The Georgia Department of Juvenile Justice

United States History I

Units of Instruction Resource Manual

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**United States History I**

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**Acknowledgements**

The Georgia Department of Juvenile Justice Department of Education would like to thank the many educators who have helped to create this 11th Grade United States History Part 1 Social Studies Units of Instruction Resource Manual. The educators have been particularly helpful in sharing their ideas and resources to ensure the completion and usefulness of this manual.

Students served by the DJJ require a special effort if they are to become contributing and participating members of their communities. Federal and state laws, regulations, and rules will mean nothing in the absence of professional commitment and dedication by every staff member.

The Georgia Department of Juvenile Justice is very proud of its school system. The school system is Georgia’s 181st and is accredited by the Southern Association of Colleges and Schools (SACS). The DJJ School System has been called exemplary by the US Department of Justice. This didn’t just happen by chance; rather it was the hard work of many teachers, clerks, instructors and administrators that earned DJJ these accolades and accreditations. The DJJ education programs operate well because of the dedicated staff. These dedicated professionals are the heart of our system.

These Content Area Units of Instruction were designed to serve as a much needed tool for delivering meaningful whole group instruction. In addition, this resource will serve as a supplement to the skills and knowledge provided by the Georgia Department of Juvenile Justice Curriculum Activity Packets (CAPs).

I would like to thank all the DJJ Teaching Staff, the Content Area Leadership Teams, Kimberly Harrison, DJJ Special Education/Curriculum Consultant and Martha Patton, Curriculum Director for initiating this project and seeing it through. Thank you all for your hard work and dedication to the youth we serve.

Sincerely yours,

James “Jack” Catrett, Ed.D.

Associate Superintendent

**Mission**

The mission of Department of Juvenile Justice Social Studies Consortium (DJJSSC) is to build a multiparty effort statewide to achieve continuous, systemic and sustainable improvements in the education system serving the Social Studies students of the Department of Juvenile Justice (DJJ).

**Vision**

To achieve the mission of the DJJSSC, members work collaboratively in examining the Georgia Performance Standards. These guidelines speak specifically to teachers being able to: deliver meaning content pertaining to the Characteristics of Social Studies and its content standards across the Social Studies units of instruction. The DJJSSC will master and develop whole-group unit lessons built around Curriculum Activity Packets (CAPs), critique student work, and work as a team to solve the common challenges of teaching within DJJ. Additionally, the DJJSSC jointly analyzes student test data in order to: develop strategies to eradicate common academic deficits among students, align curriculum, and create a coherent learning pathway across grade levels. The DJJSSC also reviews research articles, attends workshops or courses, and invites consultants to assist in the acquisition of necessary knowledge and skills. Finally, DJJSSC members observe one another in the classroom through focus walks.

**Introduction**

The 11th Grade United States History Part1 Social Studies Units of Instruction Resource Manual is a tool that has been created to serve as a much needed tool for delivering meaningful whole group instruction. This manual is a supplement to the skills and knowledge provided by the Georgia Department of Juvenile Justice Curriculum Activity Packets (CAPs). It is imperative that our students become informed Georgia citizens who understand the history of the United States and our place in an ever increasing interconnected world, understand their past and how that past influences the present day and the future, and work in cooperative learning groups. Best practices in education indicate that teachers should first model new skills for students. Next, teachers should provide opportunities for guided practice. Only then should teachers expect students to successfully complete an activity independently. The 11th Grade United States History Part 1 Social Studies Units of Instruction meets that challenge.

|  |  |
| --- | --- |
|  | **The Georgia Department of Juvenile Justice** **Office of Education** **Direct Instruction Lesson Plan** |
| Teacher: |
| Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_to­\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_\_\_\_\_Period □ 1st□ 2nd□ 3rd□ 4th□ 5th□ 6th | Students will engage in: □ Independent activities □ pairing □ Cooperative learning □ hands-on □ Peer tutoring □ Visuals  □ technology integration □ Simulations  □ a project □ centers □ lecture □ Other  |
| Essential Question(s):Standards:CAPs Covered:Grade Level:\_\_\_\_ Unit:\_\_\_\_\_\_RTI Tier for data collection: 2 or 3Tier 2 Students:Tier 3 Students: |
| **Time** | **Procedures Followed:** | **Material/Text**  |
| \_\_\_\_\_\_\_Minutes  | Review of Previously Learned Material/Lesson Connections:Recommended Time: 2 Minutes |  |
|  \_\_\_\_\_\_\_Minutes  | Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at[http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) , or print on blackboard) Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard). Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes | Introduce task by stating the purpose of today’s lesson. Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes | Engage students in conversation by asking open ended questions related to the essential question(s). Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes  | Begin whole group instruction with corrective feedback:Recommended Time: 10 Minutes |  |
| \_\_\_\_\_\_\_Minutes  |  Lesson Review/Reteach:Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes  | Independent Work CAPs:Recommended Time: 30 Minutes |  |
| Teacher Reflections:  |

The Instructional Rotation Matrix has been designed to assist Social Studies teachers in providing a balanced approach to utilizing the Social Studies Units of Instruction across all grade levels on a rotating schedule.

|  |  |  |  |
| --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday |
| 6th Grade ContentMiddle School | 9th Grade ContentHigh School | 7th Grade ContentMiddle School | 10th Grade ContentHigh School |
| 8th Grade ContentMiddle School | 11th Grade ContentHigh School | 6th Grade ContentMiddle School | 12th Grade ContentHigh School |
| 7th Grade ContentMiddle School | 9th Grade ContentHigh School | 8th Grade ContentMiddle School | 10th Grade ContentHigh School |
| 6th Grade ContentMiddle School | 11th Grade ContentHigh School | 7th Grade ContentMiddle School | 12th Grade ContentHigh School |

**Georgia Performance Standards**

 **SSUSH1 The student will describe European settlement in North America during the 17th century.**

a. Explain Virginia’s development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon’s Rebellion, and the development of slavery.

b. Describe the settlement of New England; include religious reasons, relations with Native Americans (e.g., King Phillip’s War), the establishment of town meetings and development of a legislature, religious tensions that led to the founding of Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of the Massachusetts charter and the transition to a royal colony.

c. Explain the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania.

d. Explain the reasons for French settlement of Quebec.

e. Analyze the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies.

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

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

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

c. Identify Benjamin Franklin as a symbol of social mobility and individualism.

d. Explain the significance of the Great Awakening.

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

a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.

b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.

c. Explain the importance of Thomas Paine’s Common Sense to the movement for independence.

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

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

b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.

c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.

d. Explain the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.

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

a. Explain how weaknesses in the Articles of Confederation and Daniel Shays’ Rebellion led to a call for a stronger central government.

b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in The Federalist concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.

c. Explain the key features of the Constitution, specifically the Great Compromise, separation of powers (influence of Montesquieu), limited government, and the issue of slavery.

d. Analyze how the Bill of Rights serves as a protector of individual and states’ rights.

e. Explain the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).

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

a. Explain the Northwest Ordinance’s importance in the westward migration of Americans, and on slavery, public education, and the addition of new states.

