History and Social Science Standards of Learning
ENHANCED SCOPE AND SEQUENCE

United States History to 1865

Commonwealth of Virginia
Department of Education
2010

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by the

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Introduction

The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is 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 January 2008. The *Enhanced Scope and Sequence* is organized by topics from the original *History and Social Science Standards of Learning Scope and Sequence* document and includes the content of the Standards of Learning and the essential knowledge and skills found in the *History and Social Science Standards of Learning Curriculum Framework 2008.* In addition, the *Enhanced Scope and Sequence* provides teachers with sample lesson plans aligned with the essential knowledge and skills in the *Curriculum Framework.*

School divisions and teachers may 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 have 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.

As stated above, the *Enhanced Scope and Sequence* is organized into units by topics found in the original *History and Social Science Standards of Learning Scope and Sequence* document. Each organizing topic contains the following:

- A related History and Social Science Standard(s) of Learning
- The essential understandings, knowledge, and skills that define the designated Standard(s) of Learning, as presented in the *History and Social Science Standards of Learning Curriculum Framework 2008*
- Related sample Internet resources
- Lesson sessions containing various instructional activities and a list of required materials
- Handouts to accompany some of the instructional activities
- Sample assessment items covering the entire organizing topic

ORGANIZING TOPIC

Geography Skills

Standard(s) of Learning

USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, 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 1865;
c) sequence events in United States history from pre-Columbian times to 1865;
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.2 The student will use maps, globes, photographs, pictures, or tables to

a) locate the seven continents and five oceans;
b) locate and describe the locations 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, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
d) recognize key geographic features on maps, diagrams, and/or photographs.

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 1865. _____

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

Understand that continents are 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. _____

Identify the five oceans:

- Atlantic Ocean _____

- Pacific Ocean _____
- Arctic Ocean _____
- Indian Ocean _____
- Southern Ocean _____

Understand 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 the Coastal Plain, extending from eastern Canada to western Alabama; includes 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 _____
- 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 lands that gradually increase 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 the Rocky Mountains and east of the Sierra Nevadas and the Cascades _____
  - Varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America _____
- Coastal Range
  - Located along the Pacific Coast, stretching from California to Canada _____
  - Rugged mountains and fertile valleys _____

Understand that the United States has access to numerous and varied bodies of water. _____

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, St. Lawrence _____
- 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:

- The Atlantic, Pacific, and Gulf coasts of the United States have provided access to other parts 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 used to transport farm and industrial products. They were links to United States 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 destination. _____
- The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America. _____
- The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean. _____

Understand that it is important to recognize key geographic features on maps, diagrams, and/or photographs. _____

Understand that landforms and water features set the stage for and influence the course of events in United States history. _____

Identify the following key geographic features:

- Water-related
  - Lakes _____
  - Rivers _____
  - Tributaries _____
  - Gulfs and bays _____
- Land-related
  - Mountains _____
  - Hills _____
  - Plains _____
  - Plateaus _____
  - Islands _____
  - Peninsulas _____

Recognize that geographic features are related to

- patterns of trade _____
- the locations of cities and towns _____
- the westward (frontier) movement _____
- agricultural and fishing industries. _____

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.

"North America Geographic Regions." Virginia Department of Education. http://www.doe.virginia.gov/instruction/elementary_school/history/northamerica_regions.pdf. This site offers a map of the geographic regions of North America.

Outline Maps: Education Place. Houghton Mifflin Harcourt Company. http://www.eduplace.com/ss/maps/. This site provides outline maps that may be printed and used in the classroom.

"Xpeditions." *National Geographic*. http://www.nationalgeographic.com/xpeditions/. This site is home to the U.S. National Geography Standards and to thousands of ideas, tools, and interactive adventures that bring them to life.

Session 1: Labeling a Map of the World

Materials

- Outline map of the world for each student (see http://www.eduplace.com/ss/maps/)
- Colored pencils
- Desk atlas
- Textbook

Instructional Activities

1. Provide each student with an outline map of the world, colored pencils, and a desk atlas.
2. Have students label the following items on their maps:
   - The seven continents
   - The five oceans
   - 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
     - Great Lakes.
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 ways individuals live in these hemispheres?
4. Have students use the information from these maps later to develop a game of "Geographical Pursuit" (see Session 9).

Session 2: Using Parallels of Latitude and Meridians of Longitude

Materials

- Wall map of the United States
- Textbook map resources

Instructional Activities

1. Review the following terms from Standards of Learning 3.5b:
   - hemisphere: Half of a sphere (globe); created by the prime meridian or the equator
   - equator: An imaginary line around the middle of the Earth that divides it into the Northern and Southern Hemispheres
   - prime meridian: An imaginary line that divides the Earth into the Eastern and Western Hemispheres

   Explain that we use these imaginary lines and many others on maps and globes to help us locate places. Introduce the terms *latitude* and *longitude*, and explain that the imaginary lines of latitude and longitude running around the surface of the globe divide the Earth into sections. We can use these imaginary lines to locate any point on the Earth and identify its absolute location. Lines of latitude are called "parallels," and lines of longitude are called "meridians."
2. Explain that parallels of latitude circle the globe horizontally. The equator is one of the parallels of latitude. Latitude describes north-south position in relation to the equator: the equator is at 0 degrees latitude; the North Pole is at 90 degrees north; and the South Pole is at 90 degrees south. Explain why these locations are expressed in degrees.
3. Explain that meridians of longitude run vertically from one pole to the other. The prime meridian is one of the meridians of longitude. Longitude describes east-west position in relation to the prime meridian. Explain the prime meridian. Meridians extend for 180 degrees east and 180 degrees west around the globe and meet at the International Date Line.
4. Demonstrate how to use parallels of latitude and meridians of longitude to identify the locations of key United States cities on a U.S. map.
5. Have students practice locating places in the United States, using parallels of latitude and meridians of longitude on available maps.

Session 3: Oceans of the World

Materials

- Outline map of the world for each student (see http://www.eduplace.com/ss/maps/)
- Two overheads of the outline map

Instructional Activities

1. Draw a large Venn diagram on the board. Label one side "Oceans" and the other side "Lakes and Rivers."
2. Use the diagram to play pass-the-chalk. Ask students what kinds of bodies of water would fit in either the "Oceans" portion of the diagram, the "Lakes and Rivers" portion, or the common area in the middle. Ask for students who know to raise hands. Give chalk to two students, and have them write their contributions in the appropriate portion of the diagram and then pass the chalk to two other classmates who have contributions. Continues until all possible answers have been written.
3. Discuss the student answers. Include in the discussion that bodies of water were used for trade, transportation, and settlement in the early history of the United States.
4. Have students name the five oceans of the world. Then, distribute the outline maps of the world and place an outline map on the overhead. Direct students to label the oceans along with you. As you do this, point out locations and provide information that will help students remember key facts. For example, point out the Atlantic Ocean next to Virginia, and ask how many have been to the Atlantic Ocean. Ask if anyone has ever been to the Pacific Ocean. Point out and provide information on the Southern Ocean. Explain that in 2000, the International Hydrographic Organization decided to delimit (define the limits of) the waters surrounding Antarctica as the Southern Ocean. The Southern Ocean extends from the coast of Antarctica north to 60 degrees south latitude.
5. Have students add a fact for each ocean beside its label, such as the following:
   - Atlantic: Fast, strong currents; served as a highway for explorers, settlers, and immigrants
   - Pacific: Largest of the five oceans; served as an early exploration destination
   - Arctic: Smallest of the five oceans; contains polar ice caps
   - Indian: Between Africa and southern Asia and Australia
   - Southern: Encircles Antarctica; added as an ocean in 2000
6. Place another blank outline map on the overhead. Have volunteers come up and label the five oceans. Have other volunteers come up and point to the correct ocean as you ask questions such as, "Which ocean was like a highway?" "Which ocean was an early exploration destination?" "Which ocean contains polar ice caps?"

Session 4: Travel Brochure for a Geographic Region

Materials

- Physical and political wall maps of the United States
- "North America Geographic Regions" map (see http://www.doe.virginia.gov/instruction/elementary_school/history/northamerica_regions.pdf)
- Construction paper
- Colored pencils
- Glue
- Attachment A: Travel Brochure

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 and label the following features:
   - 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 not remember the locations of these features. After the exercise is complete, review the map of the U.S., focusing on the above features.

2. Assign each student or small group of students one of the following regions of the United States, and have them design a travel brochure about their region.
   - Appalachian Highlands
   - Canadian Shield
   - Interior Lowlands
   - Great Plains
   - Rocky Mountains
   - Basin and Range
   - Coastal Range

   Instruct students to begin by finding their region on a map and identifying the outstanding physical and cultural characteristics of that region and the states located in it. If necessary, refer student to the "North America Geographic Regions" map cited above.

3. Give each student or group a copy of Attachment A. Have students use the library and/or Internet sources to complete the project. They should access official state Web sites that offer tourist information. You may want to assist students by showing them some examples of actual travel brochures and pointing out some of the distinguishing characteristics they all share.

4. Have students present their brochures to the class, and have the listeners take notes on the main points. Another presentation 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.

Sessions 5 and 6: Bodies of Water

Materials

- Attachment B: Opener Cards
- Outline map of the United States for each student (see http://www.eduplace.com/ss/maps/)
- Overhead of the outline map of the United States
- Attachment C: Bodies of Water Information Recording Chart
- Attachment D: Bodies of Water Classroom Activity Cards
- Attachment E: Bodies of Water Quiz
- Attachment F: Bodies of Water Quiz – Answer Sheet

Instructional Activities

Day 1

1. Before beginning this lesson, create a transparency of the outline map of the United States. Label each of the Great Lakes, and darken the following rivers so they appear prominently on the map:
   - St. Lawrence River
   - Ohio River
   - Mississippi River
   - Missouri River
   - Colorado River
   - Rio Grande
   - Columbia River
2. Begin the lesson by explaining that the United States has access to numerous and varied bodies of water. These bodies of water support interaction among regions, form borders, and/or create links to other areas.
3. Distribute an Opener Card (Attachment B) to each student. Have students walk around and find another student whose card is a mate for theirs. To activate prior knowledge, have students explain how they identified the mates.
4. Pass out Attachment C, and instruct students to record information about each body of water as they learn about it. Draw attention to the first row, "All bodies of water listed below," and discuss the meaning of "trade, transportation, and settlement" in relation to the activity just completed.
5. Distribute outline maps of the United States, and put the transparency on the overhead. Point out each of the darkened rivers and label it as students label their maps along with you. Label the Atlantic and Pacific and the Gulf of Mexico as well.
6. Divide the class into six groups. Explain that each group will be sharing information with the class about an assigned body. Give each group one of the six Bodies of Water Classroom Activity Cards (Attachment D). Model how each group will complete the task. Then, give groups time to plan their activity and skit.
7. Have the groups present the information on their body of water and their skit, while the remaining students record the information on their chart. If necessary, continue the presentations at the next session.

Day 2

8. Great Lakes: (Note: Many students may have learned the mnemonic HOMES when learning the names of the Great Lakes. While this is a useful tool for listing the Great Lakes, another mnemonic, Super Man Helps Every One, assists students with listing the lakes from west to east, providing a greater sense of geographic location.) On the overhead map, point to the locations of Chicago, Detroit, Cleveland, and Buffalo. Discuss how being located along a large body of navigable water would have helped a city develop in the time before trucks and highways. Point out that the Great Lakes connect to the Atlantic Ocean through the St. Lawrence River. Finish by presenting the term "inland port city" and describing how it applies to cities along the Great Lakes. Have students write this important fact on their Bodies of Water Information Recording Chart: "Inland port cities grew up in the Midwest along the Great Lakes."

9. Gulf of Mexico: Point out that both Texas and Florida have lengthy Gulf coastlines. Ask if anyone has ever been to the Gulf coast. Point out that both Texas and Florida were Spanish territory, and therefore the Spanish would logically use the Gulf of Mexico to travel. Next, point out the location of New Orleans, and discuss the fact that it was settled by the French who eventually found their way through the Great Lakes region and traveled down the Mississippi River. Ask students to share anything they know about New Orleans and its French heritage. Finish by pointing out that since the port of New Orleans functions as a link between the Mississippi River and the Gulf of Mexico, both the French and the Spanish used the Gulf of Mexico. Have students write this important fact on their Bodies of Water Information Recording Chart: "The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America."
10. Administer the Bodies of Water Quiz. (Attachment E). An answer key is provided in Attachment F.

Session 7: Geographic Features on Maps

Materials

- Attachment G: Key Geographic Features
- Map images and photographs illustrating each feature listed on Attachment G
- Overhead of Attachment G

Instructional Activities

1. Distribute copies of Attachment G. Use available map images and photographs to provide students with a description of each key geographic feature listed. Describe the way each of these features is depicted on a map and how it can be recognized on the map. Record these observations on the overhead of the Key Geographic Features handout.
2. Have students orally share their observations about each geographic feature, based on the map images and photographs presented.
3. Have students write their observations about and draw a picture of each geographic feature on their Key Geographic Features handout.
4. Guide a discussion on why geographic features are very important to United States history. Explain the ways that geographic features are related to
   - patterns of trade
   - the locations of cities and towns
   - the westward movement
   - agricultural and fishing industries.

Session 8: Map Keys and Symbols

Materials

- A physical map of the world or the United States from the textbook or desk atlas
- Blank paper

Instructional Activities

1. Have students look over a physical map and key of the United States. Ask what features listed in the key have already been discussed. Speculate on the meaning of features in the key that have not been studied.
2. Have students describe the locations of plains, hills, mountains, islands, and peninsulas. Discuss what these would look like in the real world. Ask how lakes and rivers are indicated on the map.
3. Distribute sheets of blank paper, and instruct students to draw a large free-form shape that covers most of the page and to draw a rectangular key box in one corner.
4. Tell students that the free-form shape is a country on a map. Have them name the country and include the following geographic features on their map:
   - A mountainous region
   - A hilly region
   - An area of plains
   - A lake
   - A river with two tributaries

   Have students complete the activity by creating a symbol for each of the geographic features and using that symbol to show where the features are located. Instruct them to complete the map key with the symbols and terms used.

Session 9: Geography Pursuit

Materials

- Desk atlas
- Textbook
- Maps and information from previous lessons
- Index cards
- Game boards (student-created or brought in)

Instructional Activities

1. Have students participate in a game of geography pursuit. First, group students into pairs or small groups. 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 students write their questions on index cards—the question on one side and the answer on the other. Check students' questions for accuracy and content, and have them correct their questions or answers as needed. They are now ready to play the game.
2. Collect the questions, divide students into teams, and have all the teams play the game. 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 10: Assessment

Materials

- Attachment H: Sample Assessment Items

Instructional Activities

1. Have students complete the sample assessment items on Attachment H.

Attachment A: Travel Brochure

Design a travel brochure for your assigned region of the United States according to the guidelines listed below. Your brochure should include the following:

- 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, a mountain, an amusement park, a historical site)
- Pictures of at least three main tourist attractions (may be found on the Internet, printed, and applied to your brochure)
- Available accommodations (could include hotels and/or camping)

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

Attachment B: Opener Cards

Superior, Michigan, Huron, Erie, and Ontario	**What are the names of the five Great Lakes?**
These usually contain fresh water.	**What type of water do lakes and rivers contain?**
Places where the water is deep and large ships can dock close to land	**What are harbors or ports?**
Touching Florida, Alabama, Mississippi, Louisiana, and Texas	**Where is the Gulf of Mexico located?**
Atlantic Ocean	**What ocean borders Virginia?**
The *Godspeed* and the *Susan Constant*	**What are two of the three ships that carried settlers to Jamestown?**
Pacific Ocean	**What ocean is crossed by large ships carrying products to the United States from Asia ?**
Fish and shellfish	**What are two food resources that come from oceans, lakes, and rivers?**
Fresh water	**What is one natural resource that is essential for life?**

Attachment C: Bodies of Water Information Recording Chart _____

Name:_____ **Date:**_____

Body of Water	Important Fact
All bodies of water listed below	Used for trade, transportation, and settlement
St. Lawrence River	
Ohio River	
Mississippi River and Missouri River	
Rio Grande	
Colorado River	
Columbia River	
Great Lakes	
Gulf of Mexico	

Attachment D: Bodies of Water Classroom Activity Cards

The St. Lawrence River

Background for the class: When your group comes up to share your report, point to your river on the United States map, and have the other students put their finger on it on their own map and trace its path. Then, before you do your skit, either read the following to the class or explain it in your own words:

> *We know a lot about Jamestown and the English explorers, but did you know there were a lot of French explorers as well? That is why many people in Canada speak French. The early French explorers found the St. Lawrence River, which provided a route from the Atlantic Ocean into Canada. The St. Lawrence River goes all the way to the Great Lakes. Why do you think having a connecting river made exploration successful?*

Skit: Pretend you are a group of French explorers traveling in a boat during the 1500s. Your group leaves France, crosses the Atlantic Ocean, and finds a river that seems to go on forever. Ocean crossings were difficult and dangerous. The river was much smoother, and there were places you could pull up and come ashore. Your group is happy to find the river. Your group stops and trades with the Indians along the way. Your group especially notices the furs the Indians wear for warmth.

Conclusion: Have everyone write this important fact on their Bodies of Water Information Recording Chart:

> *The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean.*

The Ohio River

Background for the class: When your group comes up to share your report, point to your river on the United States map, and have the other students put their finger on it on their own map and trace its path. Then, before you do your skit, either read the following to the class or explain it in your own words:

> *The Ohio River runs from the Appalachian Highlands through the Interior Lowlands. As the east coast area grew with European settlers, they began to look for an efficient way to move west. The Ohio River made a good route for moving both people and things to the fertile farmland west of the Appalachians, and so it became known as the "gateway to the West."*

Skit: Pretend you are a group of farmers frustrated by trying to grow things in the hilly, rocky land of the Appalachian Mountains. One member of your group has heard from a friend that there is a wide, deep river that will take you west to better land. Your group decides to hire a boat captain to take you and you pack up your things and go.

Conclusion: Have everyone write this important fact on their Bodies of Water Information Recording Chart:

> *The Ohio River was called the gateway to the west*.

The Mississippi River and Missouri River

Background for the class: When your group comes up to share your report, point to your rivers on the United States map, and have the other students put their finger on them on their own map and trace their paths. Then, before you do your skit, either read the following to the class or explain it in your own words:

> *The Mississippi is a long river in the United States, and many other rivers connect to it. The deep, wide Missouri is an important connection to the Mississippi River. Together these two rivers connect most of the middle section of the United States. Many important cities are located near these two rivers. Both rivers are wide and deep, and they can support large ships that carry products from city to city and to the Gulf of Mexico.*

Skit: Pretend one member of your group is a small child, and the others are family members. The family is vacationing at a campground where you can see the Mississippi River. The small child asks why there are so many boats. The others explain that those boats carry many of the things we buy in stores—wheat for flour from Minnesota, corn from Iowa, fruit from the southern states, etc. Mention also that cities and factories were located along the river because boats provided transportation to and from them.

