

A History of the United States: Precolonial to the 1800s Modern Times—Late 1800s to the 2000s



Teacher Guide

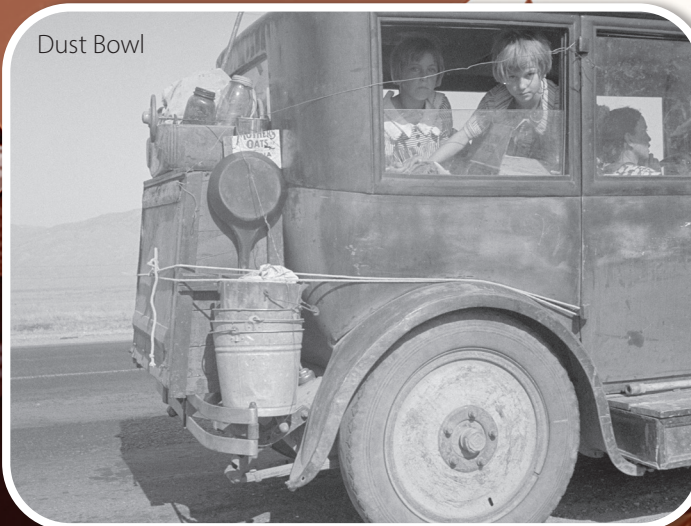
Freedom



Moon Landing



Dust Bowl





A HISTORY OF THE UNITED STATES



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Introduction

ABOUT THIS PROGRAM

Big Idea

The history of the United States is the story of many different groups of people.

The history of the United States is in many ways a story of the interactions among groups of people. These groups include indigenous nations, European explorers, European settlers and their descendants, enslaved Africans and their descendants, and generations of immigrants from Europe, Asia, and Latin America. These interactions were at times shaped by conflicts over land, over freedom, and over power. And it was these very groups of people who also brought about extraordinary achievements. Together, they helped create and shape the nation we are today. We are all connected to our past and to our future.

What Students Should Already Know

Students in Core Knowledge schools should already be familiar with the Core Knowledge K–6 History and Geography™ content. However, this middle school program contains a review of the following topics covered in those grades:

- Early Americans and the First Europeans
- European Exploration and Colonization of the Americas
- The Thirteen English Colonies
- Creating a Constitution for the United States
- The New Republic and the War of 1812
- Westward Expansion Before and After the Civil War
- The Civil War and Reconstruction
- Immigration, Industrialization, and Urbanization

What Students Need to Learn

- The indigenous peoples of North America developed different cultures in response to the environments they settled in.
- Europeans explored and colonized the Americas in a quest for land, wealth, and power.
- The United States began as thirteen English colonies on the eastern coast of North America.
- The English colonies declared independence in response to changes in British economic and governmental policies.
- After the first U.S. government under the Articles of Confederation proved to be too weak, a new constitution was written that created a stronger federal government.
- During the early 1800s, the United States expanded its borders westward, often with harmful consequences for Native Americans, and demonstrated its growing strength on the international stage.

Time Period Background

This timeline provides an overview of key events related to the content of these volumes. Use a classroom timeline with students to help them sequence and relate events that occurred from 30,000 BCE to 2021 CE.

c. 30,000– c. 15,000 BCE	First peoples crossed into North America
1492	Columbus landed in Hispaniola
1500s	Spanish exploration of North America
1607	Jamestown settled
1619	First Africans arrived in Jamestown
1620	Mayflower Compact
1775–1783	Revolutionary War
1776	Declaration of Independence
1789	Ratification of the Constitution
1803	Louisiana Purchase
1803–1806	Lewis and Clark expedition
1812–1815	War of 1812
1820	Missouri Compromise
1825	Erie Canal opened
1830	Indian Removal Act
1846–1847	Mormon migration
1846–1848	Mexican-American War
1848	Seneca Falls declaration
1849	California gold rush
1861–1865	The Civil War

1865–1914	Second Industrial Revolution
1869	Transcontinental railroad completed
1876	Battle of the Little Big Horn
1890	Battle of Wounded Knee
1898	Spanish-American War
1914–1918	World War I
1919–1933	Prohibition
1920	Ratification of the Nineteenth Amendment
1929	Stock market crash
1933–1934	First New Deal
1939–1945	World War II
1941	Attack on Pearl Harbor
1945	Atomic bombings of Hiroshima and Nagasaki
1946–1964	The baby boom
1948	Marshall Plan
1949	Formation of NATO
1950–1953	Korean War
1954	<i>Brown v. Board of Education</i>
1963	Cuban Missile Crisis
1962	March on Washington
1964–1975	Vietnam War

- The debate over slavery in the United States led to civil war in the 1860s.
- After the Civil War, continued westward expansion included further conflict with Native Americans, forced assimilation, and creation of the reservation system.
- In the late 1800s and early 1900s, immigration, industrialization, and urbanization transformed the United States.
- During the Progressive Era, reformers sought to shine a light on society's ills, such as poverty, poor working conditions, and unfair business practices.
- In the late 1800s and early 1900s, the United States became a world power.
- The United States supported the Allies in World War I, joining the war as a combatant late in the war but helping turn the tide by doing so.
- The optimism of the Roaring Twenties was followed by the stock market crash, plunging the nation into the Great Depression.
- The United States entered World War II after Japan's attack on Pearl Harbor. The U.S.-developed atomic bombs ended the war.
- After World War II, the United States and the Soviet Union competed for global influence in the Cold War.
- The 1960s and 1970s were decades of social change in the United States, including the civil rights movement, and other social and environmental movements.
- During the 1980s and 1990s, the United States experienced economic growth and involvement in regional conflicts around the globe.
- The early 2000s brought economic, environmental, political, and international challenges, including an attack on American soil and a war in Iraq.

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

While the topic of slavery is not a primary focus in this program, students will read and learn about slavery in early American history. When you encounter references to slavery, you may want to note that today, we recognize that slavery is a cruel and inhumane practice. During the period of history before the Civil War, while some people, such as Presidents Washington and Jefferson, struggled with the idea of a system in which people were treated as personal property, slavery was a generally accepted practice.

Discussing slavery can be a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to enslaved persons or enslaved workers. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In CKHG, we acknowledge the logic of both perspectives, and we sometimes refer to slaves while at other times referring to enslaved persons or enslaved workers.

1965–1970	UFW-led Delano grape strike and boycott
1969	Moon landing
1972	Title IX
1972–1974	Watergate scandal
1978	Camp David Accords
1980	Ronald Reagan elected president
1990–1991	Gulf War
2001	9/11 attacks
2003–2011	Iraq War
2007–2009	The Great Recession
2008	Barack Obama elected president
2010	Affordable Care Act
2016	Donald Trump elected president
2020	Joe Biden elected president; Kamala Harris became the first female vice president

AT A GLANCE

The most important ideas in Volume 1 are:

- The Americas were inhabited by diverse indigenous peoples when Europeans explored and colonized the continents.
- The United States, having fought for its freedom, was born out of the idea that all people are born equal and with certain rights. With the creation of the Constitution and Bill of Rights, it became the first country in the modern world to create a government of the people.
- In an effort to save the Union, the leaders of the United States compromised over the issue of slavery until tensions erupted into civil war.
- Westward expansion of the United States provided economic opportunities for many and contributed to the growth of the nation, but it was damaging to Native American people and their sovereignty.

The most important ideas in Volume 2 are:

- The United States became a world power in the late 1800s and early 1900s, a period marked by immigration, industrialization, and urbanization.

- The United States experienced profound economic, technological, scientific, and social changes throughout the 1900s, including pushes for women’s rights, Black civil rights, and indigenous rights.
- At the end of World War II and during the Cold War, the United States became a superpower competing for influence on the global stage.
- In the first decades of the 2000s, the United States continued its role as an international economic and political leader while dealing with economic, political, environmental, and social challenges at home, including a terrorist attack, a recession, and growing partisanship.

NOTE: The U.S. History content provided in this program is meant as a jumping-off point, a beginning point, for a deeper understanding of the facts, challenges, and opportunities Americans have faced. These materials are not meant as an end, but as a beginning.

PROGRAM RESOURCES

Student Component

A History of the United States: Precolonial to the 1800s (Volume 1) and *A History of the United States: Modern Times—Late 1800s to the 2000s (Volume 2)* Student Volumes—seventeen chapters (nine in Volume 1, eight in Volume 2). The Student Volume provides traditional narrative text and high-quality images that recount important historical themes and events in U.S. history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct research on a specified topic. **Writers’ Corner** boxes present students with extended writing tasks, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter or in the **Learning Lab** time at each chapter’s conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in the Teacher Resources section of this Teacher Guide.

Teacher Components

A History of the United States Teacher Guide—seventeen chapters (nine in Volume 1, eight in Volume 2)—includes lessons aligned to each chapter of *A History of the United States: Precolonial to the 1800s (Volume 1)* Student Volume and *A History of the United States: Modern Times—Late 1800s to the 2000s (Volume 2)* Student Volume, with a daily Check for Understanding and Additional Activities, such as vocabulary practice and primary source activities, designed to reinforce or extend the chapter content. A Mid-Volume Assessment, an End-of-Volume Assessment, a Performance Task Assessment, and Activity Pages are included in the Teacher Resources for each volume.

- The Mid-Volume Assessment tests knowledge of the first four or five chapters of the volume, using standard testing formats.
- The End-of-Volume Assessment tests knowledge of the entire volume, using standard testing formats.

- The Performance Task Assessment requires students to apply and share the knowledge learned through either an oral or written presentation.
- The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

USING THE TEACHER GUIDE

Pacing Guides

A History of the United States: Precolonial to the 1800s and *A History of the United States: Modern Times—Late 1800s to the 2000s* are provided as the U.S. history volumes in the CKHG Middle School program. A total of 150 days has been allocated to these volumes, assuming that both volumes of the series will be completed within the same school year. We recommend that you do not reduce this number of instructional days to ensure that you have sufficient instructional time to complete all chapters.

Note that we have also provided an option for using the content across two middle school grade levels (Grades 7 and 8) as needed. To support this option, we have provided additional pacing guides that provide guidance on how to use a single Student Volume—Volume 1 or Volume 2—in one academic year. You will find the three Sample Pacing Guides in the Middle School CKHG Online Resources. There are many options and ways that you may choose to individualize this unit for your students based on their interests and needs. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire program and create your pacing guide before teaching the first chapter.

To find the Sample Pacing Guides, download the CKHG Online Resources:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the CKHG Online Resources at the beginning of each chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Core Knowledge Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a student volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—e.g., reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Learning Lab


Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts, and possibly time for them to present their work, as well as create a writing assignment portfolio.

Talk It Over

Each chapter includes an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to read longer passages entirely on their own.

One or more lessons in each CKHG volume will be designated as an Independent Reading Lesson in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students will be asked to complete some type of note-taking activity as they read independently to focus attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Volume chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter Big Questions

Volume 1

1	What were some of the similarities and differences between the early indigenous or Native American groups of the Americas?
2	What were the motivations that drove the exploration of the Americas?
3	What impact did European, and particularly English, colonizers have on the area of North America that came to be recognized as the Thirteen Colonies?
4	What were the main causes of the American Revolution?
5	What were some of the conflicting opinions that had to be resolved in order to create the U.S. Constitution?
6	What were the main events that occurred in the United States from the time that George Washington became the first president to the seventh president, Andrew Jackson?
7	What were the main events that occurred as people moved west before the Civil War?
8	What were the key issues that led to the American Civil War?
9	What happened to Native American homelands and culture after the Civil War?

Volume 2

1	What impact did immigration, industrialization, and urbanization have on America in the late 1800s and early 1900s?
2	In what ways were the expansion of industry and the development of new technologies connected to the need for social reforms during this time period?
3	How do the events that occurred in the last part of the 1800s and the first part of the 1900s reveal how powerful the United States had become?
4	What were the main events that occurred in the United States during the 1920s and 1930s?

