

1. Put students in small groups and distribute a large sheet of paper and coloring utensils to each group. Explain that students will make an acrostic poem of the word *RECONSTRUCTION*. 
 - a. Have groups review their notes and the Student Book on the topic of Reconstruction.
 - b. Tell groups to brainstorm different words and phrases that might be used in their poems. Remind students to think about different points of view in their acrostic poem.
 - c. Have groups complete their posters.
 - d. Have groups display and present their work.
2. Direct students to p. 283 of the Student Book (Struggles of Sharecropping).
 - a. Call on students to read the text, the quote, and the infographic.
 - b. Have students work with a partner to read and complete the skill box at the bottom of the page. 
 - c. Call on student pairs to read aloud their answers.
3. Still working in pairs, tell students that they will cite evidence from the Student Book to answer a historical question.
 - a. Write the following question on the board: Do you think Reconstruction was successful?
 - b. Have pairs begin by formulating a thesis, deciding if they think it was successful or unsuccessful.
 - c. Once they have decided, have pairs use the Student Book to find information that supports the thesis.
 - d. Instruct students to write a response to the question in their **Think Books**. 
 - e. Have them cite pages from the Student Book in their responses. Explain that this can be accomplished by using parentheses or sentences (e.g., According to p. XX of the Student Book, _____).

- f. Call on student pairs to read aloud their answers.
 - g. Optionally, you might organize a classroom debate on the topic, dividing the class between those who believe it was successful and those who believe it was unsuccessful.
4. **Summarizing and Assessing:** Have students answer true or false to the following statements. If the statement is false, call on students to correct it.
- Reconstruction began with the Compromise of 1877. (False, Reconstruction began after the Civil War; Reconstruction ended with the Compromise of 1877.)
 - Many African Americans worked as sharecroppers after the end of slavery. (True)
 - Laws that separated African Americans and whites were known as Jim Crow laws. (True)
 - Poll taxes were used to encourage African Americans to vote. (False, poll taxes were used to prevent African Americans from voting.)
 - Sharecropping was beneficial to African Americans. (False, under sharecropping, landowners often took advantage of African Americans with unfair contracts.)
 - The Ku Klux Klan terrorized African Americans, Catholics, Jews, and immigrants. (True)

Modifications for Differentiation

Above Have students revisit the infographic on p. 283 of the Student Book (The Sharecropping Cycle of Debt and Poverty). Then, have them explain how this system would have impacted African American families for generations in their **Think Books**.

Below Discuss the sharecropping infographic on p. 283 of the Student Book and ensure that students understand the cycle as well as the impact. Have students create a list of key points to use in their writing.

ELL Using the infographic on p. 283 of the Student Book, have students create a new graphic using simplified language for the five boxes and giving it a new title. Lead a discussion on Reconstruction and have students make a list of what was unsuccessful from a newly freed African American's point of view.

Extending

Civics Have students create a display focusing on the accomplishments of African Americans during (and after) Reconstruction. Encourage students to include politicians, educators, and social workers who made a difference in people's lives. Have students include images of each person, as well as a brief biography highlighting each person's accomplishments. Have students display and present their work.



Lesson 7 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question.

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students' work by having each pair present a question and answer.

Writing Prompt

Have students select one of the following topics from lesson 7:

- sharecropping
- Compromise of 1877
- discrimination and violence against African Americans in the South

Have them write a brief essay about the negative effects of the chosen topic. Students should write two to three paragraphs and cite evidence from the Student Book to support their arguments.

Chapter 6 Review

Review Vocabulary

assassinate
black codes
blockade
citizenship
civil war
civilian
Confederacy
draft
emancipation
free state
fugitive
immigration
Jim Crow laws
Juneteenth
Lower South
poll tax
prejudice
Reconstruction
riot
secede
secondary source
sectionalism
segregation
sharecropping
slave state
tariff
Underground Railroad
Upper South

Materials

- Student Book
- Activity Sheet Chapter 6 Review
- Chapter 6 Test
- Think Book

Reading

Student Book pp. 284–285: chapter summary

Teaching

1. Have students work through **Activity Sheet Chapter 6 Review**. Allow them to use the Student Book and their **Think Books** as needed. 
2. **Summarizing and Assessing:** Review students' work:
 - a. Review answers to the activity sheet as a class.
 - b. Then divide students into groups. Ask each group to write two new questions, using the review sheet content. Model how to change a question form (for example, change a matching item to a short-answer question) as needed. 

Modifications for Differentiation

Above Have students write a description of each event for the Sequencing activity. Then assign each student a different lesson and have students summarize in writing what they feel is the most interesting part of the lesson. Have students present their summaries to the class.

Below Allow students to work with a partner or small group to complete **Activity Sheet Chapter 6 Review**. Answer questions and help students find the information in the Student Book and their **Think Books**. Simplify sentences as needed.

ELL Complete the activities as a group. Provide sentence frames and simplify sentences and ideas as needed. Use guiding questions to help students with the Sequencing activity and Short Answer section. Use visuals and Total Physical Response (TPR) to help students with concepts and content-specific words.

Teacher's Note

Online activities are available to supplement the chapter review.

Chapter Test

Distribute and administer the **Chapter 6 Test** (Student Handouts, pp. 129–133). Assist students as needed.

Chapter 6 Project

Newspaper through Time

Materials

- Student Book
- Project Checklist
- Project Evaluation
- Think Book
- coloring utensils
- large sheets of paper
- sample newspapers
- white paper



History



Critical
Thinking



Speaking &
Listening



Writing

Objectives

Students will be able to:

- Analyze important events from the nineteenth century.
- Write newspaper editorials to express different points of view.
- Illustrate historical events with drawings, graphs, or political cartoons.

Project Description

Students will choose important events described in the chapter and create a multi-page newspaper to illustrate facts and historical importance. The newspaper will report events from two different years of students' choosing, providing news articles, op-eds, and images for each year. Students will display and present their projects.

Teacher's Note

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects. For more on evaluating the chapter projects, see p. xxvii.

Instructions and Suggestions

Day 1

1. Put students in groups of four.
2. Instruct students to choose two important events from chapter 6 in the Student Book.
 - a. Explain that they are allowed to choose any two events from the years 1820–1877, but that the events they choose must be from different years.
 - b. Allow students time to look through their **Think Books** and the Student Book.



3. Have students convene with their group members and share their choices.
 - a. Have the groups make a list of each member's choices in their Think Books.
 - b. Then, have the groups narrow down the list to two events for the project. Remind them that the events must have taken place during different years.
4. Once groups have finalized their two events/years, have students research other events that took place in the same year (or had recently happened). At the end of the day, groups should have chosen two years, and for each year, they should identify one major event and an additional event on which to base their newspaper.

Day 2

1. Have students get in their groups and explain that the newspaper will have one page dedicated to each year that they chose. 
 - a. For each year, the newspaper should have an article about the main event, an article about a second event, an op-ed piece, and an image. Explain that the image can be a drawing, graph, or political cartoon.
 - b. Show students sample newspapers and discuss layouts, and then distribute a newspaper to each group so that students may reference it when drafting their newspapers.
2. Assign roles within the groups.
 - a. The roles for this project are as follows:
 - Writing an article about the main news story
 - Writing an article about another news story
 - Writing an op-ed about one of the events covered
 - Creating an image for the newspaper
 - b. Switch the roles so that students do not perform the same role for each year of the newspaper.
3. Have students write rough drafts on white sheets of paper for each year and remind students that each article, op-ed, and image should have a headline or title.

4. Have group members work together to edit and revise the rough drafts.

Day 3

1. Distribute large, newspaper-sized pieces of paper and coloring utensils to the groups.
2. Have groups create their final newspaper drafts in a newspaper format. Distribute sample newspapers again for reference.
3. Have students display and present their newspapers to the class during a gallery walk.



Modifications for Differentiation

Above Have students create an advertisement to add to their newspapers. The advertisement could be for a product that was new or important during the time period, such as photography, steamboat service, telegraph lines, or ironclads. Instruct students to create an illustration to go with their ads.

Below Help students to organize their notes and information to answer questions about one event from each year. Have students use the 5 Ws as a means to structure their work. This will guide their participation in writing one article and creating one political cartoon.

ELL Discuss the image on p. 266 of the Student Book with students. Help them to understand the sweep of change that took hundreds of years to occur. Ask them to create an image or a political cartoon depicting Harriet Tubman in 1865 when she learned that slavery was over. Provide these students with some key data and information pulled from the chapter on the number of slave states and free states over time. Have them design a graphic to represent the data and write a title for the graphic.

Rubric

See **Project Evaluation** (Student Handouts, p. 135).

Answer Keys

Answer Keys

Introduction

Activity Sheet
1a
1 of 2

Name _____ Date _____

Using the Student Book

Read the clues below and find answers for each.

Index Clue	Image Clue	Contents Clue	Answer
Use the Index to find all the pages that mention Philadelphia.	From the pages that mention Philadelphia, find the one that has a painting with George Washington and Benjamin Franklin in it.	Use the Contents to find out which chapter that page is in. What is the chapter title?	How Did the 13 Colonies Become the United States?

Maps List Clue	Reading Clue	Index Clue	Answer
Use the Maps list to find the map entitled Pioneer Trails.	On the page with that map, find the name of the treaty described at the bottom of the page.	Look in the Index for the state named in the treaty. Turn to the first page that mentions that state in the Student Book. Which people lived in that state?	Northwest people

Contents Clue	Reading Clue	Glossary Clue	Answer
Use the Contents to find the pages with the Biography Gallery entitled "People in the Colonial Period."	Find the biography of Elizabeth Key Grinstead. Look at the last word of her biography.	Find that word in the Glossary. What is the last vocabulary word on that page?	commodity

Nystrom Young Citizens
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Continued on the next page
Introduction Chapter

Chapter 1

Activity Sheet
1a

Name _____ Date _____

Living with the Land

Natural Resource	How did humans use the natural resource?	What is a specific example of American Indians using the natural resource?
Plants and berries	Food Dyes	Arctic people gathered wild plants to eat during summer months.
Stone	Arrowheads, tools, landmarks	Answers will vary, but may include the Inuit made stone landmarks called inuksuit.
Wood	Shelter, fire, bows and arrows, baskets, canoes	Answers will vary, but may include the Inuit used cedar trees to make canoes and baskets.
Animals	Food, clothing, shelter, rope, tools, bows and arrows, pets	Answers will vary, but may include the Inuit survived by hunting and fishing for food; they also made tents of animal skins.
Answers will vary, but may include water/ice, fish, clay, or soil.	Answers will vary.	Answers will vary.

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Chapter 1 • Lesson 1

Chapter 1 Review

Activity Sheet
1b

Name _____ Date _____

Summarizing Great Civilizations

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Chapter 1 • Lesson 2

Chapter 1 Review
1 of 4

Name _____ Date _____

Map Skills
 Examine each map listed below. Summarize in two to three sentences what each map represents.

- Earliest Routes to North America (page 12)**
 Answers will vary. Students might write that this map represents the possible routes of human migration around 16,000 BCE; the coastline was different, and glaciers allowed for people to move slowly across regions that are no longer available today.
- People of the Early Civilizations (page 20)**
 Answers will vary. Students might write that this map shows people who lived in the Americas.
- Maya, Aztec, and Inca Territory (page 26)**
 Answers will vary. Students might write that this map represents different Central and South American empires.
- Ancestral Pueblos and Mississippian (page 28)**
 Answers will vary. Students might write that this map represents different cultures present in North America between 900 and 1450; trade routes connected different people of the Americas; people along the Mississippi River built mounds; people in the American Southwest built pueblo settlements.
- American Indian Cultures (page 29)**
 Answers will vary. Students might write that this map represents different cultures throughout North America; people had different cultures and types of shelters; different regions had distinct cultures.

