

Conflict in the United States

How conflict has shaped and molded the culture and history of America
1757-1877



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NESS
U.S. History
2012-2013

Specialty Areas

ERA I

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ERA II

- SA 13 *Instructor* (Role of Gov)
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- SA 20 (West Expansion).....
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Table of Contents

The Conflict workbook is divided into four sections. Section 1 is entitled “Conflict Guidelines and Rubrics”, referred to as GR, Section 2 is entitled “Specialty Area Questions and Learning Activities” hereafter referred to as QLA, Section 3 is entitled “Term 3 Novel and Rubrics”, referred to as 3N and lastly Section 4 is entitled “Term 4 Novel and Rubrics”, referred to as 4N. Within each section of the workbook the page numbers begin at Page 1.

Section 1 Conflict Guidelines & Rubrics

GR Pgs 1-2.....	Guidelines Overview	Revolution	
GR Pg 3	Guidelines Phase I, Step 1B; creating a research Notebook	QLA Pg 37 ...	SA 11 Prob of New Nation
GR Pg 3	Guidelines Phase I, Step 1C; selecting a Historical Novel	QLA Pg 38 ...	SA 12 Articles of Confederation
GR Pg 4	Guidelines Phase I, Steps 1D & 1E; citation and source sheet	QLA Pgs 40-45	.Suggested Book Titles Era II
GR Pg 5	Rubric, Grading/ Evaluation Research Notebook	QLA Pgs 47-54	.SA 13-17 Constitution
GR Pgs 6-10 ..	Source Sheets	QLA Pgs 55-58	.SA 18 War of 1812
GR Pg 11	Research Notes Check Points	QLA Pgs 59-66	.SA 19 Exploring the West
GR Pgs 12-28 ..	Project Rubrics	QLA Pgs 67-69	.SA 20 Westward Expansion
GR Pg 29	Presentation Phase II, Step 2A CheckPoint	QLA Pgs 70-73	.SA 21 Native Americans
GR Pg 30	Rubric: Project Presentation	QLA Pg 74 ...	SA 22 Texas Revolution

Section 2 Specialty Area Questions & Learning Activities

QLA Pgs 2-7 ...	Suggested Book Titles Era I	QLA Pgs 106-109	.SA 27 Compromise
QLA Pgs 9-10 ...	SA 1 Conflict in the Colonies Prior to the Rev. War	QLA Pg 110 ...	Lincoln Douglas Debates
QLA Pgs 11-13...	Era 1 Blow the Roof Off	QLA Pgs 111-114	.SA 28 1 st Half of the CW
QLA Pg 14 ...	SA 2 Colonial Conflict leading to the Rev. War	QLA Pgs 115-116	.SA 29 Key Individuals CW
QLA Pgs 15-16 ...	SA 3 Rebellion	QLA Pgs 117-118	.SA 30 Civil War @ home
QLA Pgs 17-22 ..	SA 4 1 st Half of the Rev War	QLA Pg 119 ...	SA 31 2 nd Half of the CW
QLA Pg 23 ...	SA 5 European Aid	QLA Pg 120 ...	SA 32 Reconstruction
QLA Pgs 24-26..	SA 6 2 nd Half of the Rev War	QLA Pgs 121-123	. Research Websites
QLA Pgs 27-28...	SA 7 George Washington	<u>Section 3 Term 3 Novel & Rubrics</u>	
QLA Pg 29 ...	SA 8 Key Leaders of Rev War I	3N Pgs 1-3 ...	Term 3 Novel Guidelines
QLA Pg 30-31 ...	SA 9 Key Leaders of Rev War I	3N Pgs 5-12..	Folded Pamphlet Templates
QLA Pg 32 ...	Review Key Leaders Memoir	3N Pg 13 ...	Term 3 Novel Rubric
QLA Pgs 33-34 ..	Declaration of Independence	<u>Section 4 Term 4 Novel & Rubrics</u>	
QLA Pg 35 ...	SA 10 Rev War & the Colonists	4N Pgs 1-3 ...	Dragon’s Gate Guidelines and Questions
QLA Pg 36 ...	Musical Review of the	4N Pgs 4-7..	So Far From Home Guidelines and Questions
		4N Pg 8 ...	Fact or Fiction Handout
		4N Pg 8 ...	Term 4 Novel Rubric



Conflict in American History from 1757-1877: Causes, Course & Consequences



Objective: Students will investigate the similarities found in the causes, course, and consequences of Conflict. They will be able to recognize these three themes through a study of three distinct eras in American History. Era I: *Rise of the Nation*, Colonial Era through the Revolutionary War, 1757-1783. Era I includes Specialty Areas 1-12. Era II: *Building of the Nation*, Constitution through the Mexican American War, 1783-1848. Era II includes Specialty Areas 13-23. Era III: *Uniting of the Nation*, Expansion through Reconstruction, 1847-1877. Era III includes Specialty Areas 24-32.

Assignment: Over the course of the Conflict Unit students will complete three phases. Phase I: Research (404 points); Phase II: Creating and Sharing a Historical Presentation (200 points); Phase III: Individual Assessment (100 points).

Phase I Overview: Research your Specialty Area utilizing Steps 1A-1E.

Step 1A) Choose a Specialty Area (SA) from the Table of Contents. Write the due date for Phase I of the assignment in the box provided on the right. Students will work individually on all three phases of the assignment. Once you have chosen a SA you will not be allowed to change, please chose wisely. Write your SA or question, in the box on the right. SA primary question(s) are located in the highlighted portion at the top of the page where your SA is located in the “Conflict: Specialty Area, Questions and Learning Activities” portion of the Conflict workbook.

Due Phase I _____ (A) _____ (B)
 Step 1 A: Specialty Area Primary Question:

Teacher Signature _____
 Points Received ____/10

Step 1B) Create a Research Notebook. Write your Essential Questions (EQ) available on the same page(s) of the “Conflict: Specialty Area, Questions and Learning Activities” portion of the workbook where your SA is located, see page three in the workbook for an example. When finished, present your Research Notebook to the instructor for a grade on Step 1B of your notebook. Grades will be posted in the box on page four of the “Conflict: Questions & Rubrics” portion of the workbook.

Step 1C) Select a Term 3 novel related to your SA. A list of SA Novels is available in the “Conflict: Specialty Area, Questions and Learning Activities” portion of the Conflict workbook that corresponds to your SA and chosen era. During the course of your research, complete the “Specialty Area Historical Novel” packet, found in the “Specialty Area Historical Novel, Term 3” portion of the Conflict workbook.

Step 1D) Compile your note in your Research Notebook. Introduce yourself to your chosen SA by reading the page numbers in your text that correspond to your subject. The page numbers are available in the selected box following your topic on the page of the “Conflict: Specialty Area, Questions and Learning Activities” portion of the Conflict workbook, where your SA Essential Questions are located. Research your SA in the library, textbook, movies and on the internet. While researching answer your EQ’s and compile your notes in your Research Notebook (be sure to cite your sources). Reference the grading rubric on page five of the Conflict; Guidelines & Rubrics portion of the workbook to evaluate your Research Notebook.

Step 1E) Cite your sources in your Research Notebook and Source Sheet of your Conflict; Guidelines & Rubrics portion of the workbook (pg 6-10). You are required to utilize and cite a minimum of 10 sources. No more than ½ may be internet sites.

Phase II Overview: Create & Share a Historical Presentation addressing your chosen Specialty Area and assigned Essential Questions utilizing Steps 2A-2F.

Step 2A) Choose a presentation format from the list provided in the Conflict; Guidelines & Rubrics portion of the workbook, on page 12-28. Identify (write) the format you have chosen for your project and both the due date and presentation date for your project in the box provided on page 28 of the “Conflict; Guidelines & Rubrics” portion of the workbook.

Step 2B) Review the rubric (grading standards) associated with your chosen presentation format. Rubrics are available in the “Conflict; Guidelines & Rubrics” portion of the workbook, on pages 12-28.

Step 2C) Create a presentation using your chosen format, related to your SA. Presentations should follow the guidelines listed within the corresponding rubric for each presentation format.

Step 2D) On the assigned due date provide your instructor a hard copy (printed copy) and (when appropriate) digital copy of your completed presentation.

Step 2E) Prepare a 5-7 minute introduction to your Specialty area utilizing your prepared presentation to share with the class. Oral presentations must stay within the time frame provided. The purpose of the presentation is three fold 1) introduce the topic to the class, 2) share your research with your peers and 3) show off your presentation. In some few cases students may work with the instructor *in advance* to address alternate means of sharing SA presentation.

Step 2F) Share your SA presentation with the class. Review the grading rubric for class presentations available in the “Conflict; Guidelines & Rubrics” portion of the workbook, on page 30.

Phase III Overview: Individual Specialty Area WalkAway. Steps 3A-3B (Optional 3C-3D)

Step 3A) Review your notes addressing your EQ’s compiled in your Research Notebook. Review the Specialty Area WalkAway Vocabulary Guide associated with your chosen SA available on the class website.

Step 3B) Successfully complete the Specialty Area WalkAway associated with your chosen SA. SA WalkAways are available both online (using password) or on paper. You must receive 80% or higher on the SA WalkAway to pass.

Step 3C) REMEDIATION: Applies only to those who fail their individual SA WalkAway. Prior to retaking the WalkAway you must first download the SA WalkAway Vocabularly Guide associated with your chosen SA and write and review the entire guide associated with your SA.

Step 3D) RETAKE: *Step 3D applies only to those who fail their individual SA WalkAway.* After completing the assigned remediation, retake the failed WalkAway. Please note, there are not multiple versions of the WalkAway, as such though students are required to pass the retake at 80% or above, the original WA score if higher than 50% will stand. Students who received less than 50% will receive a 50% once they have successfully completed the exam with 80% or more. Translation= Study and pass the first time.

Phase I Step 1B: CREATING A RESEARCH NOTEBOOK

To organize your reading and note taking you have been given a number of essential questions related to your topic. The assigned essential questions are available in the “Conflict: Specialty Area, Questions & Learning Activities” portion of your Conflict Workbook, on the page numbers dedicated to each SA. You must answer and understand each question, as well as, complete a minimum of ten full pages of notes, prior to beginning Phase II of the assignment.

To create your Research Notebook you should:

- a) Write your Specialty Area at the top of each page of your Research Notebook.
- b) Create at least two pages for each essential question (see your SA in the “Conflict: Specialty Area, Questions & Learning Activities” portion workbook). Write the essential question at the top of each page (front side only as you will likely need multiple pages for each essential question).

Example Research Pages

SA 32: Conflict in the West Essential Q 3: What were some of the reasons Ranchers, miners and farmers experienced conflict in the settlement of the West? What were these conflicts and where did they occur?
--

SA 32: Conflict in the West Essential Q 2: How did people travel West? What role did the Oregon trail play in Westward expansion? Where did it run and how did that impact the settlement of the West ?
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SA 32: Conflict in the West Essential Q 3: What role did Mormons play in Westward expansion? How did the Mormons travel West and why did they travel this route?

SA 32: Conflict in the West Essential Q 4: What role did Mountain men play in the expansion of the West? What was their life like and how did their work lead to the exploration and settlement of the West?

Phase I Step 1C: SELECT, READ, SUMMARIZE, ANALYZE HISTORICAL NOVEL RELATED TO CHOSEN SPECIALTY AREA

A list of SA novels is available at the beginning of each Era in the “Conflict: Specialty Area, Questions & Learning Activities” portion of the workbook. Complete the “Specialty Area Historical Novel” packet found in the “Conflict: Historical Novel” portion of the workbook.

Phase I Steps 1D & 1E: COMPILE & CITE YOUR NOTES IN YOUR RESEARCH NOTEBOOK & SOURCE SHEET

Research your topic in the library using reference books, texts, films, interviews, movies and the internet to answer your essential questions. Compile your notes in your Research Notebook on the pages created in Step 1B. Write the information answering or related to each essential question in your Research Notebook, under the question it addresses. When quoting (writing word for word) from your source, be sure to include quotation marks. At the conclusion of each piece of information write the source and page numbers from which you got your information (see example on the left below). You will be required to present these notes to your teacher prior to completing your outline for your finished presentation and creating your finished teaching presentation. You are required to reference a minimum of 10 sources, at least two of which MUST be primary sources. You should use a variety of different types of sources, as such only ½ or five of your sources may be internet sources.

On the source sheet in the “Conflict: Guidelines & Rubrics” workbook write down each of the sources (see example on the right below). Be certain to complete all of the information so you can return to the site if necessary, as well as accurately cite your finished historical presentation. When using the internet, copy the web address exactly as it appears as well as the date you copied the information from the internet. **You will need your references for your Works Cited page when you compile your Historical presentation. You must cite all sources!**

What were the economic and social factors that led to conflict in the West?

Essential Q 1: What were some of the reasons ranchers, miners and farmers experienced conflict in the settlement of the West? What were these conflicts and where did they occur?

- One of the main things ranchers wanted was land. One thing standing in their way was the farmers having the land they wanted. (White Pg. 35-36)
- “Ranchers had a weak legal claim to the land. In the case of Sogrum vs. U.S., Mr Thomas Sogrum sued the State for not protecting his farm from marauding ranchers. The territorial court refused to hear the case. Many farmers and ranchers alike chose to drive competitors out of the land rather than fight them in court.” (White Pg 39)
- Farmers challenged the cattlemen by cutting fences, ranchers did try to drive the farmers out. (www. farmingi.... 12/02/06)
- “ The musical Oklahoma is about fights between Ranchers and Farmers for the land. I saw it in 1995 and understood so much better the conflict in the West” (Thomas-mom)

** Note 1 is paraphrased from the source. The note includes the name of the author and the page numbers where the information came from*

**Note 2 is an exact quote from the source. Notice the quote marks.*

**Note 3 is from an internet source. Notice they put only the first part of the cite and the date*

**Note 4 is from a personal interview. It is a primary account of a person’s reaction to the conflict.*

Source Sheet

You should access at least 10 sources. You may not use all of these sources in your powerpoint presentation. At times the source is used only to gather information or photographs; however to claim it as a source of information you must cite it accurately on the powerpoint bibliography page. You must include all sources you referenced in this source sheet. Most of information you need will be found in the coversheet (or in the first few pages) of the book you are referencing. When there are multiple authors, write only the first author listed. When there are multiple copyright dates, record only the latest copyright date. References may include: Textbooks, Magazines, Newspapers, Internet websites, Novels, Interviews, Encyclopedias and or Reference books.

Reference Books

Title	Author	Date of Publication/ Type of Source	Page Number	Publisher	Place of Publish
Ranching Farming on the Western Frontier	Robert T White	1979 Secondary	354	E.T Barnum & Co.	New York City, USA

Internet Websites

Complete Http web address	Author or publisher	Date Created/ Type of Source	Publisher
http:www.farmin ginthewest.usu.or	Dr. Thomas Jenkins	Not available Secondary	Utah State University

Personal Interview

Name of Individual	Date of Interview	Area of Expertise
Carol Thomas (mv mom)	12/06/06 Primarv	Degree in music from BYU

Due _____(A) _____(B)
Step 1 C: Creating a Research Notebook

Teacher Signature _____
Points Received _____/20 pt possible
(2 pts. per page)

Phase I Step 1D: EVALUATION/ GRADING RUBRIC RESEARCH NOTEBOOK

U.S History State Core: Students will research explore, analyze, explain, and examine events in U.S History, they will investigate the relationship between events of different time periods using print and broadcast media to acquire an awareness of past and current events. They will be able recognize the difference between fact and opinion, and discern bias in the media.

Research Assessment Guidelines: Total Points _____ / 100 points

	Mastery-45 pts	Partial Mastery-36 pts	Below Mastery-27 pts	Needs Improvement-0-26 pts
<p>Essential Questions</p> <p>45 points Possible</p> <p>Points Received</p> <div style="border: 1px dashed black; width: 60px; height: 40px; margin: 10px auto;"></div>	<ul style="list-style-type: none"> Fully addressed all essential questions.—3pts Notes are hand written & legible—3pts Includes sources for all references.—3pts Quotations and summaries are recorded correctly for all notes.—3pts Essentials Questions are written at the top of the page—2pts Essential Questions were answered with specific details and examples.—3 pts Student completed a minimum of 10 pages of <u>NEAT and LEGIBLE</u> notes related to the specialty area (including EQ's)—28pts (2pts per page) 	<ul style="list-style-type: none"> Mostly addressed all essential questions.—2 pts Notes are hand written & legible—2 pts Includes sources for most references.—2 pts Quotations and summaries are recorded correctly for most notes.—2pts Essentials Questions are written at the top of the page—2pts 9-8 pages of notes related to the specialty area (including EQ's)—20-26pts (2pts/page) 	<ul style="list-style-type: none"> Partially addressed most essential question.—2 pts Notes are hand written—1pt Includes sources for some references.—2 pts Quotations and summaries are recorded correctly for some notes.—2 pts Essentials Questions are written at the top of the page—2pts 7-5 pages of notes related to the specialty area (including EQ's)—12-18pts (2 pts/page) 	<ul style="list-style-type: none"> Somewhat addressed some essential question.—4pts Notes illegible and or copied from the internet.—3 pts Does not include sources for most references.—3pts It is unclear when quoting or summarizing.—3 pts Essentials Questions are not written at the top of the page—3 pts 4-0 pages of notes related to the specialty area (including EQ's) 0-10 pts (2pts/page)
	Mastery-45 pts	Partial Mastery-36 pts	Below Mastery-26 pts	Needs Improvement-0-27 pts
<p>Sources</p> <p>45 points Possible</p> <p>Points Received</p> <div style="border: 1px dashed black; width: 60px; height: 40px; margin: 10px auto;"></div>	<ul style="list-style-type: none"> Completed information for all sources on Source Sheet i.e. title, author, etc...-- Identifies 10 or more sources.--30 pts (3 pts/source) Identified at least 2 or more primary sources i.e. journals, speeches, documents etc.—10 pts (5 pts/primary source) Identified as sources five or more reference books.—5 pts (1 pt/ reference book) 	<ul style="list-style-type: none"> Completed information for most sources on Source Sheet (page 5-7) i.e. title, author, etc...Identifies 7-9 sources.—21-27 pts (3 pts/source) Identified at least 1 primary sources i.e. journals, speeches, documents etc.—5 pts Identified as 3-4 books.—4pts (1pt/ reference book) 	<ul style="list-style-type: none"> Completed information for some sources on Source Sheet (page 5-7) i.e. title, author, etc...Identifies 4 -6 sources.—16-24 pts (4pts/source) Did not identify any primary sources i.e. journals, speeches, documents etc.—0 pts Identified as source at least 1-2 reference books.—2 pts (1pt/book) 	<ul style="list-style-type: none"> Did not complete most information for all sources on Source Sheet (page 5-7) i.e. title, author, etc...Identifies 0-3 sources.—0 – 12 pts (4 pts/source) Did not identify any primary sources i.e. journals, speeches, documents etc.—0pts Some attempt was made at writing source notation down: 0 books were used—0-24pts)
	Mastery—10 pts	Partial Mastery-5 pts	Below Mastery- 0 pts	Needs Improvement-0 pts
<p>Evaluations</p> <p>10 points Possible</p> <p>Points Received</p> <div style="border: 1px dashed black; width: 60px; height: 40px; margin: 10px auto;"></div>	<ul style="list-style-type: none"> Completed Self Evaluation—5 pts. --Essential Questions highlighted in YELLOW (1 pt) --Primary Sources circled in BLUE (1 pt) --Sources in Notes (Author, pg#) highlighted in ORANGE (1 pt) --Total Page numbers—counted in RED (mark each page) (1 pt) --Source Sheet—Numbered in Green (count books and internet sites used in notes. (1 pt) Completed Peer Evaluation—5pts. 	<ul style="list-style-type: none"> Completed Self Evaluation—5 pts.— See description to the left ← NO Completed Peer Evaluation—0 pts. 	No Evaluations were Completed—0pts	No Evaluations were Completed—0pts

Total Points Received: /100 Points possible.

Phase I Steps 1D & 1E: COMPILE & CITE YOUR NOTES IN YOUR RESEARCH NOTEBOOK & SOURCE SHEET

Source Sheet

You should access at least 10 sources. You may not quote all of these sources in your Historical presentation. At times the source is used only to gather information or photographs; however to claim it as a source of information you must cite it accurately in your bibliography page. You must include all sources you referenced in this source sheet. Most of the information you need will be found in the coversheet (or in the first few pages) of the book you are referencing. When there are multiple authors, write only the first author listed. When there are multiple copyright dates, record only the most recent copyright date. References may include: Textbooks, Magazines, Newspapers, Internet websites, Novels, Interviews, Encyclopedias and or Reference books. Use one of the following websites to help you accurately reference your sources on your final project <http://www.easybib.com/> or <http://citationmachine.net/>. Use APA format on your final project.

Reference Books:

Title	Author	Date of Publication/ Type of Pub (Primary or Secondary)	Page Numbers	Publisher	Place of Publication
Call To Freedom	Sterling Stuckey et al	2006 ----- Secondary	956	Holt	Austin
American History The Early Years to 1877	Donald A Ritchie, Albert S Broussard	1997 ----- Secondary	794	Glencoe/Mcgraw-Hill	United States of America

Title	Author	Date of Publication/ Type of Pub (Primary or Secondary)	Page Numbers	Publisher	Place of Publication

Internet Websites

Complete Http web address	Author or publisher (This is often difficult to find on internet websites)	Date created (If available) Type of Pub (Primary or Secondary)	Publisher (Company, University, Individual etc...)

Internet Websites

Complete Http web address	Author or publisher (This is often difficult to find on internet websites)	Date created (If available) Type of Pub (Primary or Secondary)	Publisher (Company, University, Individual etc...)

Films or Documentaries

Director & Publisher	Writer	Date created & length Type of Document Primary or Secondary	Publisher (Company, University, Individual etc...)

Research Notes Participation Check Points



Directions: At the conclusion of each research day, please fill out the date, how many pages (combined) do you have (at the end of each day); how many essential questions do you have answered (at least partially) at the end of each day. Prior to the end of each class period, you are responsible for collecting your instructor's signature. The purpose of the Participation Check Points is to ensure you utilize your time, and keep 'on top of' the research.

RESEARCH DAY 1	Date _____
How many completed pages (combined) of notes do you currently have? _____	
How many Essential Questions have you currently answered? _____	
Teacher Signature: _____	Total Participation Points ____/10

RESEARCH DAY 1	Date _____
How many completed pages (combined) of notes do you currently have? _____	
How many Essential Questions have you currently answered? _____	
Teacher Signature: _____	Total Participation Points ____/10

RESEARCH DAY 1	Date _____
How many completed pages (combined) of notes do you currently have? _____	
How many Essential Questions have you currently answered? _____	
Teacher Signature: _____	Total Participation Points ____/10

RESEARCH DAY 1	Date _____
How many completed pages (combined) of notes do you currently have? _____	
How many Essential Questions have you currently answered? _____	
Teacher Signature: _____	Total Participation Points ____/10

RESEARCH DAY 1	Date _____
How many completed pages (combined) of notes do you currently have? _____	
How many Essential Questions have you currently answered? _____	
Teacher Signature: _____	Total Participation Points ____/10

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

Historical Role Play/Script
 Newscast
 Puppet Show
 Oral Storytelling
 Video Talk Show
 PowerPoint

Website Design
 Music Videos
 Timeline
 Newspaper
 Create a Game
 Make a Historical Map

Make a Poster
 Short Story or Children’s Story
 Make a Collagev
 Make a Scrapbook
 Make a Diorama

Historical Role Play/ Script*

- *Those students who which to create a historically accurate script for a role play without actually acting out or filming their script should reference those guidelines within the rubric identified with an asterisk. “*” = Necessary for those writing a script only/ “***” =Necessary for those acting/ filming the script. All other guidelines apply to both.*

CATEGORY	100-90	89-80	79-65	64-0
Historical Accuracy	<ul style="list-style-type: none"> All historical information appeared to be accurate and in chronological order. (10) Student included more information than was required. (10) 	<ul style="list-style-type: none"> Most historical information appeared to be accurate and in chronological order. (9) Student included the majority of the information than was required. (9) 	<ul style="list-style-type: none"> Some historical information appeared to be accurate and in chronological order. (7) Student included some of the information than was required. (8) 	<ul style="list-style-type: none"> Very little of the historical information was accurate and/or in chronological order. (6-0) Student included very little of the information than was required. (6-0)
Role (Key Historical Characters)	<ul style="list-style-type: none"> Point-of-view, arguments, and solutions proposed by the key characters were consist with the real or imagined historical character. (10) The character’s language and behaviors were consistent with the era and their personality. (10) Director comments related to the way in which the key characters should play their role, allowing the reader to visualize and “hear” the key characters.* (20) 	<ul style="list-style-type: none"> Point-of-view, arguments, and solutions proposed by the key characters were often consist with the real or imagined historical character. (9) The character’s language and behaviors were often consistent with the era and their personality. (9) Director comments often related to the way in which the key characters should play their role, often allowing the reader to visualize and “hear” the key characters.* (18). 	<ul style="list-style-type: none"> Point-of-view, arguments, and solutions proposed by the key characters were sometimes consist with the real or imagined historical character. (8) The character’s language and behaviors were sometimes consistent with the era and their personality. (7) Director comments sometimes related to the way in which the key characters should play their role, sometimes allowing the reader to visualize and “hear” the key characters.* (15). 	<ul style="list-style-type: none"> Point-of-view, arguments, and solutions proposed by the key characters were rarely consist with the real or imagined historical character. (8) The character’s language and behaviors were rarely consistent with the era and their personality. (6-0) Director comments rarely related to the way in which the key characters should play their role, they did not allow the reader to visualize and “hear” the key characters.* (12-0).
Cultural Accuracy: Props/Costume/	<ul style="list-style-type: none"> Student uses several props (could include costume) that accurately fit the period, ** (10) Props and Costumes show considerable work/creativity and make the presentation better. ** (10) Director comments related to props, costumes and scenes, allow the reader to visualize the staging of the role play*. (20) 	<ul style="list-style-type: none"> Student uses 2-3 props (could include costume) that accurately fit the period, ** (9) Props and Costumes show work/creativity and generally make the presentation better. ** (9) Director comments related to props, costumes and scenes, generally allow the reader to visualize the staging of the role play*. (18) 	<ul style="list-style-type: none"> Student uses 1-2 props (could include costume) that accurately fit the period, ** (8) Props and Costumes show some work/creativity. ** (8) Director comments related to props, costumes and scenes, sometimes allow the reader to visualize the staging of the role play*. (16) 	<ul style="list-style-type: none"> The student uses no props OR the props chosen detract from the presentation.** (12-0) There are few to no director comments related to props, costumes and scenes. It is difficult for the reader to visualize the staging of the role play*. (12-0)
Script: Writing & Conventions	<ul style="list-style-type: none"> Script followed all correct writing conventions, i.e. spelling, punctuation, typed) (10) Student included more information than was required. (10) 	<ul style="list-style-type: none"> Generally script followed correct writing conventions, i.e. spelling, punctuation, typed (or neatly written) (9) Student sometimes included more information than was required. (9) 	<ul style="list-style-type: none"> Sometimes script followed correct writing conventions, i.e. spelling, punctuation, typed (sometimes difficult to read) (8) Student rarely included more information than was required. (8) 	<ul style="list-style-type: none"> The script included many conventional errors, i.e. spelling, punctuation, and penmanship. (6-0) Student did not include additional information (6-0)
Creativity	<ul style="list-style-type: none"> Creativity was evident. (10) The research was presented via the script or role play in a way that made it interesting and relevant. (10) 	<ul style="list-style-type: none"> Creativity was generally evident. (9) The research was presented via the script or role play in a way that made it generally interesting and relevant. (9) 	<ul style="list-style-type: none"> Creativity was sometimes evident. (8) The role play was sometimes interesting (5) Research was sometimes evident in the role play (4) 	<ul style="list-style-type: none"> Lack of creativity made the role play uninteresting. (6-0) Research was rarely evident in the role play (6-0)

Total Points Possible 100 Points Received _____

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

Newscast

- Those students who wish to complete a Newscast format presentation should turn in both a copy of their script and either a pre-recorded copy of the newscast or come prepared with their costuming, props and graphics to present a five minute portion of the newscast in front of the class on their assigned date. Scripts, costumes, props and graphics are all due on the common due date.

CATEGORY	100-90	89-80	79-65	64-0
Historical Accuracy	<ul style="list-style-type: none"> All historical information appeared to be accurate and in chronological order. (10) Student included more information than was required. (10) 	<ul style="list-style-type: none"> Most historical information appeared to be accurate and in chronological order. (9) Student included the majority of the information than was required. (9) 	<ul style="list-style-type: none"> Some historical information appeared to be accurate and in chronological order. (7) Student included some of the information than was required. (8) 	<ul style="list-style-type: none"> Very little of the historical information was accurate and/or in chronological order. (6-0) Student included very little of the information than was required. (6-0)
Roles (Reporter & Supporting Cast)	<ul style="list-style-type: none"> “News” was presented professionally and consistent with the real historical events. (10) The news caster and supporting cast’s language and behaviors were consistent with the era. (10) 	<ul style="list-style-type: none"> “News” was often presented professionally and generally consistent with the real historical events. (9) The news caster and supporting cast’s language and behaviors were often consistent with the era. (9) 	<ul style="list-style-type: none"> “News” was sometimes presented professionally and sometimes consistent with the real historical events. (7) The news caster and supporting cast’s language and behaviors were sometimes consistent with the era. (8) 	<ul style="list-style-type: none"> “News” was rarely presented professionally and rarely consistent with the real historical events. (6-0) The news caster and supporting cast’s language and behaviors were rarely consistent with the era. (6-0)
Cultural Accuracy: Graphics/Props/Costume/	<ul style="list-style-type: none"> Student uses several props (could include costumes) that accurately fit the period. (10) Graphics, props and costumes show considerable work/creativity and make the presentation better. (10) 	<ul style="list-style-type: none"> Student uses 2-4 props (could include costumes) that accurately fit the period. (9) Graphics, props and costumes often show work/creativity and generally make the presentation better. (9) 	<ul style="list-style-type: none"> Student uses 1-2 props (could include costumes) (8) Graphics, props and costumes show some work/creativity and sometimes make the presentation better. (8) 	<ul style="list-style-type: none"> Props/ costumes did not reflect the era and rarely improved the quality of the presentation. (12-0)
Script: Writing & Conventions	<ul style="list-style-type: none"> Script followed all correct writing conventions, i.e. spelling, punctuation, typed) (10) Student included more information than was required. (10) 	<ul style="list-style-type: none"> Generally script followed correct writing conventions, i.e. spelling, punctuation, typed (or neatly written) (9) Student sometimes included more information than was required. (9) 	<ul style="list-style-type: none"> Sometimes script followed correct writing conventions, i.e. spelling, punctuation, typed (sometimes difficult to read) (8) Student rarely included more information than was required. (8) 	<ul style="list-style-type: none"> The script included many conventional errors, i.e. spelling, punctuation, and penmanship. (6-0) Student did not include additional information (6-0)
Creativity	<ul style="list-style-type: none"> Creativity was evident. (10) The research was presented via the script and newscast in a way that made it interesting and relevant. (10) 	<ul style="list-style-type: none"> Creativity was generally evident. (9) The research was presented via the and newscast in a way that made it generally interesting and relevant. (9) 	<ul style="list-style-type: none"> Creativity was sometimes evident. (8) The newscast was sometimes interesting (5) Research was sometimes evident in the newscast (4) 	<ul style="list-style-type: none"> Lack of creativity made the newscast uninteresting. (6-0) Research was rarely evident in the newscast (6-0)

Total Points Possible 100 Points Received _____

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

Puppet Show

- Those students who wish to complete a Puppet Show format presentation should turn in both a copy of their script and either a pre-recorded copy of the puppet show or come prepared with their costuming, props and graphics to present a five minute portion of the puppet show in front of the class on their assigned date. Scripts, costumes, props (puppets), scenery, and graphics are all due on the common due date.

CATEGORY	100-90	89-80	79-65	64-0
Historical Accuracy	<ul style="list-style-type: none"> All historical information appeared to be accurate and in chronological order. (10) Student included more information than was required. (10) 	<ul style="list-style-type: none"> Most historical information appeared to be accurate and in chronological order. (9) Student included the majority of the information than was required. (9) 	<ul style="list-style-type: none"> Some historical information appeared to be accurate and in chronological order. (7) Student included some of the information than was required. (8) 	<ul style="list-style-type: none"> Very little of the historical information was accurate and/or in chronological order. (6-0) Student included very little of the information than was required. (6-0)
Role (Key Historical Characters)	<ul style="list-style-type: none"> Point-of-view, arguments, and solutions proposed by the key "characters" (puppets) were consist with the real or imagined historical character. (10) The character's (puppet's) language and behaviors were consistent with the era and their personality. Puppeteers stayed in character throughout the performance. (10) 	<ul style="list-style-type: none"> Point-of-view, arguments, and solutions proposed by the key characters (puppets) were often consist with the real or imagined historical character. (9) The character's (puppet's) language and behaviors were often consistent with the era and their personality. Puppeteers stayed in character through almost all of the performance. (9) 	<ul style="list-style-type: none"> Point-of-view, arguments, and solutions proposed by the key characters were sometimes consist with the real or imagined historical character. (8) The character's (puppet's) language and behaviors were sometimes consistent with the era and their personality. Puppeteers tried to stay in character through some of the performance. (7) 	<ul style="list-style-type: none"> Point-of-view, arguments, and solutions proposed by the key characters were rarely consist with the real or imagined historical character. (8) The character's (puppet's) language and behaviors were rarely consistent with the era and their personality. Puppeteers tried to stay in character through some of the performance. (6-0)
Cultural Accuracy: Puppets	<ul style="list-style-type: none"> Student uses several (more than 5) puppets that accurately fit the period. (10) Puppets were original, creative, and constructed well. No pieces fell off during the performance (10) 	<ul style="list-style-type: none"> Student uses 3-4 puppets that accurately fit the period (9) Puppets were original and constructed well. No pieces fell off during the performance. 	<ul style="list-style-type: none"> Student uses 2 puppets that accurately fit the period. (8) Puppets were constructed fairly well. No pieces fell off during the performance. (7) 	<ul style="list-style-type: none"> The student used only one puppet that did not accurately fit the period.(6) Puppets were not constructed well. Pieces fell off during the performance. (6)
Script: Writing & Conventions	<ul style="list-style-type: none"> Script followed all correct writing conventions, i.e. spelling, punctuation, typed) (10) Student included more information than was required. (10) 	<ul style="list-style-type: none"> Generally script followed correct writing conventions, i.e. spelling, punctuation, typed (or neatly written) (9) Student sometimes included more information than was required. (9) 	<ul style="list-style-type: none"> Sometimes script followed correct writing conventions, i.e. spelling, punctuation, typed (sometimes difficult to read) (8) Student rarely included more information than was required. (8) 	<ul style="list-style-type: none"> The script included many conventional errors, i.e. spelling, punctuation, and penmanship. (6-0) Student did not include additional information (6-0)
Creativity	<ul style="list-style-type: none"> Creativity was evident. (5) Scenery was creative, added interest to the play, and did not get in the way of the puppets. (5) The research was presented via the puppet show in a way that made it interesting and relevant. (10) 	<ul style="list-style-type: none"> Creativity was generally evident. (4) Scenery was creative and did not get in the way of the puppets. (5) The research was presented via the puppet show in a way that made it generally interesting and relevant. (9) 	<ul style="list-style-type: none"> Creativity was sometimes evident. (4) Scenery did not get in the way of the puppets. (4) The puppet show was sometimes interesting (5) Research was sometimes evident in the puppet show. (4) 	<ul style="list-style-type: none"> Lack of creativity made the puppet show uninteresting. (3-0) Research was rarely evident in the puppet show. (6-0) Scenery got in the way of the puppets OR distracted the audience. (3-0)

Total Points Possible 100 Points Received _____

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

Oral Storytelling

- Those students who wish to use a storytelling format presentation should turn in both a copy of their script and either a pre-recorded copy of the story telling or come prepared to present a five minute portion of the story telling in front of the class on their assigned date. Scripts are all due on the common due date.

CATEGORY	100-90	89-80	79-65	64-0
Accuracy of Retelling A Story	<ul style="list-style-type: none"> ▪ The storyteller includes all major points and several details of the story s/he is retelling. (20) 	<ul style="list-style-type: none"> ▪ The storyteller includes all major points and 1-2 details of the story s/he is retelling. (18) 	<ul style="list-style-type: none"> ▪ The storyteller includes all major points of the story s/he is retelling. (16) 	<ul style="list-style-type: none"> ▪ The storyteller forgets major points of the story s/he is retelling. (12-0)
Knows the Story	<ul style="list-style-type: none"> ▪ The storyteller knows the story well and has obviously practiced telling the story several times. (10) ▪ There is no need for notes and the speaker speaks with confidence. (10) 	<ul style="list-style-type: none"> ▪ The storyteller knows the story pretty well and has practiced telling the story once or twice. (9) ▪ May need notes once or twice, but the speaker is relatively confident. (9) 	<ul style="list-style-type: none"> ▪ The storyteller knows some of the story, but did not appear to have practiced. (8) ▪ May need notes 3-4 times, and the speaker appears ill-at-ease. (7) 	<ul style="list-style-type: none"> ▪ The storyteller could not tell the story without using notes. (12-0)
Voice	<ul style="list-style-type: none"> ▪ Always speaks loudly, slowly and clearly. (10) ▪ S/he is easily understood by all audience members all the time (10) 	<ul style="list-style-type: none"> ▪ Usually speaks loudly, slowly and clearly. (9) ▪ S/he is easily understood by all audience members almost all the time. (9) 	<ul style="list-style-type: none"> ▪ Usually speaks loudly and clearly. (8) ▪ Speaks so fast sometimes that audience has trouble understanding. (8) 	<ul style="list-style-type: none"> ▪ Speaks too softly or mumbles. The audience often has trouble understanding. (12-0)
Written Copy Script/ Writing Conventions	<ul style="list-style-type: none"> ▪ The student turns in an attractive and complete copy of the story in the correct format. (10) ▪ Script followed all correct writing conventions, i.e. spelling, punctuation, typed (10) 	<ul style="list-style-type: none"> ▪ The student turns in a complete copy of the story in the correct format.(9) ▪ Generally script followed correct writing conventions, i.e. spelling, punctuation, typed (or neatly written) (9) 	<ul style="list-style-type: none"> ▪ The student turns in a complete copy of the story, but the format was not correct. (9) ▪ Sometimes script followed correct writing conventions, i.e. spelling, punctuation, typed (sometimes difficult to read) (8) 	<ul style="list-style-type: none"> ▪ The student turns in an incomplete copy of the story. (6-0) ▪ The script included many conventional errors, i.e. spelling, punctuation, and penmanship. (6-0)
Historical Accuracy	<ul style="list-style-type: none"> ▪ All historical information appeared to be accurate and in chronological order. (10) ▪ Student included more information than was required. (10) 	<ul style="list-style-type: none"> ▪ Most historical information appeared to be accurate and in chronological order. (9) ▪ Student included the majority of the information than was required. (9) 	<ul style="list-style-type: none"> ▪ Some historical information appeared to be accurate and in chronological order. (7) ▪ Student included some of the information than was required. (8) 	<ul style="list-style-type: none"> ▪ Very little of the historical information was accurate and/or in chronological order. (6-0) ▪ Student included very little of the information than was required. (6-0)

Total Points Possible 100 Points Received _____

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

Video Talk Show

- Those students who wish to write and create a video talk show presentation should turn in both a copy of their script and either a pre-recorded copy of the video talk show or come prepared to present a five minute portion of the talk show in front of the class on their assigned date. Scripts are all due on the common due date.

CATEGORY	100-90	89-80	79-65	64-0
Talk Show Presentation Questions & Answers	<ul style="list-style-type: none"> All students showed excellent knowledge of content, needing no cues and showing no hesitation in talking or answering questions. (10) Excellent, in-depth questions were asked by host and excellent answers supported by facts were provided by all talk show members.(10) All questions were typed and prepared in advance. (5) 	<ul style="list-style-type: none"> All students showed excellent knowledge of content, but 1-2 students once needed note cards to talk or answer questions. (9) Questions requiring factual answers were asked by the host and correct, in-depth answers were provided by all talk show members. (9) Most questions were typed and prepared in advance. (4) 	<ul style="list-style-type: none"> Most students showed excellent knowledge of content, but 1-2 often needed note cards to talk or answer questions. (8) Questions requiring factual answers were asked by the host and correct answers were provided by several of the talk show members. (8) Some questions were typed and prepared in advance. (3) 	<ul style="list-style-type: none"> Most students needed note cards to talk and to answer questions. (6-0) Answers were provided by only 1-2 talk show members. (6-0) Few to no questions were prepared in advance. (2-0)
Creativity	<ul style="list-style-type: none"> Creativity was evident. (5) Scenery was creative, added interest to the talk show and did not get in the way of the video talk show. (5) The research was presented via the talk show in a way that made it interesting and relevant. (10) 	<ul style="list-style-type: none"> Creativity was generally evident. (4) Scenery was creative and did not get in the way of the talk show. (5) The research was presented via the talk show in a way that made it generally interesting and relevant. (9) 	<ul style="list-style-type: none"> Creativity was sometimes evident. (4) Scenery did not get in the way of the talk show. (4) The talk show was sometimes interesting (5) Research was sometimes evident in the talk show. (4) 	<ul style="list-style-type: none"> Lack of creativity made the talk show uninteresting. (6-0) Research was rarely evident in the talk show. (6-0)
Cultural Accuracy Characters, Costume & Props	<ul style="list-style-type: none"> All students wore costumes and the group used some props. (10) 	<ul style="list-style-type: none"> Some students wore costumes and the group used some props. (9) 	<ul style="list-style-type: none"> Students wore no costumes, but the group used some props. (8) 	<ul style="list-style-type: none"> No costumes and no props were used. (6-0)
Videography -Clarity	<ul style="list-style-type: none"> Video did not rock/shake and the focus was excellent throughout. (5) 	<ul style="list-style-type: none"> Video did not rock/shake and the focus was excellent for the majority of the video.(4) 	<ul style="list-style-type: none"> Video had a little rocking/shaking, but the focus was excellent throughout. (3) 	<ul style="list-style-type: none"> Problems with rocking/shaking AND focus. (2-0)
Historical Accuracy	<ul style="list-style-type: none"> All historical information appeared to be accurate and in chronological order. (10) Student included more information than was required. (10) 	<ul style="list-style-type: none"> Most historical information appeared to be accurate and in chronological order. (9) Student included the majority of the information than was required. (9) 	<ul style="list-style-type: none"> Some historical information appeared to be accurate and in chronological order. (7) Student included some of the information than was required. (8) 	<ul style="list-style-type: none"> Very little of the historical information was accurate and/or in chronological order. (6-0) Student included very little of the information than was required. (6-0)
Role (Key Historical Characters)	<ul style="list-style-type: none"> Point-of-view, arguments, and solutions proposed by the key "characters" were consist with the real or imagined historical character. (10) The character's language and behaviors were consistent with the era and their personality. (10) 	<ul style="list-style-type: none"> Point-of-view, arguments, and solutions proposed by the key characters were often consist with the real or imagined historical character. (9) The character's language and behaviors were often consistent with the era and their personality.(9) 	<ul style="list-style-type: none"> Point-of-view, arguments, and solutions proposed by the key characters were sometimes consist with the real or imagined historical character. (8) The character's language and behaviors were sometimes consistent with the era and their personality. (7) 	<ul style="list-style-type: none"> Point-of-view, arguments, and solutions proposed by the key characters were rarely consistent with the real or imagined historical character. (8) The character's language and behaviors were rarely consistent with the era and their personality. (6-0)

Total Points Possible 100 Points Received _____

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

PowerPoint

- Those students who wish to write and present a PowerPoint presentation should turn in both a hard copy of their PowerPoint and come prepared to present a five minute portion of their PowerPoint in front of the class on their assigned date. PowerPoints are all due on the common due date.