5	What were the main causes of the Second World War, and who fought on either side?
6	What issue consumed the United States overseas and what was the main social issue at home during this time?
7	What were some of the main challenges facing the United States in the last twenty-five years of the 1900s?
8	What in your opinion are the most pressing challenges facing the United States in the years ahead?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Volume are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Volume. Student Volume page numbers are also provided. The vocabulary terms, by chapter, are:

Chapter	Core Vocabulary
Volume 1	
Foreword	primary source
1	pestilent, smallpox, climate pattern, geographic region, cultural artifact, judicial, commerce, Mound Builders, monotheism, polytheism, shaman
2	medieval, monopoly, Mongol, diplomatic mission, agrarian society, monetary economy, currency, Holy Land, conquistador, isthmus, yellow fever, convert, mutiny, armada, joint-stock company
3	gentleman class, cash crop, indentured servitude, proprietary colony, debtor, buffer zone, inhumane, cargo, tropical latitudes, sanctuary, Mayflower Compact, banish, congregation
4	proclamation, taxes, “the rights of Englishmen,” burgess, quartering, boycott, repeal, “trial by jury,” massacre, intolerable, resolution, “on the brink,” self-determination, natural rights
5	“The Age of Enlightenment,” consent, deliberate, provisions, assemble, conscience, infringe, confederation, compliance, federal, legislative, executive, judicial, compromise, “bicameral system,” amend
6	electoral college, “inaugural ceremony,” oath of office, precedent, chief justice, judicial circuit, confirm, cede, almanac, impressment, veto
7	frontier, expedition, interpreter, Continental Divide, locomotive, displacement, treaty, civil disobedience
8	abolitionist, secede, arsenal, incumbent, draft, “tide of battle,” blockade, impeach, “high crimes and misdemeanors,” chattel slavery
9	stampede, transcontinental railroad, assimilation, amnesty
Volume 2	
1	immigration, industrialization, urbanization, economy, discrimination, malnutrition, synonymous, political economy, capitalism, public policy, agrarian, injunction, invalidate, entrepreneur, free enterprise, regulate, populism, inflation
2	progressive, diagnostic, civic center, contaminated, absolutism, lawsuit, political disenfranchisement, accommodationist, ostracize, socialist

3	census, imperialism, nationalism, militarism, interlocking alliances, Central Powers, Allied Powers, mobilization, carnage, attrition, post-traumatic stress disorder (PTSD), draft, pacifist, Bolshevik, communist, atheist
4	modernity, moving assembly line, assembly plant, virtuoso, celluloid film, syndicated newspaper column, renaissance, repatriate, prohibition, gangster, bootlegger, speakeasy, isolationist, reparations, League of Nations, anarchist, stock market crash, GDP (gross domestic product), tariff policy, Federal Reserve, corporate bond, “run on the banks,” prime interest rate, social welfare system, foreclose, “pack the court,” deficit spending
5	Nazi Germany, totalitarianism, fascism, collectivized, ideological, indoctrinate, propaganda, appeasement, puppet government, orator, tyranny, embargo, asset, war bond, income tax, sabotage, internment, amphibious landing, atomic bomb
6	containment, “active internationalism,” suburb, counterculture, plaintiff, détente
7	human genome, global commerce, discriminatory practices, reevaluation, “conscientious individual behavior,” pesticide, toxic industrial waste, climate change, greenhouse gas emissions, reliant, embargo, deregulation, national debt, “centrist wing”
8	confirmation bias, partisanship, recession, globalization, offshoring, embassy, reconfigure, surveillance, warrant, “preemptive attack,” mortgage, community organizer, infrastructure, medical insurance, subsidy, “preexisting medical condition,” drone, polar ice cap, carbon footprint

Activity Pages

The following Activity Pages can be found in Teacher Resources for each volume. They are to be used with the chapter specified either as reference, for additional class work, or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

Activity Pages



AP 1.1
AP 1.2
AP 2.1
AP 2.2
AP 3.1
AP 6.1
AP 7.1
AP 8.1
AP 9.1
AP 9.2

Volume 1

- Chapter 1—World Map (AP 1.1)
- Chapter 1—Native American Culture Regions (AP 1.2)
- Chapter 2—The World in 1500 (AP 2.1)
- Chapter 2—Routes of the Explorers (AP 2.2)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.1)
- Chapter 6—Domain Vocabulary: Chapters 4–6 (AP 6.1)
- Chapter 7—Westward Expansion (AP 7.1)
- Chapter 8—The Civil War, 1861–1865 (AP 8.1)
- Chapter 9—Cattle Trails (AP 9.1)
- Chapter 9—Domain Vocabulary: Chapters 7–9 (AP 9.2)

Activity Pages



AP 4.1
AP 8.1

Volume 2

- Chapter 4—Domain Vocabulary: Chapters 1–4 (AP 4.1)
- Chapter 8—Domain Vocabulary: Chapters 5–8 (AP 8.1)

Additional Activities and Website Links

Additional Activities related to material in the Student Volume have also been provided. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class to assess their suitability.

To find the Additional Activities, look for the link to download the CKHG Online Resources at the end of each chapter.

Most chapters include additional activities built around the exploration of **primary sources**. Primary sources are an essential part of understanding history. They are a window into the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each volume.



A SPECIAL NOTE ABOUT *THE PATHWAY TO CITIZENSHIP*

A critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every American history unit called “The Pathway to Citizenship,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the American government.

In the CKHG Middle School U.S. History program, there are instances in which we have chosen to also include the “Pathway to Citizenship” feature in select chapters. In choosing the specific content to call to your and your students' attention, we have been guided by a civics test that was developed by the U.S. Citizenship and Immigration Services. Such a test is required for all immigrants wishing to become naturalized American citizens. Students who have used “The Pathway to Citizenship” materials throughout the Core Knowledge Curriculum Series™ have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen.

The CKHG Middle School U.S. History program also includes Civics in Action prompts in select chapters. These prompts are meant to encourage students to develop civic awareness and civic participation.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

- Balis, Andrea, and Elizabeth Levy. *Bringing Down a President: The Watergate Scandal*. Illustrated by Tim Foley. New York: Roaring Brook Press, 2019.
- Bausum, Ann. *The March Against Fear: The Last Great Walk of the Civil Rights Movement and the Emergence of Black Power*. Washington, D.C.: National Geographic Kids, 2017.
- Bausum, Ann. *Stonewall: Breaking Out in the Fight for Gay Rights*. New York: Speak, 2016.
- Brill, Marlene Targ. *Dolores Huerta Stands Strong: The Women Who Demanded Justice*. Athens, OH: Ohio University Press, 2018.
- Brimner, Larry Dane. *Blacklisted! Hollywood, the Cold War, and the First Amendment*. New York: Calkins Creek, 2018.
- Brimner, Larry Dane. *Strike! The Farm Workers' Fight for Their Rights*. New York: Calkins Creek, 2014.
- Brimner, Larry Dane. *Twelve Days in May: Freedom Ride 1961*. New York: Calkins Creek, 2017.
- Davis, Kenneth C. *In the Shadow of Liberty: The Hidden History of Slavery, Four Presidents, and Five Black Lives*. New York: Henry Holt Books for Young Readers, 2019.
- Dunbar, Erica Armstrong, and Kathleen Van Cleve. *Never Caught, the Story of Ona Judge: George and Martha Washington's Courageous Slave Who Dared to Run Away—Young Readers Edition*. New York: Aladdin, 2020.
- Dunbar, Erica Armstrong. *She Came to Slay: The Life and Times of Harriet Tubman*. New York: 37 Ink, 2019.
- Dunbar-Ortiz, Roxanne. *An Indigenous Peoples' History of the United States for Young People*. Adapted by Jean Mendoza and Debbie Reese. Boston: Beacon Press, 2019.
- Easton, Emily. *Enough! 20 Protestors Who Changed America*. Illustrated by Ziyue Chen. New York: Random House Children's Books, 2018.
- Engle, Margarita. *Dreams from Many Rivers: A Hispanic History of the United States Told in Poems*. Illustrated by Beatriz Gutierrez Hernandez. New York: Henry Holt, 2019.
- Favreau, Marc. *Crash: The Great Depression and the Fall and Rise of America*. New York: Little, Brown Books for Young Readers, 2018.
- Foster, Jeff. *For Which We Stand: How Our Government Works and Why It Matters*. Illustrated by Julie McLaughlin. New York: Scholastic, 2020.
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- Lewis, Aura, and Evan Sargent. *We the People: The United States Constitution Explored and Explained*. Illustrated by Aura Lewis. London: Wide Eyed Editions, 2020.
- Lowe, Mifflin. *Women Sharpshooters, Native American Rodeo Stars, Pioneering Vaqueros, and the Unsung Explorers, Builders, and Heroes Who Shaped the American West*. Illustrated by William Luong. Charlotte, NC: Baker & Taylor, 2020.

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Mann, Charles C. *1493 for Young People: From Columbus's Voyage to Globalization*. Adapted by Rebecca Steffoff. Salem, OR: Triangle Square Press, 2016.

Mullenbach, Cheryl. *The Great Depression for Kids: Hardship and Hope in 1930s America*. Chicago: Chicago Review Press, 2015.

Murphy, Claire Rudolf. *Martin and Bobby: A Journey Toward Justice*. Chicago: Chicago Review Press, 2018.

Orgill, Roxane. *Siege: How General Washington Kicked the British out of Boston and Launched a Revolution*. Somerville, MA: Candlewick Press, 2018.

Osborne, Linda Barrett. *This Land Is Our Land: A History of American Immigration*. New York: Harry N. Abrams, 2016.

Reynolds, Jason, and Ibram X. Kendi. *Stamped: Racism, Antiracism, and You*. New York: Little, Brown Books for Young Readers, 2020.

Rocco, John. *How We Got to the Moon*. New York: Crown Books for Young Readers, 2020.

Sandler, Martin W. *Iron Rails, Iron Men, and the Race to Link the Nation: The Story of the Transcontinental Railroad*. Somerville, MA: Candlewick Press, 2015.

Schwarz, Heather E. *Locked Up for Freedom: Civil Rights Protestors at the Leesburg Stockage*. Minneapolis: Millbrook Press, 2017.

Sheinkin, Steven. *Most Dangerous: Daniel Ellsberg and the Secret History of the Vietnam War*. New York: Square Fish, 2019.

Shepard, Ray Anthony. *Now or Never! 54th Massachusetts Infantry's War to End Slavery*. New York: Calkins Creek, 2017.

Steinmetz, Kay. *Awesome America*. New York: TIME for Kids, 2016.

Takaki, Ronald. *A Different Mirror for Young People: A History of Multicultural America*. Adapted by Rebecca Steffoff. Salem, OR: Triangle Square Press, 2012.

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Weatherford, Carole Boston. *You Can Fly: The Tuskegee Airmen*. Illustrated by Jeffery Boston Weatherford. New York: Atheneum Books for Young Readers, 2017.

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A HISTORY OF THE UNITED STATES:

Precolonial to the 1800s



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A History of the United States: Precolonial to the 1800s

Teacher Guide

Core Knowledge Sequence History and Geography Middle School

Early Americans and the First Europeans

The Big Question: What were some of the similarities and differences between the early indigenous or Native American groups of the Americas?