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Chapter 1 • Review

Chapter 1 Review

Name _____ Date _____

Matching

Match each natural resource with one item from the box that the resource could be used for. Add another item that the natural resource could be used for, either from the box or from your knowledge of American Indian cultures. Answers may be used more than once.

pottery dyes baskets clothing weapons

1. Trees

Answers may include baskets, shelter, and weapons.

2. Stone

Answers may include weapons and landmarks.

3. Plants (other than trees)

Answers may include dyes and food.

4. Clay

Answers may include pottery and religious figurines.

5. Animal Skin/Bones

Answers may include clothing, shelter, and weapons.

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Chapter 1 • Review

Chapter 1 Review

Name _____ Date _____

Fill-in

Fill in the sentences with the correct American Indian group from the word bank.

Maya Inca Ancestral Pueblo
Aztec Mississippian Haudenosaunee

- The Inca lived in the city of Cuzco, high in the Andes Mountains of Peru, and they also built impressive bridges.
- The Ancestral Pueblo people settled in regions covering what is today southern Utah, southwestern Colorado, northwestern New Mexico, and northern Arizona. They built cliff dwellings to protect them from bad weather.
- The Maya cut huge stones from the earth to build large monuments and pyramids. They also studied the stars, sun, and moon and became great astronomers.
- The Mississippian period started around 1000 CE, when people built mounds across much of the southeastern United States. These people founded Cahokia, the largest city in North America at the time.
- The capital city of the Aztec Empire was Tenochtitlán. The government was a monarchy where the emperor was the main ruler.
- Together with some other elders, the Great Peacemaker helped create a political system called the Haudenosaunee Confederacy.

Nystrom Young Citizens

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Chapter 1 • Review

Chapter 1 Review

Name _____ Date _____

Short Answer

Write two to three sentences to answer each of the following questions.

1. What are some of the advantages and disadvantages of agriculture?

Answers will vary, but students should mention that agriculture allowed people to settle in one location; a stable food supply allowed people to specialize in other professions, enabling the growth of civilizations; agriculture depleted the soil and was hard on the environment; and the growth of agriculture led to less equal societies.

2. What are the three sisters? Why are they important?

The three sisters are corn, beans, and squash. The three sisters help each other grow by providing support (corn), adding chemicals to the soil (beans), and stopping weeds (squash). They are important because they were the staple crops in the growth of American Indian agriculture.

3. What is the Great Law of Peace?

The Great Law of Peace was an agreement between different American Indian nations of northeastern North America. The Great Law of Peace established the Haudenosaunee Confederacy, in which the Mohawk, Oneida, Cayuga, Seneca, and Onondaga groups joined together as an alliance.

Nystrom Young Citizens

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Chapter 1 • Review

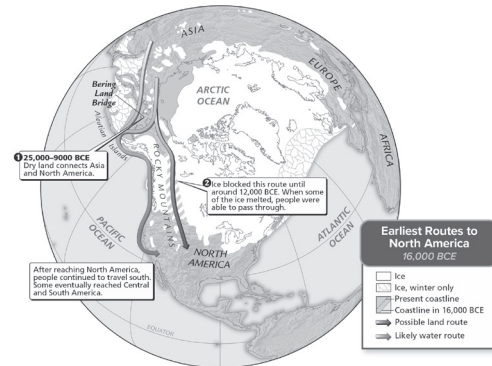
Chapter 1 Test

Chapter 1 Test

Name _____ Date _____

Map Skills

Examine the map below. Summarize in two to three sentences what this map represents.



Answers will vary. Students might write that this map represents the possible routes of human migration around 16,000 BCE. The coastline was different, and glaciers allowed for people to move slowly across regions that are no longer available today.

Nystrom Young Citizens

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Chapter 1 • Test

Chapter 1 Test

Name _____ Date _____

Matching

Match each description with the correct American Indian group.

Maya	Aztec	Inca
Mississippian	Ancestral Pueblo	Haudenosaunee

- They established the capital city of Cuzco, high in the Andes Mountains of Peru.
Inca
- They built shelters into the side of cliffs, which kept them protected against heavy wind and bad weather.
Ancestral Pueblo
- They founded Cahokia, the largest city in North America about 1,000 years ago.
Mississippian
- They cut huge stones from the earth to build large pyramids.
Maya and Aztec (both are correct)
- Their capital city was Tenochtitlán.
Aztec
- They studied the stars, sun, and moon and became great astronomers.
Maya and Aztec (both are correct)
- They were a united confederacy of American Indian nations in what is now the northeastern United States.
Haudenosaunee
- They built impressive bridges over water high in the mountains.
Inca
- They built mounds across much of what is now the southeastern United States.
Mississippian
- They settled in regions covering what is today southern Utah, southwestern Colorado, northwestern New Mexico, and northern Arizona.
Ancestral Pueblo

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Chapter 1 • Test

Chapter 1 Test

Name _____ Date _____

Short Answer

Write two to three sentences to answer each of the following questions.

- The three sisters were very important to the survival and growth of many of the early American Indian civilizations. What are they? Why were they so important?

The three sisters are corn, beans, and squash. The three sisters help each other grow by providing support (corn), adding chemicals to the soil (beans), and stopping weeds (squash). They are important because they were the staple crops in the growth of American Indian agriculture.

- How did American Indians use natural resources to meet their needs? Give two examples of natural resources they used and what they were used for.

Answers will vary. Students might discuss how American Indians used trees/wood, stones, plants, clay, and animal skins and bones to make things like shelter, weapons, tools, clothing, etc.

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Chapter 1 • Test

Chapter 2

Activity Sheet

2a

Name _____ Date _____

The Age of Exploration

Causes of European Explorations	Effects of European Explorations
Europeans were introduced to goods from around the world during the Crusades.	Europeans conquered most of North and South America.
Land routes to Asia were slow, and goods became expensive along the way.	Many goods were traded among Europe, Africa, and the Americas, and the system of trade from one side of the Atlantic Ocean to the other became known as the Columbian Exchange.
Advances in technology made sea travel easier and faster.	Diseases and fighting killed many American Indians.
	Many American Indians were enslaved.
	Enslaved Africans were sold to colonies in the Americas.

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Chapter 2 • Lesson 1

Activity Sheet

2c

Name _____ Date _____

Comparing Perspectives



This Spanish engraving from 1737 shows Father Antonio Margil de Jesús (center). He was the Spanish founder of missions in what would eventually become Texas. Father Margil is shown here preaching to American Indians.

Whose perspective is shown?

This engraving was made from a Spanish perspective.

Describe the actions of the American Indians in the artwork.
Answers will vary but may include praying and acting respectfully.

Describe the actions of the Spanish person in the artwork.

Answers will vary but may include leading a prayer, being the center of attention, and demanding respect.



This American Indian drawing from approximately 1600 shows a Spanish conquistador (right) in Peru. The conquistador is beating a young Incan (bottom) as his mother (left) begs for mercy.

Whose perspective is shown?

This is drawn from an American Indian perspective.

Describe the actions of the American Indians in the artwork.
Answers will vary but may include being beaten and begging for mercy.

Describe the actions of the Spanish people in the artwork.

Answers will vary but may include being cruel, being bullies, and taking advantage of American Indians.

Continued on the next page

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Chapter 2 • Lesson 2

Comparing Perspectives

Continued from the previous page

Compare and contrast the two images from the previous page.

1. What are some similarities?

Both images show American Indians and Spanish people. The Spanish appear to be in a position of power in each image.

2. What are some differences?

In the first image, the American Indians appear to respect the Spanish priest; in the second image, the American Indians fear the conquistador. In the first image, there is no violence; in the second image, the conquistador is beating an American Indian.

The Origins of Jamestown Colony

I am: **Pocahontas**

I did: Answers will vary but might include that she married John Rolfe in 1614, which led to a period of peace and prosperity between American Indians and colonists.

I think: Answers will vary but might include that she wanted to help the settlers in Jamestown.

I am: **Anne Burras**

I did: Answers will vary but might include that she was one of the first female settlers in Jamestown, had the first wedding in the colony, and raised a family there.

I think: Answers will vary but might include that she looked forward to setting up a home and starting a family in Jamestown.

I am: **Wahunsenacawh**

I did: Answers will vary but might include that he led the Powhatan Indians and wanted to make a deal with John Smith and the colonists.

I think: Answers will vary but might include that he wanted to form an agreement with settlers and make Jamestown part of his nation.

I am: **John Smith**

I did: Answers will vary but might include that he organized and led Jamestown Colony, mapped the area, and had a relationship with the Powhatan Indians.

I think: Answers will vary but might include that he wanted Jamestown to succeed and hoped to inspire settlers to work hard and get along with the Powhatan.

The Virginia Company Pamphlet

Read the text and answer the questions that follow.

Background: The American Indians in Virginia grew a kind of tobacco the colonists found to be bitter. In 1612, John Rolfe brought a different variety, which Europeans preferred, from the West Indies. He sent about 2,600 pounds of it to England. It was soon in great demand. By 1617, Virginia had already sent 20,000 pounds to England. It was this crop that finally gave colonists a source of wealth they could thrive on. However, growing tobacco was soon all the colonists seemed interested in. It wore out the soil quickly, so settlers had to expand to new lands rapidly and continually. When Samuel Argall arrived in Jamestown in 1617 to serve as the deputy governor, he witnessed the conditions in Jamestown. His observations were written down in a book about Virginia.

Original Document

In James towne he found but five or six houses, the Church downe, the Palizado's broken, the Bridge in pieces, the Well of fresh water spoiled; the Store-house they used for the Church; the market-place, and streets, and all other spare places planted with Tobacco. . . . [T]he Colonie dispersed all about, planting Tobacco.

Adapted Version

In Jamestown, he found only five or six houses. The church had fallen down, the palisades were broken, the bridge was in pieces, the freshwater well was spoiled. The inhabitants used the storehouse for a church. The marketplace, streets, and all other spare places were planted with tobacco. . . . The colony had spread out all over with settlers planting tobacco.

Source: Lyon Gardiner Tyler, ed., *Narratives of Early Virginia, 1606–1625* (New York: Charles Scribner's Sons, 1907), 330.

1. What kind of primary source is presented?

The source is a book (or text).

2. What information does it provide?

It describes the condition of Jamestown Colony in 1617.

The Virginia Company Pamphlet

Continued from the previous page

3. Whose perspective does it show? What do we know about this person?

It is from the perspective of Samuel Argall. He came to Jamestown to serve as the deputy governor.

4. Choose one word to describe Jamestown based on this primary source account. Explain your choice.

Answers will vary.

5. What was most important to the colonists of Jamestown? How do you know?

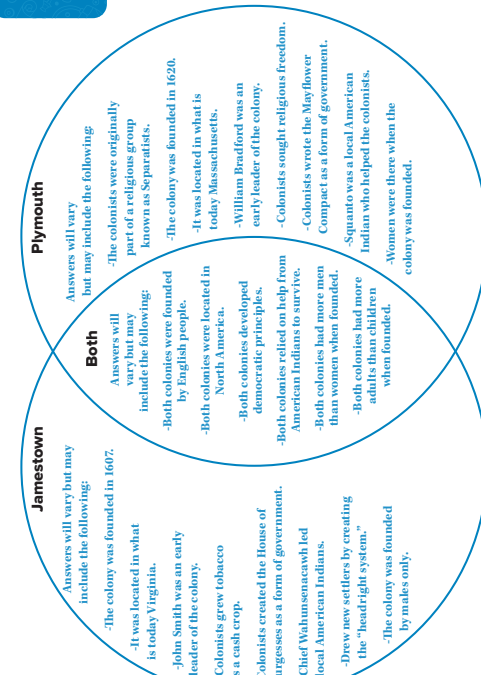
Answers will vary, but students should describe how tobacco dominated life in Jamestown in 1617. They might mention that tobacco was planted everywhere in the colony, even while the colony was in disrepair.

