**Teacher’s Guide**

**American History I: Discovery to Pre-Civil War**

In preparing this work-a-text history book *American History I: Discovery to Pre-Civil War*, I have relied heavily upon*College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (2013),* the Pennsylvania Department of Education’s *Academic Standards for Reading in History and Social Studies for 6-12* (2014), *Common Core State Standards for ELA and Literacy in History/Social Studies (2010)*, and the Archdiocese of Philadelphia’s Social Studies curriculum guide for 7th grade social studies.

 The text assumes an interactive work-a-text formula. That is, basic and important information is presented, and then students are requested to interact with the concepts by completing reinforcing activities. There are also creative thinking activities that require writing which will promote discussion and listening skills. Overall, it is a successful approach to accomplishing objectives for each lesson. The reinforcement activities should help to prepare students for the chapter tests – a summative form of assessment.

 The rest of this document consists of lesson plans for each lesson in the text. Each lesson plan contains objectives, suggested teaching strategies, ideas for formative and summative assessments, and websites for students (for most lessons). It may be conservative but it is simple and straightforward!

 Many of the important events and concepts are boldfaced. Vocabulary words, such as **inflation**, are also boldfaced. I am suggesting that you direct your students to the glossary if, while reading, they do not know what a boldface word means. If students encounter other words they are unfamiliar with, they will need to use a regular dictionary (or the context) to find out their meanings.

 I would like to emphasize that throughout the text I have used the term Indians interchangeably with Native Americans. In the interest of political correctness, I am aware that using the phrase Native Americans is preferred over the term Indians. However, in a historical context, I have used the term Indians. Much of our lexicon still uses the term Indians. We still refer to the main Native American cultural groups as Plains Indians or Eastern Woodland Indians. Historically, the act that led to the Trail of Tears was called the Indian Removal Act of 1830. So, I have opted to use the term Indians solely with a historical context in mind.

**Helpful Pre-Reading Activities, if needed**

 1. KWLs (What I Know, What I Want to Know, What I Learned, What I Still Want to Know)

 2. Prior (or Reinforcing) Knowledge (Venn Diagrams, Webbing, Concept Mapping, Graphic Organizers or Visual Tools)

 3. Skim Subtitles, boldfaced words (use the SQ of the SQ3R portion)

 4. Predicting the contents of the lesson

 5. Setting the purpose for reading

 Write questions (part of KWL), read for answers

 6. Look at and analyze pictures, graphs, maps, and charts.

 7. Use the DOG (Daily Oral Geography) technique for review of geographic concepts or the DOH (Daily Oral History) technique for review of historical content.

 **Helpful Reading and Teaching Strategies During Reading**

1. Shared Reading – to, with, or by someone or Reading Buddies

 2. Guided Reading

 3. Directed Reading Activity (DRA) or Directed Reading Thinking Activity (DRTA)

 4. Supply related trade books

 5. Visual tools or graphic organizers, such as webbing or concept mapping for each

 section. For example, charting the information found in Lesson 6 on the 13 original

 English colonies is a visual tool.

 6. Predict what will happen next.

 7. Jigsaw (Each person reads and studies part of a section. Then, he/she teaches what he/she learned to the group. Student peers can quiz or question.

 8. Check for understanding with questions; it is also a good time to think about and incorporate higher level thinking questions (impact questions).

 9. Bring in related resources and books on various topics. Create a resource table.

10. Use the visuals in the text and the **BLMs** to create and answer questions.

11. Ask questions about the content.

12. Perform Internet research activities.

13. Incorporate visual tools. They are meant to increase reading comprehension.

**After Reading the Lesson**

 1. After reading, answer review questions either individually, in pairs, in small

 groups cooperatively, orally, or with questions pre-prepared for an overhead

 projector (students can write answers on the overhead) or a whiteboard.

 2. Summarizing the concepts orally or in writing

 3. Retell in one's own words

 4. Identify main ideas

 5. Think-Pair-Share

 6. Discussion of Main Ideas

 7. Use of Smartboard to develop and/or retrieve concepts and materials

 8. Keep portfolios of indicators of learning (projects, tests, activity sheets, maps).

 9. How will you handle the assessment at the end of each lesson? Will you grade any of the exercises or use them as a study guide for chapter tests? Will you assign homework? How will you grade the homework?

**Vocabulary Activities**

1. Create activities using dictionary skills.

2. Use words in context.

3. Use the "new" words as spelling words for the week.

4. Create learning centers or puzzles with vocabulary words.

5. Create academic games or gameboards using the vocabulary.

**Suggested Teaching Strategies for Readers Below Grade Level**

I believe that many of the methods under the section "A Medley of Suggested Teaching Strategies" will work toward helping readers below grade level gain greater comprehension of the conceptual material. According to research findings, there are three factors that are most critical for greater understanding of content books. They are 1) *reading comprehension strategies,* 2) *development and reinforcement of vocabulary terms, and* 3) *study skills techniques* (e.g. - SQ3R or PQ4R). In addition, graphic and visual tools have been incorporated to enhance the retention of concepts.

 Along with the aforesaid "medley," you can try other ideas that have been successful. They are:

 1. Make study guides with not-to-be-missed questions of important material.

 2. Place the material on CD audios or CD-ROMs (PowerPoints) and Data Projectors so students can listen to the content. Use of visual tools can be very helpful.

 3. PowerPoints can be converted to html format and placed on the teacher’s or class’ webpage for students who miss school and/or need to revisit the material.

 4. Use a storyteller mode for presenting the information.

 5. Present the information through a class mascot.

 6. Devise meaningful AV materials - they are the "spice" of teaching and learning.

 7. Use the "every pupil response technique" (**EPRT**) to check understanding. The use of small chalkboards works well, or thumbs up and thumbs down if you agree or disagree, or word cards for everyone to use in response to questions.

 8. Another technique is called "Questioning the Author." Work with your students to rewrite passages that are not clear to them. It may be to simplify the meaning of passages in relevant terms they understand.

 9. For unfamiliar words, use the word attack plan of "continue reading," "frame it," "sound it," "find familiar parts," "use a dictionary," and "ask."

10. Create learning centers and/or academic games to reinforce the material.

**Suggested Generic Procedures for Assessment**

Teachers have to provide grades and/or benchmark progress reports on their students. Again, how you accomplish these reports becomes your decision. Student assessment procedures can be divided into 3 different categories - process, product, and performance. Realistically, and to be consistent with the guidelines for measuring achievement, grades will emerge more from the product and performance categories. For this purpose, fourteen (14) chapter tests are available in the *Teacher’s Resource Binder*.

 *Process assessment* should deal with what is happening during the teaching of the material and/or how the students are processing information. Are the students learning or are they having difficulty? What should be done differently? This involves you as much as your students. Are you achieving the suggested objectives?

It is suggested that you also perform a diagnostic check on your teaching behaviors. Were you well planned? Did you ask questions to check for understanding? Were the instructional materials appropriate for your students? Do you need to use different instructional strategies? One way we contribute to our professional growth is to constantly monitor it without being judgmental. The ultimate goal underlying this premise is for the benefit of our students and for reaffirming our commitment to teach with a purpose.

*Product assessment* should deal with the end outcomes. What have your students learned? How much have they achieved or to what degree have they achieved the objectives or outcomes for the lesson or chapter? How do you know students have achieved the objectives without it becoming a matter of the "cardiac" principle? – that is, in my heart, I feel I did! Assessment needs to be systematic and periodic. To that end, chapter tests would be a good indicator of product assessment as well as grading some of the reinforcement activities.

 *Performance assessment* should focus on other indicators of what students are able to perform. Special care should be given to providing the necessary rubrics or criteria for assessing a project. Therefore, descriptions of your criteria and a weighting emphasis should be provided to your students. In that way, one can avoid the "cardiac" principle (in my heart, I think your project is worth a C) of grading. Taskstream is an on-line source that has scoring rubrics for about 25 different kinds of projects.

( <http://www.taskstream.com> ) For a fee, a teacher can subscribe to this service. He/she can access and modify these scoring rubrics to fit his/her instructional program using a rubric wizard. Other educational options are also available through this website, such as development of units, lessons, and electronic portfolios.

Other ideas for assessing your students' progress could be chosen from Chart 1. This list will allow you a variety of evaluative options. Again, you will need to delineate the criteria or rubric for an effective or acceptable level of performance.

**Chart 1 – Alternative Assessments**

|  |  |  |  |
| --- | --- | --- | --- |
| concept maps | research paper | writing portfolio | diary or journal |
| oral presentation | oral questioning | activity sheets | sequencing |
| learning centers | projects | portfolios | dictated stories |
| chapter tests | learning logs | spelling inventory | writing vocabulary |
| self-assessment checklist | problem solving groups | vocabulary/spelling records | shared reading/writing experiences |
| writing samples or writing prompts | assignments (review questions) | illustrations/charts/graphs | summaries of trade books read |
| grading montages, models, etc. | grading cooperative learning projects  | Internet research projects | map projects |

**Lesson 1 – The Asian Connection**

**Materials:**

1. text, pp. 1-3

2. perhaps a whiteboard to call up websites

**Objectives**: After reading this lesson, you should be able to:

1. explain the role that theories play in speculating how historical events happen.

2. explain the origins of how Native Americans arrived in North America.

3. distinguish between geocentric theory and heliocentric theory.

4. define critical vocabulary words, such as theory and migration.

5. explain how archeologist determine the age of artifacts.

6. cite several details about Meadowcroft Rockshelter.

**Suggested Teaching Strategies**:

1. Map work is always crucial to understanding the migration of people from Asia to North

America. Also, point out the location of Meadowcroft Rockshelter in western Pennsylvania.

1. After reading the lesson (select your reading strategies from those listed on pp. 1- 3), review:
* The three theories of how people migrated to North America
* Geocentric vs heliocentric theories - Note: We now refer to these theories as being associated with the center of the solar system, but when the theories were proposed, the thinking was associated with the center of the universe!
* How the ages of archeological artifacts are determined
* Details of the Meadowcroft Rockshelter site
1. Have students share their hypotheses. Discuss the feasibility of their theories.
2. Have students complete Activity 2. This activity could be graded, if you so desire.

**Formative Assessmen**t:

1. Ascertain how well your students have achieved the objectives.
2. Assess the 3C component – How well written were the theories students formulated.

