

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING ENHANCED SCOPE AND SEQUENCE



Virginia and United States History

Commonwealth of Virginia
Department of Education

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Introduction

The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is intended to help teachers align their classroom instruction with the History and Social Science standards of learning that were adopted by the Board of Education in January 2008. The *Enhanced Scope and Sequence* is organized by topics from the original *History and Social Science Standards of Learning Scope and Sequence* document and includes the content of the Standards of Learning and the essential knowledge and skills found in the *History and Social Science Standards of Learning Curriculum Framework 2008*. In addition, the *Enhanced Scope and Sequence* provides teachers with sample lesson plans aligned with the essential knowledge and skills in the *Curriculum Framework*.

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

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

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

ORGANIZING TOPIC

Early European Exploration and Colonization

Standard(s) of Learning

VUS.2 The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

- Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States.
- Formulate historical questions and defend findings, based on inquiry and interpretation.
- Develop perspectives of time and place.

Content

Explain that early European exploration and colonization resulted in the redistribution of the world’s population as millions of people from Europe and Africa voluntarily and involuntarily moved to the New World.

Explain that exploration and colonization initiated worldwide commercial expansion as agricultural products were exchanged between the Americas and Europe. In time, colonization led to ideas of representative government and religious tolerance that over several centuries would inspire similar transformations in other parts of the world.

Using the following characteristics of early exploration and settlements in the New World, summarize the reasons for European settlement in the English colonies. Include an analysis of how their motivations influenced their settlement patterns and colony structures:

- New England was settled by Puritans seeking freedom from religious persecution in Europe. They formed a “covenant community” based on the principles of the Mayflower Compact and Puritan religious beliefs and were often intolerant of those not sharing their religion. They also sought economic opportunity and practiced a form of direct democracy through town meetings.
- The Middle Atlantic region was settled chiefly by English, Dutch, and German-speaking immigrants seeking religious freedom and economic opportunity.
- Virginia and the other Southern colonies were settled by people seeking economic opportunities. Some of the early Virginia settlers were “cavaliers,” i.e., English nobility who received large land grants in eastern Virginia from the King of England. Poor English immigrants also came seeking better lives as small farmers or artisans and settled in the Shenandoah Valley or western Virginia, or as indentured servants who agreed to work on tobacco plantations for a period of time to pay for passage to the New World.
- Jamestown, established in 1607 by the Virginia Company of London as a business venture, was the first permanent English settlement in North America. The Virginia House of Burgesses, established by the 1640s, was the first elected assembly in the New World. It has operated continuously and is known today as the General Assembly of Virginia.

Summarize the interactions among Europeans, Africans, and American Indians and the consequences of this interaction:

- The explorations and settlements of the English in the American colonies and Spanish in the Caribbean, Central America, and South America, often led to violent conflicts with the American Indians. The Indians lost their traditional territories and fell victim to diseases carried from Europe. By contrast, French exploration of Canada did not lead to large-scale emigration from France, and relations with native peoples were generally more cooperative.
 - The growth of an agricultural economy based on large landholdings in the Southern colonies and in the Caribbean led to the introduction of slavery in the New World. The first Africans were brought against their will to Jamestown in 1619 to work on tobacco plantations.
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Sample Resources

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

Best of History Web Sites. <http://www.besthistorysites.net>. This site offers searchable access to information related to this organizing topic.

Cable News Network. Turner Broadcasting System, Inc. <http://www.cnn.com>. This site offers searchable access to information related to this organizing topic.

Educational Resources Information Center (ERIC) and Other Clearinghouses. Ed.gov. U.S. Department of Education. <http://www.ed.gov/about/contacts/gen/othersites/eric.html>. Select “Search any or all ERIC Web sites.” Type in a topic (e.g., Columbus), and then click “Search.”

History.com. <http://www.history.com/>. A&E Television Networks. This site provides access to Web sites related to this organizing topic.

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

Smithsonian Institution. <http://www.si.edu/>. This site provides Web access to the various museums within the Smithsonian Institution.

Virginia Historical Society. <http://www.vahistorical.org/>. This site provides multiple resources pertaining to Virginia history for use by teachers.

Virginia Museum of Fine Arts. <http://www.vmfa.state.va.us/>. This site provides samples of American art.

“Virginia Standards of Learning Assessments Test Blueprint: Virginia and United States History: 2008 History and Social Science Standards of Learning.” Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_va_ushist.pdf. This site provides assessment information for the course in Virginia and United States History.

“Virginia Standards of Learning Spring 2007 Released Test: End of Course Virginia and United States History.” Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_va_ushist.pdf. This site provides the latest released SOL test for the Virginia and United States History course.

We Shall Remain. <http://www.pbs.org/wgbh/amex/weshallremain/>. This site provides access to the award-winning, provocative PBS multi-media project that establishes American Indian history as an essential part of American history.

The World Factbook. Central Intelligence Agency. <https://www.cia.gov/library/publications/the-world-factbook/index.html>. This site provides searchable information on all countries.

Session 1: Impact of Early European Exploration and Colonization _____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and understand charts.
- Students should be able to compare and contrast.

Materials

- Attachment A: Characteristics of Early Exploration and Colonization in the New World
- Outline map of the world

Instructional Activities

1. Introduce this organizing topic by informing students that early European exploration and colonization resulted in the redistribution of the world's population. Guide students to explain this, using questions such as the following as prompts:
 - Where did civilization originate?
 - Where was the majority of the world population located prior to 1500?
 - What was the population of the Americas prior to 1500?

Make sure students realize that starting in the sixteenth century, millions of people from Europe and Africa voluntarily and involuntarily migrated to the New World. Encourage students to consider ways this redistribution still impacts the world situation today. Allow about five minutes for discussion about this issue. Distribute copies of an outline map of the world, and have students track the movement of major populations in the sixteenth century on the map.

2. Display the following:

Exploration and colonization initiated worldwide commercial expansion as agricultural products were exchanged between the Americas and Europe.

Instruct students to explain this statement. Ask what products were being exchanged. Have students add triangle trade routes and products as well as Columbian Exchange to their outline maps of the world.

3. Display the following:

In time, colonization led to ideas of representative government and religious tolerance that over several centuries would inspire similar transformations in other parts of the world.

Ask students to explain the statement. Then ask questions such as the following:

- What did other countries find attractive about the United States experience?
- What countries have adopted a similar style of government?
- Was the United States government unique? Why, or why not?
- What facets of our governmental system might countries find unappealing?

Explain that the students' study of United States history throughout the year will answer these questions. During the discussion, turn attention to the English heritage in colonial America, including such things as the Glorious Revolution and the political philosophy of John Locke. Emphasize the role of colonial isolation in the rise of self-government, i.e., the difficulty the English encountered in managing the faraway colonies. Discuss of the length of time necessary for a transatlantic crossing in those days. Guide students to mention the communication delay due to the long time for a transatlantic crossing and how this necessitated a degree of local autonomy in the colonies.

4. Distribute copies of Attachment A, and have students complete it. Allow them to use notes, the textbook or other instructional resources, and/or the Internet to locate the necessary information. The completed chart will serve as a guide during class discussion in the next session.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research on the migration patterns of people from Europe and Africa and about the triangle trade routes and products.
- Have students view and respond to video clips from nonfiction sources.
- Provide digital versions of the outline map of the world and Attachment A.

Multisensory

- Have students role-play as explorers.
- Have students interact with visual representations of class materials.

Community Connections

- Have students respond to displayed artifacts representing exploration and colonization.

Small Group Learning

- Have students complete the chart in cooperative learning groups with assigned roles.

Vocabulary

- Have students use the following key vocabulary: *redistribution, commercial, representative government, toleration, transformation, facet, autonomy*.
- Have students create vocabulary journals, combining the new word or phrase, its definition, and an illustration of the term.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students complete a timeline on transatlantic crossing.
- Have students use a rubric to self-assess their learning.

Session 2: Colonization in New England

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and understand charts.
- Students should be able to compare and contrast.

Materials

- Attachment A: Characteristics of Early Exploration and Colonization in the New World
- Attachment B: Characteristics of Early Exploration and Colonization in the New World—Key

Instructional Activities

1. Display Attachment B, and review each item on it. Direct students to correct their Attachment A charts, which they completed in the previous session.
2. Hold a class discussion on colonization in New England. Students should participate in the discussion by using the information in their completed charts, and they should add to their charts during discussion.

Examples of questions to guide discussion may include the following:

- Where is New England?
- When was this region settled?
- Which group(s) settled in New England?
- Who were the key individuals associated with the settlement(s)?
- Where did the people come from? Why did they come? (Include details of the circumstances in which these people were living prior to coming to America. Include the length and conditions of their journey and the probable route taken.)
- What type of government did the settlers establish? How did this government compare to the one the settlers left? What was the role of religion in the new government?
- Who supported or financed the journey? Why?
- What conditions did the settlers encounter upon arrival in the New World? What threats did they face? How did they relate to the Indians living in the area? What threats did they present to the Indians?
- What type of agriculture or commerce was most successful in the area?

(NOTE: To assist students who have disabilities or limited English proficiency, these questions may be printed on a handout with space for students to take notes during discussion. Label the handout “Information on New England.”)

3. Instruct students to imagine that they are settlers in New England. Instruct them to write a letter or diary entry describing one of the following:
 - The day they departed for the New World
 - A day on the ship en route to the New World
 - Their first full day in the New World

The entry should reflect historical facts and include specific information, such as time, location, climate, and food.

Specific Options for Differentiating This Lesson

Technology

- Have students use a template for the letter or diary entry.
- Have students research online sources about colonization in New England.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students use word processors to write the letters or diary entries.

Multisensory

- Have students create a digital slide show for their letters or diary entries.
- Have students create a video or use another multimedia format to represent their letters or diary entries.
- Have students prepare a meal that is representative of colonial New England fare.

Community Connections

- Invite a historian or librarian to discuss the New England colonies.

Small Group Learning

- Have small groups complete a jigsaw activity. Each group should research different questions listed under Activity 2. After completing the research, the groups should present their information in the order of the questions under Activity 2. Groups may also complete Attachment A as the content is presented.

Vocabulary

- Have students use the following key vocabulary: *colonization*, *Puritan*, *settlement*.
- Have students add vocabulary to the classroom word wall and to their vocabulary journals.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students review Attachment A to ensure related content is included from this session.

Session 3: Colonization in the Middle Atlantic Region

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and understand charts.
- Students should be able to compare and contrast.

Materials

- Attachment A: Characteristics of Early Exploration and Colonization in the New World
- Maps of colonial America
- Outline map of the colonies

Instructional Activities

1. Hold a class discussion on colonization in the Middle Atlantic region. Students should participate in the discussion by using the information in their completed charts, and they should add to their charts during discussion. Examples of questions to guide discussion may include the following:
 - Where is the Middle Atlantic region?
 - When was this region settled?
 - Which group settled in the Middle Atlantic region?
 - Who were the key individuals associated with the settlement?
 - Where did the people come from? Why did they come? (Include details of the circumstances in which these people were living prior to coming to America. Include the length and conditions of their journey and the probable route taken.)
 - What type of government did the settlers establish? How did this government compare to the one the settlers left? What was the role of religion in the new government?
 - Who supported or financed the journey? Why?
 - What conditions did the settlers encounter upon arrival in the New World? What threats did they face? How did they relate to the Indians living in the area? What threats did they present to the Indians?
 - What type of agriculture or commerce was most successful in the area?(NOTE: To assist students who have disabilities or limited English proficiency, these questions may be printed on a handout with space for students to take notes during discussion. Label the handout “Information on the Middle Atlantic Region.”)
2. Distribute copies of an outline map of the colonies. Instruct students to begin color-coding the map with information such as the following on New England and the Middle Atlantic region:
 - Type of agriculture or commerce (e.g., shipping, wheat, cattle)
 - The groups that settled in the area (e.g., Dutch, English, French, German settlers)
 - Dominant religionInformation on Virginia, Jamestown, and the additional Southern colonies will be added later.
3. Discuss the threats faced by the colonists, including disease, starvation, climate, and conflicts with the natives. Also include some discussion about how ongoing wars involving England, France, the Netherlands, and Spain impacted the colonies.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research on colonization in the mid-Atlantic region.
- Provide students with a text-to-speech program to supplement their reading and research.
- Have students take notes for Activity 1, using a template.
- Have students use word processors to take notes.

Multisensory

- Have students use different materials (e.g., textured materials, photos, paint, markers) to label their outline maps of the colonies.

Community Connections

- Invite a local teacher/professor of political or international studies to discuss how wars between world powers affected the American colonies. Have him/her also compare the effects of those wars with contemporary wars (e.g., Iraq, Afghanistan).

Small Group Learning

- Have small groups role-play colonists in the midst of disease, starvation, and climate threats.
- Have half the class debate the other half. One group will represent the needs and demands of the colonists and another group will represent the needs and demands of the natives.

Vocabulary

- Have students use the following key vocabulary: *starvation*, *climate*, *native*.
- Have students add vocabulary to the classroom word wall and to their vocabulary journals.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students review Attachment A to ensure related content is included from this session.

Session 4: Reinforcement

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and understand charts and maps.
- Students should be able to compare and contrast.
- Students should be able to use the library, Internet, and other research resources.

Materials

(To be determined once an activity has been selected)

Instructional Activities

Reinforce the concepts of this organizing topic by using one or more of the following activities or another relevant activity.

1. Show a video related to the settlement of the colonies.
2. Conduct a class debate on the positive and negative outcomes of exploration and colonization of the New World, focusing on the various groups affected by it. Be sure to include the ways exploration and colonization were perceived by the American Indians.
3. Hold a research session in the media center or computer lab. Possible research topics could include the following:
 - The number of people who settled in the New World
 - Descriptions of the passage from Europe or Africa to the New WorldThe teacher should provide specific instructions on the information students are to locate. As a result of their research, students should develop a poster, graph, journal, or position paper reflecting the data collected. (NOTE: One alternative is to assign different regions and different topics within each region to groups of students for them to research, and then have them develop a collaborative report or other product.)
4. Instruct students to develop a newscast about the exploration of the New World. Divide the class into groups of “reporters,” and assign each group an area or topic about which to develop a two-minute news report. Allow time at the end of the class for the groups to present their reports, or allow groups a day or two to perfect their reports and present them during session 7 or 8. Maps and other props may be used. Students may consider conducting an interview of an individual with that individual dressed in period attire.
5. Arrange a field trip to Jamestown Settlement, together with pre- and post-trip discussions and other activities.

Specific Options for Differentiating This Lesson

Technology

- Have students develop multimedia presentations for Activities 3 and 4.

Community Connections

- Have students take a virtual tour of Jamestown to complete Activity 5.
- Have students research the settlement history of their community.
- Invite a representative of the local historical society to discuss the early settlements.
- Invite a member of a Native American tribe to discuss the impact of the colonies.

Small Group Learning

- Have small groups complete the research for Activity 2, and allow them to pair up to share and discuss their findings.
- Have students brainstorm positive and negative outcomes for Activity 2.
- Allow students to work in pairs to complete Activity 3.

Student Organization of Content

- Have students use graphic organizers or T charts to complete Activity 2.
- Have students follow guided questions to complete Activities 4 and 5.

Session 5: Colonization in Virginia

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and understand charts.
- Students should be able to compare and contrast.

Materials

- Attachment A: Characteristics of Early Exploration and Colonization in the New World
- Map of colonial America at different time periods
- Outline map of the colonies (from Session 3)

Instructional Activities

1. Hold a class discussion on colonization in Virginia, and specifically at Jamestown. Students should participate in the discussion by using the information in their completed charts, and they should add to their charts during discussion. Examples of questions to guide discussion may include the following:
 - Where is Virginia? Where is Jamestown?
 - When was this region settled?
 - Which group(s) settled in Jamestown? In other parts of Virginia?
 - Who were the key individuals associated with the settlements?
 - Where did the people come from? Why did they come? (Include details of the circumstances in which these people were living prior to coming to America. Include the length and conditions of their journey and the probable route taken.)
 - What type of government did the settlers establish? How did this government compare to the one the settlers left? What was the role of religion in the new government?
 - Who supported or financed the journey? Why?
 - What conditions did the settlers encounter upon arrival in the New World? What threats did they face? How did they relate to the Indians living in the area? What threats did they present to the Indians?
 - What type of agriculture or commerce was most successful in the area? Why?(NOTE: To assist students who have disabilities or limited English proficiency, these questions may be printed on a handout with space for students to take notes during discussion. Label the handout “Information on the Virginia and Jamestown.”)
2. Instruct students to bring their colonial maps up-to-date.
3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to take notes.
- Provide students with a text-to-speech program to supplement their reading and research.
- Have students take notes for Activity 1, using a template.
- Have students conduct online research on colonization in Virginia.
- Have students use digital versions of selected reading materials.

Multisensory

- Provide three-dimensional features on colonial maps to help students complete the activities.
- Have students view and respond to reading materials supplemented with a video, audio, or multimedia format.

Community Connections

- Invite a Virginia historian to discuss colonization in Virginia.

Small Group Learning

- Have five groups create centers related to the discussion content of Activity 1. Each group should create content relevant to their topic.

Vocabulary

- Have students play a vocabulary game, using the key vocabulary from this organizing topic.

Student Organization of Content

- Have students review Attachment A to ensure related content is included from this session.

Session 6: Colonization in the Other Southern Colonies

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and understand charts.
- Students should be able to compare and contrast.

Materials

- Attachment A: Characteristics of Early Exploration and Colonization in the New World
- Outline map of the colonies (from Session 3)

Instructional Activities

1. Hold a class discussion on colonization in the other Southern colonies. Students should participate in the discussion by using the information in their completed charts, and they should add to their charts during discussion. Examples of questions to guide discussion may include the following:
 - Where are the other Southern colonies?
 - When was this region settled?
 - Which groups settled in the other Southern colonies?
 - Who were the key individuals associated with the settlements?
 - Where did the people come from? Why did they come? (Include details of the circumstances in which these people were living prior to coming to America. Include the length and conditions of their journey and the probable route taken.)
 - What type of government did the settlers establish? How did this government compare to the one the settlers left? What was the role of religion in the new government?
 - Who supported or financed the journey? Why?
 - What conditions did the settlers encounter upon arrival in the New World? What threats did they face?
 - What type of agriculture or commerce was most successful in the area?(NOTE: To assist students who have disabilities or limited English proficiency, these questions may be printed on a handout with space for students to take notes during discussion. Label the handout “Information on the Other Southern Colonies.”)
2. Instruct students to bring their colonial maps up-to-date.
3. Divide students into three groups, and have each group create an advertising poster for one of the other Southern colonies. The poster should make clear the reasons why people would want to go there, comparing conditions in the colony to conditions in Europe and illustrating the major geographic, economic, religious, and demographic advantages of the colony. Encourage groups to use pictures and color on their posters. When the posters are finished, have groups share and explain their posters to the rest of the class.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to take notes.
- Provide students with a text-to-speech program to supplement their reading and research.
- Have students take notes for Activity 1, using a template.
- Have students conduct online research on colonization in the Southern colonies.
- Have students create digital presentations rather than posters in Activity 3.

Multisensory

- Have students use Attachment A with differently colored text and columns.
- Have students create a song or rap about their assigned colony.

Community Connections

- Invite a travel agent to discuss basic components and elements that might help students create their advertising posters for their colonies.

Vocabulary

- Have students review vocabulary by playing vocabulary games or using the Frayer model.

Student Organization of Content

- Have students review Attachment A to ensure related content is included from this session.

Session 7: Review

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and understand charts.
- Students should be able to compare and contrast.

Materials

- Large index cards

Instructional Activities

1. Divide students into four groups—one for each of the four colonial regions studied in this unit. Distribute five or more large index cards to each group. Explain that each group will create flash cards on this organizing topic to use throughout the year for review. Instruct students in each group to discuss their colonial region and the important facts related to its colonization. Encourage them to write down every idea presented. Then, have them select the most important facts to list on flash cards—question on one side of the card, answer on the other. Have them create at least eight cards for each region.
2. Conduct the review, using the cards created by the student groups. Instruct students that as you go through the cards the first time, the student who created a certain card may not answer the question; only those who did not make the card may answer.
3. A “slap-the-board” game is another option for reviewing content. Divide the board into four equal sections, and identify each section with the name of one of the four colonial regions. Line up the class in front of the board. As you read out a characteristic of a region, the first student in line goes to the board and slaps the appropriate section. If he/she gets it right, then he/she goes to the end of the line for another turn. A wrong answer means the student must return to his/her seat. Last student standing wins. This game can also be adapted for team play.
4. A third option for reviewing content is to have students respond to a writing prompt on the content.

Specific Options for Differentiating This Lesson

Technology

- Have students create flash cards for Activity 4, using word processors.

Multisensory

- Have students add images to the flash cards.
- Have students use differently colored index cards and markers to complete Activity 1.

Community Connections

- Invite a representative from the local historical society to discuss the Colonial Period.

Small Group Learning

- Have all activities completed by small groups.

Vocabulary

- Have student pairs review key vocabulary from Sessions 1-6.
- Have students add new or unfamiliar words to their vocabulary journals.

Student Organization of Content

- Have students review Attachment A, adding new information when necessary.

Session 8: Assessment

Materials

- Attachment C: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment C, and have students complete the assessment.

Attachment A: Characteristics of Early Exploration and Colonization in the New World _____

Region	Group(s)/Origin	Reasons for Settlement	Products/Commerce	Present-Day States
New England				
Middle Atlantic				
Southern (including Virginia)				

Attachment B: Characteristics of Early Exploration and Colonization in the New World—Key _____

Region	Group(s)/Origin	Reasons for Settlement	Products/Commerce	Present-Day States
New England	Pilgrims: England Puritans: England	Religious freedom To create a Puritan commonwealth	Lumber, shipbuilding, trade, molasses, fur trade, fishing, subsistence farming	Connecticut Massachusetts New Hampshire Rhode Island
Middle Atlantic	English, Dutch, and German settlers Quakers: England Huguenots: France	Economic opportunity Religious freedom	Shipbuilding, small-scale farming, trade	Delaware Maryland New Jersey New York Pennsylvania
Southern (including Virginia)	Cavaliers (noblemen with land grants in Virginia from the king): England Poor English and Scots-Irish immigrants: England Debtors and other prisoners: England Noblemen: England Indentured servants: England Enslaved persons: Africa	Economic opportunity Business venture (Virginia Company of London)	Cash-crops: indigo, rice, tobacco Plantations	Georgia North Carolina South Carolina Virginia

Attachment C: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. Which group settled New England? A Puritans* B Cavaliers C Dutch D Germans</p> <p>2. Early European exploration and colonization resulted in A cooperation between European powers for trade with the colonies. B redistribution of the world's population.* C cooperation between France and England. D England's intent to transfer power to the colonies.</p> <p>3. Most individuals settling in Virginia were A relocated prisoners. B nobility seeking adventure. C seeking economic opportunities.* D Christian missionaries.</p> <p>4. Which colony did the Virginia Company of London establish in 1607? A Massachusetts B Jamestown* C Richmond D Maryland</p> <p>5. The Virginia House of Burgesses was A the first elected assembly in the New World.* B appointed by the King of England. C an autocratic government. D representative of all English colonies.</p> <p>6. The primary pull factor for European colonization in North America was A the discovery of gold and silver in the colonies. B religious freedom and economic opportunities.* C creation of new monarchies and religions. D civil wars and famine.</p> <p>7. German-speaking immigrants settled primarily in the A Eastern Colonies. B New England region. C Southern colonies. D Middle Atlantic region.*</p>	<p>“Our fathers had plenty of deer and skins, our plains were full of deer, as also our woods, and of turkeys [sic], and our coves full of fish and fowl. But, these Englishmen having gotten our land, they with scythes cut down the grass...and their hogs spoil our clam banks.” – Miatonomo, 1642</p> <p>8. Which statement BEST describes this American Indian view of interaction with English settlers? A The settlers improved the land by clearing trees and planting crops. B The American Indians were willing to share the land. C The American Indians worried about food sources for the future.* D The settlers used land not needed by the Indians.</p> <p>9. Explain how European exploration led to a redistribution of the world population. Include specific groups that came to North America. RUBRIC The student response includes the following information. (Assign points for each item.) Pts ____ European countries that sponsored exploration in North America as well as the movement of African slaves to America Pts ____ Spain Pts ____ Portugal Pts ____ England Pts ____ France Pts ____ Africa Pts ____ Explanation of how this exploration redistributed the world population ____ Total points earned</p> <p>10. Identify the reasons for European settlement in the Americas. Include the various groups that settled in the different regions of America. RUBRIC The student response includes the following information. (Assign points for each item.) Pts ____ Puritans Pts ____ English Pts ____ Germans Pts ____ Dutch Pts ____ New England Pts ____ Middle Atlantic region Pts ____ Virginia (Jamestown and other settlements) ____ Total points earned</p>
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ORGANIZING TOPIC

Economic and Political Life in the Colonies; Slavery

Standard(s) of Learning

VUS.3 The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

- Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States.
- Formulate historical questions and defend findings, based on inquiry and interpretation.
- Develop perspectives of time and place.
- Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.
- Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

Content

- Explain that economic and political institutions in the colonies developed in ways that were either typically European or were distinctively American, as climate, soil conditions, and natural resources shaped regional economic development.
- Identify how the economic activity of the three colonial regions reflect the resources and/or the European origins of their settlers, using the following information:
- The New England colonies developed an economy based on shipbuilding, fishing, lumbering, small-scale subsistence farming, and eventually, manufacturing. The colonies prospered, reflecting the Puritans’ strong belief in the values of hard work and thrift.
 - The middle colonies of New York, New Jersey, Pennsylvania, and Delaware developed economies based on shipbuilding, small-scale farming, and trading. Cities such as New York and Philadelphia began to grow as seaports and/or commercial centers.
 - Southern colonies developed economies in the eastern coastal lowlands based on large plantations that grew “cash crops” such as tobacco, rice, and indigo for export to Europe. Farther inland, however, in the mountains and valleys of the Appalachian foothills, the economy was based on small-scale subsistence farming, hunting, and trading.
 - A strong belief in private ownership of property and free enterprise characterized colonial life everywhere.
- Summarize the following social characteristics of the colonies:
- New England’s colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged the Puritans’ belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts.

- The middle colonies were home to multiple religious groups that generally believed in religious tolerance, including Quakers in Pennsylvania, Huguenots and Jews in New York, and Presbyterians in New Jersey. These colonies had more flexible social structures and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers. _____
- Virginia and the other Southern colonies had a social structure based on family status and the ownership of land. Large landowners in the eastern lowlands dominated colonial government and society and maintained an allegiance to the Church of England and closer social ties to Britain than did those in the other colonies. In the mountains and valleys further inland, however, society was characterized by small subsistence farmers, hunters, and traders of Scots-Irish and English descent. _____
- The “Great Awakening” was a religious movement that swept both Europe and the colonies during the mid-1700s. It led to the rapid growth of evangelical religions, such as Methodist and Baptist, and challenged the established religious and governmental orders. It laid one of the social foundations for the American Revolution. _____

Describe political life in the colonies:

- New England colonies used town meetings (an “Athenian” direct democracy model) in the operation of government. _____
- Middle colonies incorporated a number of democratic principles that reflected the basic rights of Englishmen. _____
- Southern colonies maintained stronger ties with Britain, with planters playing leading roles in representative colonial legislatures. _____

Identify that the African slave trade and the development of a slave-labor system in many of the colonies resulted from plantation economies and labor shortages. _____

Describe the development of indentured servitude and slavery, using the following information:

- The growth of a plantation-based agricultural economy in the hot, humid coastal lowlands of the Southern colonies required cheap labor on a large scale. Some of the labor needs, especially in Virginia, were met by indentured servants, who were often poor persons from England, Scotland, or Ireland who agreed to work on plantations for a period of time in return for their passage from Europe or relief from debts. _____
- Most plantation labor needs eventually came to be satisfied by the forcible importation of Africans. Although some Africans worked as indentured servants, earned their freedom, and lived as free citizens during the Colonial Era, over time, larger and larger numbers of enslaved Africans were forcibly brought to the Southern colonies (the “Middle Passage”). _____
- The development of a slavery-based agricultural economy in the Southern colonies eventually led to conflict between the North and South and the American Civil War. _____

Sample Resources

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

America's First Look into the Camera: Daguerreotype Portraits and Views 1839–1864. The Library of Congress. <http://memory.loc.gov/ammem/daghtml/daghome.html>. This site provides prints and photographs from American history pertaining to this organizing topic.

Archiving Early America. <http://www.earlyamerica.com/>. This site provides primary source material for eighteenth-century America.

Best of History Web Sites. <http://www.besthistorysites.net>. This site offers searchable access to information related to this organizing topic.

Bonomi, Patricia U. "The Middle Colonies as the Birthplace of American Religious Pluralism." TeacherServe from the National Humanities Center. <http://www.nhc.rtp.nc.us/tserve/eighteen/ekeyinfo/midcol.htm>. This site offers information about the religions of the middle colonists.

Cable News Network. Turner Broadcasting System, Inc. <http://www.cnn.com>. For Web sites related to this organizing topic, type the desired topic in the Search box and click "Search."

Colonial Days Web Adventure. Family Education Network. http://www.teachervision.com/tv/curriculum/weeklywebadventures/colonial_days/t_home.html#artq. This site includes sample lessons on colonial America and may have useful information for teachers of Virginia and United States History.

Educational Resources Information Center (ERIC) and Other Clearinghouses. Ed.gov. U.S. Department of Education. <http://www.ed.gov/about/contacts/gen/othersites/eric.html>. Select "Search any or all ERIC Web sites." Type in a topic (e.g., Columbus), and then click "Search."

Founding the American Colonies—The Time Page. <http://www.timepage.org/spl/13colony.html>. This site provides maps and other information on the founding of the 13 original colonies.

George Washington's Mount Vernon. <http://www.mountvernon.org>. This Web site offers information on George Washington and his home, Mount Vernon.

Grenet, Phyllis. "American Life: A Comparison of Colonial Life to Today's Life." Yale-New Haven Teacher's Institute. <http://www.yale.edu/ynhti/curriculum/units/1990/5/90.05.04.x.html>. This site gives a comparison of family life in colonial America to family life today. The site is intended for first-grade teachers, but may have useful information for teachers of Virginia and United States History.

Heyrman, Christine Leigh. "The First Great Awakening." TeacherServe from the National Humanities Center. <http://www.nhc.rtp.nc.us/tserve/eighteen/ekeyinfo/grawaken.htm>. Contains information on the Great Awakening.

History.com. <http://www.history.com/>. A&E Television Networks. This site provides access to Web sites related to this organizing topic. Type a topic in the "Search" box and click "Go."

The History Net: American History. <http://americanhistory.about.com>. This site provides searchable resource information for teachers.

Kid Info. http://www.kidinfo.com/American_History/Colonization_NE_Colonies.html. This site provides information on the New England Colonies.

"Lecture Four: The Great Awakening." Wake Forest University. <http://www.wfu.edu/~mattheti/perspectives/four.html>. This site provides information on the revival of religious enthusiasm in America beginning as early as 1679.

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

- Presidential Inaugurations*. The Library of Congress. <http://memory.loc.gov/ammem/pihtml/pihome.html>. This site provides information on presidential inaugurations.
- “Puritans.” *New Advent*. Catholic Encyclopedia. <http://www.newadvent.org/cathen/12581a.htm>. This site provides information on the Puritans.
- Smithsonian Institution*. <http://www.si.edu/>. This site provides Web access to the various museums within the Smithsonian Institution.
- “The Terrible Transformation: People & Events: The Middle Passage c. 1600–1800.” PBS. <http://www.pbs.org/wgbh/aia/part1/1p277.html>. This site provides the story of the transport of slaves from Africa to the New World.
- “The Terrible Transformation: People & Events: Olaudah Equiano, 1745–1797.” PBS. <http://www.pbs.org/wgbh/aia/part1/1p276.html>. This site provides the story of a boy who was captured and sold into slavery at the age of 11 and lived to write his autobiography.
- Virginia Historical Society*. <http://www.vahistorical.org/>. This site provides multiple resources pertaining to Virginia history for use by teachers.
- Virginia Museum of Fine Arts*. <http://www.vmfa.state.va.us/>. This site provides samples of American art.
- “Virginia Standards of Learning Assessments Test Blueprint: Virginia and United States History: 2008 History and Social Science Standards of Learning.” Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_va_ushist.pdf. This site provides assessment information for the course in Virginia and United States History.
- “Virginia Standards of Learning Spring 2007 Released Test: End of Course Virginia and United States History.” Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_va_ushist.pdf. This site provides the latest released SOL test for the Virginia and United States History course.
- The World Factbook*. Central Intelligence Agency. <https://www.cia.gov/library/publications/the-world-factbook/index.html>. This site provides searchable information on all countries.

Session 1: The Economies of the Original Colonies

Prerequisite Understanding/Knowledge/Skills

- Students should be able to locate the 13 original colonies on a map.
- Students should be able to identify primary and secondary sources.
- Students should be able to read and analyze charts.

Materials

- Images of various primary sources and artifacts from the Colonial Period, such as journal and diary entries, artwork, posters, everyday objects
- Large sheets of paper (e.g., butcher paper, newsprint)

Instructional Activities

1. Display various primary sources and artifacts that illustrate the geography, economies, religions, and/or social structures of the colonies. An actor portraying a historical character, a brief video, or an audio recording may also provide an interesting introduction to the study of this organizing topic. Instruct students to examine the items for a few minutes and then write down their thoughts on the following topics:
 - The meanings of the journal and diary entries
 - What the artwork and posters reflect
 - Brief descriptions of the artifacts
 - A description of everyday events during the Colonial PeriodInstruct students to identify unusual language structures, references to government and climate, and any other indicators that provide clues to colonial life. After students have had a few minutes to reflect on the items, ask them to share their impressions with the class. Write down a sample of their impressions for use as a reference in a later session.
2. Explain that students will be examining the original colonies to define similarities and differences among them. Remind students that each colonial region had an economy determined in part by its geography and climate. For example, the climate and soil of the Southern colonies promoted an agricultural economy. Prompt students to discuss the current economies of the states that comprise the original 13 colonies. Ask whether the economies of the Southern states have changed from an agrarian economy. Ask whether the economies of the states in what were the Middle Atlantic and New England colonies have changed. If students feel the economies have changed, ask them to explain why and to give the circumstances that contributed to the changes.
3. Explain that students will use their “Characteristics of Early Exploration and Colonization in the New World” charts created in the previous unit along with information discussed in this unit to create a pictorial map reflecting the geography, economy, religion, and social structure of each colony. You may choose to provide a prototype for students to get a better idea of the assignment. Provide large sheets of paper for students to begin their maps by outlining all 13 original colonies. Explain that they may use magazine pictures, pictures gathered from the Internet, or their own artwork to develop their maps. Give students a due date for the completed map (e.g., the day of Session 8). Provide a few minutes each class period for students to work on this project. (NOTE: For special needs students, consider restricting this activity to one colony. Also, if the chart mentioned above has not already been completed, distribute it and have students complete it now.)
4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research on the economic characteristics of regions and states.
- Have students develop a “news” video depicting the economic activities of colonial regions.
- Have students use word processors to take notes during class.
- Have students use graphic-organizer software to arrange the information presented in class.
- Have students access a variety of reading materials in a digital format to complete Activity 4.

Multisensory

- Have students use highlighters, sticky notes, highlighter tape, colored markers, or pens when reading and gathering information.
- Have students color-code a map of the colonial region.
- Have students create or collect their own artifacts from the colonial period and complete the requirement for Activity 1.

Community Connections

- Arrange for students to visit a local historical museum.
- Have students take a virtual tour of colonial America.

Small Group Learning

- Have students work in cooperative learning groups or with a partner to complete Activity 3.

Vocabulary

- Have students complete word maps or use mnemonics for unfamiliar vocabulary from this session.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts) to categorize the information for Activity 2.
- Have students use color-coded templates for the maps.
- Have students use templates to organize their notes.
- Have students complete guiding questions for their reading activities.

Session 2: The Economy of the New England Colonies

Prerequisite Understanding/Knowledge/Skills

- Students should be able to compare and contrast economic systems.
- Students should be able to understand the concept of regions.
- Students should be able to read and analyze charts.

Materials

- World atlases
- Attachment A: Characteristics of Early Exploration and Colonization in the New World (from previous organizing topic, p. 21)
- Maps of colonial and present-day America
- Outline map of the New England colonies
- Internet access

Instructional Activities

1. Explain that colonial economies were greatly influenced by the geography (topography, climate) and natural resources of the area. Divide the class into groups of two or three students. Provide each group with world atlases that reflect climate regions, biomes, and economies. Instruct each group to develop a list of four or five regions of the world where it thinks the geography drives the economy. Each student should contribute one region to the group list. Allow time for the groups to share their findings and explain their reasons for selecting those regions. They should not be restricted to the United States or to the past, as understanding of the concept is the goal.
2. Explain that colonists had a strong belief in *private ownership of property* and *free enterprises*. Ask students to explain what these two terms mean. Provide examples of private versus public ownership, as well as examples of free enterprise versus a command type of economy.
3. Instruct students to review the present-day states that were part of the New England colonies. Use maps to illustrate this. Provide students with outline maps they can color code.
4. Begin discussion of the New England colonies from the perspective of their economy. Remind students that this information should be added to their “Characteristics of Early Exploration and Colonization in the New World” charts. Display the following:

The New England colonies developed an economy based on shipbuilding, fishing, lumbering, small-scale subsistence farming, and eventually, manufacturing. The colonies prospered, reflecting the Puritans’ strong belief in the values of hard work and thrift.

Display a map of the New England colonies and a present-day map of the states in that region. Prompt student discussion with questions, such as the following, that will identify the geographic and cultural characteristics that contributed to the facts in the statement.

- What geographic features contributed to an economy based on shipbuilding?
- What geographic features contributed to an economy based on fishing? What type of fishing developed?
- What geographic features contributed to an economy based on lumbering? In what specific region was lumbering developed? What type of lumber was involved?
- What is the meaning of the term *small-scale subsistence farming*? What geographic features contributed to an economy based on small-scale subsistence farming?
- What geographic features contributed to an economy based on manufacturing? When did manufacturing in the region begin? What types of manufacturing were developed? What was the difference between household production and factory production?
- Did the origin of the New England colonists contribute to the economic structure of the colonies? Why, or why not? For example, did the New England colonists come from areas where shipbuilding or fishing was prominent?

- What were the dominant religions in the New England colonies? Did the religious beliefs of the New England colonists contribute to the economic structure of these colonies? If so, how?
- To whom did the New England colonist sell their products? (England) What are some examples of products they sold? (lumber, furs) What products did they get in exchange? (cloth, tools, luxury item).

5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research on the economic characteristics of regions and states.
- Have students develop a “news” video depicting the economic activities of colonial regions.
- Have students use word processors to take notes during class.
- Have students use graphic-organizer software to arrange information presented in class.
- Have students access a variety of reading materials in a digital format to complete Activities 1 and 4.

Multisensory

- Have students use highlighters, sticky notes, highlighter tape, colored markers, or pens when reading and gathering information.
- Have students color-code a map of the colonial region.
- Have students research and role-play the daily professional or family tasks of a colonist.

Community Connections

- Invite a speaker from the local Chamber of Commerce to discuss the current influence of economic systems used or values held in the colonial period (e.g., private ownership, public ownership, free enterprise).

Small Group Learning

- Have students work in cooperative learning groups to complete Activity 4.

Vocabulary

- Have students use the following key vocabulary: *free enterprise, command, private, public, cultural, subsistence, economy, biomes*.
- Have students contribute vocabulary terms to a classroom word wall.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts) to categorize information from class notes, research, and handouts.
- Have students use color-coded templates for the maps.
- Have students use templates to organize their notes.

Session 3: The Economy of the Middle Colonies

Prerequisite Understanding/Knowledge/Skills

- Students should be able to compare and contrast.
- Students should understand the concept of global trade.

Materials

- Attachment A: Characteristics of Early Exploration and Colonization in the New World (from previous organizing topic, p. 21)
- Maps of colonial and present-day America
- Outline map of the middle colonies
- Internet access

Instructional Activities

1. Instruct students to review the present-day states that were part of the middle colonies. Use maps to illustrate this. Provide students with outline maps they can color code.
2. Begin discussion of the middle colonies from the perspective of their economy. Remind students that this information should be added to their “Characteristics of Early Exploration and Colonization in the New World” charts. Display the following:

The economy of the middle colonies was based on shipbuilding, small-scale farming, and trading.

Display a map of the middle colonies and a present-day map of the states in that region. Prompt student discussion with questions, such as the following, that will identify the geographic and cultural characteristics that contributed to the facts in the statement.

- What geographic features contributed to an economy based on shipbuilding?
 - What geographic features contributed to an economy based on small-scale farming? What types of crops were raised?
 - What geographic features contributed to an economy based on trading? What types of items were traded?
 - Did the origin of the middle colonists contribute to the economic structure of the colonies? Why, or why not? For example, did the middle colonists come from areas where shipbuilding or small-scale farming was prominent?
 - What were the dominant religions in the middle colonies, and especially in Pennsylvania and Maryland? How did the religious beliefs of the middle colonists contribute to the economic structure of these colonies?
 - To whom did the middle colonists sell their products? (England and Spain) What are some products they sold? (wheat, corn, tobacco) What products did they get in exchange? (manufactured goods from England and Spain, wine from Spain).
3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students view and respond to videos about colonial America.
- Have students conduct online research on colonial America.
- Have students use word processors to take notes.
- Have students use graphic-organizer software to arrange information presented in class.
- Have students access a variety of reading materials in a digital format to complete Activity 3.

Multisensory

- Have students use highlighters, sticky notes, highlighter tape, colored markers, or pens to complete Activity 3.
- Have students color-code the maps they use.

Community Connections

- Invite a speaker from the Chamber of Commerce to compare the economic structure of the middle colonies with modern commerce.

Small Group Learning

- Have small groups complete one of the questions listed in Activity 2. Each group should research the answer and create a poster that shares their findings.

Vocabulary

- Have students use the following key vocabulary: *shipbuilding, crop, economy, small-scale farming, product, trading, geographic, cultural*.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students contribute vocabulary terms to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.

Session 4: Reinforcement

Prerequisite Understanding/Knowledge/Skills

- Students should have a basic understanding of the colonial period.
- Students should be able to identify and use primary and secondary sources.

Materials

- Attachment A: Characteristics of Colonial Regions
- Attachment B: Characteristics of Colonial Regions—Key

Instructional Activities

1. Part of this session should be used for a content-appropriate video, guest speaker, research in the media center, computer-lab activity, field trip, or student presentations. If a video is selected, prepare a viewing guide and some post-viewing questions for the main points, and conduct discussions about these main points. If you have access to a computer lab, instruct students to locate information on the Internet about colonial life and document at least one facet of colonial life, e.g., food, clothing, houses, furniture, transportation, church life, politics. Some Web sites to help students get started are listed in Session 6.
2. Distribute copies of Attachment A, and have students complete it. Allow them to use notes, the textbook or other instructional resources, and/or the Internet to locate the necessary information. After students are finished, display Attachment B, and direct students to correct their charts as you review each item.

Specific Options for Differentiating This Lesson

Technology

- Have students complete a digital version of Attachment A.
- Have students use digital versions of the viewing guide and post-viewing questions.

Multisensory

- Have students use various text colors to highlight and differentiate important content or entire columns of Attachment A.

Community Connections

- Invite a historian to discuss the colonial period.

Small Group Learning

- Have students complete the session activities with a partner or as members of small groups.

Student Organization of Content

- Have students complete Attachment A.

Session 5: The Economy of Colonial Virginia and the Other Southern Colonies _____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to compare and contrast economic systems.
- Students should be able to understand the concept of regions.
- Students should be able to read and analyze charts.

Materials

- Maps of colonial and present-day America
- Outline map of the Southern colonies
- Internet access

Instructional Activities

1. Instruct students to review the present-day states that were part of the Southern colonies. Use maps to illustrate this. Provide students with outline maps they can color code.
2. Begin discussion of colonial Virginia and the other Southern colonies from the perspective of the region's economy. Remind students that this information should be added to their "Characteristics of Early Exploration and Colonization in the New World" charts. Display the following:

The economy of colonial Virginia and the other Southern colonies in the eastern coastal lowlands was based on the agriculture of large plantations that grew "cash crops" such as tobacco, rice, and indigo for export to Europe. Farther inland, however, in the mountains and valleys of the Appalachian foothills, the economy was based on small-scale subsistence farming, hunting, and trading.

Display a map of colonial Virginia and the other Southern colonies and a present-day map of the states in that region. Prompt student discussion with questions, such as the following, that will identify the geographic and cultural characteristics that contributed to the facts in the statement.

- What geographic features contributed to an economy based on the agriculture of large plantations?
 - What geographic features contributed to an economy based on cash crops such as tobacco, rice, and indigo?
 - What geographic features contributed to an economy based on small-scale subsistence farming, hunting, and trading?
 - Did the origin of Virginians and other Southern colonists contribute to the economic structure of the colonies? Why, or why not? For example, did the Virginia and other Southern colonists come from areas where large plantations and "cash crops" were normal?
 - What were the dominant religions in colonial Virginia and the other Southern colonies? Did the religious beliefs of the Virginia colonists and other Southern colonists contribute to the economic structure of these colonies?
 - To whom did Virginians and the other Southern colonists sell? (England, Spain, and Africa) What are some examples of products they sold? (wheat, corn, tobacco, rice, indigo, rum) What products/items did they get in exchange? (manufactured goods from England and Spain, wine from Spain, slaves from Africa)
3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research on the economic characteristics of Virginia and the Southern colonies.
- Have students develop a "news" video about the economic activities of Virginia and the Southern colonies.
- Have students use word processors to take notes.

Multisensory

- Have students use different materials (e.g., cotton, construction paper, rice) to create maps of the Southern colonies.

Community Connections

- Invite a speaker who has knowledge of tobacco farming and production to discuss colonial and current crop production techniques and the economic effects.

Small Group Learning

- Have small groups research the answer to one or more questions in Activity 2 and share (e.g., video, digital slide presentation, role-play) their findings with the class.

Vocabulary

- Have students use the following key vocabulary: *cash crop*, *indigo*, *tobacco*, *slave*, *Appalachian foothills*, *plantation*.
- Have students play a game or games to review all vocabulary in the current organizing topic.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have students create Venn diagrams to compare and contrast information about New England, the middle colonies, colonial Virginia, and other Southern colonies.

Session 6: Colonial Society and Politics

Prerequisite Understanding/Knowledge/Skills

- Students should be able to understand social/cultural/political/economic issues of the colonies.
- Students should be able to understand the concepts of social ladder and hierarchy.
- Students should be able to compare and contrast methods of worship and beliefs of different religions practiced by the colonists.

Materials

- Internet access
- Research resources such as the following that provide information and lesson plans to help students develop an understanding of life during the Colonial Period.
 - *Archiving Early America*. <http://www.earlyamerica.com/>. This site provides primary source material for eighteenth-century America.
 - “Colonial Days Web Adventure.” *Family Education Network*. http://www.teachervision.com/tv/curriculum/weeklywebadventures/colonial_days/t_home.html#artq. This site includes sample lessons on colonial America. It is designed for lower level students but may have useful information for teachers of Virginia and United States History.
 - “Founding the American Colonies.” *The Time Page*. <http://www.timepage.org/spl/13colony.html>. This site provides maps and other information on the founding of the 13 original colonies.
 - *George Washington’s Mount Vernon*. <http://www.mountvernon.org/>. This site offers information on George Washington and his home, Mount Vernon.
 - Grenet, Phyllis, “American Life: A Comparison of Colonial Life to Today’s Life.” Yale-New Haven Teacher’s Institute. <http://www.yale.edu/ynhti/curriculum/units/1990/5/90.05.04.x.html>. This site gives a comparison of family life in colonial America to family life today. Site is intended for first-grade teachers, but may have useful information for teachers of Virginia and United States History.

Instructional Activities

1. Introduce the topic by asking students the following questions:
 - What activities do you do for “fun” after school?
 - What contributes to your interpretation of activities as being “fun”?
 - Does your family’s history or culture have anything to do with the activities that you enjoy today? If so, how?
 - How might your parent’s occupation have something to do with the activities in which you participate?
 - How does the region in which you live contribute to the activities in which you participate?
2. Explain that “social characteristics” include:
 - ways in which members of societies interact
 - the social hierarchy within a society and the factors that determine placement of individuals in the hierarchy (e.g., occupation, religion, ancestry, wealth)
 - the degree of permanence of one’s social position in a society.

Allow students to share examples of various societies with which they are familiar through either personal experience or research. Provide examples to prompt discussion. For example, explain the strict caste system of India, the social structure of a native American tribe, or a the social structure of a monarchy.

3. Display the following:

The colonies of the New World had distinctive social characteristics, determined in part by the origins of the colonists, their religions, their occupations, and their ancestors.

The “Great Awakening” was a religious movement that swept both Europe and the colonies during the mid-1700s. It led to the rapid growth of evangelical religions, such as Methodist and Baptist, and challenged the established religious and governmental orders. It laid one of the social foundations for the American Revolution.

Have students examine these Web sites for further information on the “Great Awakening”:

- <http://www.nhc.rtp.nc.us/tserve/eighteen/ekeyinfo/grawaken.htm>
- <http://www.wfu.edu/~matthetl/perspectives/four.html>.

4. Display the following:

New England's colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged the Puritans' belief in the connection between religion and government. New England colonies used town meetings (an "Athenian" direct democracy model) in the operation of government.

Ask students to identify the beliefs of the Puritans. (The Web site <http://www.newadvent.org/cathen/12581a.htm> may be helpful for information on the Puritans.)

5. Display the following:

Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts.

Lead a discussion of the irony of the Puritans causing others to flee Massachusetts because of religious persecution after they themselves fled Europe because of religious persecution.

6. Display the following:

The middle colonies were home to multiple religious groups that generally believed in religious tolerance, including Quakers in Pennsylvania, Huguenots and Jews in New York, and Presbyterians in New Jersey. These colonies had more flexible social structures and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers. The middle colonies incorporated a number of democratic principles that reflected the basic rights of Englishmen.

Have students visit <http://www.nhc.rtp.nc.us/tserve/eighteen/ekeyinfo/midcol.htm> for information on these religions in order to facilitate a class discussion on the differences among them.

7. Display the following:

Virginia and the other Southern colonies had a social structure based on family status and the ownership of land. Large landowners in the eastern lowlands dominated colonial government (legislatures) and society and maintained an allegiance to the Church of England and closer social ties to England than did those in the other colonies. In the mountains and valleys further inland, however, society was characterized by small-scale subsistence farmers, hunters, and traders of Scots-Irish and English descent.

Instruct students to reflect this information on their charts and maps.

8. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Provide students with a text-to-speech program to supplement their reading and research.

Multisensory

- Have students role-play, chart, or create timelines for the development of different colonial religions.

Community Connections

- Invite a panel of speakers that represents the different religions to discuss religious practices in the colonies.

Small Group Learning

- Have students work in small groups to research a specific religion or the topic of slavery in the colonies.
- Have five groups create centers related to the discussion content of Activities 3–7. Each group should create content relevant to their topic. Students should visit centers outside their own.

Vocabulary

- Have students use the following key vocabulary: *culture, Protestant, revival, dissent, Church of England, Anglican, Episcopalian, hierarchy, Puritan, Quaker, Huguenot, Jew, entrepreneur, artisan*.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have students modify their maps periodically, as new information is learned.

Session 7: Slavery

Prerequisite Understanding/Knowledge/Skills

- Students should be able to distinguish between servant and slave.
- Students should be able to identify the geography and understand the concept and benefits of the triangular trade among New England, Africa, and the West Indies.
- Students should be able to make chronological connections between the fifteenth and nineteenth centuries.

Materials

- Internet access

Instructional Activities

1. Display the following:

The growth of a plantation-based agricultural economy in the hot, humid coastal lowlands of the Southern colonies required cheap labor on a large scale. Some of the labor needs, especially in Virginia, were met by indentured servants, who were often poor persons from England, Scotland, or Ireland who agreed to work on plantations for a period of time in return for their passage from Europe or relief from debts.

Point out England, Scotland, and Ireland on a map, and discuss why indentured servants from these countries would make the journey.

2. Display the following:

Most plantation labor needs eventually came to be satisfied by the forcible importation of Africans. Although some Africans worked as indentured servants, earned their freedom, and lived as free citizens during the Colonial Era, over time, larger and larger numbers of enslaved Africans were forcibly brought to the Southern colonies (the “Middle Passage”).

The number of indentured servants coming to the New World began to decline. The demand for labor on plantations was eventually filled by the capture and importation of Africans, who were sold into slavery. This journey is often referred to as the “Middle Passage.” Explain the Triangle Trade and the reasons that the Middle Passage was so named. Also point out the presence of slavery in the Caribbean and South America.

Read some descriptions of the Middle Passage to the class. See

<http://www.pbs.org/wgbh/aia/part1/1p277.html> for information to guide student discussion.

3. Display the following:

The development of a slavery-based agricultural economy in the Southern colonies eventually led to conflict between the North and South and the American Civil War.

The American Civil War was a conflict between the Northern and Southern states, caused in part by the development of slavery. Show a short video or provide a reading selection about the Middle Passage. The Web site <http://www.pbs.org/wgbh/aia/part1/1p276.html> provides information on Olaudah Equiano and his journey during the Middle Passage.

4. Have students write a letter or diary entry describing the slaves’ journey, including details of a typical day, information on their past, and predictions about their future.

Specific Options for Differentiating This Lesson

Technology

- Provide students with a text-to-speech program to supplement their reading and research.
- Have students use word processors to complete Activity 4.

Multisensory

- Have students complete a human timeline of the history of slavery. Students should enact different events along the timeline. They might also create visuals to hold for display.

- Create a three-dimensional map displaying the different passage routes of indentured servants and slaves.
- Create a three-dimensional map displaying the triangular trade among New England, Africa, and the West Indies.

Community Connections

- Invite a speaker from the NAACP or a historian to discuss the effects of slavery in America.

Small Group Learning

- Have small groups listen to or read slave narratives and report their findings to the class.
- Have each group complete different activities (Activities 1–3). Have them complete research on their activity and present their findings to the class in a creative way.

Vocabulary

- Have students use the following key vocabulary: *middle passage*, *triangular trade*, *slave*, *indentured servant*, *importation*, *conflict*.
- Have students create definitions and illustrations for each vocabulary term in their vocabulary journals.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have students complete timelines for events presented within this session.

Session 8: Assessment

Materials

- Attachment C: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment C, and have students complete the assessment.

Attachment A: Characteristics of Colonial Regions _____

Colonial Region	Religious Group(s)	Economy	Social Standing	Government	Other important information
New England					
Middle Atlantic					
Southern (including Virginia)					

Attachment B: Characteristics of Colonial Regions—Key

Colonial Region	Religious Group(s)	Economy	Social Standing	Government	Other important information
New England	Puritans	Shipbuilding Fishing Lumbering Subsistence farming Later, manufacturing	Based on religious standing Puritans were intolerant of dissenters.	Believed religion and government were tied together. Practiced a form of “Athenian” direct democracy through town meetings. Set up a “covenant community” with the Mayflower Compact.	Rhode Island was founded by Roger Williams and others escaping persecution by Puritans in Massachusetts.
Middle Atlantic	Quakers (in Pennsylvania) Huguenots (French protestants) Jews (in New York) Presbyterians (in New Jersey)	Shipbuilding Small-scale farming Trading Big cities like New York, Philadelphia, and Baltimore grew as seaports and commercial centers.	Flexible social structure Large middle class built around artisans, entrepreneurs (business owners), and small farmers	Used many different democratic principles that reflected the basic rights of Englishmen	More religiously tolerant region
Southern (including Virginia)	Anglicans (Church of England)	Eastern coastal lowlands: plantations, slave labor, cash crops (rice, indigo, tobacco) Inland mountain and valley areas: small scale subsistence farming, hunting, trading	Eastern coastal lowlands: society based on family status and land ownership Inland mountain and valley areas: society made up of small-scale subsistence farmers, hunters and traders of Scots-Irish and English descent	Representative government Dominated by large landowners (planters) from the Eastern lowlands who played lead roles in representative colonial legislatures	First elected assembly in the New World was Virginia’s House of Burgesses. Today the House of Burgesses is known as the Virginia General Assembly. It is the longest operating elected assembly in the New World. Closer social ties to England than to other colonies

Attachment C: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. The economy of the New England colonies was partially based on</p> <p>A mining and cotton. B large livestock ranches. C plantation agriculture. D shipbuilding and fishing.*</p> <p>2. The economy of the middle colonies was based primarily on small-scale farming and</p> <p>A trade.* B cash crops. C mining. D whaling.</p> <p>3. The colony of Rhode Island was established as a result of</p> <p>A persecution by Puritans in Massachusetts.* B Spain's economic interests. C overpopulation of Massachusetts. D a desire to spread the Quaker religion.</p> <p>4. Which group did NOT usually settle the middle colonies?</p> <p>A Huguenots B Jews C Puritans* D Quakers</p> <p>5. The colonial region whose economy was based on shipbuilding, lumbering, and small-scale subsistence farming was the</p> <p>A Southern. B Middle Atlantic. C New England.* D Northern.</p> <p>6. What was the colonial religious movement that was a social foundation for the American Revolution?</p> <p>A Great Migration B Great Awakening* C Great Schism D Great Compromise</p> <p>7. Why was slavery most predominant in the Southern colonies?</p> <p>A Puritan New England outlawed slavery. B Large-scale agriculture required extensive labor.* C Quakers excluded Africans from Pennsylvania. D Indentured servants were illegal in Virginia.</p>	<p>“We...do...combine ourselves together into a civil body politic, for our better ordering and preservation...[and to] frame such just and equal laws...as shall be thought most [fitting] and convenient for the general good of the colony, unto which we promise all due...obedience.”</p> <p style="text-align: right;">– Mayflower Compact</p> <p>8. Which early colony does this quote describe?</p> <p>A Jamestown B Plymouth* C Rhode Island D Pennsylvania</p> <p>9. Explain the impact religion had on the social structure of colonial life. Include a discussion of the various religious beliefs and movements that were prevalent in the colonies during the early Colonial Period and the primary location of each religion.</p> <p>RUBRIC</p> <p>The student response includes the following information. (Assign points for each item.)</p> <p>Pts___Puritans and their views Pts___Location(s) of the Puritans Pts___Identification of dissenters Pts___Quakers and their views Pts___Location(s) of the Quakers Pts___Catholics and their views Pts___Location(s) of followers of the Church of England Pts___Explanation of the Great Awakening Pts___Outcome of the Great Awakening (growth of Methodists and Baptists) ____Total points earned</p> <p>10. Select one of the three colonial regions (New England, middle colonies, Virginia and other Southern colonies), and explain how geography contributed to its economy. Include the geographic location of the region, the origin of the people who settled the region and how that may have impacted their economic decisions, the specific economy of the region, and the impact of location and climate on economic decisions and possible trading partners.</p> <p>RUBRIC</p> <p>The student response includes the following information. (Assign points for each item.)</p> <p>Pts___Geographic location of region Pts___Origin of settlers and its impact on economic decisions Pts___Specific economy of region Pts___Impact of location and climate on economic decisions and possible trading partners ____Total points earned</p>
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ORGANIZING TOPIC

The American Revolution

Standard(s) of Learning

- VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by
- a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;
 - b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy;
 - c) describing the political differences among the colonists concerning separation from Great Britain;
 - d) analyzing reasons for colonial victory in the Revolutionary War.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

- Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States.
- Evaluate the authenticity, authority, and credibility of sources.
- Formulate historical questions, and defend findings, based on inquiry and interpretation.
- Develop perspectives of time and place.
- Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.
- Interpret the significance of excerpts from famous speeches and other documents.

