

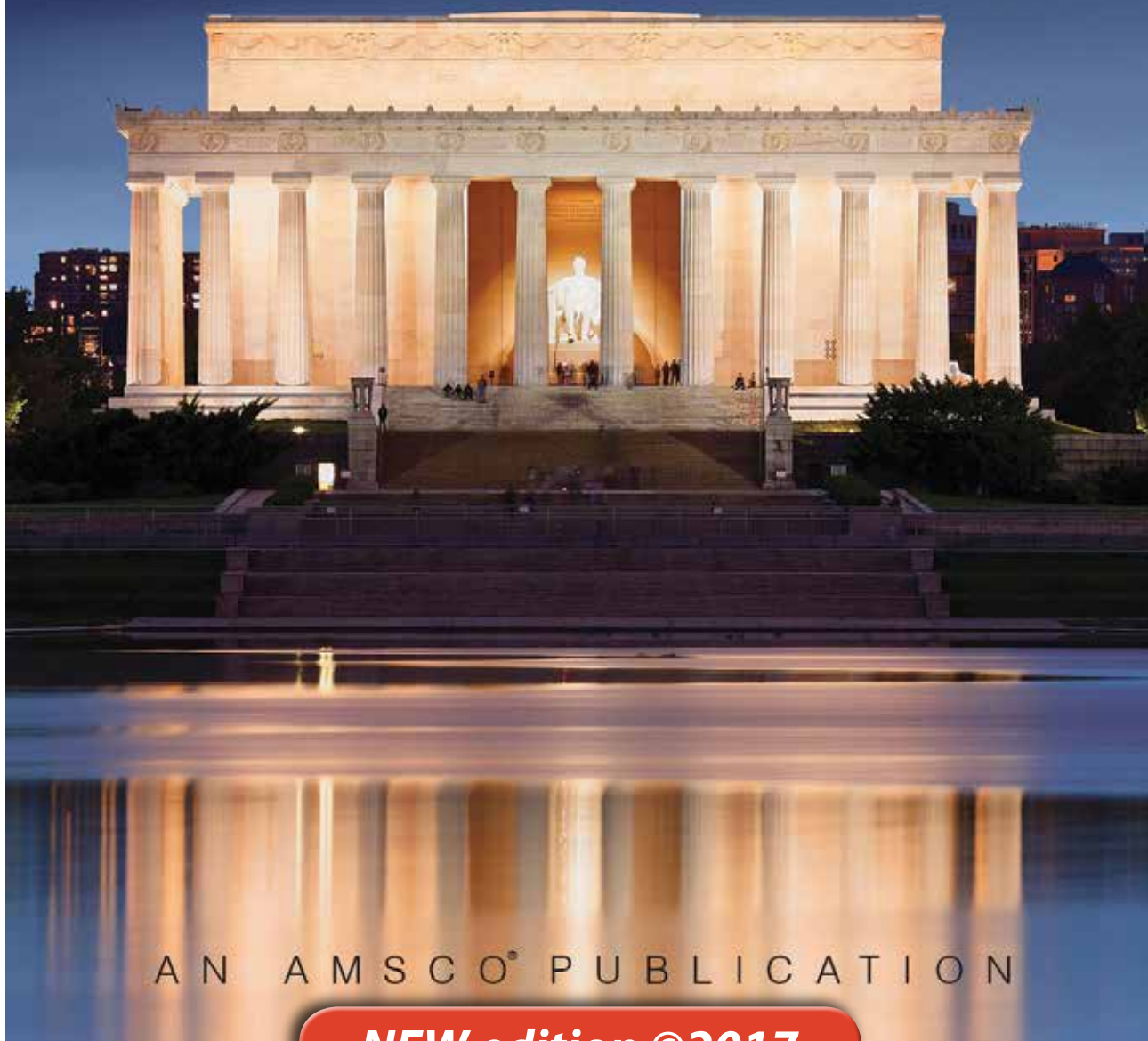
SAMPLER

U.S. HISTORY

1865–Present

& CONSTITUTIONAL FOUNDATIONS

ANDREW PEISER and MICHAEL SERBER



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The pages in this sampler illustrate the features of the Student Edition as well as the extensive teaching support that makes *U.S. History (1865–Present) & Constitutional Foundations* a winner for teachers and students alike.

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- **“Step Into History”**—sets the context of the period through a compelling story or primary source document
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 - geographic reasoning
 - gathering, interpreting and using evidence
 - chronological reasoning
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Major Geographic Zones of the United States

Landforms and mineral and energy resources are not the only geographic factors that influence life in a particular location. Other key factors include climate, vegetation, and natural resources. Together, these factors have influenced the development of different parts of the United States and the economic activities of their inhabitants.

Social Studies Practice: *Comparison and Contextualization*

As you read about the various geographic zones of the United States, you will have many opportunities to draw **comparisons**, as well as contrasts, between them. The practice of comparing also provides insights into different perspectives on a historical experience, as well as understandings of the similarities and differences between developments in different time periods and different places. The practice of **contextualization**—seeing a historical development within its historical, social, economic, and/or geographic context—provides insights into why events may have unfolded as they did. When practicing comparison and contextualization, social scientists:

- Identify **similarities and differences between geographic regions** across historical time periods and relate differences in geography to different historical events and outcomes.
- Identify, compare, and evaluate **multiple perspectives** on a given historical experience.
- Identify and compare **similarities and differences between historical developments** over time and in different geographical and cultural contexts.
- Describe, compare, and evaluate **multiple historical developments** (within societies; across and between societies; in various chronological and geographical contexts).
- Recognize the **relationship between geography, economics, and history** as a context for events and movements and as a matrix of time and place.
- Connect historical developments to **specific circumstances of time and place** and to broader regional, national, or global processes, and draw connections to the present (where appropriate).

As you read the next section about the climate and vegetation zones of the United States, try to think as a social scientist as you practice comparison and contextualization.

Introduction 13

Lesson 3

Major Geographic Zones of the United States

TRB Intro.5 Lesson Plan 3

Objectives

- Explain which geographic factors have the greatest impact on the climate.
- Determine the connection between climate and vegetation.
- Show how climate, vegetation, and natural resources affect our lives.
- Gain understanding of and practice in making comparisons and contextualizing information.
- Gain understanding of and practice in economics and economic systems.

Introduce the Section

Review again the concept that the size of the United States has resulted in the nation being a country of geographic differences. Review the differences discussed Lessons 1 and 2. Ask students to hypothesize the different ways of life that one can expect in different parts of the nation.

Go over each bullet point with students in the blue tinted box to be sure they understand each skill. Ask students to provide examples if they can.

(Skills related to Comparison and Contextualization are reinforced on

Introduction Features

An extensive introduction gives students a good foundation for the history explored in later chapters. This includes information on the physical and early human geography of the United States and its impact on the American experience.

In addition, students are introduced to a system of **social studies “practices”**—active ways of thinking about and using information to form meaningful understandings and think like a social scientist.

Location, Location, Location

Have students consider the town or city in which they live. Then have them speculate on the reasons the town or city developed where it did. (If you live in a large city, you might ask them to consider the neighborhood where they live.)

Prompt them to generate some questions that might guide their search.

Sample questions:

- What physical resources are nearby?
- Is there a body of water nearby that provided transportation?
- Was there a large market or industry here?
- Do most people work here or do they commute to a different city or town? If so, has it always been so?

Climate Zones

1. Have students read the section “What Determines Climate?” This gives students a review of material they should be familiar with from global history. As an in-class assessment, turn to the map on page 15 and ask, “What factors most determine the climate of New York City and New York State?” If students can name such factors as latitude, location on the Atlantic seacoast, and the Gulf Stream, they have aptly demonstrated their understanding. Repeat the question for other areas of the country.
2. Have students create a “profile” of the region in which they live by identifying the latitude, altitude, direction of prevailing winds, landforms, coastlines or other bodies of water, and ocean currents. Discuss where that information can be found to help them in their search.

Climate Zones

Depending on where you live in the United States, winter may be a good time to take a swim, throw snowballs, or stay dry indoors and read a book. The United States has a wide range of climates and, in most places, distinct differences from one season to another.

Snow and rain, heat and cold, and seasonal variations are characteristics of **climate**, the year-to-year weather conditions that prevail over long periods of time. Climate greatly affects our environment and, therefore, our way of life.

What Determines Climate? The climate that people in a particular location enjoy or endure depends on a number of factors.

- **Latitude** is the measure of the distance from a place to the equator. The United States is located north of the equator in the **Northern Hemisphere**. The great bulk of the country lies in what are known as the **middle latitudes**, neither very near the equator nor very close to the North Pole. Exceptions are northern Alaska, which extends above the Arctic Circle, and Hawaii, which is in the tropics and relatively close to the equator. The closer a place is to the equator, the more directly the sun’s rays strike it and, therefore, the more its surface is heated.
- **Altitude**, the distance above sea level or the ocean floor, also affects climate, since high altitudes are colder than low altitudes. You can observe this as you travel from the bottom to the top of a tall mountain. Even if you are sweltering in extreme heat at the start of the trip, you may feel downright chilled when you reach the top. At the highest altitudes, even close to the equator, snow may stay on the ground throughout the year.
- A third influence on climate is the direction of **prevailing winds**—the normal direction from which high-altitude winds blow. High-altitude winds carry weather systems around the globe, bringing a succession of storms and fair weather. In the middle latitudes, the prevailing winds blow from west to east, so storms generally cross the United States from the Pacific to the Atlantic.
- Landforms such as mountains interact with the prevailing winds to help determine climate. As storm systems gain altitude to cross over mountains or other high places, they generally release their moisture. (Moisture in air condenses, or turns from gas to liquid, as the air rises and cools.) Since U.S. storms typically move from west to east, the western sides of mountains receive the rain or snow, while the eastern sides can remain very dry. The driest areas in the United States lie east of the high mountain ranges in the West.



Watching the Weather

Have interested students keep a log of the local weather for a set period of time. They might track the following measures:

- temperature
- barometric pressure
- wind speed and direction
- precipitation
- severe weather events

For local data, students may check the website wunderground.com for a “weather station” near the school. The

site posts the weather readings gathered by local weather enthusiasts who have set up weather data sensors linked to a computer. The computer uploads readings periodically—sometimes as frequently as every 15 seconds.

Be sure students understand that weather and climate are two different concepts. Have them find definitions for each.

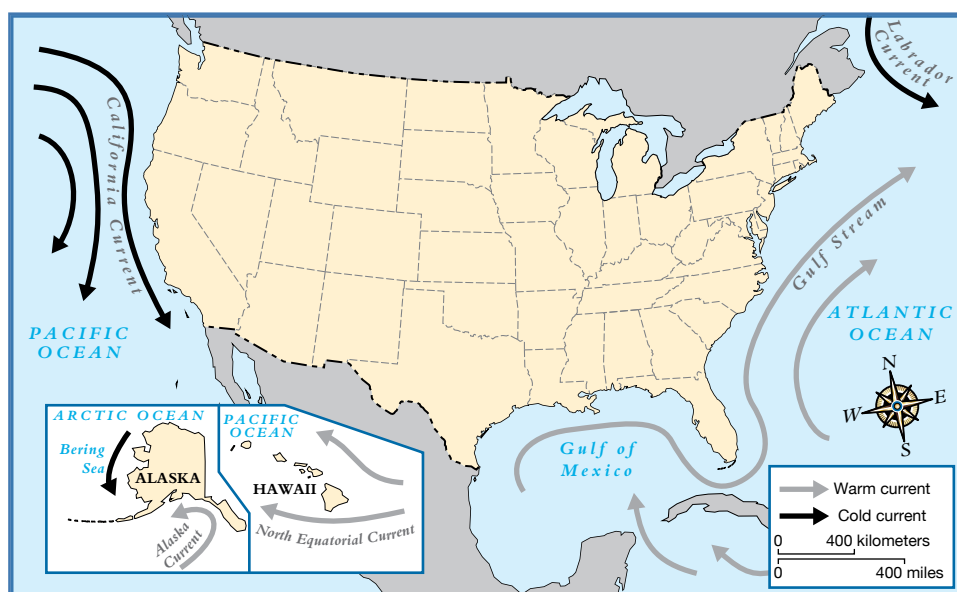
Lesson 3 *cont.*

What Determines Climate?

Beginning in about 2012, California experienced a long-lasting drought in part because of a persistent high pressure area over the northeastern Pacific Ocean, dubbed the Ridiculously Resilient Ridge, diverted storms northward away from California. In 2016, a “Godzilla” El Niño formed in the western Pacific and brought much needed rain to parts of California. Still, as of mid-2016, the drought was not over.

- Seacoasts also influence climate. Generally, the closer to an ocean a place is, the more rain or snow it will receive. Heavy rains are common near the Pacific and Atlantic coasts.
- Oceans and lakes also have a moderating effect on temperature. Such large bodies of water lose or gain heat slowly, so they hold their heat into early winter and remain cool even in early summer. That is why people cool off in summer by going to the shore.
- Oceans are not static; they have moving currents that circulate their water from one area to another. The **Gulf Stream**, an important feature of the Atlantic Ocean, carries warm waters from the Gulf of Mexico north along the east coast of the United States and then eastward toward northern Europe. The Gulf Stream keeps the eastern United States and much of Europe warmer than most other places at the same latitudes.
- Ocean currents in the Pacific also affect U.S. climate. The waters of the tropical Pacific are periodically warm or cool. When the waters are warm, a condition known as **El Niño** contributes to strong storms and bitterly cold winters in the United States. When the waters of the tropical Pacific are cool, another condition, known as **La Niña**, tends to bring warm winters to the nation’s Southwest, cool winters to the northern central regions, and mild winters to the East.

OCEAN CURRENTS AFFECTING THE UNITED STATES



Media Resource

A global interactive map of currents and wind patterns is available at this website:

oceanservice.noaa.gov.

Have students note where the currents shown here originate or end.

Introduction 15

Global Context: Habitable Land

Although it is only the third largest country in the world by land area, with almost 10 million square kilometers, the United States may have the most habitable land of any country on Earth.

Russia is the largest country, with just over 17 million square kilometers, but vast stretches of Russia, especially Siberia, are hostile to much human life.

The same is true for Canada, the second largest nation, with its harsh northerly lands. China, the fourth largest country,

has inhospitable regions in about half of its land area, and Australia, the sixth largest country, has the vast uninhabitable outback, leaving only about 10% of the land habitable.

On a world physical map, identify the uninhabitable regions of these countries. Point out that although the United States has mountains and deserts, it has few extremes of climate to limit human settlement.

Lesson 3 cont.

Identifying Similarities and Differences Over Time

Ask students to gather population data on select cities or states in the United States over time. For example, they might look for the population numbers every decade from 1900 for the cities of Butte, Montana; Miami, Florida; and Santa Monica, California. Have them speculate on the reasons for the change in population—if any. Does climate or air conditioning play a role in the numbers?

Comparing population density in hotter regions of the country over time, social scientists might note that a century ago they were sparsely settled. After the invention of air conditioning, their population density increased.

Engage with the Map

To reinforce that the sheer size of the United States promotes a great variety of regions with differing climates, direct students' attention to the map on this page. Ask them where colder and warmer climates tend to prevail. Point out that Alaska is closer to the Arctic Circle and is in higher latitudes, while Florida is closer to the Torrid Zone (the area between the Tropic of Cancer, the Equator, and the Tropic of Capricorn) and is in the lower latitudes.

Temperature Variations Temperatures in the United States vary widely from day to day and season to season. The **growing season** is the period between the last frost of spring and the first frost of autumn. Because most parts of the United States have reasonably long growing seasons, farmers can raise a wide variety of crops.