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

c. Explain major reasons for the War of 1812 and the war’s significance on the development of a national identity.

d. Describe the construction of the Erie Canal, the rise of New York City, and the development of the nation’s infrastructure.

e. Describe the reasons for and importance of the Monroe Doctrine.

|  |
| --- |
|  DJJ U.S. History Part 1Georgia Performance Standards:  Curriculum Map                                             |
| 1st Semester |
| **Unit 1**The New World**Unit 2**European Colonization | **Unit 3**Colonial Societies **Unit 4**The American Revolution | **Unit 5**The New Nation**Unit 6**The Young Republic | **Unit 7**The Expanding Nation **Unit 8**Diverging Ways of Life | **Unit 9**A Society in Change | **Unit 10**A Nation in Crisis |
| **Chapter** | **CAPs** | **Chapter** | **CAPs** | **Chapter** | **CAPs** | **Chapter** | **CAPs** | **Chapter** | **CAPs** | **Chapter** | **CAPs** |
| 1 |  | 5 | 3 | 9 | 7 | 13 | 11 | 17 | 15 | 19 | 17 |
| 2 |  | 6 | 4 | 10 | 8 | 14 | 12 | 18 | 16 | 20 | 18 |
| Unit 2 | Unit 4 | Unit 6 | Unit 8 |  |  |  |  |
| 3 | 1 | 7 | 5 | 11 | 9 | 15 | 13 |  |  |  |  |
| 4 | 2 | 8 | 6 | 12 | 10 | 16 | 14 |  |  |  |  |
| **GPS:****Unit 1****Unit 2**SSUSH1SSUSH2 | **GPS:****Unit3**SSUSH1SSUSH2**Unit 4**SSUSH3SSUSH4 | **GPS:****Unit 5**SSUSH5**Unit 6**SSUSH5SSUSH6 | **GPS:****Unit 7**SSUSH6**Unit 8**SSUSH7 | **GPS:****Unit 9**SSUSH8 | **GPS:****Unit 10**SSUSH9 |
| **Focus CAPs**: Unit 21 & 2 | **Focus CAPs:**Unit 33 & 4Unit 45 & 6 | **Focus CAPs:**Unit 57 & 8Unit 69 & 10 | **Focus CAPs:**Unit 711 & 12Unit 813 & 14 | **Focus CAPs:**Unit 915 & 16 | **Focus CAPs:**Unit 1017 & 18 |

**Enduring Understandings & Essential Question**

**The student will understand that location affects a society’s economy, culture, and development.**

How were economy, culture, and development of the English colonies affected by geographical location?

**The student will understand that when there is conflict between or within societies, change is the result.**

What was the impact of the interaction between the European settlers and the Native Americans?

How did religious intolerance in England lead to religious intolerance in the Massachusetts Bay Colony?

Why did the need for resources lead to international conflict in the North American colonies?

**The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.**

How did colonial self-government lead to the development of the House of Burgesses and other representative governments?

**The student will understand that culture of a society is the product of religion, beliefs, customs, traditions, and government of that society.**

Who were the key leaders of the Great Awakening and what was their impact in the North American colonies?

Why were the colonies viewed as an opportunity for social mobility?

**The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.**

How is Benjamin Franklin an example of social mobility and individualism?

**The student will understand that the movement or migration of people and ideas affects all societies involved.**

What factors led to European and African migration to America?

Why did settlers migrate within colonial America?

What role did the Middle Passage play in the trans-Atlantic trade?

**The New World**

**Georgia Performance Standards**

**SSUSH1 The student will describe European settlement in North America during the 17th century.**

a. Explain Virginia’s development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon’s Rebellion, and the development of slavery.

b. Describe the settlement of New England; include religious reasons, relations with Native Americans (e.g., King Phillip’s War), the establishment of town meetings and development of a legislature, religious tensions that led to the founding of Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of the Massachusetts charter and the transition to a royal colony.

c. Explain the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania.

d. Explain the reasons for French settlement of Quebec.

e. Analyze the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies.

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

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

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

c. Identify Benjamin Franklin as a symbol of social mobility and individualism.

d. Explain the significance of the Great Awakening.

**Task 1**

**Essential Questions:**

What factors led to European and African migration to America?

Why did settlers migrate within colonial America?

What role did the Middle Passage play in the trans-Atlantic trade?

**Resources:**

[**https://genographic.nationalgeographic.com/genographic/atlas.html?card=my028**](https://genographic.nationalgeographic.com/genographic/atlas.html?card=my028) **Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity:**

Ask students if they have ever lived somewhere else. Ask students to share the reason (if they know, or want to share) why their family moved to their current home. Poll students and record the results. How many have lived in more than one place? How many have lived in a different city? State? Country? What were some of the reasons? Ask students to look at the Atlas of the Human Journey via

 <https://genographic.nationalgeographic.com/genographic/atlas.html?card=my028>, which depicts when and where ancient humans moved around the world. Then ask students to think about a place to which they might like to move later in life. Have them create a list of reasons why they think they would like to move there. Then discuss why they chose that location. What would be the downside of moving? Then ask students to think about some of the reasons people might want to move into their state, city, or town. Possible answers could include the climate, job opportunities, natural resources, the economy, culture, etc.

Ask students how they define migration, and keep track of their answers on a large piece of paper or poster board.

Discuss with students some of the reasons that it's important to look at migration. How does a community's pattern of migration make it unique? What can we learn about ourselves from this kind of information? Why is it important to preserve and pass on this information for future generations?

**Task 2**

**Essential Questions:**

What factors led to European and African migration to America?

Why did settlers migrate within colonial America?

What role did the Middle Passage play in the trans-Atlantic trade?

**Resources:**

<https://genographic.nationalgeographic.com/genographic/atlas.html?card=my028>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity:**

Using the Atlas of the Human Journey via <https://genographic.nationalgeographic.com/genographic/atlas.html?card=my028>, have students review some of the possible motivations people have had for migrating to different places in North America. Have students brainstorm and discuss some possible reasons that whole groups or even communities of people might move to another location. Some historical examples include environmental disasters such as "Love Canal," or the loss of industry in an area, that cause people to look for work in another part of the country. Then have small groups of students investigate their own community's history by conducting research using historical documents, newspaper articles, photographs, and other documents. Some possible places to look include the public library, a town or city historian, local museums, and newspaper archives. Have students brainstorm a list of community members to interview—people who could share information about patterns of movement to and from the community as well as personal histories. During their research, have students seek information about the motivations (push/pull factors) that caused people to move in and out of the community. Some possible questions include:

* Have there been any major or large-scale natural or environmental disasters in the community?
* Have any large employers or industries left the area?
* Has the community had something that attracted groups of people, such as the climate, cultural resources, job opportunities, etc.?

When students have completed their research, have them create and share presentations that depict migration to and from their community, including the push-pull factors.

Discuss with students some of the reasons that it's important to look at migration. How does a community's pattern of migration make it unique? What can we learn about ourselves from this kind of information? Why is it important to preserve and pass on this information for future generations?

**Task 3**

**Essential Questions:**

What factors led to European and African migration to America?

Why did settlers migrate within colonial America?

What role did the Middle Passage play in the trans-Atlantic trade?

**Resources:**

[**http://score.rims.k12.ca.us/activity/newworld**](http://score.rims.k12.ca.us/activity/newworld)

**Teacher’s Place:**

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3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

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Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity:**

Introduction:

Instructions from the King and Queen

You, as an agent for the King and Queen, are hereby authorized to make a journey to the New World on behalf of our kingdom. All of our rivals are competing for land, trade and wealth. Whoever wins will be the strongest kingdom in Europe. It is imperative that you succeed.

Your mission is to claim all land for the monarchy, locate a new trading route across the ocean, look for the Northwest Passage, and bring back gold, silver, metals, spices, new plants, and any items deemed valuable. You will be provided with a ship, crew, and all the necessary provisions for an extensive journey to the New World. Certain precise requirements must be met if you expect to be rewarded for your achievements. In order to fulfill your contract you will make an Explorer's Notebook consisting of the attached items. Good luck on your journey and Godspeed.

The Monarchy

You must complete the journey and return with evidence of your findings in the new land. Create an "Explorer's Notebook" for your journey.