**Summative Assessment**

1. Grading the vocabulary activity, if you desire
2. Grading the Chapter 1 Test

**Websites**

1. <http://www.heinzhistorycenter.org/exhibits/meadowcroft-rockshelter>

2. <http://donsmaps.com/meadowcroft.html>

3. <http://archaeology.about.com/od/clovispreclovis/a/blackwater.htm>

4. <http://www.enmu.edu/blackwater/>

**Lesson 2 - Cultural Diffusion of Native American Tribes**

**Materials**:

1. text, pp. 4-11

**Objectives**: Each student will have the opportunity to:

1. locate the cultural regions of ancient Native American tribes.
2. locate the geographic regions of Native American tribes.
3. identify some cultural Native American tribes.
4. identify the homes of Native American tribes.
5. analyze the impact of the environment on the development of Native American culture.
6. compare and contrast lifestyles in these cultural regions.

**Suggested Teaching Strategies:**

1. First and foremost, labeling the map is the interactive part of this lesson. It is essential for identifying the geographic areas of Native American tribes. It might also be helpful to examine a larger wall map of the United States. Have students identify the Great Basin, Rocky Mountains, Sierra Nevada Mountains, Great Plains, and the states that are identified in

the text, such as Illinois, Arizona, Alaska, California, Florida, and so on.

1. The map on page 11 should contain summary information from the lesson. This is a lesson

that could be done individually, in pairs, or in small groups.

1. Because of spatial restrictions, I did not set up a classifying activity (classify statements that reflect the various cultures, or matching activity (matching names of homes to the Indian cultural group). For example, hogan would be matched with Southwest Indians, or the

Navajo tribe.

1. Have a large map activity in which students go up and point out where Native American

cultural groups are located.

1. A section that was omitted under the Eskimos was the role of women. Many people consider the woman’s role in traditional Eskimo society as too controversial. However, it is a true cultural fact that traditional Eskimo women were expected to chew the boots of their husbands so as to keep the leather soft and supple. This action kept a man’s feet from freezing. Consequently, their teeth would wear down. Among the traditional Eskimo society, a woman without teeth (about age 45 - 50) was not a valuable contributing member of society. She was expected to find an ice floe and set herself adrift. Pretty harsh but a cultural more.

**Formative Assessment**

1. Circulate the room and check the written responses on the map.

2. Informal assessment on large map activity, if you choose to do this activity

**Summative Assessment**

1. You could choose to grade the written responses on the map on p. 14

2. Grades from the Chapter 1 Test

**Some pertinent websites**

1. <http://www.nps.gov/meve/learn/historyculture/cliff_dwellings_home.htm> - Anasazi

2. <http://ngm.nationalgeographic.com/2011/01/cahokia/hodges-text/7> - The Mounds

3. <http://www.legendsofamerica.com/il-cahokia.html> - The Mound Builders

4. <http://www.ducksters.com/history/native_americans/inuit_peoples.php> - Inuit

5. <http://www.nps.gov/nr/travel/mounds/builders.htm> - Mound builders

6. <http://www.nps.gov/meve/learn/historyculture/index.htm> - Mesa Verde National Park

7. <https://www.learner.org/interactives/historymap/indians.html> - Native American tribes

8. <http://www.npr.org/sections/codeswitch/2014/06/24/323665644/the-map-of-native-american-tribes-youve-never-seen-before> - Aaron Carapella map of Native Americans

9. <http://www.lenapelifeways.org/lenape1.htm> - Lenape

10. <https://www.nps.gov/grba/planyourvisit/the-great-basin.htm> - Great Basin = good map

11 <http://www.madehow.com/Volume-2/Kayak.html> - kayaks

12. <http://native-american-indian-facts.com/index.shtml> - Native Americans

13. <http://americanhistory.si.edu/buffalo/map.html> - map of Native American tribes

14. <http://www.kidsdiscover.com/shop/issues/plains-indians-for-kids/> - Plains Indians for kids

**Lesson 3 - The Age of Exploration - Part 1**

**Materials:**

1. text, pp. 12-17

**Objectives:** Each student will have the opportunity to:

1. classify the four main time eras and identify their approximate time frames.
2. describe what the Black Death was.
3. describe the importance of the Magna Carta.
4. describe the Silk Road.
5. identify three monotheistic religions and their respective founders.
6. list at least two reasons the Islamic religion spread so rapidly.
7. associate famous men of the Renaissance with their achievements.
8. describe two navigational advances that made longer sea voyages possible.
9. differentiate between the geocentric and heliocentric theories of the universe.

**Suggested Teaching Strategies:**

1. Geography is crucial to the understanding of history. For example, the Age of Exploration began, culturally, in Italy. Navigational exploration began in Portugal. The Northwest Passage really was above the Arctic Circle. The Islamic religion started in Saudi Arabia.

Have students locate these places on a map.

1. The classification of time eras seems to be rather straightforward. However, it has been my experience that students get confused about the time designations. Give some dates of various events representing different time eras so that students can classify each date into its

proper time era.

1. It’s your call as to whether you wish your students to complete the activities individually or

in pairs. Activities 5, 6, and 7 are gradable activities.

1. This lesson lends itself well to discussion inasmuch as there are a number of important concepts to embellish, such as the Magna Carta, feudalism, Black Death, the role of trading and religion, heresy, Protestant Reformation, and so on. Make sure students understand the

concept of irony before they share ironic situations (Activity 4) they have encountered.

1. Believers of the Islamic religion are also called Moslems, but according to research, they

now preferred to be called Muslims.

1. There is plenty of extra information at a variety of websites listed below.

**Formative Evaluation:**

1. Discussion is a great device for determining how well students are achieving your objectives.
2. If you do not grade Activities 5, 6, and 7, they can be indicators as to how well you are achieving your objectives.

**Summative Evaluation**

1. You can grade Activities 5, 6, and 7.
2. Grades received from the Chapter 2 Test are summative evaluation.

**Websites:**

1. <http://www.uri.org/kids/world_isla_basi.htm> - Islam Religion

2. <http://www.ducksters.com/history/renaissance.php> - The Renaissance

3. <https://online.kidsdiscover.com/unit/renaissance> - The Renaissance

4. <http://www.kidspast.com/world-history/0288-the-renaissance.php> - The Renaissance

5. <https://kidskonnect.com/history/renaissance/> - The Renaissance

6. <http://www.ducksters.com/history/renaissance_famous_people.php> -The Renaissance

**Lesson 4 - The Age of Exploration – Part 11**

**Materials:**

1. text, pp. 18-25

**Objectives:** Each student will have the opportunity to:

1. associate key Renaissance people with their respective achievements.
2. identify the areas in the “New World” claimed by the European powers.
3. locate on a map specific places the explorers claimed for their country.
4. explain the purpose of the Line of Demarcation.
5. explain the concept of mercantilism.
6. associate specific men with places they traveled or explored.
7. sequence important exploration dates on a timeline.
8. identify the meanings of key vocabulary words.

**Suggested Teaching Strategies:**

1. Have a discussion about three titans of the Renaissance – da Vinci, Michelangelo, and Galileo. Interestingly, da Vinci and Michelangelo lived in the same town, although da Vinci

was older, and they did not like each other at all!

1. I discussed the inclusion of Michelangelo’s famed sculpture of David with several parents and I decided to exclude reference to the famous sculpture from the text because displaying the male’s anatomical parts might be too controversial. Most parents were not particularly bothered by showing a picture of the sculpture, but that was a small sample. However, I opted to avoid the controversy. It’s your decision as to whether to show a picture of this

famous detailed sculpture on whiteboard.

1. Discuss when does a discovery become a discovery. One has to write about his discovery.
2. A lively discussion should emerge as a result of “Some Realizations about the Age of Exploration.” These insights are not usually presented in a text but they offer viable, troublesome issues about the Age of Exploration. They certainly should downplay some of

the fame and glory that conquistadors have received.

1. Show your students on a world map the approximate Line of Demarcation, and emphasize the reason for the line between Spain and Portugal. That is why Brazil was a Portuguese

colony and their language today is Portuguese.

1. It is vital that each place the explorers visited be pointed out on a world map. Success on the

map activity (#3) is dependent upon students knowing where places are located.

1. Discuss the importance of mercantilism during this era. It is the basis for the founding of several English colonies – profit from trade!

**Formative Assessment:**

1. Review how well you have achieved the objectives.

2. Discussion always provides insight to students’ understanding of the material.

3. Check to see how well students did on the map activity and the timeline activity.

**Summative Assessment:**

1. You could grade the map activity and/or the timeline activity.

2. Grades received from Chapter 2 Test are summative evaluation

**Websites**:

1. <http://kids.britannica.com/comptons/article-9274197/Leif-Eriksson> - Leif Ericson

2. <http://www.landofthebrave.info/leif-ericson-facts.htm> - Leif Ericson

3. <http://www.history.com/topics/exploration/vasco-nunez-de-balboa> - Balboa

4. <http://www.history.com/topics/exploration/juan-ponce-de-leon> - Ponce de Leon

5. <http://www.history.com/topics/exploration/francisco-pizarro> - Francisco Pizarro

6. <http://www.history.com/topics/exploration/hernando-de-soto> - de Soto

7. <http://www.history.com/topics/exploration/francisco-vazquez-de-coronado> - Coronado

8. <http://www.history.com/topics/exploration/jacques-cartier> - Cartier

9. <http://mrnussbaum.com/explorers/robert_sieur_de_la_salle/> - de la Salle

10. <http://robinsonlibrary.com/america/uslocal/gulf/missriver/marq-jol.htm> - Marquette & Joliet

11. <http://www.ducksters.com/biography/explorers/henry_hudson.php> - Henry Hudson

12. <http://www.history.com/this-day-in-history/sir-walter-raleigh-executed> - Sir Walter Raleigh

13. <http://www.history.com/topics/exploration/francis-drake> - Sir Francis Drake

14. <http://www.phschool.com/atschool/ahon/history_interactive/mvl-1021/common_player.html>

 - interactive map showing some explorers sea routes

15. <http://eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u2/index.html> -

 interactive map showing some explorers sea routes

**Lesson 5 - Early Settlements – European Powers Compete for Supremacy**

**Materials:**

1. text, pp. 26-30

**Objectives:** Each student will have the opportunity to:

1. explain the patterns of settlement and growth of the English, Spanish, French, Dutch, and Swedes.
2. identify and locate the early settlements of the English, Spanish, French, Dutch, and Swedes.
3. analyze the role of religion in early American settlements.
4. explain the role of mercantilism in the founding of colonies.
5. differentiate between the Pilgrims and the Puritans.
6. explain the importance of the Mayflower Compact.
7. associate key men and women with their respective achievements.