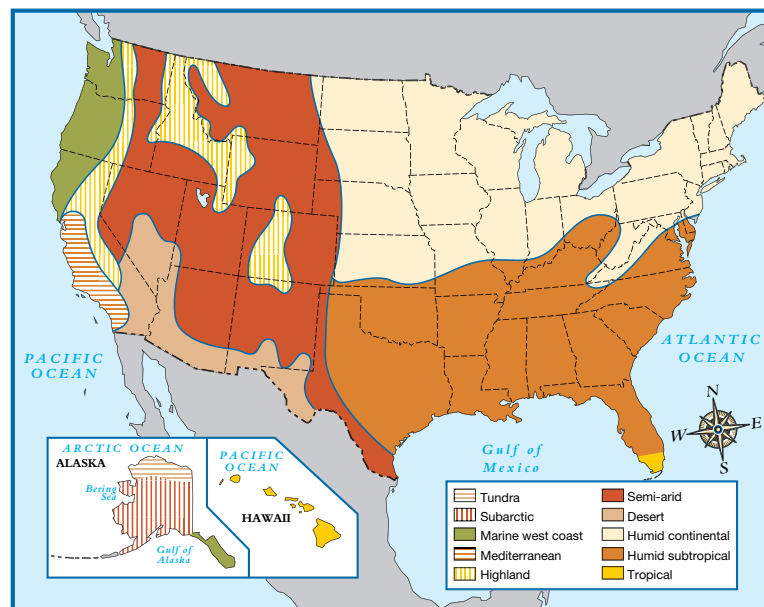
Temperatures also influence the kinds of homes people live in. In cold regions, such as Alaska and New England, dwellings need to be well insulated to hold heat in and keep cold out. In hot places, such as Arizona, many traditional homes have thick walls of adobe (mud brick) to keep rooms cool during the summer heat.

Moisture Variations The amount of moisture that falls on an area helps to determine the crops raised there. Rain, snow, sleet, and hail are all forms of **precipitation**. Snow, sleet, and hail are melted before being measured; typically, ten inches of snow melts down to about one inch of precipitation.

Key Climate Regions The United States has ten major climate regions, each with its own distinct features.

- The north coast of Alaska along the Arctic Ocean has an **arctic climate**. Winters are long, dark, and cold. The summers last only a few weeks during which the temperature barely rises above freezing. The region is treeless.

TEN MAJOR CLIMATE REGIONS OF THE UNITED STATES



Reading the Map

Show students a global climate map and ask them to identify the humid continental and humid subtropical zones around the world. Ask the following:

- Between what latitudes is the humid continental climate usually found? (Between 30 and 60 degrees north, most often at 40)
- In what parts of the continents is the humid subtropical climate usually found? (southeastern)
- In relation to coastlines, how is the humid subtropic zone in the United States different from similar zones in other parts of the world? (It extends farther inland.)
- What might explain the finger of humid continental climate that extends into West Virginia and Virginia? (The high elevation of the Blue Ridge Mountains cools the temperatures in that region.)

Lesson 3 *cont.*

The Dust Bowl

Use the Dust Bowl as an example to show how social scientists recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.

The Great Plains, as a semi-arid region, do not support forests, but there is enough rain for grasslands to thrive and to anchor the topsoil. In an effort to turn profits quickly during the so-called wheat bubble, during which wheat prices rose, farmers plowed up more than five million acres of grasslands to plant wheat. A combination of economic pressures during the Great Depression, the bursting of the wheat bubble, and a significant drought led to the vast erosion of the soil that precipitated the Dust Bowl. That set in motion the movement of displaced farmers to California, where the climate supported year-round agriculture.

Contextualizing

Native Americans of the Northeast took advantage of the abundant forests to construct their homes, typically longhouses. Early colonists departed from the wattle and daub construction of their homeland to using the abundant wood as the dominant material. They also had steeply pitched roofs to fend off the region's snowfalls. Today, climate and geography have less effect on building styles and materials because of the relatively easy transport of materials from distant places. Still, homes in the Northeast are more likely to be wood frame than adobe or tile as might be found in California.

- From its western coast to its interior, Alaska has a **subarctic climate**. The long, dark winters are less cold than in the arctic region. The summers, though short, are warm, and their long hours of daylight allow many types of crops to grow to maturity. (Alaska owes its long winter nights and long summer days to its high latitudes.)
- From southern Alaska to northern California, a **marine West Coast climate** prevails. Winds blowing inland from the Pacific help to keep temperatures cool in summer and mild in winter. Annual rainfall is relatively high (40 to 80 inches or more) and comes mainly in late fall, winter, and early spring (October to May).
- A good portion of California, including all but the northern coast and much of the interior lowlands, has a **Mediterranean climate**. This area has hot, dry summers and cool, rainy winters—conditions that are also typical of lands bordering the Mediterranean Sea. The growing season lasts almost all year. Because the summers are dry, farmers often use **irrigation** (supplying water to crops by artificial means).
- The interior mountain ranges of the western states (New Mexico, Arizona, Nevada, Utah, Colorado, Wyoming, Idaho, and parts of California, Oregon, and Washington) have a **highland climate**. It is characterized by cool to cold temperatures, depending on mountain altitudes, and much more moisture than the surrounding lowlands. (As mentioned earlier, mountains draw down moisture from passing weather systems.)
- The western Great Plains and the lowlands between the mountains of the West generally have a **semi-arid climate**, with lots of sunshine and not much rain. These regions receive less than 20 inches of precipitation a year—enough to support grass but not enough to support trees.
- Most of the lowlands of the Southwest have a **desert climate**, drier than the semi-arid regions. Here only scanty scrub vegetation can grow.
- The northeastern quarter of the continental United States, from the edge of the Great Plains to the Atlantic, has a **humid continental climate**. “Humid” means moist, and annual rainfall in much of the region exceeds 40 inches, tapering off to around 20 inches in the western Great Plains. In this region, seasons are quite distinct; summers range from short and cool to long and hot and winters from bitterly cold to mild. Such a climate tends to be very good for farming.
- The southeastern United States, as far inland as Texas and Oklahoma, generally has a **humid subtropical climate**. Summers are hot, with frequent thunderstorms, while winters are mild, with frequent rain and occasional snow. The growing season is longer than farther north, and rainfall averages from about 30 to 80 inches a year.
- The tip of Florida, the Florida Keys, and Hawaii all have a mild **tropical climate**. Because of Hawaii’s location in the lower northern latitudes, prevailing winds, known in the tropics as **trade winds**, come from the northeast. Blowing off the Pacific Ocean, they help keep the islands’ temperatures mild, averaging from 72 degrees Fahrenheit in the coolest month (February) to 79 degrees in the warmest month (August). Tropical Florida is usually a bit hotter in the summer.

Social scientists might inquire into the effect of climate on the building materials available to people at different times in history. For example, how did the Native Americans of the eastern woodlands build their homes? Did the earliest settlers from Europe build their homes in the same or a different way? How do people living in the Northeast today build their homes, and how do climate and geography affect the building styles and the available materials?

Introduction 17

Reading Strategy: Analyzing Text Structure

Analyzing the structure of a text into its categories or hierarchies will aid comprehension.

Have students identify text structures, such as chronological order and order of importance. Then ask them to read the text under the heading **Key Climate Regions** beginning on page 16 and through page 17 and to determine the organizational pattern. Students will likely recognize that the text is organized spatially and moves across the continent from west to east. Within that general

scheme, the discussion moves from north to south.

Ask students: Which region is out of place in this pattern? (*Help them see that Hawaii is not presented in spatial order.*)

What justifies placing Hawaii where it is? (*It has the same climate as Florida.*)

Lesson 3 *cont.*

Natural Vegetation Zones

Now compare the map on page 16 with the map illustrating vegetation on this page.

Students should be asked what type of climate is found throughout most of Alaska.

Again noting that Alaska is the state closest to the Arctic Circle, ask the class whether there is a relationship between climate and vegetation.

Continue using the two maps by comparing the types of forests to their location. Students will note that coniferous forests tend to be the farthest north, in the highest latitudes. Mixed forests tend to be in the northern states, at higher latitudes than the broadleaf forests, which tend to be at lower latitudes in the middle and southern states.

Have students draw conclusions about about the link between vegetation and climate.

Natural Vegetation Zones

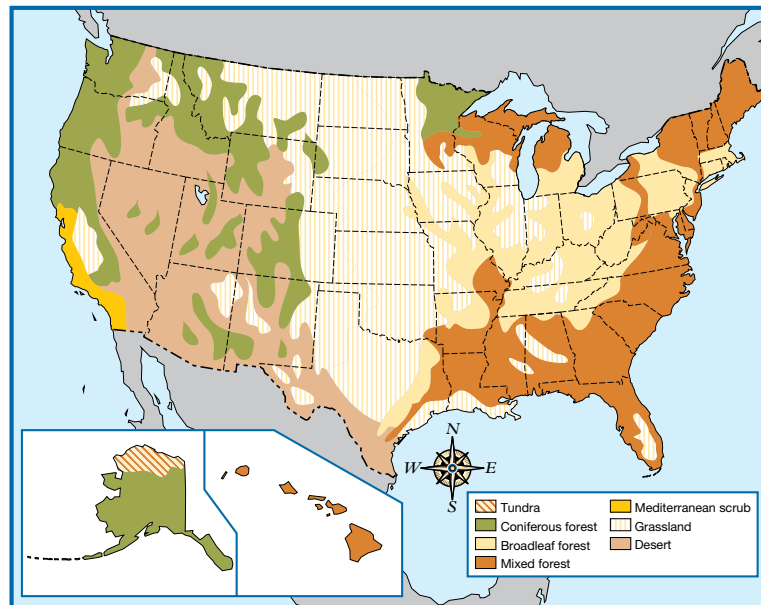
Latitude, altitude, landforms, and climate combine to influence the natural vegetation that a place supports.

What Are Natural Vegetation Zones? “Natural vegetation” means the plants that would grow in an area even if humans did nothing. **Natural vegetation zones** are bands of territory in which climate and other natural conditions produce certain characteristic mixtures or communities of plants.

Major U.S. Natural Vegetation Zones Alaska and the 48 contiguous United States have eight major natural vegetation zones:

- The **tundra zone** is a bleak, dry lowland stretching inland from Alaska’s coasts. It has very low temperatures, little precipitation, and a short growing season. Typical plants are mosses, lichens, and a few stunted trees. In much of the zone, the summer sun melts only the uppermost part of the soil, leaving a frozen layer called **permafrost** underneath.
- The **coniferous forest zone** stretches south from inland Alaska through western Washington and Oregon to northern California. It also includes northern Minnesota, Wisconsin, and Michigan. In a coniferous forest, the dominant trees are evergreens, bearing their seeds in cones.

UNITED STATES VEGETATION ZONES



Differentiated Instruction: English Language Learners

Vocabulary

Help students with some of the vocabulary associated with the natural vegetation zones of the United States. Discuss with students how they can break compound words into parts to determine or clarify meaning. For example, *grassland* is especially clear: a land with grass. Point out that *permafrost* is another compound word, but one of the parts is an abbreviation of the word *permanent*.

Show students how even words that are not compound can be broken into parts so their meaning can become clear.

The word *coniferous*, for example, can be broken into its parts: *coni*, from the Latin *conus* meaning “cone,” *fer*, from the Latin meaning “bearing,” and *-ous*, a suffix that forms an adjective.

Ask students to determine the meaning of these words by breaking them into their parts: *aquifer*, *ecosystems*, *lowland*, *watershed*, and *wetland*.

- The **broadleaf forest zone** reaches from the central Midwest to the southern Appalachians and into the Mid-Atlantic states. Its dominant trees are oaks, maples, and other **deciduous trees** (those that lose their leaves seasonally), with flat, broad leaves.
- The **mixed forest zone** comprises coniferous and broadleaf trees and covers much of the northern and eastern United States. One band stretches through the upper parts of several states along the Great Lakes. Another band reaches from Maine through New England to the northern Appalachians. A third band crosses a series of southern states from Virginia to eastern Texas.
- The **Mediterranean scrub zone** includes California's coastal terrain—from the San Francisco region southward—and the lowland interiors to the east. Here hot, dry summers and wet winters limit vegetation to low-growing shrubs and small trees.
- The **grassland zone** covers most of the Great Plains. With relatively low rainfall (10 to 20 inches a year), this zone will not support forests. With water supplied by irrigation, however, it becomes an excellent territory for growing crops such as wheat.
- The **desert zone** lies in a broad band from northern Nevada to the southwestern corner of Texas. This area includes much of the Basin and Range region described on page 6.

Conditions on the Hawaiian islands create two additional zones that occur nowhere else in the United States. A **tropical rain forest zone** predominates in the mountains, where year-round warmth and plentiful rain sustain many kinds of trees. Among them are extremely tall varieties that create a canopy over the dark, thick undergrowth. Neighboring lowlands experience several short dry seasons every year, which create a **tropical grassland zone**. This environment is characterized by scrubby shrubs and scattered trees.

Social scientists recognize multiple perspectives. In the 1830s, for example, Native Americans saw abundance in the grasslands, which supported the buffalo. Early Europeans, in contrast, thought the land was so worthless that they kept moving to Oregon.

With the development of air travel, the climate and lush vegetation of Hawaii attracted tourists, which helped both Hawaii and its economy grow. Social scientists look for how such developments affect a particular place in time.

★ Review

1. **CONTEXTUALIZATION** What are six major factors that help determine a place's climate? Explain how you experience them in the context of your home region.
2. **COMPARISON** Name the country's seven main natural vegetation zones. Compare them to the climate zones and explain how vegetation and climate relate.

Introduction 19

Extending the Lesson: Continental Patterns

To help students make geographic comparisons, display a vegetation map of North America. Ask students to identify the geographic zones of Canada and Mexico, describing those that are continuous with zones in the United States and those that are different.

Introduce the term *biome*—a community of plants and animals occupying a zone defined by climate and vegetation.

Divide the class into seven groups, one for each vegetation zone. Have the

students in each group research the fauna in their biome and report their findings to the class. Their work will help lay the groundwork for the section "The First Americans" on pages 24–29.

Lesson 3 cont.

Natural Vegetation Zones cont.

Recognizing Multiple Perspectives

Ask students to research the reasons the early European settlers were not drawn to settle in the grassland zone. Have them start by generating research questions, such as the following: What European countries did the early settlers come from? Had they seen grassland before?

Recognizing the Relationship between Geography and Economics

Have students consider their locality. Does it draw tourists? What geographical features, if any, attracts the tourists? If tourists are currently not drawn to the locality, what feature might be developed to attract them?

★ Review

1. **Contextualization** *Students should list six of the following factors: latitude, altitude, prevailing winds, landforms such as mountains and sea coasts, oceans and large lakes, the Gulf Stream, and ocean currents and temperatures. Responses will vary, depending upon location.*
2. **Comparison** *Vegetation zones are related to climate, in that plants are adapted to the specific climate conditions—although not only climate. Soil type, altitude, and other factors also influence the type of vegetation in a region. The seven vegetation zones are tundra, coniferous forest, broadleaf forest, mixed forest, Mediterranean scrub, grassland, and desert.*

★ UNIT ONE ★

The Constitutional Foundations of American Society

Introduce the Unit

Unit One covers the time from the establishment of the American colonies, to the writing and implementation of the Constitution, to the great test of the Constitution: the Civil War.

Students will investigate the ideas that provided the foundations of the Constitution and will consider how well the document works for American society.

Social Studies Skill: Periodization

Review the timeline with students. Then prompt them to focus on issues of periodization.

1. How many years does this unit span? (258)
2. Explain why the year 1607 marks the beginning of a new historical period in American history. (*The first settlement by the English in America.*)
3. Why does 1865 mark the end of a period? (*The Civil War ends slavery and reunites the nation.*)

Teacher Resource Binder (TRB)

A rich selection of primary and secondary sources and support documents are included in the accompanying Teacher Resource Binder (TRB). You will find reproducible source documents, assessments, paired document exercises, tips for writing essays, test-taking tips, and bibliographies aligned with each chapter and unit.

Look for the red **TRB** icon throughout this teacher edition for detailed information regarding these resources.

UNIT ONE

The Constitutional Foundations of American Society



This 1949 painting by Griffith Bailey Cole shows the three ships in which Jamestown settlers crossed the ocean: *Discovery*, *Goodspeed*, and the largest, *Sarah Constant*.

