**Middle School American History Teacher Companion Guide**

\*Unit order both within and between semesters may differ by location. Content may also differ based on state requirements. Please feel empowered to download this resource along with the upcoming Semester B resource and adjust it to fit the course set-up for your school.

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| **Unit 1: Course Overview** | |
| **Unit 2: The Revolutionary Era** | |
| [Lesson 1:](#90301hsn1wky) The French and Indian War | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Albany Plan of Union    2. Edward Braddock    3. French and Indian War    4. Plains of Abraham    5. Treaty of Paris    6. William Pitt 2. Think about the meaning of each word. 3. Read the objectives for this lesson:    1. Describe causes and outcomes of the    2. French and Indian War    3. Identify important events and historical figures of the French and Indian War. Analyze their impact on the colonists.    4. Analyze the reasons for Native American involvement in the French and Indian War 4. Keep the Essential Question in mind as you go:    1. When is war justified? |
| Resource | |
|  | Current Resource: Text on Slide  Alternate Resource:  Colonists kept settling across the 13 colonies. As they did, they found it essential to expand west. British rulers kept imposing taxes and trade rules. Colonies strengthened their own forms of self-government. However, they felt their rights were ignored. Resentment grew. This sparked unrest across the settlements. This unit will cover the time around the Revolutionary War. You will learn about events and people that drove the nation toward revolution. You will analyze how a group of colonies was able to get independence. |
| Slide 2 | |
| Activity | |
|  | 1. Take the Pretest. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None Needed |
| Slide 3 | |
| Activity | |
|  | 1. Look at these key words from slide 1.    1. Albany Plan of Union    2. Edward Braddock    3. French and Indian War    4. Plains of Abraham    5. Treaty of Paris    6. William Pitt 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. How did the fighting between Britain and France over the North American frontier impact Native Americans? |
| Resource | |
|  | Current Resources:   1. Text in screen about the French and Indian War. 2. Flipped Video about the “Causes and Results of the French and Indian War”.   Alternate Resources:   1. Read about the French and Indian War:   The French and Indian War was the result of rivalry between Britain and France. This rivalry was over land in North America. The main area was in the Ohio Valley. The Ohio River Valley is the area west of the Appalachian Mountains. Both France and Great Britain claimed the area during colonial times.  Native American groups formed alliances with either French or English colonists. Many tribes entered the war to protect their interests. They wanted to protect their trading rights. Great Britain would eventually win the war. Winning put them in debt. This debt was a big reason they imposed taxes on their colonies. This created conflicts with the colonists. It was one of the big factors that led to the Revolutionary War.  In this lesson, you will learn about three main things:   * some causes of the French and Indian War * why Native Americans sided with either the English or French * key events of the war  1. Watch the Video on slide 3. |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about the war starting. 2. Open your [notes](https://www.connexus.com/content/media/1861244-342016-83321-AM-1792184385.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What did the French do to try to stop the British from expanding 2. West? 3. What happened because of the Native Americans choosing sides with either the French or British? 4. What was Washington’s role in the war? |
| Resource | |
|  | Current Resource: Access Topic 3: The Revolutionary Era, Lesson 1: The French and Indian War in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Europeans Fight Over North American Land, and The French and Indian War Begins in the Ohio River Valley    Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Read the first 6 paragraphs of the French and Indian War](https://go.scholastic.com/B/article/atb/999/atb999h6083.html?highlightTerm=frenc%20AND%20and%20AND%20indian%20AND%20war)  -or-  [Watch this video](https://www.history.com/videos/french-and-indian-war) |
| Slide 5 | |
| Activity | |
|  | 1. You are going to read about the early French Victories. 2. Open your [notes](https://www.connexus.com/content/media/1861244-342016-83321-AM-1792184385.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What did Franklin’s Albany Plan of Union propose? 2. Why wasn’t Franklin’s plan approved? 3. What gave the French and their Indian allies an advantage near Fort Duquesne? |
| Resource | |
|  | Current Resource: Access Topic 3: The Revolutionary Era, Lesson 1: The French and Indian War in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read A Meeting in Albany and British Defeats in the Ohio Valley.  Alternate Resources:  [Watch Benjamin Franklin and the Albany Plan of Union](https://www.c-span.org/classroom/document/?18018)  [Watch The Opening Battle of a World War](https://www.nps.gov/fone/index.htm) |
| Slide 6 | |
| Activity | |
|  | 1. You are going to read about the early British Successes. 2. Open your [notes](https://www.connexus.com/content/media/1861244-342016-83321-AM-1792184385.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. How did the British prime minister gain the support of the colonists to continue with war efforts? 2. What was a major turning point for the British? 3. What officially ended the French and Indian War? |
| Resource | |
|  | Current Resource: Access Topic 3: The Revolutionary Era, Lesson 1: The French and Indian War in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Quebec and New France Fall.    Alternate Resources:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Read from paragraph 7 (starting with “In 1757”) to the end.](https://go.scholastic.com/B/article/atb/999/atb999h6083.html?highlightTerm=%20AND%20General%20AND%20Braddock)  [Watch this video](https://www.history.com/videos/french-and-indian-war) |
| Slide 7 | |
| Activity | |
|  | Directions:   1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156052/A0156052/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2097757)). 2. Click through the interactive. 3. Put the questions in your [notes](https://www.connexus.com/content/media/1625938-3242016-31051-PM-2065598658.docx). 4. Use the text to help answer them.   Questions:   1. Why were Native American groups split in their support of European colonists? 2. Why were the French threatened by English expansion? 3. What were some outcomes early in the war? 4. How did George Washington establish himself as a military leader? 5. What did the British gain by defeating the French and signing the Treaty of Paris? |
| Resource | |
|  | None |
| Slide 8 | |
| Activity | |
|  | 1. Check your answers in your notes. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542227). 2. Think about your answer to the focus question:    1. How did the fighting between Britain and France over the North American frontier impact Native Americans? 3. Check your [answer](https://www.connexus.com/content/render.aspx?idDocument=2542229). 4. Think about your answer to the essential question:    1. When is war justified? 5. Check your [answer](https://www.connexus.com/content/render.aspx?idDocument=2542230). 6. Do the review in #4 on slide 8 7. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53555&idLesson=586461&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 9 | |
| Activity | |
|  | 1. Take the Quick Check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None Needed |
| Lesson 2: Tensions with Britain | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Abigail Adams    2. Boston Massacre    3. boycott    4. committee of correspondence    5. Crispus Attucks    6. free-enterprise system    7. John Adams    8. King George III    9. Mercy Otis Warren    10. Patrick Henry    11. petition    12. Pontiac’s War    13. Proclamation of 1763    14. repeal    15. Samuel Adams    16. Stamp Act    17. Sugar Act    18. Townshend Acts    19. writs of assistance 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. Why did new rules imposed by Great Britain make the colonists upset? |
| Resource | |
|  | Current Resources:   1. Text in screen about Tense Times 2. Flipped Video about Taxation and Mercantilism   Alternate Resources:   1. Read about Tense Times   Despite the British victory over the French, there were troubling times ahead. The British would soon struggle with their relations with both the Native Americans and the colonists. Colonists were eager to venture west to settle on the newly-acquired lands. Tensions increased with colonists that stayed east. This was due to the increased cost of goods and taxes set by the British. The British raised prices and taxes to pay for war debt. These taxes angered colonists. They would eventually become the main reason for rebellion against British policies.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about the early conflicts and tensions. 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What was the purpose of the Proclamation of 1763? 2. Why did the colonists disagree with the Proclamation of 1763? |
| Resource | |
|  | Current Resource: Access Topic 3: The Revolutionary Era, Lesson 2: Tensions with Britain in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Conflict Over Land and The Proclamation of 1763 Creates Tension.  Alternate Resource:  [Watch the Proclamation of 1763](https://www.history.com/videos/proclamation-of-1763) |
| Slide 3 | |
| Activity | |
| 1. You are going to read about the early Resentment and Resistance. 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. Why did colonists resist the Stamp Act? 2. What is meant by no taxation without representation? 3. What steps did colonists take to change some of the laws? 4. Why did the colonists want a free enterprise economy? | |
| Resource | |
|  | Current Resource: Access Topic 3: The Revolutionary Era, Lesson 2: Tensions with Britain in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Mercantilism and Taxation Cause Resentment, and The Stamp Act Provokes Resistance.  Alternate Resource:  [Watch The Stamp Act](https://www.pbs.org/video/stamp-act-ogmxrl/) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about the rebellion. 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 3. Add in the questions below.   Use the text to help answer them.  Questions:   1. Why did colonists oppose writs of assistance? 2. How did colonists rebel against the Townshend Acts? 3. What sparked the Boston Massacre? |
| Resource | |
|  | Current Resource: Access Topic 3: The Revolutionary Era, Lesson 2: Tensions with Britain in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Townshend Acts Spark Rebellion, Colonists Provide Leadership in the Struggle with Britain, and The Boston Massacre.  Alternate Resources:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the links below   [Boston Massacre](https://go.scholastic.com/C/article/003/932/0039320-0.html)  [Writs of Assistance](https://go.scholastic.com/C/article/031/593/0315930-0.html)  [Watch the Townshed Acts](https://www.history.com/topics/american-revolution/townshend-acts-video) |
| Slide 5 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Charts/A0156054/A0156054/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542216)) 2. Review events that led up to the outbreak of protests 3. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 4. Add in the questions below.    1. What details about the colonial response to the Stamp Act tell you that it was one cause of the American Revolution?    2. Why were colonists upset about the British searches?    3. Why was the lack of representation in British government one of the causes of the American Revolution? 5. Click this [link](https://www.connexus.com/content/media/1220205-362015-104241-AM-1208848536.pdf) 6. Complete the map    1. In the center write “Causes of the American Revolution”    2. In the boxes around, add the four biggest sources of tension |
| Resource | |
|  | 1. This unit has a portfolio. 2. Here are the [directions](https://www.connexus.com/content/media/1625938-322016-90004-AM-1267754152.docx). 3. It is due in lesson 5. 4. You will research a little-known hero. They will be from the Revolutionary War. You will summarize their life. You will summarize their contribution to the war. 5. You can do this in any format you like (essay, presentation, video). 6. To prepare, review the [rubric](https://www.connexus.com/content/media/1861213-4282016-85301-AM-195804351.pdf). 7. Think about this portfolio as you complete lessons. |
| Slide 6 | |
| Activity | |
|  | 1. Check your answers in your notes. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542212). 2. Think about your answer to the focus question:    1. Why did new rules imposed by Great Britain make the colonists upset? 3. Check your [answer](https://www.connexus.com/content/render.aspx?idDocument=2542213). 4. Check your [answers](https://www.connexus.com/content/media/1861244-342016-15801-PM-249539996.pdf) to your web. 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53555&idLesson=586460&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 7 | |
| Activity | |
|  | 1. Take the Quick Check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None Needed |

|  |  |
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| Lesson 3: Taking Up Arms | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Battle of Bunker Hill    2. Battles of Lexington and Concord    3. blockade    4. Boston Tea Party    5. civil disobedience    6. Continental Army    7. First Continental Congress    8. Green Mountain Boys    9. Intolerable Acts    10. Loyalists    11. mercenaries    12. militia    13. minutemen    14. Olive Branch Petition    15. Patriots    16. Quebec Act    17. Tea Act 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. What action or event do you think was the one that made the Revolution unavoidable? 6. Review the objectives:    1. Analyze events that led to tension between colonists and the British government    2. Compare and contrast advantages and disadvantages of the British Army and the Continental Army during the early days of the Revolution    3. Identify and describe key battles and events from the Revolutionary War    4. Identify and describe notable figures and their role in the Revolutionary War |
| Resource | |
|  | Current Resources:   1. Text in screen about Civil Disobedience 2. Flipped Video about Boston Tea Party   Alternate Resources:   1. Read about Civil Disobedience   Tensions between the British and colonists continued to grow. Through protests and boycotts, colonists committed acts of civil disobedience. Britain passed four laws. The colonists called these the Intolerable Acts. They named them that because they felt that the laws were too harsh. The laws continued to push colonists to the brink of revolution.  In this lesson, you will continue to learn about events that led up to the Revolutionary War. You will also learn about key battles of the war.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about the Boston Tea Party. 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. How did a dispute over tea lead to further tension between colonists and Great Britain? 2. Why and how did the British government punish colonists for the Boston Tea Party? 3. What were the Intolerable Acts and what ultimately happened as a result of them? |
| Resource | |
|  | Current Resource: Access Topic 3: The Revolutionary Era, Lesson 3: Taking Up Arms in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Boston Tea Party and King George III Strikes Back Against Boston  Alternate Resource:   1. [Click this link](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM) [to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the links below   [Intolerable Acts](https://go.scholastic.com/D/article/010/001/01000138.html?highlightTerm=intolerable%20AND%20acts)  [Watch the Boston Tea Party](https://education.nationalgeographic.org/resource/boston-tea-party/) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about the Shot Heard ‘Round the World. 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What battle(s) marked the official beginning of the Revolutionary War? 2. How did the Olive Branch petition spark more fighting? |
| Resource | |
|  | Current Resource: Access Topic 3: The Revolutionary Era, Lesson 3: Taking Up Arms in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Battles of Lexington and Concord, and The Fighting Continues  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the links below   [The Revolutionary War (read up and to “War in the East”)](https://go.scholastic.com/D/article/010/001/01000150.html?highlightTerm=revolutionary%20AND%20wawr)  [Watch The Second Continental Congress and the Olive Branch Petition](https://www.youtube.com/watch?v=qdFxPKXb8u8) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about colonists taking sides. 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. How were the colonists divided when taking sides? 2. Why were Patriots at a disadvantage? 3. What were some advantages the British had? 4. What area had fewer Loyalists? |
| Resource | |
|  | Current Resource: Access Topic 3: The Revolutionary Era, Lesson 3: Taking Up Arms in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Opposing Sides at War, and the War Comes to Boston.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Read The War Begins and War in the East sections](https://go.scholastic.com/D/article/010/001/01000150.html?highlightTerm=revolutionary%20AND%20wawr)  [George Washington and the Continental Army](https://go.scholastic.com/D/article/010/001/01000149.html?highlightTerm=patriots%20AND%20continental%20AND%20army)  [Loyalists](https://go.scholastic.com/D/article/010/001/01000146.html?highlightTerm=loyalists) |
| Slide 5 | |
|  | |
|  | Directions:   1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Charts/A0156057/A0156057/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542204)). 2. Click through the interactive. 3. Put the questions in your [notes](https://www.connexus.com/content/media/1625938-3242016-31051-PM-2065598658.docx). 4. Use the text to help answer them.   Questions:   1. What steps were taken by the colonists and the British to prevent war? 2. What was one of the biggest advantages the Patriots had in the early days of the war? 3. Do you agree with John Adams and Samuel Adams that war could not be avoided? Explain your reasoning. |
| Resource | |
|  | 1. This unit has a portfolio. 2. Here are the [directions](https://www.connexus.com/content/media/1625938-322016-90004-AM-1267754152.docx). 3. It is due in lesson 5. 4. Keep working on this portfolio. 5. You will research a little-known hero. They will be from the Revolutionary War. You will summarize their life. You will summarize their contribution to the war. 6. You can do this in any format you like (essay, presentation, video). 7. To prepare, review the [rubric](https://www.connexus.com/content/media/1861213-4282016-85301-AM-195804351.pdf). 8. Think about this portfolio as you complete lessons. |
| Slide 6 | |
| Activity | |
|  | 1. Check your answers in your notes. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2093243&idCourse=42982). 2. Think about your answer to the focus question:    1. What action or event do you think was the one that made the Revolution unavoidable? 3. Check your [answer](https://www.connexus.com/content/render.aspx?idDocument=2093242&idCourse=42982). 4. Review for the [quiz](https://www.connexus.com/content/media/1567227-7152015-95902-AM-1061928073.pdf). 5. Do the interactives (#5 and #6) 6. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53555&idLesson=586459&lessonPlusPrior=True&type=glossary) |
| Resource | |
|  | None |
| Slide 7 | |
| Activity | |
|  | 1. Take the Quiz. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None Needed |
| Lesson 4: Declaring Independence | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Common Sense    2. Declaration of Independence    3. natural rights    4. Preamble    5. Robert Livingston    6. Roger Sherman    7. Thomas Paine    8. traitor    9. unalienable rights 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. What ideas about government and rights are expressed in the Declaration of Independence? 6. Review the objectives:    1. Summarize the purpose and main ideas of the Declaration of Independence    2. Describe the impact of Thomas Paine’s pamphlet, Common Sense    3. Explain the steps Congress took to declare independence |
| Resource | |
|  | Current Resources:   1. Text in screen about Independence 2. Flipped Video about the Declaration of Independence   Alternate Resources:   1. Read about Independence   Colonists attempted and failed to fix the relationship with Britain. Thomas Paine wrote a pamphlet titled Common Sense. In it he argued that colonists did not owe their loyalty to King George III or to Britain. Paine’s writings inspired colonial leaders. This moved them toward declaring independence. In 1776, the Continental Congress argued whether and how to declare freedom from England.  You will learn how the colonists declared independence from Britain. You will learn the main ideas of the Declaration of Independence.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Common Sense. 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What was Paine’s main theme in the pamphlet, Common Sense? 2. Who drafted the Declaration of Independence? 3. Why was it considered dangerous to sign the Declaration of Independence? |
| Resource | |
|  | Current Resource: Access Topic 3: The Revolutionary Era Lesson 4: Declaring Independence in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read the sections titled Thomas Paine’s Common Sense and Choosing Independence.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Declaration of Independence](https://go.scholastic.com/D/article/010/001/01000141.html?highlightTerm=declaration%20AND%20of%20AND%20independence)  [Thomas Paine](https://go.scholastic.com/B/article/atb/999/atb999b596.html?highlightTerm=Thomas%20AND%20Paine) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about the Declaration of Independence. 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. According to the Declaration of Independence, why do people form governments? 2. According to the Declaration of Independence, what happens if a government fails to protect the rights of its citizens? |
| Resource | |
|  | Current Resource: "Declaration of Independence" by Funk & Wagnalls New World Encyclopedia.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   Re-read [Declaration of Independence](https://go.scholastic.com/D/article/010/001/01000141.html?highlightTerm=declaration%20AND%20of%20AND%20independence) |
| Slide 4 | |
| Activity | |
