



History and Social Science
Standards of Learning
Enhanced Scope
and Sequence

United States History to 1877

Commonwealth of Virginia
Department of Education
Richmond, Virginia
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by the

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Introduction

The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is a resource intended to help teachers align their classroom instruction with the History and Social Science Standards of Learning that were adopted by the Board of Education in March 2001. The History and Social Science Enhanced Scope and Sequence is organized by topics from the original Scope and Sequence document and includes the content of the Standards of Learning and the essential knowledge and skills from the Curriculum Framework. In addition, the Enhanced Scope and Sequence provides teachers with sample lesson plans that are aligned with the essential knowledge and skills in the Curriculum Framework.

School divisions and teachers can use the Enhanced Scope and Sequence as a resource for developing sound curricular and instructional programs. These materials are intended as examples of how the knowledge and skills might be presented to students in a sequence of lessons that has been aligned with the Standards of Learning. Teachers who use the Enhanced Scope and Sequence should correlate the essential knowledge and skills with available instructional resources as noted in the materials and determine the pacing of instruction as appropriate. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be a useful instructional tool.

The Enhanced Scope and Sequence contains the following:

- Units organized by topics from the original History and Social Science Scope and Sequence
- Essential understandings, knowledge, and skills from the History and Social Science Standards of Learning Curriculum Framework
- Related Standards of Learning
- Sample lesson plans containing
 - Instructional activities
 - Sample assessment items
 - Additional activities, where noted
 - Sample resources

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Organizing Topic

Geography Skills

Standard(s) of Learning

- USI.1 The student will develop skills for historical and geographical analysis, including the ability to
- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;
 - c) sequence events in United States history from pre-Columbian times to 1877;
 - f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
- USI.2 The student will use maps, globes, photographs, pictures, and tables to
- a) locate the seven continents;
 - b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
 - c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.

Sequence events in United States history.

Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Content

Describe continents as large land masses surrounded by water.

Identify the seven continents:

- North America
- South America
- Africa
- Asia
- Australia
- Antarctica
- Europe. (Explain that Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia.)

Explain that geographic regions have distinctive characteristics.

Identify the geographic regions of North America and describe the following physical characteristics of each region:

- Coastal Plain
 - Located along the Atlantic Ocean and Gulf of Mexico _____
 - Broad lowland providing many excellent harbors _____
- Appalachian Highlands
 - Located west of Coastal Plain, extending from eastern Canada to western Alabama; including the Piedmont _____
 - Old, eroded mountains (oldest mountain range in North America) _____
- Canadian Shield
 - Wrapped around Hudson Bay in a horseshoe shape _____
 - Hills worn by erosion and hundreds of lakes carved by glaciers _____
 - Holds some of the oldest rock formations in North America _____
- Interior Lowlands
 - Located west of the Appalachian Mountains and east of the Great Plains _____
 - Rolling flatlands with many rivers, broad river valleys, and grassy hills _____
- Great Plains
 - Located west of Interior Lowlands and east of the Rocky Mountains _____
 - Flat land that gradually increases in elevation westward; grasslands _____
- Rocky Mountains
 - Located west of the Great Plains and east of the Basin and Range _____
 - Rugged mountains stretching from Alaska almost to Mexico; high elevations _____
 - Contains the Continental Divide, which determines the directional flow of rivers _____
- Basin and Range
 - Located west of Rocky Mountains and east of the Sierra Nevadas and the Cascades _____
 - Area of varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America _____
- Coastal Range
 - Rugged mountains along the Pacific Coast that stretch from California to Canada _____
 - Contains fertile valleys. _____

Identify and locate on a map the following major bodies of water to which the United States has access:

- Oceans
 - Atlantic, Pacific _____
- Rivers
 - Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande _____
- Lakes
 - Great Lakes _____
- Gulf
 - Gulf of Mexico. _____

Describe, using the information below, how bodies of water support interaction among regions, form borders, and create links to other areas:

- Trade, transportation, and settlement _____
- The location of the United States, with its Atlantic and Pacific coasts, has provided access to other areas of the world. _____
- The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants. _____
- The Ohio River was the gateway to the west. _____

- Inland port cities grew in the Midwest along the Great Lakes.
- The Mississippi and Missouri Rivers were the transportation arteries for farm and industrial products. They were links to ports and other parts of the world.
- The Columbia River was explored by Lewis and Clark.
- The Colorado River was explored by the Spanish.
- The Rio Grande forms the border with Mexico.
- The Pacific Ocean was an early exploration route.
- The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Education Place. Houghton Mifflin, Inc. <<http://www.eduplace.com/ss/maps/world.html>>. This site offers access to a collection of maps that can be used for the course in United States History to 1877.

“North America Geographic Regions.” Virginia Department of Education.
<<http://www.pen.k12.va.us/VDOE/Instruction/History/NorthAmerica-sel-regions.pdf>>. This site offers a map of the geographic regions of North America.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. United States History to 1877: Test Blueprint. Virginia Department of Education, 2003/04.
<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint3USI.pdf>>. This site provides assessment information for the course in United States History to 1877.

Session 1: Labeling a Map of the World

Materials

- Outline maps of the world
- Colored pencils
- Desk atlas
- Textbook

Instructional Activities

1. Provide each student with an outline map of the world, colored pencils, and a desk atlas. For outline maps of the world, see *Education Place*. Houghton Mifflin, Inc. <<http://www.eduplace.com/ss/maps/world.html>>.
2. Have students label on their maps
 - the seven continents
 - the eight geographic regions of North America
 - the major oceans, gulfs, lakes, and rivers of North America, including the
 - Pacific
 - Atlantic
 - Mississippi
 - Gulf of Mexico.
3. After students have completed their maps, have them answer the following questions:
 - What are some distinguishing physical, geographical features of the four hemispheres?
 - How do these features reflect the climate and the way individuals live in these hemispheres?
4. Have students use the information from these maps later to develop a game of geographical pursuit (see Session 3 below).

Session 2: Travel Brochure for a Geographic Region

Materials

- Physical and political maps of the United States
- Internet access
- Paper
- Glue
- Colored pencils
- Construction paper
- “Travel Brochure” assignment sheet (Attachment A)

Instructional Activities

1. Before beginning this lesson, have students assess their knowledge of the geography of the United States. Challenge them to draw from memory the outline of the United States (cover all maps in the classroom) and label the following features on their map:

- The Appalachian Highlands
- The Rocky Mountains
- The Great Lakes
- The Mississippi, Missouri, Ohio, Columbia, and Colorado rivers, and the Rio Grande
- The Great Plains
- The Gulf of Mexico.

Many students will struggle to remember the location of these features. After the exercise is complete, review the map of the U.S. with students, focusing on the above features. Another option for this activity would be to let students work in pairs to label the features.

2. Have the students, working individually or in small groups, design a travel brochure surveying one of the geographic regions of the United States. Assign each student or group of students a region from the following list:

- Appalachian Highlands
- Canadian Shield
- Interior Lowlands
- Great Plains
- Rocky Mountains
- Basin and Range
- Coastal Range.

To begin, students should find their region on a map and identify the outstanding physical and cultural characteristics of that region and the states located in it. After the students have completed this step, give each student or group a copy of the “Travel Brochure” assignment sheet (Attachment A). Have students use the library and/or Internet sources to complete this project. They should access official state Web sites that offer tourist information. To assist students, you may want to show students examples of some real travel brochures and point out some of the distinguishing characteristics they all share.

3. After students have completed their brochures, have them present their brochures to the class while the remaining students take notes on the main points. Another option is a “scavenger hunt” in which the brochures are posted around the room and the students examine the brochures to find answers to questions on a teacher-created worksheet.

Session 3: Geography Trivial Pursuit

Materials

- Desk atlas
- Textbook
- Maps and information from previous lessons
- Index cards

Instructional Activities

1. Have students participate in a game of geography trivial pursuit. First, divide students into pairs or small groups. Then have each pair or group use various resources to write a specific number of questions for the game. To avoid duplication of questions, assign each pair or group a geographic region on which to focus. Have the students write their questions on index cards — the question on one side, and the answer on the other. Check the students' questions for accuracy and content, and have them correct their questions as needed. The students are now ready to play the game.
2. Collect the questions, divide the students into teams, and play the game as a whole class. Assign points to teams for correct answers. (Alternatively, have students play in smaller groups. This option requires the duplication of index cards.) Students may design and make game boards or bring game boards and pieces to class in order to play.

Session 4: Assessment

Materials

- Assessment (Attachment B)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment B.

Attachment A: Travel Brochure

Design a travel brochure according to the guidelines listed below. Your brochure should include

- a catchy title
- creative descriptions of the main physical features of the region (e.g., rivers, lakes)
- creative descriptions of at least two main tourist attractions, either natural or man-made (e.g., a canyon, a waterfall, an amusement park, or a historical site/park)
- pictures of at least three main tourist attractions (These may be found on the Internet, printed, and applied to your brochure.)
- possible accommodations. (These could include hotels or camping.)

Be sure that your brochure is colorful and attractive so that it will encourage people to visit your region.

Attachment B: Sample Assessment Items

Asterisk () indicates correct answer.*

- | | |
|---|---|
| <p>1. What river forms a border between the United States and parts of Mexico?
 A Mississippi
 B Ohio
 C Rio Grande *
 D Columbia</p> <p>2. What geographic region is located along the Atlantic Ocean and the Gulf of Mexico?
 A Coastal Plain *
 B Appalachian Highlands
 C Canadian Shield
 D Interior Lowlands</p> <p>3. What geographic region is located west of the Rocky Mountains and east of the Sierra Nevadas?
 A Great Plains
 B Interior Lowlands
 C Basin and Range *
 D Coastal Range</p> <p>4. What geographic region may be described as “Rugged mountains along the Pacific Coast that contain fertile valleys”?
 A Coastal Plain
 B Great Plains
 C Interior Lowlands
 D Coastal Range *</p> <p>5. What river was the gateway to the west?
 A Missouri River
 B Columbia River
 C Ohio River *
 D Mississippi River</p> <p>6. On a map of North America, which of the following rivers would be farthest east?
 A Colorado River
 B Ohio River *
 C Columbia River
 D Mississippi River</p> | <p>7. What river was explored by Lewis and Clark?
 A Colorado River
 B Mississippi River
 C Columbia River *
 D Missouri River</p> <p>8. What geographic region contains the oldest mountain range in North America?
 A Coastal Plains
 B Interior Lowlands
 C Appalachian Highlands *
 D Canadian Shield</p> <p>9. What river was explored by the Spanish?
 A Mississippi River
 B Ohio River
 C Colorado River *
 D Missouri River</p> <p>10. What geographic region consists of flat lands that gradually increase in elevation westward?
 A Canadian Shield
 B Interior Lowlands
 C Great Plains *
 D Coastal Range</p> <p>11. What water feature provided the French and Spanish with exploration routes to Mexico and other parts of America?
 A Rio Grande
 B Columbia River
 C Gulf of Mexico *
 D Ohio River</p> <p>12. Where is the Continental Divide located?
 A Basin and Range
 B Coastal Range
 C Rocky Mountains *
 D Canadian Shield</p> |
|---|---|

Organizing Topic

American Indians (First Americans)

Standard(s) of Learning

- USI.1 The student will develop skills for historical and geographical analysis, including the ability to
- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;
 - c) sequence events in United States history from pre-Columbian times to 1877;
 - d) interpret ideas and events from different historical perspectives;
 - f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
- USI.3 The student will demonstrate knowledge of how early cultures developed in North America by
- a) locating where the American Indians (First Americans) settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), and Eastern Woodland (Iroquois);
 - b) describing how the American Indians (First Americans) used their environment to obtain food, clothing, and shelter.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills (to be incorporated into instruction throughout the academic year)

Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.

Sequence events in United States history.

Interpret ideas and events from different historical perspectives.

Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Content

Identify where the following American Indians (First Americans) lived in North America prior to the arrival of Europeans, and describe their environments:

- Inuit inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year.
- Kwakiutl inhabited the Pacific Northwest coast, characterized by a rainy, mild climate.
- Sioux inhabited the interior of the United States, called the Great Plains, and characterized by dry grasslands.
- Pueblo inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains.
- Iroquois inhabited northeast North America, the Eastern Woodland, which is heavily forested.

Explain how geography and climate affected the way American Indians (First Americans) met their basic needs, using the following information:

- The American Indians (First Americans) fished, hunted, and harvested crops for food.
- Clothing was made from animal skins and plants.
- Shelter was made of resources found in their environment (e.g., sod, stones, animal skins, wood).

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Education Place. Houghton Mifflin, Inc. <<http://www.eduplace.com/ss/maps/world.html>>. This site offers access to a collection of maps that can be used for the course in United States History to 1877.

Fairy and Folk Tales from Around the World: Native American (First Nation) Tales. <http://www.awrsd.org/oak/Courses%20&%20Homework/English-Languag%20Arts-Reading/Cote/Folk%20and%20Fairy%20Tales/folk_and_fairy_tales_jen_cote.htm>. This site offers Native American tales, particularly those of the Sioux taken from *Wigwam Evenings: Sioux Folk Tales Retold* by Charles A. Eastman and Elaine Goodale Eastman.

The Learning Page: American Indians of the Pacific Northwest. Library of Congress. <<http://memory.loc.gov/ammem/ndlpedu/collections/pacific/langarts.html#folklore>>. In addition to information about the Pacific Northwest Indians (Kwakiutl), this Web site also provides suggested questions that can be asked of any folk tale.

Lummis, Charles. Pueblo Indian Folk-Stories. <<http://www.sacred-texts.com/nam/sw/pifs/>>. This site provides a collection of stories from the Isleta Pueblo people of New Mexico.

Native American Indian Myth and Folklore. <<http://www.earthbow.com/native/frames.htm>>. This rich site contains lore, legends, and myths of many Native American peoples, indexed by tribe.

“Origin Stories from Around the World: The Origin of Light — Inuit Myth.” *antho43: Human Evolution and Adaptation*. <<http://www.unc.edu/~akakalio/anth43/origins.html>>. The story presented here reflects the geography of the Inuit, who would have no sunlight for months, and the patriarchal nature of their society.

“A Partial Pueblo Bibliography.” *Books of the Southwest, University of Arizona Library*. <http://southwest.library.arizona.edu/inte/back.1_div.3.html>. This site offers a useful bibliography of books about the Pueblos.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. United States History to 1877. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint3USI.pdf>>. This site provides assessment information for the course in United States History to 1877.

Session 1: Locating American Indian (First American) Tribes _____

Materials

- Physical outline maps of the United States
- Textbook
- Desk atlas
- Internet access
- Colored pencils

Instructional Activities

1. Explain to students that the purpose of this lesson is to show how physical and climatic features of a geographic location influenced the culture and lifestyles of the American Indian (First American) tribes living there. Place students in pairs, or have them work individually. Give each student or pair a physical outline map of the United States (see <<http://www.eduplace.com/ss/maps/pdf/usphys.pdf>>). Instruct students to research the location of the following tribes: Inuit, Kwakiutl, Sioux, Pueblo, and the Iroquois. Students may use a desk atlas, their textbook, and/or the Internet to find the locations.
2. Have the students use colored pencils to mark the locations on their maps, shading and labeling the appropriate areas. Have students title their maps and create a legend.
3. Have students consider how the physical and climatic features of each tribe's location influenced its culture and lifestyle. To help students grasp this concept, ask them how hurricane season influences or impacts their own life today — their attendance at school, their vacation. Have them consider ways that other factors in their environment might alter their lives. Ask students who have lived in other parts of the United States to describe ways that their previous location differs from/resembles their present location and ways the physical and climatic features of that location affected their lives. (Students also might consider how technology has altered our interactions with the environment, e.g., indoor soccer fields, football stadiums, machines that make snow.) Help students name some ways the physical and climatic features of each tribe's location probably influenced its culture and lifestyle.
4. Have students locate on a contemporary political map of the United States three major cities located in the areas that once were home to the Indian tribes above. Have students use the Internet to gain information about climatic conditions in these areas: for example, have them refer to the United States Climate Page at <<http://www.cdc.noaa.gov/USClimate/states.fast.html>> for climatic data. Have students consider how these Indian tribes may have lived without the benefits of modern technology. Have students record information from the classroom discussion to use in Session 3 activities.

Session 2: Folk Tales from American Indian (First American) Tribes _____

Materials

- Copies of folk tales from the Inuit, Kwakiutl, Sioux, Pueblo, and Iroquois (see applicable Web sites listed in the Sample Resource list for this organizing topic)

Instructional Activities

1. Explain to students that much of what we know about American Indian culture comes from folk tales. Indian tribes practiced an oral tradition. While many of these folk tales are lost to us today, fortunately some were written down. Indian folk tales often attempt to provide explanations for occurrences in the natural world. Nature was essential and often sacred to the lives of American Indians. Explain to students that they will read a series of American Indian folk tales and compare and contrast various reoccurring elements.
2. Choose a variety of American Indian folk tales that addresses several themes, or select tales across tribes that share similar themes, such as creation or origin. Web sites that provide the full text of folk tales or offer a bibliography of folk tales are listed under Sample Resources for this organizing topic. The list is inclusive of all the Indian tribes mentioned above.
3. After students have read the folk tales, lead them in an examination of the stories. Graphic organizers may be useful to help students comprehend the stories and make comparisons. Ask students:
 - What are some of the common elements of the folk tales?
 - What purposes did folk tales serve?
 - What can one learn about the beliefs and cultures of the various tribes from reading the stories?
 - What instruments or methods do we use today to help us make sense of the world?
4. To extend the lesson, have students write their own folk tales. Review some of the basic elements of a folk tale before having the students write their stories. Have them consider a natural occurrence they would wish to explain, such as: How did squirrels get their bushy tails? Why do snakes crawl on their bellies? Students also may choose to write a folk tale that addresses a creation myth. They may choose to include illustrations with their stories.

Session 3: Culture and Lifestyles of American Indian (First American) Tribes _____

Materials

- Shallow boxes, e.g., tops of copy-paper cartons
- Cardboard
- Colored paper
- Markers
- Colored pencils
- Scissors
- Glue
- Research materials, such as library books, textbook, and access to Internet
- “Shadow Box Artifacts Observation Worksheet” (Attachment A)

Instructional Activities

1. Explain to students that they will create a shadow box containing “artifacts” that reflect one of the following American Indian (First American) tribes: Inuit, Kwakiutl, Sioux, Pueblo, and the Iroquois. Divide students into pairs or trios, and assign each group a particular tribe, or let students select. Make sure that each tribe is represented.
2. Have students research their assigned tribe before creating their shadow box. Make resources available in the library and point students to resources on the Internet. Students’ research should cover the following: types of dwelling, clothing, food, arts and crafts, tools, and other applicable information.
3. After completing their research, allow students to begin assembling their shadow box. Encourage students to make replicas of artifacts such as baskets or clothing, to include pictures (either hand-drawn or printed from the Internet), and to include a title on their shadow box and to label each artifact. You may wish to have students write a short report explaining the significance of each artifact. The shadow box should provide a complete picture of the culture and lifestyle of the tribe.
4. Display completed boxes in the classroom. If students wrote reports, place them next to the boxes. Have students explore and complete “Shadow Box Artifacts Observation Worksheets” (Attachment A) related to the tribes they did not research.
5. Once students have completed their worksheets, conduct a whole-group discussion. Have students consider the major similarities and differences between the tribes. Ask: How did geography influence the tribe’s culture and lifestyle? Have students refer to the map exercise they completed in the first session.

