**Middle School American History (B) Teacher Companion Guide**

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| **Unit 1: Course Overview** | |
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| **Unit 2: The Civil War** | |
| **Lesson 1: Conflicts and Compromises** | |
| **Slide 1** | |
| **Activity** | |
|  | 1. Look at these key words.    1. civil war    2. Compromise of 1850    3. Daniel Webster    4. Free-Soil party    5. fugitive    6. Fugitive Slave Act    7. John C. Calhoun    8. Missouri Compromise    9. popular sovereignty    10. secede    11. Uncle Tom’s Cabin    12. Wilmot Proviso 2. Think about the meaning of each word. 3. Read the objectives for this lesson:    1. Analyze conflicts over slavery    2. Explain the impact of the Fugitive Slave Act    3. Describe how Uncle Tom’s Cabin shifted attitudes about slavery    4. Analyze the impact of the Compromise of 1850 and the Missouri Compromise on slavery |
| **Resource** | |
|  | Current Resource: Text on slide 1  Alternate Resource:  As the Constitution was written, some people did not like that it allowed slavery. They thought slavery did not line up with the principle of liberty. But, to some Southern delegates, a ban on slavery was a deal-breaker. Therefore, the Three-Fifths Compromise was made.  States in the North passed laws against slavery. States in the South passed laws protecting it. The country grew and the issue of slavery was hard to ignore. When a new state was added it was not clear if it would be a free or slave state. The balance in Congress was impacted by each choice.  You will find many tries were made to resolve this issue calmly. However, only a civil war resolved the issue. Before you start this unit, you will take a pretest. The pretest is on the next slide. |
| **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. civil war    2. Compromise of 1850    3. Daniel Webster    4. Free-Soil party    5. fugitive    6. Fugitive Slave Act    7. John C. Calhoun    8. Missouri Compromise    9. popular sovereignty    10. secede    11. Uncle Tom’s Cabin    12. Wilmot Proviso 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 political leaders compromise? |
| **Resource** | |
|  | Current Resources:   1. Text in screen about Sectionalism. 2. Flipped Video about the “Compromise”.   Alternate Resources:   1. Read about sectionalism:   Before the Civil War, people thought of themselves as citizens of states. This was instead of as citizens of the whole nation. This was the era of sectionalism. There was tension between being loyal to a section or to the nation. This tension grew out of different views. These views were on slavery, money, and politics.   1. Watch the Video on slide 3. |
| **Slide 4** | |
| **Activity** | |
|  | 1. You are going to read about conflicts and compromise. 2. Open your [notes](https://www.connexus.com/content/media/1625938-3242016-31051-PM-2065598658.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. How did the Missouri Compromise keep the Senate power balance? 2. What was one effect of sectionalism? 3. What was the goal of the Free Soil Party? 4. What happened in the election of 1848? This showed slavery was a national issue. |
|  | **Resource** |
|  | Current Resources:   1. [Access Topic 8: Sectionalism and the Civil War, Lesson 1.](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_431.html) 2. Henry Clay’s Missouri Compromise 3. Western Expansion 4. The Free-Soil Party   Alternative Resources:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the links below.    1. [Missouri Compromise](https://go.scholastic.com/D/article/100/024/10002407.html?highlightTerm=missouri%20AND%20compromise)    2. [Free-Soil Party](https://go.scholastic.com/C/article/011/224/0112240-0.html?highlightTerm=1848%20AND%20election) |
| **Slide 5** | |
| **Activity** | |
|  | 1. You are going to read about the Compromise of 1850. 2. Open your [notes](https://www.connexus.com/content/media/1625938-3242016-31051-PM-2065598658.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. In 1850 California was added as a free state. How did this impact the power balance? 2. Who saw this as a threat? 3. What issue was still left after 1850? |
| **Resource** | |
|  | Current Resources:   1. [Access Topic 8: Sectionalism and the Civil War.](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_433.html)    1. California Reignites the Slavery Debate    2. Congress Reaches a Compromise   Alternative Resources:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below.   [Compromise of 1850](https://go.scholastic.com/D/article/010/006/01000673.html?highlightTerm=compromise%2520AND%2520of%2520AND%25201850) |
| **Slide 6** | |
| **Activity** | |
|  | Directions:   1. You are going to read about *Uncle Tom’s Cabin.* 2. Look at the questions below before your read. 3. Put the questions into 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 was Uncle Tom’s Cabin important? 2. Why did Southerners object to the book? 3. How do you think this book impacted unease between the North and South? |
| **Resource** | |
|  | Current Resource: Access Topic 8: Sectionalism and the Civil War, Lesson 1: Conflicts and Compromises in *American History*. Read A Book Sways the North Against Slavery.  Alternative Resource:   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the link below.   [Uncle Tom's Cabin Appeared in Serial Form June 5, 1851](https://www.americaslibrary.gov/jb/reform/jb_reform_beecher_1.html) |
| **Slide 7** | |
| **Activity** | |
|  | Directions:   1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156103/A0156103/player.html). 2. Study the pictures and words. 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 did Northerners think it was crucial to keep power in the Senate? What would have happened if they lost power? 2. Think about the 1848 election results. What did they suggest about the voters’ feelings about slavery? 3. Why was the Free-Soil party started? How did Free-Soil members differ from abolitionists? Why was that contrast crucial? 4. How did Northerners react to the Fugitive Slave Act? |
| **Resource** | |
|  | 1. This unit has a portfolio. 2. It is due in lesson 5. 3. You will make a timeline. Here are the [directions](https://www.connexus.com/content/media/1625938-3252016-91128-AM-1311387493.docx). It will be of events leading to the Civil War. It will have 8-10 items. These will be crucial events that led to the Civil War. Each item will have 3 things: an image, a caption, a date, and a paragraph. You can pick how to make it. 4. To prepare, review the [rubric](https://www.connexus.com/content/media/1764383-472016-100752-AM-1013637451.pdf). 5. Think about this portfolio as you complete lessons. |
| **Slide 8** | |
| **Activity** | |
|  | 1. Check your answers in your notes. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2620900). 2. Think about your answer to the focus question:    1. Why do political leaders compromise? 3. Check your [answer](https://www.connexus.com/content/render.aspx?idDocument=2620899). 4. Do the review in #3 on slide 8 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=54827&idLesson=601038&lessonPlusPrior=False&type=glossary) |
| **Resource** | |
|  | None Needed |
| **Slide 9** | |
| **Activity** | |
|  | 1. Take the Quick Check. 2. It is in the lesson. 3. Do your best. |
| **Resource** | |
|  | None Needed |
| **Lesson 2: Growing Tensions** | |
| **Slide 1** | |
| **Activity** | |
|  | 1. Look at these key words.    1. arsenal    2. Border Ruffians    3. Dred Scott v. Sandford    4. guerrilla warfare    5. Kansas-Nebraska Act    6. lawsuit    7. martyr    8. treason 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 unit.    1. When is war justified? 6. Read the objectives for this lesson:    1. Analyze the impact of the Kansas-Nebraska Act    2. Explain how slavery led toward a civil war    3. Summarize the Dred Scott case    4. Analyze how third parties impacted the Republican Party |
| **Resource** | |
|  | Current Resources:   1. Text in screen about Tensions. 2. Flipped Video about the “Bleeding Kansas”.   Alternate Resources:   1. Read about Tensions:   The Compromise of 1850 did not end the slavery debate. Popular sovereignty caused more problems. Kansas’ first state election was violent. Two separate groups said they won. One group was for slavery and one against. It was violent in Washington DC too. On the Senate floor a Southern congressman beat a Northern senator badly. It felt like fighting might be the only way for a solution.   1. Watch the Video on slide 1. |
| **Slide 2** | |
| **Activity** | |
|  | 1. You are going to read about the violence erupting. 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 Kansas-Nebraska Act of 1854 and the Missouri Compromise of 1820 conflict? 2. What led John Brown to lead antislavery settlers to raid Kansas in 1856? 3. What happened on the Senate floor to show the nation was on the edge of war? |
| **Resource** | |
|  | [Current Resource: Access Topic 8: Sectionalism and the Civil War, Lesson 2](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_431.html)   1. The Question Over Slavery in Kansas and Nebraska 2. Violent Clashes Over Slavery in Kansas 3. Violence Over Slavery Breaks Out in the Senate   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.   [Kansas-Nebraska Act](https://go.scholastic.com/D/article/100/023/10002398.html?highlightTerm=Kansas-Nebraska%20AND%20Act)  [John Brown (1800-1859)](https://go.scholastic.com/D/article/a20/037/a2003750-h.html?highlightTerm=john%20AND%20brown%20AND%201856)  [Preston Brooks and Charles Sumner](https://go.scholastic.com/L/article/006/278/0062780-00.html?highlightTerm=Preston%20AND%20Brooks%20AND%20Senate) |
| **Slide 3** | |
| **Activity** | |
|  | 1. You are going to read about the violence erupting. 2. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 3. Add the questions below. 4. Use the text to help answer them.   Questions:   1. How did the Supreme Court Dred Scott ruling go against the Missouri Compromise? 2. Which groups did not like the Dred Scott ruling? |
| **Resource** | |
|  | [**Current Resource:**](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_443.html)  [Access Topic 8: Sectionalism and the Civil War, Lesson 2: Growing Tensions in American History.](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_443.html)  The Impact of the Dred Scott Case.  **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.   [Dred Scott Decision](https://go.scholastic.com/D/article/010/006/01000674.html?highlightTerm=dred%20AND%20scott) |
| **Slide 4** | |
| **Activity** | |
|  | 1. You are going to read about the start of the Republican Party. 2. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 3. Add the questions below. 4. Use the text to help answer them.   Questions:   1. What groups formed the Republican Party? 2. What was the main goal of this party? 3. How did Douglas want to settle the issue of slavery? 4. How did Lincoln feel about slavery? |
| **Resource** | |
|  | **Current Resources:** [Access Topic 8: Sectionalism and the Civil War, Lesson 2: Growing Tensions in American History.](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_443.html)   * The Republican Party Challenges Other Parties * Abraham Lincoln Leads the New Republican Party * John Brown’s Antislavery Campaign.   **Alternative Resources:**   1. [Click this link to log into Scholastic](https://go.scholastic.com/?ucn=610753097&cred=Y2FsbGN8Y2FsbGM). 2. Then click on the links below. 3. The Republican Party Challenges Other Parties edited text:    1. In the mid-1850’s people who did not like slavery wanted a new voice. They did not feel like there was a political party that would stand strong enough against slavery. Free-soilers, northern Democrats, and antislavery Whigs came together in 1854. They formed the Republican Party. The main goal was to keep slavery out of the western lands. Some Republicans wanted to end slavery. Most, though, wanted to stop the spread. The new party grew fast. John C. Fremont was picked to run for President. 4. [Fredrick Douglass](https://go.scholastic.com/B/article/atb/022/atb022b03.html?highlightTerm=Frederick%20AND%20Douglass) 5. [Abraham Lincoln](https://go.scholastic.com/B/article/atb/015/atb015b10.html?highlightTerm=abe%20AND%20lincoln) 6. [John Brown – Read the Section: The Nation Moves Closer to War](https://go.scholastic.com/D/article/010/007/01000706.html?highlightTerm=john%20AND%20brown%20AND%20slavery) |
| **Slide 5** | |
| **Activity** | |
|  | Directions:   1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156104/A0156104/player.html). 2. Study the images and words. 3. Put the questions in your [notes](https://www.connexus.com/content/media/1625938-3242016-31051-PM-2065598658.docx). 4. Use the gallery to help answer them.   Questions:   1. How did the Kansas-Nebraska Act show the violent results of sectional differences over slavery? 2. What impact did Scott v. Sanford have on enslaved people? How about the abolitionist movement? 3. What caused people from many parties to form the Republican Party? What unified the founders of the Republican Party? 4. Why were the Lincoln-Douglas debates a big event? |
| **Resource** | |
|  | 1. Remember you have a portfolio due in lesson 5. 2. Here are the [directions](https://www.connexus.com/content/media/1625938-3252016-91128-AM-1311387493.docx). 3. It will be of events leading to the Civil War. It will have 8-10 items. These will be crucial events that led to the Civil War. Each item will 4. have 3 things: an image, a caption, a date, and a paragraph. You can pick how to make it. 5. To prepare, review the [rubric](https://www.connexus.com/content/media/1764383-472016-100752-AM-1013637451.pdf). 6. Think about this portfolio as you do lessons. |
| **Slide 6** | |
| **Activity** | |
|  | 1. Review the answers to your notes. 2. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2620888) 3. Think about your answer for the focus question:    1. Why might people have felt more loyalty toward their region of the country than to the country as a whole? 4. Check your [answer](https://www.connexus.com/content/render.aspx?idDocument=2620887) 5. Do the review in #3 on slide 6 6. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=54827&idLesson=601037&lessonPlusPrior=False&type=glossary) |
| **Resource** | |
|  | None Needed |
| **Slide 7** | |
| **Activity** | |
|  | 1. Take the Quick Check. 2. It is in the lesson. 3. Do your best. |
| **Resource** | |
|  | None Needed |

| **Lesson 3: Division and the Outbreak of War** | |
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| **Slide 1** | |
| **Activity** | |
|  | 1. Look at these key words.    1. border states    2. Jefferson Davis    3. martial law    4. Robert E. Lee    5. unamendable 2. Think about the meaning of each word. 3. [Use those words to do the Before Reading part of this chart.](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) 4. Consider the focus question:    1. Was there one event that sparked the start of the war? 5. Read the objectives for this lesson:    1. Describe the issue of states’ rights and the link to the cause of the Civil War    2. Explain the impact of the election of 1860    3. Analyze the pros and cons of the North and South leading up to and during the start of the war    4. Compare and contrast Davis’s and Lincoln’s ideals and leader qualities    5. Describe the impact of the attack on Fort Sumter |
| **Resource** | |
|  | Current Resources:  Flipped Video about the “Southern States”.  Alternate Resources:  Watch the Video on slide 1. |
| **Slide 2** | |
| **Activity** | |
|  | 1. You are going to read about Lincoln 2. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 3. Add the questions below. 4. Use the text to help answer them.   Questions:   1. What was the main reason Lincoln won the election of 1860? 2. Why did Southern states secede? 3. What new issue came up as the states seceded? |
| **Resource** | |
|  | **Current Resource**: Access Topic 8: Sectionalism and the Civil War, Lesson 3: Divisions and the Outbreak of War in [*American History.*](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_451.html)   1. Abraham Lincoln and the Election of 1860 2. The Nation Moves Toward Civil War     **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.   Review again: [Abe Lincoln](https://go.scholastic.com/B/article/atb/015/atb015b10.html?highlightTerm=abe%20AND%20lincoln%20AND%201860)  [Confederate States of America](https://go.scholastic.com/D/article/010/006/01000676.html?highlightTerm=south%20AND%20seceded)  [Look at the map of the Election of 1860](https://cdn.britannica.com/15/73715-050-DBCA1C08/election-Results-American-Votes-Candidate-Sources-Abraham-1860.jpg) |
| **Slide 3** | |
| **Activity** | |
|  | 1. You are going to read about Succession 2. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 3. Add the questions below. 4. Use the text to help answer them.   Questions:   1. President Lincoln gave an inaugural (first) address. In that speech, what did he say about state secession? 2. According to Davis, what was the main reason for the South’s secession? 3. What event officially started the Civil War? 4. What were the border states? |
| **Resource** | |
|  | **Current Resource:** Access Topic 8: Sectionalism and the Civil War, Lesson 3: Division and the Outbreak of War in [*American History.*](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_451.html)   1. The Nation Moves Toward Civil War 2. War Breaks Out 3. Taking Sides     **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.   The [Secession and Civil War section of this article.](https://go.scholastic.com/D/article/a20/172/a2017280-h.html?highlightTerm=inaugural%20AND%20address%20AND%20lincoln)  Amended textbook text: Jefferson Davis was President of the Confederacy. He thought Lincoln would harm southerners' rights.  [Jefferson Davis](https://go.scholastic.com/B/article/atb/019/atb019b07.html?highlightTerm=Jefferson%20AND%20Davis%20AND%20)  Amended text from this [article](https://go.scholastic.com/L/article/005/473/0054730-00.html?highlightTerm=%20AND%20border%20AND%20states): There were Border States during the Civil War. These states were: Delaware, Maryland, Virginia, Kentucky, and Missouri. They were on the border of the North and South. |
| **Slide 4** | |
| **Activity** | |
|  | 1. You are going to read about the War Beginning 2. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 3. Add the questions below. 4. Use the text to help answer them.   Questions:   1. What benefits did the North have over the South when the Civil War started? 2. Why did many white Southerners believe they were fighting a war? 3. What were some weaknesses of the Confederacy? 4. Why did some people think Davis was a strong leader? 5. What were some qualities people liked about Lincoln? |
| **Resource** | |
|  | **Current Resource:** Access Topic 8: Sectionalism and the Civil War, Lesson 3: Division and the Outbreak of War in [*American History.*](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_451.html)   1. Strengths and Weaknesses of the North and South 2. The Leadership Roles of Lincoln and Davis   **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.   [Jefferson Davis](https://go.scholastic.com/D/article/a20/072/a2007280-h.html?highlightTerm=davis%20AND%20vs%20AND%20lincoln)  [Abraham Lincoln](https://go.scholastic.com/B/article/atb/015/atb015b10.html?highlightTerm=president%20AND%20lincoln)  Watch the [Civil War Part 1](https://dptv.pbslearningmedia.org/resource/d67abdb2-68bf-4bc4-a45d-96ef11d3e5c8/the-civil-war-part-1-crash-course-us-history-20/) |
| **Slide 5** | |
| **Activity** | |
|  | 1. Open this [chart](https://www.connexus.com/content/media/1220205-362015-104241-AM-1655099365.pdf) 2. Summarize the causes of the Civil War 3. Add three headings to your top row 4. Those are: Slavery, Sectionalism, and States’ Rights 5. Write 1-2 sentences under those headings 6. They should summarize how the issues impacted the Civil War 7. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx) 8. Add the questions below. 9. Do your best to answer them.   Questions:   1. What events at Fort Sumter in 1861 sparked the start of the Civil War? Why was Fort Sumter such a crucial stronghold? 2. How did the ideas in Lincoln’s inaugural address differ from Davis’s? 3. The South argued that “they had every right to secede” from the Union. What reasons did they give to back their case? 4. The issue of states’ rights versus federal rights caused the North and South to split. Why did each feel that its cause was just? Prove your answer with text support. 5. Summarize the strengths and weaknesses of the North and South at the start of the war.   Keep in mind the unit question: When is war justified? |
| **Resource** | |
|  | 1. Remember you have a portfolio due in lesson 5. 2. Here are the [directions](https://www.connexus.com/content/media/1625938-3252016-91128-AM-1311387493.docx). 3. It will be of events leading to the Civil War. It will have 8-10 items. These will be crucial events that led to the Civil War. Each item will 4. have 3 things: an image, a caption, a date, and a paragraph. You can pick how to make it. 5. To prepare, review the [rubric](https://www.connexus.com/content/media/1764383-472016-100752-AM-1013637451.pdf). 6. Think about this portfolio as you do lessons. |
| **Slide 6** | |
| **Activity** | |
|  | 1. Review the [answers to your notes.](https://www.connexus.com/content/render.aspx?idDocument=2620876) 2. Review the [chart answers.](https://www.connexus.com/content/media/1758991-3282016-81656-AM-132143650.pdf) 3. Think about your answer for the focus question:    1. Was there one event that sparked the start of the war? 4. Check your [answer](https://www.connexus.com/content/render.aspx?idDocument=2620875) 5. Think about the essential question:    1. When is war justified 6. Check your [answer](https://www.connexus.com/content/render.aspx?idDocument=2620874) 7. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=54827&idLesson=601036&lessonPlusPrior=False&type=glossary) |
| **Resource** | |
|  | None Needed |
| **Slide 7** | |
| **Activity** | |
|  | 1. Take the Quick Check. 2. It is in the lesson. 3. Do your best. |
| **Resource** | |
|  | None Needed |
| **Lesson 4: The Course of the War** | |
| **Slide 1** | |
| **Activity** | |
|  | 1. Look at these key words.    1. Battle of Antietam    2. Battle of Bull Run    3. Battle of Chancellorsville    4. Battle of Fredericksburg    5. Battle of Shiloh    6. Monitor 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. Do you notice a side having a specific advantage? 6. Read the objectives for this lesson:    1. Identify the roles of key military people during the Civil War    2. Analyze the strategies used by the North and South    3. Identify battles and victories of both Confederates and the Union |
| **Resource** | |
|  | **Current Resources:**   1. Text in screen about War. 2. Flipped Video about the “Strategies for War”.   **Alternate Resources:**   1. Read about War:   The Union and the Confederacy each had their own strategy to win the war. In the mind of the Confederacy, they had already seceded. All they wanted was to be left alone.  So they planned to wage a defensive war. Their hope was to wear down the North. The Union did not accept the South’s right to secede. They planned to lay siege to Southern ports before they seized the capital at Richmond, Virginia.   1. Watch the Video on slide 1. |
| **Slide 2** | |
| **Activity** | |
|  | 1. You are going to read about the first battles 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 would taking 2. Richmond be a central victory for the North? 3. Why was the Battle of Bull Run major for both sides? 4. What was General McClellan’s flaw as a leader? |
| **Resource** | |
|  | **Current Resource:** Access Topic 8: Sectionalism and the Civil War, Lesson 4: The Course of War in [*American History*](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_462.html)*.*   1. The Different Strategies of the North the South 2. The Beginnings of a Long War   **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.   [Richmond](https://go.scholastic.com/B/article/atb/050/atb050c03.html?highlightTerm=richmond%20AND%20civil%20AND%20war) [Battle of Bull Run](https://go.scholastic.com/C/article/004/576/0045760-0.html?highlightTerm=%20AND%20Battle%20AND%20of%20AND%20Bull%20AND%20Run)  [George McClellan](https://go.scholastic.com/B/article/atb/999/atb999b577.html?highlightTerm=General%20AND%20McClellan) |
| **Slide 3** | |
| **Activity** | |
|  | 1. You are going to read about war setting in 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 was Union control of the Mississippi River important? 2. What battle was one of the Union’s worst defeats? 3. How did the Union find success in the West? |
| **Resource** | |
|  | **Current Resource:** Access Topic 8: Sectionalism and the Civil War, Lesson 4: The Course of War in [*American History*](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_462.html)*.*  Confederate Forces Win in the East  Union Forces Find Success in the West.  **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.  [Battle of Fredericksburg](https://go.scholastic.com/L/article/016/577/0165770-00.html?highlightTerm=Battle%20AND%20of%20AND%20Fredericksburg)  [Mississippi River](https://go.scholastic.com/D/article/100/014/10001408.html?highlightTerm=Mississippi%20AND%20river%20AND%20civil%20AND%20war)  [Battle of Shiloh](https://go.scholastic.com/C/article/026/523/0265230-0.html?highlightTerm=Battle%2520AND%2520of%2520AND%2520Shiloh) |
| **Slide 4** | |
| **Activity** | |
|  | 1. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx) 2. Open this [map](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156107/A0156107/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2620860)) 3. Answer this question: Why was the Union strategy called the “Anaconda Plan?” 4. Open the [timeline](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Timeline/A0156108/A0156108/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2620864)) 5. Add the questions below to your notes. 6. Do your best to answer them.   Questions:   1. Explain how General 2. Thomas Jackson got the nickname “Stonewall Jackson.” How did his actions alter the result of the Battle of Bull Run? 3. Why did the Union consider Bull Run a “shocking disaster”? 4. Why was President Lincoln upset in the outcome at the Battle of Antietam? He was upset even though the South retreated. Do you think his feeling was justified? Use text to support your reply. 5. What was the leadership style of Grant? What did Lincoln think of him? |
| **Resource** | |
|  | **Current Resource**: [Biography: Ulysses S. Grant](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Biographies/ngss_bios_ulysses_s_grant/ngss_bios_ulysses_s_grant/index.html)  **Alternative 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 [Ulysses Grant](https://go.scholastic.com/B/article/atb/015/atb015b06.html?highlightTerm=ulysses%20AND%20s%20AND%20grant)  Or  Watch [Ulysses Grant](https://dptv.pbslearningmedia.org/resource/ulysses-s-grant-video/kentucky-studies/) (click part 2) |
| **Slide 5** | |
| **Activity** | |
|  | 1. Review the [answers to your notes.](https://www.connexus.com/content/render.aspx?idDocument=2620863) 2. Think about your answer to the focus question:    1. Do you notice a side having a specific advantage? 3. Check your [answer](https://www.connexus.com/content/render.aspx?idDocument=2620862) 4. Do the interactive review (#3) 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=54827&idLesson=601035&lessonPlusPrior=True&type=glossary) |
| **Resource** | |
|  | In the quiz, you will have short answer questions. Review this [rubric](https://www.connexus.com/content/media/1567227-7152015-95902-AM-1061928073.pdf) to prepare. |
| **Slide 6** | |
| **Activity** | |
|  | 1. Take the Quiz. 2. It is in the lesson. 3. Do your best. |
| **Resource** | |
|  | None Needed |
| **Lesson 5: Emancipation and Life in Wartime** | |
| **Slide 1** | |
| **Activity** | |
|  | 1. Look at these key words.    1. 54th Massachusetts Regiment    2. Copperheads    3. draft    4. emancipate    5. Emancipation Proclamation    6. Fort Wagner    7. habeas corpus    8. income tax    9. inflation    10. profiteer    11. William Carney 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 Civil War impact the economy and civilian life? 6. Read the objectives for this lesson:    1. Explain the impacts of African Americans and women to the Civil War effort    2. Describe the conditions endured by soldiers during the Civil War    3. Analyze how the war impacted both Northern and Southern economies    4. Explain the purpose and effects of the Emancipation Proclamation. Describe Lincoln’s timing for its release |
| **Resource** | |
|  | **Current Resources:**  Flipped Video about the “Emancipation Proclamation”  **Alternate Resources:**  Watch the Video on slide 1. |
| **Slide 2** | |
| **Activity** | |
|  | 1. You are going to read about emancipation 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 Europe react to the Emancipation Proclamation? 2. How would emancipation weaken the Confederacy’s ability in the war? 3. African Americans did not gain freedom on the date of the proclamation. Even so, how did it change the purpose of the war? 4. How did enslaved African Americans use the war to free themselves? 5. What kinds of non-combat duties did African Americans do for the Union? 6. What was a major impact of the 54th Massachusetts Regiment? |
| **Resource** | |
|  | Current Resource: Access Topic 8:Sectionalism and the Civil War, Lesson 5: Emancipation and Life in Wartime in .[*American History*](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_462.html)*.*   1. The Emancipation Proclamation 2. African Americans Fight Heroically for the Union   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.     [Emancipation Proclamation](https://go.scholastic.com/D/article/010/006/01000685.html?highlightTerm=emancipation%20AND%20proclamation)  [Bottom Rail on Top](https://dptv.pbslearningmedia.org/resource/6bd027aa-1bee-46c1-a42e-52ab009e3fa2/bottom-rail-on-top/) |
| **Slide 3** | |
| **Activity** | |
|  | 1. You are going to read about the soldier’s experience. 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 danger soldiers faced during the war? 2. What were conditions like for soldiers? 3. How did new technology add to the conditions of the war? |
| **Resource** | |
|  | **Current Resource**: Access Topic 8:Sectionalism and the Civil War, Lesson 5: Emancipation and Life in Wartime in [*American History*](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_462.html)*.*  Soldiers Face the Horrors of War  **Alternate Resource:**  [Camp Life](https://education.nationalgeographic.org/resource/civil-war-camp-life/)  [Watch the Civil War Technology video (scroll down on page)](https://www.history.com/topics/american-civil-war/civil-war-technology) |
| **Slide 4** | |
| **Activity** | |
|  | 1. You are going to read about women in 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 part of the draft law made people the most mad? 2. How did Congress pay for the war? 3. What was the economic impact of the war on the North? 4. How did the war impact the cotton trade? 5. How did women help in the Civil War? |