**Suggested Teaching Strategies:**

1. The objectives identify the important concepts that should be covered in this lesson through

activities and discussion. Review the reading strategies on pages 1-3 of this document.

1. Review the concept of mercantilism once again.
2. Again, it is absolutely essential to use a map of Europe and North America to pinpoint which

European power founded which settlement in what is now Canada and the United States.

1. Historical Note: Although Sir Walter Raleigh was the inspiration behind trying twice to establish settlements at Roanoke Island, both of which failed, he never visited the settlement. If desired, you can add that Virginia Dare was the first English child born in North America

but she, too, disappeared with the rest of the settlers.

1. If you desire to assign research reports on this lesson, there are plenty of good websites available, especially on Plymouth and Jamestown. By the way, back then, Plymouth was often spelled Plimouth. Authorities have also barricaded Plymouth Rock from tourist access because so many people were chipping off pieces of the rock! You can see it, but you cannot chip at it! FYI: When the rock was moved from its original location, it fell and broke in half. One-half of the rock is across the street in a museum; the other half is near the ocean in

a separate facility for tourists to see.

1. Point out that conflict was inevitable when two or more European powers claim the same territory or land as in the case of the English, Dutch, and Swedes. To my knowledge, the Swedes had no explorers claim land in North America, but they set up colonies anyway in the lower Delaware River region alongside the Dutch. This same concept of conflict applies

when you have European settlers encroaching upon the Native American lands.

**Formative Assessment:**

1. How well have you achieved the objectives? They are the benchmarks of success for the lesson.
2. You have the option of checking how well students did on the activities, or to grade Activities 1 and 3.

**Summative Assessment:**

1. If you grade the activities in the work-a-text, then this is a form of summative assessment.
2. How well did students perform on the Chapter 3 Test.
3. Grading a research report, if one was assigned.

**Websites:**

1. <http://www.history.com/topics/plymouth> - Plimouth Plantation

2. <http://www.kidspast.com/world-history/0327B-pilgrims.php> - Pilgrims

3. <http://www.scholastic.com/scholastic_thanksgiving/> - first Thanksgiving

4. <http://b-womeninamericanhistory17.blogspot.com/2010/10/sir-walter-raleigh-roanoke-island-north.html> - John White’s account of setting ashore at Roanoke Colony

**Lesson 6 – The Thirteen English Colonies**

**Materials:**

1. text, pp. 31-37

**Objectives: Each student will have the opportunity to:**

1. identify the three types of colonial governments.
2. classify each colony into its proper geographic region.
3. identify each colony’s founder’s name and the reason for founding each colony.
4. locate and label each colony on a map.

**Suggested Teaching Strategies:**

1. Again, it is absolutely essential to use the map on page p. 37.

2. Suggestion: Have students color the borders for the New England, Middle and Southern

 colonies.

3. It seems quite whimsical that the Duke of York would give two friends the state of New Jersey! That’s the basis for Activity 3 which should generate some discussion. The activity

 is also meant to accommodate the 3C component of the new social studies standards.

4. Circulate as the students are reading to see if they are filling in the charts accurately.

**Formative Assessment:**

1. Checking students’ charts is formative assessment.

2. Assess how well students accomplished the objectives.

**Summative Assessment:**

1. You could decide to grade Activities 1, 2, 4, and 5.

2. Grades received from the Chapter 3 Test

**Website:**

1. <http://kathydoty.com/colonies/13coloniesinformation.htm>

**Lesson 7 – How the Colonies Were Governed**

**Materials**:

1. text, pp. 38-40

**Objectives**: Each student will have the opportunity to:

1. identify several examples of representative government (democracy).
2. identify the three forms of local government.
3. identify the three components colonial governments consisted of.
4. describe the importance of the following political documents:
5. Mayflower Compact
6. Fundamental Orders of Connecticut
7. Charter of Privileges
8. Frame of Government
9. describe the importance of the House of Burgesses and town meetings.
10. differentiate between the House of Commons and the House of Lords.

**Suggested Teaching Strategies**:

1. This lesson follows a basic read-and-answer the questions format. Check pages 1-3 for

helpful reading strategies.

1. The lesson focuses on the importance of early political documents, town meetings, and

representative government.

1. Students get confused about the differences between Objectives 2 & 3. Clarify the distinction between the components of colonial government and the kinds of local government.

**Formative Assessment**

1. Circulate among your students to make sure they are attuned and focused on answering the questions.
2. If students answer the questions successfully, then you will have achieved the objectives.

**Summative Assessment**:

1. Grades received on the Chapter 4 Test is summative assessment.
2. You can choose to grade the answers to the questions in Activity 1.

**Lesson 8 – Life in Colonial America**

**Materials:**

1. text, pp. 41-48

**Objectives:** Each student will have the opportunity to:

1. differentiate between cash crops and subsistence crops and their impact upon the soil.

2. discuss the respective roles of men, women, and children in colonial America.

3. discuss the different settlement patterns among the colonies.

4. discuss how religion impacted settlement patterns among the colonies.

5. discuss the education of children among the colonies.

6. identify common forms of crime and punishment in colonial America.

7. identify key aspects of the Salem Witchcraft Trails, Bacon’s Rebellion, and King Philip’s War.

8. associate pivotal people with their respective events.

9. associate key terminology with their respective meaning.

**Suggested Teaching Strategies:**

1. I am suggesting to differentiate between the cash crops, particularly tobacco, that depleted the soil, and subsistence crops, such as corn, wheat, and oats that did not deplete the soil as badly. When we talk about depleting the soil, you will need to clarify that some crops draw nutrients from the soil more readily than others. And some crops return nutrients to the soil.

2. The main differentiation of settlement patterns among the colonies exists within the southern plantation system. Because plantation farms were like small communities, the need to establish small towns did not exist among Southern colonies as much as it did among the Middle and Northern colonies.

3. When one discusses the role of religion in colonial America, one is particularly struck with the irony of religious freedom! That is, religious groups poured into colonial America to escape the persecution in their home countries, and yet, some religious sects did not allow religious freedom! The Puritans were notorious culprits of this irony.

4. Particularly striking, with the exception of the Quakers, was the fact that schooling was mainly intended for boys. Almost as striking (in contrast with today’s standards) was that children learned to read (mainly through homeschooling in the South) for the purpose of reading the Bible.

5. As a supplement, it would be an interesting discussion about how children were viewed during colonial times. One of my favorites quotes about children comes from Johnathan Edwards. He stated, “As innocent as children seem to be to us, “. . . they are young vipers, and are infinitely more hateful than vipers, and are in a miserable condition . . . .”

5. You should be able to generate some lively discussion about crime and punishment in the colonies. In particular, the ways in which confessions were extracted from people, which is illegal today, is most interesting and illogical! Another gruesome facet of punishment was couched in the phrase “drawn and quartered.” That phrase was reserved for the really bad guys or for a treasonous crime. The punishment dealt with hanging, disemboweling, removing the genitalia and head, and dismembering the body. Such was the fate of Metacomet (King Philip), although he was shot during the war.

6. The Salem Witchcraft Trails should also generate some lively discussion and bring to life the meaning of the word **hysteria**.

7. Bacon’s Rebellion, King Philip’s War and the John Peter Zenger trial are also interesting facets of colonial life. It would be interesting to explore the difference between libel and freedom of speech or defamation of character and freedom of speech (particularly in a presidential election year).

**Formative Assessment:**

1. Discussion should provide clues about accomplishing your objectives.

2. Check activities five and six to see how well students answered the statements.

**Summative Assessment:**

1. Grading activities five and six, if desired.

2. Grades received from Chapter 4 Test.

**Websites:**

1. <http://score.rims.k12.ca.us/score_lessons/colonial_court/html/colonial.html>

2. <http://www.history.org/Foundation/journal/Spring03/brankslideshow/index.html>

3. <http://lylesj.tripod.com/trade/colondays.html>

4. <http://www.history.org/history/teaching/enewsletter/volume3/images/ColonialCrimes.pdf>

**Lesson 9 – Slavery Among the Colonies**

**Materials:**

1. text, pp. 49-54

**Objectives:** Each student will have the opportunity to:

1. cite the importance of the Emancipation Proclamation.

2. explain the meaning of triangular trade.

3. describe what the Middle Passage was.

4. describe his/her feelings about being vicariously part of the Middle Passage.

5. cite a few examples of the Slave Code.

6. describe what life on the plantation as a slave was like.

7. explain common forms of slave resistance.

8. explain the Church’s view on slavery.

**Suggested Teaching Strategies:**

1. This lesson has some emotionally-laden content but it is meant to present the life of a slave,

 from capture to servitude, in a realistic context. I explored with parents the inclusion of **castration** which, of course, was particularly offensive, but nonetheless, a factual part of the slave code. Thus, its inclusion is meant to present a realistic aspect of a slave’s life. The same logic applies to the topic of rape enclosed under the subheading The Notorious Slave Codes.

2. Have students calculate what it would cost to buy a slave in today’s economy, even though slavery is illegal. The answer would be between $32,00 - $68,000

3. The Emancipation Proclamation was not part of colonial life but is presented as part of the historical context of slavery.

4. Use a map to show the flow of sugar products from the West Indies to the New England colonies and/or to England to West Africa, and back to the West Indies – thus the phrase the Triangular Trade System and its vicious cycle.

5. Words can only do so much. When researching the Middle Passage, the conditions the slaves endured are really unimaginable. When one reads historical accounts about the grim realities of the Middle Passage, it is quite sickening and appalling!

6. Much of the material in this lesson will generate discussion. Again, not to activate controversy, The Church’s View on Slavery was clearly **ambiguous**! That’s just the way history unraveled during colonial times.

7. Activity 4 will determine the degree of comprehension your students obtained during this lesson. They really need to be careful readers to complete this activity. I would encourage you to have them go back in the lesson to classify the statements correctly.

**Formative Assessment:**

1. Ascertaining the degree to which students are focused on the lesson’s content is a formative process.

2. If you do not grade Activity 4, you can determine how well students understood the lesson’s content. In addition, the other activities are meant to accommodate the NCSS’s C3 standards.