Content

- Explain how new political ideas about the relationship between people and their government helped to justify the Declaration of Independence.
- Describe how the revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which American’s live.
- Identify that the American Revolution was inspired by ideas concerning natural rights and political authority, and its successful completion affected people and governments throughout the world for many generations.
- Explain that the period known as the “Enlightenment” in Europe during the seventeenth and eighteenth centuries saw the development of new ideas about the rights of people and their relationship to their rulers. John Locke was an Enlightenment philosopher whose ideas, more than any other’s, influenced the American belief in self-government.
- Summarize the following ideas of John Locke, and explain their influence on Thomas Jefferson’s writings in the Declaration of Independence:
- All people are free, equal, and have “natural rights” of life, liberty, and property that rulers cannot take away.
 - All original power resides in the people, and they consent to enter into a “social contract” among themselves to form a government to protect their rights. In return, the people promise to obey the laws and rules established by their government, establishing a system of “ordered liberty.”

- Government’s powers are limited to those the people have consented to give to it. Whenever government becomes a threat to the people’s natural rights, it breaks the social contract, and the people have the right to alter or overthrow it.

Explain that Locke’s ideas about the sovereignty and rights of the people were radical and challenged the centuries-old practice throughout the world of dictatorial rule by kings, emperors, and tribal chieftains.

Identify Thomas Paine as an English immigrant to America who produced a pamphlet called *Common Sense* that challenged the rule of the American colonies by the King of England.

Explain that *Common Sense* was read and acclaimed by many American colonists during the mid-1700s and contributed to a growing sentiment for independence from Great Britain.

Summarize how the eventual draft of the Declaration of Independence, authored by Thomas Jefferson of Virginia, reflects the ideas of Locke and Paine as seen in the following excerpts written by Jefferson:

- “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.
- “That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.
- “That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it, and to institute new Government....”

Explain that Jefferson then went on to detail many of the grievances against the King of England that Paine had earlier described in *Common Sense*.

Explain how the ideals expressed in the Declaration of Independence contradicted the realities of slavery and the undemocratic nature of political participation in the early decades of the new republic.

Summarize how the key principles of the Declaration of Independence increased political, social, and economic participation in the American experience over a period of time, using the following information:

- Political participation (equality)
 - Extending the franchise
 - Upholding due process of law
 - Providing free public education
- Social participation (liberty)
 - Abolishing slavery
 - Extending civil rights to women and other groups
- Economic participation (pursuit of happiness)
 - Regulating the free enterprise system
 - Promoting economic opportunity
 - Protecting property rights

Explain how the ideas of the Enlightenment and the perceived unfairness of British policies provoked debate and resistance by the American colonists.

Summarize the following aspects of the Anglo-French rivalry that led to conflict with the colonies:

- The rivalry in North America between Britain and France led to the French and Indian War, in which the French were driven out of Canada and their territories west of the Appalachian Mountains.
- As a result of the war, Britain took several actions that angered the American colonies and led to the American Revolution. These included

- the Proclamation of 1763, which prohibited settlement west of the Appalachian Mountains, a region that was costly for the British to protect
- new taxes on legal documents (the “Stamp Act”), tea, and sugar, to pay costs incurred during the French and Indian War and for British troops to protect colonists.

Identify the following events and their significance as resistance to British rule in the colonies mounted, leading to war:

- The Boston Tea Party occurred.
- The First Continental Congress was called, to which all of the colonies except Georgia sent representatives—the first time most of the colonies had acted together.
- The Boston Massacre took place when British troops fired on anti-British demonstrators.
- War began when the “Minutemen” in Massachusetts fought brief skirmishes with British troops at Lexington and Concord.

Summarize the three main groups of colonists during the Revolution:

- Patriots
 - Believed in complete independence from Britain
 - Inspired by the ideas of Locke and Paine and the words of Virginian Patrick Henry (“Give me liberty, or give me death!”)
 - Provided the troops for the American army, led by Virginian George Washington
- Loyalists (Tories)
 - Remained loyal to Britain because of cultural and economic ties
 - Believed that taxation of the colonies was justified to pay for British troops to protect American settlers from Indian attacks
- Neutrals
 - The many colonists who tried to stay as uninvolved in the war as possible

The American rebels won their independence because the British government grew tired of the struggle soon after the French agreed to help the Americans.

Explain how the following factors led to the victory of the American rebels:

- Diplomatic
 - Benjamin Franklin negotiated a Treaty of Alliance with France.
 - The war did not have popular support in Great Britain.
- Military
 - George Washington, general of the American army, avoided any situation that threatened the destruction of his army, and his leadership kept the army together when defeat seemed inevitable.
 - Americans benefited from the presence of the French army and navy at the Battle of Yorktown, which ended the war with an American victory.

Sample Resources

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

“Action of Second Continental Congress, July 4, 1776: The unanimous Declaration of the thirteen United States of America.” Library of Congress. <http://memory.loc.gov/const/declar.html>. This site provides a copy of the Declaration of Independence that can be printed and cut up for use in Session 7.

Best of History Web Sites. <http://www.besthistorysites.net>. This site offers searchable access to information related to this organizing topic.

Colonial Williamsburg. <http://www.history.org/Almanack/people/bios/biohen.cfm>. This site contains information about Patrick Henry and other prominent Virginians of the Colonial Period.

C-SPAN.org: Public Affairs on the Web—Classroom. <http://www.c-spanclassroom.org/>. This site offers numerous classroom activities concerning topical and historical events.

Documents of American History. Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/resources/documents_american_history.pdf. This site offers an 88-page VDOE publication containing important American history documents and tips for classroom teaching of their contents.

Educational Resources Information Center (ERIC) and Other Clearinghouses. Ed.gov. U.S. Department of Education. <http://www.ed.gov/about/contacts/gen/othersites/eric.html>. Select “Search any or all ERIC Web sites.” Type in a topic (e.g., Columbus), and then click “Search.”

“Give me liberty or give me death.” *LibertyOnline*. <http://libertyonline.hypermall.com/henry-liberty.html> This site gives the full text of Patrick Henry’s famous speech.

GovSpot. <http://www.govspot.com>. This site provides a wealth of information about the federal government today and yesterday. The pages devoted to historical documents are especially valuable for History and Social Science teachers.

The Library of Congress: THOMAS. <http://thomas.loc.gov/>. This site provides legislative information, focusing on federal legislation, the Congressional Record, and the status of current bills in Congress.

“John Locke.” *Stanford Encyclopedia of Philosophy*. Stanford University. <http://plato.stanford.edu/entries/locke/>. This site offers a biography of John Locke.

National Geographic.com. <http://nationalgeographic.com/>. The Web site of the National Geographic Society provides searchable information and copies of maps.

NCHE: National Council for History Education. <http://www.history.org/nche/>. This site provides history teachers with helpful information and links to valuable sites.

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

“The Paris Peace Treaty (Treaty of 1783).” *Archiving Early America*. <http://www.earlyamerica.com/earlyamerica/milestones/paris/text.html>. This site provides the text of the Paris Peace Treaty, among other documents.

Smithsonian Institution. <http://www.si.edu/>. This site provides Web access to the various museums within the Smithsonian Institution.

socialstudies.org. National Council for the Social Studies. <http://www.socialstudies.org>. This site allows visitors to search for information on a multitude of social studies subjects.

Teaching with Documents Lesson Plan: Images of the American Revolution—Digital Classroom. U.S. National Archives and Records Administration. http://www.archives.gov/digital_classroom/lessons/american_revolution_images/revolution_images.html. This site offers a summary of the conflict and access to related pictures and documents.

Thomas Paine National Historical Association. <http://www.thomaspaine.org/>. This site provides information about the life, times, and works of Thomas Paine.

Virginia Historical Society. <http://www.vahistorical.org/>. This site provides multiple resources pertaining to Virginia history for use by teachers.

Virginia Museum of Fine Arts. <http://www.vmfa.state.va.us/>. This site provides samples of American art.

“Virginia Standards of Learning Assessments Test Blueprint: Virginia and United States History: 2008 History and Social Science Standards of Learning.” Virginia Department of Education.
http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_va_ushist.pdf. This site provides assessment information for the course in Virginia and United States History.

“Virginia Standards of Learning Spring 2007 Released Test: End of Course Virginia and United States History.” Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_va_ushist.pdf. This site provides the latest released SOL test for the Virginia and United States History course.

The World Factbook. Central Intelligence Agency. <https://www.cia.gov/library/publications/the-world-factbook/index.html>. This site provides searchable information on all countries.

Session 1: American Revolution Study Project

Prerequisite Understanding/Knowledge/Skills

- Students should be familiar with the Revolutionary time period.

Materials

- Teacher-created handout with project instructions and guidelines
- Short video about the American Revolution
- Computer lab or media center

Instructional Activities

1. Have students brainstorm things they already know about the Revolutionary time period. Prompt discussion by asking such things as who, when, key places, and reasons. Record their responses for future reference.
2. Explain to students that they are going to develop an American Revolution study project and that they may select one of the following topics:
 - A pictorial timeline of events related to the Revolution from 1650 through 1783
 - A graphic organizer that depicts the chain of events leading up to the signing of the Declaration of Independence
 - A chart that identifies key colonial leaders and their contributions. At least 20 leaders spanning the time period from 1650 through 1783 should be included.
 - A table that identifies the colony-related acts that were passed by the British government, the date of each act, the reason for each act, and the colonists' reaction. The table should also include, if applicable, the response to each act as reflected later in the United States Constitution.
 - A newspaper article (at least three pages) written from the point of view of a Patriot or a Loyalist that defends a position on whether or not the colonies should revolt. The paper should reflect knowledge of the historical events surrounding the American Revolution.

Show samples of each project. Provide a handout that briefly explains the scope, format, limitations, specific requirements, and due date for each project. Also, provide a rubric to assist students in preparing their projects. Provide students with an opportunity to conduct research in the media center or computer lab for their selected topics.

3. Show a short video on the American Revolution to stimulate interest. (NOTE: The well-known film, *Williamsburg, The Story of a Patriot* has been digitally restored and remastered and is now available on DVD.)

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to record brainstorming results in Activity 1.
- Have students access and use the project description handout and the rubric in a digital format.
- Have students collect images of each project for reference throughout the unit.
- Have students use a graphic organizer to arrange notes on the video shown in class.

Multisensory

- Have students use a variety of supplies (e.g., chart paper, magazines, markers, molding clay) to complete their projects.

Community Connections

- Arrange for students to visit a local newspaper.
- Have students attend a reenactment of a scene or scenes from the Revolutionary War.

Small Group Learning

- Have students work in cooperative learning groups to complete the activities.

Vocabulary

- Have students complete word maps on key vocabulary from teacher-assigned reading.

Student Organization of Content

- Have students use graphic organizers to complete their projects.

Session 2: Steps Leading to Revolution

Prerequisite Understanding/Knowledge/Skills

- Students should be able to construct a map.
- Students should understand the concept of laws.

Materials

- Outline map of the colonies

Instructional Activities

1. Explain that while the colonists began to have concerns about the way England was governing the colonies, the English were having problems with France that would ultimately increase the tension between the king and the colonists. Display the following:

Both the French and the English viewed the Ohio River Valley as valuable. Virginians built a fort in present day Pittsburgh. The French, considering this area their territory, drove them off. These events contributed to the start of the French and Indian War.

Point out this area on a map, and provide a brief overview of the French and Indian War, including a discussion on the French desire for revenge.

2. Display the following:

In 1763, the Treaty of Paris ended the French and Indian War. It granted Canada and all French holdings east of the Mississippi River except New Orleans to the British. Britain also acquired Florida from Spain.

Explain the significance of Pontiac's Rebellion. Distribute copies of an outline map of the colonies. Instruct students to shade the map in one color to illustrate British territory in 1749, and to use a different color to reflect the territory gained as a result of the Treaty of Paris.

3. Display the following:

In an attempt to prevent conflict between the colonists and the Indians, Britain issued the Proclamation of 1763. This act prohibited settlement west of the Appalachian Mountains. Colonists were angered by it and ignored it.

Illustrate on a map the area the colonists were prohibited to settle as a result of the Proclamation. Explain that the reason for the British issued the Proclamation was to avoid the high cost of protecting colonists in Indian territory. Encourage students to share their opinions of the British motive behind the Proclamation and the colonists' response to it. Ask the following two questions: "Who was right? Why?" Discussion may be guided by asking students why adults often set rules or restrictions to protect their children. Discuss some of those rules. Prompt students to think about possible consequences, other than punishment, that can happen when children or adults break rules designed to protect them. Encourage them to keep those thoughts in mind as you continue the session on the American Revolution.

4. Display the following:

To help cover the costs of the French and Indian War, the British imposed taxes on the colonists. For example, the Stamp Act, imposed in 1765, was a tax on legal documents. It required all the colonists to pay a tax on every piece of printed paper they used: legal documents, ship's papers, licenses, newspapers and other publications, and even playing cards were taxed.

Explain that the colonists' opposition to the Stamp Act marked the beginning of organized opposition to British rule. Ask students to name other laws the British imposed on the colonists (Townshend Acts, Quartering Acts, Tea Act, Intolerable Acts) and the steps the colonists began to take (Boston Tea Party, attacking customs officials, smashing British ships) as they became more defiant of British laws.

5. Explain that the Boston Massacre of 1770 was a skirmish between the British and colonists in which British troops fired on anti-British demonstrators and five colonists were killed. Emphasize that the massacre was not

unprovoked. Discuss the role of the Boston radicals. Ask, “Was the Boston Massacre exaggerated to gain support for rebellion?” Ask students to comment on whether such acts and the colonists’ responses were justified. Remind them that a main complaint of the colonists was “taxation without representation.” Ask students to explain what this means. Explain that colonists accepted that tariffs were necessary for regulation of imperial trade but that Parliament’s actions threatened the colonists’ “habit of self-government.”

6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use graphic-organizer software to categorize the information presented in this session.
- Have students access and use teacher-assigned content in a digital format.
- Have students conduct online research to learn more about the French and Indian War, the Treaty of Paris, the Proclamation of 1763, the Boston Massacre of 1770, and other events.
- Have students access interactive maps to complete their activities.

Multisensory

- Have students view and respond to videos about events related to this session.
- Have students reenact one of the events discussed in the session (e.g., the Boston Massacre, opposition to the Stamp Act).
- Have students create a classroom timeline of events leading to the American Revolution. Students should acquire images gathered from researching the events and place them on a timeline.

Community Connections

- Invite a speaker from a history museum to discuss the steps toward revolution, or arrange for students to visit the museum.

Small Group Learning

- Have small groups individually research one of the laws the British imposed on the colonists and create a poster to present their findings to the class. The poster should provide the name and description of the law and illustrations.

Vocabulary

- Have students use the following key vocabulary: *radicals, tariff, proclamation, revenge, rebellion, opposition, consequence, taxation, representation*.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students use a word map or other graphic organizer to learn more about the terms.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have students create a timeline of events from this session.
- Have students work in pairs to complete their graphic organizers for the content presented.

Session 3: The First Continental Congress, Lexington, Concord, and Patrick Henry _____

Prerequisite Understanding/Knowledge/Skills

- Students should demonstrate an understanding of the major issues and events of the American Revolution.

Materials

- Internet access
- Copy of Patrick Henry's speech (available at <http://libertyonline.hypermall.com/henry-liberty.html>)

Instructional Activities

1. Review the information from previous sessions on the American Revolution. To check for understanding, ask specific questions, such as the following:
 - What were some actions the British government took that angered the colonists?
 - Why did these actions make the colonists angry?
 - What was a main complaint against taxation?
 - What actions did the colonists take in response to British actions? (Include the Boston Tea Party.)
2. After students have demonstrated an understanding of the major issues and events, display the following:

All colonies except Georgia sent representatives to the First Continental Congress in Philadelphia in 1774. This Congress issued as its final resolution The Declaration of Resolves. King George III ordered British troops to put down the rebellion.

Discuss with the class the actions of the colonists and of the king. Ask them to examine the issue from both sides. Include in the discussion that the Coercive Acts and the Intolerable Acts were reasons for the First Continental Congress. Ask, "Were both sides acting responsibly? What other actions could have taken place that would have avoided war?" Use current events to examine possible alternatives to war; for example, discuss possible alternatives to war when the Japanese bombed Pearl Harbor, when North Korea invaded South Korea, when the communists took over Vietnam, when Iraq invaded Kuwait, or when Saddam Hussein refused to give up power in Iraq in 2003.

3. Display the following:

On April 19, 1775, Minutemen and British troops met at Lexington, Massachusetts. Shots were fired, and eight colonists were killed. More fighting broke out as the British moved on to Concord. At least 273 British soldiers were killed or wounded on the march back to Boston.

Briefly review the battles of Lexington and Concord. Mention that the initial shot fired at Lexington is referred to as "the shot heard round the world." Discuss with students what this phrase means. Ask, "Did this one shot become a catalyst for future events? If so, why?"

4. Explain that not all colonists were in favor of independence from England. Display the following sentences, and have students describe each one. (NOTE: Provide a brief biography of Patrick Henry [John Locke will be covered in the next session]. The Web site <http://www.history.org/Almanack/people/bios/biohen.cfm> may be helpful.):

Patriots wanted complete independence from England. They were inspired by John Locke, Thomas Paine, and Patrick Henry ("Give me liberty, or give me death"), and they served as troops for the American army led by George Washington.

Loyalist (Tories) remained loyal to Britain and agreed with taxation as a means of paying for Britain protecting settlers from Indian attacks, for covering the cost of administering the Empire, and for defending against a French comeback.

Neutrals attempted to stay as uninvolved as possible.

Conduct a discussion of the conflicting points of view. Have students comment on modern-day events about which Americans have expressed differing points of view. For example, during the 2003 war with Iraq, Americans protested for and against the war.

5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students follow an outline when taking notes during class discussions.
- Have students access and use teacher-assigned content in a digital format.
- Have students participate in Web quests to learn more about the events described in this session.

Multisensory

- Have students role-play Patrick Henry's speech.
- Have students listen to and discuss an audio recording of Patrick Henry's speech.
- Have students view and discuss a video about the battles of Lexington and Concord. Provide students with a graphic organizer of key events to look for in the video.

Community Connections

- Invite a member of the Virginia General Assembly to discuss his/her role in government (i.e., how to work with others with conflicting views).

Small Group Learning

- Divide the class into three groups and have them research the philosophy of either the Loyalists, the Patriots, or the Neutrals. Have students use the perspectives of their associated groups to debate independence from England.
- Have small groups develop, present, and display Venn diagrams that compare and contrast the actions of the colonists and King George III (in Activity 2) related to the First Continental Congress.

Vocabulary

- Have students use the following key vocabulary: *revolution*, *coercive*, *intolerable*, *alternative*, *catalyst*.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students reach consensus on a definition and image for each of the terms and place them in a glossary.

Student Organization of Content

- Have students create a representation of the battles of Lexington and Concord. Key elements of each battle should be included.
- Have students create a timeline of the events discussed in this session.

Session 4: John Locke and Natural Rights

Prerequisite Understanding/Knowledge/Skills

- Students should understand the concepts of rights, privileges, responsibilities, and wants.

Materials

- Internet access

Instructional Activities

1. Inform students that John Locke, an Enlightenment philosopher, influenced the colonists in their pursuit of independence. Ask students what the Enlightenment was, and guide them to state that it was a revolution of ideas in Europe in the 1700s and that it used reason to guide decisions about the rights of people and their relationship with government. Take a moment to provide a brief biography of John Locke. Explain that Locke also challenged the institutional authority of the Church of England. The following Web site may be of assistance: <http://plato.stanford.edu/entries/locke/>.
2. Encourage students to identify the rights they have, and display their responses. Ask them to consider whether these are truly rights or whether they are actually privileges, responsibilities, or wants. Allow a few minutes for discussion of these questions. Guide the discussion to distinguish among rights, privileges, responsibilities, and wants. Conclude by having students identify from the list, the top three rights they believe they have.
3. Display the following information about John Locke's views:

All people are free, equal, and have “natural rights” of life, liberty, and property that rulers cannot take away.

All original power resides in the people, and they consent to enter into a “social contract” among themselves to form a government to protect their rights.

The people promise to obey the laws and rules established by their government, establishing a system of “ordered liberty.”

Government's powers are limited to those the people have consented to give to it.

Whenever government becomes a threat to the people's natural rights, it breaks the social contract, and the people have the right to alter or overthrow it.

Explain that Locke's ideas about the sovereignty and rights of the people were quite radical and challenged the centuries-old practice throughout the world of dictatorial rule by kings, emperors, and tribal chieftains. Guide discussion by asking whether Locke's philosophy advocated revolution (i.e., overthrow of the government). Remind students that the context for his statements was the Glorious Revolution in 1688, when King James II of England was overthrown. Ask students to demonstrate understanding of the above statements by expressing them in their own words and providing examples of the rights of life, liberty, and property. Ask why people consent to obey laws, and what would happen if we had no laws. Use examples of recent events that demonstrate the dilemma of a lawless society. For example, during the 2003 Gulf War when Saddam Hussein's government collapsed, the people in the cities began widespread looting. Use this example or a more recent one to prompt discussion of what happens when order dissolves into anarchy.

4. Explain that many American colonists agreed with Locke's views and that these beliefs in basic rights contributed to the American Revolution. Display the following:

John Locke's and others' ideas that are related to the relationship between the people and government provided justification for the Declaration of Independence.

5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students participate on Web quests to research John Locke and his views.
- Have students use a text-to-speech software program to supplement their reading and research.
- Have students follow a note-taking template that includes the statements in bold in Activities 3 and 4.
- Have students access and use teacher-assigned content in a digital format.

Multisensory

- Have students role-play as John Locke or as individuals who supported or opposed his views.
- Have students locate images that represent the differences between a dictatorial rule and John Locke's view of the sovereignty and the natural rights of the people.

Community Connections

- Invite a professor of American history to discuss the influence of John Locke.

Small Group Learning

- Have students work in cooperative groups to create a poem, a song, or a short play about John Locke to illustrate his beliefs and their effects on society.
- Have students work in small groups to collect articles on current events related to governments that have been overthrown. Have them answer the following question: How do these events relate to John Locke's philosophy?

Vocabulary

- Have students use the following key vocabulary: *philosopher, Enlightenment, institutional authority, Church of England, rights, privileges, responsibilities, sovereignty, dictatorial*.
- Have students create a vocabulary journal, noting the word or phrase, the teacher-provided definition, and an illustration or acquired image of the term.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have students create an image that represents natural rights as supported by John Locke.

Session 5: Writings of Thomas Paine and John Locke

Prerequisite Understanding/Knowledge/Skills

- Students should be able to demonstrate an understanding of the major events of the American Revolution.

Materials

- Internet access
- Excerpts from Paine's and Locke's writings

Instructional Activities

1. Take a few minutes to review the discussions thus far on this organizing topic, checking for understanding. As students respond, ask them to identify what happened first and next. Prompt students on the following:
 - Colonists' growing discontent with British rule
 - French and Indian War
 - Proclamation of 1763
 - Stamp Act
 - Stamp Act Congress
 - Townshend Acts
 - Boston Tea Party
 - Coercive Acts
 - Boston Massacre
 - Taxation without representation
 - First Continental Congress
 - John Locke

2. Display the following information.

Thomas Paine published a pamphlet called *Common Sense* in January of 1776. This pamphlet challenged the King of England's rule of the colonies. It also shifted the focus of colonial anger from the Parliament to the Crown.

Provide a brief biography of Thomas Paine (available at <http://www.thomaspaine.org/>). Explain that the writings of John Locke and Thomas Paine heightened the colonists' desire for independence from England. Display excerpts from Paine and Locke's writings, or distribute them on a handout. Read through the excerpts with students, offering no explanations. Alternatively, play a recording of them being read. Instruct students to write in their own words what they think Locke and Paine meant in the passages. After a brief period for students to work alone, divide them into small groups of three or four, and have each group develop group interpretations of what the passages mean. Have a spokesperson from each group share its interpretation of the passages. After all groups have shared, conduct a discussion to construct a "class interpretation" for each passage. Take and display notes for the class, and have students record them.

3. Display the following prompt:

The Declaration of Independence is...

Have students complete the statement. Explain that they are going to complete the statement as a class in the next three sessions.

Specific Options for Differentiating This Lesson

Technology

- Have students follow a note-taking template that lists the topics from Activity 1. A digital version of the template should be made available. Students should record information from the review discussion on the template.
- Have students access and use digital versions of all content.
- Have students listen to and discuss an audio version of the handout in Activity 2.
- Have students use word processors to complete Activities 2 and 3.

Multisensory

- Have students participate in a Web quest on Thomas Paine to supplement their research efforts.
- Have students role-play a conversation between John Locke and Thomas Paine that illustrates their individual philosophies.
- Have the groups complete Activity 2 by presenting their interpretations in a variety of formats (e.g., digital slide presentation, video, song/rap).

Community Connections

- Invite an expert on the American Revolution to discuss Thomas Paine.

Small Group Learning

- Have small groups complete Activity 2.

Vocabulary

- Have students participate in a vocabulary game/activity to review the vocabulary from this and preceding sessions.

Student Organization of Content

- Have small groups develop five questions (and their answers) related to the Thomas Paine topics listed in Activity 1. Groups should take turns quizzing each other as a review of the content.
- Have students use graphic organizers to categorize and list the important events and people of the American Revolution.

Session 6: The Declaration of Independence, Part 1

Prerequisite Understanding/Knowledge/Skills

- Students should demonstrate an understanding of rules.
- Students should demonstrate an understanding of unfairness and grievances.
- Students should be able to express their thoughts and ideas in the form of a letter.

Materials

- Text of the Declaration of Independence (available in most textbooks and at <http://memory.loc.gov/const/declar.html>)
- Attachment A: The Declaration of Independence “Translation” Strips

Instructional Activities

Before undertaking this activity, make as many copies of Attachment A as needed, and cut into strips.

1. Instruct students to think about *rules* at school, at work, in playing sports, etc. Ask whether they like the rules. Tell them that they are going to get an opportunity to express their opinions of rules.
2. Instruct students to write a letter to the person, persons, or organization responsible for having established rules they think are unjust. Explain that they must be specific about the rules and why they feel they are unfair. They must make a list of the unjust rules and explain their reasons for thinking they are unjust. They must also list any steps they have already taken to try to correct the situation and identify the outcome of these actions. Finally, they should also identify what additional steps they will take against the unjust rules. Allow time for students to write the letter.
3. Ask students to share some of their grievances, and display their responses. Ask them to share some of the things they have done to address their grievances, and display the constructive ones. Ask them to identify possible actions they might take to address their grievances, and display the constructive ones. Ask students to respond to the possible actions displayed. Ask, “Do you think some of the possible actions are reasonable? Why, or why not?”
4. Refer students to their completions of the sentence, “The Declaration of Independence is...”, written in the previous session. Remind them that the Declaration of Independence is a list of grievances against the King of England. It lists the complaints the colonists had against the king, the steps the colonists had taken to attempt to resolve their complaints, and their recourse as a result of the complaints not being addressed. Explain that the class is going to develop a chart of the colonists’ complaints, attempts at redress, and final actions.
5. Display the text of the Declaration of Independence, and point out to students how it is constructed:
 - The first two paragraphs establish the justification for the Declaration.
 - Twenty-seven paragraphs list the grievances the colonists had against the king.
 - Two paragraphs list the redress the colonists felt they had taken to request relief from the king.
 - The last paragraph declares the colonies’ independence.

Distribute copies of the “translation” strips cut from the Declaration of Independence (Attachment A)—one strip to each student. Try to distribute the nine strips evenly among students. Have students “translate” their portions of the Declaration into contemporary language, using a dictionary if they wish.
6. Tell students that at the next class, they will prepare a presentation of their “translations.”

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to compose their letters.
- Have students use graphic-organizer software to generate ideas prior to writing.
- Have students use a digital version of the translations.
- Have students follow a template to complete their letters.

- Have students use a digital version of the Declaration of Independence with a text-to-speech software program to supplement their reading and research.

Multisensory

- Have students view video clips and discuss the meaning of “fair” and “unfair” rules.
- Have students use copies of the Declaration of Independence with different sections highlighted in a variety of colors.
- Have students color the sections of the Declaration of Independence (e.g., different text color for each section, highlight paragraphs in the same color if they belong to the same section).
- Have students listen to and discuss an audio recording of an individual reading the Declaration of Independence.

Community Connections

- Have students take a virtual tour of the Declaration of Independence.

Small Group Learning

- Have groups brainstorm rules that affect different aspects of their lives (e.g., school, work, sports). Have them share their personal opinions and examples with the class, explaining what is fair or unfair about these rules.
- Have pairs of students complete Activity 2.
- Have small groups complete the translation in Activity 5.

Vocabulary

- Have students use the following key vocabulary: *translate, grievances, redress, unjust, declaration*.
- Have students complete a word map for the key vocabulary terms.
- Have students reach a consensus on a definition and image for each of the vocabulary terms and place them in a glossary.

Student Organization of Content

- Have students use graphic organizers to categorize and list the important events surrounding the signing of the Declaration of Independence.

Session 7: The Declaration of Independence, Part 2

Prerequisite Understanding/Knowledge/Skills

- Students should understand the purpose of the Declaration of Independence.
- Students should understand the concept of a translation.

Materials

- Teacher-developed form for groups to enter their “translations”
- Text of the Declaration of Independence (available in most textbooks and at <http://memory.loc.gov/const/declar.html>)

Instructional Activities

1. Divide the class into nine groups—one for each of the “translation” strips—and give each group a teacher-developed form for entering its translation. Have each student who translated the same section of the Declaration present his/her “translation” to his/her group. After all translations have been presented to each group, the group should use them to devise a group translation and write it on a teacher-provided form. Monitor student progress throughout the session. If possible, provide computers for students to record their work so that copies can be made for the entire class.
2. When all groups have finished making their group translations, display a copy of the Declaration, and have each group present its interpretation. Guide the presentations with explanations or corrections, as necessary. Highlight words that may need to be defined, and address students’ questions. (NOTE: Do not read the entire Declaration to the class. The students’ work will probably be shorter. You need to refer to the Declaration only if students had difficulty with a specific portion.)

Specific Options for Differentiating This Lesson

Technology

- Have students complete their translations in a digital format.
- Have students create a digital presentation (e.g., slide show, photo essay, interactive whiteboard) of their work with Declaration of Independence.
- Have students use digital versions of the teacher-provided form in Activity 1.

Multisensory

- Have students research alternative ways to present their translations (e.g., slide show presentation, photo essay, interactive whiteboard).
- Have students create an audio recording of their translations of the Declaration of Independence.

Community Connections

- Have students take a virtual tour of the Declaration of Independence.

Small Group Learning

- Have students complete the teacher-created forms in cooperative groups.
- Have student pairs/small groups discuss whether they agree or disagree with the translations presented by other groups. Each group should share its reflections with the entire class.

Vocabulary

- Have students add new or unfamiliar words to their vocabulary journals.
- Have students complete a word map for the key vocabulary terms.
- Have students create a glossary of key terms and concepts from this session.

Student Organization of Content

- Have students color the sections of the Declaration of Independence (e.g., different text color for each section, highlight paragraphs in the same color if they belong to the same section).

- Have small groups review the meaning and create a translation of each section.

Session 8: The Declaration of Independence, Part 3

Prerequisite Understanding/Knowledge/Skills

- Students should be able to demonstrate an understanding of the major issues and events of the American Revolution.

Materials

- Textbook or other instructional resources
- Copies of students' interpretations of the Declaration

Instructional Activities

1. Finish the presentations on the Declaration of Independence, if not completed in the previous session. Prepare a final Declaration in the students' words. Explain that the class will revisit the class interpretation of the Declaration when they study the Constitution.
2. Remind students that the main purpose of the Declaration of Independence was to win support for the independence movement. Display the following:

The American Revolution lasted from April 1775 until October 1781 with the British defeat at the Battle of Yorktown. This defeat was made possible, in part, by the presence of the French army and navy. George Washington served as the commanding general of the American army.

Using the textbook and other instructional resources, briefly review key events of the American Revolution. Stress the role of the French in providing covert aid, diplomatic support, and overt military assistance.

3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete written portions of the activities.
- Have students use text-to-speech software to supplement their reading and research activities.
- Have students use digital presentation software to share their findings.
- Have students use an interactive whiteboard to share the results of Activity 2.

Multisensory

- Have students research images related to the key events of the American Revolution.
- Have students use additional copies of the Declaration of Independence to take notes (in the margin) about the text.

Community Connections

- Invite a local historian to discuss the original purpose and lasting effects of the Declaration of Independence.

Small Group Learning

- Have small groups complete the review of key events at the close of the American Revolution.

Vocabulary

- Have students complete word maps or use mnemonics to review key vocabulary.
- Have students contribute to a classroom vocabulary word wall.

Student Organization of Content

- Have students use graphic-organizer software to help plan their presentations.
- Have students use note-taking skills to review the American Revolution.

Session 9: The Declaration of Independence in America Today _____

Prerequisite Understanding/Knowledge/Skills

- Students should demonstrate an understanding of the major issues and events of the American Revolution.
- Students should demonstrate an understanding of the Declaration of Independence.

Materials

- Attachment B: The Declaration of Independence in America Today—Information
- Attachment C: The Declaration of Independence in America Today—Activity

Instructional Activities

1. Display the following questions, and ask students to write down their answers, keeping their answers confidential:

What do you think are the major democratic principles of the Declaration of Independence?

Where in history can you find examples of American's living up to these principles?

2. Distribute copies of Attachments B and C. Instruct students to use the information on Attachment B and the textbook or other instructional resources to answer the questions on Attachment C. When they are finished, review the answers with the class.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the written portions of the activities.
- Have students use text-to-speech software to supplement their reading and research activities.
- Have students use digital presentation software to share their findings.
- Have students use an interactive whiteboard to share the questions and Attachments B and C.
- Have students use word-prediction software to complete the assignment.

Multisensory

- Have students use additional copies of the Declaration of Independence to take notes (in the margin) about the text.
- Have students use an interactive whiteboard to share the questions and Attachments B and C.
- Have students use graphics and photos in the assignment for better understanding.

Community Connections

- Arrange for students to see the original Declaration of Independence.

Small Group Learning

- Have students complete the activities in cooperative groups.

Vocabulary

- Have students complete word maps or use mnemonics to review key vocabulary.
- Have students contribute to a classroom vocabulary word wall.

Student Organization of Content

- Have students use graphic-organizer software to categorize their notes.
- Have students use digital versions of Attachments B and C to complete the assignment.

Session 10: The Treaty of Paris, 1783

Prerequisite Understanding/Knowledge/Skills

- Students should be able to demonstrate an understanding of the major issues and events of the American Revolution.
- Students should demonstrate map-reading skills.

Materials

- Outline map of the United States and colored markers for each student
- Atlases of the United States
- The following Web sites may be helpful:
 - “Paris Peace Treaty: Peace Treaty of 1783, Text Version.”
 - *Teaching With Documents: Images of the American Revolution*
<http://www.archives.gov/education/lessons/revolution-images/>

Instructional Activities

1. Display the following:

The Treaty of Paris, signed on September 3, 1783, (and not to be confused with the Treaty of Paris of 1763) was negotiated by Benjamin Franklin. The terms of the treaty were as follows:

- **The United States’ independence was recognized.**
- **Land from the Atlantic coast westward to the Mississippi River and from the Great Lakes south to Florida was granted to the United States.**
- **The United States received fishing rights in the Gulf of St. Lawrence and off the coast of Newfoundland.**
- **Americans would pay any debts owed to the British.**
- **The British would evacuate posts in United States territory. (not completed until 1796)**

Discuss the terms of this treaty. Encourage students to examine the long-term impact of this treaty. Prompt discussion with the following questions:

- Why did the British surrender?
 - What would life in the colonies have been like if the British had won the war?
 - Based on the outcome of the American Revolution, why does the United States have such a positive relationship with Great Britain today?
 - Did the experience of the United States encourage future revolutions? If so, what are a few examples? (French Revolution, Spanish-American War)
2. Distribute copies of an outline map of the United States. Instruct students to color code the maps to reflect the territory that belonged to the United States as a result of this treaty. Have atlases available to guide students.
 3. Remind students of the due date for their American Revolution study projects. Allow time in class to work on the projects, if possible.

Specific Options for Differentiating This Lesson

Technology

- Have students share materials on an interactive whiteboard.
- Have students use word processors to complete the written portions of the activities.
- Have students use text-to-speech software to supplement their reading and research activities.
- Have students use atlas/map applications to identify Great Britain and Paris, France.

Multisensory

- Have students use an interactive whiteboard to complete their activities.
- Have students research images associated with the Treaty of Paris.

Community Connections

- Invite a local cartographer or surveyor to discuss the land rights granted by the Treaty of Paris.

Small Group Learning

- Have students work in cooperative groups for the discussion and map activity.

Vocabulary

- Have students use the following key vocabulary: *treaty*, *debts*, *evacuate*, *posts*.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students contribute to a classroom vocabulary word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use note-taking skills to review the Treaty of Paris.

Session 11: Review

Materials

- List of student responses from Session 1

Instructional Activities

1. Display the student responses from Session 1 about the American Revolution, and determine whether their responses were accurate or not.
2. Review the essential knowledge of this organizing topic through discussion, a jeopardy-style game, or a debate. At a minimum, include the following essential knowledge in this process:
 - John Locke
 - Enlightenment
 - French and Indian War
 - Proclamation of 1763
 - Stamp Act
 - Stamp Act Congress
 - Boston Tea Party
 - First Continental Congress
 - Minutemen
 - Lexington and Concord
 - Thomas Paine
 - Thomas Jefferson
 - Declaration of Independence
 - Patriots
 - Loyalists
 - Neutrals
 - General George Washington
 - French involvement in the American Revolution
 - Battle of Yorktown
 - Benjamin Franklin and the Treaty of Paris, 1783

Session 12: Assessment

Materials

- Attachment D: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment D, and have students complete the assessment.

Attachment A: The Declaration of Independence “Translation” Strips

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

Attachment B: The Declaration of Independence in America Today—Information _____

Key Principles of the Declaration of Independence	Meaning	Excerpt from the Declaration of Independence	Examples that show America moving towards a more democratic society
Political Participation (Equality)	<p>Extending the franchise (right to vote)</p> <p>Upholding due process of the law</p> <p>Providing free public education</p>	<p>“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.”</p>	<p>15th, 17th, 19th Amendments</p> <p>5th Amendment</p> <p>Miranda Rights (<i>Miranda vs. Arizona</i>)</p> <p>By 1918, all states had passed laws requiring children to attend at least elementary school.</p>
Social Participation (Liberty)	<p>Abolishing slavery</p> <p>Extending civil rights to women and other groups</p>	<p>“Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.”</p>	<p>13th Amendment</p> <p>14th Amendment</p> <p>19th Amendment</p> <p>Civil Rights Amendment</p> <p>Voting Rights Amendment</p>
Economic Participation (Property/Pursuit of Happiness)	<p>Regulating free enterprise system</p> <p>Promoting economic opportunity</p> <p>Protecting property rights</p>	<p>“We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.”</p>	<p>Tariff of 1816</p> <p>Hawley-Smoot Act</p> <p>Sherman Anti-Trust Act</p> <p>Clayton Anti-Trust Act</p> <p>EEOC</p> <p>Constitution Article IV, Section 2</p> <p>14th Amendment</p>

Attachment C: The Declaration of Independence in America Today—Activity

Use the chart and your textbook or other informational resources to complete the assignments below. Answer on your own paper.

Using the chart

1. What are the three key principles of the Declaration of Independence?
2. What does the term *franchise* mean?
3. Which unalienable rights does the Declaration of Independence assert all men have?
4. Give an example of how America has upheld the due process of law.
5. What 1918 event made sure everyone had enough knowledge to participate in politics and achieve or maintain their equality?
6. The Declaration of Independence states, “That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.” How can the “governed” confer their “consent” today?
7. Which Amendment abolished slavery? Under which principle of the Declaration of Independence does it fall?
8. Give two examples of how America has expanded social participation.
9. According to the Declaration of Independence, what can citizens do if the government does not maintain for them or offer to them the principle of Liberty?
10. What does the term *economic participation* mean?
11. According to the Declaration of Independence, what economic activity did the colonies want to establish that the British would not allow?
12. List two examples of government regulation of the free enterprise system.
13. What part of the Constitution of the United States protects property rights?

Using your textbook

1. Define *free enterprise*.
2. Explain the following Amendments: 5, 13, 14, 15, 17, 19.
3. Explain Miranda Rights (*Miranda vs. Arizona*).
4. Explain the Civil Rights Amendment.
5. Explain the Voting Rights Amendment.
6. Explain the Tariff of 1816. Whom did it help? Whom did it hurt?
7. Explain the Hawley-Smoot Tariff.
8. Explain the Sherman Anti-Trust Act.
9. Explain the Clayton Anti-Trust Act.
10. What do the letters EEOC stand for? What does this agency do?

What do you think?

1. Do you think America has upheld the key principles of the Declaration of Independence? If yes, give examples how. If no, give examples how.
2. What does America still have to do to completely uphold the principles of the Declaration of Independence? Do you think this is possible?

Attachment D: Sample Assessment Items

Asterisk (*) indicates correct answer.

<p>1. The philosopher John Locke influenced the American belief in self-government through his writing that</p> <p>A encouraged the British government to permit the American colonists to vote.</p> <p>B stated that kings ruled through divine right.</p> <p>C supported the elite determining the best form of government.</p> <p>D power belonged to the people, who consented to form a government.*</p> <p>2. Which English immigrant challenged the rule of the American colonies by the King of England in a pamphlet called <i>Common Sense</i>?</p> <p>A Patrick Henry</p> <p>B Thomas Paine*</p> <p>C Benjamin Franklin</p> <p>D Paul Revere</p> <p>3. The French and Indian War was a cause of the American Revolution because</p> <p>A of an existing rivalry between the colonies and Great Britain over land in the west.</p> <p>B it led Great Britain to enforce existing economic policies and create new taxes on the colonies.*</p> <p>C it encouraged the colonists to support the French in the French and Indian War.</p> <p>D of an American Indian and British alliance against the colonists in the French and Indian War.</p> <p>4. The American Revolution began with a battle between British and colonial troops at</p> <p>A Bunker Hill.</p> <p>B Lexington and Concord.*</p> <p>C Saratoga.</p> <p>D Boston and Yorktown.</p> <p>5. The contribution of which country's army and navy helped the colonists win the American Revolution?</p> <p>A Germany</p> <p>B France*</p> <p>C Portugal</p> <p>D Russia</p>	<p>6. Which is NOT a key principle of the Declaration of Independence?</p> <p>A Equality</p> <p>B Liberty</p> <p>C Property*</p> <p>D Constraint</p> <p>7. According to Locke, if a government failed to fulfill its social contract with its citizens, they could</p> <p>A overthrow the government for a new one.*</p> <p>B sue the government for breach of contract.</p> <p>C accomplish very little before the next election.</p> <p>D ask the Church to intervene.</p> <p><i>"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."</i></p> <p>8. The quotation above is from which American document?</p> <p>A Proclamation of 1763</p> <p>B <i>Common Sense</i></p> <p>C Articles of Confederation</p> <p>D Declaration of Independence*</p> <p>9. Why was George Washington important to the American Revolution?</p> <p>A He urged Massachusetts to rebel against the Stamp Act.</p> <p>B His wealth outfitted the army.</p> <p>C He negotiated the Treaty of Paris.</p> <p>D He was a strong commander of the Continental Army.*</p>
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ORGANIZING TOPIC

The Constitution of the United States

Standard(s) of Learning

- VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
- explaining the origins of the Constitution, including the Articles of Confederation;
 - identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;
 - examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
 - assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;
 - appraising how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States.

Formulate historical questions and defend findings, based on inquiry and interpretation.

Develop perspectives of time and place.

Interpret the significance of excerpts from famous speeches and other documents.

Content

Explain that during the Constitutional Era, the Americans made two attempts to establish a workable government based on republican principles.

Explain that American political leaders, fearful of a powerful central government like Britain's, created the Articles of Confederation, adopted at the end of the war.

Summarize the following weaknesses of the Articles of Confederation that led to the effort to draft a new constitution:

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

Explain that the Constitution of the United States established a government that shared power between the national government and state governments, protected the rights of states, and provided a system for orderly change through amendments to the Constitution itself.

Use the following information to summarize how the delegates to the Constitutional Convention balanced competing interests:

- Made federal law the supreme law of the land when constitutional, but otherwise gave the states considerable leeway to govern themselves

- Balanced power between large and small states by creating a Senate, where each state has two senators, and a House of Representatives, where membership is based on population
- Placated the Southern states by counting slaves as three-fifths of the population when determining representation in the United States House of Representatives
- Avoided a too-powerful central government by establishing three co-equal branches—legislative, executive, and judicial—with numerous checks and balances among them
- Limited the powers of the federal government to those identified in the Constitution

Describe the following key leaders of the Constitutional Convention, and explain their roles:

- George Washington, president of the Convention
 - Washington presided at the Convention and, although seldom participating in the debates, lent his enormous prestige to the proceedings.
- James Madison, “Father of the Constitution”
 - Madison, a Virginian and a brilliant political philosopher, often led the debate and kept copious notes of the proceedings—the best record historians have of what transpired at the Constitutional Convention.
 - At the Convention, he authored the “Virginia Plan,” which proposed a federal government of three separate branches (legislative, executive, judicial) and became the foundation for the structure of the new government.
 - He later authored much of the Bill of Rights.

Explain that the major principles of the Bill of Rights of the Constitution were based on earlier Virginia statutes.

Explain that James Madison consulted the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom when drafting the amendments that eventually became the United States Bill of Rights.

Summarize how the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom influenced the Bill of Rights, using the following information:

- The Virginia Declaration of Rights, authored by George Mason, reiterated the notion that basic human rights should not be violated by governments.
- The Virginia Statute for Religious Freedom, authored by Thomas Jefferson, outlawed the established church—that is, the practice of government support for one favored church.

Explain that elements of Federalist and Anti-Federalist thought are reflected in contemporary political debate on issues such as the size and role of government, federalism, and the protection of individual rights.

Explain the major arguments for and against the Constitution of 1787 in the leading Federalist and Anti-Federalist writings and in the ratification debates.

Identify the leading Federalists and Anti-Federalists in the pivotal ratification debate in Virginia.

Explain that the Federalists advocated the importance of a strong central government, especially to promote economic development and public improvements. Today, those who see a primary role for the federal government in solving national problems are heirs to this tradition.

Explain that the Anti-Federalists feared an overly powerful central government destructive of the rights of individuals and the prerogatives of the states. Today, the more conservative thinkers echo these concerns and champion liberty, individual initiative, and free markets.

List the leading Virginia opponents of ratification as Patrick Henry and George Mason and the leading Virginia proponents of ratification as George Washington and James Madison.

Explain how the important legal precedents established by the Marshall Court strengthened the role of the United States Supreme Court as an equal branch of the national government.

Explain how the doctrine of judicial review set forth in *Marbury v. Madison*, the doctrine of implied powers set forth in *McCulloch v. Maryland*, and a broadly national view of economic affairs set forth in *Gibbons v. Ogden* are the foundation blocks of the Supreme Court's authority to mediate disagreements between branches of governments, levels of government, and competing business interests.

Sample Resources

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

Ben's Guide to U.S. Government for Kids. U.S. Government Printing Office. <http://bensguide.gpo.gov/9-12/index.html>. This site provides information on the documents of the United States government.

Best of History Web Sites. http://www.besthistorysites.net/USHistory_Constitution.shtml. This site provides access to various Web sites about the United States Constitution.

Center for Civic Education. <http://www.civiced.org>. This site provides access to information on civic education in order to promote an enlightened and responsible citizenry.

Charters of Freedom. The National Archives Experience. http://www.archives.gov/national_archives_experience/constitution_founding_fathers.html. This site provides information on America's founding fathers who were delegates to the Constitutional Convention.

Documents of American History. Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/resources/documents_american_history.pdf. This site offers an 88-page VDOE publication containing important American history documents and tips for classroom teaching of their contents.

Madison, James. "Federalist Papers: Federalist 10." The Library of Congress. http://thomas.loc.gov/home/histdox/fed_10.html. This site provides the text of James Madison's paper on "The Union as a Safeguard Against Domestic Faction and Insurrection."

National Geographic.com. <http://nationalgeographic.com/>. The Web site of the National Geographic Society provides searchable information and copies of maps.

NCHE: National Council for History Education. <http://www.history.org/nche/>. This site provides history teachers with helpful information and links to valuable sites.

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

Supreme Court Cases (Summary.) Touro Law Center. <http://www.tourolaw.edu/patch/casesummary.asp>. This site provides summaries of important Supreme Court cases.

"Virginia Standards of Learning Assessments Test Blueprint: Virginia and United States History: 2008 History and Social Science Standards of Learning." Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_va_ushist.pdf. This site provides assessment information for the course in Virginia and United States History.

"Virginia Standards of Learning Spring 2007 Released Test: End of Course Virginia and United States History." Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_va_ushist.pdf. This site provides the latest released SOL test for the Virginia and United States History course.

Session 1: The Articles of Confederation

Prerequisite Understanding/Knowledge/Skills

- Students should understand power and the different approaches to government.
- Students should be able to make connections between past to present.
- Students should be able to compare and contrast styles of leadership.

Materials

- Internet access (It is recommended to consult the Web site <http://bensguide.gpo.gov/6-8/documents/articles/> to gain more information about this topic before teaching it.)
- Textbook or other instructional resources

Instructional Activities

1. Display the following questions:

Have you ever been in a situation where the leader of an organization tried to run things like a dictator?

Have you even been in a situation where the leader didn't exert enough control over the organization?

What was the result in each of these situations?

Direct students to write briefly about their experiences in such situations. Then, have them share their responses with each other in pairs and, finally, with the whole class.

2. Tell students that this was exactly the problem faced by the people of the United States after the Revolution—i.e., people disagreed over how much power the new government should have. Explain that the class will be examining how the United States was governed immediately after the Revolution and how this experience led to the writing of a new Constitution.
3. Have students use the textbook or other instructional resources to take notes on how America was governed during the Revolution and in the 1780s. Their notes should include the following points:
 - The Second Continental Congress drafted the Articles of Confederation in 1777.
 - The Articles of Confederation were ratified in 1781. Two key issues delayed ratification:
 - How each state was going to be represented
 - The disposition of claims on Western land
 - The national government under the Articles of Confederation had the following weaknesses:
 - Provided for a weak national government; allowed states to retain most powers
 - Provided for no executive or judicial branches of government, but only a legislature
 - Gave Congress no power to tax or regulate commerce among the states
 - Provided for no common currency
 - Gave each state one vote regardless of size
 - Required 9 of the 13 states to approve legislation for it to take effect
 - Required a unanimous vote by all states to amend the Articles
4. Ask students to speculate about problems that this kind of government might cause in a new nation like the United States.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use digital versions of the assigned content to complete activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students follow a template to supplement their note-taking skills.

Multisensory

- Have students role-play how the government operated under the Articles of Confederation.
- Have students create a multimedia presentation of the government that operated between the American Revolution and the 1780s.
- Have students diagram and color-code the government structure described by the Articles of Confederation.

Community Connections

- Have students take a virtual tour of a museum to learn about the Articles of Confederation and other related topics.

Small Group Learning

- Have small groups construct a group response to the questions in Activity 1 and share their answers with the class.

Vocabulary

- Have students use the following key vocabulary: *confederate, federal, unanimous, Congress, disposition, ratified*.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students contribute new vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers to maintain session content.
- Have students research or create an image representative of the government that operated under the Articles of Confederation.

Session 2: Government between the Revolution and the Constitutional Convention_____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to make connections between past and present.
- Students should be able to analyze and interpret the value of past events.

Materials

- Attachment A: “Window Notes” on Compromises in the Constitution
- Textbook or other instructional resources

Instructional Activities

1. Display the following:

Think of something in your life that was generally a negative experience. Were there any good aspects of it? Did anything good come of it?

Direct students to write briefly about such an experience. Then, have them share their responses with each other in pairs and, finally, with the whole class.

2. Tell students that this was the experience of the citizens of the United States during the 1780s. Although we generally do not look back at the accomplishments of the Confederation government with a great deal of pride, some of the accomplishments were good.
3. Distribute copies of Attachment A, and have students use it and the textbook or other instructional resources to take “window notes” on major events that happened between the end of the Revolution and the Constitutional Convention. Their notes should include the following points:
 - The Land Ordinance of 1785
 - authorized the surveying of the Northwest Territory
 - divided the Northwest Territory into townships six miles square, each composed of 36 “sections” of 640 acres
 - stipulated that surveyed land would be sold at auction, starting at a dollar an acre.
 - provided for the proceeds from the sale of one section to be used to fund public education.
 - Shays’ Rebellion (1786):
 - The American economy was in deep depression in the 1780s.
 - The shortage of currency made it difficult for people to pay their debts and taxes.
 - Farmers feared foreclosure (i.e., seizure of mortgaged property by a bank if payments are not made).
 - In 1786, a group of farmers in western Massachusetts, under the leadership of Daniel Shays, blockaded the courthouse to keep it from doing business and then attacked the federal arsenal in Springfield, Massachusetts.
 - The inability of the central government to put down this rebellion convinced many people that a stronger central government was needed.
 - This was one factor that led to the Constitutional Convention.
 - The Northwest Ordinance of 1787
 - authorized the creation of three to five states out of the Northwest Territory
 - authorized the admittance of new states as full equals to the original 13 states
 - set up stages that an area would go through on its way to statehood:
 - Congress would appoint a governor and a council to rule until the population reached 5,000.
 - At that point, settlers could elect an assembly to pass laws until the population reached 60,000.
 - At that point, settlers could adopt their own constitution and petition Congress for statehood.
 - protected civil liberties, made provision for public education, and prohibited slavery within the Northwest Territory.
4. Hold a class discussion to summarize the significance of the events listed in the “window notes” and to answer any questions students may have.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use digital versions of assigned content to complete activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students use template or map of the Northwest Territory.
- Have students use a note-taking device.

Multisensory

- Have students color-code a map of the Northwest Territory and the five states that were created from it.
- Have students create a classroom display of the Northwest Territory and the five states that were created from it.

Community Connections

- Invite a member of the school board, the city council, or the board of supervisors to discuss the origins and funding of public education.

Small Group Learning

- Have students investigate the role that Virginia and other states played in the Articles of Confederation government.
- Have small groups complete the “window notes” and “questions” sections of Attachment A and share their completed work with other groups.

Vocabulary

- Have students use the following key vocabulary: *ordinance*, *confederation*, *civil liberties*, *civil rights*.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students contribute new vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have students complete Attachment A in a digital format.
- Have students create a timeline of major events from 1785–87.

Session 3: Compromises

Prerequisite Understanding/Knowledge/Skills

- Students should understand the importance of compromise.
- Students should understand point of view.
- Students should understand the meanings of large state (high population) and small state (low population).
- Students should be able to identify the basic structure of the current U.S. government.

Materials

- Attachment B: Compromises in the Constitution
- Textbook or other instructional resources

Instructional Activities

1. Display the following:

Think of a situation in which you had to compromise with either friends or family members. How did you arrive at the compromise? Did the compromise work out as you expected?

Direct students to write briefly about such a situation. Then, have them share their responses with each other in pairs and, finally, with the whole class.

2. Distribute copies of Attachment B for students to use in taking notes. Inform students that the Constitution of 1787 involved a series of compromises between competing interests. Although delegates disagreed about many issues, the following two compromises highlight the most significant differences of opinion that occupied the Constitutional Convention for much of the summer of 1787.
3. Tell students to use textbook or other instructional resources to locate and record information about the following two compromises. Their charts should contain the following information:
 - Representation: The “Great Compromise” (also known as the “Connecticut Compromise”)
 - One point of view (the Virginia Plan or large-state plan):
 - a. There would be a bicameral legislature, with representation in each of the two houses based on the size of the each state’s population.
 - b. The legislature would choose the executive and judiciary.
 - c. The legislature would have the power to veto state legislation.
 - Another point of view (the New Jersey Plan or small-state plan):
 - a. There would be a unicameral legislature.
 - b. Powers of the existing Congress would be expanded to enable it to levy import duties, levy a stamp tax, and regulate trade.
 - c. Each state would have one vote.
 - Compromise (spelled out in Article I, Sections 2 and 3, of the Constitution):
 - a. Bicameral legislature
 - b. Lower house (House of Representatives) based on population size
 - c. Upper house (Senate) based on equal representation for every state
 - Counting of Slaves: The 3/5 Compromise
 - One point of view
 - a. Slaves should not be counted as part of the population for purposes of taxation and representation.
 - b. This point of view was favored by the North because it would decrease the representation and power of the Southern states in Congress.
 - Second point of view
 - a. Slaves should be counted just like free men.
 - b. This point of view was favored by the South because it would increase the representation and power of the Southern states in Congress.
 - Compromise (spelled out in Article I, Section 2, of the Constitution; nullified by the 14th Amendment)
 - a. For purposes of taxation and representation, each slave would be counted as three-fifths of a person.

4. Hold a class discussion to summarize the significance of these two compromises and to answer any questions students may have.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use digital versions of the assigned content to complete activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students follow a chart template to complete Attachment B.

Multisensory

- Have students role-play different points of view.
- Have students use an interactive whiteboard to demonstrate compromises.
- Have students create a video newscast covering the Constitutional Convention.

Community Connections

- Invite a member of the Virginia General Assembly to discuss the nature of compromise.

Small Group Learning

- Have small groups research one of the two compromises made at the Constitutional Convention and share their results with other groups.

Vocabulary

- Have students use the following key vocabulary: *nullified, bicameral, levy, compromise, large population, small population, duties*.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students contribute new vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers to compare and contrast the Articles of Confederation and Constitution.
- Have students use graphic organizers to maintain session content.

Session 4: Checks and Balances in the Constitution

Prerequisite Understanding/Knowledge/Skills

- Students should be able to make connections between past and present.
- Students should be able to brainstorm.
- Students should be able to read and analyze text for content.

Materials

- Text of the United States Constitution (available at http://www.besthistorysites.net/USHistory_Constitution.shtml and in most textbooks)
- Internet access
- Textbook or other instructional resources

Instructional Activities

1. Display the following:

Have you ever played a team sport? Describe how “scouting” of the rival team’s strengths and weaknesses helps your team prepare for an upcoming game.