|  | Directions:   1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156058/A0156058/player.html). 2. Click through the interactive. 3. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156059/A0156059/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542185)). 4. Click this [link](https://www.connexus.com/content/render.aspx?idDocument=2093272&idCourse=42982). 5. Put the questions in your [notes](https://www.connexus.com/content/media/1625938-3242016-31051-PM-2065598658.docx). 6. Use the resources above to help answer them.   Questions:   1. How did Thomas Paine influence the Declaration of Independence? 2. Why was the publication of the Declaration of Independence an important event in the Revolutionary Era? 3. What are the main ideas of the Declaration of Independence? |
| Resource | |
|  | 1. This unit has a portfolio. 2. Here are the [directions](https://www.connexus.com/content/media/1625938-322016-90004-AM-1267754152.docx). 3. It is due in lesson 5. 4. Keep working on this portfolio. 5. You will research a little-known hero. They will be from the Revolutionary War. You will summarize their life. You will summarize their contribution to the war. 6. You can do this in any format you like (essay, presentation, video). 7. To prepare, review the [rubric](https://www.connexus.com/content/media/1861213-4282016-85301-AM-195804351.pdf). 8. Think about this portfolio as you complete lessons. |
| Slide 5 | |
| Activity | |
|  | 1. Check your answers in your notes. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2093286&idCourse=42982). 2. Think about your answer to the focus question:    1. What ideas about government and rights are expressed in the Declaration of Independence? 3. Check your [answer](https://www.connexus.com/content/render.aspx?idDocument=2093287&idCourse=42982). 4. Do the interactive (#4) 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53555&idLesson=586458&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Take the Quiz. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None Needed |
| Lesson 5: Winning Independence | |
| Slide | |
| Activity | |
|  | 1. Look at these key words.    1. ally    2. Battle of Cowpens    3. Battle of Long Island    4. Battle of Saratoga    5. Battle of Trenton    6. Battle of Yorktown    7. Cavalry    8. Friedrich von Steuben    9. guerrilla    10. Haym Salomon    11. James Armistead    12. Marquis de Lafayette    13. Nathan Hale    14. Ratify    15. siege    16. Valley Forge    17. Wentworth Cheswell 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. What were some key reasons why the American colonists were able to ultimately defeat the British? 6. Review the objectives:    1. Analyze how the Continental Army overcame their disadvantages over the course of the Revolutionary War    2. Explain factors that contributed to the patriots’ winning the war    3. Identify and describe key battles and events of the war, including battles that marked turning points and ultimate victory    4. Describe the contributions of women and African Americans to the war |
| Resource | |
|  | Current Resources:   1. Text in screen about Joining the Cause. 2. Flipped Video about Winning Independence.   Alternate Resources:   1. Read about Joining the Cause   As the battles of the revolution raged on, many different groups and allies helped the colonists. These groups included women, enslaved African Americans, and children. The colonists also found European allies. The French wanted to avenge their defeat from the Seven Year War with Britain. They joined the Americans in the Revolutionary War. The French convinced Spain to help as well. The Dutch also got involved. Dutch bankers loaned money to the colonists. Dutch merchants sold them gunpowder.  Even with this support the Continental Army struggled. They were untrained. They had limited supplies such as food, clothing, and weapons. But in the end, the colonists won their independence from Britain.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Challenges and Victories. 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. Which forces seem to be better prepared for battle? 2. What important role did Haym Solomon play? 3. Why was the American attack at Trenton successful? 4. How did Washington fool Cornwallis? |
| Resource | |
|  | Current Resource: Access Topic 3: The Revolutionary Era Lesson 5: Winning Independence in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Early Challenges for the Continental Army.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the links below   [Washington Crosses the Delaware](https://go.scholastic.com/B/article/atb/999/atb999h060.html?highlightTerm=Trenton%20AND%20)  [Battle of Princeton](https://go.scholastic.com/L/article/032/174/0321740-00.html?highlightTerm=princeton%20AND%20cornwallis)  [Haym Salomon](https://go.scholastic.com/L/article/034/207/0342070-00.html?highlightTerm=Haym%20AND%20Solomon) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Victories and Harsh Conditions. 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. How did the tides turn for the Americans? 2. What helped the soldiers get through their hardships during their difficult time at Valley Forge? |
| Resource | |
|  | Current Resource: Access Topic 3: The Revolutionary Era Lesson 5: Winning Independence in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Tide Turns for the Americans and Winter at Valley Forge.  Alternate Resource:  [Battle of Saratoga](https://www.youtube.com/watch?v=cZNpbSP6Glo)  [Watch Unsung Heroes of Valley Forge](https://www.nps.gov/media/video/view.htm?id=3BD60D64-270C-4288-BDEF-1D41D077CEC7) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about Women and African Americans. 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. How did women help with the war effort? 2. What were some ways African Americans assisted with the war effort? |
| Resource | |
|  | Current Resource: Access Topic 3: The Revolutionary Era Lesson 5: Winning Independence in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Women Contribute to the War Effort and African Americans in the War.  Alternate Resource:  [Women in the American Revolution](https://www.youtube.com/watch?v=MkhoubO8yTA)  [African Americans in the Revolution](https://www.youtube.com/watch?v=Z3p-uo03CtE) |
| Slide 5 | |
| Activity | |
|  | 1. You are going to read about fighting in the south and at sea. 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. How did the British convince many Native American groups to become their allies? 2. How did the Patriots and Loyalists clash? 3. What caused the shift of some settlers to side with the Patriots? |
| Resource | |
|  | Current Resource: Access Topic 3: The Revolutionary Era Lesson 5: Winning Independence in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Women Contribute to the War Effort and African Americans in the War.  Alternate Resource:  [Native Americans, American Revolution](https://www.youtube.com/watch?v=wi2qLeVZBKw)  [Loyalists vs Patriots in the American Revolutionary War](https://www.youtube.com/watch?v=LZ5lPeyBJmg) |
| Slide 6 | |
| Activity | |
|  | 1. You are going to read about the war ending. 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What ultimately ended the war? 2. What was the result of the Treaty of Paris? 3. How did geography help the American victory? |
| Resource | |
|  | Current Resource: Access Topic 3: The Revolutionary Era Lesson 5: Winning Independence in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read A Decisive Win Brings the War to a Close, and Explaining the American Victory.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Read “Peace” Section](https://go.scholastic.com/D/article/010/001/01000150.html?highlightTerm=revolutionary%20AND%20war)  [American Prelude to the Battle of Cowpens](https://www.nps.gov/cowp/learn/photosmultimedia/american-prelude.htm) |
| Slide 7 | |
| Activity | |
|  | Directions:   1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Timeline/A0156061/A0156061/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542171)). 2. Click through the interactive. 3. Click this [link](https://www.connexus.com/content/media/1299711-372016-95412-AM-366397291.pdf). 4. Complete the Venn Diagram. 5. Compare and contrast the Continental and British armies. 6. Put the questions in your [notes](https://www.connexus.com/content/media/1625938-3242016-31051-PM-2065598658.docx). 7. Use the resources above to help answer them.   Questions:   1. What were some early challenges for the Continental Army? 2. What were some key turning points for the Americans? 3. How did the revolution help to establish important ideals of liberty and equality? 4. How did the American Revolution begin to bring an end to slavery? |
| Resource | |
|  | None |
| Slide 8 | |
| Activity | |
|  | 1. This unit has a portfolio. 2. Here are the [directions](https://www.connexus.com/content/media/1625938-322016-90004-AM-1267754152.docx). 3. It is due at the end of this lesson. 4. Keep working on this portfolio. 5. You will research a little-known hero. They will be from the Revolutionary War. You will summarize their life. You will summarize their contribution to the war. 6. You can do this in any format you like (essay, presentation, video). 7. Review the [rubric](https://www.connexus.com/content/media/1861213-4282016-85301-AM-195804351.pdf). 8. Compare your work to that rubric. |
| Resource | |
|  | None |
| Slide 9 | |
| Activity | |
|  | 1. Check your Venn diagram answers. Use this [link](https://www.connexus.com/content/media/1625938-322016-92801-AM-775972437.pdf). 2. Check your answers in your notes. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542169). 3. Think about your answer to the focus question:    1. What were some key reasons why the American colonists were able to ultimately defeat the British? 4. Check your [answer](https://www.connexus.com/content/render.aspx?idDocument=2542168). 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53555&idLesson=586457&lessonPlusPrior=True&type=glossary) |
| Resource | |
|  | None |
| Slide 10 | |
| Activity | |
|  | 1. Turn in your portfolio 2. Here are the [directions](https://www.connexus.com/content/media/1625938-322016-90004-AM-1267754152.docx). 3. Review the [rubric](https://www.connexus.com/content/media/1861213-4282016-85301-AM-195804351.pdf). |
| Resource | |
|  | None |
| Lesson 6: Unit Review | |
| Slide 1 | |
| Activity | |
|  | 1. Review your essential question:    1. When is war justified? 2. Review the objectives:    1. Explain the events surrounding the American Revolution from the point of view of both the English Parliament and the American patriots    2. Identify key people, events, and battles in the events leading up to and during the Revolutionary War    3. Analyze the Declaration of Independence, and identify ideas and documents that influenced it |
| Resource | |
|  | None |
| Slide 2 | |
| Activity | |
|  | 1. Review your essential question:    1. When is war justified? 2. Some justifications include:    1. to secure land or gain resources    2. to stand up for ideas    3. to defend against aggressors    4. to help other allies    5. to protect a way of life 3. In your notes, write down the three most important principles for which the Patriots were fighting and how these principles continue to shape the national identity of the United States today. |
| Resource | |
|  | None |
| Slide 3 | |
| Activity | |
|  | 1. Review the main questions:    1. Why were the Patriots angry with Britain?    2. What grievances were included in the Declaration of Independence?    3. How did the colonists end up winning their independence? 2. Take the practice [test](https://www.connexus.com/assessments/engine.aspx?idAssessment=922996&idWebuser=4852683&idSection=1762832&idHtmllet=7345954&close=true&popup=true) |
| Resource | |
|  | None |
| Slide 4 | |
| Activity | |
|  | 1. Check your unit review answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542162). 2. Do the interactive (#2) 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53555&idLesson=586457&lessonPlusPrior=True&type=glossary) |
| Resource | |
|  | None |
| Lesson 7: Unit Test | |
| Slide 1 | |
| Activity | |
|  | 1. Take the test. 2. It is in your lesson.. 3. Do your best. |
| Resource | |
|  | None |
| **Unit 3: A Constitution for the United States** | |
| Lesson 1: A Weak Confederation | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Bill of rights    2. cede    3. constitution    4. currency    5. depression    6. Land Ordinance of 1785    7. Northwest Ordinance    8. Shays’s Rebellion 2. Think about the meaning of each word. 3. Think about the essential question for this unit.    1. How much power should a government have? 4. Review the objectives for this unit.    1. Analyze how and why the government was set up under the Articles of Confederation    2. Identify strengths and weaknesses of the Articles of Confederation    3. Analyze problems with the Articles of Confederation and the effect of those problems    4. Describe how the Northwest Ordinance established a method for settlement |
| Resource | |
|  | Current Resources:   1. Text in screen about the Power of Government   Alternate Resources:   1. Read about Power of Government   The Revolutionary War was over. The former colonies were finally independent of Great Britain. The war united the colonies. The leaders needed to find a way to make the union last. You will learn about the two systems of government set up in the United States. You will compare those government types. You will learn about the roles people played in writing and ratifying the Constitution. |
| Slide 2 | |
| Activity | |
|  | 1. Take the pretest. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Slide 3 | |
| Activity | |
|  | 1. Look at these key words.    1. Bill of rights    2. cede    3. constitution    4. currency    5. depression    6. Land Ordinance of 1785    7. Northwest Ordinance    8. Shays’s Rebellion 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. What can leaders do when they recognize government is not working well? |
| Resource | |
|  | Current Resources:   1. Text in screen about Written Framework for Government 2. Flipped Video about the Articles of Confederation   Alternate Resources:   1. Read about Written Framework for Government   The Continental Congress wrote a document. This document was known as the Articles of Confederation. They drafted this around the same time as the Declaration of Independence. The Articles were like America's first constitution. The Articles were the first written framework for a national government in the United States. The purpose of the Articles was to set up a pact of states. This alliance could make sure the central government never had too much power. The Articles of Confederation were new. They had not set up an executive branch to enforce the laws. They had not set up a judicial branch to interpret the laws.  You will learn how and why the government was set up under the Articles of Confederation. You will identify some of the weaknesses of that setup. You will learn how those weaknesses led to the ratification of the U.S. Constitution.   1. Watch the Video on slide 1. |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about the Articles of Confederation. 2. Open your [notes](https://www.connexus.com/content/media/1861213-4122016-82746-AM-1426008052.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What was a strength of the Articles of Confederation? 2. What was Maryland’s demand before agreeing to the Articles of Confederation? |
| Resource | |
|  | Current Resource: Access Topic 4: A Constitution for the United States, Lesson 1: A Weak Confederation in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Each State Creates a Constitution and The Articles of Confederation.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the links below   [Read through Drafting the Articles section](https://go.scholastic.com/D/article/010/001/01000144.html?highlightTerm=articles%20AND%20of%20AND%20confederation)  Read this excerpt from this linked [article](https://www.census.gov/newsroom/stories/virginia-admission-anniversary.html):  Virginia was the first state to ratify on December 16, 1777. Other states ratified in 1778. Maryland, Delaware, and New Jersey did not want to ratify the Articles. The Articles needed all to agree. To ratify, these smaller states wanted other states to give up their western land claims. New Jersey and Delaware in time agreed. This left Maryland as the last holdout. |
| Slide 5 | |
| Activity | |
|  | 1. Open your [notes](https://www.connexus.com/content/media/1861213-4122016-82746-AM-1426008052.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. How did foreign countries take advantage of the weaknesses of the confederation? 2. What did the Land Ordinance of 1785 do? 3. What did the Northwest Ordinance do? 4. What was the requirement for a territory to be able to apply for admission to the nation as a new state? |
| Resource | |
|  | Current Resource: Access Topic 4: A Constitution for the United States, Lesson 1: A Weak Confederation in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Weaknesses of Confederation and An Orderly Expansion.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the links below   [Nathan Dane](https://go.scholastic.com/L/article/011/874/0118740-00.html?highlightTerm=Land%20AND%20Ordinance%20AND%20of%20AND%201785)  [Watch the Northwest Ordinance](https://www.youtube.com/watch?v=Zvn_s3PPLoA)  [Listen to 60-second Civics: Weaknesses of the Articles of Confederation](https://files.civiced.org/podcasts/60SecondCivics/60SecondCivics-Episode262.mp3) |
| Slide 6 | |
| Activity | |
|  | 1. You are going to read about the Need for change 2. Open your [notes](https://www.connexus.com/content/media/1861213-4122016-82746-AM-1426008052.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. How did the Depression impact farmers? 2. What prompted Americans to realize that the Articles of Confederation were not working? |
| Resource | |
|  | Current Resource: Access Topic 4: A Constitution for the United States, Lesson 1: A Weak Confederation in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Economic Problems Lead to Change.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Shay’s Rebellion](https://go.scholastic.com/C/article/026/452/0264520-0.html?highlightTerm=shays%20AND%20rebellion) |
| Slide 7 | |
| Activity | |
|  | 1. Directions: 2. Click this [link](https://www.connexus.com/content/media/1296460-8262015-103801-AM-1735614305.pdf). 3. List the strengths of the articles on the left. List the weaknesses on the right 4. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156062/A0156062/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542320)). 5. Click through the interactive. 6. Put the questions in your [notes](https://www.connexus.com/content/media/1861213-4122016-82746-AM-1426008052.docx). 7. Use the resources above to help answer them.   Questions:   1. Describe two events that highlighted the weaknesses of the 2. Articles of Confederation that prompted leaders from several states to call for a convention to revise the Articles of Confederation. 3. Why do you think the early leaders of the nation adopted such a weak system of government like the Articles of Confederation? 4. How did the leaders of the fledgling nation react when they realized that the Articles of Confederation weren’t working well? |
| Resource | |
|  | None |
| Slide 8 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542322). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1861244-3232016-32445-PM-1129242788.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542321). 4. Do the interactive (#4) 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53556&idLesson=586470&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 9 | |
| Activity | |
|  | 1. Take the Quick Check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 2: Drafting a Constitution | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. compromise    2. Constitutional Convention    3. executive branch    4. Great Compromise    5. judicial branch    6. legislative branch    7. New Jersey Plan    8. Three-Fifths Compromise    9. Virginia Plan 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. How did conflicts and compromises shape the writing and adoption of the Constitution? 6. Review the objectives:    1. Describe the organizational structure of the government under the Constitution    2. Align weaknesses of the Articles of Confederation with their solutions in the Constitution    3. Summarize the conflicts and compromises of the Great Compromise and the Three-Fifths Compromise    4. Identify key people and describe their roles during the Constitutional Convention |
| Resource | |
|  | Current Resources:   1. Text in screen about the Constitutional Convention 2. Flipped Video about the Constitutional Convention   Alternate Resources:   1. Read about Written the Constitutional Convention   Drafting the United States Constitution was hard. It had to protect states’ rights. It had to bring states together as one nation. It had to establish roles of the federal and state governments. In May of 1787, the Constitutional Convention met in Philadelphia, PA. They talked in secret. They debated. They made compromises. Finally, the delegates resolved their disputes.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Madison and the Virginia Plan 2. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. Why is James Madison considered the Father of the Constitution? 2. What were some ways that the Virginia Plan and New Jersey Plan were similar? |
| Resource | |
|  | Current Resource: Access Topic 4: A Constitution for the United States, Lesson 2: Drafting a Constitution in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read A Historic Convention and Disagreements Over a New Government.    Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [James Madison](https://go.scholastic.com/D/article/a20/178/a2017870-h.html?highlightTerm=james%20AND%20madison)  [Read the “Constitutional Convention” Section](https://go.scholastic.com/D/article/a20/303/a2030370-h.html?highlightTerm=constitution%20AND%20ratification) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about compromise 2. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What did the Great Compromise do? 2. What was the basis for the primary disagreements between Northern and Southern states? 3. What compromise was reached regarding the population of enslaved Africans? 4. What compromise was reached regarding slavery? 5. Why did some delegates choose not to sign the Constitution? |
| Resource | |
|  | Current Resource: Access Topic 4: A Constitution for the United States, Lesson 2: Drafting a Constitution in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Great Compromise, The Three-Fifths Compromise, and The Convention Comes to a Conclusion.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [James Madison](https://go.scholastic.com/D/article/a20/178/a2017870-h.html?highlightTerm=james%20AND%20madison)  [Read the “Constitutional Convention” Section](https://go.scholastic.com/D/article/a20/303/a2030370-h.html?highlightTerm=constitution%20AND%20ratification)  [Scroll down and watch the Constitutional Convention video](https://constitutioncenter.org/education/constitution-101-curriculum/4-constitutional-convention-and-ratification) |
