

*Social Studies GHSGT Materials and Resources*

***Student Guide***  
***Project ExPreSS 2010***

### **Special Acknowledgements**

This instructor’s guide was developed by Sarah Brown, Marlo Mong, and Sherilyn Narker of the GaDOE Social Studies staff. The development team would like to acknowledge and thank the following people for their ideas and contributions to this publication:

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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 GHS GT at least one time. The program will allow student participants with acceptable attendance to take the Social Studies or Science portions of the GHS GT on the last day of the remediation program.

### **Purpose of Student Guide**

This student guide provides all the information and resources you will need for this program. Inside, you will find an overview of each day’s GHS GT content. These notes tell you exactly what you need to know before you take the test. All of the handouts for your daily activities are included in this guide. As you complete the various activities during the program, you are creating a wonderful study guide for the GHS GT.

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**Remediation Priorities Based on Spring 2008 Results**

- 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**

**Student Guide**

<b>Block</b>	<b>Monday 06/08/2009</b>	<b>Tuesday 06/09/2009</b>	<b>Wednesday 06/10/2009</b>	<b>Thursday 06/11/2009</b>	<b>Friday 06/12/2009</b>
<b>8:30-9:00</b>	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
<b>9:00 – 10:00</b>	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 (SSUSHa-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)
<b>10:00 – 10:10</b>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
<b>10:10 – 10:45</b>	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-f, SSCG9, SSCG12, SSCG16)	Early 19 <sup>th</sup> Century Economic and Territorial Growth (SSUSH6c,e, SSUSH7a-b, SSWG8c,d)	Key events, issues, and people of the Civil War (SSUSH9a-f)
<b>10:45 – 11:30</b>	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 <sup>th</sup> century (SSUSH7c-e)	Legal, political, and social aspects of Reconstruction (SSUSH10a-e, SSCG14a)
<b>11:30 – 12:00</b>	Review Activity	Review Activity	Review Activity	Review Activity	Week One Assessment
<b>12:00 – 12:30</b>	Benchmark	Benchmark	Benchmark	Benchmark	Week One Assessment

**WEEK TWO INSTRUCTIONAL PLAN**

<b>Block</b>	<b>Monday 06/15/2009</b>	<b>Tuesday 06/16/2009</b>	<b>Wednesday 06/17/2009</b>	<b>Thursday 06/18/2009</b>	<b>Friday 06/19/2009</b>
<b>8:30-9:00</b>	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
<b>9:00 – 10:00</b>	Late 19 <sup>th</sup> & Early 20 <sup>th</sup> 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 (USH22a,c-e, SSUSH24a-b,e)	GHS GT Exam
<b>10:00 – 10:10</b>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
<b>10:10 – 10:45</b>	U.S./Foreign Relations at the Turn of the 20 <sup>th</sup> 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
<b>10:45 – 11:30</b>	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
<b>11:30 – 12:00</b>	Review Activity	Review Activity	Review Activity	Review Activity	GHS GT Exam
<b>12:00 – 12:30</b>	Benchmark	Benchmark	Benchmark	Benchmark	GHS GT Exam

**Circle One Strength for Each Partner**

Renaissance	Protestant Reformation	Counterreformation	Age of Exploration
Colonial America	Physical Geography	Cultural Geography	American Revolution
Enlightenment	U.S. Constitution	French Revolution	Haitian Revolution
Napoleon	Louisiana Purchase	Lewis & Clark	Abolition
Women’s Suffrage	Civil War	Reconstruction	Westward Expansion of the U.S.
Monopolies of the late 1800s	Progressive Era	Geography of Europe	Geography of Southwest Asia
Monroe Doctrine	World War I	World War II	The Great Depression
Geography of Asia	Geography of North America	Civil Rights Movement	Organization of the Federal Government
Rights & Responsibilities of Citizens	Environmental Movement	Rise of Fascism	Rise of Nationalism
The Cold War	Global Decolonization	Establishment of Israel	Elections

**Circle One Weakness for Each Partner**

Renaissance	Protestant Reformation	Counterreformation	Age of Exploration
Colonial America	Physical Geography	Cultural Geography	American Revolution
Enlightenment	U.S. Constitution	French Revolution	Haitian Revolution
Napoleon	Louisiana Purchase	Lewis & Clark	Abolition
Women’s Suffrage	Civil War	Reconstruction	Westward Expansion of the U.S.
Monopolies of the late 1800s	Progressive Era	Geography of Europe	Geography of Southwest Asia
Monroe Doctrine	World War I	World War II	The Great Depression
Geography of Asia	Geography of North America	Civil Rights Movement	Organization of the Federal Government
Rights & Responsibilities of Citizens	Environmental Movement	Rise of Fascism	Rise of Nationalism
The Cold War	Global Decolonization	Establishment of Israel	Elections

**DAY ONE PRE-TEST ACTIVITY**

**DIRECTIONS:** Find someone who knows the answer to a question. Ask them to tell you the answer verbally. Have them write their name in the blank space...**DO NOT WRITE DOWN THE ANSWER...**, just the person's name. You can **ONLY** have a person's name **ONCE**.

What period of European history name means rebirth? _____ _____	Who researched the law of gravity and developed calculus? _____ _____	Who spoke out against the practice of selling indulgences? _____ _____	Who lead the first expedition to circumnavigate the earth by sea? _____ _____	What term describes a country's desire accumulate gold? _____ _____
What was the first legislature in the North American English colonies? _____ _____	What was the main reason the Plymouth colony was founded? _____ _____	This term refers to the colonial trade route from Africa to the Americas. _____ _____	What was the first permanent French colony in North America called? _____ _____	What do we call a situation in which the government spends more than it receives? _____ _____
What do we called the colonial uprising of former indentured servants? _____ _____	What was the main cash crop of the Virginia colony? _____ _____	Who was the Native American who helped the Jamestown colonists? _____ _____	What term describes the customs and traditions of a group of people? _____ _____	What do we call the typical weather patterns of a place? _____ _____
Who found Portugal's first trade route to India by sea? _____ _____	Who established the first permanent European settlement on Hispaniola? _____ _____	What device helped expand long range sea exploration during the Renaissance? _____ _____	Which French explorer founded Quebec? _____ _____	What was the name of the Council that started the Catholic Reformation (counter-reformation)? _____ _____
What group is called the "society of Jesus"? _____ _____	Who wrote the <i>Divine Comedy</i> in Italian rather than Latin during the Renaissance? _____ _____	What Renaissance artist and inventor was one of the original "Renaissance Men"? _____ _____	Who was known for his Renaissance political treatise <i>The Prince</i> ? _____ _____	What is the term for the Renaissance focus on positive human qualities? _____ _____

**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 GHSGT****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. <b>Florence</b> 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. <b>Politically</b> , Renaissance Florence was ruled by wealthy merchant families like the Medici. <b>Economic</b> development was based on shipping trade with the Byzantine and Islamic Empires as well as trade with England and the Netherlands.
4. <b>Socially</b> , 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. <b>Machiavelli</b> 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 “ <b>Renaissance Man</b> ” is a term coined to describe a well educated person who excels in multiple fields and has many talents.
7. <b>Leonardo da Vinci</b> 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 <sup>th</sup> century.
8. <b>Michelangelo</b> 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. <b>Humanists</b> 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. <b>Petrarch</b> 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. <b>Dante</b> 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. <b>Erasmus</b> 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. <b>Protestant Reformation</b> 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, <b>Martin Luther’s ideas</b> became a catalyst of the Protestant Reformation. Martin Luther publicly posted, printed, and distributed his <i>95 Theses</i> 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 <b>mercantilism</b> . 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 <b>Columbian Exchange</b> 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 <b>astrolabe</b> . The mariner's astrolabe allowed sailors to locate and predict the position of the moon, sun, and stars making navigation more efficient.

<b>The Enlightenment</b>
1. <b>Copernicus</b> 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 <b>Galileo</b> Galilei was able to prove Copernicus's theory of a heliocentric solar system.
3. Johannes <b>Kepler</b> was an astronomer who believed that the planets in the solar system moved in an elliptical orbit around the sun.
4. Sir Isaac <b>Newton</b> 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	

**K.I.M. Vocabulary Activity**

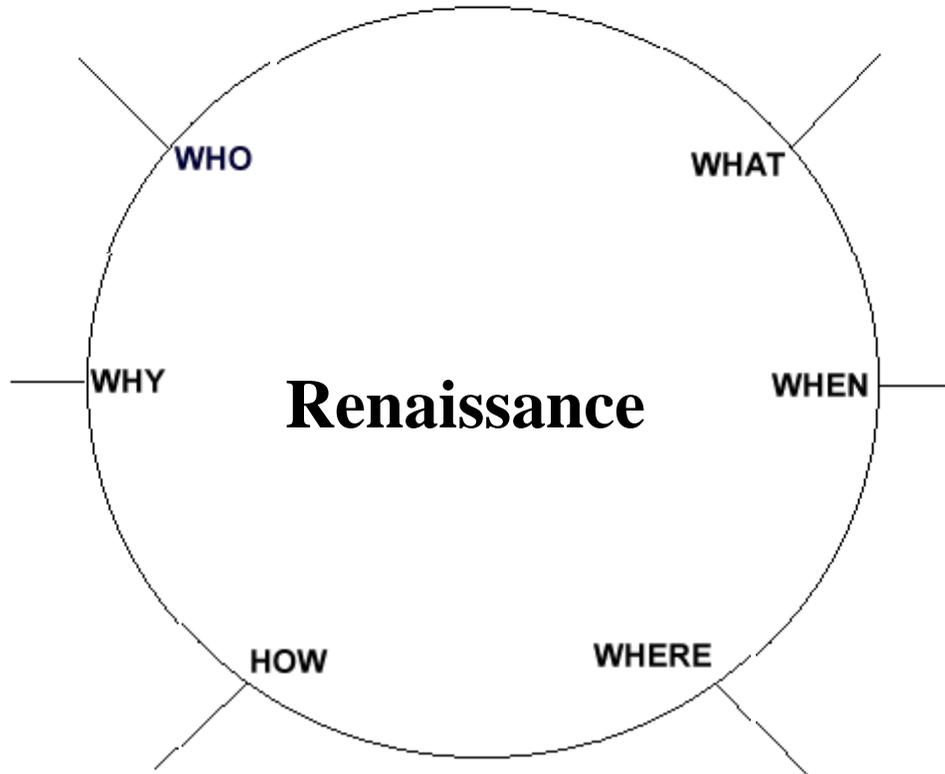
<i>Key Idea</i>	<i>Information</i>	<i>Memory Clue</i>
Renaissance		
Niccolo Machiavelli		
Michelangelo Buonarotti		
Dante Alighieri		
Martin Luther		
Council of Trent		
Henry VIII		
printing press		
Vasco de Gama		

Samuel de Champlain		
Nicolaus Copernicus		
Isaac Newton		
Reformation		
Leonardo DaVinci		
humanism		
Desiderius Erasmus		
John Calvin		
Jesuits		
Elizabeth I		

explorer		
Christopher Columbus		
Columbian Exchange		
Galileo Galilei		
mercantilism		
Florence		
“Renaissance” man		
Francesco Petrarch		
Protestant reformation		

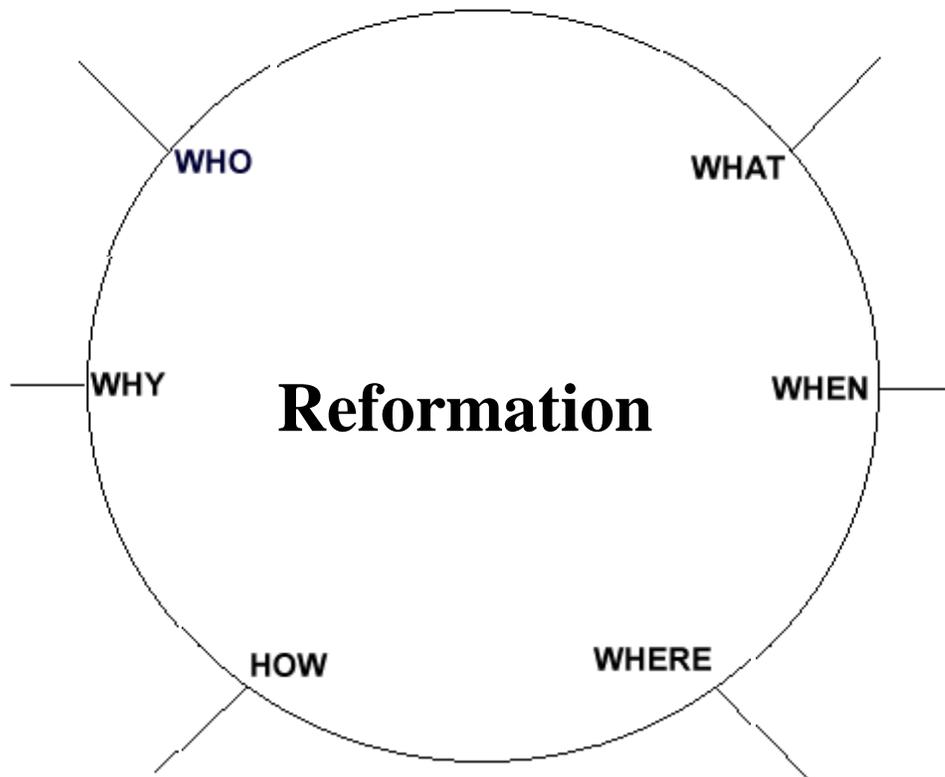
# Key GHS GT Information On the Renaissance