Session 4: Assessment

Materials

- Assessment (Attachment B)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment B.

Attachment A: Shadow Box Artifacts Observation Worksheet _____

Examine the shadow boxes around the room. Select two tribes to investigate other than the one you researched, and complete the chart below for each tribe. Be sure to include a description of each item and also its significance.

	Name of Tribe _____	Name of Tribe _____
Clothing	<i>Description:</i> <i>Significance:</i>	<i>Description:</i> <i>Significance:</i>
Arts/Crafts	<i>Description:</i> <i>Significance:</i>	<i>Description:</i> <i>Significance:</i>
Food	<i>Description:</i> <i>Significance:</i>	<i>Description:</i> <i>Significance:</i>
Landscape	<i>Description:</i> <i>Significance:</i>	<i>Description:</i> <i>Significance:</i>
Dwellings	<i>Description:</i> <i>Significance:</i>	<i>Description:</i> <i>Significance:</i>
Other: _____	<i>Description:</i> <i>Significance:</i>	<i>Description:</i> <i>Significance:</i>

Attachment B: Sample Assessment Items

Asterisk () indicates correct answer.*

1. **What group of American Indians (First Americans) inhabited present-day Alaska and northern Canada?**
 - A Kwakiutl
 - B Sioux
 - C Inuit *
 - D Pueblo

2. **What group of American Indians (First Americans) inhabited northeast North America?**
 - A Pueblo
 - B Iroquois *
 - C Sioux
 - D Inuit

3. **What group of American Indians (First Americans) inhabited the Pacific Northwest coast?**
 - A Pueblo
 - B Kwakiutl *
 - C Sioux
 - D Inuit

4. **The Pueblo people inhabited what areas of the United States?**
 - A Present-day Virginia and North Carolina
 - B Present-day Maine and Vermont
 - C Present-day Washington and Oregon
 - D Present-day New Mexico and Arizona *

5. **What group of American Indians (First Americans) inhabited the Great Plains?**
 - A Inuit
 - B Pueblo
 - C Iroquois
 - D Sioux *

6. **What affected the way American Indian (First American) groups met their basic needs?**
 - A Transportation and military
 - B Artifacts and objects
 - C Maps and globes
 - D Geography and climate *

7. **The American Indians (First Americans) of North America were similar in that they all _____.**
 - A lived along rivers
 - B used their environment to obtain food, clothing, and shelter. *
 - C spoke the same language
 - D lived in the same type of dwellings

8. **What was northeast area of North America called that was inhabited by American Indians (First Americans)?**
 - A Great Plains
 - B Eastern Woodlands *
 - C Arctic area
 - D Southwest area

9. **American Indians (First Americans) used animal skins and plants to make _____.**
 - A canoes
 - B beads
 - C pottery
 - D clothing *

10. **American Indians (First Americans) used the resources of sod, stones, animal skins, and wood to make _____.**
 - A canoes
 - B pottery
 - C shelter *
 - D dishes

Organizing Topic

European Exploration

Standard(s) of Learning

- USI.1 The student will develop skills for historical and geographical analysis, including the ability to
- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;
 - d) interpret ideas and events from different historical perspectives;
 - f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
 - g) distinguish between parallels of latitude and meridians of longitude.
- USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by
- a) describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations;
 - b) describing cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict;
 - c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.

Interpret ideas and events from different historical perspectives.

Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Distinguish between parallels of latitude and meridians of longitude.

Content

Explain the following reasons European countries were in competition to extend their power into North America and claim the land as their own:

- Economic — Gold, natural resources, and trade
- Religious — Spread of Christianity
- Competitions for empire and belief in superiority of own culture.

Explain the following obstacles faced by early explorers of North America:

- Poor maps and navigational tools
- Disease/starvation
- Fear of unknown
- Lack of adequate supplies.

Identify the following accomplishments of early explorers of North America:

- Exchanged goods and ideas
- Improved navigational tools and ships
- Claimed territories (see individual countries below).

Identify the regions explored by the following explorers and the country they represented:

- Spain
 - Francisco Coronado claimed southwest United States for Spain.
- France
 - Samuel de Champlain established the French settlement of Quebec.
 - Robert La Salle claimed the Mississippi River Valley.
- England
 - John Cabot explored eastern Canada.

Describe the voyages of discovery along West Africa made by Portuguese explorers.

Summarize the following cultural interaction between the American Indians (First Americans) and Europeans:

- Spanish
 - Conquered and enslaved American Indians (First Americans)
 - Brought Christianity to the New World
 - Brought European diseases
- French
 - Established trading posts
 - Spread Christian religion
- English
 - Established settlements and claimed ownership of land
 - Learned farming techniques from American Indians (First Americans)
 - Traded.

Describe the following examples of cooperation between the American Indians (First Americans) and the Europeans:

- Technologies (transportation of weapons and farm tools)
- Trade
- Crops.

Describe the following examples of conflict between the American Indians (First Americans) and the Europeans:

- Land
- Competition for trade
- Differences in cultures
- Disease
- Language difference.

Explain how the following West African societies became powerful from 300 to 1600 A.D. and controlled trade in West Africa:

- Ghana
- Mali
- Songhai.

Explain how African people and their goods played an important role in arousing European interest in world resources.

Explain how West African empires impacted European trade as the Portuguese carried goods from Europe to West African empires, trading metals, cloth, and other manufactured goods for gold.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Explorers. Education Technology-KSU. <<http://edtech.kennesaw.edu/web/explorer.html>>. This site provides links to many research/informational sites, as well as lesson plans and other activities.

“Lesson Planning Article. Lessons of the Explorers!” *Education World*. <http://www.education-world.com/a_lesson/lesson162.shtml>. This Web site offers an investigation of explorers that will determine their impact on our world. Included are a dozen simple and successful classroom activities.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. United States History to 1877. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint3USI.pdf>>. This site provides assessment information for the course in United States History to 1877.

Xpeditions Atlas: Maps Made for Printing and Copying. National Geographic. <<http://www.nationalgeographic.com/xpeditions/atlas/>>. This site offers many maps suitable for use as handouts.

Session 1: European Exploration in North America and West Africa _____***Materials***

- Textbook
- “European Exploration from 1400 to 1700” handout (Attachment A)

Instructional Activities

1. Introduce the unit by asking students what personal characteristics they think were important for the European explorers to possess. List their responses on the board, and discuss why each would be important. Have students consider what obstacles the explorers may have faced. List these obstacles on the board, and have students consider what personal characteristics would be most useful in the face of each obstacle.
2. Give each student a copy of the handout “European Exploration from 1400 to 1700” (Attachment A). Have students read in their text, either individually or aloud as a whole class, the section that covers European exploration. After the reading is complete, have students complete the chart. Depending on the text, you may need to supplement with additional information from lecture notes or other written resources.
3. After students have completed the chart, lead a class discussion of the experiences all countries shared related to exploration.

Session 2: Major European Explorers

Materials

- Library and Internet resources
- Card-stock paper
- Markers
- Colored pencils
- Glue

Instructional Activities

1. Assist students in compiling a list of important European explorers who explored the New World between 1400 and 1700. Include Bartholomeu Dias, Christopher Columbus, Balboa, Ponce de Leon, Magellan, John Cabot, Vasco da Gama, Prince Henry the Navigator, and Sir Francis Drake.
2. Have students work in pairs or individually to choose an explorer and research his biography. Make sure that students consider the following as they conduct their research:
 - What prompted or encouraged this man to pursue a life of exploration?
 - What personal characteristics made him well suited to this way of life?
 - What significant decisions did this explorer make that had great impact?
 - What did this man accomplish during his lifetime?
 - Was this man seen as a hero during his lifetime?

Have students use library and Internet sources to complete their research. The following Web sites can provide information on European explorers:

- *Explorers*. Education Technology-KSU. <<http://edtech.kennesaw.edu/web/explorerer.html>>.
 - “Lesson Planning Article. Lessons of the Explorers!” *Education World*. <http://www.education-world.com/a_lesson/lesson162.shtml>.
3. After students complete their research, have them create a flipbook, using the researched information, card-stock paper, markers, colored pencils, and glue. Have students compile their information in the form of a story that relates the life and accomplishments of their explorer. Have them write their story, either free hand or on the computer, and cut and paste the text into their book. They may illustrate their explorer’s story by drawing pictures or finding pictures from the Internet. Encourage students to be creative and use lots of color.
 4. When completed, the books can be bound from the top to create a flipbook. Have students display and discuss their flipbooks with the class. A quiz based on the books is a good option.

Session 3: The Routes of the Europeans Explorers

Materials

- Outline maps of the world
- Desk atlas
- Textbook
- Internet access
- Colored pencils

Instructional Activities

1. Have students create a route map of the primary travels of their selected explorer from Session 2. Give each student an outline map of the world (see *Xpeditions Atlas: Maps Made for Printing and Copying*. National Geographic at <<http://www.nationalgeographic.com/xpeditions/atlas/>>). Allow students to use a desk atlas, the textbook, and other resources as necessary to research the route(s). Have students plot with colored pencils their explorer's route(s) on the map and write the explorer's name and date of exploration beside each route.
2. Have students note five to eight major stops or destinations of their explorer's exploration. These stops or destinations may be designated by their current names. Have students create a worksheet that traces the route of the explorer by using the longitude and latitude of each destination. For example, students might trace Columbus's voyage of discovery by designating the starting point of the voyage according to its longitude and latitude; from that point, Columbus's route across the Atlantic could be traced to the longitude and latitude of the next destination, and then to the next until his complete route has been traced.
3. Once students have completed tracing the routes, provide each student with a blank outline map of the world, and have each student trade his/her route instructions with a partner. The partner should attempt to trace the route of the explorer, using the longitude-latitude instructions provided. Students may not consult with one another if the instructions are unclear, but are to do the best they can with the provided instructions.
4. Once students are done, have them compare their routes with their classmates' original maps drawn at the beginning of the session. Help students realize how important it was for explorers to have accurate maps and/or instructions, and to recognize the possible perils of going in varied directions.

Session 4: Assessment

Materials

- Assessment (Attachment B)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment B.

Attachment A: European Exploration from 1400 to 1700 _____

	Spain	France	England	Portugal
Reasons for Exploration				
Obstacles to Exploration				
Accomplishments/Regions explored and name of explorer				
Impact of Exploration				

Attachment B: Sample Assessment Items

Asterisk () indicates correct answer.*

- | | |
|---|--|
| <p>1. Which was NOT a motivating force for European exploration?</p> <p>A Look for gold.
 B Begin new schools. *
 C Spread Christianity.
 D Secure land for the empire.</p> <p>2. What obstacles were faced by the early European explorers?</p> <p>A Railroads and highways
 B Wars and battles
 C Technology and computers
 D Poor maps and navigation tools *</p> <p>3. A difficulty that early explorers of North America experienced was _____.</p> <p>A fear of the unknown *
 B danger of sea monsters
 C hostility from French ships
 D not enough sailors</p> <p>4. Francisco Coronado claimed southwest United States for what country?</p> <p>A England
 B France
 C Spain *
 D Portugal</p> <p>5. Samuel de Champlain claimed Quebec for what country?</p> <p>A Portugal
 B France *
 C England
 D Spain</p> <p>6. Who claimed the Mississippi River Valley?</p> <p>A John Smith
 B Christopher Columbus
 C John Cabot
 D Robert La Salle *</p> | <p>7. What was <i>not</i> a European goal during the Age of Exploration?</p> <p>A The expansion of empires and power
 B The increase in wealth and improved balance of trade
 C The desire to spread Christianity
 D The development of large cities *</p> <p>8. What group of people made voyages of discovery along West Africa?</p> <p>A Spanish
 B French
 C Portuguese *
 D English</p> <p>9. Which of the following is an example of cultural interaction between the American Indians and Europeans?</p> <p>A Sharing of navigational tools and ships
 B Establishment of trading posts *
 C Routes of exploration from Europe
 D Competition for empires among European nations</p> <p>10. One reason for conflict between the American Indians (First Americans) and the Europeans was _____.</p> <p>A the struggle over money
 B the European desire for American Indian corn
 C the struggle over land *
 D disagreement over ships</p> <p>11. Who conquered and enslaved American Indians (First Americans) during early European exploration?</p> <p>A The Spanish *
 B The French
 C The Portuguese
 D The West Africans</p> <p>12. Who learned farming techniques from the American Indians (First Americans)?</p> <p>A the English *
 B the Spanish
 C the Portuguese
 D the Dutch</p> |
|---|--|

Organizing Topic

Colonial America

Standard(s) of Learning

- USI.1 The student will develop skills for historical and geographical analysis, including the ability to
- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;
 - c) sequence events in United States history from pre-Columbian times to 1877;
 - d) interpret ideas and events from different historical perspectives;
 - f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- a) describing the religious and economic events and conditions that led to the colonization of America;
 - b) comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment;
 - c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves;
 - d) identifying the political and economic relationships between the colonies and England.

Essential Understandings, Knowledge, and Skills

Correlation to Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.

Sequence events in United States history from pre-Columbian times to 1877.

Interpret ideas and events from different historical perspectives.

Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Content

Explain the reason Europeans established the following colonies in North America:

- Roanoke Island (Lost Colony) was established as an economic venture. The first permanent English settlement in North America (1607), Jamestown Settlement, was an economic venture by the Virginia Company.
- Plymouth Colony was settled by separatists from the Church of England who wanted to avoid religious persecution. Massachusetts Bay Colony was settled by the Puritans for the same reasons.
- Pennsylvania was settled by the Quakers, who wanted to have freedom to practice their faith without interference.
- Georgia was settled by people who had been in debtor’s prisons in England. They hoped to experience a new life in the colony and to experience economic freedom in the New World.

Explain how climate and geographic features distinguished the following three regions of colonial America:

- New England
 - Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline _____
 - Moderate summers, cold winters _____
- Mid-Atlantic
 - Appalachian Mountains, coastal lowlands (harbors and bays, wide and deep rivers), rich farmlands _____
 - Moderate climate _____
- South
 - Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors, rivers _____
 - Humid climate _____

Explain how the people of colonial America used the natural resources of their region to earn a living. Include the following information:

- New England
 - Fishing, shipbuilding industry and naval supplies, trade and port cities _____
 - Skilled craftsmen, shopkeepers _____
- Mid-Atlantic
 - Livestock and grain, trading _____
 - Unskilled and skilled workers and fishermen _____
- South
 - Large farms/plantations, cash crops, wood products, small farms _____
 - Slavery _____

Explain how the social life of colonial America evolved in the following regions:

- New England
 - Village and church as center of life _____
 - Religious reformers and separatists _____
- Mid-Atlantic
 - Villages and cities _____
 - Varied and diverse lifestyles _____
 - Diverse religions _____
- South
 - Plantations (slavery), mansions, indentured servants, few cities, few schools _____
 - Church of England _____

Explain how the political life of colonial America evolved in the following regions:

- New England
 - Town meetings _____
- Mid-Atlantic
 - Market towns _____
- South
 - Counties _____

Identify the following groups of people living in colonial America and describe their varied social positions:

- Large landowners
 - Lived predominately in the South _____
 - Relied on indentured servants and/or slaves for labor _____
 - Were educated in some cases _____

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Africans in America. Public Broadcasting Service. <<http://www.pbs.org/wgbh/aia/home.html>>. America's journey through slavery is presented in four parts. For each era, this site presents a Historical Narrative; a Resource Bank of images, documents, stories, biographies, and commentaries; and a Teacher's Guide for using the content of the Web site and television series in U.S. history courses.

American Memory: Born in Slavery: Slave Narratives from the Federal Writer's Project, 1936–1938. Library of Congress. <<http://memory.loc.gov/ammem/snhtml/snhome.html>>. This online collection is a joint presentation of the Manuscript and Prints and Photographs Divisions of the Library of Congress and includes more than 200 photographs from the Prints and Photographs Division.

American Slave Narratives: An Online Anthology. <<http://xroads.virginia.edu/~HYPER/wpa/wpahome.html>>. From 1936 to 1938, more than 2,300 former slaves from across the South were interviewed by writers and journalists under the aegis of the Works Progress Administration. This Web site provides an opportunity to read a sample of these narratives and to see some of the photographs taken at the time of the interviews. The entire collection of narratives can be found in George P. Rawick, ed., *The American Slave: A Composite Autobiography* (Westport, Conn.: Greenwood Press) 1972–79.

Colonial America 1600–1775: K12 Resources. James Madison University. <<http://falcon.jmu.edu/~ramseyil/colonial.htm>>. This Web site provides numerous documents and other resources, including many primary source documents.

Colonial Williamsburg. <<http://www.history.org/>>. This Web site gives much information about the colonial capital.

“Equiano's Autobiography: The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African.” Chapter 2. <<http://www.pbs.org/wgbh/aia/part1/1h320t.html>>. This Web site offers an interesting autobiography of an African slave. He tells the story of his youth in an African village, his kidnapping, his being made a slave in Africa, his horrendous voyage on a slave ship, his bondage in the Americas, his conversion to Christianity, the purchase of his freedom, his experiences on a British man of war, his employment on a plantation and on commercial ships, and his contribution to the abolitionist movement.

The Learning Page: Using Oral History. The Library of Congress. <<http://memory.loc.gov/ammem/ndlpedu/lessons/oralhist/ohhome.html>>. This lesson presents social history content and topics through the voices of ordinary people. It draws on primary sources from the American Memory Collection, American Life Histories, 1936–1940.

The Learning Page: Using Primary Sources in the Classroom, The Library of Congress. <<http://memory.loc.gov/learn/lessons/primary.html>>. This site offers suggestions for student activities using authentic artifacts, documents, photographs, and manuscripts from the Library of Congress Historical Collections and other sources.

Liberty: The American Revolution. Public Broadcasting Service. <<http://www.pbs.org/ktca/liberty/>>. This interactive site provides much information on the topic, including a Teacher's Guide and Resources.

“The Life and Trials of Indentured Servants.” *Jamestown Virtual Colony*. <http://curry.edschool.virginia.edu/socialstudies/projects/jvc/unit/econ/servants_trials.html>. This site presents a detailed lesson plan on indentured servants that includes additional links on the topic.