| Slide 4 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156064/A0156064/player.html) 2. Click through the interactive. 3. Put the questions in your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 4. Use the resources above to help answer them.   Questions:   1. What kind of government did Alexander Hamilton propose? 2. What kind of government did James Madison propose? 3. What was George Washington’s role? 4. What was Ben Franklin’s role? |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/content/media/1296460-8262015-103801-AM-1735614305.pdf). 2. Name the left column “Person”. 3. Name the right column “Key Role”. 4. Complete the chart of people and their roles and the Constitutional Convention. 5. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Charts/A0156065/A0156065/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542304)). 6. Click through the interactive. 7. Put the questions in your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 8. Use the resources above to help answer them.   Questions:   1. How is the government structured under the Constitution? 2. Why did the Northern states want to use the Constitution to ban the slave trade? Why did the Southern states want to keep it? |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542308). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1861244-3242016-25400-PM-1025158290.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542307). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53556&idLesson=586469&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 7 | |
| Activity | |
|  | 1. Do the quick check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 3: Ideas that Influenced the Constitution | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. dictatorship    2. English Bill of Rights    3. habeas corpus    4. Magna Carta    5. republic    6. separation of powers 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. What colonial grievances do you think the framers of the Constitution wanted to address the most and what ideas did they draw on to find a solution? 6. Review the objective:    1. Identify and analyze what American leaders learned from other forms of government and how the principles shaped the Constitution |
| Resource | |
|  | Current Resources:   1. Text in screen about Influential Ideas 2. Flipped Video about the Roman and Enlightenment Influences on the Constitution   Alternate Resources:   1. Read about Influential Ideas   Drafting the United States Constitution was hard. It had to protect states’ rights. It had to bring states together as one nation. It had to establish roles of the federal and state governments. In May of 1787, the Constitutional Convention met in Philadelphia, PA. They talked in secret. They debated. They made compromises. Finally, the delegates resolved their disputes.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Roman and English Influences 2. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. Founders of the Constitution wanted to encourage what Roman ideal? 2. The right of habeas corpus guarantees what right? |
| Resource | |
|  | Current Resource: Access Topic 4: A Constitution for the United States Lesson 3: Ideas that Influenced the Constitution in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Principles from the Roman Republic and English Influences.  Alternate Resource:   1. [Roman Influences](https://files.civiced.org/podcasts/60SecondCivics/60SecondCivics-Episode3839.mp3) 2. [British Influence](https://files.civiced.org/podcasts/60SecondCivics/60SecondCivics-Episode1336.mp3) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about American and other Influences 2. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. How did the Constitution draw from America’s own traditions that were established during the colonial era? 2. Why were John Locke’s ideas popular? 3. What was the main contributing idea of Baron de Montesquieu? |
| Resource | |
|  | Current Resource: Access Topic 4: A Constitution for the United States Lesson 3: Ideas that Influenced the Constitution in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read America Draws on Its Own Traditions.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the links below   [John Locke](https://go.scholastic.com/D/article/a20/175/a2017540-h.html?highlightTerm=john%20AND%20locke)  [Checks and Balances](https://go.scholastic.com/D/article/010/007/01000708.html?highlightTerm=baron%20AND%20de%20AND%20montesquieu)  [Ideas that informed the American Founders](http://files.civiced.org/podcasts/60SecondCivics/60SecondCivics-Episode4492.mp3), Mayflower Compact |
| Slide 4 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Timeline/A0156066/A0156066/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542294)). 2. Click through the interactive. 3. Put the questions in your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 4. Use the resources above to help answer them.   Questions:   1. Summarize Locke’s idea that a government is an agreement between the ruler and the people. How does that look in American politics today? 2. How did the Magna Carta influence ideas for the U.S. Constitution? 3. The right to be secure in your own property is guaranteed by the Constitution. How did the British violate this right prior to the Revolution? |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542296). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542295). 3. Do the interactive (#3) 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53556&idLesson=586468&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Do the quick check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 4: Federalists, Antifederalists, the Bill of Rights | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. amend    2. Antifederalists    3. Federalist Papers    4. Federalists    5. ratify 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. How was the Constitution finally ratified? 6. Think about the unit essential question.    1. How much power should a government have? 7. Review the objectives:    1. Identify key issues in the constitutional debate    2. Explain how the Constitution was ratified    3. Describe how the Bill of Rights was added to the Constitution |
| Resource | |
|  | Current Resources:   1. Text in screen about Debate, Ratification, and Amendments 2. Flipped Video about the Bill of Rights   Alternate Resources:   1. Read about Debate, Ratification, and Amendments   The framers of the U.S. Constitution were very interested in people’s rights. The Declaration of Independence refers to “unalienable” rights. These are rights that no one can take away. These rights include “life, liberty, and the pursuit of happiness.” Of course, the declaration did not list every right that people have. Do you think it could have?  Try this exercise:  Make a list of the rights you have, or that you feel you should have. Do you think you could list every single right? Why or why not?  Once the Constitution was written, it had to be formally accepted by the states. But not everyone agreed this was the right thing to do. Two opposing sides sprang up surrounding the ratification debate. Leaders from each side wrote newspaper articles to convince people to join their side. The Federalists supported the ratification of the Constitution. The Antifederalists opposed ratification.  In this lesson, you will learn about important issues surrounding the constitutional debate. You will learn how the Constitution was finally ratified.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Opposing Viewpoints 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. How did the Constitution draw from America’s own traditions that were established during the colonial era? 2. What was the main difference between the Federalists and Antifederalists? 3. What was a major objection to the Constitution by the Antifederalists? |
| Resource | |
|  | Current Resource:   1. Access Topic 4: A Constitution for the United States Lesson 4: Federalists, Antifederalists, and the Bill of Rights in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Federalists and Antifederalists and A Bill of Rights. 2. Video on slide.   Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Antifederalists](https://go.scholastic.com/L/article/001/733/0017330-00.html?highlightTerm=Antifederalists)  Watch the video on the slide. |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Ratification and Amendments 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What was the main cause behind ratification? 2. Who led the opposition to ratification? 3. What changed Governor Randolph’s mind? 4. What were two key purposes of the first 10 amendments? |
| Resource | |
|  | Current Resource: Access Topic 4: A Constitution for the United States Lesson 4: Federalists, Antifederalists, and the Bill of Rights in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Ratification Process and New Amendments  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Federalism](https://go.scholastic.com/D/article/100/049/10004952.html?highlightTerm=first%20AND%2010%20AND%20amendments)  Read an altered excerpt from this linked [site](https://constitutioncenter.org/blog/the-anti-federalists-and-their-important-role-during-the-ratification-fight): After the Philadelphia Convention there was opposition to the Constitution. It began with three people. They were; Elbridge Gerry, Edmund Randolph, and George Mason. They would not sign the document.  It then grew to include Patrick Henry, Samuel Adams, and Richard Henry Lee. They were Revolutionary War heroes. They did not like the Constitution’s consolidation of power. |
| Slide 4 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/content/media/1296460-8262015-103801-AM-1735614305.pdf). 2. Name the left column “Federalists.” 3. Name the right column “Antifederalists”. 4. Then fill in the chart noting the characteristics of each group. 5. Put the questions in your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 6. Use your resources to help answer them.   Questions:   1. What features of the Constitution did the Antifederalists not like? 2. Why did the Antifederalists feel strongly that a bill of rights was absolutely necessary and why did the Federalists disagree? |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1296460-3292016-92722-AM-956829247.pdf). 2. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542285). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542284). 4. Do the interactive (#5) 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53556&idLesson=586467&lessonPlusPrior=True&type=glossary) |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Take the quiz. 2. It is in the lesson. 3. Do your best! |
| Resource | |
|  | None |
| Lesson 5: Understanding the Constitution | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. appeal    2. articles    3. bill    4. checks and balances    5. constitutional initiative    6. domestic tranquility    7. Electoral College    8. federalism    9. general welfare    10. House of Representatives    11. impeach    12. infrastructure    13. judicial review    14. liberty    15. limited government    16. local government    17. overriding    18. preamble    19. Senate    20. Supreme Court    21. unconstitutional    22. vetoing 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. Which branch of the federal government is designed to have the most power? 6. Review the objectives:    1. Identify the framework of government that the Constitution established    2. Summarize the seven basic principles of American government    3. Identify the powers and duties of the legislative branch, executive branch, and judicial branch of the American government |
| Resource | |
|  | Current Resources:   1. Text in screen about The Constitution 2. Flipped Video about the Three Branches of Government   Alternate Resources:   1. Read about the Constitution:   The U.S. Constitution is divided into three main sections. Those sections are: the Preamble, the Articles, and the Amendments.  The Preamble lays out six broad goals. The Articles explains the American government system. The Amendments are the changes to the original Constitution.  In this lesson, you will learn about the framework of government outlined in the Constitution. You will learn about the seven basic principles of government. You will learn about the powers and duties of each branch of government.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Goals and Principles 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What are the six main goals of the Constitution as outlined in the Preamble? 2. What are the seven basic principles of government as outlined in the Constitution? 3. What is meant by limited government? |
| Resource | |
|  | Current Resource: Access Topic 4: A Constitution for the United States, Lesson 5: Understanding the Constitution in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Preamble, the Articles, and the Amendments, and Seven Basic Principles    Alternate Resource:  [Watch the Preamble](https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-ideals-of-democracy/v/democratic-ideals-in-the-preamble-of-the-us-constitution)  [Watch Principles of the US Constitution](https://www.youtube.com/watch?v=efi0r5ShSkE) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Three Branches of Government 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What has to happen for a bill to become a law? 2. Why is the Supreme Court called “the court of last resorts”? 3. What does it mean when the U.S. president is impeached? 4. Besides making laws, what other powers does Congress have? |
| Resource | |
|  | Current Resource: Access Topic 4: A Constitution for the United States, Lesson 5: Understanding the Constitution in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Legislative Branch—Congress, The Executive Branch—The President, The Judicial Branch—The Supreme Court, and Preventing Abuse of Power.    Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Supreme Court](https://go.scholastic.com/D/article/010/004/01000449.html?highlightTerm=supreme%20AND%20court)  [The Legislative Branch](https://www.history.com/videos/the-legislative-branch) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about State and Local Government 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What are some ways state constitutions are similar to the U.S. Constitution? 2. In which level of government do citizens likely have the most impact on a daily basis? |
| Resource | |
|  | Current Resource: Access Topic 4: A Constitution for the United States, Lesson 5: Understanding the Constitution in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read State Government and The Responsibilities of Local Government.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Local and State Governments](https://go.scholastic.com/D/article/100/049/10004947.html?highlightTerm=local%20AND%20government)  \*Note that State constitutions are set up similar to US constitutions including the same main pieces. |
| Slide 5 | |
| Activity | |
|  | Directions:   1. Click this [link](https://www.connexus.com/content/media/1299711-372016-95412-AM-366397291.pdf). 2. Name the left circle “State.” 3. Name the right circle “Federal”. 4. Fill in the chart noting the powers of each group. Put shared powers in the middle. 5. Put the questions in your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 6. Use your resources to help answer them.   Questions:   1. Once a bill is debated and approved in both houses of Congress, what must happen next in order for the bill to become a law? 2. Does the elastic clause help or hinder the legislative process? Why? Use details from the text to support your answer. 3. How does the principle of limited government reflected in the Constitution show how the Constitution supports individual rights? 4. What is judicial review and why is it important? |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1296460-3292016-110022-AM-1777853082.pdf). 2. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542271). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542270). 4. Do the interactive (#4) 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53556&idLesson=586466&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 7 | |
| Activity | |
|  | 1. Take the quick check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 6: Amending the Constitution | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Bill of Rights    2. civil    3. First Amendment    4. incriminate    5. Second Amendment 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. Why did the framers of the Constitution make the process for amending it so difficult? 6. Review the objectives:    1. Explain how the Constitution can be amended    2. Identify the rights that the Bill of Rights protects    3. Summarize how later amendments expanded democratic rights |
| Resource | |
|  | Current Resources:   1. Text in screen about Changing the Constitution 2. Flipped Video about Amending the Constitution   Alternate Resources:   1. Read about Changing the Constitution:   The U.S. Constitution lays out six broad goals in the Preamble. The Preamble is followed by Articles. The Articles explain the American government system. The final section contains the amendments. The first ten amendments are known as the Bill of Rights.  To amend something means to change it. Why would the framers of the Constitution build in a process where the Constitution could be changed? In this lesson, you will learn about important amendments to the Constitution. This includes the Bill of Rights. You will learn about the complicated process for ratifying amendments.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Proposing and Ratifying Amendments 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What are the two ways that an amendment can be proposed? 2. Three-fourths of the state legislatures must approve an amendment before it becomes part of the Constitution. If there are 50 states, how many state legislatures must approve a proposed amendment? (Note: A state either approves the amendment or it doesn’t.) |
| Resource | |
|  | Current Resource: Access Topic 4: A Constitution for the United States, Lesson 6: Amending the Constitution in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read the Constitutional Amendment.    Alternate Resource:  [Why is the US Constitution so hard to amend?](https://www.ted.com/talks/peter_paccone_why_is_the_us_constitution_so_hard_to_amend?language=en) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Constitutional Amendments 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What does the First Amendment do? 2. If someone is arrested and accused of a crime, what protection does the person have under the Sixth Amendment? 3. Why is the 19th Amendment especially important for women? |
| Resource | |
|  | Current Resource: Access Topic 4: A Constitution for the United States, Lesson 6: Amending the Constitution in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Bill of Rights and Additional Amendments.    Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the links below   [Bill of Rights](https://go.scholastic.com/D/article/010/007/01000703.html?highlightTerm=sixth%20AND%20amendment)  [19th Amendment](https://go.scholastic.com/D/article/100/036/10003684.html?highlightTerm=19th%20AND%20amendment) |
| Slide 4 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Charts/A0156072/A0156072/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542260)). 2. Click through the interactive. 3. Put the questions in your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 4. Use the resources above to help answer them.   Questions:   1. Why are the rights protected in the First Amendment of special importance in a constitutional republic? Use details from the text to support your answer. 2. In what way was the Ninth Amendment “extra protection” for the rights of the nation’s citizens? Use details from the text to support your answer. 3. How did the 19th Amendment make the national government more representative of the people of the United States? Use details from the text to support your answer. |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542263). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542262). 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53556&idLesson=586465&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Do the quick check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 7: Citizen’s Rights and Responsibilities | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. citizen    2. civic virtue    3. immigrant    4. jury duty    5. naturalized    6. patriotism    7. resident alien 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. How did the framers of the Constitution model civic virtue for the nation? 6. Review the objectives:    1. Describe the responsibilities of citizenship    2. Summarize what makes a person a citizen of the United States    3. Identify how Americans can develop democratic values |
| Resource | |
|  | Current Resources:   1. Text in screen about Responsibilities in Citizenship 2. Flipped Video about Responsibilities in Citizenship   Alternate Resources:   1. Read about Responsibilities in Citizenship:   A citizen is a person who is a member of a nation-state. In the United States, citizens are born with certain rights. With these rights comes responsibility. For example, citizens are expected to put the greater good ahead of their own desires. They do this by following the law. They serve on juries. They make informed voting choices.  In this lesson, you will learn about the rights and responsibilities of U.S. citizens. You will learn how Americans develop democratic values.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about American Citizenship 2. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. While taking the Oath of Allegiance to the United States, a person is basically saying that he or she will do what? 2. What is one right that a naturalized citizen does not have? |
| Resource | |
|  | 1. You are going to read about American Citizenship 2. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. While taking the Oath of Allegiance to the United States, a person is basically saying that he or she will do what? 2. What is one right that a naturalized citizen does not have? |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Values and Responsibilities 2. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What should be a responsible citizen’s first thought when deciding whom to vote for? 2. Voting, obeying laws, defending the nation, and serving on juries are examples of what? |
| Resource | |
|  | Current Resource: Access Topic 4: A Constitution for the United States, Lesson 7: Citizens’ Rights and Responsibilities in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Citizenship and Democratic Values and Responsible Citizenship.  Alternate Resource: [Civic Duties](https://dptv.pbslearningmedia.org/resource/civic-duties-video/social-studies-shorts/) |