Block One Student Handout 1



# Key GHS GT Information On the Reformation

## Block One Student Handout 2



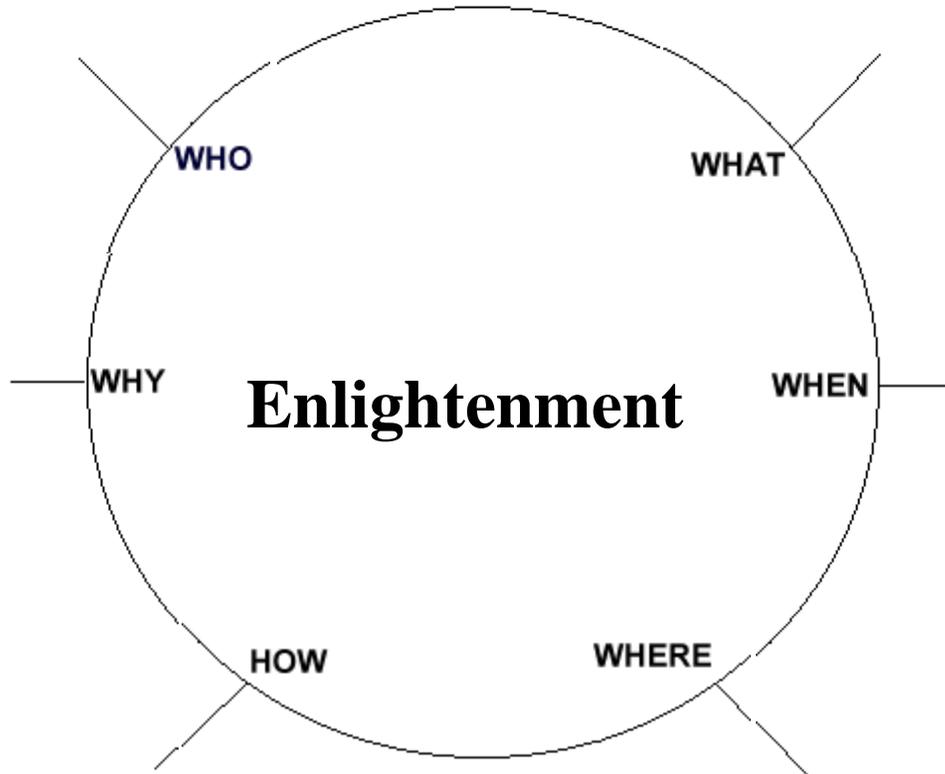
# Key GHS GT Information On the Age of Exploration

## Block One Student Handout 3



# Key GHS GT Information On the Enlightenment

Block One Student Handout 4



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.

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

Geography is only 13% of the GHS GT in Social Studies. The geography questions tend to be very general. During this block, you should review 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. You 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 a map of Europe.
- 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 a map of North America.
- 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, the New England Colonies, and Quebec 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 – Terms, People, Places, & Events Assessable on the GHSGT**

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		

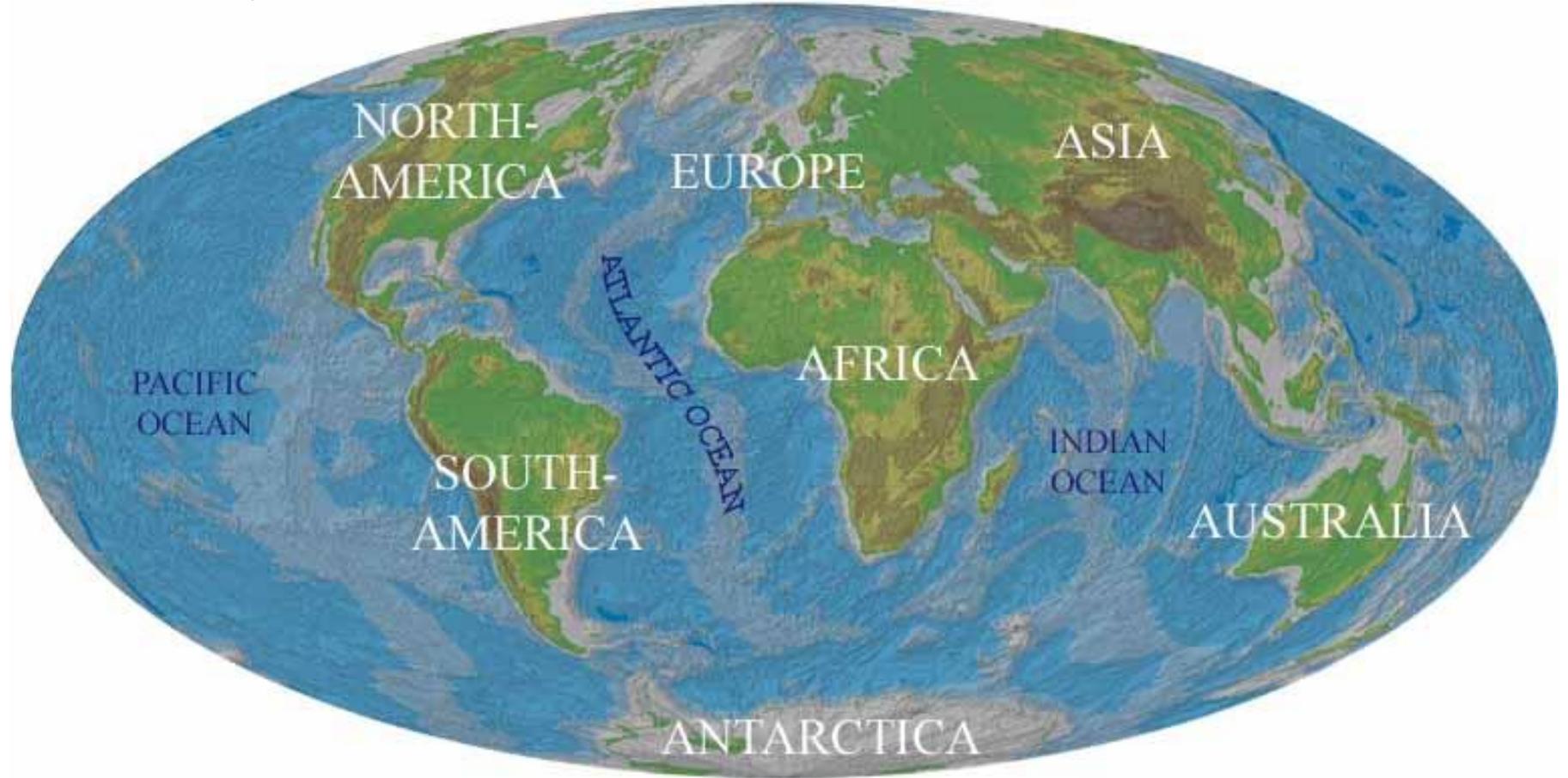
**Vocabulary Activity Block Two - Password**

	Clues	Password
Round 1	1. 2. 3. 4. 5.	And the Password is...
Round 2	1. 2. 3. 4. 5.	And the Password is...
Round 3	1. 2. 3. 4. 5.	And the Password is...
Round 4	1. 2. 3. 4. 5.	And the Password is...
Round 5	1. 2. 3. 4. 5.	And the Password is...
Round 6	1. 2. 3. 4. 5.	And the Password is...
Round 7	1. 2.	And the Password is...

	3. 4. 5.	
Round 8	1. 2. 3. 4. 5.	And the Password is...
Round 9	1. 2. 3. 4. 5.	And the Password is...
Round 10	1. 2. 3. 4. 5.	And the Password is...
Round 11	1. 2. 3. 4. 5.	And the Password is...
Round 12	1. 2. 3. 4. 5.	And the Password is...
Round 13	1. 2. 3. 4. 5.	And the Password is...
Round 14	1. 2. 3. 4. 5.	And the Password is...
Round 15	1. 2. 3. 4. 5.	And the Password is...

Round 16	1. 2. 3. 4. 5.	And the Password is...







Day One – Block Three:Early North American Colonial History and Cultural GeographyStandards 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

<b>The Virginia Colonies</b>	
1.	<b>Virginia</b> was the first permanent English colony in North America. It was a business venture of the <b>Virginia Company</b> , 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 <b>House of Burgesses</b> . 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.	<b>Tobacco</b> quickly became a major cash crop <b>developed</b> 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 <b>Powhatan</b> . 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.
5.	Poor English and slave colonists staged an uprising against the governor and his landowning supporters. In what is called <b>Bacon’s Rebellion</b> , 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

1. <b>New England</b> colonies were established by the Puritans in present-day Massachusetts. Most of the colonists came with their whole family 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.
2. <b>Rhode Island</b> was founded by religious dissenters from Massachusetts who were more tolerant of different religious beliefs.
3. Communities were often run through <b>town meetings</b> unless the king had established control over the colony. In colonies that the king controlled, there was often an appointed <b>royal governor</b> 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.
4. "The <b>Half-Way Covenant</b> was developed in response to the declining church membership. Many Puritan ministers encouraged a " <b>half-way covenant</b> " 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."
5. <b>King Philip's War</b> (1675–1676) was an early and bloody conflict between English colonists and Native Americans. It was named after the leader of the Native Americans. King Philip's Native American name was Metacom. Many colonists died in the war, but it caused such a heavy loss of life among the Native American population that large areas of southern New England became English settlements.
6. In 1686, the British king canceled the <b>Massachusetts charter</b> that made it an independent colony. To get 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.
7. In the 1690s, the famous <b>Salem witch trials</b> took place. In a series of court hearings, over 150 Massachusetts colonists accused of witchcraft were tried, 29 of which 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

1. <b>Pennsylvania</b> was in the territory between New England and Virginia. It was a colony founded by the religiously tolerant Quakers, led by William Penn.
2. Further north, New York was settled by the <b>Dutch</b> , who called it <b>New Amsterdam</b> . In 1664, the British conquered the colony and renamed it <b>New York</b> . 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. **Growth of 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. Many white colonists believed every black person was a savage who needed to be taken care of by white people. 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 originally enslaved by other 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 attempted to “make the best” of their lives while living 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 tribes 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 tribe 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		

**Block Three Vocabulary Activity - P.A.V.E. Map**

**Word**

**What do you know about this term?**

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**Association or Symbol**

**Verified Description/Definition of term:**

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**An Informative Sentence using the Term:**

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**Colonial Settlement Game**

*For each statement read by your instructor, write the colonial settlement the statement describes.*

*Virginia  
Mid-Atlantic  
New England*

<b>Question</b>	<b>Description</b>	<b>Colonial Settlement</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

**Day Two Pre-test**

*For each multiple choice question read by your instructor, write the key term or idea described in the question and then write your group’s answer choice in the chart below.*

Question	Key Term or Idea	Answer to the Question (A,B,C, or D)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Day Two – Block 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 Montesquieu, and the role of Thomas Jefferson.

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

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.
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.
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 up 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.

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 Country. The colonists' desire to move onto this land claimed by both England and France was a primary reason for the French and Indian War. England's action convinced many colonists that England did not understand life in the New World and helped lead to the American Revolution.
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 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, including the Ohio Country. Native Americans in Ohio 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 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. Another **Committee of Correspondence** formed in the [Province of Massachusetts Bay](#) and responded by urging other colonies to send delegates to the [Stamp Act Congress](#) that fall.
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 cost of the tea had been paid 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 Day Two Block One

Use the sample to help you complete today's vocabulary activity.