Conclusion: Have everyone write this important fact on their Bodies of Water Information Recording Chart:

> *The Missouri and Mississippi rivers were used to transport farm and industrial (factory) products and link to United States ports and other parts of the world.*

The Rio Grande

Background for the class: When your group comes up to share your report, point to your river on the United States map, and have the other students put their finger on it on their own map and trace its path. Then, before you do your skit, either read the following to the class or explain it in your own words:

> *"Rio Grande" means "big river" in Spanish. The Rio Grande carves out part of the shape of Texas, and part of it forms part of the border between the United States and Mexico. In Mexico, they call it the Rio Bravo, which means "good river."*

Skit: Pretend half of your group is in Texas and the other half is in Mexico. Both are looking at the river. The Texas group talks about what a big river it is and decides to call it the Rio Grande. The Mexico group talks about what a good river it is (since it's in an area that is often dry and dusty) and decides to call it the Rio Bravo. If you want to take the skit a little farther, the two sides could have a mock argument about what to call it.

Conclusion: Have everyone write this important fact on their Bodies of Water Information Recording Chart:

> *The Rio Grande forms the border with Mexico.*

The Colorado River

Background for the class: When your group comes up to share your report, point to your river on the United States map, and have the other students put their finger on it on their own map and trace its path. Then, before you do your skit, either read the following to the class or explain it in your own words:

> *As the Spanish explorers claimed land in Mexico, they heard legends from the Indians about the seven cities of gold located in the north. Spanish explorers, especially Francisco Coronado, pushed further north into what would become the United States. The Spanish explorers never found the seven golden cities, but they did claim territory in the southwestern area of the United States. Coronado's land expedition also included a water-based expedition that traveled on the Colorado River.*

Skit: Split your group into "Spanish settlers" and "Indians." The Indians tell the Spanish explorers about the seven golden cities, and the Spanish settlers search for them. They are disappointed when they don't find the golden cities, but they do learn more about the Colorado River, which enhances future exploration and other journeys.

Conclusion: Have everyone write this important fact on their Bodies of Water Information Recording Chart:

> *The Colorado River was explored by the Spanish*.

The Columbia River

Background for the class: When your group comes up to share your report, point to your river on the United States map, and have the other students put their finger on it on their own map and trace its path. Then, before you do your skit, either read the following to the class or explain it in your own words:

> *Meriwether Lewis and William Clark were appointed by President Jefferson to explore the Louisiana Purchase, which included the middle and western parts of the United States. Part of their journey included searching for a river that went all the way to the Pacific Ocean. Their journey through the Rocky Mountains was difficult, and they almost starved. The Nez Percé provided the expedition with food, showed them the Columbia River, and helped them build canoes to navigate the river. The Columbia River empties into the Pacific Ocean.*

Skit: Pretend you are Lewis and Clark and the other members of the expedition, and you are lost in the Rocky Mountains. You are starving, and it is very cold. You are so desperate, you make soup out of your candles, which were made from animal fat. Finally, you find what seems to be a way out. You are relieved to find an Indian village. You ask for help and also ask about a river that leads to the ocean. The Indians take care of you for about two weeks and help you find the river. You follow it all the way to the Pacific Ocean.

Conclusion: Have everyone write this important fact on their Bodies of Water Information Recording Chart:

> *The Columbia River was explored by Lewis and Clark*

Attachment E: Bodies of Water Quiz

Name:_____ **Date:**_____

Part I. Write the name for each of the bodies of water on your map.

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

Part II. Fill in the blank.

1. The _____ River gave early French explorers a route into Canada and led to the Great Lakes.

2. The Spanish explored the _____ River.

3. Both the French and the Spanish used the _____.

4. As the original 13 colonies on the east coast became more populous, people began to look for a way to go west. The _____ River helped them move west.

4. In the Midwest, inland port cities grew along the _____.

6. The river that forms part of the border between the United States and Mexico is the _____.

7. The two rivers that connect much of the middle of the United States and transport farm and industrial (factory) products are the _____ and the _____.

8. Lewis and Clark found the _____ River on their quest to find a route to the Pacific Ocean.

Attachment F: Bodies of Water Quiz—Answer Key

Part I. Write the name of each of the bodies of water on your map. (order will vary)

A. St. Lawrence River

B. Ohio River

C. Mississippi River and Missouri River

D. Colorado River

E. Rio Grande

F. Columbia River

G. Great Lakes

H. Gulf of Mexico

Part II. Fill in the blank.

1. The St. Lawrence River gave early French explorers a route into Canada and led to the Great Lakes.
2. The Spanish explored the Colorado River.
3. Both the French and the Spanish used the Gulf of Mexico.
4. As the original 13 colonies on the east coast became more populous, people began to look for a way to go west. The Ohio River helped them move west.
5. In the Midwest, inland port cities grew along the Great Lakes.
6. The river that forms part of the border between the United States and Mexico is the Rio Grande.
7. The two rivers that connect much of the middle of the United States and transport farm and industrial (factory) products are the Mississippi and the Missouri.
8. Lewis and Clark found the Columbia River on their quest to find a route to the Pacific Ocean.

Attachment G: Key Geographic Features _____

Name:_____ **Date:**_____

Lakes	
Rivers	
Tributaries	
Gulfs and Bays	
Mountains	
Hills	
Plains	
Plateaus	
Islands	
Peninsulas	

Attachment H: Sample Assessment Items

Asterisk (*) indicates correct answer.

1. What river forms the border between the United States and Mexico?
A Mississippi
B Ohio
C Rio Grande*
D Columbia

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

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

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*

5. Mountains, hills, plains, and plateaus are different types of
A landforms.*
B soils.
C resources.
D regions.

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

7. What river was explored by Lewis and Clark?
A Colorado River
B Mississippi River
C Columbia River*
D James River

8. What geographic region contains the oldest mountain range in North America?
A Coastal Plains
B Interior Lowlands
C Appalachian Highlands*
D Canadian Shield

9. What river was explored by the Spanish?
A Mississippi River
B Ohio River
C Colorado River*
D Missouri River

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

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

12. In what geographic region is the Continental Divide located?
A Basin and Range
B Coastal Range
C Rocky Mountains*
D Canadian Shield

ORGANIZING TOPIC

American Indians

Standard(s) of Learning

USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, 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 1865;
b) make connections between the past and the present;
c) sequence events in United States history from pre-Columbian times to 1865;
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) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;
b) locating where the American Indians lived, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);
c) describing how the American Indians used the resources in their environment.

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 1865.	_____
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	
Understand that archaeology is the recovery of material evidence remaining from the past.	_____
Understand that archaeological discoveries of early Indian settlements have been made in southeastern Virginia.	_____
Recognize that archaeologists study human behavior and cultures of the past through the recovery and analysis of artifacts.	_____
Recognize that scientists are not in agreement about when and how people first arrived in the Western Hemisphere.	_____
Locate Cactus Hill on the Nottoway River in southeastern Virginia.	_____
Explain how evidence that humans lived at Cactus Hill as early as 18,000 years ago makes it one of the oldest archaeological sites in North America.	_____
Understand that prior to the arrival of Europeans, American Indians were dispersed across the different environments in North America.	_____

Identify where the following American Indians lived in North America, 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 homeland includes the Pacific Northwest coast, which is characterized by a rainy, mild climate. _____
- Lakota people inhabited the interior of the United States, called the Great Plains, which is characterized by dry grasslands. _____
- Pueblo tribes inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains. _____
- Iroquois homeland includes northeast North America, called the Eastern Woodlands, which is heavily forested. _____

Recognize that members of these tribes live in their homelands and in many other areas of North America today. _____

Explain how geography and climate affected how the various American Indian groups met their basic needs, using the following information:

- Resources influenced what was produced and how it was produced. _____
- In the past, they fished, hunted, and grew crops for food. _____
- They made clothing from animal skins and plants. _____
- They constructed shelters from resources found in their environment (e.g., sod, stones, animal skins, wood). _____

Identify the types of resources:

- Natural resources: Things that come directly from nature _____
- Human resources: People working to produce goods and services _____
- Capital resources: Goods produced and used to make other goods and services _____

Explain how American Indians used natural, human, and capital resources in the past:

- Natural resources: The fish American Indians caught, wild animals they hunted, and crops they grew were examples of natural resources. _____
- Human resources: People who fished, made clothing, and hunted animals were examples of human resources. _____
- Capital resources: The canoes, bows, and spears American Indians made were examples of capital resources. _____

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.

Archaeology for Kids. National Park Service. http://www.nps.gov/history/archeology/public/kids/index.htm. This site provides background information on archaeology for students.

Cactus Hill. Nottaway River Survey. http://www.jrwcc.com/nrs/index.html. This site provides information and images about Cactus Hill.

Ice Age Discoveries. Prince William Network. http://iceage.pwnet.org/index.php. This site contains information on the archaeological research from Cactus Hill and includes two programs: *Ice Age Discoveries: New Evidence* and *Ice Age Discoveries: The Investigators.*

The Inuit. Memorial University of Newfoundland. http://www.heritage.nf.ca/aboriginal/inuit.html. This site offers a comprehensive history of the Inuit people.

Iroquois Indians. Ohio History Central. http://www.ohiohistorycentral.org/entry.php?rec=597. This site offers a comprehensive history of the Iroquois people.

Kwakiutl Indian Band. http://www.kwakiutl.bc.ca/. This site includes information on the community, land, and culture of the Kwakiutl people.

Lakota. Minnesota State University. http://www.mnsu.edu/emuseum/history/mncultures/lakota.html. This site offers information on the Lakota people.

Outline Maps: Education Place. Houghton Mifflin Harcourt Company. http://www.eduplace.com/ss/maps/. This site provides outline maps that may be printed and used in the classroom.

Pueblo Indian History. Crow Canyon Archaeological Center. http://www.crowcanyon.org/education/pueblo_indian_history.asp. This site offers information on the Pueblo people.

"The Story of the American Indians." *Defining US: The American Experience*. http://chnm.gmu.edu/fairfaxtah/b72.html. This site provides an elementary-grade lesson plan on American Indians.

Session 1: The Importance of Archaeology

Materials

- Pictures of artifacts
- Index cards
- *Archaeology for Kids.* National Park Service. http://www.nps.gov/history/archeology/public/kids/index.htm

Instructional Activities

1. Introduce vocabulary related to the study of archaeology. Explain that archaeology is the recovery of material evidence remaining from the past. Archaeology helps us understand our past. Ask students to describe and draw a picture of what archaeology means to them. Encourage them to include instances where archaeology helped to show that humans in the past interacted with their environment. Share student responses.
2. Introduce the term *archaeologist*. Explain that archaeologists study human behavior and cultures of the past through the recovery and analysis of artifacts. They are like detectives finding clues to answer questions about how past cultures lived. Archaeologists often work at a dig site to gather data and then spend much of their time in a lab analyzing this data and writing reports on their findings. Have students describe and draw a picture of what the term *archaeologist* means to them. Encourage students to include possible tools that archaeologists might use in their work. Share student responses.
3. Introduce the term *artifact*. Explain that an artifact can be any object that was made or used by humans that provides information about human behavior in the past. Artifacts may include pieces of stone, pottery, clothing, images, documents, etc. Artifacts tell us about the people who used the items. Share pictures of artifacts from different archaeological sites. Have students describe and draw a picture of what the term *artifact* means to them. Share student responses.
4. Ask the question, "What will people in the future be able to tell about us from the things we use every day?" Display pictures of such common items as a book, a CD, a basketball, a piece of clothing, an iPod, a computer, a TV, or favorite foods. Explain that the items we use today will give future archaeologists insight about our culture and our community.
5. Introduce the "Who Am I?" activity. Distribute index cards, and ask students to draw a picture of one item that would best represent something of importance to them. Explain that this picture will represent an artifact that someone in the future could use to know more about them.
6. As students complete their artifact pictures, post them in a collection for students to categorize. Have students describe how each item might reflect behaviors of early twenty-first century people in their community or school and might be helpful for future archaeologists to understand us.

Session 2: Cactus Hill

Materials

- Wall maps of the world, the United States, and Virginia
- Map of the Nottaway River (see http://geology.com/state-map/virginia.shtml)
- Web site: *Ice Age Discoveries*. http://iceage.pwnet.org/Overview.php
- Web sites: *Ice Age Discoveries: New Evidence* and *Ice Age Discoveries: The Investigators*. The Archaeology Channel. http://www.archaeologychannel.com/content/video/iceagenewev_700kW.html
- Photographs from the Cactus Hill excavation (see http://www.jrwcc.com/nrs/photos.html)
- Attachment A: Archaeology and Cactus Hill Graphic Organizer
- Attachment B: Archaeology and Cactus Hill Graphic Organizer—Sample Responses

Instructional Activities

1. Review the archaeological terms from the previous session.
2. Locate the Bering Strait on a world map. Share the following background information from the *Ice Age Discoveries* site listed above:
   - According to the Bering Strait hypothesis, the Clovis were ancestors of the hunting and gathering cultures of northern Russia. They followed herds of reindeer and other game across the Bering land bridge and into the Americas about 11,500 years ago. For the past half century, it has been commonly assumed that these were the first people to inhabit this continent. They crossed the land bridge, trudged through an ice-free corridor into North America, and scattered south and east from there, eventually reaching South America 500 years later. The dates of the opening of this ice-free corridor also line up with the date on a projectile point found with the remains of a mammoth in Clovis, New Mexico, which also dates to 11,500 years ago. At the time of the discovery, the point was the oldest artifact found in North America to be scientifically verified by radiocarbon dating. Today, however, scientists are not in agreement about when and how people first arrived in the Western Hemisphere.
3. Locate the Nottaway River in Surry County and Cactus Hill on a map of Virginia. Explain that until recently, available evidence indicated that people arrived in North America approximately 13,500 years ago, but recent archaeological digs along the Nottoway River in south-central Virginia have provided clues about earlier inhabitants. In 1993, archaeologists began researching this area located about 45 miles south of Richmond, where they have found compelling evidence that humans inhabited Virginia as much as 18,000 years ago—well before the Clovis culture and thousands of years before previously thought. Indeed, Cactus Hill has some of the oldest evidence of human habitation in North America. Show photographs from the Cactus Hill excavation.
4. Have students visit the *Ice Age Discoveries* Web site at http://iceage.pwnet.org/Overview.php to learn more about the newly uncovered evidence and the research the investigators have completed.
5. Have students complete Attachment A to review the content presented. (Teacher note: *Ice Age Discoveries: New Evidence* and *Ice Age Discoveries: The Investigators*, found at the Web site listed above, provide an overview of the archaeological research completed at Cactus Hill.)

Session 3: Locating American Indian Tribes

Materials

- Physical outline map of the United States for each student (see http://www.eduplace.com/ss/maps/pdf/usphys.pdf)
- Textbook
- Desk atlas
- Internet access
- Colored pencils
- Political wall map of the United States

Instructional Activities

1. Explain to students that this lesson will show how the physical and climatic features of a geographic location influenced the culture and lifestyles of the American Indians living there. Have students work individually or in pairs. Give each student or pair a physical outline map of the United States. Instruct students to research the location of each of the following tribes: Inuit, Kwakiutl, Lakota, Pueblo, and Iroquois. Students may use a desk atlas, the textbook, and/or the Internet to find the locations. Use the following information to guide students:
   - Inuit inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year.
   - Kwakiutl homeland includes the Pacific Northwest coast, which is characterized by a rainy, mild climate.
   - Lakota people inhabited the interior of the United States, called the Great Plains, which is characterized by dry grasslands.
   - Pueblo tribes inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains.
   - Iroquois homeland includes northeast North America, called the Eastern Woodlands, which is heavily forested.
2. Have students use colored pencils to mark the locations of the tribes on their map, shading and labeling the appropriate areas. Have students title their map and create a legend.
3. Discuss with students 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 the different seasons influence or impact their own life today—their clothing, their homes, their outdoor activities, etc. Have them consider ways that other factors in their environment might affect their lives. Ask students who have lived in other parts of the United States to describe ways that their previous locations differ from and/or resemble 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 areas that once were home to the Indian tribes listed above. Have students use the Internet to gather 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. Discuss how these Indian tribes may have lived without the benefits of modern technology. Have students record information from the classroom discussion.

Session 4: American Indians' Use of Natural, Human, and Capital Resources _____

Materials

- Map of North America
- Images of the Inuit, Kwakiutl, Lakota, Pueblo, and Iroquois

Instructional Activities

1. Review from the previous session how the physical and climatic features of their geographic locations influenced the culture and lifestyles of the American Indians—i.e., how geography and climate affected how the various tribes lived and met their basic needs.
2. Remind students of the three types of resources: natural, human, and capital. Lead a discussion about each term.
3. Guide students in creating a list of **natural resources** at and around the school, such as water, trees, and soil, helping students recognize that "natural" resources are things found in nature. Have students list the natural resources that American Indians could have used to meet their basic needs. The list should include fish and other animals that were hunted for food and clothing, plants that were cultivated or gathered for food and clothing, and many natural resources such as trees, bark, mud, sod, stones, and animal skins for houses. Display images showing examples of natural resources being used by the Inuit, Kwakiutl, Lakota, Pueblo, and Iroquois.
4. Guide students in creating a list of **human resources** at the school, such as teachers, cafeteria workers, custodians, and parent volunteers, helping students recognize that human resources are people working to produce goods and services. Have students list the human resources that American Indians could have used to meet their basic needs. The list should include individuals who fished, made clothing, made pottery, cooked food, and hunted animals for others in their tribe. Display images showing examples of human resources being used by the Inuit, Kwakiutl, Lakota, Pueblo, and Iroquois.
5. Guide students in creating a list of **capital resources** at the school, such as machines, tools, buildings, and computers, helping students recognize that capital resources are goods produced and used to make other goods and services. Have students list the capital resources that American Indians could have used to meet their basic needs. The list should include canoes, bows, and spears. Display images showing examples of capital resources being used by the Inuit, Kwakiutl, Lakota, Pueblo, and Iroquois.
6. Have students write a paragraph about how the American Indians of the past used natural, human, and capital resources to meet their basic needs.