McKissick Museum at the University of South Carolina. The Middle Passage: Drawings by Tom Feelings. <<http://www.tfaoi.com/aa/1aa/1aa677.htm>>. This site features 52 pen-and-ink and tempera drawings on rice paper, that were used in Feelings' 1995 book, *The Middle Passage: White Ships/Black Cargo*, along with three sculptures and one textile scrim.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. United States History to 1877. Test Blueprint. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint3USI.pdf>>. This site provides assessment information for the course in United States History to 1877.

Virtual Jamestown. <<http://www.iath.virginia.edu/vcdh/jamestown/page2.html>>. This site offers lesson plans related to the Jamestown settlement.

Session 1: Political, Social, and Economic Ideas of the Time _____

Materials

- Construction paper
- Colored pencils
- Markers
- Textbook
- Class notes
- “Sample Grading Rubric for ABC Book” (Attachment A)

Instructional Activities

1. Explain to students that they will create an ABC book that reflects the following information regarding colonial America:
 - Religious and economic conditions that led to settlement in America
 - Descriptions of life in the colonies from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves
 - Political and economic relationships between the colonies and EnglandBecause of the extensiveness of the project, you may choose to have students work together in groups of three or four.
2. Encourage students to use their imaginations and creativity as they construct their ABC book, using the following guidelines:
 - Every letter of the alphabet must be used to explain the information listed above (for example, *I* is for Indentured servants).
 - A short historical explanation of the terms must be included.
 - Color and pictures must be used to illustrate ideas.
 - A bibliography listing the resources used must be included at the end. (Spend some time reviewing the proper format for a bibliography.)Allow students to use textbooks, class notes, library books, and/or Internet resources to complete the project. Useful Internet site are
 - *Virtual Jamestown*. <<http://www.iath.virginia.edu/vcdh/jamestown/page2.html>>.
 - *Liberty: The American Revolution*. <<http://www.pbs.org/ktca/liberty/>>.
 - *Colonial America 1600–1775: K12 Resources*. <<http://falcon.jmu.edu/~ramseyil/colonial.htm>>.Provide students with the “Sample Grading Rubric for ABC Book” (Attachment A) to aid their thinking.

Session 2: The Three Colonial Regions

Materials

- Outline maps of the three colonial regions and the 13 thirteen colonies (available from <http://www.enchantedlearning.com/usa/label/13/13.shtml>) or <http://www.eduplace.com/ss/maps/pdf/colonies.pdf>)
- Map pencils
- Textbook
- Desk atlas
- “Colonial Regions of America 1689–1754” handout (Attachment B)

Instructional Activities

1. Emphasize that geography played a large part in determining the type of industry and lifestyle pursued by the colonists in each region. Remind students that the motivations for settling in the “New World” varied among the colonists. The New England region was settled primarily by people in the pursuit of religious freedom, while the Southern colonies were settled primarily by those in the hopes of economic prosperity.
2. Give each student four outline maps: the original 13 colonies, the New England region, the middle colonies, and the Southern colonies. Have students use their textbook and a desk atlas to complete the maps according to the directions on the handout “Colonial Regions of America 1689–1754” (Attachment B).
3. After students have completed their maps, have them answer follow-up questions that require the use of their maps. You may choose to address these questions as an individual homework assignment, a quiz, or a group discussion. Sample questions are listed below:
 - What were three important economic activities of the New England colonies?
 - What was the largest cash crop grown in the Virginia and North Carolina colonies?
 - What was the first English colony in North America?
 - Was farmland more extensive in the Southern or New England colonies?
 - What economic activities in the New England colonies encouraged shipbuilding?
 - If you were a stock herder moving from England, in which region would you choose to settle?
 - What economic activity in the Southern colonies encouraged slavery?
 - What river served as the colonial boundary between Georgia and South Carolina?
 - Why was shipbuilding an economic activity of the New England and middle colonies but not of the Southern colonies?
 - Why was the cultivation of tobacco, rice, and indigo an economic activity of the Southern colonies but not of the New England and middle colonies?
 - If you were a carpenter moving from England, in which region would you choose to settle?
 - What city is located at the mouth of the Hudson River?

Session 3: Enticing New Settlers to the Colonies

Materials

- Construction paper
- Colored pencils
- Markers
- Textbook
- Access to library and the Internet
- Class notes
- Map exercise (see Session 2 above)

Instructional Activities

1. In this session, students, working individually or in groups of three or four, will use information from their textbook, the map exercise from Session 2, class notes, and other resources to develop a promotional brochure to entice new settlers to the colonies. Remind students that the realities of life in the colonies were often very different from those back in the “mother country” of England. Show students an example of a contemporary brochure as a guideline.
2. Allow students to consult the following Internet sites for additional information:
 - *Liberty: The American Revolution*. <<http://www.pbs.org/ktca/liberty/>>. Under the heading “Perspectives on Liberty,” students can find additional information on daily life in the colonies.
 - *Colonial Williamsburg*. <<http://www.history.org/>>.
 - *Colonial America 1600–1775, K12 Resources*. <<http://falcon.jmu.edu/~ramseyil/colonial.htm>>.
3. Instruct students to include the following:
 - Illustrations
 - Color
 - Descriptions of features of the region, including the landscape, the major industry, the religious background, and lifestyleRemind students that their brochure must depict their region in a favorable light that encourages settlement in the area.

Session 4: Indentured Servants and Enslaved Africans

Materials

- Copies of an indentured-servant document
- Copies of a slave-narrative document
- Paper
- Pencil

Instructional Activities

1. Spend some time reviewing with the students the difference between primary and secondary sources. The Library of Congress' Web site *Learning Page: Using Primary Sources in the Classroom* at <http://memory.loc.gov/learn/lessons/primary.html> offers useful lesson suggestions.
2. Explain to students that they will read two primary source documents. The first discusses the experience of an indentured servant, and the second relates the experience of a slave from West Africa. As they read, students are to consider the similarities and differences between the experiences of the two people.
3. Give each student a copy of an excerpt related to indentured servitude. Have students read individually or aloud as a class. A possible source is
 - “The Life and Trials of Indentured Servants.” Jamestown Virtual Colony. http://curry.edschool.virginia.edu/socialstudies/projects/jvc/unit/econ/servants_trials.html.
4. Give each student a copy of an excerpt from a slave narrative. Some possible sources are
 - “Equiano’s Autobiography: The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African.” Chapter 2. <http://www.pbs.org/wgbh/aia/part1/1h320t.html>.
 - *American Slave Narratives: An Online Anthology*. <http://xroads.virginia.edu/~HYPER/wpa/wpahome.html>.
 - *American Memory: Born in Slavery: Slave Narratives from the Federal Writer’s Project, 1936–1938*. Library of Congress. <http://memory.loc.gov/ammem/snhtml/snhome.html>.
 Have students read the excerpt individually or aloud as a class.
5. After they have read both excerpts, have students compare the experiences of the indentured servant with those of the slave. Tell the students to find and use information from their text. Encourage them to create a graphic organizer, such as a Venn diagram, to make comparisons. Some questions are:
 - What were the terms or arrangements of the two labor systems?
 - How were indentured servants treated?
 - Why did indentured servitude become an economically ineffective labor system?
 - Why was slavery an economically effective labor system?
 - What were the consequences of adopting a system of slave labor?
 - How did the system of slavery clash with the ideas that were later expressed in the Declaration of Independence and the Constitution of the United States?
6. As a follow up to this lesson, show segments from the *Africans in America* series produced by PBS. The first program, *The Terrible Transformation*, discusses the evolution from indentured servitude to the institution of slavery. The companion Web site offers suggested lessons, a teacher’s guide, and additional resources. <http://www.pbs.org/wgbh/aia/home.html>.
7. Another follow up is to discuss with students the purpose and methods of oral histories. Ask students what they learned from the oral histories they read. Have them focus on a more recent historical event (e.g., September 11) and create an oral-history collection related to the event. The Library of Congress' Web site *The Learning Page: Using Oral History*, located at

<<http://memory.loc.gov/ammem/ndlpedu/lessons/oralhist/ohhome.html>>, offers lessons on how to conduct oral history.

Session 5: The Middle Passage

Materials

- Images from *The Middle Passage: White Ships/Black Cargo* by Tom Feelings

Instructional Activities

1. Provide students with historical background on the origins of the slave trade. Most students should be familiar with the geography of the slave trade and the mechanics of the triangular trade route. Emphasize to students that after West Africans were sold into slavery, they had to endure a horrific voyage across the Atlantic Ocean. To familiarize students with the voyage, termed “The Middle Passage,” have students read some first-hand accounts. “Equiano’s Autobiography: The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African.” Chapter 2, found at <<http://www.pbs.org/wgbh/aia/part1/1h320t.html>>, offers a vivid description of the Middle Passage. The PBS *Africans in America* Web site at <<http://www.pbs.org/wgbh/aia/home.html>> offers paintings and drawings from the time period. Another source for accounts of the Middle Passage is *To Be a Slave* by Julius Lester.
2. After students are familiar with the historical background of the Middle Passage, show them illustrations by Tom Feelings that depict the Middle Passage. These images are available in the book *The Middle Passage: White Ships/Black Cargo* by Tom Feelings and on the Web site *McKissick Museum at the University of South Carolina. The Middle Passage: Drawings by Tom Feelings*. <<http://www.tfaoi.com/aa/1aa/1aa677.htm>>. Select five to seven images for students to examine, either individually, in pairs, or in trios. Have students analyze all the images, or assign different images to each individual or group. As students examine these pictures, have them consider the following questions:
 - What do you think is going on in these paintings? What do you see? Be specific in your description.
 - Which of the following adjectives do you think applies to the moods or feelings suggested by this image?

nervous	angry
determined	isolated
anxious	despairing

 (Encourage students to provide other appropriate adjectives.)
 - How has the artist used color to suggest the moods or feelings you have identified? (Students will respond that there is no color since all the paintings are in black and white. Encourage students to question why the artist used only black and white and to explain how he used black and white.)
 - How has the artist suggested an experience that forever altered the life of Europeans and Africans?
3. After students have completed viewing and responding to the images, hold a whole-group discussion in which students share their answers.
4. To complete the lesson, have students write captions or historical explanations for a particular image. Encourage students to use their notes, textbook, and additional readings for assistance. Explain that they are not simply writing a description of the picture but a historical explanation or caption that exemplifies the image.

Session 6: Assessment

Materials

- Assessment (Attachment C)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment C.

Additional Activities

- Write diary pages from three different perspectives: an African slave, a settler in Jamestown, and an indentured servant.
- Write an editorial for a newspaper on one of the three acts of colonial rebellion: the Boston Massacre, the Boston Tea Party, or the tarring and feathering of a tax collector.
- Draw a picture depicting the view into and/or out of a window in Williamsburg in the 17th century.

Attachment A: Sample Grading Rubric for ABC Book _____

Content (60 points total)

- Contains information about religious and economic conditions that led to settlement in America _____20 points
- Describes life in the colonies from various perspectives _____20 points
- Contains information about political and economic relationships _____20 points

Presentation (30 points total)

- Includes all letters of the alphabet _____10 points
- Contains neat and easily readable text _____10 points
- Is colorful and creative and uses illustrations effectively _____10 points

Bibliography (10 points total)

- Documents all sources _____5 points
- Uses correct format _____5 points

Total points: _____

Attachment B: Colonial Regions of America 1689–1754 _____

Use your textbook and desk atlas to complete the map exercise below. The assignment will be graded on accuracy of information, neatness, and quality of presentation.

Map One: The Original 13 Colonies

1. Use three colors to show the groupings of the original 13 colonies into the colonial regions of
 - New England
 - middle colonies (mid-Atlantic)
 - Southern colonies
2. Create a legend that identifies the colors you used.
3. Include on the map the date each colony was founded.

Maps Two, Three, and Four: The Colonies by Region

1. Place the name of the region at the top of each map.
2. Label each colony within each region.
3. Identify the major cities of each region, including those in the chart below.
4. Identify the major geographical features for the region, including those in the chart below.
5. Use colors and symbols to identify economic and agricultural activities throughout the region.
6. Create a legend for each map.

Map Two: New England	Map Three: the middle colonies	Map Four: the Southern colonies
Salem	New York City	Richmond
Boston	Philadelphia	Williamsburg
Newport	Hudson River	Charleston
Connecticut River		James River
		Appalachian Mountains

How did the economic activities of the three colonial regions reflect their geography?

Attachment C: Sample Assessment Items

Asterisk () indicates correct answer.*

1. What was the reason for starting an English settlement at Jamestown?

- A Social
- B Economic
- C Political
- D Economic *

2. Roanoke Island (Lost Colony) and Jamestown Settlement were similar in that _____.

- A both mysteriously disappeared
- B both were settled by the French
- C both were established as economic ventures *
- D both were established the same year

3. What colony was settled by people who had been in debtors, prisons in England?

- A Massachusetts
- B Virginia
- C Georgia *
- D Pennsylvania

4. Why did the Puritans come to America?

- A To practice their religion freely *
- B To make more money and live a better life
- C To build a democratic government
- D To expand lands controlled by the King of England

5. Which American colonial region had rock soil and a jagged coastline?

- A Southern
- B Mid-Atlantic
- C Western
- D New England *

6. Which colonial region had coastal lowlands and rich farmlands?

- A Mid-Atlantic *
- B New England
- C Western
- D South

7. Who worked as caretakers, houseworkers, and homemakers?

- A Women *
- B Men
- C Artisans
- D Indentured servants

8. Which region's warm, mild climate and level, fertile land made it ideal for growing crops?

- A New England
- B Mid-Atlantic
- C Western
- D Southern *

9. Why was slavery accepted in the colonies?

- A Slaves were treated equally.
- B Slaves provided labor that brought prosperity. *
- C Slaves were willing to work for low pay.
- D Slaves were able to vote.

10. Men and women who agreed to work without pay for the person who paid for their passage to the colonies were called _____.

- A craftsmen
- B artisans
- C indentured servants *
- D large landowners

11. Who enforced the English laws that colonists had to obey?

- A Supreme Court
- B Tax collectors
- C Legislators
- D Governors *

Organizing Topic

American Revolution

Standard(s) of Learning

- USI.1 The student will develop skills for historical and geographical analysis, including the ability to
- identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;
 - make connections between the past and the present;
 - sequence events in United States history from pre-Columbian times to 1877;
 - interpret ideas and events from different historical perspectives;
 - analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
 - interpret patriotic slogans and excerpts from notable speeches and documents.
- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- identifying the issues of dissatisfaction that led to the American Revolution;
 - identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke;
 - describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine;
 - explaining reasons why the colonies were able to defeat Britain.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.

Make connections between the past and the present.

Sequence events in United States history from pre-Columbian times to 1877.

Interpret ideas and events from different historical perspectives.

Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Interpret patriotic slogans and excerpts for notable speeches and documents.

Content

Describe the following reasons England increased control over its colonies and the steps they took to do it:

- England desired to remain a world power.
- England imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War.

Explain the following reasons for England's taxation of the colonies:

- To help finance the French and Indian War
- To help with the maintaining of English troops in the colonies

Identify and explain the following reasons for colonial dissatisfaction:

- Colonies had no representation in Parliament.
- Some colonists resented power of colonial governors.
- England wanted strict control over colonial legislatures.
- Colonies opposed taxes.
- The Proclamation of 1763 hampered the western movement of settlers.

Explain that as England expanded control over the American colonies, many colonists became dissatisfied and rebellious.

Summarize the following ideas of John Locke:

- People have natural rights to life, liberty, and property.
- Government is created to protect the rights of people and has only the limited and specific powers the people consent to give it.

Explain how new political ideas led to a desire for independence and democratic government in the American colonies.

Summarize the following key philosophies in the Declaration of Independence as it proclaimed independence from England:

- People have “certain unalienable rights” (rights that cannot be taken away) — life, liberty, pursuit of happiness.
- People establish government to protect those rights.
- Government derives power from the people.
- People have a right and a duty to change a government that violates their rights.

Identify the following key individuals in the Revolutionary War and describe the role they played:

- King George III: British king during the Revolutionary era
- Lord Cornwallis: British general who surrendered at Yorktown
- John Adams: Championed the cause of independence
- George Washington: Commander of the Continental Army
- Thomas Jefferson: Major author of the Declaration of Independence
- Patrick Henry: Outspoken member of House of Burgesses; inspired colonial patriotism with “Give me liberty or give me death” speech
- Benjamin Franklin: Prominent member of Continental Congress; helped frame the Declaration of Independence
- Thomas Paine: Journalist, author of *Common Sense*.

Identify the following key individuals in the Revolutionary War and describe the role they played:

- Phillis Wheatley: A former slave who wrote poems and plays supporting American independence.
- Paul Revere: Patriot who made a daring ride to warn colonists of British arrival.

Identify the significance of the following Revolutionary War events:

- Boston Massacre: Colonists in Boston were shot after taunting British soldiers.
- Boston Tea Party: Samuel Adams and Paul Revere led patriots in throwing tea into Boston Harbor to protest tea taxes.
- First Continental Congress: Delegates from all colonies except Georgia met to discuss problems with England and to promote independence.

- **Battle of Lexington and Concord:** This was the site of the first armed conflict of the Revolutionary War.
- **Approval of the Declaration of Independence:** Colonies declared independence from England (July 4, 1776).
- **Battle of Saratoga:** This American victory was the turning point in the war.
- **Surrender at Yorktown:** This was the colonial victory over forces of Lord Cornwallis that marked the end of the Revolutionary War.
- **Signing of the Treaty of Paris:** England recognized American independence in this treaty.

Explain the following advantages that helped the American colonists win the Revolutionary War:

- Colonists' defense of their own land, principles, and beliefs
- Support from France and Spain
- Strong leadership.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Digital History. University of Houston. <<http://www.digitalhistory.uh.edu/>>. This Web site numerous teaching and learning tools for lessons about American history.

“Eyewitness Accounts of the ‘Boston Massacre.’” *HistoryWiz Primary Source*.

<<http://www.historywiz.com/primarysources/eyewit-boston.htm>>. This site offers two first-hand accounts, one expressing the British point of view, and the other expressing the American point of view.

“...give me liberty or give me death!” <<http://theamericanrevolution.org/ipeople/phentry/phentryspeech.asp>>. This site provides a representation of Patrick Henry’s famous speech from a member of the Virginia House who heard the speech and represented it the best he could from memory.

The James Madison Center: Phillis Wheatley Poems.

<http://www.jmu.edu/madison/center/main_pages/madison_archives/era/african/free/wheatley/poems/poems.htm>. This site offers a small selection of Wheatley’s poems.

Liberty: The American Revolution. Public Broadcasting Service. <<http://www.pbs.org/ktca/liberty/>>. This interactive site provides much information on the topic, including a Teacher’s Guide and Resources.

PAL: Perspectives in American Literature: Chapter 2: Early American Literature: 1700–1800 — Phillis Wheatley. <<http://www.csustan.edu/english/reuben/pal/chap2/wheatley.html#letter>>. This Web site contains poems and other writings by the slave who became a poet.

Phillis Wheatley: A Brief Biography.

