Dayton Public Schools 8th Grade Social Studies Instructional Guide. Dayton Teaching American History

2005

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Acknowledgements

8th Grade Instructional Guide

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How to Use This Guide

The printed versus online version of the guide

This instructional guide for Social Studies is highly dependent on utilization of the Internet. Although you have been provided with a printed copy we strongly recommend you also use the online version at:
http://www.dps.k12.oh.us/academic/secsoc/americanhistory/teaching_01.htm
Going on-line will allow you the ability to click and connect to the Web site lessons in the guide without typing them into your Web browser.

Frequently Asked Questions about use of the on-line guide:

- How do I search the Instructional Guides and Lesson Plans?
  Put your search term in the white box at the upper right hand corner of the screen and click GO.

- I typed in a sentence in the search box and too many results returned.
  Only type in key words for the most accurate searches.

- When I click on a Unit, it does not open.

- The files are in Adobe Acrobat format. Make sure you have that program on your computer.
  Contact the help desk 937-542-3184 if you experience problems with Adobe Acrobat.

- How do I print documents in Adobe Format?
  Click the print icon in the Adobe toolbar. Do not use the print function under Windows.

- Is the pagination in the Instructional Guides book the same as the online Guides?
  Yes.

- What if the Web site indicated is no longer available or I get an error message or encounter issues or difficulties?
  Call the help desk at Dayton Public Schools 937-542-3184.
The lesson planning and instruction process

1. Read the lesson and reflect on its significance to you and your students.

2. Review the standards, benchmarks and indicators that are addressed in the lesson for the grade level you teach so the objectives are clearly in your mind.

3. Review examples of formal assessments used in the past so that your work with students reflects future expectations of performance. Note: the questions may take different forms, and performance on multiple-choice questions alone is usually not sufficient to pass.

4. Check Interdisciplinary Connections activities to see if other subjects can be included in a team approach.

5. Design a lesson that makes use of the best resources and will motivate your students to attain the benchmarks and indicators.

6. Check Differentiated Learning to consider adaptations to the lesson.

7. Prepare informal assessments. Many times, these are included in the Web-based lesson.

8. Record any reflections you might have about future use of the same lesson.
# How to Use This Guide

## The guide sections

### Social Studies

**5th Grade Curriculum Guide**

### Reflections/Notes on the Unit

This space is supplied for you to record reactions to the lessons and ideas you might have for using the lessons.

---

### Unit 1: Geography

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<td>15. Landforms and How They Change</td>
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</table>

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### Lesson: Where in the World - A Lesson in Latitude and Longitude (1-2 Days)

**Standard: Benchmark: Indicator**

- Geography:
  - A. Use map elements or coordinates to locate physical and human features of North America.
  - B. Use coordinates of latitude and longitude to determine the absolute location of points in North America.

**Suggested Activity/Lesson**

- Core Activity: The students will be able to locate points on a map grid using latitude and longitude.

**Vocabulary**

- Equator
- Latitude
- Longitude
- Prime Meridian

**Interdisciplinary Connections**

- Language Arts
- Mathematics

---

These are the standards, benchmarks, and indicators addressed in the lesson.

---

Here you will find the unit that is covered. The units are presented in chronological order.

Here you will find a list of lessons included in the unit and where to find each unit in the guide.

Lesson title

Icons to identify the Web site as resource, an activity or full lesson, and if it requires a computer for student use.

Vocabulary listed here is used in the lesson.

The lesson is described briefly here and the URL is provided so that you may see click on it to see and print the lesson.
How to Use This Guide

Listed here are activities for students who need additional instruction or who are ready for enrichment activities, on who need additional instruction.

Enrichment Activity:
• Provide students with a map of climates of the US. Using this map, have students create a chart showing how the climate affects their lifestyle. Consider how you eat, dress, where you live, the types of jobs in your area.

Additional Instruction:
• Provide students with a climate map of our region. Ask them to describe the type of climate we have. Then, ask them to identify the kinds of severe weather we have.

Now, provide students with different climate maps of the United States. Talk about the different types of weather these parts of the US have.

Ask students to compare the different maps. Ask them to notice the difference in climates, and have them hypothesize why the difference. Explain to the students why there are different types of climates.

Additional Resources

Web Sites:
• White House History - http://www.whitehousehistory.org
• The American President - http://www.americanpresident.org
• The White House - http://www.whitehouse.gov

Community Connections
• Students could possibly visit and read their writing aloud at a local civic organizatio

Informal Assessment
Clearly-marked assessment.

If there are Additional Resources or activities that offer Community Connections, they are found here.

If a lesson includes informal assessment items, they are noted here. For assessment items, please use the link to the Ohio Department of Education practice tests in the online version of the guide.
## Unit 1: The First Global Age

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<td>16. Californio to American: A Study in Cultural Change</td>
<td>1-3 days</td>
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<td>17. Waterford, Virginia: From Mill Town to National Historic Landmark</td>
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<td>18. Healing: Addressing the History of the United States in its Relationship with the Sioux Nation</td>
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INTRODUCTORY LESSON
The Road To Research: Essential Lessons & Activities for History Day
in the Urban Classroom (7-10 days)

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<tr>
<td>Social Studies Skills and Methods:</td>
<td>Core Activity</td>
<td>Research, credibility, primary and secondary sources, survey, interview</td>
</tr>
<tr>
<td>A. Analyze different perspectives on a topic obtained from a variety of sources:</td>
<td>Teachers will assist students in finding a researchable topic for History Day and guide students in sorting information for their research paper. Students will create primary sources by answering survey questions that will be used in the writing of their biography by another student. Students will practice interviewing and writing skills and locate primary sources using the Internet. Teachers will also assist students in the brainstorming stage of the research paper. Use all three parts of the lessons found on the Web site: <a href="http://www.dps.k12.oh.us/academic/secsoffice/americanhistory/images/selectinghistoryday.pdf">http://www.dps.k12.oh.us/academic/secsoffice/americanhistory/images/selectinghistoryday.pdf</a></td>
<td></td>
</tr>
<tr>
<td>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Construct a historical narrative using primary and secondary sources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LANGUAGE ARTS ALIGNMENT

Core Activity

Teachers will assist students in finding a researchable topic for History Day and guide students in sorting information for their research paper. Students will create primary sources by answering survey questions that will be used in the writing of their biography by another student. Students will practice interviewing and writing skills and locate primary sources using the Internet. Teachers will also assist students in the brainstorming stage of the research paper. Use all three parts of the lessons found on the Web site: [http://www.dps.k12.oh.us/academic/secsoffice/americanhistory/images/selectinghistoryday.pdf](http://www.dps.k12.oh.us/academic/secsoffice/americanhistory/images/selectinghistoryday.pdf)

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

- Provide advanced students an extra push to find unusual topics, resources and to develop a project that works to their identified skills.

Additional Instruction:

- Students may require additional instruction on the use of the Web and Web search tools. You might find it helpful to reduce the number of sites for them to explore and assign them to those sites.

Informal Assessment

Clearly marked assessment in the lesson.


**ACTIVITY**

**Coming to the Americas (1 day)**

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<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
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<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries:</td>
<td>Core Activity</td>
<td>voyage, explorer</td>
</tr>
<tr>
<td>2. Describe the political, religious and economic aspects of North American colonization including:</td>
<td>You are an explorer searching for a new route to Asia. You need to complete the following tasks in order to reach the New World.</td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

- Language Arts
- Art

**Differentiated Learning**

**Enrichment Activity:**
- Research Ships of the Renaissance Era (1400s-1700s). How did they differ from ships prior to the 1400s? How do ships differ today?

**Additional Instruction:**
- Come together as a class and make a chart on the board. The chart should list reasons for colonization, religion, desire for land, and economic opportunity. Using the activity of an explorer, have the students list reasons they discovered. Have a short discussion on any of the reasons for colonization listed and why explorers may want to come here. Have the students copy the chart down to keep for their own copy.

**Additional Resources**

**Web Sites:**
- Become a Spice Trader
Should We Celebrate Columbus Day? (3 days)

Standard: Benchmark: Indicator | Suggested Activity/Lesson | Vocabulary
--- | --- | ---
History:
D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries:
2. Describe the political, religious and economic aspects of North American colonization including:
   a. Reasons for colonization, including religion, desire for land and economic opportunity

Core Activity
Students will use inquiry-based learning to gather information about Columbus' impact on the Americas. They will use this information to answer the question of whether or not a fictitious community should continue to recognize Columbus Day.


Interdisciplinary Connections
Language Arts

Differentiated Learning

Enrichment Activity:
- If students grasp lesson concepts quickly, have students research a controversial historical figure from this time period such as Coronado, John Smith, or Sir Walter Raleigh. Divide students into two groups – one that must defend the person as someone who should be celebrated by the nation, and one that must argue that the person should not be celebrated by the nation. Each group must come up with three to five arguments for their side and have research to support those arguments. Then have a class debate, giving each group approximately five minutes to present their case, and then after both have given their arguments, two minutes to respond to the other side's arguments.
- Research the names of things that are in remembrance of Columbus
- Research Spain and Portugal – do they commemorate Columbus Day? Why or why not?

Additional Instruction:
- If students have difficulty grasping the objectives, have students, as a class, list qualities that a person should have in order to get a holiday named after them. Divide students into small groups telling them that their task is to decide on a new national holiday to celebrate someone, living or dead. Once they decide on someone they must research that person and be able to support, with evidence, how that person possesses some or all of the qualities that the class came up with as a whole. They then must discuss some reasons why other people may not agree with their choice of people. Finally, they must discuss whether or not people 200 years from now will still think that the person they chose is important enough or possesses the right qualities to be honored with a national holiday and why.
Community Connections

- Invite a Spanish guest speaker. Discuss her/his view of Columbus.

Informal Assessment

Clearly marked assessment in the lesson.
### Experiment with Colonization (1-5 days)

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<th>Standard: Benchmark: Indicator</th>
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<tr>
<td><strong>History:</strong></td>
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<tr>
<td>D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries:</td>
<td><strong>Core Activity</strong></td>
<td>geographic location, cultural background</td>
</tr>
<tr>
<td>2. Describe the political, religious and economic aspects of North American colonization including:</td>
<td><strong>Find the entire lesson on the Web site:</strong></td>
<td></td>
</tr>
<tr>
<td>a. Reasons for colonization, including religion, desire for land and economic opportunity</td>
<td><a href="http://www.lessonplanspage.com/SSExperimentWithColonization812.htm">http://www.lessonplanspage.com/SSExperimentWithColonization812.htm</a></td>
<td></td>
</tr>
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### Differentiated Learning

**Enrichment Activity:**

- Have students “Build their own Plantation” with this interactive game that allows them to build houses, plant fields, etc. The activity is on the following Web site: [http://mdroots.thinkport.org/default_flash.asp](http://mdroots.thinkport.org/default_flash.asp) **Special Note:** Click on “The Colony Begins,” and then choose “Build Your Plantation.”

- After each turn students should click on “Continue” to see the outcomes of their decisions. When they are done with the game, have them write or discuss what factors were important to survival; what hardships colonists faced, and how geography affected the success of colonies.

**Additional Instruction:**

- As a class look at a U.S. map that depicts the geographic distribution of the U.S. population. (You can find a U.S. population distribution map from 2000 at the following Web site: [http://www.census.gov/geo/www/mapGallery/2kpopden.html](http://www.census.gov/geo/www/mapGallery/2kpopden.html) Have students look at where the highest concentrations of people are. What characteristics do these places have in common? (Are they near water or transportation routes, in valleys or flat terrain – not mountains, etc.) Why do these characteristics make it easier to build a community? Where did the early colonists land? Did these areas have the characteristics that make building a community successful? What obstacles did the colonists have to overcome when they tried to build new colonies where they landed?

### Additional Resources

**Web site:**

- “Why our teachers lied”
  [http://www.bama.ua.edu/~aast/naive/naive.htm](http://www.bama.ua.edu/~aast/naive/naive.htm)

**Informal Assessment**

Teachers can create their own assessment based on lesson content.
### Motivations for English Colonization (1 day)

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<tr>
<td>History:</td>
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<tr>
<td>D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students study why the English were interested in overseas colonization.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Find the entire activity on the Web site: <a href="http://www.digitalhistory.uh.edu/historyonline/us2.cfm">http://www.digitalhistory.uh.edu/historyonline/us2.cfm</a></td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
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</table>

### Differentiated Learning

**Enrichment Activity:**

- To extend learning, have students choose one of the three reasons colonists came to the New World. Then they must choose one of the original thirteen colonies and, in a paper, analyze whether colonists there were successful in finding or achieving what they desired.

**Additional Instruction:**

- If students have trouble grasping why the colonists settled the New World, engage the students in the following activity:
  1. Write on the blackboard the heading “Reasons Why Colonists Settled in the New World.”
  2. Brainstorm with students why they think the colonists settled in America and write them down on the board.
  3. List the three main reasons why people came to America in the early days of colonization and discuss with the students (religion, desire for land, economic opportunity).
  4. Discuss why colonists thought that America would provide them with religious freedom, land, and wealth.
  5. Discuss if people today still move for these same reasons.
  6. Have students develop a poster ad to try to entice people to join the colonization effort.
The Roanoke Mystery (1 day)

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<th>Standard: Benchmark: Indicator</th>
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<td><strong>History:</strong></td>
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<td></td>
</tr>
<tr>
<td>D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries:</td>
<td>Students will act as members of a special FBI task force assigned to investigate the mystery of the Lost Colony at Roanoke.</td>
<td>primary source, secondary source, evidence</td>
</tr>
<tr>
<td>2. Describe the political, religious and economic aspects of North American colonization including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/US_History/USH0210.html">http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/US_History/USH0210.html</a></td>
<td></td>
</tr>
<tr>
<td>a. Reasons for colonization including religion, desire for land and economic opportunity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Core Activity**

Students will act as members of a special FBI task force assigned to investigate the mystery of the Lost Colony at Roanoke.

**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

**Enrichment Activity:**

- Research Jamestown, St. Augustine and/or colonies that succeeded. Compare and contrast to Roanoke. What did other colonies learn from Roanoke’s mistakes? (settle inland, bring more supplies, make friends with Indians, grow own crops)

**Additional Instruction:**

- Have students reread Roanoke Island Colony on the Web site under Additional Resources as a class. Together, after reading, come up with reasons for disappearance of the colonists. List these where all students can see them. Discuss each possibility and how this could have led to their disappearance.

**Additional Resources**

**Web Sites:**

- Manteo and Roanoke Island History http://www.outerbanks-nc.com/manteo/history/
- What Happened to Virginia Dare? http://usparks.about.com/library/weekly/aa081699.htm

**Informal Assessment**

Clearly marked assessment in the lesson.
# State of Affairs Between the Native Americans and the European Settlers (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries:</td>
<td>Use online primary resources to examine relations between the Powhatans and the European settlers in Jamestown.</td>
<td></td>
</tr>
<tr>
<td>c. Interaction between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflict.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Differentiated Learning

### Enrichment Activity:

- If students quickly grasp the lesson’s objectives have them read the article “The Last Tribal Battle.” This article depicts the controversy in Brazil over the treatment of isolated tribes. Once students have read the article, discuss the following: What, if anything, do you think should be done with isolated tribes such as the one mentioned in the article? Explain the two sides given in this article. What are the pros and cons of trying to assimilate the tribes? What are the pros and cons of leaving the tribes alone? Compare the issue confronting Brazil with the issues that faced Native Americans and European settlers during the Colonial Era. How can we use what we learned from Colonial times to solve today’s problems?

Find the entire article on the Web site: [http://forests.org/archive/brazil/lasttrb.htm](http://forests.org/archive/brazil/lasttrb.htm)

- If students quickly meet the lesson objectives, have students watch the Disney movie *Pocahontas*. Then, have students write a paper analyzing the historical accuracy of the movie. They should discuss what changes the writer/producer made to the actual facts and why they think those changes were made; how historically accurate the writer/producer's portrayal is; and how movies can "change" history.

- Find accurate information on Pocahontas on the following Web sites:
  - "Disney's 'Politically Correct' Pocahontas" (Race in Contemporary American Cinema: Part 5), Jacquelyn Kilpatrick, *Cineaste* v21, n4 (Fall, 1995):36 - [http://www.lib.berkeley.edu/MRC/Pocahontas.html](http://www.lib.berkeley.edu/MRC/Pocahontas.html)
Additional Instruction:

- In small groups have students research other Native American tribes the Europeans encountered. Each group should pick two additional Native American tribes other than the Powhatans. The groups should list the name of the tribes and the approximate area where the tribes were found. Have the groups answer the following questions:
  1. How did the Indians treat the Europeans?
  2. How did the Europeans treat the Indians?
  3. How did each help one another?
  4. How did each hurt one another?

- When all groups are finished, bring the class together as one and discuss what the groups decided.

Additional Resources

Supplemental Texts:


Informal Assessment

Clearly marked assessment in the lesson.
**American History and Cultural Diversity – The Dynamic Web (5 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Interpret relationships between events shown on multiple-tier time lines:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Select event and construct a multiple-tier time line to show relationships among events.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Describe the political, religious and economic aspects of North American colonization including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Reasons for colonization, including religion, desire for land and economic opportunity;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Key differences among the Spanish, French and British colonies;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Explain how the diverse peoples of the United States developed a common national identity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Define and identify regions using human and physical characteristics:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Core Activity**

Using lesson plans on Native Americans, Latin Americans, German Americans, and Chinese Americans, students will be able to: interpret a multi-tiered time line; place historical events in chronological order on a time line, explain the nature of the conflict between Native Americans and Europeans; explain the importance and extent of Spanish/Latin influence on American history; chronicle the influence, experience, and contribution of German Americans nationally and locally; describe the influence, experience, and contribution of Chinese Americans in American history; contrast and compare the "push and pull" factors affecting emigration of selected cultural groups; and contrast and compare the treatment of selected cultural groups received from the Anglo-Saxon majority.

Find the entire lesson on the Web site: [http://www.dps.k12.oh.us/academic/secsoc/americanhistory/images/diversity.pdf](http://www.dps.k12.oh.us/academic/secsoc/americanhistory/images/diversity.pdf)

**Interdisciplinary Connections:**

**Language Arts**

Indian Removal, Powhatan, Tecumseh, Cherokee, Cherokee Rose, Pontiac, Pocahontas, plains, Lakota, Sioux, Blackfeet, Cheyenne, Trail of Tears, civilize/civilization, treaty, betrayal, "sea to shining sea," reservation, Christopher Columbus, Bartolome de Las Casas, slave trade, peninsulares, creoles, mestizos, Hernando Cortes, Aztec, Incan, Mayan, Columbian Exchange, Hernando De Soto, Pueblo, mission, conquistador, encomienda system, adobe, hacienda, Ponce de Leon, Latin, Hispanic, Hispaniola, Jesuit, Arawak (Taino), Caribbean, Alvar Nunez Cabeza de Vaca, alien, abolitionist, assimilate, dialect, interned, freethinker, kindergarten, naturalized, sect, frankfurter, glitch, kaput, sauerkraut, Dutch, Pennsylvania.
1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.

D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns:

3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.

Differentiated Learning

Enrichment Activity:
- The Web site makes suggestions for enrichment activities.

Additional Instruction:
- The Web site has ideas for additional instruction in the initial discussion (under notes to teacher) of students with special needs.

Additional Resources

Supplemental Text:
- “All Over the Land Nothing Else Was Spoken of”: Cabeza de Vaca takes up residence as a medicine man in the southwest, 1530s. Available at -
  http://www.historymatters.gmu.edu/d/0385

Web sites:
- 1492: An Ongoing Voyage
  http://www.loc.gov/exhibits/1492/intro.html
- Archives of the West from 1877 – 1887 documents on anti Chinese immigration policy.
  http://www.pbs.org/weta/thewest/resources/archives/seen/chinxact.htm#act

Video:

Informal Assessment

Assessment items can be found on the Web site as “Appendix 2.”
The Powhatan Indians (2-3 days)

<table>
<thead>
<tr>
<th>History:</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries:</td>
<td>Core Activity</td>
<td>Powhatan Indians, Pocahontas</td>
</tr>
<tr>
<td>2. Describe the political, religious and economic aspects of North American colonization including:</td>
<td>This lesson introduces the students to the culture that existed in Virginia before the English explorers and settlers arrived. It is important for students to understand that a people and their culture existed long before Europeans settled here. This lesson is also relevant because the students, in understanding the lifestyle and culture of the Native Americans in Virginia, will be able to see why conflicts arose when they came into contact with the English at the Jamestown settlement.</td>
<td></td>
</tr>
<tr>
<td>c. Interactions, between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts</td>
<td>Find the entire lesson on the Web site: <a href="http://curry.edschool.virginia.edu/socialstudies/projects/ivc/unit/broad/powhatan.html">http://curry.edschool.virginia.edu/socialstudies/projects/ivc/unit/broad/powhatan.html</a></td>
<td></td>
</tr>
</tbody>
</table>

Social Studies Skills and Methods:

D. Work effectively in a group:

4. Organize and lead a discussion.

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

- Research the Powhatan Indians fate after John Smith and Pocahontas left. Analyze the settlement of Jamestown as if you were a Powhatan. Would you welcome the English settlers? Why or why not?

- The teacher can start the students thinking about what particular aspects of the Powhatan culture would make it difficult to get along with the English settlers when they arrived.

Additional Instruction:

- Trace lives/travels of other Native American tribes and their encounters with English or Spanish settlers.

Additional Resources

Web Sites:

- Modern Powhatan Indians
  [http://www.powhatan.org](http://www.powhatan.org)

Informal Assessment

Teachers can create their own assessment based on the lesson content.
# The Peopling of America (1-2 days)

<table>
<thead>
<tr>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment:</td>
<td>Core Activity</td>
<td>scarcity, scurvy, mortality, fertility</td>
</tr>
<tr>
<td>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.</td>
<td>Students examine charts comparing the Northern and Southern colonies demographics, slavery, and colony patterns.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find the entire activity on the Web site: <a href="http://www.digitalhistory.uh.edu/historyonline/us3.cfm">http://www.digitalhistory.uh.edu/historyonline/us3.cfm</a></td>
<td></td>
</tr>
</tbody>
</table>

## Interdisciplinary Connections

**Language Arts**

## Differentiated Learning

**Enrichment Activity:**

- Examine comparative charts of today's society, including demographics, geography, culture and economics of various U.S. regions and people who were raised in various regions and states of the U.S. How do their lives differ? How are they similar?

**Additional Instruction:**

- Have students describe the climate and environment of the Northern and Southern colonies. Students will relate climate and environment to be able to list and discuss why southerners needed slaves as opposed to the North, and why the North would have been more populated. Are these reasons still true today?

## Community Connections

- Invite the director of a cultural center as a guest speaker.
Witchy Women: The Salem Witch Trials (3-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td></td>
<td>superstitious, societal rejection, sisterhood, isolation</td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.</td>
<td>This lesson engages students in investigating how the social and political life of New England Puritans was conducted.</td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections
Language Arts
Music

Differentiated Learning

Enrichment Activity:
- If students have access to the Web, a Web site giving interesting information is: [http://stern.star.net/salem/witches.htm](http://stern.star.net/salem/witches.htm) Students can then either make a time line of important events or write an evaluation of the sixteenth month period.
- The movie *The Craft* is about witchcraft and can be viewed in class. This movie can be used as a springboard for related subjects such as isolation, societal rejection and sisterhood. Songs from this movie include *Witches Song* performed by Julian Hatfield and *Bell’s Books and Candles* performed by Graeme Revell.

Additional Instruction:
- Study isolation, societal rejection and sisterhood. Write these terms on the board. Discuss possible definitions and how these words relate to witches. Also discuss: Even though there was some religious tolerance in a few colonies, why was witchcraft looked down upon?

Additional Resources

Web site:

**Informal Assessment**

Clearly marked assessment in the lesson.
The Joseph Bellamy House:  
Great Awakening in  
Puritan New England (2-4 days)

<table>
<thead>
<tr>
<th>People in Societies:</th>
<th>Core Activity</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td>This lesson plan will help students gain a deeper understanding of the Great Awakening as well as the role Puritan ministers played in 18th-century New England.</td>
<td>Great Awakening, Puritanism</td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**
Language Arts

**Differentiated Learning**

**Enrichment Activity:**
- Find older houses in Dayton that have connections to religious roots. (field trip)
- Examine the history of religious freedom in the U.S.
- Have students identify an individual who was prominent in the history of your community just as Joseph Bellamy was in the history of Bethlehem. Sometimes an historical individual leaves a great deal of evidence in one community, including home, church with pulpit, land ownership papers, and grave. In other cases the physical and documentary record may be scanty. Divide the class into small groups to investigate what documents, artifacts, historic places, and/or place names associated with the person remain in the town. Coordinate the historical research with groups that might be able to assist the students including church historians, town or courthouse clerks, the local historical society or architectural preservation league, local history reference librarians, or curators of university collections or museums.

**Additional Instruction:**
- Work in pairs on text discussing words such as the Great Awakening. What exactly is this? Copy on the board and list ideas under Great Awakening regarding what students understand it to be.

**Additional Resources**

**Supplemental Text:**
- *The Great Awakening Came to Weathersfield, Connecticut: Nathan Cole’s Spiritual Travels.* Available at - [http://www.historymatters.gmu.edu/d/5711](http://www.historymatters.gmu.edu/d/5711)
Web site:

- Religion and the Founding of the American Republic
  http://www.loc.gov/exhibits/religion.html

Community Connections

- Plan a field trip to historic homes in Dayton.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Understanding the Colonial Economy (5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Economics:</strong></td>
<td></td>
<td>incentives, trade, market, specialization, choice, triangular, export, import, mercantilism</td>
</tr>
<tr>
<td>B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence:</td>
<td><strong>Core Activity</strong></td>
<td></td>
</tr>
<tr>
<td>2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.</td>
<td>Students examine data to gain an overview of the colonial economy. Next, they read and discuss a handout to gain a fuller picture. The lesson concludes with several applications presented in an activity.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.e-connections.org/lesson1/colonial.pdf">http://www.e-connections.org/lesson1/colonial.pdf</a></td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

#### Differentiated Learning

**Enrichment Activity:**
- Research a local company – its beginning & how it adds to the local, national, and international economy.
- Bring in an entrepreneur as a guest speaker.
- Compare/contrast – Colonial v. Today’s Economy. What are the differences? Similarities?

**Additional Instruction:**
- Write the definition of mercantilism, export, and import on the board. Discuss with students the meaning of these words. After this, put the students in pairs. Next, either have triangular trade on the board with its definition or have the students read about it in their text. After the students are aware of triangular trade have them discuss in their pairs why New England, West Indies, and West Africa were involved in this. Have the students answer the following questions in their pairs:
  1. How would each country benefit by being involved in a triangular trade?
  2. Were there any downfalls to the triangular trade?
  3. How does the triangular trade relate to today’s international trade system?

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
**Made in the U.S.A.** (1-2 days)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government:</td>
<td>Core Activity</td>
<td>diffusion, interconnected world, customs, assimilation, ethnocentrism</td>
</tr>
<tr>
<td>6. Explain how the diverse peoples of the United States developed a common national identity.</td>
<td>Most cultures have absorbed traits of other cultures; many have imposed their own customs on others as well. Students gain an understanding of the significance of cultural diffusion.</td>
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<td></td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art</td>
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</tbody>
</table>

**Differentiated Learning**

*Enrichment Activity:*

- Students research another culture and investigate the process of assimilation.
- Ask students to list three possible reactions to newly diffused ideas, customs, and inventions. (They can be accepted, rejected, or adapted and modified to suit the needs of the receiving culture.) Ask students for examples of cultural diffusion taking place in the world today. Point out some barriers to cultural diffusion, such as distance, social customs, and governmental policies that prohibit mixing with outsiders. But also point out that with advanced communications, cultural diffusion can take place more rapidly than ever.
- Younger students may enjoy drawing or cutting out pictures of the items mentioned in the handout and placing them on a large world map at their points of origin. When completed, ask students if they can see which regions might be considered cultural invention.
- Write the word “foreign” on the board or on an overhead transparency. Ask students to name some words they associate with the word. List these on the board as students respond. If student responses are somewhat negative, explain that people and societies sometimes view things that are foreign to them with suspicion and fear.
- Write the word “ethnocentrism” on the board. Discuss with students what this word means. (“Ethno” means culture group, and “center” means a point or area that is most important in relation to an activity, interest, or condition.) Have a student look up the formal definition. Ask students to put the definition in their own words.
- Explain that ethnocentrism can be both positive and negative. On the positive side, it may be important for some societies to draw lines between “us” and “them” in order to ensure survival. It may help individuals preserve important aspects of an ethnic group’s heritage.

- On the negative side, ethnocentrism may make it difficult for individuals to cooperate with people from other cultures, and may create tension between nations and culture groups. This can make it hard to find solutions to common problems—a situation that can lead to political conflicts and even wars. For example, consider the impact that ethnocentrism in Nazi Germany had on the Jewish population in Europe. Ethnocentrism may also inhibit people from learning about other cultures and ways of doing things.

Additional Instruction:

- What are some of the examples of U.S. culture all ethnic groups share in America?

Additional Resources

Video:

- PBS – *Independent Lens: The New Americans*

Informal Assessment

Clearly marked assessment in the lesson.
### San Antonio Missions: Spanish Influence in Texas

**2-3 days**

<table>
<thead>
<tr>
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<th>Vocabulary</th>
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<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries:</td>
<td>Core Activity</td>
<td>Mission, Columbian Exchange</td>
</tr>
<tr>
<td>2. Describe the political, religious and economic aspects of North American colonization including:</td>
<td>Students explore a group of 18th-century missions in modern San Antonio to learn about Spanish influence on native peoples and the patterns of Texas culture.</td>
<td></td>
</tr>
<tr>
<td>a. Key differences among the Spanish, French and British colonies</td>
<td>Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/trh/ww/lps/lessons/2sanantonio/2sanantonio.htm">http://www.cr.nps.gov/nr/trh/ww/lps/lessons/2sanantonio/2sanantonio.htm</a></td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections
- Language Arts
- Photography

### Differentiated Learning

**Enrichment Activity:**
- Learn some Spanish words relating to Spanish conquerors
- Discuss & research the growth of Hispanic communities in Ohio.

**Additional Instruction:**
- Discuss the movement across the U.S. of the Hispanic immigrant population. Where did it begin? Why would early explorers want to come here, rather than stay in their own country?
- What cultural influences have Hispanics had in the U.S. in the last 20 years?

### Additional Resources

**Web site:**
- San Antonio Missions: [http://www.nps.gov/saan](http://www.nps.gov/saan)

**Video:**
- PBS – American Experience: Remember The Alamo

### Community Connections
- Invite a guest speaker from the Hispanic community to your classroom.

### Informal Assessment
Teachers can create their own assessment based on the lesson content.
California to American: A Study in Cultural Change (1-3 days)

### Geography:

**B. Define and identify regions using human and physical characteristics:**

1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.

#### Core Activity

Students evaluate several centuries of dramatic changes to an adobe ranch house and its surroundings in suburban Long Beach to analyze the interaction between Spanish and Anglo culture in California.


### Interdisciplinary Connections

**Language Arts**

#### Differentiated Learning

**Enrichment Activity:**

- What do we know about cowboys/cowgirls in the West today?
- Discuss the use of adobe as a building material in California. How has this changed? Why has its use changed?
- Spanish names.

**Additional Instruction:**

- Design a settlement with Sim City software available from Electric Arts.
- Work with clay to build an adobe project.
- Have the students write journal or diary entries or short papers in which they imagine they are living in a ranch house during each of the first four stages of its construction. They should try to describe what daily life was like and how it changed. Encourage them to think about the problems of daily life that each phase of construction attempted to solve. What were the advantages of the changes? What were the disadvantages? Another variation of this activity would be for students to role-play the same situations.

#### Additional Resources

**Supplemental Texts:**

Informal Assessment

Teachers can create their own assessment based on the lesson content.
**Full Lesson**

**Waterford, Virginia: From Mill Town to National Historic Landmark (2-4 days)**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td>Core Activity Students examine continuity and change in this rural Virginia town from its founding as a Quaker agricultural community and mill town in the 18th century to today.</td>
<td>Quaker, rural</td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

**Enrichment Activity:**

- Research Dayton’s Kossouth Colony – its founding purpose, rise and fall and how it differs today.
- Research Dayton, Ohio from its founding to today with regard to its religious groups.

**Additional Instruction:**

- Compare and contrast the Pilgrims, Puritans, and Quakers. (Also discuss how each group came about.)