1607 Jamestown becomes first permanent settlement of English colonists.

1619 Dutch traders bring first enslaved Africans to Jamestown.



The Constitutional Convention met in 1787 to form the framework of government for the United States. The Constitution took effect in 1789 when the necessary number of states ratified it.

1787 Constitutional Convention meets in Philadelphia from May to September.

1776 Declaration of Independence is signed.

This 1901 painting depicts the disembarking of Africans from a Dutch man-of-war.



1775 British regulars and colonial militia clash in the Battle of Lexington, the first armed conflict in the Revolutionary War.



The fight for independence from British rule began at daybreak on April 19, 1775.

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Connecting the Past with the Present

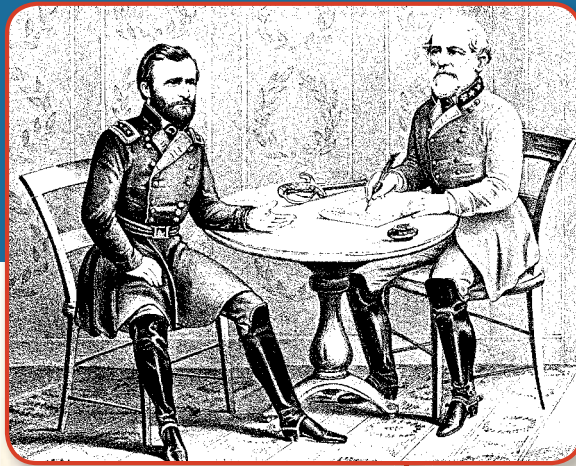
Explain to students that national constitutions are continually being drafted, argued over, and voted on. Some new constitutions include those in Hungary (2011), Egypt (2014), and Nepal (2015).

Have interested students research a recently-adopted constitution, looking for

- reasons it was written.
- the process used to draft it.
- the main features.
- similarities and differences between it and the U.S. Constitution.

Working with the Timeline

- Which three events on the timeline do you know most about? Which three are least familiar?
- Based on the years and events on the timeline, what name would you give to the period covered?
- As you read the unit, create your own timeline, adding events in their proper chronological position.



General Lee accepted General Grant's terms of surrender, which allowed the Confederate troops to return home without prosecution for treason.

Working with the Timeline

Prompt students with one or more of the following questions and activities.

1. Which three events on the timeline do you know the most about?
Engage the students in a discussion on the events they chose: Why did you choose those events?
2. Based on the years and events on the timeline, what name would you give to the period covered?
Ask students to indicate any patterns they see in the events. Do any have a causal relationship? What common themes appear based upon the graphics and text? Then ask students to suggest names for the period.
3. As you read the unit, create your own timeline, adding events in their proper chronological position. *Students may create their timelines on their own or in collaboration with other students using online sites such as History. Groups of students may create timelines on a given theme such as human rights, balance of power between the states and federal government, and the road to the Civil War.*

1803 The United States doubles in size when President Jefferson authorizes the purchase of the Louisiana Territory from France.

1845 The annexation of Texas adds more land to the United States.

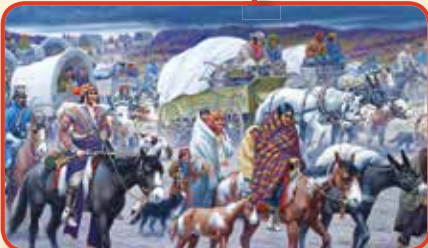
1848 Women gather at the Seneca Falls Convention in New York to assert their rights.

1861–1865 Civil War tests the nation as the North and South fight over slavery and sovereignty.

Following President Jackson's Indian Removal Act of 1831, Native Americans were forced off their lands.

1838 Cherokee are forced from their home in Georgia to lands west of the Mississippi, traveling as much as 800 miles along the "Trail of Tears."

At the home of Elizabeth Cady Stanton a declaration about women's rights, modeled on the Declaration of Independence, was drafted.



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Global Context: The Slave Trade

Slavery was not a uniquely American institution. The practice of keeping slaves is ancient. References to slaves appear in the Code of Hammurabi in 18th century BCE. Slaves were present in ancient Egypt, China, India, Greece, Rome, Arabia, and other places.

Slaves were most often prisoners of war, debtors, or criminals. They were of every ethnicity and religion. Slaves

in some societies held positions of responsibility. In the U.S., most slaves came from Africa and worked primarily on Southern plantations.

Unit Introduction Features

Unit Introductions provide a **visual timeline** to orient students to the major events in the unit.

Teacher support includes discussion prompts and activities to help students engage with the Essential Question. Fiction and nonfiction literary works are also suggested to extend study outside the classroom.

★ UNIT ONE ★

Discuss the Unit Questions

Pose the Essential Question to the class and elicit possible answers and encourage students to ask more questions as you record them.

Prompt discussion with the following questions.

1. What does a Constitution have to do to work?
2. What does it mean for a constitution to work well?
3. Remind students that their ideas will probably change as they read the chapters in the unit.
4. Preview the compelling question from each chapter. Relate each to the student-generated questions raised during the discussion.

Related Readings and Additional Sources

See the resource below for a bibliography of primary, secondary, and online sources related to the topics and themes of Unit One.

TRB Unit One Related Readings and Sources

UNIT ONE ★ CONTENTS

Essential Question

How well did the U.S. Constitution work between 1788 and 1865?

Chapter 1 **Origins of the Constitution**

Compelling Question: What was the most important idea or event that gave rise to the American Revolution?

Chapter 2 **The Constitution and the Bill of Rights**

Compelling Question: How well does the Constitution protect the freedoms of all Americans?

Chapter 3 **The Federal Government and the State Governments**

Compelling Question: Which branch of the federal government has the greatest power?

Chapter 4 **Implementing Principles of the New Constitution**

Compelling Question: Did the decisions made by the first five presidents strengthen or weaken the government of the United States?

Chapter 5 **Sectionalism and Expansion Test the Constitution**

Compelling Question: Why were Americans becoming more divided in the mid-1800s?

Chapter 6 **Compromise, Conflict, and the Civil War**

Compelling Question: How did slavery come to an end in the United States?

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Literary Connection: Fiction

Drums Along the Mohawk, by Walter D. Edmonds. Colonial settlers band together against attacks by Tories and Native Americans.

April Morning, by Howard Fast. The battles of Lexington and Concord as seen through the eyes of a 15-year-old boy.

Oliver Wiswell, by Kenneth Roberts. The story of the revolution from the point of view of a character who is a Tory.



Engage with the Essential Question

Starting with the delegates to the 1787 convention in Philadelphia who wrote the Constitution, Americans have debated the Constitution—how well it worked and who benefited from it the most. Abraham Lincoln argued that it worked exceptionally well, calling it “the only safeguard of our liberties.” Lincoln’s faith in the Constitution was so deep that he was willing to fight a bloody Civil War rather than allow the document and the ideals it expresses to fail.

On the other side of the issue, Lincoln’s contemporary, William Lloyd Garrison, detested the Constitution for allowing slavery. He called it a “covenant with death.” His anger was so great that on July 4, 1854, he burned a copy of it in a public protest.

As you complete each chapter in this unit, write a paragraph about what you learned that can help you decide how well the Constitution worked between 1787 and 1865. When you are done studying this unit, you will be ready to answer the question for yourself.

The Constitutional Foundations of American Society 35

Background on the Image

The Battle of Lexington (Engraving by John H. Daniels & Sons, 1903)

The scene shows a line of Minutemen being fired upon by British troops in Lexington, Massachusetts April 19, 1775. These were the opening shots of the American Revolution.

Engage with the Essential Question

Direct students to the brief introduction to the Essential Question. Suggest one or more of the activities below to help students respond to the Essential Question as they work through the chapters in this unit.

1. Have students record responses to the Essential Question after each chapter of the unit in a reading journal.
2. Suggest to students to create a graphic organizer, starting with the ideas expressed in the introduction below:

The Constitution . . .	
worked well	did not work
Lincoln believed it was the only refuge of liberty	Garrison thought it was a failure because it allowed slavery

Literary Connection: Informational

America’s Constitution: A Biography, by Akil Reed Amar. A comprehensive look at the Constitution that places the provisions of the document in the context in which they were written.

The American Political Tradition and the Men Who Made It, Richard Hofstadter. First published in 1948, a classic work focusing on the shared ideology of the most powerful political leaders in American history.

American Slavery: 1619–1877, by Peter Kolchin. An excellent overview of the origins, evolution, and significance of slavery as it existed in the United States.

Miracle At Philadelphia: The Story of the Constitutional Convention, May–September 1787, by Catherine Drinker Bowen. A lively account of the individuals and the compromises they negotiated to produce the U.S. Constitution.

Origins of the Constitution

Introduce the Compelling Question

Each chapter of the text opens with a Compelling Question (CQ) designed to stimulate thinking about an event or theme in the chapter. Explain to students that they are not expected to “know” the answer to the question. Indeed, most CQs, such as this first one, involve making a value judgement not supplying a correct fact.

Read the Compelling Question aloud and ask students to write a brief response in their class journal (online or physical) so they can refer to it later.

★ Step into History

TRB 1.1 Step into History Lesson Plan

Inform students that each chapter opens with a Step Into History feature that helps set the context of the period, usually through the introduction of the compelling story or primary source document.

With students, read through the details of the Zenger case. Then answer the Interpret activity on page 37.

Origins of the Constitution

Compelling Question (CQ)

What was the most important idea or event that gave rise to the American Revolution?

★ Step into History

New York City, August 4, 1735: “NOT GUILTY!” After suffering eight months in prison, John Peter Zenger, printer of the *New York Weekly Journal*, was released after he was acquitted of libel—a legal term that meant publishing anything critical of the government or of a government official.

Zenger’s lawyer Andrew Hamilton openly admitted that the *Journal* had printed anonymous articles critical of colonial governor William S. Cosby, articles that accused Cosby of rigging elections, aiding the enemy, and other crimes. Hamilton’s argument was based on the idea that the libel law was not valid if the published articles were *the truth*—a view of the law that was unique at the time. Here is part of his argument:

“... There is heresy in law as well as in religion, and both have changed very much. We well know that it is not two centuries ago that a man would have been burned as a heretic for owning such opinions in matters of religion as are publicly written and printed at this day. . . . I must presume that in taking these freedoms in thinking and speaking about matters of faith or religion, we are in the right. . . . I think it is pretty clear that in New York a man may make very free with his God, but he must take a special care what he says of his governor.

“It is agreed upon by all men that this is a reign of liberty. While men keep within the bounds of truth I hope they may with safety both speak and write their sentiments of the conduct of men in power, I mean of that part of their conduct only which affects the liberty or property of the people under their administration. Were this to be denied, then the next step may make them slaves; for what



Colonists celebrating the acquittal of John Peter Zenger, colonial New York City, 1735

continued

Background on the Zenger Case

Zenger’s wife, who kept publishing the *Journal* while her husband was in jail, reported that the first jury was filled with individuals on Governor Cosby’s payroll. These reports resulted in the placement of another jury. They took only ten minutes to find Peter Zenger not guilty.

Zenger did not write the stories critical of the governor, but he refused to name

the writers. His acquittal made writers and papers feel freer to state their true views. An open and free press became vital in the years leading to the American Revolution.

notions can be entertained of slavery beyond that of suffering the greatest injuries and oppressions without the liberty of complaining, or if they do, to be destroyed, body and estate, for so doing? . . .

"But to conclude: The question before the Court and you, Gentlemen of the jury, is not of small or private concern. It is not the cause of one poor printer, nor of New York alone, which you are now trying. No! It may in its consequence affect every free man that lives under a British government on the main of America. It is the best cause. It is the cause of liberty. And I make no doubt but your upright conduct this day will not only entitle you to the love and esteem of your fellow citizens, but every man who prefers freedom to a life of slavery will bless and honor you as men who have baffled the attempt of tyranny, and by an impartial and uncorrupt verdict have laid a noble foundation for securing to ourselves, our posterity, and our neighbors, that to which nature and the laws of our country have given us a right to liberty of both exposing and opposing arbitrary power (in these parts of the world at least) by speaking and writing truth."

Identity

How do you think the Zenger acquittal might have changed colonists' sense of identity in relationship with authority figures such as the governor of a colony or the king of England?

The jurors on the trial defied the orders of the judge to find Zenger guilty for printing the articles. They were persuaded instead by Hamilton's arguments. When the not guilty verdict was announced, cheers rang out and spread through the city and countryside. Elated colonists fired cannons in celebration.

★ Look Ahead

The Zenger case was one example of a growing demand for rights and freedoms in colonial America. As you read, look for similar events and ideas.

In the revolutionary year 1776, a young Virginian named **Thomas Jefferson** wrote: "We hold these truths to be self-evident: That all men are created equal. . . ."

These words are included in a document that declared the independent existence of a new nation, the United States of America. The government of this nation was unique because it was founded on the ideal of equal rights for all citizens. In practice, large numbers of Americans—especially women and people of African descent—did not enjoy the rights granted to white males. But the ideal of equal rights was never abandoned, and eventually those who believed in it changed the U.S. government to make it conform more closely to Jefferson's phrase, "all men are created equal."

This chapter will explain the revolutionary ideas contained in the Declaration of Independence (1776) and the major principles of the Articles of Confederation (1781). First, it will explain how and when these ideas originated.

Identity

Answers will vary. Sample response: Based on the text, the colonists were emboldened by the verdict. They may have gained a sense of empowerment to stand up against authority, including that of the British government.

Engage with the Source

Use the following questions and prompts to engage students in the source document.

1. Who is the speaker? (*Andrew Hamilton, Peter Zenger's lawyer*)
2. What is the speaker's point of view? (*He is advocating for the acquittal of Peter Zenger.*)
3. What is the speaker's purpose? (*To persuade the jury that Zenger is not guilty of libel.*)
4. Identify a passage where the speaker clearly presents his argument. (*Answers may vary. The end of the first paragraph.*)

★ Look Ahead

Explain to students that each chapter opener ends with a Look Ahead feature. You may want to direct students to record other events similar to the Zenger case in a class journal.

Chapter Introduction

Direct students to read introductory paragraphs. Then, without turning the page, have them come up with a title for the section that starts on page 38.

Reading Strategy: Citing Textual Evidence

Explain to students that they will need to cite specific features of a primary source document, such as when it was created and its intended audience. Engage students with these questions:

- When was Hamilton's speech delivered?
- What was its purpose?
- Was Hamilton biased?

Explain to students that it is not enough to answer the questions. They

need to cite specific passages in the text and show how the passage addresses the issue.

Point out that the first question is factual. A specific date can be found. The other two questions require interpretation. Readers may differ on the answer. In such situations, being able to use specific passages to support your position is vital.

Lesson 1

Diversity in the American Colonies

TRB 1.2 Lesson Plan 1

Objectives

- Understand the diversity of Native American culture and how European immigration impacted native peoples.
- Identify the major immigrant groups that came.
- Show why immigrants were attracted to colonial America.
- Contrast the forced immigration of Africans to that of other immigrants.

Native Americans

1. Call attention to the phrase “a nation of immigrants” in the first paragraph. Discuss with students what the phrase means. (*The ancestors of everyone in the United States came from somewhere else, even Native Americans migrated to North America at one point. Also point out that many immigrants came of their own free will, but others, such as indentured servants and slaves, were forced to immigrate.*)

Identity

Answers will vary. Despite initial friendly relations with the colonists, Native American traditional life and identity was devastated by their arrival and settlement. Many colonists saw and treated Native Americans as “uncivilized,” taking more and more of their lands, killing thousands, and spreading deadly smallpox.

immigrant person who comes to reside permanently in a new country

emigrate to leave one's own country in order to settle in another

alliances agreement of cooperation between groups or nations

Identity

In what ways did the identity of Native Americans in the British colonies change through interactions with European immigrants?

shareholder owner of defined portions of a company

Diversity in the American Colonies

Native Americans

The United States has been called “a nation of **immigrants**” because all its citizens have ancestors who once **emigrated** from another land. As you read in the last chapter, Native Americans are the descendants of an Asiatic people who migrated from Siberia to North America sometime between 20,000 and 40,000 years ago.