| **Resource** | |
|  | Current Resource: Access Topic 8: Sectionalism and the Civil War, Lesson 5: Emancipation and Life in Wartime in [*American History*](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_462.html)*.*   1. Read Political Challenges in the North and South 2. War Challenges and Fuels the Northern Economy 3. War Devastates the Southern Economy 4. Contributions of Women to the War Effort   **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   [Women in the Civil War](https://www.history.com/topics/american-civil-war/mary-chestnut-video)  [Watch Crash Course Civil War Part 2 (start at 8:50)](https://dptv.pbslearningmedia.org/resource/c89b1596-7469-4371-82c5-95fd75a9ead3/the-civil-war-part-2-crash-course-us-history-21/)  [Draft Law](https://go.scholastic.com/D/article/a20/082/a2008220-h.html?highlightTerm=draft%20AND%20law) |
| **Slide 5** | |
| **Activity** | |
|  | 1. You will compare the North and South. You will look at economic problems. 2. Open the [Venn Diagram.](https://www.connexus.com/content/media/1299711-372016-95412-AM-366397291.pdf) 3. Label the left circle “North”. 4. Label the right circle “South”. 5. Fill in the chart. How were their economic problems similar and different? 6. Open your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx). 7. Add in the questions below. 8. Do your best to answer them.   Questions:   1. What did Lincoln hope to do by issuing the Emancipation Proclamation? 2. What were the effects of the Emancipation Proclamation? Did the proclamation grant freedom to any enslaved African Americans? 3. How did the help of African Americans boost the Union war effort? How did it weaken the Confederate war effort? 4. How did the plans the Union used to raise money for the Civil War impact working class people in the North? 5. How did women contribute to the war effort?   Think about the main question:   1. When is war justified? 2. Answer the main question in your notes. |
| **Resource** | |
|  | None |
| **Slide 6** | |
| **Activity** | |
|  | 1. This unit has a portfolio. 2. It is due this lesson. 3. You will make a timeline. Here are the [directions](https://www.connexus.com/content/media/1625938-3252016-91128-AM-1311387493.docx). It will be of events leading to the Civil War. It will have 8-10 items. These will be crucial events that led to the Civil War. Each item will have 3 things: an image, a caption, a date, and a paragraph. You can pick how to make it. 4. Here is the [rubric](https://www.connexus.com/content/media/1764383-472016-100752-AM-1013637451.pdf). 5. Look at your timeline. Compare it to the rubric. 6. Do the [Self-Assessment](https://www.connexus.com/content/media/1758991-5162017-13433-PM-962316208.pdf). 7. On slide 8, you will turn in the portfolio. Turn in both the timeline and the self-assessment. |
| **Resource** | |
|  | None |
| **Slide 7** | |
| **Activity** | |
|  | 1. Review the [answers to your diagram.](https://www.connexus.com/content/media/1299711-3292016-110948-AM-69712091.pdf) 2. Review the [answers to your notes.](https://www.connexus.com/content/render.aspx?idDocument=2620850) 3. Think about your answer to the focus question:    1. How did the Civil War impact the economy and civilian life? 4. Check your [answer](https://www.connexus.com/content/render.aspx?idDocument=2620849) 5. Think about your answer to the essential question:    1. When is war justified? 6. Check your [answer](https://www.connexus.com/content/render.aspx?idDocument=2620847) 7. Do the interactive review (#5) 8. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=54827&idLesson=601034&lessonPlusPrior=True&type=glossary) |
| **Resource** | |
|  | None Needed |
| **Slide 8** | |
| **Activity** | |
|  | Turn in your timeline.  Turn in your self-assessment. |
| **Resource** | |
| **Lesson 6: The War’s End** | |
| **Slide 1** | |
| **Activity** | |
|  | 1. Look at these key words.    1. Appomattox Court House    2. Battle of Gettysburg    3. Gettysburg Address    4. Philip Bazaar    5. Pickett's Charge    6. siege    7. total war 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 Grant’s leadership style help the Union win the war? 6. Read the objectives for this lesson:    1. Identify ways Union victories at Gettysburg and Vicksburg became turning points in the war    2. Analyze Lincoln’s ideas in the Gettysburg Address    3. Describe Grant’s plan for ending the war    4. Describe the terms of surrender of the Confederacy |
| **Resource** | |
|  | **Current Resources:**  Flipped Video about the “The Civil War Ends”  **Alternate Resources:**  Watch the Video on slide 1. |
| **Slide 2** | |
| **Activity** | |
|  | 1. You are going to read about Gettysburg 2. Open your [notes](https://www.connexus.com/content/media/1625938-3242016-31051-PM-2065598658.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What was the most important result of the Union’s win at the Battle of Vicksburg and the capture of Port Hudson? 2. Why did the Confederates lose at Gettysburg? 3. In Lincoln's Gettysburg Address, what did he make very clear? |
| **Resource** | |
|  | **Current Resource:** Access Topic 8: Sectionalism and the Civil War, Lesson 6: The War’s End in [*American History*](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_462.html)*.*   1. The Siege of Vicksburg 2. The Battle of Gettysburg 3. The Gettysburg Address   **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   [Siege of Vicksburg](https://go.scholastic.com/B/article/atb/999/atb999h080.html?highlightTerm=battle%20AND%20of%20AND%20vicksburg)  [The Battle of Gettysburg (make sure to look at the map on the right)](https://go.scholastic.com/C/article/011/917/0119170-0.html?highlightTerm=battle%20AND%20of%20AND%20gettysburg)  [Lincoln’s Gettysburg Address](https://dptv.pbslearningmedia.org/resource/ket-lincoln-history-17/lincolns-gettysburg-address/) |
| **Slide 3** | |
| **Activity** | |
|  | 1. You are going to read about Total War. 2. Open your [notes](https://www.connexus.com/content/media/1625938-3242016-31051-PM-2065598658.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What did Union troops do during Sherman’s March to the Sea? 2. What principle did President Lincoln stress in both his First and Second Inaugural Addresses? |
| **Resource** | |
|  | **Current Resource**: Access Topic 8: Sectionalism and the Civil War, Lesson 6: The War’s End in [*American History*](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_462.html)*.*   1. Read Union Forces Move Southward 2. Contrasting Ideas of Liberty and Union   **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   [William Tecumseh Sherman](https://go.scholastic.com/D/article/a20/269/a2026900-h.html?highlightTerm=sherman%20AND%20march)  [Watch Lincoln's First Inaugural Address, 1861](https://www.loc.gov/item/webcast-9687/)  [Watch Lincoln's Second Inaugural Address, 1865](https://www.loc.gov/item/webcast-9649/) |
| **Slide 4** | |
| **Activity** | |
|  | 1. You are going to read about Surrender. 2. Open your [notes](https://www.connexus.com/content/media/1625938-3242016-31051-PM-2065598658.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What ended the war? 2. Why is the Civil War considered to be a major turning in point in history? |
| **Resource** | |
|  | **Current Resource**: Access Topic 8: Sectionalism and the Civil War, Lesson 6: The War’s End in [*American History*](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_462.html)*.*   1. The Confederacy Surrenders at Appomattox 2. The Nation Begins a New Chapter   **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 from 1864–65: Triumph and Tragedy to the end.](https://go.scholastic.com/D/article/010/007/01000706.html?highlightTerm=civil%20AND%20war%20AND%20impact%20AND%20history) |
| **Slide 5** | |
| **Activity** | |
|  | 1. [Click on the Interactive Map](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156113/A0156113/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2620835)) 2. Use the map to answer the question: 3. Why were the battles of Vicksburg and Gettysburg turning points in the war? 4. Answer the questions below    1. The text states that Lincoln’s Gettysburg Address is “a profound statement of American ideals.” What phrases did Lincoln use in his speech to remind his listeners of American ideals?    2. The text states that Grant was known as “Unconditional Surrender” Grant. Based on the meaning of that nickname, what can you tell about his character? Use evidence to support your answer.    3. Explain the effects of total war as Sheridan and Sherman carried out their orders from Grant.    4. What details in the text support the statement that, “The Civil War was a major turning point in American history”? 5. Think about your answer to the essential question:    1. When is war justified? 6. Do the interactive review (#3) |
| **Resource** | |
|  | None |
| **Slide 6** | |
| **Activity** | |
|  | 1. Review the [answers to your notes.](https://www.connexus.com/content/render.aspx?idDocument=2620833) 2. Think about your answer to the focus question:    1. How did Grant’s leadership style help the Union win the war? 3. Check your [answer](https://www.connexus.com/content/render.aspx?idDocument=2620832) 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=2620837) 6. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=54827&idLesson=601033&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 |
| **Lesson 7: Unit Review** | |
| **Slide 1** | |
| **Activity** | |
|  | 1. Think about your answer to the essential question:    1. When is war justified? 2. Review the objectives:    1. Analyze the impact that slavery played on American politics between 1820–1861    2. Identify the major political parties that were active. Look at the years before the Civil War. What were their takes on main issues?    3. Describe political events leading up to and during the Civil War. Identify key battles, people, and turning points    4. Describe the impact that the growth of slavery and the Civil War had on the culture of the United States. Think of before, during, and just after the war |
| **Resource** | |
|  | None |
| **Slide 2** | |
| **Activity** | |
|  | Think about your responses to the questions below:   1. What factors justify going to war? 2. Consider the following list of possible reasons for going to war. Are any of the reasons justifiable?    1. economic factors    2. religious factors    3. political factors    4. social factors 3. Do you think the South was justified in going to war against the North? 4. Do you think the North was justified in going to war against the South? |
| **Resource** | |
|  | None |
| **Slide 3** | |
| **Activity** | |
|  | 1. Review your answers to the questions below:    1. What was the impact that slavery played on American politics from 1820–1861?    2. What events pushed the United States toward a civil war?    3. Which battle was the most important in turning the tide of the war in the Union’s favor?    4. Think of some of the major battles that you learned about in this unit. Now imagine that the outcome of those battles was different. Which battle would have changed the course of history the most if the Confederacy had won it? How might things be different if that battle had been a Confederate victory? 2. Take the Practice test. |
| **Resource** | |
|  | None |
| **Slide 4** | |
| **Activity** | |
|  | 1. [Review your answers.](https://www.connexus.com/content/render.aspx?idDocument=2620826) 2. Do the interactive (#2) 3. Review your [key words.](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=54827&idLesson=&lessonPlusPrior=False&type=glossary) 4. Look at the [rubric](https://www.connexus.com/content/media/1567227-7152015-95902-AM-1061928073.pdf). This will be used to grade your short answer question. |
| **Resource** | |
|  | None |
| **Lesson 8: Unit Test** | |
| **Slide 1** | |
| **Activity** | |
|  | 1. Take the Test, 2. It is in the lesson. 3. Do your best. |
| **Resource** | |
|  | None Needed |

| **Unit 3: Reconstruction and Economic Growth** | |
| --- | --- |
| Lesson 1: Early Reconstruction | |
| Slide 1 | |
| Activity | |
|  | 1. Think about the essential question for this unit.    1. How should we handle conflict? |
| Resource | |
|  | None |
| 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. amnesty    2. freedmen    3. Freedmen’s Bureau    4. Reconstruction    5. Ten Percent Plan    6. Thirteenth Amendment    7. Wade-Davis Bill 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 Civil War and the Early Reconstruction period affect different groups of people? 6. Review the objectives for this unit:    1. Compare and contrast the political, economic, and social problems in the North and South following the Civil War    2. Analyze the causes and effects of Reconstruction after the Civil War    3. Explain the events surrounding and effects of the assassination of Abraham Lincoln    4. Describe how President Johnson’s Reconstruction Plan was received by the nation |
| Resource | |
|  | Current Resources:   1. Text in screen about Reconstruction Introduction 2. Flipped Video about Lincoln’s Reconstruction Plan   Alternate Resources:   1. Read about Reconstruction Introduction   After the Civil War, the South was wrecked. African Americans were free but lacked land and education. Everything, like buildings and farms, got ruined and needed rebuilding. But the nation had to keep going.  After such a tough war, you might wonder how the country could come together again. This time was called Reconstruction. Lots of things changed in politics, money, industry, and society. This lesson covers the start of Reconstruction.   1. Watch the Video on slide 1. |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about the Effects of Civil War. 2. Open your [notes](https://www.connexus.com/content/media/1299711-2232016-94444-AM-2013824365.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What economic problems did the North face after the Civil War? 2. Describe the state of the South’s financial system after the war. |
| Resource | |
|  | Current Resource: Access Topic 9: The Reconstruction Era, Lesson 1: Early Reconstruction in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_493.html). Read Effects of the Civil 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.   [Civil War](https://go.scholastic.com/D/article/010/007/01000706.html?highlightTerm=civil%20AND%20war) |
| Slide 5 | |
| Activity | |
|  | 1. You are going to read about the Causes and Effects of Reconstruction. 2. Open your [notes](https://www.connexus.com/content/media/1299711-2232016-94444-AM-2013824365.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. Explain two tasks that the Freedmen’s Bureau accomplished during Reconstruction. 2. What is the major difference between the Ten Percent Plan and the Wade-Davis Bill? |
| Resource | |
|  | Current Resource: Access Topic 9: The Reconstruction Era, Lesson 1: Early Reconstruction in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_494.html). Read The Causes and Effects of Reconstruction.  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.   [Freedmen's Bureau](https://go.scholastic.com/C/article/011/228/0112280-0.html?highlightTerm=Freedmen%20AND%20Bureau)  [Reconstruction: A Timeline of the Post-Civil War Era](https://www.history.com/news/reconstruction-timeline-steps)   1. Read section “December 8, 1863: The Ten-Percent Plan” 2. Read section”July 2, 1864: The Wade Davis Bill” |
| Slide 6 | |
| Activity | |
|  | 1. You are going to read about President Johnson’s Reconstruction Plan. 2. Open your [notes](https://www.connexus.com/content/media/1299711-2232016-94444-AM-2013824365.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What were the highlights of Johnson’s Reconstruction plan? 2. What was the impact of the Thirteenth Amendment? 3. Why was there tension between Congress and President Johnson when the new Congress met? |
| Resource | |
|  | Current Resource: Access Topic 9: The Reconstruction Era, Lesson 1: Early Reconstruction in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_496.html). Read The Assassination of President Lincoln and President Johnson’s Reconstruction Plan.  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.   [Reconstruction Period](https://go.scholastic.com/D/article/010/006/01000690.html?highlightTerm=Johnsons%20AND%20reconstruction%20AND%20plan)   1. Read section “Reconstruction Begins” 2. Read section “President Johnson Clashes with Congress”   [Reconstruction Amendments](https://go.scholastic.com/D/article/100/023/10002392.html?highlightTerm=13th%20AND%20amendment)   1. Read section “The 13th Amendment” |
| Slide 7 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156115/A0156115/player.html). 2. Click through the interactive. 3. Put the questions in your [notes](https://www.connexus.com/content/media/1299711-2232016-94444-AM-2013824365.docx).    1. What central point about Johnson’s plan caused the greatest conflict in Congress? Why did it cause the greatest conflict?    2. Do you think Johnson’s plan was fair to freedmen? Why or why not? Use evidence from the text to support your answer.    3. How do you think Lincoln’s death impacted his Reconstruction proposal and Johnson’s Reconstruction Plan?    4. How were Lincoln’s and Johnson’s Reconstruction plans alike? How were they different? Why were people surprised by Johnson’s plan? 4. Use the resources to answer the questions. 5. Open this [link](https://www.connexus.com/content/media/1220205-362015-104241-AM-1655099365.pdf). 6. Label the first column “Factors”. 7. Label the second column “North”. 8. Label the third column “South”. 9. Under “Factors” label the first three cells “Political”, “Economical”, and “Social”. 10. Describe how the North and South faced each type. |
| Resource | |
|  | None |
| Slide 8 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=6717601). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1861244-2192016-114648-AM-546496746.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=6717606). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=156540&idUnit=144812&idLesson=3321604&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: Radical Reconstruction | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. black codes    2. Fifteenth Amendment    3. Fourteenth Amendment    4. impeach    5. Radical Reconstruction    6. Radical Republican    7. Reconstruction 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 did Radical Republicans hope to do through Reconstruction that they thought Johnson could not accomplish? 6. Review the objectives:    1. Compare and contrast the plans for reconstruction of Lincoln and the Radical Republicans    2. Analyze the reasons for and reactions to the Fourteenth and Fifteenth Amendments    3. Describe the reasons for and outcome of the impeachment of President Johnson    4. Evaluate the effects of legislation on the life of African Americans after the Civil War    5. Analyze the portrayal of President Johnson in a political cartoon |
| Resource | |
|  | Current Resources:   1. Text in screen about Reconstruction Problems Persist 2. Flipped Video about the Radical Reconstruction   Alternate Resources:   1. Read about the Reconstruction Problems Persist   When President Andrew Johnson shared his Reconstruction plans, Congress's Republicans were mad. They couldn't believe that the folks who caused the South to leave the Union were now in Congress. Johnson wanted unity, but his plan made things worse. Government members started having their own strong ideas about Reconstruction.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Radical Reconstruction. 2. Open your [notes](https://www.connexus.com/content/media/1299711-2232016-94444-AM-2013824365.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What did the Civil Rights Act of April 1866 do? 2. Explain why Republicans believed that the Fourteenth Amendment was necessary. 3. On what basis did the southern states argue against the Military Reconstruction Act? |
| Resource | |
|  | Current Resource: Access Topic 9: The Reconstruction Era, Lesson 2: Radical Reconstruction in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_500.html). Read Reconstruction Difficulties Persist and Reforms of the Radical Reconstruction Congress.  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.   [Civil Rights Acts](https://go.scholastic.com/C/article/006/398/0063980-0.html?highlightTerm=Civil%20AND%20Rights%20AND%20Act%20AND%20of%20AND%20April%20AND%201866)  [Reconstruction](https://go.scholastic.com/C/article/024/372/0243720-0.html?highlightTerm=military%20AND%20reconstruction%20AND%20act) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Political Problems and a New President. 2. Open your [notes](https://www.connexus.com/content/media/1299711-2232016-94444-AM-2013824365.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What did Johnson’s opponent Charles Sumner admit about the charges against the president? 2. Describe Radical Reconstruction in your own words. How did Radical Reconstruction further the goals of the Radical Republicans? 3. What moral and political reasons did Republicans give for supporting the Fifteenth Amendment? |
| Resource | |
|  | Current Resource: Access Topic 9: The Reconstruction Era, Lesson 2: Radical Reconstruction in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_502.html). Read Political and Social Problems During Reconstruction and Political Problems and a New President.  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.   [Radical Republican](https://go.scholastic.com/L/article/032/731/0327310-00.html?highlightTerm=radical%20AND%20reconstruction)  [Reconstruction Amendments](https://go.scholastic.com/D/article/100/023/10002392.html?highlightTerm=15th%20AND%20amendment) |
| Slide 4 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Cartoon/A0156116/A0156116/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=6718799)). 2. Click through the interactive. 3. Put these questions in your [notes](https://www.connexus.com/content/media/1299711-2232016-94444-AM-2013824365.docx):    1. How would you describe President Johnson in this cartoon, and why do you think Thomas Nast, the cartoonist, depicts him this way?    2. What political and social problems led to the massacre? 4. Use the interactive to answer the questions. 5. Put the questions in your [notes](https://www.connexus.com/content/media/1299711-2232016-94444-AM-2013824365.docx).    1. Since most Southern voters were Democrats, what can you infer about the political motive for Republicans to grant citizenship to millions of African Americans? Use evidence from the text to support your answer.    2. How did the election results of 1868 and the Fifteenth Amendment both further the Republicans’ motives to gain political power?    3. Describe why Congress voted to impeach President Johnson.    4. Why was the Republican plan for Reconstruction called Radical Reconstruction? 6. Use the resources above to help answer them. 7. Open this [link](https://www.connexus.com/content/media/1220205-362015-104241-AM-1655099365.pdf). 8. Label the first column “Category”.    1. Label the first three cells in this column as follows    2. Reasons for the amendment    3. Reactions to the amendment    4. How the amendment changed life in the United States 9. Label the second column “14th Amendment”. 10. Label the third column “15th Amendment”. 11. Complete the chart with information about the 14th and 15th Amendments. |
| Resource | |
|  | Modification:  Select this [link](https://www.connexus.com/content/media/449708-1282016-112006-AM-280713802/index.html) to complete the Drawing Inferences interactive review. |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=6717615). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1861244-2222016-93705-AM-1665535613.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=6717616). 4. Check your answer to the essential question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=6717617). 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=156540&idUnit=144812&idLesson=3321605&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: Reconstruction and Southern Society | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. carpetbagger    2. Hiram Rhodes Revels    3. Ku Klux Klan    4. scalawag    5. sharecropper 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 gaining political representation affect most African Americans? 6. Review the objective:    1. Identify new forces in Southern politics    2. Describe how southern conservatives resisted Reconstruction    3. Analyze the economic, political, and social challenges facing Reconstruction governments    4. Explain why sharecropping led to a cycle of poverty |
| Resource | |
|  | Current Resources:   1. Text in screen about Reconstruction and Southern Society 2. Flipped Video about New Forces in Southern Politics   Alternate Resources:   1. Read about Reconstruction and Southern Society   In the past, only wealthy white men were in politics. But during Reconstruction, things changed, especially in the South. After the Confederacy fell, leaders lost power and new state governments formed. Three new groups took charge of these changed governments.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about New Political Groups in the South 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 were the three groups that joined politics in the South? 2. Why did white conservative Southerners resist reform in the South? 3. Explain the economic, political, and social challenges faced by Reconstruction governments. |
| Resource | |
|  | Current Resource: Access Topic 9: The Reconstruction Era, Lesson 3: Reconstruction and Southern Society in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_507.html). Read New Political Groups in the South and Conservatives Resist Reform.  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.   [Reconstruction](https://go.scholastic.com/L/article/032/948/0329480-00.html?highlightTerm=reconstruction%20AND%20government) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Political and Economic Problems Persist 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 were former Confederate officers and officials particularly angry about the newly raised taxes? 2. Explain why state legislative reform programs in the South were met with mixed success. 3. Why did freedmen have such difficulty finding work in the South after the war, and why did so many of them turn to sharecropping? |
| Resource | |
|  | Current Resource: Access Topic 9: The Reconstruction Era, Lesson 3: Reconstruction and Southern Society in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_509.html). Read Political Problems and Legislative Reform and Economic Problems During Reconstruction.  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.   [Reconstruction](https://go.scholastic.com/C/article/024/372/0243720-0.html?highlightTerm=reconstruction) |
| Slide 4 | |
| Activity | |
|  | 1. Open this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156118/A0156118/player.html). ([text version](https://www.connexus.com/content/render.aspx?idDocument=2145740)) 2. Click through the interactive. 3. Put the questions in your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx) and use the interactive to help answer them.    1. vWhich of the political groups to emerge during Reconstruction worked together, and which group opposed those that worked together? Why was the political scene in the South shaped this way?    2. Compare and contrast scalawags and carpetbaggers. Why were both groups called derogatory names? 4. Open this [link](https://www.connexus.com/content/media/1220205-362015-105214-AM-1411808071.pdf) . 5. In the first box write “sharecroppers received their land” 6. Put the questions in your notes:    1. Describe the purpose of secret societies. What tactics did secret societies like the KKK use to keep African Americans and white Republicans in the South from gaining political power? Do you think the tactics were effective? Explain.    2. Why did rebuilding the South present such an economic challenge for the government, and how did this challenge end up affecting Southerners?    3. The text states that “legislative reforms in the South were met with mixed success.” Explain how legislation both helped and hindered Reconstruction progress in the South. 7. Use the resources to help answer them. |
| 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 flowchart. Use this [link](https://www.connexus.com/content/media/1758991-2182016-111141-AM-928850902.pdf). 3. Do the interactive (#3) 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=156540&idUnit=144812&idLesson=3321606&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: The Aftermath of Reconstruction | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Compromise of 1877    2. grandfather clause    3. Jim Crow laws    4. literacy test    5. New South    6. Plessy v. Ferguson    7. poll tax    8. segregation 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 development of factories help to balance opportunities for workers in the southern economy? 6. Review the objectives:    1. Describe the political and social effects of the Civil War    2. Describe the events surrounding the end of Reconstruction    3. Analyze how new legislation at the end of Reconstruction affected the lives of African Americans    4. Compare and contrast the decision in Plessy v. Ferguson with the real state of life for African Americans |
| Resource | |
|  | Current Resources:   1. Text in screen on how Reconstruction Ends 2. Flipped Video about how Reconstruction Ends   Alternate Resources:   1. Read about how Reconstruction Ends   In 1892, Homer Plessy did an act of civil disobedience in Louisiana. He got a train ticket for a white-only car even though he was mostly white but had some African American ancestry. Train officials told him to go to the African American car because of a law that said races must be separate. He didn't move and got arrested. The Supreme Court said segregation was okay, so it was used for over 60 years in the South.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about the Political Impact of the End of Reconstruction 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 did southern Democrats get in exchange for allowing the disputed votes in the 1876 election to go to Hayes? 2. Explain why southern Democrats did not fight the decision by the special commission to give the presidential election of 1876 to Rutherford B. Hayes. 3. How did Jim Crow laws further restrict African Americans' rights after Reconstruction? |
| Resource | |