| Slide 4 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/content/media/1220205-362015-104241-AM-2003188736.pdf). 2. Label your four columns. 3. Your labels in order: Personal Responsibility, Obeying Laws and Rules, Staying Informed, and Jury Duty 4. Fill in the chart. Put the items below in the correct column.    1. attending community meetings    2. taking care of your pet    3. obeying a curfew    4. reading magazine or newspaper articles    5. gathering information on a candidate    6. wearing a helmet when riding a bike    7. participating in charitable events    8. understanding how a trial works    9. staying informed about current events    10. doing household chores    11. waiting for a green light when crossing the street    12. listening to trial testimony 5. Put the questions in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 6. Use your resources to help answer them.   Questions:   1. Why is it important to be a responsible citizen? 2. What are some ways that you can practice good citizenship now? 3. Why is accepting responsibility for personal behavior important in a democracy? |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1625938-3232016-102633-AM-462078970.pdf). 2. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542251). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542250). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53556&idLesson=586464&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Do the quick check. 2. It is in the lesson. 3. Do your best |
| Resource | |
|  | None |
| Lesson 8: Unit Review | |
| Slide 1 | |
| Activity | |
|  | 1. Review the essential question    1. How much power should the government have? 2. Review the objectives:    1. Explain the major weaknesses of the Articles of Confederation and how those issues were fixed in the Constitution    2. Analyze the Constitution, including the issues that arose during its writing, the arguments and events surrounding its ratification, and the Bill of Rights    3. Identify key people, locations, and events involved in the writing and ratification of the Constitution    4. Describe the characteristics of a good citizen |
| Resource | |
|  | None |
| Slide 2 | |
| Activity | |
|  | 1. Review your essential question:    1. How much power do you think the government should have? 2. Think on if each power is one the government should have:    1. declare war    2. build and maintain roads    3. help people meet basic needs    4. regulate corporations    5. impose taxes    6. make and enforce laws    7. fund schools, libraries, and research centers    8. control natural resources    9. control the economy    10. maintain relations with other nations 3. In your notes, write down your answers to these questions:    1. What freedoms do you have that the Constitution guarantees?    2. What government resources or public facilities do you regularly use?    3. How might life be different without the protections of the Constitution? |
| Resource | |
|  | None |
| Slide 3 | |
| Activity | |
|  | 1. Review the main questions:    1. How has the Constitution changed since its ratification in 1787?    2. What were some of the weaknesses of the Articles of Confederation and how did that impact the framing of the Constitution?    3. During the writing of the Constitution, how were some of the disagreements addressed?    4. Why were some states initially opposed to ratifying the Constitution?    5. What does it mean to be a good citizen? 2. Take the practice [test](https://www.connexus.com/assessments/engine.aspx?idAssessment=935395&idWebuser=4674290&idSection=1762832&idHtmllet=7346036&close=true&popup=true) |
| Resource | |
|  | None |
| Slide 4 | |
| Activity | |
|  | 1. Check your unit review answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542244). 2. Do the interactive (#2) 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53556&idLesson=&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Lesson 9: Unit Test | |
| Slide 1 | |
| Activity | |
|  | 1. Take the test. 2. It is in your lesson.. 3. Do your best. |
| Resource | |
|  | None |
| **Unit 4: The Early Republic** | |
| Lesson 1: Washington’s Presidency | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. bond    2. cabinet    3. early republic    4. Farewell Address    5. First Bank of the United States    6. foreign policy    7. French Revolution    8. inauguration    9. Jay’s Treaty    10. Judiciary Act of 1789    11. national debt    12. neutral    13. Neutrality Proclamation    14. precedent    15. speculator    16. tariff    17. Whiskey Rebellion 2. Think about the meaning of each word. 3. Think about the essential question for this unit.    1. What should governments do? 4. Review the objectives for this unit.    1. Identify the political challenges that Washington faced as the first president, and the precedents he set to respond to those challenges    2. Describe arguments around Hamilton’s tax plan and the causes and effects of the Whiskey Rebellion    3. Analyze Washington’s major foreign policy decisions    4. Explain Hamilton’s plan to create a stable economic system    5. Analyze a key passage from Washington's farewell address |
| Resource | |
|  | Current Resources:   1. Text in screen about Early Leaders Face Challenges   Alternate Resources:   1. Read about Early Leaders Face Challenges   Throughout history, every president has faced many challenging issues. The nation’s first few presidents, however, they tried to figure out how to govern the nation under its new structure. The U.S. Constitution formed a strong federal government. However, figuring out the details of how to run the government was no easy task. How would the courts be run? How would tax structures be implemented? What foreign policies would dictate how to deal with other countries?  In this unit, you will learn about the first five presidents of the United States. You will learn about the challenges that each faced. These challenges are both domestic and abroad. You will learn how different political parties emerged. You will learn what precedents were set that had a lasting impact on how the government is still structured today. |
| Slide 2 | |
| Activity | |
|  | 1. Take the pretest. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Slide 3 | |
| Activity | |
|  | 1. Look at these key words.    1. bond    2. cabinet    3. early republic    4. Farewell Address    5. First Bank of the United States    6. foreign policy    7. French Revolution    8. inauguration    9. Jay’s Treaty    10. Judiciary Act of 1789    11. national debt    12. neutral    13. Neutrality Proclamation    14. precedent    15. speculator    16. tariff    17. Whiskey Rebellion 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. What precedents did Washington set during his presidency and how did these actions help define central authority? |
| Resource | |
|  | Current Resources:   1. Text in screen about Washington Sets Important Precedents 2. Flipped Video about Securing a New Government   Alternate Resources:   1. Read about Washington Sets Important Precedents:   George Washington was inaugurated in New York City in 1789. The harsh treatment of the colonies by the British was still fresh in many people’s minds. The failures of the Articles of Confederation were too.  Washington was the first president under the new Constitution. He was expected to shape a new path in history. He had to balance being an effective leader while avoiding acting like a dictator or king. The success or failure of the new nation depended on him. He had to start by fixing the problems left from the Articles.  You will learn about the steps that Washington and other powerful leaders took to set up the government. You will learn about the economic and foreign policy challenges the country faced.   1. Watch the Video on slide 1. |
| Slide 4 | |
| Activity | |
|  | 1. Open your [notes](https://www.connexus.com/content/media/1625938-452016-31929-PM-310443529.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. What important precedent did Washington set at the end of his second term? 2. How did Congress go about setting up a court system? 3. How did Alexander Hamilton plan to pay off both national and state debts? 4. How did Washington, D.C. become the capital? |
| Resource | |
|  | Current Resource: Access Topic 5: The Early Republic, Lesson 1: Washington’s Presidency in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The First American Presidency and Alexander Hamilton and the National Debt.    Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Alexander Hamilton](https://go.scholastic.com/B/article/atb/034/atb034b14.html?highlightTerm=alexander%20AND%20hamilton)  [Presidential Term Limits](https://www.youtube.com/watch?v=-3zjS7lZ06o)  [Court System](https://www.uscourts.gov/about-federal-courts/educational-resources/annual-observances/anniversary-federal-court-system)  [The Reason Why DC is Between Maryland and Virginia](https://www.youtube.com/watch?v=khsSb_2DXsI) |
| Slide 5 | |
| Activity | |
|  | 1. You are going to read about New Taxes Cause Rebellion 2. Open your [notes](https://www.connexus.com/content/media/1625938-452016-31929-PM-310443529.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What was Hamilton's main purpose in proposing a protective tariff? 2. What was the main cause of the Whiskey Rebellion? 3. What message did Washington’s quick response to the Whiskey Rebellion send to the American people? |
| Resource | |
|  | Current Resource: Access Topic 5: The Early Republic, Lesson 1: Washington’s Presidency in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Creating a Stable Economy and Taxation Sparks the Whiskey Rebellion.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Protective Tariff](https://go.scholastic.com/L/article/032/281/0322810-00.html?highlightTerm=protective%20AND%20tariff)  [Whiskey Rebellion](https://go.scholastic.com/C/article/031/133/0311330-0.html?highlightTerm=Whiskey%20AND%20Rebellion%20AND%20) |
| Slide 6 | |
| Activity | |
|  | 1. You are going to read about The French Revolution and Neutrality 2. Open your [notes](https://www.connexus.com/content/media/1625938-452016-31929-PM-310443529.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What was President Washington's main reason for wanting to remain neutral in the conflict between France and Britain? 2. What was the impact of Washington’s farewell address? |
| Resource | |
|  | Current Resource: Access Topic 5: The Early Republic, Lesson 1: Washington’s Presidency in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Americans React to the French Revolution and Washington Defends Neutrality.  Alternate Resource: [Farewell Address Impact](https://youtu.be/q8FyErN9MVk) |
| Slide 7 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156077/A0156077/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542410)). 2. Click through the interactive. 3. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Charts/A0156076/A0156076/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542413)). 4. Click through the interactive. 5. Put the questions in your [notes](https://www.connexus.com/content/media/1625938-452016-31929-PM-310443529.docx). 6. Use the resources above to help answer them.   Questions:   1. What were some reasons for Northern and Southern disagreement about Hamilton’s tax plan? 2. What were some foreign policies Washington developed as a result of national security difficulties he faced? 3. What were the benefits and drawbacks of Washington’s decision to remain neutral to the war in Europe? |
| Resource | |
|  | None |
| Slide 8 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542407). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542406). 3. Do the interactive (#4) 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53557&idLesson=586478&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 9 | |
| Activity | |
|  | 1. Do the quick check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 2: The Origin of Political Parties | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Democratic Republican    2. factions    3. Federalist    4. unconstitutional 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. What problems arose because of the formation of the first two political parties? 6. Review the objectives:    1. Compare and contrast the views of Federalist and Democratic Republican parties    2. Explain the origin of the first political parties    3. Describe the cause of the political tension that began after the election of 1796    4. Analyze a key passage from Washington's farewell address |
| Resource | |
|  | Current Resources:   1. Text in screen about Opposing Viewpoints 2. Flipped Video about Origin of Political Parties   Alternate Resources:   1. Read about Opposing Viewpoints:   In the U.S., there are two main political parties. The parties are the Democrats and Republicans. Washington warned against political parties.  During Washington’s tenure, there was conflict. There was conflict about political and economic issues. There was conflict about the role of the federal government.  This led to the setup of America’s first political parties.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Politics Divides the Country 2. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What was the primary disagreement about between Hamilton and Jefferson? 2. How did Jefferson’s views on civil liberties differ from Hamilton’s? 3. What was Hamilton’s view on a national bank? |
| Resource | |
|  | Current Resource: Access Topic 5: The Early Republic, Lesson 2: The Origin of Political Parties in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Americans Divided Over Politics, and Disagreements on Important Issues.  Alternate Resource: [Central Bank](https://www.pbs.org/video/american-experience-the-battle-over-the-establishment-of-a-national-bank/) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Political Parties and the Media 2. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. Which groups primarily backed the Federalists, who wanted a larger central government? 2. Why were the second president and vice president from opposing parties? |
| Resource | |
|  | Current Resource: Access Topic 5: The Early Republic, Lesson 2: The Origin of Political Parties in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). . Read New Political Parties Take Shape.    Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [The Twelfth Amendment](https://www.youtube.com/watch?v=zopdJLvySgQ)  [The first Political Parties](https://www.youtube.com/watch?v=Tc03pGBxzmY) |
| Slide 4 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Charts/A0156079/A0156079/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542398)). 2. Click through the interactive. 3. Click this [link](https://www.connexus.com/content/render.aspx?idDocument=2542399) 4. Read the first part. 5. Put the questions in your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 6. Use the resources above to help answer them.   Questions:   1. What did Washington say could happen if political parties are allowed to engage in too much “party spirit”? 2. Thomas Jefferson and Alexander Hamilton held opposing views on many issues. How did Jefferson’s views on civil liberties differ from Hamilton’s? 3. How might newspapers have contributed to the development of political parties? 4. How did the election of 1796 increase political tension? |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542394). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542396). 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53557&idLesson=586477&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Do the quick check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 3: John Adam’s Presidency | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Alien and Sedition Acts    2. frigates    3. incumbent    4. Kentucky and Virginia resolutions    5. nullify    6. Sedition    7. states’ rights    8. XYZ Affair 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. What problems arose because of the formation of the first two political parties? 6. Review the objectives:    1. Explain Adams’s foreign policy    2. Describe the controversy over the Alien and Sedition Acts    3. Explain why Congress decided the election of 1800 and how that election set a precedent |
| Resource | |
|  | Current Resources:   1. Text in screen about Big Shoes to Fill 2. Flipped Video about John Adams   Alternate Resources:   1. Read about Opposing Viewpoints:   Washington had a difficult job ahead of him as the first president. He was a big success. Washington had set a solid base. However, the president that followed had a lot of new ground to cover. Plus, he was going to be compared to Washington.  In 1797, John Adams followed Washington. He was the second president of the U.S. It was a difficult single term. Problems began right away.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Conflicts at Home and Abroad 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. How did Adams's efforts to avoid war with France affect the Federalists as a party? 2. What was the Democratic Republicans’ argument for opposing the Sedition Act? 3. What was one reason for the decline of the Federalist Party while Adams was president? |
| Resource | |
|  | Current Resource: Access Topic 5: The Early Republic, Lesson 3: John Adam’s Presidency in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Escalating Conflict With France and The Alien and Sedition Acts.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [John Adams](https://go.scholastic.com/D/article/a20/001/a2000150-h.html?highlightTerm=john%20AND%20adams%20AND%20president) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about The Election of 1800 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. Who decided the outcome of the election of 1800? 2. What events were involved in the decline of the Federalist Party? |
| Resource | |
|  | Current Resource: Access Topic 5: The Early Republic, Lesson 3: John Adam’s Presidency in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read An Important Presidential Election.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Rewatch:](https://go.scholastic.com/D/article/a20/001/a2000150-h.html?highlightTerm=john%20AND%20adams%20AND%20president) [The Twelfth Amendment](https://www.youtube.com/watch?v=zopdJLvySgQ)  Reread: [John Adams](https://go.scholastic.com/D/article/a20/001/a2000150-h.html?highlightTerm=john%20AND%20adams%20AND%20president) |
| Slide 4 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Charts/A0156081/A0156081/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542386)). 2. Click through the interactive. 3. Put the questions in your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 4. Use the resources above to help answer them.   Questions:   1. Summarize and explain John Adams’s response to the threat of war with France. 2. What were the controversies surrounding the Alien and Sedition Acts and how did the acts affect the development of the political parties? 3. How might Federalists have argued that the Alien and Sedition Acts were necessary for maintaining national security? |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542385). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542384). 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53557&idLesson=586476&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Do the quick check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 4: Jefferson’s Presidency | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. continental divide    2. embargo    3. Embargo Act    4. expedition    5. free-enterprise system    6. impressment    7. John Marshall    8. judicial review    9. laissez faire    10. Louisiana Purchase    11. Marbury v. Madison    12. Non-Intercourse Act    13. Pinckney Treaty    14. smuggling    15. tribute 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. How did governmental powers change or become clearer during Jefferson’s administration? 6. Review the objectives:    1. Explain ways that Jefferson limited the size of the federal government    2. Identify the issues surrounding the Louisiana Purchase, and the immediate benefits it brought    3. Identify contributions of the Lewis and Clark expeditions    4. Describe Jefferson’s foreign policy |
| Resource | |
|  | Current Resources:   1. Text in screen about The Jefferson Years 2. Flipped Video about Jefferson’s Presidency   Alternate Resources:   1. Read about The Jefferson Years:   When the Constitution was being written, a major concern was the amount of power that a president would have. The U.S. president is the commander-in-chief of the military. When Washington left office in 1797, John Adams took his place. Adams was his vice president before. They got along well.  However, after the election of 1800, things were different. Adams was replaced by a political rival, Thomas Jefferson. To his credit, Adams supported a peaceful transition.  Jefferson did not use the powers of his new office to punish his old political rivals. He did, however, set about to change the policies with which he disagreed.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Jefferson Takes Office 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What was one way Jefferson attempted to reduce the conflicts between Democratic Republicans and Federalists? 2. How did Jefferson try to create a stable economic system? 3. How did Jefferson react to the Supreme Court asserting the power of judicial review? |
| Resource | |
|  | Current Resource: Access Topic 5: The Early Republic, Lesson 4: Jefferson’s Presidency in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Jefferson Redefines Government and Landmark Supreme Court Cases.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below     [Judicial Review](https://youtu.be/Dbl2Lrle3VA)  [“President” section of this article](https://go.scholastic.com/C/article/015/290/0152900-0.html?highlightTerm=jefferson%20AND%20president)    [Amended text excerpt from this link:](https://www.nps.gov/frhi/learn/historyculture/secretaryofthetreasury.htm)  The National Debt  The Jefferson administration had two main objectives in 1801.  1. Pay down the national debt  2. Reduce direct taxes.  On January 1, 1801, the United States was more than eighty million dollars in debt. Gallatin had a plan to reduce the debt.  It called for the practice of economy within the government. This included the military.  There were two main sources of money.  1. Selling public land  2. Import taxes |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Acquiring and Exploring Louisiana Territory 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. Why did Robert Livingston and James Monroe go to France to meet with the French foreign minister? 2. Jefferson decided as president he didn’t have the authority to buy Louisiana. Why did he change his mind? 3. What was the most important outcome of the Lewis and Clark expedition? |
| Resource | |