CATEGORY	100-90	89-80	79-65	64-0
Graphics/Text / Animation	<ul style="list-style-type: none"> All graphics are attractive (size and colors) and support the theme/content of the presentation. (10) Backgrounds supported the content, they did not distract from the material being presented.(10) Student utilized at least two types of the following animation, music, audio clips or film clips. (10) Student did not put too much or too little text on each page, text was easy to read, and neither too large, nor too small. (10) 	<ul style="list-style-type: none"> A few graphics are not attractive but all support the theme/content of the presentation. (9) Backgrounds generally supported the content, they generally did not distract from the material being presented.(9) Student utilized some animation, music, audio clips or film clips. (9) Student did not generally put too much or too little text on each page, text was easy to read, and neither too large, nor too small. (9) 	<ul style="list-style-type: none"> All graphics are attractive but a few do not seem to support the theme/content of the presentation. (8) Backgrounds sometimes supported the content, they sometimes distracted from the material being presented.(8) Student utilized at least one animation, music, audio clips or film clips. (7) Student often put too much or too little text on each page, text was sometimes difficult to read, it was sometimes too large, or too small. (8) 	<ul style="list-style-type: none"> Several graphics are unattractive AND detract from the content of the presentation. (6-0) Backgrounds rarely supported the content, they often distracted from the material being presented.(6-0) Student did not utilize animation, music, audio clips or film clips. (6-0) Student put too much or too little text on each page, text was difficult to read, it was too large, or too small. (6-0)
Historical Accuracy	<ul style="list-style-type: none"> All historical information appeared to be accurate and in chronological order. (10) Student included more information than was required. (10) 	<ul style="list-style-type: none"> Most historical information appeared to be accurate and in chronological order. (9) Student included the majority of the information than was required. (9) 	<ul style="list-style-type: none"> Some historical information appeared to be accurate and in chronological order. (7) Student included some of the information than was required. (8) 	<ul style="list-style-type: none"> Very little of the historical information was accurate and/or in chronological order. (6-0) Student included very little of the information than was required. (6-0)
PowerPoint Writing Conventions & Copies	<ul style="list-style-type: none"> The student turned in an attractive and complete digital AND hard copy of the PowerPoint. (10) PowerPoint followed all correct writing conventions, i.e. spelling, punctuation, typed (10) 	<ul style="list-style-type: none"> The student turned in a complete digital AND hard copy of the PowerPoint. (9) Generally script followed correct writing conventions, i.e. spelling, punctuation, typed (or neatly written) (9) 	<ul style="list-style-type: none"> The student did not have both the digital and hard copy of the PowerPoint. (8) Sometimes script followed correct writing conventions, i.e. spelling, punctuation, typed (sometimes difficult to read) (8) 	<ul style="list-style-type: none"> The student turned in an incomplete PowerPoint. (6-0) The script included many conventional errors, i.e. spelling, punctuation, and penmanship. (6-0)
Creativity & Originality	<ul style="list-style-type: none"> Presentation shows considerable originality and inventiveness. (10) The content and ideas reflect the voice of the author, no material has been plagiarized. (10) 	<ul style="list-style-type: none"> Presentation shows some originality and inventiveness.(9) The content and ideas generally reflect the voice of the author. No material has been plagiarized. (9) 	<ul style="list-style-type: none"> Presentation shows an attempt at originality and inventiveness on 1-2 slides. (8) No material has been plagiarized. (8) 	<ul style="list-style-type: none"> Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought. (6-0) There is some evidence that material has been plagiarized. (6-0)

Total Points Possible 100 Points Received _____

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

Website Design

- Those students who wish to create and present a website format presentation should turn in both a printed copy of their website and come prepared present a five minute portion of their website in front of the class on their assigned date. Completed websites are all due on the common due date.

CATEGORY	100-90	89-80	79-65	64-0
Creativity & Originality	<ul style="list-style-type: none"> ▪ Presentation shows considerable originality and inventiveness. (10) ▪ The content and ideas reflect the voice of the author, no material has been plagiarized. (10) 	<ul style="list-style-type: none"> ▪ Presentation shows some originality and inventiveness.(9) ▪ The content and ideas generally reflect the voice of the author. No material has been plagiarized. (9) 	<ul style="list-style-type: none"> ▪ Presentation shows an attempt at originality and inventiveness on 1-2 slides. (8) ▪ No material has been plagiarized. (8) 	<ul style="list-style-type: none"> ▪ Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought. (6-0) ▪ There is some evidence that material has been plagiarized. (6-0)
Layout	<ul style="list-style-type: none"> ▪ The Web site has an exceptionally attractive and usable layout. It is easy to locate all important elements. Student included at least five webpages. (10) ▪ White space, graphic elements and/or alignment are used effectively to organize material. (10) 	<ul style="list-style-type: none"> ▪ The Web pages have an attractive and usable layout. Student included at least three webpages. (9) ▪ It is generally easy to locate all important elements. (9) 	<ul style="list-style-type: none"> ▪ The Web pages have a usable layout, but may appear busy or boring. Student included at least two webpages. (7) ▪ It is easy to locate most of the important elements. (8) 	<ul style="list-style-type: none"> ▪ The Web pages are cluttered looking or confusing. (6-0) ▪ It is often difficult to locate important elements. (6-0)
Historical Accuracy	<ul style="list-style-type: none"> ▪ All historical information appeared to be accurate and in chronological order. (10) ▪ Student included more information than was required. (10) 	<ul style="list-style-type: none"> ▪ Most historical information appeared to be accurate and in chronological order. (9) ▪ Student included the majority of the information than was required. (9) 	<ul style="list-style-type: none"> ▪ Some historical information appeared to be accurate and in chronological order. (7) ▪ Student included some of the information than was required. (8) 	<ul style="list-style-type: none"> ▪ Very little of the historical information was accurate and/or in chronological order. (6-0) ▪ Student included very little of the information than was required. (6-0)
Contact Information	<ul style="list-style-type: none"> ▪ Every Web page contains a statement of authorship (for privacy last names should not be included). (10) ▪ Every Webpage includes school name, and date of publication/date last edited. (10) 	<ul style="list-style-type: none"> ▪ Almost all Web pages contain a statement of authorship (for privacy last name should not be included) (9) ▪ Most Webpages include school name, and date of publication/date last edited.(9) 	<ul style="list-style-type: none"> ▪ Most (75-80%) Web pages contain a statement of authorship (for privacy last name should not be included) (8). ▪ Some Webpages include the school name, and date of publication/date last edited. (8) 	<ul style="list-style-type: none"> ▪ Several Web pages do not contain a statement of authorship, school name, and/or date of publication/date last edited. (12-0)
Written Conventions	<ul style="list-style-type: none"> ▪ Author followed all correct writing conventions, i.e. spelling, punctuation and grammar. (20) 	<ul style="list-style-type: none"> ▪ Author generally followed correct writing conventions, i.e. spelling, grammar, and punctuation. (18) 	<ul style="list-style-type: none"> ▪ Author sometimes followed correct writing conventions, i.e. spelling, grammar and punctuation (sometimes difficult to read) (16) 	<ul style="list-style-type: none"> ▪ The webpage included many conventional errors, i.e. spelling, grammar and punctuation, (12-0)

Total Points Possible 100 Points Received _____

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

Music Video

- *Those students who wish to write and present a Music Video presentation should turn in both a hard copy of the text of their music and come prepared to present a five minute portion of their Music Video in front of the class on their assigned date. Music Videos are due on the common due date.*

CATEGORY	100-90	89-80	79-65	64-0
Focus on Topic (Content)	<ul style="list-style-type: none"> ▪ There is one clear, well-focused topic. (10) ▪ Main idea stands out and is supported by detailed information. (10) 	<ul style="list-style-type: none"> ▪ Main idea is clear but the supporting information is general. (18) 	<ul style="list-style-type: none"> ▪ Main idea is somewhat clear but there is a need for more supporting information. (16) 	<ul style="list-style-type: none"> ▪ The main idea is not clear. There is a seemingly random collection of information. (12-0)
Grammar & Spelling (Conventions)	<ul style="list-style-type: none"> ▪ Writer makes no errors in grammar or spelling that distracts the reader from the content. (20) 	<ul style="list-style-type: none"> ▪ Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. (18) 	<ul style="list-style-type: none"> ▪ Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. (16) 	<ul style="list-style-type: none"> ▪ Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content. (12-0)
Flow & Rhythm (Sentence Fluency)	<ul style="list-style-type: none"> ▪ All sentences sound natural and are easy-on-the-ear when read (sung) aloud. Each sentence is clear and has an obvious emphasis. 	<ul style="list-style-type: none"> ▪ Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. 	<ul style="list-style-type: none"> ▪ Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. 	<ul style="list-style-type: none"> ▪ The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
Historical Accuracy	<ul style="list-style-type: none"> ▪ All historical information appeared to be accurate and in chronological order. (10) ▪ Student included more information than was required. (10) 	<ul style="list-style-type: none"> ▪ Most historical information appeared to be accurate and in chronological order. (9) ▪ Student included the majority of the information than was required. (9) 	<ul style="list-style-type: none"> ▪ Some historical information appeared to be accurate and in chronological order. (7) ▪ Student included some of the information than was required. (8) 	<ul style="list-style-type: none"> ▪ Very little of the historical information was accurate and/or in chronological order. (6-0) ▪ Student included very little of the information than was required. (6-0)
Creativity & Originality	<ul style="list-style-type: none"> ▪ Music Video shows considerable originality and inventiveness. (10) ▪ The content and ideas reflect the voice of the author, no material has been plagiarized. (10) 	<ul style="list-style-type: none"> ▪ Music Video shows some originality and inventiveness.(9) ▪ The content and ideas generally reflect the voice of the author. No material has been plagiarized. (9) 	<ul style="list-style-type: none"> ▪ Music Video shows an attempt at originality and inventiveness (8) ▪ No material has been plagiarized. (8) 	<ul style="list-style-type: none"> ▪ Music Video is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought. (6-0) ▪ There is some evidence that material has been plagiarized. (6-0)

Total Points Possible 100 Points Received _____

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

Timeline

- Those students who wish to write and present a Timeline presentation should turn in both a hard copy of their timeline and come prepared to present a five minute portion of their timeline in front of the class on their assigned date. Timelines are due on the common due date.

CATEGORY	100-90	89-80	79-65	64-0
Grammar & Spelling (Conventions)	<ul style="list-style-type: none"> ▪ Writer makes no errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content. (10) 	<ul style="list-style-type: none"> ▪ Writer makes 1-2 errors in grammar, punctuation, penmanship (typing) or spelling that distract the reader from the content. (9) 	<ul style="list-style-type: none"> ▪ Writer makes 3-4 errors in grammar, punctuation, penmanship (typing) or spelling that distract the reader from the content. (8) 	<ul style="list-style-type: none"> ▪ Writer makes more than 4 errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content. (6-0)
Events	<ul style="list-style-type: none"> ▪ The timeline contained at least 15 events related to the topic being studied. (15) ▪ The timeline provides dates and brief, clear summaries of each event. (15) 	<ul style="list-style-type: none"> ▪ The timeline contained at least 14-10 events related to the topic being studied. (13) ▪ The timeline provides both dates and brief summaries of each event. (13) 	<ul style="list-style-type: none"> ▪ The timeline contained at least 9-5 events related to the topic being studied. (12) ▪ The timeline provides both dates and summaries of each event. (12) 	<ul style="list-style-type: none"> ▪ The timeline contained fewer than 4 events. (11-0) ▪ Summaries were inadequate. (11-0)
Historical Accuracy	<ul style="list-style-type: none"> ▪ All historical information appeared to be accurate and in chronological order. (10) ▪ Student included more information than was required. (10) 	<ul style="list-style-type: none"> ▪ Most historical information appeared to be accurate and in chronological order. (9) ▪ Student included the majority of the information than was required. (9) 	<ul style="list-style-type: none"> ▪ Some historical information appeared to be accurate and in chronological order. (7) ▪ Student included some of the information than was required. (8) 	<ul style="list-style-type: none"> ▪ Very little of the historical information was accurate and/or in chronological order. (6-0) ▪ Student included very little of the information than was required. (6-0)
Creativity & Originality	<ul style="list-style-type: none"> ▪ Timeline shows considerable originality and inventiveness. (10) ▪ The content and ideas reflect the voice of the author, no material has been plagiarized. (10) 	<ul style="list-style-type: none"> ▪ Timeline shows some originality and inventiveness.(9) ▪ The content and ideas generally reflect the voice of the author. No material has been plagiarized. (9) 	<ul style="list-style-type: none"> ▪ Timeline shows an attempt at originality and inventiveness. (8) ▪ No material has been plagiarized. (8) 	<ul style="list-style-type: none"> ▪ Timeline is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought. (6-0) ▪ There is some evidence that material has been plagiarized. (6-0)
Graphics	<ul style="list-style-type: none"> ▪ All graphics are effective and balanced with text use. (10) ▪ Student used a number of graphics to illustrate the Timeline (10) 	<ul style="list-style-type: none"> ▪ All graphics are effective (9) ▪ Students used at least five graphics to illustrate the timeline. (9) 	<ul style="list-style-type: none"> ▪ Some graphics are effective. (8) ▪ Student used 3-4 graphics to illustrate the timeline. (8) 	<ul style="list-style-type: none"> ▪ Several graphics are not effective. (6-0) ▪ Student used less than 2 graphics to illustrate the timeline. (6-0)

Total Points Possible 100 Points Received _____

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

Newspaper

- Those students who wish to write and present a Newspaper presentation should turn in both a hard copy of their newspaper to the instructor and come prepared to present a five minute portion of their newspaper in front of the class on their assigned date, via the ELMO or by making multiple copies to share with their peers. Newspapers are due on the common due date.

CATEGORY	100-90	89-80	79-65	64-0
Use of Primary Sources	<ul style="list-style-type: none"> Newspaper included at least five primary sources (first hand quotes, illustrations etc...). (10) Student correctly punctuated quotations of all primary sources. (10) 	<ul style="list-style-type: none"> Newspaper included at 3-4 primary sources (first hand quotes, illustrations etc...). (9) Student generally punctuated quotations from most primary sources. (9) 	<ul style="list-style-type: none"> Newspaper included at 2 primary sources (first hand quotes, illustrations etc...). (8) Student sometimes punctuated quotations correctly from primary sources. (8) 	<ul style="list-style-type: none"> Newspaper only 1 or 0 primary sources (first hand quotes, illustrations etc...). (6-0) Student rarely punctuated quotations correctly from primary sources. (6-0)
Articles - Supporting Details	<ul style="list-style-type: none"> The details in the articles are clear, effective, and vivid 80-100% of the time. (10) Newspaper included at least 10 articles representing a variety of formats (informative, weather, ad, opinion, obituary etc...) (10) 	<ul style="list-style-type: none"> The details in the articles are clear and pertinent 90-100% of the time. (9) Newspaper included at 8-9 articles representing a variety of formats (informative, weather, ad, opinion, obituary etc...). (9) 	<ul style="list-style-type: none"> The details in the articles are clear and pertinent 75-89% of the time. (8) Newspaper included at least 5-7 articles. (8) 	<ul style="list-style-type: none"> The details in more than 25% of the articles are neither clear nor pertinent. (6-0) Newspaper included at less than four articles. (6-0)
Graphics	<ul style="list-style-type: none"> All graphics are in focus, are well-cropped. (All graphics are clearly related to the articles they accompany. (10) 	<ul style="list-style-type: none"> Graphics are in focus Most graphics clearly related to the articles they accompany. (9) 	<ul style="list-style-type: none"> 80-100% of the graphics are clearly related to the articles they accompany. (8) 	<ul style="list-style-type: none"> More than 20% of the graphics are not clearly related to the articles OR no graphics were used. (6-0)
Historical Accuracy	<ul style="list-style-type: none"> All historical information appeared to be accurate and in chronological order. (10) Student included more information than was required. (10) 	<ul style="list-style-type: none"> Most historical information appeared to be accurate and in chronological order. (9) Student included the majority of the information than was required. (9) 	<ul style="list-style-type: none"> Some historical information appeared to be accurate and in chronological order. (7) Student included some of the information than was required. (8) 	<ul style="list-style-type: none"> Very little of the historical information was accurate and/or in chronological order. (6-0) Student included very little of the information than was required. (6-0)
Creativity & Originality	<ul style="list-style-type: none"> Newspaper shows considerable originality and inventiveness. (10) The content and ideas reflect the voice of the author, no material has been plagiarized. (10) 	<ul style="list-style-type: none"> Newspaper shows some originality and inventiveness. (9) The content and ideas generally reflect the voice of the author. No material has been plagiarized. (9) 	<ul style="list-style-type: none"> Newspaper shows an attempt at originality and inventiveness on 1-2 slides. (8) No material has been plagiarized. (8) 	<ul style="list-style-type: none"> Newspaper is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought. (6-0) There is some evidence that material has been plagiarized. (6-0)
Grammar & Spelling (Conventions)	<ul style="list-style-type: none"> Writer makes no errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content. (10) 	<ul style="list-style-type: none"> Writer makes 1-2 errors in grammar, punctuation, penmanship (typing) or spelling that distract the reader from the content. (9) 	<ul style="list-style-type: none"> Writer makes 3-4 errors in grammar, punctuation, penmanship (typing) or spelling that distract the reader from the content. (8) 	<ul style="list-style-type: none"> Writer makes more than 4 errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content. (6-0)

Total Points Possible 100 Points Received _____

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

Create a Game

- Those students who wish to create and present a game presentation should turn in both a hard copy of their game and come prepared to present a five minute portion of their game via the ELMO or by making multiple copies to share with their peers in front of the class on their assigned date. Games are due on the common due date.

CATEGORY	100-90	89-80	79-65	64-0
Quality	<ul style="list-style-type: none"> All information cards made for the game are correct. (10) Support materials for the game reflect the content and are well constructed. (10) 	<ul style="list-style-type: none"> All but one of the information cards made for the game is correct. (9) Support materials for the game reflect the content and are generally well constructed. (10) 	<ul style="list-style-type: none"> All but two of the information cards made for the game are correct. (8) Support materials for the game sometimes reflect the content and are often well constructed. (8) 	<ul style="list-style-type: none"> Several information cards made for the game are not accurate. (6-0) Support materials for the game rarely reflect the content and are poorly constructed. (6-0)
Creativity	<ul style="list-style-type: none"> The student clearly put a lot of thought and effort into making the game interesting and fun to play. (10) The game utilizes creative questions, game pieces, fun writing, interesting characters and/or game board. (10) 	<ul style="list-style-type: none"> The student put some thought and effort into making the game interesting and fun to play. (9) The game utilizes some creative questions, game pieces, fun writing, interesting characters and/or game board. (9) 	<ul style="list-style-type: none"> The student tried to make the game interesting and fun, but some elements made it harder to understand/enjoy the game. (8) The game used few creative elements. (8) 	<ul style="list-style-type: none"> Little thought was put into making the game interesting or fun. (12-0)
Rules	<ul style="list-style-type: none"> Rules were written clearly. (10) Instructions are clear and support the content. (10) 	<ul style="list-style-type: none"> Rules were written, but one part of the game needed slightly more explanation. (9) Instructions support the content. (9) 	<ul style="list-style-type: none"> Rules were written, but people had some difficulty figuring out the game. (8) Instructions were attempted. (8) 	<ul style="list-style-type: none"> The rules were not written. (12-0)
Historical Accuracy	<ul style="list-style-type: none"> All historical information appeared to be accurate and in chronological order. (10) Student included more information than was required. (10) 	<ul style="list-style-type: none"> Most historical information appeared to be accurate and in chronological order. (9) Student included the majority of the information than was required. (9) 	<ul style="list-style-type: none"> Some historical information appeared to be accurate and in chronological order. (7) Student included some of the information than was required. (8) 	<ul style="list-style-type: none"> Very little of the historical information was accurate and/or in chronological order. (6-0) Student included very little of the information than was required. (6-0)
Grammar & Spelling (Conventions)	<ul style="list-style-type: none"> There are no errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content or game. (10) 	<ul style="list-style-type: none"> There are 1-2 errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content or game. (9) 	<ul style="list-style-type: none"> There are 3-4 errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content or game. (8) 	<ul style="list-style-type: none"> There are more than four errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content or game. (6-0)
Graphics	<ul style="list-style-type: none"> All graphics are in focus, are well-cropped. (All graphics are clearly related to the game. (10) 	<ul style="list-style-type: none"> Graphics are in focus Most graphics are clearly related to the game.(9) 	<ul style="list-style-type: none"> 80-100% of the graphics are clearly related to the game. (8) 	<ul style="list-style-type: none"> More than 20% of the graphics are not clearly related to the game OR no graphics were used. (6-0)

Total Points Possible 100 Points Received _____

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

Make a Historical Map

- *Those students who wish to create and present a Map presentation should turn in a hard copy of their map and come prepared to present a five minute portion of their map using the ELMO in front of the class on their assigned date. Maps are due on the common due date.*

CATEGORY	100-90	89-80	79-65	64-0
Labels - Accuracy & Neatness	<ul style="list-style-type: none"> ▪ At least 90% of the items are labeled and located correctly. (10) ▪ 90-100% of the labels/features can be read easily. (10) 	<ul style="list-style-type: none"> ▪ 80-89% of the items are labeled and located correctly. (9) ▪ 89-80% of the labels/features can be read easily. (9) 	<ul style="list-style-type: none"> ▪ 79-70% of the items are labeled and located correctly. (8) ▪ 79-70% of the labels/features can be read easily. (8) 	<ul style="list-style-type: none"> ▪ Less than 70% of the items are labeled and located correctly. (6-0) ▪ Less than 70% of the labels/features can be read easily. (6-0)
Neatness of Color and Lines, Graphics	<ul style="list-style-type: none"> ▪ All straight lines are ruler-drawn; all errors have been neatly corrected. (10) ▪ All features are colored completely. (5) ▪ All graphics are in focus, are well-cropped. (All graphics are clearly related to the Historical Map.(5) 	<ul style="list-style-type: none"> ▪ All straight lines are ruler-drawn; most errors have been neatly corrected. (9) ▪ Most features are colored completely. (4) ▪ Graphics are in focus Most graphics are clearly related to the Historical Map.(4) 	<ul style="list-style-type: none"> ▪ Most straight lines are ruler-drawn, most errors have been neatly corrected. (8) ▪ Some features are colored completely. (3) ▪ 80-100% of the graphics are clearly related to the Historical Map. (3) 	<ul style="list-style-type: none"> ▪ Many lines, corrections of errors, and/or features are not neatly done. (12-0) ▪ More than 20% of the graphics are not clearly related to the Historical Map OR no graphics were used. (2-0)
Historical Accuracy Historical events included	<ul style="list-style-type: none"> ▪ All historical information appeared to be accurate and placed correctly on the map. (10) ▪ Student included at least 15 events on the map. (10) ▪ All events included a brief, clear summary of the event shown on the map. (10) 	<ul style="list-style-type: none"> ▪ Most historical information appeared to be accurate and in chronological order. (9) ▪ Student 10-14 events on the map. (9) ▪ The majority of events included a brief summary of the event shown on the map. (9) 	<ul style="list-style-type: none"> ▪ Some historical information appeared to be accurate and in chronological order. (7) ▪ Student included at least 9-7 event on the map.(8) ▪ At attempt was made to summarize some of the events. (8) 	<ul style="list-style-type: none"> ▪ Very little of the historical information was accurate and/or in chronological order. (6-0) ▪ Student included very little of the information than was required. (6-0) ▪ No attempt was made to summarize the events. (0)
Creativity & Originality	<ul style="list-style-type: none"> ▪ Map shows considerable originality and inventiveness. (10) ▪ The content and ideas reflect the voice of the author, no material has been plagiarized. (10) 	<ul style="list-style-type: none"> ▪ Map shows some originality and inventiveness.(9) ▪ The content and ideas generally reflect the voice of the author. No material has been plagiarized. (9) 	<ul style="list-style-type: none"> ▪ Map shows an attempt at originality and inventiveness on 1-2 slides. (8) ▪ No material has been plagiarized. (8) 	<ul style="list-style-type: none"> ▪ Map is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought. (6-0) ▪ There is some evidence that material has been plagiarized. (6-0)
Grammar & Spelling (Conventions)	<ul style="list-style-type: none"> ▪ Writer makes no errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content. (10) 	<ul style="list-style-type: none"> ▪ Writer makes 1-2 errors in grammar, punctuation, penmanship (typing) or spelling that distract the reader from the content. (9) 	<ul style="list-style-type: none"> ▪ Writer makes 3-4 errors in grammar, punctuation, penmanship (typing) or spelling that distract the reader from the content. (8) 	<ul style="list-style-type: none"> ▪ Writer makes more than 4 errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content. (6-0)

Total Points Possible 100 Points Received _____

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

Make a Poster

- Those students who wish to create and present a Poster presentation should turn in a hard copy of their poster and come prepared to present a five minute portion of their Poser using the Tri-Pod in front of the class on their assigned date. Posters are due on the common due date.

CATEGORY	100-90	89-80	79-65	64-0
Content - Accuracy	<ul style="list-style-type: none"> At least 15 accurate facts are displayed on the poster. (10) Each fact includes a brief, clear summary of the information covered (10) All facts are clearly related to the SA and associated Essential Questions. (10) 	<ul style="list-style-type: none"> At least 10-14 accurate facts are displayed on the poster. (8) Each fact includes a brief summary of the information covered (8) All facts are related to the SA and associated Essential Questions. (8). 	<ul style="list-style-type: none"> At least 9-6 accurate facts are displayed on the poster. (6) Each fact includes a summary of the information covered (6) All facts are related to the SA and associated Essential Questions. (6). 	<ul style="list-style-type: none"> Less than 5 accurate facts are displayed on the poster. (5-0) Little to no attempt has been made to summarize the key ideas. (5-0) Facts are rarely associated with the SA and Essential Questions(5-0)
Attractiveness, Conventions & Quality	<ul style="list-style-type: none"> The poster is exceptionally attractive in terms of design, layout, and neatness. (10) The student clearly went above and beyond to present their poster in a format that highlights the subject. (10) 	<ul style="list-style-type: none"> The poster is attractive in terms of design, layout and neatness. (9) The student chose a poster format that highlights their subject. (9) 	<ul style="list-style-type: none"> The poster is acceptably attractive though it may be a bit messy. (8) Poster format was acceptable (7) 	<ul style="list-style-type: none"> The poster is distractingly messy or very poorly designed. It is not attractive. (12-0)
Graphics - Originality	<ul style="list-style-type: none"> Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display. (10) All graphics are in focus, are well-cropped. All graphics are clearly related to the Specialty Area (10) 	<ul style="list-style-type: none"> One or two of the graphics used on the poster reflect student creativity in their creation and/or display. (9) Graphics are in focus Most graphics are clearly related to the Specialty Area.(9) 	<ul style="list-style-type: none"> The graphics are made by the student, but are based on the designs or ideas of others. (8) 80-100% of the graphics are clearly related to the Specialty Area. (8) 	<ul style="list-style-type: none"> No graphics made by the student are included. Graphics are in focus Most graphics are clearly related to the Specialty Area.(6-0) More than 20% of the graphics are not clearly related to Specialty Area OR no graphics were used. (6-))
Neatness of Color, Text and Lines	<ul style="list-style-type: none"> All straight lines are ruler-drawn; all errors have been neatly corrected. All features are colored completely. (10) 	<ul style="list-style-type: none"> All straight lines are ruler-drawn; most errors have been neatly corrected. Most features are colored completely. (9) 	<ul style="list-style-type: none"> Most straight lines are ruler-drawn, most errors have been neatly corrected. Some features are colored completely. (8) 	<ul style="list-style-type: none"> Many lines, corrections of errors, and/or features are not neatly done. (6-0)
Historical Accuracy Historical events included	<ul style="list-style-type: none"> All historical information appeared to be accurate. (10) 	<ul style="list-style-type: none"> Most historical information appeared to be accurate. (9) 	<ul style="list-style-type: none"> Some historical information appeared to be accurate (7) 	<ul style="list-style-type: none"> Very little of the historical information was accurate. (6-0)
Grammar & Spelling (Conventions)	<ul style="list-style-type: none"> Writer makes no errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content. (10) 	<ul style="list-style-type: none"> Writer makes 1-2 errors in grammar, punctuation, penmanship (typing) or spelling that distract the reader from the content. (9) 	<ul style="list-style-type: none"> Writer makes 3-4 errors in grammar, punctuation, penmanship (typing) or spelling that distract the reader from the content. (8) 	<ul style="list-style-type: none"> Writer makes more than 4 errors in grammar, punctuation, penmanship (typing) or spelling that distracts the reader from the content. (6-0)

Total Points Possible 100 Points Received _____

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

Written Storytelling (Short story or Children’s Story)

- Those students who wish to use a written storytelling format presentation should turn in both a copy of their short story and either a pre-recorded copy of a portion or summary of their story or come prepared to present a five minute portion of the short story in front of the class on their assigned date. Short stories are all due on the common due date.

CATEGORY	100-90	89-80	79-65	64-0
Focus on Assigned Topic	<ul style="list-style-type: none"> The entire story is related to the assigned topic and allows the reader to understand much more about the subject. (10) 	<ul style="list-style-type: none"> Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the subject. (10) 	<ul style="list-style-type: none"> Some of the story is related to the assigned topic, but a reader does not learn much about the topic. 	<ul style="list-style-type: none"> No attempt has been made to relate the story to the assigned topic.
Creativity & Originality	<ul style="list-style-type: none"> Story shows considerable originality and inventiveness. (10) The content and ideas reflect the voice of the author, no material has been plagiarized. (10) 	<ul style="list-style-type: none"> Story shows some originality and inventiveness.(9) The content and ideas generally reflect the voice of the author. No material has been plagiarized. (9) 	<ul style="list-style-type: none"> Story shows an attempt at originality and inventiveness on 1-2 slides. (8) No material has been plagiarized. (8) 	<ul style="list-style-type: none"> Story is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought. (6-0) There is some evidence that material has been plagiarized. (6-0)
Written Copy Writing Conventions	<ul style="list-style-type: none"> The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it. (10) Short Story followed all correct writing conventions, i.e. spelling, punctuation, typed (10) 	<ul style="list-style-type: none"> The final draft of the story is readable, neat and attractive. It may have one or two errors, but they are not distracting. It looks like the author took some pride in it.(9) Generally short story followed correct writing conventions, i.e. spelling, punctuation, typed (or neatly written) (9) 	<ul style="list-style-type: none"> The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry (8) Sometimes short story followed correct writing conventions, i.e. spelling, punctuation, typed (sometimes difficult to read) (8) 	<ul style="list-style-type: none"> The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like. (6-0) The short story included many conventional errors, i.e. spelling, punctuation, and penmanship. (6-0)
Historical Accuracy	<ul style="list-style-type: none"> All historical information appeared to be accurate.(10) Student included more information than was required. (10) The actions and language of the antagonist and protagonist (key characters) were consistent with the time and era in which the novel takes place. (10) 	<ul style="list-style-type: none"> Most historical information appeared to be accurate. (9) Student included the majority of the information than was required. (9) The majority of the actions and language of the antagonist and protagonist (key characters) were consistent with the time and era in which the novel takes place. (9) 	<ul style="list-style-type: none"> Some historical information appeared to be accurate. (7) Student included some of the information than was required. (8) The actions and language of the antagonist and protagonist (key characters) were sometimes consistent with the time and era in which the novel takes place. (8) 	<ul style="list-style-type: none"> Very little of the historical information was accurate.(6-0) Student included very little of the information than was required. (6-0) The actions and language of the antagonist and protagonist (key characters) were rarely consistent with the time and era in which the novel takes place. (6-0)
Illustrations	<ul style="list-style-type: none"> Original illustrations are detailed, attractive, and creative. (10) Illustrations relate to the text on the page. (10) 	<ul style="list-style-type: none"> Original illustrations are somewhat detailed, attractive (9) Illustrations relate to the text on the page (9) 	<ul style="list-style-type: none"> Illustrations relate to the text on the page. (16) 	<ul style="list-style-type: none"> Illustrations are not present OR they are not original. (12-0)

Total Points Possible 100 Points Received _____

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

Make a Collage

- *Those students who wish to write and present a collage presentation should turn in both a hard copy of their collage and summary paper. They should come prepared to present a five minute portion of their collage in front of the class on their assigned date. Collages are due on the common due date.*

CATEGORY	100-90	89-80	79-65	64-0
Quality of Construction	<ul style="list-style-type: none"> ▪ The collage shows considerable attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. (5) ▪ There are no stray marks, smudges or glue stains. Nothing is hanging over the edges. (5) 	<ul style="list-style-type: none"> ▪ The collage shows attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. (4) ▪ A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges. (4) 	<ul style="list-style-type: none"> ▪ The collage shows some attention to construction. Most items are neatly trimmed. All items are securely attached to the backing. (3) ▪ Some barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges. (3) 	<ul style="list-style-type: none"> ▪ The collage was put together sloppily. Items appear to be just "slapped on". Pieces may be loose or hanging over the edges. Smudges, stains, rips, uneven edges, and/or stray marks are evident. (5-0)
Subject, Summary Paper & Conventions	<ul style="list-style-type: none"> ▪ The student wrote a 700-500 word summary paper explaining the events and presentation of their collage. (10) ▪ Summary paper gave an exceptional explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation. (10) ▪ Summary paper followed all correct writing conventions, i.e. grammar, spelling, punctuation, typed (10) 	<ul style="list-style-type: none"> ▪ The student wrote a 350-500 word summary paper explaining the events and presentation of their collage. (9) ▪ Summary paper gave a reasonable explanation of how every item in the collage is related to the assigned theme. (9) ▪ Summary paper followed the majority of the expected writing conventions, i.e. grammar spelling, punctuation, neat and/or typed (9) 	<ul style="list-style-type: none"> ▪ The student wrote a 200-350 word summary paper explaining the events and presentation of their collage. (8) ▪ Summary paper gave an explanation of how most item in the collage related to the assigned theme. (8) ▪ Summary paper followed some of the expected writing conventions, i.e. grammar spelling, punctuation, readable. (8) 	<ul style="list-style-type: none"> ▪ The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme. (6-0) ▪ Summary paper was not completed or insufficient. (6-0) ▪ Rarely did the summary paper follow the expected writing conventions i.e. grammar, spelling, punctuation, neatness. (6-0)
Content - Accuracy	<ul style="list-style-type: none"> ▪ At least 15 accurate facts/events are displayed on the collage. (10) ▪ All facts/events are clearly related to the SA and associated Essential Questions. (10) 	<ul style="list-style-type: none"> ▪ At least 10-14 accurate facts are displayed on the collage. (8) ▪ All facts are related to the SA and associated Essential Questions. (8). 	<ul style="list-style-type: none"> ▪ At least 9-6 accurate facts/events are displayed on the collage. (6) ▪ All facts are related to the SA and associated Essential Questions. (6). 	<ul style="list-style-type: none"> ▪ Less than 5 accurate facts/events are displayed on the collage. (5-0) ▪ Facts are rarely associated with the SA and Essential Questions(5-0)
Attractiveness, Conventions & Quality	<ul style="list-style-type: none"> ▪ The collage is exceptionally attractive in terms of design, layout, and neatness. (10) ▪ The student clearly went above and beyond to present their collage in a format and size that highlights the subject. (10) 	<ul style="list-style-type: none"> ▪ The collage is attractive in terms of design, layout and neatness. (9) ▪ The student chose a collage format and size that highlights their subject. (9) 	<ul style="list-style-type: none"> ▪ The collage is acceptably attractive though it may be a bit messy. (8) ▪ Collage format and size was acceptable (7) 	<ul style="list-style-type: none"> ▪ The collage is distractingly messy or very poorly designed. It is not attractive. (12-0)
Graphics - Originality	<ul style="list-style-type: none"> ▪ Several of the graphics used on the collage reflect an exceptional degree of student creativity in their creation and/or display. (10) ▪ All graphics are in focus, are well-cropped. All graphics are clearly related to the Specialty Area (10) 	<ul style="list-style-type: none"> ▪ One or two of the graphics used on the collage reflect student creativity in their creation and/or display. (9) ▪ Graphics are in focus Most graphics are clearly related to the Specialty Area.(9) 	<ul style="list-style-type: none"> ▪ The graphics are made by the student, but are based on the designs or ideas of others. (8) ▪ 80-100% of the graphics are clearly related to the Specialty Area. (8) 	<ul style="list-style-type: none"> ▪ No graphics made by the student are included. ▪ Graphics are in focus Most graphics are clearly related to the Specialty Area.(6-0) ▪ More than 20% of the graphics are not clearly related to Specialty Area OR no graphics were used. (6-0)

Total Points Possible 100 Points Received _____

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

Make a Scrapbook

- Those students who wish to write and present a scrapbook presentation should turn in both a hard copy of their scrapbook and come prepared to present a five minute portion of their scrapbook in front of the class via the ELMO on their assigned date. Scrapbooks are due on the common due date.

CATEGORY	100-90	89-80	79-65	64-0
Quality of Construction	<ul style="list-style-type: none"> The scrapbook shows considerable attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. (5) There are no stray marks, smudges or glue stains. Nothing is hanging over the edges. (5) 	<ul style="list-style-type: none"> The scrapbook shows attention to construction. The items are trimmed. All items are and attached to the backing. (4) A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges. (4) 	<ul style="list-style-type: none"> The scrapbook shows some attention to construction. Most items are neatly trimmed. All items are securely attached to the backing. (3) Some barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges. (3) 	<ul style="list-style-type: none"> The scrapbook was put together sloppily. Items appear to be just "slapped on". Pieces may be loose or hanging over the edges. Smudges, stains, rips, uneven edges, and/or stray marks are evident. (5-0)
Subject, Summaries, Captions & Conventions	<ul style="list-style-type: none"> All pictures included a caption for each picture within the scrapbook (10) All pictures included a brief, interesting summary of each picture within the scrapbook (10) Summaries and captions followed all correct writing conventions, i.e. grammar, spelling, punctuation, typed (10) 	<ul style="list-style-type: none"> Most pictures included a caption for the majority of pictures within the scrapbook (9) Most pictures included a brief, interesting summary of each picture within the scrapbook (9) Summaries and captions followed the majority of the expected writing conventions, i.e. grammar spelling, punctuation, neat and/or typed (9) 	<ul style="list-style-type: none"> Some pictures included a caption for some of the pictures within the scrapbook (8) Some pictures included a summary for some of the picture within the scrapbook (8) Summaries and captions followed some of the expected writing conventions, i.e. grammar spelling, punctuation, readable. (8) 	<ul style="list-style-type: none"> Few to no pictures included a caption for the pictures within the scrapbook (6-0) Few pictures included a summary for the pictures within the scrapbook (6-0) Rarely did the summaries and captions follow the expected writing conventions i.e. grammar, spelling, punctuation, neatness. (6-0)
Content - Accuracy	<ul style="list-style-type: none"> Scrapbook includes at least 10 scrapbook pages. (20) Scrapbook pages are directly related to the Essential Questions within the Specialty Area. (10) 	<ul style="list-style-type: none"> Scrapbook includes at least 9-7 scrapbook pages. (18) Scrapbook pages are related to the Essential Questions within the Specialty Area. (9) 	<ul style="list-style-type: none"> Scrapbook includes at least 6-5 scrapbook pages. (14) Scrapbook pages are somewhat related to the Essential Questions within the Specialty Area. (8) 	<ul style="list-style-type: none"> Scrapbook includes less than 5 scrapbook pages. (12-0) Scrapbook pages are rarely related to the Essential Questions within the Specialty Area. (6-0)
Attractiveness, Conventions & Quality	<ul style="list-style-type: none"> The scrapbook is exceptionally attractive in terms of design, layout, and neatness. Backgrounds superbly support the subject. (10) The student clearly went above and beyond to present their scrapbook in a format and size that highlights the subject. (5) 	<ul style="list-style-type: none"> The scrapbook is attractive in terms of design, layout, and neatness. Backgrounds support the subject. (9) The student presented their scrapbook in a format and size that supported the subject. (4) 	<ul style="list-style-type: none"> The scrapbook is somewhat attractive in terms of design, layout, and neatness. Backgrounds somewhat support the subject. (8) The format and size adequately highlighted the subject. (3) 	<ul style="list-style-type: none"> The scrapbook is distractingly messy or very poorly designed. It is not attractive. (8-0)
Graphics - Originality	<ul style="list-style-type: none"> Several of the graphics used in the scrapbook reflect an exceptional degree of student creativity in their creation and/or display. (10) There are a variety of colors, borders, or corner borders, stickers, die cuts etc... that relate to the theme. All graphics are clearly related to the Specialty Area (5) 	<ul style="list-style-type: none"> One or two of the graphics used in the scrapbook reflect student creativity in their creation and/or display. (9) There are a variety of colors, borders, or corner borders, stickers, die cuts etc... that relate to the theme. All graphics are clearly related to the Specialty Area.(4) 	<ul style="list-style-type: none"> The graphics are made by the student, but are based on the designs or ideas of others. (8) There is some variety of colors, borders, or corner borders, stickers, die cuts etc... Some of the graphics are clearly related to the Specialty Area. (3) 	<ul style="list-style-type: none"> No graphics are made by the student. Few creative elements were added. (6-0) More than 20% of the graphics are not clearly related to Specialty Area OR no graphics were used. (2-0)

Total Points Possible 100 Points Received _____

Phase II Step 2A-2C: CHOOSE, REVIEW & CREATE A PRESENTATION

Make a Diorama

- *Those students who wish to create and present a diorama presentation should turn in both their diorama and summary paper. They should come prepared to present a five minute portion of their collage in front of the class on their assigned date. Dioramas are due on the common due date.*

CATEGORY	100-90	89-80	79-65	64-0
Quality of Construction	<ul style="list-style-type: none"> ▪ The diorama shows considerable attention to construction. Construction appears neat and professional. (10) ▪ All items are carefully and securely attached to the diorama. (5) ▪ There are no stray marks, smudges or glue stains. Nothing is hanging over the edges. (5) 	<ul style="list-style-type: none"> ▪ The diorama shows attention to construction. Construction appears neat. (9) ▪ All items are securely attached to the diorama. (4) ▪ A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges. (4) 	<ul style="list-style-type: none"> ▪ The diorama shows some attention to construction. (8) ▪ Some items are attached to the diorama. (3) ▪ Some barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges. (3) 	<ul style="list-style-type: none"> ▪ The diorama was put together sloppily. Items appear to be just "slapped on". (6-0) ▪ Pieces may be loose or barely 'hanging on". (2-0) ▪ Smudges, stains, rips, uneven edges, and/or stray marks are evident. (2-0)
Subject, Summary Paper & Conventions	<ul style="list-style-type: none"> ▪ The student wrote a 600-500 word summary paper explaining the events and presentation of their diorama, within a historically accurate framework. (10) ▪ Summary paper gave an exceptional explanation of how every item in the diorama is related to the assigned theme. For most items, the relationship is clear without explanation. (10) ▪ Summary paper followed all correct writing conventions, i.e. grammar, spelling, punctuation, typed (10) 	<ul style="list-style-type: none"> ▪ The student wrote a 500-350 word summary paper explaining the events and presentation of their diorama within a historically accurate framework. (9) ▪ Summary paper gave a reasonable explanation of how every item in the diorama is related to the assigned theme. (9) ▪ Summary paper followed the majority of the expected writing conventions, i.e. grammar spelling, punctuation, neat and/or typed (9) 	<ul style="list-style-type: none"> ▪ The student wrote a 350-200 word summary paper explaining the events and presentation of their diorama within a historically accurate framework.. (8) ▪ Summary paper gave an explanation of how most items in the diorama are related to the assigned theme. (8) ▪ Summary paper followed some of the expected writing conventions, i.e. grammar spelling, punctuation, readable. (8) 	<ul style="list-style-type: none"> ▪ The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme in a historically accurate way. (6-0) ▪ Summary paper was not completed or insufficient. (6-0) ▪ Rarely did the summary paper follow the expected writing conventions i.e. grammar, spelling, punctuation, neatness. (6-0)
Content - Accuracy	<ul style="list-style-type: none"> ▪ The diorama illustrates/ shows more than 5 events; all are portrayed historically accurate. (10) ▪ All facts/events are clearly related to the SA and associated Essential Questions. (10) 	<ul style="list-style-type: none"> ▪ The diorama illustrates/ shows 3-4 events; all are portrayed historically accurately. (8) ▪ All facts are related to the SA and associated Essential Questions. (8). 	<ul style="list-style-type: none"> ▪ The diorama illustrates/shows at least 2 events; most are portrayed historically accurately. (6) ▪ All facts are related to the SA and associated Essential Questions. (6). 	<ul style="list-style-type: none"> ▪ Only one facts/events is displayed on the collage. (5-0) ▪ Facts are rarely associated with the SA and Essential Questions(5-0)
Attractiveness, Conventions & Quality	<ul style="list-style-type: none"> ▪ The diorama is exceptionally attractive in terms of design, layout, and neatness. (10) ▪ The student clearly went above and beyond to present his/her diorama in a format and size that highlights the subject. (10) 	<ul style="list-style-type: none"> ▪ The diorama is attractive in terms of design, layout and neatness. (9) ▪ The student chose a diorama format and size that highlights their subject. (9) 	<ul style="list-style-type: none"> ▪ The diorama is acceptably attractive though it may be a bit messy. (8) ▪ diorama format and size was acceptable (7) 	<ul style="list-style-type: none"> ▪ The diorama is distractingly messy or very poorly designed. It is not attractive. (12-0)
3-D Effects	<ul style="list-style-type: none"> ▪ The viewer feels as though he could be shrunk and step into the miniature set for a movie. (10) 	<ul style="list-style-type: none"> ▪ The viewer believes 1-2 more items could be added to give the product more of a 3-D effect (9) 	<ul style="list-style-type: none"> ▪ the viewer believes 3-4 more items could be added to give the product more of a 3-D effect (8) 	<ul style="list-style-type: none"> ▪ The viewer feels as though the student simply just tried to hand something in to get done on time (7)