Three Facts and Three Questions

Case Study: Squanto

Three Facts	Three Questions
1. He came from: Answers will vary but may include the following: • He came from the Patuxet tribe. • He came from captivity in England. • He came from Massasoit's village in Massachusetts.	Write a question that a Wampanoag Indian from the 1600s might ask Squanto. Answers will vary.
2. He went to: Answers will vary but may include the following: • He went to England when he was captured and sold into slavery in 1614. • He went to the United States in 1619 and settled with the Wampanoag in Massachusetts. • He went to Plymouth in Massachusetts.	Write a question that a settler of Plymouth Colony from the 1600s might ask Squanto. Answers will vary.
3. He was known for: Answers will vary but may include the following: • He spoke English well. • He helped the Plymouth colonists negotiate treaties. • He worked as an interpreter.	Write a question that you would ask Squanto if you could talk to him. Answers will vary.

Drawing Conclusions

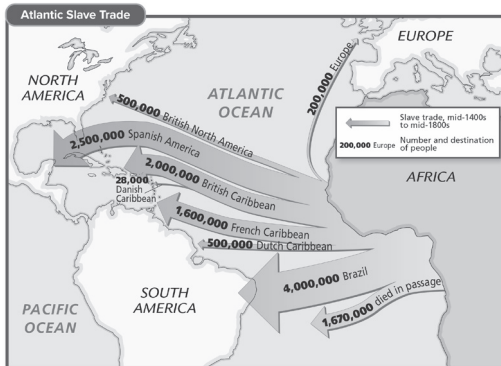


Chapter 2 Review

Chapter 2 Review
1 of 5

Map Skills

Use the map to answer the questions.



- What area was a main destination for enslaved people from Africa during the Atlantic slave trade, between the mid-1400s and mid-1800s?
 - the southern tip of South America
 - the Caribbean/Central America**
 - Asia
 - Australia
- How many enslaved Africans were sent to Brazil between the mid-1400s and the mid-1800s?
 - 500,000
 - 1,000,000
 - 2,500,000
 - 4,000,000**

Continued on the next page

Chapter 2 Review
2 of 5

Map Skills (continued)

- How many enslaved Africans were sent to British North America between the mid-1400s and mid-1800s?
 - 49,400
 - 200,000
 - 90,000
 - 500,000**
- What conclusion can be drawn from this map?
 - Many enslaved Africans were forcibly sent to the Americas.**
 - The slave trade did not begin until after 1650.
 - Most enslaved Africans were captured in villages.
 - A law outlawed the slave trade in 1650.

Sequencing

Put the following events in the order in which they occurred by numbering them 1–7.

- Colonists established Jamestown in what is today Virginia.
- Christopher Columbus began his voyage.
- Magellan's crew finished sailing around the globe.
- Pilgrims created the Mayflower Compact.
- The first Africans were brought to Jamestown and sold.
- Cortés conquered the Aztec Empire.
- The Spanish established the city of St. Augustine in what is now Florida.

Chapter 2 Review

Name _____ Date _____

Fill-in

Fill in the sentences with the correct words from the word bank.

Columbian Exchange	conquistadors	missions	plantations
Wampanoag	Montezuma	Atahualpa	House of Burgesses
tobacco	Separatists	charter	Mayflower Compact

- The working and living conditions of enslaved Africans only got worse as large plantations in the West Indies grew.
- The system of transferring plants, animals, and diseases from one side of the Atlantic Ocean to the other became known as the Columbian Exchange.
- Many Spanish explorers made their way to the Americas. These men were called conquistadors, since their primary purpose was to conquer land for Spain.
- The Spanish set up Christian missions to convert native people to Christianity and to introduce them to Spanish culture.
- The Pilgrims believed they must break away from the Church of England in order to make the changes they wanted. They became known as Separatists.
- In 1619, the Virginia Company created a group of government representatives called the House of Burgesses.
- Montezuma was the leader of the Aztec Empire.
- Atahualpa was the leader of the Inca Empire.
- Although the settlers at Jamestown did not find gold, they found wealth in the form of tobacco.
- The native people living in the lands surrounding Plymouth were the Wampanoag.

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Chapter 2 • Review

Chapter 2 Review

Name _____ Date _____

Short Answer

Write two to three sentences to answer each of the following questions.

- Why did Europeans want to find a water route to Asia?

Europeans wanted access to Asian trade goods such as porcelain, spices, and tea.
Land routes were very long and dangerous.

- What were the early interactions between American Indians and Europeans like? Give specific examples.

Answers will vary but may include the following: Early interactions between American Indians and Europeans were sometimes friendly. Other times, there were conflicts over land. Though Columbus felt American Indians "would be good servants," other Europeans, such as Cabeza de Vaca and Bartolomé de Las Casas, asked European leaders for better treatment of American Indians. Sadly, things rarely improved in regard to the treatment of American Indians. Many American Indians died of diseases brought by Europeans.

- How were the English settlements at Jamestown and Plymouth similar? How were they different?

Answers will vary but may include the following: Jamestown was settled in 1607 as a business venture; it began in what is today Virginia; and colonists grew tobacco and created the House of Burgesses in Jamestown. Plymouth was settled in 1620 in what is today Massachusetts by Separatists looking to break away from Church of England, and Plymouth colonists wrote the Mayflower Compact. Both Jamestown and Plymouth were English settlements in North America; each faced difficulties in the early years; and each colony established relations with local American Indians.

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Continued on the next page

Chapter 2 • Review

Chapter 2 Review

Name _____ Date _____

Short Answer

- What was the Mayflower Compact? Why was it important?

The Mayflower Compact was a social contract written by settlers in Plymouth Colony. Settlers agreed to work together and establish a government based on fair and equal laws. It is an early example of American democratic ideas.

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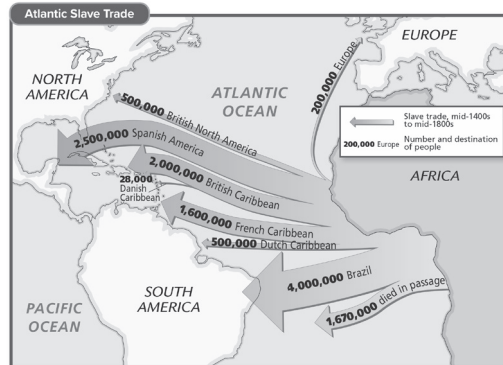
Chapter 2 • Review

Chapter 2 Test

Name _____ Date _____

Map Skills

Use the map to answer the questions.



- What area was a main destination for enslaved people from Africa during the Atlantic slave trade?
 - Eastern Europe
 - Asia
 - ☒ Central and South America
 - Australia
- How many enslaved Africans were sent to the British Caribbean between the mid-1400s and the mid-1800s?
 - 500,000
 - 1,000,000
 - ☒ 2,000,000
 - 2,500,000

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Continued on the next page

Chapter 2 • Test

Chapter 2 Test

2 of 4

Name _____ Date _____

Map Skills (continued)

3. How many enslaved Africans were sent to Spanish America between the mid-1440s and the mid-1800s?
 - a. 500,000
 - b. 1,000,000
 - c. 2,000,000
 - d. 2,500,000**
4. What conclusion can be drawn from this map?
 - a. While some enslaved Africans were sent to Europe, many more were sent to North, Central, and South America.**
 - b. No enslaved people died in passage.
 - c. Slavery was outlawed in 1650.
 - d. The slave trade only involved British colonies in North America.

Sequencing

Put the following events in the order in which they occurred by numbering them 1–5.

- 3 Colonists established Jamestown.
- 1 Christopher Columbus began his voyage.
- 5 The Mayflower Compact was formed.
- 4 The first Africans were brought to Jamestown and sold as enslaved people.
- 2 Spanish conquistadors conquered the Aztec Empire.

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Chapter 2 • Test

Chapter 2 Test

3 of 4

Name _____ Date _____

Fill-in

Fill in the sentences with the correct words from the word bank.

Columbian Exchange	conquistadors	missions	plantations
Wampanoag	Montezuma	Atahualpa	House of Burgesses
tobacco	Separatists	charter	Mayflower Compact

1. The working and living conditions of enslaved Africans only got worse as large plantations in the West Indies grew.
2. The system of transferring plants, animals, people, and diseases from one side of the Atlantic Ocean to the other became known as the Columbian Exchange.
3. Many Spanish explorers made their way to the Americas. These men were called conquistadors, since their primary purpose was to conquer land for Spain.
4. The Spanish set up Christian missions to convert native people to Christianity and to introduce them to Spanish culture.
5. Some people believed they must break away from the Church of England in order to make the changes they wanted. They became known as Separatists.
6. In 1619, the Virginia Company created a group of government representatives called the House of Burgesses.

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Chapter 2 • Test

Chapter 2 Project Plan

Chapter 2 Test

4 of 4

Name _____ Date _____

Short Answer

Write two to three sentences to answer each of the following questions.

1. Why did Europeans want to find a sea route to Asia?
Europeans wanted access to Asian trade goods such as porcelain, rugs, and tea.
The land route was very long and dangerous.
2. How were the English colonies of Jamestown and Plymouth similar and different?
Answers will vary but may include the following: Jamestown was settled in 1607 as a business venture; it began in what is today Virginia; and colonists grew tobacco and created the House of Burgesses. Plymouth was settled in 1620 in what is today Massachusetts by Separatists looking to break away from the Church of England, and Plymouth colonists wrote the Mayflower Compact. Both Jamestown and Plymouth were English settlements in North America; each faced difficulties in the early years; and each colony established relations with local American Indians.
3. What were the early interactions between American Indians and Europeans like? Give specific examples.
Answers will vary but may include the following: Early interactions between American Indians and Europeans were sometimes friendly. Other times, there were conflicts over land. Europeans such as Cabeza de Vaca and Bartolomé de Las Casas asked European leaders for better treatment of American Indians, but things rarely improved. Many American Indians died of diseases brought by Europeans.

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Chapter 2 • Test

Project Plan

1 of 2

Name _____ Date _____

Find important people, places, and events from the chapter. You can use the Student Book, your Think Books, and any other material from the chapter to help you. For each detail that you chose, write a short description of the person, place, event, or quote. Explain why it is important in history. On the next page, you will write a quiz question for each person, place, event, and quote that you chose.

1. Choose at least three interesting or important people.
Answers will vary but may include John Smith, Vasco da Gama, Pocahontas, Mary Chilton.
2. Choose at least two interesting or important places.
Answers will vary but may include Jamestown, Plymouth Rock, Tenochtitlán.
3. Choose at least four interesting or important events.
Answers will vary but may include Christopher Columbus arrives in the Americas in 1492; Ferdinand Magellan finds a Northwest Passage in 1519; Jamestown is founded in 1607; Mayflower Compact is signed in 1620.
4. Choose at least one interesting quote.
Answers will vary but may include "It appears to me, that the people . . . would be good servants" (Christopher Columbus) and "After many difficulties in boisterous storms . . . we espied land which we deemed to be Cape Cod" (Edward Winslow).

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Chapter 2 • Project Plan

Chapter 3

Activity Sheet

3a
1 of 4

Name _____ Date _____

Attracting Settlers to the Colonies

Physical Feature Analysis Sheet

Examine your map and record what you see in the chart below.