It should include:

1. Cover with name (one inch letters) and picture of you, the explorer and the crew roster.
2. A public announcement alerting people to the voyage.
3. A map tracing the voyage from the sponsoring country to the New World and back. Show your explorations on a detailed map.
4. Information about you, the captain. Explain your experience, early life, and why you are exploring. (What are you looking for?)
5. Daily log detailing weather conditions.
6. Daily journal listing daily navigational location....longitude and latitude.
7. Flag of Monarchy to plant on all land claimed.
8. Drawing detailing the ship with all masts and sails. Show where all cargo is stowed. Label the cargo.
9. Specific information about the area(s) explored. This should include items such as plants, land, animals, minerals, agriculture, and people you met on your journey. Include sketches and bring back samples of anything you can.
10. A letter to the monarch (King or Queen) sharing what you found and persuading him or her to either continue or abandon similar explorations in the future.

Resources for Reference**:**

Excerpts from Christopher Columbus’ journal

<http://www.fordham.edu/halsall/source/columbus1.html>

<http://www.fordham.edu/halsall/source/columbus2.html>

**Task 4**

**Essential Questions:**

What factors led to European and African migration to America?

Why did settlers migrate within colonial America?

**Resources:**

<http://www.lsjunction.com/people/coronado.htm>
<http://www.pbs.org/weta/thewest/people/a_c/coronado.htm>

**Teacher’s Place:**

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5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

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**Activity:**

Introduction:

Students, perhaps distracted by the Columbus school holiday, often forget that Christopher Columbus wasn't the only explorer who sailed into uncharted seas to find an unknown land. You all may not even realize that he wasn't even the first of those adventurers to set foot in the New World. Historians believe Leif Erikson, an Icelander, was the first European to arrive in North America, landing in what is now Canada in 1001.

Today, we will discuss an explorer that was not as popular as Christopher Columbus but he accomplished much in his explorations: Francesco Coronado.

Teachers will facilitate the lesson using the various websites listed in the resources portion of the task. Students will also trace the Coronado’s route of exploration as illustrated on this website [**http://www.pbs.org/weta/thewest/places/trails\_ter/coronado.htm**](http://www.pbs.org/weta/thewest/places/trails_ter/coronado.htm)**.**

**Task 5**

**Essential Questions:**

What factors led to European and African migration to America?

Why did settlers migrate within colonial America?

**Resources:**

<http://www.mohicanpress.com/mo08019.html>

Page 9 of the United States History 1 text

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 Signal words: imagine, suppose, predict, if/then

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

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**Activity:**

Introduction:

The story of Ishi is one that is most intriguing. His story is outlined in your text, page 9, of the American History 1 book.

Have students read the story in the text in conjunction with the website <http://www.mohicanpress.com/mo08019.html>. Teachers should facilitate the lesson by projecting the above website onto the whiteboard.

Students should be able to answer the following questions upon completion:

1. Who was Ishi?
2. What happened to his family?
3. How was Ishi discovered?
4. Where did he live for approximately five years?
5. What types of things did he do there?
6. How and when did Ishi die?

**European Colonization**

**Georgia Performance Standards**

**SSUSH1 The student will describe European settlement in North America during the 17th century.**

a. Explain Virginia's development, including the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon's Rebellion, and the development of slavery.

b. Describe the settlement of New England including religious reasons, relations with Native Americans including King Phillip's War, the establishment of town meetings and development of a legislature, religious tensions that led to colonies such as Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of Massachusetts charter.

c. Explain the development of the mid-Atlantic colonies including the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania.

d. Explain the reasons for French settlement of Quebec.

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

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

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

c. Identify Benjamin Franklin as a symbol of social mobility and individualism.

d. Explain the significance of the Great Awakening.

**Task: 1**

**Essential Questions:**

What was the Virginia Company of London?

**Resources:**

<http://www.vahistorical.org/research/tacl_vacompany.htm>

<http://en.wikipedia.org/wiki/London_Company>

<http://manybooks.net/titles/cravenw2855528555-8.html>

Contemporary's American History 1: Before 1865 (Text)

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**Activity:**

After discussion and giving appropriate reading material, the students will be given a worksheet on the Virginia Company of London. They will provide fill-in the blank answers for the worksheet.

**Activity**

Define the Virginia Company of London.

Discuss the reason(s) why the Virginia Company of London financed the colonization of Virginia.

**Task: 2**

**Essential Questions:**

Why was Jamestown settled? Who settled it?

**Resources:**

<http://webspace.webring.com/people/vm/maureen1780/21jamestownquest.htm>

<http://webspace.webring.com/people/vm/maureen1780/21jamestown.htm>

<http://webspace.webring.com/people/vm/maureen1780/21jamestownpuzz.gif>

<http://webspace.webring.com/people/vm/maureen1780/21jamestownlinks.htm>

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**Activity:**

Students will be provided information on the colony of Jamestown and John Smith. From this information the students will complete a cross word puzzle and fill in the blank work sheet.

**Activity**

Discuss the Colony of Jamestown and whom it was named after.

Discuss why John Smith was very instrumental in the success of the colony of Jamestown.

Discuss the relationship of the colonists of Jamestown and the Powhatan People.

**Task: 3**

 **Essential Questions:**

 The student will understand that the movement or migration of people and ideas affects all societies involved.

The student will understand that culture of a society is the product of religion, beliefs, customs, traditions, and government of that society.

**Resources:**

 <http://webspace.webring.com/people/vm/maureen1780/16cortes.htm>

<http://webspace.webring.com/people/vm/maureen1780/18france.htm>

<http://webspace.webring.com/people/vm/maureen1780/19dutch.htm>

<http://webspace.webring.com/people/vm/maureen1780/16cortespuzz.gif>

<http://webspace.webring.com/people/vm/maureen1780/18francequest.htm>

<http://webspace.webring.com/people/vm/maureen1780/18francepuzz.gif>

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 Signal words: defend, judge, justify (what do you think)?

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8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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**Activity:**

Students will be given readable materials and worksheets to better understand the Spanish, French, and Dutch colonization.

**Activity**

Discuss the development of the Spanish, French, and Dutch colonies.

Discuss Hernando Cortes and his exploration of the New World.

Discuss the reasons why the French and Dutch decided to establish a colony in the New World.

**Task: 4**

**Essential Questions:**

What factors led to European and African migration to America?

Why did settlers migrate within colonial America?

What role did the Middle Passage play in the trans-Atlantic trade?

**Resources:**

<http://webspace.webring.com/people/vm/maureen1780/14exchangequest.htm>

<http://webspace.webring.com/people/vm/maureen1780/14exchangepuzz.gif>

<http://webspace.webring.com/people/vm/maureen1780/14exchange.htm><http://en.wikipedia.org/wiki/Mercantilism>

<http://africanhistory.about.com/od/slavery/tp/TransAtlantic001.htm>

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**Activity:**

Handout and worksheets will be given to complete on mercantilism and Trans-Atlantic Slave Trade.

**Activity**

Discuss mercantilism and Trans-Atlantic Slave Trade.

Discuss some of the cash crops that made the early colonies successful.

**Task: 5**

**Essential Questions:**

What factors led to European and African migration to America?

Why did settlers migrate within colonial America?

What role did the Middle Passage play in the trans-Atlantic trade?

**Resources:**

<http://en.wikipedia.org/wiki/Great_Awakening>

Contemporary's American History 1: Before 1865 (Text)

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**Activity:**

Students will given information on “The Great Awakening”, and write a brief response to why they think that this period in time was rightfully termed.

 **Activity**

Define the Great Awakening.

Discuss the significance of the Great Awakening.

**Colonial Societies**

**Georgia Performance Standards**

**SSUSH1 The student will describe European settlement in North America during the 17th century.**

a. Analyze the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies.