Primary Focus Objectives

- ✓ Explain how the first people came to the Americas. (RI.7.2, RH.6-8.2)
- ✓ Describe the indigenous empires of Central and South America. (RI.7.2, RH.6-8.2)
- ✓ Identify the Native American cultural regions of North America. (RH.6-8.7)
- ✓ Compare and contrast indigenous cultures of North America. (RI.7.1, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *primary source*, *pestilent*, *smallpox*, *climate pattern*, *geographic region*, *cultural artifact*, *judicial*, *commerce*, *Mound Builders*, *monotheism*, *polytheism*, and *shaman*. (L.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Early Americans and the First Europeans”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- display and individual student copies of World Map (AP 1.1)
- display and individual student copies of Native American Culture Regions (AP 1.2)

Core Vocabulary (Student Volume page numbers listed below)

primary source, n. a firsthand account of a historical event (3)

Example: A letter written by George Washington to his wife during the Revolutionary War is a primary source.

Variations: primary sources

pestilent, adj. infectious or sickly (11)

Example: Her infected knee was covered with pus and had a pestilent smell.

smallpox, n. a serious disease that spreads from person to person and causes a fever and rash (11)

Example: Queen Elizabeth I of England survived smallpox, but for the rest of her life, her face was scarred from the terrible rash.

climate pattern, n. the type of weather that occurs regularly in a place (12)

Example: Hot, humid summers are part of the climate pattern for the southeastern region of the United States.

Variations: climate patterns

geographic region, n. a large area whose geographic characteristics, such as climate and physical features, set it apart from other places (12)

Example: The Northeast is a geographic region known for cold, snowy winters.

Variations: geographic regions

cultural artifact, n. an object that reflects the life, beliefs, and society of a group of people (14)

Example: The National Museum of the American Indian contains thousands of indigenous cultural artifacts.

Variations: cultural artifacts

judicial, adj. having to do with courts of law or decisions of right and wrong (15)

Example: Judges and courts are part of the judicial system in the United States.

Variations: judicial systems

commerce, n. the buying and selling of goods and services; trade (15)

Example: The market was the center of commerce for the whole town; you could buy shoes or fruit or even pots and pans there.

Mound Builders, n. prehistoric Native American people who lived in the Mississippi River valley and were known by the huge earthen mounds they built (18)

Example: The Mound Builders were expert farmers who lived in North America long before European explorers arrived.

Variations: Mound Builder

monotheism, n. the religious belief in one god (22)

Example: Christians, Jews, and Muslims practice monotheism.

Variations: monotheistic (adj.)

polytheism, n. the religious belief in many gods (22)

Example: Many Native American societies practice polytheism and believe that the natural world contains many spirits to worship or honor.

Variations: polytheistic (adj.)

shaman, n. a religious leader who performs healing rites and rituals (23)

Example: The shaman of the village traveled to those who were ill to heal them.

Variations: shamans

Introduce *A History of the United States: Precolonial to the 1800s*

5 MIN

Distribute the Student Volumes. Give students a few seconds to peruse the book's pages. Then have students turn to the Foreword on pages 2–5 and follow along as you read aloud. Read each quote and ask students to explain it in their own words. Then read the Think Twice. Briefly discuss why different people might have different opinions about history and why it is important. (*People have different experiences, and these experiences lead to different opinions.*) Note that all of the quotes seem to agree that it is important to know about history. Ask students why that might be. (*Understanding history might help people avoid making mistakes that were made in the past. It might also make life easier because if you understand and apply what you know about history, you don't need to "reinvent the wheel," or figure out a problem someone else has already solved. Shared knowledge of a country's history can contribute to a national identity and shared values.*)

Read the remainder of the Foreword, and then tell students that in the first chapter, they will learn the earliest history of the land that is now the United States of America. In addition, they will learn about other areas of North and South America during the same period.

Introduce “Early Americans and the First Europeans”

5 MIN

Activity Page



AP 1.1



Display the World Map (AP 1.1). Have students identify the location of the United States. Explain that the United States is in North America. Point out North America. Guide students to identify the bodies of water that surround North America: the Atlantic Ocean, the Pacific Ocean, the Arctic Ocean, and the Caribbean Sea.

Then point out South America and Central America. Note that Central America connects North and South America. Explain that in this chapter, students will learn about the first people who lived in the Americas—North, South, and Central.

Call students' attention to the Big Question. Tell students to look for similarities and differences between the early indigenous or Native American groups of North and South America.

Guided Reading Supports for “Early Americans and the First Europeans”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The First Americans,” page 6

Scaffold understanding as follows:

Invite a volunteer to read the section on page 6 aloud.

Activity Page



AP 1.1



SUPPORT—Display the World Map (AP 1.1), and point out the location of Hispaniola in the Caribbean. Invite a volunteer to point out the location of India. Note that Columbus believed that he had traveled around the world all the way to India. In fact, when traveling west from Europe, there was far more land and water between Europe and India than Columbus had ever imagined.

After the volunteer reads the text, ask the following questions:

LITERAL—Why did Columbus name the people he saw *indios*?

- » Columbus thought he was in India and that the people he met were South Asian Indians.



INFERENTIAL—What names are Americas' original inhabitants known by today?

- » Today the Americas' original inhabitants are known as Native Americans, First Nation Peoples, American Indians, or indigenous people.

"How People Came to America," page 7

Scaffold understanding as follows:

Read the section on page 7 aloud to the class and encourage them to follow along.

SUPPORT—Point out the word *indigenous* in the first sentence of the section. Explain that *indigenous* means native to an area.



SUPPORT—Point out the map "Migration to the Americas" on page 6 of the Student Volume, and encourage students to find the Beringian land bridge on the map. Note that evidence suggests the first inhabitants that came to America actually came from Asia, the continent Columbus had been attempting to reach.

After you read the text, ask the following questions:

LITERAL—What current U.S. state did the land bridge border?

- » The land bridge bordered the current state of Alaska.

LITERAL—What reason do some historians give for the move from Asia to America?

- » Some historians believe that early people may have followed herds of big game over the land bridge while they were hunting.

LITERAL—What other methods of migration might early people have used?

- » Some people may have traveled by boat or walked across frozen water.

"Indigenous Society Before European Contact," page 7

Scaffold understanding as follows:

Invite students to read the section on page 7 silently.



SUPPORT—Remind students that the Western Hemisphere includes all of North and South America. Display the World Map (AP 1.1), and point out the areas named in the text: the Arctic (Alaska and northern Canada), the Andes Mountains, the Mississippi River valley, Peru, and Ecuador.

After students read the text, ask the following question:

EVALUATIVE—How did the way of life of the different groups change as they moved to different parts of the Western Hemisphere?

- » The groups organized themselves differently and took on different ways of life. Some were hunters, while others farmed and formed highly structured societies.

Activity Page




AP 1.1

“Indigenous People of Central and South America,” pages 8–11


Scaffold understanding as follows:

Invite volunteers to read page 8 aloud.

 **SUPPORT**—Direct students’ attention to the map on page 8, and have them identify the location of the Inca.

SUPPORT—Discuss the motivations that caused surrender of the Inca to the conquistadors. Help students consider both weapons technology (the guns of the Spanish) and cultural differences (Atahualpa believed that the dinner invitation was genuine, Pizarro had no qualms about separating the leader from his people dishonestly, and the Spanish used brutality to increase their wealth).

Have students read page 9 independently.

 **SUPPORT**—Direct students’ attention to the map on page 8, and have them find the Maya on the map.

Have students read pages 10–11 in pairs. Encourage students to refer to the vocabulary box as they read.

Note: Huitzilopochtli is pronounced (/wee*tsee*loh*pohch*tee/) and Quetzalcoatl is pronounced (/ket*sahl*koh*aht*l/).

CORE VOCABULARY—Point out the vocabulary term *pestilent*, and explain its meaning. Note that the gunpowder that was used in the weapons had sulfur in it, which meant that after they were fired, the air around them smelled of rotten eggs.

CORE VOCABULARY—Point out the vocabulary term *smallpox*, and explain its meaning.

SUPPORT—Explain that today, many diseases that were so deadly to indigenous people, such as smallpox, measles, and mumps, have only been under control in the world because of vaccines. In fact, students themselves will have been vaccinated against measles, mumps, and rubella as babies. Smallpox vaccines were also common well into the 1900s, but the disease was eradicated, or completely wiped out, worldwide in 1980.

After students read the text, ask the following questions:

LITERAL—What reasons do historians give for the Maya empire’s decline?

- » Historians blame environmental changes, an extended drought, constant warfare among rival city-states, and overpopulation or a combination of these.

EVALUATIVE—What accomplishments did the Maya, Aztec, and Inca share?

- » The Maya, Aztec, and Inca all developed agricultural societies. They were also all builders. The Inca built roads, walls, and irrigation works. The Maya built pyramids. The Aztec built temples.

EVALUATIVE—How were the Inca and Aztec similar?

- » Both the Inca and Aztec were skilled at warfare, and both were defeated by the firepower of the Spanish.

“Indigenous Societies in North America,” page 12

Scaffold understanding as follows:

Read the section on page 12 aloud.

CORE VOCABULARY—Point out the vocabulary terms *climate pattern* and *geographic region*, and explain their meanings. Give examples of climate patterns in your area, such as hot, humid summers or cold, snowy winters.



SUPPORT—Display Native American Culture Regions (AP 1.2), and point out the four culture regions named in the text: Southwest, Southeast, Northwest, Northeast. Help students identify the region in which they live.

After you read the text, ask the following question:

LITERAL—What are the four geographic regions of North America?

- » The four geographic regions are the Southwest, the Southeast, the Northwest, and the Northeast.

Activity Page



AP 1.2

“The American Southwest,” pages 12–13

Scaffold understanding as follows:

Invite a volunteer to read the first three paragraphs of the section on page 12 aloud.



SUPPORT—Display Native American Culture Regions (AP 1.2), and invite a volunteer to point out the area in which the Ancestral Pueblo lived in the Southwest. Note that this area is the “Four Corners” area, where the states of Utah, Colorado, New Mexico, and Arizona meet today.

Have students read the remaining three paragraphs of the section, on pages 12–13, to themselves.

After the students have finished reading the text, ask the following questions:

LITERAL—What was challenging about living in the American Southwest? How did native farmers meet this challenge?

- » The dry, arid climate made it difficult to live there. Native farmers learned to harness the power of the region’s rivers.

EVALUATIVE—How was the lifestyle of the Navajo different from that of the Pueblos?

- » The Navajo lived in small villages, while the Pueblos lived in towns in close quarters.

Activity Page



AP 1.2

“The American Northwest,” page 14

Scaffold understanding as follows:

Read the first paragraph of the section on page 14 aloud.



SUPPORT—Display Native American Culture Regions (AP 1.2), and point out the Northwest region, which includes some of the modern states of Alaska, Washington, Oregon, and California. Note the proximity of all of the land in this region to the Pacific Ocean.

Activity Page



AP 1.2

CORE VOCABULARY—Point out the vocabulary term *cultural artifact*, and explain its meaning.

CHALLENGE—Explain that cultural artifacts that teach us about the past include the cliff dwellings of the Ancestral Pueblo, cave paintings, and pieces of pottery. Challenge students to identify objects that would be cultural artifacts representing modern life. (*Possible responses: cell phones, gaming systems, cars*)

Have students read the remainder of the section on page 14 independently.

Note: *Haida* is pronounced (/hye*duh/), and *Inuit* is pronounced (/in*yoo*it/).

After the students read the text, ask the following questions:

LITERAL—How did the forests in the Northwest support the indigenous groups who lived there?

» The forests provided wood for making shelters, boats, and religious artifacts.

EVALUATIVE—How did the amount of water in their region make life for people in the Northwest different from the lives of people in the Southwest?

» Water was plentiful in the Northwest and provided a source of food, while in the Southwest, people had to spend time getting water and food, which was far less plentiful.

“The American Northeast,” pages 15–16

Scaffold understanding as follows:

Invite volunteers to read the section on pages 15–16 aloud.



SUPPORT—Display Native American Culture Regions (AP 1.2), and invite a volunteer to point out the Northeast region. Point out that the Iroquois Confederacy lived on lands that are now New York, Vermont, and Connecticut.