<http://www.jmu.edu/madison/center/main_pages/madison_archives/era/african/free/wheatley/bio.htm>. This site offers a biography of Wheatley.

Renascence Editions: Poems, Phillis Wheatley. <<http://www.uoregon.edu/~rbear/wheatley.html>>. This site contains a full selection of Wheatley poems.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. United States History to 1877. Test Blueprint. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint3USI.pdf>>. This site provides assessment information for the course in United States History to 1877.

Women in History: Living Vignettes of Notable Women from U.S. History — Phillis Wheatley.

<<http://www.lkwpl.org/wihohio/whea-phi.htm>>. This site offers brief facts and information about Wheatley.

Session 1: The Colonists' Grievances against the British _____

Materials

- Textbook
- “American Revolution — Steps to Independence” worksheet (Attachment A)

Instructional Activities

1. Discuss with students the relationship between the 13 colonies and Great Britain in the third quarter of the 18th century. Remind students of the distinction of being a colonial possession under British rule: while many colonies possessed their own elected assemblies, the colonial governors were still under the rule of King George III. The colonies lacked representation in the British parliament but were subject to royal laws, including those involving taxation. At that time, most colonists still viewed themselves as loyal British subjects and had not yet considered the possibility of revolution or independence from Britain.
2. Have students use their text to complete the worksheet on “American Revolution — Steps to Independence” (Attachment A). Have the students read the text aloud in class or read individually.
3. After students have completed the worksheet, review the information with them. Create a timeline on the board by selecting dates of the major acts and writing only the dates on the board. Have students come to the board and complete the timeline by adding the acts and/or responses.
4. Discuss with students contemporary grievances citizens make against the federal government. How are these complaints similar to those of the 1700s?

Session 2: Patrick Henry and Thomas Paine

Materials

- Excerpts from the speeches and/or writings of Patrick Henry and Thomas Paine
- Teacher-generated “Guided Reading Outlines” handout (see Attachment B for handout with answers included)

Instructional Activities

1. Discuss with students the impact of Enlightenment ideas. Explain that the main ideas of John Locke, such as the belief that all human beings are created equal with certain unalienable rights, were influential to such colonial patriots as Patrick Henry, Thomas Paine, Thomas Jefferson, and Benjamin Franklin. Tell students that they will examine excerpts from the speeches and/or writings of Thomas Paine and Patrick Henry that illustrate these enlightenment ideas and that argue for self-government and independence from Britain.
2. Give each student a blank “Guided Reading Outlines” handout without answers included (see Attachment B for format). An excerpt of Thomas Paine’s *Common Sense* can be found at <http://www.digitalhistory.uh.edu/> by clicking on For Teachers — Classroom Handouts and Fact Sheets — Toward Revolution.” Patrick Henry’s Speech to the Virginia Convention can be found at <http://theamericanrevolution.org/ipeople/pherry/pherryspeech.asp>.
3. Have the students read the excerpts individually or aloud as a class and complete the outlines. Some of the language may be difficult for students to understand, so have them look up some of the more difficult vocabulary words. After they have completed the readings and the outlines, help them identify some of the main ideas.
4. Have students use the information from the readings and from their textbook to write a persuasive editorial for the local newspaper explaining why colonists should support the battle for independence. Show students examples of current editorials from the local paper to help them understand the format and purpose of an editorial.

Session 3: The Declaration of Independence

Materials

- Copy of the Declaration of Independence (usually found in student textbook)
- “Declaration of Independence Document Analysis Sheet” (Attachment C)

Instructional Activities

1. Explain to students the general background of the Declaration of Independence:
 - The American colonies were already at war with Britain but felt they needed to formally declare independence.
 - Thomas Jefferson wrote the document, and it was approved by the Second Continental Congress on July 4, 1776.
2. Divide students into pairs or trios. Give each group a “Declaration of Independence Document Analysis Sheet” (Attachment C) and access to a copy of the Declaration. Have each group examine and analyze a different assigned passage of the document and complete the analysis sheet for that passage
3. Ask each group (in sequential order) to share their analysis of their passage. Help clarify the main ideas, listing them on the board for class discussion. As the class discusses the Declaration, have students refer to the entire document and consider the following questions:
 - What was the purpose of writing a formal declaration of independence?
 - Is the Declaration of Independence relevant today?
 - What are the key philosophies listed in the Declaration of Independence, particularly those of John Locke?

Session 4: Major Events of the Revolutionary War

Materials

- Map pencils
- Markers
- Poster-size sheets of paper
- Textbook

Instructional Activities

1. Before beginning the lesson, have students read the appropriate section in their text. Ask them to name some of the most significant events of the American Revolutionary War, and list their answers on the board.
2. Have students create a historical timeline that illustrates and explains some of the more significant battles and other events of the war, including the following:
 - Boston Massacre
 - Boston Tea Party
 - First Continental Congress
 - Battle of Lexington and Concord
 - Signing of the Declaration of Independence
 - Battle of Saratoga
 - Battle and Surrender at Yorktown
 - Signing of the Treaty of Paris

Have students work individually or in small groups to create timelines on large sheets of paper. Encourage students to use color, pictures, and complete, concise explanations to highlight each event on the timeline.

Session 5: The Boston Massacre

Materials

- A copy of British and American viewpoints on the Boston Massacre
- A copy of the Paul Revere engraving depicting the Boston Massacre (Attachment D)

Instructional Activities

1. Before beginning the lesson, explain to students that history can be told from a variety of viewpoints. Choose an example such as a fight in school. When the questions, How did the fight start? Who threw the first punch? are asked, there will be various answers to what happened depending on one's viewpoint. Explain to students that the Boston Massacre fits this pattern: there are two differing sides to the story. This lesson provides students with an opportunity to examine the British and the colonial viewpoints.
2. Provide each student with two first-hand accounts of the Boston Massacre. A good source is "Eyewitness Accounts of the 'Boston Massacre,'" *HistoryWiz Primary Source* at <http://www.historywiz.com/primarysources/eyewit-boston.htm>. This site provides excerpts from British Captain Thomas Preston's account as well as from an anonymous source from the American side. First, have the students read Preston's account. Discuss with students what happened according to the British viewpoint. List these "facts" in one column on the board. Second, have students read the anonymous account. Discuss with students what the anonymous colonist said happened. List these "facts" in another column on the board.
3. Have students compare and contrast the two accounts. Students may find it helpful to use a graphic organizer, such as a Venn Diagram, to organize the information. Discuss with students the causes for the confrontation and how it was reflective of larger problems that were key to the American Revolution. Students should observe that the accounts varied widely. Have students hypothesize where the truth might lie. Who was really to blame for the Boston Massacre? Ask students whether they can think of any current political or social issue or event that shares some of the same problems of interpretation as the Boston Massacre.
4. Show students the famous engraving of the Boston Massacre created by Paul Revere (depicted in Attachment D and on the Web at <http://earlyamerica.com/review/winter96/massacre.html>). Define the meaning of the term *propaganda*, and discuss with students how this engraving is an early American example of propaganda. Have students identify the discrepancies between the engraving and the eyewitness accounts. Have students hypothesize why Revere drew the engraving the way he did.

Session 6: The Poetry of Phillis Wheatley

Materials

- Copies of a selection of Phillis Wheatley’s poems
- Short biography of Phillis Wheatley

Instructional Activities

1. To introduce Phillis Wheatley, have students read a short biography of the poet and some of her poems. Be sure to review the poems for appropriate content for the grade level. Useful resources are
 - *Phillis Wheatley: A Brief Biography*. <http://www.jmu.edu/madison/center/main_pages/madison_archives/era/african/free/wheatley/bio.htm>.
 - *Women in History: Living Vignettes of Notable Women from U.S. History — Phillis Wheatley*. <<http://www.lkwdp.org/wihohio/whea-phi.htm>>.
 A full selection of Wheatley poems can be found at
 - *Renascence Editions: Poems, Phillis Wheatley*. <<http://www.uoregon.edu/~rbear/wheatley.html>>
 - *PAL: Perspectives in American Literature: Chapter 2: Early American Literature: 1700–1800 — Phillis Wheatley*. <<http://www.csustan.edu/english/reuben/pal/chap2/wheatley.html#letter>>.
 - *The James Madison Center: Phillis Wheatley Poems*. <http://www.jmu.edu/madison/center/main_pages/madison_archives/era/african/free/wheatley/poems/poems.htm>.
2. After students have finished reading, discuss with students what made Phillis Wheatley so extraordinary. One poem that addresses the issue of race is “On being brought from Africa to America.” This poem is an example of America’s societal influence on enslaved Africans.

On Being Brought from Africa to America

*'Twas mercy brought me from my Pagan land,
 Taught my benighted¹ soul to understand
 That there's a God, that there's a Saviour too:
 Once I redemption neither sought nor knew.
 Some view our sable² race with scornful eye,
 "Their colour is a diabolic die."³
 Remember, Christians, Negroes, black as Cain,
 May be refin'd, and join th' angelic train.*

¹ being in a state of spiritual darkness

² of the color black

³ the modern spelling would be “dye,” meaning a color imparted by dyeing

Session 7: Assessment

Materials

- Assessment (Attachment E)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment E.

Attachment A: American Revolution — Steps to Independence _____

As you read the appropriate section of your text, trace the following sequence of events.

	Description of Act	Reason for Act	Colonial Response	British Response
Sugar Act (1764)				
Stamp Act (1765)				
Townshend Acts (1767)				
Tea Act (1773)				
Intolerable Acts (1774)				

Attachment B: Guided Reading Outlines

***Common Sense* by Thomas Paine**

(NOTE: This outline is designed to accompany the excerpt from *Common Sense* found on the *Digital History* Web site. Correct answers are shown in italics.)

I. First main point (paragraph two)

The colonies are populated by people from many countries. Therefore, Britain cannot call itself the “mother” country. Great Britain cannot assert its will on people from other countries.

II. Second main point (paragraph three)

Connections with Great Britain work to the disadvantage of the colonies. The colonies are forced to go to war with other European countries because they are colonies of England. The colonies are unable to pursue friendships or trade relations with countries if those countries are enemies of England.

III. Third main point (paragraph four)

King George III is an unjust ruler. He rules with absolute power and does not listen to the will of the people. As a result, it is pointless for the colonies to try to reach a compromise with the crown.

Speech to the Virginia Convention by Patrick Henry

(NOTE: Ask students to find examples of figurative language in the speech. Henry appeals to both emotion and reason to make his arguments; have students find examples of both as they read the speech. Correct answers are shown in italics.)

I. First main point (paragraph one)

The only choices are freedom (liberty, independence) or slavery.

II. Second main point (paragraph two)

*British ask to be friends again, yet they prepare for war.
Colonists have made numerous efforts to make peace, but they have been rejected.
There is no other choice but to fight.*

III. Third main point (paragraph three)

*There is no time like the present to fight.
If we do not fight, we will lose our liberty.
God is on our side in this war.*

Attachment D: The Boston Massacre

The engraving below was made, published, and distributed by Paul Revere in Boston soon after the event.



Source: Paul Revere, *The Bloody Massacre perpetrated in King Street Boston on March 5th, 1770*....etching (handcolored), 1770, 7 3/4 x 8 3/4 inches—Prints and Photographs Division, Library of Congress.

Attachment E: Sample Assessment Items

Asterisk () indicates correct answer.*

1. How did England raise money for the French and Indian War?

- A Sold tobacco to the colonists
- B Traded with the French
- C Imposed taxes on the colonists *
- D Built new bridges

2. Why were the colonists dissatisfied with England?

- A The colonists did not have representation in Parliament. *
- B The King did not come to visit.
- C The colonists liked the governor.
- D The King did not control colonial legislatures.

3. Who was the author of the pamphlet *Common Sense*?

- A John Locke
- B George Washington
- C Thomas Jefferson
- D Thomas Paine *

4. Who was the commander of the Continental Army?

- A Thomas Jefferson
- B Thomas Paine
- C George Washington *
- D Patrick Henry

5. Where did the first battle of the American Revolutionary War take place?

- A Lexington and Concord *
- B Williamsburg
- C Yorktown
- D Bunker Hill

6. What British General surrendered at Yorktown?

- A King George
- B Lord Cornwallis *
- C Benjamin Franklin
- D John Adams

7. Who was the major author of the Declaration of Independence?

- A George Washington
- B Thomas Jefferson *
- C Patrick Henry
- D Thomas Paine

8. What former slave wrote poems and plays supporting American independence?

- A Phillis Wheatley *
- B John Adams
- C Dolley Madison
- D Frederick Douglass

9. Who led patriots in throwing tea into Boston Harbor to protest tea taxes?

- A Patrick Henry
- B Samuel Adams *
- C Thomas Paine
- D John Locke

10. The signing of what document recognized American independence from England?

- A Common Sense
- B Treaty of Paris *
- C Cornwallis Papers
- D Treaty of Yorktown

11. What country helped the American colonists win the Revolutionary War?

- A England
- B France *
- C Spain
- D Portugal

12. What advantage helped the American colonists win the Revolutionary War?

- A Sale of tobacco
- B Strong leadership *
- C Trade with England
- D Weak economy

Organizing Topic

Birth of a Nation

Standard(s) of Learning

- USI.1 The student will develop skills for historical and geographical analysis, including the ability to
- identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;
 - make connections between the past and the present;
 - sequence events in United States history from pre-Columbian times to 1877;
 - interpret ideas and events from different historical perspectives;
 - analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
 - interpret patriotic slogans and excerpts from notable speeches and documents.
- USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by
- identifying the weaknesses of the government established by the Articles of Confederation;
 - identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights;
 - identifying the conflicts that resulted in the emergence of two political parties;
 - describing the major accomplishments of the first five presidents of the United States.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills (to be incorporated into instruction throughout the academic year)

Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.

Make connections between the past and the present.

Sequence events in United States history from pre-Columbian times to 1877.

Interpret ideas and events from different historical perspectives.

Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Interpret patriotic slogans and excerpts from notable speeches and documents.

Content

Summarize the Articles of Confederation, the constitution written during the American Revolution to establish the powers of the new national government.

Explain the following basic weakness of the Articles of Confederation:

- Provided for a weak national government
- Gave Congress no power to tax or regulate commerce among the states
- Provided for no common currency
- Gave each state one vote regardless of size
- Provided for no executive or judicial branch.

Define a *federal* system of government as a system that divides governmental powers between national government and the governments of the states.

Explain that the Constitution of the United States of America established a federal system of government based on power shared between the national and state governments.

Explain the following basic principles of government stated in the Constitution of the United States of America and Bill of Rights:

Separation of powers

- The structure of the new national government was based on James Madison’s “Virginia Plan,” which called for three separate branches of government:
 - Legislative branch (Congress) makes the laws. Congress is a two-house legislature in which all states are represented equally in the Senate (two Senators per state) and people are represented in the House of Representatives (number of a state’s representatives is based on state’s population).
 - Judicial branch (Supreme Court) determines if laws made by Congress are constitutional.
 - Executive branch (President) carries out the laws.

Checks and balances

- Each branch can check the power of the other.
- These checks keep any one branch from gaining too much power.

Summarize the following information on the Bill of Rights that provided a written guarantee of individual rights:

- James Madison was the author of the Bill of Rights.
- The first 10 amendments to the Constitution of the United States of America provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion).

Explain that Alexander Hamilton and Thomas Jefferson had opposing views on the role of the national government that resulted in the creation of two political parties.

Summarize the following party differences of Alexander Hamilton and Thomas Jefferson:

- Alexander Hamilton
 - Leader of Federalists
 - Favored strong national government
 - Favored limits on states’ powers
 - Favored development of industry on a national scale
 - Favored a national bank.
- Thomas Jefferson
 - Leader of the Democratic Republicans
 - Favored a weak national government
 - Supported states’ powers
 - Favored small business and farmers
 - Opposed a national bank.

Explain that the debate over the role of the national government has continued throughout United States history.

Identify the first five presidents, all of whom were Virginians except John Adams.

Summarize the following major national issues and events that faced the first five presidents. Explain that the decisions made by the presidents on these issues established a strong government that helped the nation grow in size and power.

- George Washington
 - Federal court system was established.
 - Political parties grew out of the disagreements between Hamilton and Jefferson over the proper role of the national government.
 - The Bill of Rights was added to the Constitution of the United States of America.
 - Plans were initiated for development of the national capital in Washington, D.C. Benjamin Banneker, an African American astronomer and surveyor, helped complete the design for the city.
- John Adams
 - A two-party system emerged during his administration.
- Thomas Jefferson
 - He bought Louisiana from France (Louisiana Purchase).
 - Lewis and Clark explored this new land west of the Mississippi River.
- James Madison
 - The War of 1812 caused European nations to gain respect for the United States.
- James Monroe
 - He introduced the Monroe Doctrine warning European nations not to interfere in the Western Hemisphere.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“The U.S. Constitution Power Grab Game.” *The Educator’s Reference Desk*. Lesson #AELP-Gov0045.

<http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/US_Government/GOV0045.html>. This site includes a game for teaching the concepts of checks and balances.

“The Checks and Balances System: A Worksheet.” *Mr. Cassutto’s Cyberlearning-world*.

<<http://www.cyberlearning-world.com/lessons/checks.htm>>. This site offers a worksheet to list which branches of government have the power to check certain listed powers and which branches are checked.

A Roadmap to the Constitution of the United States. Oracle ThinkQuest Educational Foundation.

<http://www.thinkquest.org/library/site_sum.html?tname=11572&url=11572/>. The site includes an annotated text of the Constitution and Bill of Rights, the history of the 1787 Constitutional Convention, a description of landmark Supreme Court cases, and more.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. United States History to 1877. Test Blueprint. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint3USI.pdf>>. This site provides assessment information for the course in United States History to 1877.

Session 1: The Constitution of the United States

Materials

- Computers with Internet access
- “A Roadmap to the United States Constitution” worksheet (Attachment A)

Instructional Activities

1. Explain to students that the Articles of Confederation were inadequate to define the government of the new country. Remind students of the many weaknesses of the Articles of Confederation. Explain that the central issue in creating a new government was what powers to delegate to the central government versus what powers the states should retain.
2. Provide each student with a worksheet (Attachment A) that provides instructions for the scavenger hunt. The worksheet is divided into two parts: students may work in pairs to complete both parts, or they may work individually on one part.
3. After students have completed the worksheet, have the class as a whole review the answers. Emphasize the tension that existed over the issue of creating a strong federal government versus retaining powers for the states.