Session 5: Culture and Lifestyles of American Indians

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
- Attachment C: Shadow Box Artifacts Observation Chart
- Attachment D: American Indians Today

Instructional Activities

1. Explain to students that they will create a shadow box containing "artifacts" that reflect the culture of one of the five American Indian tribes studied in this unit: the Inuit, Kwakiutl, Lakota, Pueblo, or Iroquois. Divide students into groups, and assign each group a particular tribe, or let students select. Make sure that each tribe is represented.
2. Have students research their tribe before creating their shadow box. Make resources available in the library, and point students to resources on the Internet. Research should cover types of dwellings, clothing, food, arts and crafts, tools, natural resources, human resources, and capital resources.
3. After completing their research, allow students to assemble their shadow box. Encourage students to make representations of distinctive cultural artifacts (e.g., baskets, weavings, articles of clothing), to draw pictures of artifacts (e.g., homes, tools, crops) or print pictures from the Internet, and to label each artifact and include a title on their shadow box. You may wish to have students also write a short report explaining the significance of each artifact. The shadow box should provide a broad 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 the tribes they did not research and complete the chart on Attachment C related to each of them.
5. Once students have completed their charts, conduct a whole-group discussion. Have students consider major similarities and differences among the tribes.
6. Provide students with background information about and pictures of American Indians today from the regions of these tribes. Include how members of these tribes now live in their homelands as well as in other areas of North America. Have students complete Attachment D: American Indians Today.

Session 6: Assessment

Materials

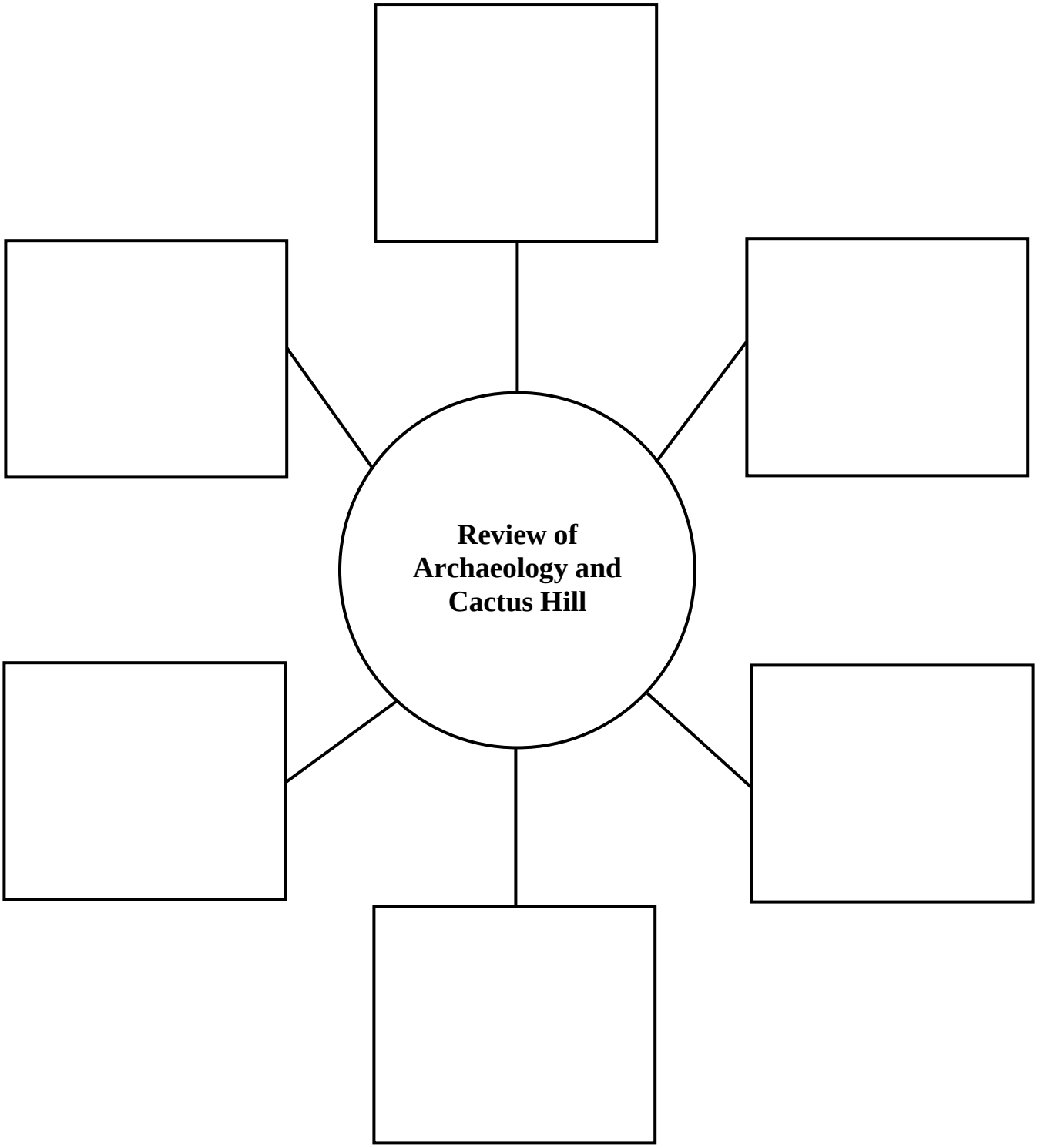
- Attachment E: Sample Assessment Items

Instructional Activities

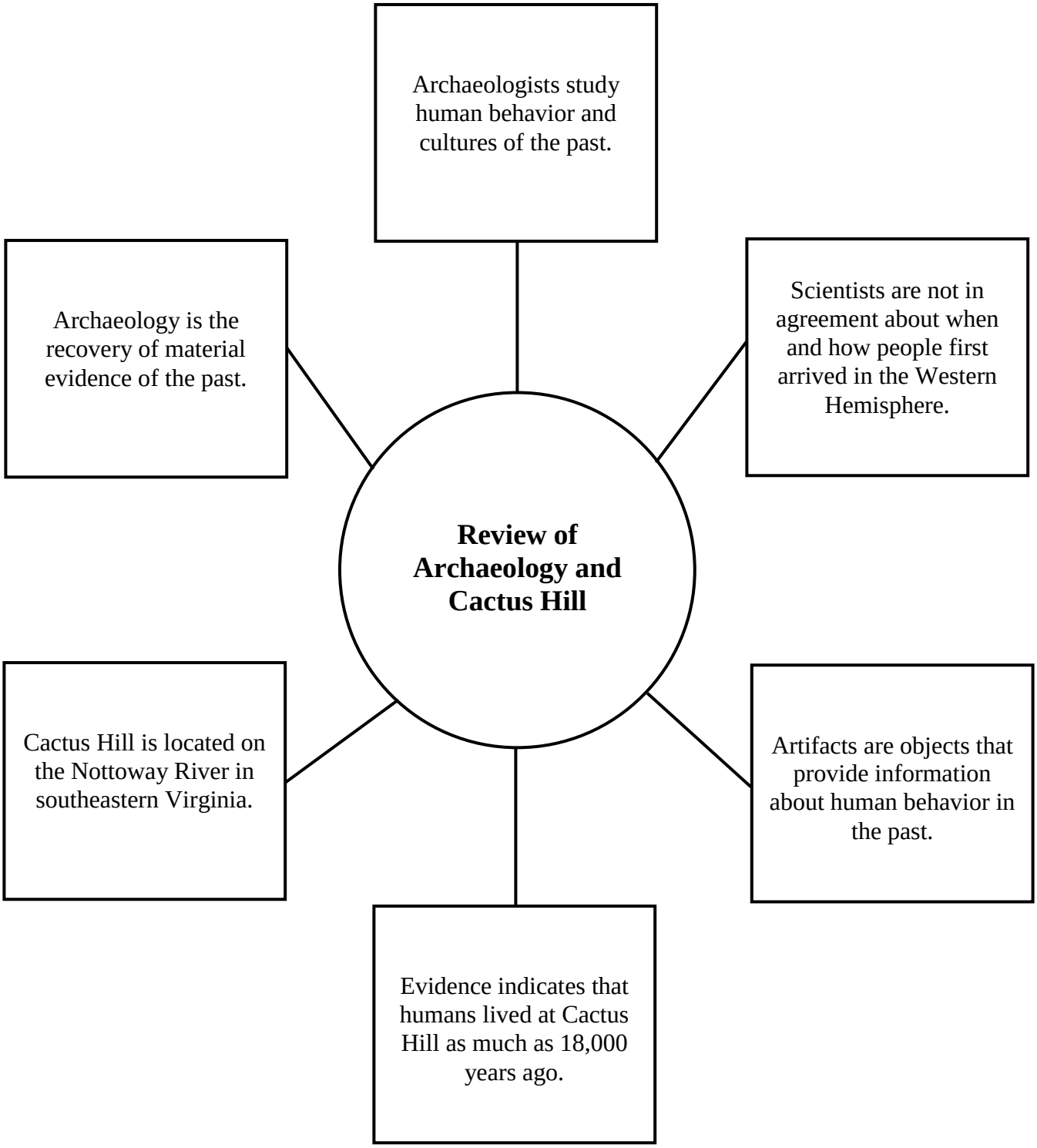
1. Have students complete the sample assessment items on Attachment E.

Attachment A: Archaeology and Cactus Hill Graphic Organizer_____

Name:_____ **Date:**_____



Attachment B: Archaeology and Cactus Hill Graphic Organizer—Sample Responses



Attachment C: Shadow Box Artifacts Observation Chart _____

Name:_____ **Date:**_____

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

Artifact	**Name of Tribe** _____	**Name of Tribe** _____
Clothing	*Description:* *Significance:*	*Description:* *Significance:*
Arts and Crafts	*Description:* *Significance:*	*Description:* *Significance:*
Food	*Description:* *Significance:*	*Description:* *Significance:*
Landscape	*Description:* *Significance:*	*Description:* *Significance:*
Dwellings	*Description:* *Significance:*	*Description:* *Significance:*
Natural, Human, and Capital Resources	*Description:* *Significance:*	*Description:* *Significance:*

Attachment D: American Indians Today _____

Name:_____ **Date:**_____

Directions: Write what you have learned about how American Indian people live today.

American Indians Today	
Inuit	
Kwakiutl	
Lakota	
Pueblo	
Iroquois	

Attachment E: Sample Assessment Items

Asterisk (*) indicates correct answer.

1. What group of American Indians inhabited the region that is now Alaska and northern Canada?
A Kwakiutl
B Lakota
C Inuit*
D Pueblo

2. What tribe of American Indians inhabited the region that is now northeast North America?
A Pueblo
B Iroquois*
C Lakota
D Inuit

3. What tribe of American Indians inhabited the Pacific Northwest coast?
A Pueblo
B Kwakiutl*
C Lakota
D Inuit

4. What area of present-day North America did the Pueblo people inhabit?
A Virginia and North Carolina
B Maine and Vermont
C Washington and Oregon
D New Mexico and Arizona*

5. What tribe of American Indians inhabited the Great Plains?
A Inuit
B Pueblo
C Iroquois
D Lakota*

6. What affected how the American Indians met their basic needs?
A Transportation and military
B Radio and television
C Maps and globes
D Geography and climate*

7. The American Indians were similar in that all of them
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 region of North America was inhabited by the Eastern Woodlands Indians?
A Great Plains
B Coastal Plain*
C Basin and Ridge
D Canadian Shield

9. Where is the location of one of the oldest archaeological sites in the United States?
A Shenandoah Park
B Mount Rogers
C Cumberland Gap
D Cactus Hill*

10. American Indians used the resources of sod, stones, animal skins, and trees to make
A canoes.
B pottery.
C shelters.*
D dishes.

ORGANIZING TOPIC

European Exploration

Standard(s) of Learning

USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, 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 1865;
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 for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land;
c) identifying the locations 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

Understand that major European countries were in competition to extend their power into North America and claim the land as their own. _____

Explain the following motivations for the early explorations of North America:

- Economic: Desire for gold, other natural resources, and trade _____
- Religious: Wish to spread Christianity _____
- Competitions for empire and belief in superiority of own culture _____

Explain the following obstacles to the early explorations of North America:

- Poor maps and navigational tools _____
- Disease and starvation _____
- Fear of the unknown _____
- Lack of adequate supplies _____

Identify the following accomplishments of the early explorations of North America:

- Exchanged goods and ideas _____
- Improved navigational tools and ships _____

- Claimed territories (see countries below) _____

Identify the regions of North America explored by Spain, France, and England:

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

Understand that the Portuguese made voyages of discovery along the coast of West Africa. _____

Recognize that the interactions between American Indians and Europeans sometimes led to cooperation and other times resulted in conflict. _____

Summarize the following cultural interaction between American Indians and Europeans:

- Spanish
  - Conquered and enslaved American Indians _____
  - Brought Christianity to the New World _____
  - Brought European diseases to American Indians _____
- French
  - Established trading posts _____
  - Spread Christian religion _____
- English
  - Established settlements and claimed ownership of land _____
  - Learned farming techniques from American Indians _____
  - Traded with American Indians _____
- American Indians
  - Taught farming techniques to European settlers _____
  - Believed that land was to be used and shared but not owned _____

Describe the following areas of cooperation in economic interactions:

- Europeans brought weapons and metal farm tools. _____
- Trade _____
- Crops _____

Describe the following areas of conflict:

- Land _____
- Competition for trade _____
- Differences in cultures _____
- Diseases _____
- Language differences _____

Understand that Ghana, Mali, and Songhai each dominated West Africa in sequence from 300 to 1600 A.D. _____

Locate Ghana, Mali, and Songhai in the western region of Africa, south of the Sahara Desert, near the Niger River. _____

Understand that African people and African goods played an important role in European interest in world resources. _____

Explain how Ghana, Mali, and Songhai became powerful by controlling trade in West Africa. _____

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.

Exploration through the Ages. Mariners Museum. http://ww2.mariner.org/exploration/index.php. This site provides background information about many European explorers.

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.

Explorers of North America. http://www.win.tue.nl/~engels/discovery/northam.html. This site provides links to information about many European explorers.

"Lesson Planning Article: Lessons of the Explorers!" *Education World*. http://www.education-world.com/a_lesson/lesson162.shtml. This site offers an investigation of explorers that will determine their impact on our world, including simple and successful classroom activities.

Mali: Ancient Crossroad of Africa. Prince William Network and the Virginia Department of Education. http://mali.pwnet.org/. This site offers instructional resources on the West African Empire of Mali.

"Unit Two: Studying Africa through the Social Studies." *African Studies Center at Michigan State University.* http://exploringafrica.matrix.msu.edu/students/curriculum/m7a/activity3.php. This site provides a lesson plan on the West African empires of Ghana, Mali, and Songhai.

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 and other resources
- Internet access
- Attachment A: European Exploration from 1400 to 1700

Instructional Activities

1. Introduce the lesson by telling students that Spain, France, and England were in competition to extend their power into North America and claim the land as their own. Ask why this was so. Continue 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 might have been important. Then, have students consider what obstacles the explorers may have faced. List obstacles on the board, and have students consider what personal characteristics would be most useful in dealing with each obstacle. Include the following factors in the discussion:
   - Motivations for the early exploration of North America and West Africa
     - Economic: Desire for gold, other natural resources, and trade
     - Religious: Wish to spread Christianity
     - Competitions for empire and belief in superiority of own culture.
   - Obstacles to the early exploration of North America and West Africa
     - Poor maps and navigational tools
     - Disease and starvation
     - Fear of the unknown
     - Lack of adequate supplies
   - Accomplishments of the early explorations of North America and West Africa
     - Exchanged goods and ideas
     - Improved navigation tools and ships
     - Claimed territories
2. Distribute copies of Attachment A. Have students research the early European exploration of North America and West Africa, using the textbook and/or teacher-selected resources (e.g., *Explorers of North America* at http://www.win.tue.nl/~engels/discovery/northam.html and *Exploration through the Ages* at http://ww2.mariner.org/exploration/index.php). After the reading and research is complete, have students complete the chart on Attachment A.
3. After students have completed the chart, lead a class discussion of the experiences that Spain, France, and England shared related to exploration.

Session 2: European Explorers from Spain, France, England, and Portugal _____

Materials

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

Instructional Activities

1. Assist students in compiling a list of important European explorers who explored North America. Include in that list Francisco Coronado, Samuel de Champlain, Robert La Salle, and John Cabot.

2. Have students work in pairs or individually to choose one of the explorers 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 resources (e.g., *Explorers* at http://edtech.kennesaw.edu/web/explorer.html and "Lesson Planning Article: Lessons of the Explorers!" at http://www.education-world.com/a_lesson/lesson162.shtml) to complete their research.

3. After students complete their research, have them create a flipbook, using card stock paper, markers, colored pencils, and glue. Direct students to use the gathered information to write a story that relates the life and accomplishments of their explorer. After the stories are in final, edited form, instruct students to cut and paste the text into their book. They may illustrate their explorer's story by drawing pictures or finding pictures on the Internet. Encourage students to be creative and make their books colorful.

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.

Session 3: The Routes of the Europeans Explorers

Materials

- Outline maps of the world
- Desk atlas
- Textbook and other resources
- 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 (available at the National Geographic site http://www.nationalgeographic.com/xpeditions/atlas/). Allow students to use a desk atlas, the textbook, and other resources 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 make route instructions for each plotted exploration by identifying the major stops or destinations of each exploration and designating these stops or destinations by their current names. Have students also include the longitude and latitude of each stop and destination. Ensure that students include the following information:
   - Francisco Coronado explored and claimed the Southwest of present-day United States for Spain.
   - Samuel de Champlain established the French settlement of Quebec.
   - Robert La Salle claimed the Mississippi River Valley for France.
   - John Cabot explored eastern Canada and claimed it for England.

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. When students are done, have them compare their routes with their partners' 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 traveling without directions.

Session 4: Interactions between Europeans and American Indians

Materials

- Outline maps of the world
- Attachments B and C: Interaction of European and American Indian Cultures

Instructional Activities

1. Begin the lesson by explaining that the interactions between Europeans and American Indians sometimes led to cooperation and other times resulted in conflict. Have students brainstorm what interactions might have led to cooperation and what interactions might have resulted in conflict.