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

**Task: 1**

**Essential Questions:**

What factors led to European and African migration to America?

Why did settlers migrate within colonial America?

What role did the Middle Passage play in the trans-Atlantic trade

**Resources:**

 <http://webspace.webring.com/people/vm/maureen1780/27middle.htm>

<http://webspace.webring.com/people/vm/maureen1780/28southern.htm>

<http://webspace.webring.com/people/vm/maureen1780/25newengland.htm>

<http://webspace.webring.com/people/vm/maureen1780/29earlyslavery.htm><http://webspace.webring.com/people/vm/maureen1780/25newenglandquest.htm>

<http://webspace.webring.com/people/vm/maureen1780/27middlequest.htm>

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**Activity:**

Students will complete worksheets and handouts on the New England, Middle, and Southern Colonies.

 Contemporary's American History 1: Before 1865 (Text)

**Activity**

Discuss life in the New England, Middle, and Southern Colonies in relation to the impact of location and place on colonial settlement, transportation, and economic development.

**Task: 2**

**Essential Questions:**

What factors led to European and African migration to America?

Why did settlers migrate within colonial America?

What role did the Middle Passage play in the trans-Atlantic trade?

**Resources:**

<http://webspace.webring.com/people/vm/maureen1780/29earlyslavery.htm> <http://www.melfisher.org/exhibitions/henriettamarie/middlepassage.htm>

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**Activity:**

After discussion of The Middle Passage, students will write a short description of what it was like aboard a slave ship. The emphasis will center on the treatment of slaves and conditions aboard the ship.

**Activity**

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

**The American Revolution**

**Georgia Performance Standards**

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

a. Explain how the end of Anglo-French imperial competition as seen in the French-Indian War, and the 1763 Treaty of Paris, laid the groundwork for the American Revolution.

b. Explain colonial response to such British actions such as the Proclamation of 1763 Stamp Act, and the intolerable acts as seen in Sons and Daughters of Liberty, and Committees of Correspondence.

c. Explain the importance of Thomas Paine's Common Sense to the movement for independence.

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

a. Explain the language, organization, and intellectual sources including the writing of John Locke and Montesquieu of the Declaration of Independence and the role of Thomas Jefferson.

b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.

c. Analyze George Washington as a military leader including the creation of a professional military and the life of a common soldier, crossing the Delaware River, and Valley Forge.

d. Explain Yorktown, the role of Lord Cornwallis and the Treaty of Paris, 1783.

**Task: 1**

**Essential Questions:**

What events led to the American Revolution?

**Resources:**

<http://www.mce.k12tn.net/revolutionary_war/lesson_1.htm>

**Teacher’s Place:**

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3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

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6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity:**

Introduction:

The conflict between the colonists and the king of Great Britain led to the American Revolution. What actions of the king contributed to the conflict? (Allow students time to answer the question.)

Today’s lesson will focus on the conflict that prepared the colonists to engage in war with the crown, or the king of Great Britain.

Teacher will direct the students’ attention to either the whiteboard projection or the handout of this website <http://www.mce.k12tn.net/revolutionary_war/lesson_1.htm>.

Teacher will allow the students time to read the projection or the handout and answer the following questions:

1. What was the Molasses Act of 1733? Whom did it benefit?
2. When was the French and Indian War fought? Who won? How did the colonists benefit from the win?

It is important that the students realize that the end of the French and Indian War however resulted in large debt that the British Parliament decided would be repaid by a raise in taxes on the colonies, being as they were the primary beneficiary of the successful prosecution of the war. Taxes were imposed on a number of items, including legal documents and tea. Stamps were issued to be affixed onto the legal documents and newspapers. Beginning in 1765, protests at the taxes and stamps began to mount in the colonies.

The British Parliament imposed four Acts of taxation upon the Thirteen Colonies, the last Act being the final straw before the Revolution.

The first was the Sugar Act, passed on April 5, 1764. This Act was to trump the Sugar and Molasses Act of 1733, which imposed a six pence-per-gallon tax on molasses imports other than imports from London. This tax was rarely collected due to poor enforcement, so Parliament decided that it would more likely be paid if they cut the tax in half and increased enforcement.

Following that came the Stamp Act of 1765, which required that all legal documents, permits, commercial contracts, newspapers, wills, pamphlets and playing cards carry a tax stamp. These stamps were labels that had to be purchased for every document, and the revenue was sent back to London.

Next was the Townshend Revenue Act, passed in 1767. This Act placed a tax on imports of common goods into the colonies, such as lead, paint, glass, paper and tea. Unlike the Stamp Act, this Act did not place taxes on the goods themselves, but on the import.

The fourth Act, the Tea Act, was not only passed to help raise funds for the national debt, but to also help out one of Britain's companies, the East India Company. Due to the heavy taxes imposed on the import of tea from the Townshend Revenue Act, the colonies were not importing as much tea as needed, and the company was falling into bankruptcy. Parliament decided to pass the Tea Act, which would lower the taxes on importing tea to three pence-per-pound, and the company could ship the tea directly to America. This way, the company wouldn't have to pay the additional import tax to deliver the tea to London first. Therefore, Americans would have a lower import tax on tea and a lower price of tea.

The colonists despised being taxed so heavily. Also they had no representation in Parliament which serves as the legislative branch in Great Britain. Laws were being imposed on the colonies and they had no voice in the law-making process. Tensions mounted and the American Revolution was the culminating result.

**Task: 2**

**Essential Questions:**

What were some of the ways that the colonists protested against the king of Great Britain?

**Resources:**

[**http://www.americansonsofliberty.com/tune2.htm**](http://www.americansonsofliberty.com/tune2.htm)

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 Signal words: defend, judge, justify (what do you think)?

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8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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**Activity**

Introduction:

Remind students of the events that led to the American Revolution:

The events that led to the American Revolution

1. In response to Great Britain’s debt acquired at the end of the French and Indian War, the king levied harsh taxes on the colonists.
2. The colonists had no say in the laws passed in the colonies.
3. They were also accustomed to governing themselves as the monarch was across the ocean.

 As a result of the colonists’ discontent with the British crown, several groups sprouted up to defend the rights of the colonists against the tyranny of the king.

One such group was the Sons of Liberty. The Sons of Libertywere started in Boston, Massachusetts in protest of the Stamp Act of 1765. The Sons of Liberty also opposed the Townshend Acts, the Tea Tax, and any form of "Taxation without Representation".

Some of the more famous Sons of Liberty included its leader, the "Father of American Independence", Samuel Adams, Patrick Henry, John Hancock, James Otis, Paul Revere, and Doctor Joseph Warren, who was killed at Bunker Hill.

Teachers ask, “How many of you all have heard of the Boston Tea Party?” (Allow students time to answer the question.)

Teachers tell students that the Boston Tea Party an event in American history in which the colonists calling themselves the Sons of Liberty and disguised as Mohawk Native Americans boarded three British ships (the *Dartmouth*, the *Eleanor*, and the *Beaver*) and dumped 342 whole crates of British tea into Boston harbor on December 16, 1773. Similar incidents occurred in Maryland, New York, and New Jersey in the next few months, and tea was eventually boycotted throughout the colonies.

The following website lists a song made by the Sons of Liberty and sung the night of the Boston Tea Party. [**http://www.americansonsofliberty.com/tune2.htm**](http://www.americansonsofliberty.com/tune2.htm)**.** Have students take turns reading the song aloud.

The Daughters of Liberty were a successful group that proved women's involvement in politics could be beneficial for the country. As public support to boycott British goods increased, "Daughters of Liberty" joined the support to condemn British importation. The Daughters of Liberty used their traditional skills to weave yarn and wool into fabric known as "homespun". They were recognized as patriotic heroines for their success, which made America less dependent on British Textiles.