Direct students to write briefly about their experiences in such situations. Then, have them share their responses with each other in pairs and, finally, with the whole class.

2. Explain that the process of anticipating another person’s actions and developing a strategy to counter them is just what the framers of the Constitution were engaged in. During the process of establishing a new government and creating government branches with new powers, many people were concerned about developing ways to keep a “too-powerful” government from trampling on people’s rights, just as the king and Parliament had done. The Constitution’s framers decided to write into the Constitution a set of “checks and balances”—a kind of game plan—that would keep any one part of the government from becoming too powerful.
3. Have students access a copy of the text of the United States Constitution. Direct them to use the Constitution and the textbook or other instructional resources to take notes on the checks and balances found in the Constitution. Have them record their data on a chart.
4. Hold a class discussion to summarize the significance of the checks and balances in the Constitution and to answer any questions students may have.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use digital versions of the assigned content to complete activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students follow a template to supplement their note-taking skills.
- Have students follow a template that provides a visual representation of checks and balances.

Multisensory

- Have students interact in a role-play as members of the three different branches of government.
- Have students create a display of the three branches of government and associated responsibilities.

Community Connections

- Invite personnel from the branches of government to discuss their professional roles and interactions.

Small Group Learning

- Divide the class into three groups representing the three branches of government. Give each group a copy of the Constitution. Have each group take notes on how their branch participates in checks and balances and record their findings on a classroom chart.

Vocabulary

- Have students use the following key vocabulary: *branches, executive, legislative, judicial, Congress, framers*.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students contribute new vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers to maintain session content.
- Have students create a chart of checks and balances.
- Have students design a foldable to illustrate the relationships between the three branches and the checks and balances.

Session 5: Correcting Weaknesses in the Articles of Confederation _____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to make connections between past and present.
- Students should be able to compare and contrast.

Materials

- Text of the United States Constitution (available at http://www.besthistorysites.net/USHistory_Constitution.shtml and in most textbooks)
- Internet access

Instructional Activities

1. Display the following:

In your opinion, is the United States government too strong, too weak, or just about right? Support your opinion with examples from recent history.

Direct students to answer the question in writing. Then, have them share their answers with each other in pairs and, finally, with the whole class.

2. Have students access a copy of the text of the United States Constitution to construct a chart that briefly defines the focus of each article.
3. For each identified weakness in the Articles of Confederation listed below, have students identify the article, section, and clause in the Constitution that addressed the weakness.
 - Provided for a weak national government; allowed states to retain most powers
 - Provided for no executive or judicial branches of government, but only a legislature
 - Gave Congress no power to tax or regulate commerce among the states
 - Provided for no common currency
 - Gave each state one vote regardless of size
 - Required 9 of the 13 states to approve legislation for it to take effect
 - Required a unanimous vote by all states to amend the Articles

Teacher Key

- Weak national government; states retained most powers: solved by Article I, Section 8, elastic clause
- No executive or judicial branches of government: solved by Articles II and III
- No power to tax or regulate commerce among the states: solved by Article I, Section 8
- Provided for no common currency: solved by Article I, Section 8
- Gave each state one vote regardless of size: solved by Article I, Sections 2 and 3
- Required 9 of the 13 states to approve legislation: solved by Article I, Section 7
- Required a unanimous vote by all states to amend the Articles: solved by Article V

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use digital versions of the assigned content to complete activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students use a digital version of the Constitution.

Multisensory

- Have students color-code each Article of the Constitution.
- Have students complete a poster outlining the main points.

Community Connections

- Invite a representative from law enforcement or the government to discuss weaknesses in the Constitution.
- Have students take a virtual tour of the Web sites listed in the activities.

Small Group Learning

- Have small groups research and construct charts that define the main objective of assigned Articles. Have groups present their findings to the class.

Vocabulary

- Have students complete word maps or use mnemonics for terminology found in the Constitution.
- Have students contribute new vocabulary to a classroom word wall.
- Have students add new or unfamiliar words to their vocabulary journals.

Student Organization of Content

- Have students use graphic organizers to maintain session content.
- Have students complete a matching game, using the Teacher Key.

Session 6: George Washington and James Madison

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to make connections between past and present.
- Students should be able to compare and contrast.

Materials

- Textbook or other instructional resources

Instructional Activities

1. Display the following questions:

What do you think of when you think of George Washington?

What do you think of when you think of James Madison?

Direct students to answer the questions in writing. Then, have them share their answers with each other in pairs and, finally, with the whole class. Most students will have a number of responses for George Washington but few for James Madison. This can be a part of the discussion—i.e., why one of these men is so much better known than the other.

2. Instruct students to use the textbook or other instructional resources to research information about these two men. If time and resources permit, have students use Internet resources or the school library to do additional research.
3. Divide students into groups, and have each group use the information the members gathered to make a poster that illustrates key events in each man's life. The poster will be graded on the basis of accuracy, completeness, neatness, and creativity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students use digital slide show software to complete a presentation on the project.

Multisensory

- Have students use images when answering the questions.
- Have students complete timelines of Washington's and Madison's lives.
- Have students create caricatures of Washington and Madison.

Community Connections

- Have students view and discuss videos and Web sites about Washington and Madison.

Vocabulary

- Have students complete word maps or use mnemonics to review key vocabulary.
- Have students contribute new vocabulary to a classroom word wall.
- Have students add new or unfamiliar words to their vocabulary journals.

Student Organization of Content

- Have students use organizing strategies such as brainstorming before responding to the questions.

Session 7: The Federalist Papers: Federalist No. 10

Prerequisite Understanding/Knowledge/Skills

- Students should understand the differences between reason and emotion.
- Students should understand the power of persuasion and persuasive writing.
- Students should be able to compare and contrast Federalists and Anti-Federalists.

Materials

- Text of Federalist No. 10 (available at http://thomas.loc.gov/home/histdox/fed_10.html)
- Internet access
- Textbook or other instructional resources

Instructional Activities

1. Display the following questions:

Can you think of a situation where your opinion on a topic has been influenced by someone else? Which is more effective in changing someone's opinion—reason or emotion? Provide examples to support your assessment.

Direct students to answer the questions in writing. Then, have them share their answers with each other in pairs and, finally, with the whole class. Introduce the concept of propaganda during this discussion, and encourage students to discuss both the power and limitations of propaganda.

2. Tell students to use the textbook or other instructional resources to find information about the process of ratifying the Constitution. Make sure they include information about the impact of the Federalist Papers, particularly Federalist No. 10.
3. Provide students with copies of the text of Federalist 10. Divide students into groups, and assign each group to rewrite in contemporary English one or two paragraphs in Federalist 10.
4. Have the groups put the main ideas of their paragraphs on large pieces of paper. Place the paragraphs in order in the front of the room.
5. Lead a discussion of the main ideas in Federalist 10.
6. Instruct students to write a paragraph on whether the original or contemporary version of Federalist 10 is more persuasive to them, explaining why.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students use a digital version of Federalist No. 10.
- Have students use an interactive whiteboard to complete Activity 4.

Multisensory

- Have students color-code persuasive words and phrases in Federalist No. 10.
- Have students color-code words and phrases that are based on reason or emotion within Federalist No. 10.
- Have students create a cartoon depicting the main points of Federalist No. 10.

Community Connections

- Invite a local lawyer to discuss Federalist No. 10.

Small Group

- Have students work in cooperative groups and digitally produce main ideas of their paragraphs for display in Activity 4.

Vocabulary

- Have students complete word maps or use mnemonics to remember terminology from Federalist No. 10.
- Have students contribute new vocabulary to a classroom word wall.

Student Organization of Content

- Have students use graphic-organizer software or other tools to complete Activity 6.
- Have students use a thesaurus to complete Activity 3.

Session 8: Federalists vs. Anti-Federalists

Prerequisite Understanding/Knowledge/Skills

- Students should be able to demonstrate knowledge about Federalists and anti-Federalists.
- Students should be able to use the Internet for research.
- Students should be able to compare and contrast.

Materials

- Textbook or other instructional resources
- Internet access
- Attachment C: Federalists vs. Anti-Federalists
- Attachment D: Federalists vs. Anti-Federalists—Key

Instructional Activities

1. Distribute copies of Attachment C, and have students complete it. Allow them to use notes, the textbook or other instructional resources, and/or the Internet to locate the necessary information.
2. After students are finished, display Attachment D, and direct students to correct their charts as you review each item.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use an interactive whiteboard to display Attachments C and D for discussion.
- Have students use word-prediction software with a digital version of Attachment C.

Multisensory

- Have students gather images to complete Attachment C.
- Have students role-play a debate between Federalists and Anti-Federalists.

Community Connections

- Have students research Web sites that feature the Virginia leaders.

Small Group Learning

- Have small groups assume the perspective of Federalists or Anti-Federalists when completing Attachment C.

Vocabulary

- Have students complete word maps or use mnemonics to review key vocabulary.
- Have students contribute new vocabulary to a classroom word wall.

Student Organization of Content

- Have students use graphic organizers to categorize the information from the session.
- Have students use note-taking strategies while conducting research.
- Have students use a list of key vocabulary when completing Attachment C.

Session 9: Religious Freedom

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to make connections between past and present.
- Students should be able to compare and contrast the Virginia Statute of Religious Freedom, the Virginia Bill of Rights, and the First Amendment to the United States Constitution.

Materials

- Texts of the Virginia Statute of Religious Freedom, the Virginia Bill of Rights, and the First Amendment to the United States Constitution
- Internet access

Instructional Activities

1. Display the following questions:

How important is religious freedom to the United States? Can you think of an example of how religious freedom is threatened in America today?

Direct students to answer the questions in writing. Then, have them share their answers with each other in pairs and, finally, with the whole class.

2. Provide students with copies of the texts of the Virginia Statute of Religious Freedom, the 16th article of the Virginia Bill of Rights, and the First Amendment to the Constitution of the United States. Guide them in reading and understanding the Virginia Statute of Religious Freedom.
3. Place students in small groups, and have each group complete a three-column chart listing the important elements of each document. When the groups have finished their work, construct and display a summary chart, using the input from all the groups.
4. Assign students to write an essay comparing and contrasting these three documents.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students use an interactive whiteboard to display and interact with the three texts.
- Have students use word-prediction software to complete their activities.

Multisensory

- Have students create a timeline of events related to religious freedom in the United States.
- Have students correlate images to events.

Community Connections

- Have students research Web sites and videos that feature the First Amendment and the Virginia Statute of Religious Freedom.

Small Group Learning

- Have small groups debate the issue of religion in schools.
- Have three groups, each assigned to research one of the three texts, complete Activity 3 and share their findings with the group.

Vocabulary

- Have students complete word maps or use mnemonics to review key vocabulary found in the Virginia Statute of Religious Freedom.

- Have students contribute vocabulary to a classroom word wall.

Student Organization of Content

- Have students use graphic organizers to categorize the information in the session.
- Have students create a poster or a cartoon rather than writing the essay in Activity 4.

Session 10: The Bill of Rights: Amendments 1 and 4

Prerequisite Understanding/Knowledge/Skills

- Students should understand rights and responsibilities.
- Students should be able to make connections between past and present.
- Students should be able to compare and contrast the amendments to rank their importance.

Materials

- Text of the Bill of Rights
- Internet access

Instructional Activities

1. Display the following:

Americans are very aware of the rights they have as citizens. Which of our rights is most important, in your opinion? Why?

Direct students to answer the questions in writing. Then, have them share their answers with each other in pairs and, finally, with the whole class.

2. Provide students with a copy of the Bill of Rights, and tell them that they will be examining Amendments 1 and 4.
3. Place students in small groups, and ask students to discuss these amendments within their groups. Students should be prepared to answer the following questions in a general discussion later in the class period:
 - Which rights are protected by each amendment?
 - What is an example of a way in which each right could be violated?
 - Is it ever permissible to violate any of these rights?
4. After students have finished their group work, conduct a general discussion in which they share the results of their group discussions.
5. Tell students to select one of these rights and write a paragraph describing ways that American society would be different if this right were *not* guaranteed by the Constitution.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students use word-prediction software to complete their activities.
- Have students use digital slide show software to present their notes.
- Have students use an interactive whiteboard to display and interact with the Bill of Rights.

Multisensory

- Have students use graphics and photos with their writing.
- Have students create a poster or presentation of the Bill of Rights.
- Have students role-play a scenario that shows what would happen if a certain right were violated.

Community Connections

- Invite a school resource officer to discuss student rights.

Small Group Learning

- Have students work in cooperative learning groups to complete all activities.
- Have groups choose a presentation mode for their group (e.g., skit, poster, digital presentation).

Vocabulary

- Have students complete word maps or use mnemonics to review the terminology in the Bill of Rights.
- Have students correlate vocabulary to synonyms or antonyms in a thesaurus.
- Have students contribute new vocabulary to a classroom word wall.

Student Organization of Content

- Have students use graphic organizers to categorize the information in the session.
- Have students use a template with 10 blocks to create a pictorial representation of the Bill of Rights.

Session 11: The Bill of Rights: Amendments 5, 6, and 8

Prerequisite Understanding/Knowledge/Skills

- Students should understand rights and responsibilities.
- Students should be able to make connections between past and present.
- Students should be able to compare and contrast the Amendments and rank their importance.

Materials

- Text of the Bill of Rights
- Internet access

Instructional Activities

1. Display the following:

On television crime shows, police often “read rights” to someone they are arresting. Can you remember and write down the words that are used? To help you out, the phrase begins: “You have the right to remain...”

Direct students to answer the question in writing. Then, have several volunteers read aloud what they wrote, and correct as necessary, displaying the full statement. Lead a general discussion about why these rights are read to persons upon arrest. Ask students why they think people need to be told their rights in a situation like this.

2. Divide students into groups to examine the rights guaranteed in Amendments 5, 6, and 8. As groups examine the amendments, have them take notes on the rights that are protected in each amendment, the consequences of a violation of these rights, and whether there is ever a justification for violating these rights. Ask whether there are parts of the amendments that do not seem to agree with the rest.
3. If time and resources permit, have students do research on the application of these rights in the wake of the September 11, 2001, attacks. Tell them to be prepared to write on the question of whether a national crisis might justify suspending these rights.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use digital graphic organizers to categorize their notes and research.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students use word-prediction software to complete their activities.
- Have students use an interactive whiteboard to display and interact with the Bill of Rights.
- Have students conduct research by using online dictionaries and encyclopedias.

Multisensory

- Have students role-play a scenario showing the violation of one of these rights.
- Have students create an illustrated diagram for each amendment.

Community Connections

- Invite a school resource officer to discuss student rights.

Small Group Learning

- Have cooperative learning groups report on the rights provided through the amendments, using digital presentation tools, skits, or posters.

Vocabulary

- Have students complete word maps or use mnemonics for key terminology in the Bill of Rights.
- Have students contribute new vocabulary to a classroom word wall.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have students follow a fill-in-the-blanks template to review vocabulary from Activity 1.

Session 12: John Marshall and Supreme Court Cases

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should understand rights and responsibilities.
- Students should be able to make connections between past and present.
- Students should be able to compare and contrast information.

Materials

- Internet access
- Readings on *Marbury vs. Madison* and *McCulloch vs. Maryland*

Instructional Activities

1. Display the following questions:

Do you think it is a good idea or a bad idea that the Supreme Court has the power to declare acts of Congress unconstitutional? Why, or why not?

Direct students to answer the questions in writing. Then, have them share their answers with each other in pairs and, finally, with the whole class.

2. Divide the class into groups, and instruct each group to develop a chronology of events in the two Supreme Court cases *Marbury v. Madison* and *McCulloch v. Maryland*. Several groups will work on each case.
3. After the groups have finished their work, have one of the *Marbury* groups put its chronology on the board. Then, ask the other groups that worked on *Marbury* to add or restate anything they think is important to an overall understanding of the case. Instruct all students to write down the final chronology about this case.
4. Repeat this process with the *McCulloch v. Maryland* groups.
5. Discuss the important precedent set by each of these cases (*Marbury*—judicial review; *McCulloch*—implied powers through the “elastic clause”). Encourage students to discuss how the judiciary can be manipulated for political ends. Lead them to see that an example of this may be President John Adams’s midnight appointments.
6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students use word-prediction software to complete their activities.
- Have students use an interactive whiteboard to display and interact with the content.

Multisensory

- Have students create a timeline of the events for their case.
- Have students create or use pictures, graphics, or cartoons to describe the case.

Community Connections

- Have students view and discuss Web sites or videos on the Supreme Court.
- Arrange for students to visit the Supreme Court of Virginia or explore its Web site.
- Have students research and discuss John Marshall.

Small Group Learning

- Have small groups follow and complete missing information within a digital template of the chronology of events.

Vocabulary

- Have students complete word maps or use mnemonics to review key vocabulary.
- Have students contribute new vocabulary to a classroom word wall.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.

Session 13: Assessment

Materials

- Attachment E: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment E, and have students complete the assessment.

Attachment A: “Window Notes” on Compromises in the Constitution _____

Land Ordinance of 1785	Shays’ Rebellion
Northwest Ordinance of 1787	Questions

Attachment B: Compromises in the Constitution _____

Issue	One Point of View	Second Point of View	Compromise
Representation			
Counting of Slaves			

Attachment C: Federalists vs. Anti-Federalists

	Federalists	Anti-Federalists
Beliefs		
Virginia leaders in 1787		
View on ratifying the Constitution of the United States		
Contemporary era		

Attachment D: Federalists vs. Anti-Federalists—Key

	Federalists	Anti-Federalists
Beliefs	<p>Advocated strong central government</p> <p>Believed government should promote economic development</p> <p>Believed government should promote public improvements</p>	<p>Feared an overly powerful central government would destroy the rights of individuals and prerogatives of the states</p>
Virginia leaders in 1787	<p>Virginia Federalists: George Washington James Madison</p>	<p>Virginia Anti-Federalists: Patrick Henry George Mason</p>
View on ratifying the Constitution of the United States	<p>Favored ratifying the Constitution with no changes; considered a Bill of Rights unnecessary</p>	<p>Opposed ratifying the Constitution unless individual rights were protected; considered a Bill of Rights necessary</p>
Contemporary era	<p>Today, those who see the primary role of the federal government as solving national problems are heirs to the ideas of the Federalists.</p>	<p>Today, more conservative thinkers echo the original concerns, favor smaller and champion liberty, individual initiative, and free markets.</p>

Attachment E: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. The Articles of Confederation was unsuccessful as a government system because it established</p> <ul style="list-style-type: none"> A a common currency. B a balance of power between national and state governments. C a weak national government.* D state representation in the national legislature by size of population. <p>2. The Three-Fifths Compromise was established to</p> <ul style="list-style-type: none"> A satisfy the concern of New England states. B ensure representation for Western territories. C allow for representation of new immigrants. D address the concern of Southern states.* <p>3. The author of the Bill of Rights and the “Virginia Plan” proposing a federal government with three branches was</p> <ul style="list-style-type: none"> A Thomas Jefferson. B George Washington. C James Madison.* D Patrick Henry. <p>4. The concepts used when drafting the Bill of Rights were derived from which documents?</p> <ul style="list-style-type: none"> A Virginia Declaration of Rights and Virginia Statute of Religious Freedom* B Magna Carta and Mayflower Compact C Declaration of Independence and <i>Common Sense</i> D Articles of Confederation and Proclamation of 1763 <p>5. Which group opposed the Bill of Rights because it was believed the Constitution adequately protected basic rights?</p> <ul style="list-style-type: none"> A Patriots B Anti-Federalists C Loyalist D Federalists* 	<p>6. The Supreme Court case of <i>Marbury v. Madison</i> is significant because it</p> <ul style="list-style-type: none"> A prohibited states from taxing the federal government. B permitted annexation of the Louisiana Territory. C authorized the Monroe Doctrine. D established the power of the courts to declare laws unconstitutional.* <p>7. What was the primary concern of the Anti-Federalists?</p> <ul style="list-style-type: none"> A A strong national government would take away power from the states.* B Large states would have all the power in Congress. C The Bill of Rights hampered the efficient operation of government. D The Three-Fifths Compromise and slavery <p>8. The Bill of Rights can BEST be described as</p> <ul style="list-style-type: none"> A a written guarantee of individual rights.* B a list of powers held by state governments. C freedom from unreasonable taxes. D a description of the system of checks and balances. <p>9. In a federal system of government,</p> <ul style="list-style-type: none"> A the national government has all of the power. B state governments are supreme. C states have power based on their size. D power is shared between the state and national levels of government.* <p>10. In the government provided by the Articles of Confederation, states had</p> <ul style="list-style-type: none"> A no power to vote in the legislative branch. B voting power based on admission to the Union. C votes based on the size of their population. D one vote regardless of size.*
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ORGANIZING TOPIC

Events in the United States from 1790 to 1850

Standard(s) of Learning _____

- VUS.6 The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by
- a) explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party;
 - b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians;
 - c) examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation;
 - d) relating the changing character of American political life in “the age of the common man” (Jacksonian Era) to increasing popular participation in state and national politics;
 - e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union.

Essential Understandings, Knowledge, and Skills _____

Correlation to
Instructional Materials

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

- Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States. _____
- Formulate historical questions and defend findings, based on inquiry and interpretation. _____
- Develop perspectives of time and place. _____
- Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. _____
- Interpret the significance of excerpts from famous speeches and other documents. _____

Content

- Summarize the different views of economic and foreign policy issues that led to the development of the first American political parties. _____
- Controversy over the Federalists’ support for the Bank of the United States, the Jay Treaty, and the undeclared war on France contributed to the emergence of an organized opposition party, the Democratic-Republicans, led by Thomas Jefferson and James Madison. _____
 - The presidential election of 1800, won by Thomas Jefferson, was the first American presidential election in which power was peacefully transferred from one political party to another. _____
 - The Federalists, led by John Adams and Alexander Hamilton, typically believed in a strong national government and commercial economy. They were supported by bankers and business interests in the Northeast. _____
 - The Democratic-Republicans believed in a weak national government and an agricultural economy. They were supported by farmers, artisans, and frontier settlers in the South. _____
- Explain that economic and strategic interests, supported by popular beliefs, led to territorial expansion to the Pacific Ocean. _____

Explain that the new American republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth, and industrialization. Americans, stirred by their hunger for land and the ideology of “Manifest Destiny,” flocked to new frontiers.

Describe the conflict between American settlers and Indian nations in the Southeast and the old Northwest that resulted in the forced relocation of many Indians to reservations.

Summarize the expansion resulting from the Louisiana Purchase and War of 1812, using the following information:

- Thomas Jefferson, as president in 1803, purchased the huge Louisiana Territory from France, which doubled the size of the United States overnight. He authorized the Lewis and Clark expedition to explore the new territories that lay west of the Mississippi River. Sacajawea, an American Indian woman, served as their guide and translator.
- The American victory over the British in the War of 1812 produced an American claim to the Oregon Territory and increased migration of American settlers into Florida, which was later acquired by treaty from Spain.
- The Monroe Doctrine (1823) stated the following:
 - The American continents should not be considered for future colonization by any European powers.
 - Nations in the Western Hemisphere were inherently different from those of Europe—i.e., they were republics by nature rather than monarchies.
 - The United States would regard as a threat to her own peace and safety any attempt by a European power to impose its system on any independent state in the Western Hemisphere.
 - The United States would not interfere in European affairs.

Summarize the westward movement and economic development from the last decade of the eighteenth century through the first half of the nineteenth century, using the following information:

- American settlers streamed westward from the coastal states into the Midwest, Southwest, and Texas, seeking economic opportunity in the form of land to own and farm.
- The growth of railroads and canals helped the growth of an industrial economy and supported the westward movement of settlers.
- Eli Whitney’s invention of the cotton gin led to the spread of the slavery-based “cotton kingdom” in the Deep South.
- American migration into Texas led to an armed revolt against Mexican rule and a famous battle at the Alamo, in which a band of Texans fought to the last man against a vastly superior force. The Texans’ eventual victory over Mexican forces subsequently brought Texas into the United States.
- The American victory in the Mexican War during the 1840s led to the acquisition of an enormous territory that included the present-day states of California, Nevada, Utah, Arizona, and parts of Colorado and New Mexico.

Describe the impact of westward expansion on the American Indians, using the following information:

- The belief that it was America’s “Manifest Destiny” to stretch from the Atlantic to the Pacific provided political support for territorial expansion.
- During this period of westward migration, American Indians were repeatedly defeated in violent conflicts with settlers and soldiers and forcibly removed from their ancestral homelands. They were either forced to march far away from their homes (the “Trail of Tears,” when several tribes were relocated from Atlantic Coastal states to Oklahoma) or confined to reservations.

Explain that regional self-interests led to a divided nation at war against the British.

Explain that British interference with American shipping and western expansionism fueled the call for a declaration of war.

Explain that Federalists opposed Madison’s war resolution, talked of secession, and proposed constitutional amendments, which were not acted upon.

Explain that an extension of the franchise, westward expansion, and the rise of sectional interests prompted increased participation in state and national politics.

Explain that the changing character of American political life in “the age of the common man” (Jacksonian Era) was characterized by

- heightened emphasis on equality in the political process for adult white males
- the rise of interest group politics and sectional issues
- a changing style of campaigning
- increased voter participation.

Explain that Andrew Jackson personified the “democratic spirit” of the age by challenging the economic elite and rewarding campaign supporters with public office (Spoils System).

Explain that the Federalist Party disappeared, and new political parties, the Whigs and Know-Nothings, were organized in opposition to the Democratic Party.

Explain that the nation struggled to resolve sectional issues, producing a series of crises and compromises during the first half of the nineteenth century.

Explain that during the first half of the nineteenth century, these crises took place over the admission of new states into the Union during the decades before the Civil War. The issue was whether the number of “free states” and “slave states” would remain balanced, thus affecting the distribution power in the Congress.

Summarize sectional tensions caused by competing economic interests, including the following:

- The industrial North favored high protective tariffs to protect Northern manufactured goods from foreign competition.
- The agricultural South opposed high tariffs that made the price of imports more expensive.

Summarize sectional tensions caused by westward expansion, including the following:

- As new states entered the Union, compromises were reached that maintained the balance of power in Congress between “free” and “slave” states.
 - The Missouri Compromise (1820) drew an east-west line through the Louisiana Purchase, with slavery prohibited above the line and allowed below, except that slavery was allowed in Missouri, north of the line.
 - In the Compromise of 1850, California entered as a free state, while the new Southwestern territories acquired from Mexico would decide on their own.
 - The Kansas-Nebraska Act of 1854 repealed the Missouri Compromise line, giving people in Kansas and Nebraska the choice whether to allow slavery in their states or not (“popular sovereignty”). This law produced bloody fighting in Kansas as proslavery and antislavery forces battled each other. It also led to the birth of the Republican Party that same year to oppose the spread of slavery.

Summarize sectional tensions caused by debates over the nature of the Union, including the following:

- South Carolinians argued that sovereign states could nullify the Tariff of 1832 and other acts of Congress. A union that allowed state governments to invalidate acts of the national legislature could be dissolved by states seceding from the Union in defense of slavery (Nullification Crisis).
- President Jackson threatened to send federal troops to collect the tariff revenues.

Summarize sectional tensions caused by the institution of slavery, including the following:

- Slave revolts in Virginia, led by Nat Turner and Gabriel Prosser, fed white Southerners' fears about slave rebellions and led to harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence. _____
- Northerners, led by William Lloyd Garrison, publisher of *The Liberator*, increasingly viewed the institution of slavery as a violation of Christian principles and argued for its abolition. Southerners grew alarmed by the growing force of the Northern response to the abolitionists. _____
- Fugitive slave events pitted Southern slave owners against outraged Northerners who opposed returning escaped slaves to bondage. _____

Summarize the women's suffrage movement, including the following:

- At the same time the abolitionist movement grew, another reform movement took root—the movement to give equal rights to women. _____
- Seneca Falls Declaration _____
- Roles of Elizabeth Cady Stanton and Susan B. Anthony, who became involved in the women's suffrage movement before the Civil War and continued with the movement after the war _____

Sample Resources

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

Center for Civic Education. <http://www.civiced.org>. This site provides access to information on civic education in order to promote an enlightened and responsible citizenry.

Documents of American History. Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/resources/documents_american_history.pdf. This site offers an 88-page VDOE publication containing important American history documents and tips for classroom teaching of their contents.

Election of 1800. Colonial Williamsburg Foundation, 2009. <http://www.history.org/History/teaching/enewsletter/volume7/oct08/teachstrategy.cfm>. This site provides activities and handouts on the Election of 1800.

Finseth, Ian. "The Rise and Fall of Alexander Hamilton." *American Studies at the University of Virginia*, <http://xroads.virginia.edu/~CAP/ham/hamilton.html>. This paper outlines the career of this founding father.

NCHE: National Council for History Education. <http://www.history.org/nche/>. This site provides history teachers with helpful information and links to valuable sites.

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

"The Six National Flags of Texas." <http://www.lsjunction.com/facts/6flags.htm>. This site gives the history of Texas as shown by the six national flags that have flown over it since 1519.

"Virginia Standards of Learning Assessments Test Blueprint: Virginia and United States History: 2008 History and Social Science Standards of Learning." Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_va_ushist.pdf. This site provides assessment information for the course in Virginia and United States History.

"Virginia Standards of Learning Spring 2007 Released Test: End of Course Virginia and United States History." Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_va_ushist.pdf. This site provides the latest released SOL test for the Virginia and United States History course.

Session 1: The Political Ideas of Hamilton and Jefferson

Prerequisite Understanding/Knowledge/Skills

- Students should understand the concept of political parties and the current party system.
- Students should be able to state an opinion and support their view.
- Students should be able to compare and contrast the ideas of Alexander Hamilton and Thomas Jefferson.

Materials

- Attachment A: Notes on Alexander Hamilton and Thomas Jefferson
- Attachment B: Notes on Alexander Hamilton and Thomas Jefferson—Key

Instructional Activities

1. Display the following:

Are political parties good or bad for democracy? Support your opinion with examples you can recall from recent campaigns or elections.

Provide students with quotations from Jefferson, Washington, and others on the dangers of political parties. Direct students to answer the question in writing. Then, have them share their answers with each other in pairs and, finally, with the whole class.

2. Distribute copies of Attachment A, and have students complete it. Allow them to use notes, the textbook or other instructional resources, and/or the Internet to locate the necessary information about Hamilton's and Jefferson's differing views, which provided the basis for the two political parties that emerged in the 1790s.
3. After students are finished, display Attachment B, and direct students to correct their charts as necessary as you review each item.
4. Conclude by leading a class discussion about these two early political parties. Ask students which point of view seems to have continued up to today. (NOTE: Students should conclude that Hamilton's view of America is more consistent with the way American society has evolved. This might lead you to ask students to speculate about why we know so much more about Jefferson than we know about Hamilton.)

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use digital graphic organizers to categorize information.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students follow a template to complete Attachment A.

Multisensory

- Have students role-play as Hamilton or Jefferson.
- Have students use sticky notes and highlighters to complete Attachment A.

Community Connections

- Invite speakers from different political parties to discuss the party system.

Small Group Learning

- Have small groups complete Attachment A.
- Have groups interview one member who role-plays as Jefferson, and then write an article, quoting from the interview.

Vocabulary

- Have students highlight or list words from their reading and research that are expressions from a different time period.
- Have students compile a glossary of historical expressions.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have students sort the statements from Attachment B into appropriate categories.

Session 2: Emergence of Political Parties and the Election of 1800

Prerequisite Understanding/Knowledge/Skills

- Students should be familiar with the concepts of political parties and the electoral college.
- Students should be familiar with the original 13 colonies.

Materials

- “The Election of 1800” activity from the Colonial Williamsburg Foundation Web site, <http://www.history.org/History/teaching/enewsletter/volume7/oct08/teachstrategy.cfm>
- “Student Handout: Electoral College Map Activity” from the same Web site

Instructional Activities

1. Distribute copies of the “The Election of 1800” activity and the “Student Handout: Electoral College Map Activity” outline map available at the Web site listed above.
2. Have students complete the Main Activity, using the outline map.

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard to display and interact with the content.
- Have students create digital charts from data represented in a different format (e.g., pie chart, bar graph, scatter plot).

Multisensory

- Have students create political cartoons for the presidential campaign of 1800 featuring caricatures of John Adams, Thomas Jefferson, Alexander Hamilton, or Aaron Burr.

Community Connections

- Have students examine an electoral college map from a recent presidential election and compare the voting patterns to previous elections.
- Have students identify a candidate’s “Plan for Running the Government,” and ask students to decide how they would vote.
- Have students compare the Federalist and Democratic-Republican parties to the current political parties. Use the table in Activity 3 to complete.

Small Group Learning

- Have small groups develop answers to essay question 5. Then have them create campaign advertisements that encourage people to vote.

Vocabulary

- Have students create a word wall to include the following key vocabulary: *electoral college*, *political party*, *Democratic-Republican*, *Federalist*.

Student Organization of Content

- Have students choose a candidate and prepare a one-minute political campaign message on the candidate’s behalf.
- Have students correlate individual cards (each containing one idea, principle, belief, or value) according to the beliefs of candidates from different parties.

Session 3: The Louisiana Purchase

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should have a basic understanding of U.S. geography.

Materials

- Outline map of the United States
- Textbook or other instructional resources

Instructional Activities

1. Display the following:

Between 1776 and 1850, the United States expanded from 13 colonies hugging the eastern seaboard to a continental nation extending from “sea to shining sea.” Why was America so eager to expand during this time period?

Direct students to answer the question in writing. Then, have them share their answers with each other in pairs and, finally, with the whole class.

2. Have students use the textbook or other instructional resources to answer the following questions:
 - Who owned Louisiana in the 1790s? (Spain)
 - How did France gain possession of Louisiana? (by a treaty with Spain)
 - Why did Napoleon want to sell Louisiana? (France needed money as war in Europe resumed. After the slave revolt in Haiti in 1798, France no longer needed the land in Louisiana to grow food to feed the people in Haiti.)
 - Who negotiated the treaty with France? (James Monroe and Robert Livingston)
 - What did Jefferson initially want to buy? (the port of New Orleans)
 - How much did the United States pay for Louisiana? (\$15 million—about twice the annual federal budget at that time)
 - What concerns, if any, did Jefferson have about the purchase? (He was concerned about the constitutionality of the purchase.)
 - What was the long-term significance of the purchase? (It secured the Mississippi River, avoided conflicts with France, furthered eventual alliance with Great Britain, strengthened the federal government, and established a precedent for land purchases.)
3. Distribute copies of the outline map of the United States. Instruct students to use the textbook or other instructional resources to label the map to reflect the growth of the United States through the purchase of Louisiana in 1803.
4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students research and acquire images of a map of the Louisiana Purchase and the 13 original colonies.
- Have students research and acquire archived images of letters and documents during the period of the negotiation and purchase of the territory.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students follow a template to complete the activities.

Multisensory

- Have students complete Activity 2, using highlighters and notes.
- Have students create a list of known information about the Louisiana Territory when it was purchased. Have them answer the following: *What questions would people living in the eastern colonies have about the land that was purchased? What were the biggest challenges faced in the exploration of the area?*

Community Connections

- Have students research the current annual federal budget and from it, have them calculate the present cost of the Louisiana Purchase (based on the fact that the Louisiana Purchase cost twice the federal budget of 1803).

Small Group Learning

- Have students work in pairs to complete Activity 2.

Vocabulary

- Have students add the following words and phrases to their vocabulary journals: *alliance*, *continental*, *constitutionality*, *strict construction of the Constitution*.

Student Organization of Content

- Have students follow a template to complete the activities.
- Have students create a KWL chart (What do I know; What do I want to know; How will I find the information; What did I learn) to review the session.
- Have students take notes from important facts in Activity 2 by highlighting, drawing, and creating personal reminders that connect them to the information.

Session 4: The Lewis and Clark Expedition

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should have a basic understanding of U.S. geography.
- Students should have a basic understanding of the Louisiana Purchase.

Materials

- Map of the Lewis and Clark expedition

Instructional Activities

1. Display the following:

Who were more courageous—the astronauts who went to the moon or the members of the Lewis and Clark expedition? Explain your answer.

Direct students to answer the question in writing. Then, have them share their answers with each other in pairs and, finally, with the whole class.

2. Display a map of the Lewis and Clark expedition, and instruct students to use the key on the map as well as other resources to answer the following questions:
 - How many miles did Lewis and Clark travel on their journey west from St. Louis? (approximately 8,000 miles)
 - How many current and future states did they travel through on their trip? (9: Missouri, Iowa, Nebraska, South Dakota, North Dakota, Minnesota, Idaho, Oregon, and Washington)
 - What rivers did they use to make their trip? (Missouri, Snake, Columbia, and Yellowstone)
 - What mountain ranges did they cross? (the Rocky Mountains [Bitterroot Range] and the Cascade Mountains)
 - What did they hope to find as a result of this journey? (a water route to the Pacific) Were they successful? (No)
 - Lewis and Clark discovered many natural resources on this trip. How did these discoveries shape the future development of the United States? (Farmland on the Great Plains led to the economic development of this region and stimulated emigration from Europe. Gold in the Black Hills of South Dakota led to a gold rush and the movement of Indians onto reservations in the 1870s. Silver in the Rockies led to the “free silver” movement of the populists.)
3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research, including using encyclopedias or wikis, on the Lewis and Clark expedition.
- Have students trace the route of the Corps of Discovery online.
- Have students use word processors to complete the writing activities.
- Have students use digital graphic organizers to categorize information.
- Have students follow a template to complete the text.

Multisensory

- Have students use mapping software to follow the route of the expedition.
- Have students view and discuss a video on the history of the Lewis and Clark expedition.
- Have students research “Undaunted Courage,” by Stephen Ambrose.

Community Connections

- Have groups test their current knowledge about Lewis and Clark against what they knew before the session.

Small Group Learning

- Have students determine a route across North America before studying the actual route.
- Have small groups research the purposes and objectives of the expedition and evaluate the success of the expedition.
- Have small groups select a different portion of the trail to research.

Vocabulary

- Have students use the following key vocabulary: *populists*, *free silver*.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students contribute new vocabulary to a classroom word wall.

Student Organization of Content

- Have students draw pictures as responses to the prompt and questions.
- Have students answer the questions in Activity 2 in the format of a travel journal during the time of the expedition.
- Have students create categories that outline the obstacles faced on the journey and brainstorm the lists beneath. Categories should include: landforms, bodies of water, vegetation, weather conditions, native inhabitants.

Session 5: The War of 1812

Prerequisite Understanding/Knowledge/Skills

- Students are expected to understand political neutrality and the events that led to the War of 1812.
- Students should be able to analyze and describe the importance of the War of 1812.

Materials

- Textbook or other instructional resources

Instructional Activities

1. Display the following:

**Have you ever had to “prove yourself” to someone who didn’t believe you could do something?
How did it feel when they doubted your ability? How did it feel when you proved them wrong?**

Direct students to answer the questions in writing. Then, have them share their answers with each other in pairs and, finally, with the whole class.

2. Allow students to use the textbook or other instructional resources to find out how the following items relate to the causes of the War of 1812:
 - Impressments (Britain took American sailors off of American ships and forced them to serve in the British navy.)
 - Freedom of the seas (The United States was being forced by both Britain and France to choose sides if the United States wanted to trade freely with either country.)
 - The Embargo of 1807 (Jefferson decided to cut off *all* trade in order to avoid being drawn into the European conflict. This had a ruinous effect on the American economy.)
 - The Barbary pirates (These privateers in the Mediterranean Sea off the coast of North Africa were also trying to impede American shipping.)
 - The Napoleonic Wars (In this ongoing European struggle between Britain and France, both countries wanted the United States as an ally.)
3. Ask students to consider how and why the two political parties—the Federalists and the Democratic-Republicans—might have differed in their views of the War of 1812. What impact did this have on the war? What impact did this have on American government and politics?
4. After the American victory in the War of 1812, the people of the United States experienced a rise in nationalism (pride of national identity and self-reliance). How did the victory contribute to this feeling? Encourage students to discuss the impact of there being no European war for a century following the War of 1812. Make sure they note that the United States and Great Britain became closer, even though the War of 1812 did not resolve any of the issues that caused it. Also, have them note that the end of the Federalist Party led to greater calm in the country.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research and download online applications to explore the War of 1812.
- Have students view and discuss videos about the War of 1812.

Multisensory

- Have students listen to audio of the song, “The Battle of New Orleans.” Have them answer the following:
What is the message a listener can get from the lyrics? What are the objectives of the song?
- Have students create and present to the class a song, newscast, or documentary on the War of 1812.

Community Connections

- Have students role-play as embedded American reporters during the War of 1812. Have them first view video clips from recent war correspondents reporting from a battle scene. Have them write an article to convey the events from the battlefield.
- Invite a historian to discuss the War of 1812.

Small Group Learning

- Have cooperative learning groups discuss the causes of the War of 1812.
- Have small groups answer the question: *Are there any current events that have led to a rise in national pride?*

Vocabulary

- Have students use the following key vocabulary: *nationalism, privateers, impressments, embargo, ruinous, jingoism*.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students contribute new vocabulary to a classroom word wall.

Student Organization of Content

- Have students draw pictures as responses to the prompt and questions.
- Have students follow guided notes to complete Activity 2.

Session 6: Compromises on the Slavery Issue before the Civil War _____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should understand the necessity of compromise.
- Students should be able to make connections between past and present.

Materials

- Textbook or other instructional resources
- Attachment C: Compromises on the Slavery Issue before the Civil War
- Attachment D: Compromises on the Slavery Issue before the Civil War—Key

Instructional Activities

1. Display the following:

Think of a situation in which you had to compromise as part of a group of people, such as family members, friends, classmates, or club members. What made compromise possible in that situation? Did the compromise work?

Direct students to answer the questions in writing. Then, have them share their answers with each other in pairs and, finally, with the whole class.

2. Distribute copies of Attachment C, and have students complete it. Allow them to use notes, the textbook or other instructional resources, and/or the Internet to locate the necessary information.
3. After students are finished, display Attachment D, and direct students to correct their charts as you review each item.
4. Encourage students to write a paragraph suggesting other methods that could have been employed to solve one of these conflicts.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use digital graphic organizers to categorize information.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students use an interactive whiteboard to share and complete Attachment C.
- Have students share research and class notes through digital slide shows.

Multisensory

- Have students provide a verbal response to the prompt in Activity 1.
- Have students color-code responses to complete Attachment C, using sticky notes or markers.

Community Connections

- Invite the school counselor to discuss school programs that emphasize compromise and teamwork.

Small Group Learning

- Have three student groups analyze and report on one of the three compromises in Attachment C. Each group should share its findings with the other groups.

Vocabulary

- Have students add new or unfamiliar words to their vocabulary journals or word walls.

Student Organization of Content

- Have students use prewriting strategies before completing assignments.

- Have students use key words provided to complete Attachment C.

Session 7: Life in the Antebellum South

Prerequisite Understanding/Knowledge/Skills

- Students should understand chronological periods of history.
- Students should understand cause-and-effect relationships relevant to the antebellum period.

Materials

- Textbook or other instructional resources

Instructional Activities

1. Display the following:

Inventions are generally considered labor saving devices. Think of one invention that you use regularly. How does it make life easier for you—how does it save you labor?

Tell students that television and video games should be excluded from consideration in this activity. Direct students to answer the question in writing. Then, have them share their answers with each other in pairs and, finally, with the whole class.

2. Explain to students that the cotton gin had the opposite effect of a labor-saving device: it actually *increased* the need for human labor. By streamlining the way growers processed their cotton, the cotton gin made growing cotton so profitable that more and more land was planted with cotton, with the result that more and more slaves were required to pick the cotton.
3. Instruct students to use information from the textbook or other instructional resources to write a description of life in the South during the antebellum period from one of the following points of view: a field slave on a cotton plantation, a house slave on a cotton plantation, a slave owner, a child of a slave owner, a small farmer who did not own slaves, a merchant in a Southern town, a traveler from Europe. This can be in the form of a letter, a diary entry, or some other essay form.
4. If time permits, instruct students to pick another point of view from which to write another description of life in the South.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use digital graphic organizers to categorize information.
- Have students use text-to-speech or word-prediction software to supplement their assigned reading and research.
- Have students use an interactive whiteboard to share information with the class.
- Have students share research and class notes through digital slide shows or videos.

Multisensory

- Have students role-play the various points of view in Activity 3.
- Have students respond verbally to Activity 3.
- Have students list technologies that could improve their lives.

Small Group Learning

- Have cooperative learning groups investigate different aspects of life in the antebellum South and present their findings to the class.

Community Connections

- Have students conduct online research to gather information about the antebellum period.
- Invite a cotton farmer to discuss the invention of the cotton gin and its effect on society.

Vocabulary

- Have students use the following key vocabulary: *antebellum*, *postbellum*, *cotton gin*.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students contribute new vocabulary to a classroom word wall.

Student Organization of Content

- Have students use graphic organizers to categorize class notes.
- Have students follow digital templates of various written formats (e.g., letter, essay, article).

Session 8: Six Flags over Texas

Prerequisite Understanding/Knowledge/Skills

- Students should have a basic understanding of U.S. geography.
- Students should have some background knowledge about Texas.

Materials

- Poster board
- Colored markers
- Internet access
- Information on the six flags of Texas. (See “The Six National Flags of Texas.” <http://www.lsjunction.com/facts/6flags.htm>.)

Instructional Activities

1. Display the following:

Have you ever heard of the amusement park “Six Flags Over Texas”? Did you know that the “Six Flags” name comes from the fact that six nations have ruled over the territory occupied by the state of Texas today? How many of these flags can you name? (Spain, France, Mexico, Texas Republic, United States of America, Confederate States of America).

Direct students to answer the questions in writing. Then, have them share their answers with each other in pairs and, finally, with the whole class.

2. Divide students into six groups, and give each group information about one of the flags. Distribute poster board and markers, and instruct each group to create a copy of its flag and provide a summary of the information about how this flag came to fly over Texas.
3. Display the posters around the room, and have students use them to construct a chronology of Texas history, which is a crucial component of American history in the early 1800s. The chronology should include the following:
 - 1821: Mexico becomes independent from Spain.
 - 1836: Texas Revolution: Texas becomes an independent nation.
 - 1844: Texas is annexed by the United States and becomes a state.
 - 1845: Mexican War starts.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use digital graphic organizers to categorize information.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students follow a template to complete the text.
- Have students use an interactive whiteboard to share information with the class.
- Have students share research and class notes through digital slide shows.

Multisensory

- Have students create a cartoon history of Texas.

Community Connections

- Have students take an online tour of Texas.

Vocabulary

- Have students add the word *annex* to their vocabulary journals.

Student Organization of Content

- Have students add images to the timeline.
- Have students present the poster in a digital format.

Session 9: The “Trail of Tears”

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should have a basic understanding of U.S. geography.
- Students should be able to brainstorm about American Indians and their land.
- Students should be able to make connections between past and present.

Materials

- Textbook or other instructional resources

Instructional Activities

1. Display the following:

Imagine that you and your neighbors were forced by the United States government to leave the homes and land where your families have lived for hundreds of years and move to a far-away, isolated “reservation” set up by the government. How would you feel? How difficult would it be to go along with this plan? What, if anything, could the government do to make this plan acceptable to you?

Direct students to answer the questions in writing. Then, have them share their answers with each other in pairs and, finally, with the whole class.

2. Explain that most American Indians were forced to move away from their land during the nineteenth century. Brainstorm with students about how the Indians’ land was taken away from them during America’s westward expansion, and explore the reasons why. Display responses.
3. Instruct students to use the textbook or other instructional resources to find a map that traces the route of the “Trail of Tears” and to answer the following questions:
 - Who was the president who signed into law the Indian Removal Act, resulting in the “Trail of Tears?” (Andrew Jackson)
 - What is the present-day name of the area where most of the American Indians ended up? (Oklahoma, then called “Indian Territory”)
 - From where did most of the American Indians move? (the Southeastern United States: Georgia, South Carolina, North Carolina, and Tennessee)
4. Instruct each student to write a paragraph expressing his/her opinion about whether the Indian Removal Act, which resulted in the “Trail of Tears,” was necessary. Students should include alternative ways the expanding American nation might have fostered good relationships with the American Indians. Students should also include an explanation of the lasting impact of the Indian Removal Act on American Indians.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use digital graphic organizers to categorize information.
- Have students use text-to-speech and word-prediction software to supplement their assigned reading and research.
- Have students use an interactive whiteboard to share the questions and the map.

Multisensory

- Have students respond verbally to the questions.
- Have students create a play about the “Trail of Tears.”

Community Connections

- Invite a member of a local American Indian tribe to discuss the “Trail of Tears.”

Small Group Learning

- Have cooperative learning groups each select and research a different tribe that was removed by the Indian Removal Act, and have them report on the experience of that group.

Student Organization of Content

- Have students respond verbally to Activity 4.
- Have students follow provided questions in a digital format to complete all answers to the questions.
- Have students use prewriting strategies to complete Activity 4.

Session 10: Jackson, Jefferson, and the Common Man

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to compare and contrast Thomas Jefferson and Andrew Jackson.
- Students should understand the concept of social class.

Materials

- Textbook and other instructional resources
- Attachment E: Who Most Favored the Common Man, Jackson or Jefferson?

Instructional Activities

1. Display the following:

What do you think of when you hear the terms “common man” and “man on the street” (sometimes called “the little guy”)? Are you and your family part of the “common man”? Can you think of someone you know or know of who is *not* part of the “common man”?

Direct students to answer the questions in writing. Then, have them share their answers with each other in pairs and, finally, with the whole class.

2. Distribute copies of Attachment E, and instruct students to use the textbook and other instructional resources to complete the chart comparing the views of Andrew Jackson and Thomas Jefferson.
3. After students have completed their charts, ask them to write a paragraph explaining who the “common man” is today.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use digital graphic organizers to categorize information.
- Have students use text-to-speech and word-prediction software to supplement their assigned reading and research.
- Have students use an interactive whiteboard to complete Attachment E.

Multisensory

- Have students create a collage, using pictures cut from magazines, that represents levels of social class.

Small Group Learning

Have two cooperative learning groups debate the philosophies and values held by Jefferson and Jackson.

Vocabulary

- Have students add *Jacksonian Democracy* to their vocabulary journals.
- Have students use a thesaurus to enhance the understanding of the terms.

Student Organization of Content

- Have students provide verbal responses to Activity 1.
- Have students organize their information about Jackson and Jefferson before adding it to their charts.

Session 11: Assessment

Materials

- Attachment F: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment F, and have students complete the assessment.

Attachment A: Comparing the Views of Alexander Hamilton and Thomas Jefferson _____

Issue	Hamilton	Jefferson
Political party he founded		
His view of the nature of man		
His view on government		
His view on the economy		
His view of the Constitution		

Attachment B: Notes on Alexander Hamilton and Thomas Jefferson—Key _____

Issue	Hamilton	Jefferson
Political party he founded	Federalist (died out by 1815)	Jeffersonians or Democratic-Republicans (split in the 1820s; ultimately emerged as the Democrats by the 1830s)
His view of the nature of man	People are self-interested and greedy.	People are naturally good.
His view on government	He wanted strong central government.	He wanted weak central government and significant power for the states.
His view on the economy	The economy should be based on commerce and industry.	The economy should be based on the small yeoman farmer.
His view of the Constitution	Loose constructionist: He was ready to interpret the Constitution loosely, generally to expand the power of the central government.	Strict constructionist: He was ready to interpret the Constitution literally, although he abandoned his strict constructionism when the opportunity arose to buy Louisiana, but he returned to the policy following the purchase.

Attachment C: Compromises on the Slavery Issue before the Civil War _____

Compromise	Problem	Solution	Did It Work?
Missouri Compromise			
Compromise of 1850			
Kansas-Nebraska Act			

Attachment D: Compromises on the Slavery Issue before the Civil War—Key _____

Compromise	Problem	Solution	Did It Work?
Missouri Compromise	Missouri wanted to enter the Union as a slave state. This would have upset the balance of free and slave states in the Senate. What was to be done?	All Missouri was to enter as a slave state, and Maine was to enter as a free state. A line was to be drawn along the southern border of Missouri, and the extension of slavery into territories north of this line was to be forbidden.	It provided an uneasy yet essentially workable approach until the 1850s. In the Dred Scott decision of 1857, Chief Justice Roger Taney declared the Missouri Compromise unconstitutional.
Compromise of 1850	How was the issue of slavery going to be handled in the new territories gained as a result of the Mexican War? NOTE: The Wilmot Proviso and the rise of the free soil debate politicized the slavery issue.	California would enter as a free state. The issue of slavery would be decided by popular sovereignty in Utah and New Mexico territories. Slave trade (but not slavery) would be abolished in the District of Columbia. A stricter fugitive slave law would be put into effect.	The stricter fugitive slave law inflamed abolitionist opinion and exacerbated sectional differences. California was admitted as a free state to take advantage of the gold found there. Events moved too rapidly during the 1850s to assess the effectiveness of other elements of the compromise.
Kansas-Nebraska Act	How was the issue of slavery going to be handled in the newly organized territories of Kansas and Nebraska?	The issue of slavery would be decided by popular sovereignty in Kansas and Nebraska.	“Bleeding Kansas” was the result. This was a kind of mini-Civil War fought out by proslavery and antislavery people who moved to Kansas to participate in the vote about slavery.

Attachment E: Who Most Favored the Common Man, Jackson or Jefferson? _____

	Andrew Jackson	Thomas Jefferson
Family background		
Education		
Culture/hobbies		
Scandals		
Attitude toward politics		
Whom did his policies favor?		
How was he elected?		
Political party		

Attachment F: Sample Assessment Items

Asterisk (*) indicates correct answer.

1. **Two political groups emerged in the late 1790s. The Anti-Federalists were led by George Mason. The Federalists were led by**
 A George Washington.
 B Alexander Hamilton.*
 C John Marshall.
 D James Madison.
2. **The election of 1800 is significant because it**
 A was a peaceful transfer of power from one party to another.*
 B resulted in a unanimous electoral vote for president.
 C was the first time two different political parties were involved.
 D resulted in a president and vice-president from different parties.
3. **The Louisiana Purchase, acquired during the administration of Thomas Jefferson,**
 A annexed territory formerly held by Spain.
 B was strongly opposed by Mexico.
 C doubled the size of the United States.*
 D included land in present-day Arizona.
4. **President Andrew Jackson represented which newly enfranchised segment of the population?**
 A Women
 B American Indians
 C The “Common Man”*
 D African Americans
5. **Which antislavery newspaper presented slavery as a violation of Christian principles?**
 A *The Liberator**
 B *Common Sense*
 C *The Federalists Papers*
 D *The Freedom Post*

6. **The practice of rewarding party loyalists with government jobs is called**
 A Spoils System.*
 B Civil Service.
 C Manifest Destiny.
 D Popular Sovereignty.
7. **Which president made opposition to the establishment of a national bank a cornerstone of his administration?**
 A James Monroe
 B James Madison
 C Andrew Jackson*
 D John Adams

?

- Previous property qualifications eliminated
- Number of eligible voters increased
- States’ delegates nominate presidential candidates at conventions

8. **Which is the BEST title for the list above?**
 A Anti-Federalist Accomplishments
 B Progressive Reforms
 C Whig Party Platform
 D Expansion of Democracy under Jackson*
9. **Which region was most opposed to high protective tariffs?**
 A South*
 B North
 C West
 D East
10. ***Uncle Tom’s Cabin*, a novel that inflamed Northern abolitionist sentiment, was written by**
 A Harriet Beecher Stowe.*
 B Elizabeth Cady Stanton.
 C Susan B. Anthony.
 D Harriet Tubman.

ORGANIZING TOPIC

The Civil War and Reconstruction Era

Standard(s) of Learning

- VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by
- evaluating the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict;
 - identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
 - analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address;
 - examining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
 - examining the social impact of the war on African Americans, the common soldier, and the home front, with emphasis on Virginia;
 - explaining postwar contributions of key leaders of the Civil War.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

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

Formulate historical questions and defend findings, based on inquiry and interpretation.

Develop perspectives of time and place.

Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.

Interpret the significance of excerpts from famous speeches and other documents.

Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

Content

Explain that mounting sectional tensions and a failure of political will led to the Civil War.

Summarize the causes of the Civil War, as follows:

- Sectional disagreements and debates over tariffs, extension of slavery into the territories, and the nature of the Union (states' rights)
- Northern abolitionists versus Southern defenders of slavery
- United States Supreme Court decision in the Dred Scott case
- Publication of *Uncle Tom's Cabin* by Harriet Beecher Stowe
- Ineffective presidential leadership in the 1850s
- A series of failed compromises over the expansion of slavery in the territories
- President Lincoln's call for federal troops in 1861

The secession of Southern states triggered a long and costly war that concluded with Northern victory and resulted in the restoration of the Union and emancipation of the slaves.

List the major events of the Civil War, as follows:

- Election of Lincoln (1860), followed by the secession of several Southern states that feared Lincoln would try to abolish slavery
- Fort Sumter: Opening confrontation of the Civil War
- Emancipation Proclamation issued after Battle of Antietam
- Battle of Gettysburg: Turning point of the Civil War
- Appomattox: Site of Lee's surrender to Grant

Explain that the Civil War put constitutional government to its most important test as the debate over the power of the federal government versus states' rights reached a climax. The survival of the United States as one nation was at risk, and the nation's ability to bring to reality the ideals of liberty, equality, and justice depended on the outcome of the war.

Identify the reasons that Southern states seceded.

Interpret the Constitution to decide whether any state had a right to leave the Union.

Explain whether Lincoln was right to use military force to keep the Union intact.

Identify the key leaders of the Civil War and their roles:

- Abraham Lincoln: President of the United States during the Civil War; insisted that the Union be held together by force, if necessary
- Jefferson Davis: U.S. senator; became president of the Confederate States of America
- Ulysses S. Grant: Union military commander; won victories over the South after several other Union commanders had failed
- Robert E. Lee: Confederate general of the Army of Northern Virginia; opposed secession, but did not believe the Union should be held together by force; urged Southerners to accept defeat and unite as Americans again, when some Southerners wanted to fight on after Appomattox
- Frederick Douglass: Former enslaved African American; became a prominent abolitionist and urged Lincoln to recruit former enslaved African Americans to fight in the Union army

Summarize the following ideas expressed in the Emancipation Proclamation, and explain how it supported the North's war aims:

- Freed those slaves located in the "rebellious" states (Southern states that had seceded)
- Made the abolition of slavery a Northern war aim
- Discouraged any interference of foreign governments
- Allowed for the enlistment of African American soldiers in the Union Army

Explain that Lincoln's Gettysburg Address said the United States was one nation, not a federation of independent states. For Lincoln, the Civil War was about preserving the Union as a nation "of the people, by the people, and for the people."

Explain that Lincoln believed the Civil War was fought to fulfill the promise of the Declaration of Independence and was a "Second American Revolution." He described a different vision for the United States from the one that had prevailed from the beginning of the Republic to the Civil War.

Summarize Lincoln's vision of the American nation as reflected in the following comments on the Gettysburg Address:

- Lincoln described the Civil War as a struggle to preserve a nation that was dedicated to the proposition that "all men are created equal" and that was ruled by a government "of the people, by the people, and for the people."
- Lincoln believed America was "one nation," not a collection of sovereign states. Southerners believed that states had freely joined the Union and could freely leave.