**Summative Assessment:**

1. Grading Activity 4 is summative assessment.

2. Grades earned from the Chapter 4 Test are also summative assessment.

**Lesson 10 – Thunderbolts between the French and English**

**Materials:**

text, pp. 55-60

**Objectives**: Each student will be able to:

1. locate the French and English claims on a map of North America.
2. analyze the causes, key events, and outcomes of the French and Indian War.
3. explain two purposes and results of the Albany Congress.
4. locate key areas of conflict on a map of North America.

**Teaching Strategies**:

1. Observing the geographic locations of claims and key events is essential. You could also use a large class map of North America. Use different colored tape to highlight the

French (in blue) and English (in red) positions.

1. Keep highlighting that without geography, history would have no place to happen.
2. Finger trace on a map how the French proceeded to place claims on the interior parts of North America by water routes (particularly the Ohio River Valley). Do the same for the

English via land routes.

1. I am thinking of using the analogy of popcorn and heat (classic case of cause and effect) for explaining the events of the French and Indian War. For example, one kernel exploded (that would be the attempt of both sides to build a fort in the Pittsburgh region). Then, a couple more kernels explode. That would be the French refusal to leave the region. With more heat, more kernels detonate. Use the Jumonville Glen and Battle of Fort Necessity events. Soon, you have popcorn kernels erupting all over the place – the

conflict mushrooms into a full-fledge war as battles occur at various forts.

1. It should be pointed out that fighting between both sides was occurring all the time. The dates listed in the text might give one the impression that fighting between the two sides occurred only on those dates. The fact is battles were constantly occurring during this

time frame.

1. It is also good to note that the French and Indian War was known as the Seven Years War on the European continent. That is because war was not officially declared until 1756,

even though fighting began in 1754 in North America.

1. The timing of when to perform the “rename the war” and the “Join or Die” activities is your call.
2. I suggest pinpointing the locations of all the forts and events described in the lesson on a map of North America. Locate the French forts of Montreal, Quebec, and Louisbourg

along the St. Lawrence River.

1. The lesson is rather complex; therefore, the forts should be identified with an F or FR for

the French and E or EN for the English.

1. The dates’ activity at the end of the lesson should help to timeline the series of events during the French and Indian War. As an additional strategy, list the key dates and events

on the smartboard, or chart paper, to help students with the sequencing of events.

1. The names’ activity should help students to associate the men with locations and events.

**Formative Assessment**:

1. Determine how well you achieved your objectives.
2. Perform a cursory check on how well the students completed the activities.

**Summative Assessment**:

1. You have the option of grading the activities in the text.
2. Grades from the Chapter 5 Test
3. Grading research projects, if you assign them

**Websites:** The following websites would be appropriate if you wanted to assign research topics to your class. There are many more web address on the Internet.

1. Fort Necessity Battlefield - <http://www.nps.gov/fone/index.htm>

2. <https://en.wikipedia.org/wiki/Battle_of_Fort_Necessity>

3. Jumonville Glen - <http://www.nps.gov/fone/jumglen.htm>

4. Fort Louisbourg - <http://www.pc.gc.ca/eng/lhn-nhs/ns/louisbourg/index.aspx>

5. Chief Pontiac - <http://www.historynet.com/chief-pontiac>

6. Battle for Quebec - <http://www.britishbattles.com/battle-of-quebec.htm>

7. Fort Duquesne - http://explorepahistory.com/hmarker.php?markerId=1-A-82

8. French and Indian War - <http://fortwiki.com/French_%26_Indian_War>

9. <http://www.history.com/topics/french-and-indian-war>

10. <http://www.ushistory.org/Declaration/related/frin.htm>

11. Fort Oswego (Ontario) - <http://fortoswego.com/?page_id=11>

12. <http://dmna.ny.gov/forts/fortsM_P/oswegoFort.htm>

13. Fort Niagara -

 <http://www.oldfortniagara.org/>14<http://www.nysparks.com/parks/175/details.aspx>

14. Battle for Montreal - <https://en.wikipedia.org/wiki/Battle_of_the_Thousand_Islands>

15. Fort Pitt - <http://www.fortpitt.org/>

16. Albany Congress - <http://www.u-s-history.com/pages/h789.html>

17. <http://totallyhistory.com/the-albany-congress/>

18. <http://www.nysm.nysed.gov/albany/albanycongress.html>

19. Battle of Bushy Run -

 <https://adventuresinhistoryland.wordpress.com/2013/05/30/the-battle-of-bushy-run-1763/>

20. <http://militaryhistory.about.com/od/frenchindianwar/p/battle-of-bushy-run.htm>

21. <http://bushyrunbattlefield.com/>

22. To learn more about the men – Montcalm, Wolfe, Franklin, Washington, Pitt, Braddock,

 Forbes, Pontiac, Bouquet – enter their names into a web search.

**Lesson 11 – England Provokes Its Children - the American Colonies**

**Materials**:

1. text, pp. 61-67

**Objectives**: Each student will have the opportunity to:

1. explain the meaning of the Royal Proclamation of 1763.
2. describe and identify British policies after 1763 and the colonists’ responses to them.
3. sequence Parliament’s acts against the English colonies.
4. identify what each of the acts meant.
5. associate each vocabulary word with its respective meaning.
6. associate key men identified with corresponding descriptive phrases.
7. summarize the main ideas of the lesson.

**Suggested Teaching Strategies:**

1. The two hotbeds of radical opposition to Parliament’s actions appear to occur in the Massachusetts and Virginia colonies. Use a map of the colonies to reinforce this notion.

However, most of the action in this lesson takes place in Massachusetts.

1. Make sure your students know that the words British and English are used interchangeably. Technically, England and Great Britain are different geographic entities with complex

histories but the names generally refer to the same region.

1. Certainly, knowing all 10 Acts is very confusing which is why I strongly advocate completing the activities about the meaning and sequencing of the Acts. You could have the

students work in pairs on these activities.

1. There are several writing activities in this lesson which are the basis for sharing opinions. It is important that students are able to share their opinions without fear of right or wrong answers. The whole idea is to share their thoughts. However, describing the main ideas of

the lesson should have some degree of correctness.

1. If you choose to grade the vocabulary and men’s activity, then students should work individually. Otherwise, the shared-paired thinking strategy could be used.

**Formative Assessment**

1. Monitor your students for on-task behavior.
2. Monitor your students as they work on the non-graded activities.

**Summative Assessment:**

1. Grading activities 6 and 7 in the work-a-text is an option.
2. Analyze the grades received from the Chapter 5 Test.

**Lesson 12 – War Comes to the American Colonies - The American Revolution – Part 1**

**Materials**:

1. text – pp. 68-73

**Objectives**: Each student will have the opportunity to:

1. sequence the major events of the American Revolution.
2. analyze key events and major outcomes of the American Revolution.
3. associate men and women with their corresponding achievements.
4. locate major events on a map.
5. associate vocabulary words with their meanings.

**Suggested Teaching Strategies**:

1. It is absolutely essential that a map of the colonies be used during the teaching of this lesson. Students should be able to locate places like Fort Ticonderoga, Lake Champlain, Saratoga, Boston, New York City, Philadelphia, Yorktown, etc. Perhaps a comprehensive list of places essential for this lesson could be provided, and students could work in pairs to locate them on

a map.

1. Another crucial element of this lesson is sequencing of events or the use of the timeline. There is such a plethora of dates and events that it would be advantageous for students to insert the event next to the dates in the timeline diagram. This should help to clear up

temporal confusion.

1. You certainly could generate discussion about the foolishness (some would say, stupidity) of a revolution, especially when one considers the lack of an army, navy, weapons, money, food, supplies, government, and friends. It would seem totally insane to start a revolution!

No wonder many people remained loyal to the British crown.

1. I always got confused differentiating between the two Continental Congresses and their functions. I can imagine some of your 7th graders will as well. It is probably advisable to point out that that there was a lot of fighting before the Declaration of Independence was

approved.

1. There are a tremendous number of websites about the American Revolution. Hence, there is plenty of information if you desire to assign research reports about different battles or people.

If you have a smartboard, some of this information can be presented through this technology.

1. Allow students to share their responses to the writing activities. I would think extra sensitivity would need to be exercised with the Dear John note to King George in case anyone has received such a correspondence (although they are a bit young for such an

experience).

1. It’s your choice as to whether your students do Activities 6, 7, and 8 in pairs or individually.

That decision is dependent upon whether you are grading any of the activities.

**Formative Assessment:**

1. Check students’ timelines so as to clear up temporal confusion.

2. Conduct informal assessments on writing exercises.

3. Conduct informal assessments on matching activities, if you do not grade them.

**Summative Assessment:**

1. Grade the two matching activities
2. Grading on the Chapter 5 Test.

**Websites on the American Revolution: (for Lessons 12 and 13)**

1. <http://www.massmoments.org/moment.cfm?mid=29> – story of Henry Knox moving artillery from Fort Ticonderoga in 1775-1776
2. <http://www.army.mil/article/40819> - excellent painting of Washington as commander-in-chief talking to citizens
3. <http://theamericanrevolution.org/EventDetail.aspx?event=52> – anything about the American Revolution
4. <http://www.history.com/this-day-in-history/thomas-paine-publishes-common-sense> - Thomas Paine
5. <http://www.datesandevents.org/events-timelines/01-american-revolution-timeline.htm> - sequence of events from 1760 to 1784
6. <http://battle1777.saratoga.org/> - Battle of Saratoga
7. <http://www.history.com/topics/american-revolution/battle-of-saratoga> - Battle of Saratoga
8. <http://www.ushistory.org/us/11g.asp> - Battles of Saratoga
9. <http://www.nps.gov/sara/learn/photosmultimedia/virtual-tour-stop-3.htm> - Battle of Saratoga
10. [http://www.washingtoncrossingpark.org/#](http://www.washingtoncrossingpark.org/) - Washington Crossing the Delaware River
11. <http://www.nps.gov/inde/index.htm> - Independence National Historic Park
12. <http://www.ushistory.org/ValleyForge/> - Valley Forge
13. <http://www.ushistory.org/march/phila/valleyforge.htm> - Valley Forge
14. <http://www.nps.gov/vafo/index.htm> - Valley Forge National Historic Park
15. <https://en.wikipedia.org/wiki/Valley_Forge_National_Historical_Park>
16. <http://www.history.com/topics/american-revolution/battle-of-bunker-hill> - Bunker Hill
17. <http://historicphiladelphia.org/betsy-ross-house/what-to-see/> - Betsy Ross House
18. <http://www.history.com/this-day-in-history/the-battle-of-brandywine-begins> - Battle of Brandywine
19. <http://www.ushistory.org/brandywine/thestory.htm> - Battle of Brandywine
20. <http://www.nps.gov/gero/learn/historyculture/clark.htm>
21. <http://www.historynet.com/battle-of-monmouth.htm> - Battle of Monmouth
22. <http://www.nps.gov/york/learn/historyculture/history-of-the-siege.htm> - Battle of Yorktown
23. ww.ducksters.com/history/battle\_of\_yorktown.php – Battle of Yorktown
24. <http://www.nps.gov/gero/learn/historyculture/clark.htm> - George Rogers Clark
25. <http://www.history.com/this-day-in-history/john-paul-jones-wins-in-english-waters> - John Paul Jones
26. <http://www.nps.gov/cowp/learn/historyculture/daniel-morgan.htm> - Battle of Cowpens

**Lesson 13 - War Comes to the American Colonies - The American** **Revolution – Part 2**

**Materials**:

1. text, pp. 74-79

**Objectives**: Each student will have the opportunity to:

1. sequence the major events of the American Revolution.