<p><del>Opposite Description/Definition (What it's not)</del></p> <p><del>Taxation WITH Representation</del></p>	<p>Description/Definition</p> <p>Laws passed by the British Parliament, largely to pay for the French &amp; Indian War. The colonists found them <b>intolerable</b> because they felt like they were taxed without representation.</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><b>Intolerable Acts</b></p> <p>Illustration</p> 

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

<p><del>Opposite Description/Definition (What it's not)</del></p>	<p>Description/Definition</p>
<p>An informative Sentence</p>	<p>Key Term, Person, or Event</p> <p>Illustration</p>

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 the importance of Thomas Paine’s *Common Sense* to the movement for independence.
- 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;

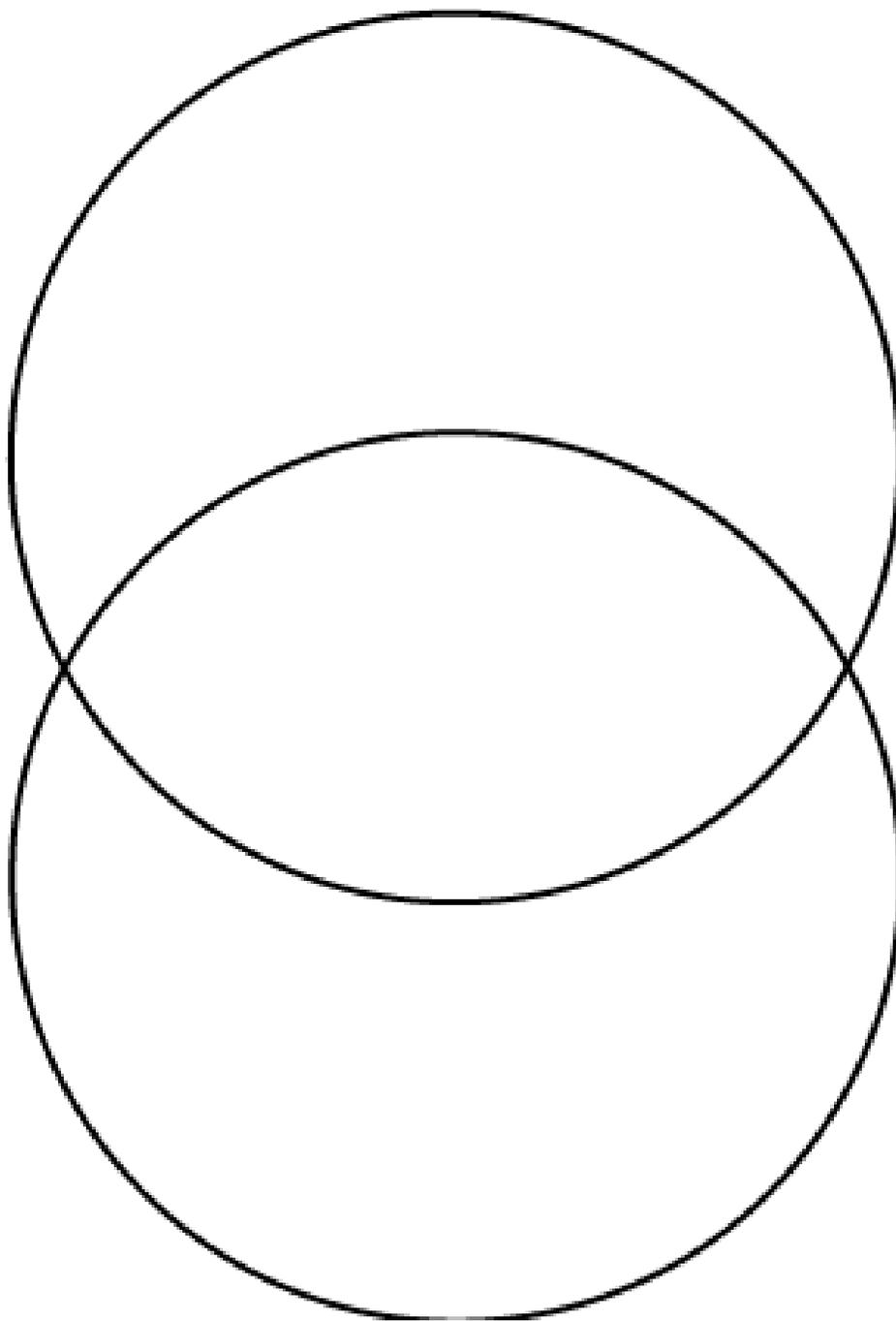
the body, which can be divided into two sections; and the conclusion.
5. Secret organizations like the <b>Sons and Daughters of Liberty</b> were formed in the American colonies to protest actions like the Stamp Act.
6. <b>Committees of Correspondence</b> were formed to urge common resistance among its 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>		

Sample:					
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!	

Key Term	Definition	Personal Connection	Synonym	Antonym	Illustration
Sons of Liberty					
Declaration of Independence					
<i>Common Sense</i>					
Daughters of Liberty					
persuasive argument					
Committees of Correspondence					
Thomas Paine					



Day Two – Block 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 in 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 19<sup>th</sup> 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		



### Compare and Contrast Chart Graphic Organizer

Item #1 _____	Item #2 _____
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**How are they alike?**




**How are they different?**





## The Constitution of the United States:

**We the People** of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

### Article. I.

**Section. 1.** All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives..

**Section. 2.** The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

*Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons.* [Note: this section has been superseded by AMENDMENT XIV .] The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chose three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of Impeachment.

**Section. 3.** The Senate of the United States shall be composed of two Senators from each State, *chosen by the Legislature thereof* [Note: this section has been superseded or amended.] for six Years; and each Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one-third may be chosen every second Year; *and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.* [Note: this section has been superseded or amended.]

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

The Senate shall choose their other Officers, and also a President pro tempore, in the absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

**Section. 4.** The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be *on the first Monday in December*, [Note: this section has been superseded or amended.] unless they shall by Law appoint a different Day.

**Section. 5.** Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a small Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

**Section. 6.** The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

**Section. 7.** All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it becomes a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

**Section. 8.** The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;--And

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

**Section. 9.** The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

No Bill of Attainder or ex post facto Law shall be passed.

No Capitation, or other direct, Tax shall be laid, *unless in Proportion to the Census or enumeration herein before directed to be taken* [Note: this section has been superseded or amended.].

No Tax or Duty shall be laid on Articles exported from any State.

No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another; nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

**Section. 10.** No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing its inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Controul of the Congress.

No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

## Article. II

**Section. 1.** The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

*The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of*

*Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately choose by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner choose the President. But in choosing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall choose from them by Ballot the Vice President. [Note: this section has been superseded or amended.]*

The Congress may determine the Time of choosing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

*In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected. [Note: this section has been superseded or amended.]*

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:--"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

**Section. 2.** The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

**Section. 3.** He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

**Section. 4.** The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

**Article. III**

**Section. 1.** The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office.

**Section. 2.** The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;--to all Cases affecting Ambassadors, other public Ministers and Consuls;--to all Cases of admiralty and maritime Jurisdiction;--to Controversies to which the United States shall be a Party;--to Controversies between two or more States;-- *between a State and Citizens of another State* [Note: this section has been superseded or amended.];--between Citizens of different States;--between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

The Trial of all Crimes, except in Cases of Impeachment; shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

**Section. 3.** Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

**Article. IV****Section. 1.**

Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

**Section. 2.**

The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States. A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime. *No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.* [Note: this section has been superseded or amended.]

**Section. 3.**

New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress. The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting

the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State

**Section. 4.**

The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened), against domestic Violence.

**Article. V**

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

**Article. VI**

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

**Article. VII**

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

Attest William Jackson Secretary

Done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independence of the United States of America the Twelfth In witness whereof We have hereunto subscribed our Names,

G<sup>o</sup>. Washington-Presidt. and deputy from Virginia

Day Three – Block 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 energetic, effective federal government; and a defense of the republicanism of the proposed

<p>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. <b>The Great Compromise</b> 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. <b>Slavery</b> 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. <b>Separation of Powers</b> 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 <b>limited government</b> 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 <b>executive branch</b> was weakened because it was shared with the <b>legislative</b> and <b>judicial branches</b>. 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. <b>Checks and balances</b> 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 <b>Bill of Rights</b>, which was 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

**Federalist vs. Anti-Federalist Arguments for Graphic Organizer  
Day Three Block One Active**

1. "I think those delegates exceeded their authority in creating a whole new government. They were just supposed to work on the Articles a bit."
2. "What Americans need is a bill of rights, and this new government will not get my approval until we have one."
3. "I think this new plan will provide a good balance of power."
4. "Those people want to make the United States undemocratic and get special privileges for a limited few Americans."
5. "It's obvious that the Articles weren't working, and I think this new plan reflects a careful compromise among a variety of opinions."
6. "I and my two friends wrote our essays under the name 'Publius' because we wanted people to be influenced only by the facts."
7. "If we give too much power to a central government, what's to stop the United States from becoming a monarchy like Britain?"
8. "I think it's important for people to realize that the large size and diversity of the United States will make it impossible for any single group to form a majority that could dominate the government."
9. "I encouraged the delegates at the Convention to sign the Constitution and I fear that this nation will crumble if the states do not accept it."
10. "I'm just a simple farmer, but I think those supporters of the Constitution expect to get all the power into their own hands."

## U.S. Constitution

<b>Federalist Views</b>	<b>Anti-federalist Views</b>

**Day Three – Block 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.**

- a. Describe the structure and powers of the legislative, executive, and judicial branches.
- b. 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.**

- a. Explain the relationship of state governments to the national government.
- b. Define the difference between enumerated and implied powers.
- c. Describe the extent to which power is shared.
- d. Identify powers denied to state and national governments.
- f. 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.
- b. Examine how John Marshall established the Supreme Court as an independent, coequal branch of government through his opinions in Marbury v. Madison.
  - c. 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		

<b>Who has the legislative branch?</b>	<b>Who has the executive branch?</b>
<b>Who has the judicial branch?</b>	<b>Who has the relationship between the branches of government?</b>
<b>Who has the role of state governments?</b>	<b>Who has the role of national government?</b>
<b>Who has enumerated powers?</b>	<b>Who has implied powers?</b>

<b>Who has the extent of shared powers between national and state governments?</b>	<b>Who has powers denied to state and national governments?</b>
<b>Who has the supremacy clause from Article VI of the US Constitution?</b>	<b>Who has Article VI of the US Constitution?</b>
<b>Who has “Supreme law of the land”?</b>	<b>Who has terms of office for the House of Representative and the Senate?</b>
<b>Who has representation for the House of Representatives and the Senate?</b>	<b>Who has powers designated to the House of Representative?</b>

<b>Who has powers designated to the Senate?</b>	<b>Who has the President's role as Commander-in-Chief?</b>
<b>Who has the President's role as chief executive?</b>	<b>Who has the President's role as chief agenda setter?</b>
<b>Who has the President's role as representative of nation?</b>	<b>Who has the President's role as chief of state?</b>
<b>Who has the President's role as foreign policy leader?</b>	<b>Who has the President's role as party leader?</b>

<p><b>Who has jurisdiction?</b></p>	<p><b>Who has federal courts?</b></p>
<p><b>Who has state courts?</b></p>	<p><b>Who has the importance of John Marshall?</b></p>
<p><b>Who has the importance of Supreme Court?</b></p>	<p><b>Who has <i>Marbury v. Madison</i>?</b></p>
<p><b>Who has the way the Supreme Court decides cases?</b></p>	<p><b>Who has the powers denied the national government?</b></p>

**Project ExPreSS – GHSGT Instructional Materials & Resources**  
**Day Three Block Two Graphic Organizer**  
(Pigs Like Sloppy Cold Food.)

**Student Guide**

P = Popular Sovereignty, L= Limited Government, S = Separation of Powers, C = Checks and Balances, and F = Federalism.