Explain that the war and Reconstruction resulted in Southern resentment toward the North and Southern African Americans, and ultimately political, economic, and social control of the South returned to whites.

Explain that the economic and political gains of former slaves proved to be temporary.

Summarize the political impact of the Civil War and Reconstruction, including the following:

- Lincoln’s view that the United States was one indivisible nation had prevailed.
- Lincoln believed that since secession was illegal, Confederate governments in the Southern states were illegitimate and the states had never really left the Union. He believed that Reconstruction was a matter of quickly restoring legitimate Southern state governments that were loyal to the Union.
- Lincoln also believed that to reunify the nation, the federal government should not punish the South, but act “with malice towards none, with charity for all... to bind up the nation’s wounds....”
- The assassination of Lincoln just a few days after Lee’s surrender at Appomattox enabled Radical Republicans to influence the process of Reconstruction in a manner much more punitive towards the former Confederate states. The states that seceded were not allowed back into the Union immediately, but were put under military occupation.
- Radical Republicans also believed in aggressively guaranteeing voting and other civil rights to African Americans. They clashed repeatedly with Lincoln’s successor as president, Andrew Johnson, over the issue of civil rights for freed slaves, eventually impeaching him, but failing to remove him from office.
- The three “Civil War Amendments” to the Constitution were added:
 - 13th Amendment: Slavery was abolished permanently in the United States.
 - 14th Amendment: States were prohibited from denying equal rights under the law to any American.
 - 15th Amendment: Voting rights were guaranteed regardless of “race, color, or previous condition of servitude” (former slaves).
- The Reconstruction period ended following the extremely close presidential election of 1876. In return for support from Southern Democrats in the electoral college vote, the Republicans agreed to end the military occupation of the South. Known as the Compromise of 1877, this enabled former Confederates who controlled the Democratic Party to regain power. It opened the door to the “Jim Crow Era” and began a long period in which African Americans in the South were denied the full rights of American citizenship.

Summarize the economic impact of the Civil War and Reconstruction, including the following:

- The Southern states were left embittered and devastated by the war. Farms, railroads, and factories had been destroyed throughout the South. Confederate money was worthless. Many towns and cities such as Richmond and Atlanta lay in ruins, and the source of labor was greatly changed due to the loss of life during the war and the end of slavery. The South would remain an agriculture-based economy and the poorest section of the nation for many decades afterward.
- The North and Midwest emerged with strong and growing industrial economies, laying the foundation for the sweeping industrialization of the nation (other than the South) in the next half-century and the emergence of the United States as a global economic power by the beginning of the twentieth century.
- The completion of the Transcontinental Railroad soon after the war ended intensified the westward movement of settlers into the states between the Mississippi River and the Pacific Ocean.

Explain that although slavery ended, African-Americans did not achieve full equality during the next 100 years.

Explain that for the common soldier, warfare was brutal and camp life was lonely and boring. Many soldiers returned home wounded or disabled.

Explain that on the home front, women were required to assume nontraditional roles.

Explain that enslaved African Americans seized the opportunity presented by the approach of Union troops to achieve freedom.

Describe the social impact of the Civil War on the following:

- African Americans
 - The Emancipation Proclamation allowed for the enlistment of African American soldiers.
- Common soldiers
 - Warfare often involved hand-to-hand combat.
 - Wartime diaries and letters home record this harsh reality.
 - After the war, especially in the South, soldiers returned home to find destroyed homes and poverty. Soldiers on both sides lived with permanent disabilities.
- Women on the home front
 - They managed homes and families with scarce resources.
 - They often faced poverty and hunger.
 - They assumed new roles in agriculture, nursing, and war industries.

Explain that after the Civil War, both Robert E. Lee and Ulysses S. Grant urged reconciliation between the North and the South.

Summarize Ulysses S. Grant's postwar contributions:

- Urged radical Republicans not to be harsh with former Confederates
- Was elected president and served during most of Reconstruction
- Advocated rights for the freedman
- Opposed retribution directed at the defeated South

Summarize Robert E. Lee's postwar contributions:

- Urged Southerners to reconcile and rejoin the United States
- Served as president of Washington College (Washington & Lee University today)
- Emphasized the importance of education to the nation's future

Summarize Frederick Douglass' postwar contributions:

- Supported full equality for African Americans
- Advocated for the passage of the 14th and 15th Amendments
- Encouraged federal government actions to protect the rights of freedmen in the South
- Served as ambassador to Haiti and in the civil service

Sample Resources

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

American Treasures of the Library of Congress. The Library of Congress.

<http://www.loc.gov/exhibits/treasures/trm150.html>. This site provides access to important historical documents, such as newspapers.

“Antietam National Battlefield.” *National Park Service*. <http://www.nps.gov/anti/>. This site provides information on the Antietam National Battlefield in Maryland.

“Appomattox Court House National Historical Park.” *National Park Service*. <http://www.nps.gov/apco/>. This site provides information on Appomattox Court House.

“Assassination of President Abraham Lincoln.” *Abraham Lincoln Papers*. The Library of Congress.

<http://memory.loc.gov/ammem/alhtml/alrintr.html>. This site provides information on the assassination of Abraham Lincoln.

Ben’s Guide to U.S. Government for Kids. U.S. Government Printing Office. <http://bensguide.gpo.gov/9-12/documents/gettysburg/index.html>. This site provides the text of and information on the Gettysburg Address.

Best of History Web Sites. <http://www.besthistorysites.net>. This site offers access to various Web sites related to this organizing topic.

Central Pacific Railroad: Photographic History Museum. <http://cpr.org/Museum/index.html>. This site provides photographs of the building of the Central Pacific Railroad.

Chugg, Robert. “The Chinese and the Transcontinental Railroad” *The Brown Quarterly*. Vol. 1, No. 3, (Spring 1997). <http://brownvboard.org/brwnqurt/01-3/01-3f.htm>. This site provides information about the Chinese workers on the Transcontinental Railroad.

“Controversial Elections.” *Center for Voting and Democracy*.

http://www.fairvote.org/e_college/controversial.htm#1800. This site provides information on controversial national U.S. elections.

“Driving the Last Spike.” *The Virtual Museum of the City of San Francisco*.

<http://www.sfmuseum.org/hist1/rail.html>. This site provides information on the completion of the Transcontinental Railroad.

The Electoral College. Federal Election Commission. <http://www.archives.gov/federal-register/electoral-college/>. This site provides information on the electoral college.

The Emancipation Proclamation. U.S. National Archives and Records Administration.

http://www.archives.gov/exhibit_hall/featured_documents/emancipation_proclamation/. This site provides information on and facsimiles of the Emancipation Proclamation.

Federal Register: The U.S. Electoral College. U.S. National Archives and Records Administration.

http://www.archives.gov/federal_register/electoral_college/electoral_college.html. This site provides information on the electoral college.

“Fort Sumter National Monument.” *National Park Service*. <http://www.nps.gov/fosu/>. This site provides information on the Fort Sumter National Monument in South Carolina.

Freehling, William W. and Craig M. Simpson. *Showdown in Virginia: The 1861 Convention and the Fate of the Union*. <http://showdowninvirginia.com/about/>. This site introduces the new book examining the controversy within Virginia about succession and provides teacher resources about this fascinating topic.

The Gettysburg Address. Library of Congress.

<http://www.ourdocuments.gov/doc.php?flash=true&doc=36&page=transcript>. This site provides the Gettysburg Address translated into numerous languages.

The History of Jim Crow. New York Life. <http://www.jimcrowshistory.org/home.htm>. This site explores the complete African American experience of segregation from the 1870s through the 1950s.

“The Iron Road.” *The American Experience*. PBS. <http://www.pbs.org/wgbh/amex/iron/>. This site provides information on the Transcontinental Railroad, as well as a bibliography on the subject and a Teacher’s Guide.

Lee Surrenders. Library of Congress. <http://memory.loc.gov/ammem/today/apr09.html>. This site provides information on Lee’s surrender at Appomattox.

“Patriotic Quotes/Quotations.” *YankeeDoodles.Net*. <http://www.yankeedoodles.net/quotes1.htm>. This site provides historical quotes and provides access to historical patriotic music.

“The Senate Votes on a Presidential Impeachment.” *United States Senate*. http://www.senate.gov/artandhistory/history/minute/The_Senate_Votes_on_a_Presidential_Impeachment.htm. This site provides information on the impeachment of Andrew Johnson.

“Virginia Standards of Learning Assessments Test Blueprint: Virginia and United States History: 2008 History and Social Science Standards of Learning.” Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_va_ushist.pdf. This site provides assessment information for the course in Virginia and United States History.

“Virginia Standards of Learning Spring 2007 Released Test: End of Course Virginia and United States History.” Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_va_ushist.pdf. This site provides the latest released SOL test for the Virginia and United States History course.

“Virtual Exhibit: The Emancipation Proclamation.” New York State Library. <http://www.nysl.nysed.gov/library/features/ep/>. This site provides information on and a facsimile of the Emancipation Proclamation.

The World Factbook. Central Intelligence Agency. <https://www.cia.gov/library/publications/the-world-factbook/index.html>. This site provides searchable information on all countries.

Session 1: Planning a Civil War Presentation

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.

Materials

- Teacher-prepared list of project topics with instructions for developing a project during this unit
- Teacher-prepared list of resources for students to use when researching their projects

Instructional Activities

1. Ask students to define the term *Reconstruction* as it pertains to the period after the Civil War. Display their responses, and use them to create an accurate class definition.
2. Instruct each student to make a list of 10 facts he/she knows about the Civil War and/or Reconstruction. Allow five to ten minutes for students to complete their lists, and then have them share their lists with the class. Display their responses for reference during the next session.
3. Distribute a teacher-prepared list of project topics with instructions for developing a project during study of this organizing topic. Explain that the eventual presentation of each project should be three to five minutes in length. The project topics may include, but are not limited to, the following:
 - A presentation of four or five political cartoons from the Civil War era, during which the student must interpret each cartoon. The presentation may be done using technology. Information on authorship and source of each cartoon must be provided.
 - A presentation on a specific Civil War battle, during which the student must explain when and where the battle was fought, the major leaders of the battle, the outcome of the battle, and the significance of the battle. The presentation may be done using technology, and it must contain four to six slides.
 - A presentation on a Civil War personality, during which the student must give a brief review of the selected individual's pre-war life, his/her role during the war, and major events in the person's life and/or his/her contributions following the war. The presentation may be done using technology. (NOTE: The teacher should provide a list of acceptable individuals. For more advanced students, the list should not include well-known historical figures such as Abraham Lincoln and Robert E. Lee. For these students, a list of lesser-known but significant individuals should be provided.)
 - A historical interpretation of a Civil War soldier or the wife/sister/mother of such a soldier. The student might dress in appropriate period attire, and he/she should make the presentation in character, as though he/she actually were the character. The presentation must reflect a thorough knowledge of life as a Civil War soldier or life at home. (NOTE: Remind students that certain props such as mock weapons are *not* permitted.)

Instructions for creating slides may include, but are not limited to, the following:

- Students must plan and submit hand-drawn sketches of all slides before beginning work in the computer lab.
 - Students must input all necessary text and basic designs first, before using time to make the slides "fancy." (NOTE: This will allow students to go forward with their presentations even if time does not permit extensive design work on the slides.)
 - No color, sound, or animation may be added until the teacher has verified that the basic information is on every slide.
4. Have each student sign up for a specific project. Provide a list of resources for each topic for students to use in their research.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing assignments.
- Have students follow a template to complete a digital slide show presentation.
- Have students conduct online research and complete their reading by using text-to-speech software.

Multisensory

- Have students listen to and discuss audio versions of project descriptions.
- Have students review images of completed sample projects before selecting a project to complete.

Community Connections

- Invite a Civil War re-enactor to discuss aspects of national division.

Small Group Learning

- Have small groups complete all activities.

Vocabulary

- Have students add the word *Reconstruction* to their vocabulary journals.
- Have students complete the Frayer model to review key vocabulary.

Session 2: The Beginnings of North-South Controversy

Prerequisite Understanding/Knowledge/Skills

- Students should be able to analyze quotes.
- Students should be able to identify similes and metaphors.
- Students should understand the events leading up to the Civil War.
- Students should understand the role of the electoral college.

Materials

- Outline map of the United States
- Colored markers

Instructional Activities

1. Display the list of known facts about the Civil War and Reconstruction that students produced in Session 1. Display the following quote:

“A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free.” – Abraham Lincoln, 1858

Ask students to discuss what the quote means, based on their existing knowledge of the Civil War. Repeat this process with several more quotes (the Web site <http://www.yankeedoodles.net/quotes1.htm> may be helpful). Encourage students to keep the quotes in mind as their study of the Civil War progresses. Refer to the quotes at appropriate times throughout the study of this organizing topic.

2. Review the period leading up to the Civil War and the growing controversy between the Northern and Southern states. Remind students of the abolitionist movement and the involvement of William Lloyd Garrison, Harriet Beecher Stowe, Nat Turner, and Gabriel Prosser. Also, remind them that as new states joined the Union, attempts were made to resolve the slavery issue peacefully. These attempts included, for example, the Missouri Compromise, the Compromise of 1850, the Kansas Nebraska Act, Dred Scott, and the Fugitive Slave Act.
3. Review the presidential election of 1860, when Stephen Douglas, the Democratic candidate, ran against Abraham Lincoln, the Republican candidate. Two other candidates also ran: John Bell of the Constitutional Union Party (Southern Moderates) and Vice President John Breckinridge (Southern Democrats). Lincoln won only 40 percent of the popular vote, but he won an overwhelming majority of the electoral votes. (NOTE: From their Civics and Economics course, students should remember the workings of the Electoral College [SOL CE.5f] and the difference between the popular vote and electoral votes. However, you may want to refresh their knowledge of this topic by reminding them about the election of 2000, when Al Gore won the popular vote, but George Bush won the electoral vote.)
4. Display the following:

Immediately following the election of Abraham Lincoln as president, South Carolina voted to secede from the Union and was soon followed by several other Southern states.

Discuss with students why these Southern states seceded.
5. Distribute copies of an outline map of the United States. Instruct students to color code it to reflect those states that remained in the Union and those that seceded.
6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing assignments.
- Have students follow a template to record notes for information provided in class.
- Have students follow a template to complete the outline map of the United States.
- Have students conduct online research to complete their activities.

Multisensory

- Have students complete a timeline of events leading to the Civil War (Activity 3) using images.
- Have students role-play as the individuals mentioned in Activity 3.
- Have students add a variety of materials to their maps to highlight key information and create a three-dimensional effect.

Community Connections

- Invite an election official to discuss the election process.

Small Group Learning

- Have individual groups research and report on a different event from the Civil War discussed in this session. The report can take any number of forms (e.g., digital slide show, video, role-play, song/rap).

Vocabulary

- Have students use the following key vocabulary: *fugitive*, *moderates*, *electoral college*, *secede*.
- Have students add key vocabulary to a classroom word wall.
- Have students complete the Frayer model or “Who Has/I Have” activity to review vocabulary.

Student Organization of Content

- Have students use a graphic organizer to categorize the information presented in this session.

Session 3: The Emancipation Proclamation; the Gettysburg Address _____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.

Materials

- Class notes
- Internet access

Instructional Activities

1. Display the following:

April 12, 1861: Confederate forces fired on Fort Sumter in the Charleston, South Carolina, harbor.

Lead a class discussion of this event and its significance. The following Web site may be helpful in facilitating discussion: <http://www.nps.gov/fosu/>.

2. Display the following:

Following the Union victory at Antietam, President Lincoln issued the Emancipation Proclamation in September 1862. This proclamation declared that as of January 1863, all slaves living in states that had rebelled against the United States (Southern states that had seceded) were free. The Proclamation had the following results:

- **It made the abolition of slavery an aim of the Northern states.**
- **It discouraged any interference of foreign governments.**
- **It allowed for the enlistment of African American soldiers in the Union Army.**

The following Web sites may be helpful in facilitating discussion of Antietam and the Emancipation Proclamation:

- <http://www.nps.gov/anti/>
- http://www.archives.gov/exhibit_hall/featured_documents/emancipation_proclamation/
- <http://www.nysl.nysed.gov/library/features/ep/>

3. Display the following:

The Battle of Gettysburg, Pennsylvania, began July 1, 1863. A total of 51,000 Union and Confederate soldiers lost their lives in this battle. The Union victory at Gettysburg was a turning point of the war.

Explain “turning point,” and discuss why this battle is considered to be a turning point.

4. Display the following:

In November 1863, President Lincoln dedicated a cemetery at the Gettysburg battlefield. The speech he gave at the dedication has become known as the “Gettysburg Address.”

Have a student who is gifted at reading aloud (e.g., a drama student) prepare and read the Gettysburg address to the class. Conduct a short discussion to facilitate better understanding of the document. Ensure that students understand the following main points Lincoln made in the address: all men are created equal; the United States is a nation ruled by a government “of the people, by the people, and for the people.” The following Web sites may be helpful in facilitating discussion:

- *The Gettysburg Address.* <http://myloc.gov/Exhibitions/gettysburgaddress/Pages/default.aspx>.
- <http://bensguide.gpo.gov/9-12/documents/gettysburg/index.html>

5. Display the following:

Lincoln believed America was “one nation,” not a collection of sovereign states. Southerners believed that states had freely joined the Union and could freely leave.

Explain and discuss the term *sovereign*. Conduct a discussion with students about other countries that have experienced a civil war in the not-distant past. If there are students from such countries, ask them if they

would like to volunteer to discuss their knowledge and experiences. (NOTE: This may be a sensitive subject for certain students, so exercise caution in this regard.)

6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing assignments.
- Have students follow a template to record notes for information provided in class.
- Have students complete their reading by using text-to-speech software.
- Have students use reading materials provided in a digital format.

Multisensory

- Have students role-play or create a dramatic presentation of the Gettysburg Address.
- Have students rewrite and present the Gettysburg Address in today's language.
- Have students complete a timeline showing the events using pictures/photos.

Community Connections

- Invite a Civil War historian or re-enactor to discuss the Gettysburg Address and the Emancipation Proclamation.

Small Group Learning

- Have cooperative learning groups research and report on the causes and effects from Activity 2.

Vocabulary

- Have students use the following key vocabulary: *sovereignty*, *turning point*, *viable*, *states' rights*, *emancipate*, *proclaim*.
- Have students create a word map for select vocabulary words.

Student Organization of Content

- Have students use graphic organizers to review the Gettysburg Address and the Emancipation Proclamation.

Session 4: The End of the Civil War

Prerequisite Understanding/Knowledge/Skills

- Students should understand the power of individuals to lead and cause change.
- Students should be able to analyze and interpret quotes.
- Students should be able to identify geographic locations, including Appomattox.

Materials

- Internet access

Instructional Activities

1. Display the following:

Major Civil War era leaders included the following:

- **Abraham Lincoln**: President of the United States during the Civil War; insisted that the Union be held together, by force if necessary
- **Jefferson Davis**: U.S. senator who became president of the Confederate States of America
- **Ulysses S. Grant**: Union military commander, who won victories over the South after several other Union commanders had failed
- **Robert E. Lee**: Confederate general of the Army of Northern Virginia (Lee opposed secession, but did not believe the Union should be held together by force); urged Southerners to accept defeat and unite as Americans again, when some Southerners wanted to fight on after Appomattox
- **Frederick Douglass**: Former enslaved African American who became a prominent abolitionist and urged Lincoln to recruit former enslaved African Americans to fight in the Union army

Hold a class discussion of the important contributions of each of these leaders. Identify the key leaders of the Civil War and their roles.

2. Display the following:

April 9, 1865: Generals Grant and Lee met at a farmhouse in Appomattox, Virginia, to sign the agreement that would end the Civil War.

Hold a discussion of the surrender at Appomattox. The following Web sites may be helpful in facilitating discussion:

- <http://www.nps.gov/apco/>
- <http://memory.loc.gov/ammem/today/apr09.html>

3. Display the following:

President Lincoln's beliefs at the end of the Civil War included the following:

- **The United States was one indivisible nation. (NOTE: Remind students that the term *indivisible* is in the Pledge of Allegiance, and discuss what the term means.)**
- **Since secession was illegal, Confederate governments in the Southern states were illegitimate and the states had never really left the Union; Reconstruction was a matter of quickly restoring legitimate Southern state governments that were loyal to the Union.**
- **To reunify the nation, the federal government should not punish the South, but act "with malice towards none, with charity for all...to bind up the nation's wounds...."**

Conduct a discussion about Lincoln's views on reunification. Guide students to examine the question of whether the Southern states had committed treason by rebelling and whether they deserved punishment.

4. Display the following:

April 14, 1865: Abraham Lincoln was assassinated.

Conduct a discussion about Lincoln's assassination. Who killed him? Where? Why? What happened to the assassin? The following Web sites may assist in guiding the discussion:

- <http://memory.loc.gov/ammem/alhtml/alrintr.html>
- <http://www.loc.gov/exhibits/treasures/trm150.html>

5. Check on students' progress with their projects, and provide assistance, as necessary.
6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students follow a template to record notes for information provided in class.
- Have students conduct online research on individuals discussed in this session.
- Have students follow a template to complete a digital slide show of Civil War leaders with related images.
- Have students use reading materials provided in a digital format.

Multisensory

- Have students role-play the major Civil War leaders.
- Have students create videos of the events mentioned in the session (e.g., the surrender at Appomattox).

Community Connections

- Invite a re-enactor to portray and discuss the events involving the major Civil War leaders.

Small Group Learning

- Have small groups research various Lincoln quotes and share their findings with the class.

Vocabulary

- Have students use the following key vocabulary: *indivisible*, *reunification*, *prominent*, *malice*, *secession*, *treason*.
- Have students add new or unfamiliar words to their vocabulary journals.

Student Organization of Content

- Have students use graphic organizers to categorize the information.
- Have students present the results of their small-group activities to the class.

Session 5: Johnson's Impeachment; Amendments 13, 14, and 15

Prerequisite Understanding/Knowledge/Skills

- Students should understand how the Constitution can be changed through amendments.
- Students should understand the power that the national government has over the state government.

Materials

- Internet access

Instructional Activities

1. Display the following:

The assassination of Lincoln just a few days after Lee's surrender at Appomattox enabled Radical Republicans to influence the process of Reconstruction in a manner that made it much more punitive towards the former Confederate states than Lincoln had planned.

Remind students of the class definition of the term *Reconstruction* formulated in Session 1. Ask them to explain why the period following the Civil War is referred to as "Reconstruction." Ask why the Radical Republicans wanted to punish the Confederates. Were their feelings logical? Were their actions prudent? Why had Lincoln disagreed with taking punitive actions?

2. Display the following:

The states that seceded were not allowed back into the Union immediately, but were put under military occupation.

Discuss with students what "military occupation" means. Include in the discussion the power struggle between the executive and legislative branches of the government for control of Reconstruction.

3. Display the following:

Radical Republicans also believed in aggressively guaranteeing voting and other civil rights to African Americans. They clashed repeatedly with Lincoln's successor as president, Andrew Johnson, over the issue of civil rights for freed slaves, eventually impeaching him for violating an act passed by Congress that he felt was unconstitutional, but failing to remove him from office.

Discuss the meaning of the term *impeachment* and the significance of this impeachment. Why was Johnson not removed from office? Briefly explain the history of presidential impeachment in the United States. Explain that further discussion will take place later in the year. The following Web site may be helpful in facilitating further discussion:

http://www.senate.gov/artandhistory/history/minute/The_Senate_Votes_on_a_Presidential_Impeachment.htm

4. Display the following:

Following the Civil War, three amendments were added to the Constitution. They are the

- **13th Amendment, which abolished slavery permanently in the United States**
- **14th Amendment, which prohibited states from denying equal rights under the law to any American (American Indians were not granted citizenship until 1924.)**
- **15th Amendment, which guaranteed voting rights regardless of "race, color, or previous condition of servitude" (former slaves).**

Briefly discuss the meaning of each of these Amendments. Have students look carefully at the wording of the 15th Amendment to ensure they understand who was included and who was excluded from the protection of this amendment. Point out the gender was not included in the 15th Amendment, meaning that women still could not vote.

5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use documents in a digital format to complete the activities.
- Have students research the effects of the 13th, 14th, and 15th Amendments, using online research.
- Have students follow a template to record notes for information provided in class.

Multisensory

- Have students create visual representations of the amendments.
- Have students create timelines with images illustrating events.

Community Connections

- Invite a lawyer to discuss the influence of the 14th Amendment.

Small Group Learning

- Have cooperative learning groups discuss the three presidents tried for impeachment (i.e., Johnson, Nixon, Clinton).

Vocabulary

- Have students use the following key vocabulary: *amendment, impeachment, punitive, military occupation, martial law, abolished*.
- Have students create vocabulary journals, combining the new word or phrase, its definition, and an illustration of the term.

Student Organization of Content

- Have students use a graphic organizer to differentiate between the amendments discussed in this session.

Session 6: The End of Reconstruction and the Beginning of the Jim Crow Era_____

Prerequisite Understanding/Knowledge/Skills

- Students should understand the concept of segregation.
- Students should be aware of the events of the election of 1876.

Materials

- Internet access

Instructional Activities

1. Display the following:

The Compromise of 1877, which concerned the presidential election of 1876, ended Reconstruction.

Briefly discuss the situation that led to this compromise. Ask students whether they know of other controversial presidential elections. The following Web site may be helpful in facilitating discussion:

http://www.fairvote.org/e_college/controversial.htm#1800

2. Display the following:

The Jim Crow Era began after Reconstruction ended.

The following Web sites may be helpful in facilitating discussion of the Jim Crow Era:

<http://www.jimcrowhistory.org/home.htm>

3. Assign a teacher-selected reading or reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research on the Jim Crow Era.
- Have students complete their reading by using text-to-speech software.

Multisensory

- Have students create a poster or visual representation of a controversial election.
- Have students view video or listen to audio and discuss the content presented in this session.
- Have students develop a timeline of important events during the Jim Crow Era.

Community Connections

- Invite a state election official to discuss the Jim Crow Era.

Small Group Learning

- Have cooperative learning groups create political cartoons about the election of 1876.
- Have students role-play a dialogue between individuals involved in events that occurred during the Jim Crow Era.

Vocabulary

- Have students use the following key vocabulary: *segregation*, *election*, *compromise*.
- Have students create a classroom glossary of the key terms.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize the information from class notes, research, and handouts.

Session 7: Beyond Reconstruction

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should understand the positive and negative effects of war on society.

Materials

- Internet access

Instructional Activities

1. Display the following:

The South lay in ruins following the Civil War. It would take decades for the Southern economy and infrastructure to recover.

Discuss the rebuilding that must occur after a war or any disaster; for example, talk about road networks, railroad lines, communication systems, water and sewage-treatment systems, factories, power, bridges, and other infrastructure. Ask students whether they are familiar with a time period in which a country or area suffered from a disaster. Provide examples such as the following:

- The aftermath of a severe storm, tornado, or hurricane
 - The aftermath of a severe earthquake
 - The city of Baghdad following the 2003 aerial bombings by the United States
- Ask them what types of repairs were required and how extensive these repairs were.

2. Display the following:

Following the Civil War, the North and Midwest regions of the nation grew as industrial powers. This growth contributed to the United States becoming an economic power by the twentieth century. The Transcontinental Railroad accelerated the westward movement.

The following Web sites may be helpful in facilitating discussion:

- <http://www.pbs.org/wgbh/amex/iron/>
- <http://cpr.org/Museum/index.html>
- <http://www.sfmuseum.org/hist1/rail.html>
- <http://brownvboard.org/brwnqurt/01-3/01-3f.htm> (about the Chinese workers)

Specific Options for Differentiating This Lesson

Technology

- Have students follow a template to record information as they conduct online research about post-Civil War America.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students use word processors to complete the writing assignments.

Multisensory

- Have students view photos of the aftermath of the Civil War and discuss the rebuilding that occurred.
- Have students re-enact events related to the rebuilding after the Civil War or the construction of the Transcontinental Railroad.

Community Connections

- Invite a soldier or a veteran to discuss the rebuilding process.

Small Group Learning

- Have cooperative learning groups research and acquire images of the effect of the construction of the Transcontinental Railroad on various groups (e.g., Chinese workers, U.S. government, railroad companies,

pioneers heading west, Native Americans). Groups should present their findings through various formats (e.g., role-play, digital slide show, video).

Vocabulary

- Have students use the following key vocabulary: *transcontinental*, *industrialization*, *infrastructure*.
- Have students use graphic organizers to learn the new terms.
- Have students produce a definition and an image for each of the terms.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have students work in pairs to summarize the content presented in this session.

Session 8: Project Presentation

Prerequisite Understanding/Knowledge/Skills

- Students should have an understanding of the causes of the Civil War.
- Students should have knowledge of the important battles and leaders during the Civil War.
- Students should be able to discuss the consequences of the Civil War and Reconstruction.

Materials

(None)

Instructional Activities

1. Have students present their completed projects from Session 1.

Specific Options for Differentiating This Lesson

Technology

- Have students present their presentation using a powerpoint.

Small group

- Divide students in small groups and have students present to the small group instead of the entire class.

Student Organization of Content

- Have students use teacher provided presentation rubric to organize and evaluate their presentation.
- Have students work in pairs to practice their presentation prior to presenting to the entire class.

Session 9: Assessment

Materials

- Attachment A: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment A, and have students complete the assessment.

Attachment A: Sample Assessment Items

Asterisk (*) indicates correct answer.

1. The opening conflict of the Civil War was at

- A Bull Run.
- B Fort Sumter.*
- C Petersburg.
- D Antietam.

2. Which former slave became a prominent abolitionist and encouraged Lincoln to recruit former slaves to fight for the Union?

- A Harriet Tubman
- B Dred Scott
- C Frederick Douglass*
- D William Garrison

“All men are created equal” and are ruled by a government
“of the people, by the people, and for the people.”

3. The quotation above is from a speech given by President Lincoln after the battle of

- A Richmond.
- B Bull Run.
- C Petersburg.
- D Gettysburg.*

4. The Emancipation Proclamation was issued after the battle of

- A Antietam.*
- B Gettysburg.
- C Chancellorsville.
- D Fort Sumter.

“And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.”

5. The excerpt above is from which important document?

- A Declaration of Independence
- B Emancipation Proclamation*
- C Virginia Declaration of Rights
- D Missouri Compromise

6. President Lincoln believed

- A each state has the right to choose to belong to the Union.
- B the country will survive when states elect to secede.
- C it is illegal for states to secede.*
- D the South should be punished for its conduct.



7. The Civil War ended at the battle located on the map at which number?

- A 1
- B 2
- C 3*
- D 4

8. Which amendment to the Constitution states, “[n]either slavery nor involuntary servitude, except as a punishment for crime...shall exist within the United States, or any place subject to their jurisdiction?”

- A Amendment 12
- B Amendment 13*
- C Amendment 14
- D Amendment 15

9. Which amendment to the Constitution guarantees all citizens due process?

- A Amendment 12
- B Amendment 13
- C Amendment 14*
- D Amendment 15

10. The end of Reconstruction in the South came with the

- A election of Ulysses S. Grant.
- B the Compromise of 1877.*
- C passage of the Thirteenth Amendment.
- D the impeachment of Andrew Johnson.

ORGANIZING TOPIC

Post Reconstruction through 1920

Standard(s) of Learning

- VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
- a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the United States;
 - b) describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States;
 - c) analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. DuBois;
 - d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

- Formulate historical questions and defend findings, based on inquiry and interpretation.
- Develop perspectives of time and place.
- Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.
- Interpret the significance of excerpts from famous speeches and other documents.

Content

- Explain that in the late nineteenth and early twentieth centuries, economic opportunity, industrialization, technological change, and immigration fueled American growth and expansion.
- Summarize the westward movement of the population, using the following information:
- Following the Civil War, the westward movement of settlers intensified in the vast region between the Mississippi River and the Pacific Ocean.
 - The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, the only way to get cattle to market.
 - Many Americans had to rebuild their lives after the Civil War. They responded to the incentive of free public land and moved west to take advantage of the Homestead Act of 1862, which gave free public land in the western territories to settlers who would live on and farm the land.
 - Southerners, including African Americans in particular, moved west to seek new opportunities after the Civil War.
 - New technologies (for example, railroads and the mechanical reaper), opened new lands in the West for settlement and made farming profitable by increasing the efficiency of production and linking resources and markets. By the turn of the century, the Great Plains and Rocky Mountains regions of the American West were no longer a mostly unsettled frontier, but were fast becoming regions of farms, ranches, and towns.

- The forcible removal of the American Indians from their lands continued throughout the remainder of the nineteenth century as settlers continued to move west following the Civil War.

Summarize new immigration, using the following information:

- Prior to 1871, most immigrants to America came from northern and western Europe (Germany, Great Britain, Ireland, Norway, and Sweden). During the half-century from 1871 until 1921, most immigrants came from southern and eastern Europe (Italy, Greece, Poland, Russia, present-day Hungary, and former Yugoslavia), as well as Asia (China and Japan).
- Like earlier immigrants, these immigrants came to America seeking freedom and better lives for their families.
- Immigrants made valuable contributions to the dramatic industrial growth of America during this period. Chinese workers helped to build the Transcontinental Railroad. Immigrants worked in textile and steel mills in the Northeast and the clothing industry in New York City. Slavs, Italians, and Poles worked in the coal mines of the East. They often worked for very low pay and endured dangerous working conditions to help build the nation's industrial strength.
- During this period, immigrants from Europe entered America through Ellis Island in New York harbor. Their first view of America was often the Statue of Liberty, as their ships arrived following the voyage across the Atlantic.
- Immigrants began the process of assimilation into what was termed the American "melting pot." While often settling in ethnic neighborhoods in the growing cities, they and their children worked hard to learn English, adopt American customs, and become American citizens. The public schools served an essential role in the process of assimilating immigrants into American society.
- Despite the valuable contributions immigrants made to building America during this period, immigrants often faced hardship and hostility. There was fear and resentment that immigrants would take jobs for lower pay than American workers would accept, and there was prejudice based on religious and cultural differences.
- Mounting resentment led Congress to limit immigration through the Chinese Exclusion Act of 1882 and the Immigration Restriction Act of 1921. These laws effectively cut off most immigration to America for the next several decades; however, the immigrants of this period and their descendants continued to contribute immeasurably to American society.

Summarize the growth of cities, using the following information:

- As the nation's industrial growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers. Factories in the large cities provided jobs, but workers' families often lived in harsh conditions, crowded into tenements and slums.
- The rapid growth of cities caused housing shortages and the need for new public services, such as sewage and water systems and public transportation. New York City was the first city to begin construction of a subway system around the turn of the twentieth century, and many cities built trolley or streetcar lines.

Summarize the admission of new states to the United States, using the following information:

- As the population moved westward, many new states in the Great Plains and Rocky Mountains regions were added to the United States. By the early twentieth century, all the states that make up the continental United States today, from the Atlantic to the Pacific, had been admitted.

Explain that during the period from the Civil War to World War I, the United States underwent an economic transformation that involved the development of an industrial

economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict.

Explain that technological change spurred growth of industry primarily in Northern cities.

Describe the following inventions and/or innovations:

- Corporation (limited liability)
- Bessemer steel process
- Light bulb (Thomas Edison) and electricity as a source of power and light
- Telephone (Alexander Graham Bell)
- Airplane (Wright brothers)
- Assembly-line manufacturing (Henry Ford)

Identify the following industrial leaders:

- Andrew Carnegie (steel)
- J. P. Morgan (finance)
- John D. Rockefeller (oil)
- Cornelius Vanderbilt (railroads)

Summarize the following reasons for economic transformation:

- Laissez-faire capitalism and special considerations (e.g., land grants to railroad builders)
- The increasing labor supply (from immigration and migration from farms)
- America’s possession of a wealth of natural resources and navigable rivers.

Explain that discrimination against and segregation of African Americans intensified and took new forms in the late nineteenth century and early twentieth century.

Explain that African Americans disagreed about how to respond to discrimination and segregation.

Summarize discrimination against and segregation of African Americans, using the following information:

- Laws limited freedoms for African Americans.
- After Reconstruction, many Southern state governments passed “Jim Crow” laws forcing separation of the races in public places.
- Intimidation and crimes were directed against African Americans (lynchings).
- African Americans looked to the courts to safeguard their rights.
- In *Plessy v. Ferguson*, the Supreme Court ruled that “separate but equal” did not violate the 14th Amendment, upholding the “Jim Crow” laws of the era.
- During the early twentieth century, African Americans began the “Great Migration” to Northern cities in search of jobs and to escape poverty and discrimination in the South.

Summarize the various responses of African Americans to discrimination and segregation, as exemplified by the following leaders:

- Ida B. Wells led an antilynching crusade and called on the federal government to take action.
- Booker T. Washington believed the way to equality was through vocational education and economic success; he accepted social separation.
- W.E.B. DuBois believed that education was meaningless without equality. He supported political equality for African Americans by helping to form the National Association for the Advancement of Colored People (NAACP).

Explain that the period from Reconstruction through the early twentieth century was a time of contradictions for many Americans. Agricultural expansion was accomplished through wars against the Plains Indians, leading to new federal Indian policies. Industrial development brought great fortunes to a few and raised the standard of living for millions of Americans, but also brought about the rise of national labor unions and clashes

between industry and labor. Social problems in rural and urban settings gave rise to third-party movements and the beginning of the Progressive Movement.

Explain that the Progressive Movement used government to institute reforms for problems created by industrialization. Examples of reform include Theodore Roosevelt's "Square Deal" and Woodrow Wilson's "New Freedom."

Summarize the causes of the Progressive Movement:

- Excesses of the Gilded Age
 - Income disparity, lavish lifestyles
 - Practices of robber barons
- Working conditions for labor
 - Dangerous working conditions
 - Child labor
 - Long hours, low wages, no job security, no benefits
 - Company towns
 - Employment of women

Summarize the goals of Progressive Movement:

- Government controlled by the people
- Guaranteed economic opportunities through government regulation
- Elimination of social injustices

Summarize the accomplishments of the Progressive Movement:

- In local governments
 - New forms of government (commissioner-style and city-manager-style) to meet needs of increasing urbanization
- In state governments
 - Referendum
 - Initiative
 - Recall
- In elections
 - Primary elections
 - Direct election of U.S. Senators (17th Amendment)
 - Secret ballot
- In child labor
 - Muckraking literature describing abuses of child labor
 - Child labor laws
- Impact of labor unions
 - Organizations
 - Knights of Labor
 - American Federation of Labor (Samuel Gompers)
 - American Railway Union (Eugene V. Debs)
 - International Ladies' Garment Workers' Union
 - Strikes
 - Haymarket Square
 - Homestead Strike
 - Pullman Strike
 - Gains
 - Limited work hours
 - Regulated working conditions
- Antitrust laws
 - Sherman Anti-Trust Act: Prevents any business structure that "restrains trade" (monopolies)
 - Clayton Anti-Trust Act: Expands Sherman Anti-Trust Act; outlaws price-fixing; exempts unions from the Sherman Act

- Women's suffrage
 - Was a forerunner of modern protest movements
 - Benefited from strong leadership (e.g., Susan B. Anthony)
 - Encouraged women to enter the labor force during World War I
 - Resulted in 19th Amendment to the Constitution.

Sample Resources

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

- “America’s Racial and Ethnic Divides: Immigrants Shunning Idea of Assimilation.” Washington Post. <http://www.washingtonpost.com/wp-srv/national/longterm/meltingpot/meltingpot.htm>. This site provides information on the immigrant experience.
- “A Brief History of the International Harvester Company.” *International Harvester Collectors Club – California Chapter 14*. <http://www.4wheelz.net/makes/international-main-page.htm>. This site provides information on the mechanical reaper.
- “City of New York: Population History: 4 Highly Urbanized Boroughs.” *Demographia*. <http://www.demographia.com/db-nyc4.htm>. This site provides information on the demographics of New York City from 1790 to 2000.
- Countries of the World*. <http://www.theodora.com/wfb/>. This site offers much statistical information on many countries.
- “Cyrus McCormick (1808-1884).” *Lemelson-MIT Program*. <http://web.mit.edu/invent/iow/mccormick.html>. This site provides information on the mechanical reaper.
- Decades of Immigrants*. PBS. http://www.pbs.org/wgbh/amex/chicago/sfeature/sf_nations.html. This site provides information on immigration to Chicago.
- “East Meets West: Chinese-Americans and the Transcontinental Railroad” *The History Net*. <http://americanhistory.about.com/library/weekly/aa120101a.htm>. This site provides information on the transcontinental railroad.
- Economic History Services*. <http://www.eh.net/>. This site provides information on cost of living historical equivalencies.
- Ellis Island: Through America’s Gateway*. Poway Unified School District, San Diego. <http://powayusd.sdcoe.k12.ca.us/online/usonline/worddoc/ellislandsite.htm>. This site provides information on Ellis Island.
- “Joe Hill: Dangers and Disasters.” PBS. <http://www.pbs.org/now/politics/protest.html>. This site provides information on the early labor movement in the United States.
- Liberty State Park: The Statue of Liberty and Ellis Island*. <http://www.libertystatepark.com/immigran.htm>. This site provides information on Liberty State Park.
- Lutz, Valerie Anne. “Immigrants in the Coal Region.” *American Philosophical Society Library Online*. <http://www.amphilsoc.org/library/exhibits/wallace/immigrants.htm>. This site provides information on immigrants working in the coal region.
- “The McCormick Family and their Mechanical Reaper.” University of Virginia Department of Astronomy. <http://www.astro.virginia.edu/research/observatories/26inch/history/reaper.php>. This site provides information on the mechanical reaper.
- “Nativity of the Population and Place of Birth of the Native Population: 1850 to 1990.” U.S. Census Bureau. <http://www.census.gov/population/www/documentation/twps0029/tab01.html>. This site provides census figures in chart form.
- “Part 3: Factory Life.” Windsor Public Library. <http://www.windsorpubliclibrary.com/digi/sar/part3.htm>. This site includes pictures and newspaper clippings of factory life in the early 1900s.
- “Population history of Chicago from 1840–1990.” Boston University Physics Department. <http://physics.bu.edu/~redner/projects/population/cities/chicago.html>. This site provides population statistics on Chicago from 1840 to 1900.

- “Population history of Detroit from 1840–1990.” Boston University Physics Department.
<http://physics.bu.edu/~redner/projects/population/cities/detroit.html>. This site provides population statistics on Detroit from 1840 to 1990.
- “Population, Housing Units, Area Measurements, and Density: 1790 to 1990”
<http://www.census.gov/population/censusdata/table-2.pdf>. This Web page provides census information for the time period indicates.
- Sarna, Jonathan D. and Jonathan Golden. “The American Jewish Experience through the Nineteenth Century: Immigration and Acculturation.” National Humanities Center.
<http://www.nhc.rtp.nc.us/tserve/nineteen/nkeyinfo/judaism.htm>. This site provides information on the Jewish immigrant experience.
- Selected Images of Ellis Island and Immigration, ca. 1880-1920.* Library of Congress.
http://www.loc.gov/rr/print/list/070_immi.html. This site provides photos of immigrants.
- Time.com.* <http://www.time.com/time/time100/index.html>. This information provides access to searchable historical information.
- “United States—Facts and Statistics.” *TeacherVision*. Family Education Network.
<http://www.teachervision.com/lesson-plans/lesson-2383.html>. This site provides information and lesson plans on the United States. Web site registration is required, but it is free.
- U.S. Census Bureau.* <http://www.census.gov>. This site provides information on the U.S. census.
- “U.S. Census Statistics from 1790–1990.” *TeacherVision*. Family Education Network.
<http://www.teachervision.com/lesson-plans/lesson-1705.html>. This site provides information and lesson plans on the U.S. census. Web site registration is required, but it is free.
- “U.S. Immigration History. *Rapidimmigration.com*.
http://www.rapidimmigration.com/usa/1_eng_immigration_history.html. This site provides information on U.S. immigration history.
- “U.S. Population History from 1850: 50 Largest Cities.” *Demographia*. <http://www.publicpurpose.com/dm-uscty.htm>. This site provides information on the population of U.S. cities from 1850 to 1996.
- “U.S. States by Order of Entry into the Union.” *TeacherVision*. Family Education Network.
<http://www.teachervision.com/lesson-plans/lesson-687.html>. This site provides information and lesson plans on U.S. statehood. Web site registration is required, but it is free.
- “Virginia Standards of Learning Assessments Test Blueprint: Virginia and United States History: 2008 History and Social Science Standards of Learning.” Virginia Department of Education.
http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_va_ushist.pdf. This site provides assessment information for the course in Virginia and United States History.
- “Virginia Standards of Learning Spring 2007 Released Test: End of Course Virginia and United States History.” Virginia Department of Education.
http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_va_ushist.pdf. This site provides the latest released SOL test for the Virginia and United States History course.

Session 1: Settlement between the Mississippi River and the Pacific Ocean_____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should understand immigration.
- Students should have an understanding of U.S. geography.

Materials

- Internet access

Instructional Activities

1. Ask all students to stand. Instruct students who have not lived in Virginia their entire lives to sit. Instruct students still standing to sit if one of their parents is not a native Virginian. Finally, instruct students still standing to sit if they know one of their grandparents was not a native Virginian. Have the class take note of the number of students are still standing. Have all students to sit.
2. Ask students to raise their hands if they have a parent who was not born in the United States. Next, ask students to raise their right hands if they know they have a grandparent who was not born in the United States. Do the same for great-grandparents.
3. Explain that the United States began to expand its territory significantly following the Civil War. Americans became much more mobile. Ask students what changes may have caused this large-scale relocation. (cheap land, overcrowding in the East, improved transportation—e.g., transcontinental railroad [1869], automobiles [Ford Motor Co. 1903], airplanes, faster ships) Use information in the chart at right to support the above statement regarding expansion of territory. Use the following Web sites to add additional information, or provide these sites to students as resources for research:

Year	Total population	Total area in square miles	Density per square mile
1790	3,929,214	864,746	4.5
1850	23,191,876	2,940,042	7.9
1870	38,558,371	3,540,705	10.9
1900	76,212,168	3,547,314	21.5
1920	106,021,537	3,546,931	29.9
2000	281,421,906	3,537,438	79.6

 - <http://www.teachervision.com/lesson-plans/lesson-1705.html>
 - <http://www.census.gov>
 - <http://www.census.gov/population/censusdata/table-2.pdf>
4. Explain the meaning of *population density*, and encourage students to make observations about the chart. Point out the decrease in land area from 1900 to 2000. Ask students what may have caused this change. Ask students to indicate with a show of hands how many would like to move to another state or country. Ask those who raise their hands to indicate where they would like to move and why.
5. Ask students who would like to move if they would be ready to move under the following conditions:
 - They do not know the conditions existing in the distant territory to which they are going.
 - They do not know anyone where they are going.
 - They can take only a small number of personal belongings.
 - They have no place to live in the new location.
 - They have no job in the new location.
 - They have little money to take with them and no money for a return journey.
 - They may never again see the family and friends they are leaving.
 - They will not travel comfortably, but in a small, cramped train compartment that they must share with strangers.
 - They are likely to encounter many dangers during the journey, some of which could be fatal.
 Ask how many would still make this journey. Ask those students who would still go to explain why they would tolerate the conditions mentioned and still go. Ask the ones who would decide not to go to explain their reasons for changing their minds.

6. Explain that over the next few weeks, students will be studying the expansion of the United States following the Civil War.
7. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows.
- Have students follow a template to complete Activity 4.
- Have students view and discuss the chart in Activity 4 on an interactive whiteboard.

Multisensory

- Have students role-play people immigrating to the U.S.

Community Connections

- Invite a recent immigrant to discuss his/her experience.

Small Group Learning

- Have small cooperative learning groups research and report on various individuals who immigrated to America.

Vocabulary

- Have students use the following key vocabulary: *migration, immigration, emigration, population density*.
- Have students create a classroom vocabulary word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.

Session 2: Cowboys and Cattle Drives

Prerequisite Understanding/Knowledge/Skills

- Students should understand the act of and reasons for migration.
- Students should have a basic understanding of U.S. geography.
- Students should be able to describe cattle drives and cowboys.

Materials

- Map of the United States

Instructional Activities

1. Review the chart from the previous session. Explain that the class will begin to examine the westward expansion that took place in the mid to late 1800s.
2. Display the following:

Following the Civil War, the westward movement of settlers intensified in the vast region between the Mississippi River and the Pacific Ocean.

Indicate this huge western area on a map of the United States, emphasizing its size compared with the area east of the Mississippi River.

3. Display the following:

The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, the only way to get cattle to market.

Ask students to describe a cowboy. As they describe traditional cowboy attire, ask what purpose specific articles of clothing may serve (e.g., chaps—leather strips on the fronts of pants to protect legs when riding horses through thick brush; neckerchiefs to keep dust out of face; large hats to protect from the sun; spurs to prod the horses). Ask students to describe a cattle drive, including how long one might take. During the discussion, use a map of the United States to define the areas covered by various cattle drives. Ask students who have been in the Texas-Oklahoma area to describe geographic features of that region.

4. Extend discussion by asking whether there are cowboys in the West today. If so, what do they do, since the time of large open ranges is past? Do cattle drives still take place today?
5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows.
- Have students use an interactive whiteboard to display and identify regions on the map of the United States.
- Have students view and discuss a video of a cattle drive.

Multisensory

- Have students research the clothing and gear used by cowboys for exploration.

Community Connections

- Invite a cattle owner or farmer to discuss the care of cattle and the requirements of any successful cattle drive.

Small Group Learning

- Have small cooperative learning groups write a short children's book about cattle drives for the kindergarten class at a local school.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have students illustrate and bind the children's book they created in Small Group Learning.

Session 3: The Homestead Act of 1862

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should understand the role the U.S. government plays in promoting immigration and migration.
- Students are expected to understand the U.S. political environment after the Civil War.
- Students should have a basic understanding of U.S. geography.

Materials

(None)

Instructional Activities

1. Remind students about the pros and cons of moving to a new territory, as identified in the first session. Also, point out that by the 1860s, available land was becoming scarce along the eastern seaboard.
2. Display the following:

Many Americans had to rebuild their lives after the Civil War. They responded to the incentive of free public land and moved west to take advantage of the Homestead Act of 1862, which gave free public land in the western territories to settlers who would live on and farm the land.

Ask students what was happening at the time the Homestead Act was passed. Use this as an example of the fact that a nation's business does not cease in times of war. Discuss the terms of the Homestead Act. Ask students to list the major problems or disadvantages of participating in the act's land giveaway (traveling to the land, lack of resources upon arrival, lack of building materials).

3. Display the following:

Many Southerners, particularly African Americans, moved west following the Civil War to seek new opportunities.

Discuss what conditions existed in the South that encouraged Southerners to move to the West.

4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students use an interactive whiteboard to display and identify aspects of the Homestead Act.

Multisensory

- Have students handle building materials and tools.

Community Connections

- Arrange for students to visit a carpentry class to observe the tools and materials needed for construction.

Small Group Learning

- Have cooperative learning groups debate the Homestead Act of 1862.

Vocabulary

- Have students complete word maps for the following key vocabulary: *homestead*.
- Have students contribute vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use a T-chart worksheet to group the pros and cons of the Homestead Act.

Session 4: New Farming Technologies; Settlement in the American West

Prerequisite Understanding/Knowledge/Skills

- Students should be able to brainstorm to identify the types and applications of technology.
- Students should understand the meaning of *technology*.
- Students should be able to make connections between past and present.
- Students should have a basic understanding of U.S. geography.

Materials

- Internet access
- Map of the United States
- Large atlases

Instructional Activities

1. Ask students to think about the technology they have access to today that their grandparents did not have when they were teenagers. Encourage them to share their thoughts with the class. To prompt discussion, mention examples such as computers, the Internet, microwaves, cell phones, CDs, DVDs, and video games. Encourage them to consider certain professions that have been changed as the result of technological innovations. (NOTE: Many students may not recognize farming tools as technology. Discuss the changes farmers have seen in their tools and equipment in the last 50 years. Ask them what these innovations mean for food production in our country.)

2. Display the following:

New technologies, such as railroads and the mechanical reaper, helped to open new lands in the West for settlement and made farming profitable by increasing the efficiency of production and linking resources and markets.

Discuss the impact railroads and the mechanical reaper had on the production of food, pointing out that railroads made it easier to move crops from the farms to the markets and thus made it more profitable to farm larger tracts of land. Towns grew up around areas settled by people seeking cheap farmland. The following Web sites may be of assistance for information about Cyrus McCormick and the mechanical reaper:

- “Cyrus McCormick (1809-1884): Mechanical Reaper.” <http://web.mit.edu/invent/iow/mccormick.html>.
- “The McCormick Family and Their Mechanical Reaper.” <http://www.astro.virginia.edu/research/observatories/26inch/history/reaper.php>.

3. Review the differences between the Great Plains and the Rocky Mountains. Prompt students with questions about elevation, vegetation, and climate. Use an atlas that provides this information along with land-use information. Ask students to discuss why raising livestock might be easier in the Great Plains than in the Rocky Mountains. Encourage them to discuss what products were/are prominent in the Great Plains region. If possible, have an atlas for each student to consult.
4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students use mapping software.

Multisensory

- Have students identify outdated technologies and describe why it is outdated and what has replaced it.
- Have students create or work with a topographical map, perhaps to identify locations for ideal farmland.

Community Connections

- Invite a local inventor to discuss emerging technologies in agriculture.

- Invite in a senior citizen to describe the ways that technology has changed in his/her lifetime.

Small Group Learning

- Have cooperative learning groups research different inventions/inventors (including Cyrus McCormick) and present their findings to the class.

Vocabulary

- Have students use the following key vocabulary: *innovations, reaper, prosperous, prominent, technology*.
- Have students contribute vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have students complete a poster or oral report for the group project.

Session 5: Immigration Trends

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to compare and contrast.
- Students should have a basic understanding of world geography.

Materials

- Outline map of the world
- Colored markers
- Internet access

Instructional Activities

1. Display the following:

Prior to 1871, most immigrants to America came from northern and western Europe (Germany, Great Britain, Ireland, Norway, and Sweden). During the half-century from 1871 until 1921, most immigrants came from southern and eastern Europe (Italy, Greece, Poland, Russia, present-day Hungary, and former Yugoslavia), as well as Asia (China and Japan).

Distribute copies of an outline map of the world, and instruct students to color code the map based on immigration trends. For example, western Europe could be coded green with the map key indicating that green shows the origins of most immigrants to the United States prior to 1871.

2. Ask students to think about what may have caused this shift in the origins of immigrants. Encourage them to think about the events that occurred in the identified countries that may have contributed to this shift. Remind students to think back to the earlier discussion about why individuals came to the United States, and tell them that this information will be helpful as they develop a paper on immigration in the next session.
3. Display the following chart with data on some prominent immigrants to the United States:

Immigrant	Country or city of birth	Date of arrival in the U.S.	Accomplishment
Charlie Chaplin	London	1910	Became famous actor and director
David Sarnoff	Russia	1900	Created NBC
Leo Baekland	Belgium	1889	Invented Velox photographic paper and Bakelite, the first fully synthetic, nonflammable plastic.
Albert Einstein	Germany	1933	Devised the Theory of Relativity
Enrico Fermi	Rome	1939	Devised the Theory of Beta Decay; co-invented first man-made nuclear reactor
Kurt Gödel	Austria	1939	Devised the Incompleteness Theorem

Have students research some other prominent immigrants to add to the chart. The following Web sites may be helpful:

- http://www.pbs.org/wgbh/amex/chicago/sfeature/sf_nations.html
- <http://www.time.com/time/time100/index.html>

4. Ask several students to share the data they found on the immigrants they researched.

5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows.
- Have students use an interactive whiteboard to display and color-code a map of the world.
- Have students use an interactive whiteboard to display the chart in Activity 5.
- Have students view and discuss a video clip about immigration.

Multisensory

- Have students use poster board and large markers to complete the mapping activity.

Community Connections

- Invite a descendent of an immigrant from 1871-1921 to discuss his/her knowledge of the experience.

Small Group Learning

- Have partners work together to complete the mapping activity.
- Have groups research immigration from various countries and describe the reasons for immigration.
- Have groups research and report on prominent immigrants from the period.

Vocabulary

- Have students use the following key vocabulary: *trends, insulator, synthetic, devised*.
- Have students contribute vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have students follow a template or chart that lists each country and describes the events that took place there in terms of immigration and this session.

Session 6: Shift in the Origins of Immigrants

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to compare and contrast.
- Students should have a basic understanding of world geography.

Materials

- Internet access

Instructional Activities

1. Display the following chart:

Year	Total population	Born in the U.S.	Born in Europe	Born in Asia	Born in Africa
1850	23,191,876	20,947,274	2,031,867	1,135	551
1880	50,155,783	43,475,492	5,751,823	107,630	2,204
1900	75,994,575	65,583,225	8,881,548	120,248	2,538
1920	105,710,620	91,659,045	11,916,048	237,950	16,126
1990	248,709,873	225,695,826	4,350,403	4,979,037	363,819

(NOTE: The information reflected in this chart may differ from other charts, as different sources report slightly different numbers.)

Ask students to share observations about the chart. Point out the shift from a majority of European immigrants in 1920 to a majority of Asian immigrants in 1990. Encourage students to speculate about what may have caused this shift. The following Web sites may provide helpful information to guide class discussion:

- http://www.rapidimmigration.com/usa/1_eng_immigration_history.html
- <http://www.census.gov/population/www/documentation/twps0029/tab01.html>

2. Instruct students to calculate the percentage of the native-born population for each year in the chart and to develop a bar graph that reflects both the native-born and foreign-born populations for each identified year. Instruct them to subtract the native-born population from the total population to arrive at the foreign-born population. Ask why this number is higher for a given year than that obtained by adding the three non-native-born population figures. (Immigrants also came from other areas besides Europe, Asia, and Africa.) Add additional requirements as desired.
3. Inform students that they will be required to develop a chart that reflects immigration into the United States. They must select five decades in the 1800s and five in the 1900s to reflect on the chart. The chart should identify the total United States population in each selected decade as well as the foreign-born population by country for at least eight countries. A brief paper that explains trends observed from the research must be submitted along with the chart. Provide the due date and a date when students will go to the computer lab to conduct research.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows.
- Have students use an interactive whiteboard to display the chart in Activity 3.

Multisensory

- Have students perform the calculations in Activity 2, using pie charts and graphs to show the populations compared.

Community Connections

- Invite an immigrant after 1921 to discuss the immigration experience.

Small Group Learning

- Have small groups complete Activity 3.

Vocabulary

- Have students use the following key vocabulary: *native-born*, *foreign-born*, *nativism*.
- Have students contribute vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.

Session 7: Immigration Research

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to compare and contrast.
- Students should have a basic understanding of world geography.

Materials

- Computer lab or media center

Instructional Activities

1. Have students conduct research in the computer lab or media center on immigration. Supply the Web sites identified in the previous session to assist students in getting started. Challenge them to find their own data on appropriate Web sites by searching the Internet.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students use an interactive whiteboard to display and color-code a map of the world.

