

Social Studies GHSGT Materials and Resources

Instructor's Guide
Project ExPreSS 2010

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Purpose of Program

The GaDOE created *Project ExPreSS* to target Goal One of the State Board of Education Strategic Plan. This goal is to increase high school graduation rate, decrease high-school dropout rate, and increase post-secondary enrollment rate. The program is a brief, targeted, state-wide summer remediation program for high school students who have failed the Social Studies or Science portions of the GHSGT at least one time. The program will allow student participants with acceptable attendance to take the Social Studies or Science portions of the GHSGT on the last day of the remediation program.

Purpose of Teacher's Guide

As a teacher selected for Project ExPreSS, you have been recognized by your school system as an outstanding remediation teacher. We recognize that you have many strategies for reaching your students. This teacher's guide is intended to provide focus, support, and instructional activities for each section of the GHSGT remediation program. The required daily benchmark assessments are based on the standards and elements listed in the program schedule. If you choose to use your one of your own activities for remediation, please forward a copy of your lesson to Dr. William Cranshaw, wcransha@doe.k12.ga.us.

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- U.S. History to 1865 –
 - 26% of test;
 - 9 standards

- U.S. History 1865 to 1970 –
 - 25% of test;
 - 14 standards

- World History 1300 (Renaissance) – 1990 (terrorism/global economics) –
 - 18% of test;
 - 10 standards

- American Government/Civics –
 - 18% of test;
 - 14 standards

- World Geography –
 - 13% of test;
 - 9 standards

Project ExPreSS – GHSGT Instructional Materials & Resources
WEEK ONE INSTRUCTIONAL PLAN

Teacher’s Guide

Block	Monday 06/14/2010	Tuesday 06/15/2010	Wednesday 06/16/2010	Thursday 06/17/2010	Friday 06/18/2010
8:30-9:00	Welcome, Introductions, & Interactive Overview/Pre-Test for Day One Content	Remediate Monday’s content using benchmark data; Interactive overview/Pre-test for Day Two Content	Remediate Tuesday’s content using benchmark data; Interactive overview/Pre-test for Day Three Content	Remediate Wednesday’s content using benchmark data; Interactive overview/Pre-test for Day Four Content	Remediate Thursday’s content using benchmark data; Interactive overview/Pre-test for Day Five Content
9:00 – 10:00	Influence of Renaissance, Reformation, and Exploration on the establishment of the North American Colonies (SSWH9a-g, SSWH10a-c, SSWH13a, SSUSH2a)	European and British Influence on the American Colonial Independence Movement (SSWH13b, SSWH14b, SSCG2a, SSUSH3a-b, SSUSH4a)	The Principles and Historical Context of the U.S. Constitution (SSUSH5a-b, SSCG3a&c)	Napoleon, Jefferson, the Louisiana Purchase, & exploration by Lewis and Clark (SSWH14c, SSUSH6b,	Growing North/South Divisions leading to the Civil War (SSUSH8a-e)
10:00 – 10:10	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
10:10 – 10:45	Role of Geography in European Exploration and North American Settlement (SSWG1a-c, SSWG2a-d)	Colonial actions and documents leading to the American Revolution (SSCG2a-b, SSUSH3b-c, SSUSH4a)	Federalism, Structure of the National Government, and the three branches (SSCG4a-b, SSCG5a-d,f, SSCG9, SSCG12, SSCG16a-c)	Early 19 th Century Economic and Territorial Growth (SSUSH6c,e, SSUSH7a-b, SSWG8 c,d)	Key events, issues, and people of the Civil War (SSUSH9a, c-f)
10:45 – 11:30	Early North American Colonial History and Cultural Geography (SSUSH1a-c, USH2b)	Key events and people of the American Revolution; Comparison to the revolutions in France, Haiti, and Latin America (SSUSH4b-d, SSWH14b)	Historical issues, events, and people connected to the U.S. Constitution (SSUSH5c-e)	Reform movements of the early 19 th century (SSUSH7c-e)	Legal, political, and social aspects of Reconstruction (SSUSH10a-e, SSCG14a)
11:30 – 12:00	Review Activity	Review Activity	Review Activity	Review Activity	Week One Assessment
12:00 – 12:30	Benchmark	Benchmark	Benchmark	Benchmark	Week One Assessment

Project ExPreSS – GHS GT Instructional Materials & Resources
WEEK TWO INSTRUCTIONAL PLAN

Teacher’s Guide

Block	Monday 06/21/2010	Tuesday 06/22/2010	Wednesday 06/23/2010	Thursday 06/24/2010	Friday 06/25/2010
8:30-9:00	Remediate Friday’s content using benchmark data; Interactive overview/Pre-test for Day Six Content	Remediate Monday’s content using benchmark data; Interactive overview/Pre-test for Day Seven Content	Remediate Tuesday’s content using benchmark data; Interactive overview/Pre-test for Day Eight Content	Remediate Wednesday’s content using benchmark data; Interactive overview/Pre-test for Day Nine Content	GHS GT Exam
9:00 – 10:00	Late 19 th & Early 20 th Century Industrial growth, big business, and the Progressive Era (SSUSH11a-c, SSUSH12a-c, SSUSH13a-e)	Causes and Effects of WWI (SSWH16a-d, SSUSH15a-d)	The Causes and Effects of WWII (SSWH18a-d, SSUSH19b-e)	Social change movements from 1945-1970 (SSUSH22a,c-e, SSUSH24a,b,e)	GHS GT Exam
10:00 – 10:10	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
10:10 – 10:45	U.S./Foreign Relations at the Turn of the 20 th century (SSUSH14a-c, SSCG20)	Key developments in the U.S., Europe, and Asia between WWI & WWII (SSWH17b,c,e,f, SSUSH16a-d)	The Cold War (SSWH19c, SSUSH20a-b, SSUSH21d)	The Contemporary World (SSWH20a,c, SSWH21a-b)	GHS GT Exam
10:45 – 11:30	Geography of Europe and SW Asia in preparation for studying WWI (SSWG3e, SSWG6c)	The Great Depression and the New Deal (SSUSH17a,c, SSUSH18a-c)	Decolonization and its connection to the geography of India, China, and Israel (SSWH19a-b, SSWG3e, SSWG5)	Elections and the responsibilities of citizens (SSCG6a-b,d,e, SSCG7, SSCG8a,b,e)	GHS GT Exam
11:30 – 12:00	Review Activity	Review Activity	Review Activity	Review Activity	GHS GT Exam
12:00 – 12:30	Benchmark	Benchmark	Benchmark	Benchmark	GHS GT Exam

Day One – Welcome & Introductions

- Provide a brief overview of *Project Express*. Briefly describe yourself and your expectations of the students. Explain the schedule and plan for the program. Emphasize any incentives you intend to offer the students and/or your motivational plan.
- Discuss the Student Code of Conduct provided by your host site. Each site will have a student code of conduct that must be read and signed by the participants. This code of conduct will be the one required by the host district/school. Individual instructors should post their own student expectations for behavior and participation.
- Conduct a short icebreaker with your students. There are many you can use, but here is an example:

Ask students to pair up with another student. Ask students to turn in their student guides to the first activity. This handout is a list of topics assessed on the GHS GT. Give the students two or three minutes to introduce themselves to their partners. Ask them to give the following information:

- Name
- Home School/District
- One Social Studies topic the student feels like they know well
- One Social Studies topic the student feels like they need to know better

After students exchange information, ask one student to introduce their partner and then switch. The first pair should go to the board. On one side of the board, they should list the topics they knew well and, on the other side, the topics on which they need to work. Have this pair stay at the board and record the other student's strengths and weaknesses. Tell the other students not to change their strengths and weaknesses because someone has already listed them. The recorders can make tally marks beside repeated topics. When all students have been introduced, debrief the information listed on the board and reassure the students that their weaknesses will be addressed.

Day One Pretest

Each day of Project ExPreSS, an informal pretest allows the instructor to determine students' general comfort level with the scheduled content for the day. Today's pretest takes the form of a human bingo game. The bingo cards are in the student guide. Students will take their card and move around the room. They should find other students who know the person, event, or term described on the bingo card squares. When a student finds someone who knows the answer, that person should tell the answer and write their name on the square. Tell the students that they may be called upon to give the answer at the conclusion of the game if their name is on a square. Instructors may decide to have the students get five in a row for bingo or to fill the whole card. After three to five students have bingo, end the game. Send students back to their seats and go over the answers by asking for students who wrote their names in the blocks. The instructor will need to write the responses on the board so students can fill in their boards with the correct information.

Day One – Block One:
*Influence of Renaissance, Reformation, and Exploration
on the establishment of the North American Colonies*

Standards Targeted

SSWH9. The student will analyze change and continuity in the Renaissance and Reformation.

- a. Explain the social, economic, and political changes that contributed to the rise of Florence and the ideas of Machiavelli.
- b. Identify artistic and scientific achievements of Leonardo da Vinci, the “Renaissance man,” and Michelangelo.
- c. Explain the main characteristics of humanism; include the ideas of Petrarch, Dante, and Erasmus.
- d. Analyze the impact of the Protestant Reformation; include the ideas of Martin Luther and John Calvin.
- e. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.
- f. Describe the English Reformation and the role of Henry VIII and Elizabeth I.
- g. Explain the importance of Gutenberg and the invention of the printing press.

SSWH10. The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia.

- a. Explain the roles of explorers and conquistadors; include Vasco da Gama, Christopher Columbus, Ferdinand Magellan, and Samuel de Champlain.
- b. Define the Columbian Exchange and its global economic and cultural impact.
- c. Explain the role of improved technology in European exploration; include the astrolabe.

SSWH13. The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans.

- a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European world view.

SSUSH2. The student will trace the ways that the economy and society of British North America developed.

- a. Explain the development of mercantilism and the trans-Atlantic trade.

Day One Block One Content that students MUST KNOW to be Successful on the GHS GT

The Renaissance
1. The word Renaissance means “rebirth”. In the case of the European Renaissance, this is the “rebirth” of ideas and culture connected with ancient Greece and Rome. It was primarily a development in urban centers.
2. Florence was one of three main Italian city-states in which the Renaissance began. It is the only one on which students can be assessed. Renaissance ideas spread from Italy to other European centers over a period of 200 years.
3. Politically , Renaissance Florence was ruled by wealthy merchant families like the Medici. Economic development was based on shipping trade with the Byzantine and Islamic Empires as well as trade with England and the Netherlands.
4. Socially , the Renaissance was a time of recovery from a period dominated by the Black Plague and political instability. Italian thinkers began to emphasize the importance of the individual and people became more open to material comforts, art that emphasized positive human qualities, and ideas based on humanism.
5. Machiavelli was a “Renaissance Man” of Florence who is most well known for his political writing. In his work, <i>The Prince</i> , he described the combination of force and shrewd decision-making required by a ruling prince to maintain power and order.
6. A “ Renaissance Man ” is a term coined to describe a well educated person who excels in multiple fields and has many talents.
7. Leonardo da Vinci is viewed as the original “renaissance man” for his expertise in painting, sculpting, engineering, physics, anatomy and other subjects. His most well known paintings are the <i>Mona Lisa</i> and <i>The Last Supper</i> . He produced mechanical drawings so detailed that they could be used as technical plans for construction. He conceptualized many inventions that were not realized until the 20 th century.
8. Michelangelo was a Renaissance artist who is best known for his idealized paintings and sculptures of the human form. He created human images to reflect the divine beauty of God.
9. Humanists studied the history, philosophy, and poetry of the ancient Greeks and Romans. The humanist ideas and literature assessable on the GHS GT are those of Petrarch, Dante, and Erasmus.
10. Petrarch argued that no conflict existed between secular achievements and a person’s relationship with God. He believed God had given people intelligence and talents that should be used to the

fullest in all aspects of life.

11. **Dante** took the humanist ideas of his contemporaries and incorporated them into literature written in the common language of his day. Most serious writers of the Renaissance wrote exclusively in Latin. He is considered by many to be the father of the Italian language because he wrote his books using the common language of Florence.
12. **Erasmus** was a Dutch Christian Humanist who believed in reforming the Catholic Church from within the institution. He believed in free will rather than the predestination of the Protestant movement. He wrote parallel new testaments in both Greek and Latin.

Protestant Reformation

1. **Protestant Reformation** was a movement against certain practices of the Catholic Church which had dominated religious practice and politics in Europe during for hundreds of years. Protestantism was practiced to different degrees of severity. In Elizabeth I's England, it was moderate and did not interfere too much in people's daily lives. However, within some groups, Protestants believed that behaviors like dancing, drinking alcohol, and gambling should be outlawed.
2. Although a Catholic monk and professor, **Martin Luther's ideas** became a catalyst of the Protestant Reformation. Martin Luther publicly posted, printed, and distributed his *95 Theses* attacking the practice of selling Indulgences for the release of punishment for sin. Martin Luther believed that people could only have salvation by the mercy of God and not by doing good deeds as the Catholic Church maintained at that time. He eventually broke with the Catholic Church and gradually Lutheranism was developed as the first Protestant faith.
3. **John Calvin** was an early convert to Protestantism. He wrote a summary of Protestant beliefs that established him as a leader within the faith. He believed in the doctrine of predestination which states that God is all powerful and has already decided who will receive salvation and who will not.
4. **Henry VIII**, intent on divorcing his Queen and gaining access to valuable Catholic properties for his wealthy subjects, established a Protestant church in England called the Anglican Church. Although Henry VIII remained very Catholic in his beliefs, his daughter **Elizabeth I** turned the Anglican Church to a moderate form of Protestantism during her reign.
5. **Johannes Gutenberg** printed the first Bible in Europe made with moveable type. The introduction of moveable type and its expanded use throughout Europe allowed the ideas of the Protestant Reformation to spread rapidly. The new printing industry that sprang up across Europe also encouraged more people to learn to read and gave them access to a variety of religious texts, literature and scholarship.

The Counter Reformation (or Catholic Reformation)

1. The **Jesuits** were a group of Catholics who believed in restoring Catholicism to newly Protestant areas of Europe. These missionaries took a vow of allegiance to the Pope and were recognized as a new religious order within Catholicism. The Jesuits succeeded in turning many parts of Europe back to Catholicism through education.
2. The **Council of Trent** was a body of Catholic Bishops who met over a period of 18 years to work on reforming corrupt practices within the faith. This group upheld the idea that good works were required for salvation and the use of indulgences. However, indulgences were no longer allowed to be sold.

Age of Exploration	
1.	Vasco da Gama's voyages to Eastern Africa and Western India helped Portugal establish strategic positions along the Indian Ocean. This position allowed the Portuguese to control trade routes in the area.
2.	Christopher Columbus , an Italian sailing under the flag of Spain, set out to find a westward route from Spain to India. He took the risk of sailing longer, without making landfall, than any other documented European voyage of the time. He helped establish a permanent European settlement on the island of Hispaniola and facilitated contact between Europe and the inhabitants of what would become the Americas.
3.	Ferdinand Magellan , sailing under the flag of Spain, was the first European to lead an expedition that successfully circumnavigated the earth. This expedition helped prove the generally held European belief of the time that the earth was spherical. His expedition also was the first European one to reach the Philippines. Magellan died in a battle in the Philippines and only a small number of his expedition actually made it home to Spain.
4.	Samuel de Champlain , sailing under the French flag, established the first French Colony in what would become North America. His colony in New France was Quebec City. He remained its governor for France for the remainder of his life and was instrumental in establishing trade route between France and New France.
5.	The colonies established by Europe during the Age of Exploration became a key component in the European pursuit of mercantilism . The theory of mercantilism is based on the idea that countries needed a large supply of gold and silver to have prosperity. The countries get gold and silver by exporting goods. The colonies of the European countries provided raw materials for production and then acted as a market for finished products.
6.	The Columbian Exchange refers to the large-scale exchange of plants, diseases, animals, and people between the eastern and western hemispheres following Columbus' first voyage to what would become known as the Americas. For example, mainstay crops of many countries around the world were not found in those countries prior to the Columbian Exchange.
7.	The age of exploration and discovery was made possible because of new technology. One of the main inventions advancing travel by sea was the astrolabe . The mariner's astrolabe allowed sailors to locate and predict the position of the moon, sun, and stars making navigation more efficient.

The Enlightenment	
1.	Copernicus believed in a heliocentric solar system rather than geocentric solar system. In other words, he believed the earth revolved around the sun. This challenged the Catholic Church's teaching that the earth was the center of the solar system.
2.	Through the use of a newly developed telescope Galileo Galilei was able to prove Copernicus's theory of a heliocentric solar system.
3.	Johannes Kepler was an astronomer who believed that the planets in the solar system moved in an elliptical orbit around the sun.
4.	Sir Isaac Newton is considered the father of Calculus, which became the mathematical language of science. He is famous for his laws of gravity and motion which explained many aspects of the physical world. He proved Kepler's elliptical orbit theory through mathematics.

Key Vocabulary – Terms, People, Places, & Events Assessable on the GHS GT

Florence	Machiavelli	Renaissance
Renaissance Man	Michelangelo	Leonardo ad Vinci
Columbian Exchange	Astrolabe	Humanism
Petrarch	Dante	Erasmus
Martin Luther	John Calvin	Protestant Reformation
Council of Trent	Jesuits	Henry VIII
Elizabeth I	English Reformation	Gutenberg
Jesuits	Council of Trent	Vasco da Gama
Mercantilism	Ferdinand Magellan	Samuel de Champlain
Galileo Galilei	Nicholaus Copernicus	Johannes Kepler
Sir Isaac Newton	Enlightenment	

Block One Vocabulary Activity – K. I. M. Model (Source: Alaska Department of Education)

The K. I. M. model stands for key term, information, and memory clue. Divide students into pairs. Assign each pair a key term listed on the KIM handout in their student guide. Give them five minutes to work on their key term. Give each group a piece of chart paper and a marker. During the five minutes, the pair should look up the term in their student guide, write a description in their own words, and create a memory device such as a picture. The instructor should discuss an example with the class before the students start. Each pair will hang up their finished product and the other students will fill in their chart based on peer examples. Each pair is responsible for one term on the chart. Below you will find a generic sample of how the student charts will look.

K Key idea	I Information	M Memory Clue
1. drought	Little or no rain over a period of time	
2. coup	Takeover of government by military	
3. sovereignty	Political independence	

Monday 06/14/10 - Block One Activity Suggestions**Large Group Activity**

The Project ExPreSS teacher's DVD has electronic video clip files linked to key vocabulary from the standards. Teachers will show the Block One Video Clips on the main terms from the Renaissance, Reformation, Age of Exploration, and the Enlightenment. The background notes in the teacher and student guides describe each term in detail. Teachers can use the background notes to emphasize key aspects of each concept, person, or event after the video clip is viewed. As students view the videos, they will organize their thoughts on the appropriate concept web organizer in the student guide.

Small Group Activity

Divide the students into four to eight groups depending on class size. Assign each group one of the major topics of block one: Renaissance, Reformation, Age of Exploration, or Enlightenment. Ask the students to find the graphic organizer in their student guide that coincides with their assigned topic. Each group should use their student guide, classroom text, or other materials to fill in the Who, What, Where, When, Why, and How of their graphic organizer. The groups should put their visual on chart paper and hang it up on the wall. Each group will then visit the other posters and fill in their organizer. The teacher should go around the room and check each poster for accuracy and completion. After all groups have completed their organizers, the teacher should debrief the activity and add any other key information to the posters while the students make the additions on their paper.

Day One – Block Two:Role of Geography in European Exploration and North American SettlementStandards Targeted**SSWG1 The student will explain the physical aspects of geography.**

- a. Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place.
- b. Explain how human characteristics, such as population settlement patterns, and human activities, such as agriculture and industry, can describe a place.
- c. Analyze the interrelationship between physical and human characteristics of a place.

SSWG2 The student will explain the cultural aspects of geography.

- a. Describe the concept of place by explaining how the culture of a region is a product of the region's physical characteristics.
- b. Explain how cultural characteristics of a place can be used to describe a place.
- c. Analyze how physical factors such as mountains, climate, and bodies of water interact with the people of a region to produce a distinctive culture.
- d. Explain how the development of customs and traditions help to define a culture and a people.

Ideas for Integrating Geography Content with Day One Topics

Geography is only 13% of the GHSGT in Social Studies. The geography questions tend to be very general. Your instruction during this block should focus on how the physical and cultural aspects of geography played a part in the development of Europe and North America during the Renaissance, Reformation, Age of Exploration, and the Enlightenment. They should be able to:

- Explain the concept of *place*, which integrates the physical and human characteristics that make a part of the world what it is.
- Identify Europe on a map.
- Discuss how the climate of Europe affected the agricultural production of different regions.
- Find Florence on a map and discuss geographic reasons why the Renaissance may have started there.
- Map the diffusion of Renaissance/Enlightenment ideas to other parts of Europe, identifying any physical features that may have encouraged diffusion to some areas and limited it to others.
- Map the trade routes of the major explorers mentioned in block one.
- Identify North America on a map.
- Discuss how the climate of the early North American settlements affected the agricultural production of different regions.
- Find the four main colonial areas on a map and discuss geographic reasons why settlements were established in these locations. They should include Virginia, the Mid-Atlantic Colonies, and the New England Colonies, which will all be studied in the next block.

- Map some of the main trading routes that facilitated the Columbian exchange and label what was exchanged.

Key Vocabulary Assessable on the GHS GT

concept of place	landforms	bodies of water
climate	soils	natural vegetation
animal life	population settlement patterns	human activities
agriculture	industry	interrelationship
culture	distinctive	customs
traditions		

Vocabulary Activity Block Two – PASSWORD {like the game show}

Carl J. Dermady Jr., West Jefferson School, Marrero, LA, <http://www.col-ed.org/cur/sst/sst206.txt>

Before starting this activity, write all key terms for Block 2 on individual index cards. Divide students in groups of 4-5. Give each group 3-4 index cards. Working as a team, students will think of 5 one-word clues to describe the each key term on the index cards. When students have finished determining the clue words, it is time to play Password. Taking turns, each group will pick one person to represent the group and be the “clue-giver”. The clue-giver will say the one-word clue and the remaining groups, one at a time, will each take a turn trying to guess the *Password*. If no group guesses the key term with the first clue, the clue-giver will say the next clue-word, and the groups continue to guess what the key term is. This continues until the key word has been correctly guessed or all 5 clues have been given. Groups will be awarded points when they correctly guess the *Password*. The points for each round are as follows:

Correct guess 1st clue: 150 points

Correct guess 2nd clue: 100 points

Correct guess 3rd clue: 75 points

Correct guess 4th clue: 50 points

Continue playing rounds of Password until the first team reaches 500. In addition to trying to guess the correct key term for each round, the students will take notes on the student chart using the clues from each round.

Example 1:

1st clue: lake

2nd clue: ocean

3rd clue: pond

4th clue: Atlantic

5th clue: Pacific

Answer: bodies of water

Example 2:

1st clue: grass

2nd clue: plants

3rd clue: trees

4th clue: flowers

5th clue: weeds

Answer: natural vegetation

Monday 06/14/10 - Block Two Activity Suggestion

Instructors should sketch a large world map outline on the whiteboard. Starting with Europe, the instructor should go through major physical and cultural features of the region (see “Content Students Must Know” above) and mark them on the sketched world map. Students should follow along, marking information on the maps in their student guides. Instructors should use the same process with the World Map (trade routes/Columbian Exchange) and the map of United States/Canada.

Day One – Session Three:*Early North American Colonial History and Cultural Geography*Standards Targeted**SSUSH1 The student will describe European settlement in North America during the 17th century.**

- a. Explain Virginia's development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon's Rebellion, and the development of slavery.
- b. Describe the settlement of New England; include religious reasons, relations with Native Americans (e.g., King Phillip's War), the establishment of town meetings and development of a legislature, religious tensions that led to colonies such as Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of the Massachusetts charter and the transition to a royal colony.
- c. Explain the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania.

SSUSH2 The student will trace the ways that the economy and society of British North America developed.

- b. Describe the Middle Passage, growth of the African population, and African-American culture.

Content Students Must Know for USH1a-c

The Virginia Colonies
1. Virginia was the first permanent English colony in North America. It was a business venture of the Virginia Company , an English firm that planned to make money by sending people to America to find gold and other valuable natural resources and then ship the resources back to England.
2. The Virginia Company established a legislative assembly that was similar to England's Parliament called the House of Burgesses . The House of Burgesses was the first European-type legislative body in the New World. People were sent from England to work for the Virginia Company. They discovered no gold but learned how to cultivate tobacco.
3. Tobacco quickly became a major cash crop and an important source of wealth in Virginia. It also helped lead to major social and economic divisions between those who owned land and those who did not. Additionally, tobacco cultivation was labor-intensive and caused the Virginia colony's economy to become highly dependent on slavery.
4. Native Americans had lived for centuries on the land the English settlers called Virginia. A notable Native American chieftain in the region was Powhatan . Soon after the English settlers arrived, they forced the Native Americans off their own land so it could be used by the settlers for agricultural purposes, especially to grow tobacco. Their actions caused many Native Americans to flee the region

and seek new places to live.

- Poor English and slave colonists staged an uprising against the governor and his landowning supporters. In what is called **Bacon's Rebellion**, the landless rebels wanted harsher action against the Native Americans so more land would be available to the colonists. The rebellion was put down, and the Virginia House of Burgesses passed laws to regulate slavery so poor white colonists would no longer side with slaves against rich white colonists.

New England Colonies

- New England** colonies were established by the Puritans in present-day Massachusetts. Most of the colonists immigrated with their entire families for a better life and to practice religion as they saw fit. As a result of strict religious beliefs, the Puritans were not tolerant of religious beliefs that differed from their own.
- Rhode Island** was founded by religious dissenters from Massachusetts who were more tolerant of different religious beliefs.
- Communities were often run through **town meetings**, unless the king had established control over the colony. In colonies that the king controlled, there was often an appointed **royal governor** and a partially elected legislature. Voting rights were limited to men who belonged to the church, and church membership was tightly controlled by each minister and congregation. As more and more children were born in America, many grew up to be adults who lacked a personal covenant (relationship) with God, the central feature of Puritanism.
- The **Half-Way Covenant** was developed in response to the declining church membership. Many Puritan ministers encouraged a "**half-way covenant**" to allow partial church membership for the children and grandchildren of the original Puritans. It was hoped that this partial church membership would encourage second and third generation children to become full members and thus be included full life of the church, including voting privileges.
- In 1686, the British king canceled the **Massachusetts charter** that made it an independent colony. To gain more control over trade between America and the colonies, he combined British colonies throughout New England into a single territory governed from England. The colonists in this territory greatly disliked this centralized authority. In 1691, Massachusetts Bay became a royal colony.
- In the 1690s, the famous **Salem witch trials** took place. In a series of court hearings, over 150 Massachusetts colonists accused of witchcraft were tried, 29 of whom were convicted, and 19 hanged. At least six more people died in prison. Causes of the Salem witch trials included extreme religious faith, stress from a growing population and its bad relations with Native Americans, and the narrow opportunities for women and girls to participate in Puritan society.

Mid-Atlantic Colonies

- Pennsylvania**, located in the territory between New England and Virginia, was a colony founded by the religiously tolerant Quakers, led by William Penn.
- Further north, New York was settled by the **Dutch**, who called it **New Amsterdam**. In 1664, the British conquered the colony and renamed it **New York**. A diverse population kept alive this center of trade and commerce founded by the Dutch, whom the British invited to remain there. With members

of various British and Dutch churches, New York tolerated different religions.

Content Students Must Know for USH2b

Trans-Atlantic Trade

1. Mercantilism also inspired Parliament to control **trans-Atlantic trade** with its American colonies. All goods shipped to or from British North America had to travel in British ships, and any goods exported to Europe had to land first in Britain to pay British taxes. Some goods could be exported to Britain only. These restrictions were designed to keep the colonies from competing against Britain. Some Americans responded by becoming smugglers.
2. **The African population** in North America increased as tobacco and other cash-crop farming grew. Land owners greatly expanded the size of their farms. There were never enough workers available to plant, grow, and harvest the crops. Farmers turned to African slaves to do this work. When the Virginia Company founded Jamestown in 1607, there were no African slaves in British North America. By 1700, however, there were thousands of African slaves throughout the British colonies. The vast majority of these slaves were located in the Southern colonies where they supplied the labor required to support the region's agriculturally based economy.
3. **The Middle Passage** sea voyage that carried Africans to North America was called the Middle Passage because it was the middle portion of a three-way voyage made by the slave ships. First, British ships loaded with rum, cloth, and other English goods sailed to Africa, where they were traded for Africans. Then, in the Middle Passage, the slaves would be transported to the New World. The crew would buy tobacco and other American goods from profits they made by selling the slaves in the colonies and ship the tobacco and goods back to Britain. This process was repeated for decades. It was said that people in the colonial port cities could smell the slave ships arriving before they could see them. The slaves were packed like bundles of firewood. About two of every ten slaves died during the passage.
4. **African American culture** grew in America as slaves lived their lives under the worst of circumstances. Slave communities were rich with music, dance, basket-weaving, and pottery-making. Enslaved Africans brought with them the arts and crafts skills of their various cultures as well as advanced farming techniques. Indeed, there could be a hundred slaves working on one farm and each slave might come from a different culture and a different part of Africa.

Key Vocabulary Block Three

Virginia Company	House of Burgesses	Powhatan
Bacon's Rebellion	Massachusetts settlement	Rhode Island settlement
Half-Way Covenant	Salem Witch Trials	Mid-Atlantic Colonies
Pennsylvania	New Amsterdam (New York)	Middle Passage
African-American culture		

Vocabulary Activity Block Three

– P.A.V.E. {Prediction-Association-Verification-Evaluation Procedure}

Bannon, E., Fisher, P., Pozzi, L., & Wessel, D. (1990). "Effective definitions for word learning."
Journal of Reading. 1990: 34, pp.301-302.

<http://fcit.usf.edu/fcat8r/home/references/additional-reading-strategies/pave.html>

The teacher will lead a short discussion on the introduction of the topic to be studied during Block 3. After discussion, students will work with a partner to complete the P.A.V.E. Map. Assign each pair a key term for Block 3. Following the procedures in the P.A.V.E. Map, students will first predict a description of their assigned key term using words or phrases based on their prior knowledge of the content. After making this prediction, students can use text books, dictionaries, or other reference materials to complete the P.A.V.E. Map. Students will then share their maps. As students are sharing, the other students will complete an individual chart for the key terms.

Example:

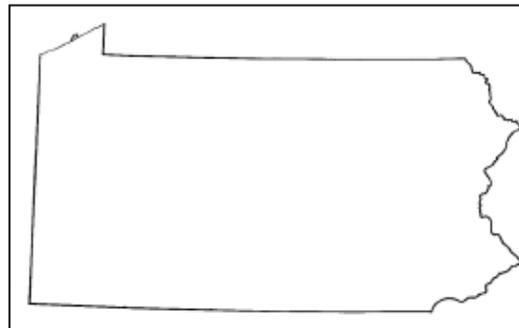
Pennsylvania

Word

What do you know about this term?

*colony founded by William Penn

*Philadelphia is there



Association or Symbol

Verified Description/Definition of term:

*colony founded by William Penn to ensure religious freedom for Quakers and others

*known for its peaceful relations with Native Americans at its beginning

An Informative Sentence using the Term:

*When William Penn founded Pennsylvania, he hoped to establish a place where people of the Quaker religion exist peacefully without religious persecution.