*For each multiple choice question read by your instructor, write the key term or idea described in the question and then write your group’s answer choice in the chart below.*

<b>Example #</b>	<b>Principle of the U.S. Constitution</b>	<b>Example from the Constitution</b>	<b>Article, Section</b>
1.	P = Popular Sovereignty		
2.	P = Popular Sovereignty		
3.	L= Limited Government		
4.	L= Limited Government		
5.	S = Separation of Powers		
6.	S = Separation of Powers		
7.	C = Checks and Balances		
8.	C = Checks and Balances		
9.	F = Federalism		
10.	F = Federalism		

Day Three – Block 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 GHSGT**

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

<b>Issues:</b>	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	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
<b>Support:</b>	John Adams New England & middle states Bankers Clergy Landowners Lawyers Manufacturers Merchants	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**

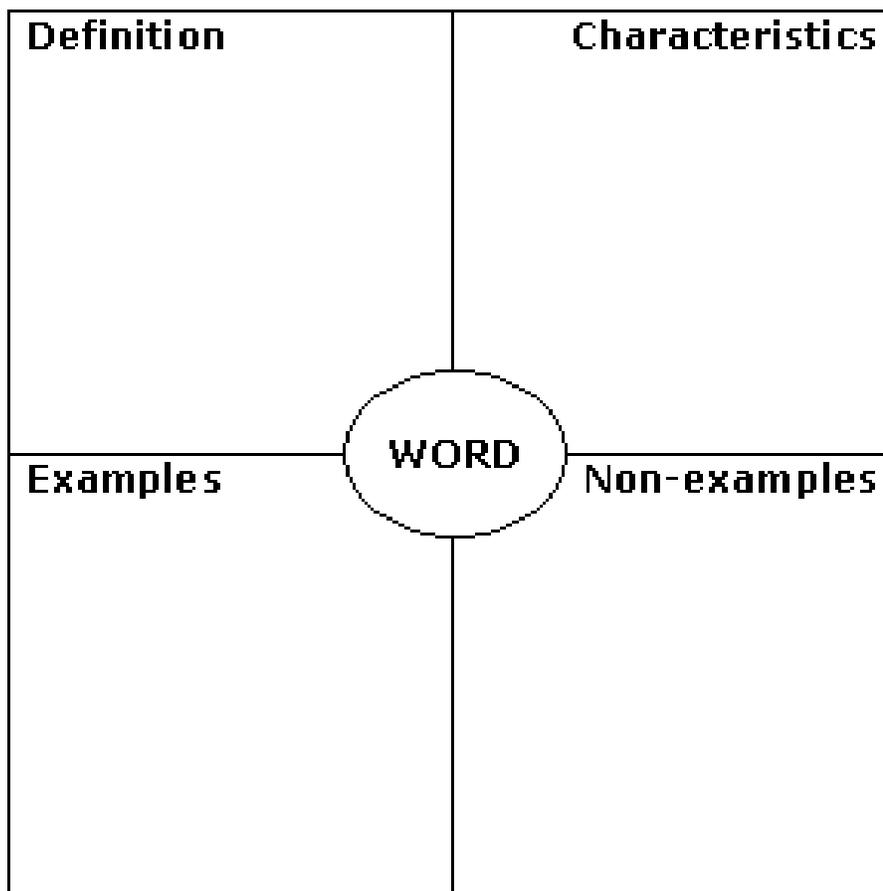
Key Vocabulary: USH5c-e

- 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 Day Three Session Two

# Frayer Model



Fruyer Model

Key Term	Definition	Characteristic	Examples	Non-examples
Great Compromise				
states' rights				
Whiskey Rebellion				
slavery				

Bill of Rights				
political parties				
limited government				
presidency of George Washington				
presidency of John Adams				

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 GHSGT**

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	

**Six-Square**

Key Term	Definition	Personal Connection	Synonym	Antonym	Illustration
Napoleon Bonaparte					
War of 1812					
Louisiana Purchase					
Monroe Doctrine					
Lewis and Clark					



# United States of America



Day Four – Session Two:  
*Early 19<sup>th</sup> 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"> <li>1. The British were trying to prevent U.S. merchants from trading with the French.</li> <li>2. The British forced captured American sailors to serve in the British navy.</li> <li>3. The British were suspected of giving military aid to Native Americans fighting to keep Americans from settling on land in the west.</li> <li>4. The Americans wanted to drive the British out of North America completely.</li> </ul>	<ul style="list-style-type: none"> <li>1. End of all American/British hostilities.</li> <li>2. Establishment of America as a military force equal to those of Europe.</li> <li>3. Americans became more nationalistic after the success in the war of 1812.</li> </ul>

<ul style="list-style-type: none"> <li>1. Major <b>national infrastructure</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>2. The <b>Monroe Doctrine</b> 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</li> </ul>

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	

**K.I.M. Vocabulary Activity**

<i>Key Idea</i>	<i>Information</i>	<i>Memory Clue</i>
Industrial Revolution		
Manifest Destiny		
Eli Whitney		
cotton gin		

***Day Four – Block Three:***  
***Reform Movements of the Early 19<sup>th</sup> 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.

<b>Movement</b>	<b>Issue</b>	<b>Impact</b>
<b>Temperance</b>	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.
<b>Abolition</b>	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.
<b>Public School</b>	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 19<sup>th</sup> century

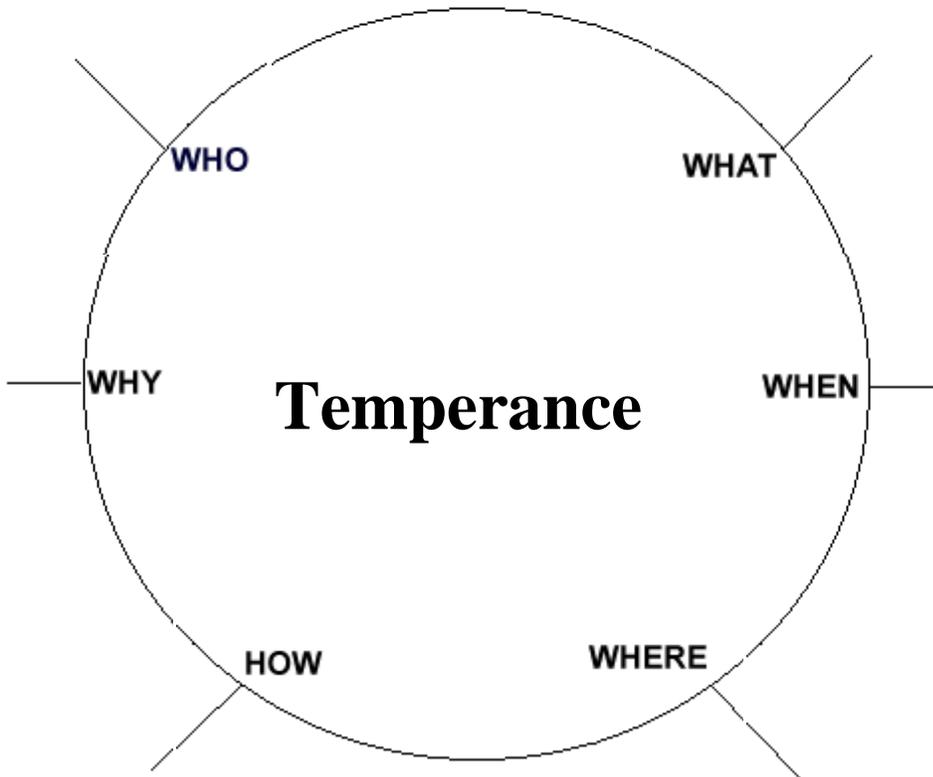
temperance movement	abolitionism	public school reform
women's suffrage	Elizabeth Cady Stanton	Seneca Falls Conference
Jacksonian Democracy	American nationalism	

**Context-Relationship Chart**

Key Term	Key idea from paragraph to remember this key term	Multiple Choice Question
Temperance Movement		
Women’s Suffrage		
Jacksonian Democracy		
abolitionism		
Elizabeth Cady Stanton		
American Nationalism		
public school reform		
Seneca Falls Conference		

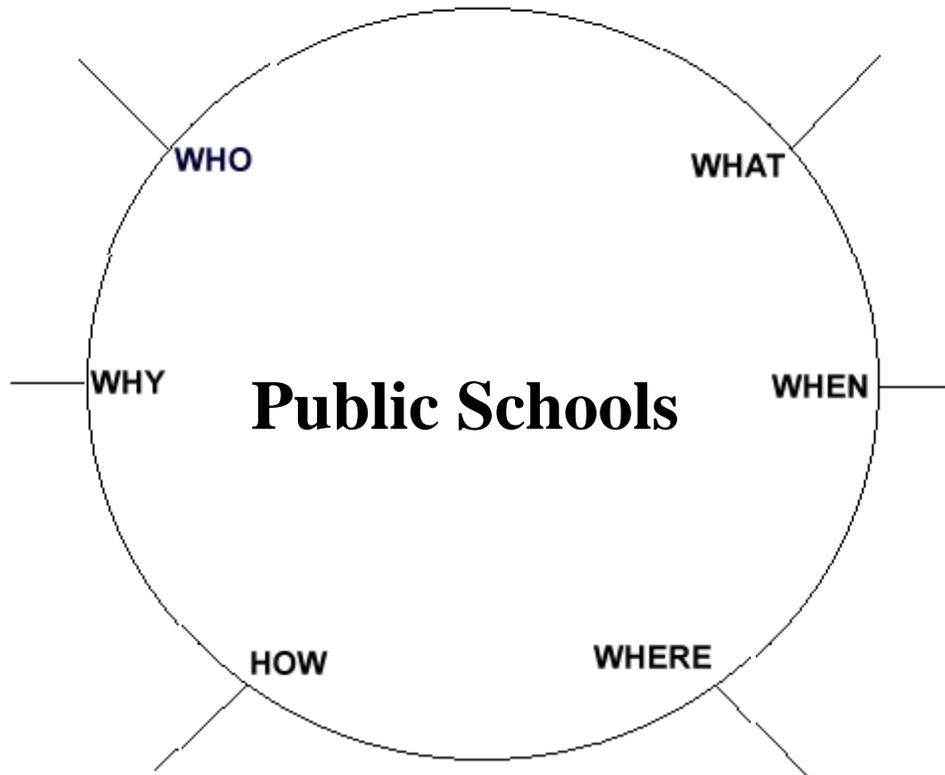
# Key GHS GT Information On Temperance

Block 12 Student Handout 1



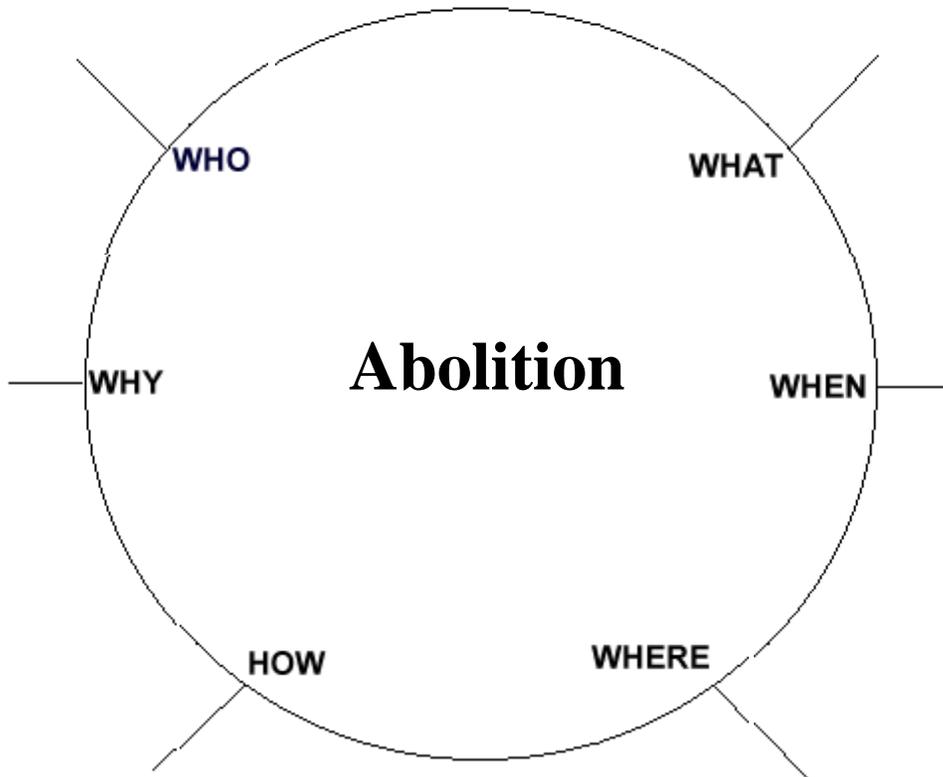
# Key GHS GT Information On Public Schools