Multisensory

- Have students use pie charts and graphs to show the populations compared.
- Have students create a model or physical representation of the information obtained while conducting research on immigration.

Community Connections

- Invite an immigrant after 1921 to discuss the immigration experience.

Small Group Learning

- Have small groups complete the research for this session.

Vocabulary

- Have students complete word maps for the following key vocabulary: *native-born*, *foreign-born*, *nativism*.
- Have students contribute vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have students follow an outline of key words or dates to conduct online research about immigration.

Session 8: Contributions of Immigrants

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to compare and contrast.
- Students should have a basic understanding of world geography.
- Students should have an understanding of the contributions that immigrants made to the U.S.

Materials

- Internet access
- Map of the United States

Instructional Activities

1. Display the chart on immigrant contributions from Session 5. Also display the following:

Immigrants to the United States made valuable contributions to the dramatic industrial growth of America during this period. For example,

- **Chinese workers helped to build the Transcontinental Railroad.**
- **Immigrants worked in textile and steel mills in the Northeast.**
- **Immigrants worked in the clothing industry in New York.**
- **Slavs, Italians, and Poles worked in the coal mines of the East.**
- **These immigrants often worked for very low pay and endured dangerous working conditions to help build the nation's industrial strength.**

Have students describe some of the working conditions of immigrants in the late 1800s and early 1900s. The following Web sites may be of assistance:

- <http://americanhistory.about.com/library/weekly/aa120101a.htm>
- *Factory Life.* <http://www.windsorpubliclibrary.com/digi/sar/part3.htm> (includes pictures and newspaper clippings).
- *Joe Hill: Dangers and Disasters.* <http://www.kued.org/productions/joehill/index.html>.
- <http://www.pbs.org/now/politics/protest.html>
- <http://www.amphilsoc.org/library/exhibits/wallace/immigrants.htm>
- <http://www.libertystatepark.com/immigran.htm>

2. Inform students that many immigrants arrived in the United States through Ellis Island. Ask them to locate Ellis Island on a United States map and describe the situation immigrants encountered upon arrival there. The following Web sites may be of assistance:

- *Ellis Island.* http://www.ellisland.org/genealogy/ellis_island.asp
- *Selected Images of Ellis Island and Immigration, ca. 1880–1920.* http://www.loc.gov/rr/print/list/070_immi.html

3. Explain that immigrants would begin to assimilate into the American “melting pot.” Ensure students understand the term *assimilate*, and discuss the meaning of “melting pot.” Explain why public schools played a vital role in this process. Also, explain that immigrants to America often faced hardships and hostility, and discuss the reasons why. (Fear and resentment that immigrants would take jobs for lower pay than American workers would accept; prejudice based on religious and cultural differences) The following Web sites may be of assistance:

- <http://www.washingtonpost.com/wp-srv/national/longterm/meltingpot/meltingpot.htm>
- <http://www.nhc.rtp.nc.us/tserve/nineteen/nkeyinfo/judaism.htm>

4. The Chinese Exclusion Act of 1882, the Immigration Restriction Act of 1921, and the Natural Origins Act of 1924 limited immigration for decades. Discuss why Congress passed these laws. The following Web site may be of assistance:

- “Chinese Exclusion Act (1882).” <http://www.ourdocuments.gov/doc.php?doc=47>

- “Chinese Exclusion Act (1882).”
http://www.usnews.com/usnews/documents/docpages/document_page47.htm

5. Encourage students to share ideas of obstacles recent immigrants may have encountered. Ask students to share ideas on how immigrant problems today should be addressed.
6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows.
- Have students complete the chart in Session 5, Activity 3, using an interactive whiteboard.
- Have students use an interactive whiteboard to display the U.S. map.
- Have students view and discuss video clips of Ellis Island.

Multisensory

- Have students create a three-dimensional model of Ellis Island, using paper doll representations of each of the countries from which immigrants arrived.

Community Connections

- Invite a descendent of an immigrant who arrived through Ellis Island to discuss his/her knowledge of the experience.

Small Group Learning

- Have groups research a different restriction act of the three listed in Activity 4 and answer questions concerning these acts (e.g., What events precipitated the act? How close was the vote in Congress? What influence did the act have on immigration?).

Vocabulary

- Have students use the following key vocabulary: *exclusion*, *melting pot*, *assimilate*, *hostility*.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students contribute vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have students develop an online poster of the group research.

Session 9: Growth of Cities; Technological Innovations

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to compare and contrast.
- Students should have a basic understanding of U.S. geography.

Materials

- Internet access
- Map of the United States in 1912 (available at <http://www.teachervision.com/lesson-plans/lesson-2383.html> and <http://www.teachervision.com/lesson-plans/lesson-687.html>)
- Copies of the United States Constitution
- Pictures of early assembly lines

Instructional Activities

1. Display the following:

As the nation's industrial growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers.

Conduct a brief discussion of the rapid growth of these cities. Using the information provided on the following Web sites, instruct students to identify the decades in which these cities had the greatest growth. Instruct them to determine the percentage of growth for each city, how long the city's growth remained high, and at what point it began to slow down.

- <http://www.demographia.com/db-nyc4.htm>
- <http://physics.bu.edu/~redner/projects/population/cities/chicago.html>
- <http://physics.bu.edu/~redner/projects/population/cities/detroit.html>
- <http://www.publicpurpose.com/dm-uscty.htm>

2. Display the following:

The rapid growth of cities caused housing shortages and the need for new public services, such as sewage and water systems and public transportation.

Encourage students to discuss the type of problems created by a rapid increase in population. Prompt them by mentioning the problems of meeting the growing needs for housing, schools, water and sewer, power, transportation, and fire and crime protection. Encourage students to suggest ways these problems could/can be addressed. For example, New York City constructed the world's first subway system to address the need for public transportation.

3. Display the following:

By 1912, the United States consisted of 48 states.

Display a map of the United States in 1912. Encourage students to determine how many states gained statehood following the Civil War. Instruct students to locate in the Constitution the qualification for a territory to become a state. (Article IV, section 3)

4. Display the following:

During the period from the Civil War to World War I, the United States underwent an economic transformation that involved the development of an industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict.

Explain to students that over the course of the next few sessions, they will identify new technologies and innovations in business that were developed during the period following the Civil War. Discuss the following inventions or innovations, one at a time, as students record information on each:

- Corporations, in which a company sells shares (stock) in the company to raise money, were invented. This form of business provides a limited liability for the company owners. Discuss the differences between a corporation, a partnership, and private ownership. Discuss the benefits and disadvantages of each form of business.
 - The Bessemer process made the production of steel more efficient and led to a growth in the steel industry.
 - Thomas Edison perfected the light bulb; the world's first electric power plant was opened.
 - Alexander Graham Bell patented the telephone.
 - Wilbur and Orville Wright made the first piloted flight of an airplane.
 - Henry Ford established the assembly-line manufacturing process in his automobile factory.
5. Display pictures of early assembly lines. Discuss reasons the assembly line was a significant improvement in the manufacturing process, not only for automobiles, but for all kinds of mass-produced products. Inform students that the development of the assembly line revolutionized industry.
6. Display the following:

Industrial Leaders of the Time Period

- **Andrew Carnegie: steel industry**
- **J. P. Morgan: financial industry**
- **John D. Rockefeller: oil industry**
- **Cornelius Vanderbilt: railroad industry**

Have students provide brief biographical information on each of these individuals, including their most important contributions.

7. Display the following:

The reasons for economic transformation of America during this period included the following:

- **Laissez-faire capitalism and special considerations (e.g., land grants to railroad builders)**
- **The increasing labor supply from immigration and migration from farms**
- **America's possession of a wealth of natural resources and navigable rivers**

Discuss each of these reasons. Explain the concept of laissez-faire capitalism (a concept that encourages the government not to get involved in business affairs) and the impact of special considerations. Discuss the migration from farms to urban areas. Have students list some of the natural resources of the United States that were important during this time of economic transformation. The following Web site may be of assistance:

http://www.usda.gov/wps/portal/!ut/p/.s.7_0_A/7_0_1OB?navtype=SU&navid=NATURAL_RESOURCES

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows.
- Have students use spreadsheet software to complete activities.
- Have students use an interactive whiteboard to display the U.S. map and highlight major cities.

Multisensory

- Have students role-play industrial leaders of this time period.
- Have students research and share images or actual examples of inventions created during this time period.

Community Connections

- Invite a business or industry leader to discuss emerging technologies during this period.
- Arrange for students to visit a history museum and document their experiences.

Small Group Learning

- Have cooperative learning groups complete the activities and present their results to the class.

- Have small groups calculate the differences in price and cost of items between now and a century ago and use a spreadsheet to record findings.

Vocabulary

- Have students use the following key vocabulary: *laissez-faire*, *efficient*, *corporation*, *private ownership*, *partnership*.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students contribute vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have students use an interactive whiteboard to display group presentations.

Session 10: African Americans; the Progressive Era; Labor; Business

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to compare and contrast.
- Students should have a basic understanding of U.S. geography.
- Students should have a basic understanding of labor movements.

Materials

(None)

Instructional Activities

1. Explain that although the country was expanding at a rapid rate, there were many problems. One problem area that was not being solved was the treatment of African Americans and other minorities. Display the following:

After reconstruction, many Southern state governments passed “Jim Crow” laws forcing separation of the races in public places.

Explain what these laws stated and where they were most prominent.

2. Display the following:

African Americans were harassed, intimidated, and sometimes lynched. African Americans looked to the courts to safeguard their rights. The United States Supreme Court ruled on civil rights issues. Their rulings, as in the case of *Plessy v. Ferguson*, upheld the “Jim Crow” laws and did not provide relief for African Americans.

Explain the events surrounding this court case and reasons it was a landmark case.

3. Display the following:

During the early twentieth century, African Americans began the “Great Migration” to Northern cities in search of jobs and to escape poverty and discrimination in the South.

Discuss the impact World War I had on the “Great Migration.”

4. Display the following:

The various responses of African Americans to discrimination and segregation were exemplified by the following leaders:

- **Ida B. Wells led an antilynching crusade and called on the federal government to take action.**
- **Booker T. Washington believed the way to equality was through vocational education and economic success; he accepted social separation.**
- **W.E.B. DuBois believed that education was meaningless without equality. He supported political equality for African Americans by helping to form the National Association for the Advancement of Colored People (NAACP).**

Have students research and write a brief biography of each of these individuals.

5. Explain that the early 1900s became known as the Progressive Era. Discuss what the term *progressive* means. Then, Display the following:

The Progressive Movement used government to institute reforms for problems created by industrialization. Examples of reform include Theodore Roosevelt’s “Square Deal” and Woodrow Wilson’s “New Freedom.”

The goals of the Progressive Movement included the following:

- **Government controlled by the people**
- **Guaranteed economic opportunities through government regulation**
- **Elimination of social injustices**

Working conditions for labor included the following:

- **Dangerous working conditions**
- **Child labor**
- **Long hours, low wages, no job security, no benefits**
- **Company towns**
- **Employment of women**

Provide some details about the working conditions or show a video that explains them.

6. Display the following:

Accomplishments of the Progressive Movement:

- **New forms of local government (commissioner-style and city-manager-style) to meet the needs of increasing urbanization**
- **Legislative reforms in state government, including referendum, initiative, and recall**
- **Primary elections, direct election of U.S. Senators (17th Amendment), and the secret ballot**
- **Muckraking literature describing unsafe, difficult working conditions, including child labor**
- **Growth of labor unions such as the Knights of Labor, American Federation of Labor (Samuel Gompers), American Railway Union (Eugene V. Debs), Industrial Ladies' Garment Workers Union**

Labor strikes:

- **Haymarket Square**
- **Homestead Strike**
- **Pullman Strike**

Labor gains:

- **Limited work hours**
- **Regulated work conditions**
- **Child labor laws**

Discuss this information with students as you work through the list. (NOTE: Because the list is lengthy, it might be helpful to give each student a copy of the list with certain key words deleted and have them fill in the blanks as instruction progresses.)

7. Display the following:

Legislation to address unfair business practices included the Sherman Anti-Trust Act, which prevents any business structure that “restrains trade” (monopolies), and the Clayton Anti-Trust Act, which outlaws price-fixing and exempts unions from the Sherman Anti-Trust Act.

Note that the Sherman Anti-Trust Act was passed before the Progressive Era, but that Theodore Roosevelt made use of it during his presidency to combat monopolies. Discuss the definition of a *monopoly* and the reasons this business practice is not desirable. Explain that the goal of a capitalist monopoly is to maximize profit. Also, explain that the Soviet Union developed an economy in which the government held a monopoly on the production of goods. However, the goal of the Soviet monopoly was not necessarily to maximize profit. If someone wished to purchase a car, for example, he/she had to purchase it from the government. The government controlled production, supply, and price. Problems created by lack of competition sometimes resulted in inferior products, high prices, and shortages.

8. Display the following:

Women's suffrage

- **was a forerunner of modern protest movements**
- **benefited from strong leadership (e.g., Susan B. Anthony)**
- **encouraged women to enter the labor force during World War I**
- **resulted in 19th Amendment to the Constitution.**

Discuss the women's suffrage movement, which had begun before the Civil War and continued after it. Include the impact of World War I on the movement and the reasons it was finally successful in 1920, when the 19th Amendment was passed.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows.
- Have students use an interactive whiteboard to display prompts for discussions.
- Have students view and discuss videos depicting labor strikes.

Multisensory

- Have students contribute to a classroom timeline of the labor movement.

Community Connections

- Invite a local union representative to discuss labor movements.

Small Group Learning

- Have small groups choose different key leaders of the period on whom to research and report.

Vocabulary

- Have students use the following key vocabulary: *Jim Crow, lynched, intimidated, Great Migration, discrimination, harassed, oppressive, urbanization, referendum, initiative, recall, muckraking, primary elections, secret ballot, monopolies, anti-trust.*
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students contribute vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.

Session 11: Assessment

Materials

- Attachment A: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment A, and have students complete the assessment.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. The Homestead Act of 1862 contributed to the growth of the western part of the United States by</p> <p>A paying Americans to move west of the Mississippi.</p> <p>B providing free public land to those that would live in the western territory.*</p> <p>C recruiting foreigners to move to the West.</p> <p>D expanding the railroad beyond the Rockies.</p> <p>2. During the late 1800s and early 1900s, immigrants to the United States came mostly from</p> <p>A Northern and western Europe.</p> <p>B Southern Europe and South America.</p> <p>C North Africa and eastern Europe.</p> <p>D Southern and eastern Europe.*</p> <p>3. A large number of workers on the Transcontinental Railroad came from</p> <p>A Italy.</p> <p>B Germany.</p> <p>C China.*</p> <p>D Japan.</p> <p>4. Immigrants arriving in the United States in the early 1900s</p> <p>A had an opportunity to earn high wages.</p> <p>B were welcomed by Americans.</p> <p>C immediately assimilated into society.</p> <p>D faced prejudice based on differences.*</p> <p>5. Which inventor perfected the light bulb and electricity as a source of power?</p> <p>A Andrew Carnegie</p> <p>B Thomas Edison*</p> <p>C Alexander Graham Bell</p> <p>D Cornelius Vanderbilt</p>	<p>6. Which statement about new technology encouraging westward movement of the population is true?</p> <p>A The sewing machine made western states the center of the textile industry.</p> <p>B Electricity concentrated industry in the West.</p> <p>C The railroad left the best western land for farmers settling under Homestead Act.</p> <p>D The reaper made farming in the West more prosperous.*</p> <p>7. Henry Ford's most important innovation was the</p> <p>A telephone.</p> <p>B automobile.</p> <p>C assembly line.*</p> <p>D steam engine.</p> <p>8. The initiative, referendum, and recall</p> <p>A increased government regulation of the economy.</p> <p>B increased voter participation in government.*</p> <p>C decreased voter control of government.</p> <p>D prevented the establishment of monopolies.</p> <p>9. The primary impact of the Progressive Movement on workers was</p> <p>A increased factory productivity, which resulted in lost jobs.</p> <p>B free public education, which allowed workers to leave factory jobs.</p> <p>C increased regulations, which caused wages to decline.</p> <p>D increased wages and improved working conditions.*</p> <p>10. Theodore Roosevelt's administration was known as the</p> <p>A Square Deal.*</p> <p>B New Deal.</p> <p>C New Freedom.</p> <p>D New Frontier.</p>
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ORGANIZING TOPIC

The United States’ Role in World Affairs from 1890 to 1940

Standard(s) of Learning _____

- VUS.9 The student will demonstrate knowledge of the emerging role of the United States in world affairs by
- a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets;
 - b) evaluating United States involvement in World War I, including Wilson’s Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations.

Essential Understandings, Knowledge, and Skills _____

Correlation to
Instructional Materials

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

- Identify, analyze, and interpret primary and secondary source documents. _____
- Formulate historical questions and defend findings, based on inquiry and interpretation. _____
- Develop perspectives of time and place. _____
- Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. _____
- Interpret the significance of excerpts from famous speeches and other documents. _____

Content

- Explain that many twentieth-century American foreign policy issues have their origins in America’s emergence as a world power at the end of the nineteenth century. America’s intervention in World War I ensured her role as a world power for the remainder of the century. The growing role of the United States in international trade displayed the American urge to build, innovate, and explore new markets. _____
- Explain the creation of international markets, including the following:
- Open Door Policy: Secretary of State John Hay proposed a policy that would give all nations equal trading rights in China. _____
 - Dollar diplomacy: President Taft urged American banks and businesses to invest in Latin America. He promised that the United States would Activity in if unrest threatened their investments. _____
 - Growth in international trade occurred from the late 1800s to World War I—the first era of a true “global economy.” _____
- Describe how the United States expanded her influence in Latin America, including the following:
- The Spanish American War
 - Puerto Rico was annexed by the United States. _____
 - The United States asserted the right to intervene in Cuban affairs. _____
 - The Panama Canal and the role of Theodore Roosevelt
 - The United States encouraged Panama’s independence from Colombia. _____
 - The parties negotiated a treaty to build the canal. _____
- Describe how the United States expanded her influence in Asia and the Pacific, including the following:
- Hawaii: U.S. efforts to depose Hawaii’s monarchy; U.S. annexation of Hawaii _____
 - Philippines: Annexed after the Spanish American War _____

- Open Door Policy: Urged all foreigners in China to obey Chinese law, observe fair competition

Explain that while American entry into World War I ensured Allied victory, the failure to conclude a lasting peace left a bitter legacy.

Summarize United States involvement in World War I, including the following:

- The war began in Europe in 1914 when Germany and Austria-Hungary went to war with Great Britain, France, and Russia.
- For three years, America remained neutral, and there was strong sentiment not to get involved in a European war.
- The decision to enter the war was the result of continuing German submarine warfare (violating freedom of the seas) and American ties to Great Britain.
- Americans wanted to “make the world safe for democracy.” (Woodrow Wilson)
- America’s military resources of soldiers and war materials tipped the balance of the war and led to Germany’s defeat.

Summarize President Woodrow Wilson’s Fourteen Points, including the following:

- Was a plan to eliminate the causes of war
- Included the following key points:
 - Self-determination
 - Freedom of the seas
 - League of Nations
 - Mandate system

Summarize the terms of the Treaty of Versailles, including the following:

- The French and English insisted on punishment of Germany.
- The League of Nations was created.
- National boundaries were redrawn, creating many new nations.

Explain the League of Nations debate in the United States, including the following:

- Objections to United States foreign policy decisions being made by an international organization, not by U.S. leaders
- The Senate’s failure to approve the Treaty of Versailles

Sample Resources

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

California Genocide: Indian Country Diaries: Assimilation, Relocation, Genocide. PBS.

<http://www.pbs.org/indiancountry/history/calif.html>. This site tells the story of the killing of hundreds of thousands of American Indians in California between 1769 and 1900.

“Canal Museum.” *Canalmuseum.com*. <http://www.canalmuseum.com/>. This site provides information on the Panama Canal.

Cartoons for the Classroom. About.com.

http://politicalhumor.about.com/gi/o.htm?zi=1/XJ/Ya&zTi=1&sdn=politicalhumor&cdn=entertainment&tm=238&gps=219_875_932_831&f=10&tt=14&bt=1&bts=1&zu=http%3A//nieonline.com/aaec/cftc.cfmhttp://politicalhumor.about.com/gi/o.htm?zi=1/XJ/Ya&zTi=1&sdn=politicalhumor&cdn=entertainment&tm=238&gps=219_875_932_831&f=10&tt=14&bt=1&bts=1&zu=http%3A//nieonline.com/aaec/cftc.cfm. This site provides access to historical political and current political cartoons as well as lesson plans for using them in the classroom.

“Chronology of the First World War.” *Spartacus Educational*.

<http://www.spartacus.schoolnet.co.uk/FWWchronology.htm>. This site provides a timeline of World War I.

“Crucible of Empire: The Spanish-American War—Yellow Journalism.” PBS.

<http://www.pbs.org/crucible/frames/journalism.html>. This site provides an article on yellow journalism.

The Great War and the Shaping of the 20th Century. PBS. <http://www.pbs.org/greatwar/>. This site provides information on World War I.

Historical Census Browser. University of Virginia Library. <http://fisher.lib.virginia.edu/census>. This site enables one to select the desired decade, select “POPULATION” from the “Categories” menu, and scroll to “total population.”

“History & Records: Induction Statistics.” Selective Service System. <http://www.sss.gov/induct.htm>. This site shows the number of soldiers drafted during World War I.

Indian Country Diaries: Assimilation, Relocation, Genocide. PBS.

<http://www.pbs.org/indiancountry/history/assimilation.html>. This site explains the three impossible “choices” that American Indians were given by the U.S. government, including the “California Genocide.”

“The Open Door Policy, 1899.” *U-S-History.com* <http://www.u-s-history.com/pages/h908.html>. This site provides an account of the creation and repercussions of the Open Door Policy.

Roper, L. David. “Gross Domestic Product and Political Parties.” *David Roper’s Web site*.

<http://arts.bev.net/roperldavid/politics/GDP.htm#datatable>. This site provides historical GDP information from David Roper, a Professor of Physics at Virginia Tech.

“Virginia Standards of Learning Assessments Test Blueprint: Virginia and United States History: 2008 History and Social Science Standards of Learning.” Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_va_ushist.pdf. This site provides assessment information for the course in Virginia and United States History.

“Virginia Standards of Learning Spring 2007 Released Test: End of Course Virginia and United States History.” Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_va_ushist.pdf. This site provides the latest released SOL test for the Virginia and United States History course.

“William Howard Taft: Dollar Diplomacy.” *Mount Holyoke College*.

<http://www.mtholyoke.edu/acad/intrel/taft2.htm>. This Web site offers an article on “dollar diplomacy” in 1912.

“The World of 1898: The Spanish-American War—Chronology.” Library of Congress, Hispanic Division.
<http://lcweb.loc.gov/rr/hispanic/1898/chronology.html>. This site provides a chronology of the Spanish-American War.

Session 1: Planning a Project

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to make connections between past and present.
- Students should have a basic understanding of the role the United States plays in the world.

Materials

- Project list (see below)
- Computer lab or media center

Instructional Activities

1. Explain to students that they are going to study the time period during which the United States began to establish itself as a world power. Discuss briefly with students what being a world power means, including the global responsibilities of a world power. Ask students to share their views on whether or not the United States should be involved in providing humanitarian and/or monetary assistance following a disaster abroad, or military assistance to people in another country who are attempting to overthrow an oppressive government. Encourage open, organized debate on these issues, and ask students to provide examples. Prompt discussion by providing present-day examples with which students are familiar—for example, assisting a country devastated by a natural disaster or famine, or using American military to help prevent or stop a genocide (remind students of the meaning of the term *genocide*).
2. Display the following list of topics that students will study in this organizing topic:
 - The growth of international markets
 - The Spanish-American War
 - The annexation of Hawaii and the Philippines
 - World War I
 - The Panama Canal and Roosevelt's Corollary
 - Theodore Roosevelt's "Big Stick" Policy
 - Isolationism after World War I
 - The Great Depression and the New Deal

Then, distribute the following list of projects, and instruct each student to choose one to complete during study of this organizing topic:

- Create an original drawing depicting a scene from an event in the time period. Also, write a one-page explanation of the drawing, demonstrating knowledge of the period, to accompany the drawing.
- Write an evaluation of a song that reflects the historical period. Include an interpretation of the lyrics that demonstrates knowledge of the era.
- Write an analysis of fashion from 1900 through 1939. Include pictures reflecting the changing fashion trends accompanying the historical events that were occurring. Pictures may be student-developed, computer-generated, or gathered and copied from resources.
- Write an analysis of the changes in transportation from 1900 through 1939. Include an explanation of the impact of transportation changes on workers. (For example, as people began to move toward widespread use of the automobile, blacksmiths saw a decrease in business, a more sophisticated road network became necessary, and new industries to provide materials to produce cars were developed.)
- Write an analysis of the changes in battle strategies as military equipment (e.g., tanks, planes) changed. Incorporate the battle strategies of the Spanish-American War and World War I.
- Prepare a graph depicting key economic indicators from 1917 through 1941. Explain the impact changes had on the economy. Identify at what point danger signs begin to occur, and why.
- Write an essay that argues for or against American involvement in World War I. Include key historical events to support your argument.
- Prepare an analysis of the acquisition of Hawaii or the Philippines by the United States.
- Write a comparison of the sizes of ships at the time the Panama Canal was constructed and in the present day. Include how present-day ships use the canal and any limitations that may exist.

Provide students with the date the project will be due, along with a rubric that will be used to assess the project. Provide students with an opportunity to conduct research in the media center or computer lab for their selected topics.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows.
- Have students use digital graphic organizers to categorize information.
- Have students use graphing software to complete their activities.
- Have students follow a template of the project list.
- Have students follow and complete a template of a world map.

Multisensory

- Have students use various materials (e.g., poster board, tape recorders, video recorders, sticky notes, highlighters, whiteboard) to complete their projects.

Community Connections

- Invite a media center specialist to describe his/her job and the resources that can help students complete their projects.

Small Group Learning

- Have groups brainstorm ideas for projects and ways to connect multiple projects.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.

Session 2: Open Door Policy; Dollar Diplomacy; Roosevelt Corollary; Global Economy__

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to compare and contrast.
- Students should have a basic understanding of world and U.S. geography.
- Students should have a basic understanding of the role of the United States in the global economy.

Materials

- Attachment A: “A Fair Field and No Favor!”
- Internet access
- Map of Latin America

Instructional Activities

1. Explain to students that as the twentieth century began, the world “became smaller.” Discuss what this means. Encourage students to think about changes in communication and transportation during the time period that made interaction with other nations much easier and much more frequent. Discuss how these changes made it increasingly difficult for a country to close her borders and remain uninvolved in international affairs. Guide students in creating a timeline of communication and transportation progress during the period.
2. Explain that by 1895, European nations had carved out “spheres of influence” in China. Discuss briefly what this means. Explain why the United States was fearful of being excluded from this trading opportunity (lack of access to an important foreign market for American products). Display the following:

In an effort to open trade opportunities for the United States in China, Secretary of State John Hay proposed in 1899 an Open Door Policy to European leaders and Japan, calling for equal trading rights in China for all countries. When no country responded to Hay’s proposal, he announced that it was approved.

Distribute copies of Attachment A, and discuss the meaning of the cartoon, which depicts a U.S.-China relationship *imagined* by many in the U.S. Uncle Sam is holding back the warlike countries of Europe, protecting China, and saying: “A fair field and no favor! I’m out for commerce, not conquest!” Discuss briefly whether or not the United States had a right to expect a trading opportunity in the Far East. Also, encourage students to discuss whether John Hay had the right to simply declare the existence of the Open Door Policy. The following Web site may prove helpful to this discussion: <http://www.u-s-history.com/pages/h908.html>.

3. Display the following:

In an attempt to discourage European intervention in Latin America, President Taft established in 1912 “dollar diplomacy.” This was a policy that encouraged American banks and businesses to invest in Latin American countries in order to discourage their reliance on European countries for economic assistance. President Taft promised that the United States would step in if unrest threatened these investments.

Explain that since the early 1800s, the United States has attempted to limit European intervention in Latin America. Display a map of Latin America, and review the areas included. Remind them that the Monroe Doctrine warned European nations not to attempt to establish new colonies in Latin America. The Roosevelt Corollary to the Monroe Doctrine declared that the United States would intervene, with force if necessary, in Latin American nations to prevent European interventions. United States influence in Latin America grew during the Taft Administration. Check for student understanding of the Monroe Doctrine, dollar diplomacy, and Roosevelt Corollary. The following Web site may prove helpful to this discussion: <http://www.mtholyoke.edu/acad/intrel/taft2.htm>.

4. Explain that historically, U.S. presidents’ terms have often been characterized by policies or programs instituted during their presidencies. For example, Lyndon Johnson’s presidency is often referred to as the “Great Society,” and Franklin Roosevelt’s first term is known as the “New Deal.” Sometimes a presidential

candidate defines the focus of his/her planned presidency during the campaign. Often that focus shifts as a result of world events. For example, President George W. Bush's tenure in office began on the platform of education reform. The events of September 11, 2001, when terrorists caused planes to crash into the World Trade Center, the Pentagon, and in Pennsylvania, changed his focus. Ask students to imagine that they are the president and to share what issues they would want to define their presidency.

5. Display the following:

Growth in international trade during the late 1800s and early 1900s contributed to a “global economy.”

Guide students in a discussion of the definition of a “global economy.” Encourage them to think about what historical events contributed to this globalization. Encourage them to think about products they have in their homes that were not produced in the United States. Prompt discussion by asking whether it is practical in today's world for a country to isolate itself economically.

6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows.
- Have students use symbol (picture)-to-words software to complete their activities.
- Have students follow a template to complete the timeline.
- Have students follow a template to address the prompts.
- Have students use an interactive whiteboard to display and highlight a map of Latin America.
- Have students use an interactive whiteboard to display and highlight a map of China.

Multisensory

- Have students contribute images to events on the timeline.

Community Connections

- Invite a guest speaker familiar with the stock market and the global economy to discuss those topics.

Small Group Learning

- Have partners complete the Internet-based activities.
- Have cooperative learning groups complete and discuss Activity 5 with the class.

Vocabulary

- Have students use the following key vocabulary: *tenure*, *platform*, *globalization*.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students contribute vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have small groups create and share presentations on Activity 5 with the class.

Session 3: Territorial Expansion; Hawaii

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to compare and contrast.
- Students should have a basic understanding of world and U.S. geography.
- Students should have a basic understanding of the role of the United States in the global economy.

Materials

- Internet access
- Map of the colonies and other territories held by nations across the world in 1914
- Outline map of the world
- Colored markers

Instructional Activities

1. Explain that as the United States entered the twentieth century, it was not yet a world power, but it desired to compete with the world's nations for power and prestige. Many European nations had colonies, and the United States sought to add to her territory. Have students examine a map of the colonies and other territories held by nations across the world in 1914.

2. Display the following:

By 1870, Americans living in Hawaii controlled a large portion of the land and trade. By 1886, the United States granted Hawaii the right to ship sugar to the United States tariff-free in exchange for control of Pearl Harbor.

Remind students of the meaning of the term *tariff*. Encourage students to think about what group in the United States would be opposed to tariff-free sugar from Hawaii. Remind them that sugar was grown in the United States at that time. Discuss the advantage Hawaiian sugar plantation owners had when shipping their sugar tariff-free.

3. Display the following:

In 1890, the McKinley Tariff imposed tariffs on Hawaiian sugar, creating an economic crisis in Hawaii.

Ask students why they think imposition of tariffs on Hawaiian sugar would create a problem in Hawaii. (It caused the price of Hawaiian sugar in the U.S. to be higher than American-grown sugar.)

4. Display the following:

In 1893, with the help of United States marines and support of the United States minister to Hawaii, a new government was established in Hawaii. In 1898, the United States annexed Hawaii.

Discuss with students the United States actions that led to the acquisition of Hawaii.

5. Explain that during the same time that the Hawaiian issue was occurring, trouble was brewing in the Spanish colony of Cuba. Spain also had colonies in Puerto Rico, Guam, and the Philippines. Provide students with an outline map of the world, and instruct them to locate and color code Hawaii, Spain, Cuba, Puerto Rico, Guam, and the Philippines.

Specific Options for Differentiating This Lesson

Technology

- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students follow a template or use a whiteboard to display and complete the prompts.
- Have students follow a template or use a whiteboard to display and complete the map of the world.

Multisensory

- Have students use highlighters and sticky notes to mark key terms and information in assigned reading.

Community Connections

- Invite an economist to discuss international trade.

Small Group Learning

- Have partners complete the map activity.
- Have small groups research the reasons why people move to the U.S. from the various countries.
- Have small groups create and share presentations with the class.

Vocabulary

- Have students add new or unfamiliar words to their vocabulary journals.
- Have students contribute vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.

Session 4: Cuba; Yellow Journalism

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to locate Spain, Cuba, United States, and the Philippines on a world map or globe.
- Students should be able to compare and contrast.

Materials

- Internet access
- Map of Cuba

Instructional Activities

1. Explain that when the United States placed a tariff on Cuban sugar, which had the effect of restricting importation of Cuban sugar to the U.S., many American businessmen who had investments in Cuban sugar became alarmed. Help students to see the similarities between Cuba and Hawaii. (Tariffs and the profits of Americans were involved in both situations.) Ask what differences existed between Cuba and Hawaii. (Cuba was a colony wanting independence, while Hawaii was a monarchy that desired to maintain self-rule.)

2. Display the following:

The United States involvement in Cuba's affairs demonstrated the U.S. ability to intervene in that area of the world.

Display a map of Cuba, and explain that the United States sent the USS *Maine* to the waters surrounding Cuba to protect the lives of United States citizens there. On February 15, 1898, when the *Maine* was blown up in the Havana Harbor, the U.S. blamed Spain for the destruction of the ship and declared war on Spain.

Journalists promoted the war through yellow journalism. Have students define the term *yellow journalism*.

The following Web sites may be helpful in guiding the discussion:

- http://www.pbs.org/crucible/frames/_journalism.html
- <http://lcweb.loc.gov/rr/hispanic/1898/chronology.html>

Point out that much later, historians and others came to the conclusion that it was really Cuban insurrectionists who blew up the ship in order to gain support and sympathy, as they knew Spain would be blamed.

3. Conduct a discussion about the impact the media can have on public opinion. Encourage students to consider how the media can guide people to reach certain conclusions or select the reference in which to portray events.
4. Group students, and give each group a copy of the same newspaper or magazine photo of an event without a title or description. Instruct each student to create a few sentences describing and explaining the photo and then, by using their group's collective interpretations, develop a group explanation of the event portrayed in the picture. Remind students that these descriptions must be appropriate to share with the class. Have groups share their interpretations of the photo with the whole class, note these interpretations on the board, and prompt students to compare the groups' different interpretations. Display the real caption and/or description of the photo. Examine how close the groups came to correctly describing the photo. Discuss why different interpretations can be made when all of the real background information is not provided. Help them recognize that people make assumptions based on their own personal background knowledge and experience—assumptions that may be entirely false. Point out that yellow journalism exploits this principle of human nature.
5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students follow a template or use a whiteboard to display and highlight a map of the world.

Multisensory

- Have students use highlighters and sticky notes to mark key terms and information in assigned reading.

Small Group Learning

- Have partners complete the newspaper activity.

Vocabulary

- Have students contribute vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timelines) to categorize information from class notes, research, and handouts.
- Have students create a large-scale, detailed map of Cuba.

Session 5: The Spanish-American War; The Treaty of Paris

Prerequisite Understanding/Knowledge/Skills

- Students should have a basic understanding of the way the media influences public opinion.
- Students should have a basic understanding of the geographic locations of the Spanish-American conflict.
- Students should be able to place events in chronological order.

Materials

- Map of Cuba
- Map of the world

Instructional Activities

1. Briefly review key events of the Spanish-American War, and lead students in locating the key events on maps. A sample timeline of events may include the following:
 - February 15, 1898 – The USS *Maine* is blown up in the Havana Harbor.
 - April 25, 1898 – The United States officially declares war against Spain.
 - May 1, 1898 – The U.S. Navy defeats Spain in Manila Bay.
 - June 10, 1898 – U.S. Marines land in Cuba.
 - June 12, 1898 – The Philippines declares independence from Spain.
 - July 1, 1898 – Theodore Roosevelt and the Rough Riders win the Battle of San Juan Hill.
 - August, 1898 – Fighting ends.
 - December 10, 1898 – The Treaty of Paris is signed in Paris.
2. Provide the following details of the Treaty of Paris:
 - Cuba was granted independence.
 - Puerto Rico, Guam (Spanish island in the West Indies), and the Philippines were ceded to the United States. (Instruct students to identify the status of each location on a map by placing an appropriate symbol beside it. Emphasize that the Philippines became a U.S. territory despite the fact that the people living there wanted independence.)
 - The United States paid Spain \$20,000,000 for the Philippines and continued to occupy the Philippines.
3. Encourage students to discuss the impact the peace treaty had on the United States. Encourage them to consider the short- and long-term impacts, especially in regard to the present situation in Cuba. Discuss the possibility of Puerto Rico becoming the 51st state someday. Also, discuss the reasons why the United States would annex the Philippines when the Filipinos wanted their independence. Have students reflect on the “right” of the United States to go to war with Spain in view of the events of the time. Encourage them to consider how the rest of the world may have viewed the United States’ actions during this time period.
4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students create digital slides for a class slide show illustrating the traditional dress and customs of native inhabitants of Cuba and the Philippines.
- Have students use an interactive whiteboard to display and highlight maps of Cuba and the world.

Multisensory

- Have students use highlighters and sticky notes to mark key terms and information in assigned reading.
- Have students use various materials (e.g., poster board, markers, pencils) for making their timelines from Small Group Learning.

Small Group Learning

- Have students create a timeline of the events in the Spanish-American conflict.

Session 6: The Philippines; The Panama Canal

Prerequisite Understanding/Knowledge/Skills

- Students should be able to compare and contrast.
- Students should be able to locate the Philippines and the Panama Canal on a map or globe.
- Students should have a basic understanding of the role of the United States in the global economy.

Materials

- Internet access

Instructional Activities

1. Encourage students to reflect briefly on the events covered thus far in their study of this organizing topic. Ask them to describe their impressions of the steps the United States took to acquire new territory. Allow a few minutes of open discussion on this topic, encouraging students to compare these actions to actions of other countries at the time.
2. Remind students that at the end of the Spanish-American War, the United States annexed the Philippines against the Filipinos' will. Have students look at this area on a world map and share their thoughts on the reasons why the United States was interested in this area. Encourage them to consider the navy's need for refueling ports and other actual reasons. Remind students that the Filipinos wanted independence, not to be annexed. Display the following:

From 1899 through 1902, the Filipinos, under the leadership of Emilio Aguinaldo, fought United States rule in the Philippines. By 1902, the United States had defeated the Filipino troops.

Discuss with students the actions of the United States in the Philippines. Explain that the Philippines was finally granted independence in 1946, even though the United States maintained military bases there until 1999. Encourage students to consider whether the U.S. actions were justified. Ask students to consider how the rest of the world may have viewed the U.S. actions in this affair.

3. Display the following:

In November 1903, the United States supported Panama in her quest for independence from Colombia. In return for this support, the United States was granted "unending" control over a ten-mile-wide strip of land in Panama in order to build the Panama Canal.

Discuss with students the actions of the United States in Panama. Ask students what *unending* meant in this context. Call attention to the fact that the United States handed over control of the canal to Panama in 1999. The Web site <http://www.canalmuseum.com/> may be of assistance. It provides maps, the cost of tolls, and other important information about the canal.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research on canal locks and the eradication of yellow fever.
- Have students create a video presentation on canal locks and the eradication of yellow fever.

Multisensory

- Have students research information and images related to the operation of the Panama Canal.
- Have students construct a model of a canal lock.

Community Connections

- Invite a member of the military who served in the Panama Canal Zone to discuss his/her experience.

Small Group Learning

- Have small groups conduct online research on issues related to Panama and the Philippines.

Student Organization of Content

- Have students organize and present on material obtained from their research.

Session 7: World War I

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should have a basic understanding of cause and effect.
- Students should have a basic understanding of world and U.S. geography.
- Students should be able to place events into chronological order.

Materials

- Outline map showing Europe at the time of World War I
- Blank timeline for the World War I years
- Internet access

Instructional Activities

1. Have students brainstorm things they already know about World War I. Prompt the discussion with the following questions:
 - What were the causes of World War I?
 - What countries were involved?
 - When was the war fought?
 - Where was the war fought?
 - What was the outcome of the war?Allow a few minutes for students to respond. Display student responses for reference at the conclusion of the session.
2. Distribute copies of a blank timeline for the World War I years, and instruct students to begin filling in the key events as they are discussed. Also, distribute copies of an outline map of Europe for students to color code as they study the progress of the war. The following Web sites may be of assistance:
 - <http://www.spartacus.schoolnet.co.uk/FWWchronology.htm> (chronology of World War I)
 - <http://www.pbs.org/greatwar/>
3. Explain to students that by the early 1900s, European nations entered into alliances that laid the foundation for future problems. The two major alliances that contributed to the problems were
 - the Central Powers—Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria
 - the Allied Powers—Great Britain, France, and Russia.Explain that other factors that contributed to World War I. These included
 - a growing sense of nationalism in European nations
 - a growing militarism as European countries began to develop larger armies
 - the proliferation of powerful weapons.
4. Display the following:

In June of 1914, Gavrilo Princip, a Serbian nationalist, assassinated the Archduke Franz Ferdinand of Austria-Hungary because Austria-Hungary was preventing the Serbian government from creating a large, independent Slavic state.

By July 1914, Austria-Hungary declared war on Serbia, which had an alliance with Russia.

By August 1914, Germany, allied with Austria-Hungary, declared war on Russia and France. Germany attacked through Belgium, and Great Britain entered the war against Germany.

Austria-Hungary, the Ottoman Empire, Bulgaria, and Germany were at war with Serbia, Russia, France, and Great Britain.

In May, 1915, Italy attacked Austria-Hungary.

Instruct students to identify these countries on their maps and color code the Allied powers and the Central Powers. Ask how Italy reacted to these developments, and remind them to code Italy with the Allied Powers.

Encourage students to explain how the war began, and ask them to propose possible solutions that might have worked to avoid war. Remind students that the United States had not yet entered the conflict.

5. Display the following:

The United States remained neutral as the war progressed.

Encourage students to comment on whether the United States really was neutral. Ask them to define what *neutral* meant in this context.

6. Display the following:

The United States' decision to enter the war in 1917 was the result of British-American connections and specific actions by the Germans, especially their use of submarine warfare.

Briefly describe U.S. reaction to the sinking of the *Lusitania* and the *Sussex* as well as the Zimmerman telegram. Encourage students to share their thoughts on whether the United States was justified in declaring war.

7. Display the following:

President Woodrow Wilson's speech in support of the war stated: "The world must be made safe for democracy."

Ask students to explain what Wilson meant. How would war have ensured democracy? Is this concept valid in today's world?

8. Display the following:

The United States' entry into the war gave the Allies an advantage, as both sides involved were exhausted by this time.

Ask students to consider what advantage the U.S. involvement brought to the Allies (e.g., fresh troops to replace worn-out troops, abundance of natural resources to be used for the war effort).

9. Explain that at the beginning of the United States' involvement, the U.S. was not in a strong position to fight the war. Also, explain that the Bolshevik Revolution occurred in Russia, leading to Russia's withdrawal from the war. The following Web site may assist with discussion: <http://www.sss.gov/induct.htm>.

10. Display the following:

The armistice to end fighting in World War I was signed at 5:05 a.m. in Germany. The cease-fire went into effect at the 11th hour of the 11th day of the 11th month (11:00 a.m. Germany time, November 11, 1918).

Point out that this date was once celebrated as Armistice Day to commemorate the end of World War I, but now it is Veterans Day, which honors American veterans of all wars.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research on World War I weapons and tactics, such as trench warfare, gas warfare, and aviation.
- Have students use an interactive whiteboard to display the prompts.
- Have students use an interactive whiteboard to display a map of the world.

Multisensory

- Have students fill in the blank timeline with the main events of World War I.
- Have students color-code maps to follow the progress of the events of World War I.
- Have students dress in military attire from the period.

Community Connections

- Have students research local participation in World War I (e.g., courthouse records, family pictures) and document their findings.

- Have students share pictures of family members who served in World War I.

Small Group Learning

- Have groups complete answers to the prompts and present their results to the class.
- Have groups build a model of a World War I trench.

Student Organization of Content

- Have students use graphic organizers (e.g., maps, pictures, charts, timeline) to categorize information from class notes, research, and handouts.

Session 8: The Treaty of Versailles; The League of Nations

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should have a basic understanding of the military and geographic results of World War I.

Materials

- Outline map showing Europe at the time of World War I

Instructional Activities

1. Remind students that World War I ended with a peace treaty called the Treaty of Versailles. Display the following:

The terms of the Treaty of Versailles included the following:

- **Germany's colonies were divided.**
- **Czechoslovakia, Yugoslavia, Estonia, Finland, Latvia, and Lithuania were created.**
- **France reclaimed Alsace-Lorraine and won control of the Saarland.**
- **Germany was forced to assume responsibility for the war and pay reparations of 132 billion German marks (roughly \$400 billion in today's dollars!).**
- **The Rhineland was demilitarized.**
- **Germany was forced to reduce the size of her army and navy.**

Have students access their color-coded outline maps of Europe, and instruct them to use dotted lines to indicate the countries created or redrawn as a result of the Treaty of Versailles. Discuss why Germany would have been forced to accept responsibility for the war and pay reparations. (Ensure that students understand the term *reparations* and that reparations are used to pay for rebuilding the infrastructure of war torn countries.) Explain that the incredible debt assigned to Germany by the treaty fed a cycle of hyperinflation that later pushed Germany to the brink of financial collapse. This, in turn, fueled German feelings of deep resentment, which Adolph Hitler then exploited to catapult himself to power in 1934, promising to refute the Treaty of Versailles. Explain why the course of German history would have been quite different had there been no reparations assigned by the Treaty of Versailles and how this lesson caused the United States after World War II to demand a new world order in which reparations were out of the question.

2. Display the following:

President Woodrow Wilson proposed in his Fourteen Points a League of Nations—an international body devoted to preventing wars. The United States Senate did not approve the Treaty of Versailles, and the United States did not participate in the League of Nations.

Discuss with students the issues surrounding the United States refusal to support the League of Nations. Encourage students to compare the League of Nations to the United Nations. Provide them with examples of times when the United States conflicted with the United Nations (for example, the disagreement in 2003 over Iraq).

3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard to display and discuss the prompts.
- Have students conduct online research on the Treaty of Versailles and the League of Nations.

Multisensory

- Have students compile a portfolio of pre- and post-World War I maps.
- Have students role-play as the League of Nations discussing issues of preventing future wars.
- Have students role-play the principal figures at the Treaty of Versailles negotiations.

Small Group Learning

- Have small groups conduct and document online research on the League of Nations.
- Have small groups present their findings to class.

Vocabulary

- Have students contribute vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students document facts in their notebooks about the provisions of the Treaty of Versailles.

Session 9: Assessment

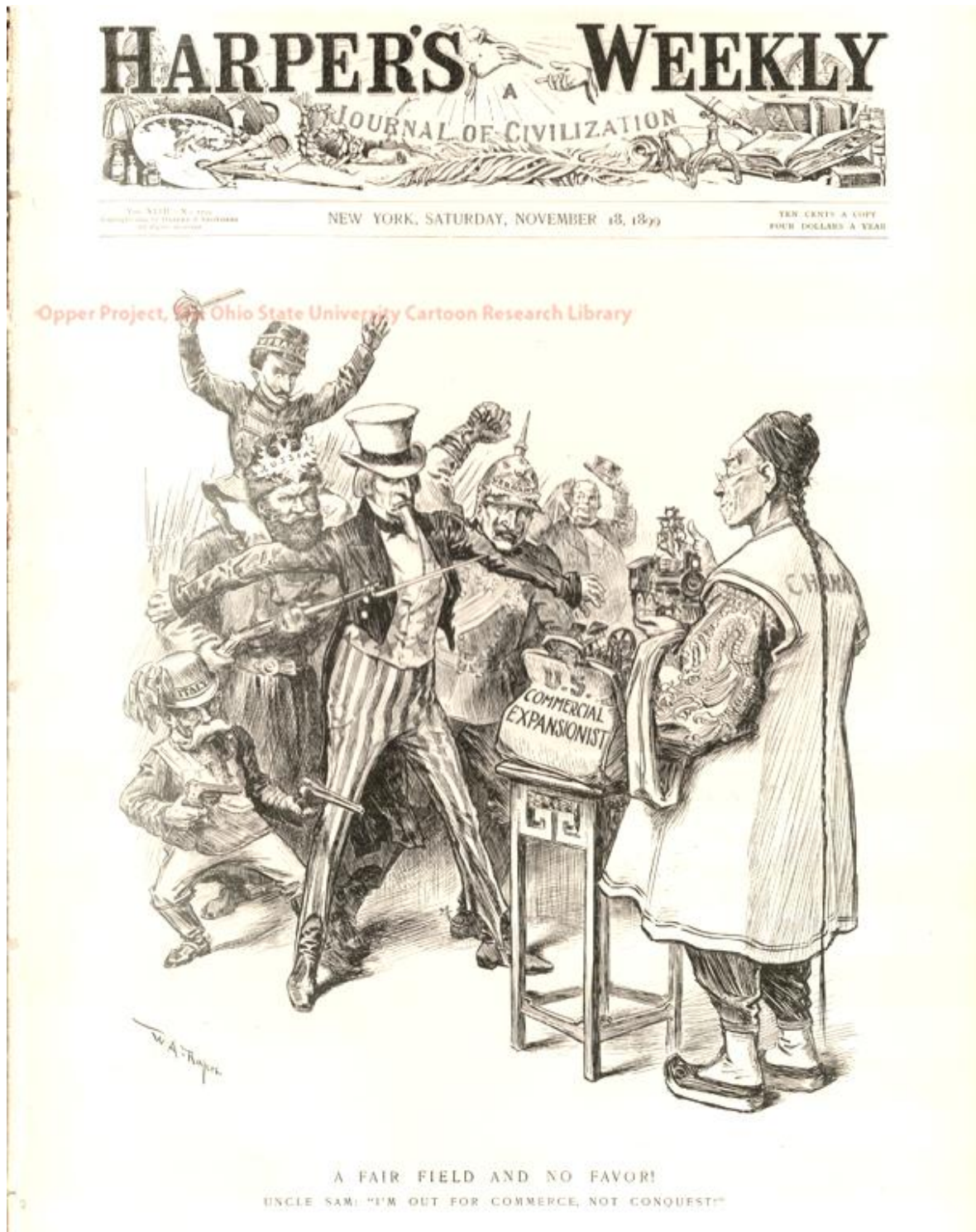
Materials

- Attachment B: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment B, and have students complete the assessment.

Attachment A: "A Fair Field and No Favor!"



Source: Opfer Project, The Ohio State University Cartoon Research Library. Used by permission.

Attachment B: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. The Open Door Policy</p> <ul style="list-style-type: none"> A encouraged foreigners to immigrate to the United States. B established tariff-free policies for imports from England. C eliminated immigration restrictions against Chinese people. D proposed equal trading rights in China for all countries.* <p>2. President Taft's dollar diplomacy</p> <ul style="list-style-type: none"> A proposed giving money to Asia to promote trade. B provided money to purchase Panama from France. C urged American banks and businesses to invest in Latin American countries.* D provided incentives to encourage emigration from Europe. <p>3. Dollar diplomacy was designed to</p> <ul style="list-style-type: none"> A discourage European intervention in Latin America.* B strengthen the U.S. dollar versus European currency. C end the Great Depression. D purchase new territories in Latin America. <p>4. The Spanish-American War expanded the power of the United States by</p> <ul style="list-style-type: none"> A assisting the Philippines in gaining their independence. B gaining Haiti as a colonial territory. C obtaining Cuba as a state. D encouraging Panama to seek independence from Colombia.* <p>5. During World War I, two of the Central Powers were</p> <ul style="list-style-type: none"> A Germany and Austria-Hungary.* B Bosnia and Turkey. C Poland and France. D Russia and the Ottoman Empire. 	<p>6. Woodrow Wilson's plan to end all causes of war was known as the</p> <ul style="list-style-type: none"> A Treaty of Versailles. B Fourteen Points.* C Schlieffen Plan. D Open Door Policy. <p>7. Which territory was acquired as a result of the Spanish American war?</p> <ul style="list-style-type: none"> A Hawaii B Cuba C Mexico D Puerto Rico* <p>8. America abandoned her policy of isolationism in the late nineteenth century in order to</p> <ul style="list-style-type: none"> A liberate Japan from China. B help Latin American countries gain freedom from Spain. C avoid war with Germany. D obtain overseas markets for goods.* <p>9. The Open Door Policy was proposed by</p> <ul style="list-style-type: none"> A Secretary of State John Hay.* B President Taft. C President Theodore Roosevelt. D Secretary of State John Foster Dulles. <p>10. Which of the following is a true statement about the Treaty of Versailles?</p> <ul style="list-style-type: none"> A It created the United Nations. B It caused President Wilson's popularity to increase in the United States. C The United States' failed to ratify the treaty.* D It failed to hold Germany accountable for the war.
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Key Domestic Events in the 1920s and 1930s

Standard(s) of Learning _____

- VUS.10 The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by
- a) analyzing how radio, movies, newspapers, and magazines created popular culture and challenged traditional values;
 - b) assessing the causes and consequences of the stock market crash of 1929;
 - c) explaining the causes of the Great Depression and its impact on the American people;
 - d) describing how Franklin D. Roosevelt’s New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government’s role in the economy.

Essential Understandings, Knowledge, and Skills _____

Correlation to
Instructional Materials

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

- Identify, analyze, and interpret primary and secondary source documents. _____
- Formulate historical questions and defend findings, based on inquiry and interpretation. _____
- Develop perspectives of time and place. _____
- Interpret the significance of excerpts from famous speeches and other documents. _____
- Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. _____

Content

- Explain that popular culture reflected the prosperity of the era (1920s and 30s). _____
- Summarize how mass media and communications created popular culture, including the following:
- Radio: Broadcast jazz and Fireside Chats _____
 - Movies: Provided escape from Depression-era realities _____
 - Newspapers and magazines: Shaped cultural norms and sparked fads _____
- Summarize how mass media and communications challenged traditional values, including the following:
- Traditional religion: Darwin’s Theory, the Scopes Trial _____
 - Traditional role of women: Flappers, 19th Amendment _____
 - Open immigration: Rise of new Ku Klux Klan (KKK) _____
 - Prohibition: Smuggling alcohol and speakeasies _____
- Explain that the United States emerged from World War I as a global power. The stock market boom and optimism of the 1920s were generated by investments made with borrowed money. When businesses failed, the stocks lost their value, prices fell, production slowed, banks collapsed, and unemployment became widespread. _____
- Summarize the causes of the stock market crash of 1929, including the following:
- Business was booming, but investments were made with borrowed money (overspeculation). _____
 - There was excessive expansion of credit. _____
 - Business failures led to bankruptcies. _____
 - Bank deposits were invested in the market. _____

- When the market collapsed, the banks ran out of money.

Summarize the consequences of the stock market crash of 1929, including the following:

- Clients panicked, attempting to withdraw their money from the banks, but there was nothing to give them.
- There were no new investments.

Explain that the Great Depression caused widespread hardships.

Explain the causes of the Great Depression, including the following:

- The stock market crash of 1929 and collapse of stock prices
- Federal Reserve's failure to prevent widespread collapse of the nation's banking system in the late 1920s and early 1930s, leading to severe contraction in the nation's supply of money in circulation
- High protective tariffs that produced retaliatory tariffs in other countries, strangling world trade (Tariff Act of 1930, popularly called the Hawley-Smoot Act)

Explain the impact the Great Depression had on the American people, including the following:

- Unemployment and homelessness
- Collapse of the financial system (bank closings)
- Decline in demand for goods
- Political unrest (growing militancy of labor unions)
- Farm foreclosures and migration

Explain that the New Deal permanently altered the role of American government in the economy. It also fostered changes in people's attitudes toward government's responsibilities. Organized labor acquired new rights, as the New Deal set in place legislation that reshaped modern American capitalism.

Summarize Franklin Roosevelt's New Deal, including the following:

- This program changed the role of the government to a more active participant in solving problems.
- Roosevelt rallied a frightened nation in which one in four workers was unemployed. ("We have nothing to fear, but fear itself.")
- Relief measures provided direct payment to people for immediate help (Works Progress Administration—WPA).
- Recovery programs were designed to bring the nation out of the depression over time (Agricultural Adjustment Administration—AAA).
- Reform measures corrected unsound banking and investment practices (Federal Deposit Insurance Corporation—FDIC).
- Social Security Act offered safeguards for workers.

Explain that the legacy of the New Deal influenced the public's belief in the responsibility of government to deliver public services, to intervene in the economy, and to act in ways that promote the general welfare.

Sample Resources

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

- American Life Histories: Manuscripts from the Federal Writers' Project, 1936–1940.* Library of Congress.
<http://memory.loc.gov/ammem/wpaintro/wpahome.html>. This site provides life histories written by the staff of the Folklore Project of the Federal Writers' Project for the U.S. Works Progress (later Work Projects) Administration (WPA) from 1936 to 1940.
- "Brother, Can You Spare a Dime?" *Bing Crosby's Internet Museum*.
<http://www.library.csi.cuny.edu/dept/history/lavender/cherries.html>. This site provides the text of the Depression-era song.
- DeLong, J. Bradford. "Slouching Towards Utopia?: The Economic History of the Twentieth Century – XIV. The Great Crash and the Great Slump." *Brad DeLong's Web site*.
http://econ161.berkeley.edu/TCEH/Slouch_Crash14.html. This site provides information from Brad DeLong, a professor of economics and Berkeley, on the Great Depression.
- "The Great Depression and the New Deal." "The American Economy During the 1920s." *Digital History*.
http://www.digitalhistory.uh.edu/database/textbook_search.cfm?HHID=464. This site provides historical employment statistics.
- History.com*. <http://www.history.com/>. A&E Television Networks. This site provides access to Web sites related to this organizing topic. Type "Great Depression" or "New Deal" in the search window to access information on the Great Depression era.
- Norris, Floyd. "Looking Back at the Crash of '29." *The New York Times*.
<http://www.nytimes.com/library/financial/index-1929-crash.html>. This site provides an article on the Great Depression.
- "Stock Prices Slump \$14,000,000,000 in Nation-Wide Stampede to Unload; Bankers to Support Market Today." *The New York Times*. <http://www.nytimes.com/library/financial/102929crash-slump.html>. This site provides an article on the Great Depression.
- "United States—Facts and Statistics." *TeacherVision*. Family Education Network.
<http://www.teachervision.com/lesson-plans/lesson-2383.html>. This site provides information and lesson plans on the United States. Web site registration is required, but it is free.
- U.S. Census Bureau*. <http://www.census.gov>. This site provides information on the U.S. census.
- "U.S. Census Statistics from 1790–1990." *TeacherVision*. Family Education Network.
<http://www.teachervision.com/lesson-plans/lesson-1705.html>. This site provides information and lesson plans on the U.S. census. Web site registration is required, but it is free.
- "U.S. Immigration History." *Rapidimmigration.com*.
http://www.rapidimmigration.com/usa/1_eng_immigration_history.html. This site provides information on U.S. immigration history.
- "U.S. Population History from 1850: 50 Largest Cities." *Demographia*. <http://www.publicpurpose.com/dm-uscty.htm>. This site provides information on the population of U.S. cities from 1850 to 1996.
- "U.S. States by Order of Entry into the Union." *TeacherVision*. Family Education Network.
<http://www.teachervision.com/lesson-plans/lesson-687.html>. This site provides information and lesson plans on U.S. statehood. Web site registration is required, but it is free.
- "Virginia Standards of Learning Assessments Test Blueprint: Virginia and United States History: 2008 History and Social Science Standards of Learning." Virginia Department of Education.
http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_va_ushist.pdf. This site provides assessment information for the course in Virginia and United States History.