The first contacts between Native Americans and Europeans occurred mostly in what would become the Spanish colonies of Latin America during and after the voyages of Columbus in the 1490s. As a result of these voyages and their wars of conquest, Spain gained control over much of the land that had been controlled by Native American empires. The Spanish had three weapons unknown in the Americas at that time: horses, guns, and armor. They also made **alliances** with Native Americans who were displeased with the ruling Native Americans. With these forces against them, the Aztecs fell to Spanish troops led by Hernando Cortes and the Incas to Spanish troops led by Francisco Pizarro. The Spanish, who were motivated by “gold, God, and glory,” quickly took control over the areas that had been ruled by the Incas and Aztecs.

The appearance of Europeans in the Americas had negative consequences for Native Americans. Europeans brought with them diseases such as smallpox, cholera, and measles to which the Native Americans had no resistance. In the colonies established by the Spanish, Native Americans were forced to do heavy manual labor for landowners and missionaries as well as work in Spanish gold mines. Deaths from European diseases and harsh treatment by the conquerors led to a rapid decline of the Native American population.

While the Spanish came to the Americas as conquistadores, many English came as settlers. While the Spanish Crown actively engaged in conquest, enterprises such as the Virginia Company and London Company provided passage to America in the hope of making a profit for their **shareholders** in the trade for furs, later tobacco, or even the discovery of gold. The result for Native Americans, however, was nonetheless the same.

The Powhatans and Jamestown In the British colonies of North America, the first contacts between the colonists and Native Americans occurred in Jamestown, Virginia, in the early 1600s. Although relations were tense from the start, the colonists received needed corn from the Powhatan Indian Confederacy, an alliance of 20–30 Algonquin tribes, which enabled them to barely survive. In 1609–1610, the colonists endured the “starving time,” which almost ended the colony. Despite some distrust and occasional warfare, the English and the Powhatans traded with each other and even exchanged young men who would serve as translators. Although the story is difficult to verify, in the early 1600s, **Pocahontas**, the daughter of the high chief, is said to have saved the life of **Captain John Smith**, a leader of the new colony who was captured and about to be executed. For a time, relations improved as John Smith was now favored by the Powhatans. After Smith was forced to return to England because of an injury,

Background: Diversity in the Colonies

From their earliest days, the colonies that eventually formed the United States were culturally diverse. In fact, as early as 1646, eighteen languages were spoken in New Amsterdam (New York City).

As students read this section, remind them that the population of the colonies was made up of Native Americans, enslaved Africans, and people from many parts of Europe. Philadelphia is one example: its population in 1700 was

mostly English and Welsh, but Danes, French, Irish, Dutch, Germans, Scots, and Swedes also lived in the area. Diversity within groups was also common. Germans were divided among Lutherans, Mennonites, and Quakers.

Lesson 1 cont.

Native Americans cont.

1. In addition to the increasing numbers of colonists, what other problem weakened the Native Americans? (*Diseases, such as influenza, measles and smallpox, caused many deaths.*)
2. Point out to students that historians do not agree on the population of native peoples in North America before Europeans arrived. Encourage interested students to research the topic and report back to the class their findings. (*Some believed the pre-Columbian total population in all of the Americas to be as low as 10 million. Others argue the number to be 100 million and more.*)

relations changed for the worse. In 1613 Pocahontas was kidnapped by the English, and in 1614, while still with the English, she married John Rolfe, a wealthy planter who had introduced tobacco to Jamestown. This period is often called “The Peace of Pocahontas.” Three years later Pocahontas died while visiting England with her husband. After her death, relations between the English and the Powhatans deteriorated.

As the popularity of tobacco grew, so did the number of English settlers. The Powhatans grew fearful about the English spreading out of Jamestown and onto their lands. In 1622 they attacked outlying English settlements and killed approximately 300 settlers. The English kept increasing their numbers, however, and in 1644, the settlers attacked and defeated the Powhatans. In 1687, anger in the outlying districts of Virginia about Native American attacks and the failure of Governor William Berkeley to intervene led to Bacon’s Rebellion. Native American tribes were attacked and Jamestown was set afire. The rebellion was ultimately defeated, but not before many Native Americans had been killed, including women and children.

Conflicts Between Colonists and Native Americans Conflict between colonists and Native Americans was common in other parts of British North America. In New England, the Pilgrims were assisted by Squanto, a Native American who had some knowledge of English. Despite such assistance, the English looked upon his people, the Wampanoag, as uncivilized. Due in large part to the deaths of many Native Americans from smallpox and an increasing colonial population, the colonists were able to expand the size of their colony. Final resistance took place during King Philip’s War in the 1670s when violent conflict erupted between colonists and the Wampanoags. Hundreds of colonists and thousands of Native Americans lost their lives, and Indian resistance was effectively ended in Massachusetts and Rhode Island.

In upper New York State and New England, Native Americans went to war against one another. This warfare between the Iroquois on one side and the Algonquin and Huron on the other took place throughout the 17th and 18th centuries. Most often the conflict centered on control of the fur trade with the French, Dutch, and English. As a result of contact with the Europeans, however, Native Americans fell victim to smallpox and were greatly weakened.

From 1756 to 1763, in the French and Indian War, France and England battled for control of North America. The conflict was part of a wider war between England and France called the Seven Years’ War. Both the French and English sought alliances with the Native Americans. The Iroquois sided with the British while the Huron sided with the French. The British emerged victorious and gained control of much of North America, including Canada. The victory, however, would not long protect Native American lands from **encroachment** by the expanding white population.

Pennsylvania, settled mainly by Quakers, provided a notable exception in the usual relationship between colonists and Native Americans. The Quakers were a religious group who believed in peaceful relations with all peoples. William Penn, who founded the Pennsylvania colony, pursued a policy of living peacefully with the Native Americans. The policy worked so well that many Native Americans who were forced out from other colonies migrated to Pennsylvania.

encroachment
intrusion onto
someone else’s rights
or territory

Note-Taking Skills: Graphic Organizer

Native Americans and Settlers

To understand the history of the events of the ongoing conflict between settlers and Native Americans, have students create a graphic organizer noting the key words and events of the conflict. Have students draw two circles in the middle of a piece of paper. Label one circle **Settlers** and one **Native Americans**. (You can also supply students with a copy of the graphic organizer in the TRB.)

In circles connected to **Settlers**, have students write such things as *desire for land* and *prejudice against Native Americans*. In circles connected to **Native Americans**, students will write *defending their lands*, *smallpox*, *fur trade*. A final circle will show British victory over the French and Native Americans in 1763.

TRB 1.3 Note-Taking Skills (graphic organizer)

Lesson 1 cont.

Native American Government Systems

Have interested students research the Iroquois confederate system. Why was the confederation formed? *(To allow the tribes to band together for protection.)*

Africans and Colonial Slavery

Have students note from the map that North America was not the only destination for the slave trade.

Have students make lists of the types of jobs performed by slaves. *(Manual labor, domestic service, and skilled trades—blacksmiths, carpenters, etc.)*

Geography and Economics

Answers will vary. American ideals of freedom and natural rights directly contradicted the capture and enslavement of Africans. Some Americans may have been able to live with those contradictions because slavery was a profitable activity and through beliefs that the African captives did not deserve the same natural rights that Americans and Europeans did.

confederate system loose relation among political units, with a weak central authority and the greater power to individual units

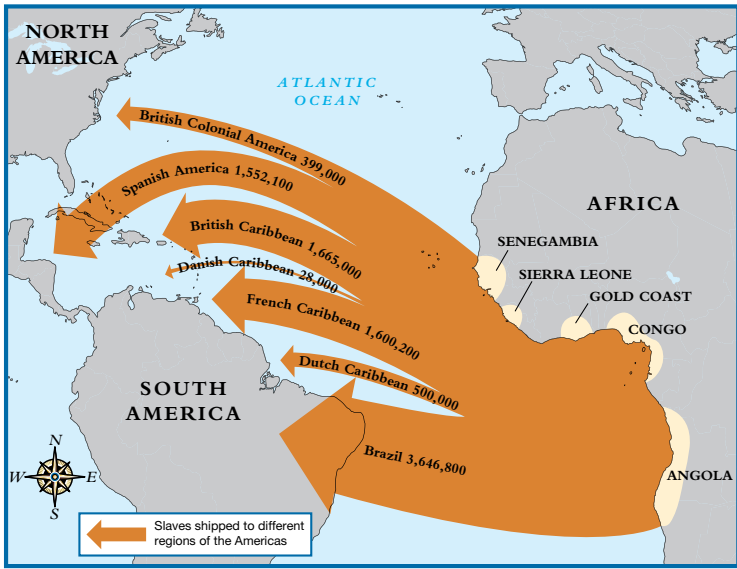
Native American Government Systems Most Native American governmental systems consisted of loose confederations of villages or tribal clans. At first, the Native Americans were loyal to their village or clan. However, as time went on, villages joined together and formed tribal councils to better defend themselves. This practice led to greater loyalty to the confederacy or tribe than to the village. Warriors became the most important group within the tribe.

In the colony of New York long before the American Revolution, the six nations of the Iroquois had formed a **confederate system** for cooperating for their mutual benefit. Their form of government was known as the Haudenosaunee political system. Colonial leaders knew about the system, and it may have influenced the confederate form of government adopted in 1781 by those who wrote the Articles of Confederation (see page 59).

Africans and Colonial Slavery

The Slave Trade A large number of African people were shipped to the British colonies against their will. They were captured in wars among West African kingdoms, sold to European slave traders, and forced to endure a frightening voyage across unknown waters to an unknown destination. African slaves labored in Spanish America as early as the 1500s, where they replaced the

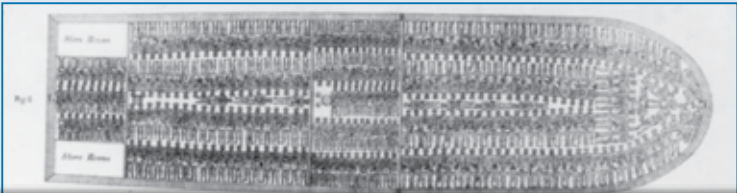
THE ATLANTIC SLAVE TRADE IN THE 1700S



Differentiated Instruction: Visual Learners

Share the illustration below. Note how tightly together the slaves were chained. Discuss with students the conditions that must have existed on the ship. What would happen to someone made to suffer these conditions?

TRB 1.4 Stowage of a British Slave Ship (illustration)



Stowage of the British Slave Ship *Brookes*, c. 1788

Lesson 1 *cont.*

Africans and Colonial Slavery *cont.*

Ask students to think of situations today where pursuit of wealth takes precedence over human rights. (*Modern-day slavery, sweatshop labor, human trafficking.*)

Tell students that of the first five presidents, four came from Virginia.

- George Washington: Virginia
- John Adams: Massachusetts
- Thomas Jefferson: Virginia
- James Madison: Virginia
- James Monroe: Virginia

Lesson Features

Lessons include **Social Studies Practices** call-outs, prompting students to engage with the text and the historical information and think like a social scientist. See “Geography and Economics” on page 24.

Practices addressed include

- geographic reasoning
- gathering, interpreting, and using evidence
- chronological reasoning
- comparison and contextualization
- economics
- civic participation

Point-of-use teacher support includes extension activities, differentiated instruction suggestions, and references to primary source documents found in the Teacher Resource Binder.

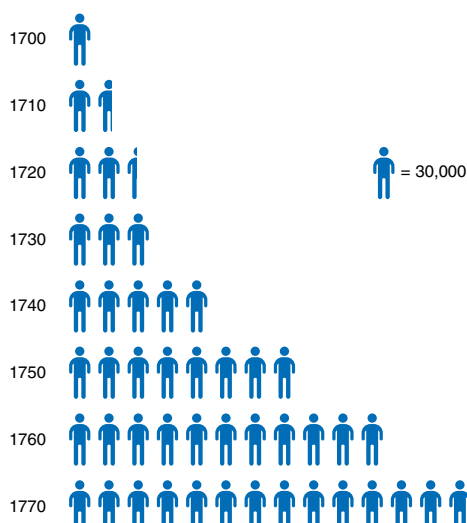
Native Americans who had died from disease and overwork. The slave trade to the British colonies in North America represented about 6 percent of the total number of slaves shipped to South America, Central America, the Caribbean, and North America. An estimated 10 million to 11 million Africans were sold into slavery throughout all of the Americas.

For the Africans, the **middle passage**, the time spent aboard ships between West Africa and the Americas, was a horrendous journey. Most slaves on board the ships were given only small food rations. Those who were sick or weak were often left to die. Ships were packed with as many slaves as possible, leaving little room to move about. Slaves (particularly men) were bound in chains. Disease spread rapidly. Some Africans threw themselves overboard rather than face these inhumane conditions.

Colonial Slavery Slavery in the British North American colonies began with the first transfer of Africans in 1619 to the Jamestown colony in Virginia. Through the 1600s and 1700s, the slave trade continued to grow. By the time of the American Revolution, enslaved people in the original 13 states numbered between 750,000 and 850,000 and formed about 20 percent of the population.

Slavery first developed in an area known as Chesapeake that included present-day Virginia and Maryland. The region’s major crop was tobacco, which had become very popular in England and Europe. Slavery grew as the demand for tobacco grew. The production of tobacco, based on a slave system, enabled Maryland and Virginia to become the leading states of the South. It was no accident that, when the British colonies became an independent nation, four of the first six presidents of the United States came from Virginia.

GROWTH OF THE AFRICAN POPULATION IN COLONIAL AMERICA IN THE 1700S



Representing Data

Discuss with students the format of the population graph on the bottom of page 41. Ask students to convert the symbols into estimates. For example:

1700 30,000
1710 47,000

Ask students to evaluate the format used by asking the following questions.

1. What aspects of the format make the graph hard to read and interpret? (*The reader must multiply to determine the values; impossible to*

2. What other information might make the graph more meaningful? (*Values for the non-slave population would give idea of percentage of population of enslaved people.*)

Lesson 1 cont.

Interpreting Evidence

Hypothesis: The majority of immigrants to the eastern seaboard were from England and they established the dominant political structures with English as the dominant language. Immigrants from non-English-speaking countries would not have felt welcome.

Engage the Graph

Use the prompts and information below to engage in the pie graph.

1. The source of the data represented in the pie graph is based on a 1931 study of the surnames in the 1790 census. Individuals were grouped into ethnic groups based on their surnames.
2. Are there any problems that might lead to an inaccurate graph?
(Did the study account for people who modified their names when they landed in America?)
3. For more information, see “United States Ethnic Groups in 1790: Given Names as Suggestions of Ethnic Identity,” Abraham D. Lavender, *Journal of American Ethnic History*, Vol. 9, No. 1 (Fall, 1989), pp. 36-66.

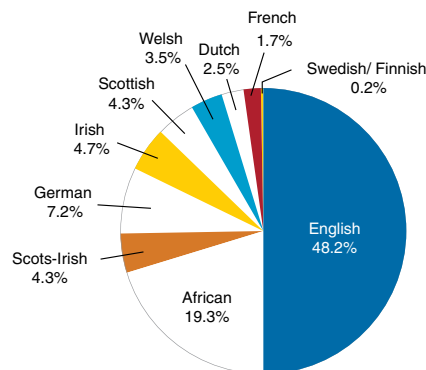
Follow-Up Activity

1. Make a list of the students’ last names available to the class.
2. Invite students to place everyone in the class into an ethnic group based only on last name.
3. Evaluate the results. What issues surface in the process?

Interpreting Evidence

What hypotheses can you develop to explain the percentages of the different groups that made up the American colonies?

ETHNIC GROUPS IN THE U.S., 1790



domestic servant
one who provides services in the home, such as cleaning and preparing meals

South Carolina and Georgia built a slave society based on producing and exporting rice. As rice exports to Europe grew from about 15,000 pounds in 1700 to 80 million pounds in the 1770s, both South Carolina and Georgia significantly increased their reliance on slave labor. Georgia, which had originally banned slavery, reversed itself in the mid-1700s. As rice production soared, the city of Charleston, South Carolina, became one of the most populous cities in the British colonies.