Total Points Possible 100 Points Received _____

Phase II Step 2A

Your Specialty Area is: _____

Chosen Project format:

(Project formats must come from one of those provided on pg 9-17)

Due Date: _____

Presentation Date for selected Specialty Area _____

Phase II Step 2F: SUBJECT SPECIALTY AREA PRESENTATION

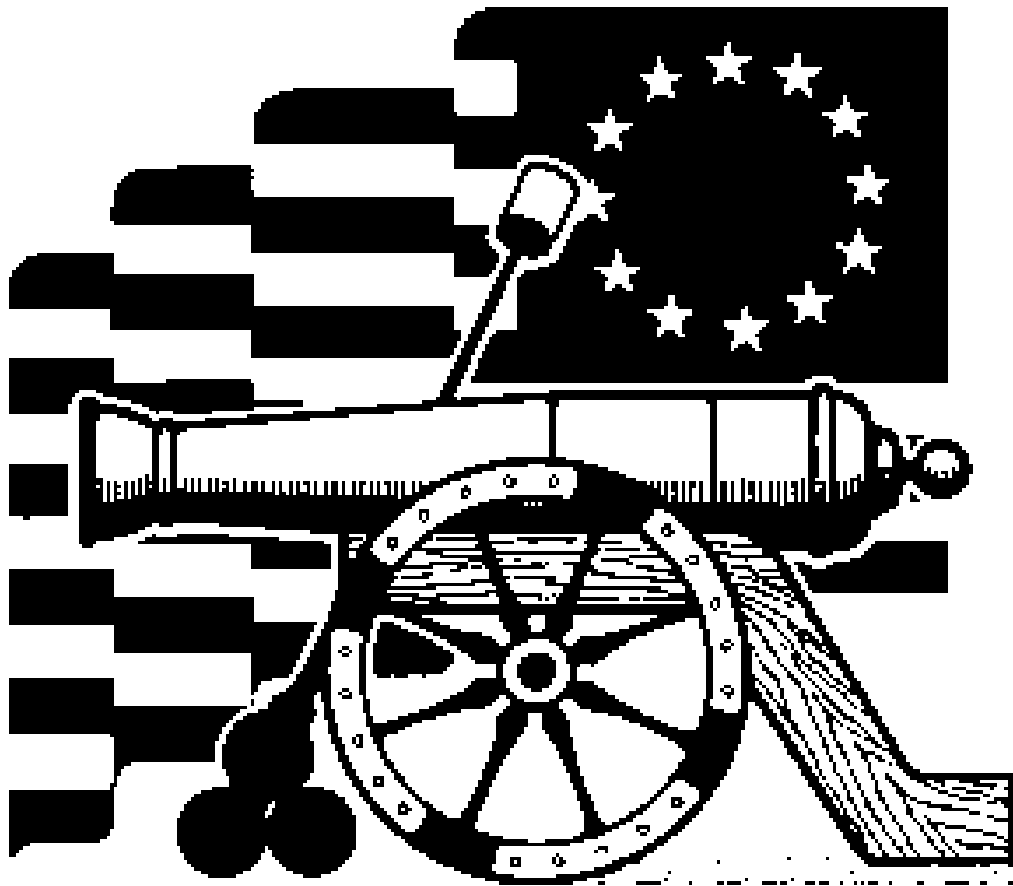
Name _____

Period _____

Indicators	Mastery- 10 pts	Partial Mastery- 6 pts	Below Mastery- 4 pts	Needs Improvement- 2-0 pts
Professionalism	Professional Attire- 4 pt Presenter spoke TO the audience- 3 pt Extremely confident with subject matter- 2 pt Planning was evident 1 pt	Generally Professional Attire- 3 pt Presenter generally spoke TO the audience- 2 pt Generally confident with subject matter 1 pt	Attire was generally unprofessional (see guidelines) - 2 pt Presenter sometimes spoke TO the audience- 1 pt Somewhat confident with subject matter 1 pt	Attire was unprofessional (see guidelines) - 0 pt Presenter did not speak TO the audience - 0 pt Somewhat confident with subject matter - 1 pt Planning was evident 1 pt
Preparation	It was evident the student was prepared - 4 pt Presenter had all materials prepared - 3 pt Project supported the content -3 pt	It was generally evident the student was prepared - 3 pt Presenter generally had all materials prepared - 2 pt Project generally supported content 2 pt	It was somewhat evident the student was prepared - 1 pt Presenter had some materials - 1 pt Project generally supported the content -1 pt	It was not evident the student was prepared - 2-0 pt
Use of Time	Student <i>wisely</i> used the entire allotted time – - 5 pt Student spoke from five-10 minutes- 5 pt	Student used the entire allotted time - 3 pt Student used teacher prompts to use the 5-10 minutes - 3 pt	Student was within one minute of the allotted time - 1 pt Student used numerous teacher prompts to use the allotted time - 2 pt	Student did not use the time allotted. -2-0 pt
Questions	Student was able to accurately and adequately answer questions. – 10 pt	Student was generally able to answer questions. – 6 pt	Student was somewhat able to answer questions. – 4 pt	Student was unable/unwilling to answer questions. – 2-0 pt
Indicator	Mastery- 20 pts	Partial Mastery- 15 pts	Below Mastery- 10 pts	Needs Improvement- 5-0 pts
Introduction	Presentation included a brief introduction -10 pt Introduction used an effective attention grabbing technique - 5 pt Introduction was related to the specialty area -5 pt	Presentation included a brief introduction -10 pt Introduction was related to the specialty area -5 pt	Presentation included a brief introduction -10 pt	Presentation did not include an introduction 5-0 pt
Body of Speech	Presentation effectively introduced/ taught the content -8 pt Presentation effectively highlighted the project -6 pt Presentation included at least one interesting, relevant story - 6 pt	Presentation introduced taught the content - 5 pt Presentation showed the project - 5 pt Presentation included at least one relevant story - 5 pt	Presentation somewhat taught the content -4 pt Presentation used some visual aides -3 pt Presentation included at least one story - 3 pt	Presentation did not effectively teach the content 5-0 pt
Conclusion	Conclusion was interesting and cleanly wrapped up the content - 10 pt Conclusion was related to the subject matter. - 10 pt	Conclusion was generally interesting and wrapped up the content - 8 pt Conclusion was generally related to the subject - 7 pt	Conclusion was somewhat interesting - 5 pt Conclusion was somewhat related to the subject - 5 pt	Presentation did not include an effective conclusion 5-0 pt

Total Points Received _____/100 pts

Specialty Areas: Questions and Learning Activities



Era I: Rise of a Nation
Colonial Era through the
Revolution 1757-1783

Suggested Book Titles ERA I

Specialty Area Novels 1-12

The following list of novels is associated with Era 1. All novels primarily occur between 1757-1783. Following each book, in parenthesis, is a numerical code that corresponds to each Specialty Area, it is not imperative that you read a book within your Specialty Area (though it will be helpful), it is, however, imperative that you read a book within your chosen era. Students reading books identified as “Graphic Novels” or “Easy Reads” must first clear these novels with the teacher. All of the novels listed are currently available in the school library; however you may wish to purchase your own copy, to ensure you do not have late fees and/or to ensure you are able to choose the book of your choice.

Title: Calico Captive (1)

Author: Speare, Elizabeth George

This story is based on a true incident in which Susannah and James Johnson, with their three children and Susannah's younger sister, Miriam Willard, were taken captive by the Indians and held for ransom in Montreal. The story focuses on the effect of Miriam's captivity. Her Puritan views and lifestyle contrast sharply with the life of the French settlers in Montreal, and her loyalties are shaken when she is forced to choose between marriage to a dashing young Frenchman and marriage to a sturdy and studious young English settler.

Title: Look to the hills: the diary of Lozette Moreau, a French Slave Girl (1)

Author: Pat McKissack

Brought up in France as the African slave companion of a nobleman's daughter, 13 year old Zettie records the events of 1763, when she and her mistress escape to the new World where they are inadvertently drawn into the hostilities of the ongoing French and Indian War and eventually, find a new direction to their lives.

Title: Standing in the Light: the Captive Diary of Catharine Carey Logan, Delaware Valley, Pennsylvania (1)

Author: Mary Pope Osborne

A Quaker girl's diary reflects her experiences growing up in the Delaware River Valley of Pennsylvania and her capture by Lenape Indians in 1763.

Title: The Light in the Forest (1)

Author: Conrad Richter

Indians of North America. A young boy (John Butler) was captured by the Lenape Indians. He was raised as “True Son” by a great Lenape Warrior. But at the age of 15, the Indians had made a treaty with the white men to return all white captives and he must return and become John Butler again.

Title: The last of the Mohicans (1) CLASSICAL NOVEL, ADVANCED READERS ONLY

Author: James Fenimore Cooper ; [abridgement by Timothy Meis]

An adaptation of the story about the exploits of a young white man and his Mohican Indian friends during the French and Indian War.

Title: Early Thunder (2)

Author: Jean Fritz

Set in Salem, Massachusetts in 1774 this novel depicts a young boy caught between loyalties.

Title: The Fifth of March: A Story of the Boston Massacre (2/3)

Author: Ann Rinaldi

Synopsis: Rachel Marsh is an indentured servant in the John Adams household of Boston in 1770. She has friends who support the rebellion and knows that eventually she must take a stand.

Title: The journal of William Thomas Emerson: a Revolutionary War Patriot (2)

Author: Barry Denenberg

William, a 12 year old orphan, writes of his experiences in pre-Revolutionary war Boston where he joins the cause of the patriots who are opposed to British Rule.

Title: Love Thy Neighbor; the Tory diary of Prudence Emerson, Greenmarsh Massachusetts (2/9)

Author: Ann Warren Turner

Set in 1774, 13 year old Prudence keeps a diary of the troubles she and her family face as Tories in the middle of a sea of Patriots.

Conflict: Specialty Area Questions & Learning Activities

Title: **The Boston Tea Party GRAPHIC NOVEL (2)**

Author: Doeden, Matt., Barnett, Charles, III, ill. , Hoover, Dave, ill.

Presents a comic book version of the story of the Boston Tea Party, one of the acts of rebellion taken by patriots against England which led to the American Revolution.

Title: **You wouldn't want to be at the Boston Tea Party!: wharf water tea you'd rather not drink GRAPHIC NOVEL (2)**

Author: Peter Cook

Brief text, sidebars, labeled illustrations, and humorous cartoons depicting the life of colonists who lived during the Boston Tea Party.

Title: **1776 : son of liberty : a a novel of the American Revolution (3)**

Author: Massie, Elizabeth.

African-American Caleb Jacobson, a sixteen-year-old free man living on a Maryland farm in the 1700s, is torn between loyalty to his fellow colonials and his race when rumors of war begins arriving from Boston.

Title: **Cast Two Shadows (9)**

Author: Ann Rinaldi

Caroline Whitaker lives on a plantation in South Carolina in 1780. There she is caught between loyalties. Her father is a Patriot. Her brother is a loyalist. The British hang her best friend.

Title: **Hang a Thousand Trees with Ribbons (8)**

Author: Ann Rinaldi

This is the fictionalized biography of poet Phillis Wheatley, the slave who became America's first African American poet. She is captured in Africa, endures the middle passage on a slave ship and is sold to the Wheatley family of Boston. The family taught her to read and admired her poetry and introduced her to many of the personages of the time: John Hancock, Benjamin Franklin and George Washington, among others.

Title: **The Fifth of March: A Story of the Boston Massacre (2)**

Author: Ann Rinaldi

Rachel Marsh is an indentured servant in the John Adams household of Boston in 1770. She has friends who support the rebellion and knows that eventually she must take a stand.

Title: **Jamestown American Portraits: An eye for an eye (9)**

Author: Peter Roop

Tells the adventure of 14 year old Samantha Bird, when a Tory neighbor burns down the Byrd's shed, The Sons of Liberty seek revenge. Samantha, her twin brother, and her cousin sneak out to watch the proceedings and are caught in a hurricane. A search party is sent after them and Samantha's older brother Henry is captured and imprisoned on a British ship. Plagued with guilt, Samantha disguises herself a her twin brother and stows away on an American ship to capture British ships and free American captives.

Title: **The Many Rides of Paul Revere (2/3/4)**

Author: James Cross Giblin

Follow the legendary patriot his childhood to his daring rides for the Revolutionary War.

Title: **My Brother Sam Is Dead (9)**

Author: Collier, James Lincoln and Christopher

When Sam Meeker joins the rebel forces during the American Revolution, it deepens the factions in his family. They are, for the most part Tories living in a Tory town. The younger brother must take on added responsibilities when the father is put in prison.

Title: **The Fighting Ground (8/9)**

Author: Avi

Jonathan is taken by Hessians to a farmhouse where he meets a little boy who is the only survivor of his family. When given the opportunity, Jonathan finds it impossible to kill the Hessians. He escapes with the little boy and finds the remnants of the two men he was with in battle. When he realizes that they must have killed the boy's parents, Jonathan smashes his rifle and heads back to the farm.

Title: **April Morning (4)**

Author: Adam Fast

A 1961 Novel by Adam Fast depicting the Battle of Lexington and Concorde and the perspective of a fictional teenagers, Adam Cooper. It Takes place in the 27 hour period from April 18, 1775 to the aftermath of the battles During that stretch Adam comes of ages and resolves his difficulties with his intellectually demanding father.

Conflict: Specialty Area Questions & Learning Activities

Title: **Sarah Bishop (9)**

Author: Scott O'Dell

Sarah has good reason to hate war. Rebels killed her father, a Loyalist, after tar and feathering him. Her brother died on a British prison ship. Sarah is arrested as part of the harassment and escapes to the Connecticut wilderness where her struggle is with the elements rather than with the war.

Title: **An Enemy Among Them (4/9)**

Author: Deborah H Deford,

It's December 1776 when the paths of Margaret, a Pennsylvania farm girl, and Christian, a soldier hired by the British, cross in a most surprising way. Soon they will be forced to confront questions of fidelity- to country, family, and long held ideals.

Title: **Winter of the Red Snow: the Revolutionary War Diary of Abigail Jane Stewart, Valley Forge, PA (4/9/7)**

Author: Kristiana Gregory

Eleven-year-old Abigail presents a diary account of life in Valley Forge from December 1777 to July 1778 as General Washington prepares his troops to fight the British.

Title: **Why Not, Lafayette (5) EASY READER**

Author: Jean Fritz

The aristocratic young Frenchman who played an important role in the American Revolution also freed the slaves in French territories.

Title: **What's the big idea, Ben Franklin? (5) EASY READER**

A story of the life of Ben Franklin from his early life to his death; it covers his life as inventor, patriot, and statesman.

Title: **George Washington's Mother (7) EASY READER**

Author: Jean Fritz

She was cranky and demanding throughout his childhood and continued to try to manipulate him even when he became a general.

Title: **Taking Liberty, the Story of Onie Judge (7)**

Author: Ann Rinaldi

Onie Judge is a slave on the plantation of Mt. Vernon home of George & Martha Washington. She is not called a slave she is referred to as a servant. When she rises to the position of personal servant to Martha her status among the household staff, black or white is second to none. Slowly Onie's perception of her life with the Washington's begins to crack as she realizes the truth: no matter what it's called it's still slavery and she is still a slave. Onie must make a choice does she stay where she is comfortable with his family that has loved her and nourished her and owned her since she was born, or does she take her liberty, her life into her own hands.

Title: **Guns for General Washington: A Story of the American Revolution (7)**

Author: Reit Seymour

This is a fictionalized account of Henry Knox's trip from Fort Ticonderoga to Boston in order to break the siege of Boston. The story sticks closely to the facts with some dialogue added. We see the hazardous journey through the eyes of Will Knox, Henry's younger brother. The action goes back and forth between Knox and his men on the trail and the armies and civilians in Boston.

Title: **Thomas Jefferson: Creating a Nation (8) EASY READER**

Author: Lynda Pfueger

Explores the public and private life of Thomas Jefferson

Title: **Thomas Jefferson EASY READER**

Author: Harness, Cheryl.

Harness combines lively narrative and vibrant illustrations to bring this extraordinary Founding Father to life.

Title: **Or Give Me Death. (8)**

Author: Ann Rinaldi

Synopsis: With insight and compassion Rinaldi explores the possibility that Patrick Henry's immortal cry "Give me Liberty or Give me Death" was first spoken by his wife Sarah, as she pleaded to be released from her confinement for mental illness. Told from the point of view of the Henry children, Or Give Me Death eloquently depicts the secret life and tremendous burdens borne by one famous American and his family during a time of political turmoil and impending war.

Title: **Why Don't You Get a Horse, Sam Adams EASY READER (8)**

Author: Jean Fritz

Rebel leader Sam Adams refused to ride on horseback as some of the more glamorous revolutionaries, but this plain and rumpled man was one of the most eloquent of them all.

Conflict: Specialty Area Questions & Learning Activities

Title: **The matchlock gun (1)**

Author: Walter D. Edmonds ; illustrated by Paul Lantz

In 1756, ten-year-old Edward protects his home and family with the Spanish gun that his father had given him before leaving to fight in the French and Indian War.

Title: **The arrow over the door (4)**

Author: Joseph Bruchac ; illustrated by James Watling

In the year 1777 a group of Quakers and a party of Indians have a memorable meeting

Title: **Attack of the turtle (4)**

Author: Drew Carlson Fourteen-year-old Nathan joins forces with his cousin David Bushnell to secretly build the first submarine used in naval warfare

Title: **Chains Book (4/9)**

Author: Laurie Halse Anderson.

After being sold to a cruel couple in New York City, a slave named Isabel spies for the rebels during the Revolutionary War

Title: **Forge Book (4/9)**

Author Laurie Halse Anderson

Sequel to: Chains. Separated from his friend Isabel after their daring escape from slavery, fifteen-year-old Curzon serves as a free man in the Continental Army at Valley Forge until he and Isabel are thrown together again, as slaves once more.

Title: **Everybody's revolution: a new look at the people who won America's freedom (8)**

Author: Thomas Fleming

The story of the American Revolution featuring men and women from various cultural backgrounds who made significant contributions.

Title: **Finishing Becca: A story about Peggy Shippen and Benedict Arnold (6/9)**

Author: Ann Rinaldi

In 1778 fourteen-year-old Becca takes a position as personal maid to Peggy Shippen, the daughter of wealthy Philadelphia Quakers, and witnesses the events that lead to General Benedict Arnold's betrayal of the revolutionary American forces

Title: **Five 4ths of July (3, 4, 6, 8, 9)**

Author: Pat Raccio Hughes

On July 4th, 1777, Jake, 14, and his friends are celebrating their new nation's independence, but over the next four years Jake finds himself in increasingly adventurous circumstances

Title: **Five smooth stones: Hope's diary (2,3,4)**

Author: Kristiana Gregory

In her diary, a young girl writes about her life and the events surrounding the beginning of the American Revolution in Philadelphia in 1776.

Title: **George Washington an illustrated biography (7)**

Author: David A. Adler

The life of George Washington, with quotes from his correspondence and accounts from his peers

Title: **George Washington and the winter at Valley Forge GRAPHIC NOVEL (7)**

Author: Gary Jeffrey ; illustrated by Nick Spender.

Includes glossary and index. Running battles -- George Washington and the winter at Valley Forge -- Staying power. The survival of the American troops during the brutal winter at Valley Forge.

Title: **George Washington's spy: a time travel adventure (7)**

Author: Elvira Woodruff

Sequel to: George Washington's socks. Seven children travel to 1776 Boston, living out American history as they meet Benjamin Franklin and spy for the rebels

Title: **John Adams and the Boston Massacre GRAPHIC NOVEL (2/8)**

Author: Gary Jeffrey ; illustrated by Emanuele Boccanfuso

Includes index. Readers discover the facts behind the Boston Massacre, which ultimately left five colonists dead. The ensuing trial unfolds for readers with great tension, as Adams works to prove that patriots can be trusted to defend the human rights of all people.

Conflict: Specialty Area Questions & Learning Activities

Title: **The notorious Benedict Arnold: A true story of adventure, heroism, & treachery (6/9)**

Author Steve Sheinkin

A brilliant strategist for American revolutionaries turns into a traitor

Title: **Paul Revere and his midnight ride EASY READ (4)**

Author: Gary Jeffrey; illustrated by James Field

The thrilling story of one of the most famous horse rides in American history awaits readers in this book. Paul Revere's journey to warn colonial leaders of the coming British invasion is told with illuminating detail, blending important facts with an easy-to-follow narrative. Includes index

Title: **Red thunder (6)**

Author: John P. Hunter

As the Battle of Yorktown and the end of the Revolutionary War near, fourteen-year-old Nate Chandler and his dog, Rex, join James Armistead Lafayette, a slave, in becoming spies for the Continental Army.

Title: **Ropes of the revolution: the tale of the Boston tea party EASY READ (2)**

Author: Gunderson, Jessica

The Sons of Liberty are planning a protest on British taxes by dumping shiploads of British tea into Boston Harbor and fifteen-year-old Benjamin and his friend, Joseph, want a part of the action!

Title: **Samuel Adams and the Boston Tea Party GRAPHIC NOVEL (2/8)**

Author: Gary Jeffrey ; illustrated by Nick Spender

Samuel Adams is one of the most well known figures in the American fight for independence. His impassioned speeches helped motivate colonists to take action against British taxes, which led to the famous act of rebellion known as the Boston Tea Party. This book is told in the form of a graphic novel.

Title: **Secret weapons: A tale of the Revolutionary War (2,8)**

Author: J. Gunderson ; illustrated by Jesus Aburto

Fourteen-year-old Daniel wants to join the militia to fight the redcoats, but his father wants him to help run the family blacksmith shop. When he is shown a stash of weapons in the back room, he is determined to protect the weapons from the British.

Title: **Soldier's secret: The story of Deborah Sampson (10)**

Author: Sheila Solomon Klass

During the Revolutionary War, a young woman named Deborah Sampson disguises herself as a man in order to serve in the Continental Army

Title: **Sons of liberty (9) GRAPHIC NOVEL**

Author: Marshall Poe ; illustrated by Leland Purvis

As tension heats up between those who are loyal to the British crown, like his father, and those who believe the people of America are being treated unfairly, Nathaniel must decide where his own beliefs lie.

Title: **The Sons of Liberty (2,3,4) (GRAPHIC NOVEL)**

Author: Lagos, Alexander, Walker, Steve, Kramek, Oren, Lagos, Joseph

Two runaway slaves in Colonial America gain super-powers and two mentors.

Title: **Storyteller (ALL- excepting 1)**

Author: Patricia Reilly Giff

Forced to spend months at an aunt's house, Elizabeth feels a connection to her ancestor Zee, whose picture hangs on the wall, and who reveals her story of hardships during the Revolutionary War as Elizabeth comes to terms with her own troubles

Title: **Thomas Jefferson and the Declaration of Independence GRAPHIC NOVEL (8)**

Author: Gary Jeffrey ; illustrated by Emanuele Boccanfuso

The Declaration of Independence is one of the most important documents in American history. In this enthralling book, readers discover the fascinating story behind its creation. They journey into the world of Thomas Jefferson as he struggles to create the words from which America emerged as a new nation.

Title: **Thomas Paine writes Common Sense GRAPHIC NOVEL (8)**

Author: Gary Jeffrey ; illustrated by Nick Spender

The words of Thomas Paine truly inspired the fight for American independence. He helped define the aims of the Revolutionary War. He even rode alongside George Washington in the 1783 parade celebrating America's victory. This book teaches readers about his journey from making corsets in England to fanning the flames of revolution in America

Conflict: Specialty Area Questions & Learning Activities

Title: **Will you sign here, John Hancock EASY READER (8)**

Author: Jean Fritz ; pictures by Trina Schart Hyman.

A biography of the first signer of the Declaration of Independence, outlining all that he did for himself as well as what he did for Massachusetts and his new nation

Title: **The year of the hangman (All excepting 1)**

Author: Gary Blackwood.

In 1777, having been kidnapped and taken forcibly from England to the American colonies, fifteen-year-old Creighton becomes part of developments in the political unrest there that may spell defeat for the patriots and change the course of history.

Title: **The Articles of the Confederation (12)**

Author: Renee C. Rebman

Synopsis: Discusses the Articles of Confederation that set the structure and defined the powers of the new government for its first 13 years.

Title: **Broken Days (All excepting 1)**

Author: Ann Rinaldi

Synopsis: In 1811, life with her Aunt Hannah in Salem, Massachusetts becomes even more difficult for 14-year old Ebie with the arrival of a half Indian girl who claims to be the daughter of Hanna's sister, Thankful,, and with the threat of impending war.

Title: **Cast Two Shadows (All excepting 1)**

Author: Ann Rinaldi

Synopsis: Caroline Whitaker lives on a plantation in South Carolina in 1780. There she is caught between loyalties. Her father is a Patriot. Her brother is a loyalist. The British hang her best friend.

Title: **Amos Fortune, free man (10)**

Author: Yates, Elizabeth

The life of the eighteenth-century African prince who, after being captured by slave traders, was brought to Massachusetts where he was a slave until he was able to buy his freedom at the age of sixty.

Title: **Spy! (ALL)**

Author: Anna Myers

In 1774, 12-year-old Jonah becomes a pupil of Nathan Hale, inspiring him to question his beliefs about the upcoming revolution, leading Jonah to a decision that causes Nathan's execution.

Title: **The boy who saved Cleveland (1-2)**

Author: James Cross Giblin ; illustrated by Michael Dooling

During a malaria epidemic in eighteenth-century Cleveland, ten-year-old Seth Doan carries and grinds enough corn to feed everyone

Title: **Attack of the turtle (4-10)**

Author: Drew Carlson ; illustrations by David A. Johnson

Fourteen-year-old Nathan joins forces with his cousin David Bushnell to secretly build the first submarine used in naval warfare.

Title: **Everybody's revolution: a new look at the people who won America's freedom (ALL)**

Author: Thomas Fleming

The story of the American Revolution featuring men and women from various cultural backgrounds who made significant contributions to the war effort.

Title: **Time enough for drums (10;All)**

Author: Ann Rinaldi

Sixteen-year-old Jem and her servant struggle to keep things going at home in Trenton, New Jersey, when the family men join the war for independence from the British king.

Title: **Uncommon revolutionary: A story about Thomas Paine (8)**

Author: Laura Waxman ; illustrations by Craig Orback

Introduces Thomas Paine, whose articles and pamphlets helped generate support for the Revolutionary War

Title: **The spy: A tale of the neutral ground (CLASSICAL NOVEL, ADVANCED READERS ONLY- ALL)**

Author: James Fenimore Cooper

Reprint of an 1821 novel that tells the story of a man who risked his life in service to America during the Revolutionary War

Specialty Area Questions & Learning Activities Era I

These essential questions will 1) guide you in becoming a specialist on your chosen subject. Specialist must answer all of the essential questions prior to creating/writing their historical presentation. 2) The essential questions will serve as a listening guide for students taking notes during specialty presentations. Do not lose these questions they must last you until all presentations are completed. Lastly, you will find learning strategies embedded in the workbook, these strategies are available for use in class in conjunction with teacher instruction.

Within each Specialty box you will find textbook pages that relate to the conflict you have chosen to study. CTF= Call To Freedom textbook, AH= American History Textbook. You will also find video selections for each of your themes.

Specialty Area 1: Conflict in the Colonies prior to the Revolutionary War. Determine the reasons for conflict between the European powers in North America. **CTF 126-128, 135-144; AH 69-85, 98-109** Examine the causes of the French and Indian War. **CTF 128-130; AH 183-188** Examine the outcomes of the French and Indian War. **CTF 129, 131-134;**



VIDEO/DVD Title: The French and Indian War

Episode 1 Go to Scene Selection and select “George Washington Remembers” and then watch through “Defeat at Ft. Necessity” 28 minutes

Episode 2 Go to Scene Selection and select “French Triumph at Oswego” and then watch until the end of the Episode 20 minutes

Episode 3 Go to Scene Selection and select “The Battle of Ticonderoga” and then watch 5 minutes

VIDEO/DVD Title: The War That Made America. The entire film

Video/DVD Title: Complete DVD History of U.S Wars Volume 1 Wars for the continent

ESSENTIAL QUESTIONS

1. What were the causes of the French and Indian War?

Native American Perspective	French Perspective	English Perspective	Colonial Perspective

2. Who were the key individuals and groups involved in the French and Indian War? What was their role?

3. What was the course of the French and Indian War? What happened i.e. where were they fought and what was accomplished in the following key battles:

A. Braddock’s Defeat:

B. Fort Necessity:

C. Duquesne:

4. What were the consequences and outcomes of the French and Indian War? Be sure to explain the Proclamation of 1763

5. In what ways was the French and Indian War a world wide war?

American Revolution- Blow the Roof Off!



1. Stand up and announce: “Here ye, Here ye, the French and Indian War cost the English a lot of money!”
2. Run to the board write down: “\$”. Return to your seat
3. Run to the board write down: “Stamp Act” Return to your seat.
4. Run to the board write down: “Tea Act” Return to your seat
5. Walk to the window and yell outside: “Why should we have to pay for it”. Return to your seat.
6. Sit in your seat and say, “We should not fight against the king. We are British subjects. I am proud to be British.!”
7. Sit in your seat and say, “I am loyal to England. All of my family lives in England.”
8. Run to the front of the room and shrug your shoulders as if confused about what you should do.
9. Say in a loud voice, “What about the Boston Massacre? Did you hear the British shot our boys?”
10. Stand up and say, “What massacre? It was just a misunderstanding!”
11. Stand on your chair and yell, “That was no misunderstanding! It was a deliberate act on the part of the British!”
12. Sit in your seat and act real bored. Yawn and stretch and say, “It is just history. These guys are all dead now.”
13. Stand and say, “I am an American and am proud of it!”
14. Say in an excited voice: “Did you hear about the Boston Tea Party?”

15. Turn to your neighbor and say: “342 chests of tea dumped in the Boston Harbor”
16. Go to the board and write “342”. Return to your seat.
17. Yell out: “I’d like to see the British drink the tea right out of the harbor. That harbor is so full of garbage that the tea ought to taste rather interesting!”
18. Say in a disgusted voice: “Great now the British are moving into our homes”
19. Stand up on your chair, raise you fist in the air and yell “These Acts are INTOLERABLE!”
20. Go to the front of the room, raise both hands in the air and say: “We have to hide our weapons and store our guns- let’s put them in Concord!” Return to your seat.
21. Run to the window yell: “The British are coming, the British are coming!” Return to your seat.
22. Stand up make a motion like you are shooting a gun and say “bang, bang. Gotcha.”
23. Go to the light switch, turn the lights off and on and declare in a loud voice “Wow, those people in Boston are going to pay for this!” Return to your seat.
24. Go to the front of the room and lay down as if dead say: “I died at Bunker Hill”. Return to your seat.
25. Stand up on your chair and say “Hey look, the British are leaving Boston!”
26. Stand by your seat and say, “I hear Thomas Jefferson is home writing the Declaration of Independence.”
27. Go to the front of the classroom and read in a loud voice as if reading in front of an audience:
“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness”
Return to your seat.
28. Stand up, raise your hand above your eyes as if looking into the distance and say “Oh, no, the British are taking New York!”
29. Run to the door and yell “Run Washington Run!”
Return to your seat.
30. Stand up and sing the first stanza to Jingle Bells.
31. Stand up and say: “The Americans attacked the Hessians on Christmas Eve”.
32. Go to the window and yell: “The Americans Rock!”

Conflict: Specialty Area Questions & Learning Activities

33. Stand by your desk and run in place while saying: “Congress is on the run, the British are in Philadelphia”
34. Stand up and act like you are shivering, say: “We froze at Valley Forge”
35. Stand up, act as if you are pointing a musket and say “We became an Army at Valley Forge!”
36. Raise a fist in the air and yell: “Viva la France”
37. Clap your hands three times and yell, “Go Americans!”
38. Go to the board and write down “Yorktown” Return to your seat
39. Stand up point in the distance and yell: “Hey look the British are losing!”
40. Run to the window and yell: “British go home!” Return to your seat

Specialty Area 2: Colonial Conflict leading to the Revolutionary War Identify both Colonial and British grievances, concerns, objections and complaints. **CTF 135-144, 152-154; AH 190-195** Identify major economic grievances between the colonies and Great Britain. **CTF 139-143; AH 190-195**



VIDEO/DVD Title: Liberty: Part I: The Reluctant Revolutionaries (Disc 1)

Watch all of Part I 50 minutes

Title: The War That Made America. Disc 2, Episode 4 50 minutes.

Title: The Complete DVD History of U.S. Wars Volume 1 Part 1 Wars for the Continent

ESSENTIAL QUESTIONS

1. Following the French and Indian War, why did Great Britain create new taxes for the colonies?
2. What were the Sugar Act and Stamp Act?
 - a. Why did the Colonists dislike these new tax laws?
 - b. How did they challenge them?
3. What was the Boston Massacre?
 - a. Who was involved?
 - b. What happened?
 - c. How did both the British and the Colonists use this occurrence as a form of propaganda to further their cause?
4. What were the Townshend Acts and Tea Act?
 - a. Why did the Colonists dislike these new tax laws?
 - b. How did they challenge them?
5. What was the Boston Tea Party?
 - a. Who was involved?
 - b. What happened?
 - c. How did both the British and the Colonists use this occurrence as a form of propaganda to further their cause?
6. What were the Intolerable Acts?
 - a. Why did the Colonists dislike these new tax laws and how did they challenge them?
 - b. How did the Intolerable Acts lead to the 3rd and 4th Amendments to the US Constitution?

Specialty Area 3: Rebellion: Analyze the role various political groups played in the Revolutionary movement. **CTF 137, 139, 140-141, 153; AH 192-195** Analyze the role the 1st and 2nd Continental Congress played in the Revolutionary movement. **CTF 152-154. AH 196-201**



VIDEO/DVD Title: American Revolution: The Conflict Ignites (Disc 1)
Go to Scene Selection and select Chapter 1 and watch through Chapter 4 33 minutes
Title: The War That Made America. Disc 2, Episode 4 50 minutes

ESSENTIAL QUESTIONS

1. Who were the Sons and Daughters of Liberty?
 - a. When was it organized?
 - b. What was their purpose?
 - c. How did they accomplish their goals?
 - d. Who were some of the key individuals involved?
2. What was the Committees of Correspondence?
 - a. When was it organized?
 - b. What was their purpose?
 - c. How did they accomplish their goals?
 - d. Who were some of the key individuals involved?
3. What was the Stamp Act Congress?
 - a. When was it organized?
 - b. What was their purpose?
 - c. How did they accomplish their goals?
 - d. Who were some of the key individuals involved?
4. What was the 1st Continental Congress?
 - a. When was it organized?
 - b. What was their purpose?
 - c. How did they accomplish their goals?
 - d. Who were some of the key individuals involved?
5. What was the 2nd Continental Congress?
 - a. When was it organized?
 - b. What was their purpose
 - c. How did they accomplish their goals?
 - d. Who were some of the key individuals involve

Please complete the handout below, identifying the problems and reactions that resulted in the American Revolution.

Sources of Tension /Problems



Sugar _____, _____ Act, _____ Act
Intolerable Acts, No _____ in Parliament
Denial of _____ to repeal _____ acts.

Key Events

All are examples of.....

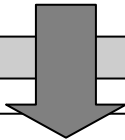
Critical Tensions/ Big Problems

Taxation _____
Cruel & unfair _____ being placed on _____
_____ don't like how Great Britain is _____
& _____ them.

Reactions

Some _____ wanted to sever _____ with Great Britain!

Some want to try and _____ good _____
relations with Great Britain!



Results

Debate in _____ Congress
_____ of _____ written, adjusted, passed & signed.

New Problems??

BIG IDEA: What's important to understand about this?

Specialty Area 4: 1st half of the Revolutionary War: Evaluate the key battles of the Revolutionary War (including Lexington and Concord) from 1775 to the Winter of 1778 at Valley Forge. Who was involved, what occurred, what was the impact. **CTF: 153-183; AH 196-200, 217-217, 224-239.**



VIDEO/DVD Title: Liberty: Part II: Blows Must Decide (Disc 1)

Go to Scene Selection and select Chapters 4 and watch through Chapter 7 20 minutes

American Revolution: 1776 (Disc 1) Go to Scene Selection and select Chapter 3 and watch through Chapter 5 33 minutes

Title: The Complete DVD History of U.S Wars Volume 1: Part 2: The Revolutionary War

ESSENTIAL QUESTIONS

1. Analyze the Battle of Lexington and Concord:

- a. Who was involved?
- b. Where was it and what occurred?
- c. What was the impact?
- d. How did it influence the 2nd Amendment of the Constitution of the United States?

2. Analyze was the Battle of Bunker (Breeds) Hill?

- a. Who was involved?
- b. Where was it and what occurred?
- c. What was the impact?

3. Analyze the Battle of Trenton and Princeton?

- a. Who was involved?
- b. Where were they and what occurred?
- c. What was the impact?

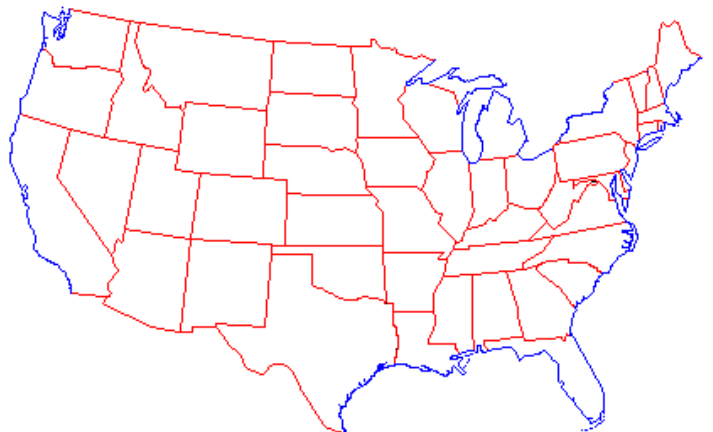
2. Analyze the Battle of Brandywine?

- a. Who was involved?
- b. Where was it and what occurred?
- c. What was the impact?

3. What occurred during the winter at Valley Forge?

- a. Who was involved?
- b. Where was it and what occurred?
- c. What was the impact?

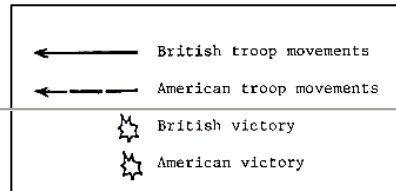
4. What was the role of the Militiamen and what was the role of the Continental Army?



Major Battles of the Revolution **Mapping Assignment**

Directions for Mapwork

1. Read the description of the Battles of Lexington and Concord on the chart below.
2. Do the map-work. Start by setting up a key in the lower left-hand corner of your map. The solid arrow represents British troop movements. Trace over this arrow with a colored pencil, marker, pen, or lead pencil. Use the same pencil, marker, or pen to fill in the battle symbol in the key that will represent a British victory on the map. Find the dotted arrow in the key that represents American troop movements. Trace over the arrow with a different colored pencil, marker, or pen. Shade in the battle symbol that will show an American victory.
3. Throughout the map exercise, use the same color for all British troop movements (the solid arrows) and British victories (the battle symbols). Use the second color for all American troop movements (dotted arrows) and victories (battle symbols).
4. When printing information on the map, always use small letters.



Battles of Lexington and Concord

General Thomas Gage ordered British troops to Lexington to try to capture Samuel Adams and John Hancock, and to Concord where the colonists had stored arms and ammunition. Paul Revere and William Dawes warned the minutemen that the redcoats were coming. Adams and Hancock escaped from Lexington, but the British destroyed military stores at Concord. After the skirmishes at Lexington and Concord, the British marched back to Boston under a steady fire from the minutemen. The redcoats suffered heavy casualties.

On the map:

1. Trace Arrow 1 (British) from Boston to Lexington and Concord.
2. Print Apr. 1775 next to Lexington and Concord.
3. Color the battle symbol to represent an American victory.

Battle of Bunker Hill

Following the battles of Lexington and Concord, the British returned to Boston. Some 10,000 colonial militiamen took up positions around the city. When the Americans occupied Breed's Hill, the redcoats attempted to drive them off. The first two British attacks failed, but the third assault on the hill succeeded when the Americans ran out of ammunition. The British won the battle, but lost far more soldiers than the patriots. The patriots displayed skill and courage, and showed that they would not be easily defeated.

On the map:

1. Print June 1775 next to Bunker Hill.
2. Color the battle symbol to represent a British victory.

The British Withdraw from Boston

Two weeks after the Battle of Bunker Hill, General George Washington took command of the Continental Army in Boston. Cannons taken at Fort Ticonderoga were positioned on Dorchester Heights overlooking Boston Harbor. Fearing the cannon, British general William Howe withdrew from Boston to Nova Scotia, Canada. Five months later, General Howe landed on Long Island with the intention of capturing New York City. He was met by General Washington, who had moved the Continental Army south from Boston.

On the map:

1. Trace Arrow 6 to show the movement of British forces from Nova Scotia to Long Island. Print Howe next to it.
-

The British Capture New York City

Over the next four months, the British army won the battles of Long Island, New York, and White Plains. General Howe's powerful forces overwhelmed the smaller and poorly equipped American army. Howe missed several chances to pursue and destroy the retreating Americans. General Washington, using all of his skill as a commander, managed to escape into New Jersey. It was during the New York campaign that Nathan Hale was captured and hung as a spy on orders from General Howe.

On the map:

1. Color the battle symbol to represent the British victories at Long Island, **New York**, and White Plains. Print Oct. 1776 next to the battle symbol.
 2. Print Nathan Hale next to New York.
-

Battles of Trenton and Princeton

New York City was now in the hands of the British. The ragged Continental Army was on the verge of defeat. Even Washington, retreating with his shoeless army through the cold winter rain, told a friend, "The spirits of the people have shrunk. Without fresh troops, I think the game is pretty near up." Thomas Paine wrote in his pamphlet "The Crisis" that, "These are the times that try men's souls." Washington struck back with two swift triumphs. Crossing the icy Delaware River on Christmas night, he surprised a large Hessian force at Trenton, New Jersey. A week later, he took Princeton. These victories boosted American spirits and attracted more men into the Continental Army.

On the map:

1. Trace Arrow 7 to show Washington's retreat through New Jersey and subsequent attacks on Trenton and Princeton. Print Washington next to the arrow.
2. Color the battle symbols at Trenton and Princeton to represent American victories.
3. Print Dec. 1776 next to Trenton.



Battles of Saratoga

General Burgoyne was defeated at the Battle of Saratoga by American forces commanded by General Horatio Gates. The news of the American victory at Saratoga convinced France to sign the Treaty of Alliance with the United States.

On the map:

1. Trace Arrow 10 to Saratoga. Print Burgoyne next to it.
 2. Color the battle symbol to represent an American victory.
 3. Print Oct. 1777. Put Gates, the American commander, next to the battle symbol.
-

The British Leave Philadelphia

The redcoats spent the winter of 1777-1778 in Philadelphia, the capital of the United States. The city had fallen into British hands after the battles of Brandywine and Germantown. Meanwhile, the Continental Army set up winter head- quarters at nearby Valley Forge. Washington's men suffered from a shortage of food, clothing, and other supplies. Baron von Steuben reorganized and trained the Continentals to prepare them for the military campaigns of 1778. By May, large-scale French aid, including an army and a powerful fleet, began arriving in the United States. Feeling increased pressure. General Henry Clinton, who succeeded Howe, abandoned Philadelphia and moved British forces back to New York City.

On the map:

1. Print Washington/Baron von Steuben: winter 1778 next to Valley Forge, Pennsylvania.
 2. In box 1 along the right side of the map, print May 1778: Congress ratifies the Treaty of Alliance with France.
-

George Rogers Clark Conquers the Northwest

During the war, the British encouraged their Indian allies to attack American settlers on the western frontier. To end these raids, George Rogers Clark led a band of frontiersmen into the present-day states of Illinois and Indiana. Clark's men captured the British forts at Kaskaskia and Vincennes.