Session 2: Checks and Balances in the Constitution

Materials

- “Checks and Balances Worksheet” (Attachment B)
- Copy of the Constitution of the United States

Instructional Activities

1. Explain to students that the Constitution of the United States has several features that protect against the abuse of power by the federal government. Separation of powers and the system of checks and balances are two concepts that are key to understanding how the federal government operates.
2. Provide each student with a “Checks and Balances Worksheet” (Attachment B). Have students work individually or in pairs to complete the worksheet, using a copy of the Constitution of the United States. Once students have completed the worksheet, review their answers as a whole class.
3. Place students into three groups — the legislative branch, the executive branch, and the judicial branch. Explain to students that they will participate in an exercise in which they will be asked to identify which branch has the power to “check” in the examples presented by the teacher. Below are some sample examples that can be used. Read the first example, and have students in each group refer to their charts to see which branch has the power to “check” the action in the example. You may choose to assign a point value to answers to make the exercise a game. The group that provides the correct answer receives the points. Teachers may also refer to “The U.S. Constitution Power Grab Game” at http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/US_Government/GOV0045.html.

Sample examples for the checks and balances exercise:

- The President vetoes a bill related to Medicare because it does not provide for a prescription drug benefit. (Checked by the legislative branch: a two-thirds override vote of both houses of Congress)
- Congress passes a bill that requires that individuals wear identification badges at all times and be searched at will by police. (Checked by the judicial branch: the United States Supreme Court can declare this law unconstitutional; or checked by the executive branch: the President can veto)
- The President misuses his power by appointing personal friends to the United States Supreme Court. (Checked by the legislative branch: the Senate can refuse to approve appointment with a two-thirds vote, or the House may choose to impeach the President for a misuse of office)
- The President negotiates a treaty with a foreign country to end a war. (Checked by the legislative branch: the Senate must approve the treaty with a two-thirds vote)

Session 3: The Federalists and Anti-Federalists (Democratic Republicans) _____

Materials

- Textbook
- Other resources on the Federalists and Democratic Republicans
- “Federalists versus Democratic Republicans Comparison Chart” (Attachment C)
- Poster paper
- Markers

Instructional Activities

1. Explain to students that people of the new republic disagreed about the degree of power granted to the federal government. Many people believed that individual states should have retained greater political influence, and they were suspicious of a strong central government. Others felt the federal government should be strong and exercise many powers. These two different points of view led to disagreements over the ratification of the Constitution of the United States; it was also the source of the creation of two political parties — the Federalists and the Democratic Republicans.
2. Have students create a chart that will compare the political views of the Federalists (leader Alexander Hamilton) and the Democratic Republicans (leader Thomas Jefferson). Encourage students to use their textbooks and additional information provided by the teacher to complete the charts. (See sample chart at Attachment C.)
3. After students have taken notes on the two political parties, place the students into small groups of three or four, and have each group create a political poster that illustrates the political ideas of either the Federalists or the Democratic Republicans. Have students use pictures and create political slogans for their posters.
4. Have the students share their posters with the class. Lead a follow-up discussion on which political ideas are most important to people today or which political ideas of the past are still a concern in the present.

Session 4: The Bill of Rights

Materials

- Pieces of poster-size paper
- Markers
- A copy of the Constitution of the United States

Instructional Activities

1. Explain to students that several of the states were reluctant to ratify the Constitution because it did not contain a Bill of Rights. Anti-Federalists, those opposed to a strong central government, such as Thomas Jefferson, feared that the federal government would abuse its power and trample on the rights of citizens. Federalists insisted that the separation of powers and checks and balances included in the Constitution prevented an abuse of power. The Bill of Rights, however, was added to the Constitution to allay the fears of Anti-Federalists. The Bill of Rights, written by James Madison, comprises the first 10 amendments to the Constitution.
2. Divide the class into five groups. Assign each group two of the amendments in the Bill of Rights, and have each group create a poster for each assigned amendment. The posters must include the following:
 - Explanation of the amendment in the students' own words
 - A picture (or pictures) that illustrates the ideas expressed in the amendment
 - Explanation of why this right is important to our civil libertiesThe pictures can be drawn or cut from a magazine.
3. When the posters are complete, have students share their posters with the class. Stress the important freedoms secured in the Bill of Rights. Discussion at the end of the lesson may include the following:
 - Why is the Bill of Rights so important?
 - Do you think the Bill of Rights was necessary, or does the Constitution adequately protect our civil liberties without it?
 - Why do you think the citizens of the United States were suspicious of a strong central government?
 - Which of these rights do you think is the most important? Why?
 - Ask students to rank the three most important rights and explain their choices.

Session 5: Major National Issues and Events Facing the First Five Presidents_____

Materials

- “Major Events and Issues Worksheet” (Attachment D)
- Textbook

Instructional Activities

1. Explain to students that the early years of the republic were difficult. The Constitution of the United States only vaguely described the duties of the chief executive. Nor did the Constitution specify the structure of the judicial branch. It was left to the early political leaders to define these aspects of the federal government.
2. Give each student a worksheet (Attachment D) on which to record the major national issues and events that faced the first five presidents. Have students use their textbook and class notes (if applicable) to help them complete the chart.
3. After students have completed the chart, review their answers as a whole class. Point out that the federal government plays a much larger role under the new Constitution. After the discussion, have students write a eulogy to one of the five presidents, including
 - his major accomplishments as President
 - the historically significant events during his term in officeYou may need to define *eulogy* for students and explain its purpose. Students may need to do further research in the library if the text lacks the necessary information.
4. After students have completed the assignment, have student volunteers formally read their eulogies to the class.

Session 6: Assessment

Materials

- Assessment (Attachment E)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment E.

Attachment A: A Roadmap to the United States Constitution

You are going on a Web quest to learn about the origins and formation of the Constitution of the United States. To begin your quest, go to <www.google.com>. Search for “A Roadmap to the Constitution of the United States.” The search should produce the Web site as a first choice. Enter the site, and answer as many of the following questions as possible. You will be graded on the quantity and quality of your answers.

Part I

1. What was one good point of the Articles of Confederation?
2. What was the cause for Daniel Shay’s Rebellion?
3. How did the American Revolutionary War influence the formation of a new democratic government?
4. What was the original purpose of the Constitutional Convention in 1787?
5. What is a “general snapshot” or description of the delegates who attended the Constitutional Convention?
6. What was James Madison’s role at the convention?
7. What were the primary features of the Virginia Plan? Whom did this plan favor? Why?
8. How was the problem between large states and small states finally resolved?
9. What is the Three-fifths Compromise?
10. Why were the delegates at the convention worried about the creation of a chief executive?
11. Why are the rest of the President’s powers not defined?
12. What was the Anti-Federalist argument for *not* ratifying the Constitution?

Part II

1. What was the Mayflower Compact of 1620?
2. What was the result of Daniel Shay’s rebellion?
3. What was the role of General George Washington at the Constitutional Convention?
4. Why did Alexander Hamilton leave the convention?
5. What was Benjamin Franklin’s role at the Constitutional Convention?
6. What were the primary features of the New Jersey Plan? Whom did this plan favor? Why?
7. Why was slavery retained (kept) in the development of the new nation?
8. What was the policy regarding fugitive slaves?
9. What are some of the primary powers of the President?
10. What is the Electoral College? How does it work?
11. Why did founders decide not to choose the President by direct election?
12. What was the Federalist argument for ratifying the Constitution?

Attachment B: Checks and Balances Worksheet*

Using your textbook and a copy of the Constitution of the United States, complete the chart below. For each governmental power listed, identify the branch having the power and the branch checking the power.

Power to...	This branch has this power	This branch checks this power (could be more than one)
1. Create and pass legislation		
2. Veto bills		
3. Ratify treaties		
4. Appoint Federal judges		
5. Impeach the President		
6. Confirm the appointment of presidential appointments		
7. Declare laws unconstitutional		
8. Override presidential vetoes		
9. Appoint Supreme Court judges for life		
10. Control appropriations of money		

*NOTE: This worksheet is based on a chart found in a lesson on checks and balances that can be found at <http://www.cyberlearning-world.com/lessons/checks.htm>. Answers are also available at this site.

Attachment C: Federalists versus Democratic Republicans Comparison Chart _____

Political Idea	Federalists (Hamilton)	Democratic Republicans (Jefferson)
View on the role of the people in government		
View on the role of the federal government		
View on the nature of the economy and a national bank		

Attachment D: Major Events and Issues Worksheet _____

Presidents	National issues	National events
George Washington		
John Adams		
Thomas Jefferson		
James Madison		
James Monroe		

Attachment E: Sample Assessment Items

Asterisk () indicates correct answer.*

1. **The United States is an example of the form of government called a _____.**
 - A dictatorship
 - B direct democracy
 - C representative democracy *
 - D confederation
2. **The Articles of Confederation established what could best be described as a _____.**
 - A strong monarchy
 - B weak national government *
 - C loose dictatorship
 - D strong federal system
3. **What was a weakness of the Articles of Confederation?**
 - A It did not provide for an executive or judicial branch. *
 - B It did not allow the states to coin their own money.
 - C It was opposed to Great Britain.
 - D It was based on the Mayflower Compact.
4. **The Virginia Plan for the Constitution of the United States called for a _____.**
 - A new monarchy
 - B government with power held by the states
 - C government in which larger states would have more power *
 - D small power of states in Congress
5. **Who drafted the Virginia Plan?**
 - A James Madison *
 - B Thomas Jefferson
 - C Patrick Henry
 - D George Washington
6. **In the Constitution of the United States, the system of separation of powers divides power between _____.**
 - A the national and state governments *
 - B the Democratic and Republican Parties
 - C the United States Senate and the House of Representatives
 - D the three branches of the national government

7. **The main responsibility of Congress is to _____.**
 - A approve treaties
 - B control the armed forces
 - C hire government officials
 - D make laws *
8. **What view did Alexander Hamilton have on the role of national government?**
 - A Believed in making the Constitution more like the Articles of Confederation
 - B Favored a test to see whether the amendment process worked
 - C Supported limits on states' rights *
 - D Supported limits on the constitutional powers of the federal government
9. **The leader of the Federalists was _____.**
 - A Thomas Jefferson
 - B John Adams
 - C Alexander Hamilton *
 - D James Monroe
10. **What view did Thomas Jefferson have on the role of national government?**
 - A Favored a weak national government *
 - B Supported a national bank
 - C Favored large business
 - D Believed in the Federalists
11. **Who was President when the federal court system was established?**
 - A George Washington *
 - B Thomas Jefferson
 - C Patrick Henry
 - D John Adams
12. **What President bought Louisiana from France?**
 - A James Madison
 - B George Washington
 - C Thomas Jefferson *
 - D John Adams
13. **What President warned European nations not to interfere in the western hemisphere?**
 - A James Monroe *
 - B Thomas Jefferson
 - C John Adams
 - D George Washington

Organizing Topic

Westward Expansion

Standard(s) of Learning

- USI.1 The student will develop skills for historical and geographical analysis, including the ability to
- b) make connections between the past and the present;
 - c) sequence events in United States history from pre-Columbian times to 1877;
 - d) interpret ideas and events from different historical perspectives;
 - f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
- USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
- a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
 - b) identifying the geographic and economic factors that influenced the westward movement of settlers;
 - c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills (to be incorporated into instruction throughout the academic year)

Make connections between the past and the present.

Sequence events in United States history from pre-Columbian times to 1877.

Interpret ideas and events from different historical perspectives.

Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Content

Explain that between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.

Explain how the following new territories were added to the United States between 1801 and 1861:

- Louisiana Purchase
 - Jefferson bought land from France (the Louisiana Purchase), which doubled the size of the United States.
 - In the Lewis and Clark expedition, Meriwether Lewis and William Clark explored the Louisiana Purchase from the Mississippi River to the Pacific Ocean.
- Florida
 - Spain gave Florida to the United States through a treaty.
- Texas
 - Texas was added after it became an independent republic.
- Oregon
 - The Oregon Territory was divided by the United States and Great Britain.

- California
 - War with Mexico resulted in California and the southwest territory becoming part of the United States.

Explain the following geographic and economic factors that influenced westward movement:

- Population growth in the eastern states
- Availability of cheap, fertile land
- Economic opportunity, e.g., gold (California Gold Rush), logging, farming, freedom (for runaway slaves)
- Cheaper and faster transportation, e.g., rivers and canals (Erie Canal), steamboats
- Knowledge of overland trails (Oregon and Santa Fe)
- Belief in the right of “Manifest Destiny” — The idea that expansion was for the good of the country and was the right of the country.

Explain how, prior to the Civil War, industrialization in the North impacted the farming society in the South.

Explain how each of the following inventions affected the lives of Americans:

- The cotton gin was invented by Eli Whitney. It increased the production of cotton and thus increased the need for slave labor to cultivate and pick the cotton.
- Jo Anderson (a slave) and Cyrus McCormick worked to invent the reaper. The reaper increased the productivity of the American farmer.
- The steamboat was improved by Robert Fulton. It eventually provided faster river transportation that connected Southern plantations and farms to Northern industries and Western territories.
- The steam locomotive provided faster land transportation.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Lewis & Clark: A Journal of the Corps of Discovery. Public Broadcasting Service.

<<http://www.pbs.org/lewisandclark/index.html>>. This site offers much information about the Ken Burns film on Lewis and Clark expedition.

Outline Maps of the United States. NationalAtlas.gov. <<http://nationalatlas.gov/outline.html>>. This site offers various printable outline maps of the United States.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. United States History to 1877. Test Blueprint. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint3USI.pdf>>. This site provides assessment information for the course in United States History to 1877.

Session 1: Lewis and Clark Expedition

Materials

- Internet access
- “Lewis and Clark: The Journey of the Corps of Discovery” instruction sheet (Attachment A)
- Map of the U.S. showing rivers and lakes

Instructional Activities

1. Explain to students that the period from 1801 to 1861 was a period of rapid western expansion in the United States. Citizens of the United States increasingly looked westward in the hope of acquiring land for agriculture and natural resources. By the 1830s, western expansion was supported by the belief in the right of “Manifest Destiny.” One of the major land acquisitions was the Louisiana Purchase in 1803. President Jefferson commissioned an expedition to explore the unknown territory of the northwest.
2. Have students gain some general historical background on Meriwether Lewis and William Clark and take a virtual expedition along with the Corps of Discovery by exploring the Web site that accompanies the PBS film, *Lewis & Clark: A Journal of the Corps of Discovery*, <<http://www.pbs.org/lewisandclark/index.html>>. Instruct students to access this site, select “Into the Unknown,” and follow the directions. As students travel on the virtual expedition, they will be asked to make decisions. Students making a wrong decision will have to return to the beginning of the route.
3. Give each student an instruction sheet (Attachment A) that includes questions to be answered as he/she proceeds on the trip. Also, give students a map of U.S. rivers and lakes on which to trace their route. *Outline Maps of the United States*. *NationalAtlas.gov*. <<http://nationalatlas.gov/outline.html>> offers a variety of such printable maps.
4. Ask students to create journal entries that reflect the experiences of their virtual expedition.
5. Have students discuss the Lewis and Clark assignment as a class review.

Session 2: The History of Western Expansion

Materials

- Outline maps of the United States
- Textbook
- Desk atlas
- Colored pencils
- “Map Exercise: Territorial Growth of the United States” instruction sheet (Attachment B)

Instructional Activities

1. Provide each student with an outline map of the United States. *Outline Maps of the United States. NationalAtlas.gov.* <<http://nationalatlas.gov/outline.html>> offers a variety of such printable maps. Have students use this map to create a visual representation of territorial growth in the United States. Allow students to use their textbook or a desk atlas to complete the map.
2. Have students use the “Map Exercise: Territorial Growth of the United States” instruction sheet (Attachment B) to answer questions related to their maps and clarify historical events related to western expansion.

Session 3: Influences on Westward Expansion: Inventions; Causes and Effects _____***Materials***

- Textbook
- “Influential Inventions” graphic organizer (Attachment C)
- “Causes and Effects of Western Expansion” graphic organizer (Attachment D)

Instructional Activities

1. Explain to students that new inventions and geographic and economic factors influenced westward expansion. Have students examine the influences of inventions by creating a graphic organizer on influential inventions, using their texts and other relevant resources. Have students work in pairs or individually. (See Attachment C for a sample graphic organizer on influential inventions.)
2. Have students examine the causes and effects of western expansion by creating a second graphic organizer. (See Attachment D for a sample graphic organizer on causes and effects.)

Session 4: Assessment

Materials

- Assessment (Attachment E)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment E.

Attachment A: Lewis and Clark: The Journey of the Corps of Discovery _____

Introduction

On February 28, 1803, President Thomas Jefferson won approval from Congress for a project that would become one of America's greatest stories of adventure. The sum of \$2,500 (a huge sum at the time) was appropriated to fund a small expeditionary group to explore the uncharted West. Jefferson named the group the Corps of Discovery. It would be led by Jefferson's secretary, Meriwether Lewis, and Lewis' friend, William Clark. Over the next four years, the Corps of Discovery would travel thousands of miles, experiencing lands, rivers, and peoples that no non-native American had ever seen.

Directions

You have been invited to share in the adventures of Lewis and Clark. Access the Web site <<http://www.pbs.org/lewisandclark/>>, and click on "Into the Unknown." As you travel on your journey you must do the following:

- Answer the questions listed below, writing the answers in your notebook.
- Chart your course on a U.S. map that shows rivers and lakes. Label your map with the names of locations, land formations, the locations of Indian tribes, and topographical features (e.g., mountains, rivers, and lakes). The use of map pencils is encouraged.
- Create three journal entries about your adventures. See the journal entries included in the virtual tour as an example. Be sure to include dates and to be creative.

Questions

1. Who was Sacagawea? What role did she play in the expedition?
2. What is the name of the primary river on which Lewis and Clark traveled during their expedition?
3. What were Thomas Jefferson's goals for the expedition?
4. Name and describe three new plant and animal species found on the expedition.
5. What did Lewis record in his journal on April 17, 1805, about the general attitude of the parties as the expedition set off from Fort Mandan?
6. Describe five obstacles encountered during the expedition, and explain the impact of each.
7. Describe Lewis and Clark's encounters with the Indians. How did the Indians react to the "white men"? How did Lewis and Clark gain their trust? What role did the Indians play in the expedition?
8. What choices did you make on the virtual expedition that turned out to be wrong (e.g., choices that sent you back to the beginning)?
9. What was the most exciting part of the trip for you?

Attachment B: Map Exercise: Territorial Growth of the United States _____

Use an outline map of the U.S. to create a visual record of territorial growth of the United States, according to the guidelines below.

1. Label each state.
2. Indicate on the map the following, using color pencils:
 - The original 13 colonies
 - The United States in 1783
 - Louisiana Purchase of 1803
 - Territory ceded from Great Britain, 1818
 - Florida, 1819–1821
 - Texas Annexation, 1845–1848
 - Oregon Country, 1846
 - Mexican Cession, 1848
 - Gadsden Purchase, 1853.
3. Create a legend for the map.
4. After completing the map, label the following regions, using the letters of the following descriptions:
 - A** Congress annexed this territory in 1845 by a joint resolution.
 - B** In 1846, Britain agreed to United States control of this territory south of the 49th parallel.
 - C** This territory was acquired in 1848 through the Treaty of Guadalupe-Hidalgo.
 - D** In 1853, the United States bought this territory from Mexico for \$10 million.
 - E** The United States purchased this large territory from France in 1803.
 - F** One result of the Convention of 1818 was British cession of this territory to the United States.
 - G** Spain ceded this territory to the United States in 1819.
 - H** This territory represents the United States expansion to 1783.
5. Identify and list countries from which the United States acquired territory between 1803 and 1853.
6. How does your map illustrate the idea of Manifest Destiny?