Slavery in North America developed in French as well as British territory. In the lower Mississippi valley in the French territory of Louisiana, slaves were used in the production of both tobacco and rice. In the later colonial period, sugar also became a major crop. In Louisiana, slaves were employed not only in agriculture but also as skilled artisans and **domestic servants**, especially in the city of New Orleans, the main trading center on the Mississippi River.

Slavery in the northern British colonies developed on a much smaller scale than in the South since there were fewer large farms and plantations in the North. The large farms that did exist often employed slaves in the production of wheat. There were “provisioning plantations” in the North however, that produced food and lumber destined for sugar plantations in the West Indies. Ships regularly sailed to the West Indies with meat, wheat, barrels, and lumber and returned with molasses to make rum. Much of this rum was then shipped to Africa and traded for slaves who would be sent to the West Indies and the southern colonies.

The economics of slavery did not provide sufficient rewards for its use on small farms and small towns. For this reason, slavery did not become a significant factor in the northern colonies. Nonetheless, the northern colonies had their share of enslaved people. It is estimated that in 1756, on the eve of the French and Indian War, enslaved people constituted 25 percent of the population in and around New York City. Many of these enslaved people served as laborers and skilled artisans.

The large number of enslaved people throughout the South helped to perpetuate African traditions and culture. Slave music with its “call and response”

Case Study: Thomas Jefferson and Slavery

The life of Thomas Jefferson offers an interesting case study of the contradictions inherent in the American slave system. Jefferson recognized the evils of slavery and advocated that the practice be slowly abolished. But he also held the racist view that whites and free blacks would never be able to live together peacefully. (He advocated that freed blacks be deported to Africa or the West Indies.)

Unfortunately, Jefferson's gradual approach to the abolition of slavery did not end the practice. His dire prediction that the battle over slavery would result in a civil war came true.

Have students research Jefferson's attempts to end slavery and to outline the reasons his approaches failed. Let students decide how they present their findings to the class.

Lesson 1 *cont.*

Immigrants to the British Colonies

Direct students to write the heading **Reasons for Immigration** in their class journals. Then have them read the section and list three reasons why immigrants came to America (*religious freedom, economic opportunity, and as a result of criminal activity*). Note that two of the major groups that came seeking religious freedom were the Puritans and the Quakers.

Identify the Puritans' areas of settlement in Massachusetts Bay and other New England colonies; the Quakers' area in Pennsylvania.

Economic Diversity

Students will be interested to learn that criminals were among America's first settlers. They should note, however, that "criminals" could also have been those who could not pay their debts and were languishing in debtors' prison.

This discussion should lead to the concept of "economic and social opportunity." Criminals and debtors would be given a second chance, while the poor were offered relief from debt. It should be noted, however, that while Georgia was established as a type of penal colony, convicts and debtors were sent to all of the other colonies as well, often as indentured servants.

features was based on African music. Wood carvings and the use of folk medicines and charms were African in origin. Christianity intermingled with aspects of **animism**, the belief that spirits exist in natural objects such as trees, rocks, earth, and sky. Further, African names were often used for newborn children, although this practice declined as slavery passed from one generation to the next.

Even in the northern colonies, with many fewer slaves, African cultural traditions were maintained. For example, the construction of slaves' houses was very similar to that of dwellings found in West Africa. In addition, pottery recently found at slave sites in the North is similar to the pottery found in the African nations of Nigeria and Ghana.

Slavery was at odds with the emerging ideas of freedom and liberty in the colonial period. It was a direct contradiction to the universal values expressed in the Declaration of Independence. During the revolution, the English and their loyalist followers in America noted that those who would fight for their own freedom were willing to deny it to others. The British as well as some American revolutionaries promised freedom to those slaves willing to fight on their respective sides. As a consequence, some enslaved people were freed following the Revolutionary War. Between the end of the revolution in 1781 and 1800, slavery was ended in the North. But, with the growing importance of cotton and the invention of the cotton gin in 1793, slavery expanded substantially in the South.

Immigrants to the British Colonies

There was great diversity among the Europeans who left their native countries to come to the British Colonies. These immigrants could be called the first pioneers, and they represented many nationalities. A majority of those who emigrated from Europe came from the British Isles: England, Scotland, Wales, and Northern Ireland. However, a large number of immigrants did not speak English when they arrived. They came chiefly from France, Germany, Holland, and Sweden. (See the graph on page 42.) In Pennsylvania, the German-speaking population on the eve of the American Revolution made up approximately 6 percent of the population. The Scots-Irish pushed out to the Pennsylvania frontier. The Dutch could be found in large numbers in New York, which had been the Dutch colony of New Amsterdam before being taken over by the British. The Swedes had settled in "New Sweden" (Delaware) before that colony came first under Dutch control and then under British control. These immigrants, however, did not have North America to themselves. It was shared with the Spanish to the west and the French to the north, though control of Canada passed to the British after the French and Indian War. It was shared with the Native Americans who came first, and the Africans who came as enslaved immigrants.

Economic Diversity Many of the immigrants came for economic reasons. Some were unemployed city dwellers and debtors hoping for a better life. Georgia, for example, was settled by criminals, debtors, and the poor under the leadership of **James Oglethorpe**. Many immigrants were **indentured servants**.

Once in the British colonies immigrants had varied opportunities for economic success. Many of the immigrants were farmers. Others became trades persons, workers, fishers, boat builders, shopkeepers, fur trappers, lumber workers, and iron

animism the belief that objects such as trees and rocks contain spirits

indentured servant laborer who came to the New World and worked for an employer for a specified number of years in return for passage

Extending the Lesson

1. If your class has a number of students born in other nations, ask them to write or explain why their families moved to the United States. This modern experience can be readily compared and contrasted to the reasons for immigration presented in the lesson.
2. Direct advanced students to the writings of Richard Hakluyt. Hakluyt proposed that America be utilized to drain off "undesirables" from England to solve its social and economic problems. Excerpts can be found in *The American Spirit: United States History as Seen by Contemporaries*, Volume 1, edited by David M. Kennedy and Thomas A. Bailey (Wadsworth Publishing).
3. Ask students to draw or paint a picture that illustrates the horrors of the Middle Passage.

Lesson 1 *cont.*

Lesson Summary

As students review the lesson have them create a bullet list of the main themes of the lesson.

- The “nation of immigrants” idea was true from the very beginning of the colonies. The population included Native Americans, enslaved Africans, and people from multiple areas of Europe.
- Native Americans and settlers were in constant conflict. Native Americans were defeated by the superior numbers of colonists and by devastating European diseases.
- Slavery expanded substantially in the 1700s.
- Settlers came for many reasons, including economic opportunity and religious freedom.

Identity

Answers will vary. Sample response: Religious groups that faced persecution in Europe and in the American colonies, such as the Quakers, would understand the importance of freedom of belief and tolerance. Religious groups that sought to establish a community of like-minded believers would be more likely to ostracize people who did not conform to the beliefs, values, and laws of the community.

separatist a Protestant Christian who gathered in local independent congregations; became known as Congregationalist

Puritans a group of persecuted Protestant separatists who sought to purify the Church of England of all Roman Catholic influences

Unitarians a group of Christians who believed in the strict unity of God and opposed the notion of the Trinity

Quaker member of a pacifist branch of Christianity; stressed the importance of a direct relationship with God.

Identity

Research one of the religious groups mentioned. Identify features of belief and practice that may have encouraged the idea of religious freedom as well as those beliefs that may have hindered tolerance of other beliefs.

workers. Tobacco planters in the South grew wealthy. Wheat and grain farmers in the Middle Atlantic colonies had good soil for their crops. Fishing and shipbuilding became major occupations in the New England colonies. Professionals in the 13 colonies included merchants, lawyers, the clergy, and government officials. Geographic diversity helped to make the colonies a land of opportunity.

Religious Diversity In addition to ethnic and economic diversity, the American colonies became home to diverse religious groups. The first group of religious settlers arrived at the shores of Plymouth Bay in Massachusetts in 1620. These were **separatists** who opposed the Church of England, which they regarded as too close to the practices of the Catholic Church. The next group, the **Puritans**, had been persecuted in England for demanding reforms in the Church of England. They immigrated to Massachusetts Bay Colony in 1630.

Maryland, which had been established as a Catholic haven by the Calvert family and Lord Baltimore, was the first colony to issue an act allowing religious freedom. The Maryland Toleration Act of 1649 provided religious freedom to most Christians. The act was limited, however. It decreed a penalty of death to people such as atheists, **Unitarians**, and Jews who denied the divinity of Jesus.

The plantation colonies in the South retained their connection to the Church of England. The Anglican Church, as it was called, was the established, or state, religion. The colonial governments enforced strict rules on attending religious services and collected taxes to pay the salaries of Anglican ministers. Other religious leaders had to apply for a license to hold a religious ceremony. Only Anglican ministers were allowed to perform the marriage ceremony.

Two groups experimented with a different model. The **Quakers**, who were persecuted in England and New England, settled in Pennsylvania under **William Penn**. In a document written in 1682, Penn promised absolute freedom of worship in his colony. Similarly, after **Roger Williams** and his followers were cast out from Massachusetts, they established a colony in Rhode Island based on religious freedom. Indeed, Rhode Island was the first colony to separate religious and civil authority. In 1652, it also became the first to prohibit slavery.

A small group of Jews seeking to free themselves from persecution in Spanish and Portuguese territories settled in New Amsterdam. In Savannah, Georgia, a group of about 40 Jews followed soon after Oglethorpe settled the colony. Jews also settled in other cities such as Philadelphia and Newport, Rhode Island. The Touro Synagogue in Newport, established in 1763, is the oldest synagogue in America.

Although freedom of religion was not a reality in all the colonies, the seeds of the idea were firmly planted in the early colonial period.

Immigrants in the early colonial period endured many hardships. In Plymouth and Massachusetts Bay Colony, early settlers learned from Native Americans how to survive. Immigrants were separated from family and friends and from familiar surroundings. Those who had been city dwellers had to learn how to farm the land. Disease was always a threat to the colonial communities as was warfare with Native Americans. Supplies were slow in arriving from England on the long journey to the colonies. Still immigrants came, seeking economic opportunity, religious freedom, adventure, and a new way of life. These factors motivated immigrants for generations to come.

Primary Source: President Washington and the Touro Synagogue

Shortly after Rhode Island ratified the Constitution, President Washington made a trip there, stopping first at Newport on August 18, 1790. Moses Seixas, warden of the Touro Synagogue, was one of the religious leaders to greet Washington and offer a welcoming address. Seixas's address seemed to ask for reassurance that Jews would have the right to worship freely in the new nation. Washington promptly wrote a letter in reply.

Question: Why did the Jews feel the need to seek assurance from Washington that they would be able to worship freely in the new nation? (The Jews had experienced persecution and discrimination in the colonies.)

TRB 1.5 Letter to George Washington

TRB 1.6 Letter to the Hebrew Congregation of Newport

★ Review

1. **READ** Writers of history make decisions, such as the order in which to present information. A period might be set forth in chronological order, for example, or it might be presented in topical order. Review the heads on pages 38–44. Determine the order the writer used and explain what comparisons and contrasts that order allows the writer to show.
2. **WRITE** Writers of history also make decisions about whose perspective to use when narrating historical events. Historians have long told the story of colonial America through the eyes of the European settlers. Write a paragraph explaining how the story of colonial America might be told differently from the perspective of Native American groups. End your paragraph with a concluding argument about how history can be viewed differently from the perspectives of different groups.
3. **DISCUSS** Prepare for a class discussion in which you use the geographic themes of *place* (the physical and human characteristics of a location) and *region* (a larger area defined by uniform cultural or physical characteristics) to compare and contrast the role of slavery in the northern and southern colonies. In your discussion, consider type and scale of agriculture, specific crops, technology, and political beliefs. Listen closely to the comments of your classmates and build on each statement made. Ask questions to clarify as needed.
4. **CONNECT TO THE CQ** Create a chart showing details from this section that will help you answer the CQ: *What was the most important idea or event that gave rise to the American Revolution?* Use these headings in your chart: *Native Americans, Africans, European settlers.*

Historical Foundations of Representative Government

The origins of **representative government** in the United States can be traced to the classical world of Rome over 2,000 years ago. Roman influences can be seen not only in the structure of the U.S. government, but in the architecture. The U.S. Capitol Building in Washington, D.C., for example, looks similar to buildings in classical Rome. In addition, U.S. government was greatly influenced by philosophers of the Enlightenment as well as by events in England and colonial America.

17th- and 18th-Century Enlightenment Thought

European Philosophers In the 1700s, leading thinkers of Western Europe looked to the future with optimism. They thought that the future could be shaped and directed by reason. They believed that society was based on natural laws. As a result, they challenged the power of absolute monarchs and the idea that a monarch ruled by divine right. Historians have labeled this period the **Age of Enlightenment**.

representative government system in which people elect leaders, who are then accountable to them

Age of Enlightenment period from mid-17th to late 18th century in Western Europe when thinkers questioned traditional authority and emphasized reason, analysis, and a belief in natural rights

★ Review

1. **Read** *The writer has organized the material by topic, according to the diverse groups in the American colonies. That form allows comparisons among groups. For example, as colonists moved into new territory, Native Americans lost their own traditional lands.*
2. **Write** *Answers will vary. Look for paragraphs that show how Native Americans were “at home” when the colonists arrived, that they may have felt threatened by the new colonies.*
3. **Discuss** *Student discussions should point out the differences between Southern and Northern agriculture: In the North, family farms were the norm whereas in the South cash crops grown on plantations was the norm.*
4. **Connect to the CQ** *Sample chart:*
Native American: *Confederacy system may have influenced American governmental forms.*
African Slavery: *Spurred some Americans to hold more strongly to ideals of freedom and liberty they saw denied to slaves.*
British immigrants: *Came in search of religious freedom, which became an important aspect of colonial society and was later one of the nation’s founding principles.*

Lesson 2

Historical Foundations of Representative Government

TRB 1.7 Lesson Plan 2

Objectives

- Show how the philosophers of the Enlightenment influenced the development of representative government.
- Evaluate the attitude toward the common person reflected in monarchies as opposed to representative governments.

Differentiated Instruction: English Language Learners

Vocabulary

Help students with some of the vocabulary in this section. Have students write the following words in their journals followed by a definition in their own words.

Enlightenment—period of time when old beliefs such as the rights of kings were questioned and the liberties and rights of citizens were expanded

Natural rights—the idea that people are born with rights such as life and liberty

Reason—good sense, clear thinking, using evidence

Continuity and Change

Answers should include Locke's natural rights and the right to overthrow an unjust government; Montesquieu's separation of powers; and Rousseau's idea that the "will of the people" should guide government decisions.

17th- and 18th-Century Enlightenment Thought

Ask students if they have encountered the term "Enlightenment" before. Challenge them to describe in what way "light" is being used when describing a historical period as a time of "Enlightenment."

Explain that a number of Enlightenment philosophers established the groundwork for the constitutional government of the United States. Have students create and complete a table such as the one below.

Enlightenment Thinkers		
	Title of Important Work	Main Idea
John Locke		
Voltaire		
Montesquieu		
Rousseau		

Ask the following questions after students have completed the table:

1. How did Locke's idea of "natural rights" make the ruler responsible to the people?
2. How did Montesquieu propose to prevent governments from abusing their powers?
3. How did Voltaire influence the development of representative government if he believed that the best governments were monarchies?
4. How did Rousseau demonstrate confidence in the ability of all people to govern themselves?

Continuity and Change

How did the intellectual excitement of the Enlightenment stir revolutionary ideas in the American colonies?

separation of powers principle of dividing government into the executive, legislative, and judicial branches in order to prevent any individual or group from gaining complete control

Magna Carta (1215) document limiting the king's power and guaranteeing fundamental rights

Habeas Corpus Act an act of Parliament that protected citizens from being imprisoned without a valid reason

John Locke (1632–1704) was a leading Enlightenment figure. This English philosopher is best known for his work *Two Treatises of Government* (1690). Locke wrote that life, liberty, and property were *natural rights*, rights with which all persons are born. He stated that people gave up total freedom in return for protection from a ruler. Thus, it was the ruler's responsibility to protect the natural rights of the people. If a ruler failed to carry out this responsibility, the people had the right to overthrow the government.