**Informal Assessment**

Teachers can create their own assessment based on lesson content.
Healing: Addressing the History of the United States in its Relationship with the Sioux Nation (2 days)

<table>
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<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries:</td>
<td>Core Activity</td>
<td>treaty, encounter, foreign policy, barbarous, betrayal, brutalizing, cowardly, dishonesty, ethnic cleansing, extermination, genocide, germ warfare, hate crimes, holocaust, human rights violations, inhumanity, racism, shameful, tragedy, treachery, war crimes</td>
</tr>
<tr>
<td>2. Describe the political, religious and economic aspects of North American colonization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Interaction between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts</td>
<td>Find the entire lesson on the Web site: <a href="http://www.pbs.org/itvs/homeland/educators1.html">http://www.pbs.org/itvs/homeland/educators1.html</a></td>
<td></td>
</tr>
<tr>
<td><strong>People in Societies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>2. Describe and explain the social, economic and political effects of:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>d. Institutionalized racism and institutionalized discrimination</td>
<td></td>
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</tr>
<tr>
<td>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.</td>
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</tr>
</tbody>
</table>

**Differentiated Learning**

*Enrichment Activity:*

- Research the “Trail of Tears” topic and trace forced westward movement of Indians.
- Ask students which of the following words would be appropriate in a textbook discussion of the treatment of Native Americans: Barbarous, betrayal, brutalizing, cowardly, ethnic cleansing, extermination, genocide, germ warfare, hate crimes, holocaust, human rights violations, inhumanity, racism, shameful, tragedy, treachery, war crimes.
- What other words should or should not be used to explain this encounter? Should elementary school textbooks use gentler words? When are students old enough to learn the real truth?
Additional Instruction:

- Take a second look at Timeline of Events Relevant to the Northern Plains Tribes to refresh your memory. How did the Homestead Act and the Dawes Act affect the Native Americans? How does this make the Americans look to the Native American Tribes? In the early colonial times, Americans needed room to expand; how did this lead to the Indian Removal Act?

Additional Resources

Supplemental Texts:

- Santella, Andrew, The Lakota Sioux; (Children's Press) (CT), 2001

Web Sites:


- Timeline of Events Relevant to the Northern Plains Tribes - [http://www.hanksville.org/daniel/timeline2.html](http://www.hanksville.org/daniel/timeline2.html)


Community Connections

- Invite an American Indian to visit the class and discuss his/her culture.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
B. Define and identify regions using human and physical characteristics:

1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.

Core Activity

Students will take on the persona of an American Indian who lived before 1877 to explore changes that occur over time to a specific region of the United States. Students will analyze the changes in population, political characteristics, economic characteristics and land use that have occurred.


Interdisciplinary Connection

Science
Math

Differentiated Learning

**Enrichment Activity:**

- Ask students which of the following words would be appropriate in a textbook discussion of the treatment of Native Americans: Barbarous, betrayal, brutalizing, cowardly, ethnic cleansing, extermination, genocide, germ warfare, hate crimes, holocaust, human rights violations, inhumanity, racism, shameful, tragedy, treachery, war crimes.

**Additional Instruction:**

- The Web site shares ideas for additional instruction.

**Additional Resources**

**Supplemental Text:**


**Video:**

- PBS – *500 Nations*
Web site:

- Smithsonian Institution Native American History And Culture
  http://www.smithsonian.org/resource/faq/nmai/start.htm

Informal Assessment

Clearly marked assessment in the lesson.
Economy vs. Humanity: Exploring the Triangle Trade and The Middle Passage  
(3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries:</td>
<td>Core Activity</td>
<td>Triangle Trade, schooner, brig, writ of habeas corpus, proctor, libel, antebellum period, abolitionist</td>
</tr>
<tr>
<td>2. Describe the political, religious and economic aspects of North American colonization:</td>
<td>Students will explore the economic importance of the Triangle Trade and the experience of enslaved Africans who were forced to endure the Middle Passage.</td>
<td></td>
</tr>
<tr>
<td>d. Indentured servitude and the introduction and institutionalization of slavery;</td>
<td>Video: FREEDOM: A History of US #5 &quot;A Fatal Contradiction&quot; found in DPS Media Services Department</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://thinktv.org/education/ntti/ntti/lesson03/king2.pdf">http://thinktv.org/education/ntti/ntti/lesson03/king2.pdf</a></td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

- Examine the schematic of a slave ship. Research the Middle Passage experience for slaves.
- How were slaves captured? Describe the journey over and their fate when they arrived in America.
- Slavery existed in many countries, but the plantation system of slavery seen in the United States was unique. It was because of the plantation system that there was a need for so many slaves, and this was also a factor as to why they were treated so harshly. Have your students research the plantation system of slavery and how it affected the economy of the United States.

Additional Instruction:

- Have students read a variety of genres relating to the slave trade and slave experiences, such as poems, memoirs, essays, fiction, and nonfiction. Some pieces that could be used are "Slaveship," a poem by Lucille Clifton, excerpts from Frederick Douglass’s autobiography, The Narrative of the Life of a Slave, and excerpts from the Federal Writer’s Project of Collection of Slave Narratives, available from the Library of Congress http://lcweb2.loc.gov/. Have students compare and contrast the experiences that are presented.
Additional Resources

Video:

- The TV series: *Roots*

Web Sites:

- PBS: *Freedom: A History of US*
  [http://www.pbs.org/historyofus](http://www.pbs.org/historyofus)

Community Connections

- People who spoke out against the slave trade and slavery itself were instrumental in bringing about the end of such things. As a class, identify issues that plague your community, state, or country, and contact the appropriate community groups and governmental officials to register your point of view and try to enact change.

Informal Assessment

Teachers can create their own assessment based on lesson content.
The Amistad Case (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Sierra Leone, extraditing, abolitionists</td>
</tr>
<tr>
<td>D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries:</td>
<td>Students examine the documents, people and issues behind the <em>Amistad</em>. Find the entire activity on the Web site: <a href="http://www.archives.gov/digital_classroom/lessons/amistad_case/amistad_case.html">http://www.archives.gov/digital_classroom/lessons/amistad_case/amistad_case.html</a></td>
<td></td>
</tr>
<tr>
<td>2. Describe the political, religious and economic aspects of North American colonization including:</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td>c. Indentured servitude and the introduction and institutionalization of slavery.</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Government</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- Research "Reparations for Slavery Movement" in the U.S. and explain their position. Do you agree or disagree with their ideas?

**Additional Instruction:**
- Ask students to make a speech or write a statement describing what they consider the worst aspect of the slave system. As a class, share these answers and ask how these reasons could have led to a revolt on the *Amistad*.

**Additional Resources**

**Supplemental Texts:**

**Video:**
- Resources (optional) *Amistad*, Universal Studios, 2000. VHS Format
### Standard: Benchmark: Indicator

<table>
<thead>
<tr>
<th>Social Studies Skills and Methods:</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Analyze different perspectives on a topic, obtained from a variety of sources:</strong></td>
<td><strong>Core Activity</strong></td>
<td>abolitionist, revolt, Mende, Supreme Court, human rights, hero, schooner</td>
</tr>
<tr>
<td>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</td>
<td>Students examine the events surrounding the 1839 mutiny aboard the slave ship Amistad and the subsequent trial. By analyzing the cultural differences and individual lives of the Amistad Africans and its supporters, the divisiveness of the slavery issue is highlighted.</td>
<td></td>
</tr>
<tr>
<td><strong>People in Societies:</strong></td>
<td><strong>Find the entire lesson on the Web site:</strong></td>
<td><a href="http://www.dps.k12.oh.us/academic/secsoc/americanhistory/images/amistadincident.pdf">http://www.dps.k12.oh.us/academic/secsoc/americanhistory/images/amistadincident.pdf</a></td>
</tr>
<tr>
<td><strong>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</strong></td>
<td><strong>Interdisciplinary Connections</strong></td>
<td>Math</td>
</tr>
<tr>
<td>2. Describe and explain the social, economic and political effects of:</td>
<td></td>
<td>Language Arts</td>
</tr>
<tr>
<td>a. Stereotyping and prejudice;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Racism and discrimination;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Institutionalized racism and institutionalized discrimination.</td>
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</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Research "Reparations for Slavery Movement" and explain their position. Do you agree or disagree with their ideas?

**Additional Instruction:**
- Ask students to make a speech or write a statement describing what they consider the worst aspect of the slave system. As a class, share these answers and ask how these reasons could have led to a revolt on Amistad.

### Additional Resources

**Supplemental Texts:**

**Video:**
- Resources (optional) *Amistad*, Universal Studios, 2000. VHS Format

### Informal Assessment
Clearly marked assessment in the lesson.
### Slavery Fact Sheets (3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People in Societies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Analyze examples of interactions</strong></td>
<td></td>
<td></td>
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<tr>
<td>between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td></td>
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</tr>
<tr>
<td><strong>4. Analyze the economic, geographic, religious and political factors that contributed to:</strong></td>
<td></td>
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<tr>
<td>a. The enslavement of Africans in North America.</td>
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</tbody>
</table>

#### Core Activity
Assign students sections of the data to summarize and present to the class:
- Primary data on Slavery and Geography,
- Religion, Organization, African Slavery,
- Slave Trade, Myths and Misconceptions and the Slave Trade and Slavery,
- Slavery and the Law in Virginia, Historiography, Key Controversies, Major Rebellions.

Find the entire activity on the Web site: [http://www.digitalhistory.uh.edu/historyonline/slav_fact.cfm](http://www.digitalhistory.uh.edu/historyonline/slav_fact.cfm)

#### Interdisciplinary Connections
Language Arts

### Differentiated Learning

#### Enrichment Activity:
- See the great myth vs. fact lesson sheet from the lesson Web site. Excellent glossary.

#### Additional Instruction:
- Read four to five narratives from slaves from the Web site [http://xroads.virginia.edu/~HYPER/wpa/gphome.html](http://xroads.virginia.edu/~HYPER/wpa/gphome.html). Have students describe from here what the life of a slave life may have been like.

### Additional Resources

#### Web Sites:
### Core Activity

Scholars have suggested that African Americans were resistant and resourceful within the harsh confines of slavery. In this lesson, students will arrive at their own interpretations of slave resistance.

Find the entire lesson on the Web site: [http://web.gc.cuny.edu/ashp/doing/slaveresistance.html](http://web.gc.cuny.edu/ashp/doing/slaveresistance.html)

### Interdisciplinary Connections

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**

- Assign some journal writing. If you wish, you can use the student-generated discussion questions as the basis for writing activities.

- Deepen the exploration of the Douglass quotation by analyzing and comparing the following documents:
  1. A longer excerpt from [Douglass's 1857 speech](http://example.com) on West India emancipation
  2. An overview of Brown's raid, including Douglass's thoughts about it
  3. Excerpt from [Douglass's 1881 speech](http://example.com) lauding Brown's raid on Harpers Ferry

**Additional Instruction:**

- Have students read about the Nat Turner/ Stono Rebellions. Then in pairs, have students discuss reasons that slaves would rebel against their owners.
Supplemental Texts:

- “White Slave Owners Fear that the Haitian Revolution has arrived in Charleston, South Carolina, 1797” – available at – http://www.Historymatters.gmu.edu/d/6596

- Additional resource (optional) Doing as They Can: Slave Life in the American South- SERIES ONE: 1770-1875 (American Social History Productions)

Video:


Web Sites:


- Third Person, First Person: Slave Voices http://scriptorium.lib.duke.edu/slavery/

- Virginia Runaways Project http://www.wise.virginia.edu/history/runaways/

- National Geographic Online: The Underground Railroad http://www.nationalgeographic.com/features/99/railroad/

- Freedmen and Southern Society Project http://www.history.umd.edu/Freedmen/


- Slave Movement During the 18th and 19th Centuries http://dpls.dacc.wisc.edu/slavedata/index.html

Informal Assessment

Clearly marked assessment in the lesson.
### Core Activity

Students investigate early rice plantations in Georgetown, South Carolina, to learn how rice cultivation transformed the native environment and promoted the South's dependence on a plantation economy.

Find the entire lesson on the Web site: [http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/3rice/3rice.htm](http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/3rice/3rice.htm)

### Interdisciplinary Connections

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**

- **Activity 1: Researching Your Community's Economic Origins.**
  
  Have the students work in groups to research the economic base of their own community when it was established. Was the economy based on a single agricultural product? An early industry? In short, why did people settle in the region? In most communities, local historians have put together pamphlets or books describing the genesis of the town or city. State histories can also be useful. Newspapers often put out anniversary issues that tell much about the early history of a town or region. Local and state libraries and archives also contain useful sources. Finally, have them consider what the economic base of their community is today and explain how and why it has changed or stayed the same. Groups could present their research in short written or oral reports or create displays to share with the rest of the class.

- **Activity 2: Researching the Contribution of Different Cultures.**
  
  Have students determine what groups (ethnic, religious, etc.) settled in their community during its history. Divide the class into teams assigning each team one of the ethnic/religious groups for which they are to research the following questions. Where did these groups come from? What special skills or knowledge did they have that helped them settle the area? How did these skills contribute to the development of the area's economy? What resources were the different groups able to use to their advantage? Were these settlers able to continue the same occupations they held previously or did their new community force them to adapt? Now, ask the students to think about their community as it is today, especially looking for evidence of these earlier groups. Can any of the buildings, social customs, regional foods, annual observances or festivities etc. be identified with particular groups? Have them note types of architecture and/or architectural details, church denominations, land use patterns, specialty stores and restaurants, annual festivals, and clubs and fraternal organizations that represent the continuing influence of the different settlers. Have each team report back on what they have learned. Facilitate discussions on the similarities and differences of the ethnic/religious groups, and which culture appears to have the most influence today and why.
Additional Instruction:

- Compare a plantation layout with a town model layout of New England. How are they different? Why do they need to be different?

Additional Resources

Video:

- PBS – Africans in America

Web sites:

- Documenting The American South
  http://www.docsouth.unc.edu/jackson/menu.html
- Africans in America
  http://www.pbs.org/wgbh/aia/home.html
- The Slave Kingdoms
  http://www.pbs.org/wonders/fr_e3.htm
- Drayton Hall
  http://www.draytonhall.org/

Informal Assessment

Teachers can create their own assessment based on the lesson content.
<table>
<thead>
<tr>
<th>History:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>D. Describe the effects of interactions</td>
<td>Core Activity</td>
<td>Assemblies, council, Governor,</td>
</tr>
<tr>
<td>among civilizations during the 14th through</td>
<td>Life in the early colonies was governed by a structure of laws and community rules.</td>
<td>Councilor, freeman</td>
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<tr>
<td>the 18th centuries:</td>
<td>Out of these arrangements emerged democratic structures still in wide use in the United</td>
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<td></td>
<td>States today – among them, town meetings and assemblies. Learn about the early roots of</td>
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<tr>
<td></td>
<td>these practices by exploring a section of <strong>PBS' Colonial House</strong> Web site.</td>
<td></td>
</tr>
<tr>
<td>2. Describe the political, religious and</td>
<td>Find the entire activity on the Web site:</td>
<td></td>
</tr>
<tr>
<td>economic aspects of North American</td>
<td><strong><a href="http://www.pbs.org/wnet/colonialhouse/rules_offices.html">www.pbs.org/wnet/colonialhouse/rules_offices.html</a></strong></td>
<td></td>
</tr>
<tr>
<td>colonization including:</td>
<td>Interdisciplinary Connections</td>
<td></td>
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<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art</td>
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<tr>
<td></td>
<td><strong>Differentiated Learning</strong></td>
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<tr>
<td></td>
<td><strong>Enrichment Activity:</strong></td>
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<tr>
<td></td>
<td>• Have students write a compare/contrast essay on three of the laws listed on the website.</td>
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<td></td>
<td>Are the laws they selected still used today? Explain why or why not.</td>
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<td></td>
<td><strong>Additional Instruction:</strong></td>
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<td></td>
<td>• After guided reading of the laws on the website, have students write three of their own</td>
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<td></td>
<td>laws that would be helpful in the classroom. Have them explain why they choose those three</td>
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<tr>
<td></td>
<td>laws.</td>
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</tbody>
</table>
### Core Activity

This lesson examines ways in which George Washington demonstrated his leadership abilities as a young British colonial officer. Textbooks make little reference to his military career during the mid-eighteenth century Anglo-French contest for empire. The lesson includes a reading to acquaint students with Washington’s first adventures as a military leader and draws upon his letter books to explore his role in the struggle between Britain and France for control of North America between 1753 and 1758.

Find the entire lesson on the Web site: [http://www.memory.loc.gov/learn/lessons/gw1.html](http://www.memory.loc.gov/learn/lessons/gw1.html)

### Interdisciplinary Connections

**Language Arts**

- **Seven Years War (French and Indian War), Ohio valley, military campaign, military commission**

### Differentiated Learning

**Enrichment Activity:**

- Have students re-read about the French and Indian War to refresh their memory. Ask them to find out about the Acadians and how the French and Indian War affected them. Some students may enjoy reading *Evangeline*, a poem by Henry Wadsworth Longfellow about the Acadians.

**Additional Instruction:**

- Organize students into three groups representing French soldiers, British soldiers, and American colonists fighting alongside the British. Have students research the major battles. Then, have students work together to write diary entries reflecting their group’s point of view about these events: A) General Braddock’s attack on Fort Duquesne; B) the battle for Quebec; C) the British capture of Montreal. Remind students to include facts as well as thoughts and feelings. Invite groups to share the diaries with the class and compare the different points of view.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
### ACTIVITY

**John Peter Zenger: Truth is a Defense (1 day)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Government:</td>
<td>Core Activity</td>
<td>seditious libel, bribery, magistrate, disbarred, scandalous, tyranny</td>
</tr>
<tr>
<td>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</td>
<td>Students read and answer questions based on a narrative account of a Freedom of the Press case. Find the entire lesson on the Web site: <a href="http://www.billofrightsinstitute.org/pdf/honesty_zenger.pdf">http://www.billofrightsinstitute.org/pdf/honesty_zenger.pdf</a></td>
<td></td>
</tr>
<tr>
<td>6. Explain how specific provisions of the U.S. Constitution including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>b. Right to trial by jury and the right to counsel</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>c. Due process and equal protection of the laws.</td>
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</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- We today have colonial times to thank for freedom of the press. Research what rights and freedoms we enjoy today that had their beginnings in colonial times.

**Additional Instruction:**

- Discuss what is meant by due process, right to trial by jury, and right to counsel. Bring in famous cases to help the students understand the consequences if we did not have these things (*e.g.*: *Gideon v Wainwright*).
Unit 2: American Revolution

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<td>2. Colonial Broadsides and the American Revolution</td>
<td>3-5 days</td>
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<td>4. Revolutionary Tea Parties and the Reasons for Revolution</td>
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<td>5. The Boston Tea Party: Costume Optional?</td>
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<td>6. Why Do We Need A Government?</td>
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<td>7. The Growth of Democratic Tradition: the Age of Enlightenment</td>
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<td>9. Created Equal</td>
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<td>11. Black and White in United States History: A Gray Area Comparing Old and New Accounts of Thomas Jefferson's Life</td>
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<td>12. King George, Give Us a Break!</td>
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<td>13. Patriot Attitude Toward the Monarchy</td>
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<td>14. The Battle of Bunker Hill: Now We Are at War</td>
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<td>15. Saratoga: The Tide Turns on the Frontier</td>
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<tr>
<td>16. Guilford Courthouse: A Pivotal Battle in the War for Independence</td>
<td>2-5 days</td>
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<td>17. Impact of the American Revolution on Women and Slavery</td>
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<td>18. After the American Revolution: Free African Americans in the North</td>
<td>2-5 days</td>
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</tbody>
</table>
**INTRODUCTORY LESSON**
*Voices of the American Revolution (3-5 days)*

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</td>
<td>Core Activity</td>
<td>Loyalist</td>
</tr>
<tr>
<td>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British</td>
<td>Students will explore the following question: In the years leading up to the American Revolution, what were some of the attitudes expressed towards rebellion and what were the motives and allegiances behind these diverse viewpoints?</td>
<td><a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=423">http://edsitement.neh.gov/view_lesson_plan.asp?id=423</a></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**
- Language Arts

**Differentiated Learning**

**Enrichment Activity:**
- For students who quickly grasp the lesson’s concepts, have them read Patrick Henry’s famous “Give me Liberty or Give me Death” speech. Then in pairs, have students write a version of the speech in their own words. Once students have done this, discuss the following: what was the point of Henry's speech? What arguments did he make to back up his position? Do you think he was successful in making a persuasive speech – why or why not?

**Additional Instruction:**
- If students have difficulty grasping the lessons’ concepts, divide students into pairs. Each pair must choose one person to be a patriot and one to be a loyalist. Then the pair must write a dialogue between a patriot and a loyalist in which both people state and support at least five arguments to support his/her cause. Students may then choose to perform the role-play in front of the class or create a comic strip version of the dialogue.
- Group research activity: Pair up and take sides-loyalist/patriot.

**Additional Resources**

**Video:**
- PBS – Liberty series: *The American Revolution*
Web Sites:

- Runaways
  http://www.pbs.org/wgbh/aia/part2/12p17.html
- Free Black Patriots
- Of the Natural Rights of Colonists
  http://www.pbs.org/wgbh/aia/part2/2h18.html
- Felix's Petition
  http://www.pbs.org/wgbh/aia/part2/2h22.html
- American Memory Collection
  http://memory.loc.gov/
- Africans in America from PBS
  http://www.pbs.org/wgbh/aia/home.html

Informal Assessment

Teachers can create their own assessment based on the lesson content.
Colonial Broadsides and the American Revolution (3-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>broadsides, time capsule</td>
</tr>
<tr>
<td>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</td>
<td>Students will use the resources of the Library of Congress's Printed Ephemera Collection to experience the news as the colonists heard it and list important events leading to the American Revolution. Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=390">http://edsitement.neh.gov/view_lesson_plan.asp?id=390</a></td>
<td>broadsides, time capsule</td>
</tr>
<tr>
<td>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- If students quickly grasp the lesson’s concepts have them create their own broadside about a modern day event or issue.
- Students can browse “An American Time Capsule”: Three Centuries of Broadsides and Other Printed Ephemera on the EDSITEment-reviewed Web site American Memory for other documents of interest.
- Students can create their own broadsides about current issues of interest to young people.
- Students can produce facsimile broadsides for other important historical events.
- Students can establish relationships between specific broadsides and the grievances listed in the Declaration of independence. These could be illustrated in a list, slide show, or through links from the text of the Declaration.
- EDSITEment offers a related lesson, Declare the Causes: The Declaration of Independence - Understanding Its Structure and Origin. Though designed for younger students, it can be adapted for middle school.
Additional Instruction:
- If students have difficulty grasping the lessons concepts, divide students into groups and assign each group a cause of the American Revolution (The Proclamation of 1763, the Stamp Act, etc.). Each group must research their cause and then create the following: a brochure that gives arguments for why their topic is reason to rebel against the Crown; a speech intended to incite the public’s anger at the Crown because of their assigned topic; and a mini-play about their topic and the colonist’s response to it.
- In groups choose one cause of the American Revolution and make a:
  - Brochure supporting arguments.
  - Speech to incite the public’s anger.

Additional Resources

Supplemental Texts:
- Brutus, To the Free and Loyal Inhabitants of the City and Colony of New-York “We are All Equally Free”: New York City Workingmen. Broadside, New York., 1774 - Also available online at: http://www.historymatters.gmu.edu/5717
- Brutus, Demand a Voice in the Revolutionary Struggle. Broadside, New York, 1774 - Also available online at: http://www.historymatters.gmu.edu/d/5717

Web Sites:
- American Memory
  http://memory.loc.gov/ammem/ammemhome.html
- An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera - http://memory.loc.gov/rbc/rbpe/rbpe03/rbpe035/
- Documents from the Continental Congress and the Constitutional Convention, 1774-1789 - http://memory.loc.gov/ammem/bdsds/bdsdhome.html
- The Internet Public Library
  http://www.ipl.org/
- The American Revolution
  http://revolution.h-net.msu.edu/
- From Revolution to Reconstruction
  http://odur.let.rug.nl/~usa/
- Revolutionary War
  http://www.rewar.com/
- Annenberg/CPB
  http://www.learner.org/index.html
- The Coming of Independence: Key Events - http://www.learner.org/biographyofamerica/prog04/key_events/index.html

Informal Assessment
Clearly marked assessment in the lesson.
### The Boston Massacre (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</td>
<td>Students will be given background information about the Boston Massacre, and then they will be asked to examine the engraving of the event by Paul Revere. Students will determine the flaws in the engraving and learn why it was engraved with those flaws.</td>
<td>engraving, massacre, propaganda, acquitted, manslaughter</td>
</tr>
<tr>
<td>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:</td>
<td>Painting of Boston Massacre found at: <a href="http://earlyamerica.com/review/winter96/massacre.html">http://earlyamerica.com/review/winter96/massacre.html</a></td>
<td></td>
</tr>
<tr>
<td>b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/US_History/USH0213.html">http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/US_History/USH0213.html</a></td>
<td></td>
</tr>
</tbody>
</table>

#### Interdisciplinary Connections
- Language Arts
- Fine Arts

### Differentiated Learning

#### Enrichment Activity:
- Cite examples of propaganda usage throughout history. Analyze the painting found on the early America Web site listed above. How could this painting of the Boston Massacre be used as propaganda for the colonists against the British?

#### Additional Instruction:
- Define Massacre. Is it appropriate to call the Boston Massacre a “Massacre”? Why or why not? Explain why you think it was called a Massacre.

#### Web Sites:
- A Behind-the-Scenes Look at Paul Revere’s Most Famous Engraving [http://earlyamerica.com/review/winter96/massacre.html](http://earlyamerica.com/review/winter96/massacre.html)

#### Informal Assessment
- Clearly marked assessment in the lesson.
## Revolutionary Tea Parties and the Reasons for Revolution (2-5 days)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
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</tr>
<tr>
<td>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</td>
<td>Core Activity</td>
<td>tyrant, Conciliatory, linchpin</td>
</tr>
<tr>
<td>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning history the Tea Act and the Intolerable Acts</td>
<td>Why all this rebellious fervor about tea? Did Britain's Tea Act and the resulting controversy in the colonies lead to the American Revolution? Students address these questions.</td>
<td></td>
</tr>
<tr>
<td>b. The Boston Tea Party, the boycotts, the Sons of Liberty</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=398">http://edsitement.neh.gov/view_lesson_plan.asp?id=398</a></td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship Rights and Responsibilities</strong></td>
<td>Resource - video - The Boston Tea Party (DISNEY, 1966) Excerpts from Johnny Tremain where students meet Paul Revere and Sam Adams who participate in an event that helped start the revolution against the British Empire. 30 minutes. DPS Media Services Department.</td>
<td></td>
</tr>
<tr>
<td>A. Show the relationship between civic participation and attainment of civic and public goals:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>a. The Sons of Liberty</td>
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</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Defend this statement with examples: "The Boston Tea Party was a covert operation", and the "Sons of Liberty was a terrorist group." Today, could protest groups use these same tactics? Why or why not?

- Students interested in learning more about the events leading up to the Boston Tea Party can start with these EDSITEment resources:
  - Tax History Project, a comprehensive article on the events leading up to and following the Boston Tea Party, with an emphasis on taxes - [http://www.tax.org/Museum/1756-1776.htm](http://www.tax.org/Museum/1756-1776.htm)
• Students can analyze political cartoons from the years of protest that preceded the Revolutionary War, such as the ones below. If desires, use the Cartoon Analysis Form, available on the Web site http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/cartoon.html
  o The Repeal or the Funeral Procession of Miss Americ-Stamp: A satiric cartoon commemorating repeal of the Stamp Act, c. 1776 – http://www.tax.org/Museum/images/stamp_act.jpg
  o The Bostonians paying the excise-man or tarring & feathering. 1774 – http://www.tax.org/Museum/images/stampact.jpg
  o Cartoon depicting the rough treatment of a barber’s customer once his identity as a British officer was revealed 1775 – http://www.tax.org/Museum/images/barber.jpg
  o An allegorical depiction of the Coercive Acts, specifically the closing of Boston Harbor by the British (by Paul Revere) – http://www.tax.org/Museum/images/BostonTp.jpg

• Students can read the following poems about the Boston Tea Party, written during the 19th century. How accurate are the accounts? What attitudes about our nation's formative years do they express?
  o The Boston Tea Party by Ralph Waldo Emerson found on the Web site http://www.poetry-archive.com/e/boston.html
  o A Ballad of the Boston Tea-Party by Oliver Wendell Holmes found on the Web site http://www.eldritchpress.org/owh/tea.html

• Students can also read more by and about Ralph Waldo Emerson, who coined the phrase “The shot heard 'round the world,” and Oliver Wendell Holmes, Sr. Find the Emerson biography on the Web site http://odur.let.rug.nl/usanew/LiT/emerson.htm and the Holmes biography on the Web site http://odur.let.rug.nl/usanew/LiT/holmes.htm

• The Boston Tea Party was a grand example of street theater protest, something we often associate now with the 1960s. For more about that era of protest, look at the online exhibit the “Psychedelic Sixties: Literary Tradition and Social Change” http://www.lib.virginia.edu/speccol/exhibits/sixties/ - from the Special Collections Department of the University of Virginia Library. Students can expand their knowledge of the protest movements of the sixties by interviewing eyewitnesses. They can also conduct a poll about attitudes today toward those protests of the past. Students can conclude their study by making comparisons between the two eras of protests.

Additional Instruction:
• Create a time line of American Revolution events. How does one event lead to the other?

Additional Resources

Supplemental Text:

Informal Assessments

Teachers can create their own assessment based on the lesson content.
### The Boston Tea Party: Costume Optional? (3-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies Skills and Methods</strong></td>
<td>Core Activity</td>
<td>broadsides, “tea party”</td>
</tr>
<tr>
<td>A. Analyze different perspectives on a topic obtained from a variety of sources:</td>
<td>What really happened at the Boston Tea Party? What sources can help us find out? Students address these questions.</td>
<td></td>
</tr>
<tr>
<td>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=397">http://edsitement.neh.gov/view_lesson_plan.asp?id=397</a></td>
<td></td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The Boston Tea Party, the boycotts, the Sons of Liberty.</td>
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</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Plan an event as an alternative to the Tea Party
- Students interested in learning more about the events leading up to the Boston Tea Party can start with these EDSITEment resources:
  - [America During the Age of Revolution, 1764-1775](http://americanmemory.loc.gov/ccc/), a timeline available on [American Memory](http://americanmemory.loc.gov/ccc/)
  - [Tax History Project](http://historymatters.gwu.edu/), a comprehensive article on the events leading up to and following the Boston Tea Party, with an emphasis on taxes, available via a link from [History Matters](http://historymatters.gwu.edu/)
  - The complete text of [The Tea Act](http://historymatters.gwu.edu/), available via a link from [History Matters](http://historymatters.gwu.edu/).
- Students can analyze political cartoons from the years of protest that preceded the Revolutionary War, such as these from the Tax History Project, a link from the EDSITEment-reviewed website History Matters. If desired, use the Cartoon Analysis Form available on the EDSITEment resource Digital Classroom.
  - The Repeal or the Funeral Procession of Miss Amer-Stamp: A satiric cartoon commemorating repeal of the Stamp Act, c. 1766
  - The Bostonians paying the excise-man or tarring & feathering, 1774
  - Cartoon depicting the rough treatment of a barber's customer once his identity as a British officer was revealed, 1775
  - An allegorical depiction of the Coercive Acts, specifically the closing of Boston Harbor by the British (by Paul Revere)

Additional Instruction:

- Research the Sons of Liberty and look for other groups through history that have also used their types of tactics. What was the group's purpose in the American Revolution?

Informal Assessment

Clearly marked assessment in the lesson.
## Why Do We Need A Government? (1 day)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</td>
<td>Core Activity&lt;br&gt;Students examine natural rights and John Locke's ideas.</td>
<td>natural rights, philosopher, government, absolute power, consent, state of nature, social compact or social contract</td>
</tr>
<tr>
<td>4. Explain the results of important developments of the American Revolution including:</td>
<td>Resource- video- <em>Shot Heard “Round the World</em> (DISNEY, 1966) Excerpts from <em>Johnny Tremain</em> and Paul Revere's ride. 31 minutes. DPS Media Services Department.</td>
<td></td>
</tr>
<tr>
<td>b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;</td>
<td>Interdisciplinary Connections&lt;br&gt;Language Arts</td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship Rights and Responsibilities</strong></td>
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</tr>
<tr>
<td>A. Show the relationship between civic participation and attainment of civic and public goals:</td>
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<tr>
<td>4. Show connections between the rights and responsibilities of citizenship including</td>
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<tr>
<td>c. Having rights and respecting the rights of others.</td>
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</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Have small groups of students arrive at a definition of inalienable rights (rights belonging to everyone that cannot be taken away). Then, have student groups prepare two lists: one list that reflects rights that the colonists might have considered "unalienable." The other list should reflect students' ideas of those rights that they (the students) consider "inalienable."
Additional Instruction:

- Answer the following questions to review the reading from the lesson:

1. What is the purpose of government according to the natural rights philosophers?
2. Where does government get its right to govern, according to the natural rights philosophers?
3. What is a social compact? Do you think this is the best way to create a government? Why or why not?
4. What beliefs about rights were important to the American colonists?
5. What rights do you think people should have?