Note: Iroquois names are pronounced as follows: Haudenosaunee (/hoe*deen*oh*shoh*nee/), Onondaga (/ah*nuhn*dah*guh/), the Seneca (/seh*nih*kuh/), the Oneida (/oe*nye*duh/), and the Cayuga (/kay*yoo*guh/).

CORE VOCABULARY—Point out the vocabulary terms *judicial* and *commerce*, and explain their meanings.

SUPPORT—Help students understand that “burying the hatchet” is a saying that means to make peace. It comes from a Native American tradition that when a peace treaty was made between two nations, the leaders buried their weapons—small axes called hatchets. Although the practice of actually burying a hatchet is out of date, the saying is still used frequently today.

After volunteers read the text, ask the following questions:

LITERAL—How did the judicial style of government help the Iroquois?

» The judicial style of government helped the Iroquois settle conflicts between neighbors and regulate commerce.

Activity Page



AP 1.2

LITERAL—What country’s government was inspired by the Haudenosaunee Confederacy?

- » The United States government was inspired by the Haudenosaunee Confederacy.

LITERAL—What was the role of women in many northeastern Native American groups?

- » Many groups included all adults in making decisions. The women were also skilled farmers and produced much of the food for the community.

“The Eastern Woodlands,” pages 16–18

Scaffold understanding as follows:

Have students read the section on pages 16–18 independently.

SUPPORT—Point out the term *sustainable agriculture* in the paragraph at the top of page 17. Explain that sustainable agriculture is a practice of growing plants in a way that continues to provide food over time.

After students read the text, ask the following questions:

LITERAL—How did the Eastern Woodlands people use the materials around them?

- » The Eastern Woodlands people used wood for building and fuel and animals, fish, nuts, and berries for food.

INFERENTIAL—Why is the way people of the Eastern Woodlands planted considered sustainable agriculture?

- » The plants were planted together to help each other grow: corn provided structure for the beans, and squash provided shade to keep the ground moist and prevent weeds.

LITERAL—What theory does the old Mahican story about traveling to their home match?

- » The Mahican story matches the theory of the Beringian land bridge.

“The Mound Builders,” pages 18–19

Scaffold understanding as follows:

CORE VOCABULARY—Point out the vocabulary term *Mound Builders*, and explain its meaning.

Invite volunteers to read the section on pages 18–19 aloud.



SUPPORT—Display Native American Culture Regions (AP 1.2), and have a volunteer identify the area that was occupied by the Mound Builders.

After volunteers read the text, ask the following questions:

LITERAL—What was the cause of the decline of Mound Builder civilizations?

- » The Mound Builders, like other indigenous people, died of diseases brought by the Europeans.



LITERAL—What people today are descended from the Mound Builders?

- » The Creek, the Cherokee, and the Choctaw are descended from the Mound Builders.

Activity Page



AP 1.2

"The American Southeast," pages 19–20


Scaffold understanding as follows:

Read the section on pages 19–20 aloud.

Activity Page



AP 1.2

 **SUPPORT**—Display Native American Culture Regions (AP 1.2), and point out the area that makes up the American Southeast. Note that this is only one part of the area that Mound Builder civilizations occupied.

After reading the text, ask the following questions:

 **LITERAL**—Where did members of the Creek Confederacy live?

- » The Creek Confederacy covered areas that are now North and South Carolina, Georgia, Florida, Alabama, Mississippi, and Louisiana.

INFERENTIAL—What part of Creek culture is now known in cultures around the world?

- » The game the Creek played is like lacrosse, which is now played around the world.

"The Cherokee," pages 20–21

Scaffold understanding as follows:

Have students read the section on pages 20–21 in pairs, including the boxes about Sequoyah and the Seminoles on page 21.

After students read the text, ask the following questions:

 **LITERAL**—Where were the Cherokee originally located?

- » The Cherokee were originally located in what is now western North Carolina, eastern Tennessee, and northern Georgia.

INFERENTIAL—Why might it have been wise to have different chiefs for peacetime and wartime?

- » Leadership in peace and in war requires different skills, and with two leaders, the Cherokee could get the person who was most skilled in each job.

EVALUATIVE—How were the organization of the Cherokee and Seminoles similar?

- » Both the Cherokee and the Seminoles were organized into different clans.

"Shared Cultural Traits and Sources of Conflict," pages 22–24

Scaffold understanding as follows:

Invite volunteers to read the section on pages 22–24 aloud.

CORE VOCABULARY—Point out the vocabulary terms *monotheism*, *polytheism*, and *shaman*, and explain their meanings.

After volunteers read the text, ask the following questions:

LITERAL—Where did the Europeans' beliefs come from?

- » For many, European beliefs came largely from Christianity and the Bible, as well as the teachings of their religious leaders.

LITERAL—Where did the indigenous societies' beliefs come from.

- » The indigenous societies' beliefs came from oral traditions and values and from their own elders and shamans, who they believed had access to the spirits.

INFERENTIAL—How did the two societies view land and nature differently?

- » The Europeans believed that the land and the plants and animals on it were gifts to people from God, whereas the indigenous people believed that the land, animals, and plants all belonged to one another, though they did also have spiritual beliefs about the creation of the land.

INFERENTIAL—How did the Native American way of life connect to their spiritual beliefs?

- » Native Americans lived in a kind of harmony or synchronicity within their environments which connected them to the inherent value of our world.

"The Earliest Europeans in America Were Vikings," pages 25–27


Scaffold understanding as follows:

Read the section on pages 25–27 aloud.

Activity Page



AP 1.1

 **SUPPORT**—Display the World Map (AP 1.1), and point out the locations of Norway, Greenland, and the northeastern coast of Canada.

After you read the text, ask the following questions:

LITERAL—How did the first Viking ship find America?

- » The first Viking ship found America when it was blown off course on a trip to Greenland.

LITERAL—Why did more Vikings come to settle in America after they learned of it?

- » Their Scandinavian homelands were beginning to get crowded.

EVALUATIVE—What does the text reveal about Viking culture?

- » Most Vikings were farmers, but some became warriors and explorers. They were skilled sailors and good soldiers, and they enjoyed stories.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Check for Understanding as a group.



"CHECK FOR UNDERSTANDING" 10 MIN

Ask students to do the following:

- Write a short answer to the Big Question: "What were some of the similarities and differences between the early indigenous or Native American groups of the Americas?"
 - » Key points students should cite include the following: The early indigenous groups of the Americas all relied on the land, animals, and plants around them to survive, but depending on where they were, they had to survive in different ways; some groups mostly hunted, while others were farmers, and some, such as the Ancestral Pueblo, the Aztec, and the Maya, had complex societies and large cities. The groups had different types of government and ways of choosing leaders, but many of the societies involved all the adults in important decisions. The Iroquois Confederacy had a government on which the structure of the United States government is based.
- Choose one of the Core Vocabulary terms (*primary source, pestilent, smallpox, climate pattern, geographic region, cultural artifact, judicial, commerce, Mound Builders, monotheism, polytheism, or shaman*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

European Exploration and Colonization of the Americas

The Big Question: What were the motivations that drove the exploration of the Americas?

Primary Focus Objectives

- ✓ Explain the motivations for European exploration of the Americas. (RI.7.3, RH.6-8.2)
- ✓ Identify key explorers and what they found. (RI.7.2, RH.6-8.2)
- ✓ Explain the consequences of European exploration of the Americas. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *medieval*, *monopoly*, *Mongol*, *diplomatic mission*, *agrarian society*, *monetary economy*, *currency*, *Holy Land*, *conquistador*, *isthmus*, *yellow fever*, *convert*, *mutiny*, *armada*, and *joint-stock company*. (L.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About European Exploration and Colonization of the Americas”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 2.1

- display and individual student copies of World Map (AP 1.1)
- display and individual student copies of The World in 1500 (AP 2.1)

Core Vocabulary (Student Volume page numbers listed below)

medieval, adj. relating to the Middle Ages in Europe (29)

Example: The house dated from medieval times and was built around 1300.

monopoly, n. complete ownership or control of a resource or industry (29)

Example: The Internet company had a monopoly, as there were no other providers in town.

Variations: monopolies

Mongol, n. a native of the Asian nation of Mongolia (30)

Example: European traders depended on the Mongols to keep the roads safe for travelers.

Variations: Mongols, Mongolian

diplomatic mission, n. an official journey to speak with the government of another country (31)

Example: The secretary of state went on a diplomatic mission to help the two countries make a peace agreement.

Variations: diplomatic missions

agrarian society, n. a society that chiefly relies on agriculture or farming (32)

Example: It was an agrarian society, in which everyone did at least a little farming.

Variations: agrarian societies

monetary economy, n. a system of trade for goods and services that uses money rather than barter, or an exchange of goods (32)

Example: The country had a monetary economy rather than one in which people bartered and traded goods and services.

Variations: monetary economies

currency, n. a system of money (32)

Example: Bitcoin is a type of electronic currency that can be used to buy things.

Variations: currencies

Holy Land, n. an area in the Middle East that includes the city of Jerusalem and is considered special to members of the Jewish, Christian, and Islamic faiths (32)

Example: He wanted to visit the Holy Land and see the places that were mentioned in the Bible.

conquistador, n. the Spanish word for conqueror (37)

Example: The conquistador wore armor and traveled across the ocean in search of gold and riches.

Variations: conquistadores

isthmus, n. a narrow piece of land that connects two larger land masses (37)

Example: The isthmus of Panama connects North and South America and separates the Atlantic and Pacific Oceans.

Variations: isthmuses

yellow fever, n. an infection caused by a virus and spread by mosquitos in warm climates (38)

Example: The mosquitos carried yellow fever, and many people who were bitten grew ill.

convert, v. to change from one belief or religion to another (40)

Example: The priest tried to convert as many people as possible to his religion because he believed it meant they would go to heaven.

Variations: converted, converting, converts

mutiny, n. the rebellion of a ship's crew against the captain (46)

Example: The crew staged a mutiny after one hundred days at sea, disobeyed the captain, and turned the ship around.

Variations: mutinies

armada, n. a large fleet of ships (48)

Example: The armada sailed across the ocean to make war on their enemy.

Variations: armadas

joint-stock company, n. a company that raises money by selling shares, or interest in the company, in the form of stock (50)

Example: The colonists formed a joint-stock company with investors who would help pay their expenses and share their profits.

Variations: joint-stock companies

THE CORE LESSON 35 MIN

Introduce “European Exploration and Colonization of the Americas”

5 MIN

Activity Page



AP 1.1



Use the World Map (AP 1.1) to introduce the chapter. Point out North and South America. Remind students that the indigenous people of the Americas had lived there for thousands of years, built complex societies, and managed long-ranging trade between groups. Now point out Europe on the map. Explain that aside from the Vikings, Europeans were likely unaware of the existence of these two huge continents and the people who lived on them before the Age of Exploration began in the late 1400s.

Call students’ attention to the Big Question. Tell students that as you all read the chapter, they should pay special attention to information about the motivations of the people who explored the Americas.

Guided Reading Supports for “European Exploration and Colonization of the Americas”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“History Is the Spice of Life,” pages 28–30

Scaffold understanding as follows:

Invite volunteers to read the bold italicized text on page 28 and the first paragraph of the section on page 29.

CORE VOCABULARY—Point out the vocabulary terms *medieval* and *monopoly*, and explain their meanings.

Activity Page



AP 2.1



SUPPORT—Display The World in 1500 (AP 2.1), and point out locations mentioned in the text so that students begin to get a sense of where various spices came from.

Read the remainder of the section on pages 29–30 aloud.

After you read the text, ask the following questions:

LITERAL—Why did Europeans need spices?

- » Europeans needed spices to flavor and preserve their food.

LITERAL—What did the Arab traders do to preserve their monopoly of the spice trade?

- » The Arab traders told stories about fantastical animals that guarded the Spice Islands so that others would be afraid to go looking for them.