Physical Features (rivers, mountains, etc.)	New England: Appalachian Mountains, Connecticut River, Merrimac River, Penobscot River, Long Island Sound, Atlantic Ocean, Green Mountains, White Mountains Middle: Lake Ontario, Mohawk River, Hudson River, Susquehanna River, Delaware River, Long Island Sound, Delaware Bay, Atlantic Ocean, Appalachian Mountains, Catskill Mountains, Pocono Mountains, Long Island Southern: Appalachian Mountains, Blue Ridge Mountains, James River, Altamaha River, Savannah River, Santee River, Pee Dee River, Cape Fear River, Neuse River, Roanoke River, Potomac River, Chesapeake Bay, Albemarle Sound, Pamlico Sound, Outer Banks, Cape Hatteras, Atlantic Ocean, Piedmont Plateau
Existing Settlements (forts, towns, cities)	New England: Number 4, Fort Dummer, Fort Massachusetts, Fort Saybrook, Stage Fort, Falmouth (Portland), Rumford (Concord), Portsmouth, Exeter, Gloucester, Boston, Salem, Springfield, Provincetown, Plymouth, Providence, Acushnet (New Bedford), Nantucket, Newport, Hartford, New London, New Haven Middle: Fort George, Fort Herkimer, Fort Hunter, Fort Half-Moon, Fort Bingham, Fort Franklin, Schenectady, Albany, New York City, Perth Amboy, Trenton, Burlington, Dover, New Castle, Wilmington, Philadelphia, Lancaster, York Southern: Fort Frederica, Fort Johnson, Fort Moore, Fort Johnston, Fort Granville, Harness' Fort, Fort Mount Pleasant, Hager's Fort, Baltimore, Annapolis, St. Mary's, Richmond, Jamestown, Williamsburg, Norfolk, Charlotte, New Bern, Wilmington, Camden, Augusta, Charles Town, Savannah

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Chapter 3 • Lesson 1

Activity Sheet

3a
2 of 4

Name _____ Date _____

Attracting Settlers to the Colonies

Physical Feature Analysis Sheet

Examine your map and record what you see in the chart below.

American Indian Nations (neighboring tribes)	New England: Mohegan, Mohawk, Iroquois, Algonkin, Passamaquoddy, Penobscot, Abenaki, Pennacook Middle: Susquehannock, Seneca, Cayuga, Iroquois, Onandaga, Oneida, Mohawk, Delaware, Manahoeac, Mohegan, Erie Southern: Muskogee (Creek), Apalachee, Guale, Casabo, Chickasaw, Yuchi, Cherokee, Catawba, Tutelo, Shawnee, Moneton, Mahanoeac, Nanticoke
Other (What else do you see?)	New England: Answers will vary but may include several lakes, a neighboring European colony (New France) and an area that was partially claimed by a Middle colony (New York). Middle: Answers will vary but may include several lakes and a neighboring European colony (New France). Southern: Answers will vary but may include several other rivers and two neighboring European colonies (New France and the Spanish colony of Florida)

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Chapter 3 • Lesson 1

Activity Sheet

3a
3 of 4

Name _____ Date _____

Attracting Settlers to the Colonies

Land Use Analysis Sheet

Examine your map and record what you see in the chart below.

Farming (crops)	New England: mixed farming Middle: mixed farming, wheat Southern: mixed farming, wheat, tobacco, rice, indigo
Making & Selling (goods and industry)	New England: crafts and shops, iron making, ship building Middle: crafts and shops, iron making, ship building Southern: crafts and shops, iron making, ship building
Natural Resources (resources and uses)	New England: fur trapping, fishing, whaling, forestry Middle: fur trapping, fishing, forestry Southern: fur trapping, forestry
Other (What else do you see?)	New England: Answers will vary but may include that a large portion of its economy depended on coastal activities, mixed farming and fishing were the largest industries, and the southern half of the colonial region was settled by colonists, while the northern half was not. Middle: Answers will vary but may include that iron making was one of the biggest industries in the Middle colonies, land use was focused in the southeastern part, and the eastern half of the colonial region was settled by colonists, while the western half was not. Southern: Answers will vary but may include that craft stores and shops were more frequent in the northern region, indigo was produced heavily in the southern region, forestry and growing rice were common near the coast, and the eastern half of the colonial region was settled by colonists, while the western border was not

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Chapter 3 • Lesson 1

Activity Sheet

3a
4 of 4

Name _____ Date _____

Attracting Settlers to the Colonies

YOUR TICKET TO THE BRITISH COLONIES

A merchant has agreed to pay your passage to the colonies in North America as long as you agree to work off the cost. You will work for the merchant until your debt is paid off. Rank the colonial regions based on your personal preferences. Indicate the number 1 for your first choice, 2 for your second choice, and 3 for your last choice.

_____ New England colonies
_____ Middle colonies
_____ Southern colonies

Describe in detail why a certain region was your first choice and why the others were not.

Answers will vary.

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Chapter 3 • Lesson 1

Cause and Effect: Cultures Collide

Cause: European colonists settled in the Americas, on or near American Indian lands.

Effects:

Answers will vary but may include the following: One effect was the spread of infectious diseases to American Indians. There were conflicts over land. Such conflicts led to King Philip's War. Trade began between the groups.

Cause: Enslaved Africans were brought to the Americas as unpaid laborers.

Effects:

Answers will vary but may include the following: Enslaved people were treated very poorly. The American economy grew. Some people opposed slavery. Enslaved Africans brought aspects of their culture to the Americas.

Cause: North America's eastern coast had harbors, areas with a warm climate, and many natural resources.

Effects:

Answers will vary but may include the following: People wanted to settle the area. Good harbors made trade easier. Agriculture benefitted from areas with a warm climate. The economy of the 13 colonies grew.

Cause: Trade occurred between different continents.

Effects:

Answers will vary but may include the following: Enslaved Africans were brought to the Americas. Goods moved between continents. The American South became a major exporter to Britain.

A Colonial Education

Station: Reading and Writing

The following exercises come from *The New-England Primer*, a schoolbook that was used by children in colonial New England. Read the words in each table. Fill in the blanks by breaking the words into syllables. Separate each syllable with a hyphen (-).

Words of Two Syllables	Syllable Divisions
decent	de-cent
father	fa-ther
kingdom	king-dom
nature	na-ture
obey	o-bey
Words of Three Syllables	Syllable Divisions
calendar	ca-len-dar
liberty	li-ber-ty
punishment	pu-nish-ment
unity	u-ni-ty
wickedness	wick-ed-ness
Words of Four Syllables	Syllable Divisions
accompany	ac-com-pa-ny
ceremony	ce-re-mo-ny
everlasting	e-ver-last-ing
mortality	mor-ta-li-ty
understanding	un-der-stand-ing

1. What did you learn at this station?

I learned to break words into syllables.

2. Why was this skill useful in colonial New England?

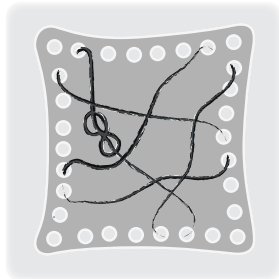
Answers will vary but may include this skill improves reading, writing, and speaking.

A Colonial Education

Station: Sewing and Weaving

Use the following steps to practice your sewing and weaving skills:

- Stick the yarn through one hole and tie a simple knot.
- Lead the yarn through another hole, then another. Go up through one, down through the next, and so on.
- Make an interesting design or pattern with the yarn.
- Tie the yarn once you have finished your sewing.



1. What did you learn at this station?

I learned basic sewing and weaving skills by leading yarn through holes.

2. Why was this skill useful in colonial New England?

Answers will vary but may include sewing skills helped people make and fix clothing, or weaving skills helped people make things like baskets and other useful household materials.

A Colonial Education

Station: Knot-Tying

Sailor apprentices and fishers needed to know how to tie knots. Follow the steps to learn how to tie square knots and figure-eight knots:

Square Knot (use two ropes)	Figure-Eight Knot (use one rope)
1.	1.
2.	2.
3.	3.
4.	4.
5.	
6.	

1. What did you learn at this station?

I learned to tie two different styles of knots.

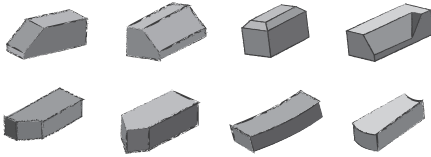
2. Why was this skill useful in colonial New England?

Answers will vary but may include sailors and fishers would have needed to know how to tie knot, or because shipbuilding and fishing were such important parts of the economy, this skill was useful for finding work.

A Colonial Education**Station: Brickmaking**

Bricks were needed to build structures and housing in New England.

- Mold the material to create one of the bricks below.
- Use a ruler or other straight-edged object to smooth out the sides.
- Build as many other styles of bricks as you can.



1. What did you learn at this station?

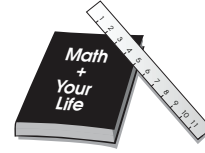
I learned how to shape different styles of bricks.

2. Why was this skill useful in colonial New England?

Answers will vary but may include bricks were used to build houses and other structures in colonial New England, or knowing how to make different styles of bricks would ensure a sturdy house.

Measuring Money

How tall is a stack of 1,000,000 dollar bills? It would cost a lot to stack up a million actual dollars so let's start with a smaller stack. To determine the size of 100 bills, you can measure a stack of 100 dollars of play money or pieces of paper. You could also just measure the height of 100 pages in a book.



Once you know the height of 100 dollar bills, you can use multiplication to find the height of 1000, 10,000, and finally 1,000,000. You may be surprised about the height of \$1,000,000. How many dollar bills would you need to stack as high as the Empire State Building in New York City?

Number of Bills	Height
100	1 inch
1000	10 inches
10,000	100 inches=8 feet, 4 inches
100,000	1,000 inches=83 feet, 4 inches
1,000,000	10,000 inches=833 feet, 4 inches

▼ **Chapter 3 Review****Matching**

Match the descriptions from the box with the correct colonial region.

Immigrants from France, Belgium, Sweden, and Finland bring religious tolerance.

Harvard College is founded as the first higher education school.

The House of Burgesses is the first democratically elected legislature in the Americas.

Philadelphia is founded as the "City of Brotherly Love."

Tobacco farming brings big profits through exports.

Puritans control the government.

New England Colonies	Harvard College is founded as the first higher education school. Puritans control the government.
Middle Colonies	Immigrants from France, Belgium, Sweden, and Finland bring religious tolerance. Philadelphia is founded as the "City of Brotherly Love."
Southern Colonies	Tobacco farming brings big profits through exports. The House of Burgesses is the first democratically elected legislature in the Americas.

Vocabulary

Define the following words from the chapter. Then, use each in a sentence.

1. credit

Definition: money that is lent and can be repaid at a later time; sentences will vary.

2. triangular trade

Definition: a global economic trading system in which goods and people moved between Africa, Europe, and the Americas; sentences will vary.

3. indentured servant

Definition: a worker who agrees to work for a set amount of time in exchange for transportation, food, and housing costs; sentences will vary.

4. Great Awakening

Definition: a period in colonial American history when religious practices began to change; sentences will vary.

5. apprentice

Definition: someone who is learning a skill by working with an expert; sentences will vary.

6. Navigation Acts

Definition: series of British laws that restricted colonial American trade; sentences will vary.

7. direct democracy

Definition: a system of government in which the people vote and decide on all public issues and laws; sentences will vary.

8. tolerance

Definition: the willingness to respect or accept the customs, beliefs, or opinions of others; sentences will vary.

Chapter 3 Review

Name _____ Date _____

Map Skills (continued)

- What is something that was sent from the West Indies to Europe?
 - Gold
 - Sugar**
 - Rum
 - Manufactured goods
- Where were most enslaved people from Africa sent during the triangular trade?
 - North America and the West Indies**
 - Europe
 - Asia
 - East Africa
- Which continent was NOT involved in the triangular trade?
 - North America
 - Australia**
 - Africa
 - Europe
- What is one conclusion that can be drawn from this map?
 - Continents did not trade with each other during this time period.
 - Europe was not involved in the triangular trade.
 - People used airplanes to transport trade goods.
 - The triangular trade connected continents across the Atlantic Ocean.**

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Chapter 3 • Review

Chapter 3 Review

Name _____ Date _____

Short Answer

Write two to three sentences to answer each of the following questions.

- What is a direct democracy? Provide one example of direct democracy in colonial America.

Answers will vary but may include the following: Direct democracy is a system of government in which citizens can participate equally in the government. An example of this was the town meetings that began in colonial New England.

- How did American colonization impact American Indians throughout the American colonies?

Answers will vary but may include the following: Some American Indian groups worked with colonists, while some came into conflict with them over land. King Philip's War is a famous example of a conflict from the era. Both sides traded with each other. Several trading posts were established in the Middle Colonies. Some American Indians converted to Christianity as part of the Great Awakening.