2. analyze key events and major outcomes of the American Revolution.

3. associate men and women with their corresponding achievements.

4. locate major historic events on a map.

5. associate vocabulary words with their meanings.

**Suggested Teaching Strategies**:

1. It is absolutely essential that a map of the colonies be used during the teaching of this lesson. Highlight the British three-prong attack plan which encompasses Burgoyne coming from the north, St. Leger (although not named) coming from the west, and Howe approaching from the south. Point out the Mohawk River Valley and Hudson River Valley. Eventually, students should be able to locate places like Fort Ticonderoga, Lake Champlain, Saratoga, Boston, New York City, Philadelphia, Yorktown, etc. Perhaps a comprehensive list of places essential for this lesson could be provided, and students could work in pairs to locate them on a map.

2. Another crucial element of this lesson is sequencing of events or the use of the timeline. There is such a plethora of dates and events that it would be advantageous for students to insert the event next to the dates in the timeline diagram. This should help to clear up temporal confusion.

3. I would recommend reinforcing the terminology used to refer to the British and the American troops. For example, I used the term lobster backs. I discovered that 7th graders do not necessarily associate cooked lobster with the color red, as reflected in the British redcoats.

4. You certainly could generate discussion from the writing activities in this lesson.

5. If students are unable to complete Activity 3 in class, it could be assigned as homework. They will need to look up the women online. There are some very interesting stories once you start reading about the women.

6. There are many websites about the American Revolution. Hence, there is plenty of information, if you desire to assign research reports about different battles or people. If you have a smartboard, some of this information can be presented through this technology. Websites are contained in Lesson 12’s suggested plan.

7. Allow students to share their responses to the writing activities.

8. It’s your choice as to whether your students do the **Supplemental Activity 6** on page 24) in pairs or individually. That decision is dependent upon whether you are grading it.

9. The song Yankee Doodle has quite an interesting history. It was used by both the British and Americans to taunt the surrendering army. It was played at the Battles of Lexington and Concord, and coincidentally, at Cornwallis’ surrender at the Battle of Yorktown. Historical accounts differ as to who played Yankee Doodle at Yorktown – the Americans, the French, or both armies.

**Formative Assessment:**

1. Check students’ timelines so as to clear up temporal confusion.

2. Conduct informal assessments on writing exercises.

3. Conduct informal assessments on matching activity 3, if you do not grade it.

**Summative Assessment:**

4. Grade the matching activity #3.

5. Grading on the Chapter 6 Test.

**Websites on the American Revolution: (for Lessons 12 and 13)**

1. <http://www.massmoments.org/moment.cfm?mid=29> – story of Henry Knox moving artillery

 from Fort Ticonderoga in 1775-1776

2. <http://www.army.mil/article/40819> - excellent painting of Washington as commander-in-chief

 talking to citizens

3. <http://theamericanrevolution.org/EventDetail.aspx?event=52> – anything about the American

 Revolution

4. <http://www.history.com/this-day-in-history/thomas-paine-publishes-common-sense> - Thomas

 Paine

5. <http://www.datesandevents.org/events-timelines/01-american-revolution-timeline.htm> -

 sequence of events from 1760 to 1784

6. <http://battle1777.saratoga.org/> - Battle of Saratoga

7. <http://www.history.com/topics/american-revolution/battle-of-saratoga> - Battle of Saratoga

8. <http://www.ushistory.org/us/11g.asp> - Battles of Saratoga

9. <http://www.nps.gov/sara/learn/photosmultimedia/virtual-tour-stop-3.htm> - Battle of Saratoga

10. [http://www.washingtoncrossingpark.org/#](http://www.washingtoncrossingpark.org/) - Washington Crossing the Delaware River

**Activity 6** - **A Supplement to Lesson 13** – **War Comes to the American Colonies –**

**Part 1**

Read each phrase below the name’s table. In the blank space, next to each phrase, write the last name of the man most closely associated with the phrase.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  John Burgoyne |  George Rogers Clark | Lord Charles Cornwallis | Marquis de Lafayette | Ben Franklin |
| Horatio Gates | Nathanael Greene |  William Howe | John Paul Jones | Tadeusz Kosciuszko |
|  Charles Lee | Francis Marion | Casimir Pulaski | Philip Schyuler | Friedrich von Steuben |

A. schmoozing in France \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. Rebel General fought in the Battle of Saratoga \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. Rebel General who fought in Southern colonies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D. trained the American army at Valley Forge \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E. Rebel General who fought at the Battle of Monmouth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

F. British General who surrendered at Saratoga \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

G. known as the Swamp Fox \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

H. “I have yet begun to fight.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I. 20-year-old French man appointed Major General \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

J. Rebel General who fought at the Battle of Saratoga \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

K. Polish General known as Father of American Cavalry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

L. British General who surrendered at Battle of Yorktown \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

M. militia officer who captured forts in the frontier region \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

N. Polish officer who strengthen many colonial forts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

O. British General who sailed off to capture Philadelphia \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. <http://www.nps.gov/inde/index.htm> - Independence National Historic Park

12. <http://www.ushistory.org/ValleyForge/> - Valley Forge

13. <http://www.ushistory.org/march/phila/valleyforge.htm> - Valley Forge

14. <http://www.nps.gov/vafo/index.htm> - Valley Forge National Historic Park

15. <https://en.wikipedia.org/wiki/Valley_Forge_National_Historical_Park>

16. <http://www.history.com/topics/american-revolution/battle-of-bunker-hill> - Bunker Hill

17. <http://historicphiladelphia.org/betsy-ross-house/what-to-see/> - Betsy Ross House

18. <http://www.history.com/this-day-in-history/the-battle-of-brandywine-begins> - Battle of

 Brandywine

19. <http://www.ushistory.org/brandywine/thestory.htm> - Battle of Brandywine

20. <http://www.nps.gov/gero/learn/historyculture/clark.htm>

21. <http://www.historynet.com/battle-of-monmouth.htm> - Battle of Monmouth

22. <http://www.nps.gov/york/learn/historyculture/history-of-the-siege.htm> - Battle of Yorktown

23. www.ducksters.com/history/battle\_of\_yorktown.php – Battle of Yorktown

24. <http://www.nps.gov/gero/learn/historyculture/clark.htm> - George Rogers Clark

25. <http://www.history.com/this-day-in-history/john-paul-jones-wins-in-english-waters> - John

 Paul Jones

26. <http://www.nps.gov/cowp/learn/historyculture/daniel-morgan.htm> - Battle of Cowpens

**Lesson 14 - Our First Government – The Articles of Confederation**

**Materials**:

1. text pp. 80-84

**Objectives**: Each student will have the opportunity to:

1. list the dates of important documents and events during the 1775 – 1787 era.

2. identify major outcomes of documents and events during the 1775 – 1787 era.

3. identify states carved out of the Northwest Territory.

4. classify each phrase as to which document or event it was associated with.

5. associate vocabulary words with their meanings.

**Suggested Teaching Strategies**:

1. It would be advantageous to reinforce these large Co words – continental, congress, confederation, constitution, and convention.

2. This lesson contains summary elements of 9 events or documents. The specifics of what each one contains is usually confusing to 7th graders. To unravel the confusion, I created a classifying activity (#3) in which students are to ascertain what event or document pertains to each one of the several phrases listed. As additional reinforcement, have your students create a timeline by writing in the dates from the answers in the table.

3. Have students use a physical map of the United States to identify which states were eventually carved out of the Northwest Territory. Incidentally, the eastern part of Minnesota was originally part of the Northwest Territory. It might be helpful to clarify that the Northwest kept moving west and north as the new nation expanded westward.

4. Students seem to get confused between the 2nd Continental Congress (as the acting government) and the Articles of Confederation which was the first plan for government finally ratified in 1781. Keep emphasizing the difference between the two, or any of the “co” words.

5. Share students’ prediction answers from Activity 2. A major prediction would be that most farmers did not have $640 to spend. Also, most farms were much smaller than 640 acres. In addition, it would also cost money to obtain plow horses, other animals, machinery, feed, etc.

 Paying taxes on the land could be a problem as well.

6. If you would like to enhance vocabulary comprehension, use **Supplemental Activity 5** on page 27.

7. It’s your choice as to whether your students do Activities 3, 4, and 5 in pairs or individually. That decision is dependent upon whether you are grading those activities.

**Formative Assessment:**

1. Check students’ timelines so as to clear up temporal confusion.

2. Conduct informal assessments on map activity.

3. Conduct informal assessments on matching activities, if you do not grade them.

**Summative Assessment**

4. Grade the matching activities (#s 3, 4, and 5, if used).

5. Grading on the Chapter 7 Test.

**Websites for Lesson 14**

1. <http://avalon.law.yale.edu/18th_century/artconf.asp> – Articles of Confederation
2. <http://ushistoryscene.com/article/articles-of-confederation/> - Articles of Confederation
3. <http://www.ushistory.org/us/15a.asp> - Shays’ Rebellion
4. <http://www.history.com/topics/shays-rebellion> – Shays’ Rebellion
5. <http://www.congressforkids.net/Independence_articles.htm> - Articles of Confederation
6. <http://www.ducksters.com/history/american_revolution/articles_of_confederation.php>

**Lesson 15 – The Constitutional Convention of 1787**

**Materials**:

1. text – pp. 85-88

**Activity 5 – A Supplement to Lesson 14 - Our First Government – The Articles of Confederation**

Read each phrase below the table of vocabulary words. In the blank space, next to each phrase, write the vocabulary word most closely associated with the phrase.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| amend | ceded | convention | depression | draft | merchants |
| negotiate | ordinances | petition | ratify | resolution | sovereignty |

1. independent power or authority \_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_

2. draw up or write \_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_

3. to discuss something in order to make an agreement \_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_

4. laws established by a governmental authority \_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_

5. to approve or agree \_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_

6. slow growth of industry, loss of jobs \_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_

7. a written document requesting something \_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_

8. store owners who sell goods for profit \_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_­\_

9. to change or improve \_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_

10. a decision to do or not to do something \_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_

11. to give ownership of \_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_

12. a large meeting of people \_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_­\_

**Objectives**: Each student will have the opportunity to:

1. sequence the major events surrounding the Constitutional Convention.
2. contrast the Virginia and New Jersey Plans.
3. describe the major compromises of the Constitutional Convention.
4. associate men of the Convention with their corresponding achievements.
5. associate vocabulary words with their meanings.