2. Explain that the interactions of the Spanish, French, and English with the Indians brought changes that affected both the settlers and the Indians. Include in the discussion the following cultural interactions:
   - Spanish
     - Conquered and enslaved American Indians
     - Brought Christianity to the New World
     - Brought European diseases to American Indians
   - French
     - Established trading posts
     - Spread Christian religion
   - English
     - Established settlements and claimed ownership of land
     - Learned farming techniques from American Indians
     - Traded with American Indians
   - American Indians
     - Taught farming techniques to European settlers
     - Believed that land was to be used and shared but not owned

3. Explain that areas of cooperation in economic interactions existed between the cultures. Discuss the list of interactions the students brainstormed, and include the following:
   - Europeans brought weapons and metal farm tools to the American Indians.
   - Trade
   - Crops

4. Explain that areas of conflict existed between the cultures. Discuss the list of interactions the students brainstormed, and include the following:
   - Land
   - Competition for trade
   - Differences in cultures
   - Diseases
   - Language differences

5. Have students write about the areas of cooperation and conflict between the Europeans and the American Indians.

6. Have students complete Attachment B.

Session 5: American Indians and the Concept of Land

Materials

- Map of selected American Indian tribal lands before European exploration
  http://www.ic.arizona.edu/ic/kmartin/School/amer2.htm
- Teacher-selected books on American Indians and European exploration

Instructional Activities

1. Explain that American Indians established their own diverse cultures in America long before the Europeans arrived. The Indians walked the paths through the land and learned of the land by experience. They knew of the waters, the trees, the landforms, and the various animals. They tilled the earth and grew plants for food, dyes, medicines, and cloth. They domesticated animals, established patterns of trade, built towns, produced architecture, developed systems of beliefs, and created systems of government. American Indians related to diverse and demanding environments, not only by adapting their ways to it, but also by shaping the physical environment to meet their needs. For example, by building irrigation systems and using fire to clear brush, they prepared land to grow crops and helped the growth of wild game. They were the first people to inhabit this land. It was their homeland.
2. Explain that after the arrival of European explorers, American Indians struggled to preserve their cultures while adapting to rapidly changing conditions. The Europeans brought many diseases from their countries, such as smallpox, one of the most deadly. The Europeans established permanent settlements in America and forced the Indians to move away from their tribal homelands. Explain that the Indians believed that the land was to be used and shared but not owned, while the Europeans, particularly the English, claimed private ownership of land. This disagreement resulted in a serious conflict between the American Indians and the Europeans.
3. Have students create a Venn diagram that shows the differences between the American Indians' concept of land and the Europeans' concept of land.

Session 6: Trading and the West African Empires of Ghana, Mali, and Songhai

Materials

- Outline map of the world
- Map of the ancient empires of Ghana, Mali, and Songhai
  http://exploringafrica.matrix.msu.edu/students/curriculum/m7a/activity3.php
- Attachment D: Empires of Ghana, Mali, and Songhai

Instructional Activities

1. Locate Africa on a current world map. Display a map of the ancient West African societies of Ghana, Mali, and Songhai. Point out the region south of the Sahara Desert and near the Niger River.
2. Explain that the empires of Ghana, Mali, and Songhai dominated West Africa, one after another, from 300 to 1600 A.D. The Empire of Ghana was the first empire in West Africa. It was rich in gold and traded gold for salt and cloth. Muslims conquered Ghana around 1200 and built the Empire of Mali. Mali had a powerful leader named Mansa Musa who used his army to increase Mali's wealth. The Empire of Mali was replaced by the Songhai Empire. Trade and farming were important to the Songhai Empire. The Songhai Empire remained powerful until about 1600. Each empire used its location as a center of trade for West Africa and became powerful by controlling trade in the area.
3. Locate Portugal on a world map, and discuss that Portuguese sailors began to explore the West African coast in the 1400s. The Portuguese were interested in the gold trade as well as the buying and selling of enslaved Africans. The Portuguese carried goods from Europe to the West African empires, trading metals, cloth, and other manufactured goods for gold.
4. Have students form groups to research one of the West African empires. Have the groups include in their research the use of natural, human, and capital resources of each empire. Have the groups share their findings. Create a class timeline of the three empires.
5. Direct students to complete Attachment D for review.

Session 7: Assessment

Materials

- Attachment E: Sample Assessment Items

Instructional Activities

1. Have students complete the sample assessment items on Attachment E.

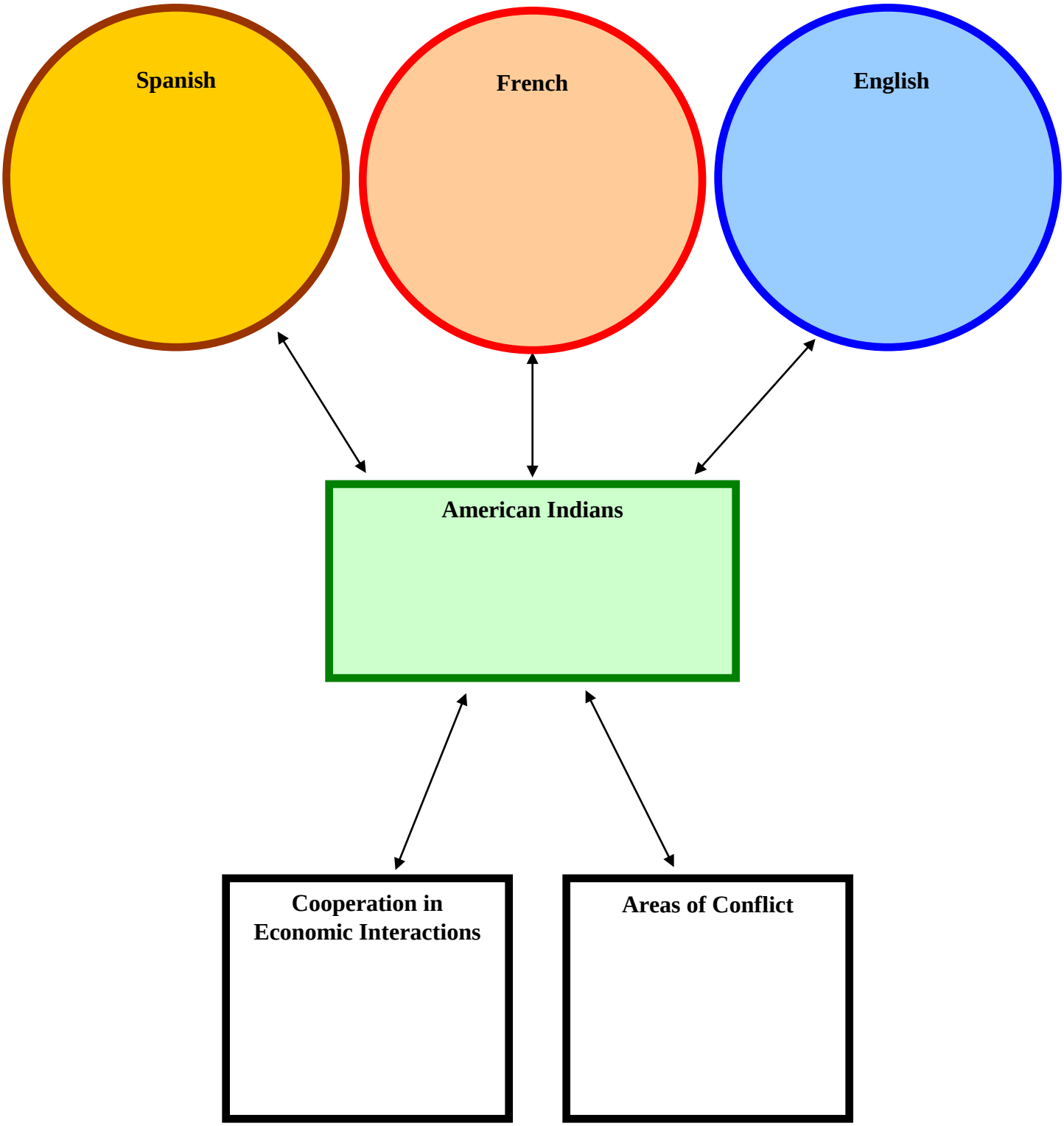
Attachment A: European Exploration from 1400 to 1700 _____

Name:_____ **Date:**_____

	Spain	France	England	Portugal
Explorer				
Reasons for Exploration				
Obstacles to Exploration				
Regions Explored and Accomplishments				
Impact of Exploration				

Attachment B: Interaction of European and American Indian Cultures _____

Name:_____ **Date:**_____

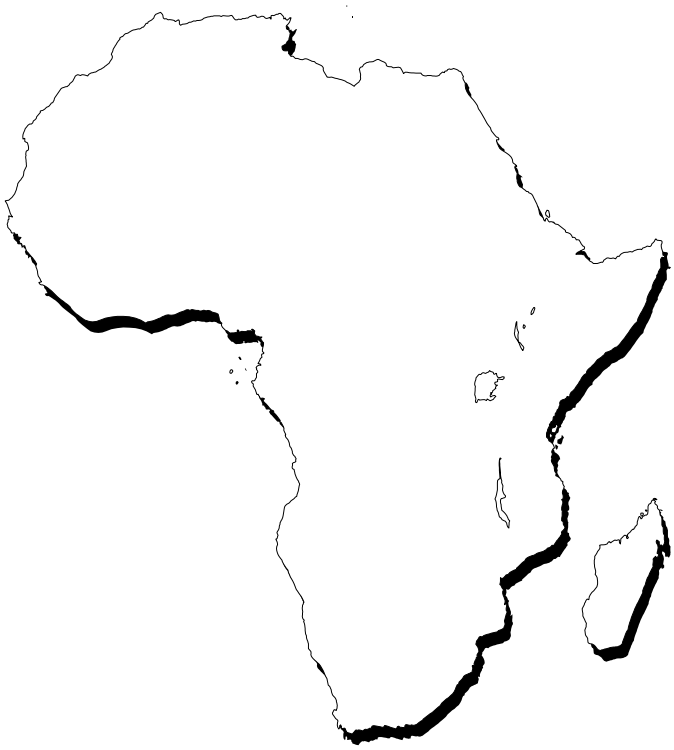


Attachment C: Interaction of European and American Indian Cultures—Answer Key ___

Attachment D: The Empires of Ghana, Mali, and Songhai _____

Name:_____ **Date:**_____

Directions: Write about each empire. Include its importance, location, history, and impact on European trade.



Empire of Ghana

Empire of Mali

Empire of Songhai

Attachment E: Sample Assessment Items

Asterisk (*) indicates correct answer.

1. Where were the empires of Ghana, Mali, and Songhai located?
A Eastern region of France
B Western region of Africa*
C Southern region of England
D Northern region of Spain

2. What obstacles were faced by the early European explorers?
A Railroads and highways
B Riches and resources
C Technology and computers
D Poor maps and navigation tools*

3. A hardship that early explorers of North America experienced was
A fear of the unknown.*
B danger of sea monsters.
C hostility from French ships.
D not enough sailors.

4. Francisco Coronado claimed the Southwest of the present-day United States for what country?
A England
B France
C Spain*
D Portugal

5. Samuel de Champlain established and claimed Quebec for what country?
A Portugal
B France*
C England
D Spain

6. Who claimed the Mississippi River Valley?
A John Smith
B Christopher Columbus
C John Cabot
D Robert La Salle*

7. What was *not* a European goal during the Age of Exploration?
A The expansion of empires and power
B The increase of wealth and improved balance of trade
C The desire to spread Christianity
D The development of large cities*

8. Which people made voyages of discovery along West Africa?
A Spanish
B French
C Portuguese*
D English

9. Which is an example of cultural interaction between the American Indians and Europeans?
A Sharing of navigational tools and ships
B Establishment of trading posts*
C Establishment of routes of exploration from Europe
D Competition among European nations for empires

10. One reason for conflict between the American Indians and the Europeans was
A the struggle over money.
B the desire for American Indian corn.
C the struggle over the concept of land.*
D disagreement over sailing ships.

11. Who conquered and enslaved American Indians during early European exploration?
A The Spanish*
B The French
C The Portuguese
D The West Africans

12. Which early settlers learned farming techniques from the American Indians?
A The English*
B The Spanish
C The Portuguese
D The Dutch

ORGANIZING TOPIC

Colonial America

Standard(s) of Learning

USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, 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 1865;
c) sequence events in United States history from pre-Columbian times to 1865;
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) describing life in New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence;
c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans;
d) identifying the political and economic relationships between the colonies and Great 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. _____

Sequence events in United States history from pre-Columbian times to 1865. _____

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

Understand that colonies in North America were established for religious and economic reasons. _____

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

- Roanoke Island (Lost Colony) was established as an economic venture. _____
- Jamestown Settlement, the first permanent English settlement in North America (1607), 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 to avoid religious persecution. _____
- Pennsylvania was settled by the Quakers, who wanted freedom to practice their faith without interference. _____
- Georgia was settled by people who had been in debtors' prisons in England. They hoped to experience economic freedom and a new life in the New World. _____

Recognize that life in the colonies was shaped by the geographical features of the settlements. _____

Understand that economic specialization and interdependence existed among the colonies in the production of goods and services. _____

Identify resources as natural, capital, or human. _____

Define *specialization* as focusing on one or a few products. _____

Define *interdependence* as two or more people depending on each other for goods and services. _____

Recognize that specialization caused the colonies to be interdependent. _____

Explain how the people in the three regions of colonial America used the natural, human, and capital resources of their region to earn a living. Include the following information:

- New England
  - Natural resources: e.g., timber, fish, deep harbors _____
  - Human resources: e.g., skilled craftsmen, shopkeepers, shipbuilders _____
  - Capital resources: e.g., tools, buildings _____
- Mid-Atlantic
  - Natural resources: e.g., rich farmlands, rivers _____
  - Human resources: e.g., unskilled and skilled workers, fishermen _____
  - Capital resources: e.g., tools, buildings _____
- Southern
  - Natural resources: e.g., fertile farmlands, rivers, harbors _____
  - Human resources: e.g., farmers, enslaved African Americans _____
  - Capital resources: e.g., tools, buildings _____

Describe the geography and climate of the 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 _____
  - Mild winters and moderate climate _____
- Southern
  - Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors and rivers _____
  - Humid climate with mild winters and hot summers _____

Recognize examples of economic specialization among the colonies in three regions of colonial America in the production of goods and services:

- New England
  - Fishing, shipbuilding, naval supplies, metal tools and equipment _____
- Mid-Atlantic
  - Livestock, grains, fish _____
- Southern
  - Tobacco, rice, cotton, indigo, forest products (lumber, tar, pitch) _____

Recognize examples of economic interdependence among the colonies in three regions of colonial America in the production of goods:

- New England
  - The New England colonies depended on the Southern colonies for crops such as tobacco, rice, cotton, and indigo, and for forest products such as lumber, tar, and pitch. They depended on the Mid-Atlantic colonies for livestock and grains. _____
- Mid-Atlantic

- The Mid-Atlantic colonies traded with the Southern and New England colonies to get the products they did not produce. The Mid-Atlantic colonies depended on the Southern colonies for tobacco, rice, cotton, indigo, and forest products. They traded with the New England colonies for metal tools and equipment. _____

- Southern
  - The Southern colonies depended on the New England colonies for manufactured goods, including metal tools and equipment. They depended on the Mid-Atlantic colonies for grains and other agricultural products not plentiful in the South. _____

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

- New England
  - Villages and churches were centers of life. _____
  - Religious reformers and separatists _____
- Mid-Atlantic
  - Villages and cities _____
  - Varied and diverse lifestyles _____
  - Diverse religions _____
- Southern
  - Plantations (slavery) _____
  - Mansions _____
  - Indentured servants _____
  - Fewer cities _____
  - Fewer schools _____
  - Church of England _____

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

- New England
  - Civic life: town meetings _____
- Mid-Atlantic
  - Civic life: market towns _____
- Southern
  - Civic life: counties _____

Understand that the colonies were made up of different groups of people whose lives varied greatly depending on their social position. _____

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 enslaved African Americans for labor _____
  - Were educated in some cases _____
  - Had rich social culture _____
- Farmers
  - Worked the land according to the region _____
  - Relied on family members for labor _____
- Artisans
  - Worked as craftsmen in towns and on plantations _____
  - Lived in small villages and cities _____
- Women
  - Worked as caretakers, house-workers, homemakers _____
  - Were not allowed to vote _____
  - Had few opportunities for getting an education _____
- Free African Americans
  - Were able to own land _____

- Had economic freedom and could work for pay and decide how to spend their money _____
- Were not allowed to vote _____

- Indentured servants
  - Were men and women who did not have money for passage to the colonies and who agreed to work without pay for the person who paid for their passage _____
  - Were free at the end of their contract _____
- Enslaved African Americans
  - Were captured in their native Africa and sold to slave traders; then were shipped to the colonies where they were sold into slavery _____
  - Were owned as property for life without any rights _____
  - Were often born into slavery (Children of enslaved African Americans were born into slavery.) _____

Understand that Great Britain established and attempted to maintain control over the colonies. _____

Recognize that England became Great Britain in the early 1700s. _____

Explain the following economic and political relationships between the colonies and Great Britain:

- Economic relationships
  - Great Britain imposed strict control over trade. _____
  - Great Britain taxed the colonies after the French and Indian War. _____
  - Colonies traded raw materials for goods made in Great Britain. _____
- Political relationships
  - Colonists had to obey British laws, which were enforced by governors. _____
  - Colonial governors were appointed by the king or by the proprietor. _____
  - A colonial legislature made laws for each colony but were monitored by the colonial governor. _____

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. PBS. 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 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.

Colonial Williamsburg. http://www.history.org/. This site provides information about the colonial capital and life during that time.

Curriculum Materials. Jamestown-Yorktown Foundation. http://www.historyisfun.org/Curriculum-Materials.htm. This site offers teacher materials correlated with curriculum-based programs taught at Jamestown Settlement, Yorktown Victory Center, and through the Virginia's Outreach program.

Discovery, Exploration, Colonies, & Revolution. http://www.teacheroz.com/colonies.htm. This site provides links to numerous documents and other resources, including many primary source documents.

"Equiano's Autobiography: The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African." *Africans in America.* PBS. http://www.pbs.org/wgbh/aia/part1/1h320t.html. This 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 horrific 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 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. PBS. http://www.pbs.org/ktca/liberty/. This interactive Web site provides much information on the topic, including a Teacher's Guide and resources.

"The Life and Trials of Indentured Servants." *Jamestown Virtual Colony*. University of Virginia. 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.

"The Middle Passage: Drawings by Tom Feelings." *McKissick Museum of the University of South Carolina*. 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.

"The Roanoke Mystery." *Teaching American History in South Carolina.* http://www.teachingushistory.org/lessons/roanoke_over.html. This site offers lesson plans related to Roanoke Island.

"Understanding the Colonial Economy." *United States History: Eyes on the Economy.* National Council on Economic Education. http://www.e-connections.org/lesson1/colonial.pdf. This site offers a lesson plan related to the colonial economy.