Monday 06/14/10 - Block Three Activity Suggestion

Large Group/Team Activity

After a short overview of the colonial settlements, write the following words on the board: Virginia, Mid-Atlantic, and New England. Divide students into teams and ask them to find the Colonial Settlements Game Handout in their student guide. Explain to the students that you will read a statement describing something about one of the colonies. The student teams have to decide which of the four settlements was being described and write their guess on the answer sheet. After reading ten statements, go over answers and have students mark their papers. The team with the most correct answers wins.

Day One Review Activity

Each day will include a review activity for the day's content. Today's review activity is called Matching Pairs. You should have enough matching pairs cards for every two students in your class. You will give a set of terms and definitions to pairs of students. The student pairs will try to match up the term with the correct definition. You may want to make it into a competition with the first pair finished being crowned the winners. This review activity will be repeated on several other days with different terms.

Ferdinand Magellan	Led the first expedition to circumnavigate (circle) the world by sea. Died before finishing the expedition, but members of his crew completed the voyage.
Mercantilism	The belief that a country's strength comes from accumulating gold and silver bullion. Wealth came from exporting goods of greater value than a country imported. This led to the practice of taking raw materials from colonies, manufacturing a product, and selling it back to the colonies at a profit.
Pennsylvania	This colony was founded by William Penn to ensure religious freedom for Quakers.
House of Burgesses	This was the first legislative body in the English North American colonies. It began the tradition of colonial self-government.
Age of Exploration	This period of history was motivated by the European desire to secure sea trade routes to India and China.
Printing Press	The introduction of this Chinese technology to Europe helped expand the Renaissance thought throughout many parts of Europe.
Indulgences	These pardons for past sins were sold by the Catholic Church to generate revenue. Martin Luther argued against this practice in his <i>95 Theses</i> .
Middle Passage	This notorious trade route brought African people to the American colonies to serve as slaves. Human trafficking on this trade route intensified as access to English indentured servants decreased.
Columbian Exchange	This term describes how Europe and the Americas exchanged plants, animals, diseases, and peoples after 1492.
Indentured Servant	These individuals agreed to work for a landowner in the colonies in exchange for the cost of their voyage to the Americas. The landowner owned their labor for a specified number of years. Often these poor workers were coerced into giving up many of their productive years to the landowner. This source of low cost labor declined as the English economy began to recover in the colonial period.
Plantation Agriculture	These enormous cash crop farms in the colonial south increased the demand for slave labor in North America.
Galileo Galilei	This Renaissance scientist challenged the beliefs of the Catholic Church in Europe. Using a telescope, he provided compelling evidence of a heliocentric (sun-centered) solar system.

SSWH10a

1. Magellan's expedition was significant because it was the first to
- A. circle the world.
 - B. reach South America.
 - C. bring horses to the Americas.
 - D. sail around Africa.

SSUSH2a

2. Which of the following **BEST** describes the British colonial policy called mercantilism?
- A. Encouraging colonists to sell manufactured goods to European countries
 - B. Sending raw materials from Britain to the colonies
 - C. Exercising British control over economic activities in the colonies
 - D. Attempting to make the colonies economically self-sufficient

SSUSH1c

3. William Penn founded the colony of Pennsylvania
- A. to ensure religious freedom for Quakers.
 - B. to escape Indian attacks in western New Jersey.
 - C. after Kentucky proved to be too harsh for survival.
 - D. after he failed in his family's business in England.

WH10a

4. In the late 1400s and early 1500s, the primary motivation for the European voyages of exploration was
- A. an attempt to improve the navigation skills of Portuguese sailors.
 - B. the need to find new sources of tin and wool.
 - C. the desire to establish foreign colonies to relieve overpopulation.
 - D. the desire to find new trade routes to China and the East Indies.

SSWH9g

5. What expanded the circulation of literary works during the Renaissance?
- A. Improved advertising
 - B. The printing press
 - C. Unity in Europe
 - D. The support of the church

SSUSH1a

6. The House of Burgesses in the Virginia Colony represents which of these?
- A. colonial rebellion against Great Britain
 - B. royal indifference toward the colonies
 - C. colonial self-government in North America
 - D. royal rule over the North American colonies

SSUSH2b

7. Who traveled the "Middle Passage"?
- A. Slaves going from Africa to the Caribbean
 - B. Traders carrying molasses to the Caribbean
 - C. Ship captains exporting rum to West Africa
 - D. Missionaries going to Africa from England

SSWH9d

Use the statement below to answer question 8.

“...[T]herefore those preachers of indulgences are in error, who say that by the pope’s indulgences a man is freed from every penalty, and saved...”

— Martin Luther

8. Which period in European history is most directly related to this statement?

- A. Age of Exploration
- B. Scientific Revolution
- C. Crusades
- D. Protestant Reformation

SSWH10b

9. What was one effect of the Columbian exchange?

- A. A rapid decline in European population
- B. Economic instability in China and Japan
- C. The introduction of new foods to both Europe and the Americas
- D. The spread of Hinduism into Latin America

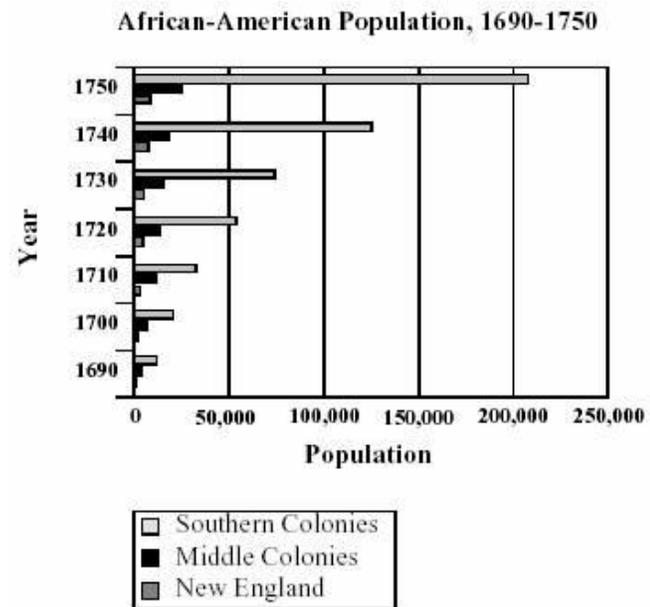
SSUSH2b

10. What was the major cause of the shift from the use of White indentured servants to the use of Black slave labor in Virginia in the 1600s?

- A. Many White indentured servants escaped.
- B. African people had more experience farming than did White indentured servants.
- C. Economic recovery in England reduced the supply of White indentured servants.
- D. Most wealthy planters viewed indentured servitude as immoral.

SSUSH2b

Use the graph below to answer the following question:



11. Which of the following statements BEST explains the dramatic increase in African Americans in colonial America between 1730 and 1750?

- A. The number of industrial opportunities in the New England colonies decreased.
- B. The number of industrial opportunities in the southern colonies increased.
- C. Slaves were emancipated throughout the middle colonies.
- D. Plantation agriculture expanded in the southern colonies.

SSWH10b

12. Seventeenth-century scholar Galileo Galilei faced serious challenges to his scientific theories because his ideas

- A. were based on the Bible.
- B. contradicted traditional medieval European beliefs.
- C. relied only on teachings from non-Christian cultures.
- D. were not supported by scientific investigations.

Day Two Remediation

At the beginning of each day, instructors have a block of time for remediation of content. The amount and type of remediation will depend on the students' benchmark performance. Instructors will grade and analyze the daily benchmark assessments. If performance on a particular area is extremely weak, consider doing another activity on that content. For most instructional blocks, there are more activities than instructors have time to complete with students. You may be able to use one of those activities for remediation. Begin by telling students how the class performed as a group. Be sure to highlight both strengths and weakness you identified. Distribute the benchmark assessments and student answer sheets. Discuss correct answers with students. Remind students of activities in their student guide that they can review to help with areas of weakness. Complete an additional activity if necessary.

Day Two Pre-test

The day two pre-test is a PowerPoint found in your electronic Pre-test folder. It is labeled "Day Two". Divide students into five teams. Ask students to get out their Day Two Pre-test handout in their student guide. There are ten multiple choice questions in the PowerPoint. The instructor will display and read each question. After reading the question, tell the students what key term or idea the question is assessing. The teams will write down the key term or idea on their handout. Then they will discuss and record a team answer choice (A, B, C, or D) for the question. After answering all ten questions, teams will switch answers with another team. The instructor will go through the questions again giving the correct answers. The team with the most right answers is declared the winner. During the break, the instructor should look at the team answer sheets and determine if there are any areas of particular strength or weakness in the class.

Day Two – Session One:

European and British Influence on the American Colonial Independence Movement

Standards Targeted

SSWH13 The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans.

b Identify the major ideas of the Enlightenment from the writings of Locke and Rousseau and their relationship to politics and society.

SSWH14 The student will analyze the Age of Revolutions and Rebellions.

b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).

SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.

- a. Compare and contrast the Declaration of Independence and the Social Contract Theory.

SSUSH3 The student will explain the primary causes of the American Revolution.

- a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
- b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

- a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson.

Content that students MUST KNOW to be Successful on the GHS GT

<p>1. John Locke (English) believed that people had natural rights to “life, liberty, and the pursuit of happiness.” His work on governance heavily influenced the writers of the Declaration of Independence.</p>
<p>2. Jean-Jacques Rousseau (French) argued in favor of a social contract, allowing government to exist and rule only by consent of the people being governed.</p>
<p>3. England (1689) – The English monarchy was stripped of its unlimited authority and governmental control was placed in the hands of the Parliament, a representative assembly, when King James II was overthrown in 1688. Framed against the background of the religious wars between Catholics and Protestants, James’ England was invaded by Dutch forces under the control of William and Mary. When William successfully overthrew James, Parliament wrote the English Bill of Rights in 1689 establishing England as a constitutional monarchy instead of an absolute monarchy. From this point forward, a monarch would never again have absolute authority in England. The power of Parliament continued to increase, while the power of the throne continued to diminish. The Bill of Rights formed the basis for the American Bill of Rights and the constitutions of several other independent nations.</p>
<p>4. The Proclamation of 1763 forbade English colonists from living west of the Appalachian Mountains, and it was hoped to prevent further conflict by easing the Native Americans’ fears. Many colonists became upset because the Proclamation prohibited them from moving to the Ohio territory. England’s action convinced many colonists that England did not understand life in the New World and helped lead to the American Revolution.</p>
<p>5. The Treaty of Paris 1763, often called the Peace of Paris 1763, or the Treaty of 1763, was signed by the kingdoms of Great Britain, France and Spain, with Portugal in agreement. Together with</p>

another treaty, it ended the **French and Indian War (Seven Years' War)**. For seven years England and their colonists had battled against the French and their Native American allies. The treaties marked the beginning of an extensive period of British dominance outside of Europe. England had received control of all French possessions as well as most of the territory east of the Mississippi River. Native Americans in the area feared that colonists would move onto their lands.

6. The **Stamp Act**, passed in 1765, most infuriated the colonists. In protests against the Stamp Act, secret organizations like the **Sons and Daughters of Liberty** were formed in the American colonies. The Stamp Act was different from previous tax measures because it was direct— a tax paid directly to the government rather than being included in the price of goods. Colonial lawyers, tavern owners, merchants, and printers were most affected by the Stamp Act, because it required that all printed materials bear a stamp to show that the tax had been paid to Great Britain.
7. In the year following the Stamp Act crisis, a New York **committee** formed to urge common resistance among its neighbors to the new taxes. Much of the planning for the First Continental Congress was carried out by **committees of correspondence**. These committees were formed because American patriots could not communicate publicly. One committee would exchange written communications with another committee within or between the colonies. Committees of correspondence were the first organization linking the colonies in their opposition to British rule.
8. The **Intolerable Acts** were passed by British to punish the Massachusetts colonists for the Boston Tea Party. These laws closed Boston Harbor until the tea had been paid for and required colonists to feed and house British soldiers in their homes. It ultimately reduced the colonists' right of self-government. This repressive measure convinced the thirteen colonies to form a union of resistance against the British.
9. **United States (1776)** – One of the most direct causes of the American Revolution was the prevailing belief in mercantilism, which argues that the colony exists for the good of the mother country alone. This economic idea led to a variety of taxes and acts which were imposed upon the American colonies to pay off debt from the French and Indian War. The war was fought to protect the colonies, and the British believed that the colonies should do their part in paying for the betterment of the Empire.

Key Vocabulary: WH13b, WH14b, CG2a, USH3a-b, USH4a

Enlightenment	John Locke	Jean Jacques Rousseau
Social Contract Theory	English Revolution	American Revolution
French and Indian War	1763 Treaty of Paris	Proclamation of 1763
Stamp Act	Intolerable Acts	

Vocabulary Activity Block One – Vocabulary Frames

- By Kathie Steele, Chugiak High School, <http://litsite.alaska.edu/workbooks/readingvocabulary.html>

This vocabulary activity is a new twist on the traditional flashcard strategy. Each student needs enough index cards to complete a Vocabulary Frame for each word included in Block 4. Students will write the key term in the center of an index card. In the top right corner of the index card, the students will write the word’s definition or description. The top left corner needs to include the opposite description of the key term. Once the opposite is written, the student needs to cross it out with an “x”. Moving to the bottom left corner, the student will write an informative sentence using the word’s definition. Finally, in the bottom right corner, have the student create an illustration that will help them remember the word and its association/description.

Use this model for each key vocabulary word. You will put them on index cards provided by your instructor.

<p>Opposite-Description/Definition (What it’s not)</p> <p>Taxation WITH Representation</p>	<p>Description/Definition</p> <p>Laws passed by the British Parliament, largely to pay for the French & Indian War. The colonists found them intolerable because they felt like they were being unfairly taxed.</p>
<p>Key Term, Person, or Event</p> <p>Intolerable Acts</p>	
<p>An informative Sentence</p> <p>Many of the Intolerable Acts taxed products that colonists used on a daily basis; they greatly affected life in the American colonies.</p>	<p>Illustration</p> 

Tuesday 06/15/10 - Block One Activity Suggestion

Large/Small Group Activity

Briefly discuss the ideas of Locke and Rousseau. Ask students to explain whether they agree or disagree with these Enlightenment thinkers. Next, review the main actions taken by the British that fueled resentment among the colonists. These should include: the Proclamation of 1763, the Stamp Act, Quartering of British Troops, and the closing of Boston Harbor. Tell students that they are going to create posters using the ideas of Locke and Rousseau to argue against the actions taken by the British. Explain that the posters could be used to persuade citizens to stand up to the British. Split students into groups and assign one of the four main British actions that angered the colonists. After each group has finished their poster, hang them up and have the students briefly explain the enlightenment ideas they used and the British action they are refuting.

Day Two – Block Two:
Colonial Actions & Documents Leading to the American Revolutions

Standards Targeted

SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.

- a. Compare and contrast the Declaration of Independence and the Social Contract Theory.
- b. Evaluate the Declaration of Independence as a persuasive argument.

SSUSH3 The student will explain the primary causes of the American Revolution.

- b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in the sons and Daughters of Liberty and Committees of Correspondence.
- c. Explain the importance of Thomas Paine’s *Common Sense* to the movement for independence.

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

- a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson.

Content that students MUST KNOW to be Successful on the GHS GT

1. **Thomas Paine** echoed the themes of the Enlightenment through his pamphlet *Common Sense*; he rejected prejudice and tyranny, while appealing to reason, natural laws and the promise of freedom. He called upon the colonists to break away from Great Britain while promoting independence for economic, social and moral reasons. As *Common Sense* began to widely circulate and convince American colonists, resentment of British policies also grew; therefore, many came to agree with Paine’s radical ideas.
2. The **Declaration of Independence (1776)** stated that when a government does not function for the betterment of its people, the government is ineffective, and it is the right of the people to overthrow that government (based on the ideas of **John Locke**). In June 1776, fifty-six delegates from the thirteen colonies met in Philadelphia to debate the question of independence from Great Britain. Congress appointed a “Committee of Five” to draft a statement presenting the colonies case for independence. Although there was a committee, Thomas Jefferson is known as the primary author of the Declaration of Independence.
3. **Thomas Jefferson** began the Declaration by attempting to justify the revolution that was already underway. Using the **Social Contract Theory**, Jefferson declared that government derives “just powers from the consent of the governed” or from the people. This right of consent gave the people the right to alter or abolish any government that threatened unalienable rights and to put into place a

government that would uphold these principles.
4. The Declaration of Independence is divided into five distinct parts: the introduction; the preamble; the body, which can be divided into two sections; and the conclusion.
5. Secret organizations like the Sons and Daughters of Liberty were formed in the American colonies to protest actions like the Stamp Act.
6. Committees of Correspondence were formed to urge common resistance among its neighbors to new taxes enacted by the British government. These committees also encouraged people to send representatives to the Stamp Act Congress.

Key Vocabulary: CG2a-b, USH 3b-c, USH4a

Sons of Liberty	Daughters of Liberty	Committees of Correspondence
Declaration of Independence	persuasive argument	Thomas Paine
<i>Common Sense</i>		

Vocabulary Activity Block Two

Six-Square {This activity is a modified version of a vocabulary activity called cubing.}

http://people.uncw.edu/sherrilld/edn356/notes/vocabulary_strategies.htm

Divide the students into groups of 3-4. Each group will be given a key term from the list included in Block 3. Using chart paper, students will create 6 large boxes to organize their information. In the first square, students will write the vocabulary word. Students will define the key term in Square 2. The third square has students writing a personal connection to help remember the key term. In the fourth square, have students think of a synonym for the key term. Students will write an antonym in Square 5. The final square is an illustration of the key term. After each pair has finished their Six Square chart, post them around the room. Students will then share their charts. As students are sharing, the other students will complete an individual chart for the key terms.

Key Term	Definition	Personal Connection	Synonym	Antonym	Illustration
Daughters of Liberty	Colonial women who boycotted British goods after the passing of the Intolerable Acts.	I was disappointed in the service I received by my cable company, so I boycotted them and turned off my cable.	Women for Freedom	Supporters of British Rule!	

Tuesday 06/15/10 - Block Two Activity Suggestion**Large Group Activity**

The two major topics of this session are Thomas Paine's *Common Sense* and Thomas Jefferson's *Declaration of Independence*. Through the construction of a Venn Diagram, the instructor can highlight the key points of each document while emphasizing how the two are similar in purpose. Since these documents are long and written in language that may be difficult for students, the teacher will most likely lead this activity.

Alternative Small Group Activity

The instructor can select small sections of Thomas Paine's *Common Sense* and Thomas Jefferson's *Declaration of Independence*. These sections should be assigned to different student groups. The students will summarize the main arguments made in the document and share these with the class. Two recorders can list the main arguments for each on the white board. The instructor should debrief the activity by discussing the significance of each document and how it influenced the actions of the colonists.

Day Two – Session Three:*Key Events & People of the American Revolution;
Comparison to the Revolutions in France, Haiti, & Latin America***Standards Targeted**

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

- b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.
- c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.
- d. Explain the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.

SSWH14 The student will analyze the Age of Revolutions and Rebellions.

- b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).

Content that students MUST KNOW to be Successful on the GHS GT

1. **Benjamin Franklin** became the American Ambassador to France due to his reputation as a statesman with many talents and diplomatic skills. The French were bitter about their defeat to the British in the French and Indian War and they admired the colonies’ attempt to break from Britain. The French began to secretly support the Americans in early 1776. After the victory at Saratoga, the French gained confidence in the American army and decided to publicly support the Revolution. The French agreed not to make peace with the Britain unless Britain recognized American independence.
2. The **Marquis de Lafayette** was a French soldier who joined the war against the British. Lafayette came from a history of military service and joined the ranks as a major general. He was assigned to George Washington’s staff. He played a crucial role in leading American forces to several victories. He was also a key strategist in the Yorktown campaign that led to the British surrender.
3. **Lord Charles Cornwallis** was the commander of British forces during the American Revolution. He surrendered at Yorktown and returned to Britain.
4. When the American Revolution began, **George Washington** was named commander-in-Chief of the Continental Army. He displayed extraordinary leadership abilities in the role. Washington reorganized the army, secured additional equipment and supplies, and started a training program to turn inexperienced recruits into a professional military.
5. **Valley Forge**, twenty miles from Philadelphia, is where Washington led his men in December 1777. The men were lacking clothing, shoes, food, and many supplies necessary for survival. Washington informed Congress on December 23, that he had men “unfit for duty because they were barefoot, and otherwise naked.” There were many desertions. However, after a six month encampment,

Washington's army emerged revived, and a great transformation had taken place amidst the hardship at Valley Forge. As a result, the Continental Army emerged after the long hard winter as a more unified fighting force capable of defeating the British.

6. On Christmas night 1776, Washington led his troops to a victory that was a turning point for America winning the Revolutionary War. As a snowstorm pounded Washington and his soldiers, they **crossed the Delaware River** to stage a surprise attack on a fort occupied by Hessian mercenaries fighting for the British. This victory proved Washington's army could fight as well as an experienced European army.
7. The Battle of **Yorktown** was a victory won by a combination of American and French forces. Lafayette helped to corner Britain's Lord Cornwallis and his troops at Yorktown in a triangular trap. Cornwallis had led his army on to a peninsula on the Chesapeake Bay in Virginia. With the arrival of the French Fleet, the British Fleet was unable to evacuate Cornwallis' army. Cornwallis was surrounded by American forces, French Forces, and water. Unable to remove his army he surrendered. Geography was a major contributor to the American victory at Yorktown. The American defeat of the British at **Yorktown** (1781) was the last major battle of the American Revolution. This defeat destroyed the British will to continue the war. However, the war did not officially end until the **Treaty of Paris** (1783) announced American independence without qualification.
8. **France (1789)** – The French revolution can be broken up into 3 phases: the moderate phase (constitutional monarchy), the radical phase (Reign of Terror), and a final moderate phase (republic). It resulted mainly as a result of a lack of central leadership. Louis XV had not been a good king, and expectations were high for Louis XVI. With France in financial trouble after the reign of Louis XIV and because of France's aid to the American Revolution, the French people were in a bad situation. The clergy and nobility, however, did not pay taxes and the margin between rich and poor was very extreme. The Estates General was convened for the first time in over 150 years, and Louis promised to double the vote of the common people against the votes of the clergy and nobility. When he failed to do this, the Third Estate (common people in the Estates General) rebelled and took the "Tennis Court Oath" that they would be the national assembly and would not separate until a constitution is established. France eventually got its constitution in 1791, but full scale fighting broke out after Louis attempted to flee the country along with the nobility. Thus, the Reign of Terror began, and tens of thousands of people were executed, mainly nobility and clergy. In 1795, another constitution was written establishing a 2-house government and an executive council. The French Revolution established a constitutional republic in France; however, the stability of the nation was precarious, and the French government lacked respect and leadership. The French people wanted a strong government, and in their eyes, this meant a strong political figure. Thus, Napoleon entered the scene and eventually established the French Empire.
9. **Haiti (1791)** – The Haitian revolution of 1791 was very similar to the United States revolution in its causes. Haiti (then known as the colony of Saint Dominique) was controlled by France, who imposed strict mercantilist policies upon them while simultaneously denying them any voice in government. In addition to being frustrated with French control, the Haitians were also dealing with the hot-button issue of slavery, and they divided themselves into several different groups according to their respective views. After the sacking of the Bastille in 1789, the Estates General in Paris established the Declaration of the Rights of Man and Citizen, which raised the issue of slavery not only for France, but also for her colonies. It is against this background that the slave rebellions occurred in 1791, which

led to full-scale revolution. In August 1791, a large uprising occurred and spread throughout the island, and within a year, the entire island was in revolution. In April 1794, the French government proclaimed the equality of all free people in the colonies, including blacks, but this did not end slavery there. Its impacts reached far beyond the small island, however, providing inspiration for slave rebellions all over the world. The loss of Haiti as a colony also was the beginning of France giving up much of its territory in the Western Hemisphere.

10. **Latin America (1808-1825)** – The early part of the 19th century was dominated by revolutions throughout Latin America, which eventually led to the establishments of the independent territories of Mexico, Venezuela, Colombia, Ecuador, Peru, Argentina, Chile, Brazil, and Bolivia. Much like the Haitian revolution, many of the Latin American revolutions spawned after the successful American and French revolutions and revolved around the issues of mercantilism, slavery, and self-government. Additionally, many of the independence movements throughout Latin America were either directly influenced or inspired by the efforts of Simon Bolivar, who believed in the self-government of the Spanish colonies. Bolivar established the Gran-Colombia, which encompassed Colombia, Venezuela, Ecuador, Panama, and small pieces of several other Latin American countries. The Gran-Colombia was a federal republic, Bolivar's dream of a Latin American state, which lasted until 1830, when it dissolved after Bolivar resigned.

Key Vocabulary: USH4b-d, WH14b

Benjamin Franklin	George Washington	Marquis de Lafayette
Crossing the Delaware River	Valley Forge	General Charles Cornwallis
Battle of Yorktown	1783 Treaty of Paris	French Revolution
Haitian Revolution		

Vocabulary Activity – Connect Two

Carol Wilcox, Literacy Specialist, Denver Public Schools,

<http://www.dpsk12.org/departments/secondary/tip4res.htm>

Allow students to work in pairs. Give each pair of students a sheet of chart paper. Post the key terms for Block 6 on the board, overhead, or chart. Students need to think of how two words from the chart can connect with each other. Students will record their connections on the chart paper. This is an example of how students can write their sentence.

I would connect _____ and _____ because _____.

Share with students that it is possible for words to have multiple connections. There is no wrong connection that can be made. The importance of this activity is for students to understand the key terms in the block of study. Students will share their charts once they have made their connections. As students are sharing, the other students will complete an individual chart for the connections made by other students.

Example:

I would connect Benjamin Franklin and the Marquis de Lafayette because Franklin helped convince the French to help the colonists during the American Revolution and Lafayette was a Frenchman who participated in the American Revolution.

Tuesday 06/15/10 - Block Three Activity Suggestion**Small Group Activity**

Ask students to locate the Compare/Contrast Graphic Organizer in their student guide. Tell the students that each group will compare and contrast the American Revolution with another revolution studied in the GPS. The other revolutions include the English, Haitian, French, and Latin American. Divide the students into groups and tell them which revolution they are assigned. After the students have completed their graphic organizer, ask them to share their main points with the class.

Day Two Review Activity

The review activity for day two is a jeopardy game. This game can be found in your electronic Jeopardy Review folder. It is marked Day Two. Divide students into five equal sized groups. Tell all groups they are responsible for keeping a score sheet with all team scores for comparison. Allow group one to select a category and question. You may want to have a ten second timer for answers. If they answer correctly, they get the point and the question selection moves to team two. If they answer incorrectly, team two has the opportunity to answer. This continues until a team gets the answer correct or all teams have guessed incorrectly.

SSWH13b

1. The social contract theories of John Locke and Jean-Jacques Rousseau hold that the power to govern comes from the

- A. use of force.
- B. religious leaders.
- C. governed.
- D. wealthy.

SSCG2a

2. Why is philosopher John Locke important to the foundation of the United States?

- A. His surrender at the Battle of Yorktown marked the end of the American Revolution.
- B. He was a military leader from England who helped George Washington train the Continental Army.
- C. He was part of the Second Continental Congress and one of the authors of the Declaration of Independence.
- D. His ideas regarding a “social contract” between society and government influenced the Declaration of Independence.

SSUSH3b

3. Many American colonists believed the Stamp Act (1765) represented a form of

- A. taxation without representation.
- B. colonial self-government.
- C. compromise with the British Parliament.
- D. limitation on international trade.

SSWH14b

4. Which intellectual movement provided the philosophical background for both the American and French Revolutions?

- A. The Renaissance.
- B. The Reformation.
- C. The Enlightenment.
- D. The Royal Society.

SSUSH3a

5. Why did the British attempt to raise taxes in the colonies?

- A. They needed to pay for the French and Indian War.
- B. They needed to fight the threat from Napoleon.
- C. Money was needed to finance colonial social programs.
- D. Money was needed to pay for Native American territory.

SSUSH4a

6. The Declaration of Independence is **BEST** described as

- A. a description of a new institutional framework for democratic government.
- B. a formal announcement of war between the colonies and Great Britain.
- C. an explanation of why the colonies were ending political connections to Britain.
- D. a statement that the United States would not become involved in foreign affairs.

SSUSH4b

Use the statement below to answer question 7.
“The power which first recognizes the independence of the Americas will be the one to gather all the fruits of this war.”

— Benjamin Franklin

7. Which nation followed this advice and allied with the colonies?
- A. Austria
 - B. France
 - C. Russia
 - D. Spain

SSUSH4d

8. What was the significance of the Battle of Yorktown in the American Revolution?

- A. It was the site of the British Army surrender, marking the end of fighting in the war.
- B. It was there that the "shot heard 'round the world" was fired to start the Revolution.
- C. It was a British victory that destroyed the southern half of the Colonial Army.
- D. It was the first time George Washington was victorious in battle.

SSUSH14c

9. George Washington was an effective military commander because he

- A. won more battles than he lost using well-trained troops
- B. preserved the army through his leadership skills
- C. negotiated alliances with the leaders of other nations
- D. prevented attacks against major population centers

SSUSH3a

10. A Native American living in the Ohio River valley region would have which of the following views about the Proclamation of 1763 that forbade colonists from entering the region?

- A. They would agree because they didn't want to see Europeans in the area.
- B. They would be angry because they could not sell their land to the colonists.
- C. They would ignore the law, since the English government could not regulate Native Americans.
- D. They would agree, since the settlers wanted to start a war with the French.

Day Three Remediation

At the beginning of each day, instructors have a block of time for remediation of content. The amount and type of remediation will depend on the students’ benchmark performance. Instructors will grade and analyze the daily benchmark assessments. If performance on a particular area is extremely weak, consider doing another activity on that content. For most instructional blocks, there are more activities than instructors have time to complete with students. You may be able to use one of those activities for remediation. Begin by telling students how the class performed as a group. Be sure to highlight both strengths and weakness you identified. Distribute the benchmark assessments and student answer sheets. Discuss correct answers with students. Remind students of activities in their student guide that they can review to help with areas of weakness. Complete an additional activity if necessary.

Day Three Pretest

Each day of Project ExPreSS, an informal pretest allows the instructor to determine students’ general comfort level with the scheduled content for the day. Today’s pretest is the Constitutional Power Grab Game. This game is adapted from one developed by the Rock Hill School District in South Carolina. It is located in the Day Three electronic folder.

The instructor should split the class into three groups and identify the groups as the Executive, Legislative, or Judicial branches. If the groups are too big, have two of each branch. Each student should take out the copy of the U.S. Constitution that is in their student guide. The teacher will read a statement describing a “power grab” by one branch of government. The other branches have two minutes to find the article, section, and clause in the Constitution that blocks the power grab made by the branch. When a student/group finds the location they say “check” and give the information. If they are correct they get a point. Each round of play includes a power grab by each branch. After ten rounds, the branch with the most points is declared the winner. Throughout the game, the instructor should reference and reinforce the key principles of the U.S. Constitution including popular sovereignty, checks and balances, separation of power, federalism, and rule of law.

This game will allow the instructor to informally assessment the students’ familiarity with the principles, organization, and significance of the U.S. Constitution. It is possible that the students’ prior knowledge is minimal. If this is the case and the game seems too difficult for the students, consider stopping the competition and moving into the day’s lessons. It is always possible to come back to this activity during another part of the program.

Day Three – Session One:
The Principles and Historical Context of the U.S. Constitution

Standards Targeted

SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

- a. Explain how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.
- b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in *The Federalist* concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.

SSCG3 The student will demonstrate knowledge of the United States Constitution.