|  | Current Resource: Access Topic 9: The Reconstruction Era, Lesson 4: The Aftermath of Reconstruction in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_514.html). Read Reconstruction Ends and New Legislation Restricts African American Rights.  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.   [Hayes-Tilden Election](https://go.scholastic.com/L/article/019/646/0196460-00.html?highlightTerm=1876%20AND%20election)   1. Read section “Resolution of the Dispute”   [Jim Crow Laws](https://go.scholastic.com/D/article/010/004/01000493.html?highlightTerm=reconstruction%20AND%20jim%20AND%20crow) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about A Move Toward Industry 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 industries in the South started growing after Reconstruction? 2. How was the economy of the "New South" different from the southern economy of pre-Civil War times? |
| Resource | |
|  | Current Resource: Access Topic 9: The Reconstruction Era, Lesson 4: The Aftermath of Reconstruction in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_517.html). Read The “New South” Moves Toward Industry.  Alternate Resource:  [New South](https://www.youtube.com/watch?v=sqDbY-KUpxI) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about Plessy v. Ferguson. 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 amendments did Plessy argue were being violated when African Americans were forced to sit in separate train cars? 2. Why did the Supreme Court reject Plessy's argument? 3. Why was Plessy v. Ferguson an important Supreme Court case? |
| Resource | |
|  | Current Resource: [Plessy v. Ferguson (1896)](https://www.connexus.com/content/render.aspx?idDocument=6717775)  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.   [Plessy v. Ferguson](https://www.history.com/topics/black-history/plessy-v-ferguson) (History.com)   1. Read section “Supreme Court Ruling in Plessy v. Ferguson” 2. Read section “Plessy v. Ferguson Significance”   [Plessy v. Ferguson](https://go.scholastic.com/D/article/010/004/01000493.html?highlightTerm=plessy) |
| Slide 5 | |
| Activity | |
|  | 1. Put the questions in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx).    1. Why did new industries develop in the South during Reconstruction?    2. How did the physical environment of the South determine what industries emerged? 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156121/A0156121/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2145742)). 3. Click through the interactive and answer the questions. 4. Put the questions in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx).    1. Summarize the outcome of Plessy v. Ferguson. What reasoning did the court use to rationalize its decision? Why do you think this decision was such a setback for African American rights?    2. How did the first Jim Crow laws lead to the case Plessy v. Ferguson in 1896?    3. What effects of Reconstruction do you think were positive for the South? What effects of Reconstruction do you think were negative for the South? Write one paragraph that explains your reasoning. 5. Use the resources above to help answer them. |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=6717569). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=6717570). 3. Review the [rubric](https://www.connexus.com/content/media/1567227-7152015-95902-AM-1061928073.pdf) for the upcoming quiz. 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=156540&idUnit=144812&idLesson=3321607&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: Mining, Railroads, and the Economy | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. consolidate    2. gauge    3. lode    4. network    5. pool    6. rebate    7. subsidy    8. transcontinental railroad    9. vigilante 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.    1. How should resources be distributed? 6. Think about the focus question for this lesson.    1. Did government subsidies for the railroads cause more harm than good? 7. Review the objectives:    1. Describe how the boom in gold and silver changed the West    2. Identify problems that arose on the mining frontier    3. Explain how railroads helped the West develop    4. Analyze how railroad services became more efficient over time    5. Describe how railroads encouraged economic growth |
| Resource | |
|  | Current Resources:   1. Text in screen about Mining, Railroads, and the Economy 2. Flipped Video about Mining, Expansion and Growth   Alternate Resources:   1. Read about Mining, Railroads, and the Economy:   In the late 1800s, industry changed the US a lot. Moving west helped farming and getting materials. Railroads moved things around. But only a few got rich from this. Many people, including kids, worked in factories and wanted better conditions.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Mining. 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 did miners organize groups of vigilantes to do? 2. Why did boomtowns spring up throughout the West? 3. Summarize the major environmental and social problems that developed as a result of mining. |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 1: Mining, Railroads, and the Economy in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_525.html). Read Silver and Gold Mining and The Costs of Mining.  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.   [Gold Rushes](https://go.scholastic.com/D/article/a20/120/a2012000-h.html?highlightTerm=california%20AND%20gold%20AND%20)  [Forgotten Footsteps: The Role of Chinese in Yosemite's History](https://www.nps.gov/nps-audiovideo/legacy/yose/FBFACA82-9D03-D64F-E3C05B0F781BCD87/yose-chinesehistory_1280x720.mp4)  [Lectures in History: California Gold Rush Environmental Impact](https://youtu.be/8kkvXfGoZZQ)  [Bannack, 'Heart of the Wild West' spurred birth of Montana Territory](https://nbcmontana.com/newsletter-daily/bannack-heart-of-the-wild-west-spurred-birth-of-montana-territory) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about the Growth of Railroads. 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. Where did the largest towns and cities develop? 2. Why was immigrant labor brought in to help build the railroads? 3. How did the railroad system benefit the country as a whole? |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 1: Mining, Railroads, and the Economy in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_527.html). Read The Railroad Encourages Economic Growth and Building a National Network of Rails.  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.   [Transcontinental Railroad](https://go.scholastic.com/D/article/100/028/10002815.html?highlightTerm=Transcontinental%20AND%20Railroad%20AND%20) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about the Railroads and the Economy. 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 did farmers do when the railroad rates got too high? 2. How did railroad owners try to keep customers in a competitive business environment? 3. How did railroad companies change their practices to become more efficient? |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 1: Mining, Railroads, and the Economy in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_532.html). Read Railroads and Competition and Railroads Build a Nation.  Alternate Resource:   * N/A read the provided text and see the graphic |
| Slide 5 | |
| Activity | |
|  | 1. Put the questions in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx).    1. Which physical geographic factors challenged the builders of the Transcontinental Railroad? How did they adapt to and modify the environment to overcome them? 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156127/A0156127/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=6718802)). 3. Click through the interactive and answer the questions. 4. Put the questions in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx).    1. Why did standardized track improve the efficiency of rail services?    2. What effect did the railroads have on western development? Use evidence from the text to support your answer.    3. How did Westinghouse and Pullman contribute to the efficiency, comfort, and safety of rail services?    4. What effect did the discovery of the Comstock Lode have on the West? 5. Use the resources to help answer them. 6. Click this [link](https://www.connexus.com/content/media/1220205-362015-105214-AM-1411808071.pdf). 7. In the first box of the flowchart write about what miners do when they arrive at a potential mining site. 8. Complete the chart up to when a mining town becomes a boomtown. |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=6717550). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=6717547). 3. Check your answer to the flowchart. Use this [link](https://www.connexus.com/content/media/1625938-2182016-15019-PM-1330859977.pdf). 4. Complete the interactive (#4) 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=156540&idUnit=144812&idLesson=3321608&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 6: Western Agriculture | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. cattle drive    2. cooperative    3. cow town    4. inflation    5. Morrill Acts    6. sod house    7. sodbuster    8. vaquero    9. wholesale 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. Think about the focus question for this unit.    1. How did the Homestead Act reshape the West and Midwest? 5. Review the objectives for this unit.    1. Describe settlement patterns and life on the plains for various groups in America, including Anglos, Mexicanos, and women    2. Explain the development of the Populist Party    3. Analyze the development and effects of the Cattle Kingdom and the rise of ranching    4. Analyze the effects of the Homestead and Morrill Acts |
| Resource | |
|  | Current Resources:   1. Text in screen about Westward Settlements 2. Flipped Video about The Cattle Boom and the Homestead Act   Alternate Resources:   1. Read about Westward Settlements:   The late 1800s is called the Wild West. There were railroads, cowboys, and sheriffs. Ranching gave chances for people moving west, made easier by railroads.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Ranching and Farming Spread 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. Name two factors that led to the end of the Cattle Kingdom. 2. Why was there competition between ranchers and farmers to settle in the West? 3. How were American cowhands influenced by Spanish and Mexican vaqueros? Use evidence from the text to support your answer. |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 2: Western Agriculture in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_536.html). Read A Cattle Kingdom on the Plains, Ranching Impacts Settlement Patterns, and The Spread of Farming.  Alternate Resource: N/A |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about the Effects of the Land Acts 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 did the Homestead Act promise? 2. What were the requirements of the second Morrill Act? 3. How did landowning companies get around the rules of the Homestead Act in order to profit from the land? |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 2: Western Agriculture in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_539.html). Read Effects of the Homestead Act and Effects of the Morrill 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.   [Homestead Act](https://go.scholastic.com/C/article/014/051/0140510-0.html?highlightTerm=homestead%20AND%20act)  [Second Morrill Act of 1890](https://wwwcp.umes.edu/sans/sans-news-releases/umes-celebrates-130th-anniversary-second-morrill-act-of-1890/) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about Prosperity in Farming. 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 were some of the demands made by the People’s Party? 2. What effects did the isolation of western farms have on the women of the plains? 3. Why did the heavily populated North and East favor William McKinley in the 1896 election? |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 2: Western Agriculture in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_542.html). Read Life on the Plains, Farming and the Economy, and The Rise of the People’s Party in the West.  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.   [Populist Party](https://go.scholastic.com/C/article/023/311/0233110-0.html?highlightTerm=mckinley%20AND%20populist%20AND%20party)  [Women in the West | Evelyn Cameron](https://mass.pbslearningmedia.org/resource/women-in-the-west-video/evelyn-cameron-pictures-worthy-life-video-gallery/) |
| Slide 5 | |
| Activity | |
|  | 1. Put the question in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx).    1. What do you observe about the relationship between mining centers and railroads? 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156122/A0156122/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=6718586)). 3. Click through the interactive and answer the questions. 4. Put the questions in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx).    1. Summarize the connection between the Homestead Act and massive westward migration. Which groups do you think should have benefited the most from the Homestead Act, and who actually benefited the most?    2. The text states that farmers “learned they could improve their conditions through economic cooperation and political action.” Describe how the relationship between farmers and their alliances improved conditions for them.    3. The text states that “agriculture was becoming more of a business…” Why do you think the Morrill Acts were important not only to students, but to the economy? Use evidence from the text to support your answer.    4. Describe the location of the Great Plains and analyze how the physical characteristics of the Great Plains influenced life on the plains, including population distribution, dependence on the physical environment, and economic challenges. 5. Use the resources to help answer them. 6. Click this [link](https://www.connexus.com/content/media/1220205-362015-105214-AM-1411808071.pdf). 7. Label the first column “Physical Challenges” 8. Label the second column “Economic Challenges” 9. Label the third column “Social Challenges” 10. Summarize physical, economic, and social challenges of living on the Plains. |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=6717603). 2. Check your charts answers. Use this [link](https://www.connexus.com/content/media/1625938-2192016-114144-AM-787339257.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=6717604). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=156540&idUnit=144812&idLesson=3321609&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 7: Hardship for Native Americans | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. corral    2. jerky    3. reservation    4. tepee    5. travois 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 federal government deal with western Native Americans? What approaches did they adopt, and what effects did those approaches have? 6. Review the objectives:    1. Describe the life of the Plains Indians and their uses of buffalo    2. Summarize promises made to Native Americans    3. Explain why the Plains Indian way of life ended    4. Identify why reforms in favor of Native Americans failed |
| Resource | |
|  | Current Resources:   1. Text in screen about the Hardships for Native Americans 2. Flipped Video about A Way of Life Ends   Alternate Resources:   1. Read about the Hardships for Native Americans:   People from the East moved to the West where Native Americans lived. Natives used buffalo, but things like railroads and farms messed things up. Buffalo got fewer, so Native Americans suffered. Also, the government made Natives move for white settlers.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about The Plains Indians 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 helped a woman establish her rank in society? 2. What was an effect of the Pueblo revolt of 1680? 3. How was the buffalo used by the Plains Indians? |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 3: Hardships for Native Americans in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read The Plains Indians, Life on the Plains, and Gender Roles in Plains Indian Society.  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.   [Pueblo](https://go.scholastic.com/B/article/atb/101/atb101.html?highlightTerm=pueblo%20AND%20revolt%20AND%201680)  [Sioux, or Dakota](https://go.scholastic.com/B/article/atb/099/atb099.html?highlightTerm=Sioux%20AND%20buffalo) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Broken Promises Lead to Conflict 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 did the peace commission of 1867 urge Native Americans to do? 2. What events led to the Sand Creek Massacre? 3. Why do you think most Plains Indians eventually stopped resisting the United States? |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 3: Hardships for Native Americans in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read Broken Promises and Conflict in the West.  Alternate Resource:  [PEACE COMMISSION (1867)](https://www.encyclopedia.com/history/dictionaries-thesauruses-pictures-and-press-releases/peace-commission-1867) (Encyclopedia.com)  [A Tale of Two Treaties - Sand Creek Massacre](https://www.nps.gov/sand/learn/news/a-tale-of-two-treaties.htm) (nps.gov) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about A Lost Way of Life 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 did police officers come to arrest Sitting Bull? 2. How did the Dawes Act affect American Indians? 3. Think about the ways various Native American people had been treated. Think about treaties and reservations. Using specific examples from the lesson, write a paragraph that tells what you think motivated the reformers of the late 1800s. |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 3: Hardships for Native Americans in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_554.html). Read Remembering a Lost Way of Life and Calls to Reform Native American Policies.  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.   [Sitting Bull](https://go.scholastic.com/D/article/a20/271/a2027130-h.html?highlightTerm=sitting%20AND%20bull)  [Dawes Act](https://go.scholastic.com/C/article/008/073/0080730-0.html?highlightTerm=%20AND%20Dawes%20AND%20Act%20AND%20) |
| Slide 5 | |
| Activity | |
|  | At the end of this lesson you will engage in a discussion. This will be about treatment of Native Americans by the Federal government 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: Which of the following industries was most important to the development of the West: mining, farming and ranching, or the railroads? 2. [Discussion Board Ratings](https://www.connexus.com/content/render.aspx?idDocument=6717559) 3. [Discussion Guidelines](https://www.connexus.com/content/media/1567227-7152015-94336-AM-2081888977.pdf) |
| Slide 6 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156124/A0156124/player.html). ([text version](https://www.connexus.com/content/render.aspx?idDocument=6718803)) 2. Put this question in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx).    1. What factors cause Native Americans to lose lands in the 1800s? 3. Click through the interactive and use it to answer the question. 4. Put the questions in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx).    1. How did the discovery of gold affect land treaties with Native Americans?    2. What caused the Paiute people to perform the Ghost Dance? What were the effects of this celebration?    3. Using the Ghost Dance as an example, what evidence can you provide to support the idea that misunderstanding can lead to tragedy?    4. Explain how the broken promises made to the Native Americans eventually led to the end of their way of life. 5. Use the resources above to help answer them. 6. Click this [link](https://www.connexus.com/content/media/1220205-362015-110724-AM-238579749.pdf). 7. In the middle of the Venn Diagram put ideas about how men and womens roles in Plains Indian society are the same. 8. In the left circle, write roles for men. 9. In the right circle, write roles for women. |
| Resource | |
|  | Modification: Select the [link](https://www.connexus.com/content/media/125040-252016-45848-PM-2045108727.jpg) to complete the Compare and Contrast interactive review. |
| Slide 7 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=6717564). 2. Check your venn diagram answers. Use this [link](https://www.connexus.com/content/media/1861213-2182016-35932-PM-771911346.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=6717566). 4. Complete the interactive (#4) 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=156540&idUnit=144812&idLesson=3321610&lessonPlusPrior=True&type=glossary) |
| Resource | |
|  | None |
| Slide 8 | |
| Activity | |
|  | 1. Read the speech [linked here](https://www.connexus.com/content/render.aspx?idDocument=6717779). 2. Review discussion [guidelines](https://www.connexus.com/content/media/1567227-7152015-94336-AM-2081888977.pdf). 3. Click this link to [access the discussion](https://www.connexus.com/communication/discussions/discussion.aspx?idAssessment=915086&idWebuser=5054056&idHtmllet=13686623&close=true&popup=true). |
| Resource | |
|  | None |
| Lesson 8: Industry and Corporations | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Bessemer process    2. capitalism    3. corporation    4. dividends    5. monopoly    6. scarcity    7. Sherman Antitrust Act    8. stock    9. supply and demand    10. trust    11. vertical integration 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 did Carnegie and Rockefeller believe about distribution of resources, and how did their beliefs affect industry and society? 6. Review the objectives:    1. Describe how the steel and oil industries grew    2. Analyze arguments surrounding trusts and monopolies    3. Analyze the rise of corporations and banks    4. Explain Rockefeller’s and Carnegie’s achievements as titans of industry |
| Resource | |
|  | Current Resources:   1. Text in screen about Industry and Corporations 2. Flipped Video about Big Business   Alternate Resources:   1. Read about Industry and Corporations:   Railroads changed the country a lot. Travel got way faster and carrying things got easier. Food could be grown far from cities and prices dropped. Railroad owners and smart business people got rich.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Corporations and the Steel Industry 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 did Andrew Carnegie believe about the rich? 2. How did the growth of the steel industry impact industrial cities? 3. Why did Andrew Carnegie use vertical integration? |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 4: Industry and Corporations in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_558.html). Read The Steel Industry Expands, Andrew Carnegie Builds an Empire, and The Rise of Corporations and Banks.  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.   [Andrew Carnegie](https://go.scholastic.com/D/article/a20/046/a2004630-h.html?highlightTerm=andrew%20AND%20carnegie)  [Vertical Integration](https://www.youtube.com/watch?v=9pvpe7DRBIM) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Oil and the Debate over Trusts 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 were people angry about the development of trusts? 2. Explain why some people supported trusts and others opposed them during the nineteenth century. 3. Do you think the growth of big business helped or hurt ordinary Americans? Explain your answer. |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 4: Industry and Corporations in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_560.html). Read Rockefeller and the Oil Industry and The Debate Over Trusts.  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.   [Business Trusts](https://go.scholastic.com/C/article/029/545/0295450-0.html?highlightTerm=trust%20AND%20business)  [Corporate Consolidation in the Late 1800s](https://www.youtube.com/watch?v=9pvpe7DRBIM) |
| Slide 4 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156263/A0156263/player.html). ([text version](https://www.connexus.com/content/render.aspx?idDocument=6718804)) 2. Click through the interactive and use it to complete this activity in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx).    1. Look at the map and identify three major rail hubs. Draw a conclusion about the growth of these rail hubs in relation to major industries. 3. Put the questions in your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx).    1. Why did the public pressure the government to pass laws controlling large corporations? Use evidence from the text to support your answer.    2. Based on Andrew Carnegie’s definition of the “gospel of wealth,” did he help or hurt society? Use evidence from the text to support your answer.    3. Write a paragraph explaining the idea of vertical integration and how it affected these industries.    4. How did corporations benefit from bankers in the years after the Civil War? Why did bankers loan so much money to corporations? Use evidence from the text to support your answer. 4. Use the resources above to help answer them. 5. Click this [link](https://www.connexus.com/content/media/1220205-362015-104231-AM-495403745.pdf). 6. Label the first column “Advantages”. 7. Label the second column “Disadvantages”. 8. Complete the chart about the advantages and disadvantages of big business. 9. Start with these examples:    1. Advantage: Corporations delivered goods to the national market.    2. Disadvantage: Widened the gap between rich and poor. |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=6717554). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1299643-2182016-35056-PM-1365287894.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=6717557). 4. Complete the interactive (#4) 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=156540&idUnit=144812&idLesson=3321611&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 9: The Labor Movement | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. AFL (American Federation of Labor)    2. anarchist    3. collective bargaining    4. Haymarket Riot    5. ILGWU (International Ladies’ Garment Workers Union)    6. Knights of Labor    7. strikebreaker    8. sweatshop    9. trade union    10. Triangle Fire 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 industrialization call for changes to the way people thought about labor and workers’ rights? 6. Review the objectives:    1. Describe the problems associated with the use of child labor in industry    2. Analyze the rise of labor unions and support for workers’ rights    3. Evaluate the efforts of labor organizations |
| Resource | |
|  | Current Resources:   1. Text in screen about The Labor Movement 2. Flipped Video about The Labor Movement   Alternate Resources:   1. Read about The Labor Movement:   Before the Civil War, factories were unlike modern ones. They were small and family-run, with close relationships between owners and workers who had valuable skills. Workers could bargain for their pay.  But things changed with industrialization. Wages dropped because fewer skilled workers were needed. Men, women, and kids worked long hours with risky machines, leading to injuries and deaths.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Working Conditions 2. Open your [notes](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. Why didn’t child laborers have a good chance of building better lives as adults? 2. Name one of the hazards people faced in the workplace. |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 5: The Labor Movement in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_566.html). Read Changing Working Conditions.  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.   [Labor Movement](https://go.scholastic.com/D/article/100/031/10003158.html?highlightTerm=labor%20AND%20movement) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Workers Unionize 2. Open your [notes](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. How did Terence Powderly strengthen the Knights of Labor union? 2. Why did thousands of workers gather in Haymarket Square? 3. Why did membership in the Knights of Labor drop? |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 5: The Labor Movement in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_566.html). Read Workers Organize Unions.  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.   [Terence Powderly](https://go.scholastic.com/L/article/032/030/0320300-00.html?highlightTerm=Terence%20AND%20Powderly) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about Women in the Workplace and Labor Challenges 2. Open your [notes](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. Why were workers trapped in the fire at the Triangle Shirtwaist Factory? 2. What did New York and other states do after the fire? |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 5: The Labor Movement in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_568.html). Read Women in the Workplace and Labor Faces Challenges.  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.   [Triangle Fire](https://go.scholastic.com/C/article/029/435/0294353-0.html?highlightTerm=Triangle%20AND%20Shirtwaist%20AND%20Factory)  [Haymarket Square](https://go.scholastic.com/L/article/019/647/0196470-00.html?highlightTerm=Haymarket%20AND%20Square)  [Knights of Labor](https://go.scholastic.com/C/article/016/186/0161860-0.html?highlightTerm=Terence%20AND%20Powderly) |
| Slide 5 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156267/A0156267/player.html). 2. Click through the interactive and use it to answer this question in your [notes](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf).    1. What challenges do you think garment workers faced in tenement sweatshops? Support your answer with examples from the activity. 3. Put the questions in your [notes](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf).    1. How do you know working conditions for children were oftentimes difficult? Use evidence from the text to support your answer.    2. Reread the quote from the New York Times reporter who described the events at the Triangle Fire. What emotions do you think the reporter was trying to make his readers feel? Why would the reporter want his readers to feel those emotions?    3. Overall, how successful were labor unions in the late 1800s? Why was this? Use evidence from the text to support your evaluation.    4. Using your knowledge from the text, do you believe that the factory owners handled the situation with the workers in the best way? How would you have handled it differently? 4. Use the resources above to help answer them. 5. Click this [link](https://www.connexus.com/content/media/1296460-8262015-111933-AM-1100012631.pdf). 6. Fill in the first column of the timeline with the following dates:    1. 1869, 1886, 1890, 1894, 1900, 1909, 1911 7. Use the text to complete the chart about the Labor Movement. |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2077144&idCourse=42982). 2. Check your Timeline answers. Use this [link](https://www.connexus.com/content/media/1299711-2222016-15251-PM-550548962.pdf). 3. Complete the interactive (#3) 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=156540&idUnit=144812&idLesson=3321612&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 10: New Technologies | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. mass production    2. moving assembly line    3. patent    4. transatlantic 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 do you think the average American felt about these innovations and the social changes they introduced? 6. Review the objectives:    1. Describe new technologies of the late 1800s    2. Describe the role of patents in innovation    3. Analyze the effects of technology on American lives |