On the map:

1. Trace Arrow 11 and print Clark next to it.
 2. Color the battle symbols at Kaskaskia and Vincennes to represent American victories.
 3. Print Feb. 1779 next to Vincennes.
-

The War at Sea

Throughout the Revolutionary War, American naval forces tried to avoid a direct confrontation with the powerful British Navy. Instead, they concentrated on disrupting Great Britain Navy, with the help of about 2,000 privateers, inflicted heavy damage on British shipping. About 800 British ships were captured or destroyed. The most famous battle involved the "Bonhomme Richard," commanded by Captain John Paul Jones, and the British warship "Serapis." The Americans captured the 44-gun "Serapis" after a bloody, bitter fight off the coast of Great

On the map:

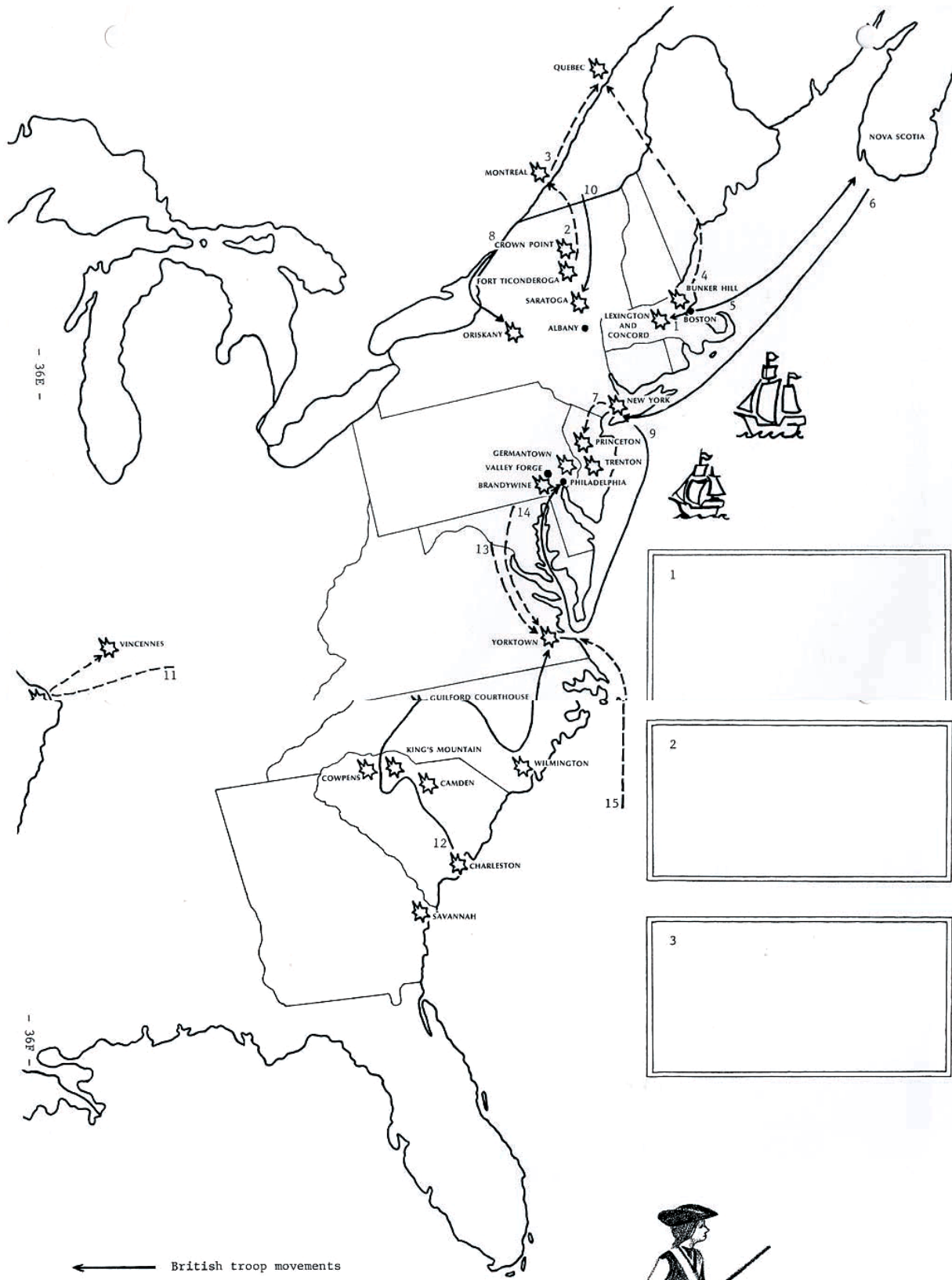
1. In box 2 along the right side of the map, print Sept. 1779: John Paul Jones captures the "Serapis."
2. In the Atlantic Ocean, color the largest ship to represent British naval forces. Next to it print British Navy.
3. Color the smaller ship to represent American naval forces. Next to it print Continental Navy/privateers.

The End of the War

Most of the fighting in the last years of the war took place in the South. The British captured the coastal cities of Savannah, Charleston, and Wilmington. The British army, under General Charles Cornwallis, marched inland and defeated American forces at Camden, South Carolina. But Washington, who was containing General Clinton in New York, sent General Nathanael Greene to the southern states. After the Continental Army won battles at King's Mountain, Cowpens, and Guilford Courthouse, Cornwallis retreated to the coast. He marched his army to Yorktown, Virginia, which he planned to use as a base of operations. As Marquis de Lafayette occupied Cornwallis, Washington hurried south from New York with a force of 20,000 men. Meanwhile, a French fleet under Admiral de Grasse prevented the British Navy from rescuing Cornwallis. Surrounded on all sides and under a savage bombardment, Cornwallis surrendered. Yorktown was the last major battle of the war. In the Treaty of Paris, Great Britain recognized the independence of the United States.

On the map:

1. Arrow 12 shows Cornwallis' march through the South. Trace the arrow from Charleston to Yorktown, and print Cornwallis next to it.
2. Trace Arrow 13 and print Lafayette next to it.
3. Trace Arrow 14 and print Washington next to it.
4. Color the battle symbol at Yorktown to represent an American victory. Print Oct. 1781 next to it.
5. In box 3, print Sept. 1783: The United States and Great Britain sign the Treaty of Paris.



1

2

3

- ← British troop movements
- ← American troop movements
- ★ British victory
- ★ American victory



Specialty Area 5: European Aid: Explain the events that impacted and brought European aid to the American cause and identify the individuals and their role in bringing European aid to the American cause? **CTF 174; AH 227-229,231**



VIDEO/DVD Title: VIDEO/DVD Title: Benjamin Franklin: Go to Scene Selection and select Part Three The Chess Master. Then select and watch “Franklin’s Mission to France” through “Getting the Alliance” 30 minutes
Title: Founding Fathers: The Men who shaped our Nation and Changed the World. Volume one, disc one, ”Taking Liberties”

ESSENTIAL QUESTIONS

1. Who was Bernardo de Gálvez?
 - a. Where was he from?
 - b. What was his role in bringing help to the Colonists?
 - c. What were the Spanish willing to help the American Colonists?
2. Who was Marquis de Lafayette?
 - a. Where was he from?
 - b. What was his role in bringing help to the Colonists?
3. Who was Friedrich von Steuben?
 - a. Where was he from?
 - b. What was his role in bringing help to the Colonists?
4. Who was Comte de Rochambeau?
 - a. Where was he from?
 - b. What was his role in bringing help to the Colonists?
5. What role did Benjamin Franklin play in establishing French aid during the Revolutionary War?
6. Why were the French willing to help the American Colonists?
 - a. What happened to the French as a result of their involvement in the Revolutionary War?
7. Why were the Spanish willing to help the American Colonists?
 - a. What happened to the Spanish as a result of their involvement in the Revolutionary War?

Specialty Area 6: 2nd half of the Revolutionary War: Evaluate the key battles of the Revolutionary War from the Winter of 1778 at Valley Forge to Yorktown. Who was involved, what occurred, what was the impact. **CTF: 155-183; AH 198-200, 217-217, 224-239.** Analyze the terms of the Treaty of Paris of 1783. **CTF 181; AH 238-240**



VIDEO/DVD Title: Liberty: Part V: The World Turned Upside Down (Disc 3)

Watch all of Part V 50 minutes

Title: The Complete DVD History of U.S. Wars Volume 1: 1700-1790 Part 2 The Revolutionary War, starting with 1777

ESSENTIAL QUESTIONS

1. What was the role of the Militiamen?

2. What was the role of the Continental Army?

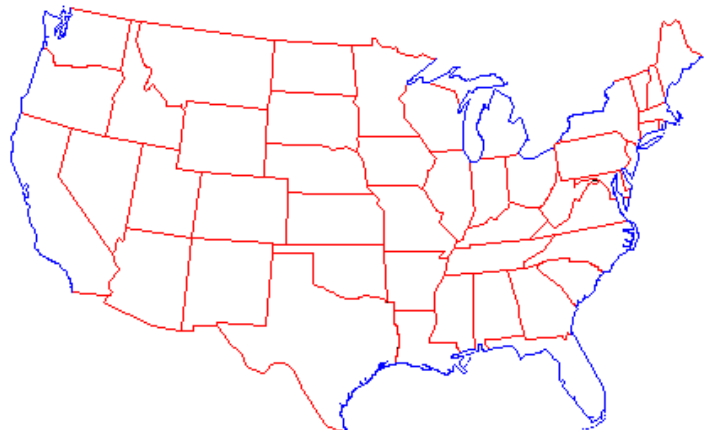
3. Analyze the Battle of Saratoga?
 - a. Who was involved?
 - b. Where was it and what occurred?
 - c. What was the impact?

4. Analyze the Battle of Vincennes?
 - a. Who was involved?
 - b. Where was it and what occurred?
 - c. What was the impact?

5. How was guerilla warfare used in the south?

6. Where was the Battle of Yorktown?
 - a. Who was involved?
 - b. Where was it and what occurred?
 - c. What was the impact?

7. What were the terms of the Treaty of Paris?



TEACHERS Specialty Area Examine the advantages and disadvantages of the Continental Armies Resources against British resources. Include both physical and human resources. CTF 166-179; AH 214-219, 235-237

British Resources vs. American Resources

Great Britain

Strengths:

- a) Population (7.5 million to 2.5 million colonists)
- b) Monetary wealth
- c) Naval forces
- d) Professional army armed with 6' muskets with bayonets attached
 - i) 50,000 British
 - ii) 30,000 Hessians
 - iii) 30,000 American Loyalists

Weaknesses:

- a) Unrest in Ireland
- b) British government inept and confused, led by King George III and Lord North
- c) Lack of British desire to crush American cousins. Whigs cheered American victories.
- d) Military difficulties
 - i) Second-rate generals
 - ii) Brutal treatment of soldiers (one lashed 800 times for striking an officer)
 - iii) Inadequate, poor provisions (old, rancid, wormy). Undernourished
 - iv) Need for clear victory. A draw would be a colonial victory.
 - v) Armies were 3000 miles from home. Orders took months to reach the front.
 - vi) Vast colonial territory (1000 by 600 miles) to subdue. No urban nerve center to conquer.

American

Strengths:

- a) Outstanding leadership
 - i) Military--Washington
 - ii) Diplomatic--Franklin
 - iii) European imports--Lafayette, Kosciuzko, Von Steuben
- b) Colonists fighting defensively
- c) Self-sustaining agricultural base
- d) Colonists were better marksmen (Americans accurate at 200 yds.)
- e) Moral advantage. Americans were supporting a just cause with a positive goal.

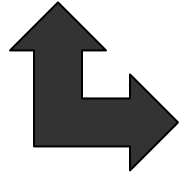
Weaknesses:

- a) Colonies were badly organized, disunited for war.
- b) Continental Congress debated, but took little action and exercised less leadership
- c) No written constitution (Articles of Confederation) not adopted until 1781.
- d) Colonies were jealous of Congress, each other's region.
- e) Economic difficulties
 - i) Little metallic currency available
 - ii) Fearful of taxation, Congress issued virtually worthless Continental currency
 - iii) Inflation led to increased prices, desertions from army.
- f) Limited military supplies
 - i) Inadequate firearms and powder
 - ii) Clothing and shoes scarce. At Valley Forge, 2800 men barefooted.
- g) American soldiers were numerous but unreliable
- h) Profiteers used greed and speculation to weaken morale and aid the British

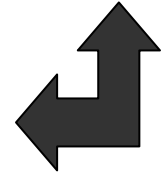
Similarities & Differences

British

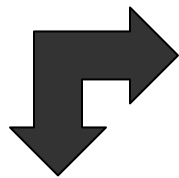
American



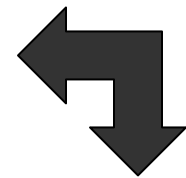
How are they similar?



Blank writing area for similarities, consisting of seven horizontal lines.



How are they different?



Compared to

Blank writing area for differences, consisting of seven horizontal lines.

Population

Ethics/ Morality of Cause

Leadership

Position: Defensive/ Offensive

Monetary

Geography

Blank writing area for differences, consisting of seven horizontal lines.

Specialty Area 7: Evaluate the contributions of George Washington to the Revolution. CTF **151, 154, 156, 166, 169, 171, 174, 180; AH 215-216, 224-240, 337**



VIDEO/DVD Title: The American Revolution: George Washington: Founding Father (Disc 4)
entire segment 50 minutes

Title: The War That Made America. Disc 1, Episode 1 1st 20 min & Disc 2, Episode 4 50 min.

Title: Founding Fathers: The Men who shaped our Nation and Changed the World. Volume II

ESSENTIAL QUESTIONS

1. Who was George Washington? What experiences prior to the Revolution, including his childhood and marriage, formed Washington's character?
2. What experiences in the French and Indian War prepared Washington to lead the Continental Army and influenced his viewpoint on the British Army?
3. What role did he play in the Continental Congress and how did that lead to him becoming commander of the Continental Army?
4. What was Washington's first task as General of the Continental Army?
5. Explain General Washington's strategy at Trenton and Princeton and how did his leadership lead to victory?
6. Following the Revolutionary War, how did Washington use his experiences during the Revolution help him govern the Nation as the 1st President? How did he define the Presidency and establish the traditions and rules surrounding the President?

Following the presentation on George Washington use the instructions below to complete the following assignment.

1. **IN THE TOPS BACKGROUND OF THE PORTRAIT**, write words, descriptions, pictures adjectives etc... about Washington's life, and military career. For example stories from his personal life (his childhood, marriage, young adulthood etc) and stories of his military career, including his experience in the French and Indian War.
2. **WITHIN THE PORTRAIT**. Write words, descriptions, pictures, adjectives etc... about what Washington might have heard, smelled and said about what he experienced during the Revolutionary War.
 - a. Words around his eyes that describe what he might have seen.
 - b. Words around his ears that describe what he might have heard.
 - c. Words around his nose that describe what he might have smelled.
 - d. Words around his mouth to describe what he might have said.
3. **IN THE BOTTOM BACKGROUND OF THE PORTRAIT**, write five words, descriptions, pictures, adjectives etc.. that best describe Washington as a leader.

4.



Specialty Area 8: Key Leaders of the Revolution I: Evaluate the contributions of Thomas Paine, John Adams & Samuel Adams (NORTH), Thomas Jefferson & Patrick Henry (SOUTH) in leading the Colonies to the Revolution. CTF 158-159, 170, 136-137, 140, 152; AH 214-217, 194-195



VIDEO/DVD Title: Liberty: Part II Blows Must Decide (Disc 1) Go to Scene Selections and select Chapter 9 and watch through Chapter 10 14 minutes

Liberty: Part III: Times that Try Men's Souls (Disc 2) Go to Scene Selection and select Chapter 9 and watch 6 minutes

Title: "Founding Fathers : The Men who shaped our nation and changed the world" Volume 1 Taking Liberties, Scene Selection 6 "Common Sense".

Title: "Founding Fathers: Rebels with a cause" Scene Selections 1-6

ESSENTIAL QUESTIONS

1. Analyze the contributions of Thomas Paine.
 - a. Who was Thomas Paine?
 - b. How did many colonists react to the ideas Thomas Paine expressed in Common Sense?
 - c. How did he use Propaganda to influence the masses?
2. Analyze the contributions of Patrick Henry?
 - a. What experiences prior to the Revolution formed Patrick's character?
 - b. What role did he play in the Revolution?
3. Analyze the contributions of Samuel Adams.
 - a. Who was Samuel Adams?
 - b. How did Samuel Adams influence colonial protests against new taxes?
 - c. How did he use Propaganda to influence the masses?
 - d. What did Adams fear would happen if Americans did not protest British taxes?
4. Analyze the contributions of Thomas Jefferson.
 - a. What was Thomas Jefferson's primary role during the war?
 - b. How did Thomas Jefferson use his oratory and writing skills to fight the war?
 - c. What experiences prior to the Revolution formed Jefferson's character?
5. Analyze the contributions of John Adams.
 - a. Who was he and where was he from? What experiences did John Adams have prior to the Revolution, including his childhood and marriage, and how did these form Adam's character?
 - b. What role did he play during the American Revolution? Why was it important and how did it impact the course of the Revolution?
 - c. What role did he play in forming the new nation?

Specialty Area 9: Key Leaders of the Revolution II: Evaluate the contributions of Alexander Hamilton, Benedict Arnold, Horatio Gates, Francis Marion, and boy soldiers (drummer boys and flag bearers) in leading the Colonies to the Revolution. CTF 158-159, 170, 136-137, 140, 152; AH 214-217,194-195



VIDEO/DVD Title: Liberty: Part II Blows Must Decide (Disc 1) Go to Scene Selections and select Chapter 9 and watch through Chapter 10 14 minutes

Liberty: Part III: Times that Try Men’s Souls (Disc 2) Go to Scene Selection and select Chapter 9 and watch 6 minutes

Title: “Founding Fathers : The Men who shaped our nation and changed the world” Volume 1 Taking Liberties, Scene Selection 6 “Common Sense”.

Title: “Founding Fathers: Rebels with a cause” Scene Selections 1-6

ESSENTIAL QUESTIONS

1. Analyze the contributions of Alexander Hamilton to the Revolutionary War.
 - a. Who was he and where was he from? What experiences did Hamilton have prior to the Revolution, including his childhood and marriage, and how did these form Hamilton’s character?
 - b. What role did he play during the American Revolution? Why was it important and how did it impact the course of the Revolution?
 - c. What role did he play in forming the new nation?
2. Analyze the contributions of Horatio Gates to the Revolutionary War.
 - a. Who was he and where was he from? What experiences did Horatio Gates have prior to the Revolution, including his childhood and marriage, and how did these form Gate’s character?
 - b. What role did he play during the American Revolution? Why was it important and how did it impact the course of the Revolution?
 - c. What was his fate following the Revolutionary War?
3. Analyze the contributions of Francis Marion to the Revolutionary War.
 - a. Who was he and where was he from? What experiences did Francis Marion have prior to the Revolution, including his childhood and marriage, and how did these form Marion’s character??
 - b. What role did he play during the American Revolution? Why was it important and how did it impact the course of the Revolution?
 - c. What was his fate following the Revolutionary War?

4. Analyze the contributions of Nathan Hale to the Revolutionary War.
 - a. Who was he and where was he from? What experiences did Nathan Hale have prior to the Revolution, including his childhood and marriage, and how did these form Nathan's character?
 - b. What role did he play during the American Revolution? Why was it important and how did it impact the course of the Revolution?
 - c. What was his fate following the Revolutionary War?

5. Analyze the contributions of Benedict Arnold to the Revolutionary War.
 - a. Who was he and where was he from? What experiences did Benedict Arnold have prior to the Revolution, including his childhood and marriage, and how did these form Arnold's character?
 - b. What role did he play during the American Revolution? Why was it important and how did it impact the course of the Revolution?
 - c. What was his fate following the Revolutionary War?

6. What role did "boy soldiers" such as drummer boys and flag bearers play during the Revolutionary War?

Six-Ten Word Memoirs: The Legend

Legend has it that the author Ernest Hemingway was once challenged to write a story in only six words. His response? "For sale: baby shoes, never worn." Last year, SMITH Magazine re-ignited the story by asking readers for their own six-word memoir (life story). They sent in short life stories in droves, from the bittersweet ("Cursed with cancer, blessed with friends") and poignant ("I still make coffee for two") to the inspirational ("Business school? Bah! Pop music? Hurrah") and hilarious ("I like cute girls, can't lie").

Choose one of the individuals you learned about in Specialty Area 7-9 and write a six-ten word memoir. For example if I were writing for Washington I could say "Great Man give all for U.S."

Individual you are writing for: _____

What's your own?

?



TEACHERS (DECLARATION of INDEPENDENCE

<p>Introduction</p> <p>Asserts as a matter of Natural Law the ability of a people to assume political independence; acknowledges that the grounds for such independence must be reasonable, and therefore explicable, and ought to be explained.</p>	<p><i>In CONGRESS, July 4, 1776.</i></p> <p><i>The unanimous Declaration of the thirteen united States of America,</i></p> <p><i>When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.</i></p>
<p>Preamble</p> <p>Outlines a general philosophy of government that justifies revolution when government harms natural rights.</p>	<p><i>We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. (Note: the original hand-written text ended on the phrase "the pursuit of property" rather than "the pursuit of Happiness" but the phrase was changed in subsequent copies in part because it was broader. The latter phrase is used today).</i></p> <p><i>That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.</i></p>

Indictment

A bill of particulars documenting the king's "repeated injuries and usurpations" of the Americans' rights and liberties

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

- *He has refused his Assent to Laws, the most wholesome and necessary for the public good.*
- *He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.*
- *He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.*
- *He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures.*
- *He has dissolved Representative Houses repeatedly, for opposing with manly firmness of his invasions on the rights of the people.*
- *He has refused for a long time, after such dissolutions, to cause others to be elected, whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.*
- *He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.*
- *He has obstructed the Administration of Justice by refusing his Assent to Laws for establishing Judiciary Powers.*
- *He has made Judges dependent on his Will alone for the tenure of their offices, and the amount and payment of their salaries.*
- *He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people and eat out their substance.*
- *He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.*
- *He has affected to render the Military independent of and superior to the Civil Power.*
- *He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended*

Specialty Area 10: Examine how the Revolutionary War affected the Colonists, NOT including soldiers. Include the economy, home life, impact of war on daily life and how it affects women, children, slaves, Loyalists, and Patriots. **CTF 160-161, 166-169; AH 218-219, 226, 231-237, 244-245, 258-257**



VIDEO/DVD Title: American Stories: Patriot Father, Loyalist Son (entire segment), Video: Edited copy “The Patriot” starring Mel Gibson & Heath Ledger

ESSENTIAL QUESTIONS

1. Analyze the role of the Loyalists or Tories in the Revolutionary War.
 - a. Who were the Loyalists?
 - b. Why did some colonists remain loyal to Britain?
 - c. How were they treated by the Patriots?

2. Who were the Patriots or Revolutionaries
 - a. How were they treated by the Loyalists?
 - b. Why did some colonists chose to turn on their mother country?

3. What groups felt ignored by the Declaration of Independence? Why?
 - a. How did Abigail Adams react to the signing of the Declaration of Independence?
 - b. How did many slaves react to the Declaration of Independence?

4. Who was Molly Pitcher and what was her role in the Revolution?

5. Who was Betsy Ross and what did she do to help the cause for the Revolution?

6. Who was Deborah Sampson and what was her role in the Revolution?



In the box above draw pictures representing the various roles women played during the Revolutionary War



On the above ipod screen, make a playlist of at least six songs that you could use as background music for a PowerPoint illustrating the key events and or battles of the Revolutionary War. Choose songs that would best represent or give the feeling of the events and or battles. In the space provided below explain why you chose each song (see example). *Example: "If you're reading this" by Tim Mcgraw. It's a letter from a soldier to his wife written as if he has passed away, explaining his choice to fight and why he's not 'coming home.' I would use it at the end fo the war following the Battle of Yorktown*

1. Song:

2. Song:

3. Song:

4. Song:

5. Song:

6. Song:

Specialty Area 11: Problems of a New Nation: What were the problems that faced the emerging nation. CTF 194-199



VIDEO/DVD Title: Liberty: Part VI: Are We to Be a Nation (Disc 3)

Go to Scene Selection and select Chapter 1 and watch through Chapter 4 23 minutes

Title: “Founding Fathers: The Men who Shaped our Nation and Changed the World” Volume Two Scene Selection: “A Healthy Constitution”

ESSENTIAL QUESTIONS

1. What trade problems did the United States face with Great Britain following the Revolutionary War?
 - a. Why did these trade problems occur?
 - b. What was the impact of these trade problems?

2. What led to the economic differences between the states following the Revolutionary War?
 - a. How did this affect the national economy?

3. Analyze Shay’s Rebellion.
 - a. Who was Daniel Shay and what part did he play in the Rebellion?
 - b. Why did Massachusetts’s farmers take part in Shay’s Rebellion?
 - c. What was the result of the rebellion? What weaknesses did it indicate in the New American Nation?

4. How did the states address the problems of a weak central government under the Articles of Confederation?

5. What were the consequences of not having a common currency?

6. What did the lack of a common currency do to interstate commerce (trades between States)?



The photo shows currency used by different States under the Articles of Confederation.

Specialty Area 12: Articles of Confederation: Failure of the Articles of Confederation and the resulting Constitutional Conventions. CTF 186-193; AH 250-260



Liberty: Part VI: Are We to Be a Nation (Disc 3)

Go to Scene Selections and select Chapter 5 and watch through Chapter 9 28 minutes

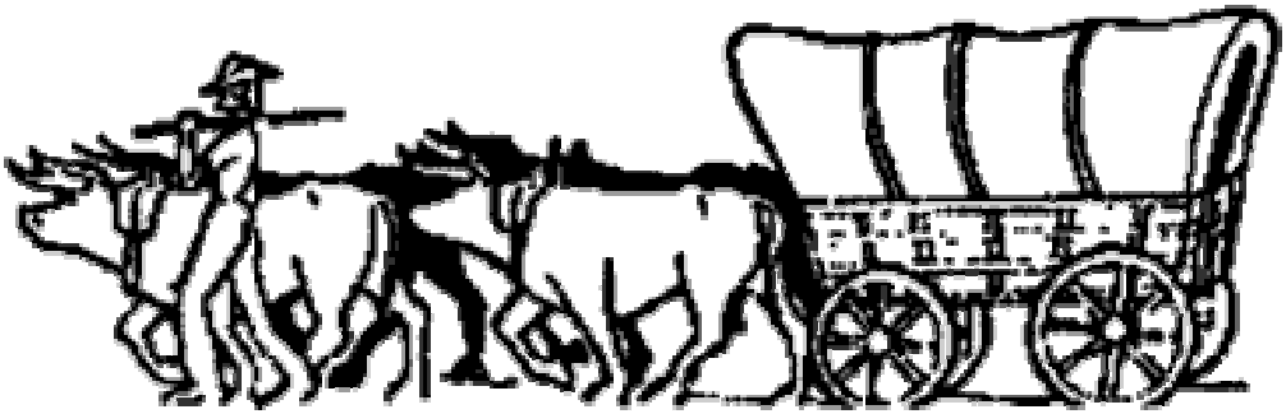
Title: "Founding Fathers: The Men who Shaped our Nation and Changed the World" Volume Two Scene

Selection: "A Healthy Constitution"

ESSENTIAL QUESTIONS

1. What ideas and documents and experiences with Great Britain (England) shaped American beliefs about government
2. Prior to the Revolutionary War what types, or examples, of representative government were being practiced in the colonies?
3. What powers did the central government have under the Articles of Confederation?
4. What contributed to the failure of the Articles of Confederation?
5. How did the weaknesses of the Articles of Confederation affect U.S. relations with other countries?
6. What was the purpose of the 1st Constitutional Convention? Who was involved? What was the result? Where was it held?
7. What was the purpose of the 2nd Constitutional Convention? Who was involved? What was the result? Where was it held?

Specialty Areas: Questions and Learning Activities



Era II: Building a Nation
Constitution through Mexican
American War 1783-1847

Suggested Book Titles ERA II

Specialty Area Novels 13-23

The following list of novels is associated with Era 1. All novels primarily occur between 1783-1847. Following each book, in parenthesis, is a numerical code that corresponds to each Specialty Area, it is not imperative that you read a book within your Specialty Area (though it will be helpful), it is, however, imperative that you read a book within your chosen era. Students reading books identified as “Graphic Novels” or “Easy Reads” must first clear these novels with the teacher. All of the novels listed are currently available in the school library; however you may wish to purchase your own copy in order to ensure you do not have late fees and/or to ensure you are able to choose the book of your choice.

Title: **The Journal of Augustus Pelletier: the Lewis and Clark Expedition (19)**

Author: Kathryn Lasky

Synopsis: A fictional journal kept by 12-year old Augustus Pelletier, the youngest member of Lewis and Clark’s Corps of Discovery

Title: **New found land (19)**

Author: Allan Wolf

Synopsis: The letters and thoughts of Thomas Jefferson, members of the Corps of Discovery, their guide Sacagawea, and Captain Lewis’s Newfoundland dog, all tell of the historic exploratory expedition to seek a water route to the Pacific Ocean.

Title: **Across the wide and lonesome prairie : the Oregon Trail diary of Hattie Campbell (20)**

Author: Kristiana Gregory

Synopsis: In her diary, thirteen-year-old Hattie chronicles her family’s arduous 1847 journey from Missouri to Oregon on the Oregon Trail.

Title: **All the Stars in the Sky; the Sante Fe trail diary of Florrie Mack Ryder (20)**

Author: Megan McDonald

Synopsis: A girl’s diary records the year 1848 during which she, her brother, mother, and stepfather traveled the Santa Fe trail from Independence, Missouri, to Santa Fe.

Title: **The Journal of Douglas Allen Deeds; the Donner Party Expedition (20)**

Author: Rodman Philbrick

Synopsis: Douglas Deeds, a fifteen-year-old orphan, keeps a journal of his travels by wagon train as a member of the ill-fated Donner Party, which became stranded in the Sierra Nevada mountains in the winter of 1846-47.

Title: **The Journal of Wong Ming-Chung; a Chinese miner. (20/25)**

Author: Laurence Yep

Synopsis: A young Chinese boy nicknamed Runt records his experiences in a journal as he travels from southern China to California in 1852 to join his uncle during the Gold Rush.

Title: **The Journal of Jedediah Barstow; an emigrant on the Oregon Trail (20)**

Author: Ellen Levine

Synopsis: In his 1845 diary, thirteen-year-old orphan Jedediah describes his wagon train journey to Oregon, in which he confronts rivers and sandy plains, bears and rattlesnakes, and the challenges of living with his fellow travelers. Includes historical notes.

Title: **Seeds of Hope: the Gold Rush Diary of Susanna Fairchild, California Territory (20)**

Author: Kristiana Gregory

Synopsis: A diary account of fourteen-year-old Susanna Fairchild’s life in 1849, when her father succumbs to gold fever on the way to establish his medical practice in Oregon after losing his wife and money on their steamship journey from New York. Includes a historical note.

Title: **Westward to Home (20)**

Author: Patricia Hermes

Synopsis: In 1848, nine-year-old Joshua Martin McCullough writes a journal of his family’s journey from Missouri to Oregon in a covered wagon. Includes a historical note about westward migration.

Conflict: Specialty Area Questions & Learning Activities

Title: **The Girl who chased away sorrow; the diary of Sarah Niter, a Navajo girl (21)**

Author: Ann Turner

Synopsis: Sarah Nita uses her education at the white man's school to write down her grandmother's account of the Long Walk of 1864, during which the Navajo people were driven off their land and forced by soldiers to take refuge in Fort Sumner.

Title: **The Journal of Jesse Smoke; a Cherokee boy (21)**

Author: Joseph Bruchac

Synopsis: Jesse Smoke, a sixteen-year-old Cherokee, begins a journal in 1837 to record stories of his people and their difficulties as they face removal along the Trail of Tears. Includes a historical note giving details of the removal.

Title: **Sitting Bull: the life of a Lakota Sioux Chief (21)**

Author: Jeffrey, Gary.

Petty, Kate.

Synopsis: This book describes the fighting of Sitting Bull, the chief of the Sioux nation who fought for his people against the U.S. government.

Title: **My Heart is On the Ground: the Diary of Nannie Little Rose, a Sioux Girl, Carlisle Indian School, PA (21)**

Author: Ann Rinaldi

Synopsis: In the diary account of her life at a government-run Pennsylvania boarding school in 1880, a twelve-year-old Sioux Indian girl reveals a great need to find a way to help her people.

Title: **A line in the Sand: the Alamo diary of Lucinda Lawrence (22)**

Author: Sherry Garland

Synopsis: In the journal she receives for her twelfth birthday in 1835, Lucinda Lawrence describes the hardships her family and other residents of the "Texas colonies" endure when they decide to face the Mexicans in a fight for their freedom.

Title: **Remember the Alamo!: the runaway scrape diary of Belle Wood, Austin's Colony, Texas (22)**

Author: Lisa Rogers

Synopsis: A thirteen-year-old girl keeps a diary of events during the Texas Revolution, as her life changes from dances and picnics to flight from Santa Anna's army after the fall of the Alamo.

Title: **The Battle of the Alamo GRAPHIC NOVEL (22)**

Author: Matt Doeden

Synopsis: Presents a comic book version of the story of the battle of the Alamo in 1836 in which a group of Texan freedom fighters took a stand against the Mexican Army.

Title: **Valley of the Moon: the Diary of Maria Rosalia De Milagros, Sonoma Valley, Alta California. (23)**

Author: Sherry Garland

Synopsis: The 1845-1846 diary of thirteen-year-old Maria, servant to the wealthy Spanish family which took her in when her Indian mother died. Includes a historical note about the settlement and early history of California.

Title: **The second bend in the river (18-21)**

Author: Ann Rinaldi

In 1798 Rebecca, a young settler in the Ohio territory, meets the Shawnee called Tecumseh and later develops a deep friendship with him.

Title: **Abigail's drum (18)**

Author: John A. Minahan ; illustrations by Robert Quackenbush.

During the War of 1812, when British soldiers threaten the town of Scituate, Massachusetts, young Rebecca Bates and her sister Abigail, daughters of the local lighthouse keeper, find a way to save both him and the town.

Title: **Broken days (18)**

Author: Ann Rinaldi.

Sequel to: A stitch in time .In 1811, life with her Aunt Hannah in Salem, Massachusetts, becomes even more difficult for fourteen-year-old Ebie with the arrival of a half-Indian girl who claims to be the daughter of Hannah's sister, Thankful, and with the threat of impending war.

Title: **Crooked river (18)**

Author Shelley Pearsall

Thirteen-year-old Rebecca Carver witnesses her 1812 Ohio settlement town's reaction to a Native American accused of murder and struggles with the idea that an innocent man may be convicted and sentenced to death.

Title: **Flames in the city: Atale of the War of 1812 (18)**

Author: Candice Ransom ; illustrated by Greg Call

With the aid of their magical spyglass, Mattie, Alex, and Sophie Chapman travel to Washington, D.C., during the War of 1812 to help Dolley Madison

Conflict: Specialty Area Questions & Learning Activities

Title: **The invasion of Sandy Bay (18)**

Author: Anita Sanchez

A young boy plays a key role when the War of 1812 comes to his Massachusetts coastal village.

Title: **Whispers of war: The War of 1812 diary of Susanna Merritt (18)**

Author: Kit Pearson

"Niagara, Upper Canada, 1812"—Cover Beginning in 1812, eleven-year-old Susanna Merritt describes her experiences in Niagara Peninsula in Upper Canada on the eve of the War of 1812.

Title: **The captain's dog: My journey with the Lewis and Clark tribe (19)**

Author: Roland Smith

Captain Meriwether Lewis's dog Seaman describes his experiences as he accompanies his master on the Lewis and Clark Expedition to explore the uncharted western wilderness.

Title: **Lewis and Clark and me: a dog's tale (19)**

Author: Laurie Myers ; illustrations by Michael Dooling

Seaman, Meriwether Lewis's Newfoundland dog, describes Lewis and Clark's expedition, which he accompanied from St. Louis to the Pacific Ocean

Title: **Blood in the water: a story of friendship during the Mexican War (23)**

Author: Pamela Dell

As war breaks out between Mexico and the United States over the territory of Texas in 1846, twelve-year-old Bonita, a patriotic Mexican, is at odds with her best friend Carmen, a Spanish-American.

Title: **With Santa Anna in Texas: a personal narrative of the revolution ADVANCED READER (23)**

Author: José Enrique de la Peña ; translated and edited by Carmen Perry ; introduction by James E. Crisp.

Translation of: Resea y diario de la campaña in Texas. Discusses the controversy over the authenticity of Mexican officer José Enrique de la Peña's account of the Battle of the Alamo, first translated and published in English in 1975, and considers the impact of a newly discovered week of diary entries on the debate.

Title: **Beyond the great snow mountains (19-20)**

Author Louis L'Amour.

By the water of San Tadeo -- Meeting at Falmouth -- Roundup in Texas -- Sideshow champion -- Crash landing Under the hanging wall -- Coast patrol -- The gravel pit -- The money punch -- Beyond the great snow mountains -- A note on dedication -- Afterword. A collection of ten short stories by Louis L'Amour.

Title: **Boston Jane: An adventure (19-20)**

Author: Jennifer L. Holm.

Sequel: Boston Jane : wilderness days. Schooled in the lessons of etiquette for young ladies of 1854, Miss Jane Peck of Philadelphia finds little use for manners during her long sea voyage to the Pacific Northwest and while living among the American traders and Chinook Indians of Washington Territory.

Title: **Buffalo woman (21)**

Author: Dorothy M. Johnson.

A fictionalized account, as seen through the eyes of a woman known as Whirlwind, of life with the Oglala Sioux from 1820 through the aftermath of the victory at the Little Bighorn in 1877.

Title: **By the Great Horn Spoon! (19-20)**

Author Sid Fleischman ; illustrated by Eric von Schmidt

Jack and his aunt's butler, Praiseworthy, stow away on a ship bound for California during the Gold Rush of "49."

Title: **Charlotte's Rose (20)**

Author: A. E. Cannon

As a twelve-year-old Welsh immigrant carries a motherless baby along the Mormon Trail in 1856, she comes to love the baby as her own and fear the day the baby's father will reclaim her.

Title: **The Cherokee trail (20)**

Author Louis L'Amour.

Mary Breydon came to manage a rundown stagecoach station on the Cherokee Trail after her Virginia home burned to ashes in the Civil War and her husband was shot down on the way to Colorado. She had to make a new life for herself and her daughter.

Title: **The collected short stories of Louis L'Amour (19-20)**

Author: Louis L'Amour

A collection of frontier stories by the acclaimed author.

Conflict: Specialty Area Questions & Learning Activities

Title: **Dawn rider (21)**

Author: Jan Hudson.

Kit Fox's sixteenth year with her people, the Bloods, is filled with preparations for an important buffalo run, talk of her older sister's coming marriage, and skirmishes with their traditional enemy the Snakes.

Title: **The devil's paintbox (19-21)**

Author: Victoria McKernan

Orphans Aidan and his sister Maddy leave drought-stricken Kansas on a wagon train hoping for a better life in Seattle.

Title: **Doe Sia: Bannock girl and the handcart pioneers (19-21)**

Author: Kenneth Thomasma ; Agnes Vincen Talbot, illustrator.

After meeting Emma, who is part of a band of Mormons making their way to Salt Lake City in 1856, Doe Sia, a young Bannock girl, proves her friendship when the two are caught in a brutal snow storm.

Title: **The game of silence (19-21)**

Author: Louise Erdrich

Sequel to: The birchbark house. Nine-year-old Omakayas, of the Ojibwa tribe, moves west with her family in 1849.

Title: **High trail to danger (19-20)**

Author: Joan Lowery Nixon.

In 1879 seventeen-year-old Sarah travels from Chicago to the violent town of Leadtown, Colorado, to locate her missing father, but she finds that the mention of his name brings her strange looks and an attempt on her life.

Title: **I am Apache (21)**

Author: Tanya Landman

Fourteen-year-old Siki vows revenge on the Mexican raiders who brutally murdered her little brother, and turns away from the tradition roles women in her tribe fill to become an Apache warrior.

Title: **I have heard of a land (19-20)**

Author: Joyce Carol Thomas ; illustrated by Floyd Cooper

Describes the experiences of an African-American pioneer woman who stakes a claim for free land in the Oklahoma Territory.

Title: **Jenny of the Tetons (19-21)**

Author: Kristiana Gregory.

Orphaned by an Indian raid while traveling West with a wagon train, fifteen-year-old Carrie Hill is befriended by the English trapper Beaver Dick and taken to live with his Indian wife Jenny and their six children.

Title: **The journal of Brian Doyle: a greenhorn on an Alaskan whaling ship (19-20)**

Author: Jim Murphy.

A fictional diary in which young Brian Doyle records how he ran away from his home in San Francisco in 1784, joined the crew of a whaling ship, and endured storms, hostile shipmates, and being stranded in the Arctic.

Title: **The journal of Douglas Allen Deeds: the Donner Party expedition (19-20)**

Author: Rodman Philbrick.

Douglas Deeds, a fifteen-year-old orphan, keeps a journal of his travels by wagon train as a member of the ill-fated Donner Party, which became stranded in the Sierra Nevada mountains in the winter of 1846-47.

Title: **The last rider: the final days of the pony express GRAPHIC NOVEL (19-20)**

Author: J. Gunderson ; illustrated by Jose Alfonso Ocampo Ruiz

Matt Edgars joins the Pony Express to find adventure, but discovers danger when someone begins setting the Express stations on fire.

Title: **The legend of Jimmy Spoon (19-21)**

Author: Kristiana Gregory.

In the middle of the nineteenth century, twelve-year-old Jimmy leaves his Mormon family in Utah and ends up living with the Shoshoni Indians as the younger brother of Chief Washakie.

Title: **Letters from the corrugated castle: a novel of gold rush California, 1850-1852 (19-20)**

Author: Joan W. Blos

A series of letters and newspaper articles reveals life in California in the 1850s.

Title: **Little town on the prairie (19-20)**

Author: Laura Ingalls Wilder ; illustrated by Garth Williams.

Pa's homestead thrives, Laura gets her first job in town, blackbirds eat the corn and oats crops, Mary goes to college, and Laura gets into trouble at school, but becomes a certified school teacher.

Title: **My face to the wind: the diary of Sarah Jane Price, a prairie teacher (19-20)**

Author: Jim Murphy.

Conflict: Specialty Area Questions & Learning Activities

"Broken Bow, Nebraska, 1881"--Cover. Following her father's death from a disease that swept through her Nebraska town in 1881, teenaged Sarah Jane must find work to support herself and records in her diary her experiences as a young school teacher.

Title: Nothing here but stones (19-20)

Author: Nancy Oswald

In 1882, ten-year-old Emma and her family, along with other Russian Jewish immigrants, arrive in Cotopaxi, Colorado, where they face inhospitable conditions as they attempt to start an agricultural colony, and lonely Emma is comforted by the horse whose life she saved.

Title: The Oregon Trail (19-20) GRAPHIC NOVEL

Author: Joeming Dunn ; illustrated by Tim Smith, III.

Travel the Oregon Trail with emigrants in graphic novel format.

Title: The outlaws of mesquite frontier stories (19-20)

Author: Louis L'Amour.

The outlaws of Mesquite -- Love and the Cactus Kid -- The ghost maker -- The drift -- etc.

Title: The ox-bow incident (19-21) CLASSIC, ADVANCED READER

Author: Clark, Walter Van Tilburg

Set in 1885, The Ox-Bow Incident is a searing and realistic portrait of frontier life and mob violence in the American West. First published in 1940, it focuses on the lynching of three innocent men and the tragedy that ensues when law and order are abandoned. The result is an emotionally powerful, vivid, and unforgettable re-creation of the Western novel, which Clark transmuted into a universal story about good and evil, individual and community, justice and human nature.

Title: A perfect place: Joshua's Oregon trail diary (19-21)

Author: Patricia Hermes

Nine-year-old Joshua McCullough starts a second journal, recording events in Willamette Valley, Oregon Territory, as his family and others they met on the trail begin to get settled.

Title: Roughing it CLASSIC, ADVANCED READER (19-20)

Author: Mark Twain ; with a foreword by Leonard Kriegel ; revised and updated bibliography.

Roughing It is a series of sketches and essays about Twain's time spent in the American west and the colorful characters he met along the way

Title: Sallie Fox: the story of a pioneer girl (19-21)

Author: Dorothy Kupcha Leland ; cover design and illustrations by Diane Wilde

A fictionalized account of 12-year-old Sallie Fox's arduous trek by wagon train with her family from Iowa to California in the mid 1800s. Along the way, they are beset by Indian attacks, drought, illness, and personality clashes. What begins as an exciting adventure becomes an ordeal, days and days without water and animals and people dying at an alarming rate. Sally shares her fear of Indians and her excitement about buffalo hunting.

Title: Sing down the moon (21)

Author: Scott O'Dell.

A young Navajo girl recounts the events of 1864 when her tribe was forced to march to Fort Sumner, New Mexico, as prisoners of the white soldiers

Title: Sitting Bull: the life of a lakota sioux chief GRAPHIC NOVEL (21)

Author: Gary Jeffrey & Kate Petty ; illustrated by Terry Riley

This book describes the fighting of Sitting Bull, the chief of the Sioux nation who fought for his people against the U.S. government.

Title: The story of Sacajawea, guide to Lewis and Clark (19)

Author: Della Rowland ; illustrated by Richard Leonard.

Title: Thunder rolling in the mountains (21)

Author: Scott O'Dell and Elizabeth Hall.

In the late nineteenth century, a young Nez Perce girl relates how her people were driven off their land by the U.S. Army and forced to retreat north until their eventual surrender.

Title: Valley of the sun: frontier stories (19-21)

Author: Louis L'Amour.

Includes nine stories of the American frontier, where men and women of indomitable courage, honor, and individualism fight to survive and stake their claim to the future.