|  | Current Resource: Access Topic 5: The Early Republic, Lesson 4: Jefferson’s Presidency in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Louisiana Purchase and Exploring the Louisiana Territory.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the links below   [Lewis and Clark](https://go.scholastic.com/C/article/017/179/0171790-0.html?highlightTerm=lewis%20AND%20and%20AND%20clark)  [Louisiana Purchase](https://go.scholastic.com/D/article/010/001/01000173.html?highlightTerm=lousisiana%20AND%20purchase)    Read the amended excerpt from this [link](https://www.senate.gov/about/powers-procedures/treaties/senate-approves-louisiana-purchase-treaty.htm#:~:text=Jefferson%20and%20his%20supporters%20in,Court%20later%20upheld%20their%20reasoning.):  Jefferson also backed a strict construction of the Constitution. The Constitution did not say the government could purchase new territory.  There was not enough time to add an amendment. Napoleon might change his mind.  Jefferson and his supporters in the Senate devised an argument. This rationale said that the constitutional provision for governing a territory presupposed the right to acquire that territory. They had the votes to approve the treaty. They had enough money to pay for it.  The Supreme Court later upheld their reasoning. |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about Shipping and Trading Challenges 2. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What was Jefferson's policy toward the Barbary States? 2. The 1807 Embargo Act was most damaging to which country? |
| Resource | |
|  | Current Resource: Access Topic 5: The Early Republic, Lesson 4: Jefferson’s Presidency in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read American Shipping Faces Challenges and A Painful Embargo.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Embargo Act](https://go.scholastic.com/C/article/009/638/0096380-0.html?highlightTerm=embargo%20AND%20act)  [Tripolitan War](https://go.scholastic.com/C/article/029/470/0294700-0.html) |
| Slide 5 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Charts/A0156083/A0156083/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542371)). 2. Click through the interactive. 3. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156082/A0156082/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542373)) 4. Click through the interactive. 5. Put the questions in your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 6. Use the resources above to help answer them.   Questions:   1. How did the locations of the cities of New Orleans, Cincinnati, and St. Louis cause them to grow? 2. What are some ways that Jefferson limited the size of the federal government? 3. What factors caused Jefferson to purchase the Louisiana Territory and what were the effects of the purchase on the nation? 4. What were some contributions of the Lewis and Clark expedition? 5. Describe Jefferson’s foreign policy. |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542370). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542369). 3. Check your answer to the essential question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542374). 4. Do the interactive (#4) 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53557&idLesson=586475&lessonPlusPrior=True&type=glossary) |
| Resource | |
|  | None |
| Slide 7 | |
| Activity | |
|  | 1. Do the quiz. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 5: Madison and the War of 1812 | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Andrew Jackson    2. Battle of Lake Erie    3. Battle of New Orleans    4. Battle of Tippecanoe    5. confederation    6. Hartford Convention    7. Henry Clay    8. nationalism    9. Treaty of Ghent    10. Treaty of Greenville    11. War Hawks 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. How did the War of 1812 change the nation? 6. Review the objectives:    1. Explain the reasons for conflict between white settlers and Native Americans during the early 1800s    2. Identify the causes of the War of 1812    3. Explain the challenges that the United States faced in preparing for war    4. Describe the important events and effects of the War of 1812 |
| Resource | |
|  | Current Resources:   1. Text in screen about Madison Rejects British Control 2. Flipped Video about War of 1812   Alternate Resources:   1. Read about Madison Rejects British Control:   The Louisiana Purchase opened new settlement space out West. The Lewis and Clark expeditions did too. Settlers ignored treaties set up by the government. These treaties were in place to protect the Native Americans. This caused several conflicts with the native groups already settled there. Then, in 1812, the United States declared war on England. Two future presidents would emerge as well-respected leaders from conflicts in this war.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Mounting Conflicts 2. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What prompted Native American groups to form an alliance against the settlers? 2. What caused tensions to escalate between the United States and Britain? 3. What were some reasons the War Hawks wanted to go to war? |
| Resource | |
|  | Access Topic 5: The Early Republic, Lesson 5: Madison and the War of 1812 in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Conflict in Ohio and The Causes of the War of 1812.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Tecumseh](https://go.scholastic.com/D/article/a20/288/a2028800-h.html?highlightTerm=tecumseh)  [The War of 1812 (read to “The War at Sea”)](https://go.scholastic.com/D/article/100/047/10004734.html?highlightTerm=war%20AND%20of%20AND%201812) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Difficulties and Surprising Successes 2. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What was the biggest advantage the United States had in its war with Britain? 2. Why didn’t the United States have a strong military? 3. What destroyed the confederation Tecumseh had built? |
| Resource | |
|  | Access Topic 5: The Early Republic, Lesson 5: Madison and the War of 1812 in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Early Events of the War and The War in Canada.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Shawnee Prophet](https://go.scholastic.com/D/article/a20/268/a2026841-h.html?highlightTerm=Tecumseh%20AND%20)  [War of 1812](https://go.scholastic.com/D/article/a20/311/a2031190-h.html?highlightTerm=war%20AND%20of%20AND%201812%20AND%20) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about The Lasting Impact of the War 2. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What were some major victories for Andrew Jackson? 2. What was Francis Scott Key’s important contribution? 3. What was the main purpose of the Hartford Convention? |
| Resource | |
|  | Access Topic 5: The Early Republic, Lesson 5: Madison and the War of 1812 in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The War’s Conclusion and The Impact of the War of 1812.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Read the Hartford Convention section of this article](https://go.scholastic.com/D/article/100/047/10004734.html?highlightTerm=hartford%20AND%20convention)  [Battle of Horseshoe Bend](https://go.scholastic.com/L/article/020/643/0206430-00.html?highlightTerm=battle%20AND%20of%20AND%20horseshoe%20AND%20bend)  [Francis Scott Key](https://go.scholastic.com/D/article/100/103/10010381.html?highlightTerm=battle%20AND%20of%20AND%20baltimore) |
| Slide 5 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156084/A0156084/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542359)). 2. Click through the interactive. 3. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156085/A0156085/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542354)) 4. Click through the interactive. 5. Put the questions in your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 6. Use the resources above to help answer them.   Questions:   1. What were the causes the War Hawks gave for engaging in the War of 1812? 2. What were some challenges the United States faced in preparing for the war? 3. Why was the battle of Lake Erie such an important event in the war? 4. What were some of the effects of the War of 1812, including the effects on Native Americans? |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542358). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542357). 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53557&idLesson=586474&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 7 | |
| Activity | |
|  | 1. Take the quick check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 6: Monroe’s Presidency | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Adams-Onís Treaty    2. American System    3. Daniel Webster    4. Gibbons v. Ogden    5. Henry Clay    6. internal improvements    7. interstate commerce    8. intervention    9. James Monroe    10. John C. Calhoun    11. McCulloch v. Maryland    12. Monroe Doctrine    13. Negro Fort    14. Republic of Great Colombia    15. sectionalism    16. United Provinces of Central America 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. What political and economic changes were underway during Monroe’s presidency? 6. Review the objectives:    1. Explain the significance of regional differences during the Era of Good Feelings    2. Explain U.S. foreign policy under Monroe, including the Monroe Doctrine and policies toward Florida    3. Explain how the Supreme Court under John Marshall expanded federal power |
| Resource | |
|  | Current Resources:   1. Text in screen about The Monroe Presidency 2. Flipped Video about Strength After War   Alternate Resources:   1. Read about The Monroe Presidency:   The Federalist Party kept declining. In 1816, Monroe easily beat the Federalist candidate.  Under Monroe, the country went through a period of change. This change was political and economic. Local differences became clearer. Tensions arose around the interests of those areas.  In Central and South America battles broke out. Spanish colonies were fighting for freedom. They started winning.  These newly sovereign nations were the focus of the Monroe Doctrine. This is the policy for which President Monroe is known.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Sectionalism Erupts 2. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What did Monroe’s re-election in 1820 for a second term signify? 2. What is sectionalism and what caused it? 3. How did the Tariff of 1816 impact regions differently? 4. What caused Robert Fulton's steamboat company to go out of business? |
| Resource | |
|  | Access Topic 5: The Early Republic, Lesson 6: Monroe’s Presidency in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Sectionalism in the Era of Good Feelings, Creating a Stable Economy After the War, and Supreme Court Decisions Expand Federal Power.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the links below     [James Monroe](https://dptv.pbslearningmedia.org/resource/5ca3c72c-2b4d-4705-a012-2611e33e86d6/james-monroe-60-second-presidents/)  [American System Explained](https://www.youtube.com/watch?v=FvNhHSfL3ck)  [Fulton’s Folly](https://www.encyclopedia.com/history/dictionaries-thesauruses-pictures-and-press-releases/fultons-folly) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about The Independence Movement Spreads throughout Latin America 2. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. Why didn’t Spanish colonies unite after independence? 2. How did the United States acquire Florida? 3. What did the Monroe Doctrine fundamentally declare? |
| Resource | |
|  | Access Topic 5: The Early Republic, Lesson 6: Monroe’s Presidency in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Latin America Wins Independence, Gaining Florida, and The Monroe Doctrine.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the links below   [Monroe Doctrine](https://go.scholastic.com/D/article/100/047/10004737.html?highlightTerm=monroe%20AND%20doctorine)  [Re-watch James Monroe](https://pearsoneducationinc-my.sharepoint.com/personal/ashley_gwinn_pearson_com/Documents/James%20Monroe)  [Simon Bolivar](https://go.scholastic.com/D/article/100/055/10005571.html?highlightTerm=simon%20AND%20bolivar) |
| Slide 4 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156087/A0156087/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542341)) 2. Click through the interactive. 3. Put the questions in your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 4. Use the resources above to help answer them.   Questions:   1. Explain why the U.S. government chose to pass a protective tariff on British goods after the War of 1812. 2. Was Henry Clay’s American System a good plan to address the diverse concerns of different groups in the United States? Cite evidence as you explain why or why not. 3. What were the lasting effects of the Monroe Doctrine? Give specific examples. 4. How did the Supreme Court strengthen the power of the federal government and how did that impact daily life? 5. What do governments do? |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542343). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542344). 3. Check your answer to the essential question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542347). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53557&idLesson=586473&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Take the quick check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 7: Unit Review | |
| Slide 1 | |
| Activity | |
|  | 1. Review the essential question    1. What do governments do? 2. Review the objectives:    1. Evaluate Washington’s legacy as the first president    2. Compare and contrast the platforms of the first political parties    3. Summarize and analyze the administrations of the first five presidents of the United States in terms of foreign issues, domestic issues, and political challenges |
| Resource | |
|  | None |
| Slide 2 | |
| Activity | |
|  | 1. Review your essential question:    1. How much power do you think the government should have? 2. Think on this statement:    1. In 1854, Abraham Lincoln said, “The legitimate object of government, is to do for a community of people, whatever they need to have done, can not do, at all, or can not, so well do, for themselves—in their separate, and individual capacities.” 3. In your notes, write down your answers to these questions:    1. Do you agree with President Lincoln? Edit, rewrite, and/or completely rework his statement in your own words and in a way that provides your own view of what governments should do.    2. As you complete your study of the history of the early republic, take a few minutes to reflect on what you have learned. Think about three major events that shaped the early nation. |
| Resource | |
|  | None |
| Slide 3 | |
| Activity | |
|  | 1. Review the main questions and draft out answers:    1. "There is scarcely any part of my conduct which may not hereafter be drawn into precedent."   —President George Washington  Using the quotation above and other sources, write a paragraph analyzing George Washington's leadership and his role as the first president of the United States. Define the word precedent, analyze what the quotation shows about Washington's leadership, analyze what about the U.S. Constitution makes the point expressed in the quotation important, and describe what precedents Washington set when he established his cabinet and at the end of his second term as president.   * 1. "They have brought into the lower house a sedition bill, which . . . undertakes to make printing certain matters criminal . . . Indeed this bill & the alien bill both are so [against] the Constitution as to show they mean to pay no respect to it."   —The Writings of Thomas Jefferson, 1798  Using the quotation and other sources, write a paragraph identifying the Federalist and Democratic Republican points of view concerning the Alien and Sedition Acts. Identify the effects of the acts and the Federalist point of view about the acts, and use the quotation to identify the point of view of Democratic Republicans, such as Jefferson, about the acts.   1. Complete this [Four-Column chart](https://www.connexus.com/content/media/1220205-362015-104241-AM-2003188736.pdf)    1. Across the top, label the columns as follows: Presidents, Foreign Policies, Domestic Issues, and Political Challenges.    2. Down the first column under Presidents, write George Washington, John Adams, Thomas Jefferson, James Madison, and James Monroe. 2. Take the practice [test](https://www.connexus.com/assessments/engine.aspx?idAssessment=941089&idWebuser=4852683&idSection=1762832&idHtmllet=7346127&close=true&popup=true) |
| Resource | |
|  | None |
| Slide 4 | |
| Activity | |
|  | 1. Check your unit review answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542335). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1758991-452016-82123-AM-573242423.pdf). 3. Do the interactive (#3) 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53557&idLesson=&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Lesson 8: Unit Test | |
| Slide 1 | |
| Activity | |
|  | 1. Take the test. 2. It is in your lesson.. 3. Do your best. |
| Resource | |
|  | None |
| **Unit 5: The Age of Jackson and Westward Expansion** | |
| Lesson 1: Jackson Wins the Presidency | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Alexis de Tocqueville    2. Andrew Jackson    3. Democratic Party    4. Henry Clay    5. John Quincy Adams    6. majority    7. spoils system    8. suffrage    9. Whig Party 2. Think about the meaning of each word. 3. Think about the essential question for this unit.    1. Why do people move? 4. Review the objectives for this unit.    1. Compare and contrast the political and personal differences of Adams and Jackson    2. Analyze Jackson’s early style of government and its lasting impact |
| Resource | |
|  | Current Resources:   1. Text in screen about Jackson Winning the Presidency   Alternate Resources:   1. Read about Jackson winning the presidency   The period in which Andrew Jackson was president was known as the Age of Jackson. During this time, Jackson had a significant effect on big issues. These included voting rights. And they included the common man gaining more power in politics. The North and South were divided over conflicting views of the national bank and taxes on imported goods. This caused many people to move westward.  The migration west led to new inventions and forms of transportation. In the Southeast, Native Americans lost their homes. This was because of the migration of white settlers.  In this unit, you will examine the political career of Andrew Jackson and his legacy. This was a time of growth for the new country. You will identify the direction of the growth and the reasons used to justify it. |
| Slide 2 | |
| Activity | |
|  | 1. Take the pretest. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Slide 3 | |
| Activity | |
|  | 1. Look at these key words.    1. Alexis de Tocqueville    2. Andrew Jackson    3. Democratic Party    4. Henry Clay    5. John Quincy Adams    6. majority    7. spoils system    8. suffrage    9. Whig Party 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. What does Andrew Jackson’s life suggest about America during the Age of Jackson? |
| Resource | |
|  | Current Resources:   1. Text in screen about Andrew Jackson 2. Flipped Video about Jackson As President   Alternate Resources:   1. Read about Andrew Jackson   Andrew Jackson was a central figure in American politics for many years. This started in 1824, when he first ran for president.  He was so influential that his name is used to describe:   * the period of time (the Age of Jackson) * a style of governance (Jacksonian Democracy) * a set of political traits (Jacksonian Democrat)   Jackson of humble beginnings. Jackson rose through the ranks of the military and society to distinguish himself as a formidable leader. He did this while keeping his image as a man of the people. This image was one that would both help him and hurt him in his time as president.   1. Watch the Video on slide 3. |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about the Growing Spirit of Democracy 2. Open your [notes](https://www.connexus.com/content/media/1861213-382016-101006-AM-61379070.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What were some reasons Jackson was considered a common man during the election of 1824? 2. Why did the election of 1824 have to be decided by the House of Representatives? |
| Resource | |
|  | Current Resource:  Access Topic 6: The Age of Jackson and Westward Expansion, Lesson 1: Jackson Wins the Presidency in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Democracy Expands and The Election of 1824 Leads to a “Bargain.”  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Andrew Jackson](https://go.scholastic.com/D/article/100/047/10004742.html?highlightTerm=andrew%20AND%20jackson%20AND%20) |
| Slide 5 | |
| Activity | |
|  | 1. You are going to read about John Quincy Adams 2. Open your [notes](https://www.connexus.com/content/media/1861213-382016-101006-AM-61379070.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. Which Americans were most likely to oppose tariffs? 2. What was the focus during the election of 1828 that ultimately helped Jackson to win? |
| Resource | |
|  | Current Resource:  Access Topic 6: The Age of Jackson and Westward Expansion, Lesson 1: Jackson Wins the Presidency in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Presidency of John Quincy Adams.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Andrew Jackson](https://go.scholastic.com/B/article/atb/035/atb035b09.html?highlightTerm=andrew%20AND%20jackson%20AND%20)    Read amended excerpt from [link](https://history.house.gov/Historical-Highlights/1800-1850/The-Tariff-of-Abominations/#:~:text=The%20tariff%20sought%20to%20protect,profits%20of%20New%20England's%20industrialists.):  The Tariff of 1828 was better known as the Tariff of Abominations. It passed the House of Representatives, 105 to 94. The tariff sought to protect northern and western agricultural products. The goal was to protect from competition with foreign imports.  But, the resulting tax on foreign goods raised the cost of living in the South. It also cut into the profits of New England's capitalists. |
| Slide 6 | |
| Activity | |
|  | 1. You are going to read about Jackson as President 2. Open your [notes](https://www.connexus.com/content/media/1861213-382016-101006-AM-61379070.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What was a major source of disagreement between Jackson's critics and his supporters during the inauguration? 2. What was the spoils system? |
| Resource | |
|  | Access Topic 6: The Age of Jackson and Westward Expansion, Lesson 1: Jackson Wins the Presidency in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Jacksonian Democracy and The Spoils System.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Andrew Jackson](https://go.scholastic.com/B/article/atb/035/atb035b09.html?highlightTerm=andrew%20AND%20jackson%20AND%20) |
| Slide 7 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Timeline/A0156011/A0156011/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542505)). 2. Click through the interactive. 3. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Charts/A0156012/A0156012/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542501)) 4. Click through the interactive. 5. Click this [link](https://www.connexus.com/content/media/1220205-362015-104241-AM-1655099365.pdf). 6. Open the chart. 7. Put John Adams and Andrew Jackson as column headers. 8. Compare personal, professional, and political differences. 9. Put the questions in your [notes](https://www.connexus.com/content/media/1861213-382016-101006-AM-61379070.docx). 10. Use the resources above to help answer them.   Questions:   1. How did the change in voting rights affect poor white men and both enslaved and free African American men? 2. Considering the vast differences between Adams and Jackson, what could the election of an individual like Jackson signify about the state of public sentiment in the United States at the time? 3. How could the investment in roads and canals bring lasting effects to the United States? |