**Suggested Teaching Strategies**:

1. Review the meaning of the words Constitutional Convention.
2. Another crucial element of this lesson is sequencing of events and the use of the timeline.

Students can work in pairs on this exercise (Activity 1).

1. You should be able to generate some lively discussion from the writing activities in the lesson. However, I suggest handling the slavery issues with caution, especially if your group is not emotionally mature enough to handle the content. Students need to be reminded that this is part of our historical past, certainly not a glorious part, but definitely a factual part. Note: If we did not have our present Constitution, we would not have been able to remedy or

 amend the situation (under the Articles of Confederation).

1. Activity 5 is an interesting analysis question. Why did the original framers of the Constitution set the number of states to ratify the Constitution at 9, which is only 69% of the

states? Personally, I have yet to find an answer to that question. However, we can speculate!

1. There are a number of websites about the Constitutional Convention. Hence, there is plenty of information if you desire to assign research reports. If you have a smartboard, some of

this information can be presented through this technology.

1. If you choose to use the **Supplement Activity 8** on page 29, it’s your choice as to whether your students do Activities 7 and 8 in pairs or individually. That decision is dependent upon

whether you are grading them.

**Formative Assessment:**

1. Check students’ timelines for accuracy.

2. Conduct informal assessments on writing exercises.

3. Conduct informal assessments on matching activities, if you do not grade them.

**Summative Assessment:**

1. Grade the matching activities.
2. Grading on the Chapter 7 Test

**Websites for Lesson 15**

1. <http://www.congressforkids.net/Constitution_greatcompromise.htm>
2. <http://www.government-and-constitution.org/us-constitution/three-fifths-compromise.htm>
3. <http://www.congressforkids.net/wordspy/wspy_Constitution_ratifyingconstitution.htm>
4. <http://www.ushistory.org/us/18a.asp> - Bill of Rights
5. <http://www.congressforkids.net/Constitution_billofrights.htm> - Bill of Rights

Activity 8 – A Supplement to Lesson 15 – **The Secret Constitutional Convention of 1787**

Read each phrase below the table of vocabulary words. In the blank space, next to each phrase, write the number of the vocabulary word most closely associated with the phrase.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. amendments | 2. anti-Federalists | 3. bicameral | 4. commerce | 5. compromise |
| 6. Federalists | 7. imported | 8. jettisoned | 9. ratify | 10. representatives |

1. \_\_\_\_\_ a solution where each side gives up something in order to end an argument
2. \_\_\_\_\_ one who does something for, or represents, other people
3. \_\_\_\_\_ people who were opposed to the Constitution
4. \_\_\_\_\_ thrown out
5. \_\_\_\_\_ the act of changing for the better
6. \_\_\_\_\_ people who were in favor of the U.S. Constitution
7. \_\_\_\_\_ to approve
8. \_\_\_\_\_ trade, the buying and selling of goods
9. \_\_\_\_\_ to bring into (a state or country)
10. \_\_\_\_\_ lawmakers are separated into two groups or houses

**Lesson 16 - Understanding the New Constitution**

**Materials:**

1. text – pp. 89-94

2. Internet

3. a copy of the Constitution

**Objectives:** Each student will have the opportunity to:

1. classify different countries as to which type of government they have.

2. explain the importance of the U.S. Constitution.

3. identify different parts of the Constitution.

4. identify and classify the basic principles underlying our U.S. government.

5. explain and classify the major types of power contained in the Constitution.

**Suggested Teaching Strategies:**

1. This lesson is all about government and contains some “heady” or loft concepts that are basic to understanding our U.S. Constitution. Undoubtedly, the concepts will require some in-depth

 discussion and study.

2. It is interesting to study about the different types of government that exist in the world. Most countries fall under one of the seven major types of government. Students will need to use the Internet to classify each of the 13 countries listed as to the type of government under which

 each country operates.

3. In order to understand the basic parts of the Constitution, each student, or groups of students,

 should have a copy of the document, or it could be projected onto a screen or Smartboard.

4. In order to complete Activity 3, you will need copies of the Constitution, particularly the

 Amendments. Students can work individually or in groups to classify the Amendments.

5. It greatly surprises me that no individual case was brought before the Supreme Court about

 women’s suffrage, which is the basis for Activity 5.

5. The section on “Basic Principles Underlying Our Constitution” will require careful study

 even though Activity 6 is meant to reinforce an understanding of those principles.

6. The same plea is urged for the section on “Types of Power in the Constitution.” Reinforce

 the use of multiple terms to mean the same thing, such as enumerated/delegated or

 implied/elastic clause.

**Formative Assessment**

1. Definitely check as to how well the students are completing the activities.

2. How well did you achieve the objectives?

**Summative Assessment:**

1. You could choose to grade Activities 1, 2, 3, 6 and 7.

2. Grades received from Chapter 7 Test.

**Websites:**

1. <http://www.usconstitution.net/constkids4.html>

2. <http://www.constitutionfacts.com/us-constitution-kids/>

3. <http://mrnussbaum.com/u-s-constitution-interactive/>

4. <http://www.socialstudiesforkids.com/subjects/constitution.htm>

**Lesson 17 – U.S. Constitution: Three Branches of Government**

**Materials**:

1. text – pp. 95-100

**Objectives**: Each student will have the opportunity to:

1. list and classify the specific functions of each branch of government.
2. differentiate the specific functions among the 3 branches of government.
3. associate vocabulary words with their meanings.

**Suggested Teaching Strategies**:

1. It would be advantageous to keep reinforcing these large Co words – continental, congress,

confederation, constitution, and convention.

1. Probably most students have a working understanding of the core principles of this lesson – that is the three branches of government. So, the activities in the lesson are meant to

reinforce that knowledge base.

1. Activity 2 is a flowchart meant to help students visualize the functions of the three branches

of government.

1. Activity 3 is designed to reinforce much of the terminology associated with the functions of our government. It’s your choice as to whether your students do Activities 2 and 3 in pairs or individually. That decision is dependent upon whether you are grading the activities.

**Formative Assessment:**

1. Check students’ answers to the activities.

2. Conduct informal assessments on the fill-in-the-blank activities, if you do not grade them.

**Summative Assessment:**

1. Grade the matching activities.
2. Grading on the Chapter 7 Test.

**Websites for Lesson 17**

1. <https://kids.usa.gov/>

2. <http://www.socialstudiesforkids.com/subjects/government.htm>

3. <http://www.congressforkids.net/>

4. <http://mrnussbaum.com/government/>

**Lesson 18 - A New Nation Begins Its Journey with George Washington**

**Materials:**

1. text – pp. 101-107

**Objectives:** Each student will have the opportunity to:

1. identify key aspects of the Electoral College.

2. realize that everything George Washington did in the government established a precedence.

3. differentiate between Federalists’ ideas and Anti-Federalists’ ideas.

4. associate key people with their respective roles and achievements.

5. identify the meaning of key legislative acts.

6. identify key issues associated with historical events, such as the Whiskey Rebellion, Jay’s Treaty, Pinckney’s Treaty, etc.

7. compare Washington’s campaign tactics with those of today’s contenders for the Presidency.

**Suggested Teaching Strategies:**

1. Clarify how a presidential candidate can win the popular vote tally but still lose an election

 based upon the Electoral College process which is based upon a state’s population. (As of this writing in 2016, it appears that Hillary Clinton received more of the popular vote than did

 Donald Trump, but Trump received a higher number of the electoral college votes.)

2. Even though it is not in the test, emphasize how everything Washington did to get the new

 government up and running established a precedence.

3. Point out how “articulate” (fancy) some educated people wrote in those days. The words auspicious, approbation, and suffrages are highlighted; students can check the glossary for the

 meaning of the words.

4. Differentiate between domestic and foreign issues. The Whiskey Rebellion was a domestic

 issue; Jay’s Treaty was a foreign issue.

5. Make sure students understand the issue associated with impressment; it became an on-going

 source of contention and eventually led to the War of 1812.

5. When discussing Pinckney’s Treaty, point out contested areas on a map of the U.S.

6. Perhaps you could chart all of the new legislation that had to be established in order to get the

 new government operational.

**Formative Assessment:**

1. How well have you achieved the objectives?

2. Gauging the level of interactive discussion

3. Checking Activity 5 for students’ comprehension levels

**Summative Assessment:**

1. Grading Activity 5 would constitute summative assessment.

2. Grades received on Chapter 8 Test

**Websites:**

1. <http://www.u-s-history.com/pages/h465.html>

2. <http://www.u-s-history.com/pages/h454.html>

3. <http://www.u-s-history.com/pages/h455.html>

**Lesson 19 - A New Nation Continues Its Journey with John Adams**

**Materials:**

1. text – pp. 108-110

**Objectives:** Each student will have the opportunity to:

1. identify key aspects of the Electoral College.

2. explain the XYZ Affair (provides an introduction to political intrigue).

3. explain the cause(s) of the Quasi-War with France.

4. explore and discuss the constitutionality of the Alien and Sedition Acts.

**Suggested Teaching Strategies:**

1. Emphasize the introduction of political parties, most assuredly, emanating from Federalists’

 versus Anti-Federalists’ viewpoints.

2. The XYZ Affair was one of the dominant events of John Adam’s administration. The event is far more complicated than presented in the text. You might want to explore the difference between a bribe and extortion, both of which can be illegal, depending upon the context. The Affair sounded like both – a bribe and extortion although these concepts were not explored in

 the text because of spatial restrictions.