Have them work in groups and pretend to be members of the Sons and Daughters of Liberty. Have them write a song or a poem that reflects the feelings of the Sons and Daughters of Liberty in their fight for independence.

**Task: 3**

**Essential Questions:**

Who was Thomas Paine?

What effect did his pamphlet “Common Sense” have on the colonists?

**Resources:**

[**http://www.earlyamerica.com/earlyamerica/milestones/commonsense/text.html**](http://www.earlyamerica.com/earlyamerica/milestones/commonsense/text.html)

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**Resources:**

**Activity:**

Introduction:

Historical accounts are essential to understanding the sentiment of the time. Today we will look at Thomas Paine’s “Common Sense”.

“Common Sense” advocated an immediate declaration of independence, postulating a special moral obligation of America to the rest of the world. Not long after publication, the spirit of Paine's argument found resonance in the American Declaration of Independence.

Written at the beginning of the Revolution, Common Sense became the catalyst for the upheaval of the times. It stirred the colonists to strengthen their determination, resulting in the first successful anti-colonial action in modern history.

Task:

Teachers should project above website onto the whiteboard. Have students read excerpts of “Common Sense”. Teacher should ask questions to ensure comprehension of the text as well.

**Task: 4**

**Essential Questions:**

Who was John Locke?

Who was Charles Montesquieu?

What were their ideas on democracy and the role of government?

How did this impact the colonists?

**Resources:**

[**http://www.ushistory.org/declaration/document**](http://www.ushistory.org/declaration/document)

[**http://www.crf-usa.org/bill-of-rights-in-action/bria-20-2-c.html**](http://www.crf-usa.org/bill-of-rights-in-action/bria-20-2-c.html)

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 Signal words: defend, judge, justify (what do you think)?

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**Resources:**

**Activity:**

The philosophies of both John Locke and Charles Montesquieu heavily inspired the writing of the Declaration of Independence. Today we will look at the both philosophers, their philosophies, and their impact on the writing of the Declaration of Independence.

Teachers should project the following website, [**http://www.crf-usa.org/bill-of-rights-in-action/bria-20-2-c.html**](http://www.crf-usa.org/bill-of-rights-in-action/bria-20-2-c.html) onto the whiteboard. Students should take turns reading the information on John Locke and Charles Montesquieu. Students should take notes on the beliefs of both philosophers.

Then the teacher should project the following website, [**http://www.ushistory.org/declaration/document**](http://www.ushistory.org/declaration/document) onto the whiteboard. Have students discuss the Declaration of Independence and note the influence of both philosophers in the document.

**Task: 5**

**Essential Questions:**

Who was George Washington? How did his presence affect the American Revolution?

**Resources:**

[**http://www.socialstudiesforkids.com/articles/ushistory/georgewashington1.htm**](http://www.socialstudiesforkids.com/articles/ushistory/georgewashington1.htm)

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**Activity:**

Teacher should project this website onto the whiteboard <http://www.socialstudiesforkids.com/articles/ushistory/georgewashington1.htm>.

Have students read the information and answer questions about the website.

**The New Nation**

**Georgia Performance Standards**

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

a. Explain how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.

b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution put forth in the Federalists Papers concerning form of government, factions, checks and balances and the power of the executive including the roles of Alexander Hamilton and James Madison.

c. Explain the key features of the Constitution, specifically Great Compromise, separation of powers, limited government, and the issue of slavery.

d. Analyze how the Bill of Rights serves as a protector of individual and states rights.

e. Explain the importance of the Presidencies of George Washington and John Adams including the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).

**Task: 1**

**Essential Questions:**

What were the Articles of Confederation? What were some of its strengths? What were some of its weaknesses?

**Resources:**

[**http://www.barefootsworld.net/aoc1777.html**](http://www.barefootsworld.net/aoc1777.html)

[**http://libertyonline.hypermall.com/ArtConfed.html**](http://libertyonline.hypermall.com/ArtConfed.html)

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**Activity:**

Students, it is important that you all realize that the United States Constitution was not our first document establishing a government in our new nation. The first document was the Articles of Confederation. Under the Articles, the colonists, or new states, conducted themselves as separate entities. Let’s read the Articles of Confederation. As you know, the Articles no longer serve as our governing document. They were replaced by the United States Constitution because of their weaknesses. We will read about those as well today.

Teachers should project the original text of the Articles of Confederation on the whiteboard. Students should read excerpts of its text.

Teachers should then project the strengths and weaknesses of the Articles of Confederation. Students should take notes on the strengths and weaknesses.

Teacher should verbally quiz the students to ensure comprehension.

**Task: 2**

**Essential Questions:**

Who was Daniel Shays? Why was the rebellion significant to American history?

**Resources:**

[**http://www.sps.springfield.ma.us/schoolsites/miltonbradley/history/Shay%27s%20Rebellion/introshay.htm**](http://www.sps.springfield.ma.us/schoolsites/miltonbradley/history/Shay%27s%20Rebellion/introshay.htm)

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**Resources:**

**Activity**

Introduction:

Class, imagine this:

Daniel Shays was a poor farmhand from Massachusetts when the Revolution broke out. He joined the Continental Army where he fought at Lexington, Bunker Hill, and Saratoga, and was eventually wounded in action. In 1780, he resigned from the army unpaid and went home to find himself in court for the nonpayment of debts. He soon found that he was not alone in being unable to pay his debts, and once even saw a sick woman who had her bed taken out from under her because she was also unable to pay.

What eventually happened as a consequence of Daniel Shays not being able to pay his taxes caused the existing government under the Articles of Confederation to change forever.

Task:

Teachers should project the website onto the whiteboard, navigate through the website, and facilitate a discussion about Daniel Shays’ rebellion. At the end of the lesson, students should be able to tell you why the rebellion was so important to American history.

**Task: 3**

**Essential Questions:**

Who were the Federalists? Who were the Anti-Federalists? How did their opinions differ?

**Resources:**

[**http://library.thinkquest.org/11572/creation/framing/feds.html**](http://library.thinkquest.org/11572/creation/framing/feds.html)

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 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity:**

Introduction:

Before the Constitution could be ratified, there was a debate that had to be resolved. This debate involved the views of the Federalists, or those in favor of the ratification of the Constitution, and those opposed to its ratification, the Anti-Federalists.

Teacher should project the website onto the whiteboard and have the students take notes on the views of each group. Then divide the class into two groups, Federalists and Anti-Federalists. Have them debate each side by stating facts to support their views.

**Task: 4**

**Essential Questions:**

What are some key concepts detailed in the United States Constitution?

**Resources:**

[**http://www.thisnation.com/textbook/constitution-features.html**](http://www.thisnation.com/textbook/constitution-features.html)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity**

Introduction:

Today we will examine the key concepts of the United States Constitution.

Teachers should project the following website on to the whiteboard:

 <http://www.thisnation.com/textbook/constitution-features.html>.

**Task: 5**

**Essential Questions:**

What is the Bill of Rights?

What was its significance to the United States Constitution?

**Resources:**

[**http://www.buzzle.com/articles/importance-and-purpose-of-the-bill-of-rights.html**](http://www.buzzle.com/articles/importance-and-purpose-of-the-bill-of-rights.html)

 **Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

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2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

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**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity:**

Introduction:

The Bill of Rights, the first ten amendments of the United States Constitution, is important to both individuals and states’ rights.

Today we will look at the Bill of Rights and discuss their importance to today’s society.