- a. Explain the main ideas in debate over ratification; include those in *The Federalist*.
- c. Explain the fundamental principles upon which the United States Constitution is based; include the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

Content Students MUST KNOW to be successful on the Social Studies GHS GT

1. The **Articles of Confederation** were the first constitution of the United States. It was weak because it lacked provisions for executive and judicial powers. It reflected the Americans' fear of a powerful national government. As a result, it created a government that had no power to tax, regulate commerce, or establish one national currency. The Articles gave individual states more power than the national government had. As a result, conflicts between the states threatened the existence of the nation.
2. **Shays' rebellion**, an attempt by a group of indebted farmers to secure weapons from a Federal Armory, became the catalyst for the United States to recognize the need for a new constitution. Without the ability to tax, the central government could not repair the national economy.
3. The **Federalists** focused their arguments on the inadequacies of national government under the Articles of Confederation and on the benefits of national government as formed by the Constitution. They were also much more favorably disposed toward commerce than were the Anti-Federalists, and they argued that a strong central government would foster the commercial growth of the new country.
4. The **Anti-Federalists** feared the power of a strong central government. They worried that the rights of the common people, like farmers, would be suppressed by those who held power.
5. **Alexander Hamilton** and **James Madison** were the authors of the *Federalist Papers*. The *Federalist Papers* communicate the central ideas of the Federalists: the benefits of a union between the states; the problems with the confederation as it stood at the time; the importance of an

<p>energetic, effective federal government; and a defense of the republicanism of the proposed Constitution. The <i>Federalist Papers</i> make a persuasive case for the federal government’s role in preserving order and securing the liberty of a large republic. The federalists believed that a weak union of the states would make the country more vulnerable to internal and external dissension, including civil war and invasion from foreign powers.</p>
<p>6. The Great Compromise helped “save” the Constitution by settling the dispute between states with large populations and states with small populations. The compromise combined components of the Virginia and New Jersey plans by establishing a national legislature to which representatives were elected based on a state’s population, rather than one in which all states were equally represented. The compromise called for the creation of a legislature with two chambers, a House of Representatives with representation based on population and a Senate with equal representation for all states.</p>
<p>7. Slavery was another divisive and controversial issue that confronted delegates to the Constitutional Convention. Though slavery existed in all the states, southern states depended on slave labor because their economies were based on producing cash crops. When it became clear that states with large populations might have more representatives in the new national government, states with large slave populations demanded to be allowed to count their slaves as a part of their population. Northern states resisted. Both sides compromised by allowing the states to count three-fifths of their slaves when calculating their entire population. Also, to protect the practice of slavery, states with large numbers of slaves demanded that the new government allow for the continuation of the slave trade for 20 years and that Northern states return runaway slaves to their owners. Delegates to the Constitutional Convention agreed to these demands.</p>
<p>8. Separation of Powers was a key principle for the delegates at the Constitutional Convention. Despite the fact that most delegates to the Constitutional Convention believed the government of the Articles of Confederation had to be replaced; many still feared strong central governments. To reassure people that the new government would not be too powerful, the framers of the Constitution created a limited government with divided powers. The rights guaranteed to U.S. citizens by the Constitution limited the power of the government. Powers were divided in two ways within the new government. First, power was divided between national and state governments. The power of the national government was divided among the executive, legislative, and judicial branches.</p>
<p>9. The power of the executive branch was weakened because it was shared with the legislative and judicial branches. For example, the legislature can override a presidential veto of a bill, and the Supreme Court can rule that a bill signed by the president is unconstitutional. To further safeguard against an abuse of power, the Constitution gave each branch of government a way to “check and balance” the power of the other branches.</p>
<p>10. Checks and balances were a guiding principle as the Constitution was written. Provisions were included to ensure none of the three branches would become too powerful. For example, the president has the power to veto laws passed by Congress.</p>
<p>11. The Bill of Rights, which were added to the Constitution after it was ratified. <i>The Federalist</i> papers, the promise of the Bill of Rights, and the efforts of Federalists convinced a majority of voters to support the Constitution. It was eventually ratified and became the basis for all law, rights, and governmental power in the United States.</p>

Key Vocabulary: USH5a-b, CG3a&c

United States Constitution	Articles of Confederation	Shays' Rebellion
power of the executive	checks and balances	Federalists
anti-Federalists	<i>The Federalist</i>	James Madison
Alexander Hamilton	ratification	rule of law
popular sovereignty	separation of powers	federalism

Vocabulary Activity – Block One

Students will work in pairs to create a Context-Relationship Procedure. Assign each pair of students a key term for Block 7 and give them a sheet of chart paper. The pair will work together to write a brief paragraph on the chart that follows these directions. The first sentence uses the word in context. The next sentence will further explain the key term without using the actual word. The final sentence defines the key term using the word. Once the paragraph has been written, students will create a multiple-choice test question to check for understanding and meaning. Have student pairs write their test question on a separate chart paper. Once all pairs have shared their paragraph, students will post their test questions and answer the questions on their student guide.

Example:

The United States ratified its **Constitution** in 1787, after much debate. This document set forth a federal system of government with three separate branches: executive, legislative, and judicial. By creating this **Constitution**, the United States set forth its government's structure, responsibilities, and limits.

Constitution means:

- _____ a declaration of war
- _____ a treaty
- _____ a set of policies for a government's operation

Wednesday 06/16/10 - Block One Activity Suggestion**Independent Activity**

After explaining the difference between the Federalists and the Anti-Federalists, ask the students to pull out the graphic organizer with these two words written on it. Above the organizer, there is a list of arguments and Constitutional provisions. Some of the arguments reflect the view of the Federalists and some reflect the views of the Anti-Federalists. The students will place the information in the list into the correct box on the organizer. While students work individually, the instructor should write the headings of the boxes from the organizer on the board. As students finish organizing information into their graphic organizer, they should come forward and write one item in the appropriate place on the board. After most students have come forward and added information to the board, the instructor should give the students feedback on their decisions and make any corrections.

Day Three – Session Two:*Federalism, Structure of the National Government, and the Three Branches***Standards Targeted**

SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.

- Describe the structure and powers of the legislative, executive, and judicial branches.
- Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

- Explain the relationship of state governments to the national government.
- Define the difference between enumerated and implied powers.
- Describe the extent to which power is shared.
- Identify powers denied to state and national governments.
- Analyze the supremacy clause found in Article VI and the role of the U.S. Constitution as the supreme law of the land.”

SSCG9 The student will explain the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership, and representation of each house.

SSCG12 The student will analyze the various roles played by the President of the United States; include Commander-in-Chief of the Armed Forces, chief executive, chief agenda setter, representative of the nation, chief of state, foreign policy leader, and party leader.

SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.

- Explain the jurisdiction of the federal courts and the state courts.
- Examine how John Marshall established the Supreme Court as an independent, coequal branch of government through his opinions in Marbury v. Madison.
 - Describe how the Supreme Court decides cases.

Block 8

Key Vocabulary: CG4a-b, CG5a-d&f, CG9, CG12, CG16a-c

- Federalism, structure of the national government and the three branches

legislative branch	executive branch	judicial branch
relationship between branches	role of state government	role of national government
enumerated powers	implied powers	extent of shared powers
powers denied	supremacy clause	Article VI
“Supreme law of the land”	term	representation
powers of House	powers of Senate	Commander-in-Chief

chief executive	chief agenda setter	representative of nation
chief of state	foreign policy leader	party leader
jurisdiction	federal courts	state courts
John Marshall	establishment of Supreme Court	Marbury v. Madison
how Supreme Court decides cases		

Vocabulary Activity – I have...Who has...?

- http://homepage.mac.com/drtlo/mywork/tlo/Reno2006/doc/resources/I_Have_Who_Has_Activity.html

Before starting this activity, the teacher will want to do a very brief review of the American system of government to activate students' prior knowledge. Discuss key concepts such as federalism and the role of the three branches. Once the review is completed, pass out to each student an "I have...Who has...?" card. (Make sure the cards are mixed up.) If there are more cards than students, the game can still be played by having some students double-up on cards. All cards must be passed out for this game to be successful.

- Before doing this vocabulary activity, please make sure you have prepared the "I have...Who has...?" cards that were shipped with your manual.
- The crux of this vocabulary activity/game is to have students pay attention to an answer on their card and listen for the question that matches their answer. The game starts with one student reading the question on the card. The class should be looking at the "I have..." side of their card. If they have the answer to the question, that student reads aloud the answer. Once the answer has been given, the student flips over the card and reads the "Who has...?" side. The class again looks at their "I have..." side to find the correct answer to the question. The student with the answer to that question again reads the answer then asks the "Who has...?" question. This continues until the person who started "I have...Who has...?" gives the "final answer".

Example:

Student "A" (or first student) says, "Who has describe the judicial branch?"

Student "F" answers, "I have." The judicial branch makes sure laws follow the Constitution and includes state and federal judiciaries, and the Supreme Court. Who has define Article VI?"

Student "B" responds by saying, "I have Article VI establishes the US Constitution as the supreme law of the land. Who has explain Marbury v. Madison?"

Wednesday 06/16/10 - Block Two Activity Suggestion

(Chris Cannon – Fayette County Schools)

1. Write the words "Pigs Like Sloppy Cold Food" on the board. Explain that that phrase will serve as a mnemonic device for the next couple of days' lessons.
2. The first letter of each word relates to a basic principle behind American Government. P = Popular Sovereignty, L= Limited Government, S = Separation of Powers, C = Checks and Balances, and F = Federalism. Conduct a brief discussion with students about each of the letters and phrases, constantly tying everything back to the phrase and the mnemonic device.

3. Explain that the students will now find examples of these items in the Constitution. Students will be divided into groups of two or three. Each student should get a copy of the Constitution. Using the graphic organizer, they will now find SPECIFIC examples of EACH of these principles.
4. Move group to group and conduct a discussion with each group. If done well, there is no need for a large group discussion. I usually take the time to point out the “We the people” in the Preamble as popular sovereignty, the document itself as limited government (and Article 1 Section 9) as limited government, the three branches as separation of powers, judicial review as checks and balances, and article IV as Federalism.

Day Three – Session Three:

Historical Issues, Events, & People Connected to the U.S. Constitution

Standards Targeted

SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

- c. Explain the key features of the Constitution, specifically the Great Compromise, separation of powers, limited government, and the issue of slavery.
- d. Analyze how the Bill of Rights serves as a protector of individual and states' rights.
- e. Explain the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).

Content Students MUST KNOW to be successful on the Social Studies GHS GT

1. **George Washington** was elected the first president of the United States. He established important patterns for future presidents to follow. Developments that altered the course of the history of the U.S. government took place during his administration. Washington favored non-intervention in Europe and avoided siding with France against Great Britain. Instead, the United States persuaded Britain to forgive many pre-Revolutionary debts and to drop certain restrictions on American trade with British colonies in the Americas. This ushered in an era of booming trade with Britain. He also warned of the dangers of political parties as people followed the views of either Alexander Hamilton or Thomas Jefferson.
2. **Tax policies** became a major issue under Washington's administration. His government persuaded Congress to pass taxes on liquor to help pay the states' debt from the Revolutionary War. The tax hit the small whiskey- makers in western settlements particularly hard because they were used to making liquor from excess crops of grain to make it easier to transport and even used it as a medium of exchange.
3. The **Whiskey Rebellion** resulted when, up and down areas west of the Appalachians, armed violence broke out as farmers frightened and attacked federal tax collectors. President George Washington sent

a large militia force into the western counties and put down the rebellion. Washington's response showed his constitutional authority to enforce the law and that if Americans did not like a law the way to change it was to petition Congress peacefully.

4. **Political parties** were first established in the United States as Thomas Jefferson, Washington's Secretary of State, and Alexander Hamilton, Washington's Secretary of the Treasury, articulated their differing views of the role of the Federal government. The box below gives an overview of their beliefs and types of people who would have supported them.

STRATEGY BOX—Choosing Sides

Although the test will not contain questions that specifically address the partisan split within George Washington's cabinet, here is an overview of the factors that caused it to occur:

Alexander Hamilton

Thomas Jefferson

Issues:	<ul style="list-style-type: none"> Loose interpretation of Constitution Strong power held by national government Government led by elite with good educations Fear of mob rule Industrial economy Paying off national & state debts National bank constitutional Trade with Great Britain Supported tariffs and plans that favored manufacturers 	<ul style="list-style-type: none"> Strict interpretation of Constitution Limited power shared by states & localities Government led by farmers and tradespeople with good virtues Fear of over-powerful government Agricultural economy Paying off national debt only National bank unconstitutional Trade with France Supported issues important to farmers
Support:	<ul style="list-style-type: none"> John Adams New England & middle states Bankers Clergy Landowners Lawyers Manufacturers Merchants 	<ul style="list-style-type: none"> James Madison Southern states & rural areas Farmers Trades people Urban immigrants

5. The **presidency of John Adams** set examples that influenced future presidents as well as the course of

American history, but his administration was plagued by conflicts with France and Great Britain that crippled the nation's economy. He also received harsh political criticism from supporters of Vice President Jefferson. To aid Adams, Congress passed laws that increased citizenship requirements so Jefferson's support would be cut off from the immigrant community. Congress also tried to stop the criticism with attempts to limit the speech and press rights of Jefferson's followers.

Block 9

Key Vocabulary: USH5c-e

- Historical issues, events, and people connected to the United States Constitution

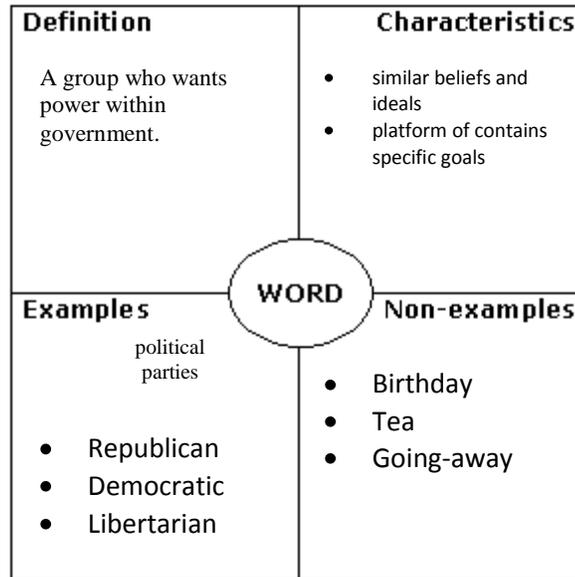
Great Compromise	slavery	limited government
states' rights	Bill of Rights	presidency of George Washington
Whiskey Rebellion	political parties	presidency of John Adams

Vocabulary Activity – Frayer Model

- Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969). *A Schema for Testing the Level of Cognitive Mastery*. Madison, WI: Wisconsin Center for Education Research. <http://www.justreadnow.com/strategies/frayer.htm>

Students will work in groups of 2-4 to complete this vocabulary activity. Students will understand a key term from Block 9 by thinking of that term in four different ways. Students need write the key term assigned to them in the center of a sheet of chart paper. Then, divide the chart paper into 4 separate sections. In the top left section, students need to define the key term. The top right hand section needs to include a list of essential characteristics of the key term. For the lower left hand corner, students will give examples of the key term in practice. The lower right hand corner must include non-examples of the key terms. Students will post their charts when completed and share with the class. As student groups are sharing, the other students will be taking notes on their individual charts. This can also be turned into a vocabulary game by having the center covered and students guess at what is being described by the four boxes.

Frayer Model



Wednesday 06/16/10 - Block Three Activity Suggestion

Individual Activity

The instructor will briefly discuss the four political figures highlighted in this block: George Washington, John Adams, Thomas Jefferson, and Alexander Hamilton. Put the names of these four individuals in a hat or container. Be sure to put in enough of each name so that every student will draw someone. Ask the students to think about the ideas and achievements of the leader they chose from the hat. Ask them to write one paragraph describing why the ideas and actions of their selected leader are more influential to the development of the United States than the other three leaders. Explain to the students that they do not have to personally agree that this is true. Like in a debate, they want to make a strong argument in favor of their leader's position even if they disagree with it or think another leader had better ideas. After they write their arguments, ask students to share their paragraphs. Have students continue sharing until everyone's arguments have been heard at least once. You do not need to have every student share their paragraph.

Day Three Review Activity

Today's review activity is another Matching Pairs exercise. You will find these cards with the materials that were shipped to you. You will give a set of terms and definitions to pairs of students. The student pairs will try to match up the term with the correct definition. You may want to make it into a competition with the first pair finished being crowned the winners. This review activity will be repeated on several other days with different terms.

ARTICLES OF CONFEDERATION	Document that loosely bound the former colonies together prior to the Constitution – the weak central government it created proved unable to handle problems that arose.
SHAYS' REBELLION	Led by a former officer in the Continental Army, this rebellion of Massachusetts farmers was caused by the state's decision to increase taxes rather than print paper money, which in turn caused bankruptcy for many farmers. After marching on the state capitol, the farmers fought the state militia, and were eventually put down.
CONSTITUTION	Plan that provides the rules and structure of a government; the United States' was ratified in 1787.
ANTI-FEDERALISTS	Opponents of the Constitution at its origins, who believed that the states should remain more powerful than the national government; wanted a guarantee of rights, as later written in the Bill of Rights.
FEDERALISTS	Proponents of the Constitution who argued in favor of a strong national government
THE FEDERALIST	Arguments of the Federalists in favor of ratification of the Constitution – 85 essays by Madison, Hamilton, & John Jay that explained to the public how the Constitution would work and why it was necessary.
CHECKS & BALANCES	Each branch of government has the ability to limit the work of any other branch to keep any one branch from becoming too powerful.
ALEXANDER HAMILTON	Federalist and First Secretary of the Treasury – disagreed with Jefferson & Madison over fiscal goals for the emerging United States.
JAMES MADISON	Credited with authoring the Constitution and Bill of Rights; fourth president, and eventual supporter of stronger central government following the War of 1812, after British soldiers burned the White House & Capitol.
POPULAR SOVEREIGNTY	Government exists solely to do the will of the people, and only because of the people; often labeled as “consent of the governed”
FEDERALISM	Political system in which power is divided between national and state governments.
THREE BRANCHES OF GOVERNMENT	Legislative, judicial, executive.

ENUMERATED POWERS	Powers given specifically to Congress in Article I of the Constitution.
IMPLIED POWERS	Powers that the government requires to carry out the enumerated powers given to it by the Constitution.
SUPREMACY CLAUSE	Clause in Article VI of the constitution establishing that the Constitution will supersede any other law or treaty created by the United States.
HOUSE OF REPRESENTATIVES	Law-making body of the US government with representation by state based on population.
SENATE	Law-making body of the US government with each state equally represented by two individuals.
ROLES OF THE PRESIDENT	Commander-in-Chief of the Armed Forces; chief executive; chief agenda setter; representative of the nation; chief of state; foreign policy leader.
JOHN MARSHALL	Chief Justice of the US Supreme Court who largely shaped the role the Court would take as part of American government; his opinion in <i>Marbury vs. Madison</i> was integral to this.
MARBURY v. MADISON	Supreme Court case where Chief Justice John Marshall established that the Court had the power to “say what the law is.”
GREAT COMPROMISE	Settled debate at Constitutional Convention over representation of large states & small states; one house of Congress would have equal representation, and one would have representation based on population.
GEORGE WASHINGTON	Set the precedent for later presidents – served only two terms; avoided “entanglements” in foreign problems; and skillfully managed the affairs of a new country.
JOHN ADAMS	Part of a great American political family, second President of the United States, important diplomat and negotiator both during the Revolutionary period and afterwards.
WHISKEY REBELLION	When the Federal government decided to tax whiskey to pay off the national debt, a number of citizens in Pennsylvania disagreed, and in 1794, raised violent opposition. Under Hamilton’s urging, President Washington sent 15000 troops to end the rebellion, which they did in short order.

SSCG3c

1. How does the popular election of the House of Representatives reflect the principle of popular sovereignty?

- A. provides for the consent of the governed
- B. divides power between the House and Senate
- C. limits the power of the government through popular vote
- D. allows for the House to exercise control over the other two branches of government

SSCG12

2. Negotiating treaties illustrates the president's role as

- A. Commander-in-Chief of the Armed Forces.
- B. chief executive.
- C. chief foreign policy leader.
- D. chief of state.

SSUSH5b

3. Most anti-Federalists changed from opponents to supporters of the Constitution after they were promised

- A. a bill of rights.
- B. term limits on the office of president.
- C. good relations with Native Americans.
- D. a bicameral legislature.

SSUSH5a

4. What factor caused people to reexamine the Articles of Confederation after Shays' Rebellion?

- A. The Articles prohibited approval of the Northwest Ordinance of 1787.
- B. The Articles restrained decision making during the American Revolution.
- C. The Articles caused most people to distrust a strong central government.
- D. The Articles limited the ability of the central government to respond to that crisis.

SSUSH5c

5. One major compromise at the Constitutional Convention settled the difference between large states and small states over the issue of

- A. representation in Congress.
- B. taxation.
- C. territorial expansion.
- D. civil liberties.

SCG3c

6. How does the United States Constitution address the issue of the division of power between the national and state governments?

- A. It allows Congress to limit state power.
- B. It provides for a Supreme Court to take over state programs.
- C. It allows the national government to preempt most state authority.
- D. It gives specific powers to the national government and reserves others to the states.

SSUSH5b

7. During the debate over the ratification of the Constitution of the United States, Federalists and anti-Federalists disagreed MOST OFTEN over

- A. provisions for admitting new states to the union.
- B. distribution of power between the President and the Supreme Court.
- C. use of an electoral college system to choose the President.
- D. division of powers between national government and states.

SSCG4b

8. Why did the members of the Constitutional Convention include the concept of “separation of powers” into the Constitution?

- A. It allows the state and federal governments to keep specific powers.
- B. It prevents one part of government from becoming too powerful.
- C. It was a process used by the government in Great Britain.
- D. It was a concept created by Enlightenment philosophers.

CG16d

Use the statement below to answer question 9:

“When two [people] come into [the Supreme] Court, one may say: “an act of Congress means this.” The other may say it means the opposite. We [the Court] then say it means one of the two or something else in between. In that way, we are making the law, aren't we?”

**--Earl Warren,
Chief Justice of the Supreme Court**

9. The function of the Supreme Court discussed in the above quote is called

- A. judicial restraint.
- B. advise and consent.
- C. judicial review.
- D. impeachment.

SSUSH5e

Use the statement below to answer question 10.

“The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations, to have with them as little political connection as possible. So far we have already formed engagements and let them be fulfilled with perfect good faith. Here let us stop.”

— George Washington

10. In his Farewell Address, President George Washington warned future Americans about the problems that could result from

- A. immigration quotas for foreign nations.
- B. passing high protective tariffs to control foreign imports.
- C. becoming allied with foreign powers.
- D. expanding westward into lands claimed by others.

Day Four Remediation

At the beginning of each day, instructors have a block of time for remediation of content. The amount and type of remediation will depend on the students' benchmark performance. Instructors will grade and analyze the daily benchmark assessments. If performance on a particular area is extremely weak, consider doing another activity on that content. For most instructional blocks, there are more activities than instructors have time to complete with students. You may be able to use one of those activities for remediation. Begin by telling students how the class performed as a group. Be sure to highlight both strengths and weakness you identified. Distribute the benchmark assessments and student answer sheets. Discuss correct answers with students. Remind students of activities in their student guide that they can review to help with areas of weakness. Complete an additional activity if necessary.

Day Four Pretest

Arrange students in groups of 3-5 in different locations around the room, and give each group a marker per student and several sheets of chart paper. Instruct the groups that they will have 30 seconds to write down as many things as they can about topics included in today's instruction – rather like a directed brainstorming activity. At the end of 30 seconds, a new student should become the scribe, and write down his/her group's thoughts about a new topic. Once students have recorded their thoughts about all the given topics, they should walk around the room and identify ideas that did not occur to their group. Teachers should walk around the room and quickly identify commonalities among charts that will inform their instruction for the day.

Possible topics for Day Four Brainstorming:

- War of 1812
- Louisiana Purchase
- Manifest Destiny
- Eli Whitney
- Abolition
- Women's Suffrage
- Jacksonian Democracy

Day Four – Block One:*Napoleon, Jefferson, the Louisiana Purchase, & Exploration by Lewis & Clark***Standards Targeted****SSWH14 The student will analyze the Age of Revolutions and Rebellions.**

c. Explain Napoleon's rise to power, the role of geography in his defeat; and explain the consequences for Europe.

SSUSH6 The student will analyze the nature of territorial and population growth and the impact of this growth in the early decades of the new nation.

b. Describe Jefferson's diplomacy in obtaining the Louisiana Purchase from France and the territory's exploration by Lewis and Clark.

Content Students MUST KNOW to be successful on the Social Studies GHS GT

1. **Napoleon Bonaparte** rose to power in France through a coup that overthrew the constitutional government. He instituted many positive changes in France such as higher education and a system of civil law called the Napoleonic Code. To counter the plans by several factions in France to overthrow his government, Napoleon reinstated hereditary monarchy in France by declaring himself Emperor. The significance of Napoleon's rule includes the establishment of a modern secular state in France and the development of modern warfare. His military might in Europe motivated other European nations to ally with each other and laid the foundation for many of today's international systems.
2. The **Louisiana Purchase** describes France's sale of New Orleans and a large amount of land west of the Mississippi to the United States in the early 1800s. President Thomas Jefferson sent James Monroe to France to negotiate the purchase. In 1803, Napoleon agreed to sell not only New Orleans to the United States but also the entire Louisiana Territory for \$15 million. As a result, the United States nearly doubled in geographic area.
3. The **Lewis and Clark Expedition** explored Louisiana and the western lands all the way to the Pacific Ocean. On their 16-month expedition, Lewis and Clark charted the trails west, mapped rivers and mountain ranges, wrote descriptions and collected samples of unfamiliar animals and plants, and recorded facts and figures about the various Native American tribes and customs west of the Mississippi River.

Block 10

Key Vocabulary: WH14c, USH6b-c&e, WG8a-US History part

Napoleon Bonaparte	Louisiana Purchase	Lewis and Clark
Thomas Jefferson	Diplomacy	major physical features

Vocabulary Activity – Six-Square

http://people.uncw.edu/sherrilld/edn356/notes/vocabulary_strategies.htm

Example:

Key Term	Definition	Personal Connection	Synonym	Antonym	Illustration
Daughters of Liberty	Colonial women who boycotted British goods after the passing of the Intolerable Acts.	I was disappointed in the service I received by my cable company, so I boycotted them and turned off my cable.	Women for Freedom	Supporters of British Rule!	

For more detailed instructions, refer back to Block 5.

Thursday 06/17/10 - Block One Activity Suggestion

The instructor should begin by explaining how Thomas Jefferson acquired the Louisiana Purchase and the reasons why Napoleon was willing to make the sale. Ask students to turn in their student guides to the blank map of the United States. Using a classroom map, an online map, or a sketch of the U.S. on the board, the instructor will take the class through a map activity focused on the Louisiana Purchase and the Lewis and Clark expedition. Consider having the students label all of the following information:

1. Outline the Louisiana Purchase in black
2. Draw the Mississippi and Missouri Rivers with blue and label each in black
3. Outline the Great Plains in green and label in black
4. Mark the Rocky Mountains in brown and label in black
5. Trace the route of Lewis and Clark in red and label in black
(Indicate any other significant physical features you wish to highlight)

After completing the map exercise, ask students how they think this additional territory and its exploration affected the development of the United States. Ask them to imagine how the United States would be different if France had retained and settled the territory.

Day Four – Session Two:
Early 19th Century Economic and Territorial Growth

Standards Targeted

SSUSH6 The student will analyze the nature of territorial and population growth and the impact of this growth in the early decades of the new nation.

- c. Explain major reasons for the War of 1812 and the war's significance on the development of a national identity.
- e. Describe the reasons for and importance of the Monroe Doctrine.

SSUSH7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.

- a. Explain the impact of the Industrial Revolution as seen in Eli Whitney's invention of the cotton gin.
- b. Describe the westward growth of the United States; include the emerging concept of Manifest Destiny.

SSWG8 The student will describe the interaction of physical and human systems that have shaped contemporary United States.

- c. Explain the reasons for the population distribution in Canada and the United States
- d. Explain how the physical geography of Canada and the United States contributed to region growth and development.

Content Students MUST KNOW to be successful on the Social Studies GHS GT

Causes of the War of 1812	Results of the War of 1812
<ul style="list-style-type: none"> 1. The British were trying to prevent U.S. merchants from trading with the French. 2. The British forced captured American sailors to serve in the British navy. 3. The British were suspected of giving military aid to Native Americans fighting to keep Americans from settling on land in the west. 4. The Americans wanted to drive the British out of North America completely. 	<ul style="list-style-type: none"> 1. End of all American/British hostilities. 2. Establishment of America as a military force equal to those of Europe. 3. Americans became more nationalistic after the success in the war of 1812.

<ul style="list-style-type: none"> 1. Major national infrastructure projects during the early 1800s included: turnpikes and canals designed to carry goods more efficiently from the east into the new western territories. These new transportation systems helped economic growth and industrialization.
<ul style="list-style-type: none"> 2. The Monroe Doctrine was a warning issued by President James Monroe to the nations of Europe: not to meddle in the politics of North and South America. This doctrine also stated that the United States

- intended to stay neutral in the politics and conflicts of Europe. The U.S. said it would consider any military action in the Americas to be a hostile act against the United States. Parts of this doctrine are still followed in U.S. foreign policy today.
3. **Eli Whitney** introduced the cotton gin which greatly reduced the cost of processing cotton and increased the profits that could be made in the industry. Whitney is an example of the new **industrialization** that developed during this era. As new cost saving technologies were introduced, the manufacturing capabilities of the United States expanded rapidly. A key aspect of the new technologies was the use of interchangeable parts which could be replaced without disposing of an entire machine.
 4. **Westward Growth** of the United States was motivated by three main reasons:
 1. The desire of most Americans to own their own land.
 2. The discovery of gold and other valuable resources.
 3. The belief that the United States was destined to stretch across North America
 5. **Manifest Destiny** was the name given to the idea that the United States would naturally occupy the territory between the Atlantic and the Pacific Oceans. The word *manifest* means “obvious,” and the word *destiny* means “fate.” According to Manifest Destiny, the obvious fate of the United States was to expand “from sea to shining sea.”

Block 11

Key Vocabulary: USH7a-b

Industrial Revolution	Eli Whitney	cotton gin
Manifest Destiny	Monroe Doctrine	War of 1812
Industrial Revolution	National Infrastructure	

Vocabulary Activity – K.I.M. Model (Key term/Information/Memory clue)
 By Kathie Steele, Chugiak High School, <http://litsite.alaska.edu/workbooks/readingvocabulary.html>

K Key idea	I Information	M Memory Clue
1. drought	Little or no rain over a period of time	
2. coup	Takeover of government by military	

For more detailed directions, please refer back to Block 1. However, for this block, students should work individually and create a K.I.M. for each key term.

Day Four Block Two Activity Suggestion

Small Group Activity

Assign each group of students a major topic in this block. Give the students chart paper and markers. Ask the students to create a poster advertising the advantages or disadvantages of their topic much like they would advertise a product or use a public awareness campaign to get people to stop using a product. The following topics could be the basis of the posters:

- Advantages of pursuing Manifest Destiny/Disadvantages of pursuing Manifest Destiny
- Advantages of the cotton gin/Disadvantages of the cotton gin
- Reasons to fight the War of 1812/Reasons to not fight the War of 1812
- Reasons to support the Monroe Doctrine/Reasons to oppose the Monroe Doctrine
- Reasons to move west/Reasons one should not move west

After the students create their posters, hang them up around the room with the for and against poster next to each other. Ask each group to present their advertisements. At the end of each presentation, ask the students to explain why they found one side more compelling than the other.