Baron de Montesquieu (1689–1755) was a French philosopher who is best remembered for his monumental work *The Spirit of the Laws* (1748). He wrote that the ideal government should be separated into three branches. The **legislative branch** would pass the laws; the **executive branch** would carry out the laws; and the **judicial branch** would interpret the laws. The purpose of this separation was to prevent any one individual or group from gaining total control of the government. Montesquieu's ideas were the basis for the **separation of powers** in the U.S. Constitution.

Voltaire (1694–1778) was a French author and probably the most influential Enlightenment figure. Like Montesquieu, he was a great admirer of the English system of government. He wrote essays, plays, and letters that attacked injustices by the French monarchy. He condemned abusive power, class privilege, torture, slavery, censorship, and religious intolerance. Voltaire argued that the best form of government was a monarchy that had a constitution, a strong parliament, and civil rights for all.

Jean-Jacques Rousseau (1712–1778) was a Swiss writer who lived most of his life in France. In his most famous book, *The Social Contract*, Rousseau proposed a different way of governing—one in which the will of the people would guide the decisions of the government. He wrote that people are born good but are corrupted by society: "Man is born free, and everywhere he is in chains."

The ideas of the Enlightenment writers formed the intellectual basis for the American Revolution. For example, Locke's ideas on natural rights and the right to overthrow one's government influenced American revolutionary leader Thomas Jefferson. Locke had written, "Man has the right to defend his life, liberty, and property against those who would take it away." Later, in the Declaration of Independence, Jefferson would write that all people had a right to "life, liberty, and the pursuit of happiness."

Key English Events Limiting Government In 1215 a group of rebellious nobles compelled England's King John to agree to the terms of the **Magna Carta**. Among the rights guaranteed in this celebrated document were (a) the right to be tried by a jury of average citizens and (b) the right of the Great Council (a group of nobles) to approve the monarch's proposed taxes.

In later years, beginning in 1295, English kings periodically called upon representatives of both the English nobility and the middle class to meet as a Parliament (or advisory group) to consider laws and taxes. Over time, the Parliament acquired more power and became an established part of the English political system. For example, in 1679, Parliament passed the **Habeas Corpus Act**. The act required that a jailed person be brought into court so that a judge could decide whether the person was being lawfully detained. If not, the judge could order the prisoner's release.

Background: The Magna Carta

The Magna Carta (Great Charter) is one of the most famous documents in history. It was originally a sort of peace treaty between King John of England and rebellious leaders in England. The barons rose up against King John over taxes and the king's arbitrary use of power. When the barons took control of the city of London, the king was forced to negotiate with the rebellious barons.

Although much of the document is no longer in use, the doctrine of individual rights endures. In 1215, the king agreed to granting protection from illegal imprisonment, the protection of church rights, access to swift justice, and limitations on taxation. In other words, it famously limited the rights of the king.

KEY TERMS BY THEME

HISTORICAL FIGURES

Abigail Adams (p. 58)
 John Adams (p. 54)
 Samuel Adams (p. 54)
 Benjamin Franklin (p. 47)
 Patrick Henry (p. 54)
 Thomas Jefferson (p. 37)
 John Locke (p. 46)
 Sybil Ludington (p. 49)
 Baron de Montesquieu (p. 46)
 William Penn (p. 44)
 Pocahontas (p. 38)
 Paul Revere (p. 49)
 Jean-Jacques Rousseau (p. 46)
 Voltaire (p. 46)
 George Washington (p. 52)
 Roger Williams (p. 44)

GOVERNMENT

Albany Plan of Union (p. 47)
 Articles of Confederation (p. 59)
 bicameral (p. 59)
 "Common Sense" (p. 50)

confederate system (p. 40)
 Declaration of Independence (p. 51)
 English Bill of Rights (p. 47)
 executive branch (p. 46)
 First Continental Congress (1774) (p. 50)
 Habeas Corpus Act (p. 46)
 House of Burgesses (p. 47)
 Intolerable Acts (p. 49)
 judicial branch (p. 46)
 legislative branch (p. 46)
 Magna Carta (p. 46)
 Mayflower Compact (p. 47)
 militia (p. 49)
 natural rights (p. 51)
 Northwest Ordinance (1787) (p. 60)
 Proclamation of 1763 (p. 49)
 Quebec Act of 1774 (p. 49)
 representative government (p. 45)
 republican (p. 59)
 salutary neglect (p. 48)

Second Continental Congress (1776) (p. 50)
 separation of powers (p. 46)
 Shays' Rebellion (1786) (p. 60)
 Treaty of Paris (1783) (p. 55)
 unicameral (p. 59)

GEOGRAPHY & ENVIRONMENT

middle passage (p. 41)
 mercantilism (p. 48)

ECONOMICS

boycott (p. 49)
 mercantilism (p. 48)

CULTURAL INTERACTION

Age of Enlightenment (p. 45)
 animism (p. 43)
 emigrate (p. 38)
 immigrant (p. 38)
 indentured servant (p. 43)
 libel (p. 48)
 Puritans (p. 44)
 Quakers (p. 44)
 religious pluralism (p. 59)
 Unitarians (p. 44)
 separatists (p. 44)

Review

Review: Identification

1. separation of powers
2. emigrate
3. boycott
4. unicameral
5. English Bill of Rights
6. John Locke
7. middle passage
8. mercantilism
9. religious pluralism
10. House of Burgesses

Assessment Resource

See the resource below for a reproducible chapter test with stimulus-based, short-answer, and essay questions. The same assessment is available in ExamView® format.

TRB 1.13 Chapter 1 Test

REVIEW: IDENTIFICATION

For each of the descriptions below, identify the matching person, idea, act, or issue from the Key Terms list above.

1. innovation in the structure of government to keep one individual or group from gaining complete control
2. to leave a country in order to live in another
3. to protest a country or company by refusing to buy its goods
4. a term that describes a legislature composed of one house
5. document that granted rights to citizens such as the right to a jury trial
6. Enlightenment thinker who established the idea of natural rights
7. the sea voyage from Africa to the Americas
8. an economic system in which the government controls key aspects of trade
9. toleration and acceptance of more than one religious group
10. the first representative assembly in America

ELL Support: Vocabulary

Share these strategies for learning the terms in the list. The strategies are available in a worksheet format. See the TRB reference below.

1. Use context to make an educated guess of the meaning. Look at the overall meaning of the sentence or passage and the word's position or function. This context may hint at a meaning of the word or phrase.

2. Verify your guess by checking the word's usage in the text or by looking it up in the glossary or in a dictionary.
3. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

TRB 1.12 Vocabulary: Using Context

Chapter Review Features

Chapter Reviews include **stimulus-based** questions, **multiple-choice** questions, an **issue-based essay**, and **document-based questions**.

Each chapter and unit concludes with a **structured inquiry activity** prompting students to delve deeply into a topic and theme. See pages 35 and 37.

Chapter 1 Review *cont.*

Stimulus-Based Questions

11. C

12. B

13. B

14. C

15. B

Multiple-Choice Questions

16. B

17. D

18. C

STIMULUS-BASED QUESTIONS

11. The map on page 50 shows that the Proclamation of 1763 and the Quebec Act of 1774
- (A) promoted further expansion of American settlement into Native American territory.
 - (B) permitted free travel between Britain's Canadian colonies and the 13 original British colonies.
 - (C) defined the boundaries between Britain's newly acquired Canadian colonies, the original British colonies, Spanish Florida, and the Native Americans.
 - (D) enhanced British control of the Mississippi River.
12. The illustration of the Boston Massacre on page 52 takes the position that
- (A) the Boston crowd provoked the British soldiers.
 - (B) British soldiers attacked a group of unarmed people.
 - (C) the British government placed its soldiers in a dangerous situation.
 - (D) the British government could not control its overseas armies.
13. The passage from the Declaration of Independence on page 53 illustrates that formal separation from Britain was derived mostly from the ideas of
- (A) Voltaire.
 - (B) John Locke.
 - (C) Baron de Montesquieu.
 - (D) Rousseau.
14. The map of the United States in 1783 on page 57 illustrates that
- (A) the British promised to leave North America.
 - (B) the Americans captured parts of Canada during the revolution.
 - (C) as a result of the revolution, the United States gained territory.
 - (D) the United States was surrounded by Spanish territories.

15. The pie graph on page 42 illustrates that in 1790
- (A) more than half of the people living in the early United States were English.
 - (B) Africans comprised the second-largest ethnic group in the United States.
 - (C) almost half of the population was from places other than Western Europe.
 - (D) there were few ethnic groups in the United States that were not English or African.

MULTIPLE-CHOICE QUESTIONS

16. Which issue or event most directly led to the American Revolution?
- (A) freedom of speech and press
 - (B) taxation of the colonies by Britain
 - (C) the African slave trade
 - (D) the French and Indian War.
17. The New York State Constitution as well as those of Massachusetts and Maryland
- (A) were changed by the revolution.
 - (B) created single-house legislatures.
 - (C) varied in their toleration of religious differences.
 - (D) preceded the U.S. Constitution and promoted republican principles of government.
18. Which is the most accurate conclusion about the United States government under the Articles of Confederation?
- (A) The national government was totally powerless and accomplished nothing, with the exception of ending the revolution.
 - (B) Order ceased to exist in some states but remained strong and powerful in others.
 - (C) The national government had little power but was successful in establishing a plan to settle the Northwest Territory.
 - (D) Paper currency was worthless while coined money was inflated in value.

Test-Taking Tips: Tackling Multiple Choice Questions

Walk your students through these common test-taking strategies for dealing with multiple-choice questions.

- Try to answer the question before looking at the options. Answer choices can trick you or put preconceived notions in your head.
- Use the process of elimination to reduce options if you're unsure about an answer. Eliminate choices that you know to be clearly wrong. Also

eliminate choices that say the same thing. (You know they can't both be correct.) Do not eliminate choices because you don't understand them.

- ELL Support: Focus on keyword concepts to help guide your thinking.
- ELL Support: Focus on sentence structures that are positive and negative to help you discern meaning.

The Failure of the Albany Plan of Union

Context: In 1754, representatives from seven of the British North American colonies adopted the Albany Plan of Union championed by Benjamin Franklin and others. The plan was rejected by the colonies. Franklin noted that “The colonial assemblies and most of the people were narrowly provincial in outlook, mutually jealous, and suspicious of any central taxing authority.” Even so, the Albany Plan was a first step toward a vision of uniting the colonies under one government.

Directions: Read the excerpt from the Albany Plan and the passage from the Burnaby travelogue. Then write a short essay in which you present your ideas on the reasons the Albany Plan was not adopted by the colonies.

It is proposed that humble application be made for an act of Parliament of Great Britain, by virtue of which one general government may be formed in America, including all the said colonies, within and under which government each colony may retain its present constitution, except in the particulars wherein a change may be directed by the said act, as hereafter follows.

1. That the said general government be administered by a President-General, to be appointed and supported by the crown; and a Grand Council, to be chosen by the representatives of the people of the several Colonies met in their respective assemblies. . . .

16. That for these purposes they [the President-General and the Grand Council] have power to make laws, and lay and levy such general duties, imposts, or taxes, as to them shall appear most equal and just . . .

—from Albany Plan of Union, Benjamin Franklin,
as adopted, July 10, 1754

A voluntary association or coalition, at least a permanent one, is almost as difficult to be supposed, for fire and water are not more heterogeneous [diverse] than the different colonies in North-America. Nothing can exceed the jealousy and emulation which they possess in regard to each other. The inhabitants of Pennsylvania and New York have an inexhaustible source of animosity in their jealousy for the trade of the Jerseys. Massachusetts-Bay and Rhode Island are not less interested in that of Connecticut. . . . Even the limits and boundaries of each colony are a constant source of litigation. In short, such is the difference of character, of manners, of religion, of interest, of the different colonies, that I think, if I am not wholly ignorant of the human mind, were they left to themselves, there would soon be a civil war from one end of the continent to the other.

— from *Travels through the Middle Settlements in North-America*,
Andrew Burnaby, 1760

Issue-Based Essay

The Failure of the Albany Plan of Union

An effective response will identify excerpts from the two passages that provide evidence that shows why the Albany Plan was not adopted by the colonies.

Passage One: The plan calls for the establishment of “general government” headed by a “President-General,” and that the new general government would have power to make laws and “lay and levy . . . taxes.” The colonies of the period would have been suspicious of such a central government.

Passage Two: Burnaby notes that the different colonies were suspicious of each other and each was “jealous for the trade” of neighboring colonies. Indeed, he predicted that if left alone, there would be civil war between all the colonies.

Issue-Based Essay Rubric

1. Addresses the task in depth.
2. Is more analytical than descriptive.
3. Draws key passages and concepts from both documents.
4. Presents information logically with a clear organization.
5. Includes an introduction and conclusion that are more than a restatement of the task.

Interpreting Primary Sourced Documents

Tips on digging into primary source documents using text elements and diction:

- Pay attention to opening and closing statements. These will likely hold the most central and ideas.
- Pay attention to transition words such as “although,” “however,” or “therefore.” These can be helpful with dense texts as they guide you through the flow of the speaker’s argument.

- Paraphrase difficult passages. This will force you to pay closer attention to the speaker’s word choices.

Chapter 1 Review *cont.*

Document-Based Question

Have pairs or small groups of students work together to read each document on page 64. Suggest students create a table that indicates the

Answer to Questions

Document 1 Locke believed that when a ruler disregards the people's rights, the people have the right to rebel and replace the ruler.

Document 2 Paine believed it did not make sense for a small island nation such as England to rule over a large continent such as America.

Document 3 Lord Mansfield asserted that the American colonies belonged to England, their "mother country," and, as such, the colonies owed England their allegiance and loyalty.

Task

Using quotations from the three documents, student essays should point out the contrasting views between colonists calling for independence (represented by the statements by Locke and Paine), and the view of Lord Mansfield, who argued that the colonists owed their allegiance to England.

DOCUMENT-BASED QUESTION

Read or analyze each document and answer the question that follows it. Then read the Task and write your essay. Essays should include references to most of the documents along with additional information based on knowledge of United States history and government..

Historical Context: By the 1760s and 1770s, a number of events occurred that, coupled with the colonial tradition of self-government, led to a debate over the benefits of independence from Britain.

Document 1 From John Locke, "Second Treatise on Civil Government":

Whenever the legislators endeavor to take away and destroy the property of the people, or to reduce them to slavery . . . they put themselves into a state of war with the people, who are thereupon absolved from any further obedience and are left to the common refuge which God hath provided for all men against violence.

Question: How does John Locke feel rulers should be treated when they disregard the rights of the people?

Document 2 From Thomas Paine, "Common Sense":

Small islands not capable of protecting themselves are the proper objects for kingdoms to take under their care; but there is something very absurd in supposing a continent to be perpetually governed by an island. In no instance hath nature made the satellite larger than its primary planet; and as England and America, with respect to each other, reverse the common order of nature, it is evident that they belong to different systems. England to Europe: America to itself.

Question: Why does Thomas Paine feel that the American colonies should declare independence from Britain?

Document 3 Lord Mansfield, debate on the bill to repeal the American Stamp Act, the British House of Lords, 1766:

It must be granted that they migrated with leave as colonies and therefore from the very meaning of the word were, are, and must be subjects, and owe allegiance and subjection to their mother country [England].

Question: How does Lord Mansfield feel about the relationship between colonies and the "mother country"?

Task: Using information from the documents and your knowledge of the causes of the American Revolution, write an essay that discusses whether or not the American Revolution was inevitable.

Differentiated Instruction: Sentence Stems

Sentence stems provide scaffolding for ELL students to help them properly frame their ideas and focus their essays. Struggling writers who are not ELL may also benefit from this strategy.

Use the following two stems, which are available in the TRB (see reference below). Or create your own stems.

1. According to John Locke, when a legislature tries to take _____ away from the people, the people no longer

have an obligation to _____ that legislature.

2. Thomas Paine thought it was absurd for a _____ to be ruled by a smaller _____. He therefore felt that _____ should rule itself.