Block 12 Student Handout 2



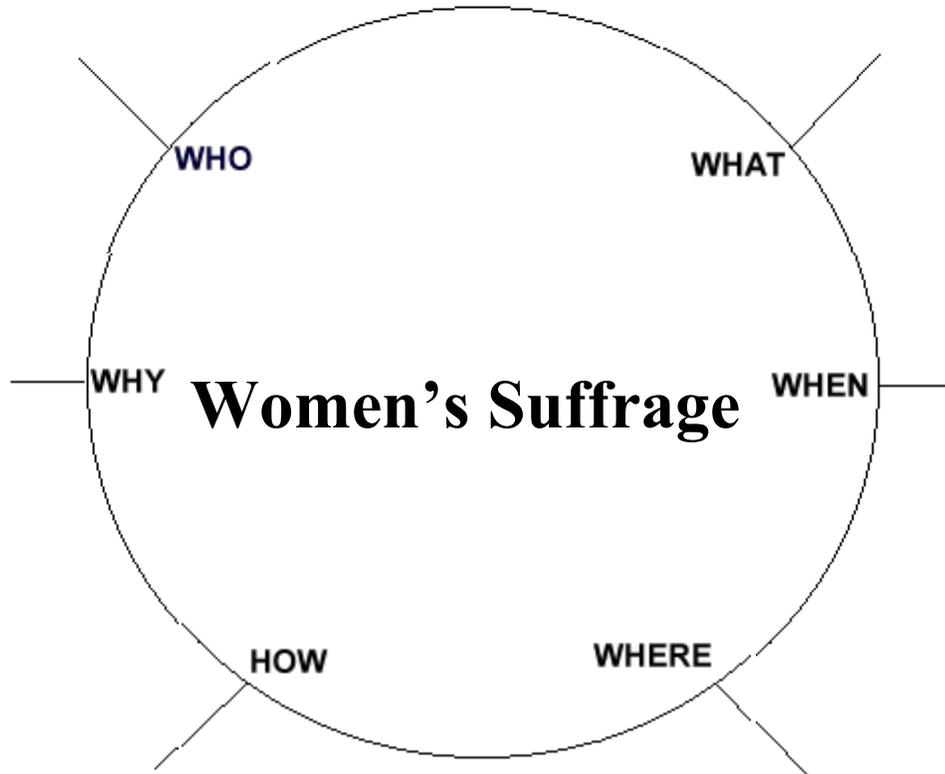
# Key GHS GT Information On Abolition

Block 12 Student Handout 3



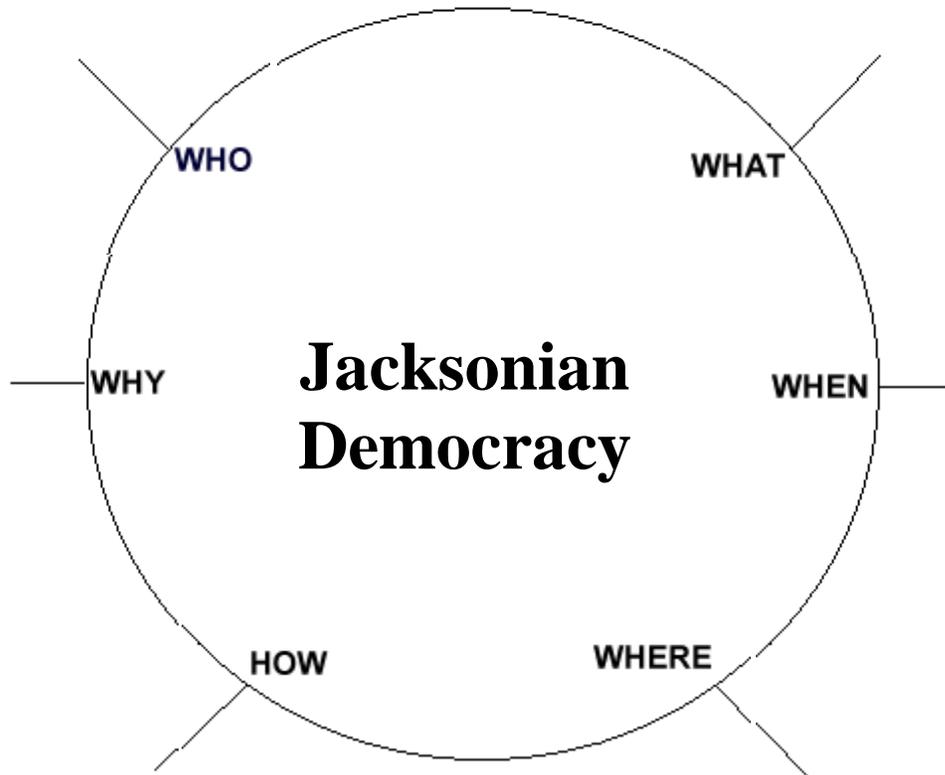
# Key GHS GT Information On Women’s Suffrage

Block 12 Student Handout 4



# Key GHS GT Information On Jacksonian Democracy

Block 12 Student Handout 5

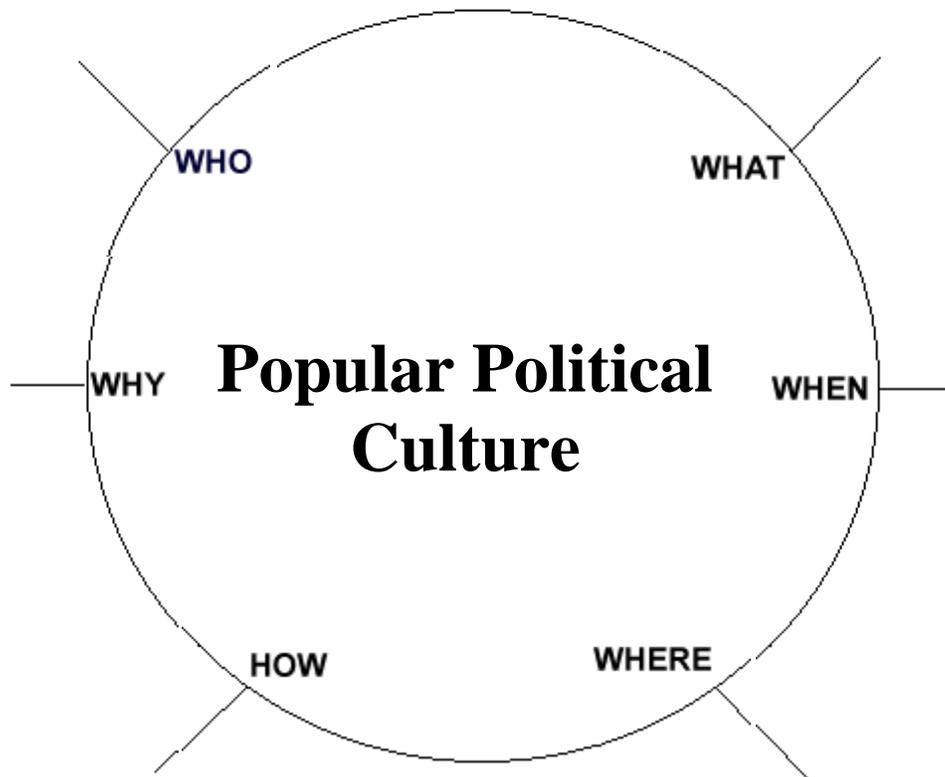


## Key GHS GT Information On American Nationalism



# Key GHS GT Information On Popular Political Culture

Block 12 Student Handout 7



DAY FIVE PRE-TEST ACTIVITY

DIRECTIONS: Find someone who knows the answer a question. Ask them to tell you the answer verbally. Have them write their name in the blank space...DO NOT WRITE DOWN THE ANSWER... just the person's name. You can ONLY have a person's name ONCE.

What Vice-President and South Carolinian is famous for the idea of <b>nullification</b> ?	What social movement worked to end slavery and prevent its spread?	Which Supreme Court decision said that an enslaved man could not be free just because he'd lived in free states?	Who led a small group of followers to attack a federal arsenal in Harper's Ferry, VA in 1859?	What 1863 Pennsylvania battle is called the turning point of the Civil War?
Which president was nearly impeached over his attitude toward southern states after the Civil War?	What 1863 siege led to Union control of the Mississippi River during the Civil War?	What group of people had increased rights because of the 13 <sup>th</sup> , 14 <sup>th</sup> , & 15 <sup>th</sup> amendments?	What Union general became President of the United States after Andrew Johnson?	What government agency was created to help newly-freed slaves after the Civil War?
What conflict divided the United States from 1861-1865?	Who was the commanding Union general during the Battle for Atlanta and its fiery aftermath?	Who was a writer and newspaper editor who fought against slavery?	What was the name given to the set of powers used by Lincoln to hold the Union together during the Civil War?	What conflict gave the United States much of its southwestern territory?
What is the name given to the idea that states have powers separate from the federal government?	What was the bloodiest single day of fighting during the Civil War?	Who was elected 16 <sup>th</sup> president of the United States in 1860, and served through his 1865 assassination?	What were the rules created by Southern states after the Civil War to deprive African-Americans of their rights?	What was the organization founded after the Civil War to frighten and intimidate African-Americans?
Who was a former slave, escaped from a Maryland plantation, who wrote autobiographies and spoke against slavery?	What post-Mexican War set of laws was created to handle the issue of slavery in new states & territories?	Who was the Confederate general who surrendered to Grant at Appomattox to end the Civil War?	What was the period of rebuilding following the Civil War called?	Who served as president of the Confederate States of America?

Day Five – Block 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 <b>Nullification Crisis</b> 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 <b>sectionalism</b> .
7. Calhoun and the advocates of sectionalism argued in favor of <b>states' rights</b> —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 <b>Mexican-American War</b> 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 <b>Wilmot Proviso</b> 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. <b>Compromise of 1850</b> is comprised of five different laws written to deal with the issue of slavery in new states. These include: <ul style="list-style-type: none"> <li>• The state of New Mexico would be established by carving its borders from the state of Texas.</li> <li>• 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.</li> <li>• The slave trade would be abolished in the District of Columbia, but the practice of slavery would be allowed to continue there.</li> <li>• New Mexico voters would determine whether the state would permit or prohibit the practice of slavery.</li> <li>• California would be admitted to the Union as a free state.</li> </ul>

**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		

### Block Three Vocabulary Activity - P.A.V.E. Map

**Word**

**What do you know about this term?**

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**Association or Symbol**

**Verified Description/Definition of term:**

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**An Informative Sentence using the Term:**

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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 <i>Dred Scott</i> .
3. <b>John Brown</b> 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. <b>Abraham Lincoln</b> 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. <b>Lincoln’s Second Inaugural Address</b> 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. 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. <b>Emergency Powers</b> were used by Lincoln. This included suspending habeas corpus and issuing the Emancipation Proclamation.
7. <b>Habeas Corpus</b> 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 <b>Emancipation Proclamation</b> . 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. <b>Antietam</b> —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.
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.
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.
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.

	<b>Northern Economy</b>	<b>Southern Economy</b>
<b>Foundation</b>	Industry and Trade	Agriculture
<b>Population</b>	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
<b>Manufacturing Resources</b>	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
<b>Employment &amp; Property-Ownership</b>	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.
<b>Exports &amp; Views on Tariffs</b>	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
<b>Food Production</b>	More than twice as much as the South produced	Less than half as much as the North produced
<b>Railroads</b>	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><b>Abraham Lincoln</b></p> <ul style="list-style-type: none"> <li>• US representative from Illinois</li> <li>• President of United States of America, 1861-1865</li> <li>• Appointed Gen. Ulysses S. Grant commanding general of Union Armies</li> <li>• Issued Emancipation Proclamation</li> <li>• Promoted 13th Amendment to Constitution</li> </ul>	<p><b>Jefferson Davis</b></p> <ul style="list-style-type: none"> <li>• Graduated from US Military Academy, West Point</li> <li>• US Senator from Mississippi</li> <li>• US Secretary of War</li> <li>• President of Confederate States of America, 1861- 1865</li> <li>• Appointed Robert E. Lee as general-in-chief of Confederate Armies</li> </ul>
Generals	<p><b>Ulysses S. Grant</b></p> <ul style="list-style-type: none"> <li>• Graduated from US Military Academy, West Point</li> <li>• Won first Union victories</li> <li>• Captured control of Mississippi River in Siege of Vicksburg</li> <li>• Appointed commanding general of Union armies by Lincoln</li> <li>• Accepted surrender of Confederate Gen. Lee to end Civil War</li> </ul>	<p><b>Robert E. Lee</b></p> <ul style="list-style-type: none"> <li>• Graduated from US Military Academy, West Point</li> <li>• Fought larger Union armies to standoff at Battle of Antietam</li> <li>• Defeated at Battle of Gettysburg</li> <li>• Appointed general-in-chief of Confederate armies by Davis</li> <li>• Surrendered to US Gen. Grant to end Civil War</li> </ul>
	<p><b>William Tecumseh Sherman</b></p> <ul style="list-style-type: none"> <li>• Graduated from US Military Academy, West Point</li> <li>• Served under Gen. Grant during Seige of Vicksburg</li> <li>• Destroyed Atlanta, ended the</li> </ul>	<p><b>Thomas "Stonewall" Jackson</b></p> <ul style="list-style-type: none"> <li>• Graduated from US Military Academy, West Point</li> <li>• Won First Battle of Bull Run</li> <li>• Fought under Confederate Gen. Lee at Antietam and Second Bull</li> </ul>

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

**Password**

	Clues	Password
Round 1	1. 2. 3. 4. 5.	And the Password is...
Round 2	1. 2. 3. 4. 5.	And the Password is...
Round 3	1. 2. 3. 4. 5.	And the Password is...
Round 4	1. 2. 3. 4. 5.	And the Password is...
Round 5	1. 2. 3.	And the Password is...