Informal Assessment

Teachers can create their own assessment based on the lesson content.
# The Growth of Democratic Tradition: The Age of Enlightenment (2-6 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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</thead>
<tbody>
<tr>
<td><strong>Government:</strong></td>
<td></td>
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</tbody>
</table>
| A. Explain why people institute governments, how they influence governments, and how governments interact with each other:  
  1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.  | **Core Activity**  
This lesson focuses on the Enlightenment philosophies and the American documents they inspired.  
| **History**                   |                              |            |
| E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:  
  4. Explain the results of important developments of the American Revolution including:  
     a. A declaration of American independence;  | **Interdisciplinary Connections**  
Language Arts | |

**Differentiated Learning**

**Enrichment Activity:**
- Create a list of ten laws that came from these philosophies. Compare/contrast to current laws.
- Have students create a time line covering the years 1600-1900. Include the life span of each of the five political thinkers. Also include the following events and documents: Declaration of Independence, Declaration of the Rights of Man, Constitution; American Revolution, French Revolution, Mexican War of Independence, American Civil War.
- More Advanced: Have students draw conclusions about the ideas of the philosophers and the ideals of the revolutions. Which documents or revolutions have direct relationship to the ideas of the five political thinkers?

**Additional Instruction:**
- What future U.S. laws did the Enlightened philosophy influence?
- Create a T-chart using the laws of today from the Enlightened-philosophy influence.
Additional Resources

Web Sites:

- Selected Biographies Archive
  http://www.lucidcafe.com

- Rousseau

- Virtual Tour of Versailles
  http://www.chateauversailles.fr

- Internet Encyclopedia of Philosophy
  http://www.utm.edu/research/iep/

- The European Enlightenment
  http://www.wsu.edu/~dee/ENLIGHT/ENLIGHT.HTM

Informal Assessment

Teachers can create their own assessment based on the lesson content.
<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td><strong>Government:</strong></td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>A. Explain why people institute governments, how they influence governments, and how governments interact with each other:</td>
<td>Students will work in small groups to investigate the principles of self-governments and natural rights found in the Declaration of Independence. Groups will present to the class information on the Enlightenment and three Enlightenment philosophers. The lesson will culminate in an assignment linking Enlightenment philosophers to the Declaration of Independence to show their influence on the founding fathers. Students will complete a graphic organizer, link specific philosophers to parts of the Declaration of Independence and answer a two-part culminating question in an extended response format.</td>
<td>natural rights, Enlightenment, philosophy, self-government, sovereignty, social contract, monarchy, democracy, parliament, liberty, property, inalienable, legislative, executive, judicial</td>
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</tbody>
</table>

### Interdisciplinary Connections

**Language Arts**

**Differentiated Learning**

**Enrichment Activity:**

- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**

- The Web site shares ideas for additional instruction.

**Informal Assessment**

Clearly marked assessment in the lesson.
## Created Equal (3-4 days)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>History</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</td>
<td>This lesson focuses on a few key concepts of the Declaration of Independence, beginning with the phrase &quot;All men are created equal.&quot; Students gain an appreciation of Thomas Jefferson's efforts to deal with the complex issues of equality and slavery in the Declaration of Independence.</td>
<td>Declaration of Independence, representation, compromise, hypocrisy, equality</td>
</tr>
<tr>
<td>4. Explain the results of important developments of the American Revolution including:</td>
<td>Find the entire lesson on the Web site: <a href="http://memory.loc.gov/ammem/ndlpedu/lessons/01/equal/overview.html">http://memory.loc.gov/ammem/ndlpedu/lessons/01/equal/overview.html</a></td>
<td></td>
</tr>
<tr>
<td>a. A declaration of American independence</td>
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</tbody>
</table>

### Interdisciplinary Connections

- **Language Arts**
- **Drama**

### Differentiated Learning

**Enrichment Activity:**

- Rewrite the Declaration of Independence for today. What parts would you keep? What parts would you add?

- Break the class into two groups based on Jefferson's intentions regarding equality in the Declaration of Independence. One group believes Jefferson meant all men, while the other group believes Jefferson meant all white men. Find evidence in the [American Memory](http://memory.loc.gov/ammem/) collections to support position.

- Create a **RAFT** (Role, Audience, Format, Topic) using the Declaration of Independence. Sample roles could include an African American, Woman, British Subject, etc.

- Stage a mock trial with the students playing the roles of Jefferson and others. The American Memory materials serve as evidence to be presented in a trial. Include a judge, witnesses, jury, defense lawyers, and prosecution.

- One individual student could portray Thomas Jefferson and answer questions raised by the rest of class on the phase "all men are created equal."
Additional Instruction:
- Examine the Declaration of Independence using the National Archives Document Analysis Worksheet. found at http://memory.loc.gov/ammem/ndlpedu/lessons/01/equal/overview.html

Additional Resources

Supplemental Texts:

Informal Assessment

Clearly-marked assessment with rubric in the lesson.
# Thomas Jefferson and the Declaration of Independence: The Man and the Document (7 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>A. Interpret relationships between events shown on multiple-tier time lines:</td>
<td>Thomas Jefferson spoke for the thirteen colonies when he wrote the Declaration of Independence. He took a stand to free the colonies of British rule. Through this lesson, students will be able to: describe and discuss positive as well as controversial and contradictory aspects about Thomas Jefferson, the man; sequence the writing of the Declaration of Independence with other documents on a time line; summarize Jefferson’s views on government; list and explain the significance of Jefferson’s contributions to American history and government; answer questions about the Declaration of Independence; analyze quotes from the original text of the Declaration of Independence; explain the impact that the Declaration of Independence had upon American history; and analyze events that preceded and followed the writing of the Declaration of Independence.</td>
<td>Declaration of Independence, statesman, Monticello, architect, philosopher, Radical, Age of Enlightenment, revolutionary, inalienable</td>
</tr>
<tr>
<td>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Explain the results of important developments of the American Revolution including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. A Declaration of American independence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Explain why people institute governments, how they influence governments, and how governments interact with each other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Explain the political concepts expressed in the U.S. Constitution:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Representative democracy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Find the entire lesson on the Web site: [http://www.dps.k12.oh.us/academic/secso pictureBox/images/jefferson.pdf](http://www.dps.k12.oh.us/academic/secso pictureBox/images/jefferson.pdf)

Find the video for the lesson, Thomas Jefferson, Philosopher of Freedom, at the Dayton and Montgomery County Public Library. [http://www.daytonmetro/library.org](http://www.daytonmetro/library.org)

**Interdisciplinary Connections**

**Language Arts**
B. Identify historical origins that influenced the rights of U.S. citizens have today:

3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:

a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner.

Differentiated Learning

Enrichment Activity:

- Have students address the life of another signer of the Declaration of Independence and then look for similarities and differences and write an essay or do an oral presentation for the class on the subject.

Additional Instruction:

- Show the video from the lesson in segments of no more than two to three minutes and ask directed question to check for comprehension. Have them record the concepts/words that are new to them before you move on through the video. For timed activities, have student that needed additional instruction; work in pairs to complete the assignment.

Informal Assessment

Teachers can create their own assessment based on the content of the lesson.
**Black and White in United States History:**
A Gray Area Comparing Old and New Accounts of Thomas Jefferson’s Life (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities</td>
<td></td>
<td>DNA, mulatto, miscegenation, racism</td>
</tr>
</tbody>
</table>
| B. Identify historical origins that influenced the rights U.S. citizens have today: | Core Activity
Students compare and contrast various textbook articles about Thomas Jefferson and discuss the new-found DNA evidence that Jefferson fathered children with one of his slaves. |                                                                                     |
| a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner | Interdisciplinary Connections |                                                                                     |
|                              | Language Arts                                                                                   |                                                                                     |
|                              | Science                                                                                         |                                                                                     |

**Differentiated Learning**

**Enrichment Activity:**

- Assign students to write their own textbook entries editions with new information about Thomas Jefferson.
- Research the Jefferson family. Do they accept the Hemings as relatives?
- Read and discuss Thomas Jefferson’s essay on slavery, accessed through the Web site for A Hypertext on American History: From Revolution to Reconstruction, A WWW Project in Collaborative Writing. (http://odur.let.rug.nl/~usa/P/tj3/writings/slavery.htm). Because of the density of the writing, this essay would best suit an advanced class.
- Research Thomas Jefferson’s life, focusing on his upbringing, his presidency, his personal life, and his many inventions.
- Read other articles or news reports regarding the recent DNA evidence of Thomas Jefferson and Sally Hemings’ relationship and children. How do different new reports add to or contradict the article read in class?
- Write an editorial in response to this or another news story.
- Research your family’s genealogy and create a family tree going as far back as possible. Try to find out birth dates, death dates, and occupations.
• Interview members of your family to discover how many generations back your family’s memory can reach. In a notebook, document an interesting story about as many of your relatives as possible, either from your memory or from the memories of your interviewees. As an on-going project, continue to document interesting stories as they arise.

• Read Nella Larson’s *Quicksand and Passing.* These novellas present the lives of two African-American women living during the Harlem Renaissance and struggling with their identities as mulattos.

*Additional Instruction:*

• Look for information on Sally Hemings and her children. Have the class determine how Sally Hemings was a contradiction to Jefferson’s beliefs as expressed in the Declaration of Independence.

*Additional Resources*

*Video:*

• PBS – *Jefferson’s Blood*

*Informal Assessment*

Clearly marked assessment in the lesson.
<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>E. Explain the causes and</td>
<td>During this lesson, students</td>
<td>Patriot,</td>
</tr>
<tr>
<td>consequences of the American</td>
<td>will identify and explain the</td>
<td>Loyalist,</td>
</tr>
<tr>
<td>Revolution, with emphasis on</td>
<td>sources of conflict which</td>
<td>neutral</td>
</tr>
<tr>
<td>both Colonial and British</td>
<td>led to the American Revolution.</td>
<td>colonist,</td>
</tr>
<tr>
<td>perspectives:</td>
<td>Students will select one of</td>
<td>British,</td>
</tr>
<tr>
<td></td>
<td>the causes of the Revolutionary War, research, create a</td>
<td>boycott,</td>
</tr>
<tr>
<td></td>
<td>editorial about the cause from</td>
<td>Sons of</td>
</tr>
<tr>
<td></td>
<td>the viewpoint of one of the</td>
<td>Liberty,</td>
</tr>
<tr>
<td></td>
<td>following perspectives: Patriot,</td>
<td>petitions</td>
</tr>
<tr>
<td></td>
<td>Loyalist, neutral colonist,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or British. Information from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>student research will be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>shared through student created</td>
<td></td>
</tr>
<tr>
<td></td>
<td>skits.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set</a> E/H8E3_King_George_Give_Us_a_Break.pdf</td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and</td>
<td>Interdisciplinary Connections</td>
<td>Language</td>
</tr>
<tr>
<td>Methods:</td>
<td></td>
<td>Arts</td>
</tr>
<tr>
<td>C. Present a position and</td>
<td></td>
<td>Drama</td>
</tr>
<tr>
<td>support it with evidence and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>citation of sources:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Write a position paper or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>give an oral presentation that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>includes citation of sources.</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**
- The Web site shares ideas for additional instruction.

**Additional Resources**

**Video:**
- PBS- Liberty! The American Revolution
Web sites:

- Black Loyalists: Our History Our People
  http://www.collections.ic.gc.ca/blackloyalists/

- Liberty! The American Revolution
  http://www.pbs.org/ktca/liberty/

Informal Assessment

Clearly marked assessment in the lesson.
### Patriot Attitude Toward the Monarchy (2-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Core Activity</td>
<td>patriot, monarchy, magistrate</td>
</tr>
<tr>
<td>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</td>
<td>This lesson describes the role of the English monarch as perceived by the Patriots and how the Patriots envisioned distinguishing the role of the president from that of a monarch.</td>
<td></td>
</tr>
<tr>
<td>a. A declaration of American independence</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Research how other countries dealt with kings throughout history. Look at kings such as Louis the XVI, King James I. How do these countries treat their kings in relation to the treatment of King George?

**Additional Instruction:**
- Have students review the "complaints" section of *The Declaration of Independence*, available on the EDSITEment-reviewed Web site [Avalon Project at the Yale Law School](http://avalon.law.yale.edu/)

### Informal Assessment

Clearly marked assessment in the lesson.
<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Explain the results of important developments of the American Revolution including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Activity</td>
<td>Students determine how the events in Massachusetts in 1775 united colonial forces in opposition to imperial rule and students investigate their own community history to find out if there was a significant event in the past that united or divided the citizens.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/whp/wwlps/lessons/42bunker/42bunker.htm">http://www.cr.nps.gov/nr/whp/wwlps/lessons/42bunker/42bunker.htm</a></td>
<td>proximity, quartered troops, enmity</td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Research the life of General Israel Putnam. He was the one who helped Americans not be completely defeated at Bunker Hill with his most memorable line, “Don’t fire until you see the whites of their eyes.”

- Have students draw political cartoons commenting on the battle of Bunker Hill and its outcomes. Some students can draw cartoons reflecting the British point of view; others can represent the Patriot perspective. Before students begin drawing, show them examples of current political cartoons and discuss the techniques cartoonists use.

**Additional Instruction:**

- Break students into pairs. Have one partner research or describe what they know on Fort Ticonderoga and its importance to Bunker Hill, and have the other partner do the same with the Battle of Bunker Hill. The pair should discuss both topics and record any differences they may have. When the class comes together as a whole, discuss both ideas.
Additional Resources

Web Sites:

- Boston National Historical Park  
  http://www.nps.gov/bost/

- The American Battlefield Protection Program  
  http://www2.cr.nps.gov/abpp/index.htm

- Liberty! The American Revolution  
  http://www.pbs.org/ktca/liberty/

- The Blue Darter's Guide to the American Revolution  
  http://darter.ocps.net/classroom/revolution/index.html

- Worcester Polytechnic Institute (WPI)  
  http://www.wpi.edu/Academics/Depts/MiSci/6TSl/Hill/

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Saratoga: The Tide Turns on the Frontier (2-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Core Activity</td>
<td></td>
</tr>
</tbody>
</table>
| E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:  

4. Explain the results of important developments of the American Revolution including;  

b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;  

- Students learn about 18th-century warfare and the battle that was a turning point of the American Revolution.  

Find the entire lesson on the Web site: [http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/93saratoga/93saratoga.htm](http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/93saratoga/93saratoga.htm)  

### Interdisciplinary Connections

- Language Arts

### Differentiated Learning

**Enrichment Activity:**

- Watch the movie *Revolution* and discuss. Compare tactics and armaments of the colonists and British.

**Additional Instruction:**

- Read in class textbook Burgoyne’s Plan, Victory at Saratoga, and Aid from Europe. Write notes about how each of the events affected the war.

### Additional Resources

**Video:**

- PBS – *Liberty! The American Revolution*

**Web site:**

- *Liberty! The American Revolution*  

- *Battle of Saratoga: A Brief History*  
  [http://www.upi.edu/academics/depts/m:/sci/bisi/saratoga](http://www.upi.edu/academics/depts/m:/sci/bisi/saratoga)

### Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Guilford Courthouse: A Pivotal Battle in the War for Independence (2-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>pivotal, campaign, engagement</td>
</tr>
<tr>
<td>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</td>
<td>This backwoods county seat of Guilford Courthouse, North Carolina, was the site of a pivotal battle in the Revolutionary War's decisive Southern Campaign. The engagement set the stage for the region's liberation from enemy occupation and impelled British general Lord Charles Cornwallis to take the ill-fated road that led him to final defeat at Yorktown, Virginia, seven months later. Students explore this battle.</td>
<td></td>
</tr>
<tr>
<td>4. Explain the results of important developments of the American Revolution including; b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;</td>
<td>Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/32guilford/32guilford.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/32guilford/32guilford.htm</a></td>
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</tbody>
</table>

### Interdisciplinary Connections

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**

- Research small towns in Ohio and the historic events they take pride in.
- Present a short lecture on the life and times of Benedict Arnold. (Focus on the specifics of his treasonous acts). Describe a scenario in which Arnold was captured as he was about to flee the US. Then, have the class stage a mock trial. Assign students to be jurors, prosecutors, defense attorneys, judges, reporters and witnesses. Ask one student to play the role of Arnold, speaking in his own defense. Remind “prosecutors” and “attorneys” of the need to use logical arguments (facts and figures). Tell the “jury” to render a verdict, with each member offering reasons for his or her guilty or not guilty decision.

**Additional Instruction:**

- Have students write a brief essay identifying at least three military reasons for the American victory at Yorktown.
Additional Resources

Web Sites:

- Guilford Courthouse National Military Park
  http://www.nps.gov/guco/

- National Park Service: American Revolution Web Page
  http://www.nps.gov/revwar/

- Southern Campaign of the American Revolution
  http://www.cr.nps.gov/seac/socamp.htm

- National Park Service Museum Collection: American Revolutionary War
  http://www.cr.nps.gov/museum/exhibits/revwar/index1.html

- State Library of North Carolina
  http://statelibrary.dcr.state.nc.us/nc/ncsites/greensbo/guilf1.htm

- North Carolina’s Historical People and Places –
  http://www.itpi.dpi.state.nc.us/nchistorical/guilford.html

Informal Assessment

Teachers can create their own assessment based on the lesson content.
Impact of the American Revolution on Women and Slavery (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</td>
<td>Core Activity</td>
<td>perpetual servitude</td>
</tr>
<tr>
<td>4. Explain the results of important developments of the American Revolution including;</td>
<td>Students explore if revolutionary ideals have an impact on the status of women and on attitudes toward slavery.</td>
<td></td>
</tr>
<tr>
<td>d. Impacts on women</td>
<td>Find the entire activity on the Web site: <a href="http://www.digitalhistory.uh.edu/historyonline/us7.cfm">http://www.digitalhistory.uh.edu/historyonline/us7.cfm</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- Compare and contrast women's involvement in work today to the past during the Revolutionary times.

**Additional Instruction:**
- Read “American Athenas” from the Web site http://www.americanrevolution.org/nguyen.html. List five women who actively participated in the Revolution. What roles did these women and others play in the American Revolution?

**Additional Resources**

**Web Sites:**
- USHISTORY.org http://www.ushistory.org/index.html
After the American Revolution:
Free African Americans in the North (2-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>patriot,</td>
</tr>
<tr>
<td>E. Explain the causes and</td>
<td>Students examine generalizations about free African Americans living in the North</td>
<td>census</td>
</tr>
<tr>
<td>consequences of the American</td>
<td>between the American Revolution and the Civil War.</td>
<td></td>
</tr>
<tr>
<td>Revolution, with emphasis on</td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
<tr>
<td>both Colonial and British</td>
<td><a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=452">http://edsitement.neh.gov/view_lesson_plan.asp?id=452</a></td>
<td></td>
</tr>
<tr>
<td>perspectives:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>4. Explain the results of</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>important developments of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Revolution including;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Impacts on African-Americans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Research Sojourner Truth’s life.
- Students can create more extensive biographies or episodes of historical fiction using more of the memoirs written by and/or about the free African Americans in this lesson.
- The Web site The Valley of the Shadow - [http://valley.vcdh.virginia.edu/choosepart.html](http://valley.vcdh.virginia.edu/choosepart.html) - has extensive resources comparing two nearby communities, Franklin County, Pa., and Augusta County, Va.—one free and one slave. In the section “The Eve of the War”, students who want to dig deeply can find a wealth of material on free and enslaved African Americans.

**Additional Instruction:**

- Have students discuss why Africans were used as slaves, yet they were also used to fight for freedom from Britain. Why would they do this? They were not going to get freedom from their owners, but maybe they were hoping for it after freedom of the U.S. from Great Britain.

**Informal Assessment**

Clearly marked assessment in the lesson.
Unit 3: The U.S. Constitution

Unit Table of Contents

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introductory Lesson - A Dream and an Idea: Searching for a Roadmap to</td>
<td>1 day</td>
<td>81</td>
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<tr>
<td>Create a Country</td>
<td></td>
<td></td>
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<tr>
<td>2. Shays' Rebellion</td>
<td>2 days</td>
<td>83</td>
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<tr>
<td>3. Out with the Old, in with the New: The Articles of Confederation and the</td>
<td>2 days</td>
<td>85</td>
</tr>
<tr>
<td>United States Constitution</td>
<td></td>
<td></td>
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<tr>
<td>4. Economic Provisions of the Articles of Confederation</td>
<td>5-6 days</td>
<td>87</td>
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<tr>
<td>5. Fix it Because it is Broken</td>
<td>6 days</td>
<td>88</td>
</tr>
<tr>
<td>6. Lost Hero: Who Was Really Our First President?</td>
<td>2-5 days</td>
<td>89</td>
</tr>
<tr>
<td>7. The Constitutional Convention: What the Founding Fathers Said</td>
<td>3-8 days</td>
<td>90</td>
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<tr>
<td>8. Compromise is Key</td>
<td>4 days</td>
<td>93</td>
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<tr>
<td>9. Political Concepts in the U.S. Constitution</td>
<td>5 days</td>
<td>94</td>
</tr>
<tr>
<td>10. Federalism and the Constitution</td>
<td>2 days</td>
<td>95</td>
</tr>
<tr>
<td>11. We’re Off and Running</td>
<td>3 days</td>
<td>96</td>
</tr>
<tr>
<td>12. On the Issue of the Importation of Slavery (1806)</td>
<td>1 day</td>
<td>97</td>
</tr>
<tr>
<td>13. Observing Constitution Day</td>
<td>1-5 days</td>
<td>99</td>
</tr>
<tr>
<td>14. The Constitution: Principles &amp; Structures of American Democracy: Checks</td>
<td>1 day</td>
<td>100</td>
</tr>
<tr>
<td>and Balances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. How a Bill Becomes a Law: Creative Dramatics</td>
<td>1-10 days</td>
<td>101</td>
</tr>
<tr>
<td>16. The Federalist Debates: Balancing Power Between State and Federal</td>
<td>1-5 days</td>
<td>102</td>
</tr>
<tr>
<td>Governments.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Standard: Benchmark: Indicator

**History:**

F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:

6. Explain the challenges in writing and ratifying the U.S. Constitution including:
   a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise)

### Suggested Activity/Lesson

**Core Activity**

Students look at American’s struggle to define themselves as they fight for freedom from British rule and the founding fathers present differing visions of governance.

Find the entire lesson on the Web site: [http://thinktv.org/education/ntl/ntl/lesson03/king1.pdf](http://thinktv.org/education/ntl/ntl/lesson03/king1.pdf)

**Resources:**

- FREEDOM: A History of US #2 “From Colonies to Country” video DPS Media Services Department

### Interdisciplinary Connections

Language Arts

### Differentiated Learning

**Enrichment Activity:**

- Have students research the different reasons that immigrants came to America (freedom of religion, freedom to live without fear).
- Interpret cartoons as primary documents. Study biographies of American leaders.
- Write a follow-up "broadcast" focusing on another period of history presented in the FREEDOM: a History of US series.
- Examine art of the various periods covered in FREEDOM: A History of U.S.
- Examine medical practices of the Revolutionary period (bleeding, leeches, etc.).

**Additional Instruction:**

- Use a chapter of The American Nation and read the "First 13 Colonies."

### Additional Resources

**Video:**

FREEDOM: A History of US#2 “From Colonies to Country”
Web Sites:

- Before and Beyond the Constitution: The President Under the Articles of Confederation -
  http://edsitement.neh.gov/view_lesson_plan.asp?id=459

- Freedom: A History of US
  http://www.pbs.org/historyofus

Community Connections

- Student work can include e-mail interviews with experts related to research conducted. Speakers whose professions are related to topics covered in FREEDOM: A History of US (e.g. attorneys, authors) could be invited.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Shays' Rebellion (2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>Core Activity</td>
<td>Articles of Confederation, economic depression</td>
</tr>
<tr>
<td>5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:</td>
<td>The students will discover problems with the Articles of Confederation and write their opinion of the Articles of Confederation. The students will discuss two major events under the Articles of Confederation: Shays’ Rebellion and the Northwest Ordinance, and create a visual, factual display about both.</td>
<td></td>
</tr>
<tr>
<td>Government:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>B. Explain how the declaration of Independence, the U.S. Constitution, Including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:</td>
<td></td>
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</tr>
<tr>
<td>a. Shays’ Rebellion; b. Economic instability</td>
<td></td>
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</tr>
<tr>
<td>Economics:</td>
<td></td>
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</tr>
<tr>
<td>C. Identify connections between Government policies and the economy.</td>
<td></td>
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</tr>
<tr>
<td>4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.</td>
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</tr>
</tbody>
</table>
Differentiated Learning

Enrichment Activity:

- If students quickly grasp the lesson's concept, divide students into pairs and give each pair a copy of the Articles of Confederation (or excerpts from) and a copy of the Constitution. Have the pair put the Articles into their own words. Once they have done this, students should identify the weaknesses in the Articles of Confederation, or rather, what parts of the Articles made it difficult for the national government to function. Finally, students should try to examine how the Constitution attempted to address these weaknesses. Have students display their findings in a chart, listing the weaknesses of the Articles of Confederation on one side, and how the Constitution attempted to fix those weaknesses on the other side.

- Find a copy of the Articles of Confederation on the following Web site:
  http://www.yale.edu/lawweb/avalon/artconf.htm

- Find a copy of the Constitution on the following Web site:

- Have students pretend they are Daniel Shays' and have been arrested for causing a rebellion and write a paragraph on why he rebelled.

Additional Instruction:

- If students have difficulty grasping the lesson's concepts, divide students into small groups. Give each group a different excerpt from one of the Articles of Confederation that contains a weak point in the Articles. As a group, with one member acting as the scribe, students must: 1.) put the excerpt into their own words; 2.) explain why their excerpt might have contributed to the malfunction of the national government; and 3.) appoint a spokesperson to share their work with the rest of the class.

You can find a copy of the Articles of Confederation on the following Web site:
http://www.yale.edu/lawweb/avalon/artconf.htm

- Read Shays' Rebellion from the Internet site. Explain why Shays' Rebellion was a crucial event leading up to the Constitutional convention.

Additional Resources

Web Sites:

- Liberty! The American Revolution –
  http://www.pbs.org/liberty

Supplemental Text:

- William Manning, 52-54. "A Laborer," explains Shays' Rebellion in Massachusetts: "In as Plan A Manner As I Am Capable .Billerica, Mass., Manning Assoc., 1922 - Also available online at:
  http://historymatters.gmu.edu/d/5836

  http://www.historymatters.gmu.edu/d/6213

Informal Assessment

Clearly marked assessment provided with rubric.
### Out with the Old, in with the New:
The Articles of Confederation and the United States Constitution (2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Articles of Confederation, civics</td>
</tr>
<tr>
<td>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</td>
<td>Students will review the weaknesses of the Articles of Confederation, and learn about the major debates during the writing of the Constitution.</td>
<td></td>
</tr>
<tr>
<td>4. Explain the results of important developments of the American Revolution including;</td>
<td>Find the entire lesson on the Web site: <a href="http://thinktv.org/education/ntti/ntti/lesson03/king3.pdf">http://thinktv.org/education/ntti/ntti/lesson03/king3.pdf</a></td>
<td></td>
</tr>
<tr>
<td>a. Creation of state constitutions;</td>
<td>Resources: FREEDOM: A History of US #2 “Revolution” video, PBS. DPS Media Services Department</td>
<td></td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.</td>
<td></td>
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</tr>
<tr>
<td>5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:</td>
<td>Interdisciplinary Connections Language Arts</td>
<td></td>
</tr>
<tr>
<td>a. Maintaining national security;</td>
<td></td>
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<tr>
<td>b. Creating a stable economic system;</td>
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<tr>
<td>c. Dealing with war debts;</td>
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<tr>
<td>d. Collecting revenue;</td>
<td></td>
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<tr>
<td>e. Defining the authority of the central government.</td>
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<td></td>
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<tr>
<td>Economics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Identify connections between government policies and the economy:</td>
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<tr>
<td>4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.</td>
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<td>Government:</td>
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<tr>
<td>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</td>
<td></td>
<td></td>
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<tr>
<td>3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Government under the Articles of Confederation</td>
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</tbody>
</table>
Differentiated Learning

Enrichment Activity:

- Pair students with a copy of the Articles of Confederation. They will analyze and list what they see as weaknesses of the Articles.

- Ask students to write a governing document for your class that meets the needs of the governing body (the teacher) and the citizens (the students). Emphasize the fact that the founders of the Constitution did not just whip something up to govern the country. They created one document, the Articles of Confederation, and then threw that out when they realized it was not strong enough. They started over and created the Constitution. This investigation reemphasized writing as a process of revision.

- What is being done today to protect the original documents of the Declaration of Independence, the Constitution, etc? What happens to the paper and ink over time? How can the aging process be slowed to maintain these documents for future generations to see?

Additional Instruction:

- Discuss the Articles of Confederation and the U.S. Constitution with the students. Point out facts about each document and have students expand on the issues discussed. Assign a Venn diagram using Constitution and Articles of Confederation and list what they have in common and what is different between the two documents.

Additional Resources

Video:

- FREEDOM: A History of US #2

Web Sites:

- Freedom: A History of US
  http://www.pbs.org/historyofus

Community Connections

- Present a speaker on important turning points in U.S. and Ohio history. Have a lawyer or judge speak to the class on the U.S. Constitution and how it still works today.

- Increase student awareness of the importance of voting. Do on-campus voter registration.

- Create student groups to increase awareness about various topics of interest to students. How can they help influence change in their own community?

Informal Assessment

Teachers can create their own assessment based on the lesson content.
Economic Provisions of the Articles of Confederation (5-6 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Economics:</td>
<td>Core Activity</td>
<td>Articles of Confederation, federal, tariffs, treaties, mint, trade, regulation, commerce, constitution, convention, debt, foreclosure, bankruptcy, depression, interstate</td>
</tr>
<tr>
<td>C. identify connections between government policies and the economy:</td>
<td>Students will debate the pros and cons of four economic provisions of the Articles of Confederation. They will investigate the economic problems that arose from the weak government under the Articles and the demise of the Articles due to these problems. Students will then investigate how this led to the writing of the U.S. Constitution and how these economic problems were addressed through that new document.</td>
<td></td>
</tr>
<tr>
<td>4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.</td>
<td>Find the entire lesson on the Web site: <a href="http://ims.ode.state.oh.us/ODE/IMS/Back">http://ims.ode.state.oh.us/ODE/IMS/Back</a> pack/LessonPlans/SS_E8C4_PDF.pdf</td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections
Language Arts

Differentiated Learning

Enrichment Activity:
- The Web site makes suggestions for enrichment activities.

Additional Instruction:
- The Web site shares ideas for additional instruction.

Additional Resources
Web site:

Informal Assessment
Clearly marked assessment in the lesson.
**Fix it Because it is Broken (6 days)**

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<td><strong>History:</strong></td>
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<td></td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>Core Activity</td>
<td>Articles of Confederation, constitution, delegates, government, independent, preamble, ratified, representatives, revenue, tax</td>
</tr>
<tr>
<td>5. Explain the major domestic problems faced by the new republic under the Articles of Confederation including:</td>
<td>The purpose of this lesson is to assist students in discovering the weaknesses of the Articles of Confederation and the foundation for creation of the United States Constitution. Students will investigate the events leading up to the writing of the Articles of Confederation and the Constitution. To show evidence of their learning, students will work in cooperative groups to create political television commercials publicizing the weaknesses of the Articles of Confederation. Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/sociaastudissboe/pdf_set_B/Fix">http://www.ode.state.oh.us/academic_content_standards/sociaastudissboe/pdf_set_B/Fix</a> it Because it is Broken.pdf</td>
<td></td>
</tr>
<tr>
<td>a. Maintaining national security;</td>
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<td>b. Creating a stable economic system;</td>
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<td>c. Dealing with war debts;</td>
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<td>d. Collecting revenue;</td>
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<tr>
<td>e. Defining the authority of the central government.</td>
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</table>

**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

**Enrichment Activity:**

- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**

- The Web site shares ideas for additional instruction.

**Informal Assessment**

Clearly marked assessment in the lesson.
Lost Hero: Who Was Really Our First President? (2-5 days)

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<td>History:</td>
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</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>Core Activity</td>
<td>Articles of Confederation</td>
</tr>
<tr>
<td>5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:</td>
<td>Students look at the role of President as defined in the Articles of Confederation and consider the precedent-setting accomplishments of John Hanson, the first full-term &quot;President&quot; of the United States in Congress Assembled.</td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections

- Language Arts

Differentiated Learning

Enrichment Activity:

- Compare John Hanson to any other U.S. President that students know. List similarities/differences between the two. Compare/contrast the Executive Section of the Articles and the Constitution and their duties.