| Resource | |
|  | Current Resources:   1. Text in screen about New Technologies 2. Flipped Video about A Surge of Invention   Alternate Resources:   1. Read about New Technologies:   In the late 1800s, tech and travel got way better. The telegraph helped in the Civil War, but Alexander Graham Bell had a better idea. Thomas Edison made cool stuff in New Jersey like light, movies, and music players. Henry Ford made cars super fast. In Ohio, the Wright brothers started playing with flying.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about New Communication Technologies 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. How did most people view Bell’s telephone? 2. How was communication to Europe made more efficient? 3. What do you think Edison meant when he said, “Genius is one percent inspiration and ninety-nine percent perspiration”? Use evidence from the text to support your answer. |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 6: New Technologies in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_573.html). Read New Communication Technology; and Thomas Edison, American Inventor.  Alternate Resource: N/A |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Technology in Everyday Life 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. How did Gustavus Swift change the way meat was sold? 2. How did George Eastman help photography become a popular pastime? 3. What challenge did African American inventors face? |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 6: New Technologies in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_575.html). Read Technology in Everyday Life.  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.   [Swift, Gustavus Franklin (1839–1903)](https://go.scholastic.com/L/article/037/637/0376370-00.html?highlightTerm=Gustavus%20AND%20Swift)  [Eastman, George (1854–1932)](https://go.scholastic.com/D/article/a20/086/a2008680-h.html?highlightTerm=George%20AND%20Eastman) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about Automobiles and Airplanes 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. How did Ford’s assembly line improve the automobile industry? 2. Why did some people reject automobiles? 3. What did driving do for women? |
| Resource | |
|  | Current Resource: Access Topic 10: Industrial and Economic Growth, Lesson 6: New Technologies in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_576.html). Read Automobile Production and The Wright Brothers Take Flight.  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.   [Mass Production](https://go.scholastic.com/D/article/100/031/10003161.html?highlightTerm=assembly%20AND%20line) |
| Slide 5 | |
| Activity | |
|  | 1. Put the questions in your [notes](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf).    1. What details from the text describe the role that patents played in the development of faster communication in the late 1800s?    2. List the inventions that you found most interesting in the lesson. Include the inventor, if given in the text, and a brief summary of the impact of each invention on everyday life. Then choose one of the inventions on your list and write a paragraph explaining how you think this invention changed the use of resources in this country.    3. Summarize ways that inventions in the late 1800s led to new pastimes for the American public.    4. Compare and contrast the impact of the telegraph and the telephone. 2. Use the resources above to help answer them. 3. Click this [link](https://www.connexus.com/content/media/1220205-362015-104241-AM-1655099365.pdf). 4. Label the first column “Home”. 5. Label the first column “Work”. 6. Label the first column “Communication”. 7. Under each column write the following:    1. an invention matching the category    2. a description of how each invention improved Americans’ lives 8. Click this [link](https://www.connexus.com/content/media/1220205-362015-110032-AM-1331960638.pdf) 9. Label the first column “Date”. 10. Label the second column “Inventor and Invention”. 11. Add the following dates in the first column:     1. 1876, 1877, 1882, 1883, 1888, 1903, and 1913 12. Using your text, create a timeline of important inventions that changed American life |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2087875&idCourse=42982). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1299711-2222016-23930-PM-1685215882.pdf). 3. Check your timeline answers. Use this [link](https://www.connexus.com/content/media/1299711-2222016-23930-PM-991336811.pdf). 4. Complete the interactive (#4) 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=156540&idUnit=144812&idLesson=3321613&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 11: Unit Review | |
| Slide 1 | |
| Activity | |
|  | 1. Think about he essential questions from this unit:    1. How should conflict be handled?    2. How should resources be distributed? 2. Review the objectives:    1. Compare and contrast the various plans for reconstruction    2. Evaluate the ways people or groups tried to help or hinder the integration of former slaves into society as a whole    3. Describe life for various groups of people in different regions of the U.S., including midwestern farmers, industrial titans and their workers, and Native Americans    4. Evaluate the impact of new technologies and industrial innovations on the American landscape, culture, and economy |
| Resource | |
|  | None |
| Slide 2 | |
| Activity | |
|  | 1. Think about the first essential question from the unit:    1. How should conflict be handled? 2. Open your [notes](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf) and copy the question:    1. Do you think Reconstruction successfully handled conflicts between the North and South following the Civil War? Write two paragraphs expressing your opinion using specific examples from the text and some of the strategies above. 3. Use the text to help answer and these examples to get you thinking:    1. changes in political leadership    2. economic developments    3. new legislation    4. social shifts    5. advancements and setbacks to civil rights    6. population migration and settlement patterns 4. Think about the second essential question from the unit:    1. How should resources be distributed? 5. Open your [notes](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf). 6. List resources you think are important. Here are ideas to get you started:    1. Do people need it to live?    2. How many people want it, and why?    3. What does it cost, and who can buy it? 7. In your [notes](https://www.connexus.com/content/media/1220205-1142015-91903-AM-85265463.pdf), write three important questions you have thought of during this unit. Here are some examples:    1. What changes did organized labor bring about, and how do those reforms affect the workplace today?    2. How did the rise of automobiles impact the railroad industry and transportation?    3. Did legislation succeed in breaking up large monopolies, and if so, how did this affect competition, profits, and consumers? |
| Resource | |
|  | None |
| Slide 3 | |
| Activity | |
|  | 1. Review the focus questions from each lesson. 2. Draft responses for the following main questions:    1. What differences existed between the economies of the North and South after the Civil War? How did these differences affect the North and South?    2. Compare and contrast the Reconstruction plans of President Johnson and the Radical Republicans in Congress.    3. How did geography affect the construction of the first transcontinental railroad? How did the railroad affect expansion into the West?    4. Using legislation as examples, how did the U.S. government treat white American settlers differently from Native Americans? 3. Take the online practice. |
| Resource | |
|  | None |
| Slide 4 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=6717531). 2. Complete the interactive (#2) 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=156540&idUnit=144812&idLesson=&lessonPlusPrior=False&type=glossary). 4. Review the [rubric](https://www.connexus.com/content/media/1567227-7152015-95902-AM-1061928073.pdf) before taking the unit test. |
| Resource | |
|  | None |
| Lesson 12: Unit Test | |
| Slide 1 | |
| Activity | |
|  | 1. Take the test. 2. It is in your lesson. 3. Do your best. |
| Resource | |
|  | None |

| **Unit 4: The Progressive Era** | |
| --- | --- |
| Lesson 1: A New Wave of Immigration | |
| Slide 1 | |
| Activity | |
|  | 1. Think about the essential question for this unit.    1. What can individuals do to affect society? 2. Review the objectives:    1. Analyze reasons for immigration to the United States between 1865 and 1915    2. Describe the immigrant experience in America    3. Explain causes and effects of nativist opposition to immigration |
| Resource | |
|  | None |
| 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. acculturation    2. Chinese Exclusion Act    3. nativist    4. pogrom    5. pull factor    6. push factor    7. Statue of Liberty    8. steerage 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 challenges awaited new immigrants around the turn of the century, and how did people react to their arrival? 6. Review the objectives for this unit:    1. Analyze reasons for immigration to the United States between 1865 and 1915    2. Describe the immigrant experience in America    3. Explain causes and effects of nativist opposition to immigration |
| Resource | |
|  | Current Resources:   1. Text in screen about The Promise of a New Life 2. Flipped Video about An Immigrant Story   Alternate Resources:   1. Read about The Promise of a New Life   The Statue of Liberty stands tall on Ellis Island in New York. Between 1865 and 1915, more than 25 million people immigrated to the United States. Many of them were greeted by that very statue. Imagine the end of a long journey across the sea. Slowly, the figure of a woman wrapped in robes and lifting a torch high emerges from the fog.  This welcoming sight stirred many feelings in the hearts of those immigrants. They may have felt optimistic and hopeful. However they felt, they helped to shape life in America as they settled into their new lives.   1. Watch the Video on slide 3. |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about the Effects of Civil War. 2. Open your [notes](https://www.connexus.com/content/media/1764383-3212016-23346-PM-1927284766.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What are push factors of immigration? 2. What was the voyage to the United States like for most immigrants? 3. Explain why the Statue of Liberty became a symbol of hope and freedom for immigrants arriving in the United States. |
| Resource | |
|  | Current Resource: Access Topic 11: The Progressive Era, Lesson 1: A New Wave of Immigration in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_493.html). Read Reasons for Immigration and A Challenging Journey Across an Ocean.  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.   [Statue of Liberty](https://go.scholastic.com/D/article/a20/171/a2017120-h.html?highlightTerm=statue%20AND%20of%20AND%20liberty)  [Immigration](https://go.scholastic.com/D/article/a20/143/a2014380-h.html?highlightTerm=immigration)  [US Immigration](https://www.history.com/topics/immigration/u-s-immigration-before-1965) |
| Slide 5 | |
| Activity | |
|  | 1. You are going to read about the Causes and Effects of Reconstruction. 2. Open your [notes](https://www.connexus.com/content/media/1764383-3212016-23346-PM-1927284766.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. Why did immigrant children give up their parents’ customs? 2. What was the main agenda of the nativists? 3. Describe the process of acculturation, and explain how immigrants adapted their own traditions to American culture. |
| Resource | |
|  | Current Resource: Access Topic 11: The Progressive Era, Lesson 1: A New Wave of Immigration in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_494.html). Read The Immigrant Experience in America and Nativist Opposition.  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.   [Nativists](https://go.scholastic.com/D/article/010/001/01000165.html?highlightTerm=nativists)  [Immigration Story](https://www.pbs.org/video/their-immigration-story-becomes-the-story-of-their-life/)  [Immigration and Assimilation](https://youtu.be/aQ5Acp3oW9Q) |
| Slide 6 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/content/media/1220205-362015-104241-AM-1655099365.pdf). 2. Use the chart to compare push factors, pull factors, and challenges for the millions of immigrants who came to the United States in the late 1800s and early 1900s. Across the top row, insert the column headers Push, Pull, and Challenges. In the columns, describe the push factors that drove people from their homelands, the pull factors that attracted them to America, and the challenges they faced in adapting to life in a new country. 3. Click this [link](https://www.connexus.com/content/media/1220205-362015-104231-AM-495403745.pdf). 4. Select the link to access the Two-Column Chart. Use the chart to describe the feelings of nativists in America. Across the top row, insert the column headers Nativist Complaint and Possible Reason. In the columns, list some of the nativists’ complaints and the possible reasons for them. 5. Put the questions in your [notes](https://www.connexus.com/content/media/1764383-3212016-23346-PM-1927284766.docx).    1. How did push factors and pull factors work together to bring immigrants to the country?    2. Think about the ways in which immigrants and their children adapted to their new country. What are the similarities and differences between the ways in which parents and children adapted? Use evidence from the text to support your answer.    3. Some Chinese immigrants wanted to make money in America and then return to China to live as respected members of their home country. How did the nativists keep those Chinese immigrants from accomplishing their dream?    4. How did the nativist movement impact the experience of immigrants? 6. Click through the interactive at the bottom of the slide. |
| Resource | |
|  | None |
| Slide 7 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2620989). 2. Check your three-column chart answers. Use this [link](https://www.connexus.com/content/media/1764383-3222016-80840-AM-1030870444.pdf). 3. Check your two-column chart answers. Use this [link](https://www.connexus.com/content/media/1764383-3222016-80848-AM-1144209015.pdf). 4. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2620988). 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=54828&idLesson=601046&lessonPlusPrior=False&type=glossary) |
| Resource | |
|  | None |
| Slide 8 | |
| Activity | |
|  | 1. Take the Quick Check. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 2: Urbanization | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. building code    2. Hull House    3. Jane Addams    4. Salvation Army    5. settlement house    6. Social Gospel    7. tenement    8. urbanization    9. Young Men's Christian Association    10. Young Men's Hebrew Association    11. Young Women's Christian Association 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 was life like for the urban poor? 6. Review the objectives:    1. Explain how immigration and domestic migration contributed to changes in cities    2. Compare and contrast the lives of the poor, the middle class, and the wealthy    3. Analyze the effects of rapid urbanization and interventions    4. Describe the settlement house movement |
| Resource | |
|  | Current Resources:   1. Text in screen about Cities Experience Rapid Growth 2. Flipped Video about Life in Cities   Alternate Resources:   1. Read about Cities Experience Rapid Growth:   City populations boomed as industry grew and immigrants continued to come. Cities became divided according to class. Rich city residents lived in huge houses. These houses were often protected by fences and walls. Poor families lived in large apartment buildings called tenements. These cheap buildings were crowded and unsanitary.  With cities growing so fast, it was hard to control these conditions. People tried to help. They had a hart time getting help from the government. As the 1800s ended, social leaders championed assistance for the poor and reform for slums.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Immigration and Migration 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 were some of the jobs that drew people to cities? 2. Describe how the lower class lived in the rapidly expanding cities. 3. Why do you think African Americans and immigrants were willing to work long hours in dangerous conditions for low pay? |
| Resource | |
|  | Access Topic 11: The Progressive Era, Lesson 2: Urbanization in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read Cities Expand Rapidly and City Neighborhoods Defined by Status.  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.   [Cities and the Industrial Revolution.](https://go.scholastic.com/D/article/100/031/10003154.html?highlightTerm=Urban%20AND%20Tenements)  [Industrial Revolution](https://go.scholastic.com/C/article/014/754/0147540-0.html?highlightTerm=industrial%20AND%20revolution)  And review this graphic from the reading: |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read Urbanization Brings Reform 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 government intervene to improve the lives of people living in cities? 2. How did idealistic young women respond when Jane Addams opened Hull House? 3. What role did religious groups play in reform in the late 1800s? |
| Resource | |
|  | Access Topic 11: The Progressive Era, Lesson 2: Urbanization in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read Effects of Rapid Urbanization and The Settlement House Movement.  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.   [Jane Addams](https://go.scholastic.com/B/article/atb/015/atb015b01.html?highlightTerm=jane%20AND%20addams)  [YMCA](https://go.scholastic.com/C/article/031/790/0317900-0.html?highlightTerm=YMCA)  Read this excerpt from the textbook:    By the 1880s, reformers pressured city governments for change. Building codes set standards for construction and safety. New buildings were required to have fire escapes and decent plumbing. Cities also hired workers to collect garbage and sweep the streets.  To reduce pollution, zoning laws kept factories out of neighborhoods where people lived. Safety improved when cities set up professional fire companies and police forces. Gas—and later electric—lights made streets less dangerous at night. As you will read, many cities built new systems of public transportation as well.  Pushed by reformers, city governments hired engineers and architects to design new water systems. New York City, for example, dug underground tunnels to the Catskill Mountains, 100 miles to the north. The tunnels brought a clean water supply to the city every day. |
| Slide 4 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx):    1. Why would so many people abandon the frontier and their farms to live in a city? Use evidence from the text to support your answer.    2. Summarize the changes to urban areas that happened specifically because of reformers pressuring the government.    3. Why do you think the settlement house movement spread after Jane Addams founded Hull House? Use evidence from the text to support your answer.    4. Explain how factories intensified problems for people in lower-class neighborhoods. 2. Click this [link](https://www.connexus.com/content/media/1220205-362015-104241-AM-1655099365.pdf).    1. Across the top row, insert the headers Lower Class, Middle Class, and Upper Class. In each column, list the similarities and differences that you notice between the different classes. 3. Do the interactive #3. |
| Resource | |
|  | Heads up! This unit has a portfolio. The directions, rubric, and primary sources needed to complete the portfolio are given here. Note, the assignment is not due until Lesson 5.  For this portfolio project, you will explore migration and immigration in the 20th century by analyzing primary sources. Your final product will be an essay that answers the question: How did immigration affect immigrants and other Americans around the year 1900? Take some time to review the Migration and Immigration in the Early 20th Century portfolio directions and rubric now.  Within the next few days, review the primary sources on migration and immigration and begin writing ideas for your portfolio item.  Select the link to access the Migration and Immigration in the Early 20th Century Portfolio Directions.  [Migration and Immigration in the Early 20th Century Portfolio Directions](https://www.connexus.com/content/media/1764383-3222016-21231-PM-1629816956.docx)  Select the link to access the Migration and Immigration in the Early 20th Century Portfolio Rubric.  [Migration and Immigration in the Early 20th Century Portfolio Rubric](https://www.connexus.com/content/media/1544407-4272016-10609-PM-1758673539.pdf)  Select the links to access the primary sources on Migration and Immigration in the Early 20th Century.   * [Document A: Excerpt from the Constitution of the Immigration Restriction League, 1894](https://www.connexus.com/content/render.aspx?idDocument=2620979) * [Document B: Excerpt from The Promised Land, Mary Antin, 1912](https://www.connexus.com/content/render.aspx?idDocument=2620978) * [Document C: Excerpt from “The Biography of a Chinaman,” Lee Chew](https://www.connexus.com/content/render.aspx?idDocument=2620977) * [Document D: Excerpt from the Chinese Exclusion Conference, San Francisco Building Trades Council, 1901](https://www.connexus.com/content/render.aspx?idDocument=2620976) * [Document E: Excerpt from narrative by Sadie Frowne, 13-year-old Polish Immigrant, 1905](https://www.connexus.com/content/render.aspx?idDocument=2620975) * [Document F: Excerpt from “Is America Too Hospitable?” by Charlotte Perkins Gilman, 1923](https://www.connexus.com/content/render.aspx?idDocument=2620974)   Select the link to access the document APA Style: Citing Sources and Formatting. Follow these guidelines to set up your paper and provide attribution for your sources.  [APA Style: Citing Sources and Formatting](https://www.connexus.com/content/media/372403-172016-12549-PM-517467649.pdf) |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2620970). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1764383-3222016-121740-PM-1032558200.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2620968). 4. Check your answer to the essential question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2620973). 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=54828&idLesson=601045&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 3: The Rise of Progressivism | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Boss William Tweed (1823–1878)    2. Chester A. Arthur (1829–1886)    3. civil service    4. Civil Service Commission    5. Gilded Age    6. graduated income tax    7. initiative    8. interstate commerce    9. Interstate Commerce Commission (ICC)    10. merit    11. muckraker    12. patronage    13. political boss    14. primary    15. Progressive    16. public interest    17. recall    18. referendum    19. Sherman Antitrust Act    20. Wisconsin Idea 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 was the overarching goal of the Progressive movement in the United States? In what ways did people work toward that goal? 6. Review the objectives:    1. Describe politics during the Gilded Age and efforts at political reform    2. Identify efforts to regulate big business    3. Explain how the muckrakers inspired reform    4. Identify the Progressives and explain their reforms |
| Resource | |
|  | Current Resources:   1. Text in screen about The Gilded Age 2. Flipped Video about Rise of the Progressive Movement   Alternate Resources:   1. Read about The Gilded Age   The late 1800s in the United States earned the nickname the Gilded Age. Gilded means something that appears to be made of gold, but it is only covered in a thin layer of paint.  This nickname is a criticism of that period. People felt that the United States was corrupt and dirty under a glittering surface. They got tired of watching the rich control the government and the poor suffer. This led to the rise of the Progressive movement.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Big Business, Corruption, and Reform 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 did President Garfield believe about government jobs? 2. Why were political bosses popular with the poor? 3. What details from the text support the idea that government during the Gilded Age was "of, by, and for the rich"? |
| Resource | |
|  | Access Topic 11: The Progressive Era, Lesson 3: The Rise of Progressivism in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read Gilded Age Politics, Federal and Local Reform Efforts, and The Power of Big Business.  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 Garfield](https://go.scholastic.com/B/article/atb/999/atb999b407.html?highlightTerm=president%20AND%20garfield)  [Pendleton Civil Service Act](https://go.scholastic.com/L/article/030/703/0307030-00.html?highlightTerm=Civil%20AND%20Service%20AND%20Commission%20AND%20)  [William “Boss” Tweed](https://youtu.be/DZlzyf0NMQo) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read Public Opinions Change 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 had middle-class Americans done about the need for reform before the muckrakers became active? 2. Jacob Riis’s photographs of people living in poverty were published in his 1890 book, How the Other Half Lives. Hypothesize why Riis used the term “the other half” in the title of his book. 3. What belief united the Progressive movement? |
| Resource | |
|  | Access Topic 11: The Progressive Era, Lesson 3: The Rise of Progressivism in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read The Muckrakers and Progressive Reforms.  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.   [Riis, Jacob Augustus](https://go.scholastic.com/L/article/033/336/0333360-00.html?highlightTerm=jacob%20AND%20riis)  [Muckrakers](https://go.scholastic.com/C/article/020/059/0200590-0.html?highlightTerm=muckrakers) |
| Slide 4 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx):    1. During the Progressive Era, Robert La Follette was governor of Wisconsin. What essential idea was behind his political reforms passed by the state legislature of Wisconsin?    2. How did the referendum give voters more political power than the initiative?    3. How did the assassination of President Garfield help usher in the Pendleton Act and the Civil Service Commission?    4. How did the affordability of magazines change minds in the middle class about the need for reform? Use evidence from the text to support your answer.    5. Summarize the two amendments the Progressives helped ratify, and explain why they were important. 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Timeline/A0156282/A0156282/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2102022&idCourse=42982))    1. Complete the interactive. 3. Click on this [link](https://www.connexus.com/content/media/1220205-362015-104241-AM-1655099365.pdf).    1. Across the top row, insert the column headers Reform, Before Reform, and After Reform. In the columns, describe the political landscape before and after the reforms were made by state legislatures and Congress. 4. Do the #4 interactive. |
| Resource | |
|  | Heads up! This unit has a portfolio. The directions, rubric, and primary sources needed to complete the portfolio are given here. Note, the assignment is not due until Lesson 5.  For this portfolio project, you will explore migration and immigration in the 20th century by analyzing primary sources. Your final product will be an essay that answers the question: How did immigration affect immigrants and other Americans around the year 1900? Take some time to review the Migration and Immigration in the Early 20th Century portfolio directions and rubric now.  Within the next few days, review the primary sources on migration and immigration and begin writing ideas for your portfolio item.  Select the link to access the Migration and Immigration in the Early 20th Century Portfolio Directions.  [Migration and Immigration in the Early 20th Century Portfolio Directions](https://www.connexus.com/content/media/1764383-3222016-21231-PM-1629816956.docx)  Select the link to access the Migration and Immigration in the Early 20th Century Portfolio Rubric.  [Migration and Immigration in the Early 20th Century Portfolio Rubric](https://www.connexus.com/content/media/1544407-4272016-10609-PM-1758673539.pdf)  Select the links to access the primary sources on Migration and Immigration in the Early 20th Century.   * [Document A: Excerpt from the Constitution of the Immigration Restriction League, 1894](https://www.connexus.com/content/render.aspx?idDocument=2620979) * [Document B: Excerpt from The Promised Land, Mary Antin, 1912](https://www.connexus.com/content/render.aspx?idDocument=2620978) * [Document C: Excerpt from “The Biography of a Chinaman,” Lee Chew](https://www.connexus.com/content/render.aspx?idDocument=2620977) * [Document D: Excerpt from the Chinese Exclusion Conference, San Francisco Building Trades Council, 1901](https://www.connexus.com/content/render.aspx?idDocument=2620976) * [Document E: Excerpt from narrative by Sadie Frowne, 13-year-old Polish Immigrant, 1905](https://www.connexus.com/content/render.aspx?idDocument=2620975) * [Document F: Excerpt from “Is America Too Hospitable?” by Charlotte Perkins Gilman, 1923](https://www.connexus.com/content/render.aspx?idDocument=2620974)   Select the link to access the document APA Style: Citing Sources and Formatting. Follow these guidelines to set up your paper and provide attribution for your sources.  [APA Style: Citing Sources and Formatting](https://www.connexus.com/content/media/372403-172016-12549-PM-517467649.pdf) |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2097813&idCourse=42982). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1296460-3242016-104300-AM-1830347122.pdf). 3. Check your answer to the essential question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2097819&idCourse=42982). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=54828&idLesson=601044&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 4: The Progressive Presidents | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Bull Moose party    2. conservation    3. Federal Reserve Act    4. Federal Trade Commission    5. national park    6. New Freedom    7. Pure Food and Drug Act    8. Square Deal    9. Theodore Roosevelt (1858–1919)    10. trustbuster    11. William Howard Taft (1857–1930)    12. Woodrow Wilson (1856–1924) 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 well did the Square Deal align with progressive ideals? 6. Review the objectives:    1. Analyze the efforts of the Progressive presidents    2. Describe the role of the Bull Moose party    3. Analyze the impact of the Square Deal |