	4. 5.	
Round 6	1. 2. 3. 4. 5.	And the Password is...
Round 7	1. 2. 3. 4. 5.	And the Password is...
Round 8	1. 2. 3. 4. 5.	And the Password is...
Round 9	1. 2. 3. 4. 5.	And the Password is...
Round 10	1. 2. 3. 4. 5.	And the Password is...
Round 11	1. 2. 3. 4. 5.	And the Password is...
Round 12	1. 2. 3. 4. 5.	And the Password is...
Round 13	1. 2. 3. 4. 5.	And the Password is...

**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 GHSGT**

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 <sup>th</sup> Amendment
14 <sup>th</sup> Amendment	15 <sup>th</sup> Amendment	Freedmen's Bureau
Black Codes	Ku Klux Klan	impeachment
Andrew Johnson's impeachment		



**“I AM” Poem**

You have selected a term, concept, person, or event for this activity. This should be used the “you” in the poem. DO NOT use the term, person, or event in the poem. When you share your poem, others will guess what you are describing.

Template:

- I am** (two special characteristics you have)
- I wonder** ( something you are curious about)
- I hear** ( an imaginary sound)
- I see** ( an imaginary sight)
- I want** (an actual desire)
- I am** ( the first line of the poem repeated)
  
- I pretend** (something you pretend to do)
- I feel** (a feeling about something imaginary)
- I touch** (an imaginary touch)
- I worry** (something that really bothers you)
- I cry** (something that makes you very sad)
- I am** ( the first line of the poem repeated)
  
- I understand** (something you know is true)
- I say** (something you believe)
- I dream** (something you dream about)
- I try** (something you make an effort about)
- I hope** (something you hope for)
- I am** ( the first line of the poem repeated)

Template:

**I am** \_\_\_\_\_

**I wonder** \_\_\_\_\_

**I hear** \_\_\_\_\_

**I see** \_\_\_\_\_

**I want** \_\_\_\_\_

**I am** \_\_\_\_\_

**I pretend** \_\_\_\_\_

**I feel** \_\_\_\_\_

**I touch** \_\_\_\_\_

**I worry** \_\_\_\_\_

**I cry** \_\_\_\_\_

**I am** \_\_\_\_\_

**I understand** \_\_\_\_\_

**I say** \_\_\_\_\_

**I dream** \_\_\_\_\_

**I try** \_\_\_\_\_

**I hope** \_\_\_\_\_

**I am** \_\_\_\_\_

**DAY SIX PRE-TEST**

*Discuss the questions below with your group. Write your group's final answer (true or false) on the line next to the question. Go quickly through the questions, and answer to the best of your ability, even if you're not entirely sure of the correct answer.*

- \_\_\_\_\_ 1. The United States was unable to build a railroad to connect the eastern and western portions of the country because there were not enough laborers available.
- \_\_\_\_\_ 2. At its height, the Standard Oil Company, under the control of John D. Rockefeller, owned 90% of America's oil industry.
- \_\_\_\_\_ 3. Following the American Civil War, the immigrants coming to the United States were more likely to be of southern and eastern European origin than of northern European origin.
- \_\_\_\_\_ 4. The Progressive Movement, which worked to reform abuses brought by industrialization, was composed entirely of men.
- \_\_\_\_\_ 5. Writers like Ida Tarbell and Upton Sinclair were known as muckrakers, because they "raked up" the unsavory truth about abuses in American industry and politics.
- \_\_\_\_\_ 6. The Supreme Court ruled in *Plessy vs. Ferguson* that segregation based on race was unconstitutional, and ordered the immediate integration of schools, theatres, and public facilities.
- \_\_\_\_\_ 7. The United States fought the 1898 Spanish-American war with Spain over Spain's decision to attack France.
- \_\_\_\_\_ 8. Created because of prejudice and economic difficulty, the Chinese Exclusion Act of 1882 became the first specific ban on immigration to the United States.
- \_\_\_\_\_ 9. President Theodore Roosevelt issued his "corollary" to the Monroe Doctrine to assert that the United States continued to have the right to intervene in Latin American affairs.
- \_\_\_\_\_ 10. When the Panama Canal opened in 1914, it took more than twice as long for ships to move from the Atlantic to the Pacific.

Day Six – Session One:*Late 19<sup>th</sup> & Early 20<sup>th</sup> 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 GHS GT**

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.

<p><b>3. Development of the West:</b> The railroad companies contributed to the <b>development of the West</b> 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.</p>
<p><b>4. Steel industry:</b> 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 <b>steel industry</b> 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.</p>
<p><b>5. Rise of Big Business:</b> 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.</p>
<p><b>6. John D. Rockefeller &amp; Standard Oil:</b> Oil companies grew swiftly in this period, most notably the <b>Standard Oil Company</b> founded by <b>John D. Rockefeller</b>. 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 <b>trust</b>. By means of a trust, Rockefeller came to own more than 90% of America's oil industry. Standard Oil thus became a <b>monopoly</b>—a single company that controlled virtually all the U.S. oil production and distribution.</p>
<p><b>7. Change in Immigration:</b> 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.</p> <ul style="list-style-type: none"><li>• 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 <b>Ellis Island Immigrant Station</b> located in New York Harbor.</li><li>• 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.</li><li>• 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.</li></ul>
<p><b>8. American Federation of Labor &amp; Samuel Gompers:</b> 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</p>

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.

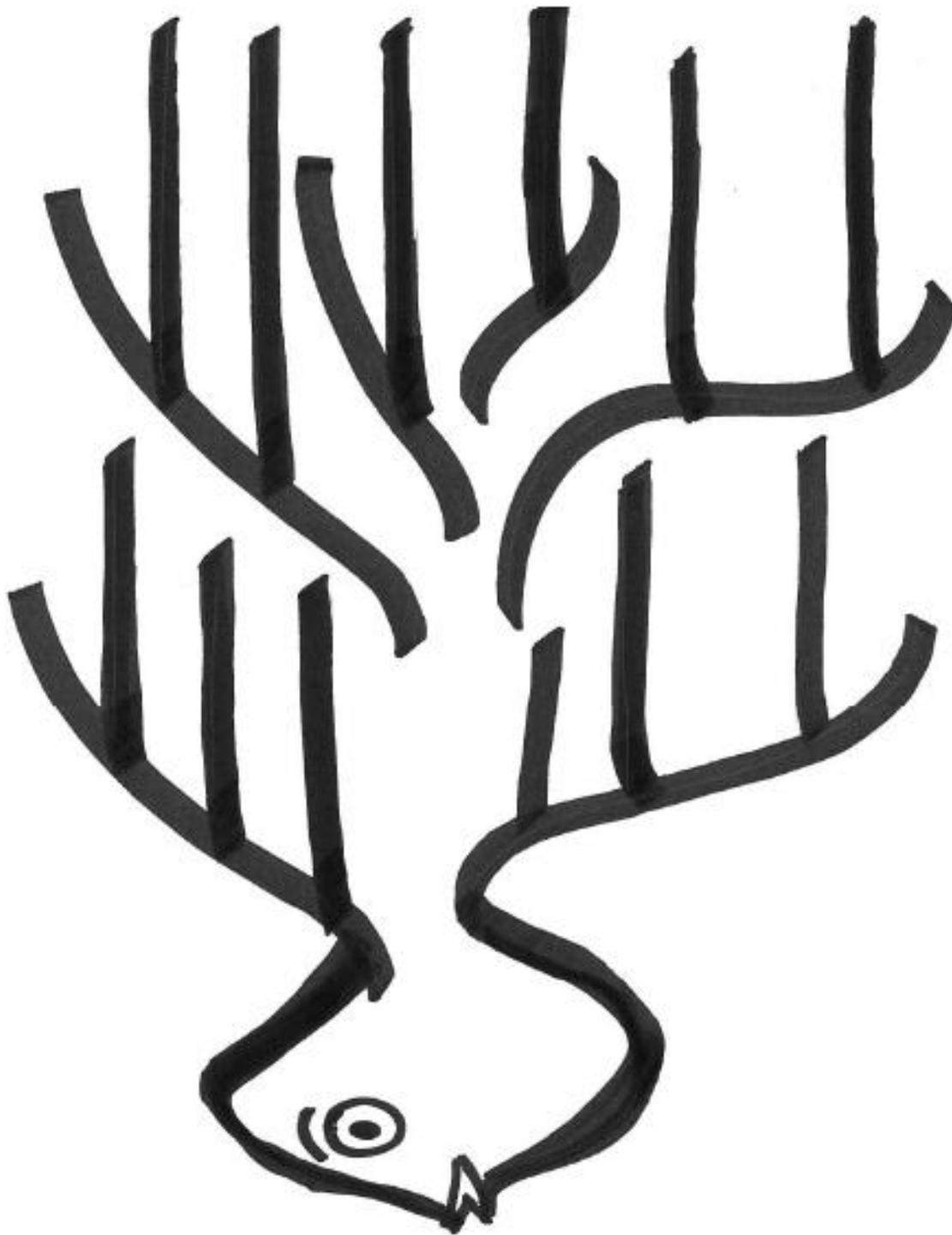
**Block 16: USH11a-c, USH12a-c, USH13a-e**

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

<b>Who has the Transcontinental Rail Road?</b>	<b>Who has the steel industry?</b>
<b>Who has John D. Rockefeller?</b>	<b>Who has “trusts”?</b>
<b>Who has Ida Tarbell?</b>	<b>Who has muckrakers?</b>
<b>Who has the direct election of Senators?</b>	<b>Who has western population growth?</b>

<b>Who has Jim Crow?</b>	<b>Who has the NAACP?</b>
<b>Who has the American Federation of Laborers?</b>	<b>Who has Chinese laborers?</b>
<b>Who has “big business”?</b>	<b>Who has Standard Oil Company?</b>
<b>Who has monopolies?</b>	<b>Who has Upton Sinclair?</b>

<p><b>Who has initiative, recall, and referendum?</b></p>	<p><b>Who has Ellis Island?</b></p>
<p><b>Who has the impact on Native Americans?</b></p>	<p><b>Who has <i>Plessy v. Ferguson</i>?</b></p>
<p><b>Who has Samuel Gompers?</b></p>	<p><b>Who has the Transcontinental Rail Road?</b></p>



Day Six – Block Two:*U.S./Foreign Relations at the Turn of the 20<sup>th</sup> 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 GHSGT**

- 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 - P.A.V.E. Map**

**Word**

**What do you know about this term?**

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**Association or Symbol**

**Verified Description/Definition of term:**

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**An Informative Sentence using the Term:**

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

**Standards Targeted**

**SWG6 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**

Locate each of the countries below. Color the “Allies” red. Color the “Central Powers” purple. Color the “Neutral Nations” orange.