| Resource | |
|  | None |
| Slide 8 | |
| Activity | |
|  | 1. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1878601-3222016-25613-PM-841390793.pdf). 2. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542500). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542499). 4. Check your answer to the essential question. Use this [link](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53558&idLesson=586487&lessonPlusPrior=False&type=glossary). |
| Resource | |
|  | None |
| Slide 9 | |
| Activity | |
|  | 1. Do the Quick Check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 2: Political Conflict and Economic Crisis | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. caucus    2. Daniel Webster    3. depression    4. John Calhoun    5. Martin Van Buren    6. nominating convention    7. nullification    8. Nullification Act    9. states’ rights    10. unemployment 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. What does Jackson’s handling of the National Bank situation indicate about his leadership style? 6. Review these objectives:    1. Explain the issues of nullification and states’ rights    2. Summarize arguments regarding the banking system |
| Resource | |
|  | Current Resources:   1. Text in screen about Conflict Over States’ Rights 2. Flipped Video about North vs South in the Age of Jackson   Alternate Resources:   1. Read about Conflict Over States’ Rights   When Andrew Jackson was president, there were three main impacts. These were:   1. differences among political parties 2. geographic regions 3. individual states   How he handled these differences had big impacts. It impacted:   1. government 2. the economy 3. individual Americans   Three things caused issues in governments. These included:   1. arguments over tariffs 2. the Nullification Crisis 3. a bank war   These complex issues will raise interesting questions for you as you read. John Calhoun, Jackson’s own vice president, led the fight against tariffs and was a strong proponent of nullification.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Farming Highlights Regional Differences 2. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What was Vice President Calhoun's view on nullification? 2. What was Webster's argument against Calhoun? 3. Why did no other state support South Carolina's stand on nullification? |
| Resource | |
|  | Current Resource:  Access Topic 6: The Age of Jackson and Westward Expansion, Lesson 2: Political Conflict and Economic Crisis in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read A Conflict Over States’ Rights  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the links below   [Daniel Webster](https://go.scholastic.com/B/article/atb/031/atb031b08.html?highlightTerm=webster%20AND%20union%20AND%20)  [John Calhoun](https://go.scholastic.com/D/article/a20/042/a2004250-h.html?highlightTerm=nullification%20AND%20calhoun) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about the bank war 2. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. Why was the Bank a subject of dispute since the early days? 2. Why did Clay and Webster want to make the Bank an issue in the election? 3. Why did the second national bank close? 4. What were the effects of the Bank's closing on the financial system? |
| Resource | |
|  | Current Resource:  Access Topic 6: The Age of Jackson and Westward Expansion, Lesson 2: Political Conflict and Economic Crisis in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Bank War.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   Read the last two paragraphs of [Bank of America](https://go.scholastic.com/L/article/003/301/0033010-00.html?highlightTerm=bank%20AND%20closing)    Watch the [Bank War](https://www.history.com/topics/us-presidents/jackson-censured-in-bank-war-video) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about the Economic Crisis and Political Changes 2. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. Why was Van Buren blamed for the five-year economic depression? 2. Whose economic policies actually were to blame for the Panic of 1837? |
| Resource | |
|  | Current Resource:  Access Topic 6: The Age of Jackson and Westward Expansion, Lesson 2: Political Conflict and Economic Crisis in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Economic Crisis and Political Changes.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Martin Van Buren](https://go.scholastic.com/B/article/atb/999/atb999b411.html?highlightTerm=van%20AND%20buren) |
| Slide 5 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Charts/A0156016/A0156016/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542491)). 2. Click through the interactive. 3. Put the questions in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 4. Use the resources above to help answer them.   Questions:   1. Describe the issue of states' rights. 2. What were John C. Calhoun's and Daniel Webster's views on nullification? Who had the stronger argument? Why? 3. What evidence from the text supports the idea that the Bank of the United States was controversial? 4. The American economy went into depression during President Van Buren's term after the Panic of 1837 and he took most of the blame. Why was Andrew Jackson really to blame? |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542488). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542487). 3. Do the interactive (#3) 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53558&idLesson=586486&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 7 | |
| Activity | |
|  | 1. Do the quick check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 3: Native Americans on the Frontier | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. frontier    2. Indian Removal Act    3. Indian Territory    4. John Marshall    5. Sequoyah    6. Trail of Tears    7. Worcester v. Georgia 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. Would a forced migration of Native Americans resolve conflicts between Native Americans and the American government? 6. Review these objectives:    1. Explain the conflict over land occupied by Native Americans between the Appalachians and Mississippi    2. Describe the forced removal of Native Americans    3. Describe the cultures of Native Americans between the Appalachians and Mississippi |
| Resource | |
|  | Current Resources:   1. Text in screen about Conflict Conflict Over Frontier Lands 2. Flipped Video about Trail of Tears   Alternate Resources:  Leading up to the Jackson era, more white settlers moved. They moved across the Appalachians. They moved into the Old Northwest and the Old Southwest.  The movement of these settlers increased tensions with Native Americans. These Native Americans were living in the area. Many settlers wanted Native Americans’ land.  When Andrew Jackson was president, there were three main impacts.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Different Perspectives Regarding the Frontier 2. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What was the intent of the Proclamation Line of 1763? 2. Why were white settlers so eager to have the land along the western frontier? 3. What was the government's view of Native Americans east of the Mississippi River? 4. What was the significance of the Worcester v. Georgia ruling? |
| Resource | |
|  | Current Resource:  Access Topic 6: The Age of Jackson and Westward Expansion, Lesson 3: Native Americans on the Frontier in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Native Americans and the Frontier and Indian Removal.  Alternate Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below   [Pontiac](https://go.scholastic.com/D/article/100/018/10001887.html?highlightTerm=1763)  [Watch Worcester v. Georgia](https://dptv.pbslearningmedia.org/resource/d7ad4f12-fcd2-4d8d-9937-66dc8f2d8ec8/worcester-v-georgia-cherokee-nation/)  [Review this interactive map. Look closely at geographic features.](https://contrib.pbslearningmedia.org/WGBH/rttt12/rttt12_int_westexp/index.html) |
| Slide 3 | |
| Activity | |
|  | You are going to read about Native American Responses   1. Open your notes. 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. Why did Native American groups in the South sign treaties? 2. What did the Choctaw have to do to remain in Mississippi after the signing of the Treaty of Dancing Rabbit Creek? 3. Why is the movement of the Native Americans across the land referred to as the Trail of Tears? |
| Resource | |
|  | Access Topic 6: The Age of Jackson and Westward Expansion, Lesson 3: Native Americans on the Frontier in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Southern Native Americans on the Trail of Tears.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below  [Watch the Trail of Tears](https://www.youtube.com/watch?v=7LSkfmCj8Jg)  [Read about the Choctaw](https://mississippiencyclopedia.org/entries/mssissippi-band-of-choctaw-indians/)  Each Choctaw who stayed in Mississippi was promised 640 acres of land. This was in return for agreeing to become American citizens. However, few Choctaw ever received their land. Those who did often lost it. Most who stayed were soon driven onto undesirable swampland. They later became sharecroppers on land they had once owned. They entered a period of intense geographical and social isolation. |
| Slide 4 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156014/A0156014/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542474)). 2. Click through the interactive. 3. Put the questions in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 4. Use the resources above to help answer them.   Questions:   1. Compare and contrast the views that Native Americans and white settlers had of one another. 2. Why did the Proclamation Line of 1763 bring peace between Native Americans and the British? How did it lead to an alliance between the British and many Native Americans? Cite evidence from the text. 3. Why did U.S. leaders think that convincing Native Americans to adopt cash-crop farming would lead them to give up land? Why didn’t the plan work? 4. Why did these forced migrations become known as the Trail of Tears? Cite evidence from the reading to support your answer. |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542477). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542476). 3. Check your answer to the essential question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542475). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53558&idLesson=586485&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Do the quick check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 4: Westward Movement | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Clermont    2. corduroy roads    3. Erie Canal    4. flatboats    5. Lancaster Turnpike    6. National Road    7. turnpikes 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. How did westward migration affect growth and development in the United States? 6. Review these objectives:    1. Describe how settlers traveled west    2. Explain how transportation such as roads, steamboats, and canals improved |
| Resource | |
|  | Current Resources:   1. Text in screen about Moving West 2. Flipped Video about the Journey West   Alternate Resources:  After the Louisiana purchase, more settlers moved west. But, moving over land was hard.  The inventions of the car and plane were still far off. Railroads did not take hold until the 1840s or 1850s. River travel was reliable but slow. Americans in the early 1800s produced creative solutions around these problems.  You will explore some of the routes settlers took as they headed west. You will learn about the conditions that prompted the need for better transportation systems.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | You are going to read about Evolution in Transportation   1. Open your notes. 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. If Western territories had populations that were large enough, what could they do? 2. Why was Congress able to provide funds for the National Road when infrastructure was supposed to be under the control of the states? 3. What was the purpose of the early American canals? |
| Resource | |
|  | Current Resource:  Access Topic 6: The Age of Jackson and Westward Expansion, Lesson 4: Westward Movement in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Heading Into the West, Building Better Roads, The Age of Steam, and Canals Connect the Country.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [Erie Canal](https://go.scholastic.com/D/article/100/047/10004750.html?highlightTerm=packet%20AND%20boats) 2. [Ordinances of 1784, 1785, and 1787](https://go.scholastic.com/L/article/029/678/0296780-00.html) read paragraph #4 3. [Watch the National Road](https://www.fhwa.dot.gov/candc/) through 4:05 |
| Slide 3 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156001/A0156001/player.html). 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156005/A0156005/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542467)). 3. Click through the interactives. 4. Put the questions in your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 5. Use the resources above to help answer them.   Questions:   1. Why were steamboats considered better than flatboats for shipping cargo along rivers? 2. How did the building of canals influence the growth of cities and their economies? 3. How did the new inventions in transportation, such as steamboats and canals, influence westward expansion? 4. What need or needs did the steamboat fulfill for the growing nation? |
| Resource | |
|  | None |
| Slide 4 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542466). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542465). 3. Review the rubric for your quiz short answer question. Use this [link](https://www.connexus.com/content/media/1567227-7152015-95902-AM-1061928073.pdf). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53558&idLesson=&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Do the quiz. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 5: Settling Oregon Country | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. mountain men    2. Oregon Country    3. Oregon Trail    4. rendezvous    5. rugged individualists 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. What traits and characteristics would be found in a good pioneer? 6. Review these objectives:    1. Summarize what life was like for pioneers    2. Identify the hardships faced on wagon trains to the West    3. Explain the appeal of Oregon Country and the significance of the Oregon Trail |
| Resource | |
|  | Current Resources:   1. Text in screen about Heading Far West 2. Flipped Video about Why Oregon Country   Alternate Resources:  During the 1700s, European fashions made heavy use of furs from the American Midwest and beyond. Control of these regions was a major source of strife between the French and the English. This was prior to the French and Indian War (also called the Seven Years’ War).  Demand for these furs stayed through the American Revolution. Some men made their living selling the furs they trapped. It was a hard, lonely life. It was dangerous living alone in the woods. But as the fur trade grew less profitable, some mountain men became guides for settlers moving west.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | You are going to read about Expanding the Frontier   1. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. What would have been difficult for settlers who were farming land near the Pacific coast? 2. How did trappers in Oregon Country get their furs to market? 3. What kinds of difficulties did pioneers face as they traveled along the Oregon Trail? 4. Why did some pioneers have to discard belongings? 5. What was the biggest threat to the pioneers? |
| Resource | |
|  | Current Resource:  Access Topic 6: The Age of Jackson and Westward Expansion, Lesson 5: Settling Oregon Country in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read In Search of New Territory, The Far West Fur Trade, and The Oregon Trail.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [Oregon Trail](https://go.scholastic.com/B/article/atb/999/atb999h297.html?highlightTerm=oregon%20AND%20trail%20AND%20) 2. [Mountain Men](https://go.scholastic.com/D/article/010/001/01000174.html?highlightTerm=mountain%20AND%20men) 3. Read this [Oregon Trail adapted excerpt:](https://www.history.com/topics/19th-century/oregon-trail#life-on-the-oregon-trail)    1. Dangers on the Oregon Trail   Many settlers looked at the Oregon Trail with an idealistic eye, but it was anything but romantic. According to the Oregon California Trails Association, almost one in ten who started on the trail did not survive.  Most people died of diseases. Diseases such as dysentery, cholera, smallpox or flu. They also died in accidents caused by inexperience. Many people drowned during hard river crossings. They often had to throw away their stuff to lighten the wagon.  Travelers often left warning messages. These told of an outbreak of disease, bad water or hostile Native American tribes. As more settlers headed west, the Oregon Trail became a well-beaten path. It also became a graveyard for tens of thousands of pioneer people and countless livestock.  Over time, conditions along the Oregon Trail improved. Bridges and ferries were built to make water crossings safer. Settlements and supply posts were started. This gave weary travelers a place to rest and regroup. |
| Slide 3 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156024/A0156024/player.html). 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156025/A0156025/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542456)). 3. Click through the interactives. 4. Put the questions in your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 5. Use the resources above to help answer them.   Questions:   1. How did the skills learned by mountain men help settlers reach the West? 2. What was the significance of the Oregon Trail? 3. What were some of the hazards travelers endured along the Oregon Trail? 4. Considering the distance of states and organized territories from Oregon Country, why might it have been difficult for the United States to control that region? 5. What was life like on a wagon train? |
| Resource | |
|  | * This unit has a portfolio. * It is due in lesson 7. * You will write about if the Mexican-American War was justified. Here are the [directions](https://www.connexus.com/content/media/1878601-3232016-121729-PM-707673761.pdf). * Here is the [rubric](https://www.connexus.com/content/media/1878601-3232016-13052-PM-1798772268.pdf). * To find information, use these links below:   + [Civics Discussion: Source A](https://www.connexus.com/content/media/1296460-392016-32756-PM-2104247786.pdf)   + [Civics Discussion: Source B](https://www.connexus.com/content/media/1296460-392016-32709-PM-552757473.pdf)   + [Civics Discussion: Source C](https://www.connexus.com/content/media/1296460-392016-32033-PM-2029604379.pdf)   + [Civics Discussion: Source D](https://www.connexus.com/content/media/1296460-392016-30414-PM-308458229.pdf)   + [Civics Discussion: Source E](https://www.connexus.com/content/media/1296460-392016-24409-PM-1900661390.pdf) |
| Slide 4 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542458). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542457). 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53558&idLesson=586483&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Do the quick check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 6: Independence for Texas | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Alamo    2. annex    3. Battle of San Jacinto    4. dictator    5. General Antonio López de Santa Anna    6. Sam Houston    7. siege    8. Stephen Austin    9. Tejanos 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. Why do people move? 6. Review these objectives:    1. Summarize the cooperation and conflict between American settlers in Texas and the Mexican government    2. Describe how the events at the Alamo affected Texans    3. Explain how Texas gained independence |
| Resource | |
|  | Current Resources:   1. Text in screen about The Allure of Texas 2. Flipped Video about The Mexican American War   Alternate Resources:  Sometimes, states or nations will have natural boundaries that separate one territory from another. These are often rivers, lakes, or mountain ranges. But the boundary line might just be an imaginary line drawn on a map.  Settlers moving from east to west often crossed into Mexico. They settled there without even knowing it. The Mexican government was often willing to accommodate these settlers. But they had to follow certain rules.  Over time the rules changed. Settlers became more averse to follow them. In time, these settlers won their independence from Mexico. They formed the Republic of Texas.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | You are going to read about Americans Beginning to settle in Texas   1. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. Why was Mexico willing to let U.S. settlers occupy colonies in Texas? 2. What had the United States done that made Mexico believe that it might try to make Texas a part of the United States? |
| Resource | |
|  | Current Resource:  Access Topic 6: Independence for Texas in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Americans Colonize Mexican Texas and the Conflict with the Mexican Government.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [Texas Revolution](https://go.scholastic.com/C/article/028/738/0287380-0.html?highlightTerm=republic%20AND%20of%20AND%20texas) 2. Watch: [Track the Mexican and American settlement of Texas leading up to the Texas Revolution and independence](https://www.britannica.com/video/167097/overview-settlement-Texas) |
| Slide 3 | |
| Activity | |
|  | You are going to read about Texas Becoming Independent   1. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. Besides defeating the defenders of the Alamo, what did Mexican troops do that inspired cries for revenge? 2. While the U.S. government waited to decide whether to annex Texas, what did Texas do? |
| Resource | |
|  | Current Resource:  Access Topic 6: Independence for Texas in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Americans Independence for Texas and The Republic of Texas is Born.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [Alamo](https://go.scholastic.com/B/article/atb/046/atb046t01.html?highlightTerm=alamo) 2. [Texas](https://go.scholastic.com/D/article/a20/290/a2029020-h.html?highlightTerm=texas) 3. [Watch: The Bargain That Lured American Settlers to Texas](https://www.youtube.com/watch?v=oHTrSnWjlyw) |