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

Session 1: European Colonization of North America

Materials

- Map of colonial America
- Textbook and other resources
- Attachments A and B: Colonies in North America

Instructional Activities

1. Explain that England began to establish colonies in North America in the late 1500s for religious and economic reasons. Locate the colonies on a map of colonial America.
2. Divide the class into six groups, and have each group research one of the colonies listed below, using the textbook and/or other resources. Have them compare the motivations of the colonists in establishing each colony and the key people related to the establishment of the colony. Ensure that students also include the reasons the colony was established.
   - Roanoke Island (Lost Colony) was established as an economic venture.
   - Jamestown Settlement, the first permanent English settlement in North America (1607), was established as 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 to avoid religious persecution.
   - Pennsylvania was settled by the Quakers, who wanted freedom to practice their faith without interference.
   - Georgia was settled by people who had been in debtors' prisons in England. They hoped to experience economic freedom and a new life in the New World.
3. Have the groups share their research with the class.
4. Direct students to complete Attachment A.

Session 2: Life in the New England Colonies: Environment and Economics

Materials

- Map of colonial America
- Textbook and other resources
- "Understanding the Colonial Economy," http://www.e-connections.org/lesson1/colonial.pdf. Lesson plan
- Attachment C: Life in the New England Colonies

Instructional Activities

1. Locate the New England colonies on a map of colonial America.
2. Review the following economic terms to be used throughout the study of the New England colonies:
   - resource: Something used to produce something else
     - natural resources: Things that come directly from nature
     - human resources: People working to produce goods and services
     - capital resources: Goods produced and used to make other goods and services
   - specialization: The focus on one or a few products
   - interdependence: The dependence of two or more people on each other for goods and services
3. Use a map of the New England colonies to point out the Appalachian Mountains, Boston Harbor, hilly terrain, and jagged coastline. Explain that the soil was rocky and difficult to cultivate for farming. The climate offered moderate summers and cold winters.
4. Complete index cards listing the available natural resources (e.g., timber, fish, deep harbors), human resources (e.g., skilled craftsmen, shopkeepers, shipbuilders), and capital resources (e.g., tools, buildings). Place the cards beside the New England colonies map. Ask how the available natural resources influenced the things that the New England colonies specialized in producing.
5. Display pictures of human and capital resources of the New England colonies—e.g., skilled craftsmen, shopkeepers, shipbuilders, fishermen, naval supplies, metal tools, other equipment, wooden buildings. Explain that these pictures represent what the New England colonies specialized in producing. Have students summarize the reasons why New England would specialize in these products.
6. Explain that the New England colonies depended on other regions for goods and services. The New England colonies depended on the Southern colonies for crops such as tobacco, rice, cotton, and indigo, and for forest products such as lumber, tar, and pitch. They depended on the Mid-Atlantic colonies for livestock and grains.
7. Explain that the social and political life of the New England colonies was characterized by villages and churches. Civic life was centered in town meetings.
8. Have students complete Attachment C.
9. Have students write a persuasive paragraph about the New England colonies and the reasons someone would want to settle there.

Session 3: Life in the Mid-Atlantic Colonies: Environment and Economics

Materials

- Map of colonial America
- Textbook and other resources
- "Understanding the Colonial Economy," http://www.e-connections.org/lesson1/colonial.pdf. Lesson plan
- Attachment D: Life in the Mid-Atlantic Colonies

Instructional Activities

1. Locate the Mid-Atlantic colonies on a map of colonial America.
2. Review the following economic terms to be used throughout the study of the Mid-Atlantic colonies:
   - resource: Something used to produce something else
     - natural resources: Things that come directly from nature
     - human resources: People working to produce goods and services
     - capital resources: Goods produced and used to make other goods and services
   - specialization: The focus on one or a few products
   - interdependence: The dependence of two or more people on each other for goods and services
3. Use a map of the Mid-Atlantic colonies to point out the Appalachian Mountains, coastal lowlands, harbors and bays, and wide, deep rivers. Explain that the soil was rich and well-suited for farming. The climate was moderate, with mild winters.
4. Complete index cards listing the available natural resources (e.g., rich farmlands, rivers), human resources (e.g., unskilled and skilled workers, fishermen), and capital resources (e.g., tools, buildings). Place the cards beside the Mid-Atlantic colonies map. Ask how the available natural resources influenced the things that the Mid-Atlantic colonies specialized in producing.
5. Display pictures of human and capital resources of the Mid-Atlantic colonies—e.g., unskilled and skilled workers, fishermen, livestock, grains, tools, buildings. Explain that these pictures represent things that the Mid-Atlantic colonies specialized in producing. Have students summarize the reasons why the Mid-Atlantic would specialize in these products.
6. Explain that the Mid-Atlantic colonies depended on other regions for goods and services. The Mid-Atlantic colonies depended on the Southern colonies for tobacco, rice, cotton, indigo, and forest products. They traded with the New England colonies for manufactured goods, including metal tools and equipment.
7. Explain that the social and political life of the Mid-Atlantic colonies was characterized by villages and cities, varied and diverse lifestyles, and diverse religions. Civic life was centered in market towns.
8. Have students complete Attachment D.
9. Have students write a persuasive paragraph about the Mid-Atlantic colonies and the reasons someone would want to settle there.

Session 4: Life in the Southern Colonies: Environment and Economics

Materials

- Map of colonial America
- Textbook and other resources
- "Understanding the Colonial Economy," http://www.e-connections.org/lesson1/colonial.pdf. Lesson plan
- Attachment E: Life in the Southern Colonies

Instructional Activities

1. Locate the Southern colonies on a map of colonial America.
2. Review the following economic terms to be used throughout the study of the Southern colonies:
   - resource: Something used to produce something else
     - natural resources: Things that come directly from nature
     - human resources: People working to produce goods and services
     - capital resources: Goods produced and used to make other goods and services
   - specialization: The focus on one or a few products
   - interdependence: The dependence of two or more people on each other for goods and services
3. Use a map of the Southern colonies to point out the Appalachian Mountains, the Piedmont, Atlantic Coastal Plain, good harbors, and rivers. Explain that the soil was rich and well-suited for farming. The climate was humid, with mild winters and hot summers.
4. Complete index cards listing the available natural resources (e.g., fertile farmlands, rivers, harbors), human resources (e.g., farmers, enslaved African Americans), and capital resources (e.g., tools, buildings). Place the cards beside the Southern colonies map. Ask how the available natural resources influenced things that the Southern colonies specialized in producing.
5. Display pictures of human and capital resources of the Southern colonies—e.g., farmers, enslaved African Americans, tobacco, rice, cotton, indigo, forest products (e.g., lumber, tar, pitch). Explain that these pictures represent the things that the Southern colonies specialized in producing. Have students summarize the reasons why the Southern colonies would specialize in these products.
6. Explain that the Southern colonies depended on other regions for goods and services. The Southern colonies depended on the New England colonies for manufactured goods, including metal tools and equipment. They depended on the Mid-Atlantic colonies for grains and other agricultural products not plentiful in the Southern colonies.
7. Explain that the social and political life of the Southern colonies was characterized by plantations (slavery), mansions, indentured servants, fewer cities, fewer schools, and the Church of England. Civic life was centered in the counties.
8. Have students complete Attachment E.
9. Have students write a persuasive paragraph about the Southern colonies and the reasons someone would want to settle there.

Session 5: Indentured Servants and Enslaved African Americans

Materials

- Copies of a primary document about an indentured servant in colonial America
- Copies of a primary document about an enslaved African American in colonial America

Instructional Activities

1. Spend some time reviewing with students the difference between primary and secondary sources. See *Learning Page…Using Primary Sources in the Classroom* from the Library of Congress at http://memory.loc.gov/learn/lessons/primary.html for some useful lesson suggestions.
2. Explain to students that they will read two primary source documents, one relating the experiences of an indentured servant, and the second relating the experiences of an enslaved African American. Instruct students to consider the similarities and differences between the experiences of the two people.
3. Give each student a copy of an excerpt from a primary source document related to indentured servitude. Have students read individually or aloud as a class (see http://curry.edschool.virginia.edu/socialstudies/projects/jvc/unit/econ/servants_trials.html for possible sources).
4. Give each student a copy of an excerpt from a primary source document relating a slave narrative. Have students read individually or aloud as a class (see http://www.pbs.org/wgbh/aia/part1/1h320t.html, http://xroads.virginia.edu/~HYPER/wpa/wpahome.html, or http://memory.loc.gov/ammem/snhtml/snhome.html).
5. After they have read both excerpts, have students compare the experiences of the indentured servant with those of the enslaved African American. Encourage them to create a graphic organizer, such as a Venn diagram, to make comparisons. Prompt thinking with the following questions:
   - 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 (http://www.pbs.org/wgbh/aia/home.html). The first program, *The Terrible Transformation*, discusses the evolution from the system of indentured servitude to the institution of slavery. The companion Web site offers suggested lessons, a teacher's guide, and additional resources.

Session 6: The Middle Passage

Materials

- Images from Tom Feelings' 1995 book, *The Middle Passage: White Ships/Black Cargo* (http://www.tfaoi.com/aa/1aa/1aa677.htm)

Instructional Activities

1. Provide students with historical background on the origins of the slave trade. Students should already be familiar with the basics of the slave trade and the geography 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, at http://www.pbs.org/wgbh/aia/part1/1h320t.html, offers a vivid description of the Middle Passage. PBS's *Africans in America* Web site at http://www.pbs.org/wgbh/aia/home.html offers paintings and drawings from the time period.

2. After students are familiar with the historical background of the Middle Passage, show them illustrations by Tom Feelings that depict the Middle Passage (available at http://www.tfaoi.com/aa/1aa/1aa677.htm). Select five to seven images for students to examine, either individually or in groups. Have students analyze all the images, or assign different images to each student 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?
     - angry
     - anxious
     - despairing
     - determined
     - isolated
     - nervous
     - (other appropriate adjectives)
   - Why did the artist use no color, but only black and white, to suggest the moods or feelings you have identified?
   - How did the artist suggest 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-class 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 as resources. Explain that they are not simply writing a description of the picture but a historical explanation or caption that explains the image.

Session 7: Assessment

Materials

- Attachment F: Sample Assessment Items

Instructional Activities

1. Have students complete the sample assessment items on Attachment F.

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Additional Activities

1. Have students write diary pages from three different perspectives: an enslaved African American, an English settler in Jamestown, and an indentured servant.
2. Have students 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.
3. Have students draw a picture depicting the view into and/or out of a window in Williamsburg in the early eighteenth century.

Attachment A: Colonies in North America

Name:_____ **Date:**_____

Colony	Date	Reason It Was Established
Roanoke Island		
Jamestown Settlement		
Plymouth Colony		
Massachusetts Bay Colony		
Pennsylvania		
Georgia		

Attachment B: Colonies in North America—Answer Key

Colony	Date	Reason It Was Established
Roanoke Island	1585	As an economic venture
Jamestown Settlement	1607	As an economic venture by the Virginia Company
Plymouth Colony	1620	Settled by separatists from the Church of England to avoid religious persecution
Massachusetts Bay Colony	1628	Settled by the Puritans to avoid religious persecution
Pennsylvania	1681	Settled by the Quakers, who wanted freedom to practice their faith without interference
Georgia	1733	Settled by people who had been in debtors' prisons in England. They hoped to experience economic freedom and a new life in the New World.

Attachment C: Life in the New England Colonies _____

Name:_____ **Date:**_____

Feature	Written Notes	Picture Representation
Resources	**Natural** **Human** **Capital**	
Geography		
Climate		
Specialization		
Examples of Interdependence		
Social Life		
Political Life		

Attachment D: Life in the Mid-Atlantic Colonies _____

Name:_____ **Date:**_____

Feature	Written Notes	Picture Representation
Resources	**Natural** **Human** **Capital**	
Geography		
Climate		
Specialization		
Examples of Interdependence		
Social Life		
Political Life		

Attachment E: Life in the Southern Colonies _____

Name:_____ **Date:**_____

Feature	Written Notes	Picture Representation
Resources	**Natural** **Human** **Capital**	
Geography		
Climate		
Specialization		
Examples of Interdependence		
Social Life		
Political Life		

Attachment F: Sample Assessment Items

Asterisk (*) indicates correct answer.

1. The reason for starting an English settlement at Jamestown was
A social.
B religious.
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 travel 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. What American colonial region had rocky soil and a jagged coastline?
A Southern
B Mid-Atlantic
C Western
D New England*

6. What American colonial region had coastal lowlands and rich farmlands?
A Mid-Atlantic*
B New England
C Western
D Southern

7. Who worked primarily as caretakers, housekeepers, and homemakers in colonial America?
A Women*
B Men
C Artisans
D Indentured servants

8. Which region's warm, mild climate and flat, fertile land made it ideal for growing crops?
A New England
B Mid-Atlantic
C Western
D Southern*

9. Why was the practice of slavery accepted in the Southern colonies?
A Enslaved African Americans were treated equally.
B Enslaved African Americans provided inexpensive labor.*
C Enslaved African Americans were willing to work for low pay.
D Enslaved African Americans were able to vote.

10. The men and women who agreed to work without pay in return for their passage to the colonies were called
A craftsmen.
B artisans.
C indentured servants.*
D large landowners.

11. Who enforced the English laws in the colonies?
A The Supreme Court
B The tax collectors
C The legislators
D The governor*

12. What American colonial region had deep harbors along the Atlantic Coast?
A Southern
B New England*
C Mid-Atlantic
D Northern

ORGANIZING TOPIC

American Revolution

Standard(s) of Learning

USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, 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 1865;
b) make connections between the past and the present;
c) sequence events in United States history from pre-Columbian times to 1865;
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.6 The student will demonstrate knowledge of the causes and results of the American Revolution by

a) identifying the issues of dissatisfaction that led to the American Revolution;
b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;
c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry;
d) explaining reasons why the colonies were able to defeat Great 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 1865.	_____
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	
Understand that as Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.	_____
Identify Great Britain's reasons for controlling the colonies and the steps they took to do it:	
• Great Britain desired to remain a world power.	_____
• In the American colonies, Great Britain's desire to remain a world power resulted in a conflict with the French known as the French and Indian War.	_____
• Great Britain imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War.	_____

Identify Great Britain's reasons for taxation of the colonies:

- To help finance the French and Indian War _____
- To help finance the maintenance of British troops in the colonies _____

Identify the following sources of colonial dissatisfaction:

- The colonies had no representation in Parliament. _____
- Some colonists resented the power of the colonial governors. _____
- Great Britain wanted strict control over colonial legislatures. _____
- The colonies opposed the British taxes. _____
- The Proclamation of 1763, which followed the French and Indian War, restricted the western movement of settlers. _____

Understand that new political ideas led to a desire for independence and democratic government in the American colonies. _____

Recognize that key philosophies in the Declaration of Independence were based upon ideas first expressed by European philosophers. _____

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)—to life, liberty, and the 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 American Revolution, 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 his "Give me liberty or give me death" speech _____
- Benjamin Franklin: Prominent member of Continental Congress; helped frame the Declaration of Independence; helped gain French support for American independence _____

Identify the following important individuals in the American Revolution, and describe the role they played:

- Phillis Wheatley: Enslaved African American who wrote poems and plays supporting American independence and who eventually gained her freedom. _____
- Paul Revere: Patriot who made a daring ride to warn colonists of British arrival. _____

Identify the significance of the key events of the American Revolution:

- 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 Great Britain and to promote independence. _____
- Battles of Lexington and Concord: The first armed conflicts of the Revolutionary War _____
- Approval of the Declaration of Independence: The colonies declared independence from Great Britain (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: Great Britain recognized American independence in this treaty. _____

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

- Some colonists' defense of their own land, principles, and beliefs _____
- Additional 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 site has 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.

"Jefferson and the Declaration of Independence." *The Monticello Classroom.* Thomas Jefferson Foundation. http://classroom.monticello.org/teachers/resources/profile/6/Jefferson-and-the-Declaration-of-Independence/. This site has teaching and learning tools, activities, and an image gallery focusing on Monticello and the life of Thomas Jefferson.

Liberty!: The American Revolution. PBS. http://www.pbs.org/ktca/liberty/. This interactive Web site provides much information on the topic, including a Teacher's Guide and Resources.

"Patrick Henry – Give Me Liberty or Give Me Death." http://theamericanrevolution.org/DocumentDetail.aspx?document=18. This site provides a representation of Patrick Henry's famous speech.

"Phillis Wheatley: A Brief Biography." *The James Madison Center.* http://www.ungardesign.com/websites/madison/main_pages/madison_archives/era/african/free/wheatley/bio.htm. This site offers a selection of Wheatley's poems.

"Phillis Wheatley." *Women in History: Living Vignettes of Notable Women from U.S. History.* http://www.lkwdpl.org/wihohio/whea-phi.htm. This site offers brief facts and information about Phillis Wheatley.

Renascence Editions: Poems, Phillis Wheatley. https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/844/poems.pdf?sequence=1. This site contains a full selection of Wheatley poems.

Reuben, Paul. P. "Phillis Wheatley (1753-1784)." *PAL: Perspectives in American Literature – A Research and Reference Guide.* http://www.csustan.edu/english/reuben/pal/chap2/wheatley.html#letter. This site contains poems and other writings by the slave who became a poet.

Session 1: French and Indian War

Materials

- Textbook and other resources
- Library and Internet resources on the French and Indian War, including http://www.ohiohistorycentral.org/entry.php?rec=498
- Construction paper

Instructional Activities

1. Review with students French and British exploration in the New World and the impact of this exploration on American Indians. Remind students of the motivating forces of exploration, including competition. Review the interactions between American Indians and Europeans, which led to both cooperation and conflict.

2. Have students use the textbook and library or Internet resources to research the French and Indian War (see http://www.ohiohistorycentral.org/entry.php?rec=498). Discuss the events leading to the war, the war itself, key people of the war, and the lasting effects of the war.

3. Have students use the information gathered in their research to create a three-part Venn diagram on construction paper, comparing and contrasting the perspectives of the French, the British, and the American Indians during the French and Indian War era. The diagram can be used for assessment purposes to ascertain students' understanding of the war. Ensure that students include the following information.
   - Great Britain's reasons for controlling the colonies and the steps taken to do it:
     - Great Britain desired to remain a world power.
     - In the American colonies, Great Britain's desire to remain a world power resulted in a conflict with the French known as the French and Indian War.
     - Great Britain imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War.
   - Great Britain's reasons for taxation of the colonies:
     - To help finance the French and Indian War
     - To help finance the maintenance of British troops in the colonies
   - Reasons for colonial dissatisfaction:
     - The colonies had no representation in Parliament.
     - Some colonists resented the power of the colonial governors.
     - Great Britain wanted strict control over colonial legislatures.
     - The colonies opposed the British taxes.
     - The Proclamation of l763, which followed the French and Indian War, restricted the western movement of settlers.

4. After students have finished their diagrams, divide the class into three groups to represent the perspectives of the French, the British, and the American Indians. Have each student prepare a statement or speech from their particular perspective about the French and Indian War, using their previous research. Students assigned to the same group can work in small groups or with partners to brainstorm ideas, identify key arguments, and practice their statements or speeches.