| Resource | |
|  | Current Resources:   1. Text in screen about Presidents and Reform 2. Flipped Video about Progressives in the White House   Alternate Resources:   1. Read about Presidents and Reform   Progressive reformers wanted to help American life. They came from diverse backgrounds. They were driven by the belief that society could be better.  In the early 1900s, Progressives were in White House. Theodore Roosevelt, William Howard Taft, and Woodrow Wilson were three Progressives. They made strides to:   1. protect the environment 2. reform the economy 3. protect the welfare of Americans   Theodore Roosevelt (1858–1919) was the 26th president. William Howard Taft (1857–1930) was the 27th president. Woodrow Wilson (1856–1924) was the 28th president. He was a Progressive Democrat. He led the nation through World War I.  Roosevelt focused on fair business practices and regulating trusts. His campaign promise was called the “Square Deal”. This promise aimed on helping all groups to have an equal chance. It was aimed at helping all people succeed.  Taft kept up Roosevelt’s efforts to break up trusts. He also introduced new safety rules to protect miners. Wilson grew government involvement in the economy. He also convinced Congress to create the Federal Trade Commission (FTC) in 1914. The FTC was set-up to ensure fair competition. These three presidents created policies still relevant today.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about President Roosevelt 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 did Roosevelt believe about big business? 2. What did President Roosevelt mean when he said he was committed to “making an old party Progressive”? Use evidence from the text to support your answer. 3. Sequence the political jobs Roosevelt held, based on the text, before he became president of the United States. |
| Resource | |
|  | Access Topic 11: The Progressive Era, Lesson 4: The Progressive Presidents in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read Theodore Roosevelt’s Path to the White House, Encouraging Fair Business Practices, and The Square Deal.  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   [Roosevelt, Theodore](https://go.scholastic.com/B/article/atb/034/atb034b13.html?highlightTerm=president%20AND%20roosevelt) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read Progressives Split 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 Roosevelt’s supporters get their name? 2. What details from Wilson Wins the Presidency support the idea that Woodrow Wilson tried to improve on the ideas of Roosevelt and Taft? 3. List some of the Progressive reforms that Taft supported. |
| Resource | |
|  | Access Topic 11: The Progressive Era, Lesson 4: The Progressive Presidents in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read President Taft and Wilson Wins the Presidency.  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.   [Bull Moose Party](https://go.scholastic.com/C/article/004/575/0045750-0.html?highlightTerm=bull%20AND%20moose)  [Woodrow Wilson](https://go.scholastic.com/D/article/a20/317/a2031790-h.html?highlightTerm=woodrow%20AND%20wilson)  [William Taft](https://go.scholastic.com/D/article/a20/285/a2028560-h.html?highlightTerm=taft) |
| Slide 4 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx):    1. Summarize President Roosevelt’s position on trusts.    2. Explain how Woodrow Wilson’s presidency affected the Progressive Movement.    3. Describe the causes and effects of the split in the Republican Party.    4. How did Congress play a part in implementing President Roosevelt’s Square Deal? Use evidence from the text to support your answer.    5. How did the Supreme Court’s decision on Northern Securities change the way the Sherman Antitrust Act was used? What were some effects of the changes? Use evidence from the text to support your answer. 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0154596/A0154596/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2102030&idCourse=42982))    1. Complete the interactive. 3. Click on this [link](https://www.connexus.com/content/media/1220205-362015-104231-AM-495403745.pdf).    1. Across the top row, insert the headers Similarities and Differences. In the columns, describe the similarities and differences between the two presidents. 4. Do the #4 interactive. |
| Resource | |
|  | Heads up! This unit has a portfolio. The directions, rubric, and primary sources needed to complete the portfolio are given here. Note, the assignment is not due until Lesson 5.  For this portfolio project, you will explore migration and immigration in the 20th century by analyzing primary sources. Your final product will be an essay that answers the question: How did immigration affect immigrants and other Americans around the year 1900? Take some time to review the Migration and Immigration in the Early 20th Century portfolio directions and rubric now.  Within the next few days, review the primary sources on migration and immigration and begin writing ideas for your portfolio item.  Select the link to access the Migration and Immigration in the Early 20th Century Portfolio Directions.  [Migration and Immigration in the Early 20th Century Portfolio Directions](https://www.connexus.com/content/media/1764383-3222016-21231-PM-1629816956.docx)  Select the link to access the Migration and Immigration in the Early 20th Century Portfolio Rubric.  [Migration and Immigration in the Early 20th Century Portfolio Rubric](https://www.connexus.com/content/media/1544407-4272016-10609-PM-1758673539.pdf)  Select the links to access the primary sources on Migration and Immigration in the Early 20th Century.   * [Document A: Excerpt from the Constitution of the Immigration Restriction League, 1894](https://www.connexus.com/content/render.aspx?idDocument=2620979) * [Document B: Excerpt from The Promised Land, Mary Antin, 1912](https://www.connexus.com/content/render.aspx?idDocument=2620978) * [Document C: Excerpt from “The Biography of a Chinaman,” Lee Chew](https://www.connexus.com/content/render.aspx?idDocument=2620977) * [Document D: Excerpt from the Chinese Exclusion Conference, San Francisco Building Trades Council, 1901](https://www.connexus.com/content/render.aspx?idDocument=2620976) * [Document E: Excerpt from narrative by Sadie Frowne, 13-year-old Polish Immigrant, 1905](https://www.connexus.com/content/render.aspx?idDocument=2620975) * [Document F: Excerpt from “Is America Too Hospitable?” by Charlotte Perkins Gilman, 1923](https://www.connexus.com/content/render.aspx?idDocument=2620974)   Select the link to access the document APA Style: Citing Sources and Formatting. Follow these guidelines to set up your paper and provide attribution for your sources.  [APA Style: Citing Sources and Formatting](https://www.connexus.com/content/media/372403-172016-12549-PM-517467649.pdf) |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2620948). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1296460-3232016-114726-AM-1846691995.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2620946). 4. Check your answer to the essential question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2620947). 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=54828&idLesson=601043&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: Progress and Setbacks for Social Justice | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. “Gentlemen’s Agreement”    2. 18th Amendment    3. 19th Amendment    4. barrio    5. lynch    6. mutualista    7. NAACP    8. National Woman Suffrage Association    9. Prohibition    10. Society of American Indians    11. suffrage    12. suffragist    13. Women’s Christian Temperance Union 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 of the key victories of the Progressive movement, and what was the lasting impact of those victories? 6. Review the objectives:    1. Analyze efforts to gain women’s suffrage and other rights    2. Describe the temperance movement and prohibition    3. Explain discrimination against various groups during the Progressive Era    4. Synthesize information from primary sources into a portfolio project that explains how immigration affected immigrants and Americans in the early 20th century |
| Resource | |
|  | Current Resources:   1. Text in screen about Social Justice 2. Flipped Video about Victories and Setbacks   Alternate Resources:   1. Read about Social Justice   Women helped during World War l. This help started changing how people supported giving suffrage. Suffrage is the right to vote. It is also the right to be elected to office.  Congress passed the 19th Amendment in 1919. This granted suffrage to women. The amendment was ratified in 1920. Tennessee was the last state to accept in August.  Women’s suffrage was just one issue in this Era. African Americans, Mexican Americans, Asian Americans, and Indigenous Americans had a hard time to overcome discrimination too. Many of these social justice issues are still being worked on today.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Women’s Rights 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 did earning wages give women? 2. How do you think giving women the right to vote in Wyoming, Utah, Colorado, and Idaho influenced the women’s suffrage movement? Use evidence from the text to support your answer. 3. What was the purpose of the 19th Amendment? |
| Resource | |
|  | Access Topic 11: The Progressive Era, Lesson 5: Progress and Setbacks for Social Justice in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read The Path to Women’s Suffrage, The Nineteenth Amendment, and New Opportunities Arise.  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   [Nineteenth Amendment](https://go.scholastic.com/D/article/100/036/10003684.html?highlightTerm=19th%20AND%20amendment) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read Road to Prohibition 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 group led the charge for prohibition? 2. How did World War I affect the passage of the 18th Amendment? Use evidence from the text to support your answer. |
| Resource | |
|  | Access Topic 11: The Progressive Era, Lesson 5: Progress and Setbacks for Social Justice in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read Fighting for Prohibition.  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.   [Prohibition](https://go.scholastic.com/D/article/100/011/10001100.html?highlightTerm=prohibition) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read Social Justice for All 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. Who encouraged blacks and whites to live in harmony and work within the system to overcome discrimination? 2. Why were mutualistas needed to help Mexican Americans survive in America? Use evidence from the text to support your answer. 3. How did the Chinese Exclusion Act account for the rise of other Asian farmers in Hawaii and on the West Coast? |
| Resource | |
|  | Access Topic 11: The Progressive Era, Lesson 5: Progress and Setbacks for Social Justice in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read African Americans Face Discrimination, The Mexican-American Experience, Blocking Asian Immigration, and Discrimination Against American Indians.  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.   [Booker T. Washington](https://go.scholastic.com/B/article/atb/053/atb053b07.html?highlightTerm=booker%20AND%20t.%20AND%20washington)  [Exclusion Act](https://go.scholastic.com/L/article/014/935/0149350-00.html?highlightTerm=Chinese%20AND%20Exclusion%20AND%20Act%20AND%20)  Read this excerpt from the text:  **The Mexican-American Experience**  Thousands of Americans of Mexican or Spanish descent lived in the United States, especially in the Southwest and West. They lived in areas acquired by the United States from Mexico under the Treaty of Guadalupe-Hidalgo and the Gadsden Purchase. In the early 1900s, however, large numbers of immigrants began arriving from Mexico. |
| Slide 5 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx):    1. What details in The Path to Women’s Suffrage show how women gained power in their fight for the right to vote?    2. What were some of the main reasons women led the charge for prohibition? Use evidence from the text to support your answer.    3. How did discrimination against Native Americans cause divisions in the Native American community?    4. Compare and contrast the social and political ideas of Booker T. Washington and W. E. B. Du Bois.    5. In what ways was racial discrimination reinforced by the federal government’s actions and legislation?    6. How did the challenges faced by Mexican Americans differ from those of African Americans? 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156099/A0156099/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2620936))    1. Complete the interactive. 3. Click on this [link](https://www.connexus.com/content/media/1296460-8262015-103801-AM-1735614305.pdf).    1. Across the top row, insert the column headers Original Women’s Clubs and African American Women’s Clubs. In the columns, describe the main interests of the original women’s clubs and African American women’s clubs in the late 1800s. |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | You have been working on your portfolio.  Your final product is an essay. It synthesizes primary sources and answers the question: How did immigration affect immigrants and other Americans around the year 1900? To review the instructions for this assignment, access the Migration and Immigration in the Early 20th Century Portfolio Directions.  Select the link to access the Migration and Immigration in the Early 20th Century Portfolio Directions.  [Migration and Immigration in the Early 20th Century Portfolio Directions](https://www.connexus.com/content/media/1861244-3212016-14915-PM-877339357.docx)  You will need to complete research to complete this assignment. Select the Website Evaluation Checklist to evaluate the resources.  [Website Evaluation Checklist](https://www.connexus.com/content/media/796450-1062017-112607-AM-1874462904.pdf)  Select the link to access the document APA Style: Citing Sources and Formatting. Follow these guidelines to set up your paper and provide attribution for your sources.  [APA Style: Citing Sources and Formatting](https://www.connexus.com/content/media/372403-172016-12549-PM-517467649.pdf)  While you have already put a lot of work into developing your essay, your writing is not yet complete. The final step is to evaluate your draft using the Migration and Immigration in the Early 20th Century Portfolio Rubric.  This step will help give you a clear idea of the areas on which you need to focus during your final review and editing before you submit to your teacher.  Select the link to access the Migration and Immigration in the Early 20th Century Portfolio Rubric.  [Migration and Immigration in the Early 20th Century Portfolio Rubric](https://www.connexus.com/content/media/1544407-4272016-10609-PM-1758673539.pdf)  Review your essay, compare it to the rubric, and make final revisions before you submit your portfolio on the last slide.  Click on the link below to access the self-assessment for this lesson. Evaluate your performance in the Migration and Immigration in the Early 20th Century Portfolio; upon completion, please submit your self-assessment to your teacher using the Drop Box. Read the information below before completing the self-evaluation.   * The self-assessment is created to help you reflect on the standard and your achievement in meeting the standard. * Carefully read the standard and the benchmark criteria listed in the middle column. * In the “Above and Beyond” column, explain what you have done to meet each criterion and demonstrate proficiency. * In the “Not yet” column, describe what you need to do to meet each criterion and demonstrate proficiency. * Your teacher will provide feedback on the portfolio using your portfolio submission and the self-assessment.   [Migration and Immigration in the Early 20th Century Portfolio Self-Assessment](https://www.connexus.com/content/media/1758991-5162017-13433-PM-2006877819.pdf) |
| Resource | |
|  | None |
| Slide 7 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2620935). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1861244-3212016-22245-PM-393312706.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2620933). |
| Resource | |
|  | None |
| Slide 8 | |
| Activity | |
|  | 1. Submit your portfolio. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 6: A Changing American Culture | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Chautauqua Society    2. compulsory education    3. department store    4. dime novel    5. local color    6. parochial    7. Ragtime    8. realist    9. skyscraper    10. suburb    11. Vaudeville    12. yellow journalism 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 did Americans like to do with their free time in the late 1800s and early 1900s? 6. Review the objectives:    1. Describe how city life changed during the Progressive Era    2. Identify forms of entertainment that Americans enjoyed during this period    3. Describe how public education grew during the Progressive Era    4. Identify changes in reading habits    5. Explain the interest of Progressive Era writers and painters in subjects from everyday life |
| Resource | |
|  | Current Resources:   1. Text in screen about A Changing Culture 2. Flipped Video about Entertainment and the Arts   Alternate Resources:   1. Read about A Changing Culture   Technology saved time and allowed work days to be shorter. This allowed people to have more leisure time. Baseball became the most popular sport in the nation. People began to play early versions of football and basketball.  Newspapers and magazines kept people in touch. When it came to theater and music, people had a lot of choices. Acting companies and other touring shows brought plays and musical revues all over the country. In large cities, people enjoyed nights at the symphony or opera. In the 1900s, music was brought into people’s homes via the phonograph.  These new and evolving forms of entertainment brought together and created opportunities for people from many diverse backgrounds.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Changing Cities and Leisure Time 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. Where was the first skyscraper built? 2. How did Edison’s phonograph affect the music industry? 3. Why did people socialize less often at work? |
| Resource | |
|  | Access Topic 11: The Progressive Era, Lesson 6: A Changing American Culture in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read Changes and Challenges in City Life, More Americans Play Sports, and New Forms of Theater and Music.  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   [Phonograph](https://go.scholastic.com/D/article/a20/230/a2023060-h.html?highlightTerm=phonograph%20AND%20)  Read this amended excerpt about the [Home Insurance Building](https://www.history.com/topics/landmarks/home-insurance-building)  **The First Skyscraper**  The Home Insurance Building was built in 1885. It originally had 10 stories and was 138 feet tall. During its construction, city authorities were worried that the building would topple over. They stopped construction for some time to make sure it was safe.  In 1890, two more floors were added at the top. This made total height 180 feet.  Jenney’s achievement paved the way for the work of a group of architects and engineers that would become known as the Chicago School. This group would develop the modern skyscraper over the last years of the 19th century and the first years of the 20th.  Though New York would later become known for taking skyscrapers to new heights, Chicago has kept its title as the birthplace of the skyscraper. |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read Education and the Arts 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 kinds of stories appeared in yellow journalism? 2. How did public and parochial schools differ? 3. Explain how newspapers and dime novels related to American values of the time. |
| Resource | |
|  | Access Topic 11: The Progressive Era, Lesson 6: A Changing American Culture in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read More Americans Attend School, News in Print, and American Writers and Artists Excel.  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.   [Yellow Journalism](https://www.pbs.org/video/yellow-journalism/)  Read this excerpt from the text:  Low-priced paperbacks, known as dime novels, offered thrilling adventure stories. Many told about the “Wild West.” Young people loved dime novels, but parents often disapproved. “Stories for children used to begin, 'Once upon a time …,’”a critic complained. “Now they begin, ‘“Vengeance, blood, death,” shouted Rattlesnake Jim.’”  Horatio Alger wrote more than 100 dime novels for children. Most told of poor boys who became rich and respected through hard work, luck, and honesty. “Rags-to-riches” stories offered the hope that even the poorest person could succeed in the United States. |
| Slide 4 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx):    1. How did developers respond to cities running out of space in their downtown areas?    2. Cite evidence that shows how important immigrants were to the creation of popular entertainment.    3. Compare and contrast the work of realist artists with yellow journalism.    4. Summarize the interests of Progressive Era painters.    5. How did the Chicago Fire of 1871 play a part in the way cities were built during the Progressive Era?    6. How did the growth in public education affect writers and painters during the Progressive Era? 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0154556/A0154556/player.html)    1. Complete the interactive. 3. Click on this [link](https://www.connexus.com/content/media/1296460-8262015-103801-AM-1735614305.pdf).    1. Use the chart to compare schools in America during the Progressive Era. Across the top row, insert the column headers Similarities and Differences. In the columns, list the similarities and differences between public schools and parochial schools. 4. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156283/A0156283/player.html).    1. Complete the interactive. |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2620923). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1861244-3222016-114143-AM-1254476572.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2620922). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=54828&idLesson=601041&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 4 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2620915). 2. Complete the interactive (#2) 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=54828&idLesson=&lessonPlusPrior=False&type=glossary). 4. Review the [rubric](https://www.connexus.com/content/media/1625938-3182016-101104-AM-777565686.pdf) before taking the unit test. |
| 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: Imperialism and World War l** | |
| --- | --- |
| Lesson 1: Expansion in the Pacific | |
| Slide 1 | |
| Activity | |
|  | 1. Think about the essential question for this unit.    1. What is America’s role in the world? 2. Review the objectives:    1. Analyze the development of U.S. relationships in the Pacific    2. Explain the reasons for imperialism    3. Describe U.S. influence in the Pacific    4. Outline the events and attitudes leading to the Boxer Rebellion |
| Resource | |
|  | None |
| 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. annex    2. Boxer Rebellion    3. expansionism    4. Great White Fleet    5. imperialism    6. isolationism    7. Open Door Policy    8. racism    9. sphere of influence    10. Treaty of Kanagawa 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 imperialism affect relations among powerful Western nations? |
| Resource | |
|  | Current Resources:   1. Text in screen about Isolationism and Expansionism 2. Flipped Video about Expansion in the Pacific   Alternate Resources:   1. Read about The Promise of a New Life   George Washington wrote a letter to the people. In this note, he warned against getting too involved in global affairs.  He felt alliances could be risky. He felt that the only reason for international involvement should be to protect the economic interests of America.  For more than 100 years, American presidents followed his advice. But the country’s needs grew. This led leaders to look to other nations for resources and support. For better or worse, the United States thrust itself onto the international stage. This included heavy interest in the Pacific.   1. Watch the Video on slide 3. |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about the Trade in the Pacific. 2. Open your [notes](https://www.connexus.com/content/media/1296460-462016-100512-AM-321675720.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. Why did Japanese rulers cut themselves off from the world in the 1600s? 2. How was Japan impacted by U.S. expansion? |
| Resource | |
|  | Current Resource: Access Topic 12: Imperialism and World War I, Lesson 1: Expansion in the Pacific in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_493.html). Read Expansion Leads to Trade with Japan.  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.   [Tokugawa (family)](https://go.scholastic.com/C/article/029/138/0291380-0.html?highlightTerm=1603%20AND%20japan)  [Perry, Matthew Calbraith](https://go.scholastic.com/B/article/atb/042/atb042b06.html?highlightTerm=Matthew%20AND%20Calbraith%20AND%20Perry)  [Filmore](https://go.scholastic.com/D/article/a20/102/a2010200-h.html?highlightTerm=Millard%20AND%20Fillmore) |
| Slide 5 | |
| Activity | |
|  | 1. You are going to read about Imperialism. 2. Open your [notes](https://www.connexus.com/content/media/1296460-462016-100512-AM-321675720.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What were three general factors for the growth of imperialism? 2. Why did Seward buy Alaska? 3. List the reasons for the increase in American expansionism. |
| Resource | |
|  | Access Topic 12: Imperialism and World War I, Lesson 1: Expansion in the Pacific in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_494.html). Read U.S. Interest in the Pacific and The Age of Imperialism.  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.   [Manifest Destiny](https://youtu.be/BH7URONYaHU)  [Seward, William H.](https://go.scholastic.com/D/article/a20/267/a2026785-h.html?highlightTerm=seward)  [Alaska](https://go.scholastic.com/B/article/atb/002/atb002h01.html?highlightTerm=buying%20AND%20alaska)  [Imperialism](https://go.scholastic.com/D/article/a20/144/a2014410-h.html?highlightTerm=Age%20AND%20of%20AND%20Imperialism%20AND%20) |
| Slide 6 | |
| Activity | |
|  | 1. You are going to read America’s Influence Grows 2. Open your [notes](https://www.connexus.com/content/media/1296460-462016-100512-AM-321675720.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What kind of plantations did Americans set up in Hawaii? 2. Identify one social impact of American expansionism in Hawaii. 3. Why did the United States want an open door policy with China? |
| Resource | |
|  | Access Topic 12: Imperialism and World War I, Lesson 1: Expansion in the Pacific in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_494.html). Read American Influence in the Pacific and Competition for Chinese Trade.  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.   [Hawaii](https://go.scholastic.com/B/article/atb/013/atb013h01.html?highlightTerm=hawaii%20AND%20sugar)  [Open Door Policy](https://go.scholastic.com/B/article/atb/999/atb999b410.html?highlightTerm=open%20AND%20door%20AND%20policy) |
| Slide 7 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156269/A0156269/player.html) [(text version)](https://www.connexus.com/content/render.aspx?idDocument=2109718) 2. Use the interactive to answer these two questions:    1. Why were the islands of Samoa so important to control?    2. How did the shift of power to plantation owners in Hawaii affect the environment? 3. Click this [link](https://www.connexus.com/content/media/1220205-362015-104241-AM-1655099365.pdf). 4. Select the link to access the Three-Column Chart. Use it to compare and contrast America’s influence in foreign nations. Across the top row, insert the headers Russia, Japan, and China. In each column, describe America’s influence on each of those countries. 5. Put the questions in your [notes](https://www.connexus.com/content/media/1296460-462016-100512-AM-321675720.docx).    1. How did racism play a part in America’s belief that it had the right to practice the policy of imperialism on other countries? Use evidence from the text to support your answer.    2. Explain how the U.S. sugar industry changed the physical and human geography of Hawaii.    3. Why did some think that the Boxer Rebellion was used by America and other countries to grab more land from China? Use evidence from the text to support your answer.    4. Write a paragraph describing the Open Door Policy. Explain what spheres of influence are and what nations had spheres in China. Then explain why this was an issue for the United States and what the United States hoped to achieve through the policy.    5. Explain why the United States developed an interest in the Pacific.    6. Explain the relationship between expansionism and imperialism. Why did American interests continue to grow, and how did this affect America’s role in world affairs? |
| Resource | |
|  | None |
| Slide 8 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2105840). 2. Check your three-column chart answers. Use this [link](https://www.connexus.com/content/media/1296460-462016-103801-AM-1557459829.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2105843). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=39670&idLesson=440570&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: War and Empire | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. atrocity    2. Buffalo Soldiers    3. Foraker Act    4. Platt Amendment    5. protectorate    6. reconcentration    7. Rough Riders    8. Spanish-American War    9. Theodore Roosevelt    10. yellow journalism 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 could acquiring an empire be seen by some as acting against the democratic ideals upon which the United States was built? 6. Review the objectives:    1. Summarize the events leading to America’s war with Spain    2. Analyze the reasons for the quick American victory in the Spanish-American War    3. Describe America’s role as a colonial power |
| Resource | |