Additional Instruction:

- Have students write a cause and effect sentence for each statement: A) Each state wrote its own constitution; B) The Articles created a weak central government; C) Virginia gave up its western lands; D) The United States owed millions to individuals and foreign nations; E) The Northwest Ordinance set up a plan for adding states to the union. (Use the classroom text to help)

Informal Assessment

Teachers can create their own assessment based on the lesson content.
## The Constitutional Convention:
### What the Founding Fathers Said (3-8 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>In this lesson, students will learn how the Founding Fathers debated, and then resolved, their differences in the Constitution. Learn through their words and the words of others how the Founding Fathers created &quot;a model of cooperative statesmanship and the art of compromise.&quot;</td>
<td>Statesmanship, compromise, founding fathers</td>
</tr>
<tr>
<td>a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Government:

| B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy. | | |
| 4. Explain the political concepts expressed in the U.S. Constitution: | Interdisciplinary Connections | |
| a. Representative democracy; | Language Arts | |
| b. Federalism; | | |
| c. Bicameralism; | | |

### Differentiated Learning

**Enrichment Activity:**

- Have students listen and write their point of view as one of the Founding Fathers.
- If the class has adequate access to technology and students want to further explore the debates, familiarize students with the Debates in the Federal Convention of 1787 (Madison Debates) – available on the Web site [http://www.yale.edu/lawweb/avalon/debates/debcont.htm](http://www.yale.edu/lawweb/avalon/debates/debcont.htm), and/or The Debates in the Several State Conventions on the Adoption of the Federal Constitution (Elliot’s Debates) – available on the Web site [http://memory.loc.gov/ammem/amlaw/lwed.html](http://memory.loc.gov/ammem/amlaw/lwed.html).
- Have students scan the transcripts on their own or in small groups, looking for individual statements that, for the most part, became part of the Constitution. This is a way of demonstrating how many minds contributed to the Constitution as it now stands. Students can use the "Chart for Statements in Documents" on page 30 of the Handouts PDF file.
Students can also search for statements made by delegates that now seem unusual, irrelevant, or even rather odd, relative to the proposals adopted in the end. This is a way of demonstrating the far-ranging nature of the discussion and the ability of those present to speak their minds. Let students share their findings with the class, pointing out how a particular statement differs from an item in the final Constitution or why it now seems rather unusual, irrelevant, or odd. For examples of statements we would now deem odd, use "Example of Rather Odd Statements from the Constitutional Debates" on page 29 of the handout found on the Web site http://edsitement.neh.gov/lesson_images/lesson402/Handouts.pdf, students can use "Chart for Odd Statements" on page 31 of the handout. The full text of the Constitution can be found on the Web site http://www.archives.gov/national_archives_experience/charters/charters/constitution_transcript.html.

Students might be interested in making comparisons between the various records of the debates of the Constitutional Convention (Madison’s, Hamilton’s, King’s, and so on). For example, students can compare records for June 1 and/or June 4, using these resources available on the Avalon Project at the Yale Law School Web site http://www.yale.edu/lawweb/avalon/avalon.htm:

- http://www.yale.edu/lawweb/avalon/debates/601.htm
- http://www.yale.edu/lawweb/avalon/const/const05.htm
- http://www.yale.edu/lawweb/avalon/debates/604.htm
- http://www.yale.edu/lawweb/avalon/const/king.htm

Cross-references from Madison’s notes to King’s and Hamilton’s are also offered in the Avalon Project’s Debates in the Federal Convention of 1787 - http://www.yale.edu/lawweb/avalon/debates/debcont.htm.

Students could create a flow chart indicating issues cited in the debates that were eventually addressed in the Constitution. Similarly, students with technical skills could create an annotated copy of the Constitution with links to relevant sections of the debate. The full text of the can be found on the Web site http://www.archives.gov/national_archives_experience/charters/charters/constitution_transcript.html.


• Students with other inquiries about the Founding Fathers can consult Questions and Answers Pertaining to the Constitution - http://www.archives.gov/national_archives_experience/charters/constitution_q_and_a.html.

Additional Instruction:

• For more in depth study on the actual Convention, ask students to analyze how members might have felt under hot conditions, long days, and differences of opinion. Windows and doors closed for three months. 10-3pm six days a week. Who, what, where – who was there and who wasn’t there and how did that effect the outcome of the Constitution? For example, revolutionaries such as Jefferson, Patrick Henry and the Adams’s weren’t at the Constitutional Convention.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Compromise is Key (4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>The first framework of the U.S. government, the Articles of Confederation, led to problems because the central government was not given enough power. Can a group of resourceful politicians find a way to please everyone and still plan an efficient government? This lesson delves into the conflicts and compromises that arose during the Constitutional Convention. Students will pretend to be a visitor to the convention and write a journal describing the compromises which save the day.</td>
<td>constitution, ratify, ratification, convention, compromise, representation, Federalist, Anti-Federalist, bill of rights, amend, amendment</td>
</tr>
<tr>
<td>6. Explain the challenges in writing and ratifying the U.S. Constitution including:</td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
<tr>
<td>a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);</td>
<td>[<a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/E/H8F6_Compromise">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/E/H8F6_Compromise</a> is the Key.pdf](<a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/E/H8F6_Compromise">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/E/H8F6_Compromise</a> is the Key.pdf)</td>
<td></td>
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<tr>
<td>b. The Federalist/Anti-Federalist debate;</td>
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<tr>
<td>c. The debate over a Bill of Rights.</td>
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<tr>
<td>Social Studies Skills and Methods:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>C. Present a position and support it with evidence and citation of sources:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>2. Construct a historical narrative using primary and secondary sources.</td>
<td></td>
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<tr>
<td>Differentiated Learning</td>
<td></td>
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<tr>
<td>Enrichment Activity:</td>
<td></td>
<td></td>
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<tr>
<td>• The Web site makes suggestions for enrichment activities.</td>
<td></td>
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<tr>
<td>Additional Instruction:</td>
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<tr>
<td>• The Web site shares ideas for additional instruction.</td>
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<td></td>
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<tr>
<td>Additional Resources</td>
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<td></td>
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<tr>
<td>Web sites:</td>
<td></td>
<td></td>
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<tr>
<td>Informal Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers can create their own assessment based on the lesson content.</td>
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</tr>
</tbody>
</table>
## Political Concepts in the U.S. Constitution (5 days)

<table>
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<tr>
<td><strong>Government:</strong></td>
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<tr>
<td>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</td>
<td>Core Activity</td>
<td>Constitution, representative, democracy, federalism, bicameralism, Congress, House of Representatives, Senate, legislative, executive, judicial, president, vice president, cabinet, agencies, justices, Supreme Court, separation of powers, checks and balances, state, local, veto, appoint, approve, unconstitutional, judicial review</td>
</tr>
<tr>
<td>4. Explain the political concepts expressed in the U.S. Constitution:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Representative democracy;</td>
<td></td>
<td></td>
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<tr>
<td>b. Federalism;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Bicameralism;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Separation of powers;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Checks and balances.</td>
<td></td>
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</tbody>
</table>

### Core Activity

The Americans have won their new country, but who's the boss? This lesson helps students to understand why the founding fathers wrote a constitution that divides power between a central government and states, and also provides for a system of checks and balances. In small groups, students will research how the concepts of representative democracy, federalism, bicameralism, separation of powers, and checks and balances work within the framework of our government as outlined in the Constitution. As a final assessment, each student will produce a one-page newspaper explaining the five political concepts studied and how they apply to the United States.


### Interdisciplinary Connections

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**

- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**

- The Web site shares ideas for additional instruction.

**Informal Assessment**

Clearly marked assessment in the lesson.
Government:

A. Explain why people institute governments, how they influence governments, and how governments interact with each other:

1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.

B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:

4. Explain the political concepts expressed in the U.S. Constitution:
   a. Representative democracy;
   b. Federalism;
   c. Bicameralism;
   d. Separation of powers;
   e. Checks and balances.

Core Activity

Students will demonstrate and understand the concept of Federalism; identify the level of government at the national, local, and state level; know that each level of government is responsible for a particular function; and realize that every citizen in Ohio and in the United States is subject to the laws at all three levels.

Find the entire lesson on the Web site:

http://www.dps.k12.oh.us/academic/secsoce/americanhistory/images/federalism.pdf

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

• Advanced students may be required to make their presentation more media rich; by using PowerPoint, for example.

Additional Instruction:

• Students should function in pairs for the field trip and suggested activities.

Additional Resources

Web site:

  http://www.archives.gov/national_archives_experience/charters/constitution.html

Informal Assessment

Clearly marked assessment in the lesson.
We’re Off and Running (3 days)

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<tr>
<td>Government:</td>
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</tr>
<tr>
<td>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</td>
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<tr>
<td>5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.</td>
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<tr>
<td>Core Activity</td>
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<tr>
<td>The Constitution is designed to provide a framework for government in the United States. But how does this document establish order, manage conflict, and protect the rights of citizens? How are these difficult issues addressed in this document? During this lesson, students will delve into the seven articles of the Constitution to see where these issues are addressed. The students will have a chance to see if these issues were addressed fully within the seven articles or if other documents were needed to address them.</td>
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<tr>
<td>Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set_EV8B5_Were_Off_and_Running.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set_EV8B5_Were_Off_and_Running.pdf</a></td>
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<tr>
<td>Interdisciplinary Connections</td>
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<td>Language Arts</td>
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<tr>
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<tr>
<td>Enrichment Activity:</td>
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<td>• The Web site makes suggestions for enrichment activities.</td>
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<tr>
<td>Additional Resources</td>
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<tr>
<td>Web site:</td>
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<tr>
<td>Informal Assessment</td>
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<tr>
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<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>Few issues at the Constitutional Convention were more divisive than the question of slavery. At times, the very success of the convention hinged upon how the delegates dealt with this controversial topic. In this lesson, students will complete a close reading of the arguments offered during the Convention debates regarding the importation of slavery before 1808 (Article I, Section 9, Clause 1). After analyzing and discussing the moral, economic, and political arguments made during the debate, students take on the roles of the delegates in a dramatic reading</td>
<td>planter, abolition</td>
</tr>
<tr>
<td>6. Explain the challenges in writing and ratifying the U.S. Constitution including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);</td>
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</tr>
</tbody>
</table>


**Interdisciplinary Connections**

**Language Arts**

**Differentiated Learning**

**Enrichment Activity:**

- Student should read an Article from a “founder of the month.” Select Charles Pinckney. Have students summarize the historical significance of Mr. Pinckney’s point of view.

- Mr. Madison: At the conclusion of the debate over this clause, James Madison made the following comment: “Twenty years will produce all the mischief that can be apprehended from the liberty to import slaves. So long a term will be more dishonorable to the National character than to say nothing about it in the Constitution.” Students could write a brief paper in which they use historical evidence to prove that Madison’s prediction was right (or wrong).

- The Debate Continues: Thirty years after the Constitutional Convention, Charles Pinckney, then a member of the House of Representatives, participated in the debates regarding the admission of Maine and Missouri to the Union. Both states were admitted: Maine as a Free State and Missouri as a slave state, along with the added proviso that slavery would be prohibited north of the 36° 30' parallel. This arrangement is known as the Missouri Compromise. Pinckney’s comments included the following:
In considering this article, I will detail, as far as at this distant period is possible, what was the intention of the Convention that formed the Constitution in this article. The intention was, to give Congress a power, after the year 1808, to prevent the importation of slaves either by land or water from other countries. The word import, includes both, and applies wholly to slaves. Without this limitation, Congress might have stopped it sooner under their general power to regulate commerce; and it was an agreed point, a solemnly understood compact, that, on the Southern States consenting to shut their ports against the importation of Africans, no power was to be delegated to Congress, nor were they ever to be authorized to touch the question of slavery; that the property of the Southern States in slaves was to be as sacredly preserved, and protected to them, as that of land, or any other kind of property in the Eastern States were to be to their citizens. (14 February, 1820) I perfectly knew that there did not then exist such a thing in the Union as a black or colored citizen, nor could I then have conceived it possible such a thing could have ever existed in it; nor, notwithstanding all that has been said on the subject, do I now believe one does exist in it. (13 February, 1821)

Students could compare Pinckney's views with those expressed by him (and others) thirty years earlier at the Constitutional Convention.

Additional Instruction:
- Continue with Mr. Pinckney's active participation in slavery, because he was very influential on matters concerning The Constitution and slavery.
- What effect do you think this had on other delegates during the writing of the Constitution?

Additional Resources

Video:
- 1776, DVD, directed by Peter H. Hunt, Columbia Tristar Horn, 1972

Web Sites:

Informal Assessment

Teachers can create their own assessment based on the lesson content.
# Observing Constitution Day (1-5 days)

<table>
<thead>
<tr>
<th>History:</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>Core Activity</td>
<td>ratification, implementation</td>
</tr>
<tr>
<td>6. Explain the challenges in writing and ratifying the U.S. Constitution including:</td>
<td></td>
<td></td>
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<tr>
<td>a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);</td>
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<td><strong>Government:</strong></td>
<td></td>
<td></td>
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<tr>
<td>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</td>
<td></td>
<td></td>
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<tr>
<td>8. Describe the process by which a bill becomes a law.</td>
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</tbody>
</table>

### Core Activity

On September 17, 1787, the delegates to the Constitutional Convention met for the last time to sign the document they had created. Find out about the delegates, explore how the members of the Constitutional Convention might have felt as they gathered in Philadelphia’s Independence Hall and began the arduous and memorable task of writing the United States Constitution. Uncover the issues involved in the creation and ratification of the United States Constitution and the new government it established.

Find the entire activity on the Web site: [http://www.archives.gov/digital_classroom/lessons/constitution_day/constitution_day.html](http://www.archives.gov/digital_classroom/lessons/constitution_day/constitution_day.html)

### Interdisciplinary Connections

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**
- Assign students to play the Constitution game.

**Additional Instruction:**
- Locate and find information about delegates who signed the Constitution. Research Jonathan Dayton – the youngest delegate at the convention and Dayton’s namesake.
The Constitution: Principles & Structures of American Democracy: Checks and Balances (1-10 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<tbody>
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<tr>
<td>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</td>
<td>Core Activity</td>
<td>Separation of powers, system of checks and balances</td>
</tr>
<tr>
<td>4. Explain the political concepts expressed in the U.S. Constitution:</td>
<td>In this activity, students will illustrate how one branch checks the power of the other two branches.</td>
<td>C. Checks and balances.</td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**
- Language Arts
  - Separation of powers, system of checks and balances
- Drama

**Differentiated Learning**

**Enrichment Activity:**
- Assign students to research and report on certain instances where one branch of government checks another. Example: the President appoints cabinet members, congress checks by confirming the appointee.

**Additional Instruction:**
- Create charts listing the three Branches on each level: National, State and Local. In the chart include what each branch does and how one can “check” the other.

**Community Connections**
- A guest from a Speakers Bureau in Dayton, or the court system.

**Informal Assessment**
Teachers can create their own assessment based on the lesson content.
# How a Bill Becomes a Law

**Creative Dramatics (1 day)**

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</tr>
</thead>
<tbody>
<tr>
<td>Government:</td>
<td>Core Activity</td>
<td>bill, law, joint committee, veto</td>
</tr>
<tr>
<td>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</td>
<td>Students walk, literally, through the process of becoming a law.</td>
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</tr>
<tr>
<td>8. Describe the process by which a bill becomes a law.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.lessonplanspage.com/SSLAHowBillBecomesLaw-Dramatics78.htm">http://www.lessonplanspage.com/SSLAHowBillBecomesLaw-Dramatics78.htm</a></td>
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<tr>
<td></td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
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</tbody>
</table>
The Federalist Debates: Balancing Power Between State and Federal Governments (1-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
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</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>Core Activity: Students compare the Articles of Confederation to the Constitution, analyzing why weaknesses in the former led to the creation of the latter. Then they examine the resulting system of government formed by the Constitution, investigating the relationship between federal and state governments as they exist today. Finally, students reflect on history and argue whether they believe Hamilton or Jefferson had the more enduring vision for America.</td>
<td>federal system, state sovereignty</td>
</tr>
<tr>
<td>6. Explain the challenges in writing and ratifying the U.S. Constitution including:</td>
<td></td>
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<tr>
<td>b. The Federalist/Anti-Federalist debate;</td>
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<tr>
<td>Government:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Explain why people institute governments, how they influence governments, and how governments interact with each other:</td>
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<tr>
<td>2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:</td>
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<tr>
<td>a. Payment of debt;</td>
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<tr>
<td>b. Establishment of a national bank;</td>
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<tr>
<td>c. Strict or loose interpretation of the Constitution;</td>
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<tr>
<td>d. Support for England or France.</td>
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</tbody>
</table>

Core Activity

Students compare the Articles of Confederation to the Constitution, analyzing why weaknesses in the former led to the creation of the latter. Then they examine the resulting system of government formed by the Constitution, investigating the relationship between federal and state governments as they exist today. Finally, students reflect on history and argue whether they believe Hamilton or Jefferson had the more enduring vision for America.

Find the entire lesson on the Web site: http://edsitement.neh.gov/view_lesson_plan.asp?id=42S

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

- Have students read Articles from the Web site “To Form a More Perfect Union.”
  http://memory.loc.gov/ammem/bdsds/bdexhome.html

- Ask students to choose the amendment that they believe to be most important and write a paragraph explaining why.

- Is the union perfect now? Have students read and discuss the following stories from America’s Story- http://www.americastory.com/cgi-bin/page.cgi (each of which took place while the United States was forming as a nation. As a class, discuss the questions, “Who is protected by the Constitution, and how has this changed since it was written?”
- Trail of Tears – http://www.americasstory.com/cgi-bin/page.cgi/jb/naton/tears_1
- Make your Voice Heard! – http://www.americasstory.com/cgi-bin/page.cgi/jb/nation/mott_1
- Freedom of Speech! Freedom of Religion!: http://www.americasstory.com/cgi-bin/page.cgi/jb/nation/bofight_1

- Divide students into two groups-Federalists and Anti Federalists – and ask them to debate each other about whether or not federal government should reign supreme over state government. Make sure they understand the issues of the times, particularly the strong reaction against British control over the colonies and the differing economies of the northern and southern states.


- Ask students to fill out a diagram of the Branches of the U.S. government with selected blank spaces.

Additional Instruction:
- Have all the students complete the Worksheet “Why the Constitution”.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Unit 4: A New Nation

**Unit Table of Contents**

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<td>1.</td>
<td>Ensuring Life, Liberty and the Pursuit of Happiness</td>
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<td>2.</td>
<td>In Congress Assembled: Continuity and Change in the Governing of the United States</td>
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<td>3.</td>
<td>The Bill of Rights</td>
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<td>4.</td>
<td>Responsibilities of Citizenship</td>
<td>5 days</td>
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<td>5.</td>
<td>Why Vote? A Public Awareness Campaign</td>
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<td>6.</td>
<td>How Can Citizens Participate?</td>
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<td>7.</td>
<td>What Does a Jury Do Anyway?</td>
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<td>The Inauguration and the Constitution</td>
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<td>9.</td>
<td>Before and Beyond the Constitution: What Should a President Do?</td>
<td>2-3 days</td>
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<td>10.</td>
<td>George Washington: The Precedent President</td>
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<td>11.</td>
<td>George Washington: Images of History</td>
<td>1-2 days</td>
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<td>13.</td>
<td>Marbury v. Madison- (1803)</td>
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<td>14.</td>
<td>Challenges to the Federal Government</td>
<td>2-4 days</td>
<td>124</td>
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</table>
**Standard: Benchmark: Indicator** | **Suggested Strategies/Lessons** | **Vocabulary**
---|---|---
History: | Core Activity
F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:
6. Explain the challenges in writing and ratifying the U.S. Constitution including:
   b. The Federalist/Anti-Federalist debate; | Students examine how Hamilton's remarks reflect the concerns of some of the Founders and how the role of "President" was defined in the Constitution.

**Differentiated Learning**

*Enrichment Activity:*
- The Web site makes suggestions for enrichment activities

*Additional Instruction:*
- The Web site shares ideas for additional instruction.

**Additional Resources**

*Video:*
- PBS – The Duel

*Web site:*
- The Duel: Hamilton and the U.S. Constitution

**Informal Assessment**
Clearly marked assessment in the lesson.
### Standard Benchmark: Indicator

**Government:**

B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:

6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:
   - a. Freedom of religion, speech, press, assembly and petition;
   - b. Right to trial by jury and the right to counsel;
   - c. Due process and equal protection of the laws.

### Suggested Strategies/Lessons

**Core Activity**

How does the U.S. Constitution protect the individual rights of citizens? The seven articles in the U.S. Constitution contain very little about personal rights, so the framers found it necessary to add a Bill of Rights in order to be sure that citizens were protected. This lesson has students delve into the meaning of the first ten amendments to the U.S. Constitution, why they were added, and how they affect our lives today.


### Interdisciplinary Connections

**Language Arts**

**Drama**

### Differentiated Learning

**Enrichment Activity:**

- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**

- The Web site shares ideas for additional instruction.

### Additional Resources

**Video:**


### Informal Assessment

Clearly marked assessment in the lesson.
In Congress Assembled: Continuity and Change in the Governing of the United States (1-4 days)

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<td></td>
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<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>Core Activity: This is a unit and includes three lessons using primary sources to examine continuity and change in the governing of the United States. Lessons one and two are focused on a study of the Constitution and Bill of Rights, and lesson three investigates important issues which confronted the first Congress and has students examine current congressional debate over similar issues. Find the entire lesson on the Web site: <a href="http://lcweb2.loc.gov/ammem/hdpedu/lessons/constitu/constintro.html">http://lcweb2.loc.gov/ammem/hdpedu/lessons/constitu/constintro.html</a></td>
<td>delegates, ratification</td>
</tr>
<tr>
<td>6. Explain the challenges in writing Ratifying the U.S. Constitution including: c. The debate over a Bill of Rights</td>
<td>Interdisciplinary Connections Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:
- Choose one of the amendments from the Bill of Rights and give examples of Supreme Court cases that focus on that right. Explain the outcome of the case. Was the amendment upheld?

Additional Instruction:
- Study the Bill of Rights.
- Play a game asking students which right belongs to what amendment.

Additional Resources

Supplemental Texts:
- Center for Civic Education. *We The People*. Calabasas, CA: Center for Civic Education, 1995. This study of constitutional government in the United States includes student texts written at three levels. *We the people, Level One* is designed for use with upper elementary students while *Level Two* includes appropriate materials for the development of a serious study of constitutional Government at the middle school. *We The People...The Citizen and the Constitution* is the senior high text. There is a teacher’s guide for each of the three texts.
  - This three volume study of the Federal Convention is an exceptional resource for teachers and senior high students. Volume III includes a number of letters from delegates which students can explore in order to examine the Framers from a more humanistic vantage point.

  - This supplement includes a wealth of new material which came to the attention of scholars after the publication of Farrand's three volume study of the Constitutional Convention. The volume includes hundreds of personal letters from delegates and a number of George Washington's diary entries.

  - *The Founders' Constitution* is a collection of thoughts, opinions, and arguments of the Founders. The collection includes an examination of the Congressional debates over a Bill of Rights and lists the seventeen amendments which the House of Representatives passed and sent to the Senate on 24 August 1789.

  - This is complete teaching unit on the Bill of Rights based on primary sources materials which may be adapted for use by Middle school students.

  - Rakove re-examines the issues which the Framers of the Constitution had to solve and describes the ratification debates in detail. The work delves into the question of "originalism" and what role it should play in interpreting the Constitution.

  - The brilliant defense of the Constitution by Alexander Hamilton, James Madison, and John Jay is an American classic. Hamilton's Federalist No. 1 on "Good Government" and No. 84 on the Bill of Rights are referenced in this unit of study.

  - A counterpart to The Federalist Papers, this one volume study includes essays in opposition the Constitution. Brutus's letter *To the Citizens of the State of New York* argues for the need of a bill of rights to protect the people from government usurpation of power.
  - This is a comprehensive study of the First Congress and the debates over the Bill of Rights.

  - This is a comprehensive study of the First Congress and the debates over the Bill of Rights.
Community Connections

- Have a journalist speak to the class on freedom of speech.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### The Bill of Rights (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Explain the political concepts expressed in the U.S. Constitution</td>
<td><strong>Core Activity</strong></td>
<td>Federalists, Anti-Federalists</td>
</tr>
<tr>
<td>e. Checks and balances.</td>
<td>The Bill of Rights was added to the Constitution to guarantee individual liberties, and to make sure that the new government would not treat citizens like the old colonial government of Great Britain. The lesson culminates with a final activity of “Guess the Amendment.”</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**
- Discuss the individual liberties in the Bill of Rights and how they apply today. List and chart all ten amendments, highlighting the rights in each. Discuss how each of these rights had been violated under British Rule. Use a Bill of Rights video. Have students work in groups and cite different situations and match with the relevant amendment.

### Additional Resources

**Video:**
- PBS - “Just the Facts”: The United States Constitution and the Bill of Rights.
- PBS - United States Constitution and the Bill of Rights.
### Responsibilities of Citizenship (5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>rights, responsibilities, government, democracy, preamble, articles, civil rights, naturalized, suffrage, franchise</td>
</tr>
<tr>
<td>B. Identify historical origins that influenced the rights U.S. citizens have today:</td>
<td>What are my rights? With what responsibilities do they come? This lesson will help students understand the connection between their rights and responsibilities as citizens. Students will complete voter registration cards, test their knowledge of current events and discover their rights.</td>
<td></td>
</tr>
<tr>
<td>4. Show connections between the rights and responsibilities of citizenship including:</td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
<tr>
<td>b. Being tried by a jury and serving on juries;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Having rights and respecting the rights of others.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**
- The Web site shares ideas for additional instruction.

### Additional Resources

**Web site:**
- The Democracy Project
  - http://www.pbskids.org/democracy/

### Informal Assessment

Teachers can create their own assessment based on the lesson content.
Why Vote? A Public Awareness Campaign (4-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities, B. Identify historical origins that influenced the rights U.S. citizens have today:</td>
<td>Core Activity</td>
<td>privilege, federal, state and local government</td>
</tr>
<tr>
<td>4. Show connections between the rights and responsibilities of citizenship including:</td>
<td>Students will learn that towns include people whose jobs contribute to the quality of community life. Students will use the online activity “How Does Government Affect Me?” as a springboard to discuss the importance of voting. The lesson will culminate with the creation of “Please Vote” bookmarks, a public awareness campaign.</td>
<td></td>
</tr>
<tr>
<td>a. Voting and staying informed on issues;</td>
<td>Find the entire lesson on the Web site: <a href="http://www.pbs.org/democracy/kids/educators/whyvote.html">http://www.pbs.org/democracy/kids/educators/whyvote.html</a></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

**Enrichment Activity:**

- Direct student to the online game included in this lesson, “How Does Government Affect Me.”
- List how government workers affect lives in your community.
- Students could design other craft items that encourage voting such as buttons, stickers, pencil covers, or badges.
- Students could take field trips to official city and county buildings and/or community service organizations to distribute the students’ bookmarks.
- Older students may invite parents or neighbors to be guest speakers to discuss what they do in the community.

**Additional Instruction:**

- Have students make posters to engage readers or participants in the voting process. Use newspapers to cut out articles on the issues and candidates.
- Students should read political editorials and comment to the class on their political viewpoints.
Additional Resources

Video:
- PBS Video – Voting, hosted by Lisa Bonet

Web Sites:
- The PBS Kids Democracy Project
  http://www.pbs.org/democracy/kids/

Community Connections
- Select speakers or community volunteers to speak to classes on community issues that may be important to schools.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
How Can Citizens Participate? (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| Citizenship Rights and Responsibilities, B. Identify historical origins that influenced the rights U.S. citizens have today: 4. Show connections between the rights and responsibilities of citizenship including: a. Voting and staying informed on issues; | Core Activity  
This lesson will discuss the different ways you may participate in the government. It will also suggest those things you should think about in deciding whether or not you should participate.  
Find the entire lesson on the Web site: [http://www.civiced.org/wtp_ms28_sb.html](http://www.civiced.org/wtp_ms28_sb.html) | alien, citizen |
|                               | Interdisciplinary Connections | Language Arts |

Differentiated Learning

**Enrichment Activity:**
- Design posters depicting student involvement in government.
- Look up ways citizens become involved in civic groups and political issues.

**Additional Instruction:**
- Students can start campaign dealing with an issue; for example, littering on school grounds.
- Students can analyze how getting involved in your community affects everyone.

**Additional Resources**

**Supplemental Texts:**

**Community Connections**
- Contact local Board of Elections on ways to get involved in government.

**Informal Assessment**
Teachers can create their own assessment based on the lesson content.
What Does a Jury Do Anyway? (1-2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td>extensive list defined in lesson</td>
</tr>
<tr>
<td>B. Identify historical origins that influenced the rights U.S. citizens have today:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Show connections between the rights and responsibilities of citizenship including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Being tried by a jury and serving on juries;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Activity</td>
<td>This lesson uses the case of Ira C. Ritter and the Kroger Co. v. Jerry and Ruth Stanton to explore the constitutional protections of trial by jury.</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

**Enrichment Activity:**

- Have students compare available information on jury selection in Indiana with that of Ohio. Many jurisdictions have information about their process up the Internet. These sites can be located using a simple Web search with terms like “jury duty.” In Indiana, Marion County has its own Web site for prospective jurors: [http://www.indygov.org/courts/jurypool/index.htm](http://www.indygov.org/courts/jurypool/index.htm).

- In the case of Ritter v. Stanton the attorneys for Ira Ritter and Kroger allege that the amount of damages awarded by the jury were excessive and ask the court to review this matter. Ask your students to read the briefs submitted by each side. Why do the Ritter/Kroger attorneys feel the award is excessive? The Dollar Inn, Inc. v. Slone and Sears Roebuck & Co. v. Manuilov cases are cited by both sets of attorneys on this topic. Ask students to read these opinions (they are both available on-line) and to discuss the discretion given to a jury in awarding damages.

- Compare the authority the Ohio Constitution gives juries in criminal matters with that of other states. Do many other states allow juries to determine the law as well as the facts? Does the U.S. Constitution allow this in federal courts?

**Additional Instruction:**

- Stage a mock trial and allow students to see sample subpoenas and summons.

- Highlight and discuss the word “impartial” in reference to a jury.
Additional Resources

Web Sites:
- Montgomery County Ohio Juror Information Web site
  http://montcourt.org/jurorinfo.php

Informal Assessment

Teachers can create their own assessment based on the lesson content.
**History:**

F: Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:

6. Explain the challenges in writing and ratifying the U.S. Constitution including:
   
a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade;)

**Government:**

B: Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:

4. Explain the political concepts expressed in the U.S. Constitution:
   
d. Separation of powers;

---

**Core Activity**

One of the things clearly established in The Constitution is a tripartite national government with a clear balance of power. Students investigate the elements of the inauguration ceremony, which clearly symbolize this system of checks and balances.


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**Differentiated Learning**

**Enrichment Activity:**

- Have students find and research the Maya Angelou poem for President Clinton's inauguration.
- Research other presidents' inaugurations and compare them.
- The Inaugural ceremony often includes a poem, which expresses the hopes of the people at the time of the inauguration and sets a tone for the new president's time in office. If you were elected president, what kind of message would be important to deliver during your inaugural ceremony? Write a poem suitable for the occasion, or make a list of published poems you might incorporate into such a ceremony.
- Research the transfer of leadership in other countries. What special ceremonies occur? Possibilities might include the coronation of Queen Elizabeth II in 1952, the recent election of Vicente Fox in Mexico, or the coronation of Emperor Akhito in 1990.
Additional Instruction:

- Welcome students comments regarding all the activities that take place during an inauguration.

Additional Resources

Web sites:

- Inaugural 2001 Lesson Plans

- Related Lesson and Activities: Elementary
  http://www.pbs.org/newshour/inauguration/relatedlessonsforblackstudents.html

- Related Lessons and Activities: Secondary
  http://www.pbs.org/newshour/inauguration/relatedlessonssecondary.html

Community Connections

- Look at Dayton's Mayoral Inauguration process. Discuss similarities and differences between other countries.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
**Before and Beyond the Constitution: What Should a President Do? (2-3 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>Core Activity</td>
<td>magistrate, aristocracy, monarchy</td>
</tr>
<tr>
<td>7. Describe the actions taken to build one country from 13 states including:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Core Activity**

What important developments occurred during George Washington's tenure as the first "President of the United States"? How did they affect the future of the U.S. and the office of President?

Interdisciplinary Connections

Language Arts

**Differentiated Learning**

**Enrichment Activity:**

- Have students match an action of the President with a power or responsibility as defined in Article II of the Constitution.

**Additional Instruction:**

- Using the following Web site: [http://edsitement.neh.gov/lesson_images/lesson458/Pres_Role.pdf](http://edsitement.neh.gov/lesson_images/lesson458/Pres_Role.pdf) read in pairs and summarize the jobs of a president. Come together as a class and debate whether or not students would want to be president with this job description. Have any of the roles of a president changed over the years? If so, how?

**Additional Resources**

**Video:**

- PBS – Rediscovering George Washington
- PBS – George Washington Remembers

**Web site:**

- PBS – Rediscovering George Washington
  [http://www.pbs.org/georgewashington/](http://www.pbs.org/georgewashington/)
- PBS – The Presidents

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
George Washington: The Precedent President (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>Students match an action of a President with a power or responsibility of the Chief Executive.</td>
<td>Confederation, federal system</td>
</tr>
<tr>
<td>7. Describe the actions taken to build one country from 13 states including:</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=461">http://edsitement.neh.gov/view_lesson_plan.asp?id=461</a></td>
<td></td>
</tr>
<tr>
<td>a. The precedents established by George Washington, including the cabinet and a two-term presidency;</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Assign the important developments occurring during George Washington’s tenure to individual students to research. How did these events affect the future of the U.S.? For example, compare Washington’s executive cabinet with the cabinet positions today.

### Additional Instruction:

- Read Federalist Paper #69 on the Web site: [http://www.yale.edu/lawweb/avalon/federal/fed69.htm](http://www.yale.edu/lawweb/avalon/federal/fed69.htm)
  "The Real Character of the Executive" by Alexander Hamilton. Compile a list of powers and responsibilities as outlined by Hamilton.