Conflict: Specialty Area Questions & Learning Activities

Title: West against the wind (19-20)

Author: Liza Ketchum Murrow.

Fourteen-year-old Abby seeks both her father and the secret of a handsome but mysterious boy during an arduous journey by wagon train from the middle of the country to the Pacific coast in

Title: West along the wagon road 1852 (19-20)

Author: Laurie Lawlor.

Everyone on the wagon train knew Harriet "Duck" Scott was looking for adventure, as the Scott family left Illinois for the faraway Oregon Territory.

Title: West to a land of plenty: the diary of Teresa Angelino Viscardi (19-21)

Author: Jim Murphy.

While traveling in 1883 with her Italian American family (including a meddlesome little sister) and other immigrant pioneers to a utopian community in Idaho, fourteen-year-old Teresa keeps a diary of her experiences along the way.

Title: May B (19-20)

Author: Caroline Star Rose

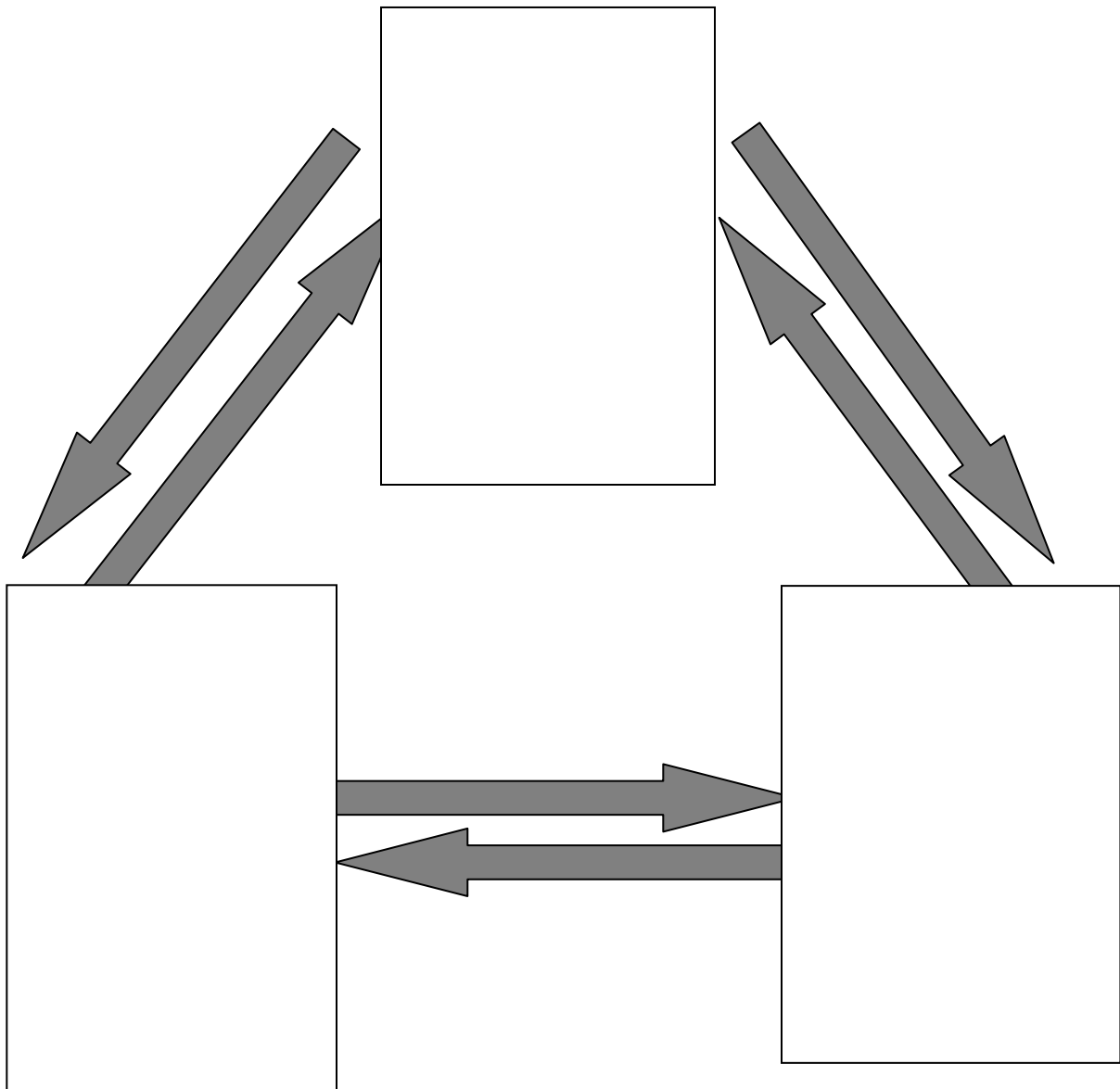
May is helping out on a neighbor's Kansas prairie homestead—just until Christmas, says Pa. She wants to contribute, but it's hard to be separated from her family by 15 long, unfamiliar miles. Then the unthinkable happens: May is abandoned. Trapped in a tiny snow-covered sod house, isolated from family and neighbors, May must prepare for the oncoming winter. While fighting to survive, May's memories of her struggles with reading at school come back to haunt her. But she's determined to find her way home again. Caroline Starr Rose's fast-paced novel, written in beautiful and riveting verse, gives readers a strong new heroine to love.

Specialty Area Questions & Learning Activities Era II

These essential questions will 1) guide you in becoming a specialist on your chosen subject. Specialist must answer all of the essential questions prior to creating/writing their historical presentation. 2) The essential questions will serve as a listening guide for students taking notes during specialty presentations. Do not lose these questions they must last you until all presentations are completed. Lastly, you will find learning strategies embedded in the workbook, these strategies are available for use in class in conjunction with teacher instruction.

Within each Specialty box you will find textbook pages that relate to the conflict you have chosen to study. CTF= Call To Freedom textbook, AH= American History Textbook. You will also find video selections for each of your themes.

On the chart below diagram the Separation of Powers and Checks and Balances of the three branches of government.



Essential Question 17: What rights were guaranteed and/or to the people in the 1st, and in the ninth amendment?
CTF: Pages 228, 240

<p>1st “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof”</p>	<p>1st “Congress shall not ...abridge (sp) the freedom of speech”</p>
<p>1st “Congress shall not... abridge (sp) the freedom of the press”</p>	<p>1st “Congress shall not... abridge (sp) the freedom of the right of the people to peaceably to assemble”</p>
<p>1st “Congress shall not... abridge (sp) the freedom of the people to petition the Government for a redress of grievances.”</p>	<p>9th “The enumeration (list) in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.”</p>

Define & illustrate each of the rights provided to the people in the space provided above

Essential Question 14: How did the founding fathers address the separate and shared powers of the State and Federal government in the 10th amendment? **CTF: Page 240**

	State	Federal
Shared Powers	List in the space provided	List in the space provided
Separate Powers	List in the space provided	List in the space provided.

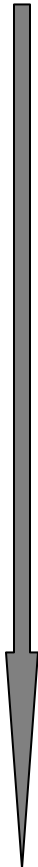
Individually Rank the Rights guaranteed in the 2, 3, 4, 5, 6 Amendments

Bill of Rights



- Rights guaranteed in 2, 3, 4, 5, 6 amendment
- Right to keep and bear arms
 - Protection from housing of troops.
 - Protection from unreasonable search and seizure
 - Due process (all parts of the law must be followed)
 - Double jeopardy (cannot be tried for the same crime twice)
 - Self-incrimination (cannot be forced to testify against yourself)
 - Eminent domain (if private land is taken for public use gov. has to pay fair market value)
 - Trial by jury
 - Public Trial
 - Impartial Jury
 - Trial in one's own community
 - Know who is testifying against you
 - Speedy trial
 - Right to counsel (attorney)
 - Know the crime that you are accused of

Most Important



Least Important

Essential Question 17: How did the 2nd, 3rd, 4th, 5th, & 6th, amendments rise from the conflict leading to the Revolutionary War? **CTF: Page 239, Page 250-252**

Amendment (illustration)	Definition	Revolutionary War Background
<i>2nd A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed”</i>		
<i>3rd” No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.”</i>		
<i>4th The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized</i>		
<i>5th No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation</i>		

<p style="text-align: center;">Amendment (illustration)</p>	<p style="text-align: center;">Definition</p>	<p style="text-align: center;">Revolutionary War Background</p>
<p><i>6th: In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence</i></p>		
<p><i>7th: In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law</i></p>		
<p><i>8th: Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.</i></p>		

Ratification of The Constitution

Movie Questions: PBS “Liberty”, Disc 3, Part VI, Chapters 8-10

Chapter 8: 30:00- What the Public thought of the Constitution

1. How did many believe the Constitution would work for America?
2. The Constitution was presented to the public in September, 1787. What was the public’s opinion of the document? What were some of their concerns?
3. Who were some of those in favor of the Constitution?
4. What were those opposed to the Constitution called? What were some of their fears?

Chapter 9: 42:11- Bill of Rights

1. What was the anti-federalists biggest worry?
2. What were the arguments for and against the Bill of Rights?
3. Who drafted the Bill and Rights and became it’s strongest supporter?
4. What three documents (presented in the documentary) is this country founded on?
5. Where do slaves fit into the phrase, “We the People”?

Specialty Area 18 War of 1812: What were the causes, course and consequences of the War of 1812? How did the War of 1812 prove the United States was a legitimate Nation? **CTF 308-319; AH 368-381**

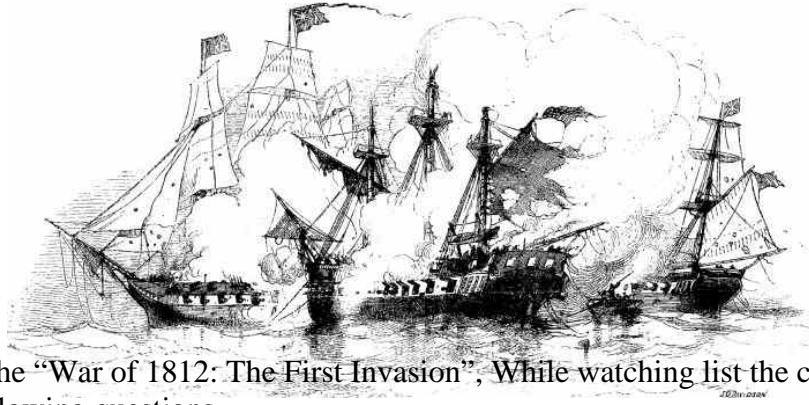


VIDEO/DVD Title: War of 1812: First Invasion the War of 1812 (Volume 1) 120 minutes

ESSENTIAL QUESTIONS

1. Analyze how Great Britain's actions prior to the War of 1812 affected its relationship with the United States.
 - a. What were impressments? Who was involved in impressments?
 - b. Why did impressments occur?
 - c. How did impressments lead to the incident with the U.S. Navy ship Chesapeake?
 - d. What happened with the US Navy ship Chesapeake?
2. Analyze the various acts passed by Congress prior to the War of 1812, and their impact on the nation.
 - a. What was the Embargo Act?
 - b. What impact did it have on U.S. Trade?
 - c. What was the Non-Intercourse Act?
 - d. What impact did it have on U.S. Trade?
 - e. How were they similar?
 - f. How were they different?
3. Analyze the role of Tecumseh in the War of 1812.
 - a. Who was Tecumseh?
 - b. What was his goal? For whom was he fighting?
 - c. What battles did he lead during the War of 1812? What happened
 - d. Why were U.S. officials worried by Tecumseh's action?
4. Who were the War Hawks and why did they favor going to war with England?
5. Why did the United States declare war against Great Britain in 1812?
6. Analyze the Battle of Lake Erie?
 - a. Where did it happen and who was involved?
 - b. What occurred? What was the impact?
7. Where was the Battle of New Orleans? Who was involved, what occurred, what was the impact?
8. Where was the Treaty of Ghent signed? What were the terms of the agreement?
9. How did the War of 1812 prove the United States was a legitimate Nation?

The War of 1812: Film and Questions



Instructions: Watch the “War of 1812: The First Invasion”, While watching list the causes of the War of 1812. Answer the following questions.

1. What were impressments?
2. How did impressments lead to the incident with the U.S. Navy ship Chesapeake?
3. Who were the War Hawks and why did they favor going to war with England?
4. Why did the United States declare war against Great Britain in 1812?

Instructions: Watch the “War of 1812: The First Invasion and the Battle of New Orleans”, while watching identify some of the key battles of 1812 and write three things about each battle.

1. Battle(s) to control St. Lawrence Sea Way.
 - A.
 - B.
 - C.
2. Battle(s) to destroy Atlantic Seaports.
 - A.
 - B.
 - C.
3. Battle(s) on the Western Frontier.
 - A.
 - B.
 - C.
4. Battle(s) to control the Mississippi (Battle of New Orleans)
 - A.
 - B.
 - C.

How did the War of 1812 prove the United States was a legitimate Nation? Explain your answer.

“For the United States, the triumph of Andrew Jackson’s roughshod collection of army regulars, backwoods militia, and bayou pirates over the elite of the British Empire came to fill a huge void in the American psyche- not only propelling Jackson to the presidency, but affirming America on the course that would extend its borders to the Pacific.”

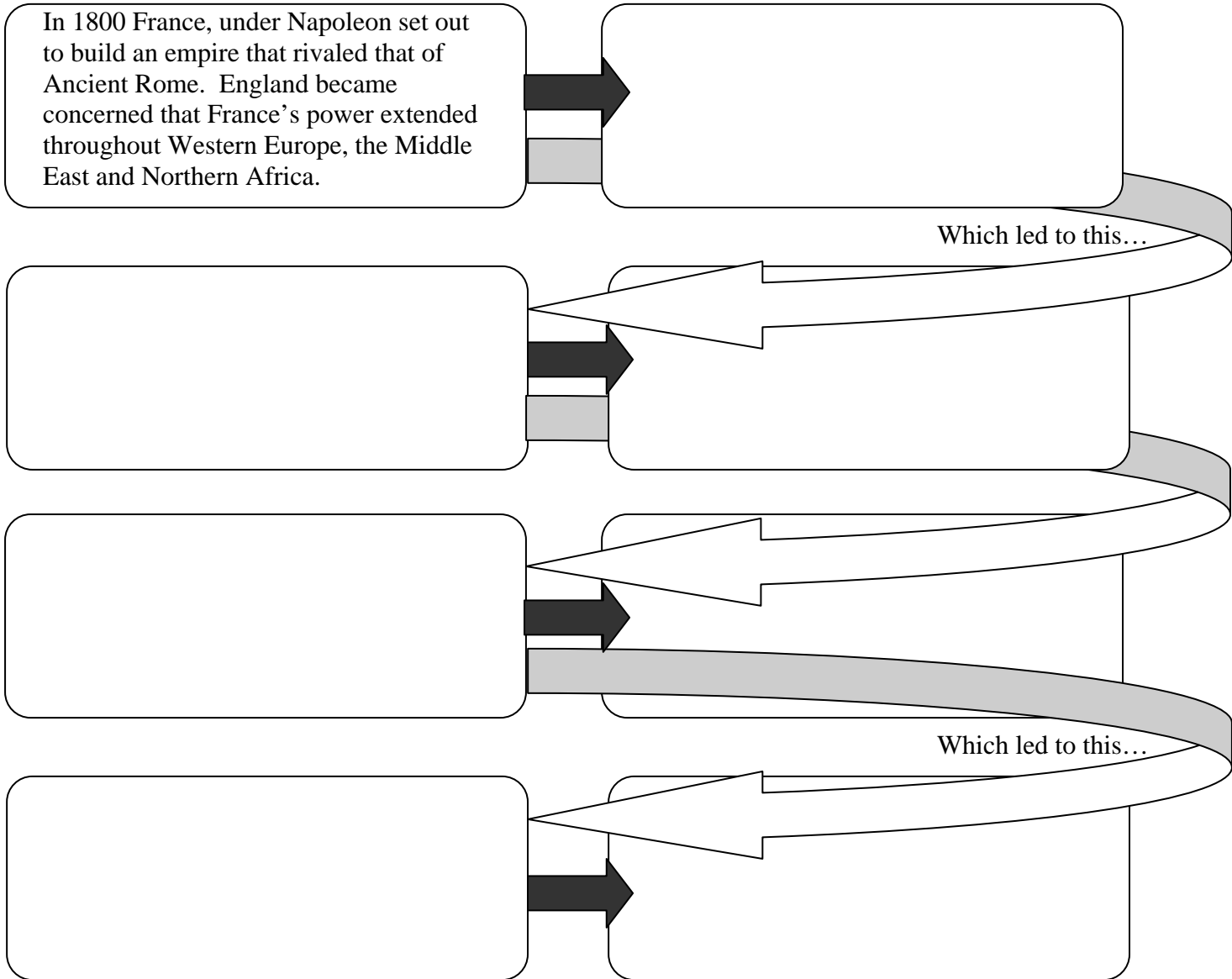
Walter R. Borneman

This Caused This: The War of 1812

This.....

In 1800 France, under Napoleon set out to build an empire that rivaled that of Ancient Rome. England became concerned that France's power extended throughout Western Europe, the Middle East and Northern Africa.

Caused This....



So what? What is important to understand about this?

An Expanding Nation: The Growing Republic:

Use the Call to Freedom textbook, pages 322-325, to answer the following questions on the growth of the Nation.

Pg 322 Geography Skills

How much did the U.S. population increase between 1790-1820?

During which ten-year period did the U.S. population increase the most?

Pg 323 Geography Skills

Was the value of U.S. exports usually higher or lower than the value of imports from 1790-1820?

When were the values of U.S. exports and import lowest? Why do you think trade was so low at those times?

Pg 324 Geography Skills

What major American Indian people still populated U.S. territory in 1790?

In what ways was the physical geography of western North America different from the central and eastern parts of the continent?

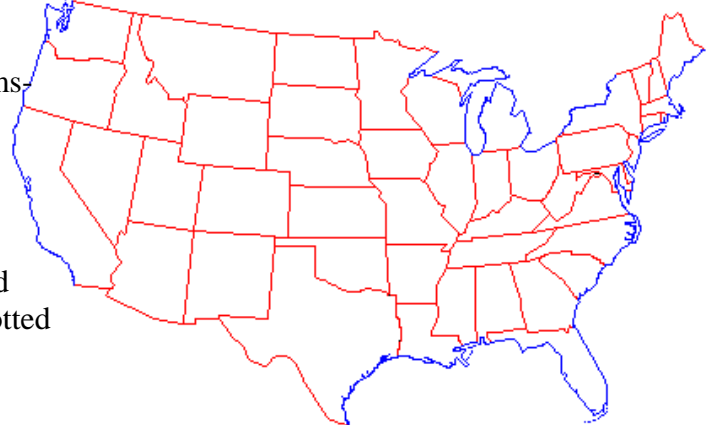
In what parts of the present-day United States were many Spanish settlements located?

Pg 325 Geography Skills

Which two nations shared control of Oregon Country after 1818?

What physical features helped form the western boundary of the Louisiana Purchase and the Adams-Onis treaty?

On the map on the right draw in the U.S. borders established by the Convention of 1818 (use a solid line) and the Adams-Onis treaty of 1819 (use a dotted line).



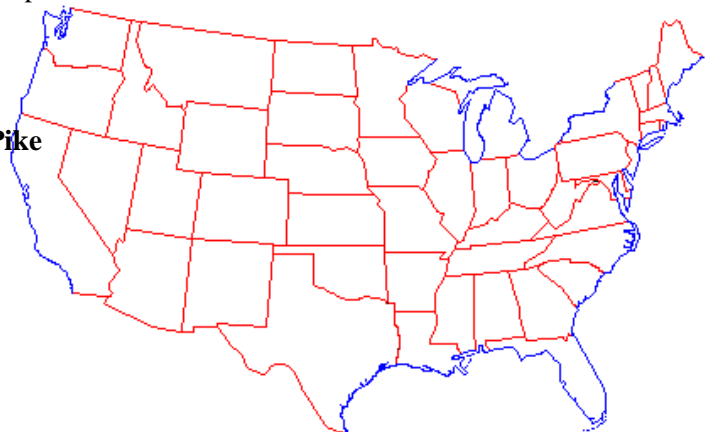


VIDEO/DVD Title: Lewis and Clark: Great Journey West (entire DVD) 40 minutes; Title: The Way West, entire DVD

ESSENTIAL QUESTIONS

1. Analyze the Louisiana Purchase.
 - a. How and why did the Louisiana Purchase take place?
 - b. Why was Napoleon willing to sell the Louisiana area?
 - c. What territories were included in the Louisiana Purchase?
 - d. Why was the Louisiana Purchase important to the future of the United States?
 - e. When was the territory purchased?
2. Analyze the Lewis and Clark expedition.
 - a. What experiences prior to the expedition had prepared Lewis and Clark for the expedition?
 - b. What kind of information did Jefferson want Lewis and Clark to collect on their journey?
 - c. Other than Lewis and Clark, who else traveled with the expedition? What were their roles?
 - d. What regions did Lewis and Clark explore?
 - e. Why was the Lewis and Clark expedition important?
3. Analyze the Pike expedition.
 - a. What experiences prior to the expedition had prepared Zebulon Pike for the expedition?
 - b. What kind of information was Zebulon Pike supposed to collect on his journey?
 - c. Other than Zebulon Pike, who else traveled with the expedition? What were their roles?
 - d. What regions did Pike explore?
 - e. Why was the Pike expedition important?
4. Analyze the Fremont expedition.
 - a. What experiences prior to the expedition had prepared John C Fremont for the expedition?
 - b. What kind of information did Fremont collect on his journey?
 - c. Other than Fremont who else traveled with the expedition? What were their roles?
 - d. What regions did Fremont explore?

On the attached map draw & label the Louisiana Purchase, as well as the Lewis & Clark expedition, Pike Expedition & Fremont expedition.



Westward Expansion

Louisiana Purchase

Napoleon foresaw a _____ he realized that he could not hold onto the French colonies in North America as such he decided to _____

Louisiana Purchase

- i. _____
- ii. _____
- iii. _____
- iv. Napoleon Bonaparte, upon completion of the agreement, stated, "This accession of territory affirms forever the power of the United States, and I have given England a maritime rival who sooner or later will humble her pride."

What was the purpose of the Lewis and Clark Expedition?

Lewis and Clark were enlisted by Thomas Jefferson to explore the Louisiana Territory, in particular the area along the _____, to find out what kind of land, vegetation, people, and natural resources were in the territory (survey the land.)

Purpose continued...

Thomas Jefferson's home, Monticello.

Why was the Lewis and Clark Expedition Important?

- i. _____.
- ii. They made maps of major rivers and mountain ranges.
- iii. Lewis and Clark observed and described 178 plants and 122 species of animals.
- iv. _____.
- v. _____.
- vi. It strengthened U.S claim to Oregon Territory and established a precedent for exploration of the West.
- vii. It strengthened attention on the West through literature and media.

What was the purpose of the Pike expedition? To explore the southern and western portions of the Louisiana Purchase. To explore the headwater of the Arkansas and Red rivers. To explore portions of Colorado where he named a Mountain Peak after himself.

What was the purpose of the Fremont expedition? To survey the Western territory of the United States, he explored the lands between the Mississippi and Missouri River and mapped portions of the Des Moines River. He also went into portions of Utah and California.

Mapping Activity - On the map color the Louisiana Purchase in red AND map the Lewis & Clark expedition along the route they travelled.



Manifest Destiny: DEFINE
Manifest Destiny:

Painting Analysis Sheet--American Progress by John Gast



Look carefully at the painting and list your observations.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

This painting by John Gast called American Progress is highly symbolic of U.S. Westward Expansion. The following questions will help to guide your deeper understanding of this iconic American masterpiece.

1. What is the angel's name and what does she represent?
2. What direction is the angel heading?
3. What two things are in her arm and what do they represent?
4. Who is she leading?
5. What economic activities of the settlers are represented?
6. What modes of transportation are represented?
7. What race are the settlers and the angel?
8. What are the Indians and animals doing?
9. Where is the sky light and where is it dark?

Yertle the Turtle:

After listening to the story of Yertle draw a connection between Dr. Seuss' story and Manifest Destiny.



The West
Act I: Exploration



1. Go to the front of the room bow to the class and in a dramatic voice, with your arms spread in front of you as if you were making a dramatic pronouncement say: *"The story of the American West. Act I: Exploration"* Return to your seat.
2. Go to the front of the class room, write 1787, turn and face the class, speak loudly and proclaim in an official sounding voice: *Here ye! Here ye! In the year 1787 The Northwest Ordinance set guidelines for settlement of the American West, including the prohibition of slavery, requirement to deal fairly with Indians and admission of new states.* Return to your seat.
3. Stand near your chair and announce to the class, *"Thomas Jefferson became president in March 1801"*. Stay standing until the next person has completed their reading and sits down in their seat.
4. Stand and look as if you are peering through a microscope, say: *"Jefferson was interested in science and wanted to discover the source of the Missouri River."* Sit back down in your seat.
5. Run to the front of the room and make a motion as if you were digging a shovel into the earth, say: *"Farmers used the Mississippi River to transport their goods down river to Port of New Orleans."* Return to your seat.
6. Stand up, shake the hand of the person nearest to you and say: *"Jefferson worked out a treaty with Spain to use the Port of New Orleans."* Return to your seat.
7. Stand up, turn around and hold your fingers to your lips as if whispering to the class and say *"In a secret treaty, Spain gave New Orleans and all of the Louisiana to France."* Return to your seat.
8. Stand up, run to the nearest person and pretend that you are getting money out of your pocket, say: *"Jefferson decided it was best if the United States bought New Orleans from the French"* Return to your seat.
9. Stand up, hold ten fingers in the air and say: *"Jefferson told the negotiators that he was willing to pay 10 million dollars for the Port of New Orleans."* Return to your seat.

10. March to the front of the room with your hand at your waist, rub your fingers together as a sign that you want money, then say *"Napoleon Bonaparte, the ruler of France, needed money because he was fighting a war in Europe."* March back to your seat.
11. Stand up; take a bow and say, in your best French accent: *"I want 15 million dollars for the entire territory!"* Return to your seat.
12. Run to the front of the room, pretend to pull your hair and then throw your arms up in disgust while saying loudly, *"What? - 15 million dollars was twice the government's annual budget!"* Return to your seat
13. Run to the front of the room, on the white board write: Lou. Pur. 1803, turn and face the class, spread your arms wide, say: *"The United States doubled in size."* Return to your seat.
14. Stand up; hold three fingers in the air, and say: *"The cost was only three cents an acre"* Return to your seat.
15. Go to the white board and write 1804-1806 L&C, point into the distant and say: *"President Jefferson asked Meriwether Lewis to guide a group of men to explore the newly bought territory."* Return to your seat.
16. Stand up, raise your hand above your eyes and look out over the class as if you are trying to spot someone you know. Say: *"Lewis chose his former commanding officer, William Clark to go with him."* Return to your seat.
17. Stand up hold your right hand with 4 fingers, your left hand with three fingers, say: *"Forty-three men including Lewis and Clark left on May 14, 1804, they were known as the 'Corp of Discovery'."* Return to your seat.
18. Stand up, hold your arms in the air, connecting your wrists as if they are chained to together, say, *"William Clark took along his slave, a man named York. He was the first black man the Indians had ever seen, the Indians thought he was Strong Medicine."* (say Strong medicine in a menacing voice) Return to your seat.
19. Stand up and raise your right arm in the air as if pointing into the distance and say: *"A French Trader Charbonneau, and his Shoshoni wife Sacagawea were hired to help guide the 'Corp of Discovery'."* Return to your seat.
20. Stand up and make an announcement, clear your throat before you begin, *"They traveled up the Missouri which was (exaggerate the deepest of your voice) deep, and (make a wide gesture with your arms) wide and (in a gravelly voice) muddy."* Return to your seat.
21. Stand up and in a very slow voice, say: *"They were able to travel about 14 miles per day."* Return to your seat
22. Go to the white board and write: "Journal" then say: *"President Jefferson told Lewis to record all they saw and did. Each man was to write in a journal."* Return to your seat
23. Stand up, point to yourself and say: *"These journals are known as primary sources because they are in first person."* Return to your seat.

24. Stand up, raise both arms in the air as if to form a triangle, or mountain, and say: *"Lewis traded the Shoshone for horses to make the trip over the Bitterroot Mountains, in Montana."* Return to your seat
25. Stand up and clutch your stomach as if starving and say: *"The journey over the Bitterroot Mountains of Montana was difficult and the men nearly starved."* Return to your seat.
26. Stand up. Row your arms as if paddling a boat, say: *"After crossing the Bitterroots the Corp of Discovery, traded with Indians for canoes and sailed down the Columbia to the Pacific Ocean."* Return to your seat.
27. Stand up. Raise your hands in the hair and act as if you are hammering nails into an imaginary wall, say: *"The Corp of Discovery built Fort Clatsop and spent the winter of 1805-1806 near the Pacific Ocean"*. Return to your seat.
28. Stand up. Point your index finger toward the East and say: *"In the spring of 1806, The Nez Perce helped the Corp of Discovery find their way East across the Bitterroot Mountains."* Return to your seat.
29. Stand up, run quickly around the room and say: *"The voyage East was faster as they were traveling down river on the Missouri and her tributaries."* Return to your seat.
30. Stand up, hold your left side, as if in pain, and say, *"Only one man, Sergeant Charles Floyd died while on the Expedition, he died of a ruptured appendix"* Return to your seat.
31. Stand up. Raise your arm as if to salute and say: *"On their return to St. Louis the Corp of Discovery were considered heroes."* Return to your seat.
32. Go to the white board, write: "Accomplishments" Return to your seat.
33. Go to the white board, near the sign that reads 'accomplishments', Raise both arms into the air, as if to flex your muscles and say: *"They strengthened Americans claims to the West."* Remain there, with your arms flexed, until told to return to your seat.
34. Go to the white board, near the sign that reads 'accomplishments', raise two fingers above your head as if they were feathers and say: *"They strengthened Americans relations with the Indians."* Remain there, with your 'feathers' in the air until told to return to your seat.
35. Go to the white board, near the sign that reads 'accomplishments', rub two fingers together, to indicate making money, and say: *"They generated Americans' interest in the fur trade"* Remain there, rubbing your fingers together, until told to return to your seat.
36. Go to the white board, near the sign that reads 'accomplishments', point your index finger at your brain and say: *"They expanded human knowledge of the West."* Remain there, pointing at your brain until told to return.
37. Go to the white board, near the sign that reads 'accomplishments', walk in place and say: *"They traveled 8000 miles in less than 2 ½ years, leading the way for thousands of Americans to follow"* Remain walking in place until told to return.

38. Go to the white board, near the sign that reads ‘accomplishments’, turn to those who represent the accomplishments of the Corp of Discovery, clap your hands and say: *"The Lewis & Clark Expedition was a success! You may now return to your seat."* Return to your seat.
39. Go to the white board, write 1806-1807 Pike, turn and face the class, say: *"President Jefferson sent Zebulon Pike on an expedition to explore the headwaters of the Arkansas River, an expedition that took him into Mexican territory."* Return to your seat.
40. Stand up near your desk, show an expression that indicates shock and horror, and say: *Pike was discovered and taken prisoner by a Spanish patrol.* Return to your seat.
41. Turn to your neighbor, circle your forefinger near your forehead as if to indicate the Spanish were crazy, and say: *"The Spanish unwisely took Pike throughout New Mexico, Texas and Mexico, en route he saw everything he wanted to know. Pike was released in 1807."*
42. Go to the board, write the word Pike draw an arrow from the word accomplishments to Pike’s name. Turn and face the class, say: *"Pike became a national celebrity; he gathered reports on Spanish forces and settlements in the Southwest."* Return to your seat.
43. Go to white board, write the word: Mountain Men. Turn to the class, and say: *"Mountain Men in small bands of trappers roamed (draw a circle in the air with your hands) the West."* Return to your seat
44. Go to the white board, point to the word Mountain men, and say: *"In 1807 John Colter, explored present-day Yellowstone Park."* Use your hands to indicate a geyser going off. Return to your seat
45. Go to the white board, point to the word Mountain men, and say. *"In 1824 Jim Bridger became the first white man to see the Great Salt Lake."* Act as if you are drinking a glass of salt water, and act as if you are spitting it out. Return to your seat.
46. Go to the white board, point to the word Mountain men and say: *"In 1826 Jedediah Smith, led the first party of Americans overland to California."* March back to your seat as if you are marching overland to California.
47. Go to the front of the room, make a noise as if you are clearing your throat to get attention, turn to the class and say in a loud clear voice. *"Government explorers and mountain men opened the West. Their efforts made it possible for America to lay claim to the West and for farmers, merchants, Mormons and miners to colonize the West"*. Take a bow, and return to your seat.

End of Act I

Specialty Area 20: Westward Expansion: What were the ideas and events that motivated the expansion of the United States? Land acquisition, economy, and immigration (religion)? **CTF 554, 558-563 (mining and ranching) CTF 420-439, AH 442-443, 444-449, 462-466.**



VIDEO/DVD Title: The Way West: How the West Was Lost & Won

Episode 1 Go to Scene Selection and select “Million on the March” and then watch through “Gold Fever” and then watch 20 minutes

Episode 4 Go to Scene Selection and select “Harassment and Starvation” and then watch minutes

Episode 4 Go to Scene Selection and select “White Homesteaders” and then watch minutes

ESSENTIAL QUESTIONS

1. Analyze conflict in the West between ranchers, miners and farmers.
 - a. What were some of the reasons ranchers, miners and farmers experienced conflict in the settlement of the West?
2. What role did the Oregon trail play in Westward expansion?
 - a. Along what route did it travel?
 - b. How did it impact the settlement of the West?
3. What role did Mormons play in Westward expansion?
 - a. On what route did the Mormons travel West? Why did they travel this route?
 - b. What territories did the Mormons settle?
 - c. What was unique about the Mormon settlements?
4. Analyze the role of the Mountain Men in the expansion of the West?
 - a. What was the life of the Mountain Men like?
 - b. How did their work lead to the exploration and settlement of the West?
5. What role did the gold rush play in the expansion of the West?
 - a. Where was it located?
 - b. Who were the key individuals involved?
 - c. What was the impact of the Gold Rush?
6. How were Native Americans lands impacted by the settlement of the West?
7. How were Native American peoples impacted by the settlement of the West?

**Primary Document: *The Letters and Journals of Narcissa Whitman*
April 1836**

A. Saturday, 4th. Good morning, H. and E. I wrote last night till supper; after that it was dark I could not see. I told you how many bipeds there was in our company last night; now for the quadrupeds: Fourteen horses, six mules and fifteen head of cattle. We milk four cows. We started with seventeen, but we have killed one calf, and the Fur Company, being out of provision, have taken one of our cows for beef. It is usually pinching times with the Company before they reach the buffalo. We have had plenty because we made ample provision at Liberty. We purchased a barrel of flour and baked enough to last us, with killing a calf or two, until we reached the buffalo.

The Fur Company is large this year; we are really a moving village - nearly 400 animals, with ours, mostly mules, and 70 men. The Fur Company have seven wagons drawn by six mules each, heavily loaded, and one cart drawn by two mules, which carries a lame man, one of the proprietors of the Company. We have two wagons in our company. Mr. and Mrs. S., husband and myself ride in one, Mr. Gray and the baggage in the other. Our Indian boys drive the cows and Dulin the horses. Young Miles leads our forward horses, four in each team. Now E., if you want to see the camp in motion, look away ahead and see first the pilot and the captain, Fitzpatrick, just before him, next the pack animals, all mules, loaded with great packs; soon after you will see the wagons, and in the rear, our company. We all cover quite a space. The pack mules always string one after the other just like Indians.

B. There are several gentlemen in the company who are going over the mountains for pleasure. Capt. Steward (Mr. Lee speaks of him in his journal - he went over when he did and returned) he is an Englishman and Mr. Celam. We had a few of them to tea with us last Monday evening, Capt. Fitzpatrick, Stewart, Major Harris and Celam.

I wish I could describe to you how we live so that you can realize it. Our manner of living is far preferable to any in the States. I never was so contented and happy before neither have I enjoyed such health for years. In the morning as soon as the day breaks the first that we hear is the words, "Arise! Arise!" - then the mules set up such a noise as you never heard, which puts the whole camp in motion. We encamp in a large ring, baggage and men, tents and wagons on the outside, and all the animals except the cows, which are fastened to pickets, within the circle. This arrangement is to accommodate the guard, who stand regularly every night and day, also when we are in motion, to protect our animals from the approach of Indians, who would steal them. As I said, the mules' noise brings every man on his feet to loose them and turn them out to feed.

C. Now, H. and E., you must think it very hard to have to get up so early after sleeping on the soft ground, when you find it hard work to open your eyes at seven o'clock. Just think of me - every morning at the word, "Arise!" we all spring. While the horses are feeding we get breakfast in a hurry and eat it. By this time the words, "Catch up! Catch up," ring through the camp for moving. We are ready to start usually at six, travel till eleven, encamp, rest and feed, and start again about two; travel until six, or before, if we come to a good tavern, then encamp for the night.

Since we have been in the prairie we have done all our cooking. When we left Liberty we expected to take bread to last us part of the way, but could not get enough to carry us any distance. We found it awkward work to bake out of doors at first, but we have become so accustomed to it now we do it very easily.

D. Tell mother I am a very good housekeeper on the prairie. I wish she could just take a peep at us while we are sitting at our meals. Our table is the ground, our table-cloth is an India-rubber cloth used when it rains as a cloak; our dishes are made of tin-basins for teacups, iron spoons and plates, each of us, and several pans for milk and to put our meat in when we wish to set it on the table. Each one carries his own knife in his scabbard, and it is always ready to use. When the table things are spread, after making our own forks or sticks and helping ourselves to chairs, we gather around the table. Husband always provides my seat, and in a way that you would laugh to see. It is the fashion of all this country to imitate the Turks. Messrs. Dunbar and Allis have supped with us, and they do the same. We take a blanket and lay down by the table, and those whose joints will let them follow the fashion; others take out some of the baggage (I suppose you know that there is no stones in this country' not a stone have I seen of any size on the prairie). For my part I fix myself as gracefully as I can, sometimes on a blanket, sometimes on a box, just as it is convenient. Let me assure you of this, we relish our food none the less for sitting on the ground while eating. We have tea and a plenty of milk, which is a luxury in this country. our milk has assisted us very much in making our bread since we have been journeying. While the Fur Company has felt the want of food, our milk has been of great service to us; but it was considerable work for us to supply ten persons with bread three times a day. We are done using it now. What little flour we have left we shall preserve for thickening our broth, which is excellent. I never saw any thing like buffalo meat to satisfy hunger. We do not want any thing else with it. I have eaten three meals of it and it relishes well. Supper and breakfast we eat in our tent. We do not pitch it at noon. Have worship immediately after supper and breakfast.

Read only your assigned portion of the letter, when finished, summarize the section in the space provided and answer the questions that follows:

Reading Summary:

According to the journal what was it like travelling on the Oregon Trail? Provide at least two examples.

A. _____

B. _____

Based on the portion of the journal you read do you believe that Mrs. Whitman generally enjoyed the trip? Explain your answer.

Specialty Area 21: Native Americans: Native Americans: 1830-1880: Who were the key Native Americans and what events were involved in Native American Conflict? Who were the key Americans involved in Native American Conflict?. **CTF 546-551, 347; AH 373-374, 430-434, 640-643 CTF 345, 338-341, 549; AH 373-374, 430-434, 640-643** What were the government's policies toward and treaties with American Indian nations? **CTF 310, 311, 324, 432, 344-348; AH 373-374, 430-434, 640-643**



VIDEO/DVD Title: 500 Nations:

Episode 6 (Disc 3) Go to Scene Selections and select Chapters 5 and then watch through Chapter 9 22 minutes

Episode 6 (Disc 3) Go to Scene Selections and select Chapters 11 and then watch through Chapter 12 5 minutes

Episode 7 (Disc 4) Go to Scene Selections and select Chapters 13 and then watch through Chapter 14 10 minutes

Title: The Complete DVD History of U.S. Wars, Volume 3 1870-1950, Part 5 stop at Spanish American War
ESSENTIAL QUESTIONS

1. Analyze the role Crazy Horse played in the Indian Wars in the West.
 - a. Who was Crazy Horse and where was he from?
 - b. What was his tribe?
 - c. What was his goal?
 - d. What battles was he involved in?
 - e. What was the reaction of the U.S. Government to Crazy Horse?
 - f. What was his fate?

2. Analyze the role Chief Joseph played in the Indian Wars in the West.
 - a. Who was Chief Joseph and where was he from?
 - b. What was his tribe?
 - c. What was his goal?
 - d. What battles was he involved in?
 - e. What was the reaction of the U.S. Government to Chief Joseph?
 - f. What was his fate?

3. Analyze the role Sitting Bull played in the Indian Wars in the West.
 - a. Who was Sitting Bull and where was he from?
 - b. What was his tribe?
 - c. What was his goal?
 - d. What battles was he involved in?
 - e. What was the reaction of the U.S. Government to Sitting Bull?
 - f. What was his fate?

ESSENTIAL QUESTIONS 21 cont...

4. Analyze the events and individuals involved in the Trail of Tears.
 - a. Where was it located and which areas did it cover?
 - b. Who was forced to walk the trail?
 - c. Why was it called the “Trail of Tears”?
 - d. What was the fate of the Cherokee?
 - e. Why did President Andrew Jackson order the Trail of Tears? What did he hope to accomplish?

5. Analyze the Battle of the Little Bighorn.
 - a. What happened at the Battle of the Little Bighorn?
 - b. Where was it fought?
 - c. Why was it called “Custer’s Last Stand?” Who was General George Armstrong Custer and how did he treat Native Americans?
 - d. Who were the key Native Americans involved?
 - e. What was the result of the Battle of Little Bighorn?

6. Analyze US government policies toward Native Americans.
 - a. What was the US government’s policy of relocation toward the Native Americans?
 - b. What was the US government’s policy of removal toward the Native Americans?
 - i. What role did the Indian Removal Act play in this policy?
 - c. What was the US government’s policy of assimilation toward the Native Americans?
 - i. What role did Indian Schools play in the policy of assimilation>
 - d. What was the US government’s policy of sovereignty toward the Native Americans?
 - i. What role did reservations play in the policy of sovereignty?

7. Who was Andrew Jackson?
 - a. What was his policy and involvement in Native American Policy?

Following the lecture, readings and film clips on Native Americans, in the space provided write down 9 key words (adjectives [descriptive words], verbs, and nouns [person, place, thing]) that best describe the policy toward and conflict with Native Americans. Be prepared to defend your word choice.

- 1, _____, 2. _____, 3. _____
- 4, _____, 5. _____, 6. _____
- 7, _____, 8. _____, 9. _____

Accounts of the Battle of Wounded Knee – Primary Source Analysis

Black Elk – Account of the Wounded Knee Massacre (1890)

There were a number of long-standing issues at the reservation at Wounded Knee that contributed to the tension there prior to the massacre. In the bad crop years of 1889 and 1890, the U.S. government failed to provide the full amount of food, agricultural implements and seeds, clothing, and supplies mandated by its treaty with the Indians. Black Elk, a young man in 1890, describes the tragedy at Wounded Knee in this excerpt from his autobiography, “Black Elk Speaks.”

There was much shooting down yonder, and there were many cries, and we could see calvarymen scattered over the hills ahead of us. Calvarymen were riding along the gulch and shooting into it, where the women and children were running away and trying to hide in the gullies and the stunted pines. ...

We followed down along the dry gulch, and what we saw was terrible. Dead and wounded women and children were scattered along there and where they had been trying to run away. The soldiers had followed along the gulch, as they ran, and murdered them in there. Sometimes they were in heaps along the gulch, as they ran, and murdered them in there. Sometimes they were in heaps because they had huddled together, and some were scattered all along. Sometimes bunches of them had been killed and torn to pieces where the wagon guns hit them. I saw a little baby trying to suck its mother, but she was bloody and dead. ...

When I saw this I wished that I had died too, but I was not sorry for the women and children. It was better for them to be happy in the other world, and I wanted to be there too. But before I went there I wanted to have revenge. I thought there might be a day, and we should have revenge.

President Benjamin Harrison – Report on the Wounded Knee Massacre and the Decrease in Indian Land Acreage (1891)

The following is an excerpt from President Harrison’s annual message, delivered December 9, 1891, in which he describes the Wounded Knee Massacre and the progress of the program to decrease Native American land acreage.

The outbreak among the Sioux which occurred in December last is as to its causes and incidents full reported upon by the War Department and the Department of the Interior. ... That these Indians had some just complaints ... is probably true; but the Sioux tribes are naturally warlike and turbulent, and their warriors were excited by their medicine men and chiefs, who preached the coming of an Indian messiah who was to give them power to destroy their enemies. ...