TRB 1.14 Sentence Stems (worksheet)

INQUIRE INTO THE SOURCES OF THE AMERICAN REVOLUTION

Compelling Question What was the most important event or idea that gave rise to the American Revolution?

Develop a Question Review the compelling question. Then develop a related supporting question that you can answer with research. An example of a supporting question might be "What specific ideas helped fuel the American Revolution?"

Apply Historical Knowledge Find historical sources that address your supporting question. You may want to create a graphic organizer like the one below to record your findings.

Idea	How the Idea Fueled Revolution
John Locke's concept of natural rights	Locke's idea of natural rights led to the ideas expressed in the Declaration of Independence: "We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness."

Evaluate and Use the Evidence Identify the central idea of each source. Note the context, point of view, and bias of primary sources. Answer your supporting question based on your findings. Then fashion your response to the compelling question. Support your conclusions with evidence from primary and secondary sources.

Share Your Conclusions Create a top-five list of the most important events and ideas that led to the revolution. Add valid reasons for each item on your list. Present your list in a dramatic reading, starting with number 5.

Chapter 1 Review *cont.*

Inquire Into the Sources of the American Revolution

Before completing this exercise, have students review their answers to the Connect to the CQ exercises found in the starred review sections throughout this chapter.

Develop a Question

Responses will vary. Some sample questions:

- What specific ideas helped fuel the American Revolution?
- Did the Albany Plan provide a framework for the establishment of the First Continental Congress?
- What specific actions by Britain were the colonists most passionate about?

Apply Historical Knowledge

Sample Graphic Organizer

Locke's idea of nature rights led to the ideas expressed in the Declaration of Independence: *That all men are created equal; that they are endowed by their Creator with certain unalienable rights: ... life, liberty, and pursuit of happiness.*

The Albany Plan may have prepared the way for the colonies to come together and pool resources in order to fight their common enemy: *The Albany Plan conceived of the colonies of mainland North America as a collective unit, separate not only from the mother country, but also from the other British colonies.*

Taxation The colonists were passionate about taxes imposed upon them without having a voice in the decisions: *No taxation without representation—Patrick Henry.*

Evaluate and Use the Evidence

Extend this exercise by having students create a working document in which they rank the quotations in order from most important to least important.

Share Your Conclusions

Have students present their top five lists.

Research Tip: Identifying Bias in a Source

Share with students that just about any source they find will likely have an element of bias. The following questions can help students when investigating new sources.

- What is the source of the information? (Who is the author/publisher? What website is this? etc.)
- What relationship does the author/organization have to the issue? (Does the author have a vested interest in the topic?)
- How knowledgeable is the author/organization on the issue?
- What kind of reputation does the author/organization have as a source of information?

★ UNIT ONE ★

Review

Practice Skills: Using Historical Evidence

Point out to students that the chart shows some ways historians use historical evidence.

Help students create a similar chart using information from Unit One. Alternatively, share the handout in the TRB below. It contains an example row with relevant information from Unit One and blank rows for the student or class to fill in.

TRB 6.13 Using Historical Evidence Chart

Write About History

Write an Argument

Tell students that they may want to use a topic they identified in the chart activity above. Inform them that an effective response will do the following:

- Make it very clear what question/ problem is being addressed.
- Answer all parts of the question with a clear point of view.
- Support the answer with relevant and accurate evidence.
- Effectively addresses counter-arguments and examples.
- Make a meaningful connection to the modern day.
- Accurately identify the steps outlined in the chart.

Collaborate and Revise

Extend the lesson by having students conduct a round-robin edit in small groups. Students will rotate their essays in a circle and each will be responsible for looking for a different revision element. For example, one person could be responsible for looking at the thesis while another is responsible for looking at use of evidence and yet another evaluates the use of the steps.

UNIT ONE ★ REVIEW

PRACTICE SKILLS: USING HISTORICAL EVIDENCE

The chart below shows how to use historical evidence. Study it and then complete the activity listed below it.

Step	Example	Question to Ask
1. Develop a question and propose a hypothesis to answer it.	Question: What caused the Civil War? Hypothesis: Economic differences rooted in slavery led to the Civil War.	Would some historians answer this question differently, with a counter-hypothesis?
2. Identify evidence that helps answer the question.	Evidence includes political speeches; drawings showing slaves.	Are my sources diverse (written, visual, and graphic)?
3. Analyze the author's point of view, premises, claims, and evidence.	The purpose of Lincoln's "House Divided" speech was to help him get elected senator.	Why did someone choose to produce this evidence in this way?
4. Evaluate arguments of others.	John C. Calhoun argued that states had a right to nullify acts of Congress.	Who would use this evidence to make a different argument?
5. Make inferences and draw conclusions from the evidence.	Lincoln's "House Divided" speech shows that he saw slavery as a threat to national unity.	What does the evidence suggest without saying it directly?
6. Use the evidence to build an argument.	Lincoln expressed the views of many when he warned how slavery was dividing the country.	Do the pieces support each other?
7. Connect the past with the present.	Federal-state tensions continue to exist today.	Do conditions today grow out of the past?

Write About History

- 1. WRITE AN ARGUMENT** Write a two-page argument that answers a question about U.S. history before 1865. In the text, include numbers in parentheses to indicate where you use each step listed in the chart above. Develop your claim(s) and counterclaims fairly and thoroughly.
- 2. COLLABORATE AND REVISE** Trade essays with a classmate. Read each other's essay and share constructive comments. Strengthen your writing as needed by revising, editing, rewriting, or trying a new approach.

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Writing Tip: Use of Evidence

Effective support in an argument is not always about straight historical facts. Support can take many forms. Tell your students about the different types of evidence that they can draw on to support their claims.

- Statistical Evidence
- Anecdotal Evidence (Case Studies)
- Authoritative Evidence (Expert Opinions)

- Hypothetical Examples
 - Analogous Evidence (Comparisons used to make a point)
- Encourage students to use at least two different types of evidence in their argument.

ANALYZE TRENDS IN THE GOVERNMENT

1. **DEVELOP A GRAPHIC ORGANIZER** On a separate sheet of paper, create a chart similar to the one below. List at least two actions by each branch of government taken between 1788 and 1865 that either strengthened or weakened the federal government. Examples of actions include laws, presidential decisions, and court rulings.

Branch	Strengthened the Federal Government	Weakened the Federal Government
Legislative		
Executive		
Judicial		

2. **WRITE A SUMMARY** When you have completed your chart, use the information in it to write a one-page informative/explanatory text summarizing the general trend in federal power in this period.
3. **DISCUSS COLLABORATIVELY** Use your essay to prepare to participate effectively in a collaborative discussion on how the federal government changed between 1788 and 1865.

INQUIRE INTO THE U.S. CONSTITUTION

Essential Question How well did the U.S. Constitution work between 1788 and 1865?

Focus on a Question Develop a tightly focused supporting question that helps answer the essential question listed above. Example: How well did the Constitution promote economic growth between 1788 and 1865?

Apply Historical Knowledge Make a list of five to ten possible sources you might use to answer your question. Write a sentence identifying possible limitations of each one as historical evidence. For example, a document written by a British observer might not reflect the views of Americans.

Evaluate and Use the Evidence Integrate and evaluate multiple sources of information in order to address the question you focused on. Use both primary and secondary sources. Make notes about each of your sources. Evaluate each author's point of view and assess the author's claims, reasoning, and evidence.

Share Your Conclusions Develop a 2-minute video that presents the information, findings, and supporting evidence that answers the question you focused on. Identify an audience for your video (such as younger students or adults in your community) and make decisions about substance and style in your video that are appropriate for this audience. Explore ways to share your video with your audience.

Unit 1 • Review 203

Unit One Review *cont.*

Analyze Trends in the Government

Develop a Graphic Organizer

Legislation Strengthened the Federal Government: Fugitive Slave Act forced states to abide by other state laws, exercising some control over the relationship between states.

Weakened the Federal Government: Fugitive Slave Act weakened federal control over the issue of slavery by essentially deferring the issue to the states themselves.

Write a Summary

Have students decide whether the federal government was stronger or weaker at the end of this period.

Discuss Collaboratively

Have students write a reflection in which they decide which of the three branches did the most to strengthen the federal government during this period and why.

Inquire into the U.S. Constitution

Before completing this exercise, have students review their answers to the Connect to the CQ exercises throughout this chapter.

Develop a Question

Suggested Questions:

- How well did the Constitution protect the civil rights of citizens between 1788 and 1865?
- How effective were constitutional amendments put in place during this time and did they accomplish what they were intended to?

Apply Historical Knowledge

Suggest to students that they compile a list of the sources they gathered for the chapter inquiry projects in this unit.

Evaluate and Use the Evidence

Have students choose the three most effective sources from their list.

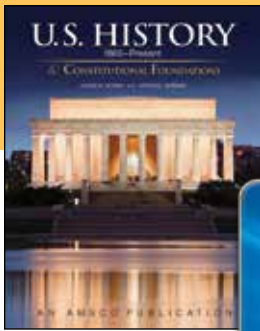
Share Your Conclusions

Have students present the video to the class.

Presentation Tip: Ask Questions

Presentations can be daunting for students, especially when they have to listen to dozens of them in a row. Encourage your students to make their presentations more engaging by asking questions before, during, and after the presentation. Questions can quiz students on facts, have them make personal connections, or challenge

them to think critically. Doing so will not only help engage the class but also help the presenter slow down and feel more calm.



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Resources

- Primary Source Documents
- Skills-Based Reproducibles
- End-of-Course Test Preparation

Geography and Culture
 Islam is the majority religion in most of the countries represented on this map. Research three of the Islamic countries to determine the percentage of followers of each main branch of Islam (Shia and Sunni) in each and how these percentages have influenced the culture and politics of the countries.

INVASIONS IN THE MIDDLE EAST, 1973–2003

Persian Gulf War

In the 1980s, the four major producers of oil in the Middle East were **Saudi Arabia** (the largest), **Kuwait**, **Iran**, and **Iraq**. All four are located on the shores of the Persian Gulf.

Iraq's Invasion of Kuwait Shortly after the Iran-Iraq War (1980–1988), Iraq's military dictator, **Saddam Hussein**, accused Kuwait of taking an unfair share of oil revenues. In August 1990, claiming that Kuwait was a part of Iraq, he invaded and occupied it. To pressure Iraqi forces to withdraw, the United States and the United Nations voted to place an embargo on Iraqi oil. The resulting drop in oil supplies quickly led to high fuel prices.

The Iraqi invasion alarmed President Bush and other world leaders for three reasons. First, it was an act of aggression by a strong nation against a weak one. (Iraq in 1990 had the fourth largest military force in the world.) Second, the taking of Kuwait opened the way to an Iraqi conquest of the world's largest oil producer, Saudi Arabia. Third, Iraq's military power could allow it to dominate the other countries of the Middle East.

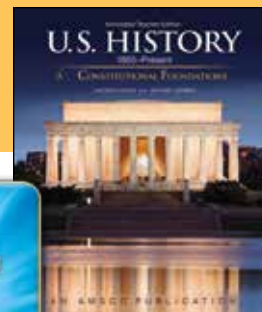
To prevent further aggression, Bush ordered U.S. troops to Saudi Arabia. He announced a defensive effort called Operation Desert Shield. U.S. troops were joined by a 28-member UN coalition, including Great Britain, Saudi Arabia, Syria,

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Resources

- ☐ Primary Source Documents
- ☐ Skills-Based Reproducibles
- ☐ Lesson Planners
- ☐ Classroom Presentation Tools
- ☐ Chapter and Unit Tests and Answer Key
- ☐ End-of-Course Test Preparation and Answer Key

RESOURCES

Lesson 1 cont.

Geography and Culture

Answers may vary. Suggested responses:

Egypt: Sunnis make up well over 90% of the total Muslim population; Shias make up the remaining 10% or less.

Syria: Sunnis make up over 70% of the total Muslim population; Shias make up the remaining 30% or less.

Iran: Shias make up over 80% of the total Muslim population; Sunnis make up the remaining 20% or less. The political effect of this ancient sectarian religious divide is brutal, ongoing civil wars in Muslim countries.

Engage with the Map

Break students into seven groups and assign each group to one of the invasions depicted on the map. Have them note:

- the issue behind the conflict.
- the combatants involved.
- the length of time involved and basic details of the invasion.
- the consequences of the invasion.

Then have each group report back to the class.

Geography and Culture

Islam is the majority religion in most of the countries represented on this map. Research three of the Islamic countries to determine the percentage of followers of each main branch of Islam (Shia and Sunni) in each and how these percentages have influenced the culture and politics of the countries.

INVASIONS IN THE MIDDLE EAST, 1973-2003



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To prevent further aggression, Bush ordered U.S. troops to Saudi Arabia. He announced a defensive effort called Operation Desert Shield. U.S. troops were joined by a 28-member UN coalition, including Great Britain, Saudi Arabia, Syria,

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Primary Source: Bush Addresses the Nation (Speech)

On January 16, 1991, President George H. W. Bush opened an address to the nation with these words: "Just two hours ago, allied air forces began an attack on military targets in Iraq and Kuwait. These attacks continue as I speak. Ground forces are not engaged."

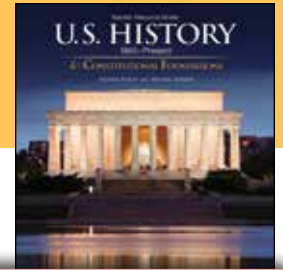
Share with students the excerpt from the full speech, and have them answer the questions that follow.

TRB 22.5 Bush Address to the Nation (speech)

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SKILLS-BASED REPRODUCIBLES



Teacher Resource Binder

Chapter
1
TRB 1.3

Name _____ Date _____

Note-Taking Skills (graphic organizer)

To help understand the ongoing conflict between Native Americans and settlers, create a graphic organizer. For both groups, note the motivations and actions that contributed to peace and to conflict. In the bottom, summarize the consequences of the actions. The more detailed the information you record, the better study aid your organizer will be.

Native Americans	
MOTIVATIONS FOR CONFLICT AND PEACE <div></div>	MOTIVATIONS FOR CONFLICT AND PEACE <div></div>
ACTIONS <div></div>	ACTIONS <div></div>
CONSEQUENCES <div></div>	

6 Constitutional Foundations of American Society

Chapter
1
TRB 1.12

Name _____ Date _____

Vocabulary Using Context

Directions: Fill in the form for each of the five Key Terms listed below. First try to write a definition based on context clues. Then write the definition from the dictionary or the glossary. If you have difficulty writing a definition, try using the word in a sentence instead. Note the context clues you used (if any).

1. boycott

Your Definition: _____

Dictionary Definition: _____

2. libel

Your Definition: _____

Dictionary Definition: _____

3. separation of powers

Your Definition: _____

Dictionary Definition: _____

4. salutary neglect

Your Definition: _____

Dictionary Definition: _____

5. bicameral

Your Definition: _____

Dictionary Definition: _____

Select two more words from the chapter that gave you trouble when you read them. Write them on the numbered lines below. Then use the same process you used with the five key terms.

6. _____

Your Definition: _____

Dictionary Definition: _____

7. _____

Your Definition: _____

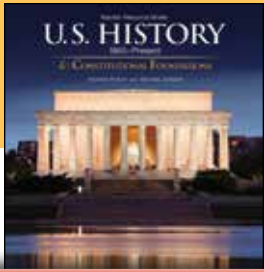
Dictionary Definition: _____

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Skills-Based Reproducibles Features

Reproducible activities and graphic organizers in each chapter provide opportunities for students to **practice standards-based social studies skills** such as

- taking notes
- gathering and using evidence
- reading, interpreting, and creating charts, maps, and graphs
- incorporating questions into essays
- paraphrasing sources
- tracing arguments
- determining meaning from context



Teacher Resource Binder

LESSON PLANNERS



Chapter 1

Name _____ Date _____

Chapter Planner

CQ: What was the most important idea or event that gave rise to the American Revolution?

Use the space below to plan your lessons for Chapter 1.