### Additional Resources

**Websites:**

- PBS – The Presidents
  [http://www.whitehouse.gov/history/presidents](http://www.whitehouse.gov/history/presidents)

### Informal Assessment

Clearly marked assessment in the lesson.
**George Washington: Images of History (1-2 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td>mythic, perception</td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>7. Describe the actions taken to build one country from 13 states including:</td>
<td>This activity asks students to consider how artists' depictions of George Washington have shaped perceptions of “the father of our country” in different eras.</td>
<td></td>
</tr>
<tr>
<td>a. The precedents established by George Washington, including the cabinet and a two-term presidency;</td>
<td>Find the entire lesson on the Web site: <a href="http://historymatters.gmu.edu/d/6876/">http://historymatters.gmu.edu/d/6876/</a></td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

*Enrichment Activity:*

- Assign students to go to the library and view different books on Washington. Show various guises and personas.

**Additional Instruction:**

- View several picture images of the President. Ask student if the pictures changed their thoughts about him.

**Additional Resources**

*Web Sites:*

- The Apotheosis of George Washington

- The Apotheosis of Washington
  [http://www.aoc.gov/cc/art/rotunda/apotheosis/apotheosis.htm](http://www.aoc.gov/cc/art/rotunda/apotheosis/apotheosis.htm)

- George Washington Portraits
  [http://xroads.virginia.edu/~CAP/PIX/pix_hp.html#W](http://xroads.virginia.edu/~CAP/PIX/pix_hp.html#W)

- George Washington – A National Treasure – Interactive Portrait
  [http://www.georgewashington.si.edu](http://www.georgewashington.si.edu)

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
### Core Activity

Alexander Hamilton’s proposal to create a national bank was designed to help build confidence in the financial stability of the new nation. However, the proposal was littered with several thorny problems. In this lesson, students will engage in a mock congressional debate over the plan to create a national bank.

Find the entire lesson on the Web site: [http://www.ipa.udel.edu/democracy/firstcongress/lesson7.html](http://www.ipa.udel.edu/democracy/firstcongress/lesson7.html)

### Interdisciplinary Connections

**Language Arts**

- federalism, sectionalism

### Differentiated Learning

**Enrichment Activity:**

- Have students research a case such as *McCulloch vs. Maryland*.
- Research Thomas Jefferson’s view of the bank and Alexander Hamilton’s view of the bank. Where do they differ?
- The national bank debate persisted through the 1830s. Teachers may want to follow-up the debates on the national bank with lessons that can stand alone or be incorporated into a thematic unit by:
  - Holding a mock Congressional debate on chartering a 2nd Bank of the United States.
  - Conduct a moot court focusing on the case of *McCulloch vs. Maryland*.
  - Conduct a mock Congressional investigation on the topic of President Andrew Jackson’s "destruction" of the 2nd National Bank.

**Additional Instruction:**

- Discuss in detail, constitutional issues which affect the chartering of the National Bank. How is the banking system different today?

**Additional Resources**

**Supplemental Texts:**


**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
### Standard: Benchmark: Indicator

<table>
<thead>
<tr>
<th>History:</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</strong></td>
<td><strong>Core Activity</strong>&lt;br&gt;Students examine how <em>Marbury v. Madison</em> created a model of judicial independence, judicial review and enriched the separation of powers principle.&lt;br&gt;Find the entire activity on the Web site: <a href="http://www.landmarkcases.org/marbury/home.html">http://www.landmarkcases.org/marbury/home.html</a></td>
<td>judicial review</td>
</tr>
<tr>
<td><strong>7. Describe the actions taken to build one country from 13 states including:</strong></td>
<td><strong>Interdisciplinary Connections</strong>&lt;br&gt;Language Arts</td>
<td></td>
</tr>
<tr>
<td><strong>c. The establishment of an independent federal court system.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Analyze Thomas Jefferson’s reaction.
- Study the political cartoon on the Web site.

**Additional Instruction:**

- Explain the importance of this case and why it is still widely used in law classes today.
- Explain Judicial Review and its significance.

### Additional Resources

**Web site:**

### Challenges to the Federal Government (2-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution:</td>
<td>Core Activity</td>
<td>federalism</td>
</tr>
<tr>
<td>7. Describe the actions taken to build one country from 13 states</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social studies skills and methods:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Work effectively in a group:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Identify ways to manage conflict within a group</td>
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<td></td>
</tr>
</tbody>
</table>

### Core Activity

How did individuals and states challenge the power of the federal government in the young nation?

Find the entire activity on the Web site: [http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/crossroads/sec4/Unit_5/Unit_VQ2R2.html](http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/crossroads/sec4/Unit_5/Unit_VQ2R2.html)

### Interdisciplinary Connections

**Language Arts**

**Differentiated Learning**

**Enrichment Activity:**

- Have students review the five challenges to authority that are presented on the lesson Web site. These are primary sources of information.

**Additional Instruction:**

- Read *The Whiskey Rebellion* in the classroom text. How did the Whiskey Rebellion reveal George Washington’s concern for national security?

### Additional Resources

**Web site:**

- PBS – “The Duel” – Whiskey Rebellion
<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Duration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introductory Lesson – Westward Ho!</td>
<td>2-3 days</td>
<td>126</td>
</tr>
<tr>
<td>2. Northwest Ordinance</td>
<td>2-3 days</td>
<td>127</td>
</tr>
<tr>
<td>3. Corps of Discovery: Voyaging with Lewis &amp; Clark</td>
<td>8 days</td>
<td>129</td>
</tr>
<tr>
<td>4. What’s the Deal?</td>
<td>7-8 days</td>
<td>131</td>
</tr>
<tr>
<td>5. Turning Point in History: The War of 1812: Should it be Called the Second</td>
<td>5-10 days</td>
<td>132</td>
</tr>
<tr>
<td>War of American Independence?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Equal Protection: Gender</td>
<td>3-5 days</td>
<td>133</td>
</tr>
<tr>
<td>7. Building America’s Industrial Revolution: The Boott Cotton Mills of</td>
<td>1-2 days</td>
<td>136</td>
</tr>
<tr>
<td>Lowell, Massachusetts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The Ohio &amp; Erie Canal: Catalyst of Economic Development for Ohio</td>
<td>1-3 days</td>
<td>138</td>
</tr>
<tr>
<td>9. Increasing Opportunities for Involvement</td>
<td>2-3 days</td>
<td>140</td>
</tr>
<tr>
<td>10. The Age of Jackson</td>
<td>4 days</td>
<td>141</td>
</tr>
<tr>
<td>11. Indian Removal</td>
<td>1 day</td>
<td>143</td>
</tr>
<tr>
<td>12. The Trail of Tears Unit</td>
<td>4 days</td>
<td>145</td>
</tr>
</tbody>
</table>
## INTRODUCTORY LESSON
### Westward Ho! (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Describe and analyze the territorial expansion of the United States including:</td>
<td>Core Activity</td>
<td>canal, Trail of Tears, territorial</td>
</tr>
<tr>
<td>c. Westward movement including Manifest Destiny;</td>
<td>This activity studies early United States territorial expansion and examines how westward movement of the pioneers affected the American Indians.</td>
<td></td>
</tr>
<tr>
<td><strong>Geography:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

#### Enrichment Activity:
- Most people who migrated to Oregon Country were "pulled" or attracted by farming and fur trapping opportunities. Have interested students do some research and then explain what opportunities "pull" people to Oregon or elsewhere today. (Students may mention the temporary "pull" of tourism or the "pull" of Oregon's forest, service, and manufacturing industries.)
- Allow students to play the computer game: "Oregon Trail" (available through DPS Media Services).

#### Additional Instruction:
- Organize the class into three or four groups. Ask each group to brainstorm a list of causes for the Mexican War. Urge groups to consider events from earlier sections. Next, have groups divide their lists into short term causes and long term causes. Ask each group to decide which cause was the most important. Have group representatives share, and perhaps debate, their responses.
### Northwest Ordinance (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td><strong>Core Activity</strong></td>
<td></td>
</tr>
<tr>
<td>8. Describe and analyze the territorial expansion of the United States including:</td>
<td>The Confederation Congress passed the Northwest Ordinance in 1787 to encourage western migration. To lure settlers, territorial leaders developed a political framework to protect liberty and property. This lesson engages learners to understand this event.</td>
<td></td>
</tr>
<tr>
<td>a. Northwest Ordinance;</td>
<td></td>
<td>Northwest Territory, Frederick Jackson Turner, thesis</td>
</tr>
<tr>
<td><strong>Government:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.</td>
<td></td>
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</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Display a map of the U.S. and highlight the area known as the Northwest Territory. Explain that Territory meant land and Ordinance meant rule or law.

- For advanced students in American history, the Northwest Ordinance provides a means to assess the frontier thesis of Frederick Jackson Turner. The Turner thesis, in part, contends that American culture and political ideology developed in the West and then migrated back to the East. The Northwest Ordinance predated both the Constitution and the Bill of Rights, yet contains many of their provisions. Do the various provisions of the Northwest Ordinance lend support to Turner’s thesis?

**Additional Instruction:**

- Do an activity on the Web site
- Display a map of the Northwest Territory. Make sure that students know that this document was the first to discuss the slavery issue.
• Discuss the five states carved out of the territory, the rules to become states, and the importance of the Northwest Ordinance.

Additional Resources

• The Avalon Project at Yale Law School — Northwest Ordinance, July 13th, 1787.  
  http://www.yale.edu/lawweb/avalon/18th.htm

Informal Assessment

• Clearly marked assessment in the lesson.
Corps of Discovery: Voyaging with Lewis & Clark (8 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td>expedition, Sacagawea</td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>8. Describe and analyze the territorial expansion of the United States including</td>
<td>Students become familiar with the territory purchased as the Louisiana Territory, its importance, and the people responsible for exploring this region.</td>
<td></td>
</tr>
<tr>
<td>b. The Louisiana Purchase and the Lewis and Clark expedition;</td>
<td>Find the entire lesson on the Web site: <a href="http://score.rims.k12.ca.us/activity/corps_of_discovery/">http://score.rims.k12.ca.us/activity/corps_of_discovery/</a></td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections
Language Arts, Art

Differentiated Learning

Enrichment Activity:
- Have students imagine they were to explore an unclaimed and uninhabited piece of land. What would they look for as resources? How would they find out if it was fit for women/men to live in?

Additional Instruction:
- Decide on what you think Thomas Jefferson would hope the explorers would find or report to him. Would good land be important? Why?
- Discuss the key people: Lewis & Clark, York and Sacajawea and their significance to the Expedition.
- Have students create journals that they would take on a journey such as this.

Additional Resources

Supplemental Text:

Video:
- PBS – The Journey of Sacajawea.
- PBS – Lewis and Clark! The Journey of the Corps of Discovery.

Web Sites:
• Lewis & Clark: Journals of the Trip -
  http://www.libarts.wsu.edu/history/Lewis_Clark/LCEXP_Primarysrcframe1.htm

• Lewis & Clark Expedition
  http://www.mt.net/~rojomo/landc1.htm

• Meriwether Lewis
  http://www.cp.duluth.mn.us/~tmcs/lewis.htm

• PBS – Lewis & Clark – The Journey of the Corps of Discovery -
  http://www.pbs.org/lewisandclark

• William Clark
  http://www.cp.duluth.mn.us/~tmcs/Clark.htm

• Lewis & Clark National Trail Home Page
  http://www.nps.gov/lecl/

• Sacajawea: Picture of Sacajawea
  http://www.umt.edu/partv/famus/paint/sacajawe.htm
What's The Deal? (7-8 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Ambassador, artif, botany, cache, celestial navigation, compass, conflict, continental divide, contiguous, corps, expedition, interpreter, Louisiana Purchase, Missouri Compromise, negotiate, provisions, specimen, tributary</td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>This lesson uses graphic organizers, Venn diagrams, historical maps, and research to engage students in the study of the Louisiana Purchase and Lewis and Clark's exploratory expedition. Students will show evidence of their learning through the creation of journals that include writing, mapping, and the creating of a time line. Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setB/Whats_the_Dee.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setB/Whats_the_Dee.pdf</a></td>
<td></td>
</tr>
<tr>
<td>8. Describe and analyze the territorial expansion of the United States including:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>a. Northwest Ordinance;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The Louisiana Purchase and the Lewis and Clark expedition;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Westward movement including Manifest Destiny;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:
- The Web site makes suggestions for enrichment activities.

Additional Instruction:
- The Web site shares ideas for additional instruction.

Additional Resources

Web site:

Informal Assessment

Clearly marked assessment in the lesson.
### Turning Point in History: The War of 1812—Should it Be Called the Second War of American Independence? (5 - 10 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Core Activity</td>
<td>broadsides, blockade, impressments</td>
</tr>
<tr>
<td>C. Present a position and support it with evidence and citation of sources:</td>
<td>Students are &quot;news correspondents - investigative reporters&quot; and will research one or more battles, or events, of the War of 1812. Students will write an original article to decide if the War of 1812 should be referred to as the Second War of Independence and why or why not.</td>
<td></td>
</tr>
<tr>
<td>2. Construct a historical narrative using primary and secondary sources.</td>
<td>Find the entire lesson on the Web site <a href="http://score.rims.k12.ca.us/activity/second_war_independence/">http://score.rims.k12.ca.us/activity/second_war_independence/</a></td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**

- Students access the credibility of primary and secondary sources and draw conclusions based on them. Students will be using War of 1812 documents.

**Additional Instruction:**

- Use KWL chart as you use Web information.
- Have students create a large mural depicting an event of 1812. Students will be discussing this with the class. Students can take this mural and write a historical narrative about what they see.

### Additional Resources

**Video:**

- History Channel – War of 1812

### Informal Assessment

- Clearly marked assessment in the lesson.
## Equal Protection: Gender (3-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td>enunciated, second-class citizens, feminists, Elizabeth Cady Stanton, Susan B. Anthony, Seneca Falls Convention, 14&lt;sup&gt;th&lt;/sup&gt; Amendment</td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td>Students will be able to draw conclusions about the rights denied women in early U.S. history, after considering the list of demands drafted at the Seneca Falls Convention (1848) and analyze the arguments for denying equal status to women, presented in <em>Bradwell v. Illinois</em> (1873).</td>
<td></td>
</tr>
<tr>
<td>5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.maxwell.syr.edu/plegal/Lessons/Epg/epg2.html">http://www.maxwell.syr.edu/plegal/Lessons/Epg/epg2.html</a></td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections
Language Arts

### Differentiated Learning
**Enrichment Activity:**
- Have students go to the library and research the Seneca Falls Convention NY of 1848.
- Based on multiple intelligence theory, do the following:
  - **Linguistic:** Have students pretend that they are newspaper journalists. Based on Handout 2A in the lesson, have students write an "attention grabbing" headline and a newspaper article about the Seneca Falls Convention. Students should select which headline they believe will attract the most readers.
  - **Research Bradwell v. Illinois.** Have students compare the arguments they developed to support Mrs. Bradwell, with the actual arguments made by Bradwell's attorneys. Ask students whether or not they agree with the reasons supporting the decision reached by the majority in the case.
  - **Logical/Mathematical:** Invite a speaker to discuss the controversy over which sex will do better in mathematics. Have the speaker review early beliefs and recent studies. Students should then determine what view they agree with and cite specific examples from their own education and family life to support their view.
  - **Kinesthetic:** Ask students to assume that a pro-feminist group has gathered in Seneca Falls today to write a Declaration of Rights for Women. Have each student develop their own Declaration of Women's Rights. Students should be prepared to present their declaration to the class justifying the demands that they have included in their document.
Spatial: Have students create a visual flow chart or timeline using various colors to demonstrate how women have obtained rights in the U.S. Students will need to research numerous laws and constitutional amendments to show how women have achieved the right to property, the right to vote, and equal rights in the workplace, etc.

Intrapersonal: Have students explain their feelings about the role of women in the nineteenth century. Ask students if they were living at that time, would they have attempted to change the role of women and would they have participated in the Seneca Falls Convention in 1848. Have the class discuss the differences in the responses of both male and female students.

Musical: Play the song *I Am Woman* sung by Helen Reddy and have students discuss the meaning of the song following along with the written words on paper.

Students should be divided into groups of approximately four each. Each group should examine how each of its members completed Handout 2.A. They should select the two conditions about which group members are most unsure whether or not there has been change since 1848. Using the library, the Internet, and personal interviews, the group should determine whether or not these conditions have changed for women since 1848. Each group should be assigned to present their findings to the class, using specific examples found in their research to support their conclusions.

Research the *Bradwell v. Illinois* case. Have students compare the arguments they developed to support Mrs. Bradwell with the actual arguments made by Bradwell's attorneys. Ask students whether or not they agree with the reasons supporting the decision reached by the majority in the case.

Additional Instruction:
- Interpersonal: Divide the class into groups of four students each. Have each group recreate the Seneca Falls Convention with three members of the group assuming the role of a key figure at the meeting such as Elizabeth Cady Stanton or Lucretia Mott, etc. The group will then design a bill of rights for women at that time. The fourth member of the group will be an observer. The observer will concentrate on the following: Did the group accomplish its goals? What were the formal and informal roles in the group, such as someone who supported others, someone who dominated, someone who summarized etc?

Additional Resources

*Supplemental Text:*
- “The Amazonian Convention”
  [http://www.historymatters.gmu.edu/d/6725](http://www.historymatters.gmu.edu/d/6725)

*Video:*
- PBS – “Not For Ourselves Alone”.
Web sites:

- Political Culture and Imagery of American Woman Suffrage.
  http://www.nmwh.org/exhibits/intro.html

- PBS – Seneca Falls Convention.

Informal Assessment

Clearly marked assessment in the lesson.
### Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary
--- | --- | ---
**Geography:**  
**C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment:**

**2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 17th and 18th centuries.**

**Core Activity**

Students learn how technology applied to textile mills revolutionized industry, in turn affecting mill architecture, city planning, and transportation.


**Interdisciplinary Connections**

**Language Arts**

**Differentiated Learning**

**Enrichment Activity:**

- Have students speculate how mills such as Boott Mills were built without steam shovels or modern equipment. Have students create a list brainstorming ways this might have been accomplished.

**Additional Instruction:**

- Many materials were needed for the construction of a mill such as the Boott. Have students compile a list of the basic things necessary to build a mill (construction materials, equipment, and people). Remind them that early in Lowell's history there were no cranes or steam shovels. Ask them to speculate on how a four- or five-story mill building would have been constructed—for example, how would you move heavy bricks to upper portions of a wall or how would you dig a deep canal for waterpower? Discuss the lists to elicit understanding of the complexity of industrial start-up. (You may wish to have an architectural historian or someone in the building trades discuss the lists with the students.) Students who are particularly interested in how textile mills were constructed and operated might elect to build a three-dimensional model of a mill and explain what would be a proper location for it. David McCauley's *Mill* (Boston: Houghton Mifflin Co., 1983) is a particularly useful source for this activity.

- Construction of industrial sites moved at a rapid pace in the first years of the development of Lowell. Have students assume the roles of local farmers and villagers taking part in a town meeting. Based on what they have read and the visual material they have studied; have them consider the amount of construction that took place in Lowell’s early years. Have several students make short speeches describing 1) the frenzied pace of construction, 2) their reaction to the types of activities they have witnessed, and 3) the changes to the land. Now have several other students discuss what would happen to their current ways of life if their own neighborhoods suddenly underwent such rapid and dramatic changes.
Additional Resources

Supplemental Texts:


Video:

- PBS – *Mill Times*

Web site:

  [http://www.historymatters.gmu.edu/d/5714](http://www.historymatters.gmu.edu/d/5714)

- Who Made America? – Francis Cabot Lowell

Informal Assessment

Teachers can create their own assessment based on the lesson content.
The Ohio & Erie Canal: Catalyst of Economic Development for Ohio (1-3 days)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns:</td>
<td>Students compare the economy of Ohio before and after the completion of the canal system, identify industries that were made possible by the construction of the Ohio &amp; Erie Canal, and analyze the development of transportation routes in their own community and determine how these routes affected their local economy.</td>
<td>mule skinner, lake freighter</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Using the information provided in the lesson for background, have students pretend to be a canal construction worker, a captain (or wife of a captain), or a crew member on a canal boat. (You may also want to read the lesson plan introduction to students.) Have them write diary or journal entries about what life might have been like for such a person living on the Ohio & Erie Canal during its heyday. Have students compare accounts and summarize the different aspects of life described.

**Additional Instruction:**

- The Importance of Transportation Systems:
The canal system in America was just one step in the evolution of our country's transportation network. Have students work in groups of five or six and use their textbooks to create a time line or illustrated map of the nation's transportation history. Then, to help students understand the impact of transportation on their own community, have each group research one local transportation route or transportation system. This could be a major interstate highway, local airport, subway system, ferry port, or train station. They might compare the community’s economy before and after the transportation system was built, describe new businesses brought to the area, and list the types of goods exported via this transportation route. To gather information on how their regional transportation systems evolved, students might contact a local transportation office, use newspaper archives, research collections at local historical societies, or conduct interviews with area residents.
- The group should use their findings to create a local time line or map for the transportation history of their community and compare it with the time line or map they prepared for the national system. Have them note the relationships between the two time lines or maps and determine if their community's transportation system differed in any way from national developments. If there are significant differences, have students research why that was the case. Have the groups make presentations describing their projects, and use those presentations as the basis for class discussion.

Additional Resources

Web Sites:

- CanalWay Ohio
  http://www.canalwayohio.com/

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Increasing Opportunities for Involvement (2-3 days)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Citizenship Rights and Responsibilities:</strong></td>
<td>Core Activity</td>
<td>suffrage, universal suffrage, franchise, candidate, caucus, political party, nominating conventions, delegates, political campaign</td>
</tr>
<tr>
<td>A. Show the relationship between civic participation and attainment of civic and public goals:</td>
<td>Students will explore how opportunities for civic participation expanded during the first half of the 19th century, including nominating conventions, expansion of the franchise, and active campaigning. Students will use research materials, a graphic organizer, short answer responses, and cooperative learning. Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setE/C8A2_Increasing_Opportunities_for_Involvement.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setE/C8A2_Increasing_Opportunities_for_Involvement.pdf</a></td>
<td></td>
</tr>
<tr>
<td>2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>a. Nominating conventions;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Expansion of the franchise;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Active campaigning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- The Web site makes suggestions for enrichment activities

**Additional Instruction:**
- The Web site shares ideas for additional instruction.

### Additional Resources

**Web site:**
- See full lesson for additional resources.

### Informal Assessment

Clearly marked assessment in the lesson.
The Age of Jackson (4 days)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Economics:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence:</td>
<td>Core Activity&lt;br&gt;This lesson focuses on the presidency of Andrew Jackson with special emphasis on historical themes such as the expansion of democracy, internal improvements, the nature of the federal union, and the competing forces of nationalism and sectionalism.</td>
<td>nationalism, sectionalism, tariff, states' rights</td>
</tr>
<tr>
<td>3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.</td>
<td>Find the entire lesson on the Web site: <a href="http://aam.wcu.edu/kehoe/aamunitplan.html">http://aam.wcu.edu/kehoe/aamunitplan.html</a></td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship Rights and Responsibilities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Show the relationship between civic participation and attainment of civic and public goals:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>a. Nominating conventions;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Expansion of the franchise;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Active campaigning;</td>
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</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- Have students work in small groups to reenact parts of the campaign of 1824. Groups should choose a candidate; assign researchers, artists, and writers; create posters; and write and deliver a campaign speech.

**Additional Instruction:**
- When students have finished reading about the protective tariff of 1816 (either from the lesson site above or from their text) organize the students into groups of four. Have group members assume the roles of a farmer from Kentucky, the owner of two merchant ships from Boston, a textile-mill worker in Rhode Island, and a plantation owner from South Carolina. Have students conduct a discussion about which of these four characters protests or defends the tariff, explaining how it will help or hurt his or her industry or economic class.
Additional Resources

Supplemental Texts:


Video:

- Andrew Jackson, A&E Biography.

Web Sites:

- Link to Andrew Jackson's home
  http://www.thehermitage.com/
- Trail of Tears links:
  http://ngeorgia.com/history/nghisttt.html  
  http://pages.tca.net/martikw/
- The Bank War
  http://www.ushistory.org/tour/tour_2bank.htm
- Biographies of Jackson:
  http://www.whitehouse.gov/history/presidents/aj7_html
  http://qi.grouler.com/presidents/aae/bios/07pjack.html
- The Presidents: Andrew Jackson
  http://www.pbs.org/wgbh/amex/presidents/07_jackson/

Informal Assessment

Clearly marked assessment in the lesson.
### Indian Removal (1 day)

<table>
<thead>
<tr>
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<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Identify historical origins that influenced the rights U.S. citizens have today:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Jackson and his role in Indian removal;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.</td>
<td></td>
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</tbody>
</table>

### Core Activity

- Students examine President Andrew Jackson’s Indian removal policy.
- Find the entire lesson on the Web site: [http://www.digitalhistory.uh.edu/historyonline/us12.cfm](http://www.digitalhistory.uh.edu/historyonline/us12.cfm)

### Interdisciplinary Connections

- Language Arts

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### Differentiated Learning

#### Enrichment Activity:

- Examine Jackson’s Indian proposal. Examine both sides of the issue. Make arguments, pro and con, for Indian Removal.
- Have students write, either as a group or individually, the opening to an epic poem on the “Trail of Tears” from the Cherokee perspective. Then have them present this to the class.
Additional Instruction:

- Have students write a short biography on Andrew Jackson. Discuss other major events during his presidential term.

- Ask students to complete two assignments: 1) Trace the two routes on a map and identify the present day state the Cherokees crossed during the Trail of Tears; 2) Research the kinds of terrain and climate the Cherokees endured during their ordeal.

- After completing these two parts ask the students why the Cherokees were so upset to move - or any tribes for that matter (have always had huge masses of land to their own, they were here first) - and ask how they would feel if they were told to move to a tiny enclosed area/reservation.

Additional Resources

Supplemental Texts:


Web Sites:

- Indian Removal Act of 1830  

- Principal Players in the Indian Removal Act -  
  [http://www.catawba.k12.nc.us/techtrac/plus/taylor/who's%20who.htm](http://www.catawba.k12.nc.us/techtrac/plus/taylor/who's%20who.htm)

- Freedom A History of U.S.:  
  [http://www.pbs.org/wnet/historyofus/web03/segment7_p.html](http://www.pbs.org/wnet/historyofus/web03/segment7_p.html)

See lesson Web site for further sites
### The Trail of Tears Unit (4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Activity</strong></td>
<td>This country was formed on the premise “that all men are created equal.” However, one of the most brutal stories in history took place in this country. It is known as the Trail of Tears. Students will investigate this tragedy through personal accounts of the people involved.</td>
<td>Cherokees, Trail of Tears, commodity, migration, missionary, stockades</td>
</tr>
</tbody>
</table>

**People in Societies:**
- B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:
  - 3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.

**Citizenship Rights and Responsibilities:**
- B. Identify historical origins that influenced the rights U.S. citizens have today:
  - 3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:
    - c. Jackson and his role in Indian removal;

**People in Societies:**
- B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:
  - 3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.

**Citizenship Rights and Responsibilities:**
- B. Identify historical origins that influenced the rights U.S. citizens have today:

**Geography:**
- D. Explain reasons that people, Products, and ideas move from place to place and the effects of that movement on geographic patterns:

Find the entire activity on the Web site: [http://www.lessonplanspage.com/SSLAMD/TrailOfTearsUnitIdeas68.htm](http://www.lessonplanspage.com/SSLAMD/TrailOfTearsUnitIdeas68.htm)

**Interdisciplinary Connections**

**Language Arts**
3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.

Differentiated Learning

Enrichment Activity:

- Have students research and find how Native Indian tribes were affected by this law.

Additional Instruction:

- Discuss hardships faced by Native Americans.

Additional Resources

Supplemental Texts:

- Pages 13-16 of “Teaching with Documents” offers the document “Census of Cherokees in the limits of Georgia 1835.” Examine and analyze this document.

Web Sites:

- The Trail of Tears
  [http://ngeorgia.com/history/nghistt.html](http://ngeorgia.com/history/nghistt.html)

- All Things Cherokee

- A brief History of the Trail of Tears

- Samuel’s Memory
  [http://cherokeehistory.com/samuel.html](http://cherokeehistory.com/samuel.html)

Community Connections

- If possible invite a speaker from the Miami Valley Native American Society to your classroom.
### Unit 6: Manifest Destiny

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<td>1-5 days</td>
</tr>
<tr>
<td>2. Values and Beliefs of Manifest Destiny</td>
<td>1-2 days</td>
</tr>
<tr>
<td>3. Western Expansion</td>
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<tr>
<td>4. On the Oregon Trail</td>
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<tr>
<td>5. Lincoln’s Spot Resolutions</td>
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<td>6. The Treaty of Guadalupe-Hidalgo</td>
<td>3-4 days</td>
</tr>
<tr>
<td>7. Women’s Rights and Reform in the 19th Century</td>
<td>1-5 days</td>
</tr>
<tr>
<td>8. The McClintock House: A Home to the Women’s Rights Movement</td>
<td>1-3 days</td>
</tr>
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<td>1-3 days</td>
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DPS SS Grade 8  
Unit Six: Manifest Destiny  
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### NTRODUCTORY LESSON

*The March of Civilization* (1-5 days)

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<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Core Activity</td>
<td>aggrandizement, albeit, atrocious, exultation, exuberation, despotism, indolence, ignominious, inveterate, inviolable, prodigious, rectitude, tenacious, unscrupulous</td>
</tr>
<tr>
<td>c. Westward movement including Manifest Destiny.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Geography:</strong></td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Using the Web site listed above, distribute "The Emigrants Guide to California and Oregon" (Document 1 in the Web site) and ask the students to follow along as you read it to the class. Ask students to assume one of the following roles and record a journal entry, dated 1845, explaining Hasting’s guide to Emigrants.
  1. A worker in a New England factory
  2. A merchant involved in foreign trade
  3. A shopkeeper
  4. A farmer who owns a small farm in Western Pennsylvania

**Additional Instruction:**
- Convene a public forum in which the selected spokesperson, assuming the role of the author of the documents, delivers a short speech, summarizing the reading for the entire class. Open the forum to questions from the class. Students should relate questions to Manifest Destiny to specific individuals on the panel, the other members of the panel are free to respond, (the panel should be those students who really grasped the concept of Manifest Destiny and would be able to explain it better to those students who did not catch it the first time.)

### Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Values and Beliefs of Manifest Destiny (1-2 days)

<table>
<thead>
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<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Students study what part Manifest Destiny played in the rush to the California gold fields.</td>
<td>Manifest Destiny, Gold Rush, Euro-Americans</td>
</tr>
<tr>
<td>8. Describe and analyze the territorial expansion of the United States including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.museumca.org/goldrush/curriculum/8g/81104017.html">http://www.museumca.org/goldrush/curriculum/8g/81104017.html</a></td>
<td></td>
</tr>
<tr>
<td>c. Westward movement including Manifest Destiny;</td>
<td>Resource: video- <em>Folksongs of the Western Movement</em> (1787-1853) (CORONT, 1968) Use to show how folksongs of the westward movement reflect our national heritage. 14 minutes. DPS Media Services Department</td>
<td></td>
</tr>
<tr>
<td>Geography:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Have students write a summary from the point of a person believing in Manifest Destiny in 1848.
- Do Americans still believe in Manifest Destiny today? Does America stretch from sea to shining sea? What other land do we believe is destined to be a part of America? Is the quest for space travel and landing on the moon also our Manifest Destiny? Explain.
- Give students copies of [Worksheet #4-3, Looking for Perspectives and Credibility](http://www.museumca.org/goldrush/curriculum/8g/81104025.html#LOOKING). Using the biographical information on Tojeiti and your discussions of the painting, have students complete the worksheet and discuss it. If this is the first time you've done something like this with your class, I would suggest doing it together. On the other hand, if you've done similar types of thinking with students, they could work on it in groups of three or four.
- Show an overhead of Patricia Limerick's commentary on the ways Euro-Americans viewed the culture of American Indians, [Resource #4-4](http://www.museumca.org/goldrush/curriculum/8g/81104029.html#LIMERICK) This is a secondary source.
• An interesting point of discussion is: What does "using the land properly" mean? What are the different points of view on that question, and why do people feel that way? What are the qualities of civilization and savagery? Are they exclusive? Can they overlap? Do Limerick's thoughts fit with the values and beliefs of Manifest Destiny? Why? Why not? You may want to discuss with your students space travel and who would "own" planets, moons, etc.

Additional Instruction:

• Explain the meaning of the word Manifest (clear or obvious) and Destiny (sure to happen).
• Explain that many felt the United States had the right to expand to the Pacific.

Additional Resources

Video:

• PBS – The Gold Rush

Web Sites:

• The Gold Rush
  http://www.pbs.org/goldrush/

Informal Assessment

Clearly marked assessment in the lesson.
### Western Expansion (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td>geographic patterns, annexation, westward expansion, immigration, transportation, communication</td>
</tr>
<tr>
<td>D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns:</td>
<td>Students will participate in cooperative learning groups to research geographic changes that resulted from colonization, westward expansion, immigration and advances in transportation and communication. This lesson provides a graphic organizer and post-assessment essay questions to assess student learning.</td>
<td></td>
</tr>
<tr>
<td>3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setB/Western_Expansion.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setB/Western_Expansion.pdf</a></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**

- The Web site shares ideas for additional instruction.