|  | Current Resources:   1. Text in screen about War and Empire 2. Flipped Video about The Spanish-American War   Alternate Resources:   1. Read about War and Empire   Prior to the 1890s, Spain had keep up a large empire in the Western Hemisphere. But, the empire eventually fell to include only Cuba and Puerto Rico.  During the mid-1800s, Cubans were becoming angrier at being ruled by Spain. A failed revolution in the 1870s did not stop the people. In the late 1800s, rebels rose again. This time, the United States helped the Cubans. This started a war against Spain.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Changing Cities and Leisure Time 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. To what did Henry Cabot Lodge compare the rebels in Cuba? 2. How did Americans feel the United States should respond to the unrest in Cuba? |
| Resource | |
|  | Access Topic 12: Imperialism and World War I, Lesson 2: War and Empire in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read The Cuban Revolution and War Fever.  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   [Henry Cabot Lodge](https://go.scholastic.com/L/article/025/016/0250160-00.html?highlightTerm=henry%20AND%20cabot%20AND%20lodge)  [Hearst, William Randolph](https://go.scholastic.com/B/article/atb/006/atb006b08.html?highlightTerm=William%20AND%20Randolph%20AND%20Hearst)  [Grover Cleaveland](https://go.scholastic.com/D/article/a20/057/a2005790-h.html?highlightTerm=cleveland%20AND%20cuba)  [William McKinley](https://go.scholastic.com/B/article/atb/999/atb999b410.html?highlightTerm=McKinley%20AND%20) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Victory and Power 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 did Spain give Cuba as a result of the 1898 peace treaty with the United States? 2. Identify the areas of fighting in the Spanish-American War. Why did the war extend to so many regions 3. How did the Rough Riders differ from regular members of the U.S. Army? |
| Resource | |
|  | Access Topic 12: Imperialism and World War I, Lesson 2: War and Empire in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read The Spanish-American War and Becoming a Colonial 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.   [Spanish-American War](https://go.scholastic.com/B/article/atb/999/atb999h6001.html?highlightTerm=1898%20AND%20peace)  [Christy, Howard Chandler](https://go.scholastic.com/L/article/009/329/0093290-00.html?highlightTerm=rough%20AND%20riders)  [Watch Spanish-American War](https://youtu.be/5ZMcRzvxTMg)  [View the Spanish-American War Map](https://www.loc.gov/resource/g3701sm.gct00483/?sp=35) |
| Slide 4 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx):    1. Explain how yellow journalism influenced the Spanish-American War.    2. Describe the conditions of the peace treaty that ended the Spanish-American War, and explain why it was controversial.    3. Why was the Spanish-American War a turning point for the United States as a world power?    4. Compare and contrast John Hay’s declaration “It’s been a splendid little war” with the events during and after the Spanish-American War. 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156204/A0156204/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2110261))    1. Complete the interactive. 3. Click on this [link](https://www.connexus.com/content/media/1296460-8262015-103801-AM-1735614305.pdf).    1. Across the top rows, insert the headers Causes and Effects. In the columns, list the actions Americans took during the Spanish-American War and their effects on both the Spanish and the Americans. |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2106035). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1296460-462016-122759-PM-744975978.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2107307). 4. Check your answer to the essential question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2107304). 5. Do the #5 interactive. 6. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=39670&idLesson=440571&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: U.S. Power in Latin America | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. corollary    2. dollar diplomacy    3. isthmus    4. moral diplomacy    5. Roosevelt Corollary    6. Woodrow Wilson 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 the U.S. involvement in Latin America compare to that of the U.S. in the Pacific and Caribbean? 6. Review the objectives:    1. Identify why and how the United States built the Panama Canal    2. Explain Theodore Roosevelt’s “big stick” policy in Latin America    3. Summarize the crisis that erupted between the United States and Mexico |
| Resource | |
|  | Current Resources:   1. Text in screen about U.S. Relationship with Latin America 2. Flipped Video about The Big Stick in Latin America   Alternate Resources:   1. Read U.S. Relationship with Latin America   President Theodore Roosevelt wanted to help American commerce. He did this by building a canal in Central America, through Panama. He knew that this canal would shorten the trip between New York and San Francisco by thousands of miles. This saved time and money. In the face of resistance from Colombia, President Roosevelt took a strong position in the fight for the Panama Canal. His motto was “speak softly, and carry a big stick.” What do you think this motto might mean?   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Changing Cities and Leisure Time 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. Which country controlled the land on which the canal would be built in Panama? 2. Why did Roosevelt believe that building the canal would benefit the United States? |
| Resource | |
|  | Access Topic 12: Imperialism and World War I, Lesson 3: U.S. Power in Latin America in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read The Panama Canal and Construction Proves Challenging.  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   [Panama Canal](https://go.scholastic.com/D/article/a20/223/a2022300-h.html?highlightTerm=panama%20AND%20canal) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Policy Toward Latin America 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 Wilson try to stay neutral regarding Mexico? 2. What legislation did Roosevelt use as a reason for forcing Latin Americans to pay their debts to foreign nations? 3. Why did President Wilson send several thousand soldiers to Mexico in 1916? |
| Resource | |
|  | Access Topic 12: Imperialism and World War I, Lesson 3: U.S. Power in Latin America in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read Intervention in Latin America and U.S. Involvement in Mexico.  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.   [Roosevelt](https://go.scholastic.com/B/article/atb/034/atb034b13.html?highlightTerm=Roosevelt%20AND%20Corollary)  [Wilson](https://go.scholastic.com/D/article/a20/317/a2031790-h.html?highlightTerm=woodrow%20AND%20wilson) |
| Slide 4 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx):    1. Explain how the United States gained the right to build the Panama Canal, and describe the effects of these actions.    2. What details from U.S. Involvement in Mexico support the idea that Wilson showed military might to protect the United States’ interests, yet did not engage in actual war with Mexico?    3. Compare and contrast the benefits of Taft’s “Dollar Diplomacy” with its drawbacks. Use evidence from the text to support your answer.    4. Summarize the “Big Stick” policy, and explain how Roosevelt used it against Columbia.    5. How might building the Panama Canal have encouraged American expansionism? 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Cartoon/A0156275/A0156275/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2110294))    1. Complete the interactive. |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2107598). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2107612). 3. Do the #3 interactive. 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=39670&idLesson=440572&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 4: A European War | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Allied Powers    2. Central Powers    3. kaiser    4. Lusitania    5. militarism    6. nationalism    7. neutral    8. propaganda    9. stalemate    10. terrorist    11. trench warfare    12. U-boat 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 do you think nationalism may have led to World War I? How do you think militarism may have led to World War I? What relationship do you see between nationalism and militarism? 6. Review the objectives:    1. Describe the causes of World War I    2. Analyze the use and effects of trench warfare    3. Explain the challenges to U.S. attempts to stay neutral    4. Evaluate issues surrounding annexation of Hawaii |
| Resource | |
|  | Current Resources:   1. Text in screen about Total War 2. Flipped Video about The Causes of World War I   Alternate Resources:   1. Read Total War   The First World War was the first total war. It demanded military, industrial, and human resources on a scale never before realized.  World War I also marked the first time the United States intervened in European affairs. The technological advances of earlier decades introduced new ways to fight the enemy. World War I was known as the war to end all wars. But unfortunately, that was not to be the case. The First World War set into motion many events that led to another global conflict a generation later.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read about Causes of World War I 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. With what countries did Germany form an alliance? 2. How did militarism contribute to World War I? 3. Why did Austria-Hungary declare war on Serbia? |
| Resource | |
|  | Access Topic 12: Imperialism and World War I, Lesson 4: A European War in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read The Buildup to War and The Crisis Begins.  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   [World War l](https://go.scholastic.com/B/article/atb/999/atb999h5714.html?highlightTerm=World%20AND%20War%20AND%20I) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Warfare and Neutrality 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 did Europeans on both sides of the conflict believe at the start of the war? 2. Describe the effects of trench warfare. 3. Why did the Germans agree to the Sussex Pledge? |
| Resource | |
|  | Access Topic 12: Imperialism and World War I, Lesson 4: A European War in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read Trench Warfare Leads to Stalemate and The United States Tries to Stay Neutral.  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.   [World War I, United States Entry and Role](https://go.scholastic.com/D/article/100/037/10003776.html?highlightTerm=World%20AND%20War%20AND%20I)  Read this excerpt from the textbook:  **Trench Warfare Leads to Stalemate**  “You will be home before the leaves have fallen from the trees,” the kaiser, or German emperor, promised his troops as they marched off to war. Europeans on both sides of the conflict thought the war would end soon. They were mistaken. The war dragged on for four blood-soaked years, from 1914 to 1918. At the time, the conflict was called the Great War. Later, it became known as the First World War or World War I.  The war pitted the Central Powers—Germany, Austria-Hungary, Bulgaria, and the Ottoman, or Turkish, Empire—against the Allied Powers, which were France, Britain, and Russia. In time, several other nations, including Italy, joined the Allies.  By November 1914, a German advance and an Allied counterattack had produced nothing but a deadly stalemate. A stalemate is a deadlock in which neither side is strong enough to defeat the other. For three years, the two armies fought huge battles but with little to show for them. |
| Slide 4 | |
| Activity | |
| 1. At the end of this lesson you will do a discussion. 2. It will be about the annexation of Hawaii. 3. [Review the Discussion Guidelines and Rubric](https://www.connexus.com/content/media/1735891-2172016-24233-PM-681294328.docx) | |
| Resource | |
| None | |
| Slide 5 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx):    1. What details support the fact that the alliance system turned a local crisis into a world war?    2. How did trench warfare lengthen World War I? Use evidence from the text to support your answer.    3. List the difficulties the United States faced in staying neutral during World War I.    4. Describe American public opinion regarding World War I and explain how this related to the United States’ official position. 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156270/A0156270/player.html)    1. Complete the interactive. 3. Click this [link](https://www.connexus.com/content/media/1296460-8262015-111933-AM-1100012631.pdf).    1. Select the link to access the Timeline. Use it to illustrate the chain of events that led to war in 1914. Across the top row, insert the headers Date and Events. In the columns, list the date and describe the event of the war buildup, beginning with the assassination of Franz Ferdinand.    2. Add your timeline to your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx). 4. Look back at the essential question.    1. What is America’s role in the world? How neutral was the United States prior to entering World War I? |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2107581). 2. Check your timeline answers. Use this [link](https://www.connexus.com/content/media/1861244-462016-95405-AM-870524874.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2107576). 4. Check your answer to the essential question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2107574). 5. Do the #5 interactive. 6. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=39670&idLesson=440573&lessonPlusPrior=True&type=glossary) |
| Resource | |
|  | None |
| Slide7 | |
| Activity | |
|  | 1. Do the discussion. 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Lesson 5: Entering the War | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. bureaucracy    2. czar    3. draft    4. illiterate    5. Liberty Bond    6. pacifist    7. Selective Service Act    8. socialist    9. warmonger    10. Zimmermann telegram 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 do you think was the most significant effect of the war on the U.S. home front? 6. Review the objectives:    1. Summarize how President Wilson tried to bring about peace    2. Explain why the United States chose to declare war    3. Describe how the government prepared for and managed the war effort    4. Identify the impact of the war on the home front |
| Resource | |
|  | Current Resources:   1. Text in screen about Entering the War 2. Flipped Video about The U.S. Enters the War   Alternate Resources:   1. Read Entering the War   President Wilson tried to maintain the U.S. policy of neutrality as the war in Europe raged on. But, he knew that U.S. involvement in the war might be inevitable. Even as he tried to encourage peace in Europe, he began working toward a stronger army and navy in America.  Most Americans favored the Allies because of U.S. ties to Britain and France. But Americans did not want to get involved in the war. President Wilson had vowed to remain neutral and was reelected to a second term under the slogan, “He kept us out of war.” However, Wilson could not predict the events that would force the U.S. to choose sides.  As Germany broke neutrality deals and sent secret messages urging Mexico into an alliance against the United States, Wilson knew he had to take action.  Wilson asked Congress for a declaration of war. The purpose of making the world safe for democracy. On April 6, 1917, Congress declared war on Germany.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read America Enters the War 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. With which country did Wilson break off diplomatic relations in 1917? 2. Outline the events that led the United States into World War I. 3. How did the United States expand its military? |
| Resource | |
|  | Access Topic 12: Imperialism and World War I, Lesson 5: Entering the War in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read The U.S. Moves Toward War and Preparing for 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   [World War I, United States Entry and Role](https://go.scholastic.com/D/article/100/037/10003776.html?highlightTerm=sussex%20AND%20pledge) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about The War Effort 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 did the Food Administration do? 2. How did United States domestic policy boost production during the war? 3. How did the United States raise money to pay for the war? |
| Resource | |
|  | Access Topic 12: Imperialism and World War I, Lesson 5: Entering the War in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read Overseeing the War Effort and Americans on the Home Front.  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.   [Liberty Loans](https://go.scholastic.com/L/article/024/587/0245870-00.html?highlightTerm=liberty%20AND%20bonds)  [World War I, United States Entry and Role](https://go.scholastic.com/D/article/100/037/10003776.html?highlightTerm=sussex%20AND%20pledge)  [Herbert Hoover](https://go.scholastic.com/D/article/a20/137/a2013760-h.html?highlightTerm=henry%20AND%20hoover) |
| Slide 4 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx):    1. What effect did Wilson’s 1917 final plea for peace have on Germany? Use evidence from the text to support your answer.    2. What details from Overseeing the War Effort support the idea that creating a bureaucracy helped manage food production for the war effort?    3. How did World War I change attitudes in the United States toward women in the work force? Did the change last? Use evidence from the text to support your answer.    4. How did the government deal with criticism of U.S. actions during World War I? Do you think the government is justified in violating civil liberties during wartime? 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156276/A0156276/player.html)    1. Complete the interactive. 3. Click this [link](https://www.connexus.com/content/media/1220205-362015-105214-AM-1411808071.pdf).    1. Do the chart. Use it to summarize the main events that led President Wilson to issue a declaration of war. Begin with the re-election of President Wilson and conclude with the United State's declaration of war on Germany. |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2108073). 2. Check your flowchart answers. Use this [link](https://www.connexus.com/content/media/1861244-462016-93951-AM-630643125.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2108068). 4. Do the #3 interactive. 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=39670&idLesson=440574&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 6: Winning the War | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. abdicate    2. American Expeditionary Forces (AEF)    3. armistice    4. Battle of Belleau Wood    5. Battle of the Argonne Forest    6. epidemic    7. Harlem Hellfighters    8. influenza    9. John J. Pershing    10. Treaty of Brest-Litovsk 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 the effects of World War I? 6. Review the objectives:    1. Identify the setbacks the Allies suffered in 1917 and early 1918    2. Explain how the American Expeditionary Force helped the Allies win the war    3. Describe the toll on human life caused by the war |
| Resource | |
|  | Current Resources:   1. Text in screen about Winning the War 2. Flipped Video about The Tide Turns   Alternate Resources:   1. Read Winning the War   Russia was undergoing domestic turmoil during World War I. In November 1917, the Bolshevik Revolution resulted in the overthrow of the monarchy and the establishment of a new government. The Bolshevik Revolution, led by Vladimir Lenin, was the first official communist revolution. Communism was based on the philosophies of Karl Marx.  The revolution was a mostly bloodless takeover of the capital of Russia. Russia could not afford to continue in the war. This was due to the new government needing to focus its resources on maintaining power,  With Russia no longer part of the Allied Powers, Germans could concentrate their efforts on the Western Fronts of the war. They went on the offensive and launched several major attacks. They attacked for a second time at the Somme River in northern France.  The Germans broke through Allied lines but soon came to a halt as the soldiers advanced faster than their supplies could travel. In Belgium, Allied forces were able to hold off German advancement. In Southern France, Americans reinforced French troops. They also aided in holding off many German offensives.  The Second Battle of the Marne was a turning point for the Allies. On July 14, 1918, Germany launched its final offensive, or attack, to advance. American Expeditionary Force (AEF) troops blew up bridges. These were bridges that the Germans had built across the Marne River. This made is so they could not go any farther than the river.  German forces were so devastated by this point that they couldn’t attempt another charge. Allied troops took advantage of this weakness and launched a counterattack. Now the Germans were forced to go on the defensive.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read Fighting and Setbacks 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. Which countries signed the Treaty of Brest-Litovsk? 2. Why did the Germans call the all-out attack on the Allies a peace offensive? 3. What was significant about the Harlem Hellfighters? |
| Resource | |
|  | Access Topic 12: Imperialism and World War I, Lesson 6: Winning the War in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read Allied Setbacks and American Forces in France.  Alternate Resources:  Watch [Harlem Hellfighters](https://www.youtube.com/watch?v=eEuoAl1elLU)  Read this excerpt from the text:  Lenin opposed the war, arguing that it benefited only the ruling class. Once in power, he opened peace talks with Germany. In March 1918, Russia and Germany signed the Treaty of Brest-Litovsk, ending Russia's participation in the war. The treaty was harsh, requiring Russia to give up large amounts of land to Germany. Still, Lenin welcomed peace. With Russia out of the war, he could focus on the communist revolution.  The Allies saw the treaty as a betrayal. Through the treaty, Germany received coal mines and other valuable resources in Russia. More important, with Russia out of the struggle, Germany now moved its armies away from the Russian, or eastern, front to support its armies on the western front in France. |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about Victory with a Cost 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 many people died in battle during World War I? 2. Why was Sergeant York important to the advancement of American troops in the Argonne Forest? 3. List the costs of the war in addition to the number of soldiers killed in battle. |
| Resource | |
|  | Access Topic 12: Imperialism and World War I, Lesson 6: Winning the War in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read Allied Victory and The Costs of War.  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.   [York, Alvin Cullum (Sergeant York)](https://go.scholastic.com/D/article/a20/322/a2032271-h.html?highlightTerm=Sergeant%20AND%20York)  Review this chart and text from your reading:  The costs of the war were staggering. A generation of young Europeans lost their lives. Between 8 million and 9 million people died in battle—more than had died in all the wars fought during the previous 100 years. Almost 4 million Russian, French, and British soldiers were killed. Germany alone lost close to 2 million men. The United States lost over 100,000 men. Many more died of diseases. More than 20 million soldiers on both sides were wounded. |
| Slide 4 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx):    1. Why was the Treaty of Brest-Litovsk a major setback for the Allies during World War I? Use evidence from the text to support your answer.    2. Describe the significance of the Battle of Belleau Wood.    3. Explain why many civilians died during World War I in addition to soldiers.    4. Explain why Lenin chose to withdraw Russian troops from World War I.    5. How and why were the Hellfighters recognized when they returned home? Why was this reaction surprising? 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0154617/A0154617/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2110316))    1. Complete the interactive. |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2105991). 2. Check your answer to the essential question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2105993). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2105992). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=39670&idLesson=440575&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: Wilson and Isolationism | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Big Four    2. Fourteen Points    3. isolationist    4. League of Nations    5. mandate    6. reparation    7. self-determination    8. Treaty of Versailles 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 World War I change America’s role in the world? 6. Review the objectives:    1. Analyze Wilson’s peace plan    2. Describe the outcome of the Paris Peace Conference    3. Analyze American reactions to the Versailles Treaty and League of Nations |
| Resource | |
|  | Current Resources:   1. Text in screen about Wilson and Isolationism 2. Flipped Video about The Failed Peace   Alternate Resources:   1. Read Wilson and Isolationism   Nine million lives were lost because of World War I. President Wilson wanted to avoid future war. He sought to make peace with rather than punish the Central Powers.  Wilson believed that if the Central Powers were severely punished, it might lead to another war. He created a plan to rebuild Europe and move on without destroying any countries. He called his plan the Fourteen Points.  Wilson had to take on the role of salesman to win over other leaders to his plan. European countries that faced the devastation caused by the war wanted to punish the Central Powers. They wanted to keep them from committing more acts of aggression.  The last point in Wilson’s Fourteen Points addressed the creation of an association of nations. The goal was to keep lines of communication open and mediate disputes between countries. Wilson proposed that the association be called the League of Nations.  Wilson hoped that the League of Nations would further the ideals of his Fourteen Points, since not all of the points were included in the peace treaty. When it came time for Congress to ratify the treaty, Wilson took his position to the American people and campaigned for its ratification.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read Wilson Fights for a Future Peace 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 Wilson’s goal for the world? 2. How was Wilson’s plan for peace different from the other Allied viewpoints? |
| Resource | |
|  | Access Topic 12: Imperialism and World War I, Lesson 7: Wilson and Isolationism in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read Wilson’s Fourteen Points.  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.   [Woodrow Wilson](https://go.scholastic.com/C/article/031/334/0313340-0.html?highlightTerm=wilson%20AND%20peace) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about The Fight for a Treaty 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 most important document of the Peace of Paris? 2. Who were the Allied leaders known as the Big Four and what countries did they represent? 3. Why did Americans oppose the Treaty of Versailles? |
| Resource | |
|  | Access Topic 12: Imperialism and World War I, Lesson 7: Wilson and Isolationism in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read The Paris Peace Conference and Wilson Fights for the Treaty of Versailles.  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.   [Treaty of Versailles](https://go.scholastic.com/D/article/100/030/10003096.html?highlightTerm=Treaty%20AND%20of%20AND%20Versailles)  [Review the Picture and Caption](https://2001-2009.state.gov/r/pa/ho/time/wwi/89875.htm#:~:text=In%201919%2C%20the%20Big%20Four,Woodrow%20Wilson%20of%20the%20U.S.) |
| Slide 4 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/1764383-3232016-15443-PM-1556647891.docx):    1. Compare President Wilson’s idea of “peace without victory” to how the Allies actually felt. Use evidence from the text to support your answer.    2. What was the fourteenth point of Wilson’s Fourteen Points plan, and why did Wilson consider it to be the most important? Use evidence from the text to support your answer.    3. What examples from the text indicate that the Treaty of Versailles humiliated and weakened Germany?    4. Why was Henry Cabot Lodge against Article 10 of the Treaty of Versailles? Use evidence from the text to support your answer.    5. Write a paragraph to compare and contrast Wilson’s plan for peace with the actual terms of the Treaty of Versailles. 2. Click this [link](https://www.connexus.com/content/render.aspx?idDocument=2110328)    1. Think through these questions:       1. Why might Wilson think that prohibiting secret agreements between nations is necessary in order to avoid war?       2. Restate the second point in your own words.       3. Preventing war seems like an admirable goal. Why might a country reject some or all of Wilson’s points?       4. What political impact do you think Wilson’s Fourteen Points had? |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2105845). 2. Do the #2 Interactive. 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2105853). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=39670&idLesson=440576&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. What is America’s role in the world? 2. Review the Unit Objectives:    1. Explain arguments made for and against the creation of an American empire    2. Explain the causes and effects of the Spanish-American War and World War I    3. Compare and contrast the attitudes of Americans prior to and during World War I    4. Compare and contrast Wilson’s plan for peace with the actual terms of the Treaty of Versailles | |
| Resource | |
|  | None |
| Slide 2 | |
| Activity | |
| 1. Review the essential question    1. What is America’s role in the world? 2. Read the amended text on the slide.   In this unit, you learned that the U.S. became more involved in global affairs in the late 1800s and early 1900s.  The U.S. was looking to expand its colonial empire. The goal was to establish new markets, strengthen its economy, and find raw materials. But by expanding it was drawn into conflict with European nations. Those nations were trying to accomplish similar goals.  Look at the list of reasons justifying why the U.S. might play a big role in the affairs of other nations.   * promoting freedom and democracy in other nations * protecting other nations whose land or liberty are threatened * advancing American economic interests abroad * increasing American trade with other nations * securing military bases and strategic locations * preventing rival nations from colonizing or controlling other areas   Consider if you think each reason justified U.S. involvement.  As you finish your study of imperialism and World War I, take a few minutes to reflect on what you learned.  How did imperialism and World War I change America's role in the world? Summarize three big ways America's role in global politics changed because of these events. Then write 1–2 complete paragraphs. In these paragraphs, support the three ways you identified with specific evidence from the text. | |