“Virginia Standards of Learning Spring 2007 Released Test: End of Course Virginia and United States History.”
Virginia Department of Education.
http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_va_ushist.pdf. This site provides the
latest released SOL test for the Virginia and United States History course.

Session 1: The Great Depression

Prerequisite Understanding/Knowledge/Skills

- Students should have a basic understanding of the how the nation grew and changed during the early part of the twentieth century.
- Students should be able to develop graphs.

Materials

- Graph paper
- Internet access

Instructional Activities

1. Introduce study of the Great Depression by displaying the following:

The Great Depression was a period of worldwide economic crisis lasting from 1929 through 1941.

Have students calculate the age range of living people who could have memories of that time period, and then encourage students to identify such persons and talk to them about their memories—what life was like for them personally and for those they knew. Have several students share information they learned from their conversations.

2. Ask students to define the term *economic depression*. Encourage students to speculate on the causes of the Great Depression. Students may find the economics of the Great Depression difficult to grasp. The Web site http://econ161.berkeley.edu/TCEH/Slouch_Crash14.html may be of assistance.
3. Play a Depression-era song(s) for students. The Web site <http://www.library.csi.cuny.edu/dept/history/lavender/cherries.html> provides the texts for three songs that can be displayed and discussed, even without listening to the songs.
4. Help students appreciate the U.S. population growth from 1900 to 1940, the employment situation during the 1920s and 1930s, and the change in the Gross Domestic Product (GDP) during the 1930s by having students do the following:
 - Graph the U.S. population figures in 1900, 1910, 1920, 1930, and 1940. The Web site <http://www.teachervision.fen.com/census/united-states/1705.html> may be of assistance.
 - Evaluate the population growth rate. Ask, “Did the population continue to grow at the same rate each decade? If not, how did it change? Why do you think it changed?” What was the impact of the growth of the population on employment?
 - Graph the Gross Domestic Product for each year from 1929 through 1942. The Web site <http://arts.bev.net/roperldavid/politics/GDP.htm#datatable> may be of assistance: scroll down to the table that lists the GDP from 1929.
 - Discuss the meaning and importance of the Gross Domestic Product.
5. Explain that the United States economy seemed very strong by 1922, only four years after World War I, but that by the beginning of the 1930s, the United States was in a deep economic depression. Ask why this happened. Lead students to an understanding of the following: As the worry of war decreased, people began buying many products. For example, demand for home appliances increased, and many Americans bought such products on credit. In addition, overseas orders for American products increased as war-ravaged countries purchased goods from the United States because their own factory systems were destroyed. Factories in the United States went into full production to meet this increased postwar demand, both domestic and foreign. Then, as war-torn countries rebuilt their factories, they began cutting their orders to American factories, which in turn contributed to American factories’ laying off workers or shutting down when their inventories stopped selling.
6. Display the following:

Causes of the Great Depression include

 - **overspeculation in the stock market**

- **overborrowing**
- **overproduction in factories and farms**
- **uneven distribution of wealth**
- **failure by the Federal Reserve to monitor banks**
- **high protective tariffs.**

Briefly explain each of these causes. Encourage students to discuss each concept to demonstrate their understanding. Explain to students that one problem in an economy often triggers other problems.

7. Explain to students the concept of **stock**. The following activity may help students understand stock: Select a student to be an **entrepreneur** who owns a factory. Have the entrepreneur select a product that his/her factory will produce. Ask the entrepreneur to list what will be needed to run the factory, and encourage the class to make suggestions. Make sure the following are included: land, buildings, utilities, raw materials, machines, and employees. Ask the entrepreneur where he/she is going to get the money to start and run the factory until it starts to make a profit. Suggest that the other students in the class might help by **investing** in (contributing money to) the company in exchange for a share of the eventual profits. The entrepreneur agrees to accept their money by selling them **shares of stock** in the company. Explain that owning shares of stock means that if the company makes a profit, the owner will give the shareholders a percentage of the profits. Eventually, the shareholders will get back all the money they invested *and more*. However, if the company does not make a profit, the shareholders may lose the money they invested. That is the risk of buying stock.

Explain that companies have to be careful not to expand too rapidly. Ask students to think of items that have been fads during their lifetimes. Suggest a few toys, shoes, or clothes that students have wanted in past years but would not want now. Explain that if a company producing a fad item expands too quickly, the shareholders may lose their money when the product is no longer as popular: this is just one way investors lose their money when they buy stocks. Encourage students to suggest other dangers connected with investing in stocks. Also, encourage students to identify the positive aspects of investing in stocks.

8. Display the following:

On October 29, 1929, the stock market “crashed.”

Explain to students what *crash* means in this connection. The following Web sites may be helpful:

- <http://www.nytimes.com/library/financial/index-1929-crash.html>
- <http://www.nytimes.com/library/financial/102929crash-slump.html>

9. Display the following:

The Great Depression impacted large segments of the United States. For example,

- **unemployment increased**
- **homelessness increased**
- **workers became more militant**
- **farmers lost their farms**
- **workers migrated in search of jobs.**

Briefly discuss each of these impacts with students. Check for understanding by asking students questions such as, “What caused farmers to lose their farms?” “What could be have been done to prevent these problems?”

10. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students research charts and graphs relevant to this session.
Have students develop a digital slide show presentation on a topic relevant to one of the Web sites listed in this session.

Multisensory

- Have students listen to and discuss folk and country music of the period.

- Have students contribute data or design ideas for a class display of charts and graphs dealing with issues of the session.

Community Connections

- Have students record interviews of relatives or neighbors who lived during the Great Depression.
- Invite senior citizens to discuss life during the Great Depression.

Small Group Learning

- Have groups brainstorm ideas for alternative methods for getting the country out of the Great Depression and for ensuring that it would never happen again.
- Have students follow specified stocks in the newspaper during the duration of the unit. There is also an opportunity to compare the current stock market with information published during the Great Depression.
- Have students role-play as migrant workers, homeless families (Okies), or investors who lost everything.

Vocabulary

- Have students contribute vocabulary to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.
- Have students role-play buying and selling on the stock exchange floor and use vocabulary relevant to the process.

Student Organization of Content

- Have students keep records of stock activities in their notebook.
- Have students place in their notebooks the graphs and charts presented in the session.

Session 2: FDR; The New Deal

Prerequisite Understanding/Knowledge/Skills

- Students should have a basic understanding of the financial and sociological results of the Great Depression.

Materials

- Internet access

Instructional Activities

1. Explain that many in America blamed President Herbert Hoover, who had been inaugurated as president of the United States in March of 1929, for the Depression. Discuss with students *when* the problems that led to the Depression actually started to occur, and encourage students to consider whether Hoover should have received the blame for the Depression. Ask students to consider what impact a U.S. president has on the U.S. economy. Ask why many people blamed Hoover.
2. Explain that voters choose Franklin D. Roosevelt (FDR) as president in 1932. Display political cartoons of the era, and encourage students to interpret orally what they mean. Provide a brief biography of FDR. Explain that until the 20th Amendment was passed in 1933, presidents were inaugurated in March, not January.
3. Display the following quote:

“The only thing we have to fear is fear itself.”

Lead students in a discussion of what this means, and briefly review FDR’s inaugural address.

4. Display the following:

President Roosevelt’s approach to solving the problem of the Great Depression included

- **Relief:** Programs such as the Works Progress Administration (WPA) provided direct payment to workers.
- **Recovery:** Programs such as the Agricultural Adjustment Administration (AAA) were developed to bring the nation out of the Depression. The Tennessee Valley Authority (TVA) was also established.
- **Reform:** Programs such as the Federal Deposit Insurance Corporation (FDIC) were developed to prevent similar problems in the future.
- **The Social Security Act provided retirement protection.**

Briefly explain each of these programs, and provide examples of places that benefited from the programs. The following Web sites may assist in guiding discussion:

- <http://memory.loc.gov/ammem/wpaintro/wpahome.html>
- <http://www.history.com/>. Type “New Deal” in the search window to access information.

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard to display and answer the prompts.
- Have students conduct online research on programs such as TVA and FDIC.

Multisensory

- Arrange for students to take a virtual tour of work projects funded by the New Deal, such as national infrastructure, dams, and public buildings.

Community Connections

- Invite a guest speaker from a program created during the New Deal initiative to discuss the history and evolution of his/her employer.

Small Group Learning

- Have students research New Deal programs and present their findings to the class.
- Have students research current government programs that began in during the New Deal (e.g., Food Stamp Program, Social Security Act, Federal Crop Insurance Corporation, Fair Labor Standards Act, Rural Electrification Administration, Securities Act of 1933, Federal Deposit Insurance Corporation).

Vocabulary

- Have students contribute New Deal agency acronyms to a classroom wall chart.

Student Organization of Content

- Have students document notebook entries of New Deal information discussed in class.

Session 3: Assessment

Materials

- Attachment A: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment A, and have students complete the assessment.

Attachment A: Sample Assessment Items

Asterisk (*) indicates correct answer.

1. All of the following were mediums of communications and expansion of popular culture in the 1920s EXCEPT

A radio.
B movies.
C television.*
D newspapers.

2. President Franklin D. Roosevelt's radio broadcasts were known as

A Scopes Review.
B Speakeasies.
C Fireside Chats.*
D New Deal.

3. The role of women in America changed most significantly in 1920s due to the

A rise of the New KKK.
B passage of the 18th Amendment.
C widespread overspeculation.
D passage of the 19th Amendment.*

4. The Stock Market crashed in 1929 for all of the following reasons EXCEPT

A bank deposits could not be invested in the stock market.*
B overspeculation in the stock market by investors.
C excessive expansion of credit after World War I.
D business failures led to bankruptcies.

5. What was NOT an impact of the Great Depression?

A Unemployment and homelessness
B Higher demand for goods*
C Collapse of financial system
D Political unrest as labor unions grew militant

6. What was the legacy of the New Deal?

A Made businesses more responsible for the economy
B Stronger belief in government responsibility to deliver public services and to intervene in the economy*
C Continued homelessness and unemployment through the twentieth century
D Political unrest as Americans grew less dependent on the government and more dependent on business

7. The Federal Reserve System's actions in the later 1920s

A reduced the rate of protective tariffs.
B decreased speculation in the stock market.
C failed to prevent the collapse of the banking system.*
D increased the supply of money in the marketplace.

8. Which BEST describes the New Deal?

A It permanently altered the role of government in the economy.*
B It quickly brought the country out of the Great Depression.
C Its measures had little long-term effect.
D It led to high protective tariffs in the world market.



9. Which event BEST completes the timeline above?

A Dollar Diplomacy
B Creation of the League of Nations
C Franklin Roosevelt's Death
D The Great Depression*

10. The Great Depression ultimately ended following

A United States involvement in World War II.*
B the creation of the New Deal.
C the beginning of labor unionization.
D actions by the Federal Reserve System.

ORGANIZING TOPIC

World War II

Standard(s) of Learning

- VUS.11 The student will demonstrate knowledge of World War II by
- analyzing the causes and events that led to American involvement in the war, including military assistance to the United Kingdom and the Japanese attack on Pearl Harbor;
 - describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman's decision to use the atomic bomb to force the surrender of Japan;
 - describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments;
 - examining the Geneva Convention and the treatment of prisoners of war during World War II;
 - analyzing the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and the postwar trials of war criminals.
- VUS.12 The student will demonstrate knowledge of the effects of World War II on the home front by
- explaining how the United States mobilized her economic, human, and military resources;
 - describing the contributions of women and minorities to the war effort;
 - explaining the internment of Japanese Americans during the war;
 - describing the role of media and communications in the war effort.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

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

Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States.

Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

Evaluate the authenticity, authority, and credibility of sources.

Formulate historical questions and defend findings, based on inquiry and interpretation.

Develop perspectives of time and place.

Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.

Interpret the significance of excerpts from famous speeches and other documents.

Content

Explain the United States gradually abandoned neutrality as events in Europe and Asia pulled the nations toward war.

Summarize aspects of World War II in Europe, using the following:

- World War II began with Hitler's invasion of Poland in 1939, followed shortly thereafter by the Soviet Union's invasion of Poland and the Baltic countries from the east.
- During the first two years of the war, the United States stayed officially neutral while Germany overran France and most of Europe and pounded Britain from the air (the

Battle of Britain). In mid-1941, Hitler turned on his former partner and invaded the Soviet Union.

- Despite strong isolationist sentiment at home, the United States increasingly helped Britain. It gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. Soon after, the Lend-Lease Act gave the president authority to sell or lend equipment to countries to defend themselves against the Axis powers. Franklin Roosevelt compared it to “lending a garden hose to a next-door neighbor whose house is on fire.”

Summarize aspects World War II in Asia, using the following:

- During the 1930s, a militaristic Japan invaded and brutalized Manchuria and China as it sought military and economic domination over Asia. The United States refused to recognize Japanese conquests in Asia and imposed an embargo on exports of oil and steel to Japan. Tensions rose, but both countries negotiated to avoid war.
- While negotiating with the United States and without any warning, Japan carried out an air attack on the American naval base at Pearl Harbor, Hawaii, on December 7, 1941. The attack destroyed much of the American Pacific fleet and killed several thousand Americans. Roosevelt called it “a date that will live in infamy” as he asked Congress to declare war on Japan.
- After Pearl Harbor, Hitler honored a pact with Japan and declared war on the United States. The debates over isolationism in the United States were over. World War II was now a true world war, and the United States was fully involved.

Explain that wartime strategies reflected the political and military goals of alliances, resources on hand, and the geographical extent of the conflict.

Summarize the Allied strategies during World War II, using the following information:

- America and her allies (Britain and the Soviet Union after being invaded by Germany), followed a “Defeat Hitler First” strategy. Most American military resources were targeted for Europe.
- In the Pacific, American military strategy called for an “island hopping” campaign, seizing islands closer and closer to Japan, using them as bases for air attacks on Japan, and cutting off Japanese supplies through submarine warfare against Japanese shipping.

Summarize the Axis strategies during World War II, using the following information:

- Germany hoped to defeat the Soviet Union quickly, gain control of Soviet oil fields, and force Britain out of the war through a bombing campaign and submarine warfare before America’s industrial and military strength could turn the tide.
- Following Pearl Harbor, Japan invaded the Philippines and Indonesia and planned to invade both Australia and Hawaii. Her leaders hoped that America would then accept Japanese predominance in Southeast Asia and the Pacific, rather than conduct a bloody and costly war to reverse Japanese gains.

Describe the major battles of World War II that were considered turning points, using the following information:

- North Africa
 - El Alamein: German forces threatening to seize Egypt and the Suez Canal were defeated by the British. This defeat prevented Hitler from gaining access to Middle Eastern oil supplies and attacking the Soviet Union from the south.
- Europe
 - Stalingrad: Hundreds of thousands of German soldiers were killed or captured in a months-long siege of the Russian city of Stalingrad. This defeat prevented Germany from seizing the Soviet oil fields and turned the tide against Germany in the east.
 - Normandy landings (D-Day): American and Allied troops under Eisenhower landed in German-occupied France on June 6, 1944. Despite intense German

opposition and heavy American casualties, the landings succeeded, and the liberation of western Europe from Hitler began.

- Pacific
 - Midway: In the Battle of Midway (termed the “Miracle at Midway”), American naval forces defeated a much larger Japanese force as it prepared to seize Midway Island. Coming only a few months after Pearl Harbor, a Japanese victory at Midway would have enabled Japan to invade Hawaii. The American victory ended the Japanese threat to Hawaii and began a series of American victories in the “island hopping” campaign, carrying the war closer and closer to Japan.
 - Iwo Jima and Okinawa: The American invasions of the islands of Iwo Jima and Okinawa brought American forces closer than ever to Japan, but both invasions cost thousands of American lives and even more Japanese lives, as Japanese soldiers fought fiercely over every square inch of the islands and Japanese soldiers and civilians committed suicide rather than surrender.
 - Use of the atomic bomb: Facing the prospect of horrendous American and Japanese casualties if American forces were to invade Japan itself, President Harry Truman ordered the use of atomic bombs on the Japanese cities of Hiroshima and Nagasaki to force the Japanese to surrender. Tens of thousands of people were killed in both cities. Shortly after the bombs were used, the Japanese leaders surrendered, avoiding the need for American forces to invade Japan.

Explain that World War II solidified the nation’s role as a global power, ushered in social changes, and established reform agendas that would preoccupy public discourse in the United States for the remainder of the twentieth century.

Explain that women entered into previously male job roles as African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices.

Explain how minority participation in World War II reflected social conditions in the United States, using the following information:

- African Americans generally served in segregated military units and were assigned to noncombat roles but demanded the right to serve in combat rather than only support roles.

Summarize the contributions of all-minority military units, using the following information:

- Tuskegee Airmen (African American) served in Europe with distinction.
- Nisei regiments (Asian American) earned a high number of decorations.

Summarize the following additional contributions of minorities:

- Communication codes of the Navajo were used (oral, not written language; impossible for the Japanese to break).
- Mexican Americans also fought, but in nonsegregated units.
- Minority units suffered high casualties and won numerous unit citations and individual medals for bravery in action.

Explain that the conduct of war often reflects the social and moral codes of a nation.

Explain that the treatment of prisoners of war often reflects the savage nature of conflict and the cultural norms of a nation.

Explain that the Geneva Convention attempted to ensure the humane treatment of prisoners of war by establishing rules to be followed by all nations.

Summarize how the treatment of prisoners of war in the Pacific Theater often reflected the savagery of the fighting there, using the following information:

- In the Bataan Death March, American POWs suffered brutal treatment by the Japanese after surrender of the Philippines.
- Japanese soldiers often committed suicide rather than surrender.

- The treatment of prisoners of war in Europe more closely followed the ideas of the Geneva Convention.

Explain that specific groups that are the object of hatred and prejudice often face increased discrimination during wartime.

Explain the following terms:

- genocide: The systematic and purposeful destruction of a racial, political, religious, or cultural group
- final solution: Germany's decision to exterminate all Jews

Describe the Holocaust, and identify its victims as

- Jews
- Poles
- Slavs
- Gypsies
- "Undesirables" (homosexuals, the mentally ill, political dissidents).

Summarize the short-term and long-term significance of the Holocaust, using the following information:

- In the Nuremberg trials, Nazi leaders and others were convicted of war crimes.
- The Nuremberg trials emphasized individual responsibility for actions during a war, regardless of orders received.
- The trials led to increased demand for a Jewish homeland.

Explain that the United States' success in the war required the total commitment of the nation's resources. On the home front, public education and the mass media promoted nationalism.

Summarize the efforts of the United States to organize and distribute her resources to achieve victory during World War II, using the following information:

- Economic resources
 - The United States government and industry forged a close working relationship to allocate resources effectively.
 - Rationing was used to maintain supply of essential products to the war effort.
 - War bonds and income tax were used for financing the war.
 - Businesses retooled from peacetime to wartime production (e.g., car manufacturing to tank manufacturing).
- Human resources
 - More women and minorities entered the labor force.
 - Citizens volunteered in support of the war effort.
- Military resources
 - The draft (selective service) was used to provide personnel for the military.

Explain that contributions to the war effort came from all segments of society. Women entered into previously male job roles as African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices.

Summarize the contributions of women on the home front during the war, using the following information:

- Women increasingly participated in the workforce to replace men serving in the military (e.g., Rosie the Riveter).
- Women typically participated in noncombat military roles.

Summarize the contributions of African Americans on the home front during the war, using the following information:

- African Americans migrated to cities in search of jobs in war plants.
- African Americans campaigned for victory in war and equality at home.

Explain why prejudice coupled with wartime fears can adversely affect civil liberties of minorities.

Summarize the reasons for internment of Japanese Americans during the war:

- Strong anti-Japanese prejudice on the West Coast
- False belief that Japanese Americans were aiding the enemy

Explain the internment of Japanese Americans during the war:

- Japanese Americans were relocated to internment camps.
- Internment affected Japanese American populations along the West Coast. The Supreme Court upheld the government's right to act against Japanese Americans living on the West Coast of the United States. A public apology was eventually issued by the United States government, and financial payment was made to survivors.

Explain that during World War II, the media and entertainment industries saw their role as supporting the war effort by promoting nationalism (patriotism).

Summarize the assistance of media and communications to the war effort, using the following information:

- The United States government maintained strict censorship of reporting of the war.
- Public morale and ad campaigns kept Americans focused on the war effort.
- The entertainment industry produced movies, plays, and shows that boosted morale and patriotic support for the war effort as well as portrayed the enemy in stereotypical ways.

Sample Resources

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

Atomic Bomb Museum. <http://atomicbombmuseum.org/>. This site provides detailed information about the atom bomb's capability and the horrendous consequences of its use.

"Battle of Midway, 4–7 June 1942: Overview and Special Image Selection." *Naval Historical Museum.* <http://www.history.navy.mil/photos/events/wwii-pac/midway/midway.htm>. This site provides information on the Battle of Midway.

Baulch, Vivian M., and Patricia Zacharias. "The 1943 Detroit race riots." *The Detroit News.* <http://apps.detnews.com/apps/history/index.php?id=185>. This site provides information on race riots in Detroit after thousands of Southern migrants came to work in war factories.

"Congress, Neutrality, and Lend-Lease." *Library of Congress.* http://www.archives.gov/exhibit_hall/treasures_of_congress/text/page20_text.html. This site provides an article on the 1935–1937 Neutrality Acts.

"Demilitarized Zone-Treaty of Versailles." *A Teacher's Guide to the Holocaust.* <http://fcit.coedu.usf.edu/holocaust/maps/map002.HTM>. This site provides maps of Europe after 1919.

"Exhibit at U.S. Natl. Building Museum: World War II & the American Dream." *Humanities and Social Sciences Online.* <http://www2.h-net.msu.edu/~local/exhibitions/dream.html>. This site provides information on U.S. involvement in World War II.

"Franklin D. Roosevelt's War Message, Asking Congress to Declare War on Japan." *Information Please.* <http://www.infoplease.com/ipa/A0900147.html>. This site provides President Roosevelt's war message on 12/8/41 and information on Japan's subsequent attacks.

McRae, Bennie, Jr. *Lest We Forget...: African Americans in World War II.* <http://www.coax.net/people/lwf/WW2.HTM>. This site provides information on African Americans' participation in World War II.

"Modern History Sourcebook: Franklin D. Roosevelt (1882-1945): America, the Arsenal of Democracy." *Internet Modern History Sourcebook.* <http://www.fordham.edu/halsall/mod/roosevelt-arsenal.html>. This site provides an excerpt of Roosevelt's "Fireside talk" on 12/29/40.

"Modern History Sourcebook: Treaty of Versailles, Jun 28, 1919." *Internet Modern History Sourcebook.* <http://www.fordham.edu/halsall/mod/1919versailles.html>. This site provides specific clauses of the Treaty of Versailles indicating territorial and political changes for Germany.

"Navajo Code Talkers: World War II Fact Sheet." *Naval Historical Center.* <http://www.history.navy.mil/faqs/faq61-2.htm>. This site provides information on the Navajo code talkers.

"Neville Chamberlain on Appeasement (1939)." *The History Guide: Lectures on Twentieth Century Europe.* <http://www.historyguide.org/europe/munich.html>. This site provides excerpts from Neville Chamberlain's speech on appeasement 9/27/38.

Petrie, John N. "American Neutrality in the 20th Century: The Impossible Dream" McNair Paper 33, January 1995. *National Defense University.* <http://www.stormingmedia.us/67/6791/A679124.html>. This paper contains detailed references indicating the "tightrope" walked by the United States to maintain neutrality while trying to be supportive of Britain and other allies.

"Suffering Under a Great Injustice." *The Library of Congress.* <http://www.loc.gov/loc/lcib/02034/internment.html>. This site provides photographs by Ansel Adams documenting Japanese internment.

"Themes: The Holocaust, anti-Semitism, U.S. immigration policy, Franklin Delano Roosevelt, World War II." PBS. <http://www.pbs.org/wgbh/amex/holocaust/tguide/index.html>. This site provides lesson plans for a Holocaust film, including accompanying questions, information, and maps.

“Third Geneva Convention.” *Wikipedia, The Free Encyclopedia*.

http://en.wikipedia.org/wiki/Third_Geneva_Convention. This site provides a summary of the terms of the third Geneva Convention (1929) relative to the treatment of prisoners of war. It also has a link to the UN site containing the full text of the Convention.

“Timeline: World War II in the Philippines, 1941–1944.” PBS.

<http://www.pbs.org/wgbh/amex/bataan/timeline/index.html>. This site provides information on the Bataan Death March and Rescue.

“Tuskegee Airmen: A Selected Reading List” *Los Angeles Public Library*.

<http://www.colapublib.org/bhm/tuskegee.html>. This site provides information on the “Black Eagles,” also known as the Tuskegee Airmen.

Unifying a Nation: World War II Posters from the New Hampshire State Library.

<http://www.state.nh.us/ww2/victory.html>. This site provides access to World War II posters.

United States Army Center of Military History. <http://www.history.army.mil/search.html>. Type in “World War II” as keyword to access summaries, individual accounts, and photographs (more than 600 sites) of WW II.

USS *Arizona* Memorial. <http://www.nps.gov/archive/usar/ExtendWeb1.html>. This site provides access to information on the USS *Arizona* Memorial.

“Virginia Standards of Learning Assessments Test Blueprint: Virginia and United States History: 2008 History and Social Science Standards of Learning.” Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_va_ushist.pdf. This site provides assessment information for the course in Virginia and United States History.

“Virginia Standards of Learning Spring 2007 Released Test: End of Course Virginia and United States History.” Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_va_ushist.pdf. This site provides the latest released SOL test for the Virginia and United States History course.

“The Walter Fithian Collection: Photographs of the World War II Japanese Surrender.” *Historical Documents Reproduction, Inc.* <http://www.warddocuments.com/fithian.html>. This site provides photographs of the Japanese surrender.

“War in the Pacific.” *United States Marine Corps*. <http://globallearning.pwnet.org/HSS/HSS.VUS.7.php>. The site provides information on the Marine Corps in the Pacific during World War II.

“Why did the United States enter World War II?” *The Social Studies Help Center*.

http://www.socialstudieshelp.com/USRA_World_War_II_Begins.htm. This site provides a copy of Roosevelt’s “Quarantine” speech, 10/5/37.

“Women at War: Redstone’s World War II Female ‘Production Soldiers.’” *Redstone Arsenal, Alabama*.

<http://www.redstone.army.mil/history/women/welcome.html>. This site provides information on the chemical war plant at Huntsville, Alabama, and its initial discrimination against women and women of color during World War II.

“World War II: Combatants and Casualties (1937–45),” *John Jay College of Criminal Justice*.

<http://web.jjay.cuny.edu/~jobrien/reference/ob62.html>. This site offers information on World War II casualties.

Session 1: The United States between the World Wars

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should have a basic understanding of World War I and the Great Depression.

Materials

- Attachment A: World War II Fact Statements
- Large construction or art paper

Instructional Activities

1. Have students brainstorm persons, places, and events connected with World War II. Display Attachment A, and record students' responses under the appropriate headings. Include incorrect responses for future correction. Tell students that to understand World War II, it is necessary to understand the events of World War I and the Great Depression, which subsequently influenced the mood of the American people as Europe headed toward another large-scale conflict.

2. Display the following:

The mood of the United States following World War I and before World War II was isolationist and desperate.

Discuss this statement, and provide background information to support it. The following information should be included in the discussion:

- The Versailles Treaty was not ratified by the United States because Congress did not support League of Nations (14th Point of President Wilson's plan).
 - The migration of one-half million African Americans to cities in the North and West (the Great Migration, 1910–1920) led to race riots.
 - Low family incomes, joblessness, and buying stocks on margin (with loans) led to the stock market crash of 1929 and the Great Depression.
 - Jobless and desperate World War I veterans (Bonus Army) were driven from Washington, D.C., in 1932 after demanding the bonuses they were to receive in the 1940s.
 - In the 1930s, the Neutrality Acts were passed to restrict Americans from involvement in war-related activities. These prohibited, for example, arms sales or loans to warring countries and travel on their commercial ships.
 - Only World War II could bring enough demand for goods to increase business and improve the economy.
3. Instruct groups of two to four students to create posters that depict the mood and circumstances of the American people at the designated time. Examples of poster titles may include the following:
 - Will work for food; God bless you.
 - Hire me, PLEASE; my family is hungry.
 - No League for nations, only for baseball
 - No more war for Americans (America)
 4. Assign each student one of the fact statements suggested during the brainstorming at the beginning of this session. Instruct students to research the validity of the statement and to briefly report their findings back to the class at the next session.

Specific Options for Differentiating This Lesson

Technology

- Have students complete a digital version of Attachment A.
- Have students create digital slide shows or use an interactive whiteboard to share their presentations.

Multisensory

- Have students role-play as a prominent person from Activity 1.

Community Connections

- Arrange for students to visit a history museum or take a virtual tour of significant sites of the 1920s and 1930s.

Small Group Learning

- Have small groups conduct research on African American migration to the northern and western cities, the Bonus Army incident in 1932, or the Neutrality Acts.

Vocabulary

- Have students contribute vocabulary from this session to a classroom word wall.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students create a timeline to organize the content.

Session 2: Europe between the World Wars

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to analyze maps created before and after World War I.

Materials

- Attachment A: World War II Fact Statements (filled in during the previous session)
- Maps of Europe immediately before and after World War I
- Internet access

Instructional Activities

1. Again, display Attachment A, which was filled in with the students' responses during the previous session. Have students briefly report their research findings about their assigned fact statements, and correct the listed facts as necessary.
2. Display maps showing Europe immediately before and after World War I. Explain the humiliation that Germans felt as a result of the Versailles Treaty, including Germany's tremendous loss of land. Show the land that Germany lost. Point out the land that Russia lost, and discuss the fact that Italy was not given all she was promised. The following information should be included in the discussion:
 - The Versailles Treaty of 1919 put the blame for the war on Germany and planted the seeds of World War II.
 - The Versailles Treaty included harsh treatment of Germany, the breaking up of the Austro-Hungarian Empire, the creation of new countries out of German and Russian territories, and the short-changing Italy in the assignment of territory.
 - Resentment and economic desperation fostered dictatorships and militarism in Germany (Adolf Hitler), Italy (Benito Mussolini), and Russia (Joseph Stalin). Militarism and imperialism were strong in Japan (General Hideki Tojo).
 - Worldwide economic depression created unrest.
 - Fascism in Italy and Spain and Nazism in Germany were fueled by concepts of racial superiority and extreme nationalism.
 - Inaction by the League of Nations and the policy of appeasement fostered bolder moves by dictators to expand territory.The Web site <http://www.fordham.edu/halsall/mod/1919versailles.html> may prove useful in this discussion. It provides information on the key territorial and political clauses of the Treaty of Versailles that Germany was forced to accept. It also explains the ways in which France benefited.
3. If not done earlier, instruct students to color code outline maps of Europe before and after World War I to better discern the territorial and political changes.
4. Instruct students to locate in the textbook or other instructional resources and define at least six terms ending in *-ism* that are connected with World War II or the 30 years preceding it.

Specific Options for Differentiating This Lesson

Technology

- Have students view and discuss Attachment A (completed in the last session) on the interactive whiteboard.
- Have students view and discuss videos on the rise of Hitler and the Nazi Party.
- Have students conduct online research on the rise of militarism and fascism.

Multisensory

- Compare maps of regions before and after World War I.

Community Connections

- Invite an expert to discuss changes in Europe between the wars.

Small Group Learning

- Have small groups complete the map comparisons and vocabulary work.

Vocabulary

- Have students enter and define “ism” terms relevant to this session in their notebooks.

Student Organization of Content

- Have students organize World War II timelines and glossaries of terms related to the events in their notebooks.

Session 3: Germany's Aggression

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to analyze maps.

Materials

- Map of post-World War I Europe
- Attachment B: Chronology of Events Before and During World War II

Instructional Activities

1. Distribute copies of Attachment B from which the list of events has been deleted, leaving only the dates. Explain to students that they will add the key events as they are discussed.
2. Distribute copies of a map of post-World War I Europe. Discuss Germany's step-by-step aggression, and instruct students to annotate the map with the actions as they are introduced and to add the actions to their World War II chronologies (Attachment B). The following statements are examples of information to be included in the discussion:
 - The policy of appeasement practiced by Britain, France, and other members of a weak League of Nations emboldened Germany to expand her borders.
 - Germany began to build up a military presence in the border area next to France (the Rhineland) and in the Sudetenland, despite the Versailles Treaty restrictions. Next, Germany invaded Austria, a country whose language was German and where many welcomed the unification.
 - Despite warnings of war, Hitler invaded Poland on September 1, 1939. Britain and France had little choice but to respond by declaring war on Germany.
 - The Soviet Union also invaded Poland and the Baltic countries from the east.
 - Germany and the Soviet Union signed a nonaggression pact in August 1939, stating that they would not fight each other.
 - Germany practiced a strategy of *Blitzkrieg* (lightning war) that enabled her to overrun Poland, Denmark, Norway, Luxembourg, Belgium, and the Netherlands within eight months. German troops pushed on to Paris, and France surrendered.
3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research of pictures and specifications of German air and ground weapons used during the *Blitzkrieg*.
- Have students view and complete Attachment B on an interactive whiteboard.

Multisensory

- Have students use pictures and graphics on Attachment B to assist them with their understanding of the events.
- Have students view videos of German conquest during World War II.
- Have students contribute to a bulletin board containing leaders and weapons of the *Blitzkrieg*.

Community Connections

- Invite a guest speaker who lived in Europe during World War II to discuss his/her experience.

Small Group Learning

- Have small groups research ways individual countries might have resisted the *Blitzkrieg* more effectively.

Vocabulary

- Have students enter the vocabulary from the session into their vocabulary journals.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use graphic organizers to show the timeline and events of the *Blitzkrieg*.

Session 4: The Beginnings of World War II: 1941

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should have a basic understanding of events leading up to 1941.

Materials

- Map of Europe at the time of World War II
- Copy of Roosevelt's War Message
- Textbook and other instructional resources
- Internet access

Instructional Activities

1. Distribute copies of a map of Europe at the time of WWII, and instruct students to draw Germany's routes into Russia on it. Ask whether Germany was making a mistake by fighting on two fronts—the Eastern and the Western? Why, or why not?
2. Display the following notes:

In June of 1941, Germany invaded the Soviet Union and attacked Leningrad, the Crimean Peninsula, and Moscow.

When Germany invaded Poland, the United States remained neutral, but deals were unofficially worked out to aid allies Britain and France, the Soviet Union, and China.

During the 1930s, a militaristic Japan invaded and brutalized Manchuria and China as it sought military and economic domination over Asia. Japan declared all-out war on China in 1937. In 1940, Japan signed an alliance with Germany and Italy (the Axis). Japan had militaristic and imperialistic ambitions like Germany, and both were invading their neighbors.

The United States refused to recognize Japanese conquests in Asia and imposed an embargo on exports of oil and steel to Japan, which Japan desperately needed.

Congress passed the Lend-Lease Act that allowed the United States to sell or lend war materials to "any country whose defense the president deems vital to the defense of the United States."

President Roosevelt compared it to "lending a garden hose to a next-door neighbor whose house is on fire."

While Japanese representatives were in Washington negotiating with the United States, and without any warning, Japan carried out an air attack on the American naval base at Pearl Harbor, Hawaii, on December 7, 1941. The attack destroyed much of the American Pacific fleet and killed several thousand Americans. Roosevelt called it "a date that will live in infamy" as he asked Congress to declare war on Japan on December 8, 1941.

Ask students how the United States could have been so unprepared for this aggression. How could they have explained our Pacific fleet becoming a "sitting duck"? Could the United States still have remained neutral?

3. Display the following:

After Pearl Harbor, Hitler honored a pact with Japan and declared war on the United States. The debates over isolationism in the United States were over. World War II was now a true world war, and the United States was fully involved.
4. Explain that the Japanese attack on Pearl Harbor was the "9/11" of 1941. Instruct them to use the textbook and other resources, including the Internet, to learn more about the Japanese attack on Pearl Harbor, including damages, casualties, radio communications, heroes, and reactions of Americans and world citizens. Tell students to be ready to share with the class what they find.
5. Distribute copies of President Roosevelt's War Message, found at <http://www.infoplease.com/ipa/A0900147.html>, and have students read and discuss it.

Specific Options for Differentiating This Lesson

Technology

- Have students view and discuss videos of the Pearl Harbor attack.
- Have students present and share their Pearl Harbor attack research on an interactive whiteboard.

Multisensory

- Have students listen to and discuss President Roosevelt's address following the attack on Pearl Harbor.
- Have students construct a paper model or map of Pearl Harbor, showing the location of various ships during the attack and the ships that were sunk or damaged.
- Have students contribute images to a bulletin board depicting the attack on Pearl Harbor.

Community Connections

- Invite Pearl Harbor attack survivor to discuss his/her experience.

Small Group Learning Activity

- Have students work in small groups to complete Activity 4.

Vocabulary

- Have students enter vocabulary from this session into their vocabulary journals.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use a timeline to show the events that led up to December 7, 1941.

Session 5: The Course of the War: 1942

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should have a basic understanding of the world's involvement in "total war."

Materials

- Outline map of Asia and the Pacific
- Attachment C: Writing Assignment: What Is War Like?
- List of Web sites for use in writing assignment

Instructional Activities

1. Display the following:

The United States government and all Americans mobilized to prepare for war.

Summarize the efforts of the United States to organize and distribute her resources to achieve victory:

- Economic resources
 - The United States government and industry forged a close working relationship to allocate resources effectively.
 - Rationing was used to maintain supply of essential products to the war effort.
 - War bonds and income tax were used for financing the war.
 - Businesses retooled from peacetime to wartime production (e.g., car manufacturing to tank manufacturing).
- Human resources
 - More women and minorities entered the labor force.
 - Citizens volunteered in support of the war effort.
- Military resources
 - The draft (selective service) was used to provide personnel for the military.

Explain that contributions to the war effort came from all segments of society. Women entered into previously male job roles, and African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices.

2. Display the following:

Most American military resources were targeted for Europe in a strategy to "Defeat Hitler First." The Allies, namely Britain, the Soviet Union, and the United States, were united in this strategy.

In the Pacific, American military strategy called for an "island hopping" campaign, seizing islands closer and closer to Japan, using them as bases for air attacks on Japan, and cutting off Japanese supplies through submarine warfare against Japanese shipping.

Ask, "Was America prepared for war? Would the United States be able to fight on two fronts? Why, or why not?"

3. Display the following:

Germany hoped to defeat the Soviet Union quickly, gain control of Soviet oil fields, and force Britain out of the war through a bombing campaign and submarine warfare before America's industrial and military strength could turn the tide.

Following Pearl Harbor, Japan invaded the Philippines and Indonesia and planned to invade both Australia and Hawaii. Her leaders hoped that America would then accept Japanese predominance in Southeast Asia and the Pacific, rather than conduct a bloody and costly war to reverse Japanese gains.

Distribute copies of an outline map of Asia and the Pacific, and instruct students to annotate the maps with the events discussed thus far.

4. Display the following:

In the battle of El Alamein in 1942, German forces threatening to seize Egypt and the Suez Canal were defeated by the British, who stopped Germany's Field Marshal Rommel 200 miles from Suez Canal. This defeat prevented Hitler from controlling the Suez Canal, gaining access to Middle Eastern oil supplies, and attacking the Soviet Union from the south.

Ask, "Why was there war in North Africa?"

5. Distribute copies of Attachment C, and discuss the instructions and expectations for this writing assignment, including the grading criteria. Give students instructions for finding useful Web resources, and set dates for completing the research and for completing the writing assignment.
6. Instruct students to add important events through 1942 to their World War II chronologies (Attachment B).

Specific Options for Differentiating This Lesson

Technology

- Have students display and answer the prompts on an interactive whiteboard.
- Have students conduct online research on battles and commanders of the period.
- Have students complete a digital version of Attachment C.

Multisensory

- Have students contribute further expansions of German and Japanese aggression on classroom maps.
- Have students contribute models and pictures of World War II fighting equipment.
- Have students complete their writing assignments about World War II.

Community Connections

- Invite local military or Veterans of Foreign Wars (VFW) personnel to discuss the impact of the war.
- Have students research and report on local individuals who served in World War II.
- Have students contribute pictures and memorabilia from local families from the period.

Small Group Learning

- Have small groups investigate and report on specific battles.
- Have partners complete the activities.

Vocabulary

- Have students enter vocabulary from the session into their vocabulary journals.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students add important events through 1942 to the chronology worksheets in their notebooks.

Session 6: The Course of the War: 1943–1945

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should have a basic understanding of the events of World War II prior to 1943.

Materials

- Maps of Europe and Asia

Instructional Activities

1. Display the following:

Starting in September 1942, hundreds of thousands of German soldiers were killed or captured in a months-long siege of the Russian city of Stalingrad. German troops were also decimated by the ravages of the cold winter. The Germans surrendered in February 1943. This defeat prevented Germany from seizing the Soviet oil fields and turned the tide against Germany in the east.

On D-Day, June 6, 1944, American and Allied troops under General Eisenhower landed in German-occupied France, storming the beaches in Normandy. Despite intense German opposition and heavy American casualties, the landings succeeded, and the liberation of western Europe from Hitler began. This was a major turning point of the war in Europe. This invasion made possible the liberation of Paris on August 25, 1944.

After Russia reached Berlin in April 1945, Hitler killed himself, and the remaining German leaders surrendered on May 7.

In June 1942 in the Battle of Midway (termed the “Miracle at Midway”), American naval forces defeated a much larger Japanese force as it prepared to seize Midway Island. The American victory ended the Japanese threat to Hawaii and began a series of American victories in the “island hopping” campaign, carrying the war closer and closer to Japan. This victory was a turning point of the war in the Pacific.

In early 1945, the Allies fought hard to capture Iwo Jima and Okinawa to provide refueling and launching places for planes. They succeeded in capturing both islands, bringing American forces closer than ever to Japan. Japanese soldiers fought fiercely over every square inch of the islands. There were terrible losses to both sides: 120,000 Japanese and 18,000 Allied troops, mostly United States Marines. Japanese soldiers, Kamikaze pilots, and civilians committed suicide rather than surrender.

Ask, “How was Germany doing on the two war fronts? Why could they not defeat the Russians? Why did the British not give in? What were the odds against the American and Allied troops at the Normandy invasion? Why was the invasion successful against such odds? Why were the invasions of Iwo Jima and Okinawa successful against such fierce fighting by the Japanese?”

2. Explain that in April of 1945, President Franklin Roosevelt died at a very critical time of the war. Ask students to write at least two questions Americans would have been asking after learning the disturbing news of the president’s death. After a few minutes, put students in groups of two to four to compare their questions. Have each group use the textbook or other resources to find answers to at least two of the group’s questions.
3. Vice President Harry Truman inherited the world war when he took over as president in April 1945. He was well aware of the relentless, ferocious fighting of the Japanese, and that created a major dilemma for him to face. Display the following:

Facing the prospect of horrendous American and Japanese casualties if American forces were to invade Japan itself, President Harry Truman ordered the use of atomic bombs on the Japanese cities of Hiroshima and Nagasaki to force the Japanese to surrender. Tens of thousands of people were killed in both cities, with more to die later from radiation poisoning. Shortly after the bombs were used, Japan surrendered on V-J (Victory over Japan) Day, August 14, 1945.

Provide students with information on the casualties in World War II. One good source is <http://web.jjay.cuny.edu/~jobrien/reference/ob62.html>.

4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard to present their research to the class.
- Have students conduct online research on the battles of Stalingrad, Midway, D-Day, Okinawa, and Iwo Jima.

Multisensory

- Have students contribute effects of the atomic bomb to a bulletin board display.

Community Connections

- Invite a World War II veteran to discuss his memories of wartime events.
- Arrange for students to visit the D-Day Memorial in Bedford, Va., or have them take a virtual tour.

Small Group Learning

- Have students investigate and report to the class on each of the five battles listed in this session.

Vocabulary

- Have students enter vocabulary from this session into their vocabulary journals.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students update a timeline of World War II events in their notebooks.

Session 7: The Role of U.S. Minorities; the Rules of War and World War II

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should have a basic understanding of the events of World War II prior to 1945.

Materials

- Textbook or other instructional resources
- Attachment A: World War II Fact Statements
- Attachment A: World War II Fact Statements that was filled in and corrected in Session 2

Instructional Activities

1. Ask students which minorities served in the armed forces. Expect them to name African Americans, Hispanics or Mexican Americans, and Japanese Americans. Explain that because of discrimination in the United States, the African Americans and Japanese Americans who fought for their country had to do so in segregated units. The military was not fully integrated until 1948—after the war. Explain that other minorities served but were usually *not* put into segregated units.

2. Display the following:

Nearly 1 million African Americans served in all-black units commanded by white officers. There were some African Americans who did not want to serve in the armed forces because of the harsh way they were treated at home, but they were in the minority. Many were dedicated to working for equal treatment in the services as well as at home.

The all-black unit known as the Tuskegee Airmen, also known as the Black Eagles, fought in North Africa and Italy, escorted heavy bombers, and destroyed or damaged 400 Axis aircraft.

Thousands of Japanese Americans served in segregated units. The 442nd Nisei Regiment became the most decorated military unit in United States history.

Many Navajo soldiers were “code-talkers” who sent vital messages in a code based on the ancient language of their people that the Japanese could not decipher.

Thousands of Mexican Americans and Puerto Ricans served, and many were awarded medals for bravery.

The third Geneva Convention of 1929 established rules for treatment of prisoners of war: they were not to be treated as criminals but humanely, and they were to be returned home when the war was over.

Not all prisoners were treated humanely, especially in Asia. After the Japanese took the Philippines, they forced 60,000 American and Filipino prisoners to march (the Bataan Death March) for six to nine days without enough food and water; 10,000 died. In POW camps, they continued to die in large numbers.

Treatment of prisoners in Europe more closely followed the rules of the Geneva Convention.

A code of honor and a reverence for the Emperor led Japanese pilots to commit suicide rather than surrender: they dove their bomb-loaded planes into targets (kamikaze attacks).

Ask students what the “Rules of War” might be. Have students volunteer answers, or have two to four students discuss together what these rules are and then report their thoughts to the class. Direct students to use the textbook or other instructional resources to investigate the rules established by the third Geneva Convention, and ask them to make a list of these rules. Be sure you clarify that civilians caught up in war were not protected until the fourth Geneva Convention of 1949. The following Web site may prove helpful: http://en.wikipedia.org/wiki/Third_Geneva_Convention.

3. Distribute blank copies of Attachment A. Display once again the filled-in and corrected World War II Fact Statements chart from Session 2. Review the statements shown, and have students fill in their own charts for

future study and review. Guide students in adding additional important statements that were not included before, particularly statements about topics already studied in this unit.

4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard to present their research to the class.
- Have students conduct online research on Tuskegee Airmen, Nisei, “Code Talkers,” and the Geneva Convention.

Multisensory

- Have students contribute images of U.S. minorities in action during World War II to a classroom bulletin board display.

Community Connections

- Invite a member of a minority population who served in World War II to discuss his/her experiences.

Small Group Learning

- Have small groups complete Activity 3.

Vocabulary

- Have students add vocabulary from the session to their vocabulary journals.
- Have students supplement vocabulary words with images.

Student Organization of Content

- Have students compile a section of notes about the roles of U.S. minorities in World War II.
- Have students complete Attachment A on an interactive whiteboard.

Session 8: The Holocaust and Other War Crimes

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.

Materials

(None)

Instructional Activities

1. Ask students what they know about the Holocaust and the victims of the Holocaust. Display their responses.
2. Display the following information, and discuss each note as it is introduced:

The Nazis were determined to exterminate all Jews under German rule. In large camps they overworked, starved, and used gas chambers to kill 6 million Jews. The Nazis called it the “Final Solution.” This was actually a genocide—the systematic and purposeful destruction of a racial, political, religious, or cultural group.

Another 5 million people, including Poles, Slavs, Gypsies, and others labeled “undesirables” (homosexuals, the mentally ill, political dissidents) were also exterminated.

In the Nuremberg trials after the war, Nazi leaders and others were convicted of war crimes—“crimes against humanity.” The Nuremberg trials emphasized individual responsibility for actions during a war, regardless of orders received. The trials led to an increased demand for a Jewish homeland.

Japanese leaders were also tried in other proceedings, and some were executed.

Explain that specific groups that are the object of hatred and prejudice often face increased discrimination during wartime. Discuss with students why this is so.

3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard to display and discuss the facts of the Holocaust and the Nuremberg trials.

Multisensory

- Have students contribute pictures of Nazi leaders and statistics of the Holocaust to a classroom bulletin board display.

Community Connections

- Invite a survivor of the prison camps to discuss his/her experiences.
- Arrange for students to visit the United States Holocaust Memorial Museum in Washington, D.C., or take a virtual tour.

Small Group Learning

- Have small groups discuss discrimination in the U.S. during wartime.

Vocabulary

- Have students use the following key vocabulary: *genocide*, *war crimes*, *Holocaust*.
- Have students add new or unfamiliar words to their vocabulary journals.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use two-column note-taking skills to document key information from their research and class notes.

Session 9: Life at Home During the War

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to read and understand maps.
- Students should have a basic understanding of the events of World War II.

Materials

- Political map of the United States

Instructional Activities

1. Introduce the concept that although no fighting took place in the contiguous (connected) United States, the war was fought at home as surely as it was fought in Europe, North Africa, and the Pacific. Ask, “What does this mean?” Have students confer in groups of two to four to discuss what type of “war” this might have been. After a short time, have the groups report to the class. Display their responses, and begin discussion by displaying the following:

The federal government worked closely with industry to control economic resources during World War II.

Different government agencies set prices, negotiated with labor organizations, and rationed goods at home so they could be used in the war effort.

To finance the war, the government raised the taxes on income that citizens had to pay and sold war bonds.

Women increasingly participated in the workforce to replace men serving in the military (e.g., Rosie the Riveter). Women also volunteered for and filled noncombat roles in the armed forces, including that of nurses.

More than 1 million African Americans worked in defense industries during World War II. Many migrated to cities in search of jobs in war plants. African Americans campaigned for victory in war and equality at home.

Thousands of Mexicans migrated to the United States to work on farms.

Although many citizens volunteered for military service, the government used the draft to provide sufficient personnel for the war effort.

The United States government maintained strict censorship of reports on the war. International communications, communications between government agencies, and the stories of reporters traveling with the troops were monitored and censored.

After Pearl Harbor, the entertainment industry produced movies, plays, and shows that boosted morale and patriotic support for the war effort as well as portrayed the enemy in stereotypical ways.

Public morale and ad campaigns kept Americans focused on the war effort.

Give students examples of famous actors and actresses who led recruitment and bond drives to keep Americans focused on the war. Also, discuss how American civilians were encouraged to collect scrap metal, volunteer in veterans’ hospitals, grow vegetables in “victory gardens,” and serve as airplane and submarine “spotters.”

2. Have students imagine they are working on the home front to further the war effort. Have them write a short description of what they are doing in their locality to help out.

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard to share results from activities.

- Have students use word processors to complete Activity 2.

Multisensory

- Have students create a bulletin board or posters that imitate media of the time.

Community Connections

- Invite a war industry worker to discuss his/her experiences during World War II.

Small Group Learning

- Have students complete Activity 2 in small groups.

Vocabulary

- Have students add new or unfamiliar words to their vocabulary journals.

Student Organization of Content

- Have students use electronic text and add pictures and graphics to their notes.

Session 10: Internment Camps in the United States

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to read political maps.

Materials

- Textbook or other instructional resources
- Political map of United States

Instructional Activities

1. Give students the opportunity to read their descriptions (written in the previous session) of what they were doing in their locality to help the war effort. Have other students comment on how realistic the description sounds. Ask students to revise and rewrite their descriptions as needed to hand in tomorrow.
2. Ask students what they know of the treatment of Japanese and Japanese Americans in this country during World War II. What about treatment of German Americans and Italian Americans? List their comments, and refer students to the textbooks or other instructional resources for further information.
3. Ask students why these groups were treated as they were. Discuss the differences between treatment of Japanese Americans on one hand and German and Italian Americans on the other.
4. Display the following:

Anger at the conduct of the Japanese during the war led to increased prejudice against Japanese Americans, particularly those living on the West Coast, who were viewed as a security threat to the United States. The false belief that Japanese Americans were aiding the enemy led to the internment of Japanese Americans in internment camps in Montana, Colorado, and other interior states, as well as some in California.

Some German Americans and Italian Americans were also interned during the war, but not as many.

The Supreme Court upheld the government's right to act against Japanese Americans living on the West Coast of the United States.

Years later, the United States government issued an apology to Japanese Americans and made restitution payments to the survivors of the internment camps.

Lead a class discussion on this topic, using questions such as: “Why were Japanese Americans on the West Coast viewed as a security threat? Was this reasonable? Why particularly those on the West Coast? Why were many of the internment camps located in interior states? Why were not as many German Americans and Italian Americans interned during the war? Did race make the difference? Why did the U.S. government apologize to the Japanese Americans years later and make restitutions? The Web site <http://www.loc.gov/loc/lcib/02034/internment.html> may be helpful in this discussion.

5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard to share their completed activities.
- Have students view and respond to videos and photos paired with the facts.
- Have students use electronic text to complete the writing assignments.

Multisensory

- Have students discuss how the “prisoners” might have felt; discuss how the “captors” felt.

Community Connections

- Have students visit a history museum or complete an online search of the keyword phrase “children of internment camps.”

Small Group Learning

- Have students complete Activity 1 in small groups.

Vocabulary

- Have students add new or unfamiliar words from the session to their vocabulary journals.

Student Organization of Content

- Have students use graphic organizer software to complete written assignments.

Session 11: Assessment

Materials

- Attachment D: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment D, and have students complete the assessment.

Attachment A: World War II Fact Statements

[illegible]

Attachment B: Chronology of Events Before and During World War II _____

Date	Event
1921	Adolf Hitler becomes leader of the National Socialist (Nazi) Party.
1931	Japanese seize Manchuria, part of China (Manchurian Incident).
1932	Franklin Roosevelt is elected president of the United States.
1933	Adolf Hitler is appointed chancellor of Germany.
1933	Nazis boycott Jewish businesses and burn books in Germany.
1933	Adolf Hitler becomes the <i>Führer</i> (leader) of Germany.
1936	German troops occupy the Rhineland.
1936	Mussolini's Italian troops attack Ethiopia.
1938	Germany announces union with Austria (<i>Anschluss</i>).
1939	Germany invades Czechoslovakia.
1939	Germany and the U.S.S.R. (Soviet Union) sign a nonaggression pact.
1939	United States declares neutrality.
1939	Germany invades Poland.
1940	Germany invades France, Belgium, Luxembourg, and the Netherlands.
1940	Italy declares war on Britain and France.
1940	Battle of Britain begins.
1941	President Roosevelt signs the Lend-Lease Act.
1941	Germany attacks the Soviet Union.
1941	Roosevelt and Churchill sign the Atlantic Charter.
1941	Japanese bomb Pearl Harbor.
1941	United States and Britain declare war on Japan.
1941	Japan launches major offensive on the Philippines.
1941	Germany and Italy declare war on the United States.
1942	Japan invades Indonesia (Dutch East Indies).
1942	United States sends Japanese-Americans to relocation camps.
1942	United States wins a decisive battle at Midway Island.
1942	The Battle of Stalingrad begins.
1942–43	Allied forces invade North Africa.
1942	British troops force Germans at el Alamein to retreat.
1943	Germans surrender at Stalingrad—Hitler's first defeat.
1943	German and Italian forces are defeated in North Africa.
1943	Italy surrenders.
1944	Allies land at Normandy Beach in France on June 6 (D Day).
1944	Paris is liberated.
1944	Kamikazi attacks on Allied ships begin.
1944	Battle of the Bulge in Ardennes pushes Nazi troops back to Germany.
1945	United States troops invade the Philippines.
1945	Roosevelt, Churchill, and Stalin meet at Yalta.
1945	Germany surrenders unconditionally.
1945	Allied forces take Iwo Jima and Okinawa from Japan after fierce and bloody battles.
1945	First atomic bomb is dropped on Hiroshima, Japan.

Attachment C: Writing Assignment: What Is War Like? _____

Directions

This writing assignment focuses on individuals' personal experiences in war. You may choose one of two options.

Option 1

Interview a veteran of World War II, the Korean War, the Vietnam War, or the Gulf War (Desert Storm) of 1991. Be sure the person is willing to be interviewed and to freely share his/her story. Use the list of questions below as your guide, but ask other questions as your interviewee's answers raise more questions in your mind. You might want to ask whether you may record the interview for class use, but be sure to write his/her answers to provide a backup.

- What was your job in the war?
- How were you trained to do this job?
- Where were you sent during the war? How long were you gone?
- What were the conditions of the area where you were? (detailed description)
- What helped you to do your job? What hindered you from doing it?
- Were you wounded? If yes, how serious was it?
- Were you captured? If yes, what happened?
- What was the most difficult part of your experience? What was the easiest?
- What is your strongest memory of that time?
- How do you think your experience affected your later life?

Use your notes (and recording) to write a summary of this person's experience. It should be at least four paragraphs long, each paragraph having three to five complete, thoughtful, and well-written sentences. These paragraphs should be organized into an introductory paragraph, at least two middle paragraphs with most of the details, and a concluding paragraph.

Option 2

Read the letters or journals of two military or civilian people caught up in WWII in Europe or Asia. These should be people who were located in two different areas. Write a summary (at least two paragraphs) of each person's circumstances. Be sure to include the following:

- Name and occupation of the person writing the letter or journal (including age, if given)
- Location and conditions at the location
- Main problem of the person (and family or fellow soldiers)
- What the person did to solve or escape the problem
- How the person's story ended

Conclusions

At the end of the Option 1 or Option 2 written piece, add one paragraph expressing your personal reaction to the information you gathered about wartime experiences. Include anything new that you learned as well as your feelings about the person's experience. Be sure the last sentence of this paragraph provides a summation of your own experience with this assignment.