Day Four – Block Three: Reform Movements of the Early 19th Century

Standards Targeted

SSUSH7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.

- c. Describe reform movements, specifically temperance, abolitionism, and public school.
- d. Explain women's efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference.
- e. Explain Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.

Content Students MUST KNOW to be successful on the Social Studies GHS GT

1. The **Women's Suffrage** movement of the early 1800s was led by **Elizabeth Cady Stanton**. She was an outspoken advocate for women's full rights of citizenship, including voting rights and parental and custody rights. In 1848, she organized the **Seneca Falls Conference**. This was America's first

women's rights convention and was held in New York. Delegates adopted a declaration of women's independence, including women's suffrage. Historians often cite the Seneca Falls Conference as the event that marks the beginning of organized efforts by women in the United States to gain civil rights equal to those of men.

2. **Jacksonian Democracy** refers to a period when the office of the presidency and the executive branch became stronger in relation to the Congress. During Andrew Jackson's leadership, there was greater emphasis on the rights of the common man. It was during this period that suffrage was granted to all adult white males, not just those who owned land. Another principle of Jacksonian democracy was that politicians should be allowed to appoint their followers to government jobs as a way of limiting the power of elite groups. Jacksonians also favored Manifest Destiny and greater westward expansion of the United States, often at the expense of Native Americans.
3. **Popular political culture** increased during Jackson presidential campaigns. Jackson's side accused his opponent of flattering European royalty and misusing public funds. The opponent accused Jackson of unfaithfulness in his marriage, of massacring Native Americans, of illegally executing convicted soldiers, and of dueling. These accusations were publicized in songs, pamphlets, posters, and lapel buttons. A voter could find all these at the first-ever campaign rallies and barbecues.
4. **American nationalism** spread with the belief in Manifest Destiny. As a people, Americans in Jackson's day believed in Manifest Destiny. They believed their nation was different than, and superior to, other nations because most Americans of that time shared the Protestant religion and English language, ancestry, and culture. They believed it was their duty to expand the hold of the ir religion, language, ancestry, and culture all the way to the Pacific Ocean to remake all of North America as the Founding Fathers had remade the Atlantic coast. Altogether, these beliefs comprise American nationalism.

Movement	Issue	Impact
Temperance	People should drink less alcohol or alcohol should be outlawed altogether.	Increased the size of Protestant religious organizations and their influence in western and rural sections of the country. Women played an important role, which laid the foundation for the women's movement.
Abolition	Slavery should be abolished and it should not be allowed in new states.	Made slavery and its expansion an important political issue. Women played an important role, which laid the foundation for the women's movement.
Public School	All children should be required to attend free schools supported by taxpayers and staffed by trained teachers.	Established education as a right for all children and as a state and local issue. Improved the quality of schools by requiring trained teachers.

Block 12: USH7c-e

- Reform movements of the early 19th century

temperance movement	abolitionism	public school reform
women's suffrage	Elizabeth Cady Staton	Seneca Falls Conference
Jacksonian Democracy	American nationalism	

Vocabulary Activity – Context-Relationship Procedure

http://people.uncw.edu/sherrilld/edn356/notes/context_relationship_procedure.htm

Example:

The United States ratified its **Constitution** in 1787, after much debate. This document set forth a federal system of government with three separate branches: executive, legislative, and judicial. By creating this **Constitution**, the United States set forth its government's structure, responsibilities, and limits.

Constitution means:

- _____ a declaration of war
- _____ a treaty
- _____ a set of policies for a government's operation

For more detailed directions, please refer back to Block 7.

Day Four Block Three Activity Suggestion**Small Group/Large Group Activity**

This activity is similar to the one done in Block One. Break students into small groups and ask them to find the graphic organizers for this activity. Assign a different graphic organizer for each of the movements addressed in this block. The movements include:

- Temperance
- Abolition
- Women's Suffrage
- Jacksonian Democracy
- Public School
- Popular political culture
- American Nationalism

Ask students to fill in the Who, What, Where, When, Why, and How on their graphic organizer. The groups should put their visual on chart paper and hang it up on the wall. Each group will then visit the other posters and fill in their organizer. The teacher should go around the room and check each poster for accuracy and completion. After all groups have completed their organizers, the teacher should debrief the activity and add any other key information to the posters while the students make the additions on their paper.

Day Four Review Activity

The suggested review activity for day four is a jeopardy game. This game can be found in your electronic Jeopardy Review folder. It is marked Day Four. Divide students into five equal sized groups. Tell all groups they are responsible for keeping a score sheet with all team scores for comparison. Allow group one to select a category and question. You may want to have a ten second timer for answers. If they answer correctly, they get the point and the question selection moves to team two. If they answer incorrectly, team two has the opportunity to answer. This continues until a team gets the answer correct or all teams have guessed incorrectly.

SSUSH7b

1. The emerging idea in the mid-1800s that the United States should control the land between the Atlantic Ocean and the Pacific Ocean is called what?
- A. Manifest Destiny
 - B. Mutual Obligation
 - C. American Destiny
 - D. Manifest Obligation

SSWG8d

2. Which geographical factor **most** contributed to economic growth in the northeastern United States?
- A. rich farmlands.
 - B. mild climate conditions.
 - C. access to commercial routes.
 - D. isolation from foreign invasions.

SSUSH6e

3. A **PRIMARY** reason for the Monroe Doctrine was the belief that
- A. the defense of the country depended on limiting European influence in the hemisphere.
 - B. the policy of staying neutral in European affairs no longer appealed to the American people.
 - C. it justified the greatly increased military budget requested by the president.
 - D. it would eliminate the growing threat of civil war in the United States.

SSUSH7a

4. What was a **major** effect of the introduction of the cotton gin?
- A. It reduced global demand for cotton and led U. S. farmers to grow other crops.
 - B. It made it possible to sew clothing by machine, and led to the building of textile factories throughout the southern United States.
 - C. It allowed people to grow cotton on land that had previously been too dry and led to large-scale irrigation projects in western states.
 - D. It allowed cotton to be processed more quickly and profitably and led to the expansion of slavery in the southern United States.

SSUSH6c

5. Which of these **BEST** describes the impact of the War of 1812 on the United States?
- A. Cuba was added as a colony.
 - B. Independence was maintained.
 - C. Florida was added as a territory.
 - D. France was driven from North America.

CG16d

Use the statement below to answer question 6:

“You have secured to us the free navigation of the Mississippi. You have procured an immense and fertile country; and all these great blessings are obtained without bloodshed.”

6. This quotation refers to
- A. the Louisiana Purchase.
 - B. gains from the Black Hawk war.
 - C. loss of British forts in the West.
 - D. the annexation of Texas.

SUSH7c

7. Which of the following most accurately describes women’s involvement in the public sphere prior to 1848?
- A. Women were allowed to join political parties but could only run for local office.
 - B. Women were involved in several reform movements, including those calling for temperance and abolition.
 - C. Women could vote in local and state elections, but not national elections and they could not run for office.
 - D. Women were not allowed to participate in any public activity, and rarely left home without a male escort.

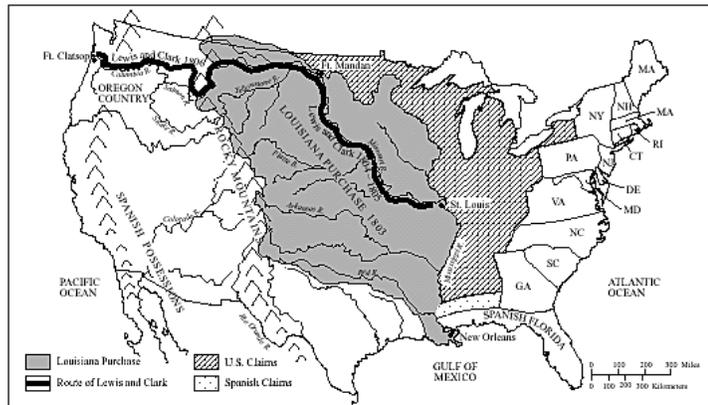
SSUSH6b

8. What did the Louisiana Purchase reveal about President Jefferson’s interpretation of the Constitution?
- A. He had to interpret the Constitution loosely to allow him to make the purchase.
 - B. His strict interpretation required that he make a deal with France.
 - C. He believed the Constitution applied to state governments but not to the national government.
 - D. He had to have Congress pass an amendment to allow the Louisiana Purchase.

SSUSH6/SSUSH7e

9. Which of the following did President Andrew Jackson support as a part of encouraging settlement?
- A. Legal recognition of long-term “squatters”
 - B. Strict limits on business expansion
 - C. Removal of Native Americans to reservations
 - D. Federal money for state improvements

SSUSH6b



10. Why is the route indicated by the bold line on the map above significant?
- A. It shows the path taken by Lewis and Clark to conquer French territories.
 - B. It shows the river Lewis and Clark followed to discover the Pacific.
 - C. It indicates the path taken by Lewis and Clark to explore the Louisiana Purchase.
 - D. It shows the new northern border for the United States drawn by Lewis and Clark.

Day Five Remediation

At the beginning of each day, instructors have a block of time for remediation of content. The amount and type of remediation will depend on the students' benchmark performance. Instructors will grade and analyze the daily benchmark assessments. If performance on a particular area is extremely weak, consider doing another activity on that content. For most instructional blocks, there are more activities than instructors have time to complete with students. You may be able to use one of those activities for remediation. Begin by telling students how the class performed as a group. Be sure to highlight both strengths and weakness you identified. Distribute the benchmark assessments and student answer sheets. Discuss correct answers with students. Remind students of activities in their student guide that they can review to help with areas of weakness. Complete an additional activity if necessary.

Day Five Pretest

Each day of Project ExPreSS, an informal pretest allows the instructor to determine students' general comfort level with the scheduled content for the day. Today's pretest takes the form of a human bingo game. The bingo cards are in the student guide. Students will take their card and move around the room. They should find other students who know the person, event, or term described on the bingo card squares. When a student finds someone who knows the answer, that person should tell the answer and write their name on the square. Tell the students that they may be called upon to give the answer at the conclusion of the game if their name is on a square. Instructors may decide to have the students get five in a row for bingo or to fill the whole card. After three to five students have bingo, end the game. Send students back to their seats and go over the answers by asking for students who wrote their names in the blocks. The instructor will need to write the responses on the board so students can fill in their boards with the correct information.

Day Five – Session One:
Growing North/South Divisions Leading to the Civil War

Standards Targeted

SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.

- a. Explain how slavery became a significant issue in American politics; include the rise of abolitionism (William Lloyd Garrison, Frederick Douglass).
- b. Explain the Missouri Compromise and the issue of slavery in western states and territories.
- c. Describe the Nullification Crisis and the emergence of states' rights ideology; include the role of John C. Calhoun and development of sectionalism.
- d. Describe the war with Mexico and the Wilmot Proviso.

e. Explain the Compromise of 1850.

Content Students MUST KNOW to be successful on the Social Studies GHS GT

1. The **Abolition** movement focused on ending slavery in the United States. By 1820, although racial discrimination against African Americans remained, slavery had largely ended in the North. Many northerners and some southerners took up the cause of abolition, a campaign to abolish slavery immediately and to grant no financial compensation to slave owners. As most slaves were held in southern states, abolition was a significant issue that led to growing hostility between northerners and southerners. Prominent abolitionists included African Americans, whites, men, and women.
2. **William Lloyd Garrison**, a writer and editor, was an important white abolitionist. He founded regional and national abolitionist societies and published an antislavery newspaper that printed graphic stories of the bad treatment received by slaves.
3. **Frederick Douglass**, a former slave who escaped, worked for Garrison and traveled widely, giving eloquent speeches on behalf of equality for African Americans, women, Native Americans, and immigrants. He later published autobiographies and his own antislavery newspaper.
4. The **politics of slavery** became an increasingly divisive issue between the north and south. Most white southerners opposed abolition. White writers and public speakers argued slavery was a necessary part of life in the South. The southern economy, they said, was based on large-scale agriculture that would be impossible to maintain without slave labor. They also boasted that southern white culture was highly sophisticated and said it was made possible by the plantation economy. Another proslavery argument claimed slaves were treated well and lived better lives than factory workers in the North. In fact, some whites said they provided better lives for slaves than free blacks were able to provide themselves. When settlers in the slaveholding Missouri Territory sought statehood, proslavery and antislavery politicians made slavery a central issue in national politics.
5. The **Missouri Compromise of 1820** added complexity to the issue of slavery. The state constitution proposed by Missouri allowed slavery. Because half the states in the union allowed slavery while the other half did not, statehood for Missouri would upset the U.S. Senate’s equal balance between proslavery and antislavery senators. This issue was resolved when Congress passed the Missouri Compromise. This said Maine would be admitted to the Union as a free state, Missouri would be admitted as a slave state, and slavery would be prohibited in the northern part of the Louisiana Purchase except for Missouri. Once again, half the states would allow slavery while the other half did not, and the Senate would retain its equal balance between proslavery and antislavery senators—until the next state asked to enter the Union.
6. The **Nullification Crisis** resulted when southern states sought to nullify a high tariff Congress had passed on manufactured goods imported from Europe. Vice President John C. Calhoun argued with President Andrew Jackson about the rights of states to nullify (cancel) federal laws they opposed. This tariff helped northern manufacturers but hurt southern plantation owners, so legislators nullified the tariff in South Carolina. Calhoun, a South Carolinian, resigned from the vice presidency to lead the efforts of the southern states in this crisis. His loyalty to the interests of the southern region, or section, of the United States, not to the United States as a whole, contributed to the rise of **sectionalism**.
7. Calhoun and the advocates of sectionalism argued in favor of **states’ rights**—the idea that states have

certain rights and political powers separate from those held by the federal government that the federal government may not violate. The supporters of sectionalism were mostly southerners. Their opponents were afraid that if each state could decide for itself which federal laws to obey the United States would dissolve into sectional discord or even warfare.

8. The **Mexican-American War** occurred when the United States declared the annexation of Texas. During the conflict, the United States occupied much of northern Mexico. When the United States eventually won the war, this region was ceded to the United States as a part of the Treaty of Guadalupe-Hidalgo.
9. The **Wilmot Proviso** proposed that the New Mexico and California territories acquired from Mexico would be a free state with no slavery. It was not passed by the House of Representatives and the issue of slavery remained unresolved.
10. **Compromise of 1850** is comprised of five different laws written to deal with the issue of slavery in new states. These include:
 - The state of New Mexico would be established by carving its borders from the state of Texas.
 - All citizens would be required to apprehend runaway slaves and return them to their owners. Those who failed to do so would be fined or imprisoned.
 - The slave trade would be abolished in the District of Columbia, but the practice of slavery would be allowed to continue there.
 - New Mexico voters would determine whether the state would permit or prohibit the practice of slavery.
 - California would be admitted to the Union as a free state.

Block 13

Key Vocabulary: USH8a-e

William Lloyd Garrison	Frederick Douglass	Missouri Compromise of 1820
Nullification Crisis	John C. Calhoun	sectionalism
states' rights	Mexican-American War	Wilmot Proviso
Compromise of 1850		

Vocabulary Activity

P.A.V.E. {Prediction-Association-Verification-Evaluation Procedure}

Bannon, E., Fisher, P., Pozzi, L., & Wessel, D. (1990). "Effective definitions for word learning." *Journal of Reading*. 1990: 34, pp.301-302. <http://fcit.usf.edu/fcat8r/home/references/additional-reading-strategies/pave.html>

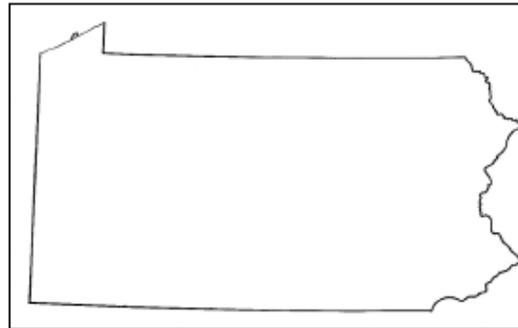
Pennsylvania

Word

What do you know about this term?

*colony founded by William Penn

*Philadelphia is there



Association or Symbol

Verified Description/Definition of term:

*colony founded by William Penn to ensure religious freedom for Quakers and others

*known for its peaceful relations with Native Americans at its beginning

An Informative Sentence using the Term:

*When William Penn founded Pennsylvania, he hoped to establish a place where people of the Quaker religion could exist peacefully without religious persecution.

For more detailed directions, please refer back to Block 3.

Day Five Block One Activity Suggestion**Whole Group Activity**

The instructor will show a PowerPoint presentation with visual images and video to explain the events and decisions leading up to the civil war. Students should use their notes outline pages in their student guide to record information shared during the presentation.

Day Five – Block Two:***Key Events, Issues, & People of the Civil War*****Standards Targeted**

SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

- a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid.
- b. Describe President Lincoln's efforts to preserve the Union as seen in his second inaugural

- address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus.
- c. Describe the roles of Ulysses Grant, Robert E. Lee, “Stonewall” Jackson, William T. Sherman, and Jefferson Davis.
 - d. . Explain the importance of Vicksburg, Gettysburg, and the Battle for Atlanta.
 - e. Describe the significance of the Emancipation Proclamation.
 - f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.

Content Students MUST KNOW to be successful on the Social Studies GHS GT

1. The **Kansas-Nebraska Act** repealed the Missouri Compromise of 1820 and gave the settlers in all new territories the right to decide for themselves whether theirs would be a free or a slave state. This made a proslavery doctrine, **popular sovereignty** (rule by the people), the law of the United States. Pro- and anti-slavery groups hurried into Kansas in attempts to create voting majorities there. Antislavery abolitionists came from Eastern states; proslavery settlers came mainly from neighboring Missouri. Some of these Missourians settled in Kansas, but many more stayed there only long enough to vote for slavery and then return to Missouri. Proslavery voters elected a legislature ready to make Kansas a slave state. Abolitionists then elected a rival Kansas government with an antislavery constitution, established a different capital city, and raised an army. Proslavery Kansans reacted by raising their own army. The U.S. House of Representatives supported the abolitionist Kansans; the U.S. Senate and President Franklin Pierce supported the proslavery Kansans. Violence between the two sides created warlike conditions. Popular sovereignty had failed.
2. The **Dred Scott decision** by the Supreme Court settled a lawsuit in which an African American slave named Dred Scott claimed he should be a free man because he had lived with his master in slave states and in free states. The Court rejected Scott’s claim, ruling that no African American—even if free—could ever be a U.S. citizen. Further, the Court said Congress could not prohibit slavery in federal territories. Thus, the Court found that popular sovereignty and the Missouri Compromise of 1820 were unconstitutional. The *Dred Scott* decision gave slavery the protection of the U.S. Constitution. Proslavery Americans welcomed the Court’s ruling as proof they had been right during the previous few decades’ struggles against abolitionists. In contrast, abolitionists convinced many state legislatures to declare the *Dred Scott* decision not binding within their state borders. The new Republican Party said that if its candidate were elected president in 1860, he would appoint a new Supreme Court that would reverse *Dred Scott*.
3. **John Brown** was a famous abolitionist who decided to fight slavery with violence and killing. In 1856, believing he was chosen by God to end slavery, Brown commanded family members and other abolitionists to attack proslavery settlers in Kansas, killing five men. In 1859, he led a group of white and black men in a raid on the federal armory at Harpers Ferry, Virginia (in modern-day West Virginia). They seized federal weapons and ammunition, killing seven people. Brown’s plan was to deliver the weapons and ammunition to slaves, who would then use them in an uprising against slaveholders and proslavery government officials, but the raid failed, and Brown was captured by U.S. Marines led by U.S. Army Colonel Robert E. Lee. Eventually, Brown was convicted of treason against the state of Virginia and executed by hanging. Many Americans thought Brown was a terrorist killer.

Others thought he was an abolitionist martyr.
4. Abraham Lincoln was elected president in 1860. South Carolina voted to secede (separate from) the United States, followed by Mississippi, Florida, Alabama, Georgia, Louisiana, and then Texas. They formed a new country called the Confederate States of America (the “Confederacy”). When they attacked the U.S. Army base at Fort Sumter, South Carolina, in April 1861, the long- feared Civil War had begun. President Lincoln believed preservation of the United States (the “Union”) was the most important task for any U.S. president.
5. Lincoln’s Second Inaugural Address stated that he did not believe the southern states had the right to secede from the Union and thought they were merely rebelling against the government. He never considered the Confederacy a separate country. When Lincoln called for a large volunteer army to preserve the Union, more states—Virginia, Arkansas, North Carolina, and Tennessee—seceded to join the Confederacy. Although Lincoln had often stated he in only wished to restrict the spread of slavery instead of abolish it, over time he did embrace the idea of ending the practice in the United States.
6. Emergency Powers were used by Lincoln. This included suspending habeas corpus and issuing the Emancipation Proclamation.
7. Habeas Corpus is the legal rule that anyone imprisoned must be taken before a judge to determine if the prisoner is being legally held in custody. The Constitution allows a president to suspend habeas corpus during a national emergency. Lincoln used his emergency powers to legalize the holding of Confederate sympathizers without trial and without a judge agreeing they were legally imprisoned. Over 13,000 Confederate sympathizers were arrested in the North.
8. Lincoln used his emergency powers again to issue the Emancipation Proclamation . It emancipated (freed) all slaves held in the Confederate states. Lincoln did not expect Confederate slaveholders to free their slaves, but he thought news of the proclamation would reach southern slaves and encourage them to flee to the North. Lincoln believed one reason southern whites were free to join the Confederate Army was because slaves were doing war work that, otherwise, the whites would have to do. Encouraging slaves to flee north would hurt the southern war effort. Although the Emancipation Proclamation did not free slaves held in the North, it was warmly welcomed by African Americans living in Union states. They understood the proclamation announced a new goal for the Union troops—besides reserving the Union, the troops were fighting for the belief that the United States would abolish slavery throughout the nation.
9. Antietam —September 1862—Confederate Gen. Robert E. Lee marched his forces to Antietam Creek, Maryland, where he fought the war’s first major battle on northern soil. It was the deadliest one-day battle in American history, with over 26,000 casualties. Neither side won a victory. As Lee withdrew to the South, Union forces might have been able to end the war by going after the Confederates—Union soldiers outnumbered them two-to-one—but they did not follow Lee. The significance of the Battle of Antietam was that Lee’s failure to win it encouraged Lincoln to issue the Emancipation Proclamation.
10. Gettysburg —April 1863—Confederate Gen. Robert E. Lee marched north to Pennsylvania, where he was met by Union troops at Gettysburg. In a three-day battle, as many as 51,000 were killed. It was the deadliest battle of the American Civil War. Lee failed to show Britain and France they should assist the Confederacy, and he gave up attempts to invade the Union or show northerners that the Union troops could not win the war. Four months later, Lincoln delivered his Gettysburg Address at the dedication of the Gettysburg National Cemetery.

<p>11. Vicksburg—May-July 1863—Union Maj. Gen. Ulysses S. Grant laid siege to Vicksburg, Mississippi, because the army that controlled its high ground over a bend in the Mississippi River would control traffic on the whole river. After a seven-week siege, Grant achieved one of the Union's major strategic goals: he gained control of the Mississippi River. Confederate troops and supplies in Arkansas, Louisiana, and Texas were cut off from the Confederacy. This Union victory, coupled with the Union victory at Gettysburg, was the turning point of the war.</p>
<p>12. Atlanta—July-September 1864—Union Gen. William Tecumseh Sherman besieged Atlanta, Georgia, for six weeks before capturing this vitally important center of Confederate manufacturing and railway traffic. Sherman burned Atlanta to the ground, and then marched to the Atlantic Ocean, destroying the railways, roads, and bridges along their path, as well as the crops and livestock his troops did not harvest and butcher to feed themselves. Now the South knew it would lose the war, and the North knew it would win. Lincoln easily won reelection against a candidate who wanted a truce with the Confederacy.</p>
<p>13. Gettysburg Address In November 1863, Lincoln's Gettysburg Address was another event by which he shaped popular opinion in favor of preserving the Union. The occasion was the dedication of a military cemetery at the Gettysburg battlefield four months after 51,000 people were killed in the battle there. Most of the ceremony was performed by famous orator Edward Everett, who spoke for two hours, as was the manner at that time for an important event. Then Lincoln rose to speak, starting with his famous words "Four score and seven years ago." He spoke for just two minutes in what is now considered one of the greatest speeches in the English language. His address helped raise the spirits of northerners who had grown weary of the war and dismayed by southern victories over the larger Union armies. He convinced the people that the United States was one indivisible nation.</p>

	Northern Economy	Southern Economy
Foundation	Industry and Trade	Agriculture
Population	71% of U.S. population; 99% free, 1% slave, large enough to assemble an army capable of defending the Union	29% of U.S. population; 67% free; 33% slave; too few free men to assemble an army capable of defending the Confederacy
Manufacturing Resources	92% of U.S. industrial output; generous resources to produce weapons and other military supplies and equipment	8% of U.S. industrial output; minimal resources to produce many weapons and other military supplies and equipment
Employment & Property-Ownership	Many citizens worked for someone else and owned no property. Even in large-scale farming regions, machines began reducing the need for agricultural workers	Though few Southerners owned slaves, the economy of the South as a whole depended on the production of cash crops such as cotton, corn, rice, and tobacco, which required human labor and depended on slavery.
Exports & Views on Tariffs	34% of U.S. exports; favored high tariffs on imported foreign goods to protect northern industries and worker's jobs	66% of U.S. Exports; favored low (or no) tariffs on imported goods to keep the prices of manufactured goods more affordable
Food Production	More than twice as much as the South produced	Less than half as much as the North produced
Railroads	71% of U.S. railroad network; efficient railway transport system. Ready capacity to transport troops and their supplies, food, etc.	29% of U.S. railroad network; inefficient railway transport system. Poor capacity to transport troops and their supplies, food, etc.

Northern vs. Southern Leaders

	North	South
President	<p>Abraham Lincoln</p> <ul style="list-style-type: none"> • US representative from Illinois • President of United States of America, 1861-1865 • Appointed Gen. Ulysses S. Grant commanding general of Union Armies • Issued Emancipation Proclamation • Promoted 13th Amendment to Constitution 	<p>Jefferson Davis</p> <ul style="list-style-type: none"> • Graduated from US Military Academy, West Point • US Senator from Mississippi • US Secretary of War • President of Confederate States of America, 1861- 1865 • Appointed Robert E. Lee as general-in-chief of Confederate Armies
Generals	<p>Ulysses S. Grant</p> <ul style="list-style-type: none"> • Graduated from US Military Academy, West Point • Won first Union victories • Captured control of Mississippi River in Siege of Vicksburg • Appointed commanding general of Union armies by Lincoln • Accepted surrender of Confederate Gen. Lee to end Civil War 	<p>Robert E. Lee</p> <ul style="list-style-type: none"> • Graduated from US Military Academy, West Point • Fought larger Union armies to standoff at Battle of Antietam • Defeated at Battle of Gettysburg • Appointed general-in-chief of Confederate armies by Davis • Surrendered to US Gen. Grant to end Civil War
	<p>William Tecumseh Sherman</p> <ul style="list-style-type: none"> • Graduated from US Military Academy, West Point • Served under Gen. Grant during Seige of Vicksburg • Destroyed Atlanta, ended the 	<p>Thomas "Stonewall" Jackson</p> <ul style="list-style-type: none"> • Graduated from US Military Academy, West Point • Won First Battle of Bull Run • Fought under Confederate Gen. Lee at Antietam and Second Bull

	<p>Confederate ability to fight</p> <ul style="list-style-type: none"> Accepted surrender of all Confederate armies in Carolinas, Georgia and Florida 	<p>Run</p> <ul style="list-style-type: none"> Died in Battle
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Block 14

Key Vocabulary: USH9a&c-f

Kansas-Nebraska Act	popular sovereignty	Dred Scott Decision
John Brown	Emancipation Proclamation	Jefferson Davis
Ulysses S. Grant	Robert E. Lee	William Tecumseh Sherman
Thomas “Stonewall” Jackson	Battle of Gettysburg	Siege of Vicksburg
Battle for Atlanta	Gettysburg Address	habeas corpus
Lincoln’s Second Inaugural Address	northern economy	southern economy

Vocabulary Activity – PASSWORD {like the game show}

Carl J. Dermady Jr., West Jefferson School, Marrero, LA,

<http://www.col-ed.org/cur/sst/sst206.txt>

Example 1:
 1st clue: lake
 2nd clue: ocean
 3rd clue: pond
 4th clue: Atlantic
 5th clue: Pacific
 Answer: bodies of water

Example 2:
 1st clue: grass
 2nd clue: plants
 3rd clue: trees
 4th clue: flowers
 5th clue: weeds
 Answer: natural vegetation

The points for each round are as follows:

- Correct guess 1st clue: 150 points
- Correct guess 2nd clue: 100 points
- Correct guess 3rd clue: 75 points
- Correct guess 4th clue: 50 points

For more detailed directions, please refer back to Block 2.

Day Five Block Two Activity Suggestion**Whole Group/Individual Activity**

The students will act as reporters for a newspaper during the civil war. Half of the students should represent a Northern newspaper and half of the students should represent a Southern newspaper. Tell the students that they are preparing for a press conference with President Abraham Lincoln. The instructor will play the part of Lincoln and answer questions posed by the students. Write a key term, person, or event on slips of paper and put them in a hat. Have each student draw a topic. Once all students have a topic, tell students to get out their student guide and turn to the content for Day Five Block Two – The Civil War. Ask the students to write three open-ended questions for President Lincoln to answer relating to the topic they drew from the hat. Tell the students that they should show their bias as Northerners or Southerners in the questions they ask the President. Once the students have prepared their questions, explain how a press conference works. Tell the students that they should record the President's answers in the graphic organizer for the press conference. As President Lincoln, you should be able to give the Union perspective on each of the questions posed. To keep student interest, you may want to make humorous remarks in addition to factual ones. After all the key terms, events, and/or people in the organizer have been addressed, the students should write a brief report about the press conference for their newspaper. Newspaper articles could be posted in the room and used for review on another day. Consider posting by the reporters articles by their region to give the Northern vs. Southern perspectives on similar events.

Day Five Block Three:
Legal, Political, & Social Aspects of Reconstruction**Standards Targeted****SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction.**

- a. Compare and contrast Presidential Reconstruction with Radical Republican Reconstruction.
- b. Explain efforts to redistribute land in the South among the former slaves and provide advanced education and describe the role of the Freedmen's Bureau.
- c. Describe the significance of the 13th, 14th, and 15th amendments.
- d. Explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
- e. Explain the impeachment of Andrew Johnson in relationship to Reconstruction.

SSCG14 The student will explain the impeachment process and its usage for elected officials.

- a. Explain the impeachment process as defined in the U.S. Constitution.