| Resource | |
|  | None |
| Slide 3 | |
| Activity | |
|  | 1. Do the [practice](https://www.connexus.com/assessments/engine.aspx?idAssessment=940665&idWebuser=4199413&idSection=1724443&idHtmllet=6514319&close=true&popup=true). 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Slide 4 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2105874). 2. Complete the interactive (#2) 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=39670&idLesson=&lessonPlusPrior=False&type=glossary). 4. Review the [rubric](https://www.connexus.com/content/media/1567227-7152015-95902-AM-1061928073.pdf) before taking the unit test. |
| 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: Prosperity, Depression, and World War II** | |
| --- | --- |
| Lesson 1: Harding and Coolidge | |
| Slide 1 | |
| Activity | |
|  | 1. Think about the essential question for this unit.    1. What should governments do? 2. Review the objectives:    1. Describe the corruption that characterized Harding’s presidency    2. Explain how the economy grew during Coolidge’s presidency    3. Analyze America’s return to isolationism |
| Resource | |
|  | None |
| 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. bull market    2. communism    3. disarmament    4. installment buying    5. interest    6. Kellogg-Briand Pact    7. margin    8. recession    9. stock    10. Teapot Dome Scandal 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 you summarize the risky buying practices that became popular during the 1920s? |
| Resource | |
|  | Current Resources:   1. Text in screen about Harding and Coolidge 2. Flipped Video about Calvin Coolidge’s Presidency   Alternate Resources:   1. Read about Harding and Coolidge   The decade of the 1920s in the United States is often called the “Roaring Twenties.” It earned this nickname for many reasons. A main reason was because it was a period of great economic growth.  Two Republican presidents, Warren G. Harding and Calvin Coolidge, presided over this exciting time. Wages were up, jobs were plentiful, and consumers had lots of new electric gadgets to buy.  Much of this purchasing was done with a new system of credit. With this buy-now-pay-later mentality, people were getting themselves into debt more.  Buying stock became more popular. Businesses were happy to sell that on a kind of credit, too. After many years of a terrible world war followed by a quick recession, this time of prosperity was a welcome change.   1. Watch the Video on slide 3. |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read about the Republicans Regain the White House. 2. Open your [notes](https://www.connexus.com/content/media/1874760-3292016-33022-PM-1047600207.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What happened to the economy when the soldiers came home from World War I? 2. Who did Harding bring in to fill most cabinet positions? 3. How was Coolidge different from Harding? |
| Resource | |
|  | Access Topic 13: Prosperity and Depression, Lesson 1: Harding and Coolidge in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_493.html). Read Republicans Regain the White House.  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.   [Harding, Warren Gamaliel](https://go.scholastic.com/B/article/atb/037/atb037b09.html?highlightTerm=harding)  [Coolidge, Calvin](https://go.scholastic.com/B/article/atb/048/atb048b02.html?highlightTerm=Coolidge%20AND%20) |
| Slide 5 | |
| Activity | |
|  | 1. You are going to read about Economic Growth under President Coolidge and a Return to Isolationism. 2. Open your [notes](https://www.connexus.com/content/media/1874760-3292016-33022-PM-1047600207.docx). 3. Add in the questions below. 4. Use the text to help answer them.   Questions:   1. What is the period of rapid economic growth under President Coolidge? 2. What was one of the few parts of the world where the United States would sometimes intervene politically? 3. How did the United States, Britain, and Japan agree to back peace-keeping efforts? |
| Resource | |
|  | Access Topic 13: Prosperity and Depression, Lesson 1: Harding and Coolidge in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_494.html). Read Economic Growth under President Coolidge and A Return to Isolationism.  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.   [Coolidge, Calvin](https://go.scholastic.com/B/article/atb/048/atb048b02.html?highlightTerm=Coolidge%20AND%20)  Read this amended excerpt from the text:  **A Return to Isolationism**  After World War I, the U.S. was the world's leading economic power. Europeans expected the U.S. to take a major role in world affairs. Presidents Harding and Coolidge wanted to keep the hard-won peace in Europe. But, they did not want to commit the U.S. to the job of keeping world peace. The U.S. sent observers to the League of Nations but refused to join. Most Americans supported this return to prewar isolationism.  During the war, Latin American nations had been cut off from Europe. This was due to wartime threats to shipping. As a result, U.S. trade and investment in Latin America increased. This trend kept on after the war. But, the U.S. limited its role abroad for fear that more involvement might push the country into another war.  At times, the United States intervened in Latin America. In 1926, for example, a revolution broke out in Nicaragua, where Americans owned plantations and railroads. Coolidge sent marines to oversee new elections.  In 1927, Mexico announced plans to take over foreign-owned oil and mining companies. American investors called on President Coolidge to send in troops. Instead, Coolidge sent a diplomat, Dwight Morrow, to Mexico. After much hard bargaining, Morrow was able to work out a compromise with the Mexican government. |
| Slide 6 | |
| Activity | |
|  | 1. Click this [link](https://www.connexus.com/content/media/1220205-362015-104231-AM-495403745.pdf). 2. Select the link to access the Two-Column Chart. Use it to record information about economic expansion in the 1920s. Title the left column Cause and the right column Effect. Search the reading for examples of causes of economic expansion, and place those answers in the first column. Search the reading for effects of each cause, and place those answers in the second column. 3. Put the questions in your [notes](https://www.connexus.com/content/media/1874760-3292016-33022-PM-1047600207.docx).    1. Compare how Harding and Coolidge each tried to grow the economy.    2. What policies toward Europe did Presidents Harding and Coolidge carry out? Why did they choose to do what they did? Use evidence from the text to support your answer.    3. Summarize the beliefs of American isolationists after World War I.    4. Explain why Americans started spending so much after World War I? What were they buying? How did this actually hurt them?    5. Explain why a rise in incomes led to an increase in the production of goods.    6. If the United States government adopted the foreign policy of isolationism today, what role would it play in the world? |
| Resource | |
|  | None |
| Slide 7 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159179). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1624812-382016-124106-PM-1197797114.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159178). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=46209&idLesson=516714&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: Social Change | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. bootlegger    2. Equal Rights Amendment    3. League of Women Voters    4. mass culture    5. organized crime    6. Prohibition    7. repeal    8. suburb 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. In your opinion, what was the biggest cultural change of the 1920s? What impact did it have? Why was it such a turning point in American cultural history? 6. Review the objectives:    1. Explain the reasons for Prohibition and its failure    2. Analyze the impact of the automobile on American life    3. Describe the rise of mass culture    4. Compare women’s lives in the 1920s to their pre-World War I lives |
| Resource | |
|  | Current Resources:   1. Text in screen about Prosperity, Depression, and World War II 2. Flipped Video about New Ways of Life   Alternate Resources:   1. Read Prosperity, Depression, and World War II   The 15th Amendment to the Constitution, was ratified in 1870. It says that a citizen’s right to vote cannot be denied because of that person’s “race, color, or previous condition of servitude.” The amendment gave the newly freed people the right to vote.  While that is true, it is really only a half-truth. No woman, no matter her skin color, was allowed to vote in federal elections. A few states had extended the right to vote to women, but it only applied to state and local elections.  In 1920, the 19th Amendment gave women the right to vote. Other opportunities also began to open up for women. These opportunities were in education, in the workforce, and in society in general.  Also during this period, in Detroit, Henry Ford’s factories were churning out automobiles faster than ever before. Thanks to his new manufacturing methods, Ford could sell cars at an affordable price.  The rise in automobile sales gave a bump to related industries, too. Roads needed to be built and maintained. This created construction jobs.  The demand for oil increased. This meant wells needed to be drilled and oil refined into gasoline, which helped the oil industry. Gas stations and mechanic shops also began to spring up, as more people needed to maintain their investments.  The 1920s seemed to be a decade of change. It was certainly a decade of prosperity for many Americans.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read The Noble Experiment and Changes in Women Lives 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. Which amendment banned alcohol in the United States? 2. Why did many Americans call for a repeal of Prohibition? 3. What were women first allowed to do in November 1920? |
| Resource | |
|  | Access Topic 13: Prosperity and Depression, Lesson 2: Social Change in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read The Noble Experiment and Changes in Women’s Lives.  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.   [Prohibition](https://go.scholastic.com/D/article/100/011/10001100.html?highlightTerm=Prohibition)  [19th Amendment](https://go.scholastic.com/D/article/100/036/10003684.html?highlightTerm=right%20AND%20to%20AND%20vote) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about The Automobile Changes America and a New National Culture 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 sparked the auto boom? 2. What was the main reason so many people bought cars in the 1920s? 3. What changes in the 1920s gave people more money and time for leisure activities> |
| Resource | |
|  | Access Topic 13: Prosperity and Depression, Lesson 2: Social Change in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read The Automobile Changes America and A New National Culture.  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.   [Roaring Twenties](https://go.scholastic.com/D/article/100/011/10001117.html?highlightTerm=roaring%20AND%20twenties)  [Watch the Model T video](https://www.history.com/topics/inventions/model-t) |
| Slide 4 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx):    1. What details from the section titled The Noble Experiment support the idea that the 18th Amendment, otherwise known as Prohibition, did not work as well as Americans had hoped?    2. Summarize how life changed for women in the 1920s.    3. How did the invention of the automobile support the growth of suburbs?    4. Analyze how mass culture changed how Americans spent their free time and money. What types of new things came about in this era?    5. Evaluate how new women’s rights in politics and the home changed American culture.    6. In what ways did the automobile change America economically and socially? 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156284/A0156284/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2159170))    1. Do the interactive 3. Review this map:     2. Review: Why did many of the states take several months before ratifying the 21st Amendment |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159169). 2. Do the #3 Interactive. 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159168). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=46209&idLesson=516713&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: Roaring Twenties Culture | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. expatriate    2. fad    3. flapper    4. jazz 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 the major cultural trends of the 1920s? 6. Review the objectives:    1. Identify cultural trends during the 1920s    2. Explain new kinds of writing and music developed during the 1920s |
| Resource | |
|  | Current Resources:   1. Text in screen about Roaring Twenties Culture 2. Flipped Video about Harlem in the 1920s   Alternate Resources:   1. Read Roaring Twenties Culture   The 1920s saw the rise of the automobile, women in politics, and a booming economy. Things were changing socially too.  Young women began wearing short skirts and high heels. They smoked cigarettes, drank alcohol, and danced to jazz music. This was shocking to many in the older generation.  African Americans were also enjoying a change in culture. Harlem, a neighborhood in New York City, became a haven for African American artists.  Musicians from New Orleans brought jazz music. Poets and writers created great pieces of literature. These pieces spoke about the hardships faced by the African American community.  For the first time, white Americans began to pay attention to music and literature produced from the segregated side of society.   1. Watch the Video on slide 1. |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read The Noble Experiment and Changes in Women Lives 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 were some of the things flappers were known for doing? 2. What did Charles Lindbergh accomplish that made him so famous? 3. How did F. Scott Fitzgerald capture the mood of the 1920s? |
| Resource | |
|  | Access Topic 13: Prosperity and Depression, Lesson 3: Roaring Twenties Culture in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read Trends of the 1920s.  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.   [Roaring Twenties](https://go.scholastic.com/D/article/100/011/10001117.html?highlightTerm=roaring%20AND%20twenties)  [Fitzgerald](https://go.scholastic.com/D/article/100/010/10001088.html?highlightTerm=fitzgerald)  [Lindbergh](https://go.scholastic.com/D/article/100/010/10001085.html?highlightTerm=Lindbergh%20AND%20) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read about A New Generation of Writers and the Harlem Renaissance 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 did some American writers become expatriates? 2. What were the common threads of Langston Hughes’s work? 3. What characterized the literature of the Harlem Renaissance? |
| Resource | |
|  | Access Topic 13: Prosperity and Depression, Lesson 3: Roaring Twenties Culture in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read A New Generation of Writers and the Harlem Renaissance.  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.   [Harlem Renaissance](https://go.scholastic.com/D/article/100/010/10001082.html?highlightTerm=1920s) |
| Slide 4 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx):    1. Reread the quote from the 1921 magazine in Flapper Fashion. What do you think was the magazine’s perspective on flappers?    2. How did World War I affect what writers chose to write about? Use evidence from the text to support your answer.    3. How did African American writers of the 1920s affect how white Americans related to African Americans in general?    4. Explain how jazz music was not only part of the African American culture but white culture as well. 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156285/A0156285/player.html)    1. Do the interactive |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159158). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159157). 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=46209&idLesson=516712&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: Division and Inequality | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. anarchist    2. company union    3. deport    4. Great Migration    5. nativism    6. quota system    7. sabotage 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. Should the government have played a bigger or smaller role in managing the challenges of the 1920s, or were its actions appropriate? 6. Review the objectives:    1. Analyze cultural clashes during the 1920s    2. Describe the losses faced by farmers and the labor unions after World War I    3. Describe attitudes toward communism and anarchism    4. Analyze racial tension in the 1920s    5. Describe factors contributing to nativism |
| Resource | |
|  | Current Resources:   1. Text in screen about Division and Inequality 2. Flipped Video about Prosperity and Peril   Alternate Resources:  None |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read The Downside of the 1920s and Cultural Clashes 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 did farmers’ share of national income shrink after the war? 2. Why did crop prices go up during World War I? 3. Why did labor unions go on strike? 4. What was the Red Scare? |
| Resource | |
|  | Access Topic 13: Prosperity and Depression, Lesson 4: Division and Inequality in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read The Downside of the 1920s and Cultural Clashes.  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.   [Cold War](https://go.scholastic.com/D/article/100/011/10001184.html?highlightTerm=red%20AND%20scare)  [Lewis, John Llewellyn](https://go.scholastic.com/L/article/024/511/0245110-00.html?highlightTerm=John%20AND%20L.%20AND%20Lewis) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read Tensions Divide America 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 Congress’s response to the fear of communists and anarchists coming to the country? 2. As a result of the Great Migration, what types of job did African Americans take and what hardships did they experience in the South? 3. What was the goal of the Universal Negro Improvement Association? |
| Resource | |
|  | Access Topic 13: Prosperity and Depression, Lesson 4: Division and Inequality in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read Tensions Divide Americans.  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.   [Garvey, Marcus](https://go.scholastic.com/D/article/a20/417/a2041774-h.html?highlightTerm=Universal%20AND%20Negro%20AND%20Improvement%20AND%20Association)  [The Great Migration](https://www.pbs.org/video/american-experience-great-migration-mississippi-chicago/)  [Watch 1920s urbanization and immigration](https://www.khanacademy.org/humanities/us-history/rise-to-world-power/1920s-america/v/1920s-urbanization-and-immigration) |
| Slide 4 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx):    1. Compare and contrast the situation of American and European farmers before and after World War I based on evidence from the text.    2. How did the combination of the strikes of the 1920s and the actions of anarchists lead to the Red Scare? Use evidence from the text to support your answer.    3. What details from the text titled Racial Tensions Rise support the idea that racial tensions between African Americans and whites grew after World War I and into the 1920s?    4. Explain how Latinos and Puerto Ricans were regarded in the passage of the immigration quota. Use evidence to support your answer.    5. Evaluate how the election of 1928 reflected the tensions between groups in America. 2. Click this [link](https://www.connexus.com/content/render.aspx?idDocument=2159143)    1. Do the interactive 3. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156287/A0156287/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2159148))    1. Do the interactive |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159146). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159145). 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=46209&idLesson=516711&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: Entering the Great Depression | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. bankrupt    2. Black Tuesday    3. bonus    4. Bonus Army    5. Great Depression    6. Hooverville    7. on margin    8. public works    9. relief program    10. soup kitchen 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 do you think Americans were able to survive the Great Depression? 6. Review the objectives:    1. Identify the causes of the stock market crash of 1929 and the Great Depression    2. Explain how hard times affected Americans    3. Describe and evaluate Hoover’s response to the Great Depression |
| Resource | |
|  | Current Resources:   1. Text in screen about Entering the Depression 2. Flipped Video about The Great Depression   Alternate Resources:   1. Read about Entering the Depression   The Roaring Twenties was a time of quick economic growth and prosperity. But, the rate at which the economy grew was not sustainable. In October of 1929, everything fell apart.  Prices for stock on Wall Street plummeted, so an investment of a few hundred dollars a month before was now only worth a few dollars. Investors who had bought stock on margin, meaning they had planned on paying for their investment with the money earned from the investment itself, now found themselves responsible for paying for something that was valueless.  Companies shut down because they were unable to pay their bills. Their workers were now jobless. Many of these unemployed people lost their homes. The government under President Herbert Hoover did respond with some relief efforts. But it seemed too little, too late.  Hoover’s name quickly became synonymous with desperate poverty. A collection of shacks and boxes where homeless people lived was called a “Hooverville.” An empty pocket turned inside out was called a “Hoover Flag.”  The Great Depression was a series of spiraling economic disasters, and it lasted more than a decade.   1. Watch the video on slide 1 |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read Causes of the Crash and the Great Depression Sets In 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 does it mean to buy stock on margin? 2. What was one of the chief causes of the Great Depression? 3. Trace the path that led to American banks closing during the Great Depression. |
| Resource | |
|  | Access Topic 13: Prosperity and Depression, Lesson 5: Entering the Depression in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read Causes of the Crash and The Great Depression Sets In.  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 Great Depression](https://go.scholastic.com/D/article/010/005/01000524.html?highlightTerm=great%20AND%20depression) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read Tensions Divide America 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. Where were hungry families forced to find food? 2. How many people were jobless in the early 1930s? 3. Why did President Hoover oppose a welfare system for the jobless? |
| Resource | |
|  | Access Topic 13: Prosperity and Depression, Lesson 5: Entering the Depression in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read Life During the Great Depression and The President Responds.  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.   [Hoover](https://go.scholastic.com/B/article/atb/017/atb017b06.html?highlightTerm=hoover) |
| Slide 4 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx):    1. Summarize what it means to buy stocks on margin and how buying stocks on margin contributed to the stock market crash of 1929.    2. Compare family life before the Great Depression to family life during the Great Depression.    3. Explain how the actions of the Bonus Army caused President Hoover to lose his last remaining support among Americans.    4. Analyze how the actions of Hoover actually worsened the Great Depression.    5. Trace the path many Americans would have taken from the start of the Great Depression, from having a job and money to living in a Hooverville. Be sure to identify obstacles and how needs would have to be met along the way. 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156214/A0156214/player.html)    1. Do the interactive 3. Click this [link](https://www.connexus.com/content/media/1296460-8262015-103801-AM-1735614305.pdf)     1. Label the left column Causes and the right column Effects, and complete the chart by listing the causes and effects of the Great Depression. |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159136). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159132). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159133). 4. Do the #4 interactive. 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=46209&idLesson=516710&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 6: Roosevelt’s New Deal | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. bank holiday    2. Civilian Conservation Corps    3. collective bargaining    4. Congress of Industrial Organizations    5. deficit spending    6. fireside chat    7. Hundred Days    8. national debt    9. National Labor Relations Act    10. National Recovery Administration    11. New Deal    12. pension    13. polio    14. sit-down strike    15. Social Security Act    16. Tennessee Valley Authority 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. Do you agree or disagree with the critics of the New Deal? Why? 6. Review the objectives:    1. Explain why Roosevelt won the election in 1932    2. Describe the impact of the New Deal, including the Hundred Days, jobless relief, labor reforms, Social Security, and other programs    3. Explain why critics objected to the New Deal    4. Describe Roosevelt’s conflict with the Supreme Court    5. Evaluate the effects of the New Deal |
| Resource | |
|  | Current Resources:   1. Text in screen about Roosevelt’s New Deal 2. Flipped Video about Roosevelt’s New Deal   Alternate Resources:   1. Read about Roosevelt’s New Deal   The violent removal of the Bonus Army from Washington, D.C. shocked the nation, but one young politician in New York viewed the event in a different way. Upon learning about the tragedy, he said to a friend, “This elects me.”  Franklin Delano Roosevelt was a distant cousin of former president Theodore Roosevelt. He was charismatic and handsome. This was a sharp contrast to the stiff Herbert Hoover. His speeches gave people hope. Hope was something many had been without for a long time. His comment to his friend a few months earlier turned out to be correct; he won the 1932 election in a landslide.  During his presidency, Roosevelt introduced a series of bills he hoped would end the Great Depression. These bills were collectively called the New Deal.   1. Watch the video on slide 1 |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read Roosevelt’s Path to the Presidency and Seeking Relief and Recovery 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 disease caused great personal challenges for Roosevelt? 2. What was the first issue Roosevelt addressed once in office? 3. What were the three main goals of the New Deal? |
| Resource | |
|  | Access Topic 13: Prosperity and Depression, Lesson 6: Roosevelt’s New Deal in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read Roosevelt’s Path to the Presidency and Seeking Relief and Recovery.  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.   [Roosevelt, Franklin Delano](https://go.scholastic.com/B/article/atb/034/atb034b12.html?highlightTerm=roosevelt)  [The New Deal](https://go.scholastic.com/D/article/010/005/01000557.html?highlightTerm=the%20AND%20new%20AND%20deal) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read Reforming the Economy and Supporting Workers and the Elderly 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 did many people think contributed to the stock market crash of 1929? 2. Which two areas of production did Roosevelt know he had to boost in order to bring about recovery? 3. What was Social Security developed to do? |
| Resource | |
|  | Access Topic 13: Prosperity and Depression, Lesson 6: Roosevelt’s New Deal in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read Reforming the Economy and Supporting Workers and the Elderly.  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.   [Black Tuesday](https://go.scholastic.com/D/article/010/005/01000594.html?highlightTerm=1929%20AND%20stock%20AND%20market)  [Social Security and Unemployment Insurance](https://go.scholastic.com/D/article/010/005/01000586.html?highlightTerm=social%20AND%20security)  [The New Deal](https://go.scholastic.com/D/article/010/005/01000557.html?highlightTerm=the%20AND%20new%20AND%20deal) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read Critics Attack the New Deal and Evaluating the New Deal 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 did the Supreme Court challenge the National Industrial Recovery Act? 2. What major goal did the New Deal fail to achieve? |
| Resource | |
|  | Access Topic 13: Prosperity and Depression, Lesson 6: Roosevelt’s New Deal in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read Critics Attack the New Deal and Evaluating the New Deal.  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 New Deal](https://go.scholastic.com/D/article/010/005/01000557.html?highlightTerm=the%20AND%20new%20AND%20deal) |