### Informal Assessment

Clearly marked assessment in the lesson.
**On the Oregon Trail (1-2 days)**

**Standard: Benchmark: Indicator**

**History:**

G. Analyze the causes and consequences of the American Civil War:

8. Describe and analyze the territorial expansion of the United States including c. Westward movement including Manifest Destiny;

**Geography:**

D. Explain reasons that people, products, and ideas move from place to place and the effects of that movement on geographic patterns:

3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.

**Core Activity**

In this lesson, students work with primary documents and latter-day photographs to recapture the experience of traveling on the Oregon Trail.

Find the entire lesson on the Web site:
http://edsitement.neh.gov/view_lesson_plan.asp?id=323

**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

**Enrichment Activity:**

- Have students list material and supplies that might be needed for such a journey.

- Introduce students to the story of Marcus and Narcissa Whitman, the first settlers to make the overland journey to Oregon. Extensive excerpts from Narcissa Whitman's Diary are available through EDSITEment at the New Perspectives on THE WEST Web site - http://www.pbs.org/weta/thewest/, which also includes a synopsis of the Whitman's tragic experiences taken from the PBS documentary series, The West.


**Additional Instruction:**

- Discuss with students the physical risk of the journey, fatigue, accidents and storms. Use the journals to write about daily life. Journals should include people they might meet, sights, adventures and hazards.

- Have students travel on the Oregon Trail through the computer game version. Available through DPS Media Services.
Informal Assessment

Teachers can create their own assessment based on the lesson content.
**Lincoln’s Spot Resolutions (2-3 days)**

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<tr>
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<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>A freshman Whig Congressman from Illinois, Abraham Lincoln, questioned whether the “spot” where blood had been shed was really U.S. soil, an event which started the war with Mexico.</td>
<td>Resolution, Whig</td>
</tr>
<tr>
<td>d. The Texas War for Independence and the Mexican-American War.</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- Ask students to read and summarize the eight resolutions.
- Analyze Lincoln’s Spot Resolutions. Was that land clearly American soil, why or why not?
- Do you believe that the Mexican War was illegally started? Explain.
- Review the main idea statement in your textbook. As a result of the Mexican War, the U.S. expanded its borders to the Pacific Ocean. Write a paragraph or two summarizing how the Mexican War helped the U.S. expand.

**Additional Instruction:**
- Use the Web site as a directive to further instruction.
- Students should prepare to hold a press conference on the Mexican War. Assign one student to each of these roles: James Polk, Zachary Taylor, Winfield Scott, Steven Kearny, John Fremont, General Santa Anna, a Mexican American, and a Native American. The rest of the class can be reporters who will ask the rest of the characters questions about the war.

**Additional Resources**

**Web site:**
- The U.S. and Mexican War
The Treaty of Guadalupe-Hidalgo (3-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Guadalupe-Hidalgo</td>
</tr>
<tr>
<td>G. Analyze the causes and</td>
<td>The controversial treaty</td>
<td></td>
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<tr>
<td>consequences of the American</td>
<td>brought an official</td>
<td></td>
</tr>
<tr>
<td>Civil War:</td>
<td>end to the Mexican-American</td>
<td></td>
</tr>
<tr>
<td>8. Describe and analyze the</td>
<td>War (1846-1848), against</td>
<td></td>
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<tr>
<td>territorial expansion of the</td>
<td>President Polk’s orders.</td>
<td></td>
</tr>
<tr>
<td>United States including</td>
<td>Find the entire lesson on</td>
<td></td>
</tr>
<tr>
<td>d. The Texas War for</td>
<td>the Web site:</td>
<td></td>
</tr>
<tr>
<td>Independence and the Mexican-</td>
<td><a href="http://www.archives.gov/dig">http://www.archives.gov/dig</a></td>
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<tr>
<td>American War.</td>
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<td>aty_of_guadalupe_hidalgo/te</td>
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<td></td>
<td>aching_activities.html</td>
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</tr>
</tbody>
</table>

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

- Research what happened to both Mexico and the U.S. after the treaty was implemented. (Mexico disunited and devastated and the U.S. is wealthy.)

Additional Instruction:

- Assign copies of the Treaty to students. Give groups of three an article to analyze. Pass out desk maps and have students identify boundaries after the treaty was signed.

Additional Resources

Web Sites:

### Women's Rights and Reform in the 19th Century (1-5 days)

<table>
<thead>
<tr>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People in Societies:</strong></td>
<td><strong>Core Activity</strong></td>
<td>reform, abolition</td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td>Students trace the development of women's rights in the United States through primary source documents. Students will also interpret what laws and court cases meant for women and identify other rights besides suffrage that were important to Elizabeth Cady Stanton, Susan B. Anthony, and other reformers.</td>
<td></td>
</tr>
<tr>
<td>5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.pbs.org/stantonanthony/resources/index.html?body=03activity.html">http://www.pbs.org/stantonanthony/resources/index.html?body=03activity.html</a></td>
<td></td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td></td>
<td>Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony. Ken Burns (PBS video)</td>
</tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Discuss or make a list of rights that women had and a list of rights they did not have during that particular time period. Discuss.

- Have students research the history of the women’s rights movement in America and discuss the role that other suffragists played. For example, Lucretia Mott, Anna Howard Shaw, Carrie Chapman Catt or others could be studied.

**Additional Instruction:**

- Have the students make a time line of the important events that have been part of the struggle for women's rights since 1848-1920. Next to each event write its importance to the women's movement.

**Additional Resources**

**Supplemental Texts:**

- See lesson Web site.
Web Sites:

- The Elizabeth Cady Stanton and Susan B. Anthony Papers Project Online.
  http://ecssba.rutgers.edu/

- Library of Congress Treasures: Susan B. Anthony, Defendant
  http://lcweb.loc.gov/exhibits/treasures/trr005.html

- Susan B. Anthony House
  http://www.susanbanthonyhouse.org/

See additional links on lesson Web site.

Informal Assessment

Clearly marked assessment in the lesson.
The M'Clintock House:
A Home to the Women's Rights Movement (1-3 days)

Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary
--- | --- | ---
Citizenship Rights and Responsibilities:  
B. Identify historical origins that influenced the rights U.S. citizens have today:  
3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including  
e. Elizabeth Cady Stanton and women's rights.

Core Activity
On July 16, 1848, five women, including Elizabeth Cady Stanton and Lucretia Mott, met here to draft what they called the "Declaration of Sentiments." Learn why a family home in upstate New York became the site for the creation of one of the most important documents in the history of American women.

Find the entire lesson on the Web site: [http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/76mclintock/76mclintock.htm](http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/76mclintock/76mclintock.htm)

Interdisciplinary Connections
Language Arts

Differentiated Learning

Enrichment Activity:
- Have students research a woman or man at the convention. After learning of their biography, students create a scene and put together different "women" they have chosen to create a scene or play from the convention.

Additional Instruction:
- Ask students to write a letter from a woman or man at the Seneca Falls Convention to her sister in which she describes the convention and explains why women's rights are important.
- With a partner, design a banner to be displayed at the Seneca Falls Convention. Make a clever and attractive design that expresses feelings of early women's rights crusaders. Include a brief slogan. Banners should contain who, what, when, where information about the convention.

Additional Resources

Video:
- PBS - Not for Ourselves Alone

Web site:
- Seneca Falls Convention

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Comparing Plantation and Factory Rules (1-3 days)

<table>
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<th>Suggested Strategies/Lessons</th>
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</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Core Activity</td>
<td>free labor, ante-bellum, subsistence</td>
</tr>
<tr>
<td>9. Explain causes of the Civil War with emphasis on;</td>
<td>Students compare and contrast life and work on an antebellum plantation versus an antebellum factory by analyzing primary documents.</td>
<td></td>
</tr>
<tr>
<td>b. States' rights;</td>
<td>Find the entire lesson on the Web site: <a href="http://historymatters.gmu.edu/d/6821/">http://historymatters.gmu.edu/d/6821/</a></td>
<td></td>
</tr>
<tr>
<td>c. The different economies of the North and South</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Economics:</strong></td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>A. Explain how the endowment and development of productive resources affect economic decisions and global interactions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Identify connections between government policies and the economy:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.</td>
<td></td>
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</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- In the 1800s there were strong economic differences between the North and the South. Use the Internet to find out about the economies of these regions today. Make a chart in which you compare the economies.

**Additional Instruction:**

- After reading “Plantation Rules/Lewiston Mills and Timetable at Lowell Mills”, discuss, compare and contrast/compare skills on plantations and for wageworkers in factories. Divide into groups for reports.

### Informal Assessment

Teachers can create their own assessment based on the lesson content.
## Unit 7: Road to Civil War

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<td>2. Introductory Lesson 2 - Eve of the Civil War: People and Places in</td>
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<td>the North and South</td>
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<td>3. African-American Communities in the North Before the Civil War</td>
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<td>4. Runaway Slaves-Rock and Roll Hall of Fame</td>
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<tr>
<td>5. “Been Here So Long:” Selections from the WPA American Slave</td>
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<tr>
<td>6. Frederick Douglass: The Path to Freedom</td>
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<td>7. Slavery</td>
<td>1 day</td>
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<tr>
<td>8. Antebellum Temperance and Abolitionist Movements</td>
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<tr>
<td>9. Abolitionist Speeches</td>
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</tr>
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<td>10. The Underground Railroad</td>
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<tr>
<td>11. The Underground Railroad (Freedom Train)</td>
<td>3 days</td>
<td>178</td>
</tr>
<tr>
<td>12. Get On Board</td>
<td>6 days</td>
<td>179</td>
</tr>
<tr>
<td>13. Get On Board the Underground Railroad</td>
<td>10 days</td>
<td>180</td>
</tr>
<tr>
<td>14. Monument to the Underground Railroad</td>
<td>10 days</td>
<td>181</td>
</tr>
<tr>
<td>15. Counting the Miles to Freedom – Exploring the World of Harriet Tubman</td>
<td>4-5 days</td>
<td>184</td>
</tr>
<tr>
<td>16. Why Did Americans Fight Other Americans?</td>
<td>8 days</td>
<td>186</td>
</tr>
<tr>
<td>17. The Compromise of 1850</td>
<td>3 days</td>
<td>187</td>
</tr>
<tr>
<td>18. Kansas-Nebraska Act</td>
<td>4 days</td>
<td>188</td>
</tr>
<tr>
<td>19. Determining the Facts: The Dred Scott Trial</td>
<td>1 day</td>
<td>189</td>
</tr>
<tr>
<td>20. The Lincoln-Douglas Debates of 1858</td>
<td>2 days</td>
<td>191</td>
</tr>
</tbody>
</table>
INTRODUCTORY LESSON 1
Eve of the Civil War:
Factory vs. Plantation in the North and South (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>federalism, tariffs</td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Students learn about everyday life before the Civil War in the South and North to begin to understand which differences were significant.</td>
<td></td>
</tr>
<tr>
<td>9. Explain causes of the Civil War with emphasis on;</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=289">http://edsitement.neh.gov/view_lesson_plan.asp?id=289</a></td>
<td></td>
</tr>
<tr>
<td>c. The different economies of the North and South.</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- Have students organize into two groups, the North and the South. Have students list the advantages/disadvantages of each region before the war. Group A will list the advantages/disadvantages of the South before the Civil War. Group B will list the advantages/disadvantages of the North before the Civil War. Each group will list the findings on poster paper taped on the wall of the classroom. Discuss the advantages/disadvantages of each region. Explain how these advantages/disadvantages will contribute to the Civil War.

- Writing to Learn:
  - Group A: Write a letter to Eli Whitney telling him the effects the invention of the cotton gin had on American history. Include the short term and long term effects, as well as positive and negative effects of the cotton gin.
  - Group B: Write a letter to Eli Howe (inventor of the sewing machine) telling him the effects the invention of the sewing machine had on American history. Include both the short term and long term effects, as well as positive and negative effects of the sewing machine.
  - Discuss letters in a group. What do you think the inventors would say about their inventions today? Did the advantages outweigh the disadvantages? Do they think the short/long term effects were worth the inventions they created? How could people have used these inventions for greater gain to mankind during the period preceding the Civil War?

Additional Instruction:

- Groups will share findings of each region. Compare the advantages/disadvantages, short/long term effects of each region. How did these lead to the Civil War?
Group A:

1. Additional Instruction: Discussion Groups
   The teacher will research the sources listed above and give a handout to each student on:
   a. Economics of the North before the Civil War
   b. Economic of the South before the Civil War
      The group will read handouts with the instructor, and the advantages/disadvantages will be listed on poster paper on the wall. The students will discuss findings. Was the area of impact the greatest on the North or South? Why?
   c. Draw a picture of workers in the South, and a picture of the North during this time period (1860). On a separate piece of paper write three facts about each picture that describe what is happening.

Students will be given checklist for completion of each task.

Assessment- Teacher assessment of student completing above assignment.

Additional Resources

Supplemental Texts:

- Merrimack Mill –
  http://www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/merrijean.jpg

- Lowell, circa 1853 –
  http://www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/merriair.jpg

- Whitney's Gun Factory
  http://academic.brooklyn.cuny.edu/history/core/pics/0253/img0055.htm

- Plantation Diagram
  http://www.historicstaugvilliefoundation.org/

Informal Assessment

Clearly marked assessment in the lesson.
INTRODUCTORY LESSON 2
Eve of the Civil War:
People and Places in the
North and South (1-2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>seceded</td>
</tr>
<tr>
<td>G. Analyze the causes and</td>
<td>Differences between the</td>
<td></td>
</tr>
<tr>
<td>consequences of the American</td>
<td>North and South contributed</td>
<td></td>
</tr>
<tr>
<td>Civil War:</td>
<td>to serious disagreements</td>
<td></td>
</tr>
<tr>
<td>9. Explain causes of the Civil</td>
<td>between the North and South.</td>
<td></td>
</tr>
<tr>
<td>War with emphasis on;</td>
<td>Find the entire lesson on</td>
<td></td>
</tr>
<tr>
<td>c. The different economies of</td>
<td>the Web site:</td>
<td></td>
</tr>
<tr>
<td>the North and South</td>
<td><a href="http://edsitement.neh.gov/">http://edsitement.neh.gov/</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>view_lesson_plan.asp?id=358</td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

- Language Arts

**Differentiated Learning**

- Show students "The Missouri Compromise" transparencies from their textbooks. North of this line, except for Missouri, slavery would be barred "forever" South of the line, slavery would be allowed. By 1850, after the Mexican War, it was apparent that a political settlement alone was insufficient. Whereas large Southern planters had invested their capital in land, slaves, and cotton, the North had begun the beginnings of industrialization. In 1849, California applied for admission to the Union as a free state. Northerners and Southerners in Congress once again agreed, and the Compromise of 1850 was established. California entered the Union as a free state. In other former Mexican lands, popular sovereignty was voted into law. The Fugitive Slave Law was enacted to gain Southern support in Congress. The North objected. The Kansas-Nebraska Act repealed the Missouri Compromise, and the question of slavery would be decided by popular sovereignty. It became law in 1854. One effect of the Kansas-Nebraska Act was the establishment of a new political party. This party became known as the Republican Party. When Lincoln, a Republican, became President in 1860, the South was outraged. Six weeks later, South Carolina became the first southern state to secede from the Union. One looks in vain for rational reasons to explain over 780,000 dead and wounded from a conflict between a people sharing a common heritage and language. One hundred years later, Americans still have not forgotten this war.

- Opinion Paper: Was this a war over slavery or over economics, or both? Students will research the Internet, library, magazines, and additional sources to reach their opinion as to whether this war should have been fought. They will write an introduction, justification for their view, as well as a citation for their sources. The paper should be no shorter than two typed written pages.

**Additional Instruction:**

- Students will write a two paragraph opinion as to whether the war should have been fought. Is war ever correct, whatever the cause?

**Informal Assessment**

Clearly marked assessment in the lesson.
### African-American Communities in the North Before the Civil War (3-6 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>In this lesson, students will tour and/or read about some important free African-American communities thriving in the North before the Civil War.</td>
<td></td>
</tr>
<tr>
<td>c. The different economies of the North and South</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td>communities, border states</td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

#### Differentiated Learning

**Enrichment Activity:**

- Students will make a crossword puzzle for the class with information gathered from the Following sources:
  - The Growth of Delaware's Antebellum Free African American Community. [http://www.udel.edu/BlackHistory/antebellum.html](http://www.udel.edu/BlackHistory/antebellum.html)
- Find states where free Blacks lived to include in the puzzle. Puzzle could include the following words in addition to any the students find in their research: communities, free African American, slavery, discrimination, color, population, border states, colonial period, Maine, vote, property, juries contracts, certificate of freedom, custom, separate, laborers, servants competition, immigrants, jobs, housing, 1800s obstacles, teachers, Fredrick Douglass, Francis Ellen Watkins Harper, mutual aid societies, threat slave catchers.
Washington, D.C., as the capital of the nation and as a district carved from slaveholding territory, makes a compelling study for students interested in further researching the lives of African Americans. Here are two places to start:

- The Valley of the Shadow - http://valley.vcdh.virginia.edu/choosepart.html

Additional Resources

Video:
- PBS - “Africans in America”

Web site:

Informal Assessment

Clearly marked assessment in the lesson.
Runaway Slaves- Rock and Roll Hall of Fame (2 days)

Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary
---|---|---
People in Societies:
B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:
4. Analyze the economic, geographic, religious and political factors that contributed to:
   b. Resistance to slavery

Core Activity
Through readings of primary sources and listening to music, students will gain a better understanding of how slaves pursued their "freedom" by stealing away to "Follow The Drinking Gourd" to the north and to freedom.

Find the entire lesson on the Web site: [http://www.rockhall.com/programs/plande
tail.asp?id=547](http://www.rockhall.com/programs/plandetail.asp?id=547)

Interdisciplinary Connections
Language Arts
Music

Differentiated Learning

Enrichment Activity:
- Listen to and read the book *Nightjohn* by Gary Paulsen (2 cassettes/2hours). Ask students if they would have the courage to come back to the South to teach slaves to read? If they were Samey would they have the courage to want to learn how to read? Students will write a poem that includes the emotions they felt as they listened to the story. Teacher will read at least four poems and show them on the overhead so students can become familiar with poetry writing. Use "Attribute Web Content Area Literacy"- page 41, *Content Area Literacy*, Dayton City Schools. This will aid the student to clarify the emotion, behavior, thoughts, and statements about the character they chose.

- Assessment: Poem should include four out of the six attributes about what the character was like. Poem should be four stanzas long.

- Investigate if there were any underground railroads in your area. Information can be found at your local historical museum.

- Use the Web to find out more about the Underground Railroad. Web sites can be located at: [http://www.nps.gov/crweb1/nr/underground/](http://www.nps.gov/crweb1/nr/underground/)
Additional Instruction:

- To give students a perspective on spiritual music, distribute copies of one or two spiritual songs. Play the music with the students reading along. Then, lead a discussion about the meaning of the lyrics and music. To complete this activity, go to www.phschool.com, http://www.phschool.com/

- For further understanding of slave life, Jacobs, Harriet, (2001). *Incidents in the Life of a Slave Girl*, Courier Dover Publications, Minneola, N.Y. Then answer the questions that go along with the reading. You may choose to do this as a class, in pairs, or as individuals.

Additional Resources

Audio/Video:

- *Follow the Drinking Gourd* slave spiritual, Richie Havens, *Songs of the Civil War* (Columbia, 1991) from the PBS Special, Ken Burns’ *Civil War*

- *Freedom* performed by Richie Havens, *The Best of Richie Havens-Resume* (Rhino, 1993) - same lyrics as *Motherless Child* traditional spiritual

Informal Assessment

Clearly marked assessment in the lesson.
“Been Here So Long:” Selections from the WPA American Slave Narratives (1-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Explain causes of the Civil War with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Slavery;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social studies skills and methods:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Present a position and support it with evidence and citation of sources:</td>
<td></td>
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</tr>
<tr>
<td>3. Write a position paper or give an oral presentation that includes citation of sources.</td>
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</tr>
</tbody>
</table>

**Core Activity**

Presented are three lessons with students examining the source of the WPA Slave Narratives.

Find the entire lesson on the Web site: [http://www.newdeal.feri.org/asn/index.htm](http://www.newdeal.feri.org/asn/index.htm)

**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

**Enrichment Activity:**
- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**
- The Web site shares ideas for additional instruction.

**Additional Resources**

**Web site:**
- Selected Reading on American Slavery and Slave Narratives - [http://xroads.virginia.edu/~hyper/wpawpabib.html](http://xroads.virginia.edu/~hyper/wpawpabib.html)

**Informal Assessment**

Teacher can create their own assessment based on the lesson content.
## Frederick Douglass: The Path to Freedom (2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Core Activity</td>
<td>Abolitionist, Frederick Douglass</td>
</tr>
<tr>
<td>9. Explain causes of the Civil War with emphasis on;</td>
<td>Using Frederick Douglass’ writings, examine why he was the most recognized African-American abolitionist of the 19th century.</td>
<td></td>
</tr>
<tr>
<td>e. The abolitionist movement and the roles of Frederick Douglass and John Brown;</td>
<td>Find the entire lesson on the Web site: <a href="http://www.epcsc.k12.in.us/washington/wtms/tywebb/lessonplan3.htm">http://www.epcsc.k12.in.us/washington/wtms/tywebb/lessonplan3.htm</a></td>
<td></td>
</tr>
<tr>
<td><strong>People in Societies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>4. Analyze the economic, geographic, religious and political factors that contributed to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Resistance to slavery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship Rights and Responsibilities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Identify historical origins that influenced the rights U.S. citizens have today:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Frederick Douglass and the abolitionist movement;</td>
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</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

• Students will research the authenticity of the document by assessing the content. They will then write a letter from their perspective either supporting Douglass's point of view, or cite evidence to disclaim Douglass. Students will write a one page letter to the class of their findings and its relevance in today's world.

Additional Instruction:

• Look up five facts from the textbook about Fredrick Douglass. Write whether they admire Douglass or not and explain why.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
## Slavery (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td>Core Activity</td>
<td>despotism, degradation, Sabbath, drinking gourd</td>
</tr>
<tr>
<td>4. Analyze the economic, geographic, religious and political factors that contributed to:</td>
<td>Students will analyze primary source documents and the pros and cons of Slavery and Nat Turner’s Revolt.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource: video -  <em>A Slave’s Story: A Thousand Miles to Freedom</em> (LCA 1972) Based on a slave narrative this video dramatizes the actual escape from slavery in 1848 to Philadelphia where they still experienced racial discrimination. (29 minutes) DPS Media Service Department Resource</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Students will research information about slavery in the United States to explore the pros/cons to slavery. The students will go on an Internet Scavenger Hunt for the following information:

  - Cons of Slavery:
    Slave Voices- Black Southerners in the Old South: [http://scriptorium.lib.duke.edu/slavery/oldsouth.html](http://scriptorium.lib.duke.edu/slavery/oldsouth.html)
    This site has documents detailing life in the south before the end of slavery. Find wanted posters for runaway slaves and more.

  - Find and print one document. Find and print at least one picture of African-Americans during the Civil War on [http://7-12educators.about.com/cs/slavery/](http://7-12educators.about.com/cs/slavery/)
    Include place picture was taken and any other information.

  - Find and print “Excerpts From Slave Narratives” - forty-six selections reveal the disturbing reality of slavery first hand. [http://7-12educators.about.com/cs/slavery/](http://7-12educators.about.com/cs/slavery/)
    Read one selection. Write one page from the selection from the perspective of the slave.
• Read “Death or Liberty.” Read the details of Gabriel’s Conspiracy, Nat Turner’s Rebellion and John Brown’s Raid at this site focusing on three important events in the struggle for freedom. Explain the impact of the three men in the context of economic, religious, and political factors that led to resistance of slavery. [http://7-12educators.about.com/cs/slavery/]

• Douglas John C. Calhoun’s Speech: 6 February 1837 - Slavery is a Positive Good, – Primary Document. Speech given in the Senate... excerpt “the Northern States believed slavery to be a Sin...I hold it to be a good, as it has...” Explain why John C. Calhoun, South Carolina Senator “Held in slavery to be a good” in relating to economic and political conditions in 1837.

• Pro/Con: [www.CivilWarTalk.com](http://www.CivilWarTalk.com) - The Writings of Abraham Lincoln, Volume V. Take notes, and write what you thought Abraham Lincoln’s view to be regarding slavery.

• Students will compile the information gathered individually, and make a book entitled “The Pros and Cons of Slavery.” The book will include all of each student’s information. Students will present the information to the class, as well as to another social studies class. Students may add to the presentation by using PowerPoint if so desired. Students could also take sides and debate the pros/cons of slavery during this period in history using the information gathered.

Additional Instruction:

• Teacher will show transparency from their textbook of Slavery and the Civil War. This map shows the breakdown of free and slave states in the years leading up to the Civil War and the division into the Union and Confederate States once the war began. The teacher will lead a discussion about the pros/cons of each side’s position. Why was slavery a “pro” for the Confederate States, and a “con” for the north? Be sure each student understands the concepts, and have students pair up in groups of three. Assign each group a “pro” position, and a “con” position of slavery. Establish rules of debate. Each group will present their position for not longer than five minutes. Teacher or student can write pro/con on board to reinforce the lesson.

Additional Resources

Web Sites:

• Born in slavery: Slave narratives from the Federal Writers’ Project - [http://memory.loc.gov/ammem/snhtml/snhome.html](http://memory.loc.gov/ammem/snhtml/snhome.html)

• The Nat Turner Rebellion – [http://www.historymatters.gmu.edu/d/6811](http://www.historymatters.gmu.edu/d/6811)


Video:

• PBS – “Nat Turner A Troublesome Property”
## Antebellum Temperance and Abolitionist Movements (2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People in Societies:</strong></td>
<td></td>
<td>temperance, abolition, antebellum</td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td><strong>Core Activity</strong></td>
<td></td>
</tr>
<tr>
<td>4. Analyze the economic, geographic, religious and political factors that contributed to:</td>
<td>This unit examines how the industrial revolution and the abolition movement led to changes in women’s roles both within and outside the home. Students use handbills, songs, and resolutions from abolitionist and women’s rights conventions to understand the experiences women faced in laboring to achieve equal status in antebellum American society. Students also analyze and evaluate the impact of the women’s rights movement in the antebellum era and link past and present by drawing connections to contemporary society.</td>
<td></td>
</tr>
<tr>
<td>5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Read "An Inspiring and Complicated History of Women" [http://www.newswise.com/articles/view/?id=WOMEN.PSU](http://www.newswise.com/articles/view/?id=WOMEN.PSU) This article describes how thousands of women became involved in reform movements before the Civil War - including temperance, charity for the poor, abolition, and women’s rights.

• After reading the above articles have students research outstanding women in United States history to draw connections to the women in the antebellum era through today. Compare and contrast their achievements using "Causes and Effect" for five women they choose. What was the cause which prompted the women to engage in reform, achievement, etc? What was the effect on society? A search on www.msn.com on women’s contributions in society will produce resources for the students to use. Students will pick one woman who they think contributed the most in history. The students will engage in a contest as to why the woman they picked was the most outstanding. It would be fun to dress like the women they chose, if possible. Use graphics if possible.

• Read six to eight contemporary newspaper articles dealing with men and women and categorize how the genders are presented. Categories could be hero/victim, active/passive, etc.

• Construct a map of the United States in 1850 showing free and slave states.

Additional Instruction:

• The students will read from their textbooks about women in this time period. They will choose to write about two women they think are outstanding. The student engage in the above contest to tell the class why the women they chose was the most outstanding.

Additional Resources

Video:

• PBS—“Not For Ourselves Alone”

Web site:


Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Abolitionist Speeches (3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td>Students will analyze historical abolitionist speeches to gain a better understanding of the social, economic and political effects of institutionalized racism and discrimination. This lesson encourages critical thinking and challenges students to show evidence of their learning through the writing of an essay.</td>
<td>prejudice, stereotyping, institution, racism, institutionalized racism, institutionalized discrimination, abolitionist</td>
</tr>
<tr>
<td>2. Describe and explain the social, economic and political effects of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Stereotyping and prejudice;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Racism and discrimination;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Institutionalized racism and institutionalized discrimination.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

**Language Arts**

**Differentiated Learning**

*Enrichment Activity:*

- The Web site makes suggestions for enrichment activities.

*Additional Instruction:*

- The website shares ideas for additional instruction.

**Additional Resources**

*Web sites:*

- The Time of the Lincolns – The Battle for Abolition.  

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citizenship Rights and Responsibilities:</strong></td>
<td></td>
<td>Underground Railroad</td>
</tr>
<tr>
<td>A. Show the relationship between civic participation and attainment of civic and public goals:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>a. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:</td>
<td>This lesson first introduces students to the Underground Railroad and its function, and then asks them to interpret primary source documents and read about a modern-day journey in order to assess the larger historical significance of the Underground Railroad.</td>
<td></td>
</tr>
<tr>
<td>b. The Underground Railroad and the abolitionist movement/Abolition of slavery.</td>
<td>Find the entire lesson on the Web site: <a href="http://catalog.socialstudies.com/c/@JOINXbWaiJT9/Pages/article.html?article@underground">http://catalog.socialstudies.com/c/@JOINXbWaiJT9/Pages/article.html?article@underground</a></td>
<td></td>
</tr>
</tbody>
</table>

**People in Societies:**

| B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict: | Interdisciplinary Connections | Language Arts |
| 4. Analyze the economic, geographic, religious and political factors that contributed to: | | |
| b. Resistance to slavery. | | |

---

**Differentiated Learning**

**Enrichment Activity:**

- Research how your state was affected by the Fugitive Slave Act of 1850. Be sure to look at the Research Section of "The North Star: Tracing the Underground Railroad." You can find the information on the Web site: [http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/links.htm](http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/links.htm)

- Students will reenact the path a slave would take to get from the South to the North, and put on a play for the class. Students will attempt to dress in appropriate clothes for that period in time. A narrator will introduce the play, and divide the play into 3 acts. Act. 1. Planning to Escape, Act. 2. On the Underground Railroad, Act 3. Freedom.

Additional Instruction:

- Teacher will read portions of the book *If You Had Lived on the Underground Railroad* to students. The students will, in groups of two to four, draw a route from slavery to freedom. The paper used for this project should be large enough that the students can sit on the floor with markers and crayons to create the route they choose. Write in places they start and stop along the way.

- Assessment – Complete the route from slavery to freedom.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
The Underground Railroad
(Freedom Train) (3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Core Activity</td>
<td>North Star, freedom, slavery</td>
</tr>
<tr>
<td>D. Work effectively in a group:</td>
<td>Students will analyze how African American slaves may have planned escapes. They will analyze the song Follow the Drinking Gourd and will enhance their learning by viewing a play.</td>
<td></td>
</tr>
<tr>
<td>People in Societies:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Analyze the economic, geographic, religious and political factors that contributed to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Resistance to slavery.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Core Activity**

Students will analyze how African American slaves may have planned escapes. They will analyze the song Follow the Drinking Gourd and will enhance their learning by viewing a play.

**Find the entire lesson on the Web site:**

**Interdisciplinary Connections**

**Language Arts**

**Additional Resources**

**Web site/Audio:**

- Strange Fruit – Protest Music

**Community Connections**

- Boonshoft Museum in Dayton: Follow the Drinking Gourd presentation.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
## Get On Board (6 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citizenship Rights and Responsibilities:</strong></td>
<td><strong>Core Activity</strong></td>
<td>abolitionist, Underground Railroad, fugitive, Fugitive Slave Laws, Emancipation Proclamation, pamphlet, 13th Amendment, protest, Quaker</td>
</tr>
<tr>
<td>A. Show the relationship between civic participation and attainment of civic and public goals:</td>
<td>This lesson combines learning activities on the Underground Railroad, abolitionist movement and the writing of a position paper. Students will view a documentary, research a historical figure and write a two-page position paper. Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setA/C8A1B-S8C3%20Get%20On%20Board.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setA/C8A1B-S8C3%20Get%20On%20Board.pdf</a></td>
<td></td>
</tr>
<tr>
<td>1. Show the relationships between participating in civic and political life and the attainment of individual and public goals including:</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td>b. The Underground Railroad and the abolitionist movement/Abolition of slavery.</td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies Skills and Methods:</strong></td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>C. Present a position and support it with evidence and citation of sources:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Write a position paper or give an oral presentation that includes citation of sources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**
- The Web site shares ideas for additional instruction.