Content Students MUST KNOW to be successful on the Social Studies GHS GT

1. **Presidential Reconstruction** refers to the plans laid out by President Abraham Lincoln and carried out by President Andrew Johnson. This plan echoed the words of Lincoln's second Inaugural Address, which urged no revenge on former Confederate supporters. The purpose of Presidential Reconstruction was to readmit the southern states to the Union as quickly as possible. Republicans in Congress, however, were outraged by the fact that the new southern state governments were passing laws that deprived the newly freed slaves of their rights.
2. **Radical Republican Reconstruction** refers to the more laborious process of rejoining the union that Congress required of the former confederate states. Southern states had to reapply for admission to the Union and to take steps to secure the rights of the newly freed slaves. This resulted in the creation of southern state governments that included African Americans. The key feature of the effort to protect the rights of the newly freed slaves was the passage of three constitutional amendments during and after the Civil War. Southern states were required to ratify all these amendments before they could rejoin the Union. These included:
 - **13th Amendment:** abolished slavery and involuntary servitude in the United States
 - **14th Amendment:** defined U.S. citizenship as including all persons born in the United States, including African Americans; guaranteed that no citizen could be deprived of his/her rights without due process
 - **15th Amendment:** removed restrictions on voting based on race, color, or ever having been a slave; granted the right to vote to all male U.S. citizens over the age of 21
3. **African Americans** saw **progress** during Reconstruction that included the establishment of African-American newspapers, electing African-Americans to public office, and attending new colleges and universities established for them. One of these institutions, **Morehouse College**, was founded in Atlanta in 1867 as the Augusta Institute. A former slave and two ministers founded it to educate African American men in the fields of ministry and education. Congress also created the **Freedmen's Bureau** to help African Americans to make the transition to freedom. The Freedmen's Bureau helped former slaves solve everyday problems by providing food, clothing, jobs, medicine, and medical-care facilities. While the Freedman's Bureau did help some former slaves acquire land unclaimed by its pre-war owners, Congress did not grant land or the absolute right to own land to all freed slaves. Such land grants would have provided African Americans with some level of economic independence.
4. The **impeachment of Andrew Johnson** occurred because President Johnson ignored laws passed by Congress to limit presidential powers. They passed these laws to stop Johnson from curbing the Radical Republicans' hostile treatment of former Confederate states and their leaders. After a three-month trial in the Senate, Johnson missed being convicted by one vote; therefore he was not removed from office merely because he held political opinions unpopular among politicians who had the power to impeach him.
5. In the Reconstruction South, there was **resistance to racial equality**. All former slave states enacted **Black Codes**, which were laws written to control the lives of freed slaves in ways slaveholders had formerly controlled the lives of their slaves. Black Codes deprived voting rights to freed slaves and allowed plantation owners to take advantage of black workers in ways that made it seem slavery had not been abolished.

6. Some white southerners formed secret societies that used murder, arson, and other threatening actions as a means of controlling freed African Americans and pressuring them not to vote. The **Ku Klux Klan** was the worst of these societies. The Klan, or KKK, was founded by some veterans of the Confederate Army to fight against Reconstruction. Some southern leaders urged the Klan to step down because Federal troops would stay in the South as long as African Americans needed protection from it.

Block 15

Key Vocabulary: USH10a-e, CG14a

Presidential Reconstruction	Radical Republican Reconstruction	13 th Amendment
14 th Amendment	15 th Amendment	Freedmen's Bureau
Black Codes	Ku Klux Klan	impeachment
Andrew Johnson's impeachment		

Vocabulary Activity – Connect Two

- Carol Wilcox, Literacy Specialist, Denver Public Schools,
<http://www.dpsk12.org/departments/secondary/tip4res.htm>

Example:

I would connect Benjamin Franklin and the Marquis de Lafayette because Franklin helped convince the French to help the colonists during the American Revolution and Lafayette was a Frenchman who participated in the American Revolution.

For more detailed directions, please refer to Block 6.

Day Five Block Three Activity Suggestion**Independent/Whole Group Activity**

Write key terms, people, and events from this block on slips of paper and put them in a hat. Ask students to select a slip. Tell the students to turn in their student guides to the “I am” poem sample and template. Ask the students to write a poem about their term, person, or event using the “I am” format. Tell the students not to use the term in the poem. They should provide information about the term throughout the poem. After the students have finished their poems, ask them to read them out loud. Tell them that they can trade with someone if they feel nervous about sharing their own work. After each poem is read, the reader should call on a volunteer who thinks they know the term, person, or event it describes. Continue this process until all poems have been shared.

Day Five Review Activity

Today the students will take a comprehensive assessment on the content from week one.

This will take the place of review and benchmark testing today.
There is no sample review activity for Day Five.

Social Studies

Questions 1-2: refer to the passage below from the Declaration of Independence.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, that whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

1. According to the passage, the most important purpose of government is to protect
 - A. people from harm.
 - B. the church.
 - C. the truth.
 - D. people's rights.
2. Which statement best summarizes the main point being made in the passage?
 - A. The people should be in control of their own government.
 - B. The church should help governments determine what is right.
 - C. The main function of government is to keep people happy.
 - D. Governments need to be changed regularly to keep them from becoming unjust.

1 Please go on to the next page.



Question 6 is based on the following reading passage.

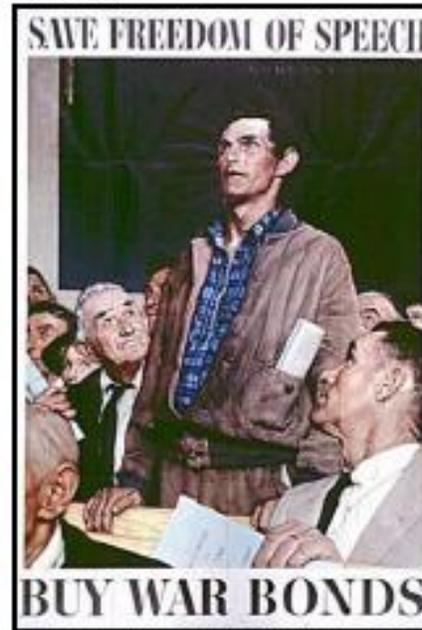
Over recent years the National Rifle Association (NRA) has played an important role in politics. It has a large number of members, whose voting strength tends to impress legislators. It holds regular meetings with members of Congress and federal bureaucrats. It gives campaign contributions to candidates who oppose gun control and spends money directly to oppose gun control supporters.

3. Which of the following would the National Rifle Association (NRA) probably cite in support of its position on gun control?
 - A. The Declaration of Independence
 - B. The Preamble to the Constitution
 - C. The First Amendment to the Constitution
 - D. The Second Amendment to the Constitution

4. The Constitution requires that the President’s nominations to the Supreme Court be approved by the Senate. This is an example of
 - A. legislative supremacy.
 - B. federalism.
 - C. checks and balances.
 - D. judicial review.

5. The Bill of Rights provides a guarantee of
 - A. the right to vote.
 - B. freedom of religion.
 - C. freedom to make a profit.
 - D. the right to form a union.

Question 9 is based on the following document.

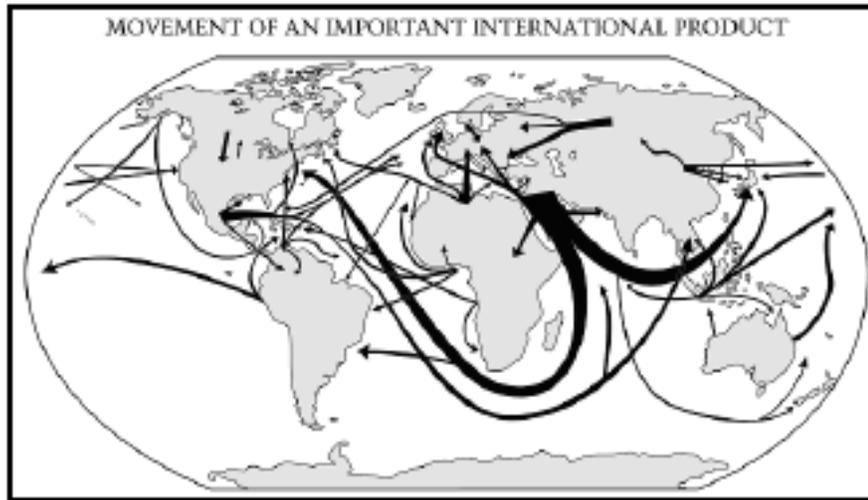


6. The freedom that is the subject of the poster is protected by the
 - A. Bill of Rights.
 - B. Pledge of Allegiance.
 - C. Articles of Confederation.
 - D. Declaration of Independence.

2 Please go on to the next page.



Question 7 is based on the following map.



7. The varying widths of the lines on the map above most probably indicate the
- A. volume of trade.
 - B. strength of ocean currents.
 - C. type of trade.
 - D. type of transportation used.
8. The adoption of the Bill of Rights (1791) addressed anti-Federalist criticism of the new Constitution by
- A. providing for an indirect method of electing the president.
 - B. protecting citizens from abuses of power by the national government.
 - C. allowing the national government to coin money.
 - D. establishing a process for impeaching federal officials.
9. The journeys of Vasco de Gama and Christopher Columbus became possible in the late 1400s because of the
- A. support of exploration by the English government.
 - B. trade connections established by Ibn Battuta.
 - C. effects of the Atlantic slave trade.
 - D. development of new technology.

3 Please go on to the next page.



15. Which is the main reason that many early peoples settled in river valleys?

- A. River valleys tended to be cooler than highland regions.
- B. River valleys were virtually free of danger from wild animals.
- C. River valleys were easier to defend from attack than were highland regions.
- D. River valleys were fertile because floodwaters left rich soil on the banks.

16. Many people in the Caribbean region are of West African descent. Which of the following is the best explanation for this?

- A. Rapid urbanization in Europe.
- B. The use of slaves in plantation agriculture.
- C. Religious persecution in the countries of origin.
- D. Economic opportunity in the Caribbean region.

17. The Declaration of Sentiments, adopted at the Seneca Falls Convention in 1848, was significant because it

- A. promoted the idea of equal rights for women.
- B. demanded the immediate abolition of slavery.
- C. called for the prohibition of alcoholic beverages.
- D. asked the government to restrict harmful business practices.

18. What expanded the circulation of literary works during the Renaissance?

- A. Improved advertising
- B. The printing press
- C. Unity in Europe
- D. The support of the church

19. Question 19 is based on the following reading passage.

“... Therefore those preachers of indulgences are in error, who say that by the pope's indulgences a man is freed from every penalty, and saved; . . .”
— Martin Luther

Which period in European history is most directly related to this statement?

- A. Age of Exploration
- B. Scientific Revolution
- C. Crusades
- D. Protestant Reformation

20. What was one effect of the Columbian exchange?

- A. a rapid decline in European population
- B. economic instability in China and Japan
- C. the introduction of new foods to both Europe and the Americas
- D. the spread of Hinduism into Latin America



21. In the 1840s, the term 'Manifest Destiny' was used by many Americans to justify

- A. the extension of slavery into the territories.
- B. war with Russian over the Oregon territory.
- C. the acquisition of colonies in Latin America.
- D. westward expansion into lands claimed by other nations.

22. Which statement expresses an idea of the Enlightenment?

- A. The king is sacred and answers only to God.
- B. History is a continuous struggle between social classes.
- C. Those who are the most fit will survive and succeed.
- D. All individuals have natural rights.

Use this excerpt from the Fifth Amendment to the U.S. Constitution to answer question 23.

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia...

23. Which term is closely associated with the excerpt?

- A. judicial review
- B. due process of law
- C. popular sovereignty
- D. separation of powers

24. According to John Locke, the chief role of government was to

- A. protect natural rights.
- B. fight territorial wars.
- C. redistribute land.
- D. ensure the wealth of citizens.

25. What was a major reason that slavery expanded in the South in the first half of the 1800s?

- A. Federal government regulations favored Southern exports.
- B. New inventions led to an increase in cotton production.
- C. Most early textile mills were built in the South.
- D. The federal government encouraged the importation of enslaved persons.

26. Which leader was inspired by the ideas of the American Revolution and the Enlightenment to lead the liberation of much of South America from Spain?

- A. José Martí
- B. Simón Bolívar
- C. Padre Miguel Hidalgo
- D. Antonio López de Santa Anna

27. As the Civil War began, President Abraham Lincoln stated that his primary goal was to

- A. end slavery.
- B. set new national boundaries.
- C. increase congressional powers.
- D. preserve the Union.



28. The Radical Republicans in Congress opposed President Abraham Lincoln's plan for Reconstruction because Lincoln

- A. rejected the idea of harsh punishments for the South.
- B. called for the imprisonment of most Confederate leaders.
- C. planned to keep Northern troops in the South after the war.
- D. demanded immediate civil and political rights for formerly enslaved persons.

29. Attempts to escape religious persecution were key factors in the original settlement of which American colonies?

- A. Virginia and New York
- B. South Carolina and Georgia
- C. Pennsylvania and Maryland
- D. North Carolina and New Jersey

30. The colonial trend of having local governments that were increasingly independent from British control was most likely caused by

- A. the yearning for political freedom.
- B. the practical necessity of having to care for their daily needs.
- C. widespread reading of Enlightenment principles.
- D. a continued alliance with the French against 'Red Coats' in the colonies.

31. Who traveled the "Middle Passage"?

- A. Slaves going from Africa to the Caribbean.
- B. Traders carrying molasses to the Caribbean.
- C. Ship captains bringing rum to West Africa.
- D. Missionaries going to Africa from England.

32. Based on the U.S. Constitution, which development would **MOST** likely cause a state to gain or lose representation in the House of Representatives?

- A. the election of a new governor
- B. the election of a new president
- C. the results of a national census
- D. the results of a national primary

33. The factor that caused people to reexamine the Articles of Confederation after Shays' Rebellion was that the Articles

- A. prohibited approval of the Northwest Ordinance of 1787.
- B. restrained decision making during the American Revolution.
- C. limited the ability of the central government to respond to that crisis.
- D. caused most people to distrust a strong central government.



34. Why did the British attempt to raise taxes in the colonies?
- A. They needed to pay for the French and Indian War.
 - B. They needed to fight the threat from Napoleon.
 - C. Money was needed to finance colonial social programs.
 - D. Money was needed to pay for Native American territory.
35. The U.S. Constitution gives state governments the authority to be involved in all of the following areas **EXCEPT**
- A. tax collection.
 - B. public education.
 - C. treaty negotiation.
 - D. highway construction
36. Which of the following issues was central to the Nullification Crisis of 1832-1833?
- A. due process
 - B. laissez-faire
 - C. states' rights
 - D. women's rights
37. One major compromise at the Constitutional Convention settled the difference between large states and small states over the issue of
- A. taxation.
 - B. civil liberties
 - C. territorial expansion.
 - D. representation in Congress.
38. Which factor is **most** important to geographers studying a culture region?
- A. political borders
 - B. language families
 - C. climate patterns
 - D. natural resources
39. President John Adams became involved with which foreign policy issue in the late 1790s?
- A. avoiding full-scale war with France
 - B. strengthening the Monroe Doctrine
 - C. purchasing the Louisiana Territory
 - D. arranging for the annexation of Texas
40. Why did President Lincoln travel to Gettysburg to deliver an address in 1863?
- A. To establish a headquarters for the Union army.
 - B. To dedicate a cemetery for deceased soldiers.
 - C. To honor families of Confederate volunteers.
 - D. To raise money for the abolitionist cause



41. Question 41 refers to the following quotation.

Texas has been absorbed into the Union in the inevitable fulfillment of the general law which is rolling our population westward.

—Democratic Review, 1845

Which of these nineteenth century beliefs is implied in the passage above?

- A. Social Contract.
- B. Isolationism.
- C. Manifest Destiny.
- D. Monroe Doctrine.

42. Disagreement between Alexander Hamilton and Thomas Jefferson over the interpretation of the Constitution led to the development of the

- A. Great Compromise
- B. national judicial system
- C. President's Cabinet
- D. political party system

43. Acquiring New Orleans as part of the Louisiana Purchase was considered important to the development of the Mississippi and Ohio River valleys because the city

- A. served as a port for American agricultural goods.
- B. provided protection against attacks by the Spanish.
- C. provided migrant workers for river valley farms.
- D. served as the cultural center for the nation.

44. A major purpose of the Monroe Doctrine (1823) was to

- A. establish United States colonies in South America.
- B. form military alliances with Latin American nations.
- C. avoid involvement in Canadian conflicts.
- D. limit European influence in the Western Hemisphere.

45. What would most likely be included in a description of an area's physical geography?

- A. customs and traditions
- B. distribution of goods and services
- C. systems of government
- D. landforms of continents and currents of oceans

46. The Battle of Gettysburg was an important event in the Civil War **MAINLY** for which of the following reasons?

- A. Great Britain refused to support the Confederacy after the Union victory.
- B. The Union victory was the first time the North used African-American soldiers in combat.
- C. The Confederacy never attempted another major invasion of the North after the Union victory.
- D. Congress immediately ratified the Thirteenth Amendment upon hearing of the Union victory.



47. The United States acquired large portions of the Southwest following the

- A. War of 1812.
- B. Mexican War.
- C. Civil War.
- D. Spanish-American War.

48. In what way was Abraham Lincoln's Emancipation Proclamation an incomplete solution to the problem of slavery?

- A. It proclaimed freedom only for slaves in territories/states held by the Confederacy.
- B. It did not offer to make restitution payments to former slave owners.
- C. The slaves were given their freedom, but were required to remain in the Confederacy.
- D. Only slaves who volunteered for the Union Army were given their freedom.

49. In the post-Civil War period, when Congress attempted to "reconstruct" the states that had rebelled, it was attempting to

- A. repair the physical damage done to the South during the Civil War.
- B. institute a democratic system by creating elected state legislatures.
- C. persuade white southern voters to vote for the Republican party.
- D. fundamentally change the old slavery-based political and economic system.

50. By 1863, most military planners knew that the South could not continue to fight indefinitely because

- A. increasing numbers of southern citizens no longer supported the Confederate cause.
- B. the southern industrial base was too weak to support the expense of waging war.
- C. large numbers of slaves were joining the Union Army.
- D. the southern leadership was too inexperienced to fight against the Union Army and Navy.



Day Six Remediation

At the beginning of each day, instructors have a block of time for remediation of content. The amount and type of remediation will depend on the students' benchmark performance. Instructors will grade and analyze the daily benchmark assessments. If performance on a particular area is extremely weak, consider doing another activity on that content. For most instructional blocks, there are more activities than instructors have time to complete with students. You may be able to use one of those activities for remediation. Begin by telling students how the class performed as a group. Be sure to highlight both strengths and weakness you identified. Distribute the benchmark assessments and student answer sheets. Discuss correct answers with students. Remind students of activities in their student guide that they can review to help with areas of weakness. Complete an additional activity if necessary.

Day Six Pretest

Ask students to take out their pretest for day six found in their student guide. In small groups, students will discuss and answer the ten question true/false test. Give them a short amount of time so they do not look up the answers. After students have recorded their group's answers, distribute a copy of the two sided T/F sign to each group. A copy of the sign can be found on the next page. Ask the students to hold up a T or F to indicate their answers to the questions as you go through the questions. Record the student scores for correct responses on the board. Share the correct answers at the end of the game.

T

F

Day Six – Block One:*Late 19th & Early 20th Century Industrial Growth, Big Business, & the Progressive Era***Standards Targeted****SSUSH11 The student will describe the growth of big business and technological innovations after Reconstruction.**

- a. Explain the impact of the railroads on other industries, such as steel, and on the organization of big business.
- b. Describe the impact of the railroads in the development of the West; include the transcontinental railroad, and the use of Chinese labor.
- c. Identify John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies.

SSUSH12 The student will analyze important consequences of American industrial growth.

- a. Describe Ellis Island, the change in immigrants' origins to southern and eastern Europe and the impact of this change on urban America.
- b. Identify the American Federation of Labor and Samuel Gompers.
- c. Describe the growth of the western population and its impact on Native Americans

SSUSH13 The student will identify major efforts to reform American society and politics in the Progressive Era.

- a. Explain Upton Sinclair's *The Jungle* and federal oversight of the meatpacking industry.
- b. Identify the role of women in reform movements.
- c. Describe the rise of Jim Crow, *Plessy v. Ferguson*, and the emergence of the NAACP.
- d. Explain Ida Tarbell's role as a muckraker.

SSWG8 The student will describe the interaction of physical and human systems that have shaped contemporary United States.

- c. Explain the reasons for the population distribution in Canada and the United States
- d. Explain how the physical geography of Canada and the United States contributed to region growth and development.

Content Students MUST KNOW to be successful on the Social Studies GHSGT

1. **Railroads:** The federal government granted vast areas of western land to **railroad** owners so they would lay train track connecting the eastern and western states. To complete this heavy work, the owners relied mainly on **Chinese labor**.
2. **Chinese laborers:** These Asian immigrants accepted lower pay than other laborers demanded. The work was dangerous. Many Chinese died in the explosive blasts they ignited to clear the path across the railroad companies' land. Many others died under rock slides and heavy snowfalls before the first **transcontinental railroad** was completed in 1869.

- 3. Development of the West:** The railroad companies contributed to the **development of the West** by selling low-cost parcels of their western land for farming. Settlers traveled west on the trains to farm on the fertile soil. Western farmers used the trains to ship their grain east and western cattle ranchers shipped their steers to eastern butchers. Both farmers and ranchers sold their goods to people they could not easily reach without railroads. The railroads earned money by transporting the settlers west and the goods east.
- 4. Steel industry:** The growth of American railroads helped expand the industries that supplied the railroad companies' need for steel rails laid on wood ties, iron locomotives burning huge quantities of coal, wooden freight cars, and passenger cars with fabric-covered seats and glass windows. The railroads were the biggest customers for the **steel industry** because thousands of miles of steel track were laid. In turn, the railroads had a great impact on the steel industry. To supply their biggest customers, steel producers developed cheap, efficient methods for the mass production of steel rails. These low-cost methods enabled more industries to afford the steel companies' products.
- 5. Rise of Big Business:** The rapid rise of the steel and railroad industries between the end of the Civil War and the early 1900s spurred the growth of other big businesses, especially in the oil, financial, and manufacturing sectors of the economy. These big businesses acquired enormous financial wealth. They often used this wealth to dominate and control many aspects of American cultural and political life, and by the beginning of the 20th century, as a consequence of these practices, big business became the target of government reform movements at the state and national levels.
- 6. John D. Rockefeller & Standard Oil:** Oil companies grew swiftly in this period, most notably the **Standard Oil Company** founded by **John D. Rockefeller**. Standard Oil was the most famous big business of the era. Rockefeller also gained control of most other oil companies and created what is called a **trust**. By means of a trust, Rockefeller came to own more than 90% of America's oil industry. Standard Oil thus became a **monopoly**—a single company that controlled virtually all the U.S. oil production and distribution.
- 7. Change in Immigration:** In the decades after the Civil War, more and more Europeans immigrated to America. They differed from earlier immigrant groups who mostly came from northern and western Europe, were typically Protestant, spoke English, and arrived with the government's welcome. In contrast, many of the new immigrants came from eastern and southern Europe, often were Jewish or Catholic, and usually spoke no English.
- The U.S. government welcomed the wealthy among these new immigrants but forced poorer people to pass health and welfare tests at government reception centers such as the **Ellis Island** Immigrant Station located in New York Harbor.
 - Whether Asian or European, these new immigrants tended to settle in areas populated by people from the same countries who spoke the same languages and worshipped in the same ways.
 - Because poverty and political instability were common in their home countries, the new immigrants were likely to be poor. They could not afford to buy farmland, so they worked as unskilled laborers and lived mostly in cities. There they created communities to imitate the cultures of their home countries, including foreign-language newspapers, ethnic stores and restaurants, and houses of worship. The new immigrants did not blend into American society the way earlier immigrants had.
- 8. American Federation of Labor & Samuel Gompers:** Unskilled laborers were subject to low wages, long workdays, no vacations, and unsafe workplaces. Because individual workers had little power to change the way an employer ran a business, workers banded together in labor unions to demand better pay

and working conditions. Then the labor unions banded together for even more power to change the ways employers ran their businesses. The **American Federation of Labor**, or AFL, was led by **Samuel Gompers**. He was president of the AFL from 1886 to 1894 and from 1895 to his death in 1924. His goal was to use strikes (work stoppages) to convince employers to give workers shorter work days, better working conditions, higher wages, and greater control over how they carried out their workplace responsibilities.

9. Impact of Western population growth: As eastern regions of the United States became more industrialized after the Civil War, people seeking rural livelihoods moved farther and farther west. In turn, Native Americans had to compete with these newcomers for land. For example, the Sioux signed a treaty with the U.S. government promising “no white person or persons shall be permitted to settle upon or occupy” Sioux territory in the Dakotas but, when gold was discovered there, the government tried to buy the land from the Sioux, who refused to sell it. The Sioux leader, **Sitting Bull**, then fought U.S. Army troops, led his people to a brief exile in Canada, and finally agreed to settle on a reservation. Similar conflicts played out throughout the West, and many Native American nations received only token reservation lands. Eventually, the Bureau of Indian Affairs would grant nation status to some groups, allowing them self-governance and recognition at the federal level.

10. Upton Sinclair, *The Jungle*, and the meatpacking industry: In his novel *The Jungle*, Sinclair told the story of European immigrants working in Chicago’s meatpacking industry. The book exposed the poor labor practices and unsanitary conditions that produced contaminated food. Congress was pressured to pass laws to regulate the meatpacking industry and to require meat packers to produce food that was safe to consume.

11. Women in the Progressive Movement: Women Progressives, in particular, sponsored laws to end child labor and to require government inspections of workplaces.

12. Jim Crow: Southern and border states passed segregation laws that required separate public and private facilities for African Americans. These were called **Jim Crow** laws (after a character in an old minstrel song) and resulted in inferior education, health care, and transportation systems for African Americans.

13. *Plessy vs. Ferguson*: In 1896, the U.S. Supreme Court upheld the constitutionality of Jim Crow laws in *Plessy v. Ferguson*. Under the “separate but equal” doctrine, the Court ruled racial segregation was legal in public accommodations such as railroad cars.

14. NAACP: African Americans disagreed about how to best oppose Jim Crow laws. One group, which sought full social and economic equality for African Americans, eventually formed the National Association for the Advancement of Colored People to seek full civil rights for African Americans. Better known today as the **NAACP**, this group still keeps its original name in honor of the people who founded it to help overturn *Plessy v. Ferguson*.

15. Ida Tarbell: Many reforms came about after journalists investigated and exposed political corruption, child labor, slum conditions, and other social issues. These journalists were called *muckrakers*, and famous among them were **Upton Sinclair** and **Ida Tarbell**. In a series of magazine articles, Tarbell exposed political corruption in New York, Chicago, and other cities, and criticized Standard Oil Company’s unfair business practices. Her findings angered the public and contributed to the government’s decision to break up the Standard Oil Trust.

16. Progressive reforms: The progress of business and industry inspired reformers to make important improvements in America’s political and social environment. These reformers were known as *Progressives*. Progressive reforms strengthened American democracy in ways we carry forward into our

own time. The Progressives supported new ideas and policies they believed would improve people's lives. They supported increased government regulation of business and industry, efforts to protect consumers and workers, and policies to conserve natural resources. Their efforts to improve living conditions for the poor in cities led to more and better libraries, schools, hospitals, and parks.

17. Initiative, recall, referendum, direct election of senators: The Progressives also opposed political bosses and had scorn for citizens' lack of control over them. Progressive election reforms helped to increase ordinary citizens' direct control of government in these ways.

- Supporters of any new law may collect voters' signatures on an **initiative** to force a public vote on the issue. This prevents government officials from ignoring the desires of citizens.
- When enough citizens support an initiative, the government must present the issue to the public as a **referendum** on which the public may vote. This also prevents government officials from ignoring the desires of citizens.
- Citizens may remove public officials from office before their terms expire by organizing a **recall** election. This allows citizens to control who serves in government.
- Another Progressive reform was the **direct election of senators**. Under the U.S. Constitution, each state's legislature elected that state's U.S. senators. The Progressives favored the adoption of an amendment to the Constitution that gave voters the right to elect their U.S. senators. They succeeded in their efforts with the adoption of the Seventeenth Amendment in 1913.

Block 16: USH11a-c, USH12a-c, USH13a-e

railroad industry	Transcontinental Railroad	Chinese laborers
steel industry	"big" business	John D. Rockefeller
Standard Oil Company	trusts	monopolies
Ellis Island	American Federation of Labor	Samuel Gompers
western population growth	impact of growth on Native Americans	Muckrakers
Upton Sinclair	Ida Tarbell	initiative
referendum	recall	direct election of Senators
Jim Crow	<i>Plessy v. Ferguson</i>	NAACP

Vocabulary Activity – I have... Who has...?

<http://homepage.mac.com/drtlo//mywork/tlo/Reno2006/doc/resources/I Have Who Has Activity.html>

Example:

Student "A" (or first student) says, "Who has describe the judicial branch?"

Student "F" answers, "I have the judicial branch makes sure laws follow the Constitution and includes state and federal judiciaries, and the Supreme Court. Who has define Article VI?"

Student "B" responds by saying, "I have Article VI establishes the US Constitution as the supreme law of the land. Who has explain Marbury v. Madison?"

For more detailed directions, please refer to Block 8.

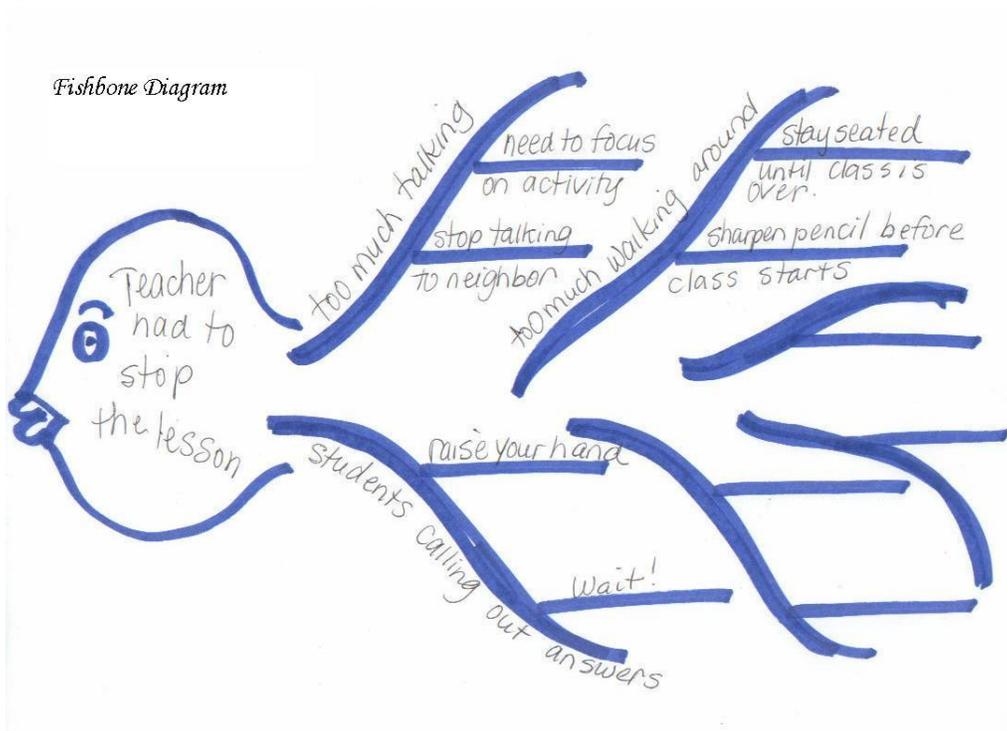
Day Six Block One Activity Suggestion

The instructor will briefly review some of the major developments that occurred around the turn of the 20th century. Tell the students they will work in groups to create cause and effect posters illustrating the key reasons why each thing developed and the effects of this development. Give each group a different topic and tell them to look in their student guides for information. The main topics are:

- Growth of the Railroads
- Growth of Big Business
- Increased immigration
- Muckraking
- Growth of the Labor Movement
- Establishment of the NAACP
- Progressive Reform Movement

Each group should create a Cause/Effect Fishbone graphic organizer for their topic on chart paper. After students have completed their posters, hang them up and have the students move around the room, filling in their fishbone organizers for each topic. The instructor should check each poster for correct and complete information. After everyone has their information, use a quick call and response review to make sure the students have the general causes and effects for each topic.