| Slide 5 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx):    1. Why do you think Americans thought Roosevelt was likely to be the best person to help America out of the Great Depression?    2. What evidence from the text supports the fact that the Congress wanted to reform the economic system to prevent another depression?    3. How was Roosevelt’s attempt to change the Supreme Court a threat to the principles of checks and balances and separation of powers?    4. Explain how the New Deal supported both farms and labor to help the economy recover.    5. Explain why critics spoke out against the New Deal. Do you feel they were correct in their arguments? 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156290/A0156290/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2159124))    1. Do the interactive 3. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Cartoon/A0156215/A0156215/player.html) ([text version](https://www.connexus.com/content/render.aspx?idDocument=2159117))    1. Do the interactive 4. Click this [link](https://www.connexus.com/content/media/1220205-362015-104241-AM-1655099365.pdf)    1. Label the columns Organization, Successful/Not Successful, and Reason. In the first column, list five organizations from the New Deal, one per row. Fill in the chart by indicating in the second column if the program listed was successful or not successful. In the third column, write the reason. Be sure to use reasoning from your reading. |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159118). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1758510-3102016-120833-PM-66637667.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159123). 4. Check your answer to the essential question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159122). 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=46209&idLesson=516709&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 7: Life During the Depression | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Black Cabinet    2. civil rights    3. Dust Bowl    4. Indian New Deal    5. migrant worker 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 different experiences of Americans in the Great Depression and the arts and literature of this period reflect American society in the 1930s? 6. Review the objectives:    1. Identify the causes and effects of the Dust Bowl    2. Explain how the arts reflected life during the Great Depression    3. Describe the Great Depression’s impact on African Americans and other groups    4. Explain how the Great Depression affected women |
| Resource | |
|  | Current Resources:   1. Text in screen about Life During the Depression 2. Flipped Video about A Nation in Hard Times   Alternate Resources:   1. Read about Life During the Depression   The effects of the Great Depression were felt almost everywhere. Germany, struggling under the harsh terms of the Treaty of Versailles, struggled to pay its war debts. The nations that were to be paid, like Great Britain and France, did not have that money to rebuild their own factories and farms that were damaged during the war.  As a result, Europe fell into a depression too. In the American West, things were worsening. From Texas to North Dakota, they got very little rain in the 1930s. Farms dried up and the fertile topsoil blew away in the wind. Many farmers went bankrupt. Some had to move to nearby cities to compete for jobs that were already hard to find.  Still, hardship often gives rise to artistic inspiration, and the 1930s saw the creation of some of the best examples of American art. Movies like The Wizard of Oz and Duck Soup still entertain people today. Folk music legend Woody Guthrie often drew on his experiences in the Depression as inspiration for his songs. And as part of the New Deal, the government hired artists to paint murals on government buildings like post offices. Some of these murals can still be found today.   1. Watch the video on slide 1 |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read The Dust Bowl and The Depression Affects Women 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 drought contribute to the Dust Bowl? 2. What decision did the federal government make about working women? 3. What is an Oakie? |
| Resource | |
|  | Access Topic 13: Prosperity and Depression, Lesson 7: Life During the Depression in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read The Dust Bowl and The Depression Affects Women.  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.   [Dust Bowl](https://go.scholastic.com/D/article/010/005/01000547.html?highlightTerm=dust%20AND%20bowl) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read Americans Weather the Depression 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 purpose of the Black Cabinet? 2. What happened when Americans wanted Mexicans sent back to Mexico? 3. What program helped Native Americans find jobs during the Depression? |
| Resource | |
|  | Access Topic 13: Prosperity and Depression, Lesson 7: Life During the Depression in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read African Americans During the Depression and Other Americans Weather the Depression.  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 Great Depression](https://go.scholastic.com/D/article/010/005/01000524.html?highlightTerm=great%20AND%20depression)  [Race Relations](https://www.youtube.com/watch?v=T5FJw7zJbc0)  [Legacy of the Civilian Conservation Corps in Minnesota](https://mass.pbslearningmedia.org/resource/61008ae2-4d2f-4418-8e1e-3596c70dea45/legacy-of-the-civilian-conservation-corps-in-minnesota-indian-division/)  [Empire of Dreams](https://www.pbs.org/video/latino-americans-episode-2-empire-dreams-trailer/) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read Literature and Arts During the Depression 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 mood of movies during the Depression? 2. How did the government create a lasting record of life during the Depression? 3. What happened when Orson Welles broadcast The War of the Worlds? |
| Resource | |
|  | Access Topic 13: Prosperity and Depression, Lesson 7: Life During the Depression in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read Literature and Arts During the Depression.  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.   [Orson Welles](https://go.scholastic.com/B/article/atb/999/atb999b654.html?highlightTerm=Orson%20AND%20Welles)  [Dorthea Lange](https://go.scholastic.com/B/article/atb/999/atb999b2487.html?highlightTerm=lange)  [Ginger Rogers](https://go.scholastic.com/B/article/atb/999/atb999b167.html?highlightTerm=great%20AND%20depression%20AND%20films) |
| Slide 5 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx):    1. How did interactions between humans and nature cause the Dust Bowl? Use evidence from the text to support your answer.    2. How did the Depression affect the traditional roles women played in their family lives? Use evidence from the text to support your answer.    3. Compare and contrast the ways in which painters and photographers dealt with the Depression with the ways in which movies dealt with the Depression.    4. How were Native Americans treated by the government compared with Mexican Americans and Asian Americans? Was there another way to handle the conflict experienced by these groups? Use evidence from the text to support your answer.    5. Explain the challenges encountered by African Americans during the Depression not experienced by whites. 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156288/A0156288/player.html)    1. Do the interactive 3. Click this [link](https://www.connexus.com/content/media/1296460-8262015-103801-AM-1735614305.pdf)    1. Label the first column Group and the second column Challenges. List the following groups in the rows going down the first column: African Americans, Women, Mexican Americans, Farmers, Native Americans. In the second column, list the challenges each group faced during the Great Depression. |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2095496). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1296460-3142016-91601-AM-1385556603.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2095497). 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=46209&idLesson=516708&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 8: Aggression Overseas and Isolationism at Home | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. aggression    2. concentration camp    3. fascism    4. Good Neighbor Policy    5. Nazi    6. Neutrality Acts    7. scapegoat    8. totalitarian state 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 was the common thread that allowed totalitarian governments to take hold in Europe and Asia? 6. Review the objectives:    1. Compare and contrast democracy and fascism    2. Analyze political changes in Italy and Germany    3. Describe the changes in rule in the Soviet Union and Japan    4. Explain the American adoption of isolationism in the face of war in Europe and Asia |
| Resource | |
|  | Current Resources:   1. Text in screen about Aggression Overseas and Isolationism at Home 2. Flipped Video about Pre-War Governments Assume Power   Alternate Resources:   1. Read about Aggression Overseas and Isolationism at Home   As the Great Depression was taking its toll on the United States, Europe was caught in its own economic troubles. Much of the fighting of World War I had taken place in Germany and France. The industrial centers in both of those countries were in ruins.  The Treaty of Versailles put big economic punishments on Germany. Nations like France and England were counting on that money to rebuild their own countries. When Germany was unable to pay, industry in Europe was slow to recover. Many Europeans were out of work, and things looked bad.  This was the setting when rulers like Adolf Hitler and Benito Mussolini rose to power.   1. Watch the video on slide 1 |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read Political Changes in Italy and Germany and Totalitarian Soviet Union and Militarist Japan 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 did many Italians look to Mussolini to do? 2. What is a scapegoat? 3. How did Stalin handle his political enemies? |
| Resource | |
|  | Access Topic 14: World War II, Lesson 1: Aggression Overseas and Isolationism at Home in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read Political Changes in Italy and Germany and Totalitarian Soviet Union and Militarist Japan.  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.   [Mussolini](https://go.scholastic.com/D/article/100/031/10003194.html?highlightTerm=Mussolini%20AND%20)  [Stalin](https://go.scholastic.com/D/article/100/032/10003205.html?highlightTerm=Stalin%20AND%20)  [Scapegoat definition](https://www.merriam-webster.com/dictionary/scapegoat) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read Isolationism in the United States 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 warning did Congress issue to Americans about travel? 2. What did Roosevelt do under the Good Neighbor Policy to build friendlier relations with Latin America? 3. What did Roosevelt hope improved relations with the Soviet Union would do? |
| Resource | |
|  | Access Topic 14: World War II, Lesson 1: Aggression Overseas and Isolationism at Home in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read Isolationism in the United States.  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.   [League of Nations](https://go.scholastic.com/D/article/100/037/10003781.html?highlightTerm=League%20AND%20of%20AND%20Nations)  [Neutrality Acts](https://go.scholastic.com/D/article/100/030/10003090.html?highlightTerm=Neutrality%20AND%20Acts)  [Good Neighbor Policy](https://go.scholastic.com/C/article/012/312/0123120-0.html?highlightTerm=Good%20AND%20Neighbor%20AND%20Policy) |
| Slide 4 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx):    1. Why do you think schoolchildren in Italy had to recite the motto “Mussolini is always right!” in school? Use evidence from the text to support your answer.    2. How did Joseph Stalin's totalitarian rule affect the lives of Soviet citizens after Lenin's death in 1924?    3. Discuss some of the actions the United States took during the 1930s showing that many preferred isolationism.    4. Compare and contrast how Mussolini, Hitler, and Stalin all took control of their countries.    5. Why did Japan also become a military dictatorship?    6. Analyze why the United States chose to establish friendly relations with Latin America but remained isolated from Europe. 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0154510/A0154510/player.html) [(text version)](https://www.connexus.com/content/render.aspx?idDocument=2159096)    1. Do the interactive 3. Click this [link](https://www.connexus.com/content/media/1299711-372016-95412-AM-366397291.pdf)    1. Label the first circle Democracy and in the circle write what you know about democracy. Label the second circle Fascism. Write in the second circle all the things that identify fascism. In the center where the two circles overlap, list all the features of democracy and fascism that are the same. |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2095548&idCourse=42982). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1296460-3142016-85502-AM-1933190617.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2095549&idCourse=42982). 4. Do the #4 interactive. 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=46209&idLesson=516707&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 9: Entering World War II | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Allies    2. appeasement    3. Atlantic Charter    4. Axis    5. Battle of Britain    6. blitzkrieg    7. Lend-Lease Act    8. Munich Conference    9. Nazi-Soviet Pact 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: When is war justified? 6. Think about the focus question for this lesson.    1. Do you think the United States made the right decision in entering the war? 7. Review the objectives:    1. Explain how aggression led to war in Asia and Europe    2. Describe how the United States responded to the outbreak of World War II    3. Explain why the United States finally entered the war |
| Resource | |
|  | Current Resources:   1. Text in screen Entering World War II 2. Flipped Video The War Begins   Alternate Resources:   1. Read about Entering World War II   The Treaty of Versailles had given some territory in western Germany to its neighbor, France. This section was rich in natural resources. It was known as the Rhineland (after the Rhine River).  Part of Adolph Hitler’s plan for Germany was to unite all of the German-speaking peoples into one nation. His first move was to send troops to occupy the Rhineland. This was against the Treaty of Versailles. But, the war-weary European nations did not retaliate. Emboldened, Hitler continued to occupy territory in Austria, Czechoslovakia, and finally Poland. Elsewhere in the world, Japan declared war on China and began attacking cities on China’s eastern coast.  Americans were shocked by these displays of force. They spoke out against them. But, they tried to stay neutral at the same time. The neutrality was weakened when war broke out in Europe.  The United States elected to help England and France with money and weapons. The neutrality was finally broken a day after December 7, 1941. “A date,” as President Roosevelt described it, “which will live in infamy.”   1. Watch the video on slide 1 |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read The Beginnings of War and Germany Attacks France and Britain 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 didn’t many Americans support going to war with Japan? 2. What happened at the Munich Conference? 3. What made Britain and France declare war on Germany? |
| Resource | |
|  | Access Topic 14: World War II, Lesson 2: Entering World War II in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read The Beginnings of War and Germany Attacks France and Britain.  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.   [WWII America at War](https://go.scholastic.com/D/article/100/031/10003108.html?highlightTerm=pearl%20AND%20harbor)  [Munich Agreement](https://www.youtube.com/watch?v=wKA-lhWFbsE) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read Isolationism in the United States 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 country attacked Pearl Harbor? 2. How did Roosevelt plan to help the Allies, despite claiming U.S. neutrality? 3. Why did the Soviet Union fight on the side of the Allies? |
| Resource | |
|  | Access Topic 14: World War II, Lesson 2: Entering World War II in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read The United States Assists the Allies and The United States Declares War.  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.   [Pearl Harbor](https://go.scholastic.com/B/article/atb/999/atb999h039.html?highlightTerm=pearl%20AND%20harbor)  [WWII](https://go.scholastic.com/D/article/100/031/10003104.html?highlightTerm=hitler%20AND%20soviet%20AND%20union) |
| Slide 4 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/796450-11232015-31655-PM-870097089.docx):    1. Why was the Nazi-Soviet Pact important to Hitler’s war against Europe? Use evidence from the text to support your answer.    2. Why do you think isolationists in the United States were against the military draft and the Lend-Lease Act?    3. How did Americans’ lives change after the attack on Pearl Harbor?    4. In what ways did the United States show support for the Allies despite claiming neutrality?    5. Explain why the Battle of Britain was so important to many Americans. 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Maps/A0156302/A0156302/player.html) [(text version)](https://www.connexus.com/content/render.aspx?idDocument=2159086)    1. Do the interactive 3. Click this [link](https://www.connexus.com/content/media/1296460-8262015-103801-AM-1735614305.pdf)    1. Label the first column Reasons for Going to War. In this column, list all the reasons the United States had for declaring war. Label the second column Reasons Against Going to War. In this column, list all the reasons the United States had for staying out of the war. |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159085). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1544407-3102016-20917-PM-1737802084.pdf). 3. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159081). 4. Do the #5 interactive. 5. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=46209&idLesson=516706&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 10: The Home Front | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. “Double V” campaign    2. Bracero Program    3. compensation    4. internment    5. rationing    6. Rosie the Riveter    7. Tuskegee Airmen    8. victory garden    9. War Production Board 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 World War II change life for people on the home front? 6. Review the objectives:    1. Describe how Americans mobilized the economy to provide materials and funds for World War II    2. Summarize how women in the workplace helped the war effort    3. Describe the impact the war had on African Americans    4. Explain how and why Japanese Americans and other groups faced wartime restrictions |
| Resource | |
|  | Current Resources:   1. Text in screen about The Home Front 2. Flipped Video about Mobilizing the American Home Front   Alternate Resources:   1. Read about The Home Front   The bombing of Pearl Harbor was like a switch that was turned on for the United States. Suddenly, things needed to be built. Soldiers needed to be trained. Food needed to be canned. Supplies and personnel needed to be moved from the United States to Europe or Asia. The U.S. government borrowed money to pay for all these tasks. But the sudden increase of jobs and the shared sense of purpose motivated the nation.  Things were not easy, however. The country was still in the Great Depression, and the government asked people to make sacrifices. Food was rationed. Americans were asked to grow their own fruits and vegetables. People were encouraged to buy war bonds and do without certain items that were needed for the war effort.   1. Watch the video on slide 1 |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read Mobilizing for War and Women and African Americans Join the War Effort 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. How did the government control the economy during World War II? 2. What fictional character represented women’s contributions to the war effort? 3. What did the Tuskegee Airmen do to support the war effort? |
| Resource | |
|  | Access Topic 14: World War II, Lesson 3: The Home Front in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read Mobilizing for War and Women and African Americans Join the War Effort.  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.   [Tuskegee Airman](https://go.scholastic.com/D/article/100/103/10010379.html?highlightTerm=Tuskegee%20AND%20Airmen) [WWII](https://go.scholastic.com/D/article/100/031/10003108.html?highlightTerm=riveter) |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read Problems for Other Americans at Home 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 were the conditions of life in Japanese internment camps? 2. Why did the United States sign the Bracero Program treaty with Mexico in 1942? 3. What happened in Los Angeles in June of 1943? |
| Resource | |
|  | Access Topic 14: World War II, Lesson 3: The Home Front in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read Problems for Other Americans at Home.  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.   [Japanese Internment Camps](https://go.scholastic.com/D/article/100/030/10003079.html?highlightTerm=japanese%20AND%20internment)  [Read the Immigration Issues Paragraph](https://go.scholastic.com/D/article/100/038/10003815.html?highlightTerm=Bracero%20AND%20Program)  [Zoot Suit Riots](https://youtu.be/KxtThBTf0sI) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read Korematsu v. United States 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 Fred Korematsu arrested? 2. What was the argument of the United States? 3. What was the ruling in Korematsu v. United States? |
| Resource | |
|  | Select the link to read about the landmark Supreme Court case of *Korematsu v. United States*.  [Landmark Decisions: Korematsu v. United States](https://www.connexus.com/content/render.aspx?idDocument=2159072)  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.   [Korematsu v. United States](https://youtu.be/jW-dHA52XJE) |
| Slide 5 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/796450-11232015-31346-PM-2020710768.docx):    1. How did Rosie the Riveter show the significant changes in American society during World War II?    2. Why do you think President Roosevelt ended job discrimination for African Americans at home, yet kept segregation of African American soldiers fighting overseas in World War II? Use evidence from the text to support your answer.    3. Compare and contrast Roosevelt’s treatment of Japanese Americans with his treatment of African Americans during World War II.    4. Why do you think there was so much tension between Americans and Mexican braceros? Use evidence from the text to support your answer.    5. Why do you think so few Japanese Americans refused to obey the executive order?    6. Do you believe that Korematsu’s conviction should have been overturned? Why or why not? 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156303/A0156303/player.html)    1. Do the interactive 3. Click this [link](https://www.connexus.com/content/media/1220205-362015-104241-AM-1655099365.pdf)    1. Label the first column Groups on the Home Front. Label the second column Changes on the Home Front. Label the third column Reasons for Change. Fill in the chart with groups that were on the home front, the changes they faced, and the reasons for those changes. |
| Resource | |
|  | None |
| Slide 6 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159069). 2. Check your chart answers. Use this [link](https://www.connexus.com/content/media/1861244-3172016-85300-AM-1601154262.pdf). 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=46209&idLesson=516705&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 11: Winning a Deadly War | |
| Slide 1 | |
| Activity | |
|  | 1. Look at these key words.    1. Bataan Death March    2. Battle of Midway    3. Battle of the Bulge    4. concentration camps    5. D-Day    6. death camps    7. Holocaust    8. island-hopping    9. kamikaze    10. Navajo code-talkers    11. Nuremberg Trials    12. Operation Overlord    13. Potsdam Declaration 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 made World War II so dangerous for civilians? 6. Review the objectives:    1. Describe the early defeats and strategy development of the Allies    2. Describe the persecution and murder of European Jews and other groups by the Nazis    3. Explain how World War II ended    4. Analyze the actions of key leaders on both sides of World War II    5. Analyze the immediate effects of World War II    6. Compare and contrast the defeats of Germany and Japan |
| Resource | |
|  | Current Resources:   1. Text in screen Winning a Deadly War 2. Flipped Video War on a Global Scale   Alternate Resources:   1. Read about Winning a Deadly War   World War II was devastating in terms of loss of human life. Under the leadership of General Dwight D. Eisenhower, the Allied forces slowly pushed German and Italian troops out of occupied territories and back into their own borders.  The war in Asia was more difficult. Japan had invaded many Pacific islands. Japanese troops were trained never to surrender. The small islands were separated from each other by lots of ocean. Once Allied forces took one island, they had to repeat and move to the next island. It took years and the loss of many lives before the U.S. military was close to the Japanese mainland.  After victory was declared in Europe, attention turned to the war in the Pacific. During the war, American scientists had been working in secret on a new kind of bomb. This bomb, it was believed, could destroy an entire city in one blast.  American scientists designed, built, and successfully tested this new weapon. The dropping of the atomic bomb did help to end the war in Japan. But it also created tensions that would keep much of the industrialized world on high alert for the next half-century.   1. Watch the video on slide 1 |
| Slide 2 | |
| Activity | |
|  | 1. You are going to read The Beginnings of War and Germany Attacks France and Britain 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. How did Hitler feel when he found out about the attack on Pearl Harbor? 2. What made the tide of battle turn for the Allies? 3. How many soldiers did the Soviet Union lose during the war? |
| Resource | |
|  | Access Topic 14: World War II, Lesson 4: Winning a Deadly War in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_548.html). Read The Allies Suffer Early Defeats and The Allies Agree on a Strategy.  Alternate Resource: None |
| Slide 3 | |
| Activity | |
|  | 1. You are going to read Germany’s Defeat and Japan Surrenders 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 is V-E day? 2. What island was to be used as a launching base to capture Japan? 3. What was the American secret weapon? |
| Resource | |
|  | Access Topic 14: World War II, Lesson 4: Winning a Deadly War in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read Germany’s Defeat and Japan Surrenders.  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.   [Okinawa](https://go.scholastic.com/L/article/029/436/0294360-00.html?highlightTerm=Okinawa)  [V-E Day](https://go.scholastic.com/L/article/040/105/0401050-00.html?highlightTerm=V-e%20AND%20day)  [Atomic Bomb](https://go.scholastic.com/D/article/100/030/10003059.html?highlightTerm=atomic%20AND%20bomb) |
| Slide 4 | |
| Activity | |
|  | 1. You are going to read The Devastation of World War II 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. Where did the fighting occur in World War II? 2. How many prisoners were captured and forced on the Bataan Death March? 3. How many Nazi leaders were sentenced to death in the Nuremberg Trials? |
| Resource | |
|  | Access Topic 14: World War II, Lesson 4: Winning a Deadly War in [American History](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/HTML_Book/0133307018/page_551.html). Read The Devastation of World War II.  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 Bataan Death March](https://www.pbs.org/video/the-bataan-death-march-8jxqi8/)  [Nuremberg Trials](https://youtu.be/28OKZnuSaJM) |
| Slide 5 | |
| Activity | |
|  | 1. Add these questions to your [notes](https://www.connexus.com/content/media/1690645-11252015-92042-AM-1100079052.docx):    1. What details from The Allies Suffer Early Defeats support the idea that Hitler was confident he could win the war?    2. How did Stalin, Churchill, and Roosevelt work together to eventually free France and get the upper hand against Germany? Use evidence from the text to support your answer.    3. Why do you think so many more people died in World War II than in World War I? Use evidence from the text to support your answer.    4. What made the war in the Pacific more difficult for the Allies? Use evidence from the text to support your answer.    5. Compare World War I and its outcome to World War II and its outcome. How are they the same? How are they different? 2. Click this [link](https://www.connexus.com/extra/ThirdPartyProviders/Pearson/AHMG/Interactive_Gallery/A0156304/A0156304/player.html) [(text version)](https://www.connexus.com/content/render.aspx?idDocument=2159061)    1. Do the interactive |
| Resource | |
|  | None |
| Slide 5 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159057). 2. Check your answer to the focus question. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159056). 3. Do the #4 interactive. 4. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=46209&idLesson=516704&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 12: Unit Review | |
| Slide 1 | |
| Activity | |
| 1. Review the essential questions    1. What should governments do?    2. When is war justified? 2. Review the Unit Objectives:    1. Describe the cultural changes and economic boom that defined the Roaring Twenties    2. Identify the causes of the Great Depression, and the effects it had on people, business, and politics    3. Compare and contrast the leadership styles of Herbert Hoover and Franklin Roosevelt, and describe steps that each took to slow the Depression    4. Identify and describe the causes and effects of World War II    5. Describe the events that pulled the United States into the war and the ways in which Americans supported the war effort | |
| Resource | |
|  | None |
| Slide 2 | |
| Activity | |
| 1. Review the essential question    1. What should governments do? 2. Read the text on the slide. | |
| Resource | |
|  | None |
| Slide 3 | |
| Activity | |
|  | 1. Do the [practice](https://www.connexus.com/assessments/engine.aspx?idAssessment=926541&idWebuser=4199413&idSection=1724443&idHtmllet=6750060&close=true&popup=true). 2. It is in the lesson. 3. Do your best. |
| Resource | |
|  | None |
| Slide 4 | |
| Activity | |
|  | 1. Check your notes answers. Use this [link](https://www.connexus.com/content/render.aspx?idDocument=2159050). 2. Complete the interactive (#2) 3. Review the [key words](https://www.connexus.com/content/chrome/online/resources.aspx?idCourse=42982&idUnit=46209&idLesson=&lessonPlusPrior=False&type=glossary). 4. Review the [rubric](https://www.connexus.com/content/media/1567227-7152015-95902-AM-1061928073.pdf) before taking the unit test. |
| Resource | |
|  | None |
| Lesson 13: Unit Test | |
| Slide 1 | |
| Activity | |
|  | 1. Take the test. 2. It is in your lesson. 3. Do your best. |
| Resource | |
|  | None |