3. Explore the nature of the Alien and Sedition Acts. Kids should pick up on the unconstitutionality of the laws. It would seem they violated certain freedoms guaranteed by the Bill of Rights, or at least should generate lively discussion. At the very least, the laws

 doomed Adams’ chance for a second term as President.

4. Political cartoons are an expression of one’s feelings. If student’s do not care to express

 themselves through art, they could design a placard.

**Formative Assessment:**

1. How well have you achieved the objectives?

2. Gauging the level of interactive discussion

3. Check student’s drawings or placards for comprehension

**Summative Assessment:**

1. Grades received on Chapter 8 Test

**Websites:**

1. <http://www.u-s-history.com/pages/h465.html>

2. <https://history.state.gov/milestones/1784-1800/xyz>

3. <http://www.ushistory.org/us/19e.asp>

4. <http://www.history.com/topics/alien-and-sedition-acts>

**Lesson 20 - Thomas Jefferson Launches the Nation into a New Century**

**Materials:**

1. text – pp. 111-117

**Objectives:** Each student will have the opportunity to:

1. identify the process for breaking tie votes in the election of U.S. Presidents.

2. describe the Burr-Hamilton duel.

3. locate the general geographic area encompassing the Louisiana Territory.

4. identify key people involved in the Louisiana Purchase.

5. identify the main reasons for buying the Louisiana Territory.

6. sequence the major events of the Louis and Clark expedition.

6. explain the main results emerging from the Louis and Clark Expedition.

7. identify key issues associated with Jefferson’s administration, such as the Embargo of 1807 and the Barbary pirates, etc.

8. associate key people with their respective roles and achievements.

**Suggested Teaching Strategies:**

1. Clarify that Jefferson and Burr were from the same political party and the ensuing job of the House of Representatives to break a tie vote for the Presidency. This should help clarify the

 meaning of the 12th Amendment.

2. PBS has a video on the Burr-Hamilton duel. You may be able to find reenactments elsewhere on the Internet. Historians have cited that duelists often missed each other on purpose which is what Hamilton did (according to accounts) but Burr did no such thing. The distinguished

 careers of two men ended in a flash!

3. Use a map of the United States to locate the boundaries of the Louisiana Purchase which at the time doubled the size of the U.S. While covering the trip of the Lewis and Clark Expedition, pinpoint the various locations on a map. Reinforce what the Continental Divide is on a physical map, if necessary. Show the major drainage basins at this geographic point.

4. Most of us do not realize that Sacagawea was a very young woman when she guided Lewis and Clark’s Expedition. In fact, she was a teenager. She was only 24 when she died and

 Clark eventually gained custody of her two children.

5. Clarify the meaning of embargo and the impact it had upon the country (how it backfired).

6. Locate the Barbary coast of North Africa and the countries involved.

7. Activities 3 and 4 are designed to reinforce the content of this lesson.

**Formative Assessment:**

1. How well have you achieved the objectives?

2. Gauging the level of interactive discussion

**Summative Assessment:**

1. Grades received on Chapter 8 Test

2. You could decide to grade Activities 3 and 4, but if not, it becomes formative assessment.

**Websites:**

1. <http://lewisclark.net/>

2. <http://www.nationalgeographic.com/lewisandclark/>

3. <http://www.archives.gov/education/lessons/lewis-clark/>

4. <https://history.state.gov/milestones/1801-1829/barbary-wars>

5. <http://www.history.com/this-day-in-history/burr-slays-hamilton-in-duel>

6. <http://www.eyewitnesstohistory.com/duel.htm>

7. <http://www.ushistory.org/us/20c.asp>

8. <http://www.history.com/topics/louisiana-purchase>

**Lesson 21 - The M & M Presidents – James Madison**

**Materials:**

1. text – pp. 118-123

**Objectives:** Each student will have the opportunity to:

1. identify the main cause of the War of 1812.

2. identify various aspects of the War of 1812.

3. sequence the major events of the War of 1812.

4. identify key historical events during Madison’s Presidency.

5. explore the actions of Congress in declaring war against Great Britain.

6. locate key historical places presented in the lesson.

7. associate key men with their respective roles and achievements.

**Suggested Teaching Strategies:**

1. I suggest using a U.S. and world map when places are being discussed. Key places such as Lake Erie, New Orleans, Plattsburgh, NY, Baltimore, Detroit, Ghent, Belgium, etc. should be

 located on a map.

2. You could generate an interesting discussion on Congress’ decision to wage war against Great

 Britain.

3. It might be helpful to web or set up a sequence chart on the major events of the War of 1812.

4. Contrast how the Battle of New Orleans would have been different if they had cellphone or

 text communication in those days. (i.e. – It would have never occurred.)

5. You can choose to have your students work individually or in small groups to complete

 Activities 4 and 5. It all depends upon whether you want to grade the activities.

**Formative Assessment:**

1. Review how well you accomplished your objectives.

2. Determine the level of interaction as per discussions.

3. Check activities 4 and 5, if you do not grade them.

**Summative Assessment:**

1. Grades for activities 4 and 5, if you decide to grade them

2. Grades received on Chapter 9 Test

**Websites:**

1. <http://mrnussbaum.com/war1812/>

2. <https://www.pinterest.com/msatterwhite/war-of-1812/>

3. <http://www.history.com/topics/war-of-1812>

4. <http://www.historynet.com/war-of-1812>

**Lesson 22 - The M & M Presidents – James Monroe**

**Materials:**

1. text – pp. 124-128

**Objectives:** Each student will have the opportunity to:

1. identify three guiding principles of the American System.

2. list major features of an economic depression.

3. sequence the order of travel innovations.

4. identify the major results of treaties crafted during Monroe’s administration.

5. explain the Monroe Doctrine.

6. associate men with their respective roles and achievements.

7. differentiate between free and slave states.

**Suggested Teaching Strategies:**

1. This is very much a read-discuss-answer-the-questions format.

2. When discussing the Conestoga wagon, make sure to clarify that the Conestoga is often confused with the prairie schooner. The two vehicles were completely different wagons.

 The Conestoga was much too heavy for the westward movement era.

3. Finger trace the Erie, Main Line, and C&O Canals on a map.

4. Use the map to point out Spanish Florida, the Great Lakes, Lake Champlain, and the northern

 border of Canada.

5. Use the map to point out free and slave states, particularly in the Louisiana Territory.

 Pinpoint the states of Missouri and Maine as a central part of the Missouri Compromise.

6. Discuss the importance of the Monroe Doctrine and point out some of the European colonies

 already established in the Western Hemisphere.

**Formative Assessment:**

1. Check your students’ answers for Activities One and Two.

2. Ascertain how well you have achieved the objectives.

**Summative Assessment:**

1. Grades received on the Chapter 9 Test

**Websites:**

1. <http://www.history.com/topics/monroe-doctrine>

2. <http://www.u-s-history.com/pages/h255.html>

3. [https://en.wikipedia.org/wiki/American\_System\_(economic\_plan)](https://en.wikipedia.org/wiki/American_System_%28economic_plan%29)

4. <http://www.u-s-history.com/pages/h277.html>

5. <http://blueandgraytrail.com/event/Panic_of_1819>

6. <http://www.history.com/topics/conestoga-wagon>

7. <https://www.bing.com/images/search?q=conestoga+wagon+history&qpvt=conestoga+wagon+history&qpvt=conestoga+wagon+history&qpvt=conestoga+wagon+history&FORM=IGRE>

8. <http://www.ushistory.org/us/25a.asp>

9. <http://eriecanal.org/>

10. <http://www.canals.ny.gov/index.shtml>

**Lesson 23 - John Quincy Adams’ Presidency**

**Materials:**

1. text – pp. 129-130

**Objectives:** Each student will have the opportunity to:

1. identify the impact the Tariff of Abominations had on the U.S.

2. identify what the corrupt bargain was.

3. identify the political body that decides tie votes or non-majority votes for the President.

4. describe the rise of sectionalism and what factors contributed to it.

5. identify how the era of good feelings ended.

**Suggested Teaching Strategies:**

1. After reading the information in the lesson, I think the Activity 1 questions should generate

discussion. In particular, it’s time to clarify sectional interests.

2. Clarify the meaning of the word “nullify” and a state’s ability or lack thereof to declare a

 Federal law unconstitutional.

**Formative Assessment:**

1. Stay tuned to discussions and how much comprehension is reflected in the questions.

**Summative Assessment:**

1. Grades received on Chapter 10 Test

**Lesson 24 - The Jackson Era**

**Materials:**

1. text – pp. 131-136

**Objectives:** Each student will have the opportunity to:

1. contrast the personalities of J.Q. Adams and Andrew Jackson.

2. describe the Indian Removal Act and its impact upon Native Americans. (Trail of Tears)

3. describe what Jacksonian democracy meant.

4. explain how the National Bank was a constitutional entity.

5. explain how Andrew Jackson violated the Supreme Court rulings.

6. explain the nullification crisis.

7. explain the impact of the McCulloch v. Maryland Supreme Court case.

8. associate key men with their respective roles and achievements.

**Suggested Teaching Strategies**

1. Read and discuss or clarify various issues, such as:

* Jacksonian democracy
* the personalities of Adams and Jackson
* the Nullification Crisis
* the demise of the Second Bank of the U.S.
* McCulloch v. Maryland case
* Indian Removal Act
* Jackson’s failure to enforce the Supreme Court ruling in favor of the Cherokees
* and other topics that arise

2. Use a map of the U.S. to show where the Seminoles and Cherokees were located and where the Indian Territory was located – in present day Oklahoma. Trace what constituted the “Trail

 of Tears.”

3. Activities 5 and 6 are designed to reinforce the content contained in Lesson 24. Students could work on them individually or in small groups. Your strategy would be based upon

 whether you desire to grade the activities.

4. President Andrew Jackson defied a ruling of the U.S. Supreme Court which ruled in favor of the Cherokee nation. Jackson stated, "[Justice] John Marshall has made his decision; let him enforce it now if he can." On the basis of this statement, discuss why Andrew Jackson

 should have been impeached! Have students recall the main role of the Executive Office.

**Formative Assessment:**

1. Check your students’ answers for all of the activities. However, if you decide to grade Activities 5 and 6, they become summative assessment.