Grading Criteria

- _____ Clarity of material presented
- _____ Appropriate sequence of data
- _____ Organization of material (appropriate paragraphing)
- _____ Logic and thoughtfulness of paragraph expressing your reaction
- _____ Attention to usage, spelling, and punctuation
- _____ Neatness

Attachment D: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. The immediate event that started World War II was A Britain's and France's policy of appeasement. B the Treaty of Munich, allowing Hitler to occupy part of Czechoslovakia. C Germany's invasion of Poland on September 1, 1939.* D Hitler's alliance with the Italian dictator, Mussolini.</p> <p>2. Germany encountered no successful resistance from any European country until it sought to defeat A France. B Great Britain.* C the United States. D Belgium.</p> <p>3. Although officially neutral, the United States increasingly helped Britain through actions such as the A Neutrality Acts. B Lend-Lease Act.* C America First committee. D enforcement of the arms embargo.</p> <p>4. After aligning itself with Germany and Italy, the island country of Japan sought to A make peace with China. B invade Manchuria. C control Europe. D control Asia and the Pacific.*</p> <p>5. The standoff in negotiations between the United States and Japan involved A imposition of an embargo on exports of oil and steel to Japan.* B competition between their naval forces in the Pacific. C the possession of Hawaii. D the growth of the military in Japan.</p> <p>6. "A date which will live in infamy" was President Roosevelt's description of the A invasion of Poland by Germany. B bombing of Pearl Harbor by Japan.* C surrender of France after Paris was captured. D the Battle of Britain.</p> <p>7. The principal war strategy that the United States and her allies agreed to pursue was to A defeat Hitler first.* B sink Japanese merchant ships. C control North Africa. D bomb multiple targets.</p>	<p>8. Defeating Germany in North Africa was important for all of the following reasons EXCEPT to A keep Middle East oil out of Germany's hands. B establish a military route to Europe through Italy. C provide military experience for untested American troops.* D eliminate one route Germany could use to attack Russia.</p> <p>9. The main reason the Soviet Union became an ally of Britain and later the United States was because the Soviet Union A was communist and opposed Fascism. B mistrusted Japan. C needed the resources of Britain and the United States. D was attacked by Germany in spite of their nonaggression pact.*</p> <p>10. The liberation of Europe from Hitler began with the A invasion of Normandy Beach on the coast of France.* B evacuation of British troops from Dunkirk on the coast of France. C defense of Britain by the Royal Air Force. D deciphering of German communication codes by British intelligence.</p> <p>11. The Pacific victory that ended the Japanese threat to Hawaii and encouraged additional victories island-by-island was the battle of A Guam B Iwo Jima C Midway.* D Okinawa</p> <p>12. President Truman's decision to drop the atomic bomb on Japan was influenced by all of the following EXCEPT the A Bataan Death March.* B fear that an invasion of Japan would mean death for thousands of American soldiers. C refusal of Japan to surrender in spite of their losses. D thousands of American lives already lost in the war in the Pacific.</p> <p>13. Thousands of African Americans soldiers, including the Tuskegee airmen or Black Eagles, served bravely in World War II despite A a reluctance to serve. B discrimination at home and segregated units.* C poor training. D strong feelings against the war.</p>
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- 14. Despite removal of Japanese Americans from the West Coast,**
 A Japanese Americans, or Nisei, served honorably in segregated regiments.*
 B Japanese Americans were still disloyal to the United States government.
 C Japanese were still allowed to immigrate to the United States.
 D Japanese businesses on the West coast prospered.
- 15. The Navajo code-talkers were instrumental in**
 A breaking Germany's communication codes.
 B breaking Japan's communication codes.
 C creating a communication code that the Japanese could not break.*
 D creating a communication code that the Germans could not break.
- 16. The third Geneva Convention held in 1929 provided rules for**
 A avoiding civilian casualties.
 B humane treatment for prisoners of war.*
 C ending wars after a certain period of time.
 D avoiding future wars.
- 17. Hitler's plan to eliminate all Jews from the countries that Germany controlled was called**
 A the Final Solution.*
 B the Holocaust.
 C Kristallnacht.
 D Aryan superiority.
- 18. The trials that judged the crimes of Nazi leaders at the end of World War II were held in**
 A Auschwitz, Poland.
 B Yalta, Soviet Union.
 C London, England.
 D Nuremberg, Germany.*
- 19. The mobilization in the United States for the war in Europe and Asia was possible because of the close working relationship between**
 A men and women.
 B automakers and armored tank makers.
 C civilian and soldier.
 D government and industry.*
- 20. United States citizens at home assisted the war effort in all of the following ways EXCEPT by**
 A throwing out old and useless articles that cluttered their homes.*
 B working in wartime industries such as manufacture of airplanes and ammunition.
 C "making do" with worn clothing and shoes so that new items could be sent to the troops.
 D buying government war bonds and accepting higher taxes to support the war effort.

- 21. "Rosie the Riveter" symbolized**
 A the end of stay-at-home moms.
 B new fashions for women.
 C the role of women in the workforce.*
 D a reminder to men that they can be replaced.
- 22. A group that was not important in war production at home was the**
 A Japanese population.*
 B African American population.
 C Mexican population.
 D female population.
- 23. The government policy of removing Japanese Americans from the West Coast and other places into special camps was called**
 A mobilization.
 B isolationism.
 C internment.*
 D confinement.
- 24. During World War II, the United States government controlled information about the war through**
 A banning books and newspapers.
 B censorship.*
 C increasing taxes.
 D discrimination.
- 25. All of the following methods were used to maintain public morale and keep Americans focused on winning the war EXCEPT**
 A graphic pictures of war casualties.*
 B collections of tin cans and aluminum foil.
 C ad and poster campaigns.
 D patriotic movies.
- 26. Which of these events occurred first?**
 A Japan bombs Pearl Harbor.
 B Germany attacks the Soviet Union.
 C Germany invades Poland.*
 D Battle of Britain.

- 27. This cartoon implies that**

- A if Hitler attacks our ships, the United States will enter the war.*
 B Roosevelt wants to "steer" the European war.
 C Roosevelt remained neutral after Pearl Harbor.
 D The U.S. "Ship of State" was sinking.



Source: Library of Congress

ORGANIZING TOPIC

United States Foreign Policy since World War II; the Cold War

Standard(s) of Learning

- VUS.13 The student will demonstrate knowledge of United States foreign policy since World War II by
- a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;
 - b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;
 - c) explaining the role of America’s military and veterans in defending freedom during the Cold War;
 - d) explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan in making foreign policy;
 - e) explaining the impact of presidents of the United States since 1988 on foreign policy.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

- Formulate historical questions and defend findings, based on inquiry and interpretation.
- Develop perspectives of time and place.
- Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.
- Interpret the significance of excerpts from famous speeches and other documents.
- Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States.

Content

- Summarize the political, economic, and social consequences of World War II, using the following information:
- The end of World War II found Soviet forces occupying most of Eastern and Central Europe and the eastern portion of Germany.
 - Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions.
 - Following her defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States.
 - Europe lay in ruins, and the United States launched the Marshall Plan, which provided massive financial aid to rebuild European economies and prevent the spread of communism.
 - The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars.
- Explain that the Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.

Explain that the Cold War was essentially a competition between two very different ways of organizing government, society, and the economy: the American-led western nations' belief in democracy, individual freedom, and a market economy, and the Soviet belief in a totalitarian state and socialism.

Summarize the origins of the Cold War and the response of the United States to the threat of communism, using the following information:

- The Cold War lasted from the end of World War II until the collapse of the Soviet Union.
- The United States and the Soviet Union represented starkly different fundamental values. The United States represented democratic political institutions and a generally free market economic system. The Soviet Union was a totalitarian government with a communist (socialist) economic system.
- The Truman Doctrine of “containment of communism” was a guiding principle of American foreign policy throughout the Cold War, not to roll it back, but to keep it from spreading and to resist communist aggression into other countries.
- The North Atlantic Treaty Organization (NATO) was formed as a defensive alliance among the United States and western European countries to prevent a Soviet invasion of Western Europe. Soviet allies in Eastern Europe formed the Warsaw Pact, and for nearly 50 years, both sides maintained large military forces facing each other in Europe.
- The communist takeover in China shortly after World War II increased American fears of communist domination of most of the world. Rather than becoming strong allies, however, the communist nations of China and the Soviet Union eventually became rivals for territory and diplomatic influence, a split that American foreign policy under President Nixon in the 1970s exploited.
- After the Soviet Union matched the United States in nuclear weaponry in the 1950s, the threat of a nuclear war that would destroy both countries was ever-present throughout the Cold War. America, under President Eisenhower, adopted a policy of “massive retaliation” to deter any nuclear strike by the Soviets.

Explain that the United States government's anticommunist strategy of containment in Asia led to America's involvement in the Korean and Vietnamese wars. The Vietnam War demonstrated the power of American public opinion in reversing foreign policy. It tested the democratic system to its limits, left scars on American society that have not yet been erased, and made many Americans deeply skeptical of future military or even peacekeeping interventions.

Describe the Korean War, using the following information:

- American involvement in the Korean War in the early 1950s reflected the American policy of containment of communism.
- After communist North Korea invaded South Korea, American military forces led a United Nations counterattack that drove deep into North Korea itself. Communist Chinese forces came into the war on the side of North Korea, and although the war threatened to widen, it eventually ended in a stalemate with South Korea free of communist occupation.

Describe the Vietnam War, using the following information:

- American involvement in Vietnam also reflected the Cold War policy of containment of communism.
- Beginning in the 1950s and continuing into the early 1960s, the communist government of North Vietnam attempted to install through force a communist government in South Vietnam. The United States helped South Vietnam resist.
- The American military buildup in Vietnam began under President John Kennedy. After Kennedy's assassination in 1963, the buildup was intensified under President Lyndon Johnson.

- The scale of combat in Vietnam grew larger during the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field, but by fighting a “limited” war, could not force an end to the war on favorable terms.
- America became bitterly divided over the issue. While there was support for the American military and conduct of the war among many Americans, others opposed the war, and active opposition to the war mounted, especially on college campuses.
- After Johnson declined to seek re-election, President Nixon was elected on a pledge to bring the war to an honorable end. He instituted a policy of “Vietnamization,” withdrawing American troops and replacing them with South Vietnamese forces while maintaining military aid to the South Vietnamese.
- Ultimately “Vietnamization” failed when South Vietnamese troops proved unable to resist invasion by the Soviet-supplied North Vietnamese Army. President Nixon was forced out of office by the Watergate scandal. In 1975, North and South Vietnam were merged under communist control.

Describe the Cold War confrontation between the United States and Cuba, using the following information:

- Cuba was also a site of Cold War confrontations.
- Fidel Castro led a communist revolution that took over Cuba in the late 1950s. Many Cubans fled to Florida and later attempted to invade Cuba and overthrow Castro.
- This “Bay of Pigs” invasion failed.
- In 1962, the Soviet Union stationed missiles in Cuba, instigating the Cuban Missile Crisis. President Kennedy ordered the Soviets to remove their missiles, and for several days the world was on the brink of nuclear war. Eventually, the Soviet leadership “blinked” and removed their missiles.

Summarize the impact of the Cold War on Americans at home, using the following information:

- The fear of communism and the threat of nuclear war affected American life throughout the Cold War.
- During the 1950s and 1960s, American schools regularly held drills to train children what to do in case of a nuclear attack, and American citizens were urged by the government to build bomb shelters in their own basements.
- The convictions of Alger Hiss and Julius and Ethel Rosenberg for spying for the Soviet Union and the construction of nuclear weapons by the Soviets, using technical secrets obtained through spying, increased domestic fears of communism.
- Senator Joseph McCarthy played on American fears of communism by recklessly accusing many American governmental officials and other citizens of being communists, based on flimsy or no evidence. This led to the coining of the term McCarthyism—the making of false accusations based on rumor or guilt by association.
- The Cold War made foreign policy a major issue in every presidential election during the period.
- The heavy military expenditures throughout the Cold War benefited Virginia’s economy proportionately more than any other state, especially in Hampton Roads, home to several large naval and air bases, and in Northern Virginia, home to the Pentagon and numerous private companies that contract with the military.

Explain that a strong military was the key to America’s victory over the Soviet Union in the Cold War.

Explain that millions of Americans served in the military during the Cold War. Their service was often at great personal and family sacrifice, yet they did their duty.

Summarize how America’s military forces defended freedom during the Cold War, using the following information:

- President Kennedy pledged in his inaugural address that the United States would “pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.” In the same address, he also said, “Ask not what your country can do for you; ask what you can do for your country.”
- During the Cold War era, millions of Americans served in the military, defending freedom in wars and conflicts that were not always popular. Many were killed or wounded. As a result of their service, the United States and American ideals of democracy and freedom ultimately prevailed in the Cold War struggle with Soviet communism.
- President Kennedy, a World War II veteran, was assassinated in 1963 in Dallas, Texas, in an event that shook the nation’s confidence and began a period of internal strife and divisiveness, especially spurred by divisions over United States involvement in Vietnam.
- Unlike veterans of World War II, who returned to a grateful and supportive nation, Vietnam veterans returned often to face indifference or outright hostility from some who opposed the war.
- It was not until several years after the end of the Vietnam war that the wounds of the war began to heal in America, and Vietnam veterans were recognized and honored for their service and sacrifices.

Explain that both internal problems and external pressures caused the collapse of communism and the Soviet Union.

Identify the internal problems of the Soviet Union:

- Increasing Soviet military expenses to compete with the United States
- Rising nationalism in Soviet republics
- Fast-paced reforms—market economy
- Economic inefficiency
- Gorbachev’s *glasnost* and *perestroika* (openness and economic restructuring)

Summarize President Ronald Reagan’s role in the collapse of the Soviet Union, using the following information:

- He challenged moral legitimacy of the Soviet Union, for example, in a speech at the Berlin Wall (“Mr. Gorbachev, tear down this wall!”).
- He increased United States military and economic pressure on the Soviet Union.

Identify selected post Cold War era goals and policies:

- Foreign aid
- Humanitarian aid
- Support for human rights

Explain that involvement in conflicts in other areas of the world has been an integral part of United States foreign policy since 1988.

Explain the impact of presidents of the United States since 1988 on foreign policy, using the following information:

- President George H. W. Bush, 1989–1993
 - Fall of communism in Eastern Europe
 - Reunification of Germany
 - Collapse of Yugoslavia
 - Breakup of the Soviet state
 - Persian Gulf War of 1990–1991
 - First war in which American women served in a combat role
 - Operation Desert Storm

- President William J. Clinton, 1993–2001
 - North American Free Trade Agreement (NAFTA) _____
 - Full diplomatic relations with Vietnam _____
 - Lifting of economic sanctions against South Africa when her government ended the policy of apartheid _____
 - NATO action in former Yugoslavia _____
- President George W. Bush, 2001–2009
 - Terrorist attacks on United States soil on 9/11/2001 _____
 - War in Afghanistan _____
 - War in Iraq _____

Sample Resources

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

American Presidents: Life Portraits C-SPAN. <http://www.americanpresidents.org/presidents/yearschedule.asp>.

This Web site complements C-SPAN's 20th anniversary television series, "American Presidents: Life Portraits," and has much information about each president.

"Timeline Vietnam." BBC. http://news.bbc.co.uk/2/hi/asia-pacific/country_profiles/1243686.stm. This site presents a timeline of U.S.–Vietnam interaction from 1930 until 2009.

"Cold War Files." Woodrow Wilson International Center.

<http://www.wilsoncenter.org/coldwarfiles/index.cfm?fuseaction=resources.details&thisunit=0&resourceid=9>. This site provides resources for studying the Cold War.

"Democracy and Struggles." *Freedom: A History of U.S.* PBS.

<http://www.pbs.org/wnet/historyofus/web13/index.html>. This site provides sample lesson plans and quizzes on United States history from the end of World War II through the Cold War.

Educational Resources Information Center (ERIC) and Other Clearinghouses. Ed.gov. U.S. Department of Education. <http://www.ed.gov/about/contacts/gen/othersites/eric.html>. Select "Search any or all ERIC Web sites." Type in a topic (e.g., Columbus), and then click "Search."

Garsten, Ed. "Congressional bomb shelter outlives usefulness." *Cable News Network*.

http://www.cnn.com/us/9511/gimme_shelter. This Web page provides information about the secret underground shelter at the Greenbriar Resort in West Virginia.

GovSpot. <http://www.govspot.com/categories/historicdocuments.htm>. This site provides access to the National Archives and other sources for historical documents.

The Library of Congress: THOMAS. <http://thomas.loc.gov/>. This site provides legislative information, focusing on federal legislation, the Congressional Record, and the status of current bills in Congress.

NCHE: National Council for History Education. <http://www.history.org/nche/>. This site provides history teachers with helpful information and links to valuable sites.

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

"Virginia Standards of Learning Assessments Test Blueprint: Virginia and United States History: 2008 History and Social Science Standards of Learning." Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_va_ushist.pdf. This site provides assessment information for the course in Virginia and United States History.

"Virginia Standards of Learning Spring 2007 Released Test: End of Course Virginia and United States History." Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_va_ushist.pdf. This site provides the latest released SOL test for the Virginia and United States History course.

Welcome to the United Nations. <http://www.un.org/english/>. This is the English-language home page of the UN, where many different topics may be searched.

The World Factbook. Central Intelligence Agency. <https://www.cia.gov/library/publications/the-world-factbook/index.html>. This site provides searchable information on all countries.

Session 1: Introducing the Cold War

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to analyze maps and locate specific countries.

Materials

- Chart paper
- Teacher-created list of research topics related to the Cold War
- Attachment A: Notes on the Cold War
- Attachment B: Notes on the Cold War—Teacher Notes
- Textbook and other instructional resources

Instructional Activities

1. Conduct a brainstorming activity about the Cold War. Display the following questions:

What do you think the Cold War was? What was an important event from that time period?

Display student responses on chart paper without correcting them. If students are not responding, prompt them with the following questions:

- When did the Cold War occur?
- What countries were involved?
- Where was it?
- Who were some major personalities?
- What were some major events?

As students respond, prompt discussion with additional questions. For example, if a student says Vietnam was involved, ask him/her to identify the location of Vietnam, the reasons for its involvement, and other facts.

2. Display Attachment A with the notes covered up. Uncover the first four notes one at a time, and instruct students to write each note down as soon as they see it. Discuss each note, referring students to information in the textbook and other instructional resources. (NOTE: These notes, as well as the teacher notes on Attachment B, are provided as an aid to ensure that basic facts are covered; they may be revised as needed to comply with your local curriculum. Also, you may rearrange the order of the notes to match the order of your curriculum. Discuss approximately four or five notes per day, depending on the lengths of the discussions.)
3. Announce that each student will be required to write a paper on the historical time period referred to as the Cold War. Provide a list of possible research topics, and allow students to select one. Give students the length of the paper and special instructions for the assignment. Provide students with an opportunity to conduct research in the media center or computer lab for their selected topics.
4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research on Cold War topics (e.g., Stalin, NATO, Warsaw Pact).

Multisensory

- Have students view and discuss a video on the Berlin Airlift.
- Have students create a display of the division of Europe after World War II.
- Have students acquire images of major political figures of the time (e.g., Stalin, Eisenhower, Truman, Mao Zedong).

Small Group Learning Activities

- Have students brainstorm writing topics and create storyboards to complete their writing assignments.
- Have students partner to critique and revise drafts of their writing assignments.

Multisensory

- Have students listen to and discuss music of the period.
- Have students create a classroom display of issues in the session.

Vocabulary

- Have students contribute vocabulary to a classroom word wall.

Student Organization of Content

- Have students write journal entries about what they learned during the session about the Cold War.

Session 2: Europe Immediately after World War II

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to analyze maps and locate specific countries.

Materials

- Brainstorming responses from previous session
- Attachment C: Cold War Timeline
- Attachment A: Notes on the Cold War
- Attachment B: Notes on the Cold War—Teacher Notes
- Attachment D: Organization of the United Nations
- Political outline map of Europe
- Textbook or other instructional resources

Instructional Activities

1. Display and review the student responses from the previous day's brainstorming activity. Remind them that when the unit on the Cold War is completed, they will revisit this information.
2. Explain to students that they will complete a Cold War timeline during their study of this organizing topic. At the end of each class period, they will add to the timeline the events that were discussed during that period. Distribute copies of Attachment C, and instruct students to secure it in their notebooks.
3. Continue discussion of the notes on the Cold War. In connection with note #5 on the United Nations, display Attachment D, and briefly discuss the organization of the UN. Remind students of when and where the UN was established and the reason for its creation. Discuss its functions and whether it has generally fulfilled these functions. Illustrate its activities by citing two recent examples of UN involvement in international events. Include in the discussion an explanation of the veto power of the permanent members of the Security Council.
4. Distribute two copies of an outline map of Europe to each student. Instruct students to develop, using the textbook or other instructional resources, a color-coded map reflecting international boundaries in Europe at the end of World War II and another color-coded map of Europe reflecting current international boundaries. The current maps should also reflect former Soviet republics.
5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard to display maps of Europe before and after the breakup of the Soviet Union.

Community Connections

- Invite former soldiers who served in Europe during the Cold War to discuss their experiences.

Small Group Learning

- Divide students into pairs or small groups to color-code maps of Europe before and after the breakup of the Soviet Union.

Vocabulary

- Build a word wall using vocabulary found within this unit.

Student Organization of Content

- Have students organize their notes and maps in their notebooks.

Session 3: The Cold War, continued

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to analyze maps and locate specific countries.

Materials

- Attachment A: Notes on the Cold War
- Attachment B: Notes on the Cold War—Teacher Notes
- Attachment C: Cold War Timeline

Instructional Activities

1. Continue discussion of the notes on the Cold War.
2. Allow time for students to begin placing events on their timelines. Allow them to work in groups to identify the information to be entered, but each student should create his/her own timeline.
3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use an interactive whiteboard to display maps of Europe before and after the breakup of the Soviet Union.

Community Connections

- Invite former soldiers who served in Europe during the Cold War to discuss their experiences.

Small Group Learning

- Divide students into pairs or small groups to color-code maps of Europe before and after the breakup of the Soviet Union.

Vocabulary

- Build a word wall using vocabulary found within this unit.

Student Organization of Content

- Have students organize their notes and maps in their notebooks.

Session 4: NATO; The United Nations; Korea Today

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to analyze maps and locate specific countries.

Materials

- Attachment A: Notes on the Cold War
- Attachment B: Notes on the Cold War—Teacher Notes
- Political outline map of the world
- Internet access
- List of the current members of NATO and a list of current members of the United Nations
- Attachment C: Cold War Timeline

Instructional Activities

1. Continue discussion of notes on the Cold War, at least through note #9.
2. Distribute two copies of an outline map of the world to each student, and instruct students to determine and color code the current members of NATO on one map and as many members of the United Nations as possible on the other. Have them use the Internet to locate this information, or provide them with the lists. (NOTE: It may be more efficient for them to color code countries that are *not* members of the UN). Ask students to list the countries that are members of both NATO and the UN. Also, ask them to identify any UN-member countries with which the United States is currently involved in conflicts. Allow time for discussion.
3. Instruct students to locate newspaper or magazine articles on current world events related to North Korea and/or South Korea. A brief report from a current news program is also acceptable. Direct students to write a brief review of one of these articles or reports.
4. Remind students to place relevant events on their timelines.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research on NATO and the United Nations.

Multisensory

- Have students create a display of the member countries of NATO and the United Nations.
- Have students create a display of images of major political figures in the history of NATO and the United Nations.

Multisensory

- Have students create color-coded cards to display countries that are members of NATO, the United Nations, or both.

Small Group Learning

- Have small groups color maps and compile Korean artifacts.
- Have small groups complete Activity 3.

Vocabulary

- Have students contribute vocabulary to a classroom word wall.

Student Organization of Content

- Have students brainstorm and create storyboards to complete their writing assignments.
- Have students contribute notes on NATO and the UN to their notebooks.

Session 5: Korean War; Vietnam War

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to analyze maps and locate specific countries.

Materials

- Attachment A: Notes on the Cold War
- Attachment B: Notes on the Cold War—Teacher Notes
- Current event data on North and South Korea (from previous session)
- Attachment E: Vietnam Chronology
- Attachment C: Cold War Timeline

Instructional Activities

1. Discuss the notes on the Korean War found on Attachment A. Take time at the end of this discussion to discuss the status of North Korea and South Korea today, using the data collected and summarized by students in the previous session. Ensure that students know the geographic location of North Korea and South Korea compared to that of Vietnam. Remind them of the dates of the Korean War and the dates of the Vietnam War. Continually check for understanding to ensure students are not confusing these two places and these two wars.
2. Distribute copies of Attachment E, and allow students a few minutes to study the list of events in the Vietnam War.
3. Discuss several of the notes on the Vietnam War found on Attachment A. Allow about five minutes at the end of this discussion for the activity in step 4 below.
4. Instruct students to develop a list of questions they would like to ask a Vietnam War veteran.
5. Remind students to place relevant events on their timelines.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research on MacArthur, the Korean War, and Truman.

Multisensory

- Have students create a display or timeline of maps related to various stages of the Korean War.

Community Connections

- Invite a Korean War veteran to discuss his/her experiences.

Small Group Learning

- Have students partner to research the Korean War and the Vietnam War and combine their findings.

Student Organization of Content

- Have students contribute research findings and notes on the Korean War and the Vietnam War.

Session 6: Vietnam War, continued

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to analyze maps and locate specific countries.

Materials

- Teacher-selected song(s) from the Vietnam era
- Attachment A: Notes on the Cold War
- Attachment B: Notes on the Cold War—Teacher Notes
- Textbook or other instructional resources
- Reading selection on the Vietnam War (e.g., copies of soldiers letters, news reports, magazine articles) (optional)
- Attachment C: Cold War Timeline

Instructional Activities

1. Play an appropriate song from the Vietnam War era as students enter the classroom.
2. Remind students that the Vietnam War evoked a wide variety of emotions among Americans and that many musicians reflected the varied moods of the country in their lyrics. Play an appropriate song, and, if possible, display the lyrics as students listen. After the song, ask students what the lyrics mean. Be prepared with questions to guide this discussion. If possible, play a few additional songs that reflect different points of view.
3. Discuss additional notes on the Vietnam War found on Attachment A.
4. Review the content from the previous session. Have students access the list of questions they created, and ask them to offer their best questions to make up a class list of questions they would like to ask a Vietnam War veteran. Have them develop answers to the questions, using the textbook or other instructional resources, as well as the class discussion thus far. Alternatively, read a selected reading on the Vietnam War to the class. Be prepared with questions to guide discussion on the reading.
5. Remind students to place relevant events on their timelines.
6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research on Dien Bien Phu, Diem, the Tonkin Gulf Incident, the Tet offensive, Lyndon Johnson, and Kent State.

Multisensory/Small Group Learning

- Have small groups construct from common materials (e.g., sugar packets, popsicle sticks) a model of a base or bunker that would have been in operation during the Vietnam War.
- Have students complete an outline map of North and South Vietnam, noting important locations.

Community Connections

- Invite a Vietnam War veteran to discuss his/her experience.

Vocabulary

- Have students contribute vocabulary words in notes, songs, and presentations on the Vietnam War to a classroom word wall.

Student Organization of Content

- Have students copy and paste current notes and maps on the Vietnam War into their notebooks.

Session 7: War Memorials

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.

Materials

- Pictures of various war memorials
- Internet access
- Textbook and other instructional resources
- Attachment C: Cold War Timeline

Instructional Activities

1. Show pictures of various memorials, such as the Vietnam War Memorial, the Korean War Memorial, the D-Day Memorial, the Tomb of the Unknown Soldier, the War Memorial in Richmond, and the Iwo Jima Memorial. After reviewing the significance of the memorials, encourage students to share their responses to viewing them.
2. Instruct students to identify recent events that may deserve a memorial (e.g., Desert Storm, 9/11), using the Internet, the textbook, and other instructional resources. Create a class list of these events, and ensure students understand the facts of each.
3. Instruct students to design a memorial by having them work independently for about 10 minutes to
 - select an event to memorialize, referring to the list developed as a result of discussion
 - make a list of key dates related to the event, using the textbook or other instructional resources
 - make a sketch on paper of a design for the memorial.
4. Remind students to place relevant events on their timelines.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research on the events that inspired various war memorials.

Multisensory

- Have students expand on Activity 3 by building a three-dimensional model of the memorial they designed.

Community Connections

- Invite a veteran of the Gulf War or Iraq War to discuss conflicts in the Persian Gulf.

Small Group Learning

- Have students partner to complete their war memorial models.

Vocabulary

- Have students create vocabulary flash cards on war memorials, with the name of the memorial on one side and an image and description on the other side.

Session 8: Cuba

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to analyze maps and timelines.

Materials

- Attachment A: Notes on the Cold War
- Attachment B: Notes on the Cold War—Teacher Notes
- Attachment C: Cold War Timeline

Instructional Activities

1. Discuss the notes on Cuba found on Attachment A, through note #26.
2. Remind students to place relevant events on their timelines.
3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students conduct online research on Fidel Castro, the Bay of Pigs Invasion, and the Cuban Missile Crisis.

Multisensory/Small Group Learning

- Have small groups research and develop a visual presentation on one of the following topics: Fidel Castro, the Bay of Pigs Invasion, the Cuban Missile Crisis.

Student Organization of Content

- Have students create timelines of the events and people of the period.

Session 9: The Cold War, continued

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to analyze maps.

Materials

- Attachment A: Notes on the Cold War
- Attachment B: Notes on the Cold War—Teacher Notes
- Attachment C: Cold War Timeline

Instructional Activities

1. Continue discussion of the notes on the Cold War found on Attachment A, through note #39.
2. Remind students to place relevant events on their timelines.
3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology/Vocabulary

- Have students conduct online research on relevant vocabulary: *Mikhail Gorbachev*, *glasnost*, *perestroika*, *Berlin Wall*.
- Have students view and discuss a video about the Cold War.

Community Connections:

- Arrange for students to visit war memorials in Washington, D.C., or take a virtual tour.
- Invite war veterans to discuss their experiences.

Multisensory/Small Group Learning

- Have small groups choose from among the following:
 - Build a model of the Berlin Wall.
 - Develop and draw a map showing the division between East and West Berlin.
 - Develop a digital slideshow about a significant event of the Cold War.
- Have students listen to and discuss key political voices from the period.

Student Organization of Content

- Have students follow guided questions for their assigned reading.
- Have students complete a template to take notes for their assigned reading.

Session 10: Assessment

Materials

- Attachment F: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment F, and have students complete the assessment.

Attachment A: Notes on the Cold War

1. Following World War II, Soviet forces occupied much of Eastern and Central Europe and East Germany.
2. Following World War II, Germany was divided as follows:
 - West Germany was occupied by United States, Britain, and France until the adoption of a democratic government.
 - East Germany was dominated by the Soviet Union.
 - Berlin was occupied by all four powers. The Berlin Airlift brought supplies to Berlin when the Soviets blockaded land routes from West Germany to West Berlin.
3. Following World War II, Japan was occupied by the United States until the adoption of a democratic government.
4. In an attempt to prevent the spread of communism, the Marshall Plan provided assistance to European countries destroyed by the war.
5. The United Nations was formed near the end of World War II. Its purpose was to prevent future wars.
6. The Cold War was an economic and political power struggle from 1945 to 1989 between the democratic ideals of the United States and the communist government of the Soviet Union.
7. The Truman Doctrine was a United States pledge to resist the spread of communism worldwide.
8. The North Atlantic Treaty Organization (NATO) was formed to provide a defensive alliance to protect Western Europe against an invasion by the Soviet Union.
9. The Warsaw Pact, an alliance of Soviet and East European countries, was a response to NATO.
10. In 1949, the communists took over China. America feared the spread of communism.
11. The United States and the Soviet Union engaged in a nuclear arms race during the Cold War.
12. Massive retaliation was a United States policy adopted during the Eisenhower administration. It threatened the use of nuclear weapons in response to Soviet aggression against another country.

Korean War

13. The United States became involved in the Korean War in 1950 when communist North Korea invaded South Korea.
14. China entered the conflict on the side of North Korea. A truce was signed in 1953. Korea remained divided along the 38th parallel.

Vietnam War

15. The United States began providing economic aid to the French in Vietnam as part of the American policy of containment.
16. In the 1950s and 1960s, communist North Vietnam attempted to force a communist government in South Vietnam. The United States provided assistance to South Vietnam to resist.
17. United States military buildup in Vietnam increased during the administrations of Kennedy and Johnson.
18. American military forces repeatedly defeated North Vietnam but were unable to force an end to the war through a “limited” war.
19. Americans became divided over the Vietnam War. War protests took place, especially on college campuses.
20. President Johnson decided not to run for re-election. Richard Nixon was elected president in 1968.
21. “Vietnamization” was Nixon’s plan to withdraw American troops and replace them with U.S.-supplied South Vietnamese forces. It was unsuccessful because South Vietnamese forces were unable to resist invasion from Soviet-supplied North Vietnam.

22. A peace agreement was signed in 1973, and United States troops left Vietnam. In 1975, North Vietnam invaded South Vietnam, which was unable to resist. Vietnam became a united country under a communist government.

Cuba

23. The United States engaged in Cold War-related confrontations with Cuba.
24. Fidel Castro took over Cuba in a communist revolution in 1959.
25. The United States trained a group of Cubans to invade Cuba. The invasion took place in 1961 and failed.
26. In 1962, the Soviet Union began to build missile launchers in Cuba. The United States protested, and for several days, the world worried that a nuclear war would erupt. The Soviet Union decided to remove the missiles. This event is known as the Cuban Missile Crisis.

Cold War continued

27. Fear of communism and threat of nuclear war affected life in the United States during the Cold War.
28. Alger Hiss and Julius and Ethel Rosenberg were convicted of spying.
29. Senator Joseph McCarthy accused many Americans of spying.
30. Foreign policy became a major issue in presidential campaigns.
31. Cold War military contracts benefited Virginia's economy.
32. President Kennedy's inaugural address became famous for this quote: "Ask not what your country can do for you; ask what you can do for your country."
33. Many Americans served in the military during the Cold War; the United States prevailed over the Soviet Union.
34. President Kennedy was assassinated in 1963.
35. Vietnam War veterans returned home to encounter much indifference and hostility. It was several years before Vietnam veterans were honored.
36. The Soviet Union's Cold War military buildup took a toll on their command economy.
37. The Soviet Republics began to push for independence.
38. Mikhail Gorbachev attempted to save the Soviet Union through *glasnost* and *perestroika*.
39. President Reagan demanded that the Soviet Union tear down the Berlin Wall. The United States increased economic and military pressure on the Soviet Union during this time.

Attachment B: Notes on the Cold War—Teacher Notes

1. Following World War II, Soviet forces occupied much of Eastern and Central Europe and East Germany.

Illustrate this, using a map of Europe. Explain that the Soviets were looking for a buffer between the Soviet Union and Germany as a result of previous German aggression. Discuss how this created conflict between the United States and the Soviet Union.

2. Following World War II, Germany was divided as follows:

- West Germany was occupied by the United States, Britain, and France until the adoption of a democratic government.
- East Germany was dominated by the Soviet Union.
- Berlin was occupied by all four powers. The Berlin Airlift brought supplies to Berlin when the Soviets blockaded land routes from West Germany to West Berlin.

Illustrate the division of Germany, using a map of the country at the time. Explain that this division was intended to be temporary but that the Soviets' imposition of a communist government in their sector violated the intent of the agreement and strengthened the discord between the United States and the Soviet Union. Explain that occupation of West Germany ended when they adopted a democratic government; however, United States, British, and French troops remained in West Germany to protect it from Soviet invasion. Further, explain that these forces remain today, although the numbers have decreased drastically following the collapse of communism in the Soviet Union in 1990. Allow time for student questions and discussion.

3. Following World War II, Japan was occupied by the United States until the adoption of a democratic government.
4. In an attempt to prevent the spread of communism, the Marshall Plan provided assistance to European countries destroyed by the war.

Explain that the infrastructure of Europe was destroyed as a result of the war. The fear was that without financial assistance from the U.S., these countries would be easy prey for communist takeover. Explain that Soviet satellites (define this term) were offered money, but they refused it. Encourage discussion on the United States providing economic assistance to foreign countries. Does this practice benefit the United States? How? Talk about present-day assistance the United States provides.

5. The United Nations was formed near the end of World War II. Its purpose was to prevent future wars.

Display the UN Organization Chart (Attachment D), and point out the important parts. Conduct a discussion on current activities of the United Nations; for example, in 2003, the United Nations was conducting weapons inspections in Iraq. Conduct a discussion on recent activities of the United Nations. Discuss the benefit to the United States of having United Nations support for actions regarding foreign governments.

6. The Cold War was an economic and political power struggle from 1945 to 1989 between the democratic ideals of the United States and the communist government of the Soviet Union.

Remind students that the United States has a market economy, which promotes private ownership of the means of production, and the Soviet Union had a command economy in which the government owned the means of production. This was a fundamental difference between the two countries. Explain that at times, the disagreements between the United States and the Soviet Union nearly resulted in military action.

7. The Truman Doctrine was a United States pledge to resist the spread of communism worldwide.

Explain that the Truman Doctrine was originally a proposal of immediate financial assistance to Greece and Turkey, but it became a foreign policy to resist communist aggression everywhere.

8. The North Atlantic Treaty Organization (NATO) was formed to provide a defensive alliance to protect Western Europe against an invasion by the Soviet Union.

Using a map of the world, illustrate the countries that joined NATO. Explain the current status of NATO.

9. The Warsaw Pact, an alliance of Soviet and East European countries, was a response to NATO.

Using a map of the world, illustrate the countries that joined the Warsaw Pact. Explain the current status of the Warsaw Pact.

10. In 1949, the communists took over China. America feared the spread of communism.

Briefly review the communist takeover of China, including a brief discussion of Mao Zedong and Chiang Kai-shek. Also discuss the formation of Nationalist China. Explain United States reaction. In addition, address the relationship between China and the Soviet Union. Explain why Americans feared communist regimes and the spread of communism so much.

11. The United States and the Soviet Union engaged in a nuclear arms race during the Cold War.

Explain the meaning of an “arms race.” This is an excellent opportunity to share with students how Americans prepared for possible nuclear war, including school drills and the construction of bomb shelters. Also, share any recent movies, TV shows, books, or video games that may have a reference to this time period. Mention the secret bomb shelter at the Greenbriar Resort in West Virginia. (Information can be found at http://www.cnn.com/US/9511/gimme_shelter.)

12. Massive retaliation was a United States policy adopted during the Eisenhower administration. It threatened the use of nuclear weapons in response to Soviet aggression against another country.

Conduct a class discussion on the pros and cons of this policy.

Korean War

13. The United States became involved in the Korean War in 1950 when communist North Korea invaded South Korea.

Explain that the Japanese had annexed Korea prior to World War I. The terms of Japan’s surrender at the end of World War II required Japan to give up control of Korea. Korea, left with no government, was divided, but the division was supposed to have been temporary. North Korea was occupied by the Soviets and South Korea was occupied by the United States. A pro-American government emerged in South Korea and a procommunist government emerged in North Korea. The occupation ended in 1949. The next year North Korea invaded South Korea. Briefly review the progress of the war.

14. China entered the conflict on the side of North Korea. A truce was signed in 1953. Korea remained divided along the 38th parallel.

Explain the current status of North Korea and South Korea. Discuss the impact the Korean War had on U.S.-Chinese relations.

Vietnam War

15. The United States began providing economic aid to the French in Vietnam as part of the American policy of containment.

Explain that Vietnam was part of an area known as French Indochina. Elaborate on U.S. aid to the French in this area. Explain that the French were defeated by the Vietminh in 1954. Following the defeat of the French, an international conference was held to determine the future of Vietnam. The Geneva Accords divided Vietnam into two countries: North Vietnam was communist under Ho Chi Minh, and South Vietnam was anticommunist under Ngo Dinh Diem.

16. In the 1950s and 1960s, communist North Vietnam attempted to force a communist government in South Vietnam. The United States provided assistance to South Vietnam to resist.

Explain the role of Ho Chi Minh and the Vietminh. Identify Bao Dai and Ngo Dinh Diem. Also, explain the extent of internal opposition to Diem in South Vietnam, independent from the actions of the North.

17. United States military buildup in Vietnam increased during the administrations of Kennedy and Johnson.

Explain the role of military advisors in Vietnam and in the Gulf of Tonkin Resolution.

18. American military forces repeatedly defeated North Vietnam but were unable to force an end to the war through a “limited” war.

Explain why this war was “limited” and the boundaries and restrictions that were placed on the American military. Discuss the Ho Chi Minh Trail, Tet Offensive, and other key events during the Vietnam War.

19. Americans became deeply divided over the Vietnam War. War protests took place, especially on college campuses.

Discuss reasons for the opposition to the war. Discuss the shooting at Kent State University and other protests. Discuss why some felt the war was necessary, while others felt it was not. Also, discuss the My Lai massacre of 1968.

20. President Johnson decided not to run for re-election. Richard Nixon was elected president in 1968.

Discuss Johnson's decision not to run for re-election.

21. "Vietnamization" was Nixon's plan to withdraw American troops and replace them with U.S.-supplied South Vietnamese forces. It was unsuccessful because South Vietnamese forces were unable to resist invasion from Soviet-supplied North Vietnam.

Explain Vietnamization, and discuss why it failed. Also, discuss how the Soviet Union was involved in this conflict and how this conflict compared to other conflicts between the two superpowers.

22. A peace agreement was signed in 1973, and United States troops left Vietnam. In 1975, North Vietnam invaded South Vietnam, which was unable to resist. Vietnam became a united country under a communist government.

Discuss the terms of the peace agreement, the withdrawal of U.S. troops, and the 1975 invasion. Discuss present-day status of Vietnam and its government and economy.

Cuba

23. The United States engaged in Cold War-related confrontations with Cuba.

Indicate Cuba on a map.

24. Fidel Castro took over Cuba in a communist revolution in 1959.

Show a picture of Castro in 1959 and a current one. Provide some background on Cuba prior to the revolution. Explain why the revolution was very popular among most Cubans. Explain how long Castro has been in power. Discuss the impact of Castro's rule on some Cubans. This discussion may include what happened to some Cubans who fled Cuba. Gloria Fajardo Estefan's biography may be helpful to prompt discussion. A selection of a few of her popular songs may help students understand the historical context. Explain that Castro does not permit her music to be played in Cuba.

25. The United States trained a group of Cubans to invade Cuba. The invasion took place in 1961 and failed.

Discuss why the invasion failed and what happened to the Cubans that took part in the invasion. Explain that Gloria Estefan's father participated in the Bay of Pigs invasion.

26. In 1962, the Soviet Union began to build missile launchers in Cuba. The United States protested, and for several days, the world worried that a nuclear war would erupt. The Soviet Union decided to remove the missiles. This event is known as the Cuban Missile Crisis.

Illustrate on a map why the United States was very concerned about the location of Soviet missiles in Cuba. Discuss President Kennedy's actions during this crisis. Include the options the United States considered, such as invasion and air strikes. Ask students what they might have done in a similar situation.

Cold War continued

27. Fear of communism and threat of nuclear war affected life in the United States during the Cold War.

Discuss the reaction of Americans to this threat, for example, school drills for possible nuclear attack and the building of bomb shelters.

28. Alger Hiss and Julius and Ethel Rosenberg were convicted of spying.

Discuss the accusations against these individuals and what happened to them as a result. Discuss any recent cases of Americans accused of spying.

29. Senator Joseph McCarthy accused many Americans of spying.

Cite some famous Americans who were accused, including some famous entertainers. Discuss the trials and the final outcome, including the discrediting of McCarthy. Discuss the impact the accusations had on Americans.

30. Foreign policy became a major issue in presidential campaigns.

Discuss some of the presidential campaigns during the Cold War time period. Look at the résumés of some of the candidates. Ask students to decide, based on these résumés, which candidates were best qualified to deal with foreign affairs. Discuss the outcome of the elections and what, if anything, happened during the winner's administration. Based on that information, have students comment on whether or not foreign experience is necessary for a presidential candidate.

31. Cold War military contracts benefited Virginia's economy.

Discuss which industries in Virginia would benefit from a wartime economy, and the reasons why. Discuss which industries might suffer, and the reasons why.

32. President Kennedy's inaugural address became famous for this quote: "Ask not what your country can do for you; ask what you can do for your country."

Ask students what he meant. Ask what they can do for the United States today .

33. Many Americans served in the military during the Cold War; the United States prevailed over the Soviet Union.

Recap the major military conflicts during the Cold War. Discuss military service in the United States during wartime and peacetime. Ask why the United States ultimately prevailed in the Cold War. Ask, "What is the current status of the Soviet Union?"

34. President Kennedy was assassinated in 1963.

Ask students to talk to family members who remember Kennedy's assassination. Ask them what their thoughts were at the time. Discuss the theories about the assassination.

35. Vietnam War veterans returned home to encounter much indifference and hostility. It was several years before Vietnam veterans were honored.

Show a picture of the Vietnam memorial. If possible, take a field trip to D.C. to visit the Korean War and Vietnam War memorials, as well as Arlington Cemetery.

36. The Soviet Union's Cold War military buildup took a toll on their command economy.

Ask students to define *command economy*. Discuss the problems with this type of economic system. Discuss the hardships the Soviet people suffered during this time period. Explain that they were not permitted to leave the country except under very tight restriction. Use as examples Olympic athletes, Mikhail Baryshnikov (dancer), Katrina Witt (ice skater from East Germany), and others.

37. The Soviet Republics began to push for independence.

Discuss the Soviet Republics that were trying to break away from the Soviet Union.

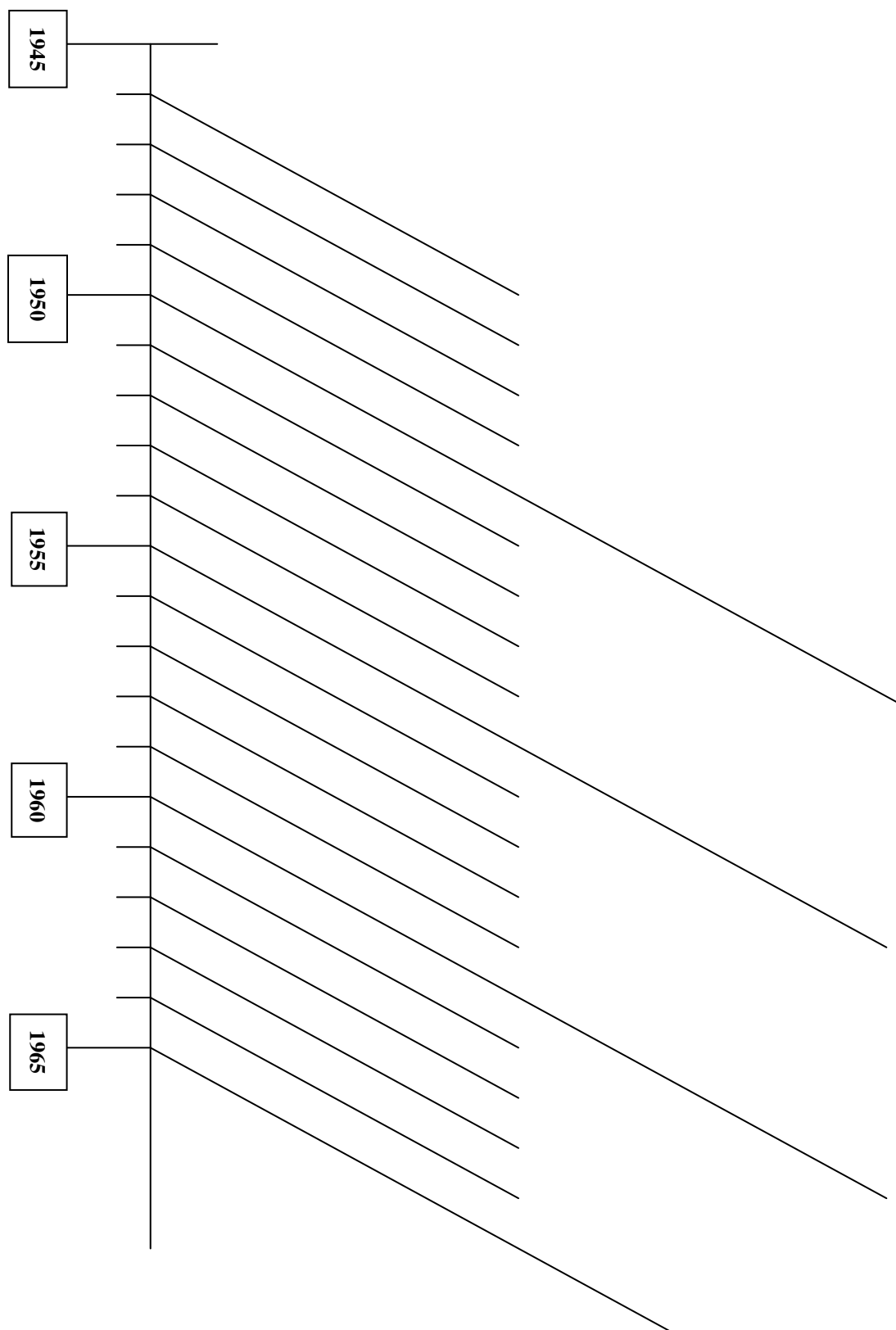
38. Mikhail Gorbachev attempted to save the Soviet Union through *glasnost* and *perestroika*.

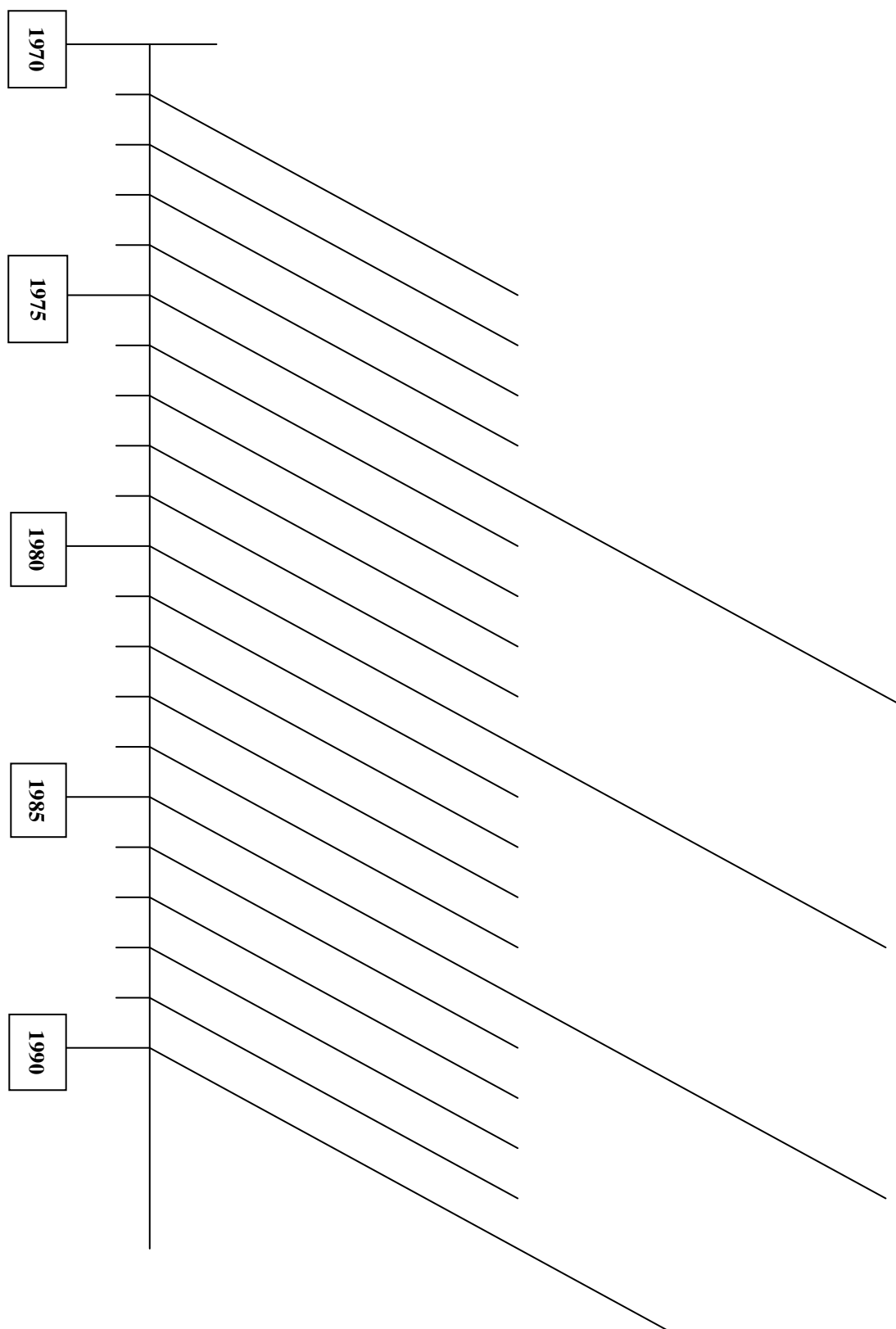
Define these terms, and discuss whether or not Gorbachev was successful.

39. President Reagan demanded that the Soviet Union tear down the Berlin Wall. The United States increased economic and military pressure on the Soviet Union during this time.

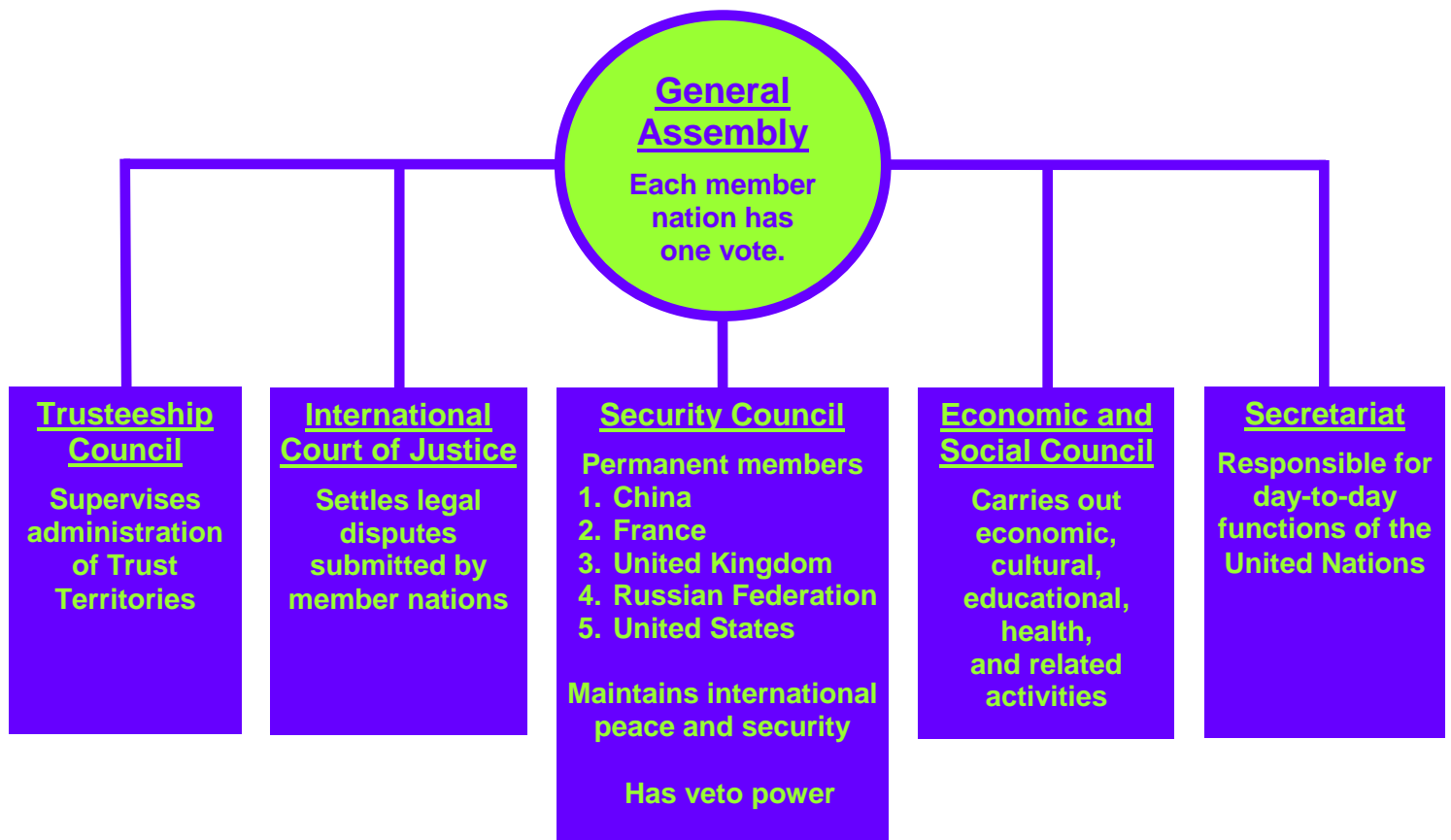
Show pictures of the Berlin Wall, and explain why it was constructed. Also, show pictures or videos from 1989 when the Berlin Wall came down. Discuss the impact this had on the reunification of Germany. Discuss the collapse of the Soviet Union and the current status of her former republics.

Attachment C: Cold War Timeline





Attachment D: Organization of the United Nations



Attachment E: Vietnam Chronology

This chronology is not intended to be a comprehensive list of Vietnam War events, but a guide for teachers and students. Many events listed are not included in the curriculum framework and are not tested on the Standards of Learning test.

Late 1800s	Vietnam becomes a French colony along with Laos and Cambodia (French Indochina).
1930	Ho Chi Minh returns to Southeast Asia from Europe before being exiled.
1932	Bao Dai returns from France as Emperor of Vietnam.
1941	Ho Chi Minh returns to Vietnam and organizes the Vietminh. Japan seizes control of French Indochina.
1945	Ho Chi Minh establishes the Vietminh. Japan surrenders control of French Indochina.
1946	The French return to Vietnam and establish a new government.
1950s	President Truman authorizes military aid to the French in Vietnam.
1953	President Eisenhower supports the French military campaign.
1954	United States pays more than half of France's war costs in an attempt to prevent the spread of communism (domino theory). The French are defeated by the Vietminh at Dien Bien Phu. The Geneva Accords divide Vietnam into two separate countries.
1960	President Eisenhower pledges United States support to South Vietnamese forces and sends military advisors. The Viet Cong is founded in South Vietnam.
1960s	United States repeatedly defeats North Vietnamese forces but is unable to end the war. The war becomes increasingly unpopular with Americans.
1961	President Kennedy increases the number of military advisors.
1963	President Kennedy is assassinated.
1964	President Johnson sends more troops to Vietnam. The Gulf of Tonkin Resolution
1965	Large antiwar rally in Washington, D.C. United States ground combat begins. The Rolling Thunder bombing campaign
1968	The Tet Offensive
1968	Richard Nixon is elected president. He institutes policy of "Vietnamization." The My Lai Massacre
1970	The Kent State University antiwar rally ends with four students killed. Cambodian incursions
1971	Laos is bombed as the United States attempts to cut the Ho Chi Minh Trail.
1973	The formal agreement is signed to end the war (Paris Peace Accords). POWs begin returning home.
1974	President Ford grants draft evaders and military deserters clemency.
1975	North Vietnam invades South Vietnam and unites both countries under a communist government. Cambodia is unstable following the war, and the Khmer Rouge leads a brutal government. A democratic government is established in 1997. A communist government is established in Laos. Vietnam sends troops to combat anticommunist factions and withdraws in 1989.