- What is the difference between barter, cash, and credit?

Barter is used by people to trade something they have for something they want. Cash is money used by people to pay for goods. Credit is used by people to buy goods immediately and pay for them later.

- What were some effects of the development of slavery in colonial America?

Answers will vary but may include the following: People from Africa were forced to move to the Americas against their wills. The economy of the colonies grew, especially agriculture in the South. African Americans were forced to live and work in difficult conditions. Many enslaved people resisted slavery by escaping, slowing work, or starting slave rebellions.

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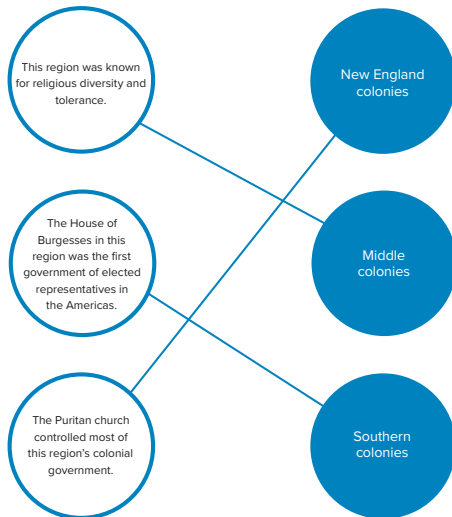
Chapter 3 Test

Chapter 3 Test

Name _____ Date _____

Matching

Draw a line between each description from the left to the colonial region it best describes.



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Chapter 3 • Test

Chapter 3 Test

Name _____ Date _____

Fill-in

Fill in the sentences with the correct words from the word bank.

credit	indentured servants	Navigation Acts	export
triangular trade	Great Awakening	direct democracy	tolerance
House of Burgesses	apprentices		

- Middle-class children would often work as apprentices, instead of going to school.
- The Navigation Acts added new laws about trade throughout the 1700s.
- Merchants often let colonists buy goods on credit and pay for them later.
- The House of Burgesses was the first democratically elected legislature in the Americas.
- Trade that carried people, goods, and diseases between the Americas, Africa, and Europe was known as the triangular trade.
- Indentured servants had to work in the American colonies for a set number of years in exchange for transportation costs, food, and clothing.
- One way to purchase things if you do not have cash is to use credit.
- The New England colonies held town meetings, which was a form of government known as direct democracy.

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Chapter 3 Test

4 of 5

Name _____ Date _____

Map Skills *(continued)*

- What is something that was sent from the Americas to Europe?
 - Gold
 - Manufactured goods
 - Rum
 - Sugar**
- Where were most enslaved people from Africa sent during the triangular trade?
 - Europe
 - North America and the West Indies**
 - East Africa
 - Asia
- Which continent was NOT involved in the triangular trade?
 - Australia**
 - Africa
 - North America
 - Europe
- What is one conclusion that can be drawn from this map?
 - Europe was not involved in the triangular trade.
 - The triangular trade connected continents across the Atlantic Ocean.**
 - Continents did not trade with each other during this time period.
 - People used airplanes to transport trade goods.

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Chapter 3 • Test

Chapter 3 Test

5 of 5

Name _____ Date _____

Short Answer

Write two to three sentences to answer each of the following questions.

- What is a direct democracy? Provide one example of direct democracy in colonial America.
Answers will vary but may include the following: Direct democracy is a system of government in which citizens can participate equally in the government. An example of this was the town meetings that began in colonial New England.
- What is the difference between barter, cash, and credit?
Barter is used by people to trade something they have for something they want. Cash is money used by people to pay for goods. Credit is used by people to buy goods immediately and pay for them later.
- What were some effects of the development of slavery in colonial America?
Answers will vary but may include the following: People from Africa were forced to move to the Americas against their wills. The economy of the colonies grew, especially agriculture in the South. African Americans were forced to live and work in difficult conditions. Many enslaved people resisted slavery by escaping, slowing work, or starting slave rebellions.

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Chapter 3 • Test

Chapter 4

Activity Sheet

4a

Name _____ Date _____

History Witnesses

Britain and the American colonists had different opinions about some of Britain's policies toward the colonies. Use your Student Book to explain either why the British government enacted each policy or how most colonists felt about it.

British Opinion

Britain wants the colonists to help pay British debt and fund British soldiers in the colonies.

Page 119

British troops defend the guard being pelted with snowballs and ice while guarding a government building.

The Tea Act brings business to the British East India Company to hopefully keep it from going bankrupt.

Page 121

Britain is attempting to isolate Massachusetts from the rest of the colonies. The acts also allow the army to take over private property to house British soldiers.

Colonists' Opinion

Colonists in Massachusetts write letters to the other colonies saying that the acts violate their "natural & Constitutional rights."

Townshend Acts

Answers will vary but may include the following: Colonists protest the British occupation of the colonies and are violently attacked by British soldiers. Multiple colonists were killed as a result.

Pages 120–121

The Tea Act creates a problem for colonial merchants who have been selling Dutch tea for many years.

Tea Act

Answers will vary but may include the following: Colonists think the Coercive Acts are heavy-handed and cannot be followed. Colonists call them The Intolerable Acts, and they decide it's time to fight against British tyranny.

Page 122

Coercive Acts

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Chapter 4 • Lesson 1

Activity Sheet

4b

Name _____ Date _____

Patriots versus Loyalists

Each of the following sentences represents either the Patriot, Loyalist, or neutral perspective. Write each sentence in the correct column below.

People were completely dependent on Britain for trade and goods.	People disagreed with British tax policies.	People knew people on both sides of the conflict.
People worried that war would disrupt their lives.	People thought the colonies could rule themselves better than the British did.	People did not think that the colonies could survive as an independent country.
People worked for the British government and British companies.	People considered themselves British and did not want to leave the country.	People considered themselves Americans, not British.

Patriot	People disagreed with British tax policies. People thought the colonies could rule themselves better than the British did. People considered themselves Americans, not British.
Loyalist	People were completely dependent on Britain for trade and goods. People did not think that the colonies could survive as an independent country. People worked for the British government and British companies. People considered themselves British and did not want to leave the country.
Neutral	People knew people on both sides of the conflict. People worried that war would disrupt their lives.

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Chapter 4 • Lesson 2

Rephrasing the Declaration of Independence

The Declaration of Independence is a document that influences our lives today as much as it did the lives of the colonists in 1776. The ideals set forth in the Declaration of Independence form the basis of the country we live in today.

Glue or tape each sentence under the correct heading to show how the Declaration of Independence applies to life today in the United States.

Everyone is equal

Everyone must obey the same laws.

I have the right to the same education as other students.

I have the right to go into any public space.

Gender, race, and religion do not determine who can run for public office.

Right to live (safety)

I have the right to be outside without fear.

No one has the right to bully me.

I have the right to feel safe in my home and in public spaces.

People have the right to a safe workplace.

Right to liberty (freedom)

People can choose to practice any religion or none at all.

A person cannot be convicted of a crime without proof and a fair trial.

Citizens can vote for any candidate.

I have the right to give my opinion.

Right to happiness (choices)

People can choose their occupation.

People can choose how to spend their money.

I am free to make my own decisions.

People can buy and sell goods and services.

Visual Analysis

Use a historical image from or about the Revolutionary War period to answer the following questions.

1. What is the title of the image? Who is the artist? What is the date it was created?

Answers will vary.

2. What do you see in the image? Describe what you see in detail.

Answers will vary.

3. What do you think is happening? Why?

Answers will vary.

4. Why do you think the artist created this image?

Answers will vary.

Moving into the Northwest Territory

The Northwest Territory, which would eventually be divided into six states, was home to many American Indian nations in 1787. As the new nation of the United States of America considered what to do with this territory, American Indians hoped to protect their land. The Northwest Ordinance mentioned relations with American Indians specifically:

The utmost good faith shall always be observed towards the Indians; their lands and property shall never be taken from them without their consent; and, in their property, rights, and liberty, they shall never be invaded or disturbed, unless in just and lawful wars authorized by Congress; but laws founded in justice and humanity, shall from time to time be made for preventing wrongs being done to them, and for preserving peace and friendship with them.

—Article III, July 13, 1787

1. Rewrite this section of the Northwest Ordinance in simpler language.
2. What do you think American Indians would have written if they had had their own Northwest Ordinance? Write a competing paragraph from the American Indian perspective.

Northwest Ordinance (simplified language)

Answers will vary.

American Indian Ordinance

Answers will vary.

Constitution Scavenger Hunt

Use the text of the Constitution on pages 302–312 of the Student Book to answer the questions below. Use the hints in parentheses to help locate information.

1. How often are members elected to the House of Representatives? (Article I)

Members of the House of Representatives are elected every two years.

2. How old does someone have to be to serve in the House of Representatives? (Article I)

Members of the House of Representatives have to be at least 25 years old.

3. What is the minimum number of members of the House of Representatives for each state? (Article I)

Each state gets at least one representative.

4. How long is one term in the U.S. Senate? (Article I)

Terms last for six years in the U.S. Senate.

5. How old does someone have to be to serve in the Senate? (Article I)

Members of the Senate have to be at least 30 years old.

6. Who breaks a tie in the Senate? (Article I)

The vice president has the tie-breaking vote if the Senate is evenly divided.

7. Which section of Article I lists the various duties of Congress? (Article I)

Section 8 lists the duties of Congress.

8. How long is one term for presidents? (Article II)

One term for presidents lasts for four years.

Constitution Scavenger Hunt

Continued from the previous page

9. What is at least one qualification that needs to be met to be president? (Article II)
Answers will vary but may include that presidents must be at least 35 years old, they must be born in the United States, they must be a citizen, and they must have lived in the country for the past 14 years.
10. Is there a limit to how long judges can serve in the Supreme Court? (Article III)
No, judges hold their offices as long as they exhibit good behavior.
11. What kind of protection does the United States government promise to the states? (Article IV)
The U.S. government promises to protect states against invasion and domestic violence.
12. How many Congresspeople have to vote to propose an amendment? (Article V)
Two-thirds of both houses have to vote to propose an amendment.
13. How many states must vote to pass an amendment? (Article V)
Three-fourths of the states must vote to pass an amendment.
14. What kind of test may not be required for members of the legislative, executive, and judicial branches? (Article VI)
A religious test may never be required for government officials.
15. How many of the original 13 states had to ratify the U.S. Constitution to make it official? (Article VII)
Nine states had to ratify the Constitution to make it official.

The Bill of Rights Today

Continued from the previous page

A woman applies for a job, but the employer wants to require her to attend church with him and his family. Amendment 1	A local military base needs more housing for troops and wants to require all local families to house one soldier. Amendment 3
A police officer believes residents of a home possess stolen goods. The officer wants to immediately enter the home and search for these items without a judge's permission. Amendment 4	A person is harmed while in police custody. Amendment 8
The government wants to shut down a television news station because the president does not like how the station reports about the government. Amendment 1	A person is arrested and held in jail indefinitely without being given a trial date. Amendment 6
A town's mayor wants to make the community safer by ordering all citizens to give up their hunting rifles. Amendment 2	A person is convicted of a burglary without being given a fair trial with a jury. Amendment 7
An activist protests against a government act she believes is unfair. Amendment 1	A businessperson has broken a law but does not want to give details about it in court. Amendment 5

Our State: Government

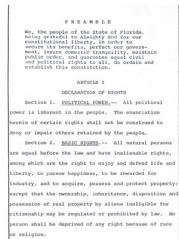


The U.S. Constitution has three main parts:

Preamble: This introduction states the purpose and goals of our federal government. It begins with "We the People . . ."

Articles: There are seven articles that describe the structure of the U.S. government and how it works.

Amendments: These are changes or additions to the Constitution. The first 10 amendments are the Bill of Rights, which lists the basic rights of U.S. citizens.



The Florida Constitution has three main parts:

Preamble: This introduction states the purpose and goals of our state government. It begins with "We, the people . . ."