| Slide 4 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156024/A0156024/player.html). ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542446)) 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Timeline/A0156003/A0156003/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542444)). 3. Click through the interactives. 4. Put the questions in your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 5. Use the resources above to help answer them.   Questions:   1. Why do you think that owning land was so important to Americans during this time? 2. Cite evidence that explains why Mexico welcomed American settlers in Texas. 3. How did westward expansion cause conflict with the Mexican government? 4. What events led to Texas receiving independence? 5. Why was the argument for annexing Texas stronger than not letting it become part of the Union? |
| Resource | |
|  | * This unit has a portfolio. * It is due in lesson 7. * You will write about if the Mexican-American War was justified. Here are the [directions](https://www.connexus.com/content/media/1878601-3232016-121729-PM-707673761.pdf). * Here is the [rubric](https://www.connexus.com/content/media/1878601-3232016-13052-PM-1798772268.pdf). * To find information, use these links below:   + [Civics Discussion: Source A](https://www.connexus.com/content/media/1296460-392016-32756-PM-2104247786.pdf)   + [Civics Discussion: Source B](https://www.connexus.com/content/media/1296460-392016-32709-PM-552757473.pdf)   + [Civics Discussion: Source C](https://www.connexus.com/content/media/1296460-392016-32033-PM-2029604379.pdf)   + [Civics Discussion: Source D](https://www.connexus.com/content/media/1296460-392016-30414-PM-308458229.pdf)   + [Civics Discussion: Source E](https://www.connexus.com/content/media/1296460-392016-24409-PM-1900661390.pdf) |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542448). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542447). 3. Do interactives #3 and #4 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53558&idLesson=586482&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Do the quick check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 7: Manifest Destiny in California and the SouthWest | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Bear Flag Republic    2. Brigham Young    3. cede    4. Chapultepec    5. forty-niners    6. Gadsden Purchase    7. James Polk    8. Joseph Smith    9. Junípero Serra    10. Manifest Destiny    11. Mexican Cession    12. mission    13. Santa Fe Trail    14. self-sufficient    15. Treaty of Guadalupe-Hidalgo 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the essential question for this less.    1. Why do people move? 6. Think about the focus question for this lesson.    1. How does geography influence someone’s decision to move? 7. Review these objectives:    1. Analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation    2. List the causes and effects of the Mexican-American War    3. Describe life for the Spanish and Native Americans on the missions and ranches of California and New Mexico |
| Resource | |
|  | Current Resources:   1. Text in screen about The Gold Rush 2. Flipped Video about Manifest Destiny   Alternate Resources: N/A |
| Slide 2 | |
| Activity | |
|  | You are going to read about Cultures Interacting in the Southwest   1. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. Why did Spain set up forts and missions along the California coast? 2. Why did the Mexican government take land from the missions and gave it to wealthy individuals? 3. Who did the majority of the work on the ranches? |
| Resource | |
|  | Current Resource:  Access Topic 6: The Age of Jackson and Westward Expansion, Lesson 7: Manifest Destiny in California and the Southwest in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read New Mexico Territory.  Alternate Resource:  Amended text from American History:  New Mexico Territory and California  Spain and New Mexico Territory  The physical features of this region vary by location. Much of this region is hot and dry desert. There are also forested mountains. In some areas, thick grasses grow.  Before the Spanish arrived, the Zuñi and other Indians farmed here using irrigation. Other Native Americans lived by hunting and gathering.  The Spanish explorer Juan de Oñate claimed the region for Spain in 1598. In the early 1600s, the Spanish built Santa Fe. They made it capital of the territory. By trading horses, fur, and wool, Santa Fe grew into a busy trading town.  Some Americans were keen to settle in New Mexico. New Mexico was thinly populated but had good physical features. There were many natural resources.  Spain would not let Americans settle in Santa Fe or anywhere else in the territory. Only after Mexico became independent in 1821 were Americans welcome there.  William Becknell, a merchant and adventurer, was the first American to head for Santa Fe. In 1821, he led traders from Franklin, Missouri, to the New Mexico town. Other Americans soon followed. This became known as the Santa Fe Trail.  California was also ruled first by Spain, then Mexico. In 1769, Captain Gaspar de Portolá led a trek up the Pacific coast. With him was Father Serra. Father Serra built his first mission at San Diego. Later he and other missionaries set up a string of 21 missions. These were on the California coast. |
| Slide 3 | |
| Activity | |
|  | You are going to read about Cultures Interacting in the Southwest   1. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. How did land disputes lead to war? 2. How did Mexico react to the annexation of Texas? 3. How did the Mexican-American war end? |
| Resource | |
|  | Current Resource:  Access Topic 6: The Age of Jackson and Westward Expansion, Lesson 7: Manifest Destiny in California and the Southwest in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Manifest Destiny and The Mexican-American War.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [James Polk](https://go.scholastic.com/B/article/atb/035/atb035b05.html?highlightTerm=polk) 2. [Mexican-American Wa](https://go.scholastic.com/B/article/atb/999/atb999h5997.html?highlightTerm=mexican-american%20AND%20war)r |
| Slide 4 | |
| Activity | |
|  | You are going to read about Cultures Interacting in the Southwest   1. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. Why did Californians draft a state constitution in 1849? 2. What was the big reason tens of thousands of people moved to California in 1849? 3. How were Native Americans affected by migration to California? |
| Resource | |
|  | Current Resource:  Access Topic 6: The Age of Jackson and Westward Expansion, Lesson 7: Manifest Destiny in California and the Southwest in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Settling the Mexican Cession and the Effects of Migration to California.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [California Gold Rush](https://go.scholastic.com/D/article/010/001/01000179.html?highlightTerm=gold%20AND%20rush) 2. [California Government](https://go.scholastic.com/B/article/atb/006/atb006g01.html?highlightTerm=california%20AND%20constitution) 3. [Watch Gold Rush](https://dptv.pbslearningmedia.org/resource/the-gold-rush-gallery/ken-burns-the-west/) |
| Slide 5 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156017/A0156017/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542431)). 2. Click through the interactive. 3. Click this [link](https://www.connexus.com/content/media/1220205-362015-104231-AM-495403745.pdf). 4. Identify causes and effects of the Mexican-American war. 5. Put the questions in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 6. Use the resources above to help answer them.   Questions:   1. What did Americans who supported Manifest Destiny believe was sure to happen? What were the reasons that they believed this? 2. How did American support of Manifest Destiny affect the makeup of the government? How did it affect the actions the government took? 3. Explain why Mexicans were unhappy with America and Americans were unhappy with Mexico? What was the effect of this disagreement? 4. Why did Americans feel that the Mexican Cession and Gadsden Purchase fulfilled the goals of Manifest Destiny? 5. Why did California ask to become a state? Why did this request stir controversy? 6. How did the experience of the Native Americans during the Gold Rush compare to that of Chinese immigrants? |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. This unit has a portfolio. 2. It is due in this lesson. 3. You will write about if the Mexican-American War was justified. Here are the [directions](https://www.connexus.com/content/media/1878601-3232016-121729-PM-707673761.pdf). 4. Here is the [rubric](https://www.connexus.com/content/media/1878601-3232016-13052-PM-1798772268.pdf). 5. Compare your work to that rubric. |
| Resource | |
|  | 1. To find information, use these links below:    1. [Civics Discussion: Source A](https://www.connexus.com/content/media/1296460-392016-32756-PM-2104247786.pdf)    2. [Civics Discussion: Source B](https://www.connexus.com/content/media/1296460-392016-32709-PM-552757473.pdf)    3. [Civics Discussion: Source C](https://www.connexus.com/content/media/1296460-392016-32033-PM-2029604379.pdf)    4. [Civics Discussion: Source D](https://www.connexus.com/content/media/1296460-392016-30414-PM-308458229.pdf)    5. [Civics Discussion: Source E](https://www.connexus.com/content/media/1296460-392016-24409-PM-1900661390.pdf) |
| Slide 7 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542433). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1878601-3222016-30209-PM-1685645437.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542432). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53558&idLesson=586481&lessonPlusPrior=True&type=glossary) |
| Resource | |
|  | * This unit has a portfolio. * It is due in lesson 7. * You will write about if the Mexican-American War was justified. Here are the [directions](https://www.connexus.com/content/media/1878601-3232016-121729-PM-707673761.pdf). * Here is the [rubric](https://www.connexus.com/content/media/1878601-3232016-13052-PM-1798772268.pdf). * To find information, use these links below:   + [Civics Discussion: Source A](https://www.connexus.com/content/media/1296460-392016-32756-PM-2104247786.pdf)   + [Civics Discussion: Source B](https://www.connexus.com/content/media/1296460-392016-32709-PM-552757473.pdf)   + [Civics Discussion: Source C](https://www.connexus.com/content/media/1296460-392016-32033-PM-2029604379.pdf)   + [Civics Discussion: Source D](https://www.connexus.com/content/media/1296460-392016-30414-PM-308458229.pdf)   + [Civics Discussion: Source E](https://www.connexus.com/content/media/1296460-392016-24409-PM-1900661390.pdf) |
| Slide 8 | |
| Activity | |
|  | 1. Upload your portfolio. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | You will write about if the Mexican-American War was justified. Here are the [directions](https://www.connexus.com/content/media/1878601-3232016-121729-PM-707673761.pdf).  Here is the [rubric](https://www.connexus.com/content/media/1878601-3232016-13052-PM-1798772268.pdf).  To find information, use these links below:   * + [Civics Discussion: Source A](https://www.connexus.com/content/media/1296460-392016-32756-PM-2104247786.pdf)   + [Civics Discussion: Source B](https://www.connexus.com/content/media/1296460-392016-32709-PM-552757473.pdf)   + [Civics Discussion: Source C](https://www.connexus.com/content/media/1296460-392016-32033-PM-2029604379.pdf)   + [Civics Discussion: Source D](https://www.connexus.com/content/media/1296460-392016-30414-PM-308458229.pdf)   + [Civics Discussion: Source E](https://www.connexus.com/content/media/1296460-392016-24409-PM-1900661390.pdf) |
| Lesson 8: Unit Review | |
| Slide 1 | |
| Activity | |
|  | 1. Review the essential question    1. Why do people move? 2. Review the objectives:    1. Describe the presidency of Andrew Jackson and analyze his impact on that office    2. Examine the changing relationship between the white Americans and the Native Americans    3. Describe the idea of Manifest Destiny and explain the impact it had on politics and the expanding borders of the United States |
| Resource | |
|  | None |
| Slide 2 | |
| Activity | |
|  | 1. Review your essential question:    1. Why do people move? 2. Think about the pioneers and the types of people who could endure the kinds of hardships they encountered every day during the westward expansion. What characteristics did they have? What kind of person do you think would have been willing to move to the frontier in the 1800s? 3. In your notes, write down your answers to this question:    1. What kinds of difficulties do you think pioneers encountered as they traveled west? |
| Resource | |
|  | None |
| Slide 3 | |
| Activity | |
|  | 1. Review the main questions and draft out answers:  * How did the relationship between white Americans and Native Americans change over time? * Write a paragraph analyzing the impact of the Indian Removal Act. Consider the provisions of the Indian Removal Act, what affect the act had on Native Americans living east of the Mississippi River, and the impact Jackson hoped the act would have on the conflict over Worcester v. Georgia. * Identify events, issues, and other characteristics that made the Age of Jackson a distinct period in U.S. history. Consider political developments like expanded suffrage and the growth of political parties, political conflicts such as the Nullification Crisis and the conflict over the Second Bank of the United States, and issues surrounding the forced migration of Native Americans living east of the Mississippi River.  1. Take the practice [test](https://www.connexus.com/assessments/engine.aspx?idAssessment=926889&idWebuser=4515555&idSection=1762832&idHtmllet=7346218&close=true&popup=true) |
| Resource | |
|  | None |
| Slide 4 | |
| Activity | |
|  | 1. Check your unit review answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542425). 2. Do the interactive (#2) 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53558&idLesson=&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Lesson 9: Unit Test | |
| Slide 1 | |
| Activity | |
|  | 1. Take the test. 2. It is in your lesson.. 3. Do your best. |
| Resource | |
|  | None |
| **Unit 6: Society and Culture Before the Civil War** | |
| Lesson 1: The Industrial Revolution and Life in the North | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. artisan    2. capital    3. capitalist    4. clipper ship    5. credit    6. demand    7. discrimination    8. factory system    9. famine    10. Industrial Revolution    11. interchangeable parts    12. Know-Nothing party    13. locomotive    14. Lowell girls    15. nativist    16. profit    17. scarcity    18. spinning jenny    19. strike    20. supply    21. telegraph    22. trade unions    23. urbanization 2. Think about the meaning of each word. 3. Think about the essential question for this unit.    1. You will build upon the Essential Question throughout the unit and revisit it in the unit review. 4. Review the objectives for this unit.    1. Explain the impact of technology and the Industrial Revolution on the economy    2. Analyze the impact that the Industrial Revolution had on daily life    3. Describe the impact of immigration and attitudes toward immigrants and African Americans in the North |
| Resource | |
|  | Current Resources:   1. Text in screen about the Growth of Industry   Alternate Resources:   1. Read about Growth of Industry   Leading up to the Civil War, the Industrial Revolution changed the nation. Due to scientific and technological advances, businesses made goods better.  Workers flowed into growing northern cities. The South stayed dependent on farming and slavery.  Social reform movements arose to address challenges facing society. One of these was women’s rights. Another was for the abolition of slavery.  Changes in art, music, and text led to unique forms of expression. These showed American society at this time.  You will explore the advance of early 1800 innovations. You will learn about reform movements. You will see how American culture changed leading up to the Civil War. |
| Slide 2 | |
| Activity | |
|  | 1. Take the pretest. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Slide 3 | |
| Activity | |
|  | 1. Look at these key words.    1. artisan    2. capital    3. capitalist    4. clipper ship    5. credit    6. demand    7. discrimination    8. factory system    9. famine    10. Industrial Revolution    11. interchangeable parts    12. Know-Nothing party    13. locomotive    14. Lowell girls    15. nativist    16. profit    17. scarcity    18. spinning jenny    19. strike    20. supply    21. telegraph    22. trade unions    23. urbanization 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. How does emerging technology affect people's lives? |
| Resource | |
|  | Current Resources:   1. Text in screen about Industry Brings Changes 2. Flipped Video about The Spread of Industrialization   Alternate Resources:  The Industrial Revolution had a major impact on daily life in the United States. Northern factories expanded. They made more items at lower prices.  As these factories expanded, people from the country moved to large cities to seek work. These cities became important cultural centers. But poor sanitation led to widespread illness and death.   1. Watch the Video on slide 1. |
| Slide 4 | |
| Activity | |
|  | You are going to read about the Beginning of the Industrial Revolution   1. Open your [notes](https://www.connexus.com/content/media/1764383-372016-125329-PM-1552023481.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. What happened as a result of the demand for more factory-made products? 2. Why was the invention of interchangeable parts significant? 3. What was the New York Stock Exchange intended to do for business? |
| Resource | |
|  | Current Resource:  Access Topic 7: Society and Culture Before the Civil War, Lesson 1: The Industrial Revolution and Life in the North in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Industrial Revolution Begins and Factories Come to America.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [Mass Production](https://go.scholastic.com/D/article/100/031/10003161.html?highlightTerm=interchangeable%20AND%20parts%20AND%20) 2. [Factory System](https://go.scholastic.com/D/article/100/031/10003165.html?highlightTerm=factory%20AND%20industrial%20AND%20revolution) 3. [NYSE](https://go.scholastic.com/C/article/020/733/0207335-0.html?highlightTerm=buttonwood%20AND%20agreement) |
| Slide 5 | |
| Activity | |
|  | You are going to read about Lifestyle Changes during the Industrial Revolution   1. Open your [notes](https://www.connexus.com/content/media/1764383-372016-125329-PM-1552023481.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. What was life like for children and women working in factories? 2. Why did factory owners employ women and children? 3. What were some of the problems that arose as a result of rapid urbanization? 4. What happened as a result of some new farming inventions? |
| Resource | |
|  | Current Resource:  Access Topic 7: Society and Culture Before the Civil War, Lesson 1: The Industrial Revolution and Life in the North in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Daily Life in Factory Towns, Cities Expand, and New Technologies.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [Eli Whitney](https://go.scholastic.com/B/article/atb/008/atb008b09.html?highlightTerm=cotton%20AND%20gin) 2. [Factory System](https://go.scholastic.com/D/article/100/031/10003165.html?highlightTerm=factory%20AND%20industrial%20AND%20revolution) 3. [Watch How Inventions Change History](https://www.youtube.com/watch?v=0SMNYivhGsc) |
| Slide 6 | |
| Activity | |
|  | You are going to read about Steam Power   1. Open your [notes](https://www.connexus.com/content/media/1764383-372016-125329-PM-1552023481.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. How did the steam engine affect the location of factories? 2. As the railroad system improved, what impact did it have on urban growth? 3. How did the failure of potato crops in Ireland affect immigration to the United States? 4. In what ways did free African Americans in the North face discrimination? 5. Why did Americans resist European immigrants? |
| Resource | |
|  | Current Resource:  Access Topic 7: Society and Culture Before the Civil War, Lesson 1: The Industrial Revolution and Life in the North in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Age of Steam Power, Workers Respond to Challenges, and Ethnic Minorities in the North.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [Steam Engine](https://go.scholastic.com/D/article/100/031/10003176.html?highlightTerm=steam%20AND%20power) 2. [Potato Famine](https://go.scholastic.com/D/article/010/001/01000164.html?highlightTerm=potato%20AND%20famine) 3. [Industrial Revolution](https://go.scholastic.com/D/article/100/031/10003168.html?highlightTerm=railroad%20AND%20industrial%20AND%20) 4. [Nativism](https://go.scholastic.com/D/article/010/001/01000165.html?highlightTerm=nativists) |
| Slide 7 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Timeline/A0156089/A0156089/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542584)). 2. Click through the interactive. 3. Put the questions in your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 4. Use the resources above to help answer them.   Questions:   1. As you read about life in factory towns, what inference can you draw about the social challenges of low-income families during the 19th century? 2. How did technological advances affect people’s lives? Use evidence from the text to support your answer. 3. What was the effect of steam power on industrialization and urbanization? 4. Why did immigrants and African Americans face discrimination in the North? |
| Resource | |
|  | None |
| Slide 8 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542586). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542581). 3. Do the interactive #3. 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53559&idLesson=586495&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 9 | |
| Activity | |
|  | 1. Do the quick check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 2: King Cotton and Life in the South | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. boom    2. cottonocracy    3. cultivate    4. extended family    5. slave codes 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the essential question for this lesson.    1. Why is culture important? 6. Think about the focus question for this lesson.    1. To what extent were free African Americans “free?” 7. Review these objectives:    1. Analyze the economic, social, and political conditions of free and enslaved African Americans    2. Explain the impact of slavery and how it shaped Southern life    3. Describe the agricultural economy of the South and how the cotton gin affected both the Northern and Southern economy |
| Resource | |
|  | Current Resources:   1. Text in screen about The South Before the Civil War 2. Flipped Video about Cotton Shapes the South   Alternate Resources: N/A |
| Slide 2 | |
| Activity | |
|  | You are going to read about Steam Power   1. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. How did the invention of the cotton gin affect the demand for slaves? 2. Why did cotton planters begin to move west? 3. Why did the South develop so little industry? |
| Resource | |