Teachers should project the following website on the whiteboard:

<http://www.buzzle.com/articles/importance-and-purpose-of-the-bill-of-rights.html>.

**The Young Republic & The Expanding Nation**

**Georgia Performance Standards**

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

a. Explain how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.

b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution put forth in the Federalists Papers concerning form of government, factions, checks and balances and the power of the executive including the roles of Alexander Hamilton and James Madison.

c. Explain the key features of the Constitution, specifically Great Compromise, separation of powers, limited government, and the issue of slavery.

d. Analyze how the Bill of Rights serves as a protector of individual and states rights.

e. Explain the importance of the Presidencies of George Washington and John Adams including the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).

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

a. Explain the Northwest Ordinance's importance in the westward migration of Americans, on slavery, public education, and the addition of new states.

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

c. Explain major reasons for the War of 1812 and the war's significance of the development of a national identity.

d. Describe the construction of the Erie Canal, the rise of New York City, and the development of the nation's infrastructure.

e. Describe the reasons for and importance of the Monroe Doctrine.

**Task: 1**

**Essential Questions:**

What was the Northwest Ordinance? What were its effects?

**Resources:**

[**http://usa.usembassy.de/etexts/democrac/5.htm**](http://usa.usembassy.de/etexts/democrac/5.htm)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

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2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity:**

Teachers should project the following website <http://usa.usembassy.de/etexts/democrac/5.htm> on the whiteboard. Teachers should facilitate a discussion about the Northwest Ordinance and its importance.

Teachers have students watch the following YouTube clip to further illustrate the importance of the Northwest Ordinance [www.youtube.com/watch?v=KO7fS3DrqXM](http://www.youtube.com/watch?v=KO7fS3DrqXM)**.**

**Task: 2**

**Essential Questions:**

What was the Louisiana Purchase? How did it effect the growth of the United States?

**Resources:**

[**http://www.nps.gov/archive/jeff/lewisclark2/circa1804/heritage/louisianapurchase/louisianapurchase.htm**](http://www.nps.gov/archive/jeff/lewisclark2/circa1804/heritage/louisianapurchase/louisianapurchase.htm)

[**http://www.gatewayno.com/history/images/la-purchase-large.jpg**](http://www.gatewayno.com/history/images/la-purchase-large.jpg) **(Map of the Louisiana Purchase)**

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

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3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity:**

Introduction:

By a treaty signed on Apr. 30, 1803, the United States purchased from France the Louisiana Territory, more than 2 million sq km (800,000 sq mi) of land extending from the Mississippi River to the Rocky Mountains. The price was 60 million francs, about $15 million; $11,250,000 was to be paid directly, with the balance to be covered by the assumption by the United States of French debts to American citizens.

Teachers should project the map of the land purchased as illustrated on this website <http://www.gatewayno.com/history/images/la-purchase-large.jpg>.

Thomas Jefferson, who was President at that time, was extremely instrumental in securing the land.

The teacher will then project this website onto the whiteboard and discuss the Louisiana Purchase’s importance <http://www.nps.gov/archive/jeff/lewisclark2/circa1804/heritage/louisianapurchase/louisianapurchase.htm>.

**Task: 3**

**Essential Questions:**

What were the causes of the War of 1812? What were its effects on the development of a national identity?

**Resources:**

[**http://www.public-domain-content.com/encyclopedia/War/War\_of\_1812.shtml**](http://www.public-domain-content.com/encyclopedia/War/War_of_1812.shtml)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

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6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity:**

Introduction:

The War of 1812 was a military conflict fought between the forces of the United States of America and those of the British Empire. It was fought between 1812 and 1815, and started over a multitude of reasons, including trade restrictions, impressments of United States Navy personnel into the Royal Navy, alleged British support of American Indian tribes against American expansion, and several attacks by both sides on each other's naval warships. Until 1814 with the defeat of Napoleon I of France on the European continent, the British Empire adopted a defensive strategy, repelling multiple American invasions of the provinces of Upper and Lower Canada.

Today, we will look at the causes and the significance of the War of 1812.

Teachers, project the following website onto the whiteboard, [**http://www.public-domain-content.com/encyclopedia/War/War\_of\_1812.shtml**](http://www.public-domain-content.com/encyclopedia/War/War_of_1812.shtml)**.** Teachers should navigate through the website, noting the causes and the significance of the War of 1812.

Teachers should quiz students, either verbally or on paper, to ensure that they grasped the material.

 **Task: 4**

**Essential Questions:**

What is the Erie Canal?

When was it built?

What has been the effects of the construction of the Erie Canal?

**Resources:**

[**http://www.public-domain-content.com/encyclopedia/War/War\_of\_1812.shtml**](http://www.public-domain-content.com/encyclopedia/War/War_of_1812.shtml)

[**http://www.eriecanal.org/general-1.html**](http://www.eriecanal.org/general-1.html) **(Historical Images of the Erie Canal)**

[**http://www.eriecanal.org/Lockport-1.html**](http://www.eriecanal.org/Lockport-1.html) **(More Images of the Erie Canal)**

 **Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

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2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

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**Activity:**

**Introduction:**

The Erie Canal is a waterway in New York that runs about 363 miles (584 km) from Albany, New York on the Hudson River to Buffalo, New York at Lake Erie, completing a navigable water route from the Atlantic Ocean to the Great Lakes. First proposed in 1807, it was under construction from 1817 to 1825 and officially opened on October 26, 1825.

Teachers should navigate through the above websites and project them onto the white board. Have students read and discuss the significance of the Erie Canal. Teachers should also project historic and more recent images.

**Task: 5**

**Essential Questions:**

What was the Monroe Doctrine? What was its significance?

**Resources:**

[**http://www.thenagain.info/Classes/Sources/Monroe.html**](http://www.thenagain.info/Classes/Sources/Monroe.html)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) units of instruction page, or print on blackboard)

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 Signal words: imagine, suppose, predict, if/then

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

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8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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**Activity:**

Introduction:

 The Monroe Doctrine is a United States policy that was introduced on December 2, 1823, which stated that further efforts by European countries to colonize land or interfere with states in the Americas would be viewed by the United States of America as acts of aggression requiring US intervention. The Monroe Doctrine asserted that the Western Hemisphere was not to be further colonized by European countries, and that the United States would not interfere with existing European colonies or in the internal concerns of European countries. The Doctrine was issued at the time when many Latin American countries were on the verge of becoming independent from the Spanish Empire, and the United States, reflecting concerns echoed by Great Britain, hoped to avoid having any European power take Spain's colonies.

Teachers, students will read the Monroe Doctrine as a projection on the whiteboard from the following website, [**http://www.thenagain.info/Classes/Sources/Monroe.html**](http://www.thenagain.info/Classes/Sources/Monroe.html)**.**

**Diverging Ways of Life & A Society in Change**

**Georgia Performance Standards**

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

a. Explain how slavery became a significant issue in American politics including the slave of Nat Turner, and the rise of abolitionism (William Lloyd Garrison, Frederick Douglas and the Grimke sisters).

b. Explain the Missouri Compromise and the issue of slavery in western states and territories.

c. Describe the Nullification Crisis and the emergence of states' rights ideology, including the role of John C. Calhoun and development of sectionalism.

d. Describe war with Mexico and the Wilmot Proviso.

e. Explain the Compromise of 1850.

**Task: 1**

**Essential Questions:**

Who was Nat Turner? What was the significance of his uprising?

**Resources:**

[**http://www.historybuff.com/library/refslave.html**](http://www.historybuff.com/library/refslave.html)

**Teacher’s Place:**

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3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

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**Activity:**

Introduction:

We often hear about the institution of slavery. Many of us assume that the individuals who were enslaved were somehow passive individuals beaten into submission. However, this was often not the case. Today, we will read about Nat Turner, a slave who rebelled against the institution and in doing so, left his mark in history.