Attachment C: Influential Inventions _____

Inventions	Description	Impact
Cotton gin		
Reaper		
Steamboat		
Steam locomotive		

Attachment D: Causes and Effects of Western Expansion

CAUSES

- *Population growth in the east*
- *Cheap land*
- *Economic opportunity*
- *Cheaper and faster transportation*
- *Manifest Destiny*

EFFECTS

- *California Gold Rush*
- *Logging and farming jobs*
- *Freedom for runaway slaves*
- *Development of river transportation*

Attachment E: Sample Assessment Items

Asterisk () indicates correct answer.*

1. What event under Thomas Jefferson doubled the size of the United States?

- A Virginia Plan
- B Panama Canal
- C Louisiana Purchase *
- D Articles of Confederation

2. Meriwether Lewis and William Clark explored what territory?

- A Panama
- B Louisiana *
- C Florida
- D Georgia

3. Who gave Florida to the United States through a treaty?

- A Spain *
- B France
- C England
- D Portugal

4. What state was added after it became an independent republic?

- A Mississippi
- B Georgia
- C Texas *
- D New Mexico

5. What state became part of the United States as the result of a war with Mexico?

- A California *
- B Texas
- C North Carolina
- D Tennessee

6. What provided cheaper and faster transportation to the Great Lakes area?

- A Erie Canal *
- B Oregon Trail
- C Panama Canal
- D Santa Fe Trail

7. The idea that expansion was for the good of the country and was the right of the country became known as _____.

- A National Industries
- B California Gold Rush
- C Transportation Act
- D Manifest Destiny *

8. Who invented a machine that allowed cotton to be cultivated faster than by hand?

- A Cyrus McCormick
- B Robert Fulton
- C Eli Whitney *
- D Thomas Jefferson

9. Who invented the reaper that increased productivity of the American farmer?

- A Anderson and McCormick *
- B Whitney and Fulton
- C Jefferson and Adams
- D Washington and Henry

10. Who improved the steamboat that provided faster river transportation?

- A Robert Fulton *
- B Cyrus McCormick
- C Patrick Henry
- D Jo Anderson

Organizing Topic

Abolition and Suffrage

Standard(s) of Learning

- USI.1 The student will develop skills for historical and geographical analysis, including the ability to
- b) make connections between the past and the present;
 - c) sequence events in United States history from pre-Columbian times to 1877;
 - d) interpret ideas and events from different historical perspectives;
 - h) interpret patriotic slogans and excerpts from notable speeches and documents.
- USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
- d) identifying the main ideas of the abolitionist and suffrage movements.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills (to be incorporated into instruction throughout the academic year)

Make connections between the past and the present.

Sequence events in United States history from pre-Columbian times to 1877.

Interpret ideas and events from different historical perspectives.

Interpret patriotic slogans and excerpts from notable speeches and documents.

Content

Summarize the following ideas expressed by the abolitionists in their work to end slavery:

- Most abolitionists demanded immediate freeing of the slaves.
- Abolitionists believed that slavery was
 - Morally wrong
 - Cruel and inhumane
 - A violation of the principles of democracy.

Identify the roles of the following abolitionist leaders:

- Harriet Tubman
- William Lloyd Garrison
- Frederick Douglass.

Explain the following main ideas of the suffrage movement, which helped women gain equal rights:

- Supporters declared that “All men and women are created equal.”
- Supporters believed that women were deprived of basic rights.
 - Denied the right to vote
 - Denied educational opportunities, especially higher education
 - Denied equal opportunities in business
 - Limited in rights to own property.

Describe the following strong women who led the campaign for women's suffrage before the Civil War and continued after the war had ended:

- Isabel Sojourner Truth
- Susan B. Anthony
- Elizabeth Cady Stanton.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

American Memory: The Frederick Douglass Papers at the Library of Congress: Historical Collections for the National Digital Library. Library of Congress.

<<http://memory.loc.gov/ammem/doughtml/doughome.html>>. This site presents the papers of the 19th African American abolitionist.

“Angelina Grimke.” Spartacus Educational. <<http://www.spartacus.schoolnet.co.uk/USASgrimke.htm>>. This site provides information about Angelina and Sarah Grimke, who campaigned against slavery in the 19th century.

“Declaration of Sentiments,” The National Park Service site. <<http://www.nps.gov/wori/declaration.htm>>. This site provides the full text of the Declaration of Sentiments.

Carnell, Brian. “The Reality of Men’s and Women’s Wages.” *EquityFeminism.Com*, April 19, 2001.

<<http://www.equityfeminism.com/articles/2001/000051.html>>. This document contains information about increasing parity between the wages of men and women.

Gilbert, Olive. “The Narrative of Sojourner Truth.” *American Studies at the University of Virginia*.

<<http://xroads.virginia.edu/~HYPER/TRUTH/cover.html>>. This document provides a detailed history about Sojourner Truth.

“The Life of Harriet Tubman.” *New York History Net*. <<http://www.nyhistory.com/harriettubman/life.htm>>. This site gives details about the life of Harriet Tubman, an African American woman who worked to free millions of slaves.

National Foundation for Women Legislators. <<http://www.womenlegislators.org>>. This site provides information about the foundation that exists to assist women leaders in the process of legislative debate, networking, re-elections, public opinion molding, and leadership.

“Projection of Education Statistics to 2007.” *National Center for Educational Statistics Electronic Catalog*.

<<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=97382>>. This report provides projections for key education statistics. It includes statistics on enrollment, graduates, classroom teachers, and expenditures in elementary and secondary schools and institutions of higher education.

Sojourner Truth: Memorial Statue Project. <<http://www.noho.com/sojourner/>>. This site is devoted to the former slave who in the mid 1800s was a nationally known advocate for equality and justice.

“Teaching with Documents Lesson Plan: Woman Suffrage and the 19th Amendment.” *U.S. National Archives and Records Administration — Digital Classroom*.

<http://www.archives.gov/digital_classroom/lessons/woman_suffrage/script.html>. This lesson is a play entitled “Failure Is Impossible” by Rosemary H. Kowner; it was written for the 75th anniversary of the 19th amendment.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. United States History to 1877: Test Blueprint. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint3USI.pdf>>. This site provides assessment information for the course in United States History to 1877.

“William Lloyd Garrison.” *Africans in America: Judgment Day*. Public Broadcasting Service.

<<http://www.pbs.org/wgbh/aia/part4/4p1561.html>>. This site profiles the work of the editor of *The Liberator*, an anti-slavery newspaper.

“William Lloyd Garrison.” *Boston African-American National Historic Site*. The National Park Service.
<<http://www.nps.gov/boaf/williamlloydgarrison.htm>>. This site gives details about the work of the editor of *The Liberator*, an anti-slavery newspaper.

Session 1: Historically Significant Abolitionists

Materials

- Textbook
- Library resources
- Internet access

Instructional Activities

1. Explain to students that in the 1830s and 1840s, abolitionists became increasingly outspoken about ending slavery. Abolitionists argued that slavery was morally wrong, cruel, and inhumane and that it was a violation of democratic principles. Active abolitionists were a minority in the north. Their attempts to end slavery were sometimes met with violence — e.g., William Lloyd Garrison was dragged through the streets of Boston. Abolitionists gave lectures, distributed pamphlets, and petitioned Congress in their attempts to end slavery.
2. Assign an abolitionist, such as Harriet Tubman, William Lloyd Garrison, Frederick Douglass, Sojourner Truth, or Angelina and Sarah Grimke, to pairs or larger groups of students. Have students use their textbooks, library resources, and/or Internet sites to research biographical information about their assigned abolitionist. Helpful Web sites on these individuals are listed in the Sample Resources section for this organizing topic.
3. After students have completed their research, have them compose a eulogy to commemorate their assigned abolitionist. Each eulogy should contain the following elements:
 - Background biographical information, such as place and date of birth and family background
 - Outstanding achievements and contributions to the abolitionist movement
 - The overall impact that the person’s life had on American history.You may wish to present these elements in worksheet format so that students will have a structure to guide them in their writing.
4. Ask one student from each pair or group to present the group’s eulogy to the class. Encourage students to read their eulogies in a dramatic and emotional manner.
5. Review the material with students. List the names of the researched abolitionists on the board, and have students provide information they remember from the various eulogies.

Session 2: Varying Opinions about the Abolitionist Movement _____

Materials

- Information from previous session

Instructional Activities

1. Emphasize to students that abolitionists varied in their approach to ending slavery. Some wished to use moral persuasion, others wanted to work through political channels, and still others wished to use violence. Draw the continuum pictured below on the board or on an overhead transparency. Explain the purpose of a continuum.

CONTINUUM OF ABOLITIONIST IDEAS

Very Radical		More Moderate
<p>Nat Turner</p> <ul style="list-style-type: none"> • Led violent slave rebellion in 1831 • Was motivated by religion 	<p>William Lloyd Garrison</p> <ul style="list-style-type: none"> • Founder of <i>The Liberator</i> • Believed in the immediate abolition of slavery • Was deeply religious and a moral absolutist • American Anti-Slavery Society (1833) 	<p>Frederick Douglass</p> <ul style="list-style-type: none"> • Ran away from master and spoke publicly against slavery • Founded the <i>North Star</i> in 1847 • Willing to work through political channels
	<p>David Walker</p> <ul style="list-style-type: none"> • Free black • Advocated fighting for freedom, not waiting for the abolition of slavery 	

2. Lead a class discussion of the varying positions and attitudes towards abolition. Encourage students to discuss which strategy would be most effective.

Session 3: The Declaration of Sentiments and the Declaration of Independence _____***Materials***

- Copy of the Declaration of Sentiments
- Copy of the Declaration of Independence
- “Analysis Worksheet for the Declaration of Sentiments” (Attachment A)

Instructional Activities

1. Explain to students that many abolitionists also supported the women’s rights movement in the 1830s. In the early 1800s, women had few legal rights: they were not allowed to own property, could not claim custody of their children, and could not divorce their husbands. Women were expected to marry and take care of the home and children. Women such as Lucretia Mott, Susan B. Anthony, and Elizabeth Cady Stanton organized the first women’s rights convention in 1848 in Seneca Falls, New York.
2. Give each student a copy of the Declaration of Sentiments and the “Analysis Worksheet for the Declaration of Sentiments” (Attachment A). A copy of the Declaration of Sentiments can be found at The National Park Service Web site, <<http://www.nps.gov/wori/declaration.htm>>, which also provides short biographies on the signers of the document. Have the students read the introduction of the document and discuss as a class the main ideas. Help students make connections between this document and the Declaration of Independence. Students may need to see the documents together in order to make these connections. Have students consider the ways the Declaration of Independence in its original form fell short of providing true equality to all.
3. Have students complete the worksheet (Attachment A) as they finish reading the document.

Session 4: Women’s Societal Position from the 19th Century to the Present_____

Materials

- Information from “Analysis Worksheet for the Declaration of Sentiments” (Attachment A), completed in Session 3
- Internet access
- “Analysis Worksheet for Changes in Women’s Societal Position” (Attachment B)

Instructional Activities

1. Have students compare the societal position of women in the 1800s with that of women today. Students should use the information they learned from the Session 3 and also do research to discover changes in women’s societal roles over time.
2. Give each student a worksheet (Attachment B), and have students work individually or in pairs to complete the worksheet, using information from Session 3. Assist students in completing the “Women in the 1800s” column by considering what they learned in the previous lesson. Correct answers to column two are shown in the table below.
3. After students complete the second column, direct them to appropriate resources for completing column 3, “Women Today.” Suggested Web sites for research are listed below:
 - Political/Legal: National Foundation for Women Legislators. <<http://www.womenlegislators.org>>
 - Economic: The Reality of Men’s and Women’s Wages. <<http://www.equityfeminism.com>>
 - Education: Projection of Education Statistics to 2007. <<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=97382>>

Rights/Position	Women in the 1800s	Women Today
Political/Legal What political/legal rights do women have?	<i>Women were not permitted to vote, run for political office, serve on a jury, or face their accusers in a court of law. Women were not permitted custody of their children. Once married, women were the “property” of their husbands.</i>	<i>Women received the right to vote with the passage of the 19th amendment. Students’ research should focus on the number of women in elected positions.</i>
Economic What economic opportunities exist for women?	<i>Women were not permitted to own property and were not permitted access to “professional” employment. Working women were paid lower wages.</i>	<i>Students’ research should focus on the number and variety of professional positions that women now hold and women’s salaries as compared to those of men. Students should examine possible setbacks to promotion for women.</i>
Educational What educational opportunities are available to women?	<i>Women were limited in access to public education.</i>	<i>Students’ research should focus on the number of women enrolled in college and graduate school as compared with men.</i>
Social Are women considered the true equals of men?	<i>Women were not considered social, political, or economic equals. Women were subordinate to their husbands. Women were expected to marry and have children and keep the home. Women were expected to be dependent on men.</i>	<i>Students’ research or observations should examine how men and women interact today. What are current expectations for women?</i>

Session 5: Assessment

Materials

- Assessment (Attachment C)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment C.

Attachment A: Analysis Worksheet for the Declaration of Sentiments _____

In 1848, a group of women and men met in Seneca Falls, New York, to discuss the plight of women in the United States. The members of that convention, which included active abolitionists, decided to draft a document that addressed women's grievances. By making a formal declaration, supporters of women's rights were making their voices heard in an attempt to gain equality for women in American society.

Directions: Read The Declaration of Sentiments, and answer the following questions. A copy can be found at The National Park Service site, <<http://www.nps.gov/woi/declaration.htm>>.

1. What document does the Declaration of Sentiments, especially its introduction, resemble?
2. What are three specific examples of how the documents are similar?
3. What are two specific examples of how the documents differ?
4. Who was the audience for this document?
5. What are four specific grievances listed in the Declaration of Sentiments? Express these in your own words.
6. Are the frustrations expressed in this document justified? In other words, did women have a right to be angry about their place in society during this time period? Why, or why not?

Attachment B: Analysis Worksheet for Changes in Women’s Societal Position _____

Rights	Women in the 1800s	Women Today
<p>Political/Legal What political/legal rights do women have?</p>		
<p>Economic What economic opportunities exist for women?</p>		
<p>Educational What educational opportunities are available to women?</p>		
<p>Social Are women considered the true equals of men?</p>		

Attachment C: Sample Assessment Items

Asterisk (*) indicates correct answer.

- | | |
|---|---|
| <p>1. One of the first white abolitionists to call for the “immediate and complete emancipation” of enslaved people was _____.
 A Benjamin Lundy
 B William Lloyd Garrison *
 C David Walker
 D Frederick Douglass</p> <p>2. Most abolitionists believed that _____.
 A the Constitution should be amended to restrict slavery to areas east of the Mississippi River
 B slavery was morally wrong *
 C slavery should be abolished gradually
 D each state should be allowed to determine the legality of slavery within its own borders</p> <p>3. Women who were fighting to end slavery recognized their own bondage and formed the _____.
 A temperance movement
 B education movement
 C employment movement
 D women’s rights movement *</p> <p>4. The first women’s rights convention was held in _____.
 A Georgia
 B New York *
 C Virginia
 D Ohio</p> <p>5. Who purchased his freedom from his slaveholder and later started an abolitionist newspaper called <i>The North Star</i>?
 A Frederick Douglass *
 B Horace Mann
 C Charles T. Weber
 D William Lloyd Garrison</p> <p>6. The network of escape routes out of the South for enslaved people was the _____.
 A Freedom Network
 B Slave Network
 C Underground Railroad*
 D Southern Railroad</p> <p>7. Who was the most famous Underground Railroad conductor?
 A Isabel Sojourner Truth
 B Angelina Grimke
 C Sarah Grimke
 D Harriet Tubman *</p> | <p>8. The most controversial issue at the Seneca Falls convention was _____.
 A education
 B suffrage *
 C jobs
 D slavery</p> <p>9. Elizabeth Cady Stanton and Susan B. Anthony were best known for their struggle to _____.
 A prohibit the sale of alcohol
 B improve low wages for workers
 C secure the right of women to vote *
 D expose government corruption</p> <p>10. Who published the anti-slavery newspaper, <i>The Liberator</i>?
 A William Lloyd Garrison *
 B Nat Turner
 C Harriet Beecher Stowe
 D John Brown</p> <p>11. “As the first runaway slave to speak publicly against slavery, I ask for abolition immediately and I call for slaves to lead the fight for this cause.” Which of the following people might have made this statement?
 A William Lloyd Garrison
 B Susan B. Anthony
 C Isabel Sojourner Truth
 D Frederick Douglass *</p> <p>12. Who is know for assisting with the Underground Railroad?
 A Robert Fulton
 B Jo Anderson
 C Harriet Tubman *
 D Eli Whitney</p> <p>13. What abolitionist and women’s rights leader escaped from slavery?
 A Isabel Sojourner Truth *
 B Dolley Madison
 C Martha Washington
 D Susan B. Anthony</p> <p>14. Who traveled and worked across the nation to help get women the right to vote?
 A Isabel Sojourner Truth
 B Dolley Madison
 C Susan B. Anthony *
 D Martha Washington</p> |
|---|---|

Organizing Topic

Civil War

Standard(s) of Learning

- USI.1 The student will develop skills for historical and geographical analysis, including the ability to
- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;
 - b) make connections between the past and the present;
 - c) sequence events in United States history from pre-Columbian times to 1877;
 - d) interpret ideas and events from different historical perspectives;
 - f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
 - h) interpret patriotic slogans and excerpts from notable speeches and documents.
- USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
- a) describing the cultural, economic, and constitutional issues that divided the nation;
 - b) explaining how the issues of states’ rights and slavery increased sectional tensions;
 - c) identifying on a map the states that seceded from the Union and those that remained in the Union;
 - d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war;
 - e) using maps to explain critical developments in the war, including major battles;
 - f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.

Essential Understandings, Knowledge, and Skills

Correlation to Instructional Materials

Skills *(to be incorporated into instruction throughout the academic year)*

Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877.

Make connections between the past and the present.

Sequence events in United States history from pre-Columbian times to 1877.

Interpret ideas and events from different historical perspectives.

Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Interpret patriotic slogans and excerpts from notable speeches and documents.

Content

Explain how the following cultural, economical, and constitutional differences between the North and the South eventually resulted in the Civil War:

- Slavery
 - While there were several differences between the North and the South, the issues related to slavery increasingly divided the nation and led to the Civil War.