<b><u>The Allies:</u></b>	<b><u>The Central Powers:</u></b>	<b><u>Neutral Nations:</u></b>
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		

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?*



Source: *Regional Extensions*, 1999





Georgia Department of Education  
 Kathy Cox, State Superintendent of Schools  
 Project ExPreSS Student Guide  
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**Day Seven Pre-test**

*For each multiple choice question read by your instructor, write the key term or idea described in the question and then write your group’s answer choice in the chart below.*

Question	Key Term or Idea	Answer to the Question (A,B,C, or D)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Day Seven – Session 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 GHSGT**

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. <b>Treaty of Versailles:</b> 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. <b>Reparations:</b> 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. <b>Mandate system:</b> 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. <b>Fall of the Romanovs:</b> 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. <b>Fall of the Hapsburgs:</b> 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. <b>U.S. Involvement in WWI:</b> When World War I began in Europe in 1914, President Woodrow Wilson was determined to guarantee <b>U.S. neutrality</b> 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 <b>unrestricted submarine warfare</b> 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. <b>Great Migration:</b> 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 <b>Great Migration</b> .
12. <b>Wilson’s Fourteen Points &amp; the League of Nations:</b> Before the United States entered the war, Wilson had given a speech in which he described <b>Fourteen Points</b> he felt were key to avoiding future wars. One point called for the creation of an international peacekeeping organization called the <b>League of Nations</b> . 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 <sup>th</sup> Amendment
19 <sup>th</sup> Amendment	Fourteen Points	League of Nations

**K.I.M. Vocabulary Activity**

<i>Key Idea</i>	<i>Information</i>	<i>Memory Clue</i>
Balkan Nationalism		
war front		
mandate system		
Romanov Dynasty		
unrestricted submarine warfare		

19 <sup>th</sup> Amendment		
entangling alliances		
Versailles Treaty		
Ottoman Empire		
Hapsburg Dynasty		
Great Migration		
Fourteen Points		
militarism		
reparations		
destabilization		

United States neutrality		
18 <sup>th</sup> Amendment		
League of Nations		

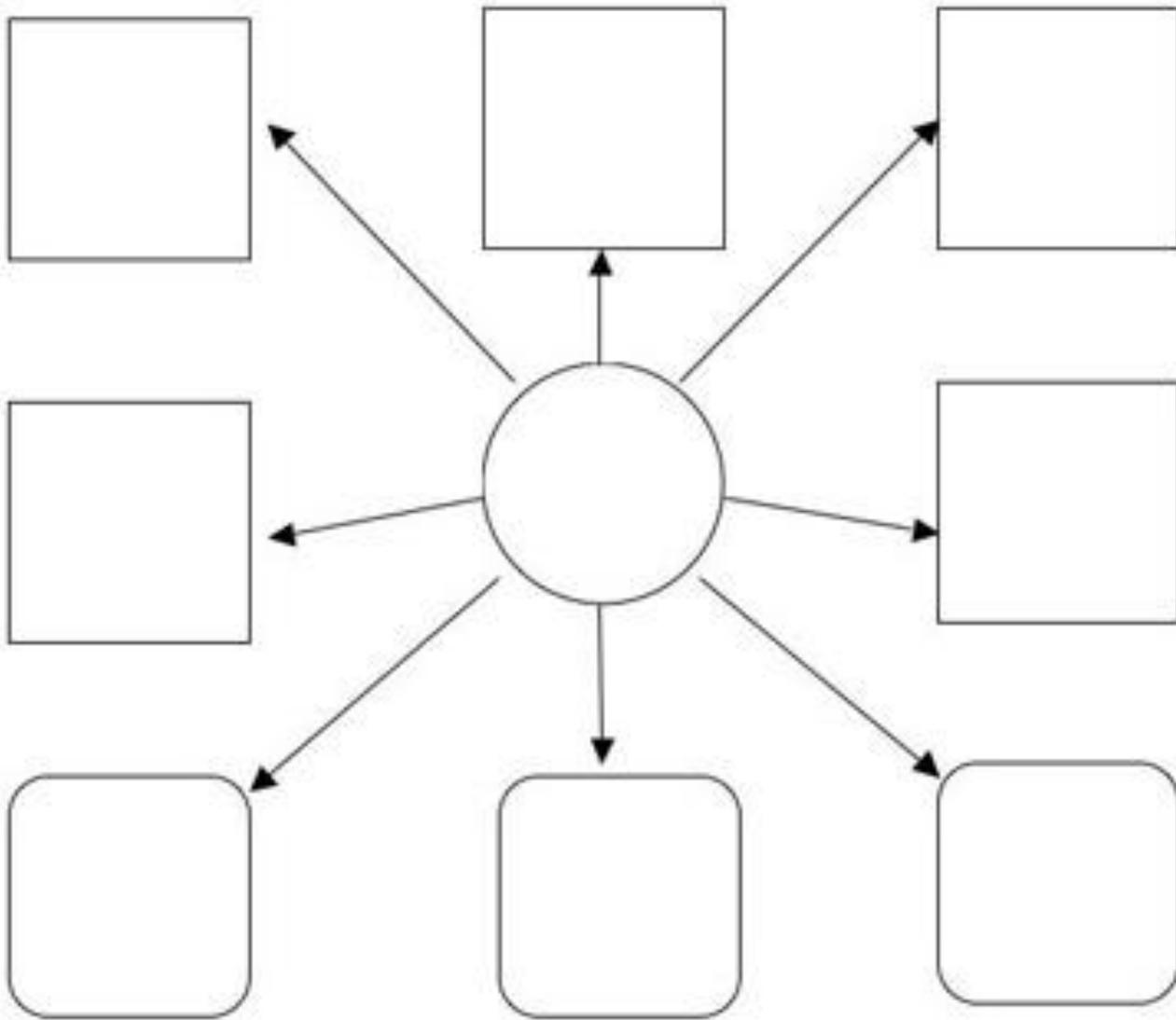
**TOPIC:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Cause**

**Effect**





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 GHSGT**

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. <b>Five Year Plan:</b> 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. <b>Fascism:</b> 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. <b>Benito Mussolini:</b> 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. <b>Adolf Hitler:</b> 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. <b>Hirohito:</b> 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. <b>Totalitarianism:</b> 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. <b>Police state:</b> 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. <b>Authoritarian government:</b> 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. <b>Communism and socialism in the U.S.:</b> In the late 1800s and early 1900s, a new political ideology called <b>communism</b> grew out of the more moderate <b>socialism</b> . 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. <b>Red Scare:</b> This fear of international communism was called the <b>Red Scare</b> because red was the color of the communist flag. This fear led to the government pursuing suspected

communists and socialists.
15. <b>Immigration restriction:</b> 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. <b>Henry Ford, mass production, &amp; the automobile:</b> 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 <b>mass production</b> . This process was popularized by <b>Henry Ford</b> 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. <b>Impact of radio &amp; the movies:</b> During the 1920s, popular entertainment such as <b>radio</b> and the <b>movies</b> 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. <b>Louis Armstrong &amp; Jazz:</b> <b>Jazz</b> 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 <b>Louis Armstrong</b> , 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. <b>Langston Hughes &amp; the Harlem Renaissance:</b> During the 1920s, a wave of creativity washed over Harlem, celebrating African American culture through words and song. This is known as the <b>Harlem Renaissance</b> . The movement’s best-known poet was <b>Langston Hughes</b> , 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&amp;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

<b>Who has the Russian Revolution?</b>	<b>Who has Vladimir Lenin?</b>
<b>Who has Joseph Stalin?</b>	<b>Who has the Bolsheviks?</b>
<b>Who has the Five-Year Plans?</b>	<b>Who has fascism?</b>
<b>Who has Benito Mussolini?</b>	<b>Who has Adolf Hitler?</b>

<b>Who has Hirohito?</b>	<b>Who has totalitarianism?</b>
<b>Who has police state?</b>	<b>Who has authoritarian?</b>
<b>Who has communism?</b>	<b>Who has socialism?</b>
<b>Who has the Red Scare and immigration restrictions?</b>	<b>Who has Henry Ford?</b>

<b>Who has radio and movies?</b>	<b>Who has jazz?</b>
<b>Who has the Harlem Renaissance?</b>	<b>Who has Langston Hughes?</b>
<b>Who has Louis Armstrong?</b>	<b>Who has mass production?</b>

*For each statement read by your instructor, write the “ism” being described. Please choose from: socialism; fascism; totalitarianism; authoritarianism; communism; capitalism; and democratic republicanism.*

<b>Question</b>	<b>Statement</b>	<b>“ISM”</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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 GHSGT**

**1. Causes of the Great Depression:**

- 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.
- 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.
- 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><b>2. Widespread Unemployment &amp; Hoovervilles:</b> 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 <b>Hoovervilles</b>, 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><b>3. Tennessee Valley Authority:</b> One of Roosevelt’s major New Deal programs was the <b>Tennessee Valley Authority (TVA)</b>. 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><b>4. Second New Deal &amp; Wagner Act:</b> The Second New Deal refers to the programs President Roosevelt instituted after his original New Deal failed to completely fix the American economy. The National Labor Relations Act, better known as the <b>Wagner Act</b>, was one of the first reforms of Roosevelt’s <b>Second New Deal</b>. 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.</p>
<p><b>5. Social Security Act:</b> One of the most important actions of the Second New Deal was the <b>Social Security Act</b>, which was passed in 1935. This law consisted of three programs:</p>
<p>a. Old-age insurance for retirees aged 65 or older and their spouses, paid half by the employee and half by the employer.</p>
<p>b. Unemployment compensation paid by a federal tax on employers and administered by the states.</p>
<p>c. Aid for the disabled and for families with dependent children paid by the federal government and administered by the states.</p>

**Block 21**

Key Vocabulary: USH17a&amp;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

## AMERICA IN THE 20TH CENTURY: THE GREAT DEPRESSION

### PRETEST

**Directions: Read the following statements and circle whether they are true or false.**

1. The stock market crash marked the beginning of the Great Depression.  
True False
2. Historians and economists agree on the main causes of the Great Depression.  
True False
3. The United States was the only nation in the 1930s that had severe economic troubles.  
True False
4. President Hoover made many efforts to end the Great Depression.  
True False
5. Franklin D. Roosevelt inspired confidence in Americans with his proposal for the New Deal.  
True False
6. All U. S. citizens showed full support for the New Deal to end the Depression.  
True False
7. First Lady Eleanor Roosevelt encouraged President Roosevelt to develop a second New Deal.  
True False
8. The New Deal had no effect on labor and employment in the United States.  
True False
9. The New Deal plan included efforts to conserve and protect natural resources.  
True False
10. The Great Depression caused a complete halt in the active cultural life of the Roaring Twenties.  
True False

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page 1

**VIDEO QUIZ**

**Directions: Read the following statements and circle whether they are true or false.**

1. As early as 1926, economic trouble was already beginning to surface in businesses and farms.  
True False
2. The collapse of the stock market was the only cause of the Great Depression.  
True False
3. By 1933, half of the banks had failed and one quarter of Americans were jobless.  
True False
4. Communities of cardboard shacks were called "Hoovervilles" after President Herbert Hoover.  
True False
5. President Hoover's advisors believed the economy would recover on its own.  
True False
6. President Roosevelt's first 100 days in office were spent making proposals to provide relief, recovery, and reform to Americans.  
True False
7. President Hoover gave Fireside Chats to America over the radio to help build confidence and courage during the Great Depression.  
True False
8. The Works Progress Administration, of the first New Deal, created eight million jobs.  
True False
9. The Social Security Act of 1935 was the least important legacy of the New Deal.  
True False

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## Review of Content

**Directions: Read each of the following statements. Then circle the best answer.**

1. Which of the following is **not** true of the economic policies leading to the Great Depression?
  - a. Low interest rates caused businesses to build debt.
  - b. High tariffs discouraged foreign trade.
  - c. Tax policies encouraged rich to participate in the stock market.
  - d. Government strictly regulated business production.
  
2. Which of the following efforts was **not** made by President Hoover to end the Depression?
  - a. Building the Boulder Dam.
  - b. Government providing direct relief.
  - c. Trickle-down approach.
  - d. Do-nothing approach.
  
3. Which of the following was **not** one of the three main goals of the New Deal?
  - a. Rebuild the nation.
  - b. Reform the financial system.
  - c. Relief for the needy.
  - d. Recovery for the economy.
  
4. Which program was created to secure individuals' bank deposits?
  - a. FDIC
  - b. Bank Holiday
  - c. Emergency Banking Relief Act
  - d. Federal Securities Act
  
5. Which of the following was true of the opposition to the New Deal?
  - a. The critics on the right said it did not go far enough to help the poor.
  - b. The critics on the left said it gave the government too much control.
  - c. The critics on the left said FDR was becoming a dictator.
  - d. The critics on the left said it did not reform the economy.
  
6. Which was **not** a cause for developing a second New Deal?
  - a. Unemployment remained high.
  - b. There was still national suffering.
  - c. There was no improvement in the economy.
  - d. Eleanor Roosevelt visited citizens and reported her findings.
  
7. Which was **not** the case with minorities during the Great Depression?
  - a. Many Mexican-Americans were deported to Mexico due to discrimination.
  - b. African-Americans remained Republicans when FDR did not support anti-lynching.
  - c. Native-Americans received full United States citizenship.
  - d. The first African-American became a federal judge.
  
8. Which was not a reform enacted through FDR's Second New Deal?
  - a. Works Progress Administration
  - b. Wagner Act
  - c. Social Security Act

d. Hawley-Smoot Tariff

9. What finally brought America out of the Great Depression?
- Works Progress Administration
  - Regulating big businesses
  - Preparation for World War II
  - American came out on its own.

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Short Answer Questions

**Directions: Read each of the following statements and answer in one or two sentences.**

10. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.

11. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.