Teachers will either project the website or print the information about from the following website <http://www.historybuff.com/library/refslave.html>. Students write one to two paragraphs detailing the significance of the Nat Turner rebellion.

Task: 2

**Essential Questions:**

Who was William Lloyd Garrison? What was the Liberator?

**Resources:**

[**http://www.pbs.org/wgbh/aia/part4/4p1561.html**](http://www.pbs.org/wgbh/aia/part4/4p1561.html)

**Teacher’s Place:**

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3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity:**

Abolitionists or those opposed to the institution of slavery, used literature as a means to have their views heard. One such abolitionist was William Lloyd Garrison.

Teachers will project the following website onto the whiteboard [**http://www.pbs.org/wgbh/aia/part4/4p1561.html**](http://www.pbs.org/wgbh/aia/part4/4p1561.html)**.** Teachers will discuss William Lloyd Garrison and his contribution to the abolitionist movement.

Task: 3

**Essential Questions:**

Who was Frederick Douglass? What was his significance?

**Resources:**

[**http://www.pbs.org/wgbh/aia/part4/4p1539.html**](http://www.pbs.org/wgbh/aia/part4/4p1539.html)

 **Teacher’s Place:**

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**Activity:**

Introduction:

Frederick Douglass and Sojourner Truth traveled the country urging people to abolish the institution of slavery. Sojourner Truth is discussed in your text on page 257. Today, we will discuss Frederick Douglass, whom was also a former slave.

Teachers will project the following website on the whiteboard and answer questions about Frederick Douglass, <http://www.pbs.org/wgbh/aia/part4/4p1539.html>.

Task: 4

**Essential Questions:**

What was the Missouri Compromise?

What was its significance in relation to the institution of slavery?

**Resources:**

[**http://teachingamericanhistory.org/neh/interactives/sectionalism/lesson1**](http://teachingamericanhistory.org/neh/interactives/sectionalism/lesson1)

**Teacher’s Place:**

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

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8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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Activity

Introduction:

The Missouri Compromise was the product of a struggle in Congress for regional control of the national, legislative process. Southern states had lost majority influence in the House of Representatives because of their slower growing population as compared with the northern states. This led to an effort by slaveholding states to maintain equal representation in the Senate with free states as the nation added territories and hence new states to the Union. When Missouri asked to enter the Union as a slave state 1819, New York Congressman James Tallmadge, Jr. added a proviso that would ban the importation of slaves into the state and would free slaves born after Missouri's admission at the age of 25. Southerners in the Senate blocked Tallmadge's amendment, with Georgia Representative Howell Cobb predicting that if Tallmadge insisted on his amendment, "the Union will be dissolved!" To which Tallmadge replied, “If civil war, which gentlemen so much threaten, must come, I can only say, let it come!”

The impasse was finally resolved the following year when Maine requested entry as a free state. Illinois Senator Jesse B. Thomas offered an amendment that produced the Missouri Compromise. In addition to Maine's admission in 1820 as a free state and Missouri's eventual admission as a slave state (in 1821), Thomas suggested that in the balance of the Louisiana Territory north of the 36º30' parallel (which ran along Missouri's southern border) slavery would be “forever prohibited.” While Henry Clay became known as “the Great Compromiser” for his work on the Missouri Compromise, he was more instrumental in the 1821 compromise that actually brought Missouri into the Union as a slave state than in the 1820 Compromise, where Senator Thomas laid out the famous Mason-Dixon Line separating free states (and slave state Missouri) from slave states.

Teachers will project the map of the Missouri Compromise on the whiteboard, <http://teachingamericanhistory.org/neh/interactives/sectionalism/lesson1>.

Teachers will further explain the Missouri Compromise by examining the following website <http://www.infoplease.com/ce6/history/A0833427.html>.

**Task: 5**

**Essential Questions:**

What was the Wilmot Proviso?

What caused the United States to engage in war with Mexico?

**Resources:**

[**http://blueandgraytrail.com/event/Wilmot\_Proviso**](http://blueandgraytrail.com/event/Wilmot_Proviso)

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 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

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Activity

Introduction:

The 1846 Wilmot Proviso was a bold attempt by opponents of slavery to prevent its introduction in the territories purchased from Mexico following the Mexican War. Named after its sponsor, Democratic representative **DAVID WILMOT** of Pennsylvania, the proviso never passed both houses of Congress, but it did ignite an intense national debate over slavery that led to the creation of the antislavery **REPUBLICAN PARTY** in 1854.

The Mexican War of 1845–1846 was fueled, in part, by the desire of the United States to annex Texas. President **JAMES POLK** asked Congress in August 1846 for $2 million to help him negotiate peace and settle the boundary with Mexico. Polk sought the acquisition of Texas and other Mexican territories. Wilmot quickly offered his proposal, known as the Wilmot Proviso, which he attached to President Polk's funding measure. The proviso would have prohibited slavery in the new territories acquired from Mexico, including California.

The proviso injected the controversial slavery issue into the funding debate, but the House approved the bill and sent it to the Senate for action. The Senate, however, adjourned before discussing the issue.

When the next Congress convened, a new appropriations bill for $3 million was presented, but the Wilmot Proviso was again attached to the measure. The House passed the bill and the Senate was forced to consider the proposal. Under the leadership of Senator John C. Calhoun of South Carolina and other proslavery senators, the Senate refused to accept the Wilmot amendment, approving the funds for negotiations without the proviso.

For several years, the Wilmot Proviso was offered as an amendment to many bills, but it was never approved by the Senate. However, the repeated introduction of the proviso kept the issue of slavery before the Congress and the nation. The **COMPROMISE OF 1850**, which admitted California as a Free State but left the issue of slavery up to the citizens of New Mexico and Utah, created dissension within the Democratic and Whig parties. The strengthening of federal enforcement of the Fugitive Slave Act angered many northerners and led to growing sectional conflict.

The creation of the Republican Party in 1854 was based on an antislavery platform that endorsed the Wilmot Proviso. The prohibition of slavery in any new territories became a party tenet, with Wilmot himself emerging as Republican Party leader. The Wilmot Proviso, while unsuccessful as a congressional amendment, proved to be a battle cry for opponents of slavery.

Teachers will navigate through the following website and ask questions in regard to it, <http://blueandgraytrail.com/event/Wilmot_Proviso>.

**A Nation in Crisis**

**Georgia Performance Standards**

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

a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid.

b. Describe President Lincoln's efforts to preserve the Union as seen in his second inaugural addresses and the Gettysburg speech and in his use of emergency powers such as his decision to suspend habeas corpus.

c. Describe the role of Ulysses Grant, Robert E. Lee, "Stonewall Jackson," William T.Sherman, and Jefferson Davis.

d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta.

e. Describe the significance of the Emancipation Proclamation.

f. Explain the importance of the growing economic disparity between the North, and the South through an examination of population, functioning railroads, and industrial output.

**Task: 1**

**Essential Questions:**

Why was slavery important to the economy of the Southern states?

What was the Kansas-Nebraska Act?

What was its significance to the institution of slavery?

**Resources:**

<http://www.historyplace.com/lincoln/kansas.htm>

**Teacher’s Place:**

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**Convergent Thinking Questions**

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 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Activity

Introduction:

The issue of slavery continued to be a topic of debate in the 1850s.

Teachers will use the above website to discuss the Kansas-Nebraska Act and its impact on the institution of slavery.

**Task: 2**

**Essential Questions:**

Who was Dred Scott?

What was the significance of his court case in relation to the institution to slavery and slave rights?