- Cultural
 - The North was mainly an urban society in which people held jobs. _____
 - The South was primarily an agricultural society in which people lived in small villages and on farms and plantations. _____
 - Because of their cultural differences, people of the North and South found it difficult to agree on social and political issues. _____
- Economic
 - The North was a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition. _____
 - Southerners opposed tariffs that would cause prices of manufactured goods to increase. Planters were also concerned that England might stop buying cotton from the South if tariffs were added. _____
- Constitutional
 - A major conflict was states’ rights versus strong central government. _____

Summarize the South’s fear that the North would take control of Congress. Explain that Southerners began to proclaim states’ rights as a means of self-protection. _____

Explain the Northern belief that the nation was a union and could not be divided. _____

Explain that, while the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation. _____

Summarize the following issues that divided the nation:

- An important issue separating the country related to the power of the Federal government. Southerners believed that they had the power to declare any national law illegal. Northerners believed that the national government’s power was supreme over that of the states. _____
- Southerners felt that the abolition of slavery would destroy their region’s economy. Northerners believed that slavery should be abolished for moral reasons. _____

Explain the following compromises that attempted to resolve the differences between the North and the South:

- Missouri Compromise (1820): Missouri was a slave state; Maine, a free state. _____
- Compromise of 1850: California was a free state. Southwest territories would decide about slavery. _____
- Kansas-Nebraska Act: People decided the slavery issue (“popular sovereignty”). _____

Explain that, following Lincoln’s election, the Southern states seceded from the Union. Confederate forces attacked Fort Sumter, in South Carolina, marking the beginning of the Civil War. _____

Explain that Lincoln and many Northerners believed that the United States was one nation that could not be separated or divided. Most Southerners believed that states had freely created and joined the union and could freely leave it. _____

Explain that Southern states that were dependent upon labor-intensive cash crops seceded from the Union. Identify these states:

- Alabama _____
- Arkansas _____
- Florida _____
- Georgia _____

Explain the following effects of the Civil War on African Americans:

- African Americans fought in both the Confederate and Union armies.
- The Confederacy often used slaves as naval crewmembers and soldiers.
- The Union moved to enlist African American sailors early in the war.
- African American soldiers were paid less than white soldiers.
- African American soldiers were discriminated against and served in segregated units under the command of white officers.
- Robert Smalls, a sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He became a Congressman after the Civil War.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

American Memory: Selected Civil War Photographs. The Library of Congress.

<<http://memory.loc.gov/ammem/cwphhtml/cwphome.html>>. This site contains 1,118 photographs. Most of the images were made under the supervision of Mathew B. Brady and include scenes of military personnel, preparations for battle, and battle after-effects. The collection also includes portraits of both Confederate and Union officers and a selection of enlisted men.

Civil War History. eHistory. Ohio State University. <<http://www.ehistory.com/uscw/index.cfm>>. This extensive site contains much information on the topic.

Civil War Letters. Sundown Elementary. Katy, Texas, Independent School District.

<<http://www.katy.isd.tenet.edu/pathways/resources/ss/civilwar/civilwarletters.HTM>>. This site contains an Internet treasure hunt on Civil War communication.

“Diaries.” *Civil War Related Web Links.* The United States Civil War Center.

<<http://www.cwc.lsu.edu/cwc.links/links6.htm>>. This site contains links to diaries and letters written during the Civil War era.

From Revolution to Reconstruction. Biographies. <<http://odur.let.rug.nl/~usa/B/>>. This site contains data regarding historical persons related to American History.

Letters from an Iowa Soldier in the Civil War. <<http://www.civilwarletters.com/home.html>>. These letters are part of a collection written by Newton Robert Scott, Private, Company A, of the 36th Infantry, Iowa Volunteers. Most of the letters were written to Scott’s neighborhood friend Hannah Cone.

Letters of the Civil War. <<http://www.letterscivilwar.com/index.html>>. This site offers a compilation of letters, stories, and diaries from the soldiers, sailors, marines, nurses, politicians, ministers, journalists, and citizens during the war of the rebellion, 1861–1865, taken from the newspapers of Massachusetts.

The Presidents of the United States. The White House. <www.whitehouse.gov/history/presidents>. This White House Web site offers biographies of all the U.S. presidents.

“Sullivan Ballou’s Letter to His Wife.” *The Civil War Home Page.* <http://www.civilwar.net/pages/sullivan_ballou.asp>. This site presents an emotional letter from a soldier on the battlefield in 1861.

“Thomas J. Jackson.” *The Civil War Home Page.* <<http://www.civilwarhome.com/jackbio.htm>>. This site gives a biography of Stonewall Jackson.

“The United States in 1860.” *Eduplace.* <http://www.eduplace.com/ss/maps/pdf/us1860_nl.pdf>. This site offers an outline map of the U.S. in 1860.

The Valley of the Shadow: Two Communities in the American Civil War. <<http://valley.vcdh.virginia.edu/>>. The Valley Project details life in two American communities, one Northern and one Southern, from the time of John Brown’s Raid through the era of Reconstruction.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. United States History to 1877: Test Blueprint. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint3USI.pdf>>. This site provides assessment information for the course in United States History to 1877.

Session 1: Causes of the Civil War

Materials

- Textbook
- “Events Leading to the Civil War” (Attachment A)
- Colored pencils
- Markers

Instructional Activities

1. Introduce the Civil War using a KWL (What I Know, What I Want to Know, What I Learned) chart. Hang the chart on the classroom wall, and refer to it throughout the study of the Civil War.
2. Lead a discussion on the causes that led to the secession of the South from the Union. Emphasize that the primary causes of the Civil War were issues related to states’ rights, sectionalism, slavery, and western expansion. As the United States began to expand west, slavery again became a pressing issue. Would the country tolerate the spread of slavery into newly acquired western territories? Should the residents of new states decide for themselves whether to keep or abolish slavery? Were the North and South so different economically, socially, and geographically that they could not reconcile their differences? The answers to these questions varied and threatened to tear the country apart.
3. Have students read in their texts the primary causes and events that led to the Civil War. After students have reviewed the necessary information in the text, discuss with students what they think were the primary causes of the war. List these on the board. Some possible answers are the Missouri Compromise, the Compromise of 1850, Fugitive Slave Law, the election of 1860, and the Kansas-Nebraska Act. Help students connect each event with issues of sectionalism, states’ rights, slavery, or western expansion.
4. Have students create an illustrated timeline of the causes of the Civil War, using the information they gained in the previous step. Timelines may be drawn horizontally or vertically. Provide students with a list of causes to include, or let them choose what they think are the most significant causes. Timelines should include a timeline title, names of the events, dates of the events, short explanations of the events, and small illustrations depicting the events. Explanations should include the reasons the events are historically significant to the cause of the Civil War. Encourage students to use color and be creative in their illustrations.
5. Have students sort a set of significant events/causes into their correct order. Listed below are a set of such events in chronological order. Explanations of these events are found in Attachment A. Display these events on the board in random order, and have students take turns putting them in their proper chronological order. After the exercise is complete, review each event and the chronological order of the events by using proper explanations. To emphasize that these are “steps” to the Civil War, have students arrange them in a staircase fashion.
 - Western Expansion
 - Missouri Compromise
 - Compromise of 1850
 - Fugitive Slave Law
 - Uncle Tom’s Cabin
 - Kansas-Nebraska Act
 - Dred Scott Decision
 - Harpers Ferry Raid
 - Election of 1860
 - Secession of the South
 - BOOM !!
 - Civil War

Session 2: Map of the Union and the Confederacy

Materials

- Outline maps of the United States in 1860
- Colored pencils
- Textbook

Instructional Activities

1. Give each student an outline map of the United States in 1860, available at *Eduplace*.
<http://www.eduplace.com/ss/maps/pdf/us1860_nl.pdf>. Have students indicate the following on the map:
 - Map title
 - Each Confederate state
 - Year of secession of each Confederate state
 - Each Union state
 - Each border state (slave state that remained in the Union)
 - A legend reflecting the information on the mapEncourage students to use color. Explain that the maps will be graded on presentation, accuracy, and demonstration of ability to follow directions.
2. After students have completed their maps, review with students the geographical and economic differences between the North and South. Discuss with students how these differences impacted the sectional tensions between the two regions.

Session 3: Major Battles of the Civil War

Materials

- “Civil War Battles” worksheet (Attachment B)
- Textbook
- Desk atlas
- Completed map from Session 2

Instructional Activities

1. Have students use their textbook and other resources to complete the worksheet “Civil War Battles” (Attachment B), which addresses the major battles of the Civil War and their historical significance. After students have completed the worksheet, review answers with students in a whole-group discussion.
2. Have students use the map from the previous session, their completed worksheet, and a desk atlas or textbook to indicate the location and date of each major battle. Encourage students to draw conclusions about the importance and significance of each battle based on its location on the map (e.g., the capture of Vicksburg by the Union effectively split the Confederacy in two and gave the Union control of the Mississippi River).

Session 4: Firsthand Accounts

Materials

- Internet access
- “Civil War Letters” assignment sheet (Attachment C)
- Textbook

Instructional Activities

1. Explain to students that the Civil War was a long and bloody conflict that tore the nation apart. Sectional differences over states’ rights and the expansion of slavery into new states generated great hostility between the North and South. The war divided families, sometimes pitting brother against brother and father against son. Explain to students that to understand the war, they must examine it from varying perspectives. To introduce this idea, start by writing the following titles for the war on the board:
 - The War Between the States
 - The Second American Revolution
 - The Second War for Independence
 - The War Against Slavery
 - The Brother’s War
 - The War of Northern Aggression.Explain to students that the war was not called “the Civil War” until the 1870s, after it was over. Ask students to consider the varying titles above, which were used to describe the conflict. How does each title define what the North and South were fighting for? Which side would use each title? Why? Remind students that the North did not recognize the constitutional right of the South to secede, while the people in the South viewed themselves as a separate country.
2. Explain to students that one way to discover how “ordinary” people felt about the war is to read their letters written during the conflict. Have students read letters from various individuals to discover firsthand some of the major concerns and conditions related to the war. Have students access such letters from the Web sites listed below, or print and distribute a selection of letters for students to use.
 - *Civil War Letters*. Sundown Elementary. Katy, Texas, Independent School District. <<http://www.katy.isd.tenet.edu/pathways/resources/ss/civilwar/civilwarletters.HTM>>.
 - “Diaries.” *Civil War Related Web Links*. The United States Civil War Center. <<http://www.cwc.lsu.edu/cwc.links/links6.htm>>.
 - *Letters from an Iowa Soldier in the Civil War*. <<http://www.civilwarletters.com/home.html>>.
 - *Letters of the Civil War*. <<http://www.letterscivilwar.com/index.html>>.
 - “Sullivan Ballou’s Letter to His Wife.” *The Civil War Home Page*. <http://www.civil-war.net/pages/sullivan_ballou.asp>. This site presents an emotional letter from a soldier on the battlefield in 1861.
 - *The Valley of the Shadow: Two Communities in the American Civil War*. <<http://valley.vcdh.virginia.edu/>>.
3. Explain the term *persona* (a character, or fictional identity, assumed by a writer in a narrative poem or story). After students have read a selection of these letters, have each student take on a persona and write his/her own letter from the perspective of that persona. Encourage students to use the textbook and other resource materials to write their letters. To assist students with the assignment, read a letter with the class, and analyze it as a whole-group, using the questions included in the “Civil War Letters” assignment sheet (Attachment C). (NOTE: The ability level of your students may require modification of this activity: higher-ability students may be able to research and analyze letters independently, while lower-ability students may need a pre-selected set of letters to analyze as a whole-group activity.)

Session 5: A Civil War Sensory Figure: The Impact of the War _____

Materials

- Textbook
- Information from Session 4
- Colored pencils

Instructional Activities

1. Have students create a “sensory figure” related to the Civil War, using what they have learned from the previous session. Students may choose to draw the figure from the perspective of their choice (e.g., an African American soldier, a woman left at home on the plantation, a slave, or a Confederate or Union soldier).
2. Have each student annotate his/her figure, using the five senses (hearing, taste, touch, smell, and sight). Students may want also to include feeling (emotion). For example, a student may choose to draw a Union soldier who is
 - hearing bullets whizzing past his head on the battlefield
 - tasting the hardtack
 - touching his rifle and the dirt
 - smelling the gunpowder on the battlefield
 - seeing his comrades die
 - feeling the terrible loss of a dead friend.Encourage students to use color and be creative.
3. As an optional or additional activity, have students write a poem (haiku, for example) that portrays one or more senses of their chosen “sensory figure.”

Session 6: Civil War Photographs

Materials

- Internet access
- Library of Congress photo analysis worksheet (see #1 below)

Instructional Activities

1. Discuss with students the importance of photography during the Civil War. Matthew Brady, Alexander Gardner, and others were trailblazers in wartime photography. These photographers, arriving with large wagons carrying all the necessary equipment, entered the battlefield and recorded the horrors of war up close. They provided for civilians the first real pictures of war, although sometimes they rearranged their subjects and used props to enhance their pictures. For more information related to Civil War photography, see the Library of Congress Web site *American Memory: Selected Civil War Photographs* at <http://memory.loc.gov/ammem/cwphtml/cwphome.html>.
2. Have students access the above Web site to analyze a set of photographs, or select a cross section of photos to display in an electronic presentation (e.g., PowerPoint). This Web site also provides a useful photographic analysis sheet.
3. After students have examined a set of these photographs, discuss with them modern examples of photojournalism, such as photographs from September 11th or other contemporary events. Explain how such widely seen images can generate shared feelings about a particular event — how they are often responsible for creating shared thoughts about and memories of an event.

Session 7: Biographies of Primary Civil War Figures

Materials

- Internet access
- Textbook
- “Civil War Biographies” worksheet (Attachment D)
- “Civil War ‘Who Am I’” worksheet (Attachment E)
- Index cards
- Tape

Instructional Activities

1. Give each student a “Civil War Biographies” worksheet (Attachment D), which examines the positions and contributions of eight major figures of the Civil War. Have students work individually or in small groups to complete the chart, using the Internet, textbooks, and other resources. Below is a list of useful Web sites for researching this information:
 - *From Revolution to Reconstruction. Biographies.* <<http://odur.let.rug.nl/~usa/B/>>
 - *The Presidents of the United States. The White House.* <www.whitehouse.gov/history/presidents>
 - “Thomas J. Jackson.” *The Civil War Home Page.* <<http://www.civilwarhome.com/jackbio.htm>>
 - *Civil War History. eHistory.* Ohio State University. <<http://www.ehistory.com/uscw/index.cfm>>.
2. After completing the chart, lead students in brainstorming a set of 20 yes-or-no questions that could be asked to establish the identity of any of the eight subjects. Steer students away from obvious questions. Have them write their questions on the “Civil War ‘Who Am I?’” worksheet (Attachment E).
3. Assign each student an identity by writing the name of a major Civil War figure on an index card and taping the card to the back of the student. The student is not to know the identity of his/her assigned person, but the remainder of the class should know. Ask each student to circulate around the room and play “Civil War ‘Who Am I?’” by asking other individuals the 20 yes-or-no questions from his/her worksheet.

Session 8: Assessment

Materials

- Assessment (Attachment F)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment F.

Attachment A: Events Leading to the Civil War

Western Expansion

After President Thomas Jefferson acquired the Louisiana Purchase in 1803, the United States doubled in size. This purchase gave the United States control of the vast lands west of the Mississippi. As Americans pushed west, the issue of slavery came to the forefront. Would the new territories of the United States be slave or free?

Missouri Compromise

The first confrontation over slavery in the West occurred in 1819. Missouri applied for admission to the Union as a slave state. The admission of Missouri would upset the balance of power in the Senate where at the time there were 11 free states and 11 slave states. Senator Henry Clay proposed a compromise. In 1820, he suggested that Missouri enter as a slave state and Maine as a free state to keep the balance of power. Congress also drew an imaginary line across the Louisiana Purchase at 36 degrees 30 minutes north latitude. North of the line would be free states (with the exception of Missouri), and south of the line would be slave states.

Compromise of 1850

In 1850, California applied for admission as a free state. Once again, the balance of power in the Senate was threatened. The South did not want to give the North a majority in the Senate. They also feared that more free states would be carved from the Mexican cession. Once again, Clay, the “Great Compromiser,” pleaded for compromise. John C. Calhoun, a senator of South Carolina stated the South would not compromise. He demanded that slavery be allowed in the western territories and that there be a tough fugitive-slave law. Daniel Webster of Maine offered a solution to keep the Union together. The Compromise of 1850 had four parts: 1) California entered as a free state. 2) The rest of the Mexican cession was divided into New Mexico and Utah. In each state, voters would decide the issue of slavery. 3) Slave trade was ended in Washington D.C. 4) A strict new fugitive-slave law was passed.

Fugitive Slave Law

The Fugitive Slave Law of 1850 was very controversial. It required that all citizens were obligated to return runaway slaves. People who helped slaves escape would be jailed and fined. The law enraged Northerners because it made them feel a part of the slave system. Persons involved with the Underground Railroad worked to subvert the law.

Uncle Tom’s Cabin

In 1852, Harriet Beecher Stowe wrote *Uncle Tom’s Cabin*. This novel told of the story of Uncle Tom, an enslaved African American, and his cruel master, Simon Legree. In the novel, Stowe wrote of the evils and cruelty of slavery. While it is argued whether the book was a true portrayal of slavery, the novel still had an enormous influence. The book sold more than 300,000 copies, was published in many languages, and was made into a play. It also helped change the way many Northerners felt about slavery. Slavery was now not only a political problem but a moral problem.

Kansas-Nebraska Act

In 1854, Stephen Douglas introduced a bill to help solve the problem of slavery in the new Nebraska territory. He proposed that Nebraska be divided into two territories — Kansas and Nebraska. The settlers of the new territories would decide whether they would be slave or free. This proposal set off a storm of controversy because it effectively undid the Missouri Compromise. Southerners supported the act, while Northerners felt it was a betrayal. The Act set off bitter violence in the Kansas territory. More than 200 people died over the issue of slavery. The area became known as Bleeding Kansas. Anti- and pro-slavery forces set up rival governments. The town of Lawrence was destroyed by pro-slavery forces. In revenge, John Brown and a small group killed five pro-slavery supporters in the middle of the night.

Dred Scott Decision

In 1857, the United States Supreme Court made a landmark ruling in the Dred Scott case. Dred Scott was a slave who applied for freedom. He claimed that because his master had taken him to the free territories of Illinois and

Wisconsin, he should be free. The court ruled that because Dred Scott was not considered a citizen, but property, he could not file a lawsuit. The Court also ruled that Congress had no power to decide the issue of slavery in the territories. This meant that slavery was legal in all the territories and the Missouri Compromise was unconstitutional.

Harpers Ferry Raid

In 1859, John Brown and a group of followers organized a raid on Harpers Ferry, Virginia, a federal arsenal. Brown hoped that slaves would come to the arsenal and he would then lead a massive slave uprising. It was Brown's belief that slavery could be ended only through the use of violence. Brown was unsuccessful, and troops led by Robert E. Lee killed 10 raiders and captured John Brown. He was found guilty of murder and treason and sentenced to death. Brown conducted himself with great composure during his trial. While many northerners thought his plan to lead a slave revolt was misguided, they also saw Brown as a hero. Southerners felt that the North wanted to destroy slavery and the South along with it.