5. Have students present their statements or speeches, allowing students representing the different groups to debate one another based on their perspectives of the war.

Session 2: The Colonists' Grievances against the British

Materials

- Textbook and other resources
- Attachment A: American Revolution—Steps to Independence

Instructional Activities

1. Discuss with students the relationship between the thirteen colonies and Great Britain in the third quarter of the eighteenth century. Remind students of the disadvantages 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 they 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 the textbook to complete Attachment A, reading the text aloud in class or reading individually.
3. After students have completed the chart, 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 the kinds of grievances that citizens make against the federal government today. How are these complaints similar to those of the 1700s? What is one major difference between our relationship to our federal government today and the colonists' relationship to the British government?

Session 3: Patrick Henry and Thomas Paine

Materials

- Excerpts from the speeches and/or writings of Patrick Henry and Thomas Paine
- Attachment B: Guided Reading Outlines—Answer Key

Instructional Activities

1. Discuss with students the impact that Enlightenment ideas had on the colonists. 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. Have students create guided reading outlines similar to those on Attachment B. Distribute an excerpt from Thomas Paine's *Common Sense* (found at http://www.digitalhistory.uh.edu/ by clicking on For Teachers—Classroom Handouts—Toward Revolution) and from Patrick Henry's speech to the Virginia Convention (found at http://theamericanrevolution.org/DocumentDetail.aspx?document=18).
3. Have students read the excerpts individually or aloud as a class. If some of the language is difficult for students to understand, have them look up unfamiliar vocabulary. After they have completed the readings, help them identify the main ideas, and have them complete their guided reading outlines.
4. Have students use the information from the readings and from the textbook to write a persuasive editorial for the local newspaper explaining why colonists should support the battle for independence. Show students examples of present-day editorials from the local paper to help them understand the format and purpose of an editorial.

Session 4: The Declaration of Independence

Materials

- Copy of the Declaration of Independence (usually found in the textbook)
- Attachment C: Declaration of Independence Document Analysis Sheet
- "Jefferson and the Declaration of Independence," http://classroom.monticello.org/teachers/resources/profile/6/Jefferson-and-the-Declaration-of-Independence/

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 their independence.
   - Thomas Jefferson wrote the document.
   - It was approved by the Second Continental Congress on July 4, 1776.
2. Divide students into pairs or trios. Give each group a copy of 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. Have the groups share their analyses of the passages in sequential order. 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? If so, how?
   - What are the key philosophies listed in the Declaration of Independence, particularly those of John Locke?

   The Web site listed above provides additional information.

Session 5: Major Events of the Revolutionary War

Materials

- Poster-size sheets of paper
- Colored pencils or markers
- Textbook and other resources

Instructional Activities

1. Before beginning the lesson, have students read the appropriate section in the textbook or from other resources. Ask them to name some of the significant events of the American Revolutionary War, and list their answers on the board.

2. Have students work individually or in small groups to create timelines on large sheets of paper, illustrating and explaining some of the significant battles and other events of the war, including the following:
   - 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 Great Britain and to promote independence.
   - Battles of Lexington and Concord: First armed conflicts of the Revolutionary War
   - Approval of the Declaration of Independence: The colonies declared independence from Great Britain (July 4, 1776).
   - Battle of Saratoga: This American victory was the turning point in the war.
   - Battle and 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: Great Britain recognized American independence in this treaty.

   Encourage students to use color, pictures, and complete, concise explanations to highlight each event on the timeline.

Session 6: The Boston Massacre: Two Viewpoints

Materials

- Copies of documents reflecting the British and colonial viewpoints on the Boston Massacre
- A copy of the Paul Revere engraving depicting the Boston Massacre

Instructional Activities

1. Before beginning the lesson, explain to students that history can often be told from a variety of viewpoints. Explain that the Boston Massacre fits this pattern: there are two very different 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 an account from an anonymous person on the colonial side. Have students read Preston's account first. Discuss what happened according to the point of view of this British captain. List these "facts" in one column headed "British Viewpoint." Second, have students read the anonymous account. Discuss with students what the anonymous colonist said happened. List these "facts" in another column headed "Colonial Viewpoint."
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 causes of the American Revolution. Students should observe that the two accounts vary 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. 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 and then hypothesize why Revere drew the engraving the way he did.

Session 7: The Poetry of Phillis Wheatley

Materials

- Copies of some 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. The following resources are useful:
   - "Phillis Wheatley: A Brief Biography." *The James Madison Center*. http://www.ungardesign.com/websites/madison/main_pages/madison_archives/era/african/free/wheatley/bio.htm. This site offers a selection of Wheatley's poems.
   - "Phillis Wheatley." *Women in History: Living Vignettes of Notable Women from U.S. History*. http://www.lkwdpl.org/wihohio/whea-phi.htm. This site offers brief facts and information about Phillis Wheatley.
   - *Renascence Editions: Poems, Phillis Wheatley*. https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/844/poems.pdf?sequence=1. This site contains a full selection of poems by Wheatley.
   - Reuben, Paul. P. "Phillis Wheatley (1753-1784)." *PAL: Perspectives in American Literature – A Research and Reference Guide*. http://www.csustan.edu/english/reuben/pal/chap2/wheatley.html#letter. This site contains poems and other writings by the slave who became a poet.
2. After students have finished reading some of Wheatley's works and biography, discuss what made her so extraordinary.
3. Have students write a short essay about how Phillis Wheatley helped create the genre of African American literature and the role she played as a strong supporter of independence.

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Session 8: George Washington: Leadership before the Presidency

Materials

- Index cards labeled as follows:
  - The Seeds of Revolution
  - Command of the Continental Army
  - A Turning of the Tide: 1777
  - Valley Forge to Yorktown
  - Forging a Nation
- Short biography of George Washington, from library or Internet
- Copies of *An American President George Washington: Life Before the Presidency* at http://millercenter.org/academic/americanpresident/washington/essays/biography/2
- Chart paper
- Markers
- Attachment D: George Washington: Leadership before the Presidency

Instructional Activities

1. Label index cards as shown above, and distribute one card to each student. Have students with the same cards form groups. Have each of the five groups brainstorm a list of what they know about their topic and write the list on the backs of their cards. Ask for volunteers to share ideas from their list with the class.
2. Explain to students that the labels on these cards describe periods of George Washington's leadership during the Revolutionary War. Read a short biography of George Washington to the class. As you come across each of his accomplishments, list it on chart paper. After the story is complete, have students categorize the accomplishments and events related to the Revolutionary War.
3. Distribute copies of *An American President George Washington: Life before the Presidency* to the students. Have each group mark the section of the paper that their group is to read and report on to the class. Assign a role (e.g., reader, note-taker, reporter) to each group member. Have students take notes on the reading.
4. Distribute copies of Attachment D, and have students record information as the groups report on their research.
5. Have students use the information from Attachment D to review the events of the Revolutionary War and George Washington's leadership role.

Session 9: Benjamin Franklin's Accomplishments

Materials

- Index cards labeled as follows:
  - Scientist
  - Inventor
  - Statesman
  - Printer
  - Philosopher
  - Musician
  - Economist
- Short biography of Benjamin Franklin from library or Internet
- Library and internet resources, including http://www.fi.edu/franklin/
- Chart paper
- Markers
- Textbook
- Library and Internet resources on Benjamin Franklin
- Gray construction paper
- Attachment E: Benjamin Franklin's Accomplishments

Instructional Activities

1. Label index cards as shown above, and distribute one card to each student. Have students with the same cards form groups. Have each of the seven groups brainstorm a list of behaviors and actions a person with this title would evidence and write their list on the backs of their cards. Ask for volunteers to share ideas from their list with the class.
2. Explain to students that the labels on these cards describe Benjamin Franklin. Read a short biography of Benjamin Franklin to the class. As you come across each of his accomplishments, list it on chart paper. After the story is complete, have students categorize the accomplishments as belonging to scientist, inventor, statesman, printer, philosopher, musician, or economist.
3. Pass out Attachment E, and have students record the listed accomplishments in the appropriate sections. Then, have them use the textbook and library and/or Internet resources to fill in more of Benjamin Franklin's accomplishments.
4. Have students use the information from the biography and their research to write an epitaph for Benjamin Franklin's gravestone. Show students a picture of his gravesite (found at http://www.fi.edu/franklin/timeline/images/grave.jpg). Epitaphs can be placed on decorated tombstones cut out of gray construction paper and displayed on a wall or bulletin board.

Session 10: Assessment

Materials

- Attachment F: Sample Assessment Items

Instructional Activities

1. Have students complete the sample assessment items on Attachment F.

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Attachment A: American Revolution—Steps to Independence _____

Name:_____ **Date:**_____

Act	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—Answer Key

***Common Sense* by Thomas Paine**
(Note to teachers: This outline is designed to accompany the excerpt from *Common Sense* found on the *Digital History* Web site at http://www.digitalhistory.uh.edu/. 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 that 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 to teachers: Ask students to find the main points in paragraphs one, two, and three. 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)
The British ask to be friends again, yet they prepare for war.
The 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 C: Declaration of Independence Document Analysis Sheet _____

Group members:_____

Assigned passage:_____

The Declaration of Independence is regarded as an important human rights document. It was strongly influenced by the ideas of a number of Enlightenment philosophers, especially John Locke. As you read your assigned passage, pay close attention to the arguments, especially those of John Locke, supporting the coming revolution. Put the ideas presented in your assigned passage into your own words by writing clear sentences below that express the ideas and information contained in the passage.

Attachment D: George Washington: Leadership before the Presidency _____

Name:_____ **Date:**_____

The Seeds of Revolution	
Command of the Continental Army	
A Turning of the Tide: 1777	
Valley Forge to Yorktown	
Forging a Nation	

Attachment E: Benjamin Franklin's Accomplishments _____

Name:_____ **Date:**_____

Scientist	Inventor
Statesman	**Printer**
Philosopher	**Musician**
Economist	**Other information**

Attachment F: Sample Assessment Items

Asterisk (*) indicates correct answer.

1. How did Great Britain raise money to pay the costs of 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 Great Britain?
A The colonists did not have representation in Parliament.*
B The king refused to visit.
C The colonists preferred the governor.
D The king did not control colonial legislatures.

3. Which member of the House of Burgesses presented a powerful speech advocating revolution?
A John Adams
B Benjamin Franklin
C Paul Revere
D Patrick Henry*

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 battles of the American Revolutionary War take place?
A Lexington and Concord*
B Williamsburg and Yorktown
C Yorktown and Richmond
D Bunker Hill and Manassas

6. Which British General surrendered at Yorktown?
A Sir Thomas Gage
B Lord Cornwallis*
C Sir William Howe
D John Burgoyne

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 enslaved African American wrote poems and plays supporting American independence?
A Phillis Wheatley*
B Harriet Tubman
C James Lafayette
D Frederick Douglass

9. Who led patriots in throwing tea into Boston Harbor to protest taxes on tea?
A Patrick Henry
B Samuel Adams*
C Thomas Paine
D John Locke

10. The signing of what document recognized American independence from Great Britain?
A Common Sense
B Treaty of Paris*
C Constitution
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 key factor helped the American colonists win the Revolutionary War?
A Sale of tobacco
B Strong leadership*
C Trade routes with Europe
D Weak economy

ORGANIZING TOPIC

Birth of a Nation

Standard(s) of Learning

USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, 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 1865;
b) make connections between the past and the present;
c) sequence events in United States history from pre-Columbian times to 1865;
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.7 The student will demonstrate knowledge of the challenges faced by the new nation by

a) identifying the weaknesses of the government established by the Articles of Confederation;
b) describing the historical development of the Constitution of the United States;
c) 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 1865.	_____
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	
Recognize that the Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government.	_____
Explain the following basic weaknesses 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 branches	_____
Recognize that the development of the Constitution of the United States was significant to the foundation of the American republic.	_____
Recognize that the Constitution of the United States of America established a federal system of government based on power being shared between the national and state governments.	_____

Identify that the weaknesses in the Articles of Confederation led to the effort to draft a new constitution. _____

Identify the events of the Constitutional Convention:

- State delegates met in Philadelphia and decided not to revise the Articles of Confederation but to write a new constitution. _____
- George Washington was elected president of the Constitutional Convention. _____
- Delegates debated over how much power should be given to the new national government and how large and small states should be represented in the new government. _____
- The structure of the new national government included three separate branches of government:
  - Legislative _____
  - Executive _____
  - Judicial _____
- The Great Compromise decided how many votes each state would have in the Senate and the House of Representatives. _____
- The Constitution was signed at the end of the convention. _____

Recognize that for ratification, a minimum of nine of the thirteen states had to vote in favor of the Constitution before it could become law. _____

Summarize the following information on the Bill of Rights:

- Based on the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas Jefferson) _____
- These first ten amendments to the Constitution provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion). _____

Understand that Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power. _____

Recognize that all of the first five presidents were Virginians except John Adams. _____

Summarize the major accomplishments during the first five presidencies, using the following information:

- George Washington
  - The federal court system was established. _____
  - The Bill of Rights was added to the Constitution of the United States of America. _____
  - Plans were created 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 new land west of the Mississippi River. _____
- James Madison
  - The War of l812 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 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.

The Constitution of the United States: Charters of Freedom. The National Archives. http://www.archives.gov/exhibits/charters/constitution.html. The National Archives Web site includes comprehensive information about the Constitution.

Constitution: Travel Back in History. The Dirksen Congressional Center. http://www.congressforkids.net/Constitution_index.htm. The Dirksen Center provides background information and lessons related to the Constitution of the United States.

"The Constitutional Convention" *TeachingAmericanHistory.org.* Ashbrook Center for Public Affairs http://teachingamericanhistory.org/convention/. This site offers a comprehensive guide to the people and events at the Constitutional Convention.

"In Congress Assembled: Continuity and Change in the Governing of the United States." *The Learning Page: American Memory Collection.* Library of Congress. http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/conintro.html. This site provides a unit lesson plan on Congress, the Constitution of the United States, and current events.

"State Government." *Ben's Guide to Government for Kids (6-8).* U.S. Government Printing Office. http://bensguide.gpo.gov/6-8/government/state/index.html. Written at a middle school level, this site provides an overview of the constitutional authority of state governments.

"The U.S. Constitution Power Grab Game." *The Educator's Reference Desk.* 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.

Session 1: The Articles of Confederation

Materials

- Internet access
- Information on the Articles of Confederation. The following Web sites will be helpful:
  - http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/newnatn/confed/confed.html
  - http://www.loc.gov/rr/program/bib/ourdocs/articles.html#American
  - http://bensguide.gpo.gov/6-8/documents/articles/index.html

Instructional Activities

1. Explain that during the American Revolution, the delegates to the Second Continental Congress planned a central government for the United States. The laws for this government were called the Articles of Confederation, and in 1781, all thirteen states ratified this first constitution. Under the new laws, the nation was ruled by Congress, and each state had one vote. The Articles of Confederation helped the nation in a few ways. Under the Articles of Confederation, the United States and Great Britain signed the Treaty of Paris. The new government also passed the Northwest Ordinance, which helped the new nation govern the development of the Northwest Territory.

2. Explain that under the Articles of Confederation, the central government was so weak that the new nation had many problems. The deficiencies of the Articles of the Confederation included the following:
   - 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 branches of government

3. Have students form a simple chart by dividing a notebook page vertically. Across the top, have them write "The Articles of Confederation" and its date, 1781. Have them label the left side of the page "Accomplishments" and the right side "Weaknesses." Have students draw pictures to help them remember the accomplishments and weaknesses of the Articles of the Confederation.

Session 2: The Constitutional Convention

Materials

- Internet access
- Copies of the Constitution of the United States (available at http://www.archives.gov/exhibits/charters/constitution.html)

Instructional Activities

1. Explain 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 deciding which powers to delegate to the central government versus which powers the states should retain.
2. Explain that in May 1787, 55 delegates from 12 of the 13 states came to Philadelphia to correct the problems with the Articles of Confederation. The delegates first act was to elect George Washington as president of the convention. They agreed that each state, large or small, would have one vote at the convention. Although the purpose of the convention was to revise the Articles of Confederation, the delegates moved to develop a new structure of government. The convention meetings were kept private as the delegates debated the different plans under consideration.
3. Explain that the delegates debated over how much power should be given to the new government and how large and small states should be represented in the new government. The large states supported the Virginia Plan, created by James Madison, by which a state's representation in both houses of Congress would have been determined by population. The small states supported the New Jersey Plan, which proposed that the states have equal representation in Congress. The Virginia Plan called for three separate branches of government: the Legislative, the Executive, and the Judicial. The Legislative Branch would make the laws and be divided into two parts: the Senate and the House of Representatives. The Executive Branch would make sure that federal laws were being carried out. The Judicial Branch would decide the meaning of the laws.
4. Explain that after much debate, the delegates reached what was called the Great Compromise, which decided how many votes each state would have in the Senate and the House of Representatives. The Senate would consist of two senators from each state. The House of Representatives would consist of a number of representatives in proportion to each state's population.
5. Explain that on September 17, 1787, the Constitution of the United States was signed. After the delegates signed the Constitution, it did not become law right away. Two-thirds (nine) of the states had to vote in favor of the Constitution before it could become law.
6. Have students create a timeline of the Constitutional Convention that includes all key points—i.e., events, people, and explanations.

Session 3: Checks and Balances in the Constitution

Materials

- Attachment A: Checks and Balances in the Constitution
- Copies of the Constitution of the United States (available at http://www.archives.gov/exhibits/charters/constitution.html)

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. Discuss why the system of checks and balances is so important.

2. Distribute copies of Attachment A. Have students work individually or in pairs to complete the chart, using a copy of the Constitution of the United States. Once students have completed the chart, 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 of the federal government has the power to "check" certain specified actions. Below are some sample actions:
   - The president vetoes a bill related to Medicare because it does not provide for a prescription drug benefit. *(Checked by the legislative branch: The veto can be overridden by a two-thirds 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 bill.)*
   - 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 confirm the appointment with a two-thirds vote, or the House may 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.)*

   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. 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. You may also wish to 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.

Session 4: Ratification of the Constitution of the United States

Materials

- Textbook and other resources on the Ratification of the Constitution of the United States
- Attachment B: Ratification Views Comparison Chart
- Poster paper
- Markers

Instructional Activities

1. Explain to students that citizens of the new republic disagreed about the degree of power granted to the federal government. Many people believed that the states should have retained greater political influence and power, and they were distrustful of a strong central government. Others felt the federal government should be strong and exercise many powers. These opposing points of view led to disagreements over the ratification of the Constitution of the United States.
2. Have students research the people who were supportive of the new Constitution and those who were opposed to it. Distribute copies of Attachment B for students to use in comparing the opposing political views. Encourage students to use the textbook and additional resources to complete the chart.
3. After students have taken notes on the opposing groups, place students into small groups of three or four, and have each group create a political poster that illustrates their group's political ideas on the ratification of the Constitution. Have students use pictures and create political slogans for their posters.
4. Have 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.
5. Have students research the order in which the states ratified the Constitution and then complete the chart at the bottom of Attachment B. For additional information, see: http://bensguide.gpo.gov/6-8/documents/constitution/background.html or http://teachingamericanhistory.org/ratification/.