**Resources:**

[**http://www.tnhistoryforkids.org/places/dred\_scott**](http://www.tnhistoryforkids.org/places/dred_scott)

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**Activity**

The issue of slavery made its way into the national courts as slaves continued to fight for their freedom. One such case involves a man by the name of Dred Scott.

Teacher will project the following website onto the whiteboard, <http://www.tnhistoryforkids.org/places/dred_scott>. Teacher will facilitate the discussion of the Dred Scott case. Students will be quizzed, either orally or on paper, on their comprehension of the significance of the case as a leading cause of the Civil War.

**Task: 3**

**Essential Questions:**

What were the differing opinions of the North and South both during and prior to the Civil War?

**Resources:**

[**http://millercenter.org/academic/americanpresident/lincoln/essays/biography**](http://millercenter.org/academic/americanpresident/lincoln/essays/biography)

[**http://www.pbs.org/wgbh/aia/part4/4p2967.html**](http://www.pbs.org/wgbh/aia/part4/4p2967.html)

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**Activity**

Students will examine President Lincoln and his efforts to preserve the Union during the Civil War.

**Task: 4**

**Essential Questions:**

Who was Ulysses S. Grant? Why is he important to American history?

**Resources:**

[**http://empirenet.com/~ulysses**](http://empirenet.com/~ulysses)

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 Signal words: defend, judge, justify (what do you think)?

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**Activity**

**Introduction:**

Ulysses Grant was the 18th President of the United States and the military commander during the Civil War and Post-Reconstruction period.

Teachers will navigate through the website and discuss the significance of Ulysses Grant.

**Task: 5**

**Essential Questions:**

What was the Emancipation Proclamation? What was its significance?

**Resources:**

[**http://www.archives.gov/exhibits/featured\_documents/emancipation\_proclamation**](http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation)

[**http://www.pbs.org/wgbh/aia/part4/4h1549.html**](http://www.pbs.org/wgbh/aia/part4/4h1549.html)

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9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity**

**Introduction:**

President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863, as the nation approached its third year of bloody civil war. The proclamation declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free."

Teachers should navigate through the above websites and discuss the Emancipation Proclamation. Students should take notes on its strengths and weaknesses. Students should also note its significance on society at the time of its passing.

Task Websites

[http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

Unit 1

<https://genographic.nationalgeographic.com/genographic/atlas.html?card=my028>

<http://score.rims.k12.ca.us/activity/newworld>

<http://www.fordham.edu/halsall/source/columbus1.html>

<http://www.fordham.edu/halsall/source/columbus2.html>

<http://www.lsjunction.com/people/coronado.htm>
<http://www.pbs.org/weta/thewest/people/a_c/coronado.htm>

<http://www.pbs.org/weta/thewest/places/trails_ter/coronado.htm>

<http://www.mohicanpress.com/mo08019.html>

Unit 2

<http://www.vahistorical.org/research/tacl_vacompany.htm>

<http://en.wikipedia.org/wiki/London_Company>

<http://manybooks.net/titles/cravenw2855528555-8.html>

<http://webspace.webring.com/people/vm/maureen1780/21jamestownquest.htm>

<http://webspace.webring.com/people/vm/maureen1780/21jamestown.htm>

<http://webspace.webring.com/people/vm/maureen1780/21jamestownpuzz.gif>

<http://webspace.webring.com/people/vm/maureen1780/21jamestownlinks.htm>

<http://webspace.webring.com/people/vm/maureen1780/16cortes.htm>

<http://webspace.webring.com/people/vm/maureen1780/18france.htm> <http://webspace.webring.com/people/vm/maureen1780/19dutch.htm>

<http://webspace.webring.com/people/vm/maureen1780/16cortespuzz.gif>

<http://webspace.webring.com/people/vm/maureen1780/18francequest.htm>

<http://webspace.webring.com/people/vm/maureen1780/18francepuzz.gif>

<http://webspace.webring.com/people/vm/maureen1780/14exchangequest.htm>

<http://webspace.webring.com/people/vm/maureen1780/14exchangepuzz.gif>

<http://webspace.webring.com/people/vm/maureen1780/14exchange.htm> <http://en.wikipedia.org/wiki/Mercantilism>

<http://africanhistory.about.com/od/slavery/tp/TransAtlantic001.htm>

<http://en.wikipedia.org/wiki/Great_Awakening>

Unit 3

<http://webspace.webring.com/people/vm/maureen1780/27middle.htm>

<http://webspace.webring.com/people/vm/maureen1780/28southern.htm>

<http://webspace.webring.com/people/vm/maureen1780/25newengland.htm>

<http://webspace.webring.com/people/vm/maureen1780/29earlyslavery.htm> <http://webspace.webring.com/people/vm/maureen1780/25newenglandquest.htm>

<http://webspace.webring.com/people/vm/maureen1780/27middlequest.htm>

<http://webspace.webring.com/people/vm/maureen1780/28southernquest.htm>

<http://webspace.webring.com/people/vm/maureen1780/29earlyslavery.htm> <http://www.melfisher.org/exhibitions/henriettamarie/middlepassage.htm>

Unit 4

<http://www.mce.k12tn.net/revolutionary_war/lesson_1.htm>

<http://www.americansonsofliberty.com/tune2.htm>

<http://www.earlyamerica.com/earlyamerica/milestones/commonsense/text.html>

<http://www.ushistory.org/declaration/document>

<http://www.crf-usa.org/bill-of-rights-in-action/bria-20-2-c.html>

<http://www.socialstudiesforkids.com/articles/ushistory/georgewashington1.htm>

Unit 5

<http://www.barefootsworld.net/aoc1777.html>

<http://libertyonline.hypermall.com/ArtConfed.html>

<http://www.sps.springfield.ma.us/schoolsites/miltonbradley/history/Shay%27s%20Rebellion/introshay.htm>

<http://library.thinkquest.org/11572/creation/framing/feds.html>

<http://www.thisnation.com/textbook/constitution-features.html>

<http://www.buzzle.com/articles/importance-and-purpose-of-the-bill-of-rights.html>

Unit 6

<http://usa.usembassy.de/etexts/democrac/5.htm>

<http://usa.usembassy.de/etexts/democrac/5.htm>

[www.youtube.com/watch?v=KO7fS3DrqXM](http://www.youtube.com/watch?v=KO7fS3DrqXM)

<http://www.nps.gov/archive/jeff/lewisclark2/circa1804/heritage/louisianapurchase/louisianapurchase.htm>

<http://www.gatewayno.com/history/images/la-purchase-large.jpg>

<http://www.public-domain-content.com/encyclopedia/War/War_of_1812.shtml>

<http://www.public-domain-content.com/encyclopedia/War/War_of_1812.shtml>

<http://www.eriecanal.org/general-1.html>

<http://www.eriecanal.org/Lockport-1.html>

<http://www.thenagain.info/Classes/Sources/Monroe.html>

Unit 7

<http://www.historybuff.com/library/refslave.html>

<http://www.pbs.org/wgbh/aia/part4/4p1561.html>

<http://www.pbs.org/wgbh/aia/part4/4p1539.html>

<http://teachingamericanhistory.org/neh/interactives/sectionalism/lesson1>

<http://blueandgraytrail.com/event/Wilmot_Proviso>

Unit 8

<http://www.historyplace.com/lincoln/kansas.htm>

<http://www.tnhistoryforkids.org/places/dred_scott>

<http://millercenter.org/academic/americanpresident/lincoln/essays/biography>

<http://www.pbs.org/wgbh/aia/part4/4p2967.html>

<http://empirenet.com/~ulysses>

<http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation>

 <http://www.pbs.org/wgbh/aia/part4/4h1549.html>