2. Ascertain how well you have achieved the objectives.

**Summative Assessment:**

1. Grades obtained from Activities 5 and 6, if you decide to grade them.

2. Grades received on the Chapter 10 Test

**Websites:**

1. <http://www.history.com/topics/native-american-history/trail-of-tears>

2. <http://www.cherokee.org/AboutTheNation/History/Facts/OurHistory.aspx>

3. <http://www.cherokee.org/AboutTheNation/History/TrailofTears/ABriefHistoryoftheTrailofTears.aspx>

4. <http://floridahistory.org/seminoles.htm>

**Lesson 25 - Presidents Martin Van Buren, William Henry Harrison, and John Tyler Take**

**Center Stage**

**Materials:**

1. text, pp. 137-139

**Objectives:** Each student will have the opportunity to:

1. explain “cause and effect” factors that contributed to the Panic of 1837.

2. identify main historical events that occurred during Van Buren’s and Tyler’s Presidencies.

3. identify major historical events during the elections of 1836 and 1840.

4. identify new campaign tactics, such as image-making and slogans.

5. associate various men with their respective roles and achievements.

**Suggested Teaching Strategies:**

1. Web the cause and effect factors that basically contribute to any economic depression. I did not highlight how a declining money supply can also make it harder to obtain loans that are necessary for doing business but that is an economic factor of depressions. Enforcement of

 the Specie Circular (paying in gold and silver) negatively impacted the money supply.

2. Once again, use a map to pinpoint Florida and the Seminole War as well as the Trail of Tears.

3. Discuss the wisdom of giving a two-hour Inaugural Address during a snowstorm for all

 participants!

4. When it comes to the answer the question format, Question 9 will take more time. You can have your students work in small groups to design slogans, or image-making caricatures. I

 stressed positive because it would be easy for the activity to gravitate toward the negative.

5. The following website offers evidence that W.H. Harrison did not die of pneumonia as many historians have surmised. Check it out.

 <http://www.history.com/news/ask-history/did-william-henry-harrisons-inauguration-speech-kill-him>

**Formative Assessment:**

1. Check whether you have met most of your objectives although you will not know how well

 they were accomplished until students take the Chapter 11 Test – Part 1.

2. Peruse your students’ answers to the questions.

3. Share the image-making slogans.

**Summative Assessment:**

1. Grades received on the Chapter 11 Test – Part 1

**Lesson 26 - Early Industrialization in the United States**

**Materials:**

1. text, pp. 140-149

**Objectives:** Each student will have the opportunity to:

1. explain what the Industrial Revolution was.

2. identify major inventions that led to the Textile Revolution.

3. identify major developments in transportation systems and communication systems.

4. identify major road developments.

5. identify major canals in early U.S. history.

6. identify major developments in the development of steam power.

7. identify major benefits as a result of the development of railroads.

8. identify major developments in the labor movement.

9. explain the effects of immigration on American society.

10. identify major terms associated with the Industrial Revolution.

11. associate various men with their respective roles and achievements.

**Suggested Teaching Strategies:**

1. It would be good to set up a timeline sequence of the various inventions and developments.

2. It would also be advisable to web the inventors with their various inventions in the

 respective categories, such as Textiles, Road Development, Canals, Railroads, etc.

3. Make the distinction between small scale cottage industries and large scale mass production

 as the central theme of the Industrial Revolution.

4. Clarify the difference between the Conestoga wagon and the prairie schooner.

5. Activities 4 and 5 are designed to reinforce much of the content contained in Lesson 26. If you choose to grade the activities, students should work individually. If you are not grading

 them, they could work in pairs.

6. There are a variety of topics from which you could assign individual or paired reports.

**Formative Assessment:**

1. Check whether you have met most of your objectives although you will not know how well they were accomplished until students take the Chapter 11 Test – Part 1.

2. Peruse your students’ answers to the various activities in this lesson, if you choose not to

 grade them.

**Summative Assessment:**

1. Grades received on the Chapter 11 Test – Part 1

2. Grades received on various activities, if you choose to grade them.

3. Grades received on individual reports, if you assign them.

**Websites**

1. <http://www.history.com/topics/conestoga-wagon>

2. <http://www.ushistory.org/us/22a.asp>

3. <http://www.history.com/topics/industrial-revolution>

4. <http://americanhistory.about.com/od/industrialrev/a/indrevoverview.htm>

5. <http://www.ushistory.org/us/25a.asp>

6. <http://www.canals.ny.gov/history/history.html>

7. <http://kids.britannica.com/comptons/article-198211/canal>

**Lesson 27 - The Scoping Eyes of Manifest Destiny**

**Materials:**

1. text – pp. 150-158

**Objectives:** Each student will have the opportunity to:

1. explain the origins of the phrase Manifest Destiny.

2. explain how the state of Texas came into existence.

3. identify details about the Battle of the Alamo.

4. identify specific details about the Mexican-American War.

5. sequence historical events as they relate to Manifest Destiny.

6. identify cause and effect events.

7. cite the main result of the Treaty of Guadalupe Hidalgo.

8. explain the impact the discovery of gold had upon California and the nation.

9. identify what the Bear Flag Revolt was.

10. differentiate between the Santa Fe and Oregon Trails.

11. cite the dangers settlers had in moving westward.

12. explain how the Mormons wound up in Utah.

13. identify the impact missionaries had upon western settlements.

14. cite the major results of the Compromise of 1850.

15. explain the Gadsden Purchase.

16. associate men with their respective roles and achievements.

**Suggested Teaching Strategies:**

1. This is a whopping huge lesson loaded with details about the westward movement and the expansion of the U.S. It is highly recommended that names and dates associated with events

 be webbed.

2. Don’t forget to check for reading strategies you might like to employ contained on pp. 1-3 in

 this teacher’s guide.

3. It is highly recommended that a U.S. map be used to locate the many places encompassed in this lesson. Alamo (San Antonio), Nueces and Rio Grande Rivers, Buena Vista, Vera Cruz,

 Mexico City, New Mexico, Arizona, Sutter’s Mill, San Francisco, Utah, etc.

4. Activities 6 and 7 and the **Supplemental Activity 8** on page 43 reinforce most of the content presented in this lesson. Students should work individually on the activities, if you are

 grading them. Otherwise, have students complete the activities in pairs.

**Formative Assessment:**

1. There is a trainload of objectives. Monitor your students to ascertain how well they have grasped the content.

2. If you choose not to grade Activities 6, 7, and 8, peruse your students’ answers to ascertain

 areas of difficulty.

Activity 8 – A Supplement to Lesson 27 – **The Scoping Eyes of Manifest Destiny: Westward Expansion**

Use the information in the lesson to recall what each short phrase means. Match each short phrase to the statement with which it is most closely associated. Write the number of the short phrase in the blank space next to each statement.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Battle of San Jacinto | 2. Bear Flag Revolt | 3. Compromise of 1850 | 4. Fugitive Slave Law |
| 5. Gadsden Purchase | 6. Lone Star Republic | 7. Oregon Trail | 8. Oregon Treaty |
| 9. Santa Fe Trail | 10. Sutter’s Mill | 11. Treaty of Guadalupe Hidalgo | 12. Underground Railroad |

A.\_\_\_\_ settled the northern boundary of U.S. in the Northwest

B.\_\_\_\_ U.S. acquired southern Arizona and New Mexico

C.\_\_\_\_ first step for California independence

D.\_\_\_\_ secret houses, hiding places, and routes for runaway slaves to gain their freedom

E.\_\_\_\_ Texas

F.\_\_\_\_ it was illegal to hide or help runaway slaves to gain their freedom

G.\_\_\_\_ used mainly as a trade route

H.\_\_\_\_ a series of laws meant to calm regional differences over slavery

 I.\_\_\_\_ where gold was discovered

 J.\_\_\_\_ thousands of pioneers traveled this route to the Northwest

K.\_\_\_\_ where Mexican dictator Santa Anna was defeated

L.\_\_\_\_ Mexico gave up over 50% of its territory, including Texas, to the U.S.

**Summative Assessment:**

1. Activities 6, 7 and/or 8 can be graded separately, or you can grade all three activities

 collectively.

2. Grades received from Chapter 11 Test – Part 2

**Websites:**

1. <http://www.history.com/topics/manifest-destiny>

2. <http://www.ushistory.org/us/29.asp>

3. <http://www.history.com/topics/mexican-american-war>

4. <http://www.pbs.org/kera/usmexicanwar/index_flash.html> (interactive)

5. <http://mrnussbaum.com/history-2-2/westward-expansion-for-kids/>

6. <http://www.santafetrail.org/interactive-trail-map/> (interactive)

7. <https://www.nps.gov/oreg/index.htm>

8. <http://www.pbs.org/mormons/timeline/>

9. <http://www.history.com/topics/missouri-compromise>

10. <http://www.ushistory.org/us/23c.asp>

11. <http://www.history.com/topics/donner-party>

12. <http://www.legendsofamerica.com/ca-donnerparty.html>

**Lesson 28 - Age of Reform and American Culture**

**Materials:**

1. text – pp. 159-165

**Objectives:** Each student will have the opportunity to:

1. associate various historical events of reform and American culture that occurred in hospitals, prisons, temperance, abolition, education, women’s movement, religion, and philosophy.

2. associate various men and women with their respective roles and achievements as they occurred during the Age of Reform.

3. classify men and women into their correct categories of reform or American culture.

4. explain what social reform is.

**Suggested Teaching Strategies:**

1. Don’t forget to check for reading strategies you might like to employ contained on pp. 1-3 of

 this teacher’s guide.

2. Students will be using the Internet to look up the names of people associated with various forms of reform and American culture. If you are grading Activities 1 and 2, then students should complete them individually. If you are not grading them, then, allow them to work in pairs. It would be advisable for students to classify people into their appropriate basket as they find out who they are. Stress the use of last names as some of the basket will become

 quite crowded with names.

3. You could assign individual reports; there are quite a number of people associated with this

 lesson.

**Formative Assessment:**

1. Monitor your students as to their ability to classify people’s names into their respective group.

2. If you choose not to grade Activities 1 and 2, peruse your students’ answers to ascertain

 areas of difficulty.

**Summative Assessment:**

1. Activities 1 and 2 can be graded separately, or collectively.

2. Grades received from Chapter 11 Test – Part 2 are summative assessment.

3. Grades received from the individual reports are summative assessment.

**Websites:**

1. There are websites for each individual listed in this lesson.

2. <http://www.historynet.com/underground-railroad>

3. <http://www.history.com/topics/black-history/underground-railroad>

4. <http://www.historynet.com/seneca-falls-convention>

5. <https://www.nps.gov/wori/learn/historyculture/seneca-falls-in-1848.htm>