### Additional Resources

**Web site:**

### Informal Assessment

Clearly marked assessment in the lesson.
Get On Board:  
The Underground Railroad (10 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td>Underground Railroad, Harriet Tubman, slavery, abolitionist, Fugitive Slave Law23w</td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain factors that contribute to cooperation and conflict:</td>
<td>Students will learn that: the Underground Railroad was a secret network of people that assisted slaves on their quest for freedom; about the stops on the Underground Railroad; and the destination of slaves. Students will develop: map reading and directional skills by researching the Underground Railroad in Springboro, Ohio; skills to help them critically analyze paintings; and skills to analyze primary sources that discuss the Underground Railroad.</td>
<td></td>
</tr>
<tr>
<td>4. Analyze the economic, geographic, religious and political factors that contributed to:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.dps.k12.oh.us/academic/secsc">http://www.dps.k12.oh.us/academic/secsc</a> oc/americanhistory/images/getonboard.pdf</td>
<td></td>
</tr>
<tr>
<td>b. Resistance to slavery.</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts, Theater</td>
</tr>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Show the relationship between civic participation and attainment of civic and public goals:</td>
<td></td>
<td></td>
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<tr>
<td>1. Show the relationships between participating in civic and political life and the attainment of individual and public goals including:</td>
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<tr>
<td>b. The Underground Railroad and the abolitionist movement/Abolition of slavery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Work effectively in a group:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Organize and lead a discussion.</td>
<td></td>
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</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment:**
- Students will invite storyteller Novella Slaughter to the classroom to perform (See Additional Sources section of lesson). Afterwards, they will write critiques of the historical accuracy of her content.

**Additional Information:**
- Students will listen to an audio recording of *Follow the Drinking Gourd*. (see Web Sites for availability). Then they will draw three things they heard in the lyrics that are important to history, society, or culture.

**Informal Assessment**
Clearly marked assessment in the lesson.
## Monument to the Underground Railroad (10 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>Underground Railroad, monument</td>
</tr>
<tr>
<td>A. Show the relationship between civic participation and attainment of civic and public goals:</td>
<td>Monuments help tell the story of a people. They define a nation's values and help preserve its memories. They are public reminders of who we are and where we have come from. The Freedom Center is seeking design packages for a monument honoring the importance of the Underground Railroad in American history. They invite school groups to submit designs and will display outstanding designs on their website.</td>
<td></td>
</tr>
<tr>
<td>1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Analyze the economic, geographic, religious and political factors that contributed to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Resistance to slavery.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Interdisciplinary Connections

Language Arts, Art, Music, Technology (Design)

## Differentiated Learning

### Enrichment Activity:

- Students will work in pairs to make an illustrated storybook of experiences encountered on the Underground Railroad. They will incorporate materials they accumulate from various sources. The book should have a title, and be divided into at least three chapters. The chapters will be determined by the students. The book should include the following:
  - Interactions between cultural groups.
  - Factors that contributed to cooperation and conflict.
  - The economic, geographic, religious, and political factors that contributed to resistance to slavery.
Additional Instruction:

- Students will view “Escape to Freedom” and take notes on people and events they wish to include in a collage of a “Monument to the Underground Railroad.” Students will read classroom text to gather facts they wish to use in their collage. The teacher will read “If You Had Traveled on The Underground Railroad” by Ellen Levine, Scholastic Books. Discuss which events the students will include in their individual collage. Materials for the collage may be brought in by the students. The teacher may wish to give the students old books if they apply in which the students can clip appropriate pictures. Students must include four events, or people who contributed to the success of the Underground Railroad. This is from “Interactive Student Notebook Assignment” History Alive-Engaging All Learners in the Classroom, page 137.

Additional Resources

Supplemental Texts:


Web Sites:

- What was the Underground Railroad?
  http://www.cr.nps.gov/ugrr/learn.htm
- Aboard the Underground Railroad (Click on Operating the Underground Railroad) –
  http://www.cr.nps.gov/nr/travel/underground
- The Underground Railroad
- The African American Journey: Underground Railroad –
  http://www2.worldbook.com/features/_aajourney/html/bh040.html
- Story of the Underground Railroad –
  http://www.historychannel.com/exhibits/_undergroundrrr/story.html
- The Underground Railroad (Click on timeline, people, and places) –
- Addy's Escape to Freedom
  http://www.americangirl.com/agcn/addy_game1_escape/index.html

- Headbone Derby's Escape to Freedom

- The Underground Railroad
  http://www.nationalgeographic.com/features/99/railroad

**Informal Assessment**

Clearly marked assessment with rubric in the lesson.
**Standard: Benchmark: Indicator** | **Suggested Strategies/Lessons** | **Vocabulary**
--- | --- | ---
**Citizenship Rights and Responsibilities:**<br>A. Show the relationship between civic participation and attainment of civic and public goals:<br>1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:<br>b. The Underground Railroad and the abolitionist movement/Abolition of slavery.<br><br>**People in Societies:**<br>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:<br>4. Analyze the economic, geographic, religious and political factors that contributed to:<br>b. Resistance to slavery.

### Core Activity
Students will explore the world of Harriet Tubman and interact with a Web site to travel on the Underground Railroad as they experience many of the same choices that slaves faced on their journey toward freedom.


### Interdisciplinary Connections
**Language Arts**

### Differentiated Learning

**Enrichment Activity:**
- Students will explore the accomplishments of Harriet Tubman through history, visual arts, and music.

Students will compose a play based on the life of Harriet Tubman based on the following parts:
- Her life as a slave
- Her life as a conductor on the Underground Railroad
- Her life after the Civil War.
- How she might have viewed today's conflicts and the goal of equality for all.

Students will choose three characters to play the role of Harriet as a child, as a conductor and Harriet after the Civil War, and a narrator for a commentary on today's issues from Harriet's Perspective. Students will decide which issues to address.

**abolitionist,**
**Civil War,**
**conductor,**
**plantation,**
**Underground Railroad**
Sources for the play:
- "Heroes of Today and Yesterday." Explore the lives of one of the most complex women in American History. Learning LS Series, Spring 2002.
- Students will do internet search for information on Harriet Tubman at each of the stages of her life.
- Music: Internet search for Follow the Drinking Gourd. Following the Drinking Gourd was a coded song which led the slaves to freedom along the Underground Railroad

Students will research conflicts today and how she might have commented on them. Research is dependent upon what students see as relevant. (Examples may be 2nd Amendment- right to bear arms, weapons at school, hate groups, peer pressure, bullying, etc. To aid the student’s in their presentation they will use a graphic organizer or “Story Board” - page 41 Content Area Literacy Social Studies Department- Dayton Public Schools.

Assessment: Teacher will assess Story Board – included in it must be the above four requirements: history of Harriet as a child, conductor, life after the Civil War, and view on today’s society as the students choose their topic(s).

The teacher will take photos, with either a digital or regular camera, of students working on the activities. These photos would be part of a school display for parent night. The teacher could also make copies for students to have at home. The final slide show can be shown at the next parent meeting.

Students will write to Inform. They will write a letter to a student in another grade. In their letter they will share what they have learned about Harriet Tubman and the Underground Railroad. The letter will be delivered to the student at school.

Students will write a letter to a fictitious slaveholder, persuading that person to release their slaves.

Students will write a letter to their teacher, expressing personal opinion, as to what they learned during the past few days. Their letter will also include suggestions for making the activity better.

Students will create a class mural/collage illustrating the life of a slave and the journey they undertook as they traveled to freedom.

Additional Instruction:
- Students will draw a “Scope and Sequence Map” of Harriet Tubman’s life. They will draw her as a child and write one statement about her life at that time. They will draw her as a conductor on the Underground Railroad and write one statement about her at that time. They will draw her after the Civil War and write one statement about her at that time.

Resources:
- Internet search by teacher for Harriet Tubman.

Informal Assessment
Teachers can create their own assessment based on the lesson content.
### Why Did Americans Fight Other Americans?

<table>
<thead>
<tr>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Students will work in cooperative groups to research the causes of the Civil War. The focus question of this lesson is, “Do events and circumstances from 1820-1861 support President Lincoln’s statement, “All knew that this interest [slavery] was somehow the cause of the war.” Students will show evidence of learning through student-created presentations (e.g., graphics, multi-media presentations, mini-dramas, debates) and a written post-assessment.</td>
<td>abolitionist, compromise, economy, federalism, states’ rights, territory, debate, secede/cession</td>
</tr>
<tr>
<td>9. Explain causes of the Civil War with emphasis on:</td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
<tr>
<td>b. States’ rights;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>c. The different economies of the North and South;</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. The abolitionist movement and the roles of Frederick Douglass and John Brown;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. The additions of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South’s secession.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**
- The Web site shares ideas for additional instruction

**Informal Assessment**
- Clearly marked assessment in the lesson.
The Compromise of 1850 (3 days)

**Standard: Benchmark: Indicator**

**Suggested Strategies/Lessons**

**Vocabulary**

**History:**
G. Analyze the causes and consequences of the American Civil War:

9. Explain the causes of the Civil War with emphasis on:
   f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850.

**Core Activity**

The Compromise of 1850 was one of the most important pieces of legislation in antebellum America. Most historians judge it to have been a failure. Not only did it not avert war, but it imposed a harsh penalty on those working to end slavery through creating safe havens in the North.

Find the entire lesson on the Web site: [http://www.congresslink.org/lessonplans/CK1850.html](http://www.congresslink.org/lessonplans/CK1850.html)

**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

*Enrichment Activity:*

- Research how a bill becomes a law in the United States Congress. Explain the process to the class using a chart of you made. This activity may be done in groups of two to three students.

- Research the life of one of the famous statesmen mentioned in the articles: Henry Clay, Daniel Webster, or John C. Calhoun. Prepare a three-minute biography on the statesman of your choice and present it as if you were giving a radio broadcast.

- Research how settlers set up a territorial government in the 1800s. Present your findings in the form of an oral report with at least one visual aid.

*Additional Instruction:*

- Make a chart of the terms used in the Compromise of 1850 and look up their meaning.

**Additional Resources**

*Supplemental Texts:*


**Informal Assessment**

Clearly marked assessment in the lesson.
Kansas-Nebraska Act (4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td>territory, partisan, popular sovereignty</td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Core Activity: Students will study some major events leading up to the act and events afterwards that were affected by the act. In doing all of this, students will analyze the changing role of political parties in America.</td>
<td></td>
</tr>
<tr>
<td>9. Explain causes of the Civil War with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.lib.niu.edu/iht1010302cm.html">http://www.lib.niu.edu/iht1010302cm.html</a></td>
<td></td>
</tr>
<tr>
<td>d. The extension of slavery into the territories, including the Kansas-Nebraska Act;</td>
<td>Interdisciplinary Connections: Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- Research the "transcontinental railroad project." Present you findings in a two page report to the class. Include at least one visual aid.
- On a map of the United States, identify the sixteen slave states, sixteen Free states, the Nebraska Territory, the Kansas Territory, and the Indian Territory in 1854.
- Make a chart listing the advantages and disadvantages in having a railroad pass through your town in the 1850s.
- Draw a political cartoon about the Kansas-Nebraska Act
- Assessment: Choose rubric from page -105 *Content Area Literacy*, Social Studies Department, Dayton Public Schools

**Additional Instruction:**
- Draw a picture of the transcontinental railroad.
- Draw a picture of where the transcontinental railroad went, and label the states it went through. Now, look at your picture. Why does the transcontinental railroad appear so important? (Connects all the states.)

**Informal Assessment**
Clearly marked assessment in the lesson.
### Determining the Facts:
The Dred Scott Trial (1 day)

<table>
<thead>
<tr>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Core Activity</td>
<td>transcripts, verdict, litigation</td>
</tr>
<tr>
<td>9. Explain causes of the Civil War with emphasis on:</td>
<td>Students re-enact the Dred Scott case in this simple play set in the Old St. Louis Courthouse. The case has been called the pivotal event that led to the Civil War. After the Dred Scott ruling, abolitionists were discouraged that slavery could ever be ended through the law.</td>
<td></td>
</tr>
<tr>
<td>d. The extension of slavery into the territories, including: the Dred Scott Decision</td>
<td>Find the entire activity on the Web site: <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/9stlouis/9facts2.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/9stlouis/9facts2.htm</a></td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections

#### Language Arts

**Differentiated Learning**

**Enrichment Activity:**

- Students might enjoy comparing the way events are presented in a U.S. history textbooks and discussing the differences in perspective. In studying nationally important events, students do not always learn how these events evolve from local issues or how national debate and decision affect individual communities. The following activities will encourage students to make those connections.

**Activity 1: Locating a Railway:**

Have student refer back to Map 4 (on the Web site) and identify the railroad nearest their community or region. Discuss whether and to what degree railroads were important to townspeople in the 19th century. Local histories found at public libraries usually have a chapter devoted to the coming of the railroad. Some students might wish to research this topic and present a report to the class.

**Activity 2: Examining Trials**

After student have discussed the Dred Scott case, have them look up the meaning and discuss the following court-related words: plaintiff, defendant, prosecutor, judge, defense attorney, jury, verdict, appeal, Supreme Court, civil case, criminal case, precedent, litigation, bailiff.

**Additional Instruction:**

- Students will likely be most engaged in the dramatization in the lesson. Right after it, have students respond personally in orally or in written form to the dramatization from their own perspective to prompts like: How would you feel if you were a slave? Do you like to be treated the same wherever you go?
• Do you ever get treated different ways by different people in different places? For example are you treated the same in your neighborhood as at the mall?

Additional Resources

Web Sites:

• Dred Scott Chronology
  http://library.wustl.edu/vlib/dredscott/chronology.html

• A Hard Shove for a "Nation on the Brink": The Impact of Dred Scott
  http://odur.let.rug.nl/~usa/E/dredscott/scott03.html
### ACTIVITY

**The Lincoln-Douglas Debates of 1858 (2 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Students will examine the transcripts of the 1858 Lincoln-Douglas debates and create a platform for each candidate in the 1858 Senate race.</td>
<td>popular sovereignty, Compromise of 1850, fugitive slave law, Dred Scott case, Kansas-Nebraska Act, Lecompton Constitution, Missouri Compromise</td>
</tr>
<tr>
<td>g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Enrichment Activity:

- Read the "Lincoln-Douglas Debates, [http://www.lib.niu.edu/ipo/ihy980232.html](http://www.lib.niu.edu/ipo/ihy980232.html). Although there were many issues to discuss, the two Illinois lawyers chose to focus their speeches on the slavery question. Both outlined their stands on slavery, interpreting the Kansas-Nebraska Act of 1854 and the Dred Scott Decision of 1857. Lincoln maintained that as far back as 1776, the founding fathers thought slavery was evil, and on a course of "ultimate extinction." The Dred Scott Decision opened the way for slavery to enter the new territories. Douglass refused to believe slavery was immoral, and held to the policy of "popular sovereignty." Because of Lincoln's speech at Freeport regarding the Dred Scott Decision, known as the "Freeport Doctrine," many historians believe that Douglass lost the support of the South in the 1860 election campaign and Lincoln won as President.

- The students will be told to use the above key points in preparing a debate to present to the class, as well as additional facts about each man's platform. The students will prepare to debate for five minutes with the opposing candidate. After preparing the speech, students will gather to hear the speeches. The two best speeches picked among the students will be presented for a five minute debate to the entire class. After hearing the debates the class will vote on the winning candidate. Students will dress in the apparel of the day if possible to make the re-enactment more special. Students will list their points on the "Discussion Web" - [50 Graphic Organizers for Reading, Writing, and More](http://www.lib.niu.edu/ipo/ihy980232.html), Scholastic Professional Books, 1999. (Dayton Public Social Studies Department may have copies.) "Oral Report" - Dayton Public Schools- Content Literacy Area- page SS11

### Additional Instruction:

- Students will read classroom text and define the following terms: popular sovereignty, Compromise of 1850, fugitive slave law, Dred Scott Case, Kansas-Nebraska Act, Missouri Compromise. Teacher will discuss the above terms to ensure the students understand them before the class debate given by enrichment activity. Students will write a two paragraph viewpoint on two of the above terms, stating their opinion.
# Unit 8: Civil War

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<td>12. The Assassination of Abraham Lincoln</td>
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# INTRODUCTORY LESSON

*The Cost of War (1-2 days)*

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<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Civil War, casualties, death, states, study skills, chart reading</td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War.</td>
<td>Students study a chart showing Civil War deaths and answer questions about the information.</td>
<td></td>
</tr>
</tbody>
</table>


**Interdisciplinary Connection**

**Mathematics**

**Differentiated Learning**

**Enrichment Activity:**

- Have students review the two photos on Civil War medical conditions (Amputation being performed in a hospital tent, Gettysburg, July 1863 field hospital after the battle, Savage Station, VA, 1862) and answer the three questions provided. [http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/69bentonville/69visual1.htm](http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/69bentonville/69visual1.htm)

**Additional Information:**

- Have students complete the worksheet on Civil War deaths as a class in small groups (with each group answering only one or two questions each) Place the Dyer's Compendium (Union) Summary of Losses by State chart on an overhead.


**Informal Assessment**

Clearly marked assessment in the lesson.
"The Great Emancipator":
Abraham Lincoln’s Rhetoric of Sectionalism and Civil War (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Students analyze Lincoln’s position on slavery articulated in <em>House Divided</em> and the enduring qualities of the <em>Gettysburg Address</em>. Students also evaluate Lincoln’s position on sectionalism in his first inaugural address, and compare and contrast Lincoln’s first inaugural address with his second inaugural address.</td>
<td>emancipator, sectionalism, inaugural, rhetoric, popular sovereignty</td>
</tr>
<tr>
<td>10. Explain the course and consequences of the Civil War with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="https://courses.worldcampus.psu.edu/welcome/spcom475/sample.shtml">https://courses.worldcampus.psu.edu/welcome/spcom475/sample.shtml</a></td>
<td></td>
</tr>
<tr>
<td>a. Contributions of key individuals, including Abraham Lincoln,</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

*Enrichment Activity:*

- Creating a Flow Chart:

  Students will view *A Nation Divided: The American Civil War*. After viewing the video the students will define the following terms: (1) sectionalism (2) popular sovereignty (3) seceded. The Teacher will discuss the statement “A house divided cannot stand.”

  a. Students will understand that this quote of Lincoln’s meant that “this government cannot endure permanently half free and half slave.” – “It will become all one thing or the other.” The teacher will discuss with students the term “sectionalism” and how it is incorporated into his quote. 
  
  Sectionalism – loyalty to a state or section rather than to the whole country.

  b. Discuss the term “popular sovereignty” voters in a new territory would decide for themselves whether or not to allow slavery in the territory. Slaves, of course, could not vote.

  Students will understand that in Lincoln’s First Inaugural Address, March 4, 1861 he stated “In your hands my dissatisfied fellow country-men, and not mine, is the momentous issue of civil war....we are not enemies, but friends. We must not be enemies.” Lincoln pleaded for harmony and insisted the Union could not be dissolved. He hoped for a peaceful solution but was prepared to risk war rather than see the nation permanently divided.
South Carolina had seceded from the Union in December, 1860. Ten other Southern states followed its example. Together they formed the Confederate States of America. All this happened before Lincoln became president on March 4, 1861. How does the term "popular sovereignty" fit into his first inaugural address? How does the term "seceded" fit into his first inaugural address?

Students will view "Episode Five- The Universe of Battle." This episode shows the Battle of Gettysburg, the greatest battle ever fought in the Western Hemisphere. The episode closes with the dedication of a new Union cemetery at Gettysburg, where Abraham Lincoln struggles to put into words what is happening to his people. In his Second Inaugural Address Lincoln addresses the issues of binding the nation’s wounds, to care for those who fought in the battle, to strive for a lasting peace, “among ourselves, and with all nations. After viewing videos and discussing terms, concepts, the teacher will give an example of a "Flow Chart. See page 40 "Interactive Student Notebook"- History Alive - Teacher's Curriculum Institute. Flow charts help students show steps in a sequence. The students will create a flow chart using butcher paper to chronicle how the events occurring from 1861 to 1864.

Additional Instruction:

- Students will watch the above two videos and assist in the drawing of the Flow Chart. This is an integrated activity which both groups will benefit from working together.

Additional Resources

Video:
- A Nation Divided – The American Civil War
  http://sunsite.utk.edu/civil-war/
- Civil War by Ken Burns – Episode Five – The Universe of Battle
  http://sunsite.utk.edu/civil-war/warweb.html

Informal Assessment

Teachers can create their own assessment based on the lesson content.
## The Battle of Antietam (2-3 days)

<table>
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<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Core activities</td>
<td>strategy, correspondents</td>
</tr>
<tr>
<td>10: Explain the course and consequences of the Civil War with emphasis on:</td>
<td>In this activity, students will analyze primary historic sources relating to the battle as well as maps of the battle. They will make conclusions about the impact of the battle on the North and South, as well as investigate why the battle allowed President Lincoln to announce and sign the Emancipation Proclamation.</td>
<td></td>
</tr>
<tr>
<td>Resources:</td>
<td></td>
<td></td>
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<tr>
<td>Civil War Battlefields Today.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.mikelynaugh.com/VirtualCivilWar/Today/choose.htm">http://www.mikelynaugh.com/VirtualCivilWar/Today/choose.htm</a></td>
<td>Episode Three: <em>Forever Free</em> (1862) chapter 8/ 44:04-1:02:10) of <em>The Civil War</em> series (Ken Burns), highly recommended but not required. DPS Media Services Department</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Connections</td>
<td></td>
<td></td>
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<tr>
<td>Language Arts</td>
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</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**


Teacher will share the following information with students:

The Battle of Antietam was the site of the battle that halted Robert E. Lee’s first invasion of the North in September 1862. This battle was the day in which most men lost their lives. At the end of the battle, 2,108 Union soldiers were confirmed dead, and another 10,293 were missing. Confederate losses were slightly less, with 10,318 men dead. This was the battle that allowed President Lincoln to sign the Emancipation Proclamation because Lee was forced to withdraw across the Potomac into Virginia. The battle proved to be a strategic victory for the North. For President Lincoln, this victory was the moment he had been awaiting to issue a preliminary Emancipation Proclamation. This proclamation declared all slaves residing within the territory of the Confederacy legally free persons as of January 1, 1863.
- Students will work in groups of two to gather information relating to the battle, make conclusions about the impact of the battle on the North and South, as well as investigate why the battle allowed President Lincoln to sign the Emancipation Proclamation.

- Analyze why Lincoln did not free slaves in the Border States. Did the Proclamation really free the slaves? (No, the 13th Amendment did). If the Proclamation did not free the slaves why is it so significant? (It was an act of war to keep England out of the war. England could not aid the South if the cause of war was now the Slavery issue. The South was fighting now to keep slavery and the North wanted to free the slaves. If England entered the war, the North could lose.)

- After gathering the information students will write a eulogy to the men who lost their lives at Antietam. They will write an opinion on the Emancipation Proclamation. Support opinion with at least five facts. Put information in a booklet entitled “Antietam.”

**Additional Instruction:**

- Students will read “Antietam” and “Robert E. Lee” – in their textbooks with the teacher and discuss the battle.

- Students will read and color General Robert E. Lee, Army of the Northern Virginia
  [http://www.sonofthesouth.net/leefoundation/About%20the%20General.htm](http://www.sonofthesouth.net/leefoundation/About%20the%20General.htm)

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
### Choices and Commitments:
The Soldiers at Gettysburg (2-4 days)

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Core Activity</td>
<td>Confederate States of America, battle-hardened, campaign</td>
</tr>
<tr>
<td>10. Explain the course and consequences of the Civil War with emphasis on</td>
<td>Students trace the course of this Civil War battle and consider the wrenching personal choices that were made by soldiers on each side.</td>
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<tr>
<td></td>
<td>Interdisciplinary Connections</td>
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<tr>
<td></td>
<td>Language Arts</td>
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</tbody>
</table>

### Differentiated Learning

#### Enrichment Activity:

Students will discuss: (1) why Gettysburg was called the turning point of the war (2) What President Lincoln meant when he said that soldiers “gave their lives that the nation might live.” (3) Discuss losses: 23,000 Union men were either killed, imprisoned, injured, or missing. Confederate losses were higher, with 28,000 casualties. The South lost nearly a third of its army. (4) How might life in the U.S. be different today if the Civil War had never been fought?

- a. Use a Venn Diagram: List in the overlapping circle ways the soldiers were alike. In the two other circles list ways they were different.
  
  (1) Sources: Play- *Junior Scholastic*- Vol. 102 No.10 ISSN 0022-6688 January 3,2000 [www.juniorscholastic.com](http://www.juniorscholastic.com)
  
  (2) Venn Diagram- *American Nation* Transparencies – Prentice Hall.
  
  

- b. Students are to imagine they are newspaper reporters assigned to write an article after visiting a Civil War field hospital after the Battle of Gettysburg. Include in the article the imagined conversation with the soldier who fought in that battle. The article should be one page long, and include the date, time, place of the interview.
• Students will research hospital facilities on the battlefield.

• Hospitals and the Wounded: Clara Barton- page 27- found in Baicker, Karen
  Primary Sources Teaching Kit- Civil War: Available at Quimby Warehouse. 2003

Additional Instruction:

• Teacher will read “If You Had Lived At The Time of the Civil War” by Kay Moore – Scholastic Inc.
  ISBN 0-590-45422-6
  (a) Who fought in the Northern army?
  (b) Who fought in the Southern army?
  (c) What was the Confederate Army like?
  (d) What was the Union Army like?

Students will write a letter home about something that has happened to them, after writing a rough draft.
  The teacher will check before final writing.

Sources: "Letters Home"- History Grades 4-6 The Civil War: (The Milliken Publishing Co., 2003), Page 17.

Additional Resources

Web sites:

• PBS – The Civil War
  http://www.pbs.org/civilwar/war/gettsburg_address.html

• PBS – Going Places
  http://www.pbs.org/wnet/goingplacesz/civil_war/hilitel.html

• PBS – Freedom A History of US – Gettysburg
  http://www.pbs.org/wnet/historyofus/web06/segment_p.html

Informal Assessment

Teachers can create their own assessment based on the lesson content.
**Taking a Stand in History, 1607-1865-Gettysburg: Let's Communicate! (5 days)**

<table>
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<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Gettysburg, Signal Corps, telegraph, military musicians, runners</td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Students will study the different ways of communicating on the Battlefield at Gettysburg, the importance of using the fastest communication possible, and determine which communication method was the best. Soldiers, choosing to use the fastest and most accurate method of communication available on the battlefield, took a stand that they wanted to win the war in the quickest possible way.</td>
<td></td>
</tr>
<tr>
<td>10. Explain the course and consequences of the Civil War with emphasis on:</td>
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<td></td>
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<tr>
<td>c. The Battle of Gettysburg.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography:</td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
<tr>
<td>D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns:</td>
<td><a href="http://www.dps.k12.oh.us/academic/secco/americanhistory/images/pdfs_grade8/communicate.pdf">http://www.dps.k12.oh.us/academic/secco/americanhistory/images/pdfs_grade8/communicate.pdf</a></td>
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<tr>
<td>3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.</td>
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</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td></td>
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<tr>
<td>C. Present a position and support it with evidence and citation of sources:</td>
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<tr>
<td>5. Identify ways to manage conflict within a group.</td>
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</tbody>
</table>

### Differentiated Learning

**Enrichment:**

- Ask students to research Civil War reenactment groups in their community. Invite a spokesperson into the classroom to talk about a battle that they recreate. Then, assign students to write a written critique of the historical accuracy of the presentation.

**Additional Instruction:**


**Informal Assessment**

Clearly marked assessment in the lesson.
## Taking a Stand in History – Abraham Lincoln and the Gettysburg Address (4 days)

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<th>Suggested Strategies/Lessons</th>
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<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td></td>
<td>Nation, Union, Confederate, slavery</td>
</tr>
<tr>
<td>10. Explain the course and consequences of the Civil War with emphasis on:</td>
<td></td>
<td>Gettysburg, Gettysburg Address, Civil War, decade, century, millennium, lawyer, score</td>
</tr>
<tr>
<td>a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The Emancipation Proclamation.</td>
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</tbody>
</table>

### Core Activity

Students examine the Gettysburg Address to identify President Lincoln’s stand on the status of the union after the Battle of Gettysburg, the turning point of the Civil War.


### Interdisciplinary Connections

- **Language Arts**
- **Math**

### Differentiated Learning

**Enrichment Activity:**

- Have students read information from this Web page and write in their own words what happened at the Battle of Gettysburg. [http://www.millville.org/Workshops_f/Siniav_Civil%20War/battles/cwbattles/whacked/pa002.htm](http://www.millville.org/Workshops_f/Siniav_Civil%20War/battles/cwbattles/whacked/pa002.htm)

**Additional Instruction:**

- Check on students’ understanding of the Civil War material presented, by having them explain in writing what they think are the reasons why each side fought in the war. What did the Union and the Confederate governments hope to accomplish? Which states seceded from the Union and why?

### Informal Assessment

Clearly marked assessment in the lesson.
The Fight for Equal Rights:
Black Soldiers in the Civil War (2-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
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<tr>
<td>B. Identify historical origins that influenced the rights U.S. citizens have today:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:</td>
<td>Core Activity</td>
<td>emancipation, border states, secede, discrimination, Frederick Douglass</td>
</tr>
<tr>
<td>d. Frederick Douglass and the abolitionist movement.</td>
<td>Recruitment of black soldiers was slow until Frederick Douglass encouraged black men to become soldiers to ensure eventual full citizenship. Find the entire lesson on the Web site: <a href="http://www.archives.gov/digital_classroom/lessons/blacks_in_civil_war/blacks_in_civil_war.html">http://www.archives.gov/digital_classroom/lessons/blacks_in_civil_war/blacks_in_civil_war.html</a></td>
<td></td>
</tr>
<tr>
<td>History:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>9. Explain causes of the Civil War with emphasis on:</td>
<td></td>
<td></td>
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<tr>
<td>e. The abolitionist movement and the roles of Frederick Douglass and John Brown.</td>
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<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Interactive Lecture: Teacher will read the quote from Fredrick Douglass “Once let the black man get upon his person the brass letters the US. Let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket, and there is no power on earth which can deny that he has earned the right to citizenship.” Have students write a one page paper on what this quote means to them.

- Lowell altered the inscription on the Shaw Memorial that reads "Omnia Reliquit Servare Rem Publicam" ("He leaves all behind to serve the Republic") to his epigraph "Relinquunt Omnia Servare Rem Publicam" ("They give up everything to serve the Republic"). How is the inscription typical of attitudes in 1897, when the memorial was dedicated? How is the epigraph, written in 1960, different, and what does that say about Lowell's attitude toward these soldiers and his country?
Additional Instruction:

- Students will write a letter to President Abraham Lincoln explaining why they should be paid the same amount as white soldiers. They will read and discuss letters in groups.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
Robert Gould Shaw and the 54th Massachusetts Regiment (2 days)

<table>
<thead>
<tr>
<th>People in Societies: B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict: 1. Describe and explain the social, economic and political effects of:</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 54th Massachusetts Regiment was created in early 1863, consisting of black troops and led by a white officer, Robert Gould Shaw, the son of wealthy abolitionists. Shaw requested &quot;the honor&quot; of the 54th to lead the Union charge against Fort Wagner, in Charleston Harbor. There, Shaw and many of his men were killed in a failed attempt to capture the fort. In this activity, students will read a letter by Shaw to his wife after the Union raid at Darien, Georgia, and then will draw conclusions about it.</td>
<td><strong>Core Activity</strong></td>
<td>Abolitionist, Robert Gould Shaw</td>
</tr>
</tbody>
</table>

Find the entire lesson on the Web site: [http://www.pbs.org/civilwar/classroom/lesson_s_haw.html](http://www.pbs.org/civilwar/classroom/lesson_s_haw.html)

**Resources:**  
Episode 5: *The Universe of Battle*, (chapter 8/59:54:1:13:23) of *The Civil War* series (Ken Burns), highly recommended but not required. DPS Media Services Department

**Interdisciplinary Connections**  
Language Arts

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**Differentiated Learning**

*Enrichment Activity:*  
- Forms of Poetry: Teacher will read from: *African American Poetry-* page 1. "African American poetry has been a part of U.S. literary tradition for many centuries. When slave ships began their transport of human cargo to North American shores, African American poets were already publishing poetic works. Among the first of these poets were Jupiter Hammon and Phillis Wheatley. Both of these poets focused on social, religious, and political issues of the period. As the United States moved into the 19th century, the poetry of African Americans began to reflect the anger, frustration, and bitterness they felt against the injustices of slavery and racial discrimination. In essence, African American poetry expresses the anxieties as well as the aspiration of African American today. For these reasons, this poetry will continue to be a vital part of the U.S. literary tradition."
**Additional Instruction:**

- Tell students that, after watching selections from movie- *Glory*, they will write a poem about the 54th Massachusetts. They may write about the men of the 54th, the courage of this regiment, the leader of this regiment, honor of the 54th, or any poem which depicts the valor of these men. After watching clips from the movie discuss heroic acts of men and women the students know, famous or not. What makes someone heroic? Was the 54th known as heroic during the Civil War? Tell students they may rent or get the movie *Glory* from the library to aid them in the reality of the 54th Massachusetts.

- Read from *African American Poetry*. Some suggested poems would be: (1) “What Color Is Black”- the theme of this poem is recognition of and pride in one’s cultural identity. (2) “Will the Real Black People Please Stand”- The message of the poem is that African Americans must fight against the injustice and inequality they face. (3) “Blessed Are Those Who Struggle”- There theme of this poem is recognizing the courageous People who struggled, and often died, for justice (4) “If We Forget”- The poem’s theme relates to the theme of acknowledging African Americans as heroic figures. (5) “Because” – The poet’s message is that life continues through the perpetuation of values and beliefs from generation to generation.