Session 5: The Bill of Rights

Materials

- Poster paper
- Markers
- Copies of the Constitution of the United States (available at http://www.archives.gov/exhibits/charters/constitution.html)
- Lesson plans on the Virginia documents found at http://chnm.gmu.edu/7tah/unitdocs/unit21/pdfs/lessons.pdf

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. Some leaders, such as Thomas Jefferson, opposed a strong central government. He feared that the federal government would abuse the use of power and trample on the rights of citizens. Others insisted that the separation of powers and checks and balances included in the Constitution would prevent an abuse of power. Nevertheless, the Bill of Rights was added to the Constitution to allay those fears. The Bill of Rights, written by James Madison, was based on the Virginia Declaration of Rights written by George Mason and the Virginia Statute for Religious Freedom written by Thomas Jefferson. The Bill of Rights comprises the first ten 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. Each poster must include the following:
   - An explanation of the amendment in the students' own words
   - A picture or pictures (drawn or cut from magazines) that illustrates the ideas expressed in the amendment
   - An explanation of why this right is important to American citizen's civil liberties

3. When the posters are complete, have groups share their posters with the rest of the class. Stress the importance of the 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 fearful 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 6: Major National Issues and Events Facing the First Five Presidents

Materials

- Attachment C: Major Events and Issues
- Textbook and other resources

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, the president. It did not specify the structure of the judicial branch. It was left to the early political leaders to define these aspects of the federal government.

2. Distribute copies of Attachment C, and have students use it to record the major national issues and events that faced the first five presidents. Allow them to use the textbook and class notes to complete the chart. Be sure they include the following information on the accomplishments of the first five presidents:
   - George Washington
     - The federal court system was established.
     - The Bill of Rights was added to the Constitution of the United States.
     - Plans were created 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 new land west of the Mississippi River.
   - James Madison
     - The War of l812 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.

3. After students have completed the chart, review their answers as a whole class. Point out that the federal government played a large role under the new Constitution. After the discussion, have students write a eulogy of one of the five presidents, including his major accomplishments as president and the historically significant events during his term in office. You may need to define *eulogy* and explain the nature and purpose of a eulogy. Students may need to do further research in the library and/or the Internet if the textbook lacks necessary information.

4. After students have completed the assignment, have student volunteers read their eulogies to the class.

Session 7: Assessment

Materials

- Attachment D: Sample Assessment Items

Instructional Activities

1. Have students complete the sample assessment items on Attachment D.

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Attachment A: Checks and Balances in the Constitution _____

Name:_____ **Date:**_____

Using 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.

The power to…	Branch that has this power	Branch that checks this power (may 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 presidential appointments		
7. Declare laws unconstitutional		
8. Override presidential vetoes		
9. Appoint Supreme Court judges for life		
10. Control appropriations of money		

Based on a chart in a lesson on checks and balances found at http://www.cyberlearning-world.com/lessons/checks.htm.

Attachment B: Ratification Views Comparison Chart _____

Name:_____ **Date:**_____

Political Idea	Point of View of Those in Favor of the Constitution	Point of View of Those Opposed to the Constitution
The role of the people in government		
The role of the federal government vs. the role of the state governments		
The nature of the economy and a national bank		

Order in Which the States Ratified the Constitution	
State	**Date**
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12	
13.	

Attachment C: Major Events and Issues _____

Name:_____ **Date:**_____

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

Attachment D: Sample Assessment Items

Asterisk (*) indicates correct answer.

1. The United States government is 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 create 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 new Parliament.

5. Who drafted the Virginia Plan?
- A James Madison*
- B Thomas Jefferson
- C Patrick Henry
- D George Washington

6. The main responsibility of Congress is to
- A approve treaties.
- B control the armed forces.
- C hire government officials.
- D make laws.*

7. Who was president when the two-party system emerged?
- A Thomas Jefferson
- B John Adams*
- C George Washington
- D James Monroe

8. Who was president when the federal court system was established?
- A George Washington*
- B Thomas Jefferson
- C Patrick Henry
- D John Adams

9. What president bought Louisiana from France?
- A James Madison
- B George Washington
- C Thomas Jefferson*
- D John Adams

10. What president warned European nations not to interfere with issues pertaining to 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 demonstrate skills for historical and geographical analysis and responsible citizenship, 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 1865;
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;
i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

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 1865. _____

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

Understand 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 after 1801:

- 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 and the Oregon Territory 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. _____

Understand that westward migration was influenced by geography and economic opportunity. _____

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, most industrialization in America was in the North; however, the equipment produced in the North had an impact on the farming society of the South. _____

Define *inventor* as a person who is the first to think of or make something. _____

Define *entrepreneur* as a person who organizes resources to bring a new or better good or service to market in hopes of earning a profit. _____

Explain how new technologies and inventions had an impact on society:

- 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 (an enslaved African American) and Cyrus McCormick worked to invent the reaper. McCormick was an entrepreneur who brought the reaper to market. The reaper increased the productivity of the American farmer. _____
- The steamboat was improved by the entrepreneur Robert Fulton. It eventually provided faster river transportation connecting 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.

"Cyrus McCormick. (1809-1884): Mechanical Reaper." *Inventor of the Week Archive*. Massachusetts Institute of Technology. http://web.mit.edu/invent/iow/mccormick.html. This site offers information about Cyrus McCormick's invention of the horse-drawn reaper.

Lewis & Clark: The Journey of the Corps of Discovery. PBS. http://www.pbs.org/lewisandclark/index.html. This site offers much information about the Ken Burns film on the Lewis and Clark expedition.

NationalAtlas.gov. http://nationalatlas.gov/index.html. This site offers various printable outline maps of the United States.

Outline Maps: Education Place. Houghton Mifflin Harcourt Company. http://www.eduplace.com/ss/maps/. This site provides outline maps that may be printed and used in the classroom.

"Robert Fulton." *University of Virginia American Studies*. http://xroads.virginia.edu/~HYPER/DETOC/transport/fulton.html. This site offers background information on Robert Fulton's improvement design for the steamboat.

"Teaching with Documents: Eli Whitney's Patent for the Cotton Gin." *Archives.gov*. National Archives. http://www.archives.gov/education/lessons/cotton-gin-patent/. This site offers information about Eli Whitney's invention of the cotton gin.

Session 1: Lewis and Clark Expedition: Journey of the Corps of Discovery _____

Materials

- Internet access
- Attachment A: Lewis and Clark: The Journey of the Corps of Discovery
- Map of the United States showing rivers and lakes (for printable maps, see *NationalAtlas.gov*. at http://nationalatlas.gov/index.html)

Instructional Activities

1. Explain to students that the period from 1801 to 1861 was a period of rapid expansion westward in the United States. Citizens increasingly looked to the West in the hope of acquiring land for agriculture and natural resources. By the 1830s, this western expansion was supported by the belief in "Manifest Destiny," the idea that expansion was for the good of the country and was the right of the country. One major land acquisition was the Louisiana Purchase in 1803. A few weeks after the purchase, President Jefferson commissioned Meriwether Lewis and William Clark to go on an expedition to explore the unknown territory of the Northwest. They explored the Louisiana Purchase and the Oregon Territory from the Mississippi River to the Pacific Ocean.
2. Have students gather 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* at 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; a wrong decision results in having to return to the beginning of the route.
3. Distribute copies of a map of the United States showing rivers and lakes and copies of Attachment A, which includes questions to be answered while going on the virtual expedition. Have students follow the directions on the chart.
4. Ask students to create journal entries to record the experiences of their virtual expedition as if they were on an actual expedition. When the expedition has been completed, have each student share one journal entry.

Session 2: History of Western Expansion; Influences on Westward Movement _____

Materials

- Outline map of the United States (for printable maps, see *NationalAtlas.gov.* at http://nationalatlas.gov/index.html)
- Textbook and other resources
- Desk atlas
- Colored pencils
- Attachment B: Map Exercise: Territorial Growth of the United States

Instructional Activities

1. Distribute copies of an outline map of the United States and copies of Attachment B. Have students follow the directions to create a visual representation of the territorial growth of the United States. Allow students to use the textbook and/or a desk atlas to complete the map.

2. Have students use their completed map to answer questions about historical events related to western expansion after 1801. Include questions about the following:
   - 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 and the Oregon Territory from the Mississippi River to the Pacific Ocean.
   - Florida: Spain gave Florida to the United States through a treaty.
   - Texas: Texas was added to the United States 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.

3. Review with students the 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

Session 3: Impact of New Technologies and Inventions

Materials

- Textbook and other resources about inventions during the period
- "Lesson 7: Inventors Dreaming Up New Ideas," *EconFun for Teachers.* http://www.econ-fun.com/pdf_Files/07%20Lesson-Inventors%204th%20ed%20online.pdf
- Attachment C: Influential Inventions

Instructional Activities

1. Discuss the terms *inventor* and *entrepreneur*. Define *inventor* as a person who is the first to think of or make something. Define *entrepreneur* as a person who organizes resources to bring a new or better good or service to market in hopes of earning a profit. Discuss how a person might be both an inventor and an entrepreneur or might be one or the other. (See the EconFun lesson listed above for additional activities about inventors.)

2. Explain to students that new technologies and inventions during this time period had a big impact on society. Inventors and entrepreneurs saw a wealth of opportunities in the growth of the United States, and many were hugely successful.
   - Eli Whitney was an inventor who invented the cotton gin (short for "engine"), a machine that quickly and easily separates cotton fibers from the seeds, a job previously done by hand. The cotton gin increased the production of cotton and thus increased the need for slave labor to cultivate and pick the cotton.
   - Cyrus McCormick was a successful inventor and entrepreneur who worked with Jo Anderson, an enslaved African American, to invent the reaper. McCormick was also an entrepreneur who brought the reaper to market. The reaper increased the productivity of the American farmer.
   - Robert Fulton was a successful inventor and entrepreneur who improved the steamboat and made it commercially profitable. The steamboat eventually provided faster river transportation connecting Southern plantations and farms to Northern industries and Western territories.

3. Distribute copies of Attachment C, and have students use it to research and describe influential inventions, using the textbook and other relevant resources.

Session 4: Assessment

Materials

- Attachment D: Sample Assessment Items

Instructional Activities

1. Have students complete the sample assessment items on Attachment D.

.

Attachment A: Lewis and Clark Expedition: 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 adventure stories. Congress appropriated the sum of $2,500, a huge sum at the time, 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 land, water features, and native people 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 expedition journal.
- Chart your course on a U.S. map. Write on your map the names of locations, land formations, locations of Indian tribes, and topographical features such as mountains, rivers, and lakes.
- Create three journal entries about your adventures during the journey. See the journal entries included in the virtual tour as an example. Be sure to include dates, and be creative!

Questions

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

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

Directions

On an outline map of the United States, create a visual representation of the territorial growth of the United States, using the steps listed below:

1. Label each state.
2. Indicate on the map the following areas, using color pencils and a different color for each:
   - The original 13 colonies
   - The United States, 1783
   - The Louisiana Purchase, 1803
   - Territory ceded from Great Britain, 1818
   - Florida, 1819–1821
   - The Texas Annexation, 1845–1848
   - Oregon Country, 1846
   - The Mexican Cession, 1848
   - The Gadsden Purchase, 1853
3. Create a legend for the map to explain the color-coding.
4. Write the following descriptions within the applicable territories:
   - Congress annexed this territory by a joint resolution in 1845.
   - Great Britain agreed in 1846 to United States control of this territory south of the 49th parallel.
   - The United Stated acquired this territory in 1848 through the Treaty of Guadalupe-Hildalgo.
   - The United States bought this territory from Mexico in 1853 for $10 million.
   - The United States purchased this large territory from France in 1803.
   - Great Britain ceded this territory to the United States as a result of the Convention of 1818.
   - Spain ceded this territory to the United States in 1819.
   - This territory represents the United States expansion to 1783.
5. On the back of your map, list the countries from which the United States acquired territory between 1803 and 1853.
6. Explain how your map illustrates the idea of “Manifest Destiny.”

Attachment C: Influential Inventions _____

Invention	Inventor/Entrepreneur	Description	Impact
Cotton gin			
Reaper			
Steamboat			
Steam locomotive			

Attachment D: Sample Assessment Items

Asterisk (*) indicates correct answer.

1. What event 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 Texas Annexation
B Louisiana Purchase and Oregon Territory*
C Mexican Cession
D Gadsden Purchase

3. Which country gave Florida to the United States, based on the conditions of a treaty?
A Spain*
B France
C England
D Portugal

4. What independent republic joined the United States?
A Mississippi
B Georgia
C Texas*
D New Mexico

5. As a result of a war with Mexico, which state became part of the United States?
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 easily separated the cotton fibers from the seed?
A Cyrus McCormick
B Robert Fulton
C Eli Whitney*
D Thomas Jefferson

9. Who invented the reaper, which 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, which 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 demonstrate skills for historical and geographical analysis and responsible citizenship, 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 1865;
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 women's 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 1865. _____

Interpret ideas and events from different historical perspectives. _____

Interpret patriotic slogans and excerpts from notable speeches and documents. _____

Content

Understand that the abolitionists worked to end slavery. _____

Summarize the following aspects of the abolitionist movement:

- Most abolitionists demanded immediate freeing of the slaves. _____
- Abolitionists believed that slavery was wrong:
  - Morally wrong _____
  - Cruel and inhumane _____
  - A violation of the principles of democracy _____
- Abolitionist leaders included both men and women.
  - Harriet Tubman led hundreds of enslaved African Americans to freedom along the Underground Railroad. _____
  - William Lloyd Garrison wrote the *Liberator* newspaper and worked for the immediate emancipation of all enslaved African Americans. _____
  - Frederick Douglass wrote the *North Star* newspaper and worked for rights for African Americans and women to better their lives. _____

Understand that the women's suffrage movement helped women gain equal rights. _____

Summarize the following aspects of the women's suffrage movement:

- 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 the right to own property _____

- The movement was led by strong women who began their campaign before the Civil War and continued after the war had ended:
  - Isabel (Sojourner) Truth, a former enslaved African American, was a nationally known advocate for equality and justice. _____
  - Susan B. Anthony was an advocate to gain voting rights for women and equal rights for all. _____
  - Elizabeth Cady Stanton played a leadership role in the women's rights movement. _____

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. Library of Congress. http://memory.loc.gov/ammem/doughtml/doughome.html. This site presents the papers of the 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 nineteenth century.

"Declaration of Sentiments." *The National Park Service.* http://www.nps.gov/wori/historyculture/declaration-of-sentiments.htm. This site provides the full text of the Declaration of Sentiments.

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 her life.

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.

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/education/lessons/woman-suffrage/. This lesson is a play entitled "Failure Is Impossible" by Rosemary H. Knower. It was written for the 75th anniversary of the 19th amendment.

"William Lloyd Garrison." *Africans in America: Judgment Day.* PBS. http://www.pbs.org/wgbh/aia/part4/4p1561.html. This site profiles the work of the editor of *The Liberator*, an anti-slavery newspaper.

Session 1: Historically Significant Abolitionists

Materials

- Textbook and other resources
- Library resources on abolitionists
- 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 cruel and inhumane, morally wrong, and 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, Angelina and Sarah Grimke, or David Walker to each pair or group of students. Have students research information about their assigned abolitionist, using the textbook, library resources, and/or the Internet. Helpful Web sites on these individuals are listed in the Sample Resources section for this organizing topic. Make sure students gather information on the following:
   - The biography of the person, such as place and date of birth and family background
   - The person's contributions to the abolitionist movement and other achievements
   - The overall impact that the person's life had on American history

   You may wish to present these elements in chart format so that students will have a structure to guide them in their research.

3. After students have completed their research, have them compose a eulogy to commemorate their assigned abolitionist. Eulogies should contain the elements listed above.

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 eulogies with the class. List the names of the researched abolitionists on the board, and have students provide information they remember from the various eulogies.

Session 2: Varying Approaches of Abolitionist Leaders

Materials

- Information from previous session

Instructional Activities

1. Emphasize to students that abolitionist leaders included both men and women as well as both white and black persons. These leaders varied greatly in their approach to ending slavery. Some used moral persuasion, others worked through political channels, and still others used violence.
2. Display the continuum pictured below, on the board or on an overhead transparency. Explain the purpose of a continuum.

Continuum of Abolitionists' Approaches

Radical ..... Moderate

Nat Turner
- Led violent slave rebellion in 1831
- Was motivated by religion

William Lloyd Garrison
- Founded *The Liberator*
- Worked for the immediate emancipation of all enslaved African Americans
- Was deeply religious and a moral absolutist
- Was cofounder of the American Anti-Slavery Society (1833)

Harriet Tubman
- Led hundreds of enslaved African Americans to freedom along the Underground Railroad

David Walker
- Was a free African American
- Advocated fighting for freedom, not waiting for the abolition of slavery

Frederick Douglass
- Ran away from his master and spoke publicly against slavery
- Founded the *North Star* in 1847
- Worked through political channels for rights for African Americans and women to better their lives

3. Lead a class discussion of the various approaches to abolition displayed by abolitionists at the time. Encourage students to discuss which strategy would have been the most effective and why.

Session 3: The Declaration of Sentiments and the Declaration of Independence

Materials

- Copies of the Declaration of Sentiments (available at The National Park Service Web site, http://www.nps.gov/wori/historyculture/participants-of-the-first-womens-rights-convention.htm)
- Copy of the Declaration of Independence
- Attachment A: The Declaration of Sentiments

Instructional Activities

1. Explain to students that many abolitionists also supported the women's suffrage movement in the 1830s. In the early 1800s, women had few basic rights. They were
   - denied the right to vote
   - denied educational opportunities, especially for higher education
   - denied equal opportunities in business
   - limited in the right to own property.

   They were expected to marry, take care of the home and children, and obey their husbands in all things. Women who were fighting to end slavery recognized their own bondage and began to find it intolerable. Women activists 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. Distribute copies of Attachment A and the Declaration of Sentiments. (The National Park Web site listed above also provides short biographies on the signers of the document.) Have students read the document, and discuss as a class the main ideas, including that "all men and women are created equal."