12. Describe the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment.

13. Explain the Wagner Act and the rise of industrial unionism.

14. Explain the passage of the Social Security Act as a part of the second New Deal.

Day Eight Pre-Test

What is the name of the U.S. foreign policy designed to stop the spread of communism?	In what two countries did the U.S. enter conflicts to stop the spread of communism?	What was the name of the U.S. post-WWII economic aid program to rebuild Europe?	What do we call the allied invasion of France during WWII?	What do we call FDR's aid program that assisted European countries during WWII?
What was the name of the first Soviet satellite launched into orbit?	Who was the senator known for leading investigations in the 1950s to identify communists in the U.S.?	This presidential "doctrine" was used to justify aid to Greece and Turkey so they would not fall under the influence of the Soviets.	What new country was established following WWII in the former British mandate of Palestine?	Who was the leader of the communist revolution in China?
Who is the leader of the Indian Independence movement known for his commitment to non-violent change?	What was the name of the bomb dropped on Hiroshima by the U.S. during WWII?	What was the name of the bomb developed by the U.S. in the 1950s during the arms race with the Soviet Union?	What term do we use for the plan to rebuild Europe after WWII?	Which British prime minister was involved in the talks at Yalta about rebuilding post-WWII Europe?
Which Soviet leader was involved in the talks at Yalta about rebuilding post-WWII Europe?	Who was the American General supervising the rebuilding of Japan after WWII?	What was the name of the secret U.S. program to build an atomic bomb during WWII?	Who helped operate U.S. factories during WWII?	What do we call the attempt by Hitler's Germany to eliminate all Jewish people from the areas they controlled?
What term did we use to describe the American fear of communists?	What was the name of the competitive military/weapons build up by the U.S. and the Soviet Union?	Who aided North Korea after WWII?	Who was the leader of the Chinese Nationalists against Mao Zedong?	Who lost many of their land during conflicts over the establishment of Israel?

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, 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:** 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

<p>“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.</p>
<p>4. <b>Holocaust:</b> 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.</p>
<p>5. <b>Lend-Lease:</b> 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.</p>
<p>6. <b>War Mobilization:</b> 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.</p>
<p>7. <b>Rationing:</b> One way Americans conserved on the home front was through the mandatory government <b>rationing</b> 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.</p>
<p>8. <b>Wartime Conversion:</b> 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.</p>
<p>9. <b>Role of women in war industries:</b> 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.</p>
<p>10. <b>D-Day:</b> 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.</p>
<p>11. <b>Los Alamos:</b> The American government had developed two atomic bombs in a secret laboratory in <b>Los Alamos</b>, New Mexico. The project was given the code name Manhattan Project.</p>
<p>12. <b>Development of the atomic bomb:</b> 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 <b>atomic bomb</b>. The bombs were dropped</p>

on Japan in early August 1945. On September 2, 1945, the Japanese surrendered, and World War II was finally over.
13. <b>Teheran, Yalta, Potsdam:</b> Meetings of Allied leaders (Churchill, Stalin, FDR/Truman), where discussions occurred regarding Allied plans for post-war Europe.
14. <b>Impact of Allied negotiations on Eastern Europe:</b> 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. <b>Marshall Plan:</b> 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. <b>MacArthur and Japan:</b> 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 conversion	rationing	Lend-lease Act
atom bomb	Los Alamos	

**Six-Square**

Key Term	Definition	Personal Connection	Illustration
Pearl Harbor			
Holocaust			
Harry S. Truman			
Potsdam			
General McArthur’s plan for Japan			
wartime conversion			

atom bomb			
D-Day			
diplomatic negotiations			
Tehran			
United Nations			
internment			
rationing			

Los Alamos			
Nazi ideology & policies			
Winston Churchill			
Yalta			
Marshall Plan			
mobilization			
lend-lease			

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 GHSGT**

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 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.
2. **Commitment to Europe & Containment:** 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.
3. **Truman Doctrine:** 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.
4. <b>China &amp; Korea:</b> 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.
5. <b>McCarthy:</b> 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.
6. <b>Sputnik &amp; U.S. – Soviet Competition:</b> 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.
7. <b>Arms Race:</b> 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. <b>Hydrogen bomb:</b> 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>		

**Fruyer Model**

Key Term	Definition	Characteristic	Examples	Non-examples
arms race				
Truman Doctrine				
<i>Sputnik I</i>				

hydrogen bomb				
Korean War				
containment				
McCarthyism				

The United Nations and the Korean War: Cartoon Analysis Worksheet

What is the cartoon’s title or caption? \_\_\_\_\_

Who drew the cartoon? \_\_\_\_\_

When and where was it published? \_\_\_\_\_

Editorial cartoonists combine pictures and words to communicate their opinions. What tools does the cartoonist use to make his or her point?

- Humor
- Labels
- Caricature
- Symbols
- Analogy to another event
- Stereotypes
- Speech balloons
- References to popular culture, art, literature, etc.

What symbols and characters are included in this cartoon?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe briefly what is going on in the cartoon:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is the cartoon’s message about the situation in Korea?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What if anything, does the cartoon have to say about the United Nations?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What, if anything, does the cartoon have to say about the PRC, USSR, or other belligerents?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain how the historical record agrees with or refutes the cartoonist’s opinion:

\_\_\_\_\_

The United Nations and the Korean War: Cartoon Analysis Worksheet

What is the cartoon’s title or caption? \_\_\_\_\_

Who drew the cartoon? \_\_\_\_\_

When and where was it published? \_\_\_\_\_

Editorial cartoonists combine pictures and words to communicate their opinions. What tools does the cartoonist use to make his or her point?

- \_\_\_ Humor    \_\_\_ Labels    \_\_\_ Caricature    \_\_\_ Symbols    \_\_\_ Analogy to another event
- \_\_\_ Stereotypes    \_\_\_ Speech balloons    \_\_\_ References to popular culture, art, literature, etc.

What symbols and characters are included in this cartoon?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe briefly what is going on in the cartoon:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is the cartoon’s message about the situation in Korea?

\_\_\_\_\_  
\_\_\_\_\_  
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What if anything, does the cartoon have to say about the United Nations?

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\_\_\_\_\_  
\_\_\_\_\_

What, if anything, does the cartoon have to say about the PRC, USSR, or other belligerents?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain how the historical record agrees with or refutes the cartoonist’s opinion:

\_\_\_\_\_

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 GHSGT**

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&amp;e, WG5a-c

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

**Password**

	Clues	Password
Round 1	1. 2. 3. 4. 5.	And the Password is...
Round 2	1. 2. 3. 4. 5.	And the Password is...
Round 3	1. 2. 3. 4. 5.	And the Password is...
Round 4	1. 2. 3. 4. 5.	And the Password is...
Round 5	1. 2. 3. 4. 5.	And the Password is...
Round 6	1. 2. 3. 4. 5.	And the Password is...
Round 7	1. 2. 3. 4. 5.	And the Password is...
Round 8	1. 2. 3. 4. 5.	And the Password is...
Round 9	1. 2. 3. 4. 5.	And the Password is...

**DAY NINE PRE-TEST**

*Discuss the questions below with your group. Write your group's final answer (true or false) on the line next to the question. Go quickly through the questions, and answer to the best of your ability, even if you're not entirely sure of the correct answer.*

- \_\_\_\_\_ 1. The 5<sup>th</sup> Amendment to the U.S. Constitution guarantees the right of citizens to bear arms.
- \_\_\_\_\_ 2. The Supreme Court decision in *Plessey vs. Ferguson* led to the integration of public schools in the Southern United States.
- \_\_\_\_\_ 3. Martin Luther King Jr.'s *Letters from a Birmingham Jail* addressed the fears white religious leaders had about moving too quickly toward desegregation.
- \_\_\_\_\_ 4. The *Voting Rights Act of 1965* gave the U.S. Justice Department the right to oversee voting laws in districts that had used discriminatory practices against African-Americans in the past.
- \_\_\_\_\_ 5. Rachel Carson founded the National Organization of Women.
- \_\_\_\_\_ 6. The Student Nonviolent Coordinating Committee (SNCC) organized the Freedom Rides to test the willingness of Southern states to enforce new laws against segregation on public transportation.
- \_\_\_\_\_ 7. The United States is a prominent member of the Organization of Petroleum Exporting Countries (OPEC).
- \_\_\_\_\_ 8. One goal of the World Trade Organization is to encourage free trade among nations by eliminating tariffs and quotas on imported goods.
- \_\_\_\_\_ 9. The 14<sup>th</sup> Amendment to the U.S. Constitution clearly identified African Americans as full citizens in an attempt to counteract the Black Codes established in the American South during Reconstruction.
- \_\_\_\_\_ 10. The 1<sup>st</sup> Amendment to the U.S. Constitution guarantees the rights of free speech, petition, assembly, press, and religion.

Day Nine – Block 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
<b>Founding</b>	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
<b>Goal</b>	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>
<b>Original Tactics</b>	Marches, protests, and demonstrations throughout the South, using churches as bases	<b>Sit-ins</b> at segregated lunch counters all across the South; registering African Americans to vote, in hope they could influence Congress to pass voting rights act
<b>Later Tactics</b>	Registering African Americans to vote, in hope they could influence Congress to pass voting rights act	<b>Freedom Rides</b> on interstate buses to determine if southern states would enforce laws against segregation in public transportation
<b>Original Membership</b>	Average African American adults; white adults	African American and white college students; included whites at first, but later it became all-African American organization
<b>Later Membership</b>	Same as original membership	African Americans only; no whites
<b>Original Philosophy</b>	Nonviolence	Nonviolence
<b>Later Philosophy</b>	Same as original philosophy	Militancy and violence; “Black Power” and African-American pride

**Block 25**

Key Vocabulary: USH22a&amp;c-e, USH24a-b&amp;e, CG6a-b&amp;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)	

**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. Make sure they list those on the Venn Diagram.
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 MLK's "I Have a Dream" and "Letter from a Birmingham Jail" and answer questions with a partner. Go over together.
8. Students write a paragraph explaining how their life would be different if they were currently living in the 1960s.

**Day Nine – Session 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 20<sup>th</sup> century and early 21<sup>st</sup> 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 20<sup>th</sup> century, such as Shining Path, Red Brigade, Hamas, and Al Qaeda.
4. **Multinational corporations**: The 20<sup>th</sup> and 21<sup>st</sup> 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.
5. **United Nations**: 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.
6. **OPEC**: 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.
7. **World Trade Organization**: 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.

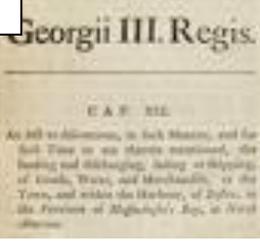
## Block 26

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><del>Opposite Description/Definition (What it's not)</del></p> <p><del>Taxation WITH Representation</del></p>	<p>Description/Definition</p> <p>Laws passed by the British Parliament, largely to pay for the French &amp; Indian War. The colonists found them <b>intolerable</b> because they felt like they were being unfairly taxed.</p>
<p>An informative Sentence</p> <p>Many of the <b>Intolerable Acts</b> 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><b>Intolerable Acts</b></p> <p>Illustration</p> 

# Contemporary World Questions For Stations

1. What was the largest terrorist attack in the 20<sup>th</sup> century?
2. How do you think terrorism has affected the daily lives of citizens in countries where terrorism has taken place?
3. What is the purpose of the UN?
4. How do you think the WTO has helped the world?
5. How has the television brought the world closer together in the 20<sup>th</sup> century?
6. Why do you think citizens in new nations have pride in their countries when they have so many obstacles to overcome?
7. Why is OPEC important?
8. What invention made computers smaller, easier to use, and more affordable?
9. How has the internet impacted the lives of Americans?
10. What is an ethnic conflict?
11. What effect do ethnic 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 GHSGT**

1. U.S. citizens are responsible for <b>obeying the law</b> , 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 <b>paying taxes</b> . 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 <b>jury duty</b> , 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 <b>military duty</b> when they turn 18 years old. This registration is with the selective service.
5. In the U.S., <b>political parties</b> 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 <b>amendments</b> 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 <b>Bill of Rights</b> 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 <b>First Amendment</b> grants to individuals the rights to freedom of the press, petition, religion, assembly, and speech.
9. The <b>Fifth Amendment</b> 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 <b>fourteenth amendment</b> 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&amp;e

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

**Vocabulary Activity - P.A.V.E. Map**

**Word**

**What do you know about this term?**

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**Association or Symbol**

**Verified Description/Definition of term:**

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**An Informative Sentence using the Term:**

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**GREAT JOB STUDENTS!!!!**

**Best wishes for a successful GHS GT!!!!**