- After watching clips from the movie (parental permission slips are always a good idea) and after the teacher has read poetry, the students will write their own poem to share with the class if they so desire. Include in the poem the words: 54th Massachusetts, hero(s) Civil War, Union, and Robert Shaw. If the students would rather choose their own words, they may do so, providing they relate to the topic of the movie. The poem must include at least five important words relating to the events of the 54th Massachusetts.

- The teacher may wish to have students compare the situations and prejudices faced by the 54th Massachusetts with those faced by the Tuskegee Airmen in World War II. Students might also research the roles of blacks (and other minorities) in World War II, the types of duties they had compared to white soldiers, as well as their treatment in society in general during the 1940s.

- Dependent on the time and ability of students, the teacher may also wish to stage a mock trial of Colonel Shaw presuming he refused to follow orders as he suggests in the letter. Students may be assigned roles of Colonel Shaw, Colonel Montgomery, and other officers and soldiers. The teacher might open a morality question of honor versus obligation: Does a soldier’s obligation to follow orders outweigh refusing to do something he believes morally wrong? (Other examples the teacher might draw on regarding this issue include whether Nazi concentration camp guards could be tried as war criminals if they were simply following orders, or the role of American soldiers involved in the My Lai massacre during the Vietnam War.)

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
Ladies, Contraband, and Spies: 
Women in the Civil War (1-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td>By looking at a series of document galleries, the perspectives of slave women, plantation mistresses, female spies, and Union women emerge. Ultimately, students will understand the human consequences of this war for women.</td>
<td></td>
</tr>
<tr>
<td>5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.</td>
<td>Find the entire lesson on the Web site: <a href="http://memory.loc.gov/ammem/indipedu/lessons/01/spies/teachers.html">http://memory.loc.gov/ammem/indipedu/lessons/01/spies/teachers.html</a></td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections
Language Arts

Differentiated Learning

Enrichment Activity:

- Perspective Pieces:
  Source History Alive Interactive Student Notebook - page 52.

1. Students will find articles on the following:
   - Slave women - *To Be A Slave* by Julius Lester - A Newberry Honor Book
   - plantation mistresses - *To Be A Slave* by Julius Lester - A Newberry Honor Book
   - Female spies - *Women at War - American Nation* – page 470
   - Union Women - *American Nation* - page 470
   - Civil War Spy Codes - *Primary Sources Teaching Kit* - page 45

2. Students may use the Internet “Yahoo Search” for the following:
   - Spies in Disguise: Female Civil War Spies
   - Petticoat Spies: Six Women Spies of the Civil War
   - Civil War Women- On-line Archival Exhibits at Duke University
3. After the teacher demonstrates what a “Perspective Piece” is, the students will design drawings or write newspaper articles on women in the Civil War. The “Perspective Piece” should include the name of the woman, the setting, what she did in the war. Write a “Perspective Piece” from the viewpoint of five women. When each student is finished, the group will pick five women from the above and create a newspaper article telling of the contributions of the above women during the Civil War.

Additional Instruction:

- Students will research three of the above articles from the internet or their textbook. The articles will be submitted and added to the Enrichment Activity. Teacher will help the group research the Internet, and check articles before submission.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
**Sherman's March to the Sea (2 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Explain the course and consequences of the Civil War with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Contributions of key individuals</td>
<td></td>
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</tbody>
</table>

**Core Activity**

This activity highlights one of the more controversial aspects of the later phases of the Civil War, the Union's "March to the Sea," sent by Ulysses S. Grant to "create havoc and destruction of all resources that would be beneficial to the enemy," Sherman began his "Atlanta Campaign" in May 1864.

Find the entire lesson on the Web site: [http://www.pbs.org/civilwar/classroom/lesson_sherman.html](http://www.pbs.org/civilwar/classroom/lesson_sherman.html)

**Required Resources:**

Episode 6: *Valley of the Shadow of Death*, (chapter 8/ 56:50-1:04:45) and Episode 7: *Most Hallowed Ground*, (chapter 4/ 10:18-14:04; chapter 5/ 14:05-19:08; and chapter 9/ 30:36-44:24) of *The Civil War* series (Ken Burns), highly recommended but not required

DPS Media Services

**Interdisciplinary Connections**

Language Arts, Music

**Differentiated Learning**

**Enrichment Activity:**

- Students will read play *Sherman's March*. They will then fill in 'Points to Ponder' with the problem stated as: Was Sherman's march moral? Was it right to attack civilians?


- Explain to students that the North felt the March was necessary to devastate the South in order for them to surrender. Do you agree or disagree with this reasoning?

- Background for teacher to share with students: During the march through Georgia that followed the fall of Atlanta, Sherman's army lived off the land, raiding, looting, and destroying farms, crops, and plantations, leaving in its wake a path of ruin and destruction. Sherman reached Savannah and the sea in December of 1864.
• Suggest to students that they are writers or editors for Civil War period newspapers (both North and South). Have them write editorials regarding the march, either as editors of Northern newspapers or Southern newspapers.

• Students may also either debate the issue of total war (regarding whether it is humane or inhumane) as a class, or may wish to conduct a "mock trial" of Union officers who were engaged in the practice, such as Sherman.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
## Lee and Grant at Appomattox Court House (2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>The terms given by General Ulysses S. Grant to Robert E. Lee for the surrender of the Army of Northern Virginia were extremely generous. In this activity, students will analyze these terms, as well as the events leading to Lee's surrender, by investigating Grant's own memoirs of this time.</td>
<td>strategy, &quot;unconditional surrender,&quot; leniency, subjectivity, bias, memoirs</td>
</tr>
<tr>
<td>10. Explain the course and consequences of the Civil War with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.pbs.org/civilwar/classroom/lesson_appomattox.html">http://www.pbs.org/civilwar/classroom/lesson_appomattox.html</a></td>
<td></td>
</tr>
<tr>
<td>a. Contributions of key individuals, Robert E. Lee and Ulysses S. Grant</td>
<td>Required Resources: Episode 8: War is all Hell, (chapter 6/ from 34:15-34:45; chapter 7/ 34:46-49:11; and chapter 8/ 49:12-1:04:00) of The Civil War Series (Ken Burns), highly recommended but not required. DPS Media Services.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Students will enact a play entitled *Lee and Grant Meet Again – Surrender At Appomattox*.
- Teacher will read background before students read.

**Background:** Both of these men had military careers with remarkable parallels. Both were graduates of West Point. Both served in the Mexican War. Lee was offered the command of the entire Union army by President Lincoln, but refused when Virginia, his home, was about to secede from the Union. He was named commander-in-chief of Virginia’s forces. Grant did not receive the attention of his superiors and by 1854 had resigned from the Army, claiming loneliness and a drinking problem. It was during the Civil War that the fortunes of the two men begun to turn. Lee was hopelessly outnumbered and outgunned from the start, yet his brilliant strategic maneuvers led to many early Confederate victories.
It was not until the Battle of Gettysburg that the tide turned away from the Confederate army. Grant, through his victories at the battles of Shiloh and Vicksburg, was given command of all the Union armies. Grant became the first Union commander to use his army's advantages in men and weapons by applying relentless pressure against Lee and the Virginia armies. By April 1865, Grant's plan had worked, and he asked for Lee's surrender. Lee surrendered to Grant on April 9, 1865, at Appomattox courthouse, Virginia.

Source: Read-Aloud Plans Scholastic Professional Books by Timothy Nolan

- After reading play, students will engage in "Response Groups" to discuss historical context of play, the views of both men, and historical information.

  Source: History Alive - page 24- "Six Powerful Strategies".

- Have the students discuss in class discussion the merits of "unconditional surrender". (The teacher may also wish to note that the Allies demanded unconditional surrender of the Axis Powers in World War II.) Did Grant follow through with this idea with his treatment of Lee, or did he abandon this idea? Have students take different sides on the issue and try to "win" the argument.

- Based on the memoirs, class discussions, and viewing the series, have students compare Grant to Lee in regard to the way they conducted themselves during the surrender. (For example, students might want to consider Grant's dress versus Lee's attire.)

Additional Instruction:

- Students will listen to the reading of the above play. They will draw facial expressions of the Union and Southern armies as the south surrenders, and write about the emotions behind these facial expressions.

  Source: History Alive Interactive Student Notebook- page 39

Additional Resources

- See full lesson on Web site for additional Resources.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
The Assassination of Abraham Lincoln
(4 days)

<table>
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<td>History:</td>
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<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Core Activity</td>
<td>forensic, assassination</td>
</tr>
<tr>
<td>11. Analyze the consequences of Reconstruction with emphasis on:</td>
<td>The students investigate the murder of President Abraham Lincoln. They work both independently and collaboratively, and are required to complete several tasks. They will compile reports, create charts, outline facts, and draw conclusions as to motive. In addition, they are asked to extend their learning to include predictions.</td>
<td></td>
</tr>
<tr>
<td>a. President Lincoln’s assassination</td>
<td>Find the entire lesson on the Web site: <a href="http://www.edcoe.k12.ca.us/career/george.htm">http://www.edcoe.k12.ca.us/career/george.htm</a></td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

- Compare document of Lincoln’s assassination to a layout of today’s newspaper headline.
  

- Write an article about the event.
  
  a. Students will read “Lincoln’s Assassination: 1865”
     
     
     Primary Source - Articles found in Lincoln’s pockets on April 14, 1865.
     
     Primary Source - Headline from The New York Herald of Lincoln’s assassination.
  
  b. Students will write pertinent date they will use in the news article.
  
  c. Students will research information from “Abraham Lincoln’s Assassination.”

- Source: http://members.aol.com/RVSNorton/Lincoln.html On this site are the following information to use in writing article: One page summary for students of the Lincoln Assassination; Conspiracy theories. Was Booth solely responsible for the assassination, or part of a larger conspiracy?; Eyewitness to History- Private John Millington’s Eyewitness Account of the Chase and Capture of John Wilkes Booth; Lincoln’s Assassin- The Life and Plot of John Wilkes Booth; The Military Commission-The 1865 Conspiracy Trial- including a link to the actual trial testimony; Pictures- Photographs related to the assassination, including the convicted conspirator.
- After researching the above information students will meet in a group to decide which information to use in the headline, and which information to use in the article. Students will use colored markers; large ream of paper for newspaper.

- Newspaper will be read to class, and put on display for others to read.

**Additional Instruction:**

- Teacher will make copies of any of the above information, such as a one page summary for students of the Lincoln Assassination. Teacher and students will read together.

- Have students read the one page summary on the Web site [http://home.att.net/~rinorton/Lincoln75.html](http://home.att.net/~rinorton/Lincoln75.html) which summarizes the day of Lincoln's assassination. After the students have finished, ask them to come up with ten true false questions about his assassination. Pair the students in groups of twos and have each student give the other student their "quiz" and see how the students' grasp the understanding.

**Additional Resources**

**Web sites:**

- Abraham Lincoln's Assassination  
  [http://members.aol.com/RVSNorton/Lincoln.html](http://members.aol.com/RVSNorton/Lincoln.html)

- Artifacts of Assassination  
  [http://www.loc.gov/exhibits/treasures/trm012.html](http://www.loc.gov/exhibits/treasures/trm012.html)

**Informal Assessment**

Clearly marked assessment with rubric in the lesson.
Unit 9: Reconstruction

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<td>3. Reconstruction Amendments</td>
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<td>4. Freedmen’s Bureau: Labor Contract or Re­enslavement?</td>
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<td>5. African-Americans After Slavery</td>
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<td>6. How Should They Be Remembered? Evaluating the Lives and Legacies of</td>
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<td>Booker T. Washington and W.E.B. DuBois</td>
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<td>7. Adeline Hornebeck and the Homestead Act: A Colorado Success Story</td>
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<td>8. Injustice</td>
<td>1-5 days</td>
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<td>9. Review of American History</td>
<td>6 days</td>
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# INTRODUCTORY LESSON

**Lincoln and Reconstruction (1-4 days)**

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<tbody>
<tr>
<td><strong>History:</strong></td>
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</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td><strong>Core Activity</strong>&lt;br&gt;This lesson focuses on Lincoln’s role as president during the Civil War. After viewing a variety of primary sources written by Lincoln or to him, students analyze under what provisions of the Constitution he acted as president. They then try to imagine what a week in the life of the president might have been like by writing a diary, as Lincoln or as his secretary. Students then role play members of his cabinet as they hear from a variety of constituents about Lincoln’s efforts at Reconstruction and they consider a variety of amendments to Lincoln’s plan, and through debate either adopt or reject them.</td>
<td>Reconstructing, President’s cabinet, writ of habeas corpus</td>
</tr>
<tr>
<td>11. Analyze the consequences of Reconstruction with emphasis on:</td>
<td></td>
<td></td>
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<tr>
<td>a. President Lincoln’s assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson.</td>
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<tr>
<td><strong>Social Studies Skills and Methods:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Present a position and support it with evidence and citation of sources:</td>
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<tr>
<td>2. Construct a historical narrative using primary and secondary sources.</td>
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</table>

**Required Resource:**

- Parts of Episodes 6, 7, and 8 of *The Civil War* series (Ken Burns). DPS Media Services Department -

**Differentiated Learning**

*Enrichment Activity:*

- Reconstruction Word Bank

Source: Civil War – Thematic Unit Literature Based Across the Curriculum, [http://www.teachercreated.com](http://www.teachercreated.com)

Teacher Created Materials, Inc. ISBN 1-55734-290-3

The teacher will allow students to divide into groups of three to use names of people, places, and things as a resource for Reconstruction research projects, oral reports, writing assignments, and other activities.

The Word Bank will include the following:

1. **People**
   1. Abraham Lincoln
   2. Andrew Johnson

DPS SS Grade 8  
Unit Nine: Reconstruction  
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3. Freedmen
4. African-Americans After Slavery
5. Booker T. Washington
7. Adeline Horbeck
8. John Wilkes Booth

II. Places
1. Ford’s Theater
2. Congress
3. Colorado
4. South after the Civil War
5. Harvard

III. Things
1. Thirteenth, Fourteenth, Fifteenth Amendments
2. Impeachment
3. Re-enslavement
4. Legacies
5. Homestead Act
6. “40 Acres and a Mule”
7. Election of 1876
8. Sharecropping

In addition, the students will add words as they are doing their research to present to the group. Encourage the students to be innovative as they are doing this project. Use of the Internet, library, books, overhead, etc, should be included in the report.

Additional Instruction:

- The students will be included in the exercise above. In this way they will be learning to work in small groups that accomplish a larger goal: research, oral reporting, and other activities. Encourage the students to be as creative as possible in the group as a whole.

- Have students read in their text book about Reconstruction. After reading the section, draw a three column chart on the board. Ask the students to copy this in their notes. Tell them to use the chart to compare the Reconstruction plans of Lincoln, Johnson, and congressional Republicans. Ask, “What did Southerners have to do in order to regain voting rights under each plan? In order to hold office?” Either do this activity as a whole class or as individuals and discuss afterwards.

Informal Assessment

Clearly marked assessment in the lesson.
Finding Precedent:
The Impeachment of Andrew Johnson
(3-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>From the leading weekly newspaper of its time, HarpWeek presents exclusive online access to Harper's Weekly coverage of the historic 1868 Johnson Impeachment, with over 200 excerpts from 1865-1869 selected specifically for this site.</td>
<td>impeachment, conspiracy</td>
</tr>
<tr>
<td>11. Analyze the consequences of Reconstruction with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.andrewjohnson.com/">http://www.andrewjohnson.com/</a></td>
<td></td>
</tr>
<tr>
<td>a. the impeachment of President Andrew Johnson</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- Political Cartoons as Historical Documents

Teacher will discuss cartoons with students, and read some cartoons from the newspaper to the students. Ask students what their favorite cartoon character is, and why? Are cartoons always for amusement, or can they be used for other reasons as well? Read and discuss, answer pages 132-140 from "Mastering Social Studies Skills" Amsco School Publications, Inc. 1982. (Dayton Public owns these books.) Show students pictures of political cartoons from recent newspapers, and discuss the meaning with students. Make sure students understand the historical facts leading up to the Impeachment Trial of Andrew Johnson.

Give a copy of the following pictures to pairs of students
2. Picture of President Andrew Johnson when he was President. http://www.law.umkc.edu/faculty/projects/ftrials/impeach/JOHNSON.jpg
3. IMAGES- Cartoons-Home- This site lists the political cartoons to which students will be responding. http://www.law.umkc.edu/faculty/projects/ftrials/impeach/IMP_imag.htm

President as Sampson
President as Little Boy
Cannon Aimed at President
Reaction to Final Vote

- In addition, print from above site the following:
  - Impeachment trial ticket
  - Senate Trial: Sketch 1: larger image
These sketches will make the lesson more interesting for the students.

- Give the pairs of students the following assignment: Choose one viewpoint and write a one page response.
  a. Respond to the cartoons as if you were President Andrew Johnson
  b. Respond to the cartoons as if you were a Radical Republican
  c. Respond to the cartoons as if you were a Moderate Republican
  d. Respond to the cartoons as if you were a southern Democrat
  e. Respond to the cartoons as if you were an African American living in the North
  f. Respond to the cartoons as if you were an African American living in the South

- After writing a one page response each pair of students will write their views on large poster taped on wall of the classroom. Teacher will have prepared wall charts with heading of each response (a-f).

- Students will stand in front of each chart and tell class why they feel as they do, and what events to their reaction.

Additional Instruction:

- Students will draw a cartoon depicting one of the above viewpoints from the above assignment II (a-f).

Additional Resources

Web sites:

- See full lesson Web site for additional resources.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
Reconstruction Amendments (1 day)

Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary
--- | --- | ---
History: | Core Activity | involuntary
G. Analyze the causes and consequences of the American Civil War: | Students investigate in what ways the 13th, 14th and 15th Amendments exemplify the ideals of Reconstruction. | servitude, naturalized, due process, insurrection, rights, privileges
11. Analyze the consequences of Reconstruction with emphasis on, | Find the entire lesson on the Web site: http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/crossroads/sec4/Unit_7/Unit_VIIQ1R1.html |
 | b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution; | Interdisciplinary Connections | Language Arts

Differentiated Learning

Enrichment Activity:

- Mix and Match Game: Students will make a game for students in the Additional Instruction category. Students will be given 3x5 cards with written descriptions of either the Thirteenth, Fourteenth, or Fifteenth Amendments. Examples for Thirteenth Amendment would be:
  - I was the Amendment passed during the time of Reconstruction that freed all slaves without money given to others.
  - I was the Amendment adopted in 1865, eight months after the war ended or students could write a personal narrative about being a slave, and finally they are free. They would then ask which Amendment freed them.
  - Examples of the Fourteenth Amendment would be:
    - I am the Amendment passed during the time of Reconstruction that declared that all persons born or naturalized in the United States (except Indians) were citizens, that all citizens were entitled to equal rights regardless of race.
    - I am the Amendment passed during the time of Reconstruction which equated the right to vote to men, not women.
  - Examples of the Fifteenth Amendment would be:
    - I am the Amendment passed during the time of Reconstruction that forbade any state from denying African American men over the age of 21 the right to vote.
    - I was the Amendment proposed in 1869. By the Republicans in Congress. They reasoned that if African American men could vote in the South, they should be able to vote in the North also.
Additional Instruction:

- After reading and understanding Amendments Thirteen, Fourteen, and Fifteen, the students will play the "Mix and Match" game made by the Enrichment Group. To play, the cards may be spread down, and the first person or team of two, to match the Amendment and the description will win. This could also be played as a relay game.

Additional Resources

Web sites:

- The U.S. Constitution Online – http://www.usconstitution.net/constam.html

Informal Assessment

Clearly marked assessment in the lesson.
### Freedmen’s Bureau: Labor Contract or Re-enslavement?
(1-2 days)

<table>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Students investigate the sharecropping system that evolved during Reconstruction. It soon bound most African Americans into debt so ruinous that they were practically re-enslaved.</td>
<td>Freedmen's Bureau, sharecropping</td>
</tr>
<tr>
<td>11. Analyze the consequences of Reconstruction with emphasis on,</td>
<td>Find the entire lesson on the Web site: <a href="http://www.archives.state.al.us/teacher/recon/recon1.html">http://www.archives.state.al.us/teacher/recon/recon1.html</a></td>
<td></td>
</tr>
<tr>
<td>b. Attempts to protect the rights of and enhance opportunities for the freedmen,</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
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<tr>
<td></td>
<td>Language Arts</td>
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</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Event Tracking Map

1. The teacher will give each student a handout: “The Sharecropping System.” Students and teacher will read and discuss how this system was a mutual dependency in the years following the Civil War. The Southern economy was “in a shambles following the Civil War.” A bargain was struck in which the white landowners provided the former slaves with seed, implements and provisions, and basic shelter in exchange for planting and harvesting the crops. The landless farmer became known as a “sharecropper.” The students will be aware that this system did nothing to promote independence for the black. Sharecropping instead became another form of slavery.


2. Students will read silently while listening to “To Be A Slave” chapter 7 “After Emancipation” pages 144-152.

The teacher will re-read the quote “It seem like it took a long time for freedom to come. Everything just kept on like it was. We heard that lots of slaves were getting land and some mules to set up for their selves. I’ never knewed any what got land or mules nor nothing.” MITTIE FREEMAN from the Library of Congress.

Source- Books on Tape- “To Be A Slave” by Julius Lester. A historical account of slavery told by the slaves themselves.

The concept proposed by Radical Republicans of giving every freedman “40 acres and a mule” never became a reality due to the fact the concept was opposed by most Americans.
3. After students have read the handout, listened to the book on tape, and viewed pictures the teacher will demonstrate for students using her own example. Students will then "track" the event leading to sharecropping, and the results for blacks. The event tracking map starts with the "Economic Event" and leads to "Significant People and Places Involved" which then leads to "Actions/Activities" - ending in the "Result." Students will share their Event Tracking Map with students in Additional Instruction.

Additional Instruction:

- After reading in *American Nation* pages 494-496 the students will be given a large sheet of white paper. On the left side they will draw their concept of "40 acres and a mule." This will be entitled “My Dream.” On the other side of the paper they will draw the photograph on page 495 of *American Nation*. This will be entitled "My Reality." Students may think of other pictures or titles to draw to illustrate the concept of sharecropping. Students will share their pictures with the Enrichment Activity Group.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### African-Americans After Slavery
(1-2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Analyze the causes and consequences of the American Civil War:</td>
<td>Core Activity&lt;br&gt;Using primary source documents of the Black Codes, Ku Klux Klan, Supreme Court Justices, and Black leaders, this lesson examines obstacles that stood in the way of economic and political equality for Southern blacks in the late 19th century. It also addresses the conflicting strategies pursued by black leaders to achieve full racial equality.</td>
<td>freedmen, Ku Klux Klan, lynching</td>
</tr>
<tr>
<td>11. Analyze the consequences of Reconstruction with emphasis on;</td>
<td>Find the entire lesson on the Web site: <a href="http://www.digitalhistory.uh.edu/historyonline/us22.cfm">http://www.digitalhistory.uh.edu/historyonline/us22.cfm</a></td>
<td></td>
</tr>
<tr>
<td>c. The Ku Klux Klan and the enactment of black codes</td>
<td>Interdisciplinary Connections&lt;br&gt;Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- After reading primary source documents relating to the Black Codes, Ku Klux Klan, Supreme Court Justices, and Black leaders, students will examine selected poetry pieces. They will write a letter to the poet telling them how their poem relates to two of the above: Black Codes, Ku Klux Klan, Supreme Court Justices, or Black leader of the late 19th century. Poems: “Dreams” by Langston Hughes; “Love” by John Henrik Clarke; “Still I Rise” by Maya Angelou (excerpts); “We Are...” by Hardy Crosslin.

**Additional Instruction:**
- Using their text to help, or the Web site provided for the lesson above; divide the class into two teams. Have each class research the following statement: “African Americans were no better off after the Civil War than they were before the War.” As each team comes up with their findings, have a debate over the topic with both teams.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<tbody>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Describe and explain the social, economic and political effects of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Racism and discrimination;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booker T. Washington and W.E.B. DuBois both wanted to uplift African-Americans from the wreckage of Reconstruction and the ravages of racism. During their careers, both Booker T. Washington and W.E.B. DuBois took up the issue of education for African-Americans. You will be looking at their lives and their writings and deciding for yourselves how you think these two men should be remembered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Connections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
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<tr>
<td>Art</td>
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</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- Famous Person Chart® Graphic Organizer and Letter Writing

Using the chart, fill in the following:
  a. Name of person (flag person is holding)
  b. Key problems to overcome (hat)
  c. Key Actions of the person (body)
  d. Key words describing the person (arms)
  e. Key deeds of the person (legs)

Famous Person Chart will be filled in for both Booker T. Washington and W.E.B. DuBois

Source: Content Area Literacy, Social Studies Department, page 30. Dayton Public Schools

- After students have filled in the information they are to write a letter stating why they agree or disagree with each man's philosophy. The students will cite a statement by Booker T. Washington and W.E.B. DuBois.
Example: “We wanted to give them such a practical knowledge of some one industry, together with the spirit of industry, thrift, and economy, that they would be sure of knowing how to make a living after they had left us. We wanted to teach them to study actual things instead of mere books.” Booker T. Washington “Up From Slavery.” Example: “We went for agitation. We pushed our way into the courts. We demanded the right to vote. We urged and pushed our children into college. We encouraged Negro art and literature. We studied African history in season and out of season we declared that the colored races were destined at least to share in the heritage of the earth.” W.E.B. Du Bois

a. The students will describe the influence completely: describing the culture at the time of each man’s influence, factors which may have caused the influence to occur, describe immediate impact of influence.
b. Relate each man’s influence in students’ lives: describe the impact on our country, describe the impact on student’s lives predict future impact of each man’s influence. Support with factual evidence.

Source: Content Area Literacy- Social Studies Department, page SS-13 - Dayton Public Schools

Additional Instruction:

- Famous Person Chart for Booker T. Washington and W.E.B. DuBois
- Students will fill out graphic organizer as described above.
- Students will do this activity as a group endeavor. Each pair of students will be given a specific task to complete about the person: (a) name of person (b) key problems the person overcame (c) key words describing the person (d) key actions of the person (e) key deeds of the person
- Compare and Contrast each chart's key points.

Additional Resources

Web Sites:

Informal Assessment

Clearly marked assessment in the lesson.
Adeline Hornbek and the Homestead Act:
A Colorado Success Story (1-3 days)

<table>
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</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td>Discover how Adeline Hornbek, single mother of four, defied traditional gender roles to become the owner of a successful ranch under the Homestead Act.</td>
<td>Homestead Act, Victorian Era</td>
</tr>
</tbody>
</table>

Interdisciplinary Connections
Language Arts

Differentiated Learning

Enrichment Activity:

- Mosaic Of A Woman In United States History

Students will research a woman in United States History and synthesize information from a broad content area by creating a mosaic. Using visuals and words, students show the historical limitation imposed on the woman they choose, and how the woman overcame these difficulties.

The mosaic should include: an appropriate title, at least five colors, and "tiles" containing visuals of

a. the name of the woman
b. time period
c. historical limitation
d. ways difficulties were overcome
e. key words that describe the woman and graphics that show imagination and creativity.

Example: Title- Pioneer in Woman's Rights
Colors used- yellow, red, blue, green, purple, white, orange
a. Name: Anna Howard Shaw
b. Time period: 1882-1900's
c. Historical limitation: Spent childhood in great poverty
d. Ways difficulties were overcome: Teacher at age fifteen used money from teaching to attend college, although at this time few woman were allowed to attend college. She finished college despite the constant disapproval of the exclusively male peers and professors. Shaw was denied financial aid because she was a female, although aid was given to male students in a similar situation. She suffered malnutrition throughout most of her college experience. She earned degrees in both theology and medicine. She became a pioneer for women's rights after resigning her position as pastor of two Cape Cod churches. She became a lecturer for Massachusetts Woman Suffrage Association and other suffragist organizations. In 1888 she became the nearly constant companion of Susan B. Anthony, a prominent leader of the suffrage movement.
In 1904 Anna Shaw took over the presidency of the National American Woman Suffrage Association. Often she gave speeches in four or five cities in a day. She endured bad travel conditions, hunger, and lack of sleep. She was a brilliant speaker and intellectually gifted. By the end of her term as president, twelve states had given women the vote. Quote- "Taking it all and all, the struggles, the discouragements, the failures, and the little victories, the fight has been, as Susan B. Anthony said in her last hours, 'worthwhile.' Nothing bigger can come to a human being than to love a great Cause more than life itself, and to have the privilege throughout life of working for that cause."

e. Share mosaics with Additional Instruction Group.
f. Teacher will display mosaics on bulletin board.

Additional Instruction:

- Students will research one of the above “Women in United States History” from the Internet. Use example given above to create a "Mosaic of a Woman in United States History." Share mosaics with Enrichment Group. Teacher will display mosaics on bulletin board.

Additional Resources

Web site:

- PBS – The Homestead Act – Archives of the West
  http://www.pbs.org/weta/thewest/resources/archives/fice/hometd.htm

- PBS – Not For Ourselves Alone
  http://www.pbs.org/stantonanthony/

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Injustice (6 days)

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<tr>
<td><strong>People in Societies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</td>
<td>Core Activity</td>
<td>stereotyping, prejudice, racism, discrimination, institutionalized racism, institutionalized discrimination</td>
</tr>
<tr>
<td>2. Describe and explain the social, economic and political effects of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Stereotyping and prejudice;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Racism and discrimination;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Institutionalized racism and institutionalized discrimination.</td>
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</table>

| Social Studies Skills and Methods: |                             |            |
| C. Present a position and support it with evidence and citation of sources: | Interdisciplinary Connections: |            |
| 3. Write a position paper or give an oral presentation that includes citation of sources. | Language Arts |            |

### Core Activity

This lesson provides an opportunity for class discussion, research, and writing. Students will examine case histories of injustice and their social, economic, and political consequences. The lesson enables teachers to have the flexibility to structure the research to meet the needs of the students and to incorporate current issues.


### Differentiated Learning

**Enrichment Activity:**
- The Web site makes suggestions for enrichment activities.

**Additional Activity:**
- The Web site shares ideas for additional instruction.

### Informal Assessment

Clearly marked assessment in the lesson.
Review of American History (1-5 days)

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>A. Interpret relationships between events shown on multiple-tier time lines:</td>
<td>The purpose of this lesson is to review the important historical events and time periods of United States history that have been studied. Through the use of art, crafts, drama, music, and dance, students can acquire a better understanding of important contributions and their impact on U.S. history. This lesson is used to culminate all the units studied during the year.</td>
<td>concepts of time and chronology, cause and effect, continuity and change</td>
</tr>
<tr>
<td>1. Select events and construct a multiple-tier time line to show relationships among events.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/US_History/USH0021.html">http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/US_History/USH0021.html</a></td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections
Language Arts
Fine Arts

Differentiated Learning

Enrichment Activity:
- Reconstruction- Can the Civil War Be Justified?

The teacher will ask the class what problems faced the United States after the Civil War. Among the facts for consideration are the following:

- The African-American population was largely penniless, homeless, and illiterate, and it faced white animosity in the South.
- Confederate soldiers were largely emaciated, sick, and handicapped, and often were homeless.
- Many men belonged to both groups, which multiplied their problems.
- Many cities had been burned, looted, or destroyed.
- Often families had been divided and family members had fought on opposing sides, leaving them no supportive family to whom they could return.
- Railroad tracks, factories, and businesses had been destroyed.
- Money was worthless.

In addition the students should understand why rebuilding the nation after the Civil War was so much more massive a project than rebuilding after other wars. Possible reasons could be discussed:

- The war had lasted five years.
- The war was fought entirely on U.S. soil
- The war had divided families, communities, and churches.
Lincoln's assignation caused realigning of loyalties.
Reconstruction issues were not addressed in the Constitution.

- Show students the transparencies from "American Nation" Causes and Effects of the Civil War- page F-21

- Students will listen to the National Anthem *The Star-Spangled Banner* by Francis Scott Key. Talk about emotions after hearing the anthem. Do the students feel Francis Scott Key would ever have foreseen the day when the Civil War would tear the United States apart? Discuss the words of the song from both sides, North and South. Justify the reasons for the thoughts. Write Francis Scott Key a letter telling him of the causes of the war, and if you feel war is ever justified. Write your letter from the viewpoint of the South, North, a Freedman, a homeless child, a wife who has lost her husband, or any other example the student can justify. The student can cite wars that came after the Civil War to justify the viewpoint chosen. Songs, pictures, newspapers, Internet sources, primary sources, books, etc. can be used.

*Additional Instruction:*

- Ask the students if they ever had a best friend with whom they have had a fight, and the fight ended the relationship. Do they wish the fight could have ended some other way, such as being able to resolve differences? Are major differences in points of views a reason to end a friendship? Why or why not? Ask the students if they thought the Civil War was necessary? Was it alright for the eleven states to have formed their own Confederacy? Students should cite examples to support their conclusion. Listen to the words of the *Star-Spangled Banner*. Write a letter to Francis Scott Key telling him of the conclusions reached. Teacher will give students sources to help them reach a conclusion. Sources may be from books read to students, newspapers, internet articles, American Nation book.

*Informal Assessment*

Teachers can create their own assessment based on the lesson content.