LITERAL—Who held the monopoly on the spice trade in Europe?


- » The Venetian merchants worked with the Arab traders and had the monopoly on the trade in Europe.

“The Travels of Marco Polo,” pages 30–31

Scaffold understanding as follows:

Have students read the section on pages 30–31 to themselves.

CORE VOCABULARY—Point out the vocabulary terms *Mongol* and *diplomatic mission*, and explain their meanings.

 **SUPPORT**—Use The World in 1500 (AP 2.1) and World Map (AP 1.1) to help students understand where exactly Marco Polo’s travels took him.

After students read the text, ask the following questions:

LITERAL—How many years did it take for the Polo brothers to complete their second journey?

- » The Polo brothers’ second journey took twenty-four years to complete.

LITERAL—How did the story of Marco Polo’s travels get recorded?

- » Polo was sent to jail after being captured in a war, and his cellmate wrote the story down. It was then copied by hand and later in print.

“The Dark Ages No More,” page 32

Scaffold understanding as follows:

Have students read the section on page 32 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *agrarian society*, *monetary economy*, and *currency*, and explain their meanings.

SUPPORT—Remind students that although today we think of spices as a way simply to flavor our food, thus being in the category of a want, in medieval times spices were used to preserve food, making them a need.

Activity Pages



AP 2.1
AP 1.1

After students read the text, ask the following question:

LITERAL—What is used for trade in a monetary economy?

» In a monetary economy, currency is used for trade.

“The Crusades” and “The Turkish Trade Route Barrier,” pages 32–33

Scaffold understanding as follows:


Invite a volunteer to read the section “The Crusades” on page 32.

Activity Pages




AP 1.1
AP 2.1

CORE VOCABULARY—Point out the vocabulary term *Holy Land*, and explain its meaning.

 **SUPPORT**—Use the World Map (AP 1.1) or The World in 1500 (AP 2.1) to point out the eastern Mediterranean, where present-day Syria, Lebanon, and Israel are located. Explain that this area was the Holy Land where the Crusades were fought.

Invite a volunteer to read the section “The Turkish Trade Route Barrier” on page 33.

 **SUPPORT**—Point out Venice and Constantinople on The World in 1500 (AP 2.1), and note the territory that was Turkey. Point out that avoiding Turkish territory would mean going a long way around the usual trade routes.

After the volunteer reads the text, ask the following questions:

LITERAL—Why did European knights go on Crusades to the Middle East?

» They wanted to capture the Holy Land from Muslims.

LITERAL—What surprised Europeans when they arrived in the Holy Land?

» Islamic civilization was more advanced than they had been led to believe, and there were silks and other luxury items.

EVALUATIVE—How did the knights’ travels change Europeans’ view of the world?

» Europeans became more curious about the world outside their borders.

LITERAL—Why was Constantinople an important city for the spice trade?

» Constantinople sat at the crossroads of valuable trade routes.

INFERENTIAL—Why might both dealing with the Turks and finding a new land route that avoided Turkey be more expensive for Venetian traders?

» Dealing with the Turks would add cost to the goods themselves, as the Turks had become middlemen in the trade. Finding a new land route would add to the cost because to go around Turkish territory would add time to the journey and the travelers would spend more money simply by spending more time on the road. Plus, if trips took longer, fewer trips could be made.

"The Search for a New Route," page 33


Scaffold understanding as follows:

Have students read the section independently.

Activity Page



AP 2.1

 **SUPPORT**—Display The World in 1500 (AP 2.1), and ask volunteers to point out Portugal, the African coast, the Cape of Good Hope, India, the Mediterranean Sea, and the Iberian Peninsula.

After students read the text, ask the following questions:

LITERAL—Why was Prince Henry interested in exploration?

- » Prince Henry was interested in exploration for commercial reasons.

LITERAL—How long after the Portuguese first rounded the Cape of Good Hope did they reach India by way of the Cape?

- » Vasco da Gama reached India ten years later.

"An Incidental 'Discovery,'" pages 33–35

Scaffold understanding as follows:

Read the section on pages 33–35 aloud.

SUPPORT—Students may note, or you may wish to point out, that monarchs and explorers were motivated by a desire to be rich and powerful. They wanted their countries to prevail. In addition, in the worldview of Europeans, groups that were not European and not Christian were different from them. Thus, Europeans did not question some of their actions. Such actions had long-term consequences for the indigenous people they encountered.

After reading the text, ask the following questions:

LITERAL—Why was Vasco da Gama interested in establishing a trade presence in the name of Portugal?

- » He wanted to enrich himself and increase his importance at home.

LITERAL—What did the Portuguese hope to but fail to accomplish in Africa?

- » The Portuguese hoped to establish significant colonies in East Africa but failed. The text also highlights that they wanted control of the African interior.

LITERAL—What trade did the Portuguese introduce to Europe?

- » The Portuguese introduced the trade in human beings to Europe.

"Columbus and Spain," pages 35–36

Scaffold understanding as follows:

Have students read the section on pages 35–36 independently.

Activity Page



AP 2.1



SUPPORT—Use The World in 1500 (AP 2.1) to point out the location of the Canary Islands and Hispaniola.

After students read the text, ask the following questions:

LITERAL—Why did Columbus believe his new route to the East Indies would be successful for trade?

- » Columbus believed that Earth was smaller than it is. This meant that he thought the East Indies were not far from the Canary Islands. A shorter route would mean many more lucrative trade trips because of the reduced travel time.

LITERAL—When did Columbus reach landfall and claim land for the Spanish crown?

- » Columbus reached landfall and claimed land for the Spanish crown on October 12, 1492.



TALK IT OVER: Tell students that for many years, Columbus Day was a federal holiday in the United States. In recent years, some cities and states have decided not to honor Columbus because of his treatment of Native Americans and the consequences of European exploration and colonization that followed his arrival in the Americas. Instead, these cities and states have designated that same day in October as "Indigenous Peoples' Day." Note which day your city or state observes. As a class, debate whether Columbus should be honored with a national holiday.

"The Consequences of 'Discovery,'" pages 37–41

Scaffold understanding as follows:

Have a volunteer read the first paragraph of the section on page 37 aloud.

CORE VOCABULARY—Point out the vocabulary terms *conquistador* and *isthmus*, and explain their meanings.

Activity Page



AP 2.1



SUPPORT—Display The World in 1500 (AP 2.1), and point out the locations named in the paragraph: North America, South America, the Isthmus of Panama, and the Pacific Ocean.

Have students read the next five paragraphs, about Ponce de León, de Soto, Menéndez, and Coronado, on pages 37–40 with a partner.

CORE VOCABULARY—Point out the vocabulary term *yellow fever*, and explain its meaning.



SUPPORT—Display The World in 1500 (AP 2.1), and point out the locations named in the paragraphs: the Florida peninsula, Cuba, and the Mississippi River.

Read the final paragraphs of the section on pages 40–41 aloud.

CORE VOCABULARY—Point out the vocabulary term *convert*, and explain its meaning.

After reading the text, ask the following questions:

LITERAL—What did Balboa and Pizarro explore and find together?

- » Balboa and Pizarro explored the Isthmus of Panama and found the Pacific Ocean, which they called “the South Sea.”

LITERAL—What land did Ponce de León find when he was looking for the Fountain of Youth?

- » He found land covered by blooming flowers that he called *la Florida*, which means “land full of flowers.”

INFERENTIAL—What do we call the same place today?

- » We still call it Florida.

LITERAL—What did de Soto find in his travels?

- » De Soto found the Mississippi River.

LITERAL—What would become the oldest continuously inhabited European settlement anywhere in North America?

- » St. Augustine, Florida, is the oldest continuously inhabited European settlement in North America.

LITERAL—What two goals did the Spanish explorers have for their travels?

- » The Spanish explorers wanted to find gold and to convert indigenous people to Christianity.

LITERAL—Why was Oñate recalled to Mexico City and stripped of his title?

- » Oñate was recalled and stripped of his title because he was cruel; he seized food from native communities and slaughtered or enslaved their residents when they protested.

“A Voice of Dissent,” pages 41–42

Scaffold understanding as follows:

SUPPORT—Point out the word *dissent* in the section title, and explain that *dissent* means disagreement.

Have students read the section on pages 41–42 independently.

After students read the text, ask the following questions:

LITERAL—What happened during Pope’s Revolt?

- » During Pope’s Revolt, a group of Pueblo Indians mounted a massive resistance against the Spanish presence and forced the Spanish to flee for twelve years.

EVALUATIVE—In what two ways did cleric Bartolomé de las Casas change his ideas about slavery over his lifetime?

- » Las Casas first believed that slavery was okay, but then he realized that it was wrong to enslave indigenous Americans. At that time, he accepted the enslavement of Africans, but later he came to see that enslaving anyone was wrong.

“Exploration Fever Spreads,” pages 43–45

Scaffold understanding as follows:

Have students read the section on pages 43–45 with a partner.

Activity Page



AP 2.1



SUPPORT—Display The World in 1500 (AP 2.1), and point out the locations of Newfoundland, Labrador, the St. Lawrence River, and Quebec.

After students read the text, ask the following questions:

LITERAL—Where did the French first make a settlement, and why did they leave?

- » The French first made a settlement in Florida, but they couldn’t break the Spanish hold there, so they left.

EVALUATIVE—What was different about how the French and Spanish interacted with the indigenous people?

- » The Spanish wanted to conquer and convert the indigenous people, but the French tended to cooperate with them.

LITERAL—What made Quebec a successful trading center?

- » Both the Europeans and the Native Americans were eager to trade—the Europeans for furs and the Native Americans for tools.

“The Mississippi River,” page 45

Scaffold understanding as follows:

Read the section aloud.

SUPPORT—Help students with the pronunciation of René-Robert Cavelier, Sieur de La Salle (/ruh*nae/roh*bayr/kah*vel*yae/syer/duh/luh/sal/), and note that La Salle was a French nobleman, so his name was René-Robert Cavelier and his title was Sieur de La Salle.

After reading the text, ask the following questions:

LITERAL—How many Europeans were in the area that France claimed?

- » There were only about ten thousand Europeans in the entire area.

EVALUATIVE—Why would France have trouble defending the territory it claimed?

- » France would have trouble defending the territory because it was so huge and there were few Europeans living in it.

"Henry Hudson," pages 45–46

Scaffold understanding as follows:

Have students read the section on pages 45–46 independently.

CORE VOCABULARY—Point out the vocabulary term *mutiny*, and explain its meaning.

After students read the text, ask the following question:

LITERAL—What was Henry Hudson looking for in his explorations of the North American coast? What did he find instead?

- » Henry Hudson was looking for the Northwest Passage. Instead, he found what is now called the Hudson River and Hudson Bay.

"The English in America," pages 47–48

Scaffold understanding as follows:

Invite volunteers to read the section on pages 47–48 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—What happened to John Cabot and his fleet of five ships?

- » One ship returned to Bristol after a storm, but the others were never seen again.

LITERAL—What "riches" did Cabot find on his journey?

- » Cabot found rich fishing areas on his journey.

"The Spanish Armada," pages 48–49

Scaffold understanding as follows:

Read the section on pages 48–49 aloud.

CORE VOCABULARY—Point out the vocabulary term *armada*, and explain its meaning.

After reading the text, ask the following questions:

LITERAL—Why did Spain resent England?

- » Spain resented England because of Francis Drake's attacks and because of England's involvement in other Spanish affairs.

LITERAL—How did the English manage to defeat the armada?

- » The English floated small ships that were on fire into the Spanish battle formations, which caused the Spanish to retreat. Then a storm sunk some Spanish ships, and the others went home to Spain.

"Building Colonies," pages 50–51

Scaffold understanding as follows:

Invite a volunteer to read the first two paragraphs of the section on pages 50–51 aloud.