Articles: There are 12 articles. Article 1 is the Florida Declaration of Rights, which lists the basic rights of Florida's citizens. The other 11 articles describe the structure and workings of the state government.

Amendments: These are changes or additions to the constitution.

1. Name three ways the U.S. Constitution and the Florida Constitution are similar.

Answers will vary

2. Name two ways the U.S. Constitution and the Florida Constitution are different.

Answers will vary

Continued on the next page

Our State: Government

Continued from the previous page



The federal government often works with a state government in an emergency—for example, when there is a natural disaster, such as a hurricane. The Federal Emergency Management Agency (FEMA) is a federal agency. FEMA officials work with state officials to help clean up after the disaster and to assist people whose property has been destroyed.



The Coast Guard is one of six branches of the U.S. military. It is part of the Department of Homeland Security, which is a federal agency. There are multiple Coast Guard locations along the Florida coast. Service members patrol the state's beaches and the waters along its shores to ensure the safety of Florida's citizens.

1. Name two types of natural disaster other than hurricanes.

Answers will vary

2. What does the Coast Guard protect?

The beaches and waters along Florida's coast.

▼ Chapter 4 Review

Chapter 4 Review 1 of 5

Name _____ Date _____

Vocabulary

Define the following words from the chapter.

- neutral
not supporting or agreeing with either side of a disagreement or war
- popular sovereignty
the principle that a government gets its authority from the people
- slogan
a phrase or motto used by a business, a group, or an individual to express a goal or belief
- executive
the branch of government that is in charge of enforcing laws
- bill
a written plan for a new law; it must be debated and passed by a legislature
- federalism
a system of government in which power is shared between national and state governments
- amendment
an addition to a legal document; often refers to an addition to the U.S. Constitution

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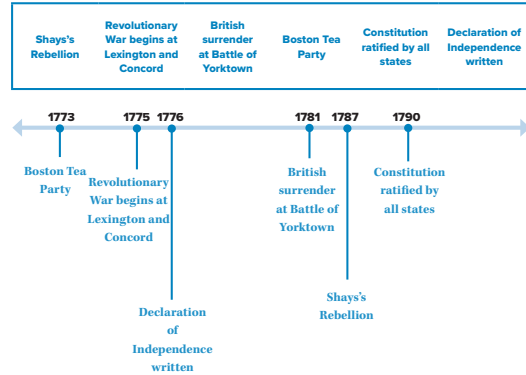
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Name _____ Date _____

Sequencing

Put the following events in the order in which they occurred on the time line.



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Chapter 4 • Review

Chapter 4 Review 3 of 5

Name _____ Date _____

Fill-in

Fill in the sentences with the correct words from the word bank.

federalists	Loyalists	checks and balances	France
Coercive Acts	Senate	Continental Congress	Northwest Ordinance

- The Coercive Acts closed Boston's ports and stripped the Massachusetts legislature of its power.
- At the Continental Congress, representatives from the colonies met to discuss their response to British policies.
- Many Loyalists thought it was treasonous for the colonies to break away from Britain.
- During the Revolutionary War, France sent ammunition, supplies, and money to the United States.
- The Northwest Ordinance created rules for Americans living on land west of the original states and explained how sections of the territory could become states.
- Congress is made of two legislative bodies, the Senate and the House of Representatives.
- A system of checks and balances prevents any one branch of the government from gaining more power than the other branches.
- The federalists supported a strong central government.

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Chapter 4 • Review

Chapter 4 Review 4 of 5

Name _____ Date _____

Cause and Effect

Complete the cause-and-effect chart with the sentences listed below.

- The Constitution limits the number of terms a president can serve, requires the person be elected, and puts limits on presidential power.
- Colonial merchants boycotted English-made goods.
- Delegates to the Constitutional Convention wanted a guarantee of individual rights.
- The Declaration of Independence was written.
- Britain passed the Stamp Act.

Causes	Effects
Britain passed the Stamp Act.	Americans had to pay more for anything printed on official paper.
Britain passed the Townshend Acts.	Colonial merchants boycotted English-made goods.
The Declaration of Independence was written.	People around the world were inspired to advocate for their rights.
The writers of the Constitution wanted to ensure that the United States would not be ruled by a king, as in Britain.	The Constitution limits the number of terms a president can serve, requires the person be elected, and puts limits on presidential power.
Delegates to the Constitutional Convention wanted a guarantee of individual rights.	The Bill of Rights was added to the Constitution.

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Chapter 4 • Review

Chapter 4 Test

Chapter 4 Review 5 of 5

Name _____ Date _____

Short Answer

Write two to three sentences to answer each of the following questions.

1. Why did the colonists use the slogan "No taxation without representation"?

The colonists were angry that the British government kept taxing them without allowing the colonists to have any say in the process.

2. What are two ways the Articles of Confederation limited the government's power?

Answers will vary but may include that Congress could not raise taxes to get money for the new country, print money, control trade, create a court system, or settle arguments between the states.

3. What were the points of view of the two groups of people most affected by the Northwest Ordinance?

Answers will vary but may include the following: American Indians felt that the land and way of life they had enjoyed for generations was being threatened by invaders. The settlers felt entitled to the land and resources. The new American government encouraged them to farm the land and develop states.

4. What was the Great Compromise and how did it create the United States Congress?

Answers will vary but may include the following: The Great Compromise was a combination of the Virginia and New Jersey Plans. It created a House of Representatives with members determined by state population and the Senate with two members per state.

5. Why did the Constitution not outlaw slavery?

Answers will vary but may include the following: Slavery was important to many people in the colonies. Some representatives to the Constitutional Convention were wealthy slave owners. Many representatives felt that challenging slavery would divide the colonies.

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Chapter 4 • Review

Chapter 4 Test 1 of 3

Name _____ Date _____

Matching

Match each term with the phrase that best describes it.

- | | |
|----------------------------------|---|
| 1. <u>d</u> Northwest Ordinance | a. British policy that closed Massachusetts's ports |
| 2. <u>e</u> checks and balances | b. provided American colonists with money and supplies |
| 3. <u>f</u> Senate | c. wanted the colonies to remain part of Britain |
| 4. <u>g</u> federalists | d. set rules for making states from the Northwest Territory |
| 5. <u>h</u> Continental Congress | e. maintains power between branches of government |
| 6. <u>b</u> France | f. house of Congress with two members from each state |
| 7. <u>c</u> Loyalists | g. believed in a strong central government |
| 8. <u>a</u> Coercive Acts | h. meeting of colonists to discuss British policies |

Sequencing

Put the following events in the order in which they occurred by numbering them 1–5.

- | | |
|----------|---|
| <u>2</u> | Revolutionary War begins at Lexington and Concord |
| <u>5</u> | Constitution ratified by all the states |
| <u>1</u> | Boston Tea Party |
| <u>4</u> | British surrender at Battle of Yorktown |
| <u>3</u> | Declaration of Independence written |

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Chapter 4 • Test

Chapter 4 Test 2 of 3

Name _____ Date _____

Fill-in

Fill in the sentences with the correct words from the word bank.

popular sovereignty	amendments	import	executive
bills	neutral	federalist	slogan

- The colonists used the slogan "no taxation without representation" to voice their displeasure with British taxes.
- British policies tried to force the colonists to import goods only from Britain.
- The executive branch of government includes the president and his/her advisors.
- Many American Indian tribes chose to remain neutral during the Revolutionary War.
- The legislative branch has the power to write bills and vote them into laws.
- The United States was the first modern country to try popular sovereignty, a system of government in which citizens vote to make decisions.
- In a federalist system, the national government and the state governments share power.
- The first ten amendments to the Constitution form the Bill of Rights.

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Chapter 4 • Test

Chapter 4 Test 3 of 3

Name _____ Date _____

Short Answer

Write two to three sentences to answer the following questions.

1. What events led to the outbreak of war between Britain and its American colonies in 1775?

Answers will vary but may include the following: American colonists protested British taxes. The Boston Massacre angered many American colonists. The Boston Tea Party and the resulting restrictions on the city of Boston raised tensions.

2. What ideas inspired the Declaration of Independence?

Answers will vary but may include the following: People began thinking about what the role of government should be. They questioned authority in general and questioned whether their country should be ruled by a king. People were moving toward the idea that people should establish and be in charge of their own government.

3. What were the points of view of American Indians and settlers in regard to the Northwest Ordinance?

Answers will vary but may include the following: The American Indians felt that the land and way of life they had enjoyed for generations were being threatened by invaders. The settlers felt entitled to the land and resources that their new American government was encouraging them to farm and develop into states.

4. What was the Great Compromise and how did it create the United States Congress?

Answers will vary but may include the following: The Great Compromise created a House of Representatives with members determined by state population and the Senate with two members per state. The Great Compromise was a combination of the Virginia and New Jersey Plans.

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Chapter 4 • Test

Chapter 5

Activity Sheet

5a

Name _____ Date _____

People of the Frontier

Use pages 196–197 to complete the activity sheet. Some questions may have more than one answer.

- Who traveled the farthest distance?
Narcissa Whitman
- Who did not cross the Mississippi River?
Sarah Bush Lincoln, Pio Pico
- Who lived in Missouri?
Harriet Robinson Scott, Stephen Austin
- Who was forced to move west?
Sequoyah, Harriet Robinson Scott
- Who lived close to the Pacific Ocean?
Pio Pico, Narcissa Whitman
- Who was involved in a famous trial?
Harriet Robinson Scott
- Who helped develop a writing system?
Sequoyah
- Who died because of a conflict in the American West?
Narcissa Whitman
- Who helped others settle in Texas?
Stephen Austin
- Who helped raise a future president?
Sarah Bush Lincoln
- Who served as a governor?
Pio Pico

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Chapter 5 • Custom Components and Activities

Activity Sheet

5b

1 of 3

Name _____ Date _____

The Birth of American Political Parties

In this lesson, you learned about our first two presidents, Washington and Adams. Both presidents had to deal with many issues. In the chart, put a plus sign (+) if an issue was something that the president had to deal with. Put a minus sign (–) if it was an issue that the president did not face.

An example is shown for the first row.

Issue	Washington	Adams
Creating the first cabinet	+	–
Slavery	+	+
Creating a national bank	+	–
Balancing states' powers with the central government's powers	+	+
Deciding who could stay in the country and who should be expelled	–	+
Dealing with a rebellion of people who did not want to pay taxes	+	–
Handling events in other countries, especially those in Europe	+	+

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Chapter 5 • Lesson 1

Activity Sheet

5b

3 of 3

Name _____ Date _____

The Birth of American Political Parties

Continued from the previous page

- Jefferson says at one point “we are all Republicans, we are all Federalists.” Obviously, that was not literally true since some voters in 1800 chose Republicans and others chose Federalists. What do you think Jefferson means by this phrase?

Answers will vary but may include Jefferson wanted to express unity.

- Some say the phrase “we are all Republicans, we are all Federalists” sums up the central idea of the paragraph. Do you agree or disagree, and why? Highlight or underline two other sentences or phrases in the paragraph to support your answer.

Answers will vary.

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Chapter 5 • Lesson 1

Activity Sheet

5c

1 of 2

Name _____ Date _____

Settling the American West



Painting Analysis

Answer these questions about the painting.

- Describe the various people shown in the painting. Who do you think they are supposed to be?

Answers will vary but may include the following: There is a floating woman meant to show the idea of American progress; the people with bows and arrows running from the settlers are American Indians; and people with shovels, cattle, and carriages are settlers and pioneers.

- What figures are shown in light and which are in darkness?

Settlers and pioneers are shown in the light. American Indians are shown in the darkness.

- What do you think light and darkness represent? What point do you think the artist is trying to make?

Answers will vary.

- This painting represents one perspective of American westward expansion, but there are other perspectives. What do you think a painting showing the American Indian perspective of Manifest Destiny would look like? Why?

Answers will vary but may include American settlers and pioneers would look grim and dark.