Sample Fishbone:



Day Six –Block Two:*U.S./Foreign Relations at the Turn of the 20th Century***Standards Targeted**

SSUSH14 The student will explain America’s evolving relationship with the world at the turn of the twentieth century.

- a. Explain the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast.
- b. Describe the Spanish-American War, the war in the Philippines, and the debate over American expansionism.
- c. Explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy; economic, military, and humanitarian aid; treaties; sanctions and military intervention).

Content Students MUST KNOW to be successful on the Social Studies GHS GT

- 1. Chinese Exclusion Act & anti-Asian immigration sentiment:** In earlier decades, Asians had immigrated to California and other areas of the American West. Then, in the 1880s, Asian Americans faced **anti-immigrant sentiment**. When Chinese immigrants accepted low wages for jobs whites had held, employers lowered the pay for all workers. This angered the white workers. They encouraged Congress to pass the **Chinese Exclusion Act**, which it did in 1882, thereby banning all future Chinese immigration.
- 2. Debate over American expansionism:** In the last decades of the 19th century, some Americans were eager to spread democracy into Latin America and other world regions. Other Americans argued that **American expansion** was not the best way to spread America’s democratic traditions.
- 3. Spanish-American War:** In 1898, the United States went to war with Spain after the Spanish refused to grant independence to rebels fighting a revolutionary war in Cuba, a Spanish colony. Supporters of American expansion were eager to gain U.S. territory in Latin America, leading to a “war fever” that also encouraged the U.S. government to seek a military solution to the Cuban war for independence. The war lasted less than four months. The Spanish were driven out of Cuba, which became an independent country, and out of Puerto Rico, which became an American territory.
- 4. War in the Philippines:** The first battles of the Spanish-American War took place in the Philippines, another Spanish colony in which Spain refused to grant independence to rebels fighting a revolutionary war. The U.S. Navy quickly defeated the Spanish navy, and Americans debated whether the United States should expand its territory to include the Philippines or respect Filipino independence. When the U.S. military was ordered to keep the Philippines as an American territory, the Philippine-American War broke out, in 1899. The war lasted about three years. In the end, the Philippines was a U.S. territory until 1946.

5. **U.S. action in Latin America:** The Caribbean region and Latin America remained unstable. Many of the area’s countries owed large amounts of money to European countries because they had borrowed it to build modern energy plants and transportation systems. President Theodore Roosevelt feared European countries would take advantage of this instability to gain power and influence in the region.
6. **Roosevelt Corollary to the Monroe Doctrine:** President Theodore Roosevelt announced to the world that the United States had the right to intervene in Latin American countries in economic crisis, whether or not a European power planned to intervene. This policy is called the **Roosevelt Corollary** to the Monroe Doctrine. In contrast, President James Monroe’s original doctrine had been to get involved in other American countries’ affairs only when needed to end the intervention of a European power.
7. **Panama Canal:** America now controlled territory in the Atlantic and in the Pacific Oceans. Seeking a faster sea route from the Atlantic to the Pacific than the voyage around the tip of South America, the U.S. government built a shipping canal across the narrow Central American country of Panama. The **Panama Canal** was the biggest engineering project of the era. When the Panama Canal opened in 1914, a voyage from San Francisco to New York was cut from 14,000 miles to 6,000 miles.

Block 17

Key Vocabulary: USH14a-c, CG20

anti-immigrant sentiment	Chinese Exclusion Act	Spanish-American War
American expansion	Philippine-American War	Roosevelt Corollary
Panama Canal	foreign policy	diplomacy
humanitarian	treaties	sanctions
military intervention		

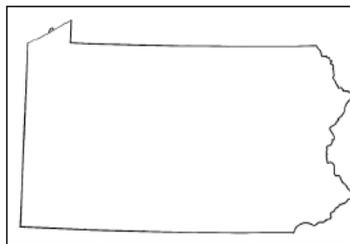
Vocabulary Activity – Vocabulary Frames

- By Kathie Steele, Chugiak High School, <http://litsite.alaska.edu/workbooks/readingvocabulary.html>

Pennsylvania

Word

What do you know about this term?
 *colony founded by William Penn
 *Philadelphia is there



Association or Symbol

Verified Description/Definition of term:
 *colony founded by William Penn to ensure religious freedom for Quakers and others
 *known for its peaceful relations with Native Americans at its beginning

An Informative Sentence using the Term:
 *When William Penn founded Pennsylvania, he hoped to establish a place where people of the Quaker religion could exist peacefully without religious persecution.

For more detailed directions, please refer to Block 4.

Day Six Block Two Activity Suggestion**Whole Group Activity**

The instructor will show a short, visual PowerPoint about the tools of Foreign Policy. It is found in the day six block two electronic folder. The main historical topics for this block will be discussed in connection with the tools of foreign policy they illustrate. The students will complete the graphic organizer found in their student guides.

Day Six: Block Three***Geography of Europe & Southwest Asia in Preparation for Studying WWI*****Standard Targeted**

SSWG6 The student will describe the interaction of physical and human systems that have shaped contemporary Europe.

- c. Analyze the importance of Europe's coastal location, climatic characteristics, and river systems regarding population, economic development, and world influence.

There are no key terms or vocabulary activities for this session.

Day Six Block Three Activity Suggestion

Individual Activity Tell the students that they will use a political map of Europe (just before WWI) to identify the nations involved in or neutral during WWI. Tell them they will label these nations on a blank map and color-code them to identify the allies, central powers, and neutral nations. Ask the students to pull out their maps of Europe and their list of nations. Ask the students to locate each of the countries below. Color the "Allies" red. Color the "Central Powers" purple. Color the "Neutral Nations" orange.

<u>The Allies:</u>	<u>The Central Powers:</u>	<u>Neutral Nations:</u>
Albania	Austria-Hungary	Denmark
Belgium	Bulgaria	Finland
France	Germany	Iceland
Great Britain	Ottoman Empire (aka Turkey)	Netherlands
Greece		Norway
Italy		Spain
Portugal		Sweden
Romania		Switzerland
Russian		
Serbia		

After students have labeled their maps, ask them to hypothesize about the following questions:

- *How do you think the “Central Powers” got that name?*
- *Why do you think some of the countries made the alliances that they did?*
- *Why did some nations declare war on other nations?*

Individual Activity (May want to project the maps for students. They are in the Day Six electronic folder. One map is in French because it was the only one found showing the European colonies prior to WWI. It will be clear to the instructor which countries are holding which territories.)

Briefly remind the students that many European nations were imperialists in the years leading up to WWI. Ask a student volunteer to explain imperialism and clarify the definition. Ask the students to take out their maps of Southwest Asia/North Africa. They should have two maps of the region; one shows the colonial powers and the land they held in 1914 and the other shows the modern political borders of the region. Ask the students to hypothesize how the locations of European colonies may have played a role when countries made alliances during WWI.

Day Six Review Activity

Today's review activity is another Matching Pairs exercise. You will find the matching pairs cards in the materials sent to your site. You will give a set of terms and definitions to pairs of students. The student pairs will try to match up the term with the correct definition. You may want to make it into a competition with the first pair finished being crowned the winners. This review activity will be repeated on several other days with different terms.

EXPANSIONISM	America's desire to establish economic & political footholds elsewhere in the world – came to a head in the late 1890s and early 1900s.
JOHN D. ROCKEFELLER	Chairman of the Standard Oil Company, immensely wealthy businessman and philanthropist.
STANDARD OIL COMPANY	Oil refinery conglomerate begun by John D. Rockefeller's acquisition of smaller companies – became a trust, and eventually, a virtual monopoly.
IDA TARBELL	Muckraking author of a <i>History of the Standard Oil Company</i> , who drew public attention to the corruption and abuses of 'big business.'
MUCKRAKERS	Journalists and authors, like Ida Tarbell and Upton Sinclair, who wrote about corruption and abuse in society, industry, and government during the Progressive Era.
REMOVAL OF NATIVE AMERICANS	Following mass movement of the American population westward, Native Americans were forcibly removed from their homes and lands, and many were required to move to reservations. Individual nations began to be recognized by the Federal government, but mistreatment continued.
PROGRESSIVE MOVEMENT	A loose coalition of different movements, seeking to reform the changes brought about by industrialization – included such things as ending child labor, allow direct participation in the political process, encouraging government oversight of industry, etc.
<i>THE JUNGLE</i>	Book written by Upton Sinclair describing the foul conditions of Chicago's meatpacking plants and unfair labor practices – brought about the FDA.
UPTON SINCLAIR	Author of <i>The Jungle</i> – muckraker.
<i>PLESSY v. FERGUSON</i>	Landmark Supreme Court case that upheld the doctrine of "separate but equal" accommodations for African-Americans and Whites – allowed Jim Crow laws to continue for another 50+ years.
ROOSEVELT COROLLARY to the MONROE DOCTRINE	President Theodore Roosevelt's attempt to undermine the possibility of European influence in the Caribbean & Latin America by asserting the United States' right to stabilize those countries politically and economically if necessary.

IMMIGRATION CHANGES	In the 1870s, immigrants to the United States came increasingly from Southern and Eastern Europe, and this change resulted in fear on the part of many Americans. Over time, the increasing stream of immigrants to the United States necessitated Federal, rather than state-level, control of immigration.
ELLIS ISLAND	Established as the first Federal immigration station in New York Harbor – welcomed over 12 million immigrants between 1890 and 1954; also turned away those who were ill, poor, or otherwise deemed “unfit” for life in America.
MONOPOLIES	Exclusive control of a service or commodity in a given market. Many ‘big businesses’ of the Progressive Era operated this way.
AMERICAN FEDERATION OF LABOR	Founded in 1886, a group of unions from different trades that came together as a single unit for the purpose of bargaining & negotiation. Founded by Samuel Gompers.
SAMUEL GOMPERS	Founder of the American Federation of Labor; major union organizer of the 19 th century – felt that workers should fight for the best possible labor laws, rather than fighting against capitalism.
JIM CROW	Name given to laws and customs that kept African-Americans and Whites separated in schools, restaurants, transportation, movie theatres, etc.
NAACP	Organization founded originally (1909) to combat lynching and other violent acts; became a voice for the Civil Rights Movement and equal rights and treatment for Americans of all races.
CHINESE EXCLUSION ACT	Law passed in 1882 that for the first time restricted immigration to America – specifically targeted the laborers working in western mines and building railroads – required that only “qualified” Chinese people could immigrate.
SPANISH-AMERICAN WAR	Fought during the era of American belief in expansionism, this 1898 conflict centered around conflict between the US & Spain over the liberation of Cuba, and eventually encompassed other Spanish territories, including the Philippines, Guam, & Puerto Rico.
PANAMA CANAL	Engineering marvel constructed in the early 1900s to allow travel from the Atlantic to the Pacific in half the distance required to go around the tip of South America. Also part of America’s expansionism during this time period, as it was considered property of the US, even though it was on Panamanian soil.
TRUSTS	The method of business organization used by the Standard Oil Company & other big businesses to consolidate operations in multiple states under one umbrella. Many trusts were dissolved by the beginning of the 20 th century.

SSUSH14b

1. Which of the following helps to explain American expansionism in the mid-1800s and early 1900s?
- A. The United States wanted to establish colonies in Asia, Africa, and Australia.
 - B. The United States' foreign policy reflected the theory of Social Darwinism.
 - C. The United States' military wanted to establish overseas bases and recruit from those locations.
 - D. The United States sought new markets for agricultural and industrial products.

SSUSH11c

2. The size and power of John D. Rockefeller's Standard Oil Company caused which of the following?
- A. The government created anti-trust laws.
 - B. The public accepted the benefits of monopolies.
 - C. Many other businessmen entered the oil business.
 - D. Many wealthy people chose to give away millions of dollars.

SSUSH12c

3. Which of the following contributed **MOST** to the forced removal of Native Americans from the Great Plains from 1867 to 1890?
- A. the desire to establish military posts
 - B. the building of new canals
 - C. the westward shift of the frontier
 - D. the desire for more land to grow cotton

SSUSH13e

4. The Progressive Movement of 1890-1920 is best described as
- A. a loose coalition of groups primarily dedicated to passing a constitutional amendment prohibiting the consumption of alcohol.
 - B. a broad-based reform movement that tried to reduce the abuses that had come with modernization and industrialization.
 - C. an anti-tariff movement led by a federation of business owners and manufacturers who wanted to promote trade abroad.
 - D. a grass-roots movement that attempted to gather support for the establishment of an international organization such as the League of Nations.

SSUSH13a

5. In his book entitled *The Jungle*, Upton Sinclair exposed the terrible production and working conditions of which industry?
- A. oil refineries
 - B. carpet mills
 - C. meat packing
 - D. coal mining

SUSH13c

6. In 1896, the Supreme Court ruled in *Plessy vs. Ferguson* that
- Congress did not have the authority to levy an income tax.
 - labor strikes that caused hardships for Americans were unconstitutional.
 - separate but equal facilities for African-Americans were legal.
 - all Native Americans must live on reservations.

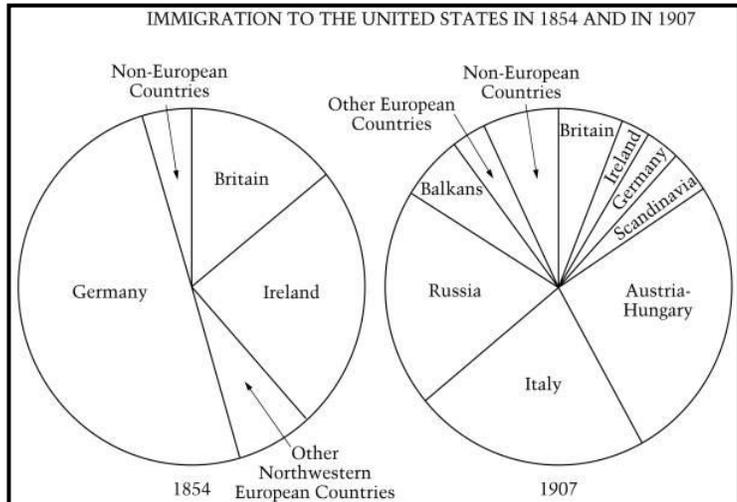
SSUSH14c

7. What did the Roosevelt Corollary to the Monroe Doctrine state?
- The United States would permanently station troops in the Philippines and other Pacific islands.
 - The United States reserved the right to intervene in the affairs of Central America and the Caribbean.
 - The United States had the right and duty to expand its colonial possessions in Asia.
 - The United States would provide military aid to Europe to resist Communism.

SSCG20

8. Which statement about the making of United States foreign policy is accurate?
- State governments, through their ability to negotiate independent trade agreements, have preeminent authority in making foreign policy.
 - The Senate, because of its power of treaty ratification, has more power in setting foreign policy than does the President.
 - The Supreme Court, because it can rule on the constitutionality of executive actions, dominates foreign policy.
 - Congress and the courts have some authority over foreign policy, but the President and the state department have the greatest authority.

SSUSH12a



9. According to the pie charts above, how did immigration to the United States change between 1854 and 1907?
- The percentage of immigrants coming from Germany and Britain gradually increased.
 - By 1907, Russia replaced Britain as the source of the greatest number of immigrants.
 - The total number of immigrants coming to the United States declined.
 - The percentage of immigrants coming from southern and eastern Europe increased dramatically.

Day Seven Remediation

At the beginning of each day, instructors have a block of time for remediation of content. The amount and type of remediation will depend on the students' benchmark performance. Instructors will grade and analyze the daily benchmark assessments. If performance on a particular area is extremely weak, consider doing another activity on that content. For most instructional blocks, there are more activities than instructors have time to complete with students. You may be able to use one of those activities for remediation. Begin by telling students how the class performed as a group. Be sure to highlight both strengths and weakness you identified. Distribute the benchmark assessments and student answer sheets. Discuss correct answers with students. Remind students of activities in their student guide that they can review to help with areas of weakness. Complete an additional activity if necessary.

Day Seven Pre-test

The day seven pre-test is a PowerPoint found in your electronic Pre-test folder. It is labeled "Day Seven". Divide students into five teams. Ask students to get out their Day Seven Pre-test handout in their student guide. There are ten multiple choice questions in the PowerPoint. The instructor will display and read each question. After reading the question, tell the students what key term or idea the question is assessing. The teams will write down the key term or idea on their handout. Then they will discuss and record a team answer choice (A, B, C, or D) for the question. After answering all ten questions, teams will switch answers with another team. The instructor will go through the questions again giving the correct answers. The team with the most right answers is declared the winner. During the break, the instructor should look at the team answer sheets and determine if there are any areas of particular strength or weakness in class.

Day Seven – Block One:
Causes & Effects of WWI

Standards Targeted

SSWH16 The student will demonstrate an understanding of long-term causes of World War I and its global impact.

- a. Identify the causes of the war; include Balkan nationalism, entangling alliances, and militarism.
- b. Describe conditions on the war front for soldiers.
- c. Explain the major decisions made in the Versailles Treaty; include German reparations and the mandate system that replaced Ottoman control.
- d. Analyze the destabilization of Europe in the collapse of the great empires; include the Romanov and Hapsburg dynasties.

SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.

- a. Describe the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare.
- b. Explain the domestic impact of World War I, as reflected by the origins of the Great Migration.
- c. Explain Wilson's Fourteen Points and the proposed League of Nations.
- d. Describe passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.

Content Students MUST KNOW to be successful on the Social Studies GHS GT

1. **Balkan nationalism:** The people of the Balkans believed that Bosnia should be part of a new Slavic state, but European powers placed Bosnia under Austro-Hungarian control. Russia, which shared a common ethnic and religious heritage, secretly helped finance the assassination of Archduke Francis Ferdinand. This event was a catalyst for WWI.
2. **Entangling alliances:** In the late 1800s and early 1900s, many European nations made alliances with each other to end conflicts. Unfortunately, the alliance system caused some countries to feel an obligation to aid their allies in the event of war.
3. **Militarism:** In the late 1800s and early 1900s, European countries like France, Germany, and Great Britain were engaged in an arms race. France and Germany doubled the size of their armies during this period. Great Britain and Germany fought for naval dominance by introducing battleships to the seas.
4. **Conditions on the front:** The western front of WWI was characterized by trench warfare between the German and French armies. The use of trenches kept the two armies in nearly the same position for four years. On the eastern front, Germany was able to defeat Russian and Serbian forces decisively. This allowed the German army to focus more attention on the western front.
5. **Treaty of Versailles:** This peace treaty signed at the Palace of Versailles near Paris ended World War I. One of the most important aspects of the treaty was the reparations required of Germany.
6. **Reparations:** The Treaty of Versailles required the defeated Germany to pay for the damages the war had inflicted on the Allies. This provision meant that Germany would have a difficult time recovering economically in the post-war period. Many Germans felt that they were being personally punished for the actions of their government.
7. **Mandate system:** To gain Arab support against the Ottoman Empire during the war, the Allies promised to recognize the independence of Arab states. However, some western powers changed their minds and established the mandate system. Under this system, France controlled Lebanon and Syria while Great Britain controlled Palestine and Iraq. These nations did not officially "own" the territories.
8. **Fall of the Romanovs:** Russian Czar Nicholas II was the last of the Romanov family to rule Russia. His downfall was due to his military ineptness, his tendency to listen to the advice of his wife and

Rasputin (a “holy man” under whose influence his wife was held), and inability to handle the economic crises facing Russia. He stepped down in 1917 and was assassinated in 1918.
9. Fall of the Hapsburgs: The Hapsburgs ruled the Austro-Hungarian Empire at the time of WWI. Archduke Francis Ferdinand, was the heir to this empire and his assassination was a catalyst for the war. Their downfall was largely due to the inability to create an identity among the people of the empire and their apathy toward including the growing middle class in decision-making.
10. U.S. Involvement in WWI: When World War I began in Europe in 1914, President Woodrow Wilson was determined to guarantee U.S. neutrality and keep the United States out of the war, but in 1915 the luxury liner <i>Lusitania</i> was sunk by a German submarine, killing most of the people on board, including more than 100 U.S. citizens. This led to a crisis between the United States and Germany that was only resolved when Germany agreed to abandon unrestricted submarine warfare that endangered U.S. trade and American lives. However, in 1917 Germany resumed unrestricted submarine warfare, creating great anti- German feelings among Americans. This heightened tension led to the U.S. decision to enter the war.
11. Great Migration: The war created jobs in northeastern and mid-western cities. African Americans, tired of living under the repression that was common in the South, moved to the North by the thousands and established themselves in ethnically distinct and culturally rich neighborhoods. This movement of African Americans was called the Great Migration .
12. Wilson's Fourteen Points & the League of Nations: Before the United States entered the war, Wilson had given a speech in which he described Fourteen Points he felt were key to avoiding future wars. One point called for the creation of an international peacekeeping organization called the League of Nations . During the post-war treaty negotiations, Wilson worked hard to get as many as possible of his Fourteen Points included in the treaty and succeeded in securing the creation of the League of Nations. However, American opposition to the League of Nations ultimately led the Senate to refuse to ratify the treaty. Isolationists in the Senate believed that by joining the League the United States would become involved in future conflicts in Europe and elsewhere. Though Wilson traveled across America to create public support for the treaty's ratification, the Senate eventually rejected it. The United States never joined the League of Nations.
13. Eighteenth Amendment: Americans' anti-German feelings led to a campaign to outlaw beer and other alcoholic beverages. This campaign well suited the Progressive Era's opposition to saloons. Congress passed the 18th Amendment , which prohibited “the manufacture, sale, or transportation of intoxicating liquors.”
14. Nineteenth Amendment: Ratification of the 19th Amendment , which gave women the right to vote, was helped by the country's gratitude for women's economic contributions during the war. The women had filled jobs in factories that the war created after men volunteered and were drafted into military service.

Block 19

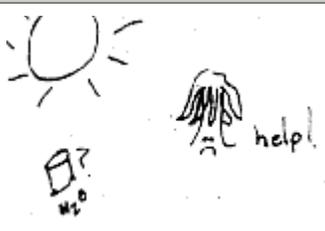
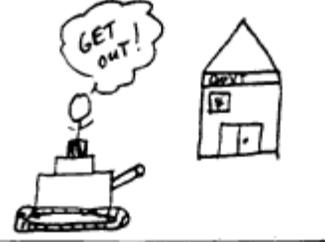
Key Vocabulary: WH16a-d, USH15a-d

Balkan Nationalism	entangling alliances	militarism
war front	Versailles Treaty	reparations
mandate system	Ottoman Empire	destabilization
Romanov Dynasty	Hapsburg Dynasty	United States neutrality
unrestricted submarine warfare	Great Migration	18 th Amendment
19 th Amendment	Fourteen Points	League of Nations

Vocabulary Activity – K.I.M. Model (Key term/Information/Memory clue)

By Kathie Steele, Chugiak High School,

<http://litsite.alaska.edu/workbooks/readingvocabulary.html>

K Key idea	I Information	M Memory Clue
1. drought	Little or no rain over a period of time	
2. coup	Takeover of government by military	

For more detailed directions, please refer back to Block 1.

Day Seven Block One Activity Suggestion

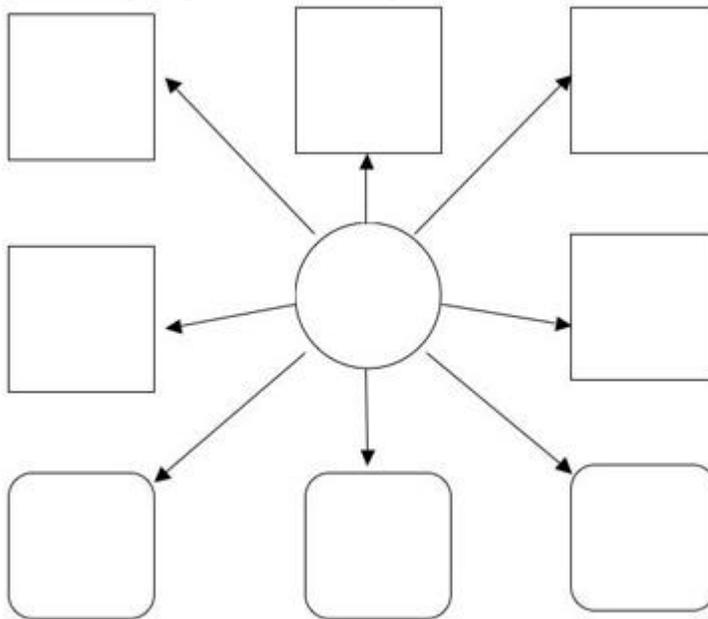
Whole Group Activity

Show video clips from your Day Seven Block One electronic folders. After viewing these clips, ask the students to locate the Causes and Effects of WWI graphic organizer in their student guide. Draw a similar organizer on the board. Solicit as many responses from students as possible and place these causes and effects in the organizer. Add any other important causes and effects that the students have forgotten. Ask the students to complete the organizer as you write on the board.

Pairs Activity

The instructor will briefly highlight the events of the WWI period. The students should understand both the European context in which the war began as well as the reasons why the U.S. eventually entered the war. This learning block expects the students to also understand some of the outcomes of WWI, the U.S. intent to return to isolationism, and some of the domestic policy changes that occurred during this era.

After this brief review, divide the students into pairs. Give each pair one of the key ideas from this block listed in the content section. Ask the students to create a content map on chart paper showing the main points of their assigned topic. The content map should use brief words and pictures to communicate ideas. Have each pair present their map to the class.

**Day Seven – Block Two:*****Key Developments in the U.S., Europe, & Asia Between WWI & WWII*****Standards Targeted**

SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.

- b. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.
- c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.
- e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.

f. Explain the aggression and conflict leading to World War II in Europe and Asia.

SSUSH16 The student will identify key developments in the aftermath of WW I.

- a. Explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction.
- b. Identify Henry Ford, mass production, and the automobile.
- c. Describe the impact of radio and the movies.
- d. Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance.

Content Students MUST KNOW to be successful on the Social Studies GHS GT

1. **Russian Revolution:** Russia suffered military and economic failures during WWI. These failures forced the Czar to step down and Russia instituted a provisional government. A party of soviets – councils of workers and soldier – called the Bolsheviks and led by V. I. Lenin saw an opportunity to seize power from the weak provisional government.
2. **Bolsheviks:** The Bolsheviks were a political party of soviets who captured power from the provisional government of Russia without much violence. The Bolsheviks made promises to the Russian workers to gain support. Some of these included transferring ownership of factories from the capitalists to the workers and ending Russia's involvement in the war.
3. **Lenin:** This leader of the Bolsheviks held the real power of Russia as the head of the Council of People's Commissars. He became increasingly unpopular during the Russian civil war because the people lacked food and were conscripted into the Red Army on the threat of death.
4. **Stalin:** This leader of the Soviet Union and the Communist Party took over after Lenin's death. He ruled as a dictator and governed a period that saw over 25 million Soviet people die from his policies and execution orders.
5. **Five Year Plan:** Stalin's plan to transform the Soviet Union from an agricultural into an industrial economy in a brief period of time. The policies hurt the average citizen because of low wages and lack of housing. Farms were seized from private hands and collectivized. Peasants were forced to work the farms.
6. **Fascism:** A political philosophy that emphasizes the state over the individual. Under fascism, propaganda is used to convince the people that a strong central government led by a dictator is the way to economic and military success. In a fascist state, opposition is suppressed by the threat of violence.
7. **Benito Mussolini:** The fascist leader of Italy who rose to power by exploiting the anger of the Italian people over Italy's treatment following WWI. Unlike his fascist counterpart in

Germany – Adolf Hitler – Mussolini never achieved totalitarian control of Italy.
8. Adolf Hitler: The fascist leader of the Nazi Party and Germany. Hitler wrote the <i>Mein Kampf</i> , a book outlining his belief in Anti-Semitism (hatred for Jewish people), Anti-communism, and the right of superior individuals to take control of the masses by force.
9. Hirohito: The Emperor of Japan from 1926 to 1989. His reign included internal conflicts, the invasion of China, entry into WWII as an Axis Power, the surrender of Japan, and the growth of Japan into a modern industrial power. In the period between WWI and WWII, Hirohito personally took control of the military and gave direct instructions to officers.
10. Totalitarianism: A term for governments that control every aspect of public and private life in the country. Usually they use propaganda and surveillance to control the masses. Any opposition is suppressed through violent acts.
11. Police state: In a police state there is no “rule of law” governing the actions of the government. Typically, the “law” is the same as the personal beliefs of the country’s dictator. This usually accompanies totalitarianism.
12. Authoritarian government: This type of government differs from totalitarianism in that the leader lacks real legitimacy, is usually more private than public, lacks the charisma that generates loyalty from the people, and relies on “behind the scenes” corruption to maintain control.
13. Communism and socialism in the U.S.: In the late 1800s and early 1900s, a new political ideology called communism grew out of the more moderate socialism . Communism was based on a single-party government ruled by a dictator. Under communism, there is no private ownership; all property is owned by the state. In 1919, after communist revolutionaries known as Bolsheviks overthrew the czar in Russia, established the Soviet Union, and called for a worldwide revolution to destroy capitalism, people in the United States began to fear communists.
14. Red Scare: This fear of international communism was called the Red Scare because red was the color of the communist flag. This fear led to the government pursuing suspected communists and socialists.
15. Immigration restriction: The Red Scare was one factor that led to new restrictions on immigration. Other factors were two ideas that grew strong in America in the 1920s. One of the ideas was that people born in America were superior to immigrants. The other was that America should keep its traditional culture intact. Anti-immigrant, anti-Jewish, and anti-Catholic sentiments contributed to the popularity of a revived Ku Klux Klan, not just in the South, but throughout the nation. Ultimately, this conservative reaction against immigrants resulted in the passage of legislation that set limits on the number of immigrants who could come from each country.
16. Henry Ford, mass production, & the automobile: Another development of the 1920s was the emergence of the automobile as a true replacement for the horse, not just a plaything for the wealthy. This was made possible by an industrial process called mass production . This

process was popularized by **Henry Ford** during the manufacture of his Ford Model T. The Model T was designed to be produced in great volume on assembly lines so the cost of each car would be low enough for common people to afford.

17. **Impact of radio & the movies:** During the 1920s, popular entertainment such as **radio** and the **movies** attracted millions of loyal fans and helped create the first media stars. Conservatives often disapproved of what they viewed as the immoral influence of these forms of entertainment but were unable to reduce their popularity.

18. **Louis Armstrong & Jazz:** **Jazz** combined themes and note patterns developed by enslaved African Americans with the syncopated rhythms worked out by musicians in New Orleans and elsewhere in the South. It was an original American art form and became very popular in the 1920s. Trumpet player **Louis Armstrong**, sometimes called “Satchmo,” became known while playing with the Creole Jazz Band and later became one of the biggest stars of jazz music because of his sense of rhythm and his improvisational skills.

19. **Langston Hughes & the Harlem Renaissance:** During the 1920s, a wave of creativity washed over Harlem, celebrating African American culture through words and song. This is known as the **Harlem Renaissance**. The movement’s best-known poet was **Langston Hughes**, who wrote about the lives of working-class African Americans and sometimes set his words to the tempo of jazz or blues.