|  | Current Resource:  Access Topic 7: Society and Culture Before the Civil War, Lesson 2: King Cotton and Life in the South in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Cotton Kingdom and Reliance on Agriculture.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [Eli Whitney](https://go.scholastic.com/B/article/atb/008/atb008b09.html?highlightTerm=cotton%20AND%20gin) 2. [Watch Cotton Gin](https://dptv.pbslearningmedia.org/resource/mr13.socst.us.cotgin/cotton-gin/) |
| Slide 3 | |
| Activity | |
|  | You are going to read about Steam Power   1. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. Why did slave owners prohibit enslaved African Americans from learning to read? 2. How did free African Americans face discrimination? 3. How were family lives different for free vs. enslaved African Americans? |
| Resource | |
|  | Current Resource:  Access Topic 7: Society and Culture Before the Civil War, Lesson 2: King Cotton and Life in the South in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Southern Whites and Southern African-Americans.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [Eli Whitney](https://go.scholastic.com/B/article/atb/008/atb008b09.html?highlightTerm=cotton%20AND%20gin) 2. [Watch Free Black Americans Before Civil War](https://www.youtube.com/watch?v=oKirXxkxvvs) 3. [Watch Frances Ellen Watkins Harper](https://youtu.be/adKddL4_TWg) |
| Slide 4 | |
| Activity | |
|  | You are going to read about Steam Power   1. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. What were the slave codes designed to do? 2. How did enslaved African Americans cope with their harsh life? 3. What did Nat Turner believe his mission in life was? |
| Resource | |
|  | Current Resource:  Access Topic 7: Society and Culture Before the Civil War, Lesson 2: King Cotton and Life in the South in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Slavery in the South and Resisting Slavery.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [Nat Turner](https://go.scholastic.com/L/article/039/544/0395440-00.html?highlightTerm=slave%20AND%20codes) 2. [Watch About Slave Codes](https://www.youtube.com/watch?v=FyVWNqhOCFE) 3. [Watch the Role of Music](https://www.youtube.com/watch?v=lgvXwLAtNYw) |
| Slide 5 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Charts/A0156092/A0156092/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542572)). 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Charts/A0156093/A0156093/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542571)). 3. Click through the interactives. 4. Put the questions in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 5. Use the resources above to help answer them.   Questions:   1. The text argues that cotton “shaped the way of life in the South.” What evidence does the text provide to support the argument? 2. How did the invention of the cotton gin and westward expansion contribute to the cycle of slavery in the South? 3. Describe the life of an enslaved person in the South. |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542570). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542568). 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53559&idLesson=586494&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 7 | |
| Activity | |
|  | 1. Do the quick check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 3: Reform Movements | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. debtor    2. predestination    3. revivals    4. Second Great Awakening    5. social reform    6. temperance movement 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the essential question for this lesson.    1. Why is culture important? 6. Think about the focus question for this lesson.    1. What causes reform movements? 7. Review these objectives:    1. Analyze how political issues and religious influences, including the Second Great Awakening, inspired reform movements    2. Describe the impact of social reform movements on American society in the 1800s |
| Resource | |
|  | Current Resources:   1. Text in screen about The South Before the Civil War 2. Flipped Video about Cotton Shapes the South   Alternate Resources:   1. Updated text:    1. In the early 1700s, a religious movement spread across the colonies. It was called the Great Awakening.   A similar movement swept the nation again in the early 1800s. It was called the Second Great Awakening. It led many to seek reform for things they thought to be problems in society.  Women’s rights and the abolition of slavery were main areas of reform. But others sought to improve education and care for the mentally ill. Some wanted to ban alcohol.  These movements led to many societal improvements. They also inspired later social reform efforts.   1. Video on slide 1 |
| Slide 2 | |
| Activity | |
|  | You are going to read about Steam Power   1. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. How did the reform movement reflect American culture in the early 1800s? 2. What did the leaders of the Second Great Awakening emphasize? |
| Resource | |
|  | Current Resource:  Access Topic 7: Society and Culture Before the Civil War, Lesson 3: Reform Movements in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read An Era of Reform.  Alternate Resource:  Click on the link below   1. [Second Great Awakening](https://www.youtube.com/watch?v=B1iuaMYgz9U) |
| Slide 3 | |
| Activity | |
|  | You are going to read about Steam Power   1. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. What were conditions in prison like that prompted Dix to advocate for prison reform? 2. What was Horace Mann’s fundamental belief about education? 3. What obstacles did African Americans in the North face relative to education? |
| Resource | |
|  | Current Resource:  Access Topic 7: Society and Culture Before the Civil War, Lesson 3: Reform Movements in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Social Reform Movements and The Impact of Education Reform.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [Dorothea Dix](https://go.scholastic.com/L/article/012/923/0129230-00.html?highlightTerm=dorothy%20AND%20dix) 2. [Horace Mann](https://go.scholastic.com/B/article/atb/999/atb999b571.html?highlightTerm=horace%20AND%20mann) |
| Slide 4 | |
| Activity | |
|  | At the end of this lesson you will engage in a discussion. This will be about the lasting impact of reform movements in the 1800s.  You will need to support your points with evidence. Use your understanding to ask your peers meaningful questions. |
| Resource | |
|  | 1. Discussion Board question: Compare and contrast the lives of free African Americans and new immigrants in the early 1800s. What challenges did they both face? What challenges were unique to both groups? 2. [Discussion Board Ratings](https://www.connexus.com/content/render.aspx?idDocument=2542554) 3. [Discussion Guidelines](https://www.connexus.com/content/media/1735891-2172016-24233-PM-681294328.docx) |
| Slide 5 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156094/A0156094/player.html) 2. Click through the interactive. 3. Put the questions in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 4. Use the resources above to help answer them.   Questions:   1. Based on what you’ve read, why do you think a religious movement might lead people to work for social reform? 2. What were some political origins of social reform movements that occurred in the 1800s? 3. What were the positive outcomes of Dorothea Dix’s reports? Use evidence from the text to support your response. 4. As “more men won the right to vote, reformers acted to improve education.” Why do you think it is important for a republic to have "educated citizens"? |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542558). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542557). 3. Check your answer to the essential question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542559). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53559&idLesson=586493&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 7 | |
| Activity | |
|  | 1. Do the discussion. 2. It is in the lesson. 3. Respond to two peers. 4. Do your best. |
| Resource | |
|  | None |
| Lesson 4: Abolitionism | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. abolitionist    2. American Colonization Society    3. civil disobedience    4. Frederick Douglass    5. The Liberator    6. Underground Railroad 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. What factors do you think would cause the abolitionist movement to gain strength leading up to the Civil War? 6. Review these objectives:    1. Analyze the effectiveness of the abolitionist movement including the Underground Railroad and its impact on African Americans    2. Identify key people who fought for the abolitionist movement |
| Resource | |
|  | Current Resources:   1. Text in screen about The Path to Abolition 2. Flipped Video about Abolitionism   Alternate Resources:   1. Amended slide text:    1. Abolition was the movement to end slavery.   Two leaders in this area were Frederick Douglass and William Garrison. They spoke of the evils of slavery.  Former President John Adams was also against slavery. As a Representative, he fought to end slavery.   1. Video on slide 1 |
| Slide 2 | |
| Activity | |
|  | You are going to read about Resistance to Slavery   1. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. What was the main goal of the American Colonization Society? 2. What led to the end of slavery in the North? |
| Resource | |
|  | Current Resource:  Access Topic 7: Society and Culture Before the Civil War, Lesson 4: Abolitionism in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Early Opposition to Slavery.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [Watch American Colonization Society](https://www.youtube.com/watch?v=FDPMry9Cf28) 2. [Watch Ending Slavery in the North](https://www.youtube.com/watch?v=VYuR4meD8YY) |
| Slide 3 | |
| Activity | |
|  | You are going to read about Leaders in the Abolitionist Movement   1. Open your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. What were the contributions of Frederick Douglass? 2. Why were Harriet Tubman's actions as a conductor on the Underground Railroad considered civil disobedience? 3. Why were some Northerners against abolition? 4. In defense of slavery, white Southerners liked to say that the African Americans they had enslaved were better off than what group |
| Resource | |
|  | Current Resource:  Access Topic 7: Society and Culture Before the Civil War, Lesson 4: Abolitionism in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Abolitionism Gains Momentum and Abolitionism Faces Opposition.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [Fredrick Douglass](https://go.scholastic.com/B/article/atb/022/atb022b03.html?highlightTerm=fredrick%20AND%20douglass) 2. [Harriet Tubman](https://go.scholastic.com/D/article/a20/299/a2029930-h.html?highlightTerm=harriet%20AND%20tubman) 3. [Abolition](https://go.scholastic.com/D/article/100/023/10002395.html?highlightTerm=abolition) 4. [Watch Sectional Conflict](https://youtu.be/H-EDcke6n9E) |
| Slide 4 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/content/media/1220205-362015-104241-AM-1655099365.pdf). 2. Do the chart.    1. Add the columns:       1. Interest Group       2. Support the Abolition Movement?       3. Reasons For/Against    2. Add the rows:       1. African-Americans and White Abolitionists       2. Northern Mill Owners, Bankers, and Merchants       3. Some Northern Workers       4. White Southern Slave Owners       5. Many Southerners without Slaves 3. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156096/A0156096/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542543)). 4. Click through the interactives. 5. Put the questions in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx). 6. Use the resources above to help answer them.   Questions:   1. Compare and contrast the factors that influenced the use of slavery in the North and South. 2. Why do you think "almost all abolitionists were northerners"? Use what you know about the economies in the North and South to explain your reasoning. 3. How did the white abolitionists William Lloyd Garrison and the Grimké sisters contribute to the antislavery movement? 4. What was the Underground Railroad, and how did Harriet Tubman’s civil disobedience contribute to the Underground Railroad’s success? |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542547). 2. Check your chart. Use this [link](https://www.connexus.com/content/media/1624812-342016-12203-PM-1885820148.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542546). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53559&idLesson=586492&lessonPlusPrior=True&type=glossary) |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Do the quiz. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 5: Women’s Rights | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Elizabeth Cady Stanton    2. Seneca Falls Convention    3. Susan B. Anthony    4. women’s rights movement 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. How can people work for social and political change today? 6. Review these objectives:    1. Describe the origins and effectiveness of the women’s rights movement    2. Describe the impact of the women’s rights movement on opportunities for women    3. Explain the impact of the Seneca Falls Convention, including the roles of Elizabeth Cady Stanton and Susan B. Anthony |
| Resource | |
|  | Current Resources:   1. Text in screen about Women Push for Change 2. Flipped Video about The Seneca Falls Convention   Alternate Resources:   1. Amended slide text:   Women today can own property, hold public office, and vote. Back in the 1800s, women did not have these rights. It was even legal for a husband to hit his wife, as long as he didn’t injure her.  In the 1800s, women such as Sojourner Truth, Susan B. Anthony, Elizabeth Cady Stanton, and more worked toward women’s rights. They wanted women to have equal economic, political, and social rights and opportunities.  These strong women created a movement that worked in adding chances for women.   1. Video on slide 1 |
| Slide 2 | |
| Activity | |
|  | You are going to read about Fighting for Rights   1. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. How did the anti-slavery movement inspire the women’s rights movement? 2. What issue was met with the most opposition at the Seneca Falls Convention? 3. What was Susan B. Anthony’s primary contribution to the women’s rights movement? 4. How did women's lives change during the mid-1800s? |
| Resource | |
|  | Current Resource:  Access Topic 7: Society and Culture Before the Civil War, Lesson 5: Women’s Rights in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read Early Calls for Women’s Rights, A Women’s Movement Organizes, and Women Gain New Opportunities.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [Susan B. Anthony](https://go.scholastic.com/D/article/a20/010/a2001070-h.html?highlightTerm=susan%20AND%20b.%20AND%20anthony) 2. [Seneca Falls Convention](https://go.scholastic.com/B/article/atb/999/atb999h079.html?highlightTerm=stanton%20AND%20and%20AND%20mott) 3. [Lucretia Mott](https://go.scholastic.com/D/article/a20/199/a2019995-h.html?highlightTerm=elizabeth%20AND%20cady%20AND%20stanton) |
| Slide 3 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Timeline/A0156098/A0156098/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2542534)). 2. Click through the interactives. 3. Put the questions in your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 4. Use the resources above to help answer them.   Questions:   1. The Declaration of Independence begins: “We hold these truths to be self evident: that all men are created equal.” At the Seneca Falls Convention, Stanton modeled her Declaration of Sentiments on the Declaration of Independence to read: “We hold these truths to be self-evident: that all men and women are created equal.” In your own words, what do you think is the meaning of the original statement? Why did Stanton add “and women” to the original statement? 2. Why was the Seneca Falls convention an important milestone in the women’s rights movement? 3. How is the women’s rights movement connected to the abolitionist movement? 4. What was the impact of the early women’s rights movement? |
| Resource | |
|  | None |
| Slide 4 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2093767&idCourse=42982). 2. Check your chart. Use this [link](https://www.connexus.com/content/media/1624812-342016-12203-PM-1885820148.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2093769&idCourse=42982). 4. Do the interactive #3. 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53559&idLesson=586491&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Do the quick check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 6: Arts and Literature | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Henry David Thoreau    2. Hudson River School    3. individualism    4. John James Audubon    5. transcendentalists 2. Think about the meaning of each word. 3. [Click this link.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Do the Before Reading part. 5. Think about the focus question for this lesson.    1. Why are societal ideals and themes evident in art, literature, and music? 6. Review these objectives:    1. Describe and analyze the emergence of art, literature, and music in the early to mid-1800s and its impact on American culture and society    2. Explain how transcendentalism reflected American society |
| Resource | |
|  | Current Resources:   1. Text in screen about Artistic Developments 2. Flipped Video about American Artists, American Themes   Alternate Resources:   1. Amended slide text:   A specific national identity and culture was developed.  In the mid-1800s, this national identity was clear. It was clear in arts and literature.  Painters painted American landscapes. They painted local animals. Writers wrote about American people. They wrote about their struggles.   1. Video on slide 1 |
| Slide 2 | |
| Activity | |
|  | You are going to read about New Subjects in Art and Literature   1. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. What did early American art show? 2. How did Walt Whitman’s poetry reflect society? 3. How did American literature change during the early 1800s? 4. How did African American music during the 1800s influence later musical styles? |
| Resource | |
|  | Current Resource:  Access Topic 7: Society and Culture Before the Civil War, Lesson 6: Arts and Literature in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read A New American Art Style and A New Nation Finds a Voice.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the links below   1. [Walt Whitman](https://go.scholastic.com/D/article/a20/316/a2031680-h.html?highlightTerm=walt%20AND%20whitman) 2. [Hudson River School](https://go.scholastic.com/C/article/014/290/0142900-0.html?highlightTerm=Hudson%20AND%20River%20AND%20School) 3. [Watch African American Roots and Influences in Country Music](https://dptv.pbslearningmedia.org/resource/african-american-roots-influences-video-gallery/ken-burns-country-music/) |
| Slide 3 | |
| Activity | |
|  | You are going to read about New Subjects in Art and Literature   1. Open your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 2. Add in the questions below. 3. Use the text to help answer them.   Questions:   1. What was the significance of the transcendentalists? 2. What did Emerson emphasize in his writing? |
| Resource | |
|  | Current Resource:  Access Topic 7: Society and Culture Before the Civil War, Lesson 4: Abolitionism in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_123.html). Read The Development of Transcendentalism.  Alternate Resource:  [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM).  Then click on the link below   1. [Transcendentalism](https://go.scholastic.com/C/article/029/344/0293440-0.html?highlightTerm=transcendentalism) |
| Slide 4 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/content/media/1220205-362015-105214-AM-1773057747.pdf). 2. Do the chart.    1. Add the middle:       1. Art, Music, Literature    2. Add the squares:       1. Themes found in those areas 3. Put the questions in your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx). 4. Use the resources above to help answer them.   Questions:   1. The text states that the Hudson River School artists painted “vivid landscapes” and “scenes of hard-working country people.” Based on their choice of subjects, what can you infer about the artists’ feelings toward America? Use evidence from the text to support your response. 2. How was Emily Dickinson’s poetry different from the other poets mentioned in the text? 3. Summarize transcendentalists’ views. Why did these views influence transcendentalists to support social reform? |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542527). 2. Check your chart. Use this [link](https://www.connexus.com/content/media/1625938-372016-100806-AM-415331438.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542526). 4. Check your answer to the essential question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542525). 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53559&idLesson=586490&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Do the quick check . 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 7: Unit Review | |
| Slide 1 | |
| Activity | |
|  | 1. Review the essential question    1. Why is culture important? 2. Review the objectives:    1. Analyze the impact that new technology had on the culture and economy of the United States    2. Identify the various social movements that began in the early 1800s and describe their impact on the culture of the United States    3. Compare and contrast the economies of the Northern and Southern states |
| Resource | |
|  | None |
| Slide 2 | |
| Activity | |
|  | 1. Review your essential question:    1. Why is culture important? 2. In your notes, list two ways each of the following factors impacted society and culture before the Civil War:    1. economic systems    2. technological and scientific innovations    3. urbanization    4. immigration    5. reform movement |
| Resource | |
|  | [Unit Review Answers](https://www.connexus.com/content/render.aspx?idDocument=2542518) |
| Slide 3 | |
| Activity | |
|  | 1. Review the main questions and draft out answers:  * How did new technological innovations impact the culture and economy of the United States? * Compare and contrast the economies of the Northern states and the Southern states. * What are some ways that art, literature, music, and thought impacted society in the 1800s?  1. Take the practice [test](https://www.connexus.com/assessments/engine.aspx?idAssessment=925081&idWebuser=4852683&idSection=1762832&idHtmllet=7346311&close=true&popup=true) |
| Resource | |
|  | None |
| Slide 4 | |
| Activity | |
|  | 1. Check your unit review answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2542517). 2. Do the interactive (#2) 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=53559&idLesson=&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Lesson 8: Unit Test | |
| Slide 1 | |
| Activity | |
|  | 1. Take the test. 2. It is in your lesson.. 3. Do your best. |
| Resource | |
|  | None |