CORE VOCABULARY—Point out the vocabulary term *joint-stock company*, and explain its meaning.

SUPPORT—Note that in joint-stock companies, colonists earned their share by going to America and working there and eventually owning land, whereas investors in England profited from the goods that were sent back: salted fish, beaver pelts, and timber.

Have students read the last paragraphs of the section on page 51 independently.

After students read the text, ask the following questions:

LITERAL—Why did the first colonists at Roanoke Island return to England?

» They found the work of starting a colony from scratch too hard.

LITERAL—What was Raleigh's strategy for starting the colony the second time?

» Raleigh sent women and children as well in hopes that families would be more likely to stay.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Check for Understanding as a group.



"CHECK FOR UNDERSTANDING" 10 MIN

Ask students to do the following:

- Write a short answer to the Big Question: "What were the motivations that drove the exploration of the Americas?"
 - » Key points students should cite include the following: explorers were driven to find a better (cheaper, faster) route to the East in order to procure spices and other goods; they looked first for a sea route and later for "the Northwest Passage," a river route through the continent that does not exist; once the Spanish discovered gold, most of the exploration was driven by a quest for riches and a wish to exploit the many resources of the Americas by getting gold, fish, timber, furs, tobacco, and beaver pelts to sell in Europe; a few of the colonists would come for religious reasons—in the case of the Spanish, in hopes of converting indigenous Americans.
- Choose one of the Core Vocabulary words (*medieval, monopoly, Mongol, diplomatic mission, agrarian society, monetary economy, currency, Holy Land, conquistador, isthmus, yellow fever, convert, mutiny, armada, or joint-stock company*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

English Colonies Take Shape

The Big Question: What impact did European, and particularly English, colonizers have on the area of North America that came to be recognized as the Thirteen Colonies?

Primary Focus Objectives

- ✓ Locate the thirteen English colonies on a map. (RH.6-8.7)
- ✓ Compare and contrast life in the different colonies and colonial regions. (RI.7.1, RH.6-8.1)
- ✓ Describe slavery in colonial North America. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *gentleman class, cash crop, indentured servitude, proprietary colony, debtor, buffer zone, inhumane, cargo, tropical latitudes, sanctuary, Mayflower Compact, banish, and congregation*. (L.7.4, RI.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About English Colonies Take Shape”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Volume page numbers listed below)

gentleman class, n. a social group made up of low-level noblemen who own land and do not need to work for a living (53)

Example: Men in the gentleman class came from families with wealth and land in England.

cash crop, n. a crop that is grown to be sold (56)

Example: Soy beans are an important cash crop in America today.

Variations: cash crops

indentured servitude, n. a system in which a worker agrees to work for an employer for a certain amount of time in exchange for training or payment in land or goods at the end (56)

Example: In colonial times, indentured servitude was a common way of hiring workers for large farms.

Variations: indentured servant

proprietary colony, n. a colony that is owned by an individual and not a joint-stock company (57)

Example: Maryland was a proprietary colony established by Lord Baltimore.

Variations: proprietary colonies

debtor, n. a person who owes money (58)

Example: He became a debtor when he had to borrow money to pay the rent.

Variations: debtors

buffer zone, n. a neutral area that separates rival nations or factions (58)

Example: The space between the fences served as a buffer zone between the arguing neighbors.

Variations: buffer zones

inhumane, adj. cruel, unacceptable (59)

Example: It is inhumane to cage puppies without giving them time to run and explore.

cargo, n. goods transported by ship, plane, or truck (62)

Example: He loaded a cargo of fresh food and water into the plane and took off for the hurricane-damaged island.

tropical latitudes, n. areas around the equator that remain warm all year (62)

Example: The tropical latitudes are popular vacation spots in the winter months.

Variations: tropical latitude

sanctuary, n. a place that is protected from the law; a refuge (64)

Example: Plymouth became a sanctuary for the Pilgrims, some of whom had been jailed in England for their type of worship.

Variations: sanctuaries

Mayflower Compact, n. an agreement for self-government signed by the Pilgrims on the ship *Mayflower* (64)

Example: The men who signed the Mayflower Compact agreed to follow the laws of the new colony.

banish, v. to force someone to leave a country, a colony, or another location (67)

Example: They were banished and told never to return because they did not follow the laws.

Variations: banished, banishing, banishes

congregation, n. a religious community that worships together (68)

Example: She watched the congregation, young and old, sing and pray together.

Variations: congregations

THE CORE LESSON 35 MIN

Introduce “English Colonies Take Shape”

5 MIN

Remind students that they have already learned about the settlers at Roanoke Island. Of the tries at colonization, only one attempt seemed successful. Previously the colonists had abandoned the colony and returned to England. In another attempt, the only one with women and children, the colonists seemed to be having more success, but when the delayed supply ship from England arrived, there was no sign of the colonists.

This chapter will focus on the English colonies that came after Roanoke. These colonies were ultimately successful, affecting not only the colonizers but also the land and the Native Americans who already lived there.

Call students' attention to the Big Question. Tell students that as they read, they should keep in mind the impact of the English and other European settlers on the area that would become the Thirteen Colonies. Students should consider the impact on indigenous Americans, enslaved Africans, and the land.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Settlements,” pages 52–57

Scaffold understanding as follows:

Invite a volunteer to read the first three paragraphs on pages 52–53 aloud.



SUPPORT—Invite a volunteer to point out the location of Jamestown, in Virginia, on the map on page 58 of the Student Volume.

CORE VOCABULARY—Point out the vocabulary term *gentleman class*, and explain its meaning. Explain that the word *gentleman* implies someone who does not need to work for a living.

Have students read the paragraphs on pages 54–55 with a partner.

Read the final paragraphs of the section on pages 56–57 aloud.

CORE VOCABULARY—Point out the vocabulary term *cash crop*, and explain its meaning.

SUPPORT—Point out the term *labor-intensive* in the second paragraph on page 56. Explain that *labor-intensive* means requiring a lot of hard work. Crops such as tobacco and cotton are labor-intensive crops.

CORE VOCABULARY—Point out the vocabulary term *indentured servitude*, and explain its meaning. Make sure students understand that indentured servitude and enslavement were two very different conditions. Indentured servants chose to become indentured. Enslaved Africans did not choose enslavement. Indentured servants earned their freedom once the terms of their indenture were fulfilled. Enslaved Africans faced a lifetime of enslavement and little to no chance of freedom. The children of indentured servants were free. The children of enslaved Africans were enslaved.

After reading the text, ask the following questions:

EVALUATIVE—How did the Jamestown colonists’ expectations make things more difficult for them?

- » The English colonists had expected to become rich quite quickly and to not have to work hard, and they did not anticipate suffering from malaria. The weather was far hotter than in England, and the Powhatan Confederacy was not willing to “obey” the demands of the English colonists. Many of the colonists were members of the gentleman class and were not used to physical labor.

LITERAL—What did the Powhatan Confederacy think of their new neighbors?

- » The Powhatans resented the occupancy of the English on their land, and they killed some of the Englishmen who were stealing corn.

LITERAL—How did John Smith change things for the better in Jamestown?

- » Smith made peace with the Powhatans and required all the English colonists to work, which solved a lot of the problems they faced.

LITERAL—Who did the English first use for labor in their tobacco fields?

- » The English first tried enslaving indigenous Americans to work in the tobacco fields.

LITERAL—Why was enslaving indigenous Americans unsuccessful?

- » Indigenous Americans either died from exposure to disease or ran away from the English.

“English Colonization Continues,” pages 57–59

Scaffold understanding as follows:

Invite a volunteer to read the subsection “Maryland” on pages 57–58 aloud.



SUPPORT—Invite a volunteer to point out the location of Maryland on the map on page 58 of the Student Volume.

CORE VOCABULARY—Point out the vocabulary term *proprietary colony*, and explain its meaning.

SUPPORT—Point out that England has an official church, the Church of England, and the king or queen is the head of the church. In the 1600s, all people were required to attend Church of England services. English people who had other religious views and openly followed them could go to jail. In the colonies, however, things were not so restrictive, so members of religious groups such as the Pilgrims, Puritans, and Catholics were among those who wished to move.

Invite a volunteer to read the subsection “The Carolina Colonies” on page 58 aloud.



SUPPORT—Invite a volunteer to point out the locations of North and South Carolina on the map on page 58 of the Student Volume.

Read the subsection “Georgia” on pages 58–59 aloud.



SUPPORT—Invite a volunteer to point out the location of Georgia on the map on page 58 of the Student Volume.

CORE VOCABULARY—Point out the vocabulary terms *debtor* and *buffer zone*, and explain their meanings.

After you read the text, ask the following questions:

LITERAL—How was Maryland different from earlier English colonies?

- » Maryland was a proprietary colony that was owned by one person rather than a joint-stock company.

LITERAL—In what two ways was Georgia different from the other colonies?

- » Georgia was established as a buffer zone between Spanish Florida and English Carolina and as a place for prisoners back home in England who had unpaid debts.

LITERAL—How did the Southern colonies find wealth?

- » The Southern colonies found wealth in cash crops such as tobacco, sugar, rice, and indigo.

"Slavery in the Americas," pages 59–61

Scaffold understanding as follows:

Have students read the paragraphs on pages 59–61 independently.

CORE VOCABULARY—Point out the vocabulary term *inhumane*, and explain its meaning.

SUPPORT—Point out the pronunciations of Ceuta (/syoo*tuh/), Madeira (/muh*deer*uh/), São Tomé (/sow/tuh*meh/), and the Azores (/ay*zorz/). Say the names aloud, and have students repeat after you.

After students read the text, ask the following questions:



LITERAL—Why did plantation owners use enslaved Africans instead of local people to do the work?

- » Disease and war killed many indigenous people, so plantation owners used enslaved Africans instead.

LITERAL—What happened in 1619?

- » In 1619, the first Africans were brought to the English North American colonies.

"The Middle Passage," page 62

Scaffold understanding as follows:

Read the section on page 62 aloud.

SUPPORT—Explain that *dehumanizing* means taking away someone's dignity or denying their individuality.

CORE VOCABULARY—Point out the vocabulary terms *cargo* and *tropical latitudes*, and explain their meanings.

After reading the text, ask the following questions:

EVALUATIVE—Why did so many enslaved Africans die on the Middle Passage?

- » Enslaved Africans had to live through terrible conditions. They were packed closely together on ships, chained and enduring extreme temperatures, and subjected to a long, difficult journey.

LITERAL—How long did the Atlantic slave trade last?

- » The Atlantic slave trade lasted nearly three hundred years.

"The Growth of Slavery in the Southern Colonies," pages 62–63

Scaffold understanding as follows:

Invite volunteers to read the section on pages 62–63 aloud.



SUPPORT—Invite a volunteer to point out the location of the Southern colonies (in blue) on the map on page 58 of the Student Volume.

After the volunteers read the text, ask the following questions:

LITERAL—What was the Southern colonists' primary motivation for owning slaves?

- » Buying an enslaved workforce from Africa was more profitable and efficient than hiring indentured servants.

LITERAL—Why was the number of enslaved Africans lower in the Northern colonies?

- » The land in the Northern colonies was not as good for growing cash crops, so there was no need for a large labor force.

"Plantation Life," page 63

Scaffold understanding as follows:

Have students read the section on page 63 with a partner.

After students read the text, ask the following questions:

LITERAL—What was hard about a life of enslavement?

- » A life of enslavement was hard because the enslaved person had no rights. Families were broken up, and family members could be sent to other slave owners. They couldn't travel without permission or testify in court. They worked long hours in all kinds of weather.

INFERENTIAL—Why might the colonies have had laws that made teaching enslaved people to write illegal?

- » The English in the colonies understood that knowledge was power, and they did not want to provide their enslaved servants with the power to educate themselves further.



TALK IT OVER: Organize a class discussion or debate around the following question:

- Would the colonies, especially the Southern colonies, have survived without slavery?