In view of the alarm that prevailed among the white settlers near the reservation and of the fatal consequences that would have resulted from an Indian incursion, I placed at the disposal of General Miles, commanding the Division of the Missouri, all such forces as we thought by him to be required. He is entitled to the credit of having given thorough protection to the settlers and of bringing the hostiles into subjection with the least possible loss of life. ...

Since March 4, 1889, about 23,000,000 acres have been separated from Indian reservations and added to the public domain for the use of those who desire to secure free homes under our beneficent laws.

-
1. What were some of the atrocities that Black Elk described?
 2. How does Black Elk’s description of the events differ from President Harrison’s account?
 3. In what ways did President Harrison justify the Battle of Wounded Knee?
 4. At the end of his account, Black Elk vows for revenge; was Black Elk ever able to get revenge for the events at Wounded Knee? What is the historical significance of the Battle of Wounded Knee to the Indian Wars?

The Trial of Mr. Charles Ingalls
(author unknown)

Issue: Mr. Charles Ingalls settled on Indian land in 1872, before the land was officially opened for white settlement. Did he recklessly and intentionally enter and trespass on Indian land?

Cast of Characters

Bailiff:

Judge:

Jury: at least 12 people

Prosecuting Attorney(s):

Defense Attorney(s):

Joseph Collins, Indian Agent:

Dr. Tan, employed by the US government to provide medical services in Indian Territory.

Jonathan Edwards, farmer:

Charles Ingalls, farmer:

Total: Eight characters plus the jury. You can add more lawyers and divide up their lines if you need more characters.

Background

During the years of settlement by white men of the Western part of the United States there were many conflicts between white men and Indians. Most of these conflicts resulted in wars instead of court proceedings. This mock trial was written to acquaint students with the reasons for some of these conflicts as well as to allow students to participate in learning experience on criminal court proceedings. The authors have assumed that there was a territorial or federal Criminal Trespass Statute in effect on territory in 1872, similar to Utah Criminal Code 76-6-206 and used it as the basis for this trial. Charles Ingalls, Mr. Edwards and Dr. Tan were all real people. The incidents in this trial are mostly real and are recorded by Laura Ingalls Wilder in her book, *Little House on the Prairie*. Joseph Collins and the trial itself are purely imaginary.

The Story

During the late winter and spring of 1872 Charles Ingalls moved his family from Wisconsin to Indian Territory. The move was made after Mr. Ingalls heard from a friend in Washington D.C. that within the next few weeks the Indians would be moved from Indian Territory and that the Indian would be opened to settlement. After settling on the prairie a few miles west of the Verdigris River, Mr. Ingalls built a house and a stable, dug a well, and cut and stocked hay. He plowed the prairie and planted potatoes and corn.

While living at their home on the prairie they were visited by Mr. Edwards and many Indians. Dr Tan came to the Ingalls' home to treat them when the family contracted malaria. The Indian agent, Mr. Collins, came to their home one day when the whole family was gone. After several Indians complained that many people were settling on their lands, Mr. Ingalls was charged with Criminal Trespass.

When finished with the trial (your instructor will provide you a script) please list your verdict below: Be sure to provide a clear rationale for your verdict:

Specialty Area 22: During the Texas Revolution from Mexico who were the key individuals involved and what occurred ? CTF 422-426; AH 451-456



VIDEO/DVD Title: “US Mexican War 1846-1848” Disc One, Part I; Title: The Complete DVD History of U.S. Wars Volume 2 Part 3 Title: “The Story of Us” Texan Revolution.

ESSENTIAL QUESTIONS

1. Who was Father Miguel Hidalgo y Costilla?
 - a. What was his position on slavery and Indians?
 - b. How did he inspire the Mexican War for Independence from Spain?
2. Analyze the role of the empresarios in leading to the Texan Revolt.
 - a. What were empresarios?
 - b. Why did Mexico begin using empresarios in Texas, and what conflicts arose between U.S. settlers and the Mexican government?
3. Who was Stephen F. Austin?
 - a. What did he accomplish in Texas, and what was his role in the Texas Revolution?
4. Who was Antonio López de Santa Anna?
 - a. What was his role in the Texas Revolution?
 - b. What was his fate?
5. Who was Sam Houston?
 - a. What did he accomplish in Texas?
 - b. What was his role in the Texas Revolution and what was his fate?
6. What occurred at the Battle of the Alamo?
 - a. Who was involved in the Battle of the Alamo? What was their fate?
 - b. Where did the Battle take place and what was the impact of the Battle of the Alamo?
7. What occurred at the Battle of Goliad?
 - a. Who was involved in the Battle of Goliad? What was their fate?
 - b. Where did the Battle take place and what was the impact of the Battle?
8. Where occurred at the Battle of San Jacinto?
 - a. Who was involved in the Battle of San Jacinto? What was their fate?
 - b. Where did the Battle take place and what was the impact of the Battle?
8. What did President Jackson think might happen if the United States annexed Texas?

Specialty Area 23: War with Mexico: How did the annexation of the Republic of Texas and the Bear Flag Revolt lead to the Mexican American War? **CTF 432-435**; AH 457-461 What was the impact of the Mexican War on the land and people of the American Southwest? **CTF 436**; **AH 451-456**, 457-461



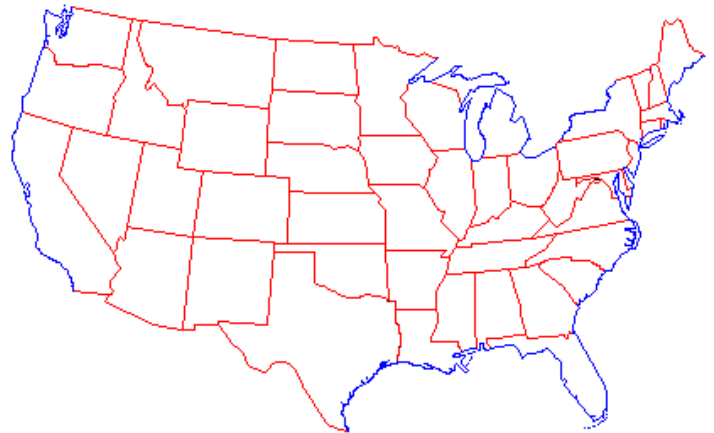
VIDEO/DVD Title: Title: “US Mexican War 1846-1848” Disc One and Disc Two; Title: The Complete DVD History of U.S. Wars Volume 2 Part 4: The Civil War 1846

ESSENTIAL QUESTIONS

1. Analyze the role of Manifest Destiny in the Settlement of the West.
 - a. What was Manifest Destiny?
 - b. What impact did Manifest Destiny have on America’s expansion?
 - c. How did the Mexicans view the idea of manifest destiny?

2. What caused the Mexican American War?
 - a. Mexico to cut off diplomatic relations with the United States in 1846?
 - b. What was the result of Mexico cutting off diplomatic relation with the United States in 1846?
 - c. Who was involved in the Mexican American War?

3. What was the Bear Flag Revolt?
 - a. Where did it occur?
 - b. What occurred?
 - c. Who was involved?
 - d. What was the outcome?



Outline the territories gained in the treaty of Guadalupe/ shadow the Gadsden Purchase

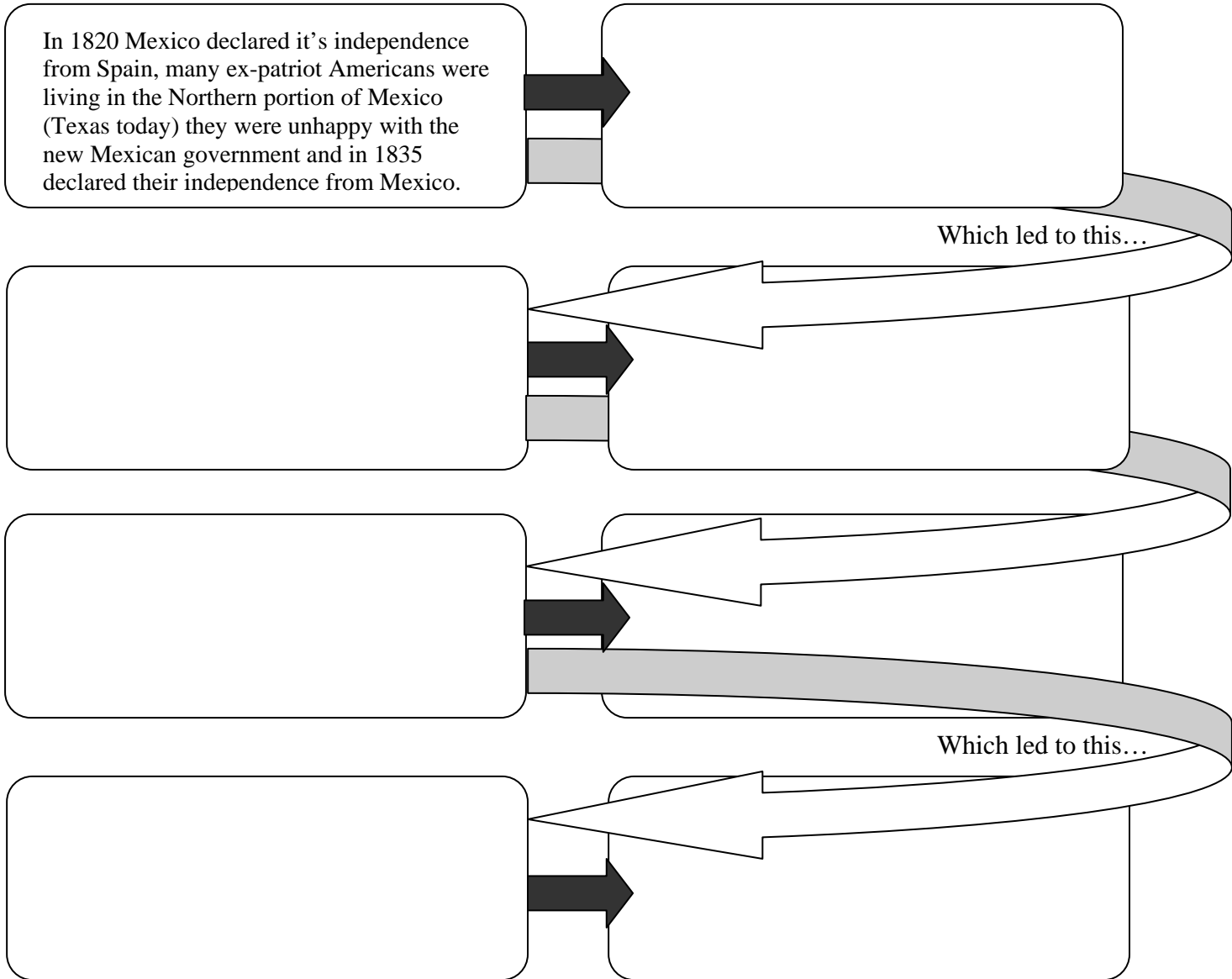
- e. What was the Mexican Cession?
 - f. What territory was involved?
 - g. What was the outcome?
4. What were the terms of the Treaty of Guadalupe?
 - a. What did each side gain and who benefited the most from this treaty?
 5. What was the Gadsden Purchase? What territories were involved?
 6. How did the American victory in the Mexican War affect the United States?

War with Mexico: This Caused This

This.....

In 1820 Mexico declared its independence from Spain, many ex-patriot Americans were living in the Northern portion of Mexico (Texas today) they were unhappy with the new Mexican government and in 1835 declared their independence from Mexico.

Caused This....



So what? What is important to understand about this?

The West
Act II: Expansion



1. Go to the front of the room, bow to the class and in a loud voice, as if making a dramatic announcement, say: *"The story of the American West. Act II: Expansion"*
2. Go to the front of the class room, write Manifest Destiny turn and face the class, read the following in a loud voice: *"In 1845 John L. Sullivan, editor of the Democratic Review, wrote"*. Return to your seat.
3. Relax in your seat as if reading the newspaper and read out loud: *"It is our Manifest Destiny...to overspread the continent allotted by Providence for the free development of our yearly multiplying millions."*
4. Turn to your neighbor, shake their hand and say: *"Americans believed they were supposed to settle the entire continent!"*
5. Turn to your neighbor and whisper: *"And they wanted to make money!"*
6. Run to the front of the room and write \$. Return to your seat.
7. Go to the front of the room, draw a picture of an animal fur (pelt), draw an arrow from the animal fur to the \$. Say the word: *"Mountain Men"*. Return to your seat.
8. Run to the window and yell: *"John Jacob Astor formed The American and Pacific Fur trading Companies he became a millionaire!"* Return to your seat.
9. Stand up, use your arms and make a motion as if building a fort in the air, say *"Forts sprung up in the West they were centers of trade between Indians and mountain men, later they helped settlers moving West."* Return to your seat.
10. Stand, march in place by your desk and say: *"Former Mountain men sometimes led expeditions West."* Return to your seat.
11. Walk your fingers across you desk, say: *"Jedediah Smith led the first wagon train across the Rocky Mountains."*
12. Sitting at your desk, act as if you are looking through a microscope, say: *"John C. Fremont & Kit Carson lead a scientific expedition into the Rocky Mountains."*
13. Act as if you are holding up a map in front of you, say: *"Fremont's map of the West became a travel guide to thousands of pioneers on the Oregon Trail."*
14. Stand at your desk, press your hands together in front of you, bow your head as if praying and say: *"American expansion was often religiously motivated."* Return to your seat.

15. Stand at your desk, curtsy to the class, and say: *“Missionaries including two women in the Whitman Party were the first party of settlers to travel overland to preach to Indians in the West.”* Return to your seat.
16. Stand at your desk, punch your hand with your fist and say: *“Driven from Nauvoo, Illinois, the Mormons came to Utah under the leadership of Brigham Young.”* Return to your seat.
17. Turn to your neighbor and say, *“Actually, Mormons settled much of the West. They built settlements in Utah, Idaho, Arizona, California, Colorado and New Mexico.”*
18. Go to the front of the room, turn to the class, and say: *“Americans competed with Britain, Russia, Spain and Indians for control of the West.”* Return to your seat.
19. Stand at your seat and say: *“Dobryǐ vecher, (Dough- bree Vee-chur) there were Russian colonies along the Pacific coast from Alaska to California.”* Return to your seat.
20. Hold your hand up in the air as if holding a glass and making a toast, and say: *“In 1867 the United States purchased Alaska from Russia.”*
21. Stand at your seat in a British accent say: *“Good Evening, the British also claimed much of the North West.”* Return to your seat.
22. Go to the board write “War of 1812”. Turn to the class and say. *“During the war of 1812 The United States and Great Britain fought for control of North America.”* Return to your seat.
23. Stand at your desk, raise your arms in the air as if shooting an arrow and say: *“During the war, Tecumseh, a Shawnee warrior, allied with Great Britain and led a pan-American alliance to stop American Expansion.”* Return to your seat.
24. Draw your hand across your neck and say: *“Tecumseh was killed in the war.”*
25. Draw and imaginary line high in the air and say: *“After the war, the 49th parallel was agreed upon as the border between the United States and Canada.”*
26. Stand up and yell *“STOP!”* Stay standing until the next person sits down.
27. Stand up, point at the individual who said *“STOP”*, say: *“That’s what President James Monroe told Europeans to do.”* Return to your seat.
28. Turn to your neighbor and whisper: *“That didn’t stop the United States. James K. Polk was elected President with a mission to expand the borders of the United States.”*
29. Stand up and say: *“Buenos dias senores, nosotros, los expanoles were here first, we had a colony in Santa Fe, New Mexico in 1598.”* Return to your seat.
30. Go to the board, write Mexico 1821, turn to the class and say: *In 1821 Mexico won their independence from Spain.”*
31. Hold your fist in the air and say: *“Viva Mexico!”*

32. Spread your arms out wide and say: *“Mexico claimed the entire Southwest, from California to Texas.”*
33. Stand up make a cross in the air with your hand and say: *“In 1823 Stephen Austin took 300 American families to Texas. They agreed to become Mexican citizens and Roman Catholics.”* Return to your seat.
34. Stand up and salute the class, say: *“In 1835 Mexican President Santa Anna abolished the Constitution of Mexico and tried to disarm the Americans in Tejas.”* Return to your seat
35. Hold your fingers in front of you as if shooting a gun, make a bang sound, and say: *“Texas declared Independence.”*
36. Run to the door, yell: *“Remember the Alamo!”* Return to your seat.
37. Turn to your neighbor as if wiping away tears, say: *“5,000 Mexican troops overwhelmed 187 Texans at the Alamo. James Bowie and Davie Crockett died in the massacre.”*
38. Stand up and say: *“That’s not all, 300 Texans were killed in the Goliad massacre!”* Return to your seat.
39. Stand up and say: *“True, but in 1836 under General Sam Houston, Texans won the Battle of San Jacinto and forced Santa Anna's to recognize Texan independence.”* Return to your seat.
40. Hold your fist in the air and say: *“Viva Texas!”*
41. Hold your index finger up in front of you and wiggle it from left to right as if to indicate ‘no’. Say: *“Mexico’s Congress refuses to recognize Texas independence.”*
42. Stand up, twirl your arm in the air as if swinging a lasso and say: *“We Texans want to become part of the United States. Please annex us!”* Return to you seat.
43. Stand up and say *“No!”* Return to your seat
44. Stand up and say *“Yes!”* Return to your seat
45. Turn to your neighbor and say: *“Americans claimed the Rio Grande River as the border, Mexicans claimed the Nueces River.”*
46. Stand up, walk in place and say: *“American forces crossed the Nueces River, Mexican troops overwhelmed them.”* Return to your seat.
47. Run to the door, and yell: *“They started it!”* Return to your seat.
48. Stand up, salute the class and say: *“We were sent to provoke a fight but it was essential that Mexico should commence it.’ Lieutenant Ulysses S. Grant.”* Return to your seat.
49. Hold your hands up in the air and say: *“President Polk declared war on Mexico!”*
50. Run to the board, draw and outline of a bear, turn to the class and say: *“Americans in California proclaimed independence.”* Return to your seat.

51. Use your hand to draw a road on your desk, say: *"The Mormon Battalion, built a road from New Mexico to California."*
52. Stand up, raise your arms in the air as if scoring a touch down and say: *"The Treaty of Guadalupe-Hidalgo ended the Mexican War."* Return to your seat.
53. Run to the front of the room, lie down as if dead and say: *"More than 13,000 Americans died in the War!"* Stay 'dead' until the next person gets up leaves.
54. Run to the front of the room, lie down as if dead and say: *"More than 25,000 Mexicans died in the War!"* Both 'dead' soldiers may return to your seat.
55. Put your head in your hands, as if saddened and say: *"Mexico lost all it's Northern territory."*
56. Turn to your neighbor and say: *"We call that, California, Nevada, Arizona, New Mexico and Utah."*
57. Stand up and yell: *"Make them free!"* Return to your seat.
58. Stand up and yell: *"Make them slave!"* Return to your seat.
59. Stand up and yell: *"Make us money!"* Return to your seat.
60. Stand up and say: *"There's gold in California!"* Return to your seat.
61. Go to the front of the room, turn to the class and say: *"Go west young man!"* Return to your seat.
62. Stand up, go to your nearest neighbor, shake their hand and say: *"They did go West by the thousands!"* Return to your seat.
63. Stand up, chug like a railroad car, and say: *"The Railroad connected East to West."* Return to your seat.
64. Stand, bow toward your neighbor and say: *"Nǐ hǎo, (nee- how) Chinese laborers helped build it."* Return to your seat.
65. Run to the board, write: "Homestead Act." Return to your seat.
66. Yell: *"Yahoo! Free land."*
67. Go to the front of the room, say: *"The boundaries of the United States expanded"*. Stay standing in front until told to return to your seat.
66. Go to the front of the room , hold up a sign that reads "California" say: *"California entered the Union."* Stay standing in front until told to return to your seat.
67. Go to the front of the room , hold up a sign that reads "Oregon" say: *"Oregon entered the Union."* Stay standing in front until told to return to your seat.

68. Go to the front of the room , hold up a sign that reads “Nevada say: *“Nevada entered the Union.”* Stay standing in front until told to return to your seat.
69. Go to the front of the room , hold up a sign that reads “Nebraska” say: *“Nebraska entered the Union.”* Stay standing in front until told to return to your seat.
70. Go to the front of the room , hold up a sign that reads “Colorado” say: *“Colorado entered the Union.”* Stay standing in front until told to return to your seat.
71. Go to the front of the room , hold up a sign that reads “Washington” say: *“Washington entered the Union.”* Stay standing in front until told to return to your seat.
72. Go to the front of the room , hold up a sign that reads “Montana” say: *“Montana entered the Union.”* Stay standing in front until told to return to your seat.
73. Go to the front of the room , hold up a sign that reads “North Dakota” say: *“North Dakota entered the Union.”* Stay standing in front until told to return to your seat.
74. Go to the front of the room , hold up a sign that reads “South Dakota ” say: *“South Dakota entered the Union.”* Stay standing in front until told to return to your seat.
75. Go to the front of the room , hold up a sign that reads “Wyoming” say: *“Wyoming entered the Union.”* Stay standing in front until told to return to your seat.
76. Go to the front of the room , hold up a sign that reads “Utah ” say: *“Utah entered the Union.”* Stay standing in front until told to return to your seat.
77. Stand up, turn to the class, and say: *“By the end of the 1800’s the United States had expanded from the Atlantic to Pacific, States you may now return to your seats.”* Return to your seat.
78. Once everyone has returned to their seat, stand up and say: *“Wow!”* Return to your seat.

Mapping Westward Expansion

Instructions: Use the supplied maps to analyze and understand the expansion of the West. When finished working in your assigned group create a poster that best explains Westward Expansion. Use the guidelines below to assist you.

Mapping Activity

A. Divide into teams of four.

a) Each member of the group should choose a role.

Roles include:

- 1) Group leader, their responsibilities include ensuring that each member actively participates, completing and gathering group member assessments.
- 2) Group spokesman, their responsibilities includes presenting the groups conclusions and questions with the rest of the class
- 3) Group time keeper, collector and storer, their responsibilities include, ensuring that the group completes the assignment during the time allocated, collects and returns all materials and stores materials not used during class (to be used at a later time)
- 4) Group Scribe. Responsibilities include acting as the scribe for the group. Creating all visual mediums to share their information with the rest of the class

B. Working in your team study the supplied maps and identify:

- a) Numerous reasons to explain the acquisition and exploration of the West (causes)
- b) Numerous explanations of what occurred during the acquisition and exploration of the West (course)
- c) Numerous consequences of the acquisition and exploration of the West (consequences)
- d) Key questions, related to the information contained in the maps.
- e) Students will create a poster to present to the class that explains their findings. Posters must
 - 1) Be easy to read
 - 2) Include at least one symbol or graphic.
 - 3) Include your best questions

Members of your group	Role
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Gallery Walk: Identify two posters that you feel best:

A) Summarize the primary 1) causes, 2)course and 3)consequences of Westward Expansion, Exploration & Acquisition. B) Included questions that expand your understanding. C) If you see something you did not know please make a note of it.

Specialty Areas: Questions and Learning Activities



Era III: Uniting a Nation
Expansion through
Reconstruction 1848-1877

Suggested Book Titles ERA III

Specialty Area Novels 24-32

The following list of novels is associated with Era III. All novels primarily occur between 1848-1877. Following each book, in parenthesis, is a numerical code that corresponds to each Specialty Area, it is not imperative that you read a book within your Specialty Area (though it will be helpful), it is, however, imperative that you read a book within your chosen era. Students reading books identified as “Graphic Novels” or “Easy Reads” must first clear these novels with the teacher. All of the novels listed are currently available in the school library; however you may wish to purchase your own copy in order to ensure you do not have late fees and/or to ensure you are able to choose the book of your choice.

Title: **Harriet Tubman and the underground Railroad GRAPHIC NOVEL (ALL)**

Author: Martin, Michael, 1948-Hoover, Dave, ill. Anderson, Bill, ill

Presents a comic book version of the story of Harriet Tubman, a woman born into slavery who escaped and then risked her freedom to help others along the Underground Railroad.

Title: **Harriet Tubman: The Life of an African-American Abolitionist GRAPHIC NOVEL (ALL)**

Author: Shone, Rob.Ganeri, Anita, 1961

A biography, in graphic novel format, of Harriet Tubman

Title: **Which Way Freedom? (ALL)**

Author: Joyce Hansen

Obi never forgot the sound of his mother’s screams when he was sold away from her. Making plans to run away to find her was a secret game he liked to play with his friend Buka, an old African who lived at the edge of the farm. When the Civil War began, Obi knew it was time to run—or be sold again. If he was caught, he might be killed or worse. But if he stayed, he might never know freedom.

Title: **True North: a novel of the underground railroad (ALL)**

Author: Kathryn Lasky

Two Girls. Two Worlds. One Dream: Freedom. Lucy would rather fish with her grandpa than be a part of her sister’s high society wedding. Hundreds of miles south a young girl named Afrika is willing to risk her life for freedom. Lucy stumbles on a family secret; that many are involved with the Underground Railroad and she too is called into the ranks. Lucy and Afrika grow closer together as they both search for freedom following True North.

Title: **Behind the lines (28; 30, ALL)**

Author: Isabelle Holland

During the New York Draft Riot of 1863, a young Irish Catholic girl helps an African American make a daring escape from an angry mob.

Title: **Brady (ALL)**

Author: Jean Fritz ; illustrated by Lynd Ward.

A young Pennsylvania boy takes part in the pre-Civil War anti-slavery activities.870145550698119371
Puffin Books, New York, 1987, 1960

Title: **Bright freedom's song: a story of the Underground Railroad (ALL)**

Author: Gloria Houston

In the years before the Civil War, Bright discovers that her parents are providing a safe house for the Underground Railroad and helps to save a runaway slave named Marcus.

Title: **Copper sun (24)**

Author: Sharon M. Draper

Two girls--one a slave and the other an indentured servant--escape their Carolina plantation and try to make their way to Fort Moses, Florida, a Spanish colony that gives sanctuary to slaves.

Title: **Day of tears: a novel in dialogue (24)**

Author: Julius Lester

A fictionalized account of the largest slave auction in American history and its aftermath. Presents an historical fiction written in first-person format that follows Emma, the slave of Pierce Butler, through a series of events in her life as her master hosts the largest slave auction in American history in Savannah, Georgia in 1859 in order to pay off his mounting gambling debts.

Title: **Dear Ellen Bee: a Civil War scrapbook of two Union spies (24; ALL)**

Author: Mary E. Lyons & Muriel M. Branch.

A scrapbook kept by a young black girl details her experiences and those of the older white woman, "Miss Bet," who had freed her and her family, sent her north from Richmond to get an education, and then worked to bring an end to slavery. Based on the life of Elizabeth Van Lew.

Conflict: Specialty Area Questions & Learning Activities

Title: **Elijah of Buxton (All)**

Author: Christopher Paul Curtis

In 1859, eleven-year-old Elijah Freeman, the first free-born child in Buxton, Canada, which is a haven for slaves fleeing the American south, uses his wits and skills to try to bring to justice the lying preacher who has stolen money that was to be used to buy a family's freedom.

Title: **Eliza's freedom Road: An Underground Railroad diary (All)**

Author: Jerdine Nolen

A 12-year-old slave girl journals her journey via the Underground Railroad from Alexandria, Virginia, to freedom in St. Catherines, Canada.

Title: **Forty acres and maybe a mule (All)**

Author: Harriette Gillem Robinet

Pascal, who is about twelve years old, joins other former slaves in a search for a farm and the freedom that it promises.

Title: **Freedom songs: A tale of the Underground Railroad (All)**

Author: Trina Robbins

Fourteen-year-old Sarah is a slave in Maryland during the 1850s. She knows her only chance at freedom is to head North, where slavery is illegal. To get there, though, Sarah needs help from members of the Underground Railroad. But who can she trust?

Title: **Freedom stone (24;31;ALL)**

Author: Jeffrey Kluger

With the help of a magical stone from Africa, a thirteen-year-old slave travels to the battle of Vicksburg to clear her father's name and free her family from bondage.

Title: **Good fortune (All)**

Author: Noni Carter

Brutally kidnapped from her African village and shipped to America to be a slave, a young girl plots her escape over time to seek freedom in the North.

Title: **A house divided (All)**

Author: Marshall Poe ; illustrated by Leland Purvis

Two brothers, whose goal was to carry on the quest of their deceased abolitionist parents, reunite for a thrilling moment in Lincoln's personal and our country's political history.

Title: **The house of Dies Drear (24)**

Author: Virginia Hamilton. A black family tries to unravel the secrets of their new home which was once a stop on the Underground Railroad.

Title: **How I found the strong: a Civil War story (ALL)**

Author: Margaret McMullan.

Frank Russell, known as Shanks, wishes he could have gone with his father and brother to fight for Mississippi and the Confederacy, but his experiences with the war and his changing relationship with the family slave, Buck, change his thinking.

Title: **A picture of freedom: the diary of Clotee, a slave girl (24)**

Author: Patricia C. McKissack.

"Belmont Plantation, Virginia, 1859"--Cover. In 1859, twelve-year-old Clotee, a house slave who must conceal the fact that she can read and write, records in her diary her experiences and her struggle to decide whether to escape to freedom.

Title: **Mine eyes have seen (24;ALL)**

Author: Ann Rinaldi.

In the summer of 1859, fifteen-year-old Annie travels to the Maryland farm where her father, John Brown, is secretly assembling his provisional army prior to their raid on the United States arsenal at nearby Harpers Ferry.

Title: **Time's memory (24)**

Author: Julius Lester

Ekundayo, a Dogon spirit brought to America from Africa, inhabits the body of a young African American slave on a Virginia plantation, where he experiences loss, sorrow, and reconciliation in the months preceding the Civil War

Title: **To be a slave NON-FICTION (24)**

Author: Lester, Julius

A compilation, selected from various sources and arranged chronologically, of the reminiscences of slaves and ex-slaves about their experiences from the leaving of Africa through the Civil War and into the early twentieth century.

Conflict: Specialty Area Questions & Learning Activities

Title: **Uncle Tom's cabin HIGHER LEVEL READING (24)**

Author: Stowe, Harriet Beecher

Tom is American literature's first black hero, a man who suffers the cruelties of slavery for refusing to obey his white oppressors

Title: **Underground man (24)**

Author: Milton Meltzer

A courageous young white man aids slaves escaping from Kentucky in pre-Civil War days

Title: **An unlikely friendship: a novel of Mary Todd Lincoln and Elizabeth Keckley (24;ALL)**

Author: Ann Rinaldi

Relates the lives of Mary Todd Lincoln, raised in a wealthy Virginia family, and Lizzy Keckley, a dressmaker born a slave, as they grow up separately then become best friends when Mary's childhood dream of living in the White House comes true

Title: **The war within: a novel of the Civil War (All)**

Author: Carol Matas

In 1862, after Union forces expel Hannah's family from Holly Springs, Mississippi, because they are Jews, Hannah reexamines her views regarding slavery and the war

Title: **The Great Railroad Race; the diary of Libby West (25)**

Author: Kristiana Gregory

Synopsis: As the daughter of a newspaper reporter, fourteen-year-old Libby keeps a diary account of the exciting events surrounding her during the building of the railroad in the West in 1868.

Title: **The journal of Sean Sullivan: a Transcontinental Railroad worker (25)**

Author: William Durbin

Synopsis: In 1867, fifteen-year-old Sean experiences both hardships and rewards when he joins his father in working on the building of the Transcontinental Railroad.

Title: **I Thought My Soul Would Rise and Fly. Dear America The Diary of Patsy a Freed Girl (24;ALL)**

Author: Joyce Hansen

Synopsis: Readers of Patsy's diary will come away with a human portrait of what it was like to be a freed girl in the south during Reconstruction. More importantly, they'll meet a bright, young girl whose love for reading and writing is contagious. Patsy's courageous story of making dreams come true and believing in yourself transcends the place and time of South Carolina in 1865.

Title: **Numbering all the Bones (ALL)**

Author: Ann Rinaldi

Synopsis: Thirteen-year-old Eulinda, a house slave on a Georgia plantation in 1864, turns to Clara Barton, the eventual founder of the American Red Cross, for help in finding her brother Neddy who ran away to join the Northern war effort and is rumored to be at Andersonville Prison.

Title: **Amelia's War (ALL)**

Author: Ann Rinaldi

Synopsis: When a Confederate general threatens to burn Hagerstown, Maryland, unless it pays an exorbitant ransom, twelve-year-old Amelia and her friend find a way to save the town.

Title: **In My Father's House (ALL)**

Author: Ann Rinaldi

Synopsis: For two sisters growing up surrounded by the Civil War, there is conflict both outside and inside their home.

Title: **A light in the storm; the Civil War diary of Amelia Martin (ALL)**

Author: Karen Hesse

Synopsis: In 1860 and 1861, while working in her father's lighthouse on an island off the coast of Delaware, fifteen-year-old Amelia records in her diary how the Civil War is beginning to devastate her divided state.

Title: **When will this Cruel War Be Over?; the Civil War Diary of Emma Simpson, Gordonsville, Virginia (ALL)**

Author: Barry Denenberg

Synopsis: The diary of a fictional fourteen-year-old girl living in Virginia, in which she describes the hardships endured by her family and friends during one year of the Civil War.

Title: **Soldier's heart: a novel of the Civil War (ALL)**

Author: Gary Paulsen

Synopsis: In June of 1861, when the Civil War began, Charley Goddard left his farm and enlisted in the Minnesota Volunteers. He was fifteen. He didn't rightly know what a "shooting war" meant, or what he was fighting for. All he knew is that he wanted a great adventure.

Conflict: Specialty Area Questions & Learning Activities

Title: **With Every Drop of Blood (ALL)**

Author: Collier, James Lincoln, 1928-Collier, Christopher, 1930-

Synopsis: While trying to transport food to Richmond, Virginia, during the Civil War, fourteen-year-old Johnny is captured by an African-American Union soldier.

Title: **Across Five Aprils (ALL)**

Author: Irene Hunt

Synopsis: The story of a young boy, his family, and his neighbors who live in a backwoods Illinois community during the period of the Civil War.

Title: **Watcher in the Piney Woods (ALL)**

Author: Elizabeth Jones

Synopsis: It's 1865. Near the end of the Civil War, Cassie Willis learns that her brother Jacob has been killed while fighting in the Confederate army. Torn by grief, she runs to the secret thicket in the Piney woods that she and Jacob loved—and stumbles smack into the hide-out of a crazed deserter. Cassie escapes but she can't forget the deserter's threats...or shake the feeling that someone is watching her. Is the deserter spying on her family, planning to steal from them, or worse...

Title: **Wind on the River; a Story of the Civil War (ALL)**

Author: Laurie Lawlor

Synopsis: Private John Griffith Allen is a 15-year-old Confederate soldier from South Carolina. He survives the Battle of Gettysburg in 1863 only to be captured by Yankee soldiers and sent as a prisoner of war to the notorious death trap called Point Lookout. After taking the oath of allegiance, switching sides, and becoming a "Galvanized Yankee," Griff is sent to remote Fort Rice on the upper Missouri River in Dakota Territory. There, he struggles to discover who he is while surviving the rigors of a hostile new environment and a terrifying Indian war. His encounter with two half-sisters living at Fort Rice challenges his prejudices and forces him to reconsider what it means to be a hero.

Title: **the War Within: a novel of the Civil War (ALL)**

Author: Carol Matas

Synopsis: In 1862, after Union forces expel Hannah's family from Holly Springs, Mississippi, because they are Jews, Hannah reexamines her views regarding slavery and the war.

Title: **Before the Creeks Ran Red (ALL)**

Author: Carolyn Reeder

Synopsis: Through the eyes of three different boys, three linked novellas explore the tumultuous times beginning with the secession of South Carolina and leading up to the first major battle of the Civil War. (Fort Sumter)

Title: **The Battle of First Bull Run: the Civil War begins GRAPHIC NOVEL (28)**

Author: Hama, Larry. Moore, Scott, ill.

Synopsis: This book, in graphic novel format, describes the Battle of First Bull Run, July 20, 1861, which was a victory for the Confederate Army.

Title: **The Battle of Antietam: the bloodiest day of battle" GRAPHIC NOVEL (28)**

Author: Hama, Larry. Moore, Scott, ill.

Synopsis: After a brief introduction this book in graphic novel format describes the first Civil War battle on Northern soil in Antietam, Maryland.

Title: **The Battle of Shiloh: surprise attack!!! GRAPHIC NOVEL (28)**

Author: This book, in graphic novel format, describes the Battle of Shiloh, which became a victory for the Union in 1862.

Synopsis: This book, in graphic novel format, describes the Battle of Shiloh, which became a victory for the Union in 1862.

Title: **The battle of Gettysburg : spilled blood on sacred ground GRAPHIC NOVEL (31)**

Author: Abnett, Dan. Verma, Dheeraj, ill.

Synopsis: After a brief introduction this book in graphic novel format describes the second Civil War battle on Northern soil in Gettysburg, Pennsylvania.

Title: **Abraham's Battle: A novel of Gettysburg ALL**

Author: Sara H. Banks

Synopsis: In 1863, as the Civil War approaches his home in Gettysburg and he realizes that a big battle is about to begin, a freed slave named Abraham decides to join the ambulance corps of the Union Army.

Title: **The Monitor versus the Merrimack: ironclads at war GRAPHIC NOVEL (31)**

Author: Abnett, Dan. Verma, Dheeraj, ill.

Synopsis: After a brief introduction this book in graphic novel format describes the Civil War sea battle between the Monitor and the Merrimack.

Conflict: Specialty Area Questions & Learning Activities

Title: **1863: A House Divided; a novel of the Civil War (ALL)**

Author: Elizabeth Massie

Synopsis: America as seen through the eyes of its young founders. By April 1863 the Civil War has been raging for two years. On their sleepy farm in Gettysburg, sixteen-year-old twins Susanne and Stephen are alarmed by news that Confederate forces under General Robert E. Lee are threatening to invade the North for a strike at Washington, D.C.! Rebel forces in the Union capital? Is it possible? Bored with farm life and itching for action, Stephen runs away to join the beleaguered Army of the Potomac to fight Johnny Reb. Susanne decides to join a nursing outfit to assist the Union's wounded. Separated by war, death, and disease, the twins maintain a correspondence. But little do they know that Union and Confederate forces are converging on a small town for a battle that may determine the outcome of the war--a town called Gettysburg.

Title: **I thought My Soul Would Rise and Fly: the Diary of Patsy, a Freed Girl, Mars Bluff, South Carolina (ALL)**

Author: Joyce Hansen

Synopsis: Twelve-year-old Patsy keeps a diary of the ripe but confusing time following the end of the Civil War and the granting of freedom to former slaves.

Title: **The assassination of Abraham Lincoln GRAPHIC NOVEL (32)**

Author: Olson, Kay Melchisedech. Lohse, Otha Zackariah Edward, ill.

Synopsis: Presents a comic book version of the story of the assassination of President Abraham Lincoln, and the escape and capture of his killer, John Wilkes Booth.

Title: **Across the lines (30)**

Author: Carolyn Reeder.

Edward, the son of a white plantation owner, and his black house servant and friend Simon witness the siege of Petersburg during the Civil War.

Title: **Annie, between the States (30) ALL**

Author:

Elliott, Laura

Instead of spending her teen years at parties and balls, Annie, an idealistic, poetry-loving patriot, finds herself nursing soldiers, hiding valuables, and running the household as the Civil War rages around her family's Virginia home.

Title: **The battle of the wilderness (31) GRAPHIC NOVEL**

Author: Dan Abnett ; illustrated by Dheeraj Verma

Includes glossary. This book, in graphic novel format, describes the Battle of the Wilderness, May 5, 1864, which was considered a success in strategic terms for the Confederate Army.

Title: **The bloodiest day: Battle of Antietam (31) GRAPHIC NOVEL**

Author: Larry Hama, Wagner, Moore.

The battle of Antietam on September 17, 1862 was the first major Civil War engagement on Northern soil, and it remains the bloodiest single-day battle in American history

Title: **The boy of Chancellorville and other Civil War stories ALL**

Author: (Compiler) Marten, James Alan

.A collection of stories by American authors set and written during the period of the Civil War which reveal the conflict's effects on children of differing viewpoints, ages, genders, races, and locations; brief introductions place each story in literary context and explain the author's connections to the war.

Title: **Girl in blue (ALL)**

Author: Ann Rinaldi.

To escape an abusive father and an arranged marriage, fourteen-year-old Sarah, dressed as a boy, leaves her Michigan home to enlist in the Union Army, and becomes a soldier on the battlefields of Virginia as well as a Union spy working in the house of Confederate sympathizer Rose O'Neal Greenhow in Washington.

Title: **Hot iron (ALL) GRAPHIC NOVEL**

Author: Michael Burgan ; illustrated by Pedro Rodriguez

The adventures of a Civil War powder boy. Charlie O'Leary signs about the USS Varuna and heads to fight the Confederate Navy.

Title: **Iron thunder: a civil war novel (ALL)**

Author: Avi ; with illustrations by C.B. Mordan

"The battle between the Monitor & the Merrimac." Tom Carroll's work as an assistant to the inventor of the Union army ship the Monitor makes him a target of Confederate spies

Title: **The journal of James Edmond Pease: a Civil War Union soldier (ALL)**

Author: Jim Murphy.

James Edmond, a sixteen-year-old orphan, keeps a journal of his experiences and those of "G" Company which he joined as a volunteer in the Union Army during the Civil War

Conflict: Specialty Area Questions & Learning Activities

Title: **The journal of Rufus Rowe: a witness to the Battle of Fredricksburg (ALL)**

Author: Sid Hite.

Sixteen-year-old Rufus Rowe runs away from home and settles in Fredericksburg, Virginia, where he documents in his journal the battle he watches unfold there.

Title: **The last brother: a Civil War tale (ALL)**

Author: Trinka Hakes Noble ; illustrated by Robert Papp

Eleven-year-old Gabe and his older brother Davy enlist in the Union Army in Pennsylvania.

Title: **Leigh Ann's Civil War (ALL)**

Author: Rinaldi, Ann

The experiences of an 11-year-old girl who watches as her brothers go to war, helps care for her mentally ill father, and falls in love with a boy determined to be a soldier.

Title: **Lucy's cave: a story of Vicksburg, 1863 (31-ALL)**

Author: Karen B. Winnick

In Spring 1863 at Vicksburg, Mississippi, Lucy McRae is forced to leave her home and live in a cave with people she barely knows

Title: **The mostly true adventures of Homer P. Figg (ALL)**

Author: Rodman Philbrick

Twelve-year-old Homer, a poor but clever orphan, has extraordinary adventures after running away from his evil uncle to rescue his brother, who has been sold into service in the Civil

Title: **My brother's keeper (ALL)**

Author: Mary Pope Osborne.

As the Civil War approaches her quiet town of Gettysburg, Pennsylvania, nine-year-old Virginia records in a journal the horrible things she witnesses before, during, and after the Battle of Gettysburg

Title: **My Vicksburg (31-ALL)**

Author: Ann Rinaldi

Claire Louise's family and friends join opposing sides of the war.

Title: **Private Captain: A Story of Gettysburg (30)**

Author: Marty Crisp

In 1863 Pennsylvania, twelve-year-old Ben and his dog Captain set off in search of Ben's brother, who is missing from the Union Army

Title: **Red moon at Sharpsburg (31-ALL)**

Author: Rosemary Wells

India, a young girl living in northern Virginia's Shenandoah Valley with her family during the Civil War, summons her intelligence and courage to survive the advances of the Union army and the Battle of Sharpsburg

Title: **The river between us (28- ALL)**

Author: Richard Peck.

During the early days of the Civil War, the Pruitt family takes in two mysterious young ladies who have fled New Orleans to come north to Illinois.

Title: **Stonewall Hinkleman and the Battle of Bull Run (ALL)**

Author: Michael Hemphill and Sam Riddleburger

While participating in a reenactment of the Battle of Bull Run, 12-year-old Stonewall Hinkleman is transported back to the actual Civil War battle.

Title: **Will at the Battle of Gettysburg, 1863 (ALL)**

Author: Laurie Calkhoven

Includes historical notes, glossary, and a timeline of events. In 1863, Will, 12, and his family fight for the Union army when a battle starts in his hometown of Gettysburg, Pennsylvania.

Title: **With every drop of blood (ALL)**

Author: James Lincoln Collier and Christopher Collier

While trying to transport food to Richmond, Virginia, during the Civil War, fourteen-year-old Johnny is captured by an African-American Union soldier

Title: **The last full measure (ALL)**

Author: Ann Rinaldi

In 1863 Pennsylvania, Tacy faces the horrors of the Battle of Gettysburg while trying to keep her friend Marvelous, a free black, safe from rebel soldiers

Conflict: Specialty Area Questions & Learning Activities

Title: **An acquaintance with darkness (32)**

Author: Ann Rinaldi.

When her mother dies and her best friend's family is implicated in the assassination of President Lincoln, fourteen-year-old Emily Pigbush must go live with an uncle she suspects of being involved in stealing bodies for medical research.

Title: **Shades of gray (32- ALL)**

Author: Carolyn Reeder.