Attachment F: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. Which country was divided into four zones following World War II? A France B Germany* C Russia D China</p> <p>2. The United States occupation of Japan following World War II ended when Japan A was invaded by China. B imposed a communist regime. C adopted a democratic form of government.* D was annexed by Korea.</p> <p>3. Which economic recovery initiative, a response to American concerns about communist expansion, provided grants and loans to war-torn European countries following World War II? A Marshall Plan* B McCarran-Walter Act C Kellogg-Briand Pact D Lend-Lease Act</p> <p>4. Which organization was established in 1945 to promote justice and cooperation in solving international problems? A League of Nations B Warsaw Pact C Truman Doctrine D United Nations*</p> <p>5. The Cold War foreign policy to stop communist aggression into other countries was known as A massive resistance. B containment.* C collective security. D deterrence.</p> <p>6. The North Atlantic Treaty Organization (NATO), a defensive alliance of the United States and western European countries, was formed to prevent invasions from the A Japanese. B Chinese. C Iraqis. D Soviets.*</p>	<p>7. In which East Asian country did the United States support anticommunist forces in a conflict during the 1950s aimed at preventing the spread of communism? A Japan B Korea* C Philippines D Taiwan</p> <p>8. Which Southeast Asian country, part of what was formerly known as French Indochina, became the site of the longest United States military conflict? A Hong Kong B Bangladesh C Thailand D Vietnam*</p> <p>9. The lack of United States military success in the conflict in Southeast Asia during the 1960s led to which president's decision not to run for re-election? A Dwight Eisenhower B Lyndon Johnson* C Richard Nixon D Jimmy Carter</p> <p>10. The United States invasion of Cambodia in 1970 resulted in antiwar protests on some college campuses. National Guard troops shot and killed four students at which university when the guard was called in to restore order? A Stanford University B University of California C Kent State University* D Brown University</p> <p>11. Following United States military withdrawal from Vietnam in 1973, Vietnam A adopted a government similar to Great Britain's. B divided into two separate countries. C continued to fight a civil war. D adopted a communist form of government.*</p> <p>12. The Bay of Pigs invasion of Cuba was an attempt B to end Spanish rule in Cuba. C by United States to overthrow the Castro government.* D by the Soviets to invade southern Florida. E. to impose a communist government in Cuba.</p>
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<p>13. The anticommunist crusade promoted by Senator Joseph McCarthy resulted in</p> <ul style="list-style-type: none"> A the conviction of Senator McCarthy for espionage. B the appointment of Senator McCarthy to the United States Supreme Court. C the assassination of Senator McCarthy. D the condemnation of Senator McCarthy by the Senate.* <p>14. During the Cold War, Virginia's economy</p> <ul style="list-style-type: none"> A declined as federal dollars were sent to other regions. B benefited as private companies were awarded large defense contracts.* C remained stable as the rest of the nation's economy declined. D improved as many corporations moved their headquarters to Virginia. <p>15. Describe the occupation of Germany following World War II. Explain the consequences of that division through the present day. (This question is worth _____ points.)</p> <p>RUBRIC</p> <p>The student's response includes the following information:</p> <p>(Assign points for each item.)</p> <p>Pts____The four zones of Germany and the countries assigned administrative control</p> <p>Pts____The division of Berlin</p> <p>Pts____The cause of tension as a result of the division</p> <p>Pts____The Berlin Airlift</p> <p>Pts____The creation of NATO and the Warsaw Pact</p> <p>Pts____When and how the division of Germany ended</p> <p>_____Total points earned</p>	<p>16. Describe the United Nations. Include when and why it was formed and how it is organized. Provide two examples of United Nations involvement in international events. (This question is worth _____ points.)</p> <p>RUBRIC</p> <p>The student's response includes the following information: (Assign points for each item.)</p> <p>Pts____Year and location the United Nations was formed</p> <p>Pts____The purpose of the United Nations</p> <p>Pts____The functions of the six principal divisions of the United Nations</p> <p>Pts____The role of the General Assembly</p> <p>Pts____How the Security Council is selected</p> <p>Pts____The five permanent members of the Security Council</p> <p>Pts____An explanation of veto power of the permanent members of the Security Council</p> <p>Pts____Two examples of UN involvement in international events</p> <p>_____Total points earned</p> <p>17. Define the term <i>Cold War</i>. Explain the difference between the fundamental structures of the United States government and the governments of communist countries. Identify the origins of the Cold War. Include a description of two events or policies of the Cold War era. Explain how the Cold War ended. (This question is worth _____ points.)</p> <p>RUBRIC</p> <p>The student's response includes the following information: (Assign points for each item.)</p> <p>Pts____Definition</p> <p>Pts____Difference between fundamental structures</p> <p>Pts____Origins</p> <p>Pts____Two events or policies</p> <p>Pts____The end of the Cold War Era</p> <p>_____Total points earned</p>
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ORGANIZING TOPIC

The Civil Rights Movement

Standard(s) of Learning

- VUS.14 The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by
- a) identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded;
 - b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

- Formulate historical questions and defend findings, based on inquiry and interpretation.
- Develop perspectives of time and place.
- Interpret the significance of excerpts from famous speeches and other documents.

Content

- Explain that the United States Supreme Court, by interpreting its powers broadly, can reshape American society.
- Summarize *Brown v. Board of Education*, using the following information:
- Supreme Court decision that segregated schools are unequal and must desegregate
 - Included Virginia case
- Identify the following individuals and their roles in the demise of segregated schools:
- Thurgood Marshall: NAACP Legal Defense Team
 - Oliver Hill: NAACP Legal Defense Team in Virginia
- Summarize Virginia’s response to the *Brown v. Board of Education* decision:
- Massive Resistance: Closing some schools
 - Establishment of private academies
 - White flight from urban school systems
- Explain that African Americans, working through the court system and mass protest, reshaped public opinion and secured the passage of civil rights.
- Explain that the National Association for the Advancement of Colored People (NAACP) challenged segregation in the courts.
- Summarize the influence of the 1963 March on Washington, using the following information:
- Participants were inspired by the “I Have a Dream” speech given by Dr. Martin Luther King, Jr.
 - The march helped influence public opinion to support civil rights legislation.
 - The march demonstrated the power of nonviolent, mass protest.
- Explain how the legislative process advanced the cause of civil rights for African Americans, using the following information:
- Civil Rights Act of 1964
 - The act prohibited discrimination based on race, color, religion, gender, or national origin.

- The act desegregated public accommodations. _____
- President Lyndon B. Johnson played an important role in the passage of the act. _____
- Voting Rights Act of 1965
 - The act outlawed literacy tests. _____
 - Federal registrars were sent to the South to register voters. _____
 - The act resulted in an increase in African American voters. _____
 - President Lyndon B. Johnson played an important role in the passage of the act. _____

Sample Resources

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

African American Odyssey: The Civil Rights Era. The Library of Congress.

<http://memory.loc.gov/ammem/aahtml/exhibit/aopart9.html>. This site provides information on the Civil Rights movement.

“Brown v. Board of Education—Issue: Racial Segregation in Public Schools.” PBS.

<http://www.pbs.org/jefferson/enlight/brown.htm>. This site provides information on *Brown v. Board of Education*.

Civil Rights. Spartacus Educational. <http://www.spartacus.schoolnet.co.uk/USAcivilrights.htm>. This site provides links to information on campaigners for civil rights from 1860 to 1980, together with key issues, events, and organizations.

History.com. <http://www.history.com/>. A&E Television Networks. This site provides access to Web sites related to this organizing topic. Type “Civil Rights” in the Search window, and select the desired items.

“The ‘I Have a Dream’ Speech.” *The U.S. Constitution Online.* <http://www.usconstitution.net/dream.html>. This site provides a printable copy of Dr. King’s famous speech.

Landmark Cases of the U.S. Supreme Court. Street Law, Inc. and The Supreme Court Historical Society.

<http://www.landmarkcases.org/>. This site provides information and classroom activities about a number of landmark cases.

Landmark Supreme Court Decisions. Administrative Office of the U.S. Courts.

<http://www.uscourts.gov/EducationalResources/ConstitutionResources/LegalLandmarks/LandmarkSupremeCourtCases.aspx>. This site provides access to information about landmark Supreme Court cases.

“Little Rock Central High School National Historic Site.” National Park Service.

<http://www.cr.nps.gov/nr/travel/civilrights/ak1.htm>. This site provides information on a national emblem of the often violent struggle over school desegregation.

Martin Luther King, Jr. ...a nation remembers. Middle Tennessee State University.

<http://www.mtsu.edu/~vvesper/king.html>. This site provides information on Dr. Martin Luther King, Jr.

“Remembering Barbara Johns.” *The Robert Russa Moton Museum: A Center for the Study of Civil Rights in Education.* Hampden Sydney College. <http://www.hsc.edu/news/archive/moton.html>. This site provides access to information on the Civil Rights movement.

“School Desegregation: On the Front Lines with the Little Rock 9.” PBS.

http://www.pbs.org/wgbh/amex/kids/civilrights/features_school.html. This site provides information on the Civil Rights movement.

Supreme Court of the United States. <http://www.supremecourtus.gov/>. This is the home page of the U.S. Supreme Court, providing access to Supreme Court cases.

“They Closed Our Schools” *The Robert Russa Moton Museum: A Center for the Study of Civil Rights in Education.* Hampden Sydney College. <http://www.mercyseatfilms.com/moton.html>. This site offers information about the history of civil rights in public education.

Today in History: Plessy v. Ferguson. The Library of Congress.

<http://memory.loc.gov/ammem/today/may18.html>. This site provides information on *Plessy v. Ferguson*.

“Virginia Standards of Learning Assessments Test Blueprint: Virginia and United States History: 2008 History and Social Science Standards of Learning.” Virginia Department of Education.

http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_va_ushist.pdf. This site provides assessment information for the course in Virginia and United States History.

“Virginia Standards of Learning Spring 2007 Released Test: End of Course Virginia and United States History.”
Virginia Department of Education.
http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_va_ushist.pdf. This site provides the latest released SOL test for the Virginia and United States History course.

We Shall Overcome: Historic Places of the Civil Rights Movement. National Parks Service.
<http://www.nps.gov/nr/travel/civilrights/>. This site provides information on historic sites related to the Civil Rights movement.

Session 1: Introducing the Civil Rights Movement

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to make connections between past and present.
- Students should be able to conduct basic research on a given topic.

Materials

- Copies of the Constitution of the United States
- Documentary video on the Civil Rights movement or of Dr. King's famous "I Have a Dream" speech
- Internet access

Instructional Activities

NOTE: For information on the background of the Civil Rights movement, the following Web sites may be of assistance:

- <http://www.history.com/>. (Type "Civil Rights" in "Search," and select the desired items.)
 - *Historic Places of the Civil Rights Movement*. <http://www.nps.gov/nr/travel/civilrights/>
 - <http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart9.html>
 - <http://www.spartacus.schoolnet.co.uk/USAcivilrights.htm>
1. Introduce this organizing topic by asking students to define the term *civil rights*. Display their responses. After a few minutes of discussion, display a dictionary definition of *civil rights*, such as "the nonpolitical rights of a citizen; especially the rights of personal liberty guaranteed to United States citizens by the 13th and 14th amendments to the Constitution and by acts of Congress." Compare the dictionary definition with the definitions students shared.
 2. Instruct students to access the 13th, 14th, and 15th Amendments to the Constitution and read them silently. After a few moments, encourage students to share their interpretations of these amendments. Ask them to identify the time period when the amendments were passed. Explain that there is an important historical reason that each amendment was added to the Constitution, and ask students to identify the historical events that led to passage of the 13th and 14th Amendments. Ask whether these amendments were really necessary, or whether the language of the Constitution should have been sufficient to address the needs of all Americans. Why, or why not? Ask whether the 13th and 14th Amendments solved the problems they were designed to solve. If they say no, ask whether they know if legislation or other laws were passed to address civil rights issues in the United States.
 3. Show a documentary video on the Civil Rights movement or one of Dr. Martin Luther King, Jr., giving his famous "I Have a Dream" speech about civil rights. Instruct students to write one or two paragraphs in response to the video.
 4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing assignments.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students use the auto-summarizer tool of a word processor to supplement their assigned reading and research.

Multisensory

- Have students view and discuss video clips from the "American Memory" portion of the Library of Congress Web site.

Community Connections

- Invite a prominent community member to discuss his/her personal experiences with the Civil Rights movement.

Small Group Learning

- Have students partner to complete their research and develop a timeline of major events during the Civil Rights era.
- Have students partner to create a word search about the Civil Rights movement.

Vocabulary

- Have students use the following key vocabulary: *civil rights, amendments, legislation*.
- Have students use key vocabulary to create posters or other projects.

Student Organization of Content

- Have students use a digital graphic organizer to identify key information from the session.

Session 2: Events and Leaders of the Movement before 1954

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to make connections between past and present.
- Students should be able to conduct basic research on a given topic.

Materials

- Books on the Civil Rights movement to display around the room
- Internet access

Instructional Activities

1. Provide brief background information on the 1954 court case *Brown v. Board of Education*. Include a brief description of civil rights court cases prior to *Brown* such as *Plessy v. Ferguson*. Encourage discussion about the cases. The following Web sites may be of assistance in providing information and guiding discussion:
 - *Plessy v. Ferguson*. <http://memory.loc.gov/ammem/today/may18.html>.
 - *Plessy v. Ferguson*. <http://www.streetlaw.org/en/Case.4.aspx>.
 - *Brown v. Board of Education*. <http://www.streetlaw.org/en/Case.6.aspx>.
2. Briefly discuss events and key leaders associated with the Civil Rights movement prior to *Brown v. Board of Education*. The following list provides a sample of events and leaders. Alter the list based on the needs of the class:
 - Events
 - Fisk University in Nashville, Tennessee, established 1866
 - Howard University in Washington, D.C., established 1867
 - Civil Rights Act of 1875
 - National Association for the Advancement of Colored People (NAACP) established 1909
 - Congress of Racial Equality 1942
 - Leaders
 - Frederick Douglass: 1817–1895
 - Sojourner Truth: 1797–1883
 - Harriett Tubman: 1820–1913
 - Medgar Evers: 1925–1963
 - Langston Hughes: 1902–1967
 - Booker T. Washington: 1856–1915
 - W.E.B. DuBois: 1868–1963
 - Thurgood Marshall: 1908–1993
 - A. Phillip Randolph: 1889–1979
 - Martin Luther King, Jr.: 1929–1968
 - Marcus Garvey: 1887–1940
 - Rosa Parks: 1913–2005
3. Encourage students to share what they know about these events and individuals. Also encourage them to add to the list. Remind them that civil rights events and leaders after 1954 will be covered later.
4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing assignments.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows and timeline software.

Multisensory

- Have students develop and perform skits related to specific Civil Rights events.

Community Connections

- Invite a historian to discuss the Civil Rights movement.
- Arrange for students to visit a Civil Rights museum or cultural center, or take a virtual tour.

Small Group Learning

- Have students partner to complete their research and develop posters.
- Have students partner to complete a digital slide presentation.

Vocabulary

- Have students use the following key vocabulary: *Civil Rights movement*, *Brown v. Board of Education*, *Plessy v. Ferguson*.
- Have students use key vocabulary to create posters or other projects.

Student Organization of Content

- Have students use a digital graphic organizer to identify key information from the session.
- Have students present a report from their groups.

Session 3: The Supreme Court Cases

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to make connections between past and present.
- Students should be able to conduct basic research on a given topic.

Materials

- Internet access

Instructional Activities

1. Provide background information on the 1954 court case *Brown v. Board of Education* in greater depth than in the previous session. The following Web sites may be of assistance:
 - <http://www.pbs.org/jefferson/enlight/brown.htm>
 - <http://www.landmarkcases.org/brown/home.html>

2. Display the following:

The United States Supreme Court case of *Brown v. Board of Education* established that segregated schools are unequal and therefore unconstitutional. It ordered public schools in the United States to desegregate.

Explain that the *Brown v. Board of Education* case overturned the Supreme Court's 1896 ruling of *Plessy v. Ferguson*. Ask students to explain how a sitting court can overturn a decision of a previous court. This is an excellent time to remind students how Supreme Court justices are chosen and how long they serve. Providing a list of current justices and the president who appointed each of them may help students develop a better understanding of the long-term impact a president can have on the court. Discuss briefly which justices may be retiring soon. The Supreme Court's Web site (<http://www.supremecourtus.gov/about/about.html>) provides a brief biography on the current justices, a list of all justices since 1789, and identification of the presidents who made the appointments.

3. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing assignments.
- Have students use text-to-speech software or the auto-summarizing tool to supplement their assigned reading and research.

Multisensory

- Have students take notes on key information within assigned reading by using highlighter pens, tape, and colored sticky notes.

Community Connections

- Invite a judge to discuss the U.S. Supreme Court.

Small Group Learning

- Have students partner to complete their research and develop charts.

Vocabulary

- Have students use the following key vocabulary: *Brown v. Board of Education*, *Plessy v. Ferguson*.
- Have students use key vocabulary in presentations.

Student Organization of Content

- Have students use a digital graphic organizer to identify key information from the session.
- Have students present a report from their groups.

Session 4: The Civil Rights Movement beyond Public Education

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to make connections between past and present.
- Students should be able to conduct basic research on a given topic.

Materials

- Internet access

Instructional Activities

1. Explain to students that following the Supreme Court decision in *Brown v. Board of Education*, school divisions employed different strategies to avoid integration. Briefly review the events in Little Rock, Arkansas, in 1957. The following Web sites may be of assistance:
 - http://www.pbs.org/wgbh/amex/kids/civilrights/features_school.html
 - <http://www.cr.nps.gov/nr/travel/civilrights/ak1.htm>
2. Display the following:

Virginia's response to *Brown v. Board of Education* resulted in a period known as "Massive Resistance." Public schools were closed, private schools were established, and whites moved away from urban school systems.

Briefly discuss this period. The following Web sites may be of assistance:

 - <http://www.hsc.edu/news/archive/moton.html>.
 - <http://www.mercyseatfilms.com/moton.html>.
 - <http://www.motonmuseum.org/>.
3. Discuss the significance of a "landmark" Supreme Court decision. Explain that the *Brown* court case has had a long-term impact on the issue of civil rights and equality for minorities in the United States, extending well beyond the area of public education. The following Web site may be of assistance:
<http://www.landmarkcases.org/>.
4. Provide students with brief biographies of Thurgood Marshall and of Oliver Hill.
5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing assignments.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows.

Multisensory

- Have students discuss relevant video and audio clips.

Community Connections

- Invite a community leader to discuss the legacy of the Civil Rights movement.

Small Group Learning

- Have students partner to complete their research.
- Have students partner to compare their notes.

Vocabulary

- Have students use the following key vocabulary: *Massive Resistance*, *significance*, *landmark decision*, *Supreme Court*.

- Have students use key vocabulary to create posters or other projects.

Student Organization of Content

- Have students use a digital graphic organizer to identify key information from the session, including the topic of Massive Resistance.
- Have students present a report from their groups.

Session 5: The “I Have a Dream” Speech

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to make connections between past and present.
- Students should be able to conduct basic research on a given topic.

Materials

- Internet access
- Video clips, pictures, or newspaper accounts of the 1963 March on Washington
- Photographs of Dr. Martin Luther King, Jr.
- Video or audio recording of the “I Have a Dream” speech and other speeches of Dr. Martin Luther King, Jr.
- Textbook or other instructional resources

Instructional Activities

1. Provide a brief discussion of the following events related to the Civil Rights movement:

- Montgomery Bus Boycott
- Little Rock school integration
- Greensboro lunch counter sit-in
- Freedom Rides
- Birmingham
- Freedom Summer
- Selma

2. Display the following:

In 1963, approximately 250,000 people participated in a march on Washington, a nonviolent gathering to support civil rights legislation.

Provide video clips, pictures, and/or newspaper accounts of this march. Encourage classroom discussion about the significance of this *nonviolent* approach to civil rights issues. Display photographs of Dr. King. The Web site <http://www.mtsu.edu/~vvesper/king.html> may be of assistance. Show a video of Dr. King’s “I Have a Dream” speech and other speeches. Provide a transcript of the “I Have a Dream” speech (see <http://www.usconstitution.net/dream.html>).

3. Group students, and assign a portion of the speech to each group. Have each group prepare a brief explanation of its section of the speech. Post the following questions, and instruct the groups to include answers to them in their explanations. Allow students to consult the textbook or other teacher-provided resources.
 - Who was president at the time of the speech?
 - To what historical documents did Dr. King refer?
 - What influenced Dr. King’s views on nonviolence?
 - What in the speech shows that Dr. King advocated peaceful resistance?
 - Was the problem only in the South? What in the speech answers this question?
 - Who was the Governor of Alabama to whom Dr. King referred? Why does Dr. King refer to him?
 - Where are the locations to which Dr. King referred? (Point them out on a map.)
4. If time permits, have each group report its findings to the class. (This activity can be moved to or continued in the next session as necessary.) Conduct a class discussion on the tone of the speeches Dr. King gave and the impact Dr. King had on the history of the United States.
5. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing assignments.
- Have students use text-to-speech software to supplement their assigned reading and research.

Multisensory

- Have students discuss relevant video or audio clips.

Community Connections

- Invite an expert to discuss the Civil Rights movement.

Small Group Learning

- Have students partner to complete their research.
- Have students partner to prepare questions for the guest speaker.

Vocabulary

- Have students use the following key vocabulary: *boycott, integration, Freedom Rides, nonviolent*.
- Have students use key vocabulary to complete activities.

Student Organization of Content

- Have students use a digital graphic organizer to identify key information from the session.

Session 6: Events and Trends at the Time of Dr. King's Assassination _____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to make connections between past and present.
- Students should be able to conduct basic research on a given topic.

Materials

(None)

Instructional Activities

1. Have students continue their presentations on Dr. King's famous speech, if not completed in the previous session.
2. Provide background information on the assassination of Dr. Martin Luther King, Jr., on April 4, 1968, in Memphis, Tennessee.
3. Discuss the historical events and the trends in American culture that were occurring at the time of Dr. King's assassination. Gather information from various sources on the following topics to guide discussion:
 - Music
 - Television shows
 - Fashion
 - Communication innovations
 - Assassination of Robert F. Kennedy
 - Tet Offensive
 - Election of President Richard Nixon
 - My Lai Massacre
 - Public response to VietnamEncourage students to share what they know of this time period.
4. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors and conduct online research to complete the writing assignments.
- Have students use text-to-speech software or the auto-summarizer tool to supplement their assigned reading and research.

Multisensory

- Have students use portable electronic word processors to complete the writing assignments.
- Have students view and discuss video clips from the "American Memory" portion of the Library of Congress Web site.
- Have students present their research findings as digital slide show, video, poster, or other visual means.

Community Connections

- Invite a community leader to discuss his/her personal experiences with the Civil Rights movement.
- Arrange for students to visit a local television station to observe a news production and discuss the role of the media in the Civil Rights movement.

Small Group Learning

- Have students partner to complete their research and develop a timeline of events and trends during the Civil Rights movement.
- Have students partner to create a worksheet relating the Civil Rights movement.

Vocabulary

- Have students use the following key vocabulary: *assassination, trends, culture*.
- Have students use key vocabulary to complete activities.

Student Organization of Content

- Have students use a digital graphic organizer to identify key information from the session.
- Have students create a timeline depicting cultural trends during the Civil Rights movement.

Session 7: The Civil Rights Act; The Voting Rights Act; Marches; Protests

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to make connections between past and present.
- Students should be able to conduct basic research on a given topic.

Materials

- Video or pictures of the Birmingham March

Instructional Activities

1. Display the following:

The Civil Rights Act of 1964, passed during Lyndon Johnson's presidency, prohibited discrimination based on race, color, religion, gender, or national origin, and desegregated public accommodations.

Discuss the provisions of the Civil Rights Act of 1964. Encourage students to ask questions and express their knowledge of the reasons this bill was passed.

2. Display the following:

The Voting Rights Act of 1965, passed during Lyndon Johnson's presidency, outlawed literacy tests, resulted in federal registrars being sent to the South to register voters, and resulted in an increase in African American voters.

Discuss the impact of this legislation. Encourage students to consider what impact this might have had on minority representation in state and federal legislatures. How would increased minority representation have impacted lawmaking?

3. Display the following:

The National Association for the Advancement of Colored People (NAACP), founded in 1909, used the courts to challenge segregation.

Briefly discuss the history of this organization and a sample of cases they have taken to court.

4. Conduct a discussion about the mass protests during the Civil Rights movement. Ask students why they might have been involved in a sit-in or a march at that time. Also, discuss the voter registration campaigns and Freedom Summer.
5. Show a video or display pictures of the use of fire hoses and police dogs during the Birmingham March, and discuss the impact these images had when they were shown on national television and printed in newspapers across the U.S.
6. Assign a teacher-selected reading or other reinforcement activity.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors and conduct online research to complete the writing assignments.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research findings and class notes through digital slide shows.

Multisensory

- Have students develop displays that reflect the changing roles of African Americans since the beginning of the Civil Rights movement.

Community Connections

- Invite a Civil Rights leader to discuss the Voting Rights Act.

Small Group Learning

- Have students partner to complete their research and develop posters of influential African Americans.

Vocabulary

- Have students use the following key vocabulary: *desegregation*, *literacy tests*, *national origin*.
- Have students use key vocabulary to create posters or other projects.

Student Organization of Content

- Have students use a digital graphic organizer to identify key information from the session.
- Have students present a report from their groups.

Session 8: Assessment

Materials

- Attachment A: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment A, and have students complete the assessment.

Attachment A: Sample Assessment Items

Asterisk (*) indicates correct answer.

1. Which Supreme Court case overturned a lower court ruling and established a precedent by declaring that separate but equal facilities are unconstitutional?
 - A *Gideon v. Wainwright*
 - B *Brown v. Board of Education**
 - C *Plessy v. Ferguson*
 - D *Marbury v. Madison*
2. Who served on the legal team for the NAACP in a landmark court case and went on to become the first African American appointed to the United States Supreme Court?
 - A Thurgood Marshall*
 - B Oliver Hill
 - C William Randolph
 - D Medgar Evers
3. Virginia responded to the Supreme Court order to desegregate their public schools by
 - A immediately complying with the order.
 - B appealing the courts decision.
 - C closing some public schools.*
 - D ordering the military to block desegregation.
4. The Civil Rights Act of 1964
 - A promoted the election of African Americans to public office.
 - B was signed into law by John F. Kennedy.
 - C led to the appointment of the first African American to the president's Cabinet.
 - D prohibited discrimination based on race, color, religion, gender, or national origin.*
5. African Americans secured passage of civil rights legislation by
 - A electing African Americans to the United States Congress.
 - B working through the court system and using mass protests.*
 - C pushing for legislation through referendum.
 - D conducting work stoppages around the country.
6. Virginia employed what policy to avoid integrating schools?
 - A Massive Resistance*
 - B Nullification
 - C Desegregation
 - D Accommodation

**Lynchings of African Americans
1886-1920**

Years	Number of Persons Lynched
1886-1890	392
1891-1895	639
1896-1900	493
1901-1905	407
1906-1910	345
1911-1915	279
1916-1920	275

7. From the chart above, it may be concluded that violence against African Americans
 - A declined steadily from 1886 to 1920.
 - B increased from 1901 to 1910.
 - C increased from 1886 to 1895.*
 - D remained constant from 1886 to 1920.
 8. Which president was most closely identified with the passage of significant Civil Rights legislation?
 - A Lyndon Johnson*
 - B John Kennedy
 - C Ronald Reagan
 - D Jimmy Carter
- "I have a dream that one day out in the red hills of Georgia, sons of former slaves and sons of former slave owners will be able to sit down together at the table of brotherhood."
9. The quotation above comes from a famous speech given on the steps of the Lincoln memorial by
 - A Martin Luther King, Jr.*
 - B Medgar Evers.
 - C James Farmer.
 - D Adam Clayton Powell.
 10. Which organization sought increased rights by using the courts?
 - A Student Nonviolent Coordinating Committee (SNCC)
 - B Congress of Racial Equality (CORE)
 - C Black Panthers
 - D National Association for the Advancement of Colored People (NAACP)*

ORGANIZING TOPIC

Contemporary United States

Standard(s) of Learning

- VUS.15 The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by
- a) examining the role the United States Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
 - b) analyzing the changing patterns of immigration, the reasons why new immigrants choose to come to this country, their contributions to contemporary America, and the debates over immigration policy;
 - c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education;
 - d) examining the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988;
 - e) assessing the role of government actions that impact the economy;
 - f) assessing the role of the United States in a world confronted by international terrorism.

Essential Understandings, Knowledge, and Skills

Correlation to
Instructional Materials

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

- Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States.
- Evaluate the authenticity, authority, and credibility of sources.
- Formulate historical questions and defend findings, based on inquiry and interpretation.
- Develop perspectives of time and place.
- Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.
- Interpret the significance of excerpts from famous speeches and other documents.
- Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

Content

- Explain how membership of the United States Supreme Court has changed to become more diverse over time, using the following information
- The membership of the United States Supreme Court has included women and minorities, such as Sandra Day O’Connor, Ruth Bader Ginsburg, and Clarence Thomas.
- Explain that the decisions of the United States Supreme Court have expanded individual rights in the years since *Brown v. Board of Education of Topeka, Kansas* (1954).
- Explain that the Civil Rights movement of the 1940s, 1950s, and 1960s provided a model that other groups have used to extend civil rights and promote equal justice.
- Explain that the United States Supreme Court protects the individual rights enumerated in the Constitution of the United States.

Explain that the United States Supreme Court identifies a constitutional basis for a right to privacy that is protected from government interference.

The United States Supreme Court invalidates legislative acts and executive actions that the justices agree exceed the authority granted to government officials by the Constitution of the United States.

Explain that immigration to the United States has increased from many diverse countries, especially Asian and Latin American countries.

Explain that rising immigration has increased American diversity and redefined American identity.

Summarize reasons for immigration and issues related to immigration, using the following information:

- Reasons for immigration
 - Political freedom
 - Economic opportunity
- Issues related to immigration policy
 - Strain on government services
 - Filling low-paying jobs in the United States
 - Border issues
 - Pathway to citizenship
 - Bilingual education
 - Increasing cultural diversity
- Contributions of immigrants
 - Diversity in music, the visual arts, and literature
 - Roles in the labor force
 - Achievements in science, engineering, and other fields

Explain that dramatic advances in technology have affected life in America in many significant areas.

Explain that the American space program was a triumph of American technological prowess.

Summarize technological advances in recent decades, using the following information:

- In the early 1960s, President Kennedy pledged increased support for the American space program. The race to the moon continued through the 1960s. U.S. astronaut John Glenn was the first American to orbit the Earth. In 1969, American astronaut Neil Armstrong was the first person to step onto the moon's surface. He proclaimed, "That's one small step for a man; one giant leap for mankind."
- Sally Ride was the first female American astronaut.
- Over the past three decades, improved technology and media have brought about better access to communication and information for businesses and individuals in both urban and rural areas. As a result, many more Americans have access to global information and viewpoints.
- Examples of technological advances include the following:
 - Space exploration
 - Space shuttle
 - Mars rover
 - Voyager missions
 - Hubble telescope
 - Communications
 - Satellites
 - Global positioning system
 - Personal communications devices
 - Robotics

- Changes in work, school, and health care in recent decades include the following:
 - Telecommuting
 - Online course work
 - Growth of service industries
 - Breakthroughs in medical research, including improved medical diagnostic and imaging technologies
 - Outsourcing and offshoring

Explain that Ronald Reagan’s policies had an impact on the relationship between the federal government and state governments.

Explain that the conservative political philosophy of President Reagan prompted a reevaluation of the size and role of government in the economy and society of contemporary America.

Explain that President Reagan and conservative Republicans advocated for

- tax cuts
- transfer of responsibilities to state governments
- appointment of judges/justices who exercised “judicial restraint”
- reduction in the number and scope of government programs and regulations
- strengthening of the American military.

Explain that the “Reagan Revolution” extended beyond President Reagan’s tenure in office with

- the election of his vice president, George H. W. Bush
- the election of a centrist Democrat, William J. Clinton
- The Republican sweep of congressional elections and statehouses in the 1990s
- The election of George W. Bush as president.

Explain that the federal government has the ability to influence the United States economy. It bases its decisions on economic indicators such as Gross Domestic Product (GDP), exchange rates, rate of inflation, and unemployment rate.

Explain that government promotes a healthy economy characterized by full employment and low inflation through the actions of

- the Federal Reserve: Monetary policy decisions control the supply of money and credit to expand or contract economic growth.
- the president and Congress: Fiscal policy decisions determine levels of government taxation and spending; government regulates the economy.

Explain that the United States has confronted the increase in international terrorism by formulating domestic and international policies aimed at stopping terrorism.

Summarize the role the United States has played in a world confronted by international terrorism, using the following information:

- Use of heightened security at home (Patriot Act)
- Use of diplomatic and military initiatives.

Sample Resources

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

The Apollo Program. NASA. <http://spaceflight.nasa.gov/history/apollo/>. This site provides information on the Apollo program.

Astronaut Information on the NASA World Wide Web. NASA. <http://www.jsc.nasa.gov/Bios/more.html>. This site provides biographies of and other information about American astronauts.

Castro, Max J. "Migration by the Numbers." The Dante B. Fascell North-South Center at the University of Miami. http://www.revistainterforum.com/english/articles/062602artsoc_en.html. This site provides access to an articles about migration.

"Educational Attainment." National Center for Education Statistics: U.S. Department of Education. <http://nces.ed.gov/fastfacts/display.asp?id=27>. This site provides information about trends in the educational level of the United States population and offers links to historical statistics.

Educational Resources Information Center (ERIC) and Other Clearinghouses. Ed.gov. U.S. Department of Education. <http://www.ed.gov/about/contacts/gen/othersites/eric.html>. Select "Search any or all ERIC Web sites." Type in a topic (e.g., "Columbus"), and then click "Search."

History.com. <http://www.history.com/>. A&E Television Networks. This site provides access to Web sites related to this organizing topic. Type "contemporary history" in the Search window. The topic "United States" provides an excellent overview of the United States and includes many links to detailed information. Also, scroll down to "Women's History – 2000"; this site has some interesting information on Babe Didrikson.

"Immigration from Mexico: Study Examines Costs and Benefits for the United States." Center for Immigration Studies. <http://www.cis.org/articles/2001/mexico/release.html>. This site provides a study that examines the cost and benefits to the United States of Mexican immigrants to the U.S.

"Internet History and Microprocessor Timeline." *Computer History Museum*. http://www.computerhistory.org/exhibits/internet_history/index.page. This site provides a brief history of the Internet.

The Museum of HP Calculators. <http://www.hpmuseum.org/>. This site provides a history of the calculator and includes instructions on how to use a slide rule.

Public Broadcasting Service. <http://www.pbs.org/>. Select "History" from the drop down menu beside "EXPLORE"; under the "TOPIC INDEX," click "United States"; select a preferred topic from the extensive menu.

U.S. Department of Education. <http://www.ed.gov/>. This site provides access to information on education-related legislation.

"Virginia Standards of Learning Assessments Test Blueprint: Virginia and United States History: 2008 History and Social Science Standards of Learning." Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_va_ushist.pdf. This site provides assessment information for the course in Virginia and United States History.

"Virginia Standards of Learning Spring 2007 Released Test: End of Course Virginia and United States History." Virginia Department of Education. http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_va_ushist.pdf. This site provides the latest released SOL test for the Virginia and United States History course.

Session 1: Current Events and Important Issues: Now and Then _____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to compare and contrast.
- Students should have a basic understanding of world geography.
- Students should be able to conduct basic research on a given topic.

Materials

- Newspapers, newsmagazines
- Internet access
- Attachment A: Course Project Topics

Instructional Activities

1. Explain to students that one aim of the final organizing topic, “Contemporary United States,” is to bring them up-to-date on current events and issues and to connect current events/issues to lessons gained from knowledge of the past. (NOTE: The teacher should be familiar with a wide range of current events to guide discussion.)
2. Ask students to make a list of 10 current events that relate to national or international issues. Encourage students to go beyond sports and entertainment events unless the issue involved has some legal or political importance. Allow about five minutes for them to make this list of current events. Allow time for students to share their lists with the class. Display student responses, and determine through discussion class understanding of the events and the issues involved. Provide information necessary to promote understanding of the more significant issues.
3. Explain to students that during study of this organizing topic, they will also focus on doing an in-depth learning project for the course. Distribute copies of Attachment A, and go over it. Give students additional guidelines for the project and the due date. The following Web sites may be of assistance:
 - <http://www.history.com/>. (Type “contemporary history” in the Search window. The topic “United States” provides an excellent overview of the United States and includes many links to detailed information. Also, scroll down to “Women’s History – 2000”; this site has some interesting information on Babe Didrikson.)
 - <http://www.pbs.org/> (Select “History” from the drop down menu beside “EXPLORE”; under the “TOPIC INDEX,” click “United States”; select a preferred topic from the extensive menu.)Have students select a project topic, and to get them started, assign a specified amount of work on it to be completed by the next session.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows.
- Have students work with a map of the world displayed on an interactive whiteboard.
- Have students view and discuss video clips, noting key events.
- Have students use an interactive whiteboard to create and share the class list.

Multisensory

- Have students illustrate research findings or notes.
- Have students note key information in assigned reading, using highlighters and sticky notes.

Community Connections

- Invite an expert who has lived through social change to discuss his/her experiences.

- Arrange for students to visit a common location in contemporary culture (e.g., shopping mall, fitness center, coffee shop) and note their observations. Ask them how their chosen location might have changed over the last 50 years.

Small Group Learning

- Have students partner to complete their activities.
- Have students partner to practice their presentations, providing feedback.

Vocabulary

- Have students use the following key vocabulary: *evolution, current events*.
- Have students partner create a vocabulary puzzle or word game.
- Have students contribute to a classroom vocabulary word wall.

Student Organization of Content

- Have students use a digital graphic organizer to identify key information from the session.

Session 2: The Increase and Changing Roles of Women in the Workforce _____

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to interpret basic statistical information.

Materials

- Statistics on the increase and changing roles of women in the workforce (see Web sites listed below)
- Internet access

Instructional Activities

1. Prepare a class discussion on the increase of women in the workforce, especially those seeking and gaining leadership positions. The following Web sites may prove helpful:
 - <http://www.infoplease.com/ipa/A0104673.html>. Reflects the history of women in the labor force
 - <http://www.bls.gov/opub/ted/2000/feb/wk3/art01.htm>. Provides a comparison of men and women in the labor force
 - <http://www.infoplease.com/ipa/A0104670.html#axzz0wDLzZ4y9>. Provides information on the number of mothers in the labor force
2. Provide examples of women who have broken through the glass ceiling, for example, Sandra Day O'Connor and Sally Ride. The following Web sites may be of assistance:
 - "Breaking the Glass Ceiling: 2002: The Most Important Political Year of the Woman."
<http://www.tompaine.com/Archive/scontent/6608.html>
 - "Diversity & The Bar™: Women General Counsel: Beyond the Glass Ceiling."
<http://www.mcca.com/index.cfm?fuseaction=page.viewPage&pageID=1197>
3. Encourage class discussion on the steps that should be taken to ensure that all Americans have equal access to job opportunities regardless of race or gender. Ask students what obstacles exist for women breaking through the glass ceiling. Include the problems that raising a family play in this issue.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors and conduct online research to complete their activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows.

Multisensory

- Have students create a visual display illustrating the changing roles of women in the workforce.

Community Connections

- Invite a professional woman to discuss her career progression and how the workplace has changed during her career.

Small Group Learning

- Have students partner to complete their research and develop posters of influential women.

Vocabulary

- Have students use key vocabulary from the session, including *glass ceiling*.
- Have students use key vocabulary to create posters or other projects.

Student Organization of Content

- Have students use a digital graphic organizer to identify key information from the session.
- Have students present reports from their groups.

Session 3: Issues in the Workplace Today

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to compare and contrast various careers and postsecondary options.

Materials

- Information on current labor issues (see Web site listed below)
- Internet access

Instructional Activities

1. Ask the students how many of them currently work. Ask those who currently work if any of them are doing jobs they hope will carry on after completion of high school. Why, or why not? Ask them to share concerns they have about their current jobs.
2. Have student volunteers share what they think their professions will be upon graduation from high school or college and the reasons they have identified those professions. Ask students to think about the working conditions they hope to have when they begin their careers following high school or college.
3. Provide some information on the current working environment. Include information obtained from research. The following Web site, which provides an article outlining some of the issues in the 21st century workplace, may be of assistance: <http://www.epf.org/racegend.htm>. Conduct a brief discussion of how this information could be used in the various student projects.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows.

Multisensory

- Have students partner to compare notes.
- Have students create Venn diagrams to compare and contrast various careers.

Community Connections

- Arrange for students to visit a career fair or career resource center.
- Invite working parents to discuss their careers.

Small Group Learning

- Have students partner to compare and contrast career options, using the Career Clusters model.
- Have students partner to present their research findings to the class.

Vocabulary

- Have students complete a dictionary of career research terminology and share it at a “career center” in the classroom.

Student Organization of Content

- Have students create a matrix to summarize career information and options.

Session 4: Recent Immigration Issues; Contributions of Immigrants

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to compare and contrast.
- Students should have a basic understanding of world geography and map reading.
- Students should be able to interpret basic statistical information.

Materials

- Map of the world
- Statistics on recent immigration (see Web sites listed below)
- Internet access

Instructional Activities

1. Ask students to identify people they know who have recently immigrated to the United States. Ask them what country these individuals came from. Point out on a classroom map the countries identified.
2. Share with the class some statistics on recent immigration. The following Web sites may be of assistance:
 - <http://www.cis.org/articles/2001/mexico/release.html>
 - <http://www.ihrc.umn.edu/>
 - http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2008/ois_yb_2008.pdf
3. Ask students to make a list of 10 issues they think an immigrant to the United States would have to address. Allow about five minutes for them to make the list, and then encourage students to share their lists and explain why they feel these issues would require attention. Ask students to develop possible solutions to some of the issues they have identified.
4. Ask students to make a list of five contributions new immigrants may make to the United States. Allow about five minutes, and then encourage students to share their lists. Suggest some contributions not identified by students, and ask them if they feel they these contributions would be valuable ones.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows.
- Have students use a map of the world on an interactive whiteboard.
- Have students view and discuss video clips about the current immigration process and points of origin.

Multisensory

- Have students match illustrations to text to answer questions about issues and contributions.
- Have students use a map of the world on an interactive whiteboard to illustrate current immigration trends (e.g., numbers from point of origin).
- Have students complete a chart of contributions from immigrants.

Community Connections

- Invite an immigrant to discuss his/her personal experiences.

Small Group Learning

- Have students partner to work on identifying issues, contributions, and points of origin of current U.S. immigrants.
- Have students partner to present their research to the class.

Vocabulary

- Have students add new or unfamiliar words from their research to their vocabulary journals.

Student Organization of Content

- Have students create a T-chart that summarizes information from issues and contributions.

Session 5: The Space Program

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to interpret basic statistical information.
- Students should be able to conduct basic research on a given topic.

Materials

- Statistics on the U.S. space program (see Web sites listed below)
- Internet access
- Video on the history of the space program, or timeline of the space program

Instructional Activities

1. Show a video on the history of the space program, or provide a timeline of the space program. The following Web sites may be of assistance:
 - <http://spaceflight.nasa.gov/history/apollo/>
 - <http://www.jsc.nasa.gov/Bios/more.html> (information on NASA astronauts)
2. Discuss current space exploration projects, for example, whether a space shuttle is currently in orbit or is scheduled to take off soon; the status of the space station; the status of funding for the space program.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors and conduct online research to complete their activities.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows.

Multisensory

- Have students create a timeline of the U.S. space program, citing key events, people, and other details.

Community Connections

- Invite an industry representative to discuss the U.S. space program.

Small Group Learning

- Have students partner to complete portions of the timeline to join to a classroom display.
- Have small groups complete the research component of the timeline activity.

Vocabulary

- Have students complete word maps for events illustrated on the timeline.
- Have students contribute vocabulary to a classroom word wall.

Student Organization of Content

- Have students use a digital graphic organizer to identify timeline information.
- Have students present reports from their groups.

Session 6: Technological Innovations

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to compare and contrast.
- Students should be able to conduct basic research on a given topic.

Materials

- Information on recent technological innovations (see Web sites listed below)
- Internet access

Instructional Activities

1. Display the following questions, and ask students to respond to them in writing:

When you want to communicate with a friend who is not present, what means of communication do you prefer?

If this means of communication does not work, what is the next most frequently used means?

When you want to research information for a school paper, where do you most often go?

How do you prepare a paper for class, i.e., what technology do you usually use?

When you want to find out what is happening in another part of the world, what do you do? How long does it take to get information?

Allow a few minutes for students to jot down their responses, and then ask them to share their responses with the class. Ask students to imagine that they are sitting in this classroom 50 years ago: What would their responses have been? If possible, bring a manual typewriter to class, and demonstrate its use. Display other examples of communication devices from the past, for example, a rotary-dial telephone. Conduct a class discussion on the sweeping innovations in communications since 1950, including

- personal communications devices, including the evolution of the computer from room-sized computers (ENIAC) to desktop and laptop computers to mobile e-mail and smartphone devices.
- satellites
- global positioning systems.

The following Web sites may be of assistance:

- <http://www.computerhistory.org/timeline/>. Timeline of computer history
- http://www.computerhistory.org/exhibits/internet_history/index.page. Brief history of the Internet

2. Discuss the following examples of other technological advances:

- Space exploration
 - Space shuttle
 - Mars rover
 - Voyager missions
 - Hubble telescope
- Robotics

Include in the class discussion important changes in work, school, and health care in recent decades such as the following:

- Telecommuting
- Online course work
- Growth of service industries
- Breakthroughs in medical research, including improved medical diagnostic and imaging technologies
- Outsourcing and offshoring

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing assignments.

- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share their assignments, using an interactive whiteboard.
- Have students research communication devices of the past.

Community Connections

- Invite a local business leader to discuss technological advances that have influenced his/her business.

Small Group Learning

- Have students partner to complete the research components of the activities and to answer the listed questions.
- Have small groups present information about specific technological innovations.

Vocabulary

- Have students develop a dictionary of technology-related terms.
- Have students contribute vocabulary to a classroom word wall.

Student Organization of Content

- Have students create a timeline that illustrates technological advances.
- Have students present reports from their groups.

Session 7: Trends and Innovations in Education

Prerequisite Understanding/Knowledge/Skills

- Students should be able to read and analyze text for content.
- Students should be able to compare and contrast past and present.
- Students should be able to conduct basic research on a given topic.

Materials

- A short story about typical school days in the early 1900s
- Information on the characteristics of schools in the early 1900s
- Internet access
- Video showing classrooms in various countries, past and present (if available)

Instructional Activities

1. Read a short story about school days in the early 1900s. Instruct students to write down three or four things about schools at that time that are different from their current school experiences. Ask them also to list some things that are similar.
2. Encourage students to share what they have written down. Using the following Web sites and the textbook or other instructional resources as a guide, discuss current trends in education. Include distance learning, magnet schools, and other innovations:
 - <http://www.ed.gov/>
 - <http://nces.ed.gov/fastfacts/display.asp?id=27>. Trends in education with links to historical statistics.
3. If available, show a short video of classrooms in various countries, past and present. Encourage students to comment on what aspects are different from their own classroom and what aspects are similar.
4. Remind students of the project presentations coming up soon.

Specific Options for Differentiating This Lesson

Technology

- Have students use word processors to complete the writing assignments.
- Have students use text-to-speech software to supplement their assigned reading and research.
- Have students share research and class notes through digital slide shows.
- Have students share the list from Activity 2, using an interactive whiteboard.

Multisensory

- Have students compare classrooms in various countries' past and present, using video clips.

Community Connections

- Invite an educator from another country to discuss differences between his/her country's education system and that of the United States.

Small Group Learning

- Have students partner to complete the research components of the activities and to answer the listed questions.

Vocabulary

- Have students develop a dictionary of education terms.
- Have students contribute key vocabulary to a classroom word wall.

Student Organization of Content

- Have students create a timeline that illustrates educational progress in the United States.

Session 8: Terrorism in the Modern Era

Prerequisite Understanding/Knowledge/Skills

- Students should be able to identify current events.
- Student should be able to evaluate and determine the credibility of sources.

Materials

- Internet access
- Attachment B: Terrorism Data—Questions and Activities

Instructional Activities

1. Distribute copies of Attachment B, and have students use the data to answer the questions about modern-day terrorism.
2. Direct students to select and complete one of the extension activities listed on Attachment B.

Specific Options for Differentiating This Lesson

Technology

- Have students share a presentation of Attachment B, using an interactive whiteboard.
- Have students complete digital versions of Attachment B.
- Have students share group responses, using digital slide shows.

Multisensory

- Have students view video examples of terrorism and discuss how terrorism in the U.S. has influenced the culture and individuals.
- Have students share a map of terrorism sites, using an interactive whiteboard.

Community Connections

- Invite a representative from law enforcement to discuss the influence of terrorism.
- Have students collect newspaper or magazine articles on current events associated with terrorism and share their findings with the class.

Small Group Learning

- Have small groups complete Attachment B.

Vocabulary

- Have students add new or unfamiliar words to their vocabulary journals.
- Have students complete word maps or use mnemonics to review key vocabulary.

Student Organization of Content

- Have students use a digital graphic organizer to identify Terrorism Data in Attachment B.

Session 9: Student Presentations

Materials

(None)

Instructional Activities

1. Have students present their course assessment projects.

Attachment A: Course Project Topics

You will develop an in-depth learning project concerning some aspect of the course content. It must include information on the final organizing topic, “Contemporary United States.” Select a project from the following list, or submit for teacher approval a project proposal that meets the objectives of the project.

1. Create a poster with a pictorial timeline reflecting the changes over time in one of the following:
 - The evolution of transportation, including travel times then and now
 - The evolution of communication, including the various means of communication then and now
 - The evolution of fashion
 - The evolution of minority issues
 - The evolution of immigration patterns
 - The evolution of women’s issues
 - The evolution of medicine, including the eradication of certain diseases and the progress in research on diseases that have not yet been conquered
 - The evolution of careers, including jobs that at one time were highly valued, such as blacksmithing, and those that have been created as the result of technological innovations

The timeline should provide information for the 1600s, 1700s, 1800s, and every 20 years in the 1900s. You should emphasize the slow advancements through history until the 1900s and then, if applicable, the rapid changes during the twentieth century. You should include a two-page essay explaining the impact these changes have had on the course of history.
2. Prepare and deliver a five-minute oral report highlighting the link between the past and current issues, such as one of the following:
 - A history of Cuba and a description of the current relationship of Cuba and the United States
 - The changes in television programming since the beginning of television
 - The impact of the computer on the workplace
 - Women who have broken through the glass ceiling
 - Any of the topics listed above for the timeline-essay exercise
3. Create models that illustrate the evolution of modes of transportation over 400 years. The models must be accompanied by a brief paper outlining the impact of the evolution. You may purchase kits to prepare your models, but historical accuracy is required; any paint color or decoration must be historically correct.
4. Model fashions from the 1600s, 1700s, 1800s, and two or three decades of the 1900s. The “fashion show” should highlight when and where the fashions were in style, the types of people (e.g., rich/poor, urban/country) who would have worn them, and the impact of the designs on society.
5. Create a display of a variety of ethnic foods illustrating at least five groups of people that have immigrated to the United States. Each food item must be accompanied by a brief report on
 - the origin of the group represented by the food
 - the current U.S. population figure for that group
 - the circumstances in the home country that compelled the group to immigrate to the United States
 - several persons from that group who have made important contributions to the United States.
6. Make an analysis of the trends in music from the 1600s until today. This may be done as a written report or as a classroom presentation with brief music examples. The analysis must identify when the music was written, a major historical event of the time period, the type of instruments that were used to perform it, and the composer and/or performer of the music. At least half of the music examples must reflect the historical context of their time, e.g., songs from the Vietnam era that reflect public views on the war.
7. Make a collection of political cartoons, and write a brief paper that explains each one, including its content, source, and artist.
8. Examine historical works of art, and develop a brief paper about the impact of social events on the visual arts. For example, compare and contrast three historical paintings from three different eras, including the intent of the artist, the impact of the work of art, and other considerations.

Attachment B: Terrorism Data—Questions and Activities

Deadliest Terrorist Strikes in the United States

Date	Attack and Location	Fatalities	Injuries
11 Sep 2001	Crashing of hijacked planes into World Trade Center, New York City; Pentagon in Alexandria, Virginia; and rural site in Pennsylvania	2,993	8,900
19 Apr 1995	Truck bombing of federal building, Oklahoma City, Oklahoma	169	675
29 Dec 1975	Bombing at airport in New York City	11	75
26 Feb 1993	Truck bombing of World Trade Center, New York City	6	1,040

Deadliest Terrorist Strikes Worldwide

(Includes attacks resulting in at least 100 fatalities.

Some sources do not consider all of these attacks to be terrorist attacks.)

Date	Attack and Location	Fatalities	Injuries
11 Sep 2001	Crashing of hijacked planes into World Trade Center, New York City; Pentagon in Alexandria, Virginia; and rural site in Pennsylvania	2,993	8,900
14 Aug 2007	Multiple car bombings in Al-Qataniyah and Al-Adnaniyah, Iraq	520	1,500
20 Aug 1978	Arson of theater in Abadan, Iran	477	?
1–3 Sep 2004	Hostage taking at school in Beslan, Russia (includes 30 terrorists killed)	366	747
23 Jun 1985	Mid-air bombing of Air India flight off Ireland and attempted bombing of second flight in Canada	331	4
12 Mar 1993	15 bombings in Bombay, India	317	1,400
8 Aug 1998	Truck bombings of U.S. embassies in Nairobi, Kenya, and Dar es Saalam, Tanzania	303	4,954
23 Oct 1983	Truck bombings of U.S. Marine and French barracks, Beirut, Lebanon	301	161
21 Dec 1988	Mid-air bombing of Pan Am flight over Lockerbie, Scotland	270	12
20 Nov–5 Dec 1979	Hostage taking at Grand Mosque in Mecca, Saudi Arabia (includes 87 terrorists killed)	240	600
12 Oct 2002	Car bombing outside nightclub in Kuta, Indonesia	202	350
23 Nov 2006	Multiple car bombings in Baghdad, Iraq	202	250

Significant Terrorist Acts Using Unconventional Weapons

Date	Attack and Location	Fatalities	Injuries
6 Apr 2007	Suicide bombing with truck carrying chlorine tanks in Ramadi, Iraq	35	50
6 Sep 1987	Water poisoning with pesticide at constabulary in Zamboanga City, Philippines	19	140
21 Jan 1994	Attack with chemical grenades on village of Ormancik, Turkey	16	?
28 Jan 2007	Explosion of truck bomb carrying chlorine tank	16	?
20 Mar 1995	Sarin nerve gas attack in subway in Tokyo, Japan	12	5,511
20 Feb 2007	Bombing of chlorine tanker truck in Taji, Iraq	9	150
16 Mar 2007	Two suicide bombings using trucks carrying chlorine tanks in Falluja, Iraq	8	350
27 Jun 1994	Nerve gas attack in Matsumoto, Japan	7	270
21 Feb 2007	Explosion of car bomb carrying chlorine tanks in Baghdad, Iraq	6	73
9 Oct 2001	Anthrax-laced letters mailed to Washington, D.C., U.S.A.	4	7
18 Sep 2001	Anthrax-laced letters mailed to West Palm Beach, Florida, and New York City, New York	1	10
9–19 Sep 1984	Salmonella poisoning in restaurants in The Dalles, Oregon	0	751
19 Apr 1995	Tear gas attack in Yokohama, Japan	0	272

Terrorist attacks producing high numbers of non-fatal injuries

(This listing is incomplete and includes attacks resulting in 300 or more injuries apart from fatalities.

Note that these figures are not as consistently defined by reporting authorities.)

Date	Attack and Location	Fatalities	Injuries
11 Sep 2001	Crashing of hijacked planes into World Trade Center, New York City; Pentagon in Alexandria, Virginia; and rural site in Pennsylvania	2,993	8,900
20 Mar 1995	Sarin nerve gas attack in subway in Tokyo, Japan	12	5,511
8 Aug 1998	Truck bombings of U.S. embassies in Nairobi, Kenya, and Dar es Saalam, Tanzania	303	4,954
11 Mar 2004	Bombings of four trains in Madrid, Spain	191	1,876
14 Aug 2007	Multiple car bombings in Al-Qataniyah and Al-Adnaniyah, Iraq	520	1,500
12 Mar 1993	15 bombings in Bombay, India	317	1,400
31 Jan 1996	Suicide truck bombing of bank in Colombo, Sri Lanka	91	1,400
26 Feb 1993	Truck bombing in garage of World Trade Center, New York City	6	1,040

Compiled by Wm. Robert Johnston, "Worst terrorist strikes—worldwide," <http://www.johnstonsarchive.net/terrorism/wrip255i.html>**QUESTIONS****Chart 1: Deadliest Terrorist Strikes in the United States**

1. What was the deadliest attack in the United States? How many people died? How many people were injured?
2. What happened on April 19, 1995?
3. When was the first attack on the World Trade Center?

Chart 2: Deadliest Terrorist Strikes Worldwide

4. What was the deadliest attack in the world?
5. What methods of attack seem to have been the most deadly?

Chart 3: Significant Terrorist Acts Using Unconventional Weapons

6. What attack had the most injuries?

All Charts

7. How many terrorist attacks have there been in Iraq since 2003? Why do you think there are so many?
8. Which of the following was the most common method of attack: truck/car bomb, suicide bomb, poison, plane hijacking?
9. What was the most common target?

ACTIVITIES

1. Choose one of the attacks listed on the charts. Research the attack, and create a report, poster, or presentation about it. Be sure to include the following:
 - Name given to the attack, if any
 - Date
 - Place
 - Terrorist group responsible, if known or suspected
 - Description of the attack
 - Fatalities and injuries
 - Impact, including changes in law or policy, memorials, social impact
 - At least four pictures
 - A bibliography
2. Create a map of terrorist activity since 1970, using the charts and research. Include at least 20 attacks, and include at least one from each of the following regions: North America, Latin America, Europe, Middle East, Asia, Africa, and Australia. Be sure to include the date and place of each attack on the map or in a map key.
3. Choose 10 terrorist attacks from the charts, and put them on a timeline. Include the four attacks that are listed in the charts in bold. Research the four bolded attacks, and then write a paragraph describing each one.