As they discuss their ideas, help students consider the huge contributions enslaved Africans made to the economy of the colonies, including making some colonists (the plantation owners, ship owners, and traders) extremely wealthy. Some students might also mention other cultural and scientific contributions made by enslaved Africans and their descendants.

"Settling New England," pages 64–65

Scaffold understanding as follows:

Have students read the section on pages 64–65 independently.



SUPPORT—Invite a volunteer to point out the location of the New England colonies (in red) on the map on page 58 of the Student Volume.

CORE VOCABULARY—Point out the vocabulary terms *sanctuary* and *Mayflower Compact*, and explain their meanings.

SUPPORT—Point out the pronunciations of Wampanoag (/wham*puh*nahg/) and Massasoit (/ma*suh*soit/), and note that although Squanto is the name most often used today, Pilgrims also referred to him as Tisquantum.



SUPPORT—Remind students that hundreds of indigenous cultural groups populated North America before European colonists arrived. They are still here, though in far smaller numbers than before. The problem of what to call them is a thorny one. Most indigenous groups agree that they prefer being called by the name of their cultural group, for example, Wampanoag, Massachusett, or Narragansett. At one time, indigenous Americans as a group were called Indians or American Indians by others. But the term *Indian* came from Columbus’s confusion about where his ships had landed, so it’s easy to see why some indigenous people might prefer another general term. The present-day Wampanoag prefer to be called Wampanoag or, when a more general term is needed, Native People.

After students read the text, ask the following questions:

LITERAL—How were the New England colonies different from the Southern colonies?

- » The Southern colonies were largely founded as economic centers, but the New England colonies were initially founded to allow the colonists to worship in the way they believed was correct.

LITERAL—How long did the peace treaty between the Pilgrims and the Wampanoag last?

- » The peace treaty between the Pilgrims and the Wampanoag lasted fifty-four years.

“Massachusetts Bay,” pages 66–67

Scaffold understanding as follows:

Invite volunteers to read the section on pages 66–67 aloud.



SUPPORT—Invite a volunteer to point out the location of Massachusetts on the map on page 58 of the Student Volume.

CORE VOCABULARY—Point out the vocabulary term *banish*, and explain its meaning. Note that in the text, the past tense of the verb is used.

After the volunteers read the text, ask the following questions:

LITERAL—Why did the Puritans believe it was important for everyone to know how to read?

- » The Puritans believed everyone should be able to read the Bible for themselves.



EVALUATIVE—What founding reason did the colony at Plymouth and the colony at Massachusetts Bay have in common?

- » Both groups left England because they wanted to worship in a way that was different from the Church of England at the time.

“Rhode Island,” pages 67–68

Scaffold understanding as follows:

Have students read the section on pages 67–68 with a partner.



SUPPORT—Invite a volunteer to point out the location of Rhode Island on the map on page 58 of the Student Volume.

After students read the text, ask the following questions:

LITERAL—How did Roger Williams disagree with the Puritans?

- » He disagreed with their strict rules, their interpretation of the Bible, and their mistreatment of Native Americans.

LITERAL—What was unusual about the colony of Rhode Island when it was founded?

- » The colony of Rhode Island was the first in America that would allow complete freedom of religion.

“Connecticut, New Hampshire, and Maine,” pages 68–69

Scaffold understanding as follows:

Have students read the section on pages 68–69 independently.



SUPPORT—Invite a volunteer to point out the locations of Connecticut, New Hampshire, and Maine (which was part of Massachusetts at this time) on the map on page 58 of the Student Volume.

CORE VOCABULARY—Point out the vocabulary term *congregation*, and explain its meaning.

SUPPORT—One particularly notable enslaved worker who learned to read was Phillis Wheatley. She was about eight years old when she arrived in Boston and was sent to the Wheatleys' house to work. There, she was taught to read, and she began to write poetry. Her poetry became famous in the colonies and was also printed in England, though several prominent colonists had to swear that the poems were indeed her work before they could be published. The Wheatleys granted Phillis her freedom, and she was so famous that she was invited to meet George Washington to discuss the poem she wrote in his honor.

After students read the text, ask the following questions:

INFERENTIAL—Why do you think the colonists began to build new colonies in Connecticut, Maine, and New Hampshire?

- » Since Massachusetts was a colony that had many colonists from the start, the colonists may have been seeking a place with more land. The congregations in Connecticut wrote laws very similar to those in Massachusetts, but some of the colonists who traveled north may have wanted to get away from the stricter laws in Massachusetts.

LITERAL—Which new colony eventually became a royal colony?

- » New Hampshire became a royal colony in 1697.


LITERAL—How was life different for enslaved workers in New England compared to in the South?

- » Enslaved workers in New England worked in a range of jobs and were more likely to learn how to read and write and to gain their freedom.

“The English Colonies of the Mid-Atlantic (Middle Colonies),” page 69

Scaffold understanding as follows:

Invite volunteers to read the section on page 69 aloud.

 **SUPPORT**—Invite a volunteer to point out the location of the Middle Colonies (in green) on the map on page 58 of the Student Volume.

After volunteers read the text, ask the following questions:

LITERAL—Which group of colonies was the most diverse, and why?

- » The Middle Colonies were the most diverse because some began as colonies of the Netherlands and Sweden.

 **LITERAL**—Why did people come to the Middle Colonies?

- » Some came for religious freedom, some to trade with Native Americans, and others for farmland to grow crops.

LITERAL—How did the colonists in the Middle Colonies help one another?

- » The colonists all brought different skills, and they taught them to one another.


INFERENTIAL—Why might the Middle Colonies have had the most free Black Americans?

- » A culturally diverse region would be more likely to welcome free Black Americans, and free Black Americans would prefer such a region over the slavery-centered South or rule-bound New England.

“From New Netherland to New York,” page 70

Scaffold understanding as follows:

Have students read the section on page 70 with a partner.

 **SUPPORT**—Invite a volunteer to point out the location of New York on the map on page 58 of the Student Volume.

After students read the text, ask the following questions:

 **LITERAL**—Why did the Dutch found New Netherland?

- » The Dutch founded New Netherland because the territory made a good trading post.


LITERAL—What was unusual about the takeover of New Amsterdam by the British?

- » The takeover was unusual in that there was no fighting between the Dutch and English in New Amsterdam. The governor of New Amsterdam, knowing he had few soldiers to fight, surrendered, and not one shot was fired.

“Pennsylvania and the Delaware Valley,” pages 71–73

Scaffold understanding as follows:

Read the section on pages 71–73 aloud.

 **SUPPORT**—Invite a volunteer to point out the locations of Pennsylvania, New Jersey, and Delaware on the map on page 58 of the Student Volume.

After reading the text, ask the following questions:

LITERAL—What did William Penn call his colony?

- » Penn called his colony Pennsylvania, which means “Penn’s Woods.” He also called it a “holy experiment” because the people there would be Quakers, like he was, or people of other beliefs who were invited to live freely with them.

LITERAL—What did Penn do to attract new colonists from England?

- » Penn advertised his colony with printed booklets that told about the beauty of the land and the religious freedom the colony offered.

LITERAL—When did colonists from Pennsylvania form the colony of Delaware?

- » Colonists from Pennsylvania formed the colony of Delaware at the beginning of the 1700s.

INFERENTIAL—Why was Philadelphia a good place to be even if you weren’t a farmer?

- » Philadelphia had many kinds of jobs, and it was a thriving city.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What impact did European, and particularly English, colonizers have on the area of North America that became recognized as the Thirteen Colonies?”
 - » Key points students should cite include: colonizers had a great impact on indigenous inhabitants, bringing smallpox, claiming or buying land for their own, in some cases (Jamestown) getting into conflicts, in other cases (Pennsylvania and Plymouth) living more peacefully with them—at least at first; the colonists engaged in trade with England, growing cash crops, fishing, trading for furs, cutting wood, changing how the land was used; English colonizers engaged in the slave trade, enslaving workers from Africa in order to increase their profits and grow rich; the English took over rule of the East Coast from Maine to Georgia, pushing out colonial rulers from the Netherlands and Sweden.
- Choose one of the Core Vocabulary terms (*gentleman class, cash crop, indentured servitude, proprietary colony, debtor, buffer zone, inhumane, cargo, tropical latitudes, sanctuary, Mayflower Compact, banish, or congregation*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

The American Revolution



The Big Question: What were the main causes of the American Revolution?

Primary Focus Objectives

- ✓ Identify the causes of the American Revolution. (RI.7.2, RH.6-8.2)
- ✓ Summarize major events of the American Revolution. (RI.7.2, RH.6-8.2)
- ✓ Identify key participants in the American Revolution. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *proclamation*, *taxes*, “the rights of Englishmen,” *burgess*, *quartering*, *boycott*, *repeal*, “trial by jury,” *massacre*, *intolerable*, *resolution*, “on the brink,” *self-determination*, and *natural rights*. (L.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About The American Revolution”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Volume page numbers listed below)

proclamation, n. an important official announcement that is usually made to the public (79)

Example: The governor’s proclamation declared June 14 as a state holiday called Flag Day.

Variations: proclamations

taxes, n. money that people are required to pay to support the workings of the government (79)

Example: The town used money collected as taxes to pay for law enforcement, libraries, schools, and park and road maintenance.

Variations: tax

“the rights of Englishmen” (phrase), traditional legal rights that all English subjects in England were guaranteed (80)

Example: The British colonists believed that the rights of Englishmen guaranteed them representation in the government.

burgess, n. a representative to the legislature in colonial Virginia and Maryland (80)

Example: A burgess in colonial times was similar to a member of Congress today.

Variations: burgesses

quartering, v. the act of giving temporary lodging and meals to soldiers (81)

Example: Many colonists objected to quartering British soldiers on their property because they didn’t want the expense of feeding and housing them.

Variations: quarter, quarters, quartered

boycott, n. a form of organized protest in which people refuse to buy goods or have anything to do with a particular group or country (81)

Example: The colonists' boycott of imported tea led to many women making teas from herbs from their garden.

Variations: boycotts

repeal, v. to cancel or do away with something, such as a law (81)

Example: The old law was repealed by Congress because it only made sense during wartime.

Variations: repeals, repealing, repealed

“trial by jury” (phrase), a case of law decided by a group of one’s fellow citizens (82)

Example: When facing a criminal trial, the accused can choose between trial by judge or trial by jury.

massacre, n. the violent killing of defenseless people (83)

Example: The battle against unarmed protesters was declared a massacre, not a fair fight.

Variations: massacres

intolerable, adj. unbearable (85)

Example: The summer weather was so hot and humid that it was intolerable.

resolution, n. a final decision usually meant to solve a problem or create a course of action (86)

Example: I made a New Year’s resolution to eat more healthfully.

Variations: resolutions

“on the brink” (phrase), very close to the start of something (88)

Example: The government was not functioning properly, and it was on the brink of collapse.

self-determination, n. the ability of the people in a country to decide their own government (90)

Example: The colonists wished for self-determination instead of having to follow the will of a king and parliament in faraway Britain.

natural rights, n. rights that all people are born with and that cannot be taken away by the government (91)

Example: In the United States, life, liberty, and the pursuit of happiness are considered natural rights.

Variations: natural right

THE CORE LESSON 35 MIN

Introduce “The American Revolution”

5 MIN



Remind students that in the last chapter, they learned about the establishment of the English colonies in North America. Use the map on page 58 of the Student Volume to review the location of each of the British colonies. Students learned of the toll that colonial settlement took on indigenous Americans when the colonists brought disease, took over land, and got into conflicts with them. They learned that the colonists had a vibrant trade with England, sending cash crops, fish, furs, and wood to England and engaging in the slave trade and bringing enslaved Africans to the colonies. The use of enslaved workers allowed some colonists to become rich from growing cash crops that were very labor intensive. As the colonists thrived, they took over land along the East Coast from what is now Maine to Georgia, including areas that had been colonies of the Netherlands and Sweden.