Election of 1860

In the mid-1850s, people who opposed slavery were looking for a new voice. Free Soilers, Northern Democrats, and anti-slavery Whigs formed the Republican Party. Their main goal was to keep slavery out of the western territories, not to end slavery in the South. The party grew and was ready in 1856 to challenge the older parties in power. They were not successful in 1856. In 1860, the Republicans ran Abraham Lincoln from Illinois. Lincoln was known to oppose slavery on the basis of its being morally wrong. However, Lincoln was not willing to end slavery at the risk of tearing the Union apart.

Secession of the South

The Southerners' reaction to the election of President Lincoln was strong. They felt that the country had put an abolitionist in the White House. The South felt that secession was the only option. In 1860, South Carolina seceded from (left) the Union. By February of 1861, Alabama, Florida, Texas, Georgia, Louisiana, and Mississippi had seceded. In 1861, the seven states held a convention in Montgomery, Alabama, and formed the Confederate States of America. Jefferson Davis of Mississippi was named the President. The South felt they had the right to secede. The Declaration of Independence stated that "it is the right of the people to alter or to abolish" a government that denies the rights of its citizens. Lincoln, they believed, would deny them the right to own slaves.

Beginning of Civil War

After Lincoln took the oath of office in 1861, he announced that no state can lawfully leave the Union. He declared, however, there would be no war unless the South started it. The South started to take possession of all Federal buildings — forts and post offices. The South took control of the three forts in Florida and was ready to take control of Fort Sumter in South Carolina. In April, 1861, the Confederates asked for the fort's surrender. Major Robert Anderson of the Union refused to surrender. The Confederate troops proceeded to shell Fort Sumter. Anderson ran out of ammunition and was forced to surrender. The war had begun.

Attachment B: Civil War Battles _____

Complete the following chart, using your textbook and other resources.

Event	Description	Significance
Fort Sumter		
Battle of Manassas (Bull Run)		
Battle of Antietam		
Battle of Vicksburg		
Battle of Gettysburg		
Battles of Petersburg		
Sherman's March		
Appomattox		

Attachment C: Civil War Letters

In an era when there were no telephones or Internet, mass transportation was limited, and people often lived miles apart, communication was quite limited. Letter writing was an essential part of everyday life, a skill and art that has faded in recent times. During the Civil War, people wrote letters to keep family members informed of the effects of the war on their personal lives, their businesses, and their health. Personal letters provided a vital link between the battlefields and the home front. Today, surviving letters from the Civil War period provide unique glimpses into effects of war on both civilians and soldiers.

To begin, read a selection of Civil War letters. You may use your textbook and other resources related to the Civil War. As you read the letters, consider the following:

- What does it reveal about the writer’s home, family members, work, and level of education at the time the Civil War started?
- Can we tell which side the writer supported — the Union or the Confederacy? How do we know?
- What was happening in the war at the time this letter was written?
- What can we learn of the writer’s views or attitudes about the war?
- What can we learn about women and their contributions to the war effort? About their views or attitudes toward the war?
- What personal concerns does the writer express?

Using the information from the letters and other resources, do the following:

- Select a “personality,” either male or female, military or civilian, Union or Confederate.
- Pick a pseudonym, and create a war-era personality for yourself.
- Write a letter to a family or friend discussing a major event related to the Civil War and how it has affected your family. Possible topics include but are not limited to:
 - A major battle (e.g., Gettysburg, Vicksburg, Antietam)
 - The issuance of the Emancipation Proclamation
 - How the occupying army has been treating civilians in the area
 - The death of Stonewall Jackson
 - The military draft for the Union Army
 - The Gettysburg Address
 - The enlistment of African Americans soldiers into the Union Army
 - A hospital experience as a patient or nurse.
- Create a fictional story about your personality, using historical facts to make your story “real.” Your letter should demonstrate a general understanding of the time period and the feelings and experiences of your personality.
- Remember your audience. Letters did not cross from the Confederacy into the Union, so a family member or friend, either civilian or military, would have been on the same side as you.
- Be sure to include details and use words to create a picture for the reader.
- Write about how the event has affected your character personally. Letters should include emotion and evoke a certain personal tone. Include the date when the letter was written.
- Use complete sentences and proper grammar.

To enhance the “authenticity” of your letter, make it look as though it were actually written during the war 140 years ago. Some characteristics that it might possess are:

- Handwritten in black ink
- Written on unlined paper or stationery
- In an envelope with the name and address of the person back home
- “Battle worn” or crumpled from being in your pocket and from getting wet
- Tea-stained
- Decorated with drawings.

Attachment D: Civil War Biographies _____

Person	Position/Side	Contributions/Beliefs
Abraham Lincoln		
Ulysses S. Grant		
Clara Barton		
William Smalls		
Frederick Douglas		
Jefferson Davis		
Robert E. Lee		
Stonewall Jackson		

Attachment E: Civil War “Who Am I?”

There are many important “players” in the Civil War. As a citizen of the United States, you should be familiar with some of the more famous. Today, we will play a game called “Who Am I?”

Directions: You will be secretly assigned the identity of a well-known historical figure of the Civil War; your classmates will know your identity, but you will not. You must find out who you are by asking your classmates a series of 20 yes-or-no questions. Before you formulate your questions, complete the “Civil War Biographies” chart at Attachment D, using your textbook, the Internet, and/or other resources. You will be graded on participation and quality of work.

Write your twenty questions below.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Attachment F: Sample Assessment Items

Asterisk () indicates correct answer.*

- | | |
|---|---|
| <p>1. Where was the first major battle of the Civil War?
 A Manassas. *
 B Richmond.
 C Gettysburg.
 D Antietam.</p> <p>2. The industrialized North and the agricultural South was _____ cause of the Civil War.
 A a social
 B an economic *
 C a political
 D a resource</p> <p>3. Disagreements over new states being free or slave states were one cause of the _____.
 A Spoils System
 B Civil War *
 C Fugitive Slave Act
 D Emancipation Proclamation</p> <p>4. The compromise that allowed for popular sovereignty was the _____.
 A Missouri Compromise (1820)
 B Compromise of 1850
 C Kansas-Nebraska Act (1854) *
 D Emancipation Proclamation (1862)</p> <p>5. What document passed by Congress maintained a balance between free and slave states?
 A Dred Scott Decision
 B Declaration of Independence
 C Missouri Compromise *
 D Louisiana Purchase</p> <p>6. Who was the President of the United States during the Civil War?
 A Zachary Taylor
 B James K. Polk
 C Abraham Lincoln *
 D Ulysses S. Grant</p> <p>7. Who was president of the Confederacy during the Civil War?
 A Robert E. Lee
 B Thomas Jefferson
 C Stephen A. Douglas
 D Jefferson Davis *</p> | <p>8. At the beginning of the Civil War, bringing the Southern states back into the Union was the main goal of _____.
 A the North *
 B Frederick Douglass
 C the South
 D Jefferson Davis</p> <p>9. At the beginning of the Civil War, having the Southern states recognized as an independent nation was the main goal of _____.
 A the North
 B Ulysses S. Grant
 C the South *
 D Abraham Lincoln</p> <p>10. Who served in regiments separate from white regiments in the Union Army?
 A American Indian (First American) soldiers
 B African American soldiers *
 C British soldiers
 D Female soldiers</p> <p>11. What was the first state to secede from the Union in 1860?
 A South Carolina *
 B Maine
 C Virginia
 D Ohio</p> <p>12. Which of the following was a border state, which had slaves but did not secede from the Union?
 A Virginia
 B Kentucky
 C Maryland *
 D Pennsylvania</p> <p>13. Where were the first shots of the Civil War fired?
 A Fort Sumter *
 B Vicksburg
 C Antietam
 D Gettysburg</p> <p>14. What was the capital city of the Confederacy?
 A Vicksburg, Mississippi
 B Richmond, Virginia *
 C Washington, D.C.
 D Atlanta, Georgia</p> |
|---|---|

Organizing Topic

Reconstruction

Standard(s) of Learning

- USI.1 The student will develop skills for historical and geographical analysis, including the ability to
- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;
 - b) make connections between the past and the present;
 - c) sequence events in United States history from pre-Columbian times to 1877;
 - d) interpret ideas and events from different historical perspectives;
 - h) interpret patriotic slogans and excerpts from notable speeches and documents.
- USI.10 The student will demonstrate knowledge of the effects of Reconstruction on American life by
- a) identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America;
 - b) describing the impact of Reconstruction policies on the South.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877.

Make connections between the past and the present.

Sequence events in United States history from pre-Columbian times to 1877.

Interpret ideas and events from different historical perspectives.

Interpret patriotic slogans and excerpts for notable speeches and documents.

Content

Explain the provisions of the following Amendments to the Constitution of the United States of America that addressed the issue of slavery and guaranteed equal protection under the law for all citizens:

- 13th Amendment: Bans slavery in the United States and any of its territories
- 14th Amendment: Grants citizenship to all persons born in the United States and guarantees them equal protection under the law
- 15th Amendment: Ensures all citizens the right to vote regardless of race or color or previous condition of servitude.

Describe the harsh Reconstruction policies that were applied to the South following the Civil War:

- Southern military leaders could not hold office.
- Southerners resented northern “carpetbaggers,” who took advantage of the South during Reconstruction.
- African Americans held public office.
- African Americans gained equal rights as a result of the Civil Rights Act of 1866, which authorized the use of federal troops for its enforcement.
- Northern soldiers supervised the South.

Explain that Reconstruction attempted to give meaning to the freedom the former slaves had achieved.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“A Brief History of Political Cartoons.” *American Studies at the University of Virginia*.

<http://xroads.virginia.edu/~MA96/PUCK/part1.html>. This Web site gives a concise overview of the subject.

“Cartoon Analysis Worksheet.” *U.S. National Archives and Records Administration — Digital Classroom*.

http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/cartoon.html. This worksheet is a useful tool to use in analyzing political cartoons.

The Impeachment of Andrew Johnson. HarpWeek [http://www.impeach-](http://www.impeach-andrewjohnson.com/ListOfCartoons/ListOfCartoons.htm)

[andrewjohnson.com/ListOfCartoons/ListOfCartoons.htm](http://www.impeach-andrewjohnson.com/ListOfCartoons/ListOfCartoons.htm). This site offers a selection of cartoons with commentaries.

“Reconstruction and Its Aftermath.” *African American Odyssey*. Library of Congress.

<http://memory.loc.gov/ammem/aohtml/exhibit/aopart5.html>. This site explores the Reconstruction with concise text and illustrations.

Reconstruction: The Second Civil War: The Negro Question. American Experience. Public Broadcasting Service.

<http://www.pbs.org/wgbh/amex/reconstruction/nast/index.html>. This site offers various units on the topic, a Teacher’s Guide, and a gallery of Thomas Nast’s political cartoons.

Session 1: The Impact of Civil War and Reconstruction

Materials

- Textbook
- Internet access (optional)

Instructional Activities

1. Explain to students that the Reconstruction period from 1865 to 1877 continued the hostilities between the North and South. President Andrew Johnson, who became President after Abraham Lincoln was assassinated, and others wanted to pursue a conciliatory approach to reuniting the Union. However, Radical Republicans in Congress wanted to punish the South for seceding from the Union. These two factions argued over reconstruction policies and created further ill will between the North and South. Racism in the South also prevented the newly freed slaves from achieving equality in the political, economic, and social arenas of American life.
2. Lead a discussion hypothesizing the impact of the Civil War on various groups of individuals, including newly freed slaves (freedmen); poor, white farm families in the South; wealthy Southern landowners and their families; and white Northerners (abolitionists, businessmen). Have the students work in pairs, or conduct the discussion as a whole-class activity. Use the following questions to prompt student thinking:
 - What obstacles did these groups face after the war?
 - What effect did the war have on their lives (emotional, financial)?
 - What was available to certain groups to help them overcome some of these obstacles?
3. Allow students to read the section in their text that covers Reconstruction. Ask them to write down their answers, or list their responses on the board. Complete the activity with a classroom discussion. Some useful Web sites are:
 - “Reconstruction and Its Aftermath.” *African American Odyssey*. Library of Congress. <<http://memory.loc.gov/ammem/aahtml/exhibit/aopart5.html>>. This site explores the Reconstruction with concise text and illustrations.
 - *Reconstruction: The Second Civil War: The Negro Question. American Experience*. Public Broadcasting Service. <<http://www.pbs.org/wgbh/amex/reconstruction/nast/index.html>>. This site offers various units on the topic, a Teacher’s Guide, and a gallery of Thomas Nast’s political cartoons.

Session 2: Different Plans for Reconstruction

Materials

- Textbook
- Poster-size paper (optional)

Instructional Activities

1. After students have read the appropriate textbook section related to Reconstruction, have them work in pairs or small groups to create a T-chart like the one shown below. This example shows possible answers that students might provide. Students may create their chart on a poster-size piece of paper if working in groups. Another option is to hold a whole-group discussion and write the T-chart on the board.

President Andrew Johnson’s Plan	Radical Republicans’ Plan (Congress)
To reenter the Union, states had to <ul style="list-style-type: none"> • swear allegiance to the Union • ratify the 13th amendment 	Supported the Freedman’s Bureau <ul style="list-style-type: none"> • Created schools • Created hospitals • Created Industrial Institutes • Created teacher-training centers • Distributed food and clothing
Was willing to pardon high-ranking Confederate officers	Supported Civil Rights Act of 1866, which outlawed Black Codes
Favored states’ rights on issues such as giving African Americans the right to vote	Passage of 13th, 14th, and 15th amendments required to reenter Union
Did not support the Freedman’s Bureau	Divided the South into five military districts
Took a conciliatory approach	Supported equal rights for African Americans

2. After the chart is complete, lead a discussion with students about the actions actually taken by the federal government during Reconstruction. What were the obstacles to extending equal rights to African Americans?

Session 3: Political Cartoons and Reconstruction

Materials

- Internet access
- Cartoon Analysis worksheet (see Activity 1 below)

Instructional Activities

1. Explain to students that political cartoons are important in conveying various political ideas and perspectives of a specific historical time period. Show students an example of a political cartoon that addresses a current political issue. Analyze the cartoon in a whole-group discussion. A helpful tool for analysis is the “Cartoon Analysis Worksheet.” *U.S. National Archives and Records Administration — Digital Classroom*. <http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/cartoon.html>.
2. Have students examine and analyze a selection of political cartoons from the Reconstruction period obtained from the following Web sites:
 - “A Brief History of Political Cartoons.” *American Studies at the University of Virginia*. <<http://xroads.virginia.edu/~MA96/PUCK/part1.html>>. This Web site gives a concise overview of the subject.
 - “Cartoon Analysis Worksheet.” *U.S. National Archives and Records Administration — Digital Classroom*. <http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/cartoon.html>. This worksheet is a useful tool to use in analyzing political cartoons.
 - *The Impeachment of Andrew Johnson*. *HarpWeek* <<http://www.impeach-andrewjohnson.com/ListOfCartoons/ListOfCartoons.htm>>. This site offers a selection of cartoons with commentaries.
 - *Reconstruction: The Second Civil War: The Negro Question*. *American Experience*. Public Broadcasting Service. <<http://www.pbs.org/wgbh/amex/reconstruction/nast/index.html>>.

Session 4: The 13th, 14th, and 15th Amendments to the Constitution _____

Materials

- Poster-size pieces of paper
- Markers
- Copy of the 13th, 14th, and 15th amendments

Instructional Activities

1. Explain to students that the 13th, 14th, and 15th amendments were ratified at the end of the Civil War. Each amendment was significant in extending equal rights to African Americans. Have students work in small groups to illustrate one of the three amendments. Amendments may be randomly assigned to the groups.
2. Provide each group with markers, a piece of poster-size paper, and a copy of the 13th, 14th, and 15th amendments. Instruct students that their poster designs must include
 - the title of the amendment
 - an explanation of the amendment in the students' own words
 - a picture illustrating the main idea(s) of the amendment.Encourage students to be colorful and creative.
3. After students have completed their posters, lead a class discussion on what impact each amendment had on equality for African Americans. Was the amendment effective? What obstacles did African Americans still face regardless of these amendments? What long-term impact did the passage of these amendments have on the history of the United States?

Session 5: Assessment

Materials

- Assessment (Attachment A)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment A.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. The 13th Amendment _____.</p> <p>A bans slavery in the United States and any of its territories *</p> <p>B allows slaves to vote</p> <p>C allows women to vote</p> <p>D grants citizenship to all former slaves</p> <p>2. Why was Lincoln unable to carry out his Reconstruction plan?</p> <p>A He lost the re-election vote.</p> <p>B He was assassinated. *</p> <p>C He lost Congress's support.</p> <p>D He was impeached.</p> <p>3. Who was the President of the United States at the beginning of Reconstruction?</p> <p>A Ulysses S. Grant</p> <p>B Andrew Johnson *</p> <p>C Martin Van Buren</p> <p>D Abraham Lincoln</p> <p>4. The Southern economy after the Civil War was based mainly on _____.</p> <p>A agriculture *</p> <p>B industry</p> <p>C banking and finance</p> <p>D information technology</p> <p>5. Which Amendment gave all male citizens the right to vote, regardless of race?</p> <p>A 4th Amendment</p> <p>B 13th Amendment</p> <p>C 15th Amendment *</p> <p>D 5th Amendment</p> <p>6. Northerners who supported the Republicans and moved South during Reconstruction were called _____.</p> <p>A scalawags</p> <p>B carpetbaggers *</p> <p>C freedmen</p> <p>D fugitives</p>	<p>7. The Civil Rights Act of 1866 gave equal rights to _____.</p> <p>A American Indians</p> <p>B Spanish Americans</p> <p>C French Americans</p> <p>D African Americans *</p> <p>8. Which organization was created after the Civil War to help former slaves?</p> <p>A Red Cross</p> <p>B Freedman's Bureau *</p> <p>C Republican Party</p> <p>D Ku Klux Klan</p> <p>9. After the Civil War, freedmen most likely became _____.</p> <p>A sailors.</p> <p>B plantation owners.</p> <p>C industrial workers.</p> <p>D sharecroppers. *</p> <p>10. Which Amendment granted citizenship to all persons born in the United States?</p> <p>A 13th Amendment</p> <p>B 14th Amendment *</p> <p>C 15th Amendment</p> <p>D 5th Amendment</p> <p>11. Which of the following was a result of the harsh Reconstruction policies that were applied to the South?</p> <p>A African-Americans could not hold public office.</p> <p>B Southerners resented northern "carpetbaggers." *</p> <p>C Southern military leaders could hold office but could not vote.</p> <p>D plantations had to be sold to the highest bidder.</p>
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