Block 20

Key Vocabulary: WH17b-c&e-f, USH16a-d

Russian Revolution	Vladimir Lenin	Joseph Stalin
Bolsheviks	Five-Year Plan	fascism
Benito Mussolini	Adolf Hitler	Hirohito, Emperor of Japan
totalitarianism	police state	authoritarian
communism	socialism	Red Scare
immigration restrictions	radio	movies
jazz	Harlem Renaissance	Langston Hughes
Louis Armstrong	mass production	Henry Ford

Vocabulary Activity – I have...Who has...?

http://homepage.mac.com/drtlo//mywork/tlo/Reno2006/doc/resources/I_Have_Who_Has_Activity.html

Example:

Student “A” (or first student) says, “Who has describe the judicial branch?”

Student “F” answers, “I have the judicial branch makes sure laws follow the Constitution and includes state and federal judiciaries, and the Supreme Court. Who has define Article VI?”

Student “B” responds by saying, “I have Article VI establishes the US Constitution as the supreme law of the land. Who has explain Marbury v. Madison?”

For more detailed directions, please refer to Block 8.

Day Seven Block Two Activity Suggestion**Whole Group Activity**

Briefly describe the differences between socialism, fascism, totalitarianism, authoritarianism, communism, capitalism, and democratic republicanism. The instructor will probably want to have these terms with the definitions written on the board for the students.

Tell the students that they will review the GHSGT content for this block by playing the “ISM” game. The “ISM” game allows the instructor to review content for the period between WWI and WWII and reinforce understanding of these complex terms.

Divide the students into small teams. Ask them to take out their answer sheet for Day Seven Block Two found in their student guide. The instructor will read an example of an action or event from this period such as “Stalin takes government control of all factories and farms.” Each group will record their answer on the answer sheet. For this example, the correct response would be “totalitarianism”.

The instructor should go through all ten examples and then have the students switch papers for grading. The team with the most correct answers wins. The teacher should explain in detail why each answer is correct. In some cases, students may be able to make an argument for another term. The teacher should evaluate their argument and award the point if it is convincing.

***Day Seven – Block Three:
The Great Depression & the New Deal*****Standards Targeted**

SSUSH17 The student will analyze the causes and consequences of the Great Depression.

- a. Describe the causes, including overproduction, under-consumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.
- c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.

SSUSH18 The student will describe Franklin Roosevelt's New Deal as a response to the depression and compare the ways governmental programs aided those in need.

- a. Describe the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment.
- c. Explain the passage of the Social Security Act as a part of the second New Deal.

Content Students MUST KNOW to be successful on the Social Studies GHS GT

<p>1. Causes of the Great Depression:</p>
<p>a. During the 1920s, the wealthy grew wealthier due in large measure to government fiscal policies that allowed them to keep more of their money and that reduced business regulations. These reduced regulations and low corporate taxes increased the profits of corporations and made their stocks more valuable.</p>
<p>b. At the same time, the poor and working classes lost the ability to buy products because their wages stayed the same while prices rose. This reduction in consumer consumption resulted in business overproduction and eventually caused business profits to decline. These factors were an important cause of the Great Depression.</p>
<p>c. Rising stock prices and the ability of ordinary people to buy stock on credit increased investment in the stock market and inflated the price of stocks above their actual value. Then, by October 1929, the U.S. economy was beginning to show signs of slowing down. Stockholders feared the economy was ending a period of prosperity and entering a period of recession. This caused some investors to panic and sell their stocks. As more people sold their stock, other people panicked and sold their stock as well, driving down their prices and causing a stock market crash. In turn, the stock market crash triggered other economic weaknesses and plunged the United States into the Great Depression—a severe economic recession in the 1930s that affected all the world's industrialized nations and the countries that exported raw materials to them. Industry, trade, construction, mining, logging, and farming decreased sharply. Business profits, tax revenues, and personal incomes did too.</p>
<p>2. Widespread Unemployment & Hooverilles: As profits fell and it became clear consumers would need to reduce spending, workers began to lose their jobs. By 1932 the unemployment rate in the United States had reached 25%. Unemployed workers who had no savings could not pay their debts, and many lost their homes. Homeless and unemployed people settled in camps of shacks and tents in rundown areas. These camps became known as Hooverilles, named after Herbert Hoover, the U.S. president when the Depression started. Hooverville residents slept in packing crates if they were lucky; if not, they slept on the ground. They begged for food from people who still had jobs and housing.</p>
<p>3. Tennessee Valley Authority: One of Roosevelt's major New Deal programs was the Tennessee Valley Authority (TVA). This was established in 1933 to build dams and power plants along the Tennessee River and its tributaries. The Tennessee Valley itself runs through seven states, so the project was very large. The TVA built dozens of dams to control the environment by preventing disastrous floods. Each dam had its own power plants, parks, and navigation aids, and their construction created hundreds of jobs for unemployed workers.</p>
<p>4. Second New Deal & Wagner Act: The Second New Deal refers to the programs President Roosevelt instituted after his original New Deal failed to completely fix the</p>

American economy. The National Labor Relations Act, better known as the Wagner Act , was one of the first reforms of Roosevelt’s Second New Deal . This law established collective bargaining rights for workers and prohibited such unfair labor practices as intimidating workers, attempting to keep workers from organizing unions, and firing union members. The law also set up a government agency where workers could testify about unfair labor practices and hold elections to decide whether or not to unionize.
5. Social Security Act: One of the most important actions of the Second New Deal was the Social Security Act , which was passed in 1935. This law consisted of three programs:
a. Old-age insurance for retirees aged 65 or older and their spouses, paid half by the employee and half by the employer.
b. Unemployment compensation paid by a federal tax on employers and administered by the states.
c. Aid for the disabled and for families with dependent children paid by the federal government and administered by the states.

Block 21

Key Vocabulary: USH17a&c, USH18a-c

Franklin Delano Roosevelt	Stock Market Crash	Great Depression
Hoovervilles	Tennessee Valley Authority (TVA)	Wagner Act
industrial unionism	Social Security Act	Second New Deal

<p>Vocabulary Activity – Connect Two</p> <ul style="list-style-type: none"> Carol Wilcox, Literacy Specialist, Denver Public Schools, http://www.dpsk12.org/departments/secondary/tip4res.htm
<p>Example: <i>I would connect Benjamin Franklin and the Marquis de Lafayette because Franklin helped convince the French to help the colonists during the American Revolution and Lafayette was a Frenchman who participated in the American Revolution.</i></p>
<p>For more detailed directions, please refer to Block 6.</p>

<p><u>Day Seven Block Three Activity Suggestion</u></p>
<p>Whole/Small Group Activity</p> <p>The instructor will show a PowerPoint containing a variety of clips ranging from 30 seconds to several minutes in length. The instructor will need to determine which clips to utilize and which to skip. These clips are found in the electronic folder for Day Seven Block Three. This is a 45 minute block, so teachers may not have time to utilize all of the resources. There is an accompanying five page activity guide including a ten question pretest, a nine question video quiz which can be used</p>

as a review of information if there is no time to show the video clips, a nine question, multiple-choice post-test, a five question short-answer section, and ten discussion questions. There is also a two minute video pretest which can be used to gauge students understanding of the Great Depression and the New Deal. Students may work on the activities individually, with a partner, small group or entire class.

Day Seven Review Activity

The suggested review activity for day seven is a jeopardy game. This game can be found in your electronic Jeopardy Review folder. It is marked Day Seven. Divide students into five equal sized groups. Tell all groups they are responsible for keeping a score sheet with all team scores for comparison. Allow group one to select a category and question. You may want to have a ten second timer for answers. If they answer correctly, they get the point and the question selection moves to team two. If they answer incorrectly, team two has the opportunity to answer. This continues until a team gets the answer correct or all teams have guessed incorrectly.

SSUSH15a

1. An important factor leading the United States to enter World War I was
 - A. the existence of treaties between the United States, Great Britain, and Austria-Hungary.
 - B. the United States opposing Communism.
 - C. German attacks on United States shipping.
 - D. Russian attacks on United States settlements in the Aleutian Islands.

SSWH17e

2. Which would most likely be true in a totalitarian system?
 - A. Citizens enjoy great personal freedom.
 - B. Political parties compete actively in national elections.
 - C. There are few checks on the power of the ruler.
 - D. Private organizations have great influence on government.

SSUSH16d

3. The phrase "Harlem Renaissance" refers to
 - E. African-American political gains during the Reconstruction period.
 - F. African-American achievements in art, literature, and music during the 1920s.
 - G. a religious revival that swept African-American communities in the 1950s.
 - H. a series of urban renewal projects that were part of the Great Society program of the 1960s.

SSUSH15d

4. Why did the number of votes cast in the U.S. Presidential election rise by 8.2 million from 1916 to 1920?
 - A. The people were excited about voting on the issue of Prohibition.
 - B. Demobilization of the military released millions of men for voting.
 - C. Warren G. Harding's calls for "normalcy" energized the voters.
 - D. The Nineteenth Amendment gave millions of women the right to vote.

SSUSH18c

5. Social Security was a New Deal program designed to
 - A. foster the growth of trade unions.
 - B. promote recovery through economic development.
 - C. give direct aid to American businesses.
 - D. provide a minimum retirement income.

SSUSH17a

6. Which statement about the stock market crash of 1929 is most accurate?
 - A. It was the single cause of the Great Depression.
 - B. It was caused by the effects of the Great Depression.
 - C. It continued long after the Great Depression ended.
 - D. It helped lead to the Great Depression.

SUSWH16a

7. Which of the following indicates a major cause of World War I?
- A. the Russian invasion of Poland
 - B. colonial competition in Africa.
 - C. the German annexation of Austria
 - D. the pre-war alliance system in Europe

SSWH17f

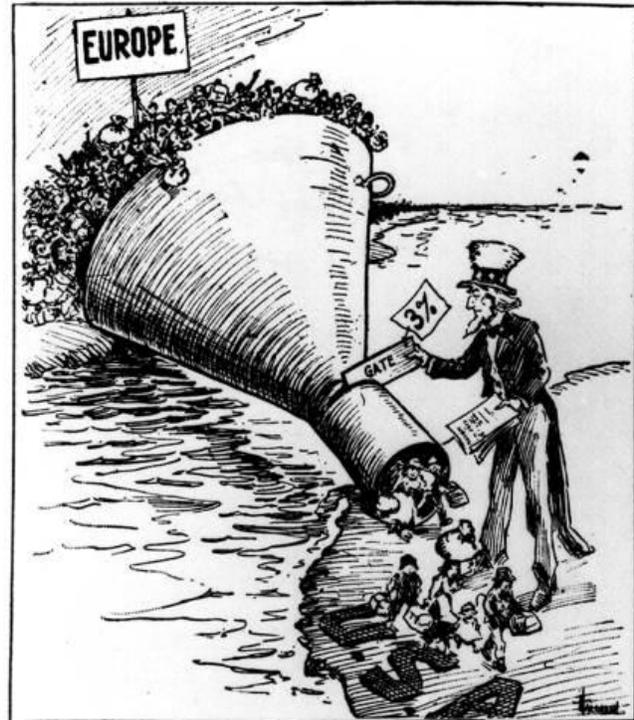
8. Italy showed its military prowess and provided a glimpse into its fascist government when it invaded which of these countries prior to WWII?
- A. Ethiopia
 - B. Greece
 - C. Sudan
 - D. China

SSWH16c

9. The decision made by the Allies at the Versailles Treaty requiring Germany to pay war reparations **MOST LIKELY** led to
- A. the creation of the League of Nations.
 - B. economic depression in Germany.
 - C. the end of the Ottoman Empire.
 - D. the mandate system.

SSUSH16a

The Only Way to Handle It (Library of Congress.)



10. What does the political cartoon above show?

- A. the need for skilled immigrants to fill jobs created in the boom following the first World War
- B. the effects of a new law limiting immigration to the United States
- C. the desire of reformers to provide services for new immigrants
- D. the eagerness of the government to settle immigrants further inland rather than in Eastern cities

Day Eight Remediation

At the beginning of each day, instructors have a block of time for remediation of content. The amount and type of remediation will depend on the students' benchmark performance. Instructors will grade and analyze the daily benchmark assessments. If performance on a particular area is extremely weak, consider doing another activity on that content. For most instructional blocks, there are more activities than instructors have time to complete with students. You may be able to use one of those activities for remediation. Begin by telling students how the class performed as a group. Be sure to highlight both strengths and weakness you identified. Distribute the benchmark assessments and student answer sheets. Discuss correct answers with students. Remind students of activities in their student guide that they can review to help with areas of weakness. Complete an additional activity if necessary.

Day Eight Pretest

Each day of Project ExPreSS, an informal pretest allows the instructor to determine students' general comfort level with the scheduled content for the day. Today's pretest takes the form of a human bingo game. The bingo cards are in the student guide. Students will take their card and move around the room. They should find other students who know the person, event, or term described on the bingo card squares. When a student finds someone who knows the answer, that person should tell the answer and write their name on the square. Tell the students that they may be called upon to give the answer at the conclusion of the game if their name is on a square. Instructors may decide to have the students get five in a row for bingo or to fill the whole card. After three to five students have bingo, end the game. Send students back to their seats and go over the answers by asking for students who wrote their names in the blocks. The instructor will need to write the responses on the board so students can fill in their boards with the correct information.

Day Eight – Block One:
The Causes & Effects of WWII

Targeted Standards

SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.

- a. Describe the major conflicts and outcomes; include Pearl Harbor and D-Day.
- b. Identify Nazi ideology, policies, and consequences that led to the Holocaust.
- c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe.
- d. Explain allied Post-World War II policies; include formation of the United Nations, the

Marshall Plan for Europe, and MacArthur’s plan for Japan.

SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

- b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese- Americans, German-Americans, and Italian-Americans.
- c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.
- d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.
- e. Describe the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.

Content Students MUST KNOW to be successful on the Social Studies GHS GT

1. **Attack on Pearl Harbor:** On the morning of December 7, 1941, the navy of the Empire of Japan launched a surprise attack on the U.S. Navy base at **Pearl Harbor**, Hawaii. Over 2,403 Americans were killed and 1,178 more were wounded, 21 ships were damaged, and 300 aircraft were destroyed. The Japanese attack took the United States officially into World War II.
2. **Internment of Japanese-Americans, German-Americans, and Italian-Americans:** One effect of America’s entry into the war was alarm about the loyalty of Japanese Americans: 120,000 Japanese Americans lived in the United States, most of them on the West Coast. Fears of spies and sabotage led to prejudice and sometimes violence against Japanese Americans. In the name of national security, Roosevelt ordered all people of Japanese ancestry be moved from California and parts of Washington, Oregon, and Arizona to rural prison camps. The same was true for many of German ancestry. Over 11,000 Americans of Germany ancestry were interred. In February 1942 some 10,000 Italian-Americans were also interred on west coast of the United States. In all cases the justification was fear that ancestry would be strong and they would become enemies of the United States during WWII.
3. **Nazi ideology:** As outlined in Adolf Hitler’s semi-autobiographical work *Mein Kampf* (*My Struggle*), the Nazi party believed in German superiority – economically, militarily, socially, and “racially.” In order to re-assert Germany’s role in the world, Hitler and his party created a “right-wing authoritarian regime” that influenced nearly every corner of the country.
4. **Holocaust:** Planned internment, enslavement, and murder of Jews and other religious and ethnic minorities perpetrated by Hitler’s Nazi party. By the end of WWII approximately 10 million people had been killed.
5. **Lend-Lease:** March, 11, 1941, nine months before Pearl Harbor, Congress passed the Lend-Lease Act and amended the Neutrality Acts so the United States could lend military equipment and supplies to any nation the president said was vital to the defense of the United States. Roosevelt approved one billion dollars in Lend-Lease aid to Great Britain in October 1941. When the United States entered World War II, fifty billion dollars’ worth of equipment and supplies had already been sent to Britain, France, the Soviet Union, and China.

6. War Mobilization: After Pearl Harbor, five million men volunteered for military service but more were needed to fight a total war. The Selective Service System expanded the draft, and ten million more men joined the ranks of the American Armed Forces. So great was the need of the military, a Women's Auxiliary Army Corps was formed to fill noncombat positions otherwise filled by men, freeing up the men for frontline duty.
7. Rationing: One way Americans conserved on the home front was through the mandatory government rationing system. Under this system, each household received a "c book" with coupons to be used when buying scarce items such as meat, sugar, and coffee. Gas rationing was also used to help save gasoline for military use.
8. Wartime Conversion: In order to meet the supply needs of the US military, many factories were converted from civilian to military purposes. This conversion lasted till war's end, and allowed American manufacturing might to support the war effort.
9. Role of women in war industries: Soldiers needed tanks, planes, ships, guns, bullets, and boots. To equip the troops, the whole of American industry was dedicated to supplying the military. More than six million workers in these plants, factories, and shipyards were women. With the men who once did these jobs now fighting overseas, women filled the void. Women volunteered for this work even though they were only paid on average 60% as much as men doing the same jobs.
10. D-Day: D-Day was the code name for the first day of Operation Overlord, the Allied invasion of Nazi-occupied France, on June 6, 1944. It remains the largest seaborne invasion in history with over 156,000 men crossing the English Channel in 6,939 vessels. The German troops occupying France were caught almost completely by surprise and, although the Allies met heavy resistance in small areas, the invasion went almost exactly according to plan. From the French beaches, American and British forces pushed east to Germany. This marked the beginning of victory for the Allies in Europe.
11. Los Alamos: The American government had developed two atomic bombs in a secret laboratory in Los Alamos , New Mexico. The project was given the code name Manhattan Project.
12. Development of the atomic bomb: Allied leaders planning the war against Japan knew that once they had defeated the Japanese Navy in the Pacific Ocean they would still have to invade Japan itself to end the war. They knew Japan still had a huge army that would defend every inch of the homeland, and both sides could possibly lose millions of people in the process. President Truman decided there was only one way to avoid an invasion of Japan and still defeat them. He would use a brand new weapon that no one had ever seen before, the atomic bomb . The bombs were dropped on Japan in early August 1945. On September 2, 1945, the Japanese surrendered, and World War II was finally over.
13. Teheran, Yalta, Potsdam: Meetings of Allied leaders (Churchill, Stalin, FDR/Truman), where discussions occurred regarding Allied plans for post-war Europe.
14. Impact of Allied negotiations on Eastern Europe: Because of the Soviet Union's key role in defeating Germany, the Allies were unable to completely ignore Stalin's demands for what became a "sphere of influence" in many Eastern European countries.
15. Marshall Plan: The European Recovery Program, better known as the Marshall Plan for Secretary of State George Marshall, was America's main program for rebuilding Western Europe and opposing communism after World War II. The plan was put into action in July 1947 and operated for four years. During that time, the United States spent thirteen billion dollars on economic and

technical assistance for the war-torn democratic European countries that had been nearly destroyed during World War II. The Marshall Plan offered the same aid to the Soviet Union and its allies if they would make political reforms and accept certain outside controls; however, the Soviets rejected this proposal. A main goal of the Marshall plan was to stop the spread of Communism in Europe.

16. **MacArthur and Japan:** General Douglass MacArthur was appointed as the Supreme Commander of the Allied Powers in Japan following WWII. During the four years following WWII, he worked with the Japanese government to draft a constitution, institute democratic reforms, reduce the size of the Japanese military, and privatize companies formerly run by the government.

Block 22

Key Vocabulary: WH18a-d, USH19b-e

Pearl Harbor	D-Day	Nazi ideology & policies
Holocaust	diplomatic negotiations	Winston Churchill
Harry S. Truman	Tehran	Yalta
Potsdam	United Nations	Marshall Plan
General MacArthur’s plan for Japan	internment	mobilization
wartime conservation	rationing	Lend-lease Act
atom bomb	Los Alamos	

Vocabulary Activity – Six-Square

http://people.uncw.edu/sherrilld/edn356/notes/vocabulary_strategies.htm

Example:

Key Term	Definition	Personal Connection	Synonym	Antonym	Illustration
Daughters of Liberty	Colonial women who boycotted British goods after the passing of the Intolerable Acts.	I was disappointed in the service I received by my cable company, so I boycotted them and turned off my cable.	Women for Freedom	Supporters of British Rule!	

For more detailed instructions, refer back to Block 5.

Day Eight Block One Activity Suggestion**Whole/Small Group Activity**

The teacher will select and show video clips on the content for the WWII period. The video clips are found in the Day Eight Block One electronic folder. The 20 clips are in a PowerPoint and range from 1-5 minutes in length. The instructor will need to determine which clips to utilize and which to skip. There are nine graphic organizers inserted into the PowerPoint corresponding to the major topics. The graphic organizers include the following: Holocaust, WWII (causes, effects), Lend-Lease Program, Pearl Harbor and Japanese-American Internment, D-Day, War Mobilization, Atomic Bomb, The Big Three Diplomatic Negotiations, and Post World War II Policies.

This is a one hour block, so teachers may not have time to utilize all of the graphic organizers as a large group activity. The graphic organizers can be used to gauge student knowledge on a given topic prior to viewing the video clip or discussing the topic. Students may work on the organizers individually, with a partner, small group or entire class. The instructor may want to have students rotate the graphic organizers among the various groups to see how much information students can add.

Day Eight – Block Two:
The Cold War**Standards Targeted**

SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

- c. Explain the arms race; include development of the hydrogen bomb (1954).

SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States.

- a. Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.
- b. Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.

SSUSH21 The student will explain economic growth and its impact on the United States, 1945-1970.

- d. Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I.

Content Students MUST KNOW to be successful on the Social Studies GHS GT

1. **Marshall Plan:** The European Recovery Program, better known as the Marshall Plan for Secretary of State George Marshall, was America's main program for rebuilding Western Europe and opposing communism after World War II. The plan was put into action in July 1947 and operated for four years. During that time, the United States spent thirteen billion dollars on

<p>economic and technical assistance for the war-torn democratic European countries that had been nearly destroyed during World War II. The Marshall Plan offered the same aid to the Soviet Union and its allies if they would make political reforms and accept certain outside controls; however, the Soviets rejected this proposal.</p>
<p>2. <u>Commitment to Europe & Containment:</u> To halt the spread of communism to Western Europe from the Soviet-controlled nations of Eastern Europe, the United States formed the North Atlantic Treaty Organization (NATO) with many of the noncommunist nations in Europe, including former wartime allies Britain and France. In response, the Soviet Union created the Warsaw Pact, an alliance of the communist nations it controlled in Eastern Europe. Convinced the Soviets were attempting to establish a sphere of influence throughout the world, the United States viewed these actions as a direct threat to American security. This determination to stop the spread of communism is known as the policy of containment and was the basis for many U.S. foreign policy decisions during the Cold War.</p>
<p>3. <u>Truman Doctrine:</u> In 1947, President Harry S Truman proclaimed the Truman Doctrine. It stated the United States would supply any nation with economic and military aid to prevent its falling under the Soviet sphere of influence. Truman called upon the United States to “support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.” Although Truman never referred directly to the U.S.S.R., anyone who heard the declaration, including the Soviet leaders, knew the Soviets were the “outside pressures” Truman talked about.</p>
<p>4. <u>China & Korea:</u> In 1950, the United States and the democratic government of South Korea went to war against the communist government of North Korea. North Korea was being aided by the new Chinese communist government that had recently won the Chinese Civil War. Combat began when communist troops invaded South Korea. The United States sent its troops to force the communists back to North Korea and drove them across the border. The U.S. troops then followed the enemy into North Korea in an effort to eliminate communism from the Korean peninsula. When the Americans reached the border between North Korea and China, the Chinese attacked, forcing the Americans back to South Korea.</p>
<p>5. <u>McCarthy:</u> Americans had an increased fear of communism after a communist regime took control of China in 1950 and the United States and South Korea went to war against North Korean communists who were being aided by China’s new communist government. This spread of communism in Asia encouraged a desire among some Americans to stop communism from spreading to the United States. A second series of “Red Scares,” highlighted by Senator Joseph McCarthy’s statements about alleged communist infiltration of the U.S. government and U.S. Army, led to civil rights violations of those who were communists, were suspected of being communists, or were suspected of knowing someone who might be a communist.</p>
<p>6. <u>Sputnik & U.S. – Soviet Competition:</u> In 1957, the Soviet Union launched the first artificial satellite – <i>Sputnik I</i> – a feat that caused many Americans to believe the United States had “fallen behind” the Soviet Union in terms of understanding science and the uses of technology. The success of the Soviet satellite launch led to increased U.S. government spending on education, especially in mathematics and science, and on national military defense programs. Additionally, <i>Sputnik I</i> increased Cold War tensions by heightening U.S. fears that the Soviet Union might use rockets to launch nuclear weapons against the United States and its allied nations.</p>

7. **Arms Race:** This term describes the Cold War competition between the United States and the Soviet Union for superior military power. Weapons, particularly nuclear weapons, became increasingly complex and destructive.
8. **Hydrogen bomb:** This bomb was NOT the same as those dropped on Japan during WWII. This bomb was first tested by the U.S. and then later by the Soviet Union in the early 1950s. The development of this destructive weapon became the basis of “mutually assured destruction.” This was the idea that if the Soviet Union or the United States launched Hydrogen bombs, the other nation would be able to launch their own arsenal before being destroyed. This helped to maintain the balance of power.

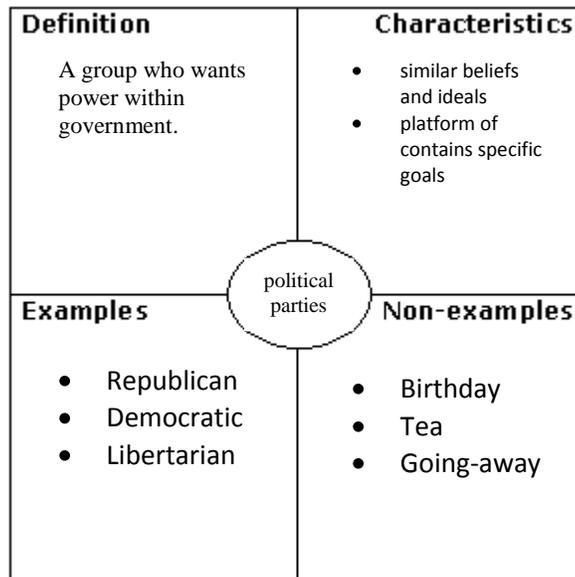
Block 23: WH19c, USH20a-b, USH21d

arms race	hydrogen bomb	containment
Truman Doctrine	Korean War	McCarthyism
<i>Sputnik I</i>		

Vocabulary Activity – Frayer Model

- Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969). *A Schema for Testing the Level of Cognitive Mastery*. Madison, WI: Wisconsin Center for Education Research. <http://www.justreadnow.com/strategies/frayer.htm>

Frayer Model



For more detailed directions, please refer to Block 9.

Day Eight Block Two Activity Suggestion**Mini Demonstration for Containment (Troup County Schools)**

The instructor should take a piece of red paper and write COMMUNISM in big letters on the paper. Ask the students what the United States wanted to do about communism during the Cold War. The students may say stop it or even contain it. Show them the U.S. policy by folding up the word and putting it in a tiny plastic container. Tell the students to remember that the policy of containment was designed to stop the spread of communism.

The Dot Game – McCarthyism (Troup County Schools)

The Dot Game simulates the McCarthy era and the Red Scare. The instructor will explain to the students that several members of the class have secretly received “red dots”. These red dot students are undesirable and can cause many problems for those who don't believe in dots. The students are instructed to move around the room and attempt to create groups that include no red dot students. Tell the red dot students that they must keep their identity secret or they may lose their job or even be imprisoned. After the students have spent some time trying to form their groups, ask them to sit down and discuss how they felt during the process. There should be some students who were accused and were not red dots while other students were included even though they did have a red dot. Allow students to share their status and discuss if anyone was shocked by the real red dots. Debrief the activity by connecting it to McCarthyism and the Red Scare.

Cold War Cartoons

The Opper Project at <http://hti.osu.edu/opper/lesson-plans/cold-war-conflict-in-korea-the-powerful-and-powerless-united-nations> has three different activities that go with this learning block. All of the activities require students to analyze political cartoons from the Cold War Era. This is an excellent way to include some information processing skills in your lesson. Consider creating stations with selected political cartoons. All three cartoon analysis worksheets from the Opper Project are included in the student guide.

Day Eight – Block Three:***Decolonization & Its Connection to the Geography of India, China, & Israel*****Standards Targeted**

SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

- a. Analyze the revolutionary movements in India (Gandhi), China (Mao Zedong), and Ghana (Kwame Nkrumah).
- b. Describe the formation of the state of Israel.

SSWG5 The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

Content Students MUST KNOW to be successful on the Social Studies GHS GT

1. **Indian Independence:** Following WWII and the efforts of Indian leaders, the British government agreed to peacefully transfer power to India. However, conflicts between Muslims and Hindus in India made it necessary to create separate nations for each. Pakistan became a primarily Muslim state and India became a primarily Hindu state. Millions of people had to leave their homes and cross over into the state that reflected their religious beliefs. During this time, both sides inflicted terrible acts of violence upon the other.
2. **Gandhi:** As the primary leader of the Indian Independence movement, Gandhi is known for his belief in nonviolent change. He used civil disobedience and unarmed demonstrations to shame the British rulers into eventually granting India's Independence.
3. **Mao Zedong and Chinese Revolution:** In the period following WWII, this leader of the Communist Party in China began a war against the Nationalists led by Chiang Kai-shek. In 1949, the Nationalists fled mainland China and established their government on the island of Taiwan. This island is still viewed as part of China by the mainland government and the U.S. openly supports Taiwanese independence. Although many aspects of the economy have become market-based, the Chinese Communist Party still maintains power in China.
4. **State of Israel:** Israel was established in the British mandate of Palestine by a United Nations resolution following WWII. Palestine was divided into a Jewish state and an Arab state. This decision was made possible because of the west's sympathy toward the Jewish people after learning of the Holocaust. Many Palestinians had to flee from their homes and live in refugee camps. Conflicts among Israel, the Palestinians, and neighboring Arab states continue to be a major foreign policy issue for countries around the world.

Block 24

Key Vocabulary: WH19a-b, WG3a-b&e, WG5a-c

Revolution in India	Mohandas Gandhi	Revolution in China
Mao Zedong	Israel	South Asia
Southeastern Asia	Eastern Asia	topography

Vocabulary Activity – PASSWORD {like the game show}
Carl J. Dermady Jr., West Jefferson School, Marrero, LA,
<http://www.col-ed.org/cur/sst/sst206.txt>

Example 1:
1st clue: lake
2nd clue: ocean
3rd clue: pond
4th clue: Atlantic
5th clue: Pacific
Answer: bodies of water

Example 2:
1st clue: grass
2nd clue: plants
3rd clue: trees
4th clue: flowers
5th clue: weeds
Answer: natural vegetation

The points for each round are as follows:

Correct guess 1st clue: 150 points
Correct guess 2nd clue: 100 points
Correct guess 3rd clue: 75 points
Correct guess 4th clue: 50 points

For more detailed directions, please refer back to Block 2.

Day Eight Review Activity

The suggested review activity for day eight is a jeopardy game. This game can be found in your electronic Jeopardy Review folder. It is marked Day Eight. Divide students into five equal sized groups. Tell all groups they are responsible for keeping a score sheet with all team scores for comparison. Allow group one to select a category and question. You may want to have a ten second timer for answers. If they answer correctly, they get the point and the question selection moves to team two. If they answer incorrectly, team two has the opportunity to answer. This continues until a team gets the answer correct or all teams have guessed incorrectly.