At the end of the Civil War, twelve-year-old Will, having lost all his immediate family, reluctantly leaves his city home to live in the Virginia countryside with his aunt and the uncle he considers a traitor because he refused to take part in the war

Title: **Stella stands alone (ALL)**

Author: A. LaFaye

Stella, orphaned just after the Civil War, fights to keep her family's plantation and fulfill her father's desire to give land to their former slaves

Specialty Area 24: How did conflict evolve as a result of Slavery in the American South? How did slaves and abolitionists rebel against the institution of slavery? Did social reforms have a greater affect on abolitionist movements or did the abolitionist movements have a greater affect on social reforms? **AH 516-532, 545-550; CTF 377-381**



VIDEO/DVD Title: Africans in America: Judgment Day (entire DVD) 100 minutes; Title: A History of Slavery in America (entire DVD)

ESSENTIAL QUESTIONS

1. Why was slavery needed in the American South?
2. What were work and daily life like for most slaves in the American South in the 1800's?
 - a. How did slaveholders try to keep slaves under control?
 - b. How did slaves' family life, religion, and other aspects of their culture help them cope?
3. How did enslaved African Americans challenge the slave system?
 - a. In what ways could they challenge the system passively?
 - b. In what ways could they challenge the system aggressively?
4. Analyze Nat Turners rebellion. What caused Nat Turner's rebellion?
 - a. Where was it and who was involved?
 - b. What occurred in Nat Turners rebellion?
 - c. What happened as a result of Nat Turners rebellion?
5. Analyze the role the Underground Railroad played in the American South?
 - a. What was the Underground Railroad, and how did it work in practice?
 - b. Who was involved? Both Black and White.
6. What was the Abolitionist Message?
 - a. Who was William Lloyd Garrison what did he do?
 - b. Who were Angelina and Sarah Grimke and what did they do?
 - c. Who was Harriet Tubman and what did she do?
 - d. Who was Sojourner Truth and what did she do?
 - e. Who was Frederick Douglas and what did he do?

Two Voice Poem

I am black
I am white
We are human.

I am from Africa, I lived on a farm.
I am from the West Indies, I lived on a plantation.
We were farmers

I am on a slave ship- I am a slave.
I am on a slave ship- I am a slave driver.
We hate our life!

I fear the slave drivers
I fear the slaves
We fear them!

I want to go home
I want to go home
We want to go home!

I am black
I am white
We are human

Instructions for writing a Two Voice Poem

The poem is usually written with two voices—one for each person who is reading the poem. Sometimes, the poet wants the two readers to say something at the same time. If that is the case, then the poet will use “We” to start the phrase. You can compare two-voice poetry to a conversation between two people. In writing your own poem for two voices, think about how the men, women, children, slaves and traders, slave hands and masters who lived through slavery might talk about the experience. List 3 ideas for your dialogue that might make for good poetry with more than one voice.

- 1.
- 2.
- 3.

At your tables, or with a partner, brainstorm a list of words that are important to your idea. (You don't have to use all of these, but they will serve as the skeleton for your poem)

- | | | |
|----|----|-----|
| 1. | 5. | 9. |
| 2. | 6. | 10. |
| 3. | 7. | 11. |
| 4. | 8. | 12. |

Begin writing your poem. Make sure to include at least 18 stanzas. **Remember the last 3 lines (stanzas) are the same as the first three.**

I am

I am

WE

I am

I am

WE

I am

I am

WE

I am

I am

WE

I am

Conflict: Specialty Area Questions & Learning Activities

I am

WE

I am

I am

WE

Specialty Area 25: Transportation: Examine developments in transportation **CTF 332-336, 555; AH 510-515, 621, 638-643** Investigate the role Chinese immigrants played in the construction of the railroad. **CTF 554-556; AH 464-466, 638-643, 650-651,**



VIDEO/DVD Title: The Railroads that Tamed the West (entire DVD) 50 minutes Title: “The Story of Us” Disc 1 *Westward Movement*. Title: PBS Transcontinental Railroad (see all)

ESSENTIAL QUESTIONS

1. Why did some Americans believe the country needed improvements in transportation following the Civil War to build up the national economy?

-What improvements did they suggest?

2. Analyze the role of new roads and canals in helping the economy.
 - a. How did the Cumberland road help the economy?
 - b. Where did it travel what was it’s purpose?
 - c. How did the Erie Canal help the economy?
 - d. Where did it flow and what was it’s purpose?

3. How did the development of steam engines change the way people lived and worked?

4. How did the development of steam boats change the way people lived and worked?

5. What benefits did the Transcontinental Railroad have for the United States?

6. What difficulties did the builders of the transcontinental railroad face?

7. How did the rail road affect the settlement and development of the West?

8. Why were Chinese immigrants used in the construction of the railroad?

9. How were the Chinese treated?

Willowcreek Network News – May 10, 1869

This is a simulation of a television news broadcast. You will need a projector, the accompanying powerpoint, and student readers.

Readers: Katie Curious, anchorwoman	Irish laborer	Soldier
Jane Pressman, reporter	Chinese laborer	General Dodge
Railroad construction engineer	Woman	Black laborer
German laborer		

(Slide 1- Newsroom) (Sound effect – telegraphs clicking)

Katie – From wnn this is Network News with Katie Curious here in New York and Jane Pressman on special Assignment in Promontory Point, Utah.

Good evening. Today, May 10, 1869, is Day 1 of the now truly United States of America.

(Slide 2 – Map)

This afternoon, at 2:27 P. M., the transcontinental railroad will be completed. For almost four years, the Union Pacific has been building westward from Nebraska while the Central Pacific has been building Eastward from California.

(Slide 3 – Famous Golden Spike celebration photo)

Today, the two railroads meet at a barren spot in northern Utah chosen by the U. S. government and known as Promontory Point.

(Slide 4 – Spike)

The railroads will be sealed together when the last spike is pounded into their rails. And now, for on-the-spot coverage of the greatest railroading event in American history, we switch to Jane Pressman in Promontory Point.

(Slide 5 – Second photo laying track at Promontory)

Jane – It’s a clear spring day in Utah. The weather’s been cold, but that’s actually been a help to these workers. Yesterday, they finished laying the last of the track. In just a few minutes now the last spike will be driven into the track and the transcontinental railroad will become a reality. I have here a railroad construction engineer who is willing to tell us about how these tracks are laid.

(Slide 6 – Track being laid)

Engineer – Two men seize the ends of a rail...They come forward at a run...The rail is dropped in place... close behind come the gaugers, spikers and bolters and a lively time they make of it...three strokes to the spike, ten spikes to a rail...four hundred rails to a mile...eighteen hundred miles to San Francisco.

(Clip 1 – The West – Disc 3 “The Greatest Enterprise Under God” Time – 10:15 – 12:03)

Jane – And now, let’s hear from some of the people behind the scenes. You, young man. Tell us your name and where are you from?

(Slide 7 – Irish worker)

Irish – Sure, I’m Patrick Hanigan, Ma’am, from Ireland. But glad enough to leave that land of famine, I was. Been working for the Central Pacific. I crossed the sea for the railroad’s offer of an honest wage for a good day’s work. True, ‘tis been six days a week of backbreaking work, but now it’s complete, and I’m proud of me labors.

Jane – And you?

(Slide 8 – Chinse worker)

Chinese - Sung Gwo my name. From China. I be here four years now.

Jane – I see. Sung, I am told that you and your fellow workers had to blast through the Sierra Nevada mountains at an altitude of 7,000 feet.

(Slide 9 – Blasting rock)

Chinese – Oh, yes. Build bridges too, across many high gorge. Blast tunnels, too. Use many sticks dynamite. Many men die.

Woman – Excuse me. My husband is Leland Stanford, one of the partners in the Central Pacific Railroad Company, so I do know a little about this. You ought to hear about the problems we have had creating this line.

(Slide 10 – ship)

The mountains supplied plenty of timber for ties and trestles for bridges, but all of our iron and machinery had to be shipped from the East Coast which meant going around Cape Horn and up to California. That was quite expensive and time- consuming, I’m sure.

(Slide 11 – Chinese workers)

And the company certainly didn’t have an adequate supply of workers. They had to bring in at least ten thousand workers, and nearly all of them were those odd Chinese.

(Film clip – The West – Disc 3 “The Grandest Enterprise...” Time – 19:02 – 26:20)

Katie – Jane, are there any other foreign nationals involved in this work?

-2-

Jane – Yes, and there has been quite a spirit of rivalry between the different railroad companies on this project. I’m talking now with a Union Pacific laborer from Germany. Sir, tell me about this rivalry.

(Slide 12 – Group of workers)

German – Ya, vun day, Madam, we made a bet vid those Central Pacific boys to see who could lay the most track in a day. The bet was \$10,000. Dey beat us. Can you believe? Ten miles of track in vun day!

(Slide 13 – Ten Mile Day sign)

The United States government made it vurth the effort vith their offers of free land. Someone could get very rich.

(Film clip – The West – Disc 3 “The Grandest Enterprise...” Time – 7:18 – 10:15)

Jane – I have here with me now a soldier who was one of those traveling with the railroad workers as they moved across the wilderness. Young man, why was it necessary for you to move with the workers?

(Slide 14 – Indians watching train)

Soldier – Well, Ma'am, it seems the Indians in our way didn't take to the railroad moving into their homelands. They didn't seem to understand this new invasion. They attacked the trains and workers often. We were called in to help protect the workers and the track they had laid. Here comes General Dodge. He can tell you about one incident at a place called Plum Creek.

(Slide 15 – Portrait of Gen. Dodge)

Jane – General Dodge, you are the chief engineer of the Union Pacific. Would you explain what happened at Plum Creek ?

Dodge – The Indians had captured a freight train and were in possession of it and the crew...On my train were perhaps twenty men...The excitement of the capture and the reports coming in by telegraph of the burning train brought all men to the platform, and when I called upon them to fall in to go forward and retake the train, every man...went into line...We ran down slowly until we came in sight of the train... At the command they went forward steadily and in good order as we had seen the old soldiers climb the face of Kennesaw under fire.

(Slide 16 – Black railroad worker)

Jane – Here is another worker, a former slave. There was also the problem of getting enough food to feed all of these workers. Isn't that right?

Black Laborer – Yes, Ma'am, that's right for sure. On those plains there were only two things living besides sage brush. One was Indians, and the other was buffalo. Them railroad comp'nys hired hunters to go kill them animals to feed all of us. One hunter name of Bill Cody killed 'most five thousand of them creatures in one year.

(Film clip – The West – “The Grandest Enterprise...” Time – 14:52 – 18:00)

(Slide 17 – spikes)

Jane – The ceremonies are starting to get underway here. A ceremonial spike of gold, silver and iron is being offered by the Territory of Arizona. State governors and railroad directors are taking turns at driving the spikes into place.

(Slide 18 – Governor Stanford)

Governor Leland Stanford, the governor of California, who's wife we spoke to earlier, will drive the golden spike.

(Slide 19 – Telegraph man)

Telegraph stations all across the country are preparing for this event. As each of the three final blows of the sledge hammer is struck, the telegraph hammer will also be struck. These blows will be heard in every telegraph office from one coast to another.

(Slide 20 – two trains coming together)

Jane – They’ve done it. The golden spike is in place. The crowd is going wild. The two trains are coming toward each other now, very slowly, blowing their whistles.

(Slide 21 – traditional golden spike picture)

Each engineer is leaning out of his cab. Now each is breaking a bottle of champagne on the other’s cab. The transcontinental railroad has been christened!

We know the whole country is celebrating. We will return to you, Katie, in the studio, for more on these festivities.

Katie – “The last rail is laid...the last spike is driven...the Pacific railroad is now completed.” This was the message telegraphed from coast to coast this afternoon. The celebrations triggered by that message are in progress right now.

(Film clip – The West – “The Grandest Enterprise...” Time 33:46 – 39:12)

(Slide 22 – Newsroom)

Katie – From WNN this is Katie Curious saying, “Thank you and good night.”

Specialty Area 26: Economies of the North and South: Evaluate the extent to which economics influenced the Civil War. **CTF, 362-371, 372-376, 384-387; AH 508-532, 540-560** Compare the advantages and disadvantages of the Union and the Confederacy. **CTF 481-484; AH 566-571.**



VIDEO/DVD Title: “United States: Origins to 2000. Causes of the Civil War” Chapters 1-4, Title: Mill Times (see all) Title: “America, The Story of Us” Disc 1 Division

ESSENTIAL QUESTIONS

1. What was the main economy (what goods, agriculture etc... were produced) of the Industrial North?
2. What was the main economy (what goods, agriculture etc... were produced) of the Agricultural South?
3. What did the construction of so many railroads and canals do to help northern industry?
4. How did the industrial revolution change the way people worked?
5. What factors led to the Cotton boom in the South, and what was the result?
6. Why was the Civil War (North Vs. South) also a war of economies?
7. What was cotton diplomacy and what place did it have on the North?
8. Why did the North use a blockade as a defense strategy?
9. Which side do you think was best prepared for victory? Explain

Differences between the North and South

Analyzing Primary Documents: Your Assignment

- Get with one other person. You must have a partner!
- Partner 1: Read rules 1, 3, 9, 11, from Lewiston Mills
- Partner 2: Read rules 1, 5, 6, 9, 12 of the rules from Debow's Plantation
- Together: List at least three similarities between the rules you just read
 - A.
 - B.
 - C.
- Together: List at least three differences between the rules you just read
 - A
 - B.
 - C.
- Collectively Read: "Almost to Freedom" and "The Bobbin Girl"
- Individually: based on the novels and the rules and regulations for each, which life sounds better, i.e. life on a Plantation, or life working in a textile mill? Explain your answer.

People and Places in the North and South

Compare the two following primary documents (photographs). The photographs depict Richmond and New York City, two important urban areas. Richmond was the third largest city in the South; it became the capital of the Confederacy. New York was the largest city in the North.

1. What differences between the North and South do these photographs reflect
2. Which city would be more effective in contributing to a war effort? Explain.

Economies of the North and South - By 1860, railroads have spread all across the country.

- Where are railroads most prominent?
- Why were railroads so important to the economy?

How did the construction of so many railroads and canals help the northern economy?

- Transporting goods was made easier and quicker with the canals and railroads.
- The cost of transporting goods was decreased.
- Transporting the goods meant more people had access to mass produced products that were cheaper and so more people could buy the products.

Differences Continued....

- The North: It was an economy that was shaped by the Industrial Revolution. There were many factories that mass produced good using interchangeable parts.
- The South: It was an economy based on agriculture. Cash crops like cotton and tobacco were especially important to the economy.

REGULATIONS TO BE OBSERVED

BY ALL PERSONS EMPLOYED IN

THE LEWISTON MILLS.

1. The Overseers are required to be in their rooms at the starting of the Mills, and not to be absent unnecessarily during working hours. They are to see that all those employed under them are in their places in due season; they may grant leave of absence to those employed under them, when they can do so without stopping the machinery.

2. All persons employed in the Lewiston Mills are required to observe the regulations of the room in which they work; they are not to be absent without the consent of their Overseer, except in cases of sickness, and then they are required to send him word of the cause of their absence.

3. All persons employed in the Lewiston Mills, excepting minors under the age of sixteen years, are considered as agreeing to labor as many hours each day, and for each and every day's work, as the Company may require, not exceeding eleven hours each day.

4. No person who drinks intoxicating liquors, will knowingly be employed by the Lewiston Mills.

5. All persons on entering the employ of the Company in said Mills, must register their names in a book kept in the Counting Room for that purpose.

6. All persons entering the employ of the Company in said Mills, will be considered as agreeing and engaging to work six months.

7. Any person intending to leave work in the Lewiston Mills, will be required to give at least two weeks' notice of their intention to their Overseer, and to continue to work until the expiration of the notice; any person leaving contrary to this rule, will not be entitled to their pay.

8. Payment, including board and wages, will be made up to the last Saturday of every month, and will be made due on the third Thursday of the following month.

9. All persons in the employ of the Lewiston Mills are earnestly requested to attend public worship on the Sabbath.

10. Any person who may take from the Mill or yard, or any other portion of the Company's premises, any property belonging to the Company, without leave, will be considered guilty of stealing, and prosecuted accordingly.

11. Sewing, Reading, Knitting, &c., are not allowed during working hours.

12. The foregoing Rules and Regulations are considered as an express contract between the Company and all persons in its employ, particularly those referring to the use of intoxicating liquors, the hours of labor, term of service and notice of leaving.

13. All persons who shall have complied with these regulations, on leaving, shall be entitled to an honorable discharge; any one who shall not have complied with them, will not be entitled to such a discharge.

Wm. F. Goulding,  Agent.

Plantation Management, De Bow's xiv (February 1853): 177-8

The following rules for the instruction of overseers, and the *Management of Negroes*, are by Mr. St. Geo Cocke, one of the wealthiest and most intelligent planters of the old dominion. They are worthy of the note of planters everywhere:

PLANTATION MANAGEMENT. POLICE.

1st. It is strictly required of the manager that he rise at the dawn of day every morning; that he blow a horn for the assembling of the hands; require all hands to repair to a certain and fixed place in ten minutes after the blowing of the horn, and there himself see that all are present, or notice absentees; after which the hands will receive their orders and be started to their work under charge of the foreman. The stable will generally be the most convenient place for the assembling of all hands after morning call.

2nd. All sick negroes will be required to report to the manager at morning call, either in person, if able to do so, or through others, when themselves confined to the house.

3rd. Immediately after morning call, the manager will himself repair to the stable, together with the ploughmen, and see to the proper feeding, cleaning and gearing of the horses. He will also see to the proper feeding and care of the stock at the farm yard.

4th. As soon as the horse and stock have been fed and otherwise attended to, the manager will take his breakfast; and immediately after, he will visit and prescribe for the sick, and then repair to the fields to look after the hands; and he will remain with them as constantly as possible during every day.

5th. The sick should be visited not only every morning immediately after breakfast, but as such other times of the day and night as cases may require. Suitable medicine, diet, and other treatment, be prescribed, to be administered by the nurse; or in more critical cases, the physician should be sent for. An intelligent and otherwise suitable woman will be appointed as a nurse upon each plantation, who will administer medicine and otherwise attend upon the sick.

6th. There will be stated hours for the negroes to breakfast and dine, and those hours must be regularly observed. Breakfast will be at eight o'clock, and dinner at one o'clock. There will be a woman to cook for the hands, and she must be required to serve the meals regularly at those hours. The manager will frequently inspect the meals as they are brought by the cook, see that they have been properly prepared, and that vegetables be at all times served with the meat and bread.

7th. The manager will, every Sunday morning after breakfast, visit and inspect every quarter, see that the houses and yards are kept clean and in order, and that the families are dressed in clean clothes.

8th. Comfortable and ample quarters will be provided for the negroes. Each family will have a separate room with fireplace, to be furnished with beds, bedsteads, and blankets, according to the size of the family; each room will, also, be furnished with a table, chairs, or benches, and chest for the clothes, a few tin plates and cans, a small iron pot for cooking, &c.

9th. The clothing to be furnished each year will be as follows: --

To each man and boy, 1 woolen coat, 1 pair do. pants, 1 pair of do. socks, 1 shirt, 1 pair of shoes, 1 wool hat, and a blanket every second year, to be given 15th of November. 1 shirt, 1 pair of cotton pants, 1 straw hat, 1 pair of shoes, to be given 1st of June.

To each woman and girl, 1 woolen frock, and to those who work in the field 1 woolen cape, 1 cotton shift, 1 pair stockings, 1 pair shoes, 1 cotton head handkerchief, 1 summer suit of frock and shift, a blanket every second year, and to women with more than one child, 2 blankets every second year.

To children under 10 years of age, 1 winter and summer suit each.

10th. Provisions will be issued weekly as follows:

Field Hands . To each man, three and a half pounds bacon, and one and a half pecks meal. To each woman, girl and boy, two and a half pounds bacon, and one peck meal.

InDoor Hands. To each man and boy, two pounds bacon, and one peck corn meal. To each woman and girl, two pounds bacon, and one peck corn meal. To each child over two years and under ten years, one pound bacon, and half a peck of corn meal.

To the above will be added milk, buttermilk, and molasses, at intervals, and at all times vegetables, and fresh meat occasionally.

11th. As much of the clothing must be made on the plantation as possible, wool and cotton should be grown in sufficient quantities for this purpose, and the women having young children be required to spin and weave the same, and the managers' wives will be expected to give particular attention to this department, so essential to economical management.

12th. A vegetable or kitchen garden will be established and well cultivated, so that there may be, at all seasons, an abundance of wholesome and nutritious vegetables for the negroes, such as cabbages, potatoes, turnips, beets, peas, beans, pumpkins, &c.

13th. A horn will be sounded every night at nine o'clock, after every negro will be required to be at his quarters, and to retire to rest, and that this rule may be strictly enforced, the manager will frequently, but at irregular and unexpected hours of the night, visit the quarters and see that all are present, or punish absentees.

14th. Each manager will do well to organize in his neighborhood, whenever practicable, patrol parties, in order to detect and punish irregularities of the negroes, which are generally committed at night. But lest any patrol party visit his plantation without apprising him of their intention, he will order the negroes to report to him every such visit, and he will promptly, upon receiving such report, join the patrol party and see that they strictly conform to the law whilst on this plantation, and abstain from committing any abuse.

Specialty Area 27; Compromise: How did the Missouri Compromise, the Compromise of 1850 and the Kansas Nebraska Act fail to ease sectional differences. **CTF 332-333, 452-461; AH 540-560, 566-571**



VIDEO/DVD Title: The Complete DVD History of U.S. Wars Volume 2 Part 4 1861-1862; Title: America, The Story of US” Disc 1 Divisions

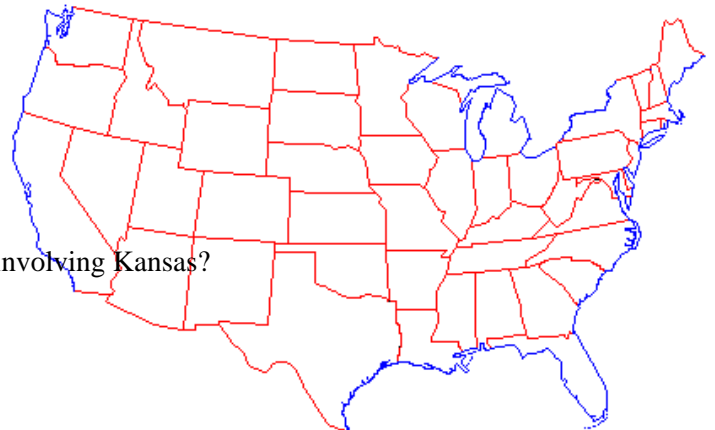
ESSENTIAL QUESTIONS

1. Analyze the Missouri Compromise.
 - a. What were the terms of the Missouri Compromise?
 - b. Why was it proposed, why was it necessary?
 - c. Who proposed it?
 - d. What was the Missouri Compromise supposed to address?
 - e. Why did it fail?

2. Analyze the Compromise of 1850.
 - a. What were the terms of the Compromise of 1850?
 - b. Why was it proposed, or why was it necessary?
 - c. Who proposed it?
 - d. How did the Compromise of 1850 attempt to resolve conflicts over the expansion of slavery?
 - e. Why did it fail?

3. Analyze the Kansas- Nebraska Act.
 - a. What were the terms of the Kansas-Nebraska Act?
 - b. Why was it proposed or why was it necessary?
 - c. Who proposed it?
 - d. Why were antislavery northerners angry about the Kansas-Nebraska Act?
 - e. Why did it fail?

4. Analyze the events known as “Bleeding Kansas”.
 - a. What occurred in Kansas?
 - b. How did northerners and southerners react to events involving Kansas?
 - c. What were the consequences?



Missouri Compromise, The Compromise of 1850, & The Kansas- Nebraska Act

If you had been a member of Congress between 1820 and 1854, you and your fellow Senators and Representatives would have faced three major problems concerning slavery. Each problem centered on the question of whether or not slavery should be allowed in the territories, those lands that had not yet been divided into states. In 1820 the issue was whether slavery should be permitted in the Louisiana Territory; In 1850 in the Mexican Cession; and in 1854 in the northern part of the Louisiana Territory. Southern Congressmen favored extending slavery into the territories, but northern Congressmen opposed it.

Assume that you are a congressman who favors neither the North nor the South. You have decided to help the two sides work out their differences, thus preventing the country from dividing in half. Begin with the Missouri Compromise below. Read the paragraph that describes the problem between the two sections in 1820. Review the opinions of the Northern congressmen and Southern Congressmen on what should be done. Then write a compromise that you think best solves the problem. Your compromise should be fair to both sides. It should give each side some, but not all, of what it wants.

After writing the Missouri Compromise, read about the problems that faced the Congress in 1850 and 1854. Then write the compromise of 1850 and the Kansas-Nebraska Act.

The Missouri Compromise (1820)

- A. The Problem: Missouri has asked Congress to become a state. The people of Missouri have decided that slavery will be permitted there. Many slave-owners already live in Missouri. Northern Congressmen speak out against allowing the territory to enter the union as a slave state. About this time, Maine asks Congress if it can become a free state.
- B. Opinions of the Northern Congressmen.
- (1) "Congress should admit Missouri to the Union, but only as a free state."
 - (2) "Louisiana has already become a slave state; no more slave states should be made from the Louisiana Territory."
 - (3) "Maine should be admitted as a free state."
- C. Opinions of Southern Congressmen
- (1) "Congress should admit Missouri to the Union as a slave state because this is what the majority of people in Missouri want."
 - (2) "If Northerners are allowed to settle in the Louisiana Territory, then Southern slave-owners must be allowed to settle there also."
- D. Your Compromise



The Compromise of 1850

A. The Problem

As a result of winning the Mexican War, the United States has acquired a huge territory known as the Mexican Cession. A decision must be made as to whether slavery will be allowed or not allowed in these new lands. California, a part of the Mexican Cession, has just asked to be admitted to the Union as a free state.

B. Opinions of Northern Congressmen

- (1) "Slavery should not be allowed anywhere in the Mexican Cession."
- (2) "The sale of slaves in the district of Columbia, where the nation's capital is located, should be against the law."
- (3) "California should be admitted as a free state."

C. Opinions of the Southern congressmen

- (1) "The growing of cotton over the years has worn out the soil in many parts of the South. It is therefore necessary that cotton growers and their slaves be allowed to move to new lands of Mexico Cession. Cotton production is of great importance to our economy and way of life in the South."
- (2) "There are currently 15 slaves and 15 free states. California must not be allowed into the union as a free state because it would give Northerners an advantage of two senators in congress. There are already more Northerners in the House of Representatives."
- (3) "Something must be done to punish Northerners who are helping slaves escape the South. A stronger Fugitive Slave Act is needed."

D. Your Compromise

The Kansas Nebraska Act

A. The Problem

In 1854 the United States created the territories of Kansas and Nebraska, opened new lands, and repealed the Missouri Compromise of 1820. Senator Stephen A. Douglas of Illinois has suggested that persons living in the part of the Louisiana Territory closed to slavery by the Missouri Compromise be allowed to decide for themselves whether or not they want slavery. This idea of letting people make their own decision is called "popular sovereignty."

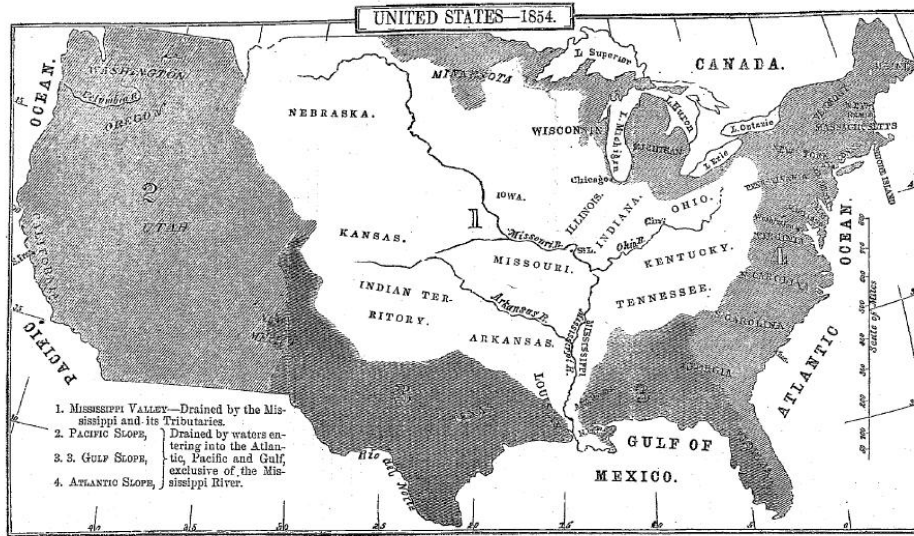
B. Opinion of Northern Congressmen

- (1) "It was agreed thirty years ago in the Missouri Compromise that the northern part of Louisiana Territory would remain closed to slavery. This agreement should not be changed."

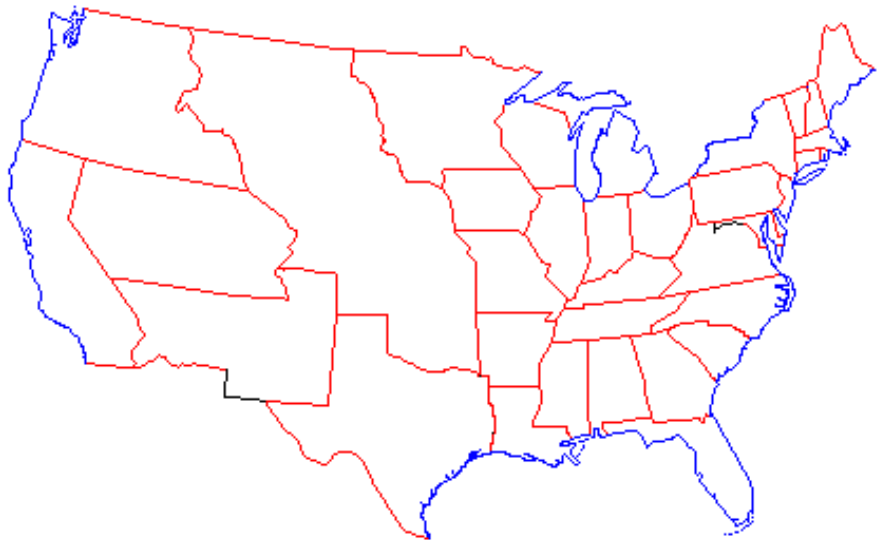
C. Opinions of Southern Congressmen

- (1) "In the compromise of 1850, California became a free state giving Northerners an advantage in the Senate. To make up for this, territory closed to slavery should now be opened to slavery."
- (2) "Slaves are property, and can be taken anywhere by their masters."

Conflict: Specialty Area Questions & Learning Activities
D. Your Compromise



Use the map on the right to show the various attempts made to avoid war: 1. Outline Free States in red as decided by the Missouri Compromise, outline Slave State in blue as decided by the Missouri Compromise. In red color the free states that entered the Union with the Compromise of 1850, in blue color the slave states that entered the Union with the Compromise of 1850.

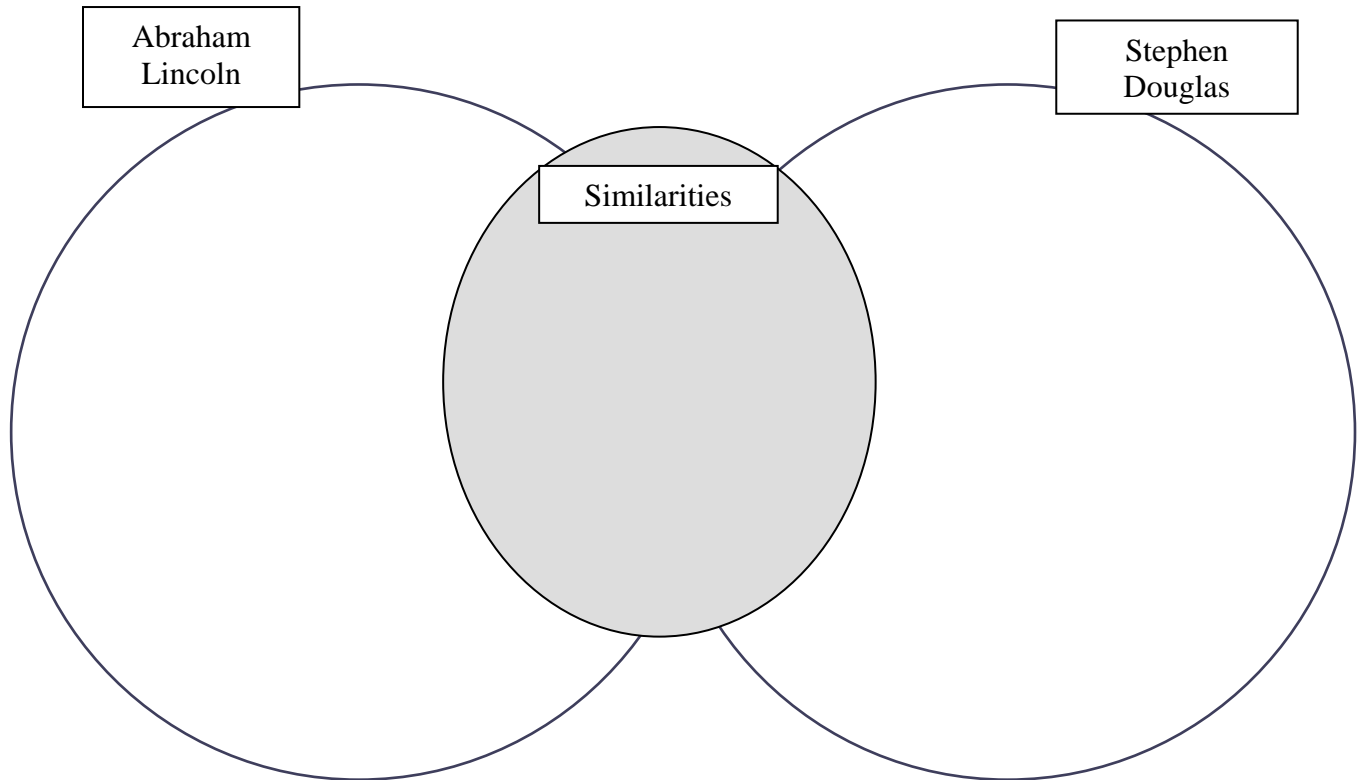


What problems do you foresee occurring as a result of the differing views regarding slavery? Explain your answer.

Teacher Instruction The Lincoln Douglas Debates

With the failure of compromise, how did the Lincoln-Douglas debates and the election of 1860 lead to secession.

On the Ven Diagram below identify the different and similar arguments for and against slavery proposed by Stephen Douglas and Abraham Lincoln.



In the space provided write your own arguments for and or against the continued practice of slavery. If you are against the practice of Slavery propose a solution that takes into account the concerns of both non-slave and slave owners.

Specialty Area 28 The War Begins What were the determining factors that affected the course of the war through the Battle of Antietam and the resulting Emancipation Proclamation? Be sure to clarify both Northern and Southern Strategies. (Naval blockade, cotton diplomacy). **CTF 478-503**



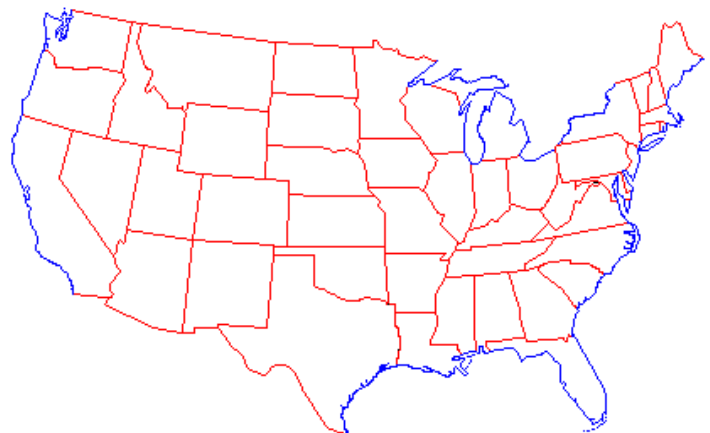
VIDEO/DVD Title: Civil War Journal: Destiny at Ft. Sumter (Volume 1) 50 minutes
Civil War Journal: Battle of 1st Bull Run (Volume 2) 50 minutes; Title: The Civil War A Concise History. Chapters 1-15; Title: "America, The Story of Us" Disc 2 Civil War

ESSENTIAL QUESTIONS

1. Analyze the Battle of Fort Sumter.
 - a. Where was it and who was involved?
 - b. What occurred in the battle?
 - c. What was the impact of the battle?
2. Analyze the First Battle of Bull Run.
 - a. Where was it and who was involved?
 - b. What occurred in the battle?
 - c. What was the impact of the battle?
3. Analyze the Second Battle of Bull Run?
 - a. Where was it and who was involved?
 - b. What occurred in the battle?
 - c. What was the impact of the battle?
4. Analyze the Battle of Antietam?
 - a. Where was it and who was involved?
 - b. What occurred in the battle?
 - c. What was the impact of the battle?

Use the map below to indicate Northern & Southern Strategies during the 1st half of the Civil War. Place a star on the site of the location of the Ft. Sumter the 1st and 2nd Battles of Bull Run, the Battle of Antietam and the Battle of Shiloh, indicate who won each of these battles, the North or South. By placing an "N" or "S" near the battle site

5. Analyze the Battle of Shiloh?
 - a. Where was it and who was involved?
 - b. What occurred in the battle?
 - c. What was the impact of the battle?
6. What were the strategies used by Northerners?
7. What were the strategies used by Southerners?



Northern (Union) Resources vs. Southern (Confederate) Resources

Northern (Union)

Strengths:

- a) Banking, Factories, Ships
- b) Experienced Government
- c) More railroads to transport supplies, equipment and men.
- d) Large Navy
- e) Larger Population; 22 million to 9 million
 - 1. Larger armies
 - 2. More troops in reserve.
 - 3. More supplies (food, clothing, munitions etc...)
- f) President Lincoln's single-mindedness in defending the Union.
- g) More money to fund the war, including gold from newly annexed California and Nevada.
- h) Industrial economy was harnessed to meet war needs.

Weaknesses:

- a) Not in complete agreement over the abolition of slavery
- b) Lost a lot of good officers to the South
- c) Going into unknown lands
- d) Lack of popular support to fight the war.

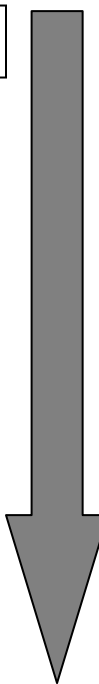

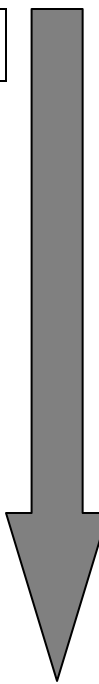
Southern (Confederate)

Strengths:

- a) Trading with Europe
- b) Best Military Officers
 - 1) General Stonewall Jackson
 - 2) General Robert E. Lee
- c) Long Coast lines make it difficult to blockade.
- d) Fighting on own soil
 - 1) Believed that they were defending their wife and children from invaders- devoted to the cause
 - 2) Knew the terrain
- e) Numerous forts and posts
 - 1) Former Secretary of War, Jefferson Davis, President of the Confederacy, had ensured that plumb military installations were put in the South

Weaknesses:

- a) Small Navy
- b) Long Coastline hard to defend
- c) Little industry and factory production
- d) South had to rely upon trade with foreign countries to procure those necessities.
- e) Black population sabotaged war effort
- f) Agricultural economy, primarily cotton, relied on foreign trade for income.

Most Important			
Northern (Union) Strengths			
Least Important			
			
		Most Important	
		Southern (Confederate) Strengths	
		Least Important	

TEACHERS: THE GETTYSBURG ADDRESS.

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth."

Q: As you listen and read the Gettysburg Address what words or images stand out to you? Why?

Specialty Area 29:Key Individuals of the Civil War : What were the contributions of key individuals in the Civil War? How did the election of 1860 led to secession & impact the Emancipation Proclamation on the United States and the Confederacy? **CTF 492-493, 504. CTF 469-473. CTF 478-:503. AH 566-601**



VIDEO/DVD Title: **Civil War Journal:** West Point Classmates-Civil War Enemies (entire segment) 50 minutes **Abraham Lincoln:** A New Birth of Freedom (Start at “Simple Annals of the Poor” timecode and go to the end) 45 minutes:

ESSENTIAL QUESTIONS:

1. Who was Abraham Lincoln and where was he from?
 - a. What experiences prior to the Civil War formed his character?
 - b. What role did he play in the Civil War?
 - c. How did the election of 1860 lead to secession?
 - d. What was the impact of the Emancipation Proclamation on the United States and the Confederacy?
 - e. What was his fate?
2. Who was George McClellan and where was he from?
 - a. What experiences prior to the Civil War formed his character?
 - b. What role did he play in the Civil War?
 - c. What was his fate
3. Who was Ulysses S. Grant and where was he from?
 - a. What experiences prior to the Civil War formed his character?
 - b. What role did he play in the Civil War?
 - c. What was his fate?
4. Who was Jefferson Davis and where was he from?
 - a. What experiences prior to the Civil War formed his character?
 - b. What role did he play in the Civil War?
 - c. What was his fate?
5. Who was Robert E. Lee and where was he from?
 - a. What experiences prior to the Civil War formed his character?
 - b. What role did he play in the Civil War?
 - c. What was his fate?

Six Word Memoirs: The Legend

Legend has it that the author Ernest Hemingway was once challenged to write a story in only six words. His response? “For sale: baby shoes, never worn.” Last year, SMITH Magazine re-ignited the story by asking readers for their own six-word memoir (life story). They sent in short life stories in droves, from the bittersweet (“Cursed with cancer, blessed with friends”) and poignant (“I still make coffee for two”) to the inspirational (“Business school? Bah! Pop music? Hurrah”) and hilarious (“I like cute girls, can’t lie”).

Choose one of the individuals you learned about in Specialty Area 28 and write a six word memoir. For example if I were writing a six word memoir for Abraham Linclon I could say “Great Man Dies Scared Nation Mourns.”.

Individual you are writing for: _____

What’s your own?



Specialty Area 30: Civil War at home: How did the Civil War affect those at home, excluding soldiers
Include the economy, home life, impact of war on daily life and how it affects women, children, slaves,
Northerners and Southerners. **CTF 488-497**



VIDEO/DVD Title: American Stories: War Outside My Window (entire segment); Title Civil War
Journal John Browns War: Title: “America, The Story of Us” Disc 2 Civil War

ESSENTIAL QUESTIONS

1. Who was Elizabeth Blackwell?
 - a. Where was she from and what experiences prior to the Civil War formed her character?
 - b. What role did she play in the Civil War?

2. Who was Clara Barton?
 - a. Where was she from and what experiences prior to the Civil War formed her character?
 - b. What role did she play in the Civil War?

3. Who was Winfield Scott?
 - a. Where was he from and what experiences prior to the Civil War formed his character?
 - b. What role did he play in the Civil War?

4. Who was Frederick Douglass?
 - a. Where was he from and what experiences prior to the Civil War formed his character?
 - b. What role did he play in the Civil War?

5. Who were the Copperheads?
 - a. What role did they play in the Civil War?

6. How did southern and northern women affect the war efforts?

7. What problems did both northerners and southerners have with the new draft laws, and how did they show their feelings?

8. What economic struggles did northerners and southerners face during the war?

Specialty Area 31: Second half of the Civil War: What were the determining factors that affected the course of the Civil War and contributed to the end of the war from the Battle of Gettysburg to the surrender of the South. (DO NOT COVER GETTYSBURG ADDRESS) **CTF 487- 503**



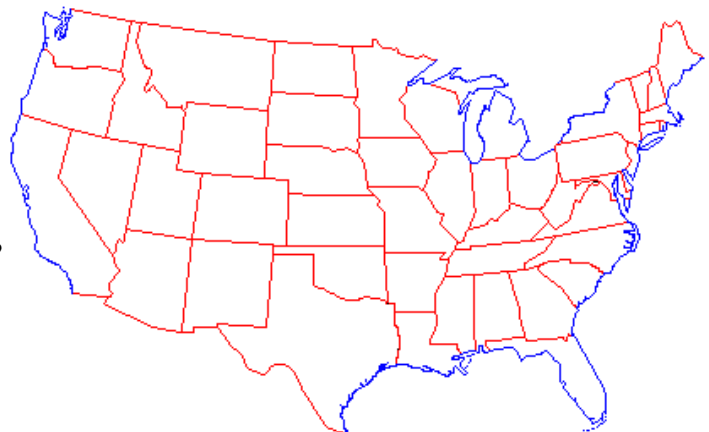
VIDEO/DVD Title: Civil War Journal: Sherman's March to the Sea (Volume 4) 50 minutes
Civil War Battles: Gettysburg (entire video) 50 minutes; Title: "America, The Story of Us" Disc 2
Civil War

ESSENTIAL QUESTIONS

1. What happened at the war at Sea?
2. What was the Ironclad and how did it help the Union?
3. Analyze the Battle of Gettysburg?
 - a. Where was it and who was involved?
 - b. What occurred in the battle?
 - c. What was the impact of the battle?
4. Analyze the Battle of Vicksburg?
 - a. Where was it and who was involved?
 - b. What occurred in the battle?
 - c. What was the impact of the battle?
5. Analyze Sherman's March.
 - a. Where was it and who was involved?
 - b. What occurred in the march?
 - c. What was the purpose of the march ?
 - d. What was the impact of the march?