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Chapter 5 • Lesson 2

Troubles for a Growing Nation*Continued from the previous page*

1. Who is leading the parade?

President Andrew Jackson is leading the parade.

2. Is the mood happy or sad? Explain your answer.

Answers will vary.

3. How are the American Indians shown in this drawing?

The American Indians are caged and unhappy.

4. Why do you think the artist included a devil in the parade?

Answers will vary, but students should understand that the devil is the artist's way of suggesting that Jackson is doing something bad.

5. What do you think the artist thought about President Jackson? Why?

Answers will vary, but students should understand that the artist is criticizing Jackson and his policies.**Opportunities and Conflict in the West**

Use pages 206–210 of the Student Book to fill in the missing information.

	José Antonio Navarro	Hallahotsoot
		
Details	Answers will vary but may include the following: -lived in Texas his entire life -spoke Spanish and English -signed Texas Declaration of Independence -fought in war of independence -became a U.S. citizen	Answers will vary but may include the following: -lived in Oregon territory and met American explorers -learned about American culture -signed treaties for his people -given the nickname "Lawyer" -spoke Nez Perce and Salish and taught the languages to Americans
Differences	Answers will vary but may include the following: -lived in Texas -spoke Spanish -fought in war of independence -became U.S. citizen	Answers will vary but may include the following: -lived in Oregon territory -spoke Nez Perce and Salish and taught the languages to Americans -signed treaty with U.S. -his people lost land to the U.S. -given the nickname "Lawyer"
Similarities	Answers will vary but may include the following: -representatives of their people -lived in places that the U.S. government took -spoke English	

Opportunities and Conflict in the West

Read the primary source and answer the questions.

Background Information: Elizabeth Wood was one of the many Americans who traveled along the Oregon Trail to the West Coast. She kept a diary of her experiences in 1851.

After experiencing so many hardships, you doubtless will think I regret taking this long and tiresome trip, and would rather go back than proceed to the end of my journey. But, no, I have a great desire to see Oregon, and besides, there are many things we meet with—the beautiful scenery of plain and mountain, and their inhabitants, the wild animals and the Indians, and natural curiosities in abundance—to compensate us for the hardships and mishaps we encounter. People who do come must not be worried or frightened at trifles; they must put up with storm and cloud as well as calm and sunshine; wade through rivers, climb steep hills, often go hungry, keep cool and good natured always, and possess courage and ingenuity equal to any emergency, and they will be able to endure unto the end. A lazy person should never think of going to Oregon.

1. Was Elizabeth Wood excited to go to Oregon? How do you know?

Yes, she was excited. She said she had a "great desire to see Oregon."

2. What were some of the positive things Wood mentioned?

Wood mentioned the beautiful scenery, mountains, sunshine, animals, and American Indians.

3. What were some of the challenges Wood wrote about?

She talked about storms, rivers, steep hills, and hunger.*Continued on the next page***Opportunities and Conflict in the West***Continued from the previous page*

4. What kind of person did one have to be to survive the trip to Oregon, according to Wood?

She said that a person could not be lazy.

5. Do you think Wood was being honest in her diary? Why or why not? Do you think we can trust this source?

Answers will vary.

▼ Chapter 5 Review

Chapter 5 Review 1 of 5

Name _____ Date _____

Vocabulary

Define the following words from the chapter.

- cabinet
a group of advisors responsible for controlling government policy
- abolitionist
a person who worked to end slavery
- annex
to seize and take over the control of land from another country
- mudslinging
an attack on a political opponent; often refers to untrue or unfair accusations
- precedent
an action that is regarded as an example or guide to be followed in similar situations

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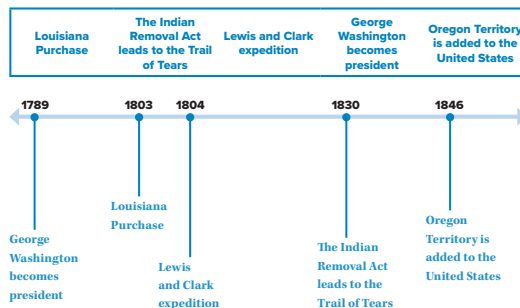
Chapter 5 • Review

Chapter 5 Review 2 of 5

Name _____ Date _____

Sequencing

Put the following events in the order in which they occurred on the time line.



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Chapter 5 • Review

Chapter 5 Review 3 of 5

Name _____ Date _____

Short Answer

Write two to three sentences to answer each of the following questions.

- What is Manifest Destiny and why was it important to the idea of American expansion?
Americans believed it was their right, or destiny, to move west and claim more land, even when that meant taking land from others, including the American Indians.
- Name one new invention of the early 1800s. How did it affect westward expansion?
Answers will vary but may include the cotton gin or mechanical reaper. These inventions saved time and required fewer workers to do the same amount of work as the previous methods. Because the cotton gin removed cotton seeds from the cotton more quickly, more cotton could be produced. With the higher demand for cotton, cotton-growing plantations were established in the West, which also meant that slavery extended into western states.
- Name one new method of transportation of the early 1800s. How did it affect westward expansion?
Answers will vary but may include steamboats, canals, stagecoaches, or railroads. New methods of transportation made it easier for people to move west. Transportation also made it easier for manufactured goods to move between the East and West. This meant more people moved west and settled in the new territories.
- Choose one of the following issues facing the United States in the early 1800s: women's rights, slavery, or settlement of American Indians. Why was it a challenging issue for the country?
Women's rights: Women worked to be given the same right to vote, the same right to own property, and the same right to be educated as men; Slavery: As new territory was added and divided into states, the balance of slave states and free states was threatened; Settlement of American Indians: As more pioneers settled the American West, the U.S. government negotiated treaties with American Indians, but those treaties were often broken, and American Indians were forced off of their lands. Forts were established to keep settlers safe, increasing the hostility between American Indians and settlers.

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Chapter 5 • Review

Chapter 5 Review 4 of 5

Name _____ Date _____

Matching

Match the beliefs to the person who held them.

• strong central government	• tax whiskey to raise money for the government
• more power to the states than the central government	• support the French Revolution
• central government should pay states' debts	• send troops to stop the Whiskey Rebellion
• create a national bank	• stay out of the French Revolution
• states should pay their own debts.	• the government was using too much force and power
• encourage creation of factories	• only states should create banks
• encourage more farming	

Alexander Hamilton	Thomas Jefferson
strong central government	more power to the states than the central government
central government should pay states' debts	states should pay their own debts
create a national bank	only states should create banks
encourage creation of factories	encourage more farming
tax whiskey to raise money for the government	the government was using too much force and power
send troops to stop the Whiskey Rebellion	support the French Revolution
stay out of the French Revolution	

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Chapter 5 • Review

Chapter 5 Test

Chapter 5 Review 5 of 5

Name _____ Date _____

Fill-in

Fill in the sentences with the correct words from the word bank.

Manifest Destiny	states	transportation	inventions
central government	debts	strong	

- Americans believed it was their right to move west and claim more land. This was called Manifest Destiny.
- Thomas Jefferson believed in giving more rights to the states than to the central government and that states should pay their own debts.
- Alexander Hamilton believed in a strong central government and that the federal government should pay debts for the states.
- New inventions and transportation made it easier for people to move west.

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Chapter 5 • Review

Chapter 5 Test 1 of 2

Name _____ Date _____

Fill-in

Fill in the sentences with words from the word bank.

cabinet	abolitionists	annexed	mudslinging	precedent
---------	---------------	---------	-------------	-----------

- George Washington gathered a group of men to advise him. These men were known as his cabinet.
- The election of 1800 was one of the nastiest elections in history. It included many attacks on political opponents, which was known as mudslinging.
- As the first president, everything George Washington did set a precedent.
- Abolitionists believed that slavery was wrong and that slaves should be free.
- Florida was annexed from Spain and became part of the United States.

Sequencing

Put the following events in the order in which they occurred by numbering them 1–5.

- President Thomas Jefferson completes the Louisiana Purchase
- George Washington serves two terms as president
- The Lewis and Clark expedition
- Oregon Territory added to the United States
- American Indians forced westward on the Trail of Tears

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Chapter 5 • Test

Chapter 5 Test 2 of 3

Name _____ Date _____

Matching

Match these beliefs to the person who held them.

• strong central government	• more power to the states/west	• central government should pay states' debts
• states should pay their own debts	• support the French Revolution	• stay out of the French Revolution

Alexander Hamilton	Thomas Jefferson
<u>strong central government</u>	<u>more power to the states than the central government</u>
<u>central government should pay states' debts</u>	<u>states should pay their own debts</u>
<u>stay out of the French Revolution</u>	<u>support the French Revolution</u>

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Chapter 5 • Test

Chapter 5 Test 3 of 3

Name _____ Date _____

Short Answer

Write two to three sentences to answer each of the following questions.

- What is Manifest Destiny and why was it important to the idea of American expansion?
Americans believed it was their right, or destiny, to move west and claim more land, even when that meant taking land from others, including the American Indians.
- How did new inventions and new methods of transportation affect westward expansion?
New inventions improved agriculture, expanded the economy, and increased demand. New methods of transportation, such as the railroad, made it easier for people to move west. This meant more people moved west and settled in the new territories.
- Describe why these issues were challenging to the expanding nation: women's rights, slavery, and the settlement of American Indians.
Women's rights: Only men had the right to vote, but women, such as Elizabeth Cady Stanton, worked to be given the same right to vote, the same right to own property, and the same right to be educated as men.
Slavery: As new territory was added and divided into states, the balance of slave states and free states was threatened.
Settlement of American Indians: As more pioneers settled the American West, American Indians were given treaties, but those treaties were broken, and American Indians were forced off of their lands. Forts were established to keep settlers safe, increasing the hostility between American Indians and settlers.

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Chapter 5 • Test

Chapter 6

Activity Sheet 6a 4 of 4

Studying Slavery through Oral Histories

Visit the stations and write the name of the correct person after each question.

- Who described the religion among enslaved people?
Cato Carter
- Who was given to a young white woman who was about to be married?
Elisabeth Sparks
- Who talked about the food and clothing of enslaved people?
Allen Sims
- Who described days off, including Sundays and Christmas?
Sylvia Durant
- Who described punishments for enslaved people, including being chained to the floor?
Winston Davis
- Whose owner treated his enslaved people well and did not want to sell them off?
Isaac Johnson
- Who talked about how their parents could only see each other once a week because they lived on different plantations?
Sarah Pittman
- Who described how slave owners broke up families by selling people away farther south?
Susan Dale Sanders
- Who described working in the house while others were sent to the fields?
Fanny Randolph
- Who talked about education and travel among enslaved people?
Fountain Hughes

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Chapter 6 • Lesson 1

Activity Sheet 6d

No Turning Back

Complete the sequence chart by placing the events below in the correct order. You may use the Student Book to help you.

- The Civil War begins.
- South Carolina secedes.
- Confederate President Jefferson Davis orders troops to take control of Ft. Sumter.
- Union Major Anderson flies the American flag over Ft. Sumter.
- Abraham Lincoln is chosen as president in the election of 1860.
- U.S. President Abraham Lincoln sends a message to South Carolina that he will be sending food and supplies to Ft. Sumter.

- Abraham Lincoln is chosen as president in the election of 1860.
- South Carolina secedes.
- Union Major Anderson flies the American flag over Ft. Sumter.
- U.S. President Abraham Lincoln sends a message to South Carolina that he will be sending food and supplies to Ft. Sumter.
- Confederate President Jefferson Davis orders troops to take control of Ft. Sumter.
- Confederate troops fire on Ft. Sumter.
- The Civil War begins.

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Chapter 6 • Lesson 4

Activity Sheet 6e

Reading and Making Graphs

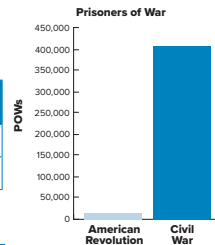
Read the text and complete the task below.