SSUSH20a

1. What goal was most important in shaping United States foreign policy between 1945 and 1990?
 - A. Encouraging trained scientists and other skilled workers who lived in other countries to immigrate to the United States
 - B. Preventing the spread of Communism to new areas of the world and weakening it where it already existed
 - C. Strengthening the United States' agricultural and manufacturing sectors to help them compete against the French
 - D. Providing foreign aid to all poor countries to help them compete both economically and technologically

SSUSH20b

2. How did the Korean War start, and how did it end?
 - A. South Korea invaded North Korea in 1950, and with the assistance of the United States, conquered it in 1953.
 - B. The Soviet Union attacked South Korea in 1950, and the UN and USSR signed a peace treaty in 1953.
 - C. North Korea invaded South Korea in 1950, and both sides agreed to a ceasefire in 1953.
 - D. The UN invaded North Korea in 1950, and withdrew its troops to below the 38th parallel in 1953.

SSWH19a

3. The most important underlying cause of the Chinese Communist Revolution was the
 - A. huge loss of territory and resources to Japan during World War II.
 - B. demand of the peasants for representation in Parliament.
 - C. widespread dissemination of Marxist ideology in schools.
 - D. weakness and corruption of the government by ruling elites.

SSWH18d

4. The Marshall Plan was an attempt by the United States to combat Communism by using
 - A. military strength to control war-ravaged Europe.
 - B. economic sanctions against communist countries in Eastern Europe.
 - C. economic aid to countries in Europe to make Communism less attractive.
 - D. diplomatic sanctions against the Soviet Union.

SSUSH19c

5. In World War II, 'D-Day' refers to
 - A. the Allied invasion of France.
 - B. Hitler's invasion of France.
 - C. the end of the war in Europe.
 - D. Japan's attack on Pearl Harbor.

SSUSH20a

6. Ultimately, the Truman Doctrine was used to
 - A. justify massive spending on the U.S. environmental program.
 - B. fight the spread of Communism.
 - C. prosecute Nazi war criminals.
 - D. create the United Nations.

SSWH19c

7. The race to build the hydrogen bomb was not just a race for military superiority, but also a race for superiority in
- diplomacy.
 - economics.
 - science.
 - mathematics.

SSUSH19c

8. President Franklin D. Roosevelt's goal in supporting the Lend-Lease Act of 1941 was to
- encourage Japanese Americans to relocate voluntarily.
 - use foreign investment as a means of stimulating the American economy.
 - maintain an isolationist stance by providing only limited aid to both sides in the European conflict.
 - assist Britain's war effort without violating United States neutrality laws.

SSUSH20b

9. During the early 1950s, the tactics of Senator Joseph McCarthy were criticized because he
- violated important constitutional liberties.
 - displayed racial prejudice in his questions.
 - opposed the use of loyalty oaths.
 - ignored evidence of Soviet spying.

SSUSH21d

SOVIETS LAUNCH FIRST MAN-MADE SATELLITE INTO ORBIT

Frank Williams in the [Detroit Free Press](#).

10. What did the United States do in response to the event indicated in the cartoon and headline above?
- The government decided to seek peace immediately and end the Cold War.
 - The government banned contact between civilians in the United States and the Soviet Union.
 - The government decided to spend more on both scientific education and the military.
 - The government requested that the United Nations prohibit Soviet space exploration.

Day Nine Remediation

At the beginning of each day, instructors have a block of time for remediation of content. The amount and type of remediation will depend on the students' benchmark performance. Instructors will grade and analyze the daily benchmark assessments. If performance on a particular area is extremely weak, consider doing another activity on that content. For most instructional blocks, there are more activities than instructors have time to complete with students. You may be able to use one of those activities for remediation. Begin by telling students how the class performed as a group. Be sure to highlight both strengths and weakness you identified. Distribute the benchmark assessments and student answer sheets. Discuss correct answers with students. Remind students of activities in their student guide that they can review to help with areas of weakness. Complete an additional activity if necessary.

Day Nine Pretest

Ask students to take out their pretest for day nine found in their student guide. In small groups, students will discuss and answer the ten question true/false test. Give them a short amount of time so they do not look up the answers. After students have recorded their group's answers, distribute a copy of the two sided T/F sign to each group. A copy of the sign can be found on the next page. Ask the students to hold up a T or F to indicate their answers to the questions as you go through the questions. Record the student scores for correct responses on the board. Share the correct answers at the end of the game.

T

F

Day Nine – Session One:
Social Change Movements from 1945-1970

Standards Targeted**SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970.**

- a. Explain the importance of President Truman's order to integrate the U.S. military and the federal government.
- c. Explain *Brown v. Board of Education* and efforts to resist the decision.
- d. Describe the significance of Martin Luther King, Jr.'s Letter from a Birmingham Jail and his "I Have a Dream" speech.
- e. Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.

- a. Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition.
- b. Describe the National Organization of Women and the origins and goals of the modern women's movement.
- e. Explain Rachel Carson and *Silent Spring*, Earth Day, the creation of the EPA, and the modern environmentalist movement.

Content Students MUST KNOW to be successful on the Social Studies GHSGT

1. **Truman's integration order:** In 1948, President **Harry Truman** issued an executive order to integrate the U.S. Armed Forces and end discrimination in the hiring of U.S. government employees. In turn, this led to the civil rights laws enacted in the 1960s.
2. ***Brown v. Board of Education:*** In this 1954 case, the U.S. Supreme Court declared that state laws establishing "separate but equal" public schools denied African American students the equal education promised in the 14th Amendment. The Court's decision reversed prior rulings dating back to the *Plessy v. Ferguson* case in 1896. Many people were unhappy with this decision, and some even refused to follow it. The governor of Arkansas ordered the National Guard to keep nine African American students from attending Little Rock's Central High School; President Eisenhower sent federal troops to Little Rock to force the high school to integrate.
3. **Dr. Martin Luther King, Jr.:** In 1963, **Martin Luther King, Jr.**, was arrested in Birmingham, Alabama, while demonstrating against racial segregation. In jail he wrote his ***Letter from Birmingham Jail*** to address fears white religious leaders had that he was moving too fast toward desegregation. In his letter, King explained why victims of segregation, violent attacks, and murder found it difficult to wait for those injustices to end. Later the same year, King delivered his most famous speech, ***I Have a Dream***, to over 250,000 people at the Lincoln Memorial in Washington, D.C. In this speech, King asked for peace

and racial harmony.

4. **Civil Rights Act of 1964:** The **Civil Rights Act of 1964** was signed into law by President Lyndon Johnson. This law prohibited discrimination based on race, religion, national origin, and gender. It allowed all citizens the right to enter any park, restroom, library, theater, and public building in the United States. One factor that prompted this law was the long struggle for civil rights undertaken by America's African American population. Another factor was King's famous *I Have a Dream* speech; its moving words helped create widespread support for this law. Other factors were news reports of presidential actions that combated civil rights violations, such as Truman's in 1948 and Eisenhower's in 1954, and Kennedy sending federal troops to Mississippi (1962) and Alabama (1963) to force the integration of public universities there.
5. **Voting Rights Act of 1965:** The **Voting Rights Act of 1965** outlawed the requirement for would-be voters in the United States to take literacy tests to register to vote because this requirement was judged as unfair to minorities. The act provided money to pay for programs to register voters in areas with large numbers of unregistered minorities, and it gave the Department of Justice the right to oversee the voting laws in certain districts that had used tactics such as literacy tests or poll taxes to limit voting.
6. **NOW:** The **National Organization of Women** was founded in 1966 to promote equal rights and opportunities for America's women. NOW had its origins in the civil rights and anti-war movements of the early 1960s. In both of these, women felt sidelined by the men who led organizations like SNCC and anti-Vietnam War groups. NOW's goals included equality in employment, political and social equality, and the passage of the Equal Rights Amendment.
7. **Environmental movement:** Protecting the environment became important to many Americans. *Silent Spring*, a 1962 book about pesticides by **Rachel Carson**, exposed dangers to the environment. This book led to the Water Quality Act of 1965. The first **Earth Day** was celebrated in 1970, when almost every community across America and over 10,000 schools and 2,000 colleges organized events to raise awareness of environmental issues; Earth Day is still celebrated each year. Also in 1970, President Nixon created the **Environmental Protection Agency (EPA)** to set limits on pollution, conduct environmental research, and assist state and local governments clean up polluted sites.

	SCLC	SNCC
Founding	Founded by Martin Luther King, Jr., and other ministers and Civil Rights leaders	Founded by African American college students with \$800 received from the SCLC
Goal	To carry on nonviolent crusades against the evils of second-class citizenship	To speed up changes mandated by <i>Brown v. Board of Education</i>
Original Tactics	Marches, protests, and demonstrations throughout the South, using churches as bases	Sit-ins at segregated lunch counters all across the South; registering African Americans to vote, in hope they could influence Congress to pass voting rights act
Later Tactics	Registering African Americans to vote, in hope they could influence Congress to pass voting rights act	Freedom Rides on interstate buses to determine if southern states would enforce laws against segregation in public transportation
Original Membership	Average African American adults; white adults	African American and white college students; included whites at first, but later it became all-African American organization
Later Membership	Same as original membership	African Americans only; no whites
Original Philosophy	Nonviolence	Nonviolence
Later Philosophy	Same as original philosophy	Militancy and violence; “Black Power” and African-American pride

Block 25

Key Vocabulary: USH22a&c-e, USH24a-b&e, CG6a-b&d-e

<i>Brown v. Board of Education</i>	Martin Luther King, Jr.	<i>Letter from a Birmingham Jail</i>
<i>I Have a Dream</i>	Civil Rights Act of 1964	Voting Rights Act of 1965
Southern Christian Leadership Conference (SCLC)	Student Nonviolent Coordinating Committee (SNCC)	sit-ins
freedom rides	Women's Movement	National Organization of Women (NOW)
environmental movement	<i>Silent Spring</i>	Rachel Carson
Earth Day	Environmental Protection Agency (EPA)	

Vocabulary Activity – Block One

Students will work in pairs to create a Context-Relationship Procedure. Assign each pair of students a key term for Block 25 and give them a sheet of chart paper. The pair will work together to write a brief paragraph on the chart that follows these directions. The first sentence uses the word in context. The next sentence will further explain the key term without using the actual word. The final sentence defines the key term using the word. Once the paragraph has been written, students will create a multiple-choice test question to check for understanding and meaning. Have student pairs write their test question on a separate chart paper. Once all pairs have shared their paragraph, students will post their test questions and answer the questions on their student guide.

Example:

The United States ratified its **Constitution** in 1787, after much debate. This document set forth a federal system of government with three separate branches: executive, legislative, and judicial. By creating this **Constitution**, the United States set forth its government's structure, responsibilities, and limits.

Constitution means:

- _____ a declaration of war
- _____ a treaty
- _____ a set of policies for a government's operation

Day Nine Block One Activity Suggestion**Whole Group Activity (Julie Stodgill - Troup County School)**

1. Ask the Essential Question: How did America change from 1945-1970?
2. Show the first two slides of the power point found in your electronic Day Nine Block One folder.
3. Lead the class in a discussion as they answer the questions about what they see.
4. Show the rest of the power point as students write on graphic organizers.
5. When you get to the list of characteristics comparing SNCC and the SCLC, have students list the differences from the power point, but then brainstorm similarities. Have students create a Venn Diagram to show the similarities and differences.
6. Have students create an illustrated timeline. When they finish, get each group or individual to present one of their pictures. Ask them to explain why that picture accurately symbolizes the event.
7. Students read excerpts from or listen to MLK's "I Have a Dream" (http://www.youtube.com/watch?v=PbUtl_0vAJk) and read sections of "Letter from a Birmingham Jail" (teacher to determine) Lead a discussion of the significance of both and how they complement each other. Discuss how "I Have a Dream" played a role in the passage of the Civil Right Act and Voting Rights Act.
8. Students write a paragraph explaining how their life would be different if they were currently living in the 1960s.

Day Nine – Block Two:
The Contemporary World

Standards Targeted

SSWH20 The student will examine change and continuity in the world since the 1960s.

- a. Identify ethnic conflicts and new nationalisms, including pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.
- c. Analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets.

SSWH21 The student will analyze globalization in the contemporary world.

- a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.
- b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.

Content Students MUST KNOW to be successful on the Social Studies GHS GT

1. **Ethnic conflicts:** In the mid to late 20th century and early 21st century, ethnic conflicts have arisen around the world. Many of these are tied to the artificial boundaries created by European imperialists in Asia, Africa, and the Middle East and from the end of Soviet control in Eastern Europe. In some places, like Cambodia, Bosnia, and Sudan, there have been ethnic conflicts resulting in genocide.
2. **New nationalisms:** Nationalism in places such as India, South Africa, and Kenya helped lead to the end of colonial or European rule. For example, in South Africa, whites of European descent controlled the majority black population through the system of Apartheid. The nationalist African National Congress worked against this system for years, eventually toppling the minority government and making a relatively peaceful transfer of power.
3. **Impact of terrorism:** Terrorism is a hard word to define, but a good way to look at it could be like a synthesis of war and theater. It is a dramatization of the most proscribed kind of violence that which is perpetrated on innocent lives, played before an audience in the hope of creating a mood of fear for political purposes. There are many terrorist groups but there have been some big name groups come to life during the 20th century, such as Shining Path, Red Brigade, Hamas, and Al Qaeda.
- 4.

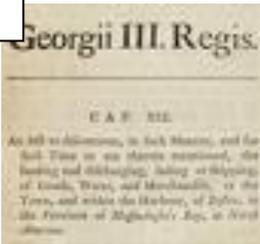
<p>5. <u>Multinational corporations</u>: The 20th and 21st centuries have seen the growth of companies, often based in North America and Europe, with worldwide influence. For example, companies like Coca-Cola Company and UPS have operations and sales all over the world.</p>
<p>6. <u>United Nations</u>: Following the end of WWII, many nations came together to create the United Nations. This organization includes almost all countries in its membership. Its goals are to promote peaceful settlement of international issues/conflicts and work toward greater dignity for all human beings regardless of their economic or political context.</p>
<p>7. <u>OPEC</u>: This is the Organization of Petroleum Exporting Countries. It includes in its membership many of the largest oil producing nations around the world. Prominent members include Saudi Arabia, Nigeria, and Venezuela. The United States is not a member country. OPEC tries to control the world petroleum market through changes in output.</p>
<p>8. <u>World Trade Organization</u>: The World Trade Organization (WTO) was established following WWII to promote free trade between nations. This organization wants to reduce trade barriers such as tariffs, quotas, and subsidies.</p>

Block 26

Key Vocabulary: WH20a&c, WH21a-b

ethnic conflict	new nationalism	terrorism
cultural & intellectual integration	television	satellite
computer	multi-national corporations	United Nations
OPEC	World Trade Organization	

Vocabulary Frames

<p>Opposite Description/Definition (What it’s not)</p> <p>Taxation WITH Representation</p>	<p>Description/Definition</p> <p>Laws passed by the British Parliament, largely to pay for the French & Indian War. The colonists found them intolerable because they felt like they were being unfairly taxed.</p>
<p>An informative Sentence</p> <p>Many of the Intolerable Acts taxed products that colonists used on a daily basis; they greatly affected life in the American colonies.</p>	<p>Key Term, Person, or Event</p> <p>Intolerable Acts</p> <p>Illustration</p> 

Day Nine Block Two Activity Suggestion

Whole Group/Individual Learning Station Activity (Julie Stodgill – Troup County Schools)

1. The instructor should ask the essential question: How have economic & political organizations, technological advancements, and the war on terror led to globalization?
2. Define globalization as a class... Discuss the pros and cons.
3. Divide the class into 9 groups.
4. Each group will begin the activity at a station.
5. At each station, students will find a short explanation of the topics reviewed in this block and answer some questions. (The explanations are found on the pages that follow this description.)
6. After about 4-5 minutes tell them to move to another station.
7. When students have rotated through all stations, categorize each topic as either: technological, economic, or political on the board and discuss how each has contributed to globalization.

Terrorism in the 20th Century

The largest act of international terrorism occurred on September 11, 2001 in a set of coordinated attacks on the United States where terrorists hijacked civilian airliners and used them to attack the World Trade Center towers in New York City and the Pentagon in Washington, D.C. Other major terrorist attacks also occurred in India, Bali car bombings; London subway bombings; Madrid train bombings and the most recent attacks in Mumbai (hotels, train station, and a Jewish outreach center). The operational and strategic epicenter of terrorism is now mostly centered in Pakistan, Afghanistan, and parts of Sudan.

1. What was the largest terrorist attack in the 20th century?
2. How do you think terrorism has affected the daily lives of citizens in countries where terrorism has taken place?

The United Nations

The purpose of the United Nations is to bring all nations of the world together to work for peace and development, based on the principles of justice, human dignity and the well-being of all people.

There are currently 192 Members of the United Nations. They meet in the General Assembly, which is the closest thing to a world government. Each country has a single vote. They work to pass resolutions that will promote peace.

1. What is the purpose of the UN?

The **World Trade Organization** (WTO) deals with the rules of trade between nations at a global or near-global level.

Essentially, the WTO is a place where member governments go, to try to sort out the trade problems they face with other governments concerning trade. It's a forum for governments to negotiate trade agreements or to settle trade disputes. It operates a system of trade rules.

Trade agreements are signed by the world's trading nations. These documents provide the legal ground-rules for international commerce. They are essentially contracts, binding governments to keep their trade policies within agreed limits.

The system's overriding purpose is to help trade flow as freely as possible – so long as there are no undesirable side-effects – because this is important for economic development and well-being.

1. How do you think the WTO has helped the world?

Television

Even though it didn't eliminate the need for the radio, TV has probably had the most impact of any communications device in the 20th century. In 1928, only 3 households had a television set. Today, the world has over 1 billion! Not only does it provide entertainment, it has radically transformed how we hear news and information.

1. How has the television brought the world closer together in the 20th century?

New Nationalism

Since the 1960s, many African countries have gained their independence from European countries. When the Soviet Union collapsed in the early 1990s, many new countries emerged in Eastern Europe. All of these countries have common characteristics.

They have all struggled to:

- Establish stable governments
- Build infrastructures (roads, schools, hospitals, water treatment facilities, police and fire protection, etc.)
- Create stable economic systems
- Protect their infant country from attack

Despite all of these struggles, they have an enormous pride in being independent.

1. Why do you think citizens in new nations have pride in their countries when they have so many obstacles to overcome?

OPEC

- Formed in Baghdad in 1960 to coordinate and unify the policies of oil exporting nations
- main goal is to ensure stable oil prices and oil production in international markets
- OPEC meets twice a year to determine prices of oil
- OPEC nations produce about 40% of the world's oil

1. Why is OPEC important?

Computers

Early computers were much larger than they are today. With the development of the microprocessor by Intel in 1971, computers became smaller, easier to use and more affordable. Combined with user-friendly operating systems such as Microsoft's Windows or Apple's operating system, the PC has become a tool in the global economy and a mainstay appliance in a growing number of homes worldwide.

1. What invention made computers smaller, easier to use, and more affordable?
2. How has the internet impacted the lives of Americans?

Ethnic Conflicts

An ethnic conflict is a war between two or more people groups within the same territory. Many times, they fight for power or control of land, religious beliefs or racial superiority. Since the 1960s, there have been constant ethnic conflicts in all parts of the world. These conflicts put a tremendous strain on a country politically, economically, socially, and environmentally. When millions of people flee their homes searching for safety, every aspect of a country is affected by the humanitarian crisis.

1. What is an ethnic conflict?
2. What effect does it have on a country?

Day Nine – Block Three:
Elections & the Responsibilities of Citizens

Standards Targeted

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

SSCG8 The student will demonstrate knowledge of local, state, and national elections.

- a. Describe the organization, role, and constituencies of political parties.
- b. Describe the nomination and election process.
- e. Identify how amendments extend the right to vote.

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

- a. Examine the Bill of Rights with emphasis on First Amendment freedoms.
- b. Analyze due process law expressed in the 5th and 14th Amendments.
- d. Explain how government seeks to maintain the balance between individual liberties and the public interest.
- e. Explain every citizen's right to be treated equally under the law.

Content Students MUST KNOW to be successful on the Social Studies GHS GT

1. U.S. citizens are responsible for obeying the law , both criminal and civil codes. Failure to obey these laws can result in having to pay fines, serve prison time, and/or forfeit assets.
2. All U.S. citizens who earn income, own property, and/or purchase goods are responsible for paying taxes . The progressive income tax, property tax assessments, and sales taxes on goods sold are all sources of government revenue.
3. Although not all citizens will receive a summons to jury duty , citizens are responsible for honoring this civic responsibility or could be found in contempt of court, which is a crime.
4. Although there is currently no draft for military service in the U.S., all young men must register for military duty when they turn 18 years old. This registration is with the selective service.
5. In the U.S., political parties nominate candidates for public office, assist with political campaigns and fundraising, create awareness about issues important to the party's platform, and encourage people to register to vote and vote at the polls on election day.
6. Several amendments to the U.S. Constitution extended voting rights to formerly disenfranchised groups. These groups, in chronological order, include: all white male citizens (even if they did not own property); African-American men (in theory although these rights were often violated); all female citizens; and citizens between the ages of 18 and 21.
7. The Bill of Rights was added to the U.S. Constitution to reduce the fears anti-Federalists had about

strong central governments. It includes the first ten amendments to the constitution. These amendments guarantee protection of the rights of individuals.
8. The first amendment grants to individuals the rights to freedom of the press, petition, religion, assembly, and speech.
9. The fifth amendment protects individuals from government abuse in legal proceedings. Some of these protections include the right not testify against oneself, the right to have a Grand Jury review the evidence to determine if one should be held in custody, the right not to be tried for the same case twice (double jeopardy), and the right to reasonable compensation if the government seizes one’s property under Eminent Domain laws.
10. The fourteenth amendment was a response to the Black Codes, passed to deny African Americans their rights in the formerly Confederate South. This amendment clearly identified former slaves as full U.S. citizens and guaranteed equal treatment under the law for all citizens.

Block 27

Key Vocabulary: CG7, CG8a-b&e

civil life	jury	political process
public service	constituencies	political parties
nomination	amendments	

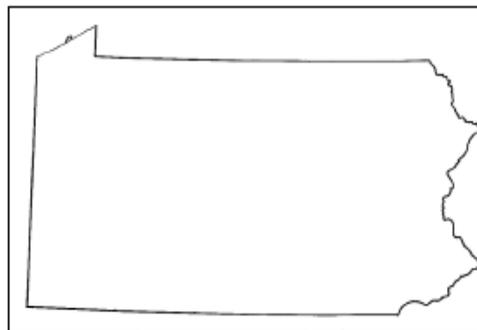
Vocabulary Activity – P.A.V.E. {Prediction-Association-Verification-Evaluation Procedure}

Bannon, E., Fisher, P., Pozzi, L., & Wessel, D. (1990). "Effective definitions for word learning." Journal of Reading. 1990: 34, pp.301-302. <http://fcit.usf.edu/fcat8r/home/references/additional-reading-strategies/pave.html>

Pennsylvania

Word

What do you know about this term?
*colony founded by William Penn
*Philadelphia is there



Association or Symbol

Verified Description/Definition of term:

*colony founded by William Penn to ensure religious freedom for Quakers and others
*known for its peaceful relations with Native Americans at its beginning

An Informative Sentence using the Term:

*When William Penn founded Pennsylvania, he hoped to establish a place where people of the Quaker religion could exist peacefully without religious persecution.

Day Nine Block Three Activity Suggestion**Whole/Small Group Activity (Julie Stodgill – Troup County Schools)**

1. Ask the essential question: How does the voting process allow citizens to ensure that their fundamental rights are preserved?
2. Ask students to brainstorm a list of qualities of “good” citizens. [Make sure that these are included: obeys laws, serves on juries, pays taxes, participates in the political process (mainly by voting), performs public service, registers for the military, is informed on current issues, and respects different opinions.]
3. Show the power point that explains elections.
4. Hand out the steps of the election process to different students and have the students put them in order by standing at the front of the room.
5. Ask the students to match the amendment to its correct number with a partner.
6. Go over the correct answers as a class.
7. Divide the class into groups. Each group has a poster of the street scene. (These were mailed separately to your site.) Groups race against each other to find a situation that matches an amendment, color it and correctly number it.

SSUSH22c

1. In its 1954 ruling on *Brown v. Board of Education*, the United States Supreme Court
 - A. permitted affirmative action in admission to college.
 - B. ended Bible reading and prayer in public schools.
 - C. outlawed racial segregation in public schools.
 - D. authorized schools to censor student newspapers.

SSCG8a

2. In what important way are political parties different from interest groups?
 - A. They try to influence Congress.
 - B. They raise money for candidates.
 - C. They have a set of beliefs they want to pursue.
 - D. Their central goal is to win political office.

SSCG6d

3. How does the granting or denial of bail maintain the balance between individual liberties and the public interest?
 - A. granting bail can prevent a person from getting harmed in jail
 - B. a person who is denied bail can better oversee his or her defense
 - C. denying bail to a person considered dangerous protects the public
 - D. granting bail allows a person to convince others of his or her innocence

SSUSH22e

4. The Civil Rights Act of 1964 prohibited discrimination on the basis of race, color, religion or national origin. The act also established
 - A. legal consequences for discrimination.
 - B. exceptions for job-related discrimination.
 - C. an official definition of housing discrimination.
 - D. criminal penalties for those practicing affirmative action.

SSCG6e

5. Which of the following positions is generally held by organizations committed to civil liberties?
 - A. The rights of society and the rights of individuals are equal, regardless of the case.
 - B. The protection of the state is more important than the liberties of the individual.
 - C. The rights of the state are the work of law enforcement, while the courts protect the individual.
 - D. The rights of individuals are to be protected, even if the work of law enforcement becomes more difficult.

SSUSH22a

6. The outstanding record of African-Americans who served in the military during World War II was one reason President Truman decided in 1948 to
- begin drafting African-Americans into the armed forces.
 - order an end to racial segregation in the military.
 - create special African-American combat units.
 - continue the Tuskegee Airmen program.

SSUSH24c

7. Rachel Carson's 1962 work *Silent Spring* helped inspire the beginning of the
- anti-nuclear arms movement.
 - anti-Vietnam War movement.
 - Civil Rights movement.
 - environmental movement.

SSWH20a

8. The ethnic conflict in Rwanda in the 1990s can be attributed to which of the following?
- a fight for money and economic power
 - a history of conflict between nations
 - a history of division because of colonization
 - a fight for control of important land and water resources

SSUSH24b

9. The modern women's movement would **MOST LIKELY** be concerned with
- admittance to public universities.
 - the right to inherit property.
 - the right to vote.
 - equal pay for equal work.

SSWH21b



10. On the map above, the shaded countries represent the membership of:

- Organization of Petroleum Exporting Countries (OPEC).
- World Health Organization (WHO).
- North Atlantic Treaty Organization (NATO).
- International Monetary Fund (IMF).

- 1. Congratulate students on their commitment and participation during Project ExPreSS.**
- 2. Make sure the students have pencils and any other items required for the test.**
- 3. Wish them well on the GHS GT.**
- 4. Administer GHS GT according to the GADOE guidelines you were given from the testing department or turn over the testing process to the designated official.**

GREAT JOB INSTRUCTORS!!!!

**Below, you will find some additional review materials created by Sarah Brown,
GaDOE Social Studies Teacher on Assignment**



Powhatan

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Nathaniel Bacon

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Thomas Paine

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John Locke

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Thomas Jefferson

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Benjamin Franklin

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Marquis de Lafayette

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General George Washington

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General Lord Cornwallis

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Daniel Shays

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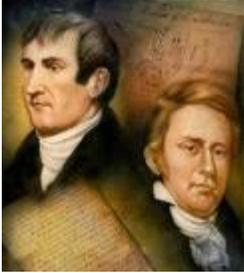
Alexander Hamilton

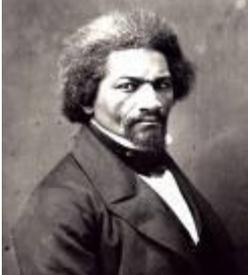
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James Madison

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 <p>John Adams</p> <ul style="list-style-type: none">•••	 <p>Lewis & Clark</p> <ul style="list-style-type: none">•••	 <p>James Monroe</p> <ul style="list-style-type: none">•••
 <p>Eli Whitney</p> <ul style="list-style-type: none">•••	 <p>Elizabeth Cady Stanton</p> <ul style="list-style-type: none">•••	 <p>Andrew Jackson</p> <ul style="list-style-type: none">•••

 <p>William Lloyd Garrison</p> <ul style="list-style-type: none">•••	 <p>Frederick Douglass</p> <ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
 <p>John C. Calhoun</p> <ul style="list-style-type: none">•••	 <p>David Wilmot (of Proviso fame)</p> <ul style="list-style-type: none">••••	 <p>Dred Scott</p> <ul style="list-style-type: none">•••



John Brown

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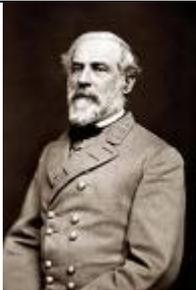
Abraham Lincoln

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Ulysses S. Grant

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Robert E. Lee

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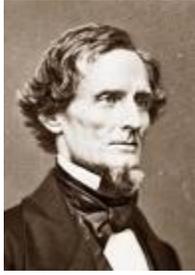
Thomas "Stonewall" Jackson

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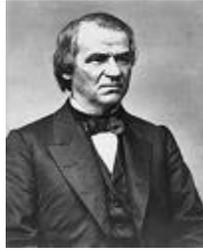
William Tecumseh Sherman

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Jefferson Davis

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Andrew Johnson

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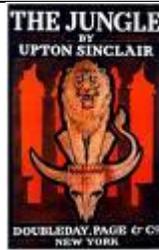
John D. Rockefeller

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Samuel Gompers

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Upton Sinclair

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Ida Tarbell

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Theodore Roosevelt

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Eugene Debs

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Woodrow Wilson

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Henry Ford

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Louis Armstrong

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Langston Hughes

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Herbert Hoover

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Franklin Delano Roosevelt (FDR)

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George Marshall (Plan)

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Harry S Truman

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Joseph McCarthy

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Martin Luther King, Jr.

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 <p>Rachel Carson</p> <ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
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 <p>Machiavelli</p> <ul style="list-style-type: none">•••	 <p>Leonardo da Vinci</p> <ul style="list-style-type: none">•••	 <p>Michaelangelo</p> <ul style="list-style-type: none">•••
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Petrarch

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Dante

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Erasmus

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Martin Luther

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John Calvin

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Jesuits

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Henry VIII of England

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Elizabeth I of England

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Vasco de Gama

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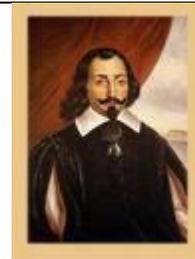
Christopher Columbus

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Ferdinand Magellan

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Samuel de Champlain

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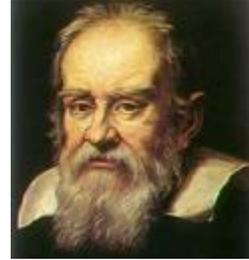
Copernicus

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Kepler

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Galileo

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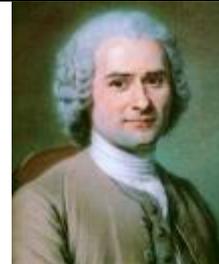
Newton

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Locke

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Rousseau

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Napoleon

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Romanov

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Hapsburg

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Lenin

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Stalin

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Benito Mussolini

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Adolf Hitler

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Emperor Hirohito

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Churchill

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Franklin D. Roosevelt (FDR)

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Truman

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Churchill/Roosevelt/Stalin

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Marshall

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McArthur

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McArthur & Hirohito

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Gandhi

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Mao Zedong

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