Use the map below to indicate Northern & Southern Strategies during the 1st half of the Civil War. Place a star on the site of the location of the Ft. Sumter the 1st and 2nd Battles of Bull Run, the Battle of Antietam and the Battle of Shiloh, indicate who won each of these battles, the North or South. By placing an "N" or "S" near the battle site

6. Analyze the surrender of the South.
 - a. Where did the South surrender?
 - b. Who was involved?
 - c. What occurred at Appomatox Courthouse?
 - d. What were the terms of the surrender?



Specialty Area 32: Reconstruction: How did Reconstruction change the South, culturally, economically, and socially? **CTF 514-537; AH 602-626** How did industrialization in the North changed their culture, economy and society after the Civil War? **CTF 578-601; AH 602-626, 644-648**



IDEO/DVD: American Stories: Teacher of Freed People (entire segment) Title: “Reconstruction”

ESSENTIAL QUESTIONS 32

1. What was the Ten Percent Plan?
 - a. How did it affect the South?
2. What was the Wade-Davis Bill?
 - a. How did it affect the South?
3. What did the Thirteenth Amendment achieve?
 - a. How did the 13th Amendment change the lives of enslaved African Americans?
4. What issue did the Fourteenth Amendment address, and how did it affect the congressional elections of 1866?
 - a. How did the 14th Amendment change the lives of enslaved African Americans?
5. What did the Fifteenth Amendment achieve?
 - a. How did the 15th Amendment change the lives of enslaved African Americans?
6. How did Lincoln’s assassination affect the nation?
7. Analyze President’s Johnson Reconstruction Plan?
 - a. What was President Johnson’s Reconstruction Plan?
 - b. What steps did Johnson require southern states to take in order to be readmitted to the Union?
8. Analyze the treatment of Southern Blacks after the Civil War?
 - a. How were southern Blacks treated after the Civil War?
 - b. Why did they receive this treatment?
 - c. What were the Black Codes?
9. How did the South’s economy change after the War?
10. How did the North’s economy change after the War?

Must Visit websites

Era I: Mission U.S. is a free online role playing game about the Revolutionary War. To access the games click on the mission's link at the top of the page. The website also include numerous Educational Resources, Primary Resources, Student websites, online videos and more. Available at <http://www.uen.org/missionus/>

All Library of Congress website; includes access to the Library of Congress videos, primary documents, photographs, journals and more. When visiting the site use the search tool at the top of the page to search the era and period you are studying. Available at: <http://www.loc.gov/index.html>

Era II: Utah Teaching With Primary Sources; includes access to primary documents, photographs, journals and more. Available at: <http://utahteachingwithprimarysources.com/>

All Northern Virginia Partnership on this website, you will find free, easy to use, hands-on tools that will connect you to countless documents, images, resources and activities. available at <http://www.tpsnva.org/>

All The Gilder Lehrman Institute of History; The Gilder Lehrman Collection is a unique archive of primary sources in American history. The Collection includes more than 60,000 letters, diaries, maps, pamphlets, printed books, newspapers, photographs, and ephemera that document the political, social, and economic history of the United States, available at <http://www.gilderlehrman.org/>

All National Archives NARA; This site contains reproducible copies of primary documents from the holdings of the National Archives of the United States. Available at <http://www.archives.gov/education/lessons/> Within that same site is a page entitled "Docs teach" that provides both primary and secondary resources on thousands of different documents, available at <http://docsteach.org/>

Era I Colonial Williamsburg; this site is a link to Colonial Williamsburg, it includes primary documents, photographs, films and other media. Available at: <http://www.history.org/history/teaching/enewsletter/enewsletter.cfm>

All Smithsonian Museum. This site attempts to bring history to life, the site allows you to peer over the shoulder of the historian and share the excitement of discovery. Available at <http://www.smithsoniansource.org/>

Era I: Massachusetts Historical Society This site allows students to go on a journey through Colonial America via primary documents, videos and podcasts, available at <http://www.masshist.org/revolution/>

All: National Park Service this site contains lesson, which may contain maps, photos, or other primary source materials available for download on most historical sites. Available at <http://www.nps.gov/history/>

Era II: Agriculture in the Classroom This site covers the role of agriculture in the classroom. Available at <http://www.agclassroom.org/gan/>

Era III: House Divided- the Civil War Research Engine at Dickinson College. Includes a number of primary documents, photographs and film clips available at <http://housedivided.dickinson.edu/>

Era III: PBS Documentary Underground Railroad: The William Still Story (includes online DVD and Resources) available at <http://www.pbs.org/wned/underground-railroad/>

All (particularly helpful for those doing research on specific individuals) This site provides biographical information on thousands of present and historical figures. Available at <http://www.biography.com/people>

Era III, this site provides multiple images and primary documents highlighting slavery before, during and after the Civil War. Available at: <http://hitchcock.itc.virginia.edu/Slavery/index.php>

For Presentations Creating Comic Books: This site provides step by step instructions for creating an online comic strip, available at: <http://www.readwritethink.org/files/resources/interactives/comic/index.html>

For Presentations Creating Comic Books: This site provides instructions for creating online comic strip, it tends to be a bit more complex; however it allows more variety than many other sites, available at <http://chogger.com/>

For Presentations Animoto: Add images, text, video clips, and music and let the program put it together for you. A free version is available to create 30-second videos. Available at <http://animoto.com/education>

For Presentations, Glogster – online poster creation. Can embed video, graphics, audio clips, and photos. Available at <http://edu.glogster.com/>

For Presentations. This site provides a venue for organizing your research and creating online projects to highlight your research. Available at <http://www.livebinders.com/>

Conflict: Specialty Area Questions & Learning Activities

For Presentations, TWHistory, This site allows students to students experience a slice of time through the eyes of another person. The total of these personal experiences can then give a unique perspective of an event in history. Available at <http://www.twhistory.org/teachers>

All, an online site for creating maps (ideal for creating interactive maps of sites and historically significant events). Available at http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1

All An online data bank of famous speeches, when possible in audio and digital format. From Washington's inaugural address to Obama's inaugural address. Available at <http://www.americanrhetoric.com/>

All: Issues and Controversies in American History. This site provides varying points of views and different ways at looking at controversies in American history. The site is organized by Eras and themes that are very similar to the Specialty Areas in the workbook; available at <http://icah.infobaselearning.com/icah.aspx>

Era III: American Civil War. This site provides numerous insights into the Civil War, including key events during many of the primary battles; available at <http://americancivilwar.com/>

All: The History Place. This site The History Place is a private, independent, Internet-only not affiliated with any political group or organization. The Web site presents a fact-based, common sense approach in the presentation of the history of humanity, with great care given to accuracy. Available at <http://www.historyplace.com/>

All: Time Charts of Cartography. This site is a data base of maps, to find the information that will be of most help students will need to link to a number of sites and have the patience to search multiple sites and open multiple hyperlinks. Available at <http://www.henry-davis.com/MAPS/>

All: Famous Trials. The materials included in the Famous Trials website are original works of authorship, government records, works for which copyright protection has expired, works reprinted with permission, or works that are within the fair use protection of the copyright laws. This is an educational and non-commercial site maintained at the University of Missouri-Kansas City Law School. Available at <http://law2.umkc.edu/faculty/projects/ftrials/ftrials.htm>

All: The People's Vote, co-sponsored by the National Archives and Records Administration, National History Day, and U.S. News & World Report, invited Americans of all ages and educational backgrounds to vote for 10 of 100 milestone documents drawn mainly from the holdings of the National Archives, the site includes links to all 100 primary documents. Available at <http://ourdocuments.gov/content.php?flash=true&page=vote>

All: National Geographic. This site provides links to hundreds of online articles and interactive activities published by National Geographic, use the search mechanism to find information specific to your Specialty Area, search text should start from specific then, when necessary become more general. Available at <http://www.nationalgeographic.com/>

All: This site is a database of online research tools, from search engines, to periodicals. Be sure to access all of the search mechanism. Available at <http://www.virtualsalt.com/search.htm>

Presentations: A free online library of Microsoft clipart. Available at <http://office.microsoft.com/en-us/images/??lc=en-us>

Presentations: A free database of hundreds of PowerPoint backgrounds. Available at <http://brainybetty.com/>

All/ Presentations: National Atlas site allows you to use your imagination and, by probing and questioning, to choose the facts that fit your needs as you explore the American story. Available at <http://nationalatlas.gov/about.html>

All: History Channel website with links to some history channel programs and related content and activities. Available at <http://www.history.com/shows/classroom>

All: A Scholars guide to the world wide web, a fabulous data base of hundreds of search sites for finding the best of the best sites, if you are stumped in your research this should be your first stop. Available at <http://tiger.uic.edu/~rjensen/>

All: A web source for Military History. Outstanding and recently updated, available at <http://www.americanhistoryprojects.com/downloads/mil-2012.html>

Presentations: A site for easily and correctly citing sources in your presentations, available at <http://citationmachine.net/index2.php>

All: National Archive primary and secondary documents organized by Eras that correspond to the eras studied in class. Available at <http://www.archives.gov/education/lessons/>

All: Smithsonian Institutes Online Research, The SIRIS Image Gallery contains a sampling of visual records that are part of the Collections Search Center. The Image Gallery includes over 530,000 electronic images from several archival repositories and museums at the Smithsonian. Available at <http://sirismm.si.edu/siris/sirisimagegallery.htm>

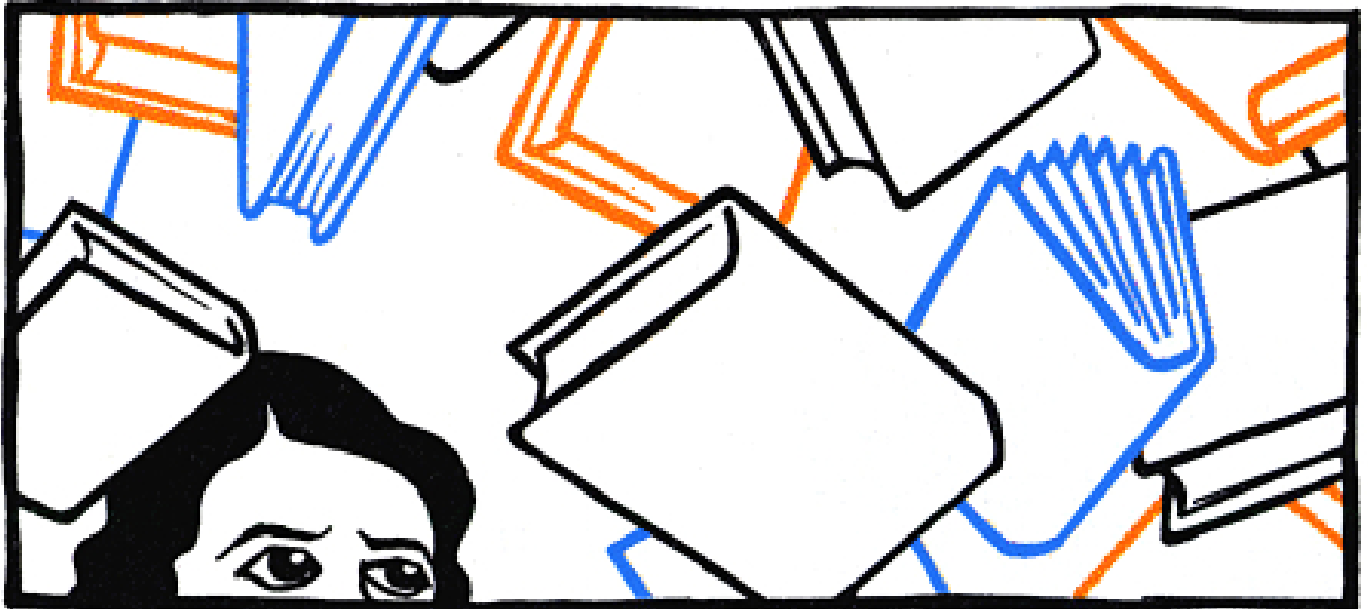
Conflict: Specialty Area Questions & Learning Activities

Era I: Key Individuals of the Revolutionary War. This site provides basic information on all of the key individuals of the Revolutionary War. The site also serves as a model for a possible project. Available at <http://fauxushistory.blogspot.com/>

Presentations: This site provides numerous links to digital media formats that could be used to create online presentations. Available at <http://prolearning.canyonsdistrict.org/bringing-social-studies-to-life-with-social-media.html>

Presentations: Wordle and Tagxedo. These sites are tools for generating “word clouds” from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes. Available at <http://www.wordle.net/> and <http://www.tagxedo.com/>

Term 3 Specialty Area Historical Novels



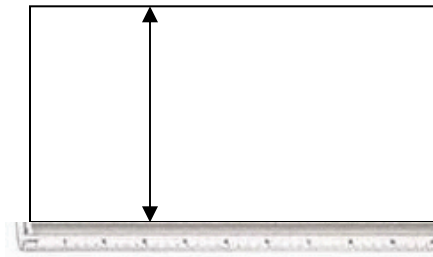
Specialty Area Historical Novels

Title of Novel: _____

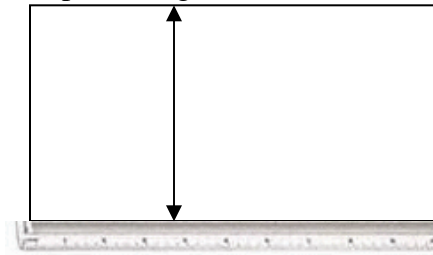
Objective: Students will connect with the historical period they have chosen to research via a historical novel of their choice. Suggested novels are listed within each specialty area in the Conflict workbook, students may also speak with the instructor or the librarian to ensure that their chosen novel is appropriate to the subject matter.

Process: While finished reading your chosen historical novel you will create a layered booklet book review following the guidelines below:

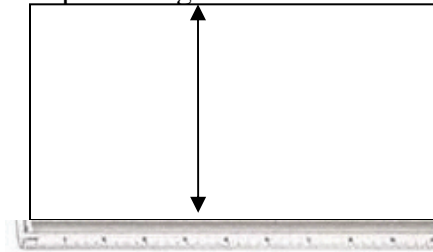
- 1) Remove and fold each piece of the layered booklet along the dotted line (attached at the conclusion of this section of the workbook) to form a layered booklet
 - a. Fold one 11 inch piece lengthwise at the 4 inch mark



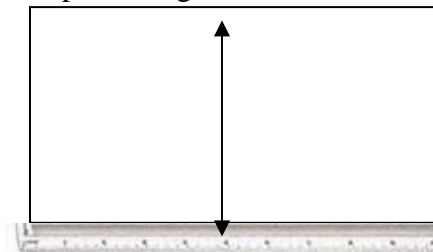
- b. Fold one 11 inch piece lengthwise at 4 ½ inches.



- c. Fold one 11 inch piece lengthwise at 5 inches.



- d. Fold one 11 inch piece lengthwise at 5 ¼ inches.



- e. Layer the folded pages in a layered booklet format. To make a sharp crease use a tongue depressor. Staple the booklet (using the stapler provided by the instructor) on the inside of the booklet in the space marked STAPLE HERE.

- 2) Create a cover sheet and title page with an illustration for your booklet. Cover sheets should be written neatly (or typed and cut and pasted). The Cover sheet should include:
 - a) The title of your chosen novel
 - b) A creative illustration that captures the attention of the reader and encapsulates the main idea of the novel. Illustrations may be hand drawn and/ or created from clip art and attached to the cover sheet.
 - c) The name and period of the student completing the layered book
- 3) Page 1: About the Author. On page 1 of the layered booklet, write a short biography about the author of the novel. You may wish to include a list of their other novels (works), biographical information (where from, college attended, family, academic and professional background), and the rationale they gave for writing the book (if available).
- 4) Page 2: When and Where. On page 2 of the layered booklet include the primary location(s) where the novel occurred and the date(s) the novel occurred. Page 2 should include:
 - a) A detailed map (hand drawn and/or created from clip art on the computer) identifying the primary location(s) where the novel occurred.
 - b) The map should include markers (arrows, stars, textboxes etc...) marking the location of the primary events in the novel.
 - c) Page 2 should identify the date(s) during which the novel occurred.
- 5) Page 3-4: Novel Summary. On page 3-4 of the layered booklet neatly write or type, and cut and paste, a summary of your chosen novel. Summaries should include a brief retelling of the story, including what happened in the novel, why it happened, where it happened and the consequences of the events. Finished summaries should be approximately 350-400 words in length. PLEASE NOTE: it is highly advised that students write a rough draft of the summary before writing their completed summary in their booklet.
- 6) Pages 5-6: Key Characters the Protagonists. On pages 5-6 identify the primary protagonist (the leading character, hero, or heroine of your novel) and two secondary protagonists. Include the following information about each
 - a) A *brief* biographical sketch of each, i.e. name, approximate age, relationship to other primary characters, where they live, what it is he/she must overcome, how do they overcome their challenges etc
 - b) An analysis of how the era (the events that occurred during the historical period in which your novel occurred) defined the protagonist.
 - c) A sketch or clip art (from the computer, magazine etc...) illustrating how you visualize the character. Sketches should be consistent with the descriptions provided by the author.
- 7) Pages 7-8: Key Characters the Antagonists. On pages 7-8 identify the primary antagonist (the adversary of the hero or protagonist within your historical novel-protagonists might include individuals, groups of individuals, the elements, etc...) and two secondary antagonists. Include the following information about each

- a) A *brief* biographical sketch of each, i.e. name, approximate age, relationship to other primary characters, where they live, what causes them to behave and act in the way they do.
 - b) An analysis of how the era (the events that occurred during the historical period in which your novel occurred) defined the antagonists.
 - c) A sketch or clip art (from the computer, magazine etc...) illustrating how you visualize the character. Sketches should be consistent with the descriptions provided by the author.
- 8) Pages 9-10: Fact vs. Fiction. On pages 9-10 identify four key events, persons, settings that occur within your historical novel. They should be events or individuals that you have researched or studied from some other source than your novel. Describe the account as presented in the novel then describe what occurred in reality, i.e. what did your additional research say about those same events. Be sure to identify the similarities and differences between what occurred in the novel and what you found in your research.
- 9) Pages 11-12: Lessons Learned. On pages 11-12 identify three lessons that can be learned from the experience of the protagonists and others who experienced first hand the historical era you are researching/ have researched. Include:
- a) What is the lesson that can be learned from the novel.
 - b) How can this lesson be applied individually in the present, i.e. how can the application of this lesson help you.
 - c) How can this lesson be applied to us collectively as a nation, i.e. how could the application of this lesson help our nation as we struggle through the problems experienced both nationally and globally today. Explain your answer.
- 10) Pages 13: Quotes. On page 13, choose 3-5 quotes (depending on the length of the quote) from the novel. Include:
- a) Write (or type) the entire selected quotation.
 - b) Provide the context for the quote, i.e. what was happening related to the quote.
 - c) Explain why you liked the quote.
- 11) Page 14: Likes, Dislikes & Recommendations. On page 14 explain why you liked or disliked the novel and recommendations for further study. Include:
- a) Explain whether you liked or disliked the novel. Write neatly and provide examples to illustrate your answer.
 - b) Give examples to show how the novel helped (or did not help) you better understand the era.
 - c) Provide at least three additional sources others might reference to better understand the era. Recommended sources should include, the author and title (or webpage) of each source.

Notes: Rough Drafts

Cover Sheet: Title & Illustration
(Please review instructions on page 2 (2) for
guidelines to complete the Cover Sheet)

When complete cut along the dotted line

Author Information

(Please review instructions on page 2 (3) for guidelines to complete the Author Information)

When complete cut along the dotted line

Likes, Dislikes & Recommendations

(Please review instructions on page 3 (11) for guidelines to complete the Likes, Dislikes & Recommendations)

Favorites: Likes & Dislikes

Favorite Quotes

(Please review instructions on page 3 (13) for guidelines to complete the Favorite Quote page.

When complete cut along the dotted line

When & Where

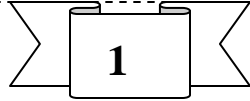
(Please review instructions on page 2 (4) for guidelines to complete the When & Where page.

Author / When & Where

Lesson Learned

(Please review instructions on page 3 (9) for guidelines to complete the Lesson Learned Section

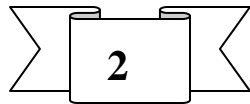
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Lesson 1: _____

Lesson 1: Individual Application _____

Lesson 1: Collective Application _____



Lesson 2: _____

Lesson 2: Individual Application _____

Novel Summary

(Please review instructions on page 2 (5) for guidelines to complete the two page novel summary

Key Character: The Protagonist(s)

(Please review instructions on page 2 (6) for guidelines to complete the Key Character, the protagonist(s) pages

When complete cut along the dotted line

Fact vs. Fiction

(Please review instructions on page 3 (8) for guidelines to complete the Fact vs. Fiction pages



3. Fiction: _____

3. Fact _____



4. Fiction: _____

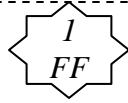
4. Fact _____

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Fact vs. Fiction

(Please review instructions on page 3 (8) for guidelines to complete the Fact vs. Fiction pages

When complete cut along the dotted line



1. Fiction: _____

1. Fact



2. Fiction:

2. Fact

Key Character: The Protagonist(s)

(Please review instructions on page 2 (6) for guidelines to complete the Key Character, the protagonist(s) pages

Key Character: The Antagonist(s)

(Please review instructions on page 2 (7) for guidelines to complete the Key Character, the antagonist(s) pages

When complete cut along the dotted line

Term 3 Specialty Area Historical Novel Grading Rubric

Grader: Self/ Peer (Circle that which applies)

Instructions: Use the rubric below to correctly complete, evaluate and grade your finished folded pamphlets.

Standards & Indicators	Excellent (100)	Sufficient (80)	Inadequate (60-0)
Cover Sheet Title Illustrations	9 points 1) Text is written neatly (or typed and cut and pasted). It includes: 2) the title of the novel, 3) neatly drawn (or cut and pasted) creative illustration that 4) captures the attention of the reader and 5) encapsulates the main idea of the novel and the 6) name and 7) period of the student.	7 points 1) Generally the text is written neatly (or typed and cut and pasted neatly). It includes most of the following (it is missing 1-2 of the required elements) i.e. 2) the title of the novel, 3) creative illustration, 4) captures the attention of the reader 5) illustrations encapsulate the main idea of the novel,6) name and 7) period of the student.	5 points 1) The text is sloppy (or typed and cut and pasted sloppily). It is missing many of the required elements, i.e. 2) the title of the novel, 3) creative illustration, 4) captures the attention of the reader 5) illustrations encapsulate the main idea of the novel,6) name and 7) period of the student.
Author Page	9 points Including at least four of the following in the author's biography: 1) a list of their other novels (works), 2) where from, 3) college attended, 4) family 5) academic and professional background, 6) their rationale for writing the book. Correctly used all writing conventions: spelling, punctuation, penmanship, grammar.	7 points Including at least three of the following in the author's biography: 1) a list of their other novels (works), 2) where from, 3) college attended, 4) family 5) academic and professional background, 6) their rationale for writing the book. Correctly used <i>most</i> writing conventions: spelling, punctuation, penmanship, grammar.	5 points Including at least two of the following in the author's biography: 1) a list of their other novels (works), 2) where from, 3) college attended, 4) family 5) academic and professional background, 6) their rationale for writing the book. There were numerous conventional errors, i.e. spelling, punctuation, penmanship, grammar.
When & Where Page	9 Points Booklet included 1) a neat, detailed map (hand drawn and/or clip art) identifying the primary location(s) where the novel occurred. 2) map included numerous markers (arrows, stars, textboxes etc...) marking the location of the primary events in the novel, 3) the date(s) during which the novel occurred.	8 Points Booklet included 1) a map (hand drawn and/or clip art) identifying the primary location(s) where the novel occurred. 2) map included some indicators marking the location of the primary events in the novel, 3) the date(s) during which the novel occurred.	6 Points Booklet included 1) a map identifying the primary location(s) where the novel occurred, 2) the date(s) during which the novel occurred.
Novel Summary Page	10 points Summaries included a brief retelling of the story, including 1) what happened in the novel, 2) why it happened, 3) where it happened and the 4) consequences of the events. Summaries were approx 350-400 words in length. It was evident the student had thought carefully about the text prior to writing the final draft. Correctly used all writing conventions: spelling, punctuation, penmanship, grammar.	8 points Summaries included a brief retelling of the story, including at least three of the following: 1) what happened in the novel, 2) why it happened, 3) where it happened and the 4) consequences of the events. Summaries were approx 250-349 words in length. It was somewhat evident the student had thought about the text prior to writing the final draft. Correctly used most writing conventions: spelling, punctuation, penmanship, grammar.	6 points Summaries included a brief retelling of the story, including at least two of the following 1) what happened in the novel, 2) why it happened, 3) where it happened and the 4) consequences of the events. Summaries were approx 200 words in length. There is little evidence the student thought about the text prior to writing the final draft. There were many conventional errors, i.e. spelling, punctuation, penmanship, grammar.
Protagonist Page	9 Points Identified the primary protagonist and two secondary protagonists and include the following information for each: a) A brief biographical sketch i.e. name, age, relationship to other characters, where they live, what it is he/she must overcome and how do they overcome their challenges, b) an analysis of how the era defined the protagonist. c) A sketch or clip art illustrating the character that was consistent with the descriptions provided by the author. Correctly used all writing conventions: spelling, punctuation, penmanship, grammar.	7 Points Identified the primary protagonist and two secondary protagonists and included MOST of the following information for each: a) A brief biographical sketch i.e. name, age, relationship to other characters, where they live, what it is he/she must overcome and how do they overcome their challenges, b) an analysis of how the era defined the protagonist. c) A sketch or clip art illustrating the character. Correctly used most writing conventions: spelling, punctuation, penmanship, grammar.	5 Points Identified AT LEAST one protagonists and include VERY LITTLE of the following information for each: a) A brief biographical sketch i.e. name, age, relationship to other characters, where they live, what it is he/she must overcome and how do they overcome their challenges, b) an analysis of how the era defined the protagonist. c) A sketch or clip art illustrating the character. There were many conventional errors, i.e. spelling, punctuation, penmanship, grammar.

Antagonist Page	9 Points Identified the primary antagonist and two secondary antagonists and include the following information for each: a) A brief biographical sketch i.e. name, age, relationship to other characters, where they live, what causes them to behave in the way they do, b) an analysis of how the era defined the antagonist. c) A sketch or clip art illustrating the character that was consistent with the descriptions provided by the author. Correctly used all writing conventions: spelling, punctuation, penmanship, grammar.	7 Points Identified the primary antagonist and two secondary antagonists and included MOST of the following information for each: a) A brief biographical sketch i.e. name, age, relationship to other characters, where they live, what causes them to behave the way they do, b) an analysis of how the era defined the antagonist. c) A sketch or clip art illustrating the character. Correctly used most writing conventions: spelling, punctuation, penmanship, grammar.	5 Points Identified AT LEAST one antagonist and includes VERY LITTLE of the following information for each a) A brief biographical sketch i.e. name, age, relationship to other characters, where they live, what causes them to behave the way they do, b) an analysis of how the era defined the antagonist. There were may conventional errors, i.e. spelling, punctuation, penmanship, grammar.
Fact vs Fiction Page	9 Points Identified four key events, persons, settings that occur within the novel and a) described the account as presented in the novel b) described what occurred in reality, c) identified the similarities and differences between what occurred in the novel and what was found in the research. Correctly used all writing conventions: spelling, punctuation, penmanship, grammar.	8 Points Identified 3-4 key events, persons, settings that occur within the novel and did MOST of the following a) described the account as presented in the novel b) described what occurred in reality, c) identified the similarities and differences between both. Correctly used most writing conventions: spelling, punctuation, penmanship, grammar.	6 Points Identified 1-2 key events, persons, settings that occur within the novel and did VERY LITTLE of the following a) described the account as presented in the novel b) described what occurred in reality, c) identified the similarities and differences between both. There were may conventional errors, i.e. spelling, punctuation, penmanship, grammar.
Lessons Learned Page	9 Points Identify 3 lessons that can be learned from the novel, Including all of the following for each: a) What is the lesson that can be learned from the novel. b) How can this lesson be applied individually in the present, c) How can this lesson be applied to us collectively as a nation. Provided explanations for each lesson. Correctly used all writing conventions: spelling, punctuation, penmanship, grammar.	7 Points Identify 2-3 lessons that can be learned from the novel, Including MOST of the following for each: a) What is the lesson that can be learned from the novel. b) How can this lesson be applied individually in the present, c) How can this lesson be applied to us as a nation. Correctly used most writing conventions: spelling, punctuation, penmanship, grammar.	5 Points Identify 1-2 lessons that can be learned from the novel, Including VERY LITTLE of the following for each: a) What is the lesson that can be learned from the novel. b) How can this lesson be applied individually in the present, c) How can this lesson be applied to us as a nation. There were may conventional errors, i.e. spelling, punctuation, penmanship, grammar.
Quotes Page	9 Points Included 3-5 quotes (depending on the length of the quote) from the novel. For each quote they included the following information: a) the entire selected quotation, b) provided the context for the quote, c) explained why you liked the quote. Correctly used all writing conventions: spelling, punctuation, penmanship, grammar.	7 Points Included 2-3 quotes (depending on the length of the quote) from the novel. For each quote they included at least some of the following information: a) the entire selected quotation, b) provided the context for the quote, c) explained why you liked the quote. Correctly used most writing conventions: spelling, punctuation, penmanship, grammar.	5 Points Included 1-2 quotes (depending on the length of the quote) from the novel. Included VERY LITTLE of the following information: a) the entire selected quotation, b) the context for the quote, c) an explanation of why you liked the quote. There were may conventional errors, i.e. spelling, punctuation, penmanship, grammar.
Likes, Dislikes & Recommendation Page	9 Points a) Explained whether you liked or disliked the novel, provided examples to explain your answer. b) Gave examples to show how the novel helped (or did not help) you better understand the era. c) Provided at least three additional sources others might reference to better understand the era. Recommended sources include, the author and title (or webpage) of each source. Correctly used all writing conventions: spelling, punctuation, penmanship, grammar.	7 Points a) Explained whether you liked or disliked the novel, b) Sometimes gave examples to show how the novel helped (or did not help) you better understand the era. c) Provided at least 2 additional sources to better understand the era. Correctly used most writing conventions: spelling, punctuation, penmanship, grammar.	7 Points a) There was little explanation of whether you liked or disliked the novel, b) Rarely gave examples to show how the novel helped (or did not help) you better understand the era. c) Provided no additional sources to better understand the era. There were may conventional errors, i.e. spelling, punctuation, penmanship, grammar.

Points Possible on Pamphlet _____/100 possible



Explanation (Compete only if you feel it is necessary to explain your grade to the instructor:

TOTAL POINTS FOR TERM 3 NOVEL _____/100

Dragon's Gate: A Historical Novel about the Chinese Railroad Workers

Objective: Students will understand the reality of the experience of Chinese immigrants, including the positive and negative, physical, emotional, mental and social experiences, encountered by many of the Chinese immigrants who worked on the trans-continental railroad

Process: Read *Dragon's Gate* a story about a young man from China who came to San Francisco to help build the railroad. When finished with the entire novel, complete the questions, writing in full, complete sentences that reveal your understanding of the text. Lastly, complete the Fact or Fiction worksheet on the last page of the "Term 4 Novel: Dragon's Gate/ So Far From Home" packet. Please note the books are fragile- please treat them with care

Read the questions prior to reading the novel; however DO NOT answer the questions UNTIL you have read the entire text. Many of your answers will change and evolve as the story changes and evolves. All answers should be written in full sentences and generally fill in the entire space provided.

1) How did the opium trade, and resulting addiction, impact the Chinese? Why might it have led some Chinese to leave their native homeland?

2) What happened in the novel that forced Otter to flee China and go to America?

3) In chapter 8 Otter describes the wind in the railroad tunnel as "funeral dirge", or a song played at a funeral, in what ways is his depiction prophetic? Give two specific examples.

A: _____

B: _____

4) How and why are Otter's father and Uncle Firefox viewed and treated differently in China and in the United States? Explain your answer

How?: _____

Why?: _____

2 Term 4 Novel: Dragon's Gate/ So Far From Home

5) What was work like for the Chinese crews working in the railroad tunnels? Give five specific examples:

A: _____

B: _____

C: _____

D: _____

E: _____

6) How would you describe the relationship between Sean and Otter? In spite of their differences, what unites them as friends?

7) Uncle Foxfire and his crew find ways to make the work and camp life bearable. What are three things they do to make it easier, or more enjoyable? Explain.

A: _____

B: _____

C: _____

8) How did the challenges Uncle Foxfire's *group of misfits* experience shape them into a successful work crew? Give at least two specific examples and explain your answer.

A: _____

B: _____

- 9) Other than Otter who was your favorite character in the book? Why? Explain your answer. Who was your least favorite character in the book? Why? Explain your answer.

Favorite: _____

Least Favorite: _____

- 10) How and why do Otter's feelings about his father and Uncle Foxfire change over the course of the novel? Explain your answer

Father: _____

Uncle Foxfire: _____

- 11) On page 218, the following dialogue (conversation) occurs between Uncle Firefox and Otter.

“I just can't live up to my father. I can't live up to you. I'm no hero.”
 He came back to me and leaned down. Snow had transformed his eyelashes into white wires.
 “There's no magic. It's what's inside you.”

Based on the choices Otter makes, what evidence is there that 'what's inside' him is heroic. Give at least two examples and explain your answer.

A: _____

B: _____

- 12) What are three lessons that can be learned from Otter, and others, who experienced first hand the building of the railroad that could help you individually, or us collectively as a nation? Explain your answer.

A: _____

B: _____

C: _____

4 Term 4 Novel: Dragon’s Gate/ So Far From Home

So Far From Home: The Diary of Mary Driscoll an Irish Mill Girl

Objective: Students will understand the reality of the experience of Northern Mill Workers during the Industrial Revolution, including the positive and negative, physical, emotional, mental and social experiences, encountered by many of the immigrants who worked in the clothing Mills.

Process: Read *So Far From Home* a story about a young Irish girl who came to Lowell, Massachusetts in 1847 to work in a clothing mill. When finished with the entire novel, complete the questions, writing in full, complete sentences that reveal your understanding of the text. Lastly, complete the Fact or Fiction worksheet on the last page of the “Term 4 Novel: Dragon’s Gate/ So Far From Home” packet. Please note the books are fragile- please treat them with care

Read the questions prior to reading the novel; however DO NOT answer the questions UNTIL you have read the entire text. Many of your answers will change and evolve as the story changes and evolves. All answers should be written in full sentences and generally fill in the entire space provided.

- 1) How did the potato blight impact the Irish? Why might it have led some Irish to leave their native homeland?

- 2) What happened in the novel that forced Mary Driscoll to flee Ireland and go to America?

- 3) On page 26 Molly wrote about the trip overseas: “There is a constant foul odor down there. In good weather, the main decks are so crowded during the day that ‘tis difficult to find a place to stand.” Why was it so difficult to travel below deck? Give two specific examples.

A: _____

B: _____

- 4) How and why are the Irish viewed and treated differently in the United States?
Explain your answer

How?: _____

Why?: _____

5) What was work like for the female mill workers working at Lowell Mills? Give five specific examples:

A: _____

B: _____

C: _____

D: _____

E: _____

6) How would you describe the relationship between Laura and Sean? In spite of their differences, what unites them as friends?

7) The young women at Lowell Mills found ways to make the work and mill life bearable. What are three things they did to make it easier, or more enjoyable? Explain.

A: _____

B: _____

C: _____

8) How did the challenges the young women experience, shape them into stronger women? Give at least two specific examples and explain your answer.

A: _____

B: _____

6 Term 4 Novel: Dragon's Gate/ So Far From Home

9) Other than Mary who was your favorite character in the book? Why? Explain your answer. Who was your least favorite character in the book? Why? Explain your answer.

Favorite: _____

Least Favorite: _____

10) How and why do Mary's feelings about living and working in America change over the course of the novel? Explain your answer

Living in America _____

Working in America _____

11) On page 152 the novelists writes the following:

“Thousands of Irish immigrants flowed into the United States, surviving and overcoming terrible conditions. Unskilled jobs with low wages required families-mothers, fathers, and older children- to work in order to earn a living wage. Discrimination forced families to live in deplorable housing in overcrowded neighborhoods. Religious prejudice and language (many Irish immigrants spoke the Irish language) often isolated and segregated the Irish community. But ultimately, with citizenship and the vote, the Irish gained the opportunity to participate as equals in the American system. Still, even 150 years later, it would be hard to find people of Irish extraction who don't remember the famine and the many hardships their ancestors endured on their way to becoming full fledged citizens.”

Based on the experiences of the Irish in the novel what evidence is there that the Irish faced discrimination in America? Give at least four examples and explain your answer.

A: _____

B: _____

C: _____

D: _____

12) What are three lessons that can be learned from the Irish and other immigrants, who experienced first hand working in the clothing mills that could help you individually or us collectively as a nation? Explain your answer.

A:

B:

C:

Fact or Fiction

Directions: In each small box on the left (labeled A) put the page number of an event, a person or a setting from your historical novel. It should be something that you can research. In the next box (labeled B) describe what happened in the account in the novel, i.e. what, why, when where, how. In the next box (labeled C) explain if that event, person, setting is real and how accurate it is portrayed. In the box on the right (labeled D) name the source for your information (include the title of your research text, website, author, and if possible date of publication)

A	B 1. Fiction: Historical Account in Novel	C 1. Fact: Research based account	D 1. Source
1. Page Numbers #			
1			
A	B 2. Fiction: Historical Account in Novel	C 2. Fact: Research based account	D 2. Source
2. Page Numbers #			
2			
A	B 3. Fiction: Historical Account in Novel	C 3. Fact: Research based account	D 3. Source
3. Page Numbers #			
3			
A	B 4. Fiction: Historical Account in Novel	C 4. Fact: Research based account	D 4. Source
4. Page Numbers #			
4			
A	B 5. Fiction: Historical Account in Novel	C 5. Fact: Research based account	D 5. Source
5. Page Numbers #			
5			

Term 4 Packet and Project Grading Rubric:

Grader: Self/ Peer (Circle that which applies)

Grade the questions using the following grade scale:

<p>5pts: Responses were ALWAYS complete-full paragraph response). They correctly used all writing conventions: spelling, punctuation, penmanship, grammar. They ALWAYS included details from the novel.</p>	<p>4pts: Responses were GENERALLY complete-full paragraph response). MOSTLY They correctly used writing conventions: spelling, punctuation, penmanship, grammar. They MOSTLY included details from the novel.</p>	<p>3pts: Responses were SOMETIMES complete-full paragraph response). They SOMETIMES correctly used SOME writing conventions: spelling, punctuation, penmanship, grammar. They SOMETIMES included details from the novel.</p>	<p>2pts: Responses were RARELY complete-full paragraph response). They RARELY used all writing conventions: spelling, punctuation, penmanship, grammar. They DID NOT included details from the novel.</p>	<p>1-0pts: Responses were incomplete</p>
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Q1. _____/5 Points received
Justification (Rationale) for grade. Please be specific.

Q2. _____/5 Points received
Justification (Rationale) for grade. Please be specific.

Q3. A. _____/5 Points received B. _____/5 Points received Total points _____ (10)
Justification (Rationale) for grade. Please be specific.

Q4. A. _____/5 Points received
Justification (Rationale) for grade. Please be specific.

Q5. A. _____/5 Points received B. _____/5 Points received C. _____/5 Points received D. _____/5 Points received E. _____/5 Points received
Total points _____ (25)

Justification (Rationale) for grade. Please be specific.

Q6. _____/5 Points received
Justification (Rationale) for grade. Please be specific.

Q7. A. _____/5 Points received B. _____/5 Points received C. _____/5 Points received
Total points _____ (15)
Justification (Rationale) for grade. Please be specific.

Q8. A. _____/5 Points received B. _____/5 Total points _____ (10)
Justification (Rationale) for grade. Please be specific.

Q9. A. _____/5 Points received
Justification (Rationale) for grade. Please be specific.

Q10. A. _____/5 Points received
Justification (Rationale) for grade. Please be specific.

Q11. A. _____/5 Points received B. _____/5 Points received C. _____/5 Points received D. _____
Total points _____ (20)
Justification (Rationale) for grade. Please be specific.

Q12. A. _____/5 Points received B. _____/5 Points received C. _____/5 Points received
Total points _____ (15)
Justification (Rationale) for grade. Please be specific.

Points Possible on Questions _____/110 possible

Grade the Fact of Fiction work sheet using the following grade scale:

Standard & Indicator	Excellent 20 pts	Average 15	Inadequate 14-0
1	<p>5 pts Fiction Historical Account in Novel Accurately depicted the event, person or setting as portrayed in the novel. Followed all correct writing conventions, i.e. spelling, punctuation, penmanship, and grammar.</p> <p>8 pts Fact Research Based Account Student researched the same event, person or setting depicted in the fiction account. Research based accounts were accurate and followed all correct writing conventions, i.e. spelling, punctuation, penmanship, and grammar.</p> <p>5 pts Source(s) Source included the title, author, and date of publication. (websites only) student indicated if date or authorship was not available.</p> <p>2 pts Page Numbers The example included all the page numbers of the event, person or setting from the historical novel.</p>	<p>4 pts Fiction Historical Account in Novel Generally explained the event, person or setting as portrayed in the novel. Correctly followed <i>most</i> writing conventions, i.e. spelling, punctuation, penmanship, and grammar.</p> <p>6 pts Fact Research Based Account Research based accounts were accurate and correctly followed <i>most</i> writing conventions, i.e. spelling, punctuation, penmanship, and grammar.</p> <p>4 pts Source(s) Source included some but not all of the following: the title, author, and date of publication. (websites only) student indicated if date or authorship was not available.</p> <p>1 pts Page Numbers The example included some of the page numbers of the event, person or setting from the historical novel.</p>	<p>3-0 pts Fiction Historical Account in Novel Depiction of the event, person or setting as portrayed in the novel was sketchy. There were many conventional errors, i.e. spelling, punctuation, penmanship, and grammar.</p> <p>5-0 pts Fact Research Based Account The research was disconnected from the fictional account. Research based accounts were sketchy and or incomplete. Conventional errors were common.</p> <p>3-0 pts Source(s) Source was inadequate.</p> <p>0 pts Page Numbers The example did not include, or incorrectly posted the page numbers of the event, person or setting from the historical novel.</p>
2	<p>5 pts Fiction Historical Account in Novel Accurately depicted the event, person or setting as portrayed in the novel. Followed all correct writing conventions, i.e. spelling, punctuation, penmanship, and grammar.</p> <p>8 pts Fact Research Based Account Student researched the same event, person or setting depicted in the fiction account. Research based accounts were accurate and followed all correct writing conventions, i.e. spelling, punctuation, penmanship, and grammar.</p> <p>5 pts Source(s) Source included the title, author, and date of publication. (websites only) student indicated if date or authorship was not available.</p> <p>2 pts Page Numbers The example included all the page numbers of the event, person or setting from the historical novel.</p>	<p>4 pts Fiction Historical Account in Novel Generally explained the event, person or setting as portrayed in the novel. Correctly followed <i>most</i> writing conventions, i.e. spelling, punctuation, penmanship, and grammar.</p> <p>6 pts Fact Research Based Account Research based accounts were accurate and correctly followed <i>most</i> writing conventions, i.e. spelling, punctuation, penmanship, and grammar.</p> <p>4 pts Source(s) Source included some but not all of the following: the title, author, and date of publication. (websites only) student indicated if date or authorship was not available.</p> <p>1 pts Page Numbers The example included some of the page numbers of the event, person or setting from the historical novel.</p>	<p>3-0 pts Fiction Historical Account in Novel Depiction of the event, person or setting as portrayed in the novel was sketchy. There were many conventional errors, i.e. spelling, punctuation, penmanship, and grammar.</p> <p>5-0 pts Fact Research Based Account The research was disconnected from the fictional account. Research based accounts were sketchy and or incomplete. Conventional errors were common.</p> <p>3-0 pts Source(s) Source was inadequate.</p> <p>0 pts Page Numbers The example did not include, or incorrectly posted the page numbers of the event, person or setting from the historical novel.</p>
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TOTAL FOR QUESTIONS: _____/110 pts

Rationale/Justification for Project grade:

TOTAL FOR Fact or Fiction: _____/100 pts

TOTAL COMBINED SCORE _____/210 points.