Step into History

Lesson 1 Diversity in the American Colonies (38–45)

Lesson 3 The Revolution (50–55)

Media Resources

Lesson Timeline

Lesson Planners Features

Two lesson-planning forms are provided for each chapter.

The **Chapter Planner** provides a convenient form for the teacher to note

- key objectives
- concepts to address
- lesson timeline

The **Lesson Plan** form provides a list of

- lesson objectives
- outline of key headings
- key terms and historical figures
- social studies practice activities
- primary and secondary source documents referenced

Chapter 1

TRB 1.2

Name _____ Date _____

Lesson Plan 1 Diversity in the American Colonies

CQ: What was the most important idea or event that gave rise to the American Revolution?

Lesson Plan 1 (pp. 38–45)

Duration 2 Days

Objectives

- Understand the diversity of Native American culture and how European immigration impacted native peoples.
- Show why immigrants were attracted to colonial America.
- Identify the major immigrant groups that came.
- Contrast the forced immigration of Africans to that of other immigrants.

Lesson Outline

- Diversity in the American Colonies (p. 38)
- Native Americans (p. 38)
- Africans and Colonial Slavery (p. 40)
- Immigrants to the British Colonies (p. 43)

Key Terms

Historical Figures

- William Penn (p. 44)
- Roger Williams (p. 44)

Government

- confederate system (p. 40)

Geography & Environment

- middle passage (p. 41)

Cultural Interaction

- animism (p. 43)
- indentured servant (p. 43)
- Puritans (p. 44)
- Quakers (p. 44)
- Unitarians (p. 44)
- separatists (p. 44)

Social Studies Practices (Sidebar Activities)

Identity (p. 38)

Geography and Economics (p. 40)

Interpreting Evidence (p. 42)

Identity (p. 44)

Primary Sources, Skill Development, and Extensions

Background: Diversity in the Colonies

(Bottom: p. 38)

Note-Taking Skills: Graphic

Organizer (Bottom: p. 39)

TRB 1.3 Note-Taking Skills (graphic organizer)

Differentiated Instruction: Visual

Learners (Bottom: p. 40)

TRB 1.4 Stowage of a British Slave Ship (illustration)

Representing Data (Bottom: p. 41)

Case Study: Thomas Jefferson and

Slavery (Bottom: p. 42)

Extending the Lesson (Bottom: p. 43)

Primary Source: President Washington and the

Touro Synagogue (Bottom: p. 44)

TRB 1.5 Letter to George Washington

TRB 1.6 Letter to the Hebrew Congregation of Newport

Differentiated Instruction: English Language

Learners (Bottom: p. 45)

Formative Assessments ★ Review (p. 45)

1. Read (chronology)
2. Write (context and history)
3. Discuss (geographical reasoning)
4. Connect to the CQ (chart)

CLASSROOM PRESENTATION TOOLS



Identifying Textual Evidence

Chapter 1 Skill *continued*

How do you identify textual evidence as you analyze a source?

Strategy 2: In a persuasive text such as Hamilton's argument to the jury, identify the **main idea** of each part of the text and the **conclusion or claim** presented. Then determine the effectiveness of the **facts, examples, analogies, and other elements** that support the conclusion or claim.

Skill Development

Identifying Textual Evidence

Chapter 1 Skill

How do you identify textual evidence as you analyze a source?

Like evidence in a courtroom, evidence in a text consists of specific details that support a conclusion or claim. To strengthen your analysis of a primary source, use the following **close reading strategies** to find evidence.

Strategy 1: Identify the **purpose** of the text. Is it informational, persuasive, narrative?

Consider Andrew Hamilton's argument to the jury in the Zenger case (see pages 36–37). What is his purpose? Since he is trying to convince a jury of his position, his purpose is **persuasive**.

Lesson 1 Objectives

Chapter 1, Lesson 1.1

1. Understand the diversity of Native American culture and how European immigration impacted native peoples.

Do you know . . . ?

How many Native Americans lived in the Americas before the arrival of the Europeans, and how many different languages did they speak?

Activities Tied to Lesson Objectives

Lesson 1 Objectives

Chapter 1, Lesson 1.1

1. Understand the diversity of Native American culture and how European immigration impacted native peoples.

Do you know . . . ?

How many Native Americans lived in the Americas before the arrival of the Europeans, and how many different languages did they speak?

Although estimates vary widely, a general consensus puts the number of Native Americans on the eve of European arrivals at 54 million. They spoke at least 1,800 languages.

Rubric for Writing Arguments

Chapter 1, DBQ

Part I: Topic and Structure

- The argument is based on precise, knowledgeable claims.
- The argument is significant.
- The argument is distinguished from alternate or opposing claims.
- The organization logically sequences the claims, counterclaims, reasons, and evidence.

Rubrics for Writing Activities

Rubric for Writing Arguments

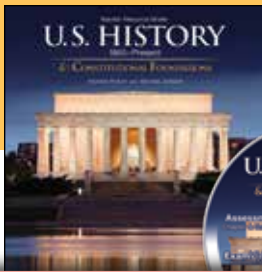
Chapter 1, DBQ

Part II: Topic Development

- Claims and counterclaims are developed fairly and thoroughly, with relevant data and evidence presented for each.
- The strengths and weaknesses of each claim and counterclaim are pointed out.
- The text anticipates the audience's knowledge level, concerns, values, and possible biases.

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Chapter
1
TRB 1.13

Name _____ Date _____

Chapter 1 Test Origins of the Constitution

MASTERING CONTENT (1 point each)

Circle the letter in front of the response that best completes the statement or answers the question.

1. Although Native Americans helped the first English settlers to North America survive, the principle of _____ deteriorated.

A the discovery of many Native Americans
B the armies of Native Americans
C the settlement of Native Americans
D the Native Americans

2. One major European settlement in North America was _____.

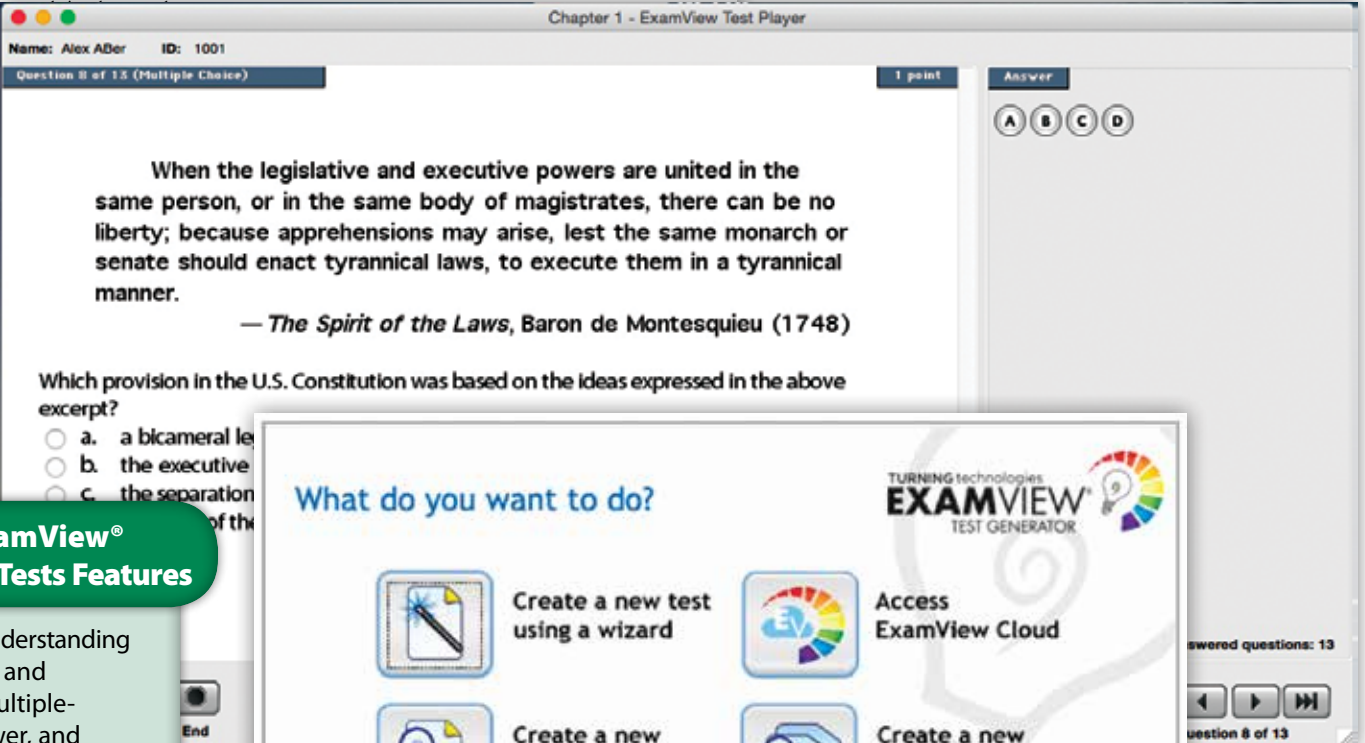
A the development of the port of New York
B the increase in the number of settlers
C the more powerful government
D the construction of the first major city

3. Slavery was _____ because _____.

A the climate was too hot
B the port of New York was the best set
C the more powerful government
D the construction of the first major city

5. The Enlightenment was a time when philosophers argued that _____.

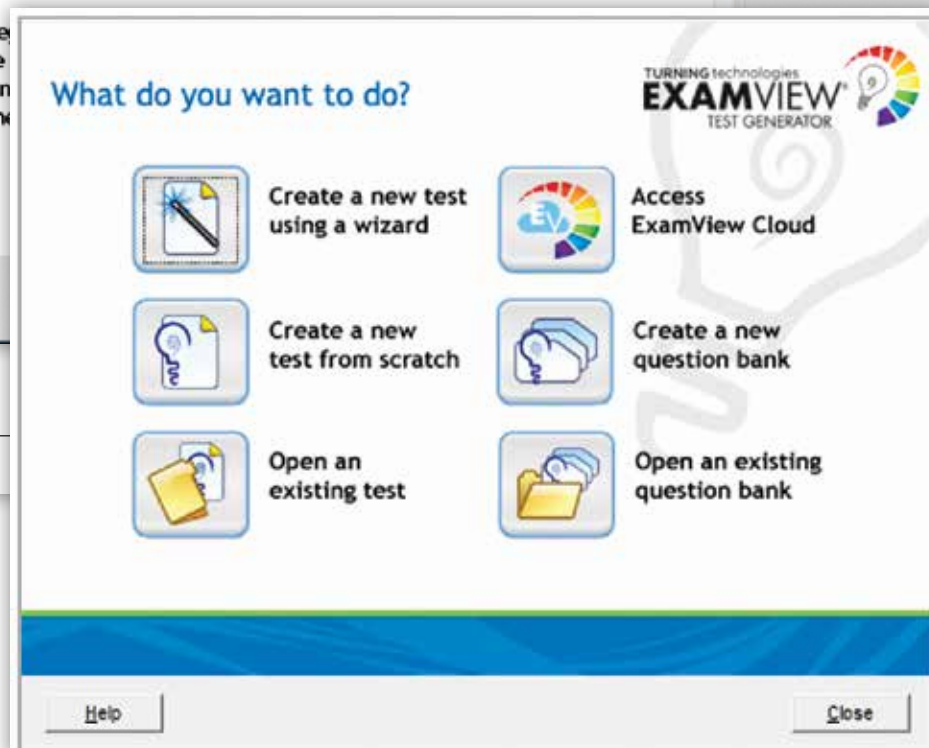
A Kings had a divine right to rule
B people could apply reason and analysis to many traditional beliefs
C the government should be based on the consent of the governed
D the people should have the right to overthrow their government



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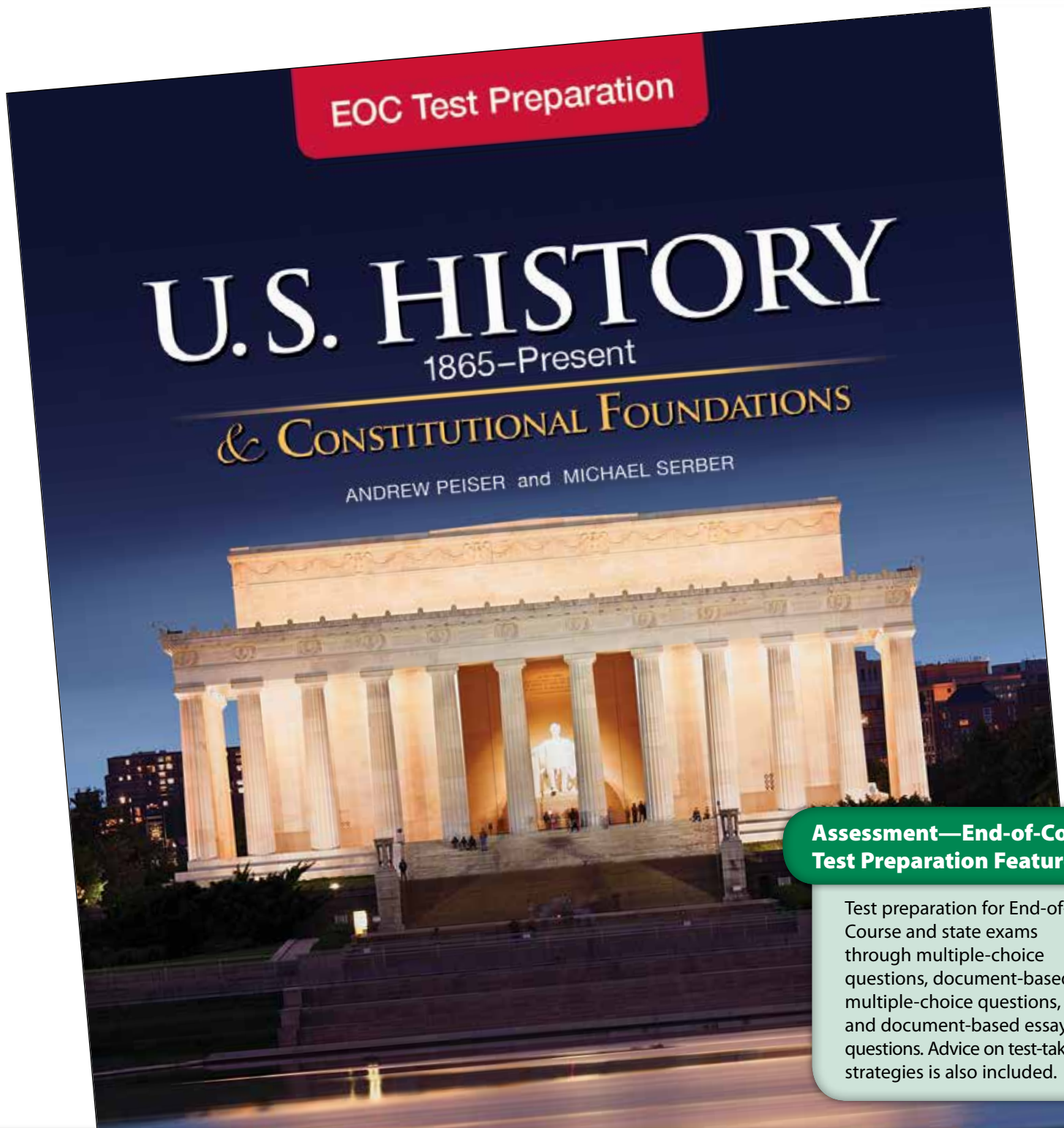


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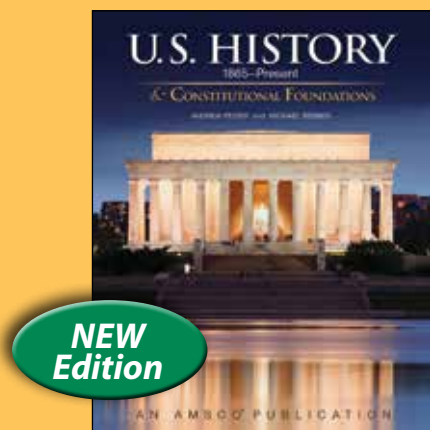
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