3. Display a copy of the Declaration of Independence, or have students refer to it in the textbook, and guide students in comparing the two documents. Have students consider ways the Declaration of Independence in its original form fell short of providing true equality to all. Discuss why this was true. Point out that the suffrage movement was led by strong women who began their campaign before the Civil War and continued after the war had ended. These leaders included Isabel (Sojourner) Truth, a former enslaved African American, who became a nationally known advocate for equality and justice and Susan B. Anthony, who was an advocate for voting rights for women and equal rights for all.

4. Have students complete Attachment A after studying the Declaration of Sentiments.

Session 4: Women's Societal Position from the Nineteenth Century to the Present _____

Materials

- Attachment A: The Declaration of Sentiments, completed in previous session
- Internet access
- Attachment B: Changes in Women's Societal Position

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 previous session and also do research to discover changes in women's societal roles over time.
2. Distribute copies of Attachment B, and have students work individually or in pairs to complete the chart. Assist students in completing the "Women in the 1800s" column by considering what they learned in the previous lesson; correct answers are shown in the table below.
3. After students complete the second column, direct them to appropriate resources for completing column three, "Women Today."

Women's Position	Women in the 1800s	Women Today
Political/Legal (political/legal rights held by women)	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 to divorce their husbands nor gain custody of their children. Once married, women were the "property" of their husbands.	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.
Economic (economic opportunities existing for women)	Women had limited rights to own property and were not permitted access to "professional" employment. Working women were paid lower wages than men.	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 obstacles to promotion for women.
Educational (educational opportunities available to women)	Women had limited access to higher education.	Students' research should focus on the number of women enrolled in college and graduate school as compared with men.
Social (social position of women vs. social position of men)	Women were not considered social equals of men. 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.	Students' research or observations should examine how men and women interact today. What are the current expectations for women?

Session 5: Assessment

Materials

- Attachment C: Sample Assessment Items

Instructional Activities

1. Have students complete the sample assessment items on Attachment C.

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Attachment A: The Declaration of Sentiments

Background
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.

1. What document does the Declaration of Sentiments, especially its beginning, resemble?
2. What are three specific examples of how the two documents are similar?
3. What are two specific examples of how the two documents differ?
4. Who was the audience for the Declaration of Sentiments?
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: Changes in Women's Societal Position

Name:_____ **Date:**_____

Women's Position	Women in the 1800s	Women Today
Political/Legal (political/legal rights held by women)		
Economic (economic opportunities existing for women)		
Educational (educational opportunities available to women)		
Social (social position of women vs. social position of men)		

Attachment C: Sample Assessment Items

Asterisk (*) indicates correct answer.

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.

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.

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 suffrage movement.*

4. Who ran away from his master and later started an abolitionist newspaper called *The North Star*?
- A Frederick Douglass*
- B Horace Mann
- C Charles T. Weber
- D William Lloyd Garrison

5. The network of escape routes out of the South for enslaved people was known as the
- A Freedom Network.
- B Slave Network.
- C Underground Railroad.*
- D Southern Railroad.

6. 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.

7. Who published the anti-slavery newspaper *The Liberator*?
- A William Lloyd Garrison*
- B Nat Turner
- C Harriet Beecher Stowe
- D John Brown

8. "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*

9. What abolitionist and women's rights leader escaped from slavery?
- A Isabel (Sojourner) Truth*
- B Dolley Madison
- C Martha Washington
- D Susan B. Anthony

10. Who worked tirelessly to make sure that women would be able to vote?
- A Isabel (Sojourner) Truth
- B Dolley Madison
- C Susan B. Anthony*
- D Martha Washington

ORGANIZING TOPIC

Civil War

Standard(s) of Learning

USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, 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 1865;
b) make connections between the past and the present;
c) sequence events in United States history from pre-Columbian times to 1865;
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 African American soldiers), women, and enslaved African Americans.

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 1865.	_____
Make connections between the past and the present.	_____
Sequence events in United States history from pre-Columbian times to 1865.	_____
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, economic, 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 issues
  - The North was mainly an urban society in which people held jobs in cities. _____
  - 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 issues
  - The North was a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition. _____
  - The South was largely agricultural. Southerners opposed tariffs that would cause prices of manufactured goods to increase. Planters were also concerned that Great Britain might stop buying cotton from the South if tariffs were added. _____
- Constitutional issues
  - A major conflict was states' rights versus strong central government. _____

Understand that the South feared that the North would take control of Congress, and Southerners began to proclaim states' rights as a means of self-protection. _____

Understand that the North believed that the nation was a union that could not be divided. _____

Understand 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 entered the Union as a slave state; Maine entered the Union as a free state. _____
- Compromise of l850: California entered the Union as a free state. Southwest territories would decide the slavery issue for themselves. _____
- Kansas-Nebraska Act: People in each state would decide the slavery issue ("popular sovereignty"). _____

Explain the following aspects of the succession of the Southern states from the Union:

- 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. _____
- 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. _____

Understand that Southern states that were dependent upon labor-intensive cash crops seceded from the Union. _____

Identify the states that seceded from the Union: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. _____

Identify border states (slave states) that remained in the Union: Delaware, Kentucky, Maryland, and Missouri. _____

Identify the free states that remained in the Union: California, Connecticut, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Vermont, West Virginia, and Wisconsin. _____

Explain that West Virginia was formed from western counties of Virginia that refused to secede from the Union. _____

Understand that Abraham Lincoln's and Robert E. Lee's views of the nature of the United States were very different and that such views led to an unavoidable conflict. _____

Summarize roles of the following Civil War leaders, and explain the different views of the nature of the United States that Lincoln and Lee held:

- Abraham Lincoln
  - Was President of the United States _____
  - Opposed the spread of slavery _____
  - Issued the Emancipation Proclamation _____
  - Determined to preserve the Union, by force if necessary _____
  - Believed the United States was one nation, not a collection of independent states _____
  - Wrote the Gettysburg Address that said the Civil War was to preserve a government "of the people, by the people, and for the people" _____
- Jefferson Davis
  - Was president of the Confederate States of America _____
- Ulysses S. Grant
  - Was general of the Union army that defeated Lee _____
- Robert E. Lee
  - Was leader of the Army of Northern Virginia _____
  - Was offered command of the Union forces at the beginning of the war, but chose not to fight against Virginia _____
  - Opposed secession, but did not believe the Union should be held together by force _____
  - Urged Southerners to accept defeat at the end of the war and reunite as Americans when some wanted to fight on _____
- Thomas "Stonewall" Jackson
  - Was a skilled Confederate general from Virginia _____
- Frederick Douglass
  - Was an enslaved African American who escaped to the North and became an abolitionist _____

Understand that location and topography were critical elements influencing important developments in the Civil War, including major battles. _____

Identify the locations of the major battles and events of the Civil War:

- The firing on Fort Sumter, S.C., began the war. _____
- The first Battle of Manassas (Bull Run) was the first major battle. _____
- The signing of the Emancipation Proclamation made "freeing the slaves" the new focus of the war. Many freed African Americans joined the Union army. _____
- The Battle of Vicksburg divided the South; the North controlled the Mississippi River. _____
- The Battle of Gettysburg was the turning point of the war; the North repelled Lee's invasion. _____
- Lee's surrender to Grant at Appomattox Court House in 1865 ended the war. _____

Describe how location and topography influenced the following critical developments of the Civil War:

- The Union blockade of Southern ports (e.g., Savannah, Charleston, New Orleans) _____
- Control of the Mississippi River (e.g., Vicksburg) _____
- Battle locations influenced by the struggle to capture capital cities (e.g., Richmond; Washington, D.C.) _____
- Control of the high ground (e.g., Gettysburg) _____

Understand that life on the battlefield and on the home front was extremely harsh. Many soldiers died from disease and exposure. _____

Summarize the following general effects of the Civil War on the lives of soldiers and women:

- Family members were often pitted against one another, as were friends against friends. _____
- As the war went on, Southern troops became increasingly younger and more poorly equipped and clothed. _____
- Much of the South was devastated at the end of the war (e.g., burning of Atlanta and Richmond). _____
- Disease was a major killer. _____
- Clara Barton, a Civil War nurse, created the American Red Cross. _____
- Combat was brutal and often man-to-man. _____
- Women were left to run businesses in the North and farms and plantations in the South. _____
- The collapse of the Confederacy made Confederate money worthless. _____

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 enslaved African Americans as naval crew members 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, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He became a Congressman after the 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. Library of Congress. http://memory.loc.gov/ammem/cwphtml/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 Archive*. Ohio State University. http://www.ehistory.com/uscw/index.cfm. This extensive site contains much information on the topic.

CivilWar@Smithsonian. Smithsonian Institution. http://www.civilwar.si.edu/home.html. This site offers a comprehensive collection of materials related to the Civil War.

From Revolution to Reconstruction…and what happened afterwards: Biographies. http://odur.let.rug.nl/~usa/B/. This site contains data regarding historical persons related to this period in 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.

Outline Maps: Education Place. Houghton Mifflin Harcourt Company. http://www.eduplace.com/ss/maps/. This site provides outline maps that may be printed and used in the classroom.

The Presidents. 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.civil-war.net/pages/sullivan_ballou.asp. This site presents an emotional letter from a soldier on the battlefront in 1861.

"Thomas Jonathan Jackson (1824–1863)." *Shotgun's Home of the American Civil War*. http://www.civilwarhome.com/jackbio.htm. This site gives a biography of Stonewall Jackson.

"The United States of America: 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.

Session 1: Causes of the Civil War

Materials

- Textbook and other resources
- Attachment A: Events Leading to the Civil War
- 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 the South to secede 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 the textbook or in other resources about the primary causes and events that led to the Civil War. After they have reviewed the necessary information, discuss what they think were the primary causes of the war, listing them 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. Direct students to create an illustrated timeline of the causes of the Civil War. 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 must 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 the following set of significant events and/or causes into chronological order, as shown below:
   - 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
   - Civil War

   Explanations of these events are found on Attachment A. Display these events on the board in random order, and have students work together to put them in chronological order. Once they are in order, review each event and the order of the events, supplying the students with the explanations on Attachment A. To emphasize that these are "steps" to the Civil War, have students arrange them in a staircase fashion.

Session 2: Map of the Union and the Confederacy

Materials

- Outline map of the United States in 1860 (see http://www.eduplace.com/ss/maps/pdf/us1860_nl.pdf)
- Colored pencils
- Textbook and other resources

Instructional Activities

1. Give each student an outline map of the United States in 1860. 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 map

   Encourage students to use color.
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

- Attachment B: Civil War Battles
- Textbook and other resources
- Desk atlas
- Completed map from previous session

Instructional Activities

1. Have students use the textbook and other resources to complete the chart on Attachment B, which addresses the major battles of the Civil War and their historical significance. After students have completed the chart, review answers in a whole-class discussion.
2. Have students use the map from the previous session, their completed chart, and a desk atlas and/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 of the Civil War

Materials

- Internet access
- Selection of Civil War era letters written by ordinary people, available at the following Web sites:
  - *Letters from an Iowa Soldier in the Civil War.* http://www.civilwarletters.com/home.html
  - "Sullivan Ballou's Letter to His Wife." *The Civil War Home Page.* http://www.civil-war.net/pages/sullivan_ballou.asp
  - *The Valley of the Shadow: Two Communities in the American Civil War.* http://valley.vcdh.virginia.edu/
- Attachment C: Civil War Letters
- Textbook and other resources

Instructional Activities

1. Emphasize 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—i.e., after it was over. Ask students to consider the various titles above. 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 citizens of the Confederacy viewed themselves as living in a separate country.

2. Explain to students that one way to discover how ordinary people felt about the war is to read the letters they wrote during the conflict. Distribute copies of Attachment C, and review it with the class. Then, guide students in analyzing a sample letter (see Web sites listed above) by reading it to the class and leading the students in analyzing it, using the questions on Attachment C, to discover firsthand some of the major concerns about and conditions of the war.

3. Distribute selected letters to small groups of students to analyze, using the questions on Attachment C. Have each group appoint a secretary to write down their analytical conclusions.

4. Have the groups of students report to the rest of the class about the letters they read and analyzed. One group member may read the letter aloud, while other members make analytical remarks along the way, explaining what the letter is telling us.

5. Explain the term *persona* (a fictional identity or character assumed by an author in a written work). Have each student take on an appropriate persona of the Civil War era and write his/her own letter from the perspective of that person. Encourage students to use the textbook and other resource materials to write their letters in order to have their facts correct and situations realistic.

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

Materials

- Textbook and other resources
- Colored pencils

Instructional Activities

1. Have students create a "sensory figure" related to the Civil War, using what they learned from the previous session. Possible examples are an African American soldier, a woman left at home to run the plantation, a slave, a Confederate soldier, a Union soldier, and others. Have students choose the perspective from which to draw the figure and annotate him/her with the five senses plus 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.
2. 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 photographic analysis chart (see http://memory.loc.gov/ammem/cwphtml/cwphome.html)

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 wagons carrying all the necessary equipment, entered the battlefield and recorded the horrors of war up close. They provided civilians with 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 the address listed above.
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. Have students use the photographic analysis chart provided on the site.
3. After students have analyzed the photographs, discuss modern examples of photojournalism, such as now-famous photographs from September 11. Explain how such widely seen images can generate shared feelings about a particular event—how they can often be responsible for creating shared thoughts about and memories of an event.

Session 7: Biographies of Primary Civil War Figures

Materials

- Internet access
- Textbook and other resources
- Resources about the Civil War
- Attachment D: Civil War Biographies
- Attachment E: Civil War "Who Am I"
- Index cards
- Tape

Instructional Activities

1. Give each student a copy of Attachment D to use in examining 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, textbook, and other resources. Below is a list of useful Web sites for researching this information:
   - *Civil War History. eHistory Archive.* Ohio State University. http://www.ehistory.com/uscw/index.cfm.
   - *From Revolution to Reconstruction…and what happened afterwards: Biographies*. http://odur.let.rug.nl/~usa/B/.
   - *The Presidents. The White House.* www.whitehouse.gov/history/presidents
   - "Thomas Jonathan Jackson (1824–1863)." *Shotgun's Home of the American Civil War*. http://www.civilwarhome.com/jackbio.htm.
2. After students have completed the chart, lead them in brainstorming a set of 20 yes-or-no questions that could be asked to find out the identity of any of the eight subjects. Steer students away from obvious questions. Have them write the questions on Attachment E.
3. Assign each student the identity of one of the major Civil War figures by writing the names of the figures on index cards and taping a card to the back of each student. The student will not know his/her assigned identity, but the remainder of the class will know. Have students circulate around the room and determine their identities by playing "Civil War 'Who Am I?'," in which they ask other students the yes-or-no questions from Attachment E.

Session 8: Assessment

Materials

- Attachment F: Sample Assessment Items

Instructional Activities

1. Have students complete the sample assessment items on 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. Admitting Missouri as a slave state would have 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 enter 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, and in these states, 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 be obligated to return runaway slaves. People who helped slaves escape would be jailed and fined. The law enraged Northerners because it made them feel like participants in 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 also a moral problem.

Kansas-Nebraska Act
In 1854, Stephen A. 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 was narrowly passed by Congress and set off a storm of controversy because it undid or repealed the Missouri Compromise. Southerners generally 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, and the area became known as Bleeding Kansas. Anti-slavery 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 it 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 could 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 of 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 _____

Name:_____ **Date:**_____

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

Introduction
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 important glimpses into the effects of war on both civilians and soldiers.

Reading, Questioning, Analyzing Civil War Letters
Read a selection of Civil War letters provided by your teacher. You may refer to your textbook and other resources related to the Civil War to check facts. As you read the letters, ask and answer the following questions:

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

Writing a Civil War Letter
Select a war-era persona for yourself, either male or female, military or civilian, Union or Confederate. Pick a pseudonym, and write a letter to a family member or friend discussing a major event or topic related to the Civil War and how it has affected you or your family. Remember your audience: letters did not cross enemy lines, so the family member or friend, either civilian or military, would have to have been on the same side as you. Possible topics include but are not limited to:

- A major battle (e.g., one of those shown on Attachment B)
- 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 American soldiers into the Union Army
- A hospital experience as a patient, doctor, or nurse

Describe in your letter a fictional story involving your persona that is connected to the actual event or topic you chose. Write about how the topic has affected you personally. Include emotion and evoke a personal tone. Be sure to include details and use vocabulary and expressions to create a vivid picture for the reader. Use historical facts to make your story "real"—that is, to make your story something that actually *could* have happened. Date your letter with an appropriate date, and be sure to use complete sentences and proper grammar.

To enhance the "authenticity" of your letter, make it look as though it were actually written more than 145 years ago. Here are some characteristics that it might possess:

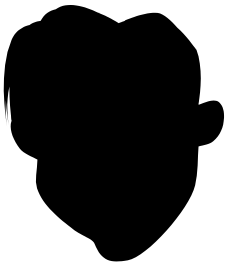
- Handwritten in black ink
- Written from the field on rough, unlined paper or from home on stationery
- "Battle worn," slightly torn, or crumpled from being in your pocket and/or from getting wet
- Tea-stained
- Decorated with sketches of scenery, tools, equipment, people, etc.

Attachment D: Civil War Biographies

Name:_____ **Date:**_____

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

Attachment E: Civil War "Who Am I?" _____



Name:_____ **Date:**_____

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 yes-or-no questions; a sample is shown below. Before the class formulates the remaining questions, complete the Civil War Biographies chart on Attachment D, using your textbook, the Internet, and/or other resources.

During the class brainstorming session, write the remaining 19 yes-or-no questions below:

1. Am I a man? _____
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.

1. Where was the first major battle of the Civil War?
A Manassas*
B Richmond
C Gettysburg
D Antietam

2. The clash between the industrialized North and the agricultural South was _____ of the Civil War.
A the social cause
B an economic cause*
C the political cause
D a resource

3. The disagreement over new states being free or slave states was one cause of the
A Spoils System.
B Civil War.*
C Fugitive Slave Law.
D Emancipation Proclamation.

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).

5. What document was adopted by Congress to maintain a balance between free and slave states?
A Treaty of Paris
B Declaration of Independence
C Missouri Compromise*
D Louisiana Purchase

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

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*

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.

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.

10. Who served in regiments separate from white regiments in the Union Army?
A American Indian soldiers
B African American soldiers*
C British soldiers
D Female soldiers

11. What was the first state to secede from the Union in 1860?
A South Carolina*
B Maine
C Virginia
D Ohio

12. Which state permitted slavery but did not secede from the Union?
A Virginia
B Kentucky
C Maryland*
D Pennsylvania

13. Where were the first shots of the Civil War fired?
A Fort Sumter*
B Vicksburg
C Antietam
D Gettysburg

14. What was the capital city of the Confederacy?
A Vicksburg, Mississippi
B Richmond, Virginia*
C Washington, D.C.
D Atlanta, Georgia