Millions of soldiers fought in the Civil War. Hundreds of thousands were captured by opposing forces and held as prisoners of war (POWs). Because many thought the war would end quickly, neither the Union nor Confederacy was prepared to hold so many prisoners of war. Conditions in the POW camps were terrible, with overcrowding and shortages of supplies. Tragically, thousands of Americans died from disease and sickness in the camps.

Prisoner-of-War Statistics (Estimates)

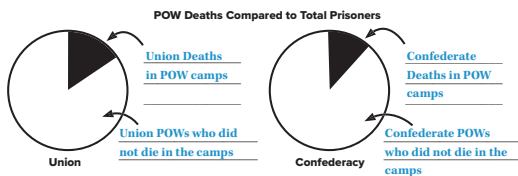
- Use the information below to create a bar graph.

	The American Revolution (1775–1783)	The Civil War (1861–1865)
American prisoners of war	20,000	408,000
Deaths in POW camps	8,500	56,000



- Use the information below to label the pie charts.

The Civil War	Union	Confederacy
Prisoners of war	194,000	214,000
Deaths in POW camps	30,000	26,000



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Chapter 6 • Lesson 5

Activity Sheet 6f 1 of 3

The Freedmen's Bureau

Fill in information about each sketch showing Freedmen's Bureaus.



Image 1

- Describe what you see in detail.
Answers will vary but may include that there is a group of elderly African Americans with walking canes standing outside a building.
- What service is the Freedmen's Bureau providing in this image? How do you know?
Answers will vary but may include that the bureau is helping the sick and old as a lot of people have walking canes

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Chapter 6 • Lesson 7

The Freedmen's Bureau



Image 2

1. Describe what you see in detail.

Answers will vary but may include that there is a group of African Americans in formal attire, and two people are getting married

2. What service is the Freedmen's Bureau providing in this image? How do you know?

Answers will vary but may include that the bureau is providing a chaplain to officiate a marriage or hosting a wedding because the woman in the center is wearing a wedding dress

The Freedmen's Bureau



Image 3

1. Describe what you see in detail.

Answers will vary but may include that there is a large group of African American children, the girls are separated from the boys, and many of the children are holding a book

2. What service is the Freedmen's Bureau providing in this image? How do you know?

Answers will vary but may include that the bureau is providing teaching services because students seem to be reading.

▼ Chapter 6 Review

Chapter 6 Review
1 of 5

Vocabulary

Define the following words from the chapter.

1. emancipation

the act of freeing someone; often refers to freeing people from slavery

2. sectionalism

a cultural division of people based on geography

3. secede

to formally withdraw from a group or organization; often refers to the secession of Southern states from the United States prior to and during the Civil War

4. Reconstruction

the era after the Civil War in which the United States was rebuilt and reorganized

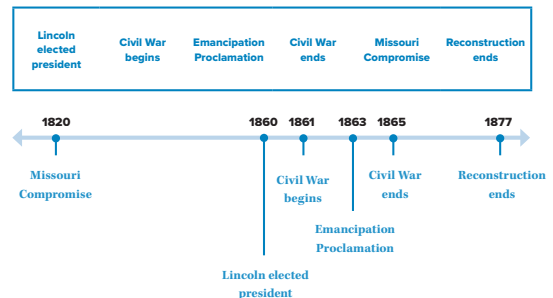
5. segregation

the legal separation of people, often by race

Chapter 6 Review
2 of 5

Sequencing

Put the following events in the order in which they occurred on the time line.



Chapter 6 Review

Name _____ Date _____

Short Answer

Write two to three sentences to answer each of the following questions.

- What were the reasons for the growing tensions between the North and the South? How did they lead to the Civil War?

Answers will vary but may include that the South supported slavery and states' rights while the North was antislavery and supported federal power over states' rights.

- How did abolitionists work against slavery? Name one abolitionist and describe his or her contribution.

Answers will vary but may include the following: Harriet Tubman escaped slavery and became an abolitionist. She was the leader of the Underground Railroad, a network that helped enslaved people escape the South to find freedom in the North.

- Name one key Civil War battle that represented a turning point in the war. How did this battle mark a turning point?

Answers will vary but may include the following: During the Siege of Vicksburg, Union General Grant surrounded Confederate troops and gained control of the Mississippi River, the major Confederate shipping and supply route. This victory split the Confederate troops that were on both sides of the river.

- Choose one of the following that took place during Reconstruction: military occupation of the South, 13th Amendment, 14th Amendment, 15th Amendment, or Freedmen's Bureau. What were the causes and effects of this item?

Answers will vary but may include the following: The Freedmen's Bureau was created to help freed African Americans start new lives. It helped them get an education, land, and work. The Bureau was expanded until 1869 because so many people needed help. The effect was that many people were able to find stability after slavery.

- Why did the Constitution not outlaw slavery?

Answers will vary but may include the following: Slavery was important to many people in the Southern colonies. Ending it would mean big changes to the South's economy.

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Chapter 6 • Review

Chapter 6 Review

Name _____ Date _____

Matching

Match the following phrases to either North or South.

- Supported states' rights
- Argued in favor of federal power
- Mostly agricultural
- More industry
- Vast railroad network
- Limited transportation network
- Supported institution of slavery
- Strong abolition movement
- Supported Lincoln in the 1860 election
- Did not support Lincoln in the 1860 election

North	South
Argued in favor of federal power	Supported states' rights
More industry	Mostly agricultural
Vast railroad network	Limited transportation network
Strong abolition movement	Supported institution of slavery
Supported Lincoln in the 1860 election	Did not support Lincoln in the 1860 election

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Chapter 6 • Review

Chapter 6 Review

Name _____ Date _____

Fill-in

Fill in the sentences with words from the word bank.

black codes	tariffs	prejudiced
slavery	cotton	fugitive
		abolish

- Many Southerners were prejudiced against African Americans and did not want to abolish slavery.
- The South relied on slavery to provide free labor for growing and picking cotton, the most important crop for its economy.
- Northerners wanted high tariffs because the cost of products outside the United States would be higher, but Southerners wanted them to be lower.
- Fugitive slave laws were created before the Civil War and black codes after the Civil War to control African Americans.

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Chapter 6 • Review

Chapter 6 Test

Name _____ Date _____

Matching

Match each word with the phrase that best describes it.

- h Anaconda Plan
- g Underground Railroad
- e sectionalism
- b Kansas-Nebraska Act
- d Copperheads
- a paraphrase
- c Appomattox
- f Jim Crow laws
- rewrite text in your own words
- people in Kansas and Nebraska used popular sovereignty to decide if slavery would be allowed
- town where Confederate General Robert E. Lee surrendered to the Union
- people who were against the Civil War
- different parts of the country were loyal to their way of life
- separated whites and African Americans
- network of people who helped enslaved people escape to freedom
- Union blockade strategy that helped win the war

Sequencing

Put the following events in the order in which they occurred by numbering them 1–5.

- 3 The Civil War begins.
- 4 The 13th Amendment is passed.
- 1 The Kansas-Nebraska Act is passed.
- 2 South Carolina secedes.
- 5 The Compromise of 1877 is passed and Reconstruction ends.

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Chapter 6 • Test

Chapter 6 Test

Chapter 6 Test 2 of 5

Name _____ Date _____

Fill-in

Fill in the sentences with words from the word bank.

assassination	election	vote	rebellion
included	balanced	Presidential	abolitionist

1. Nat Turner organized a(n) rebellion against slave owners in Virginia.
2. The Missouri Compromise balanced the number of slave states and free states.
3. The Compromise of 1850 included the Fugitive Slave Act.
4. John Brown attacked proslavery families in Kansas and raided the arsenal in Harper's Ferry in Virginia because he was a(n) abolitionist.
5. The election of Abraham Lincoln as president led to the formation of the Confederacy.
6. The Emancipation Proclamation was issued before President Abraham Lincoln's assassination.
7. President Andrew Johnson's plan to rebuild the South after the Civil War was called presidential Reconstruction.
8. The 15th Amendment gave African American men the right to vote.

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Chapter 6 • Test

Chapter 6 Test 3 of 5

Name _____ Date _____

Cause and Effect

Complete the cause-and-effect chart with the sentences listed below.

- The South relies on enslaved people to grow and pick cotton and other crops.
- The Union and Confederate governments begin drafts to force more people to fight in the Civil War.
- Many immigrants face prejudice and violence.
- Many people become abolitionists.
- The war with Mexico ends.

Cause	Effect
Changing attitudes about slavery form after the American Revolution.	Many people become abolitionists
The War with Mexico ends.	The United States gains western lands that eventually apply for statehood.
Immigrants come to the United States to find jobs.	Many immigrants face prejudice and violence.
The South relies on enslaved people to grow and pick cotton and other crops	Slavery spreads in the South, and industry in the North expands.
The war lasts longer than expected, with thousands of soldiers dying in battles such as Antietam and Shiloh.	The Union and Confederate governments begin drafts to force more people to fight in the Civil War.

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Chapter 6 • Test

Chapter 6 Test 4 of 5

Name _____ Date _____

Short Answer

Write two to three sentences to answer each of the following questions.

1. How were the Missouri Compromise and the Compromise of 1850 similar and different?

Answers will vary but may include the following: Both compromises were an attempt to satisfy both Southerners and Northerners on the issue of slavery. As the United States gained western lands, Congress tried to keep the balance of slave and free states with the Missouri Compromise. However, the Compromise of 1850 did more than try to balance slave and free states. It enforced new laws by outlawing the slave trade in Washington, D.C., and passing the Fugitive Slave Act of 1850.

2. How did sectionalism divide the United States?

Answers will vary but may include the following: Sectionalism divided the U.S. into two regions: the South and the North. Southerners supported slavery because it was a way of life in the South and supported their agricultural economy. Many Southerners also supported states' rights over federal power and wanted lower tariffs to boost the South's economy. Many Northerners did not want slavery to be legal. They wanted higher tariffs because the North's economy relied on industry, and higher tariffs benefitted their economy.

3. How did people fight against slavery?

Answers will vary but may include the following: Enslaved people resisted slavery in various ways, including rebellions and faking illnesses. Other people became abolitionists. They spoke out against slavery and wrote articles and books. Many participated in the Underground Railroad to help escaped slaves reach freedom.

Continued on the next page

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Chapter 6 • Test

Chapter 6 Test 5 of 5

Name _____ Date _____

Short Answer (continued)

4. What was the role of technology and resources on the outcome of the Civil War?

Answers will vary but may include the following: The North had more transportation and communication networks. It also had a strong industrial economy and a larger population. The South had good military leaders, but it had little industry and fewer transportation and communication networks. Once the Union army cut off those networks, the South could not get supplies or more soldiers and could no longer be a threat to the Union.

5. What struggles did the United States face during Reconstruction?

Answers will vary but may include the following: After the war ended and African Americans were free, many Southerners still did not want African Americans to be free. Prejudice and discrimination were everywhere. White Southerners did not believe African Americans deserved to have the same rights as they did. Much of the South needed to be rebuilt, and political leadership was corrupt.

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Chapter 6 • Test

Holocaust Education Supplement

Activity Sheet
HESc
3 of 3

Name _____ Date _____

Antisemitism and the Holocaust

Continued from the previous page

An extreme example of antisemitism in the United States took place in October of 2018. There was a horrific attack on the Or L'Simcha (Tree of Life) Synagogue in Pittsburgh, Pennsylvania. A man posted many antisemitic opinions online including calls for violence. During services, a man entered the synagogue and began shooting. He killed 11 people and wounded others, making this attack the deadliest attack on the Jewish community in the United States. The man was shot and arrested.

The Holocaust is history's most extreme example of antisemitism. It is not easy to think about, but it is important not to forget. It is important to stand up against hatred and prejudice of Jews and of any group of people.

1. What is antisemitism?

Prejudice or hatred of Jewish people.

2. What is the Holocaust?

The planned murder of Europe's Jews by Nazi Germany.

3. What is another example of antisemitism?

Answers will vary.

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