Explain that in this chapter, students will learn what happened to make the English colonists form their own separate country and how they went about it.

Call students' attention to the Big Question. Tell students to look out for specific events or trends that helped to cause the American Revolution as they read.

Guided Reading Supports for “The American Revolution”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Colonial America in 1750,” pages 74–76

Scaffold understanding as follows:

Invite volunteers to read the first five paragraphs on pages 74–76 aloud.

SUPPORT—Note that although most colonists were farmers and others procured and traded goods, many colonial city dwellers had jobs or trades. Men loaded and unloaded ships. They built boats. They made sails, rope, and barrels for shipping goods. Men and some women ran stores and shops. Skilled workers baked bread and made pots and pans. Others printed newspapers or made fine shoes and clothes for other city dwellers.

SUPPORT—Point out that although the colonists maintained customs from their home countries, over time, they shared and borrowed ideas. This was particularly apparent in language. Most colonists spoke English, but English speakers began to borrow words from the other languages spoken in the colonies. They borrowed the words *noodle* and *pretzel* from German. They borrowed the words *waffle*, *cookie*, and *sleigh* from Dutch. The words *pecan*, *moccasin*, *skunk*, and *squash* came from Native American languages. Words such as *yams*, *banjo*, and *tote* came from African languages. The use of words borrowed from other languages created a new form of English that would eventually be called American English. Little by little, this new American English became the language of the children and grandchildren of immigrants from other lands.

Invite a volunteer to read the final paragraph of the section on page 76 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—Which group of colonies had a reputation for religious toleration?

» The Middle Colonies had a reputation for religious toleration.

LITERAL—What was the occupation of most of the colonists?

» Most colonists were farmers.

LITERAL—What became more available to all colonists when the roads and mail delivery improved?

» When roads and mail delivery improved, the news became more available to all colonists.

"The French and Indian War," page 77

Scaffold understanding as follows:

Have students read the section on page 77 independently.

After students read the text, ask the following questions:

LITERAL—What event spurred the colonists to think of themselves as more American than British?

- » War between England and France, known as the French and Indian War, caused the colonists to think of themselves more as Americans.

LITERAL—What was the decisive battle that contributed to the end of the French and Indian War?

- » The Battle of Quebec contributed to the end of the war.

"The End of One War, the Start of Another," pages 77–79

Scaffold understanding as follows:

Have students read the section on pages 77–79 with a partner.

CORE VOCABULARY—Point out the vocabulary term *proclamation*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—Who was an important colonial military officer working for the British during the French and Indian War?

- » Colonel George Washington was a colonial military officer for the British and a key factor in the victory.

INFERENTIAL—What different views did Britain and the colonists have of Native American lands after the French and Indian War?

- » The British wished to keep colonists away from Native American lands and avoid a war with the Native Americans, while the colonists saw the lands as new territory they could move into.

EVALUATIVE—Why were colonists angered by the Proclamation of 1763?

- » Colonists were angered by the Proclamation of 1763 because it said colonists could not move farther west across the Appalachian Mountains and because the British king sent troops to enforce the proclamation.

"Trouble Brewing," "Patrick Henry," and "The Quartering Act," pages 79–81

Scaffold understanding as follows:

Have students read the section "Trouble Brewing" on pages 79–80 independently.

CORE VOCABULARY—Point out the vocabulary terms *taxes*, “the rights of Englishmen,” and *burgess*, and explain their meanings.

Read the sidebars on Patrick Henry and the Quartering Act on pages 80–81 aloud to the students.

CORE VOCABULARY—Point out the vocabulary term *quartering*, and explain its meaning.

SUPPORT—Discuss why Patrick Henry’s speech against the Stamp Act may have appealed to the colonists. (*The speech acquainted colonists with the facts and encouraged them to organize.*) Then discuss why the Quartering Act added insult to injury. Why might the colonists have objected? (*Quartering soldiers was forced upon the colonists and meant that they were housing and feeding the very people who would punish them for not obeying laws that they believed to be unjust.*)

SUPPORT—When students research what was involved in quartering British soldiers, they will learn that Parliament required colonists to provide space in barracks, inns, and even barns or other buildings and that colonists were required to provide food for the soldiers.

After you have read the sidebars, ask the following questions:

LITERAL—What was the Stamp Act?

- » The Stamp Act placed a tax on printed items.

LITERAL—Why did Parliament levy a stamp tax on the colonists?

- » Parliament charged a stamp tax because they believed that colonists should help pay the war debt from the French and Indian War.



LITERAL—Why did colonists object to the Stamp Act?

- » Colonists believed they should not be forced to pay taxes when they did not have representation in Parliament.

“The Sons of Liberty,” pages 81–82

Scaffold understanding as follows:

Invite volunteers to read the section on pages 81–82 aloud.

CORE VOCABULARY—Point out the vocabulary terms *boycott*, *repeal*, and “trial by jury,” and explain their meanings.

SUPPORT—Point out some current boycotts that consumers use as ways to change the behavior of companies. Some modern examples are boycotts of diamond mining companies and palm oil suppliers, for using child and exploited labor, and of social media companies, for allowing content that is seen as dangerous (while not restricting free speech).

SUPPORT—Explain that the Sons of Liberty formed to lead colonial resistance against British taxation. They used petitions, assemblies, propaganda, and sometimes violence to spread their message. They started in Boston and eventually spread to all thirteen colonies. Some of the group’s members were Samuel Adams, John Hancock, Paul Revere, Benjamin Rush, Hercules Mulligan, and Patrick Henry.

After the volunteers read the text, ask the following questions:

LITERAL—What was one response to the Stamp Act that was successful in getting it repealed?

- » Boycotts of British goods were successful in getting the Stamp Act repealed.

LITERAL—What happened with the Townshend Acts?

- » The Townshend Acts replaced the Stamp Act with taxes on many other goods. Anyone who did not pay the taxes would be tried without a jury, a violation of the rights of Englishmen. The Sons of Liberty organized another boycott, which lasted three years, and colonists learned to make many of their own goods. The British repealed most of the taxes but kept the tax on tea.

“The Boston Massacre,” pages 82–84

Scaffold understanding as follows:



SUPPORT—Have students turn back to the map on page 58 of Chapter 3 in the Student Volume and find Massachusetts and Boston on the map. Remind students that by 1770, Boston had been established for 130 years.

Read the section on pages 82–84 aloud.

CORE VOCABULARY—Point out the vocabulary term *massacre*, and explain its meaning.

After reading the text, ask the following questions:

LITERAL—What was ironic about the death of Crispus Attucks in the Boston Massacre?

- » Crispus Attucks died for freedom, which was ironic because he had once been enslaved and slavery was still practiced in the colonies.

INFERENTIAL—Of all the fights between colonists and British soldiers, why do you think the Boston Massacre is still remembered today?

- » The Boston Massacre resulted in the deaths of colonists at the hands of the British. That level of violence changed the stakes for the colonists, and more of them were open to considering separation from Britain.

LITERAL—What was the point of the Committees of Correspondence?

- » The Committees of Correspondence were formed to get news out quickly about further threats to colonial liberties both within and between the colonies.

“The Tea Act and the Boston Tea Party,” pages 84–87

Scaffold understanding as follows:

Read the first two paragraphs on page 84 aloud.

Invite volunteers to read the remainder of the section on pages 85–87.

CORE VOCABULARY—Point out the vocabulary terms *intolerable* and *resolution*, and explain their meanings.

After you and the volunteers read the text, ask the following questions:



LITERAL—Why didn't the colonists buy British tea even when the price was lowered to less than the cost of Dutch tea?

- » The colonists did not care about the price of tea. They cared about "no taxation without representation." They were not going to pay the tea tax, no matter what the British tea cost.

LITERAL—What did a group of colonists do with the tea that was sent to Boston?

- » A group of colonists dumped the tea into Boston Harbor in an event known as the Boston Tea Party.

LITERAL—How did Parliament and the king respond to the Boston Tea Party?

- » Parliament and the king closed the port of Boston and took away most of the colony's self-government, sending a British governor and British soldiers in its place. These became known as the Intolerable Acts.

EVALUATIVE—Compare and contrast the British expectations of a response to the Intolerable Acts and the reality in the colonies.

- » The British expected Massachusetts to be forced to comply and pay back Britain for the tea. Instead, other colonies helped Massachusetts, and the Thirteen Colonies became more united and organized into the First Continental Congress.

"The Shots Heard Round the World," pages 87–88

Scaffold understanding as follows:

Have students read the section on pages 87–88 with a partner.

CORE VOCABULARY—Point out the vocabulary term "on the brink," and explain its meaning.

After students read the text, ask the following questions:

LITERAL—What two things did General Gage wish to accomplish by sending troops to Concord by way of Lexington?

- » General Gage wanted to capture Sam Adams and John Hancock in Lexington and to capture guns, gunpowder, and supplies in Concord.

LITERAL—Why was the march back to Boston a nightmare for the British soldiers?

- » They were wearing bright red uniforms and marching along the road, so they made easy targets.

"Preparing for War," pages 89–91

Scaffold understanding as follows:

Have students read the section on pages 89–91 independently.

CORE VOCABULARY—Point out the vocabulary terms *self-determination* and *natural rights*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—Why did General Gage worry when he saw the militia had taken positions on Breed’s Hill?

- » General Gage was afraid that the colonists would fire on the British ships in the harbor.



LITERAL—What did the Declaration of Independence do?

- » The Declaration of Independence announced the colonies’ independence from Britain.



LITERAL—What was the main idea of the Declaration of Independence?

- » The main idea of the Declaration of Independence was that all men were created equal by the Creator and were born with certain natural rights.

LITERAL—What was ironic about Thomas Jefferson writing in the Declaration of Independence that all men were born with certain natural rights?

- » At the time Jefferson wrote the words, he and others owned many enslaved men, women, and children.

“A Discouraging Start,” page 91

Scaffold understanding as follows:

Invite a volunteer to read the section on page 91 aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—How did Britain use its monetary advantage against the colonists?

- » The British had a professional army and a navy already, and they hired mercenaries, or paid soldiers, to help them fight.

LITERAL—Why was obtaining food and soldiers from far away a problem for the British?

- » Because they got supplies and soldiers from three thousand miles away, there was a delay in getting the things the British needed.

“Support from Women and Black Americans,” page 92

Scaffold understanding as follows:

Have students read the section on page 92 independently.

After students read the text, ask the following questions:

LITERAL—What roles did women take on during the Revolution?

- » Some women fought in the army or helped the soldiers, while others stayed at home and kept up farmwork and businesses.

LITERAL—Who on American soil did the British actively recruit as soldiers?

- » The British actively recruited Black American soldiers and promised them their freedom in return.

“Turning the Tide,” page 93

Scaffold understanding as follows:

Invite a volunteer to read the section on page 93 aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—Why were things going badly for the Continental Army at the start of the war?

- » They were an untrained army fighting against a professional army.

LITERAL—Who were the Hessians? How did Washington defeat them?

- » The Hessians were mercenaries, or paid soldiers, hired to fight for the British. Washington defeated them by attacking early on Christmas morning, while the Hessians were sleeping.

INFERENTIAL—Why was the Continental Army’s success at the Battle of Trenton important?

- » Americans needed a quick victory to raise their spirits and those of the soldiers so they would be inspired to continue the fight.

“Saratoga,” page 94

Scaffold understanding as follows:

Read the section on page 94 aloud.

After reading the text, ask the following questions:

LITERAL—Why was General Howe delayed in joining the British troops in New York?

- » General Howe decided his army should capture Philadelphia first before continuing on to New York.

LITERAL—What was the outcome of the Battle of Saratoga?

- » The Americans won, and six thousand of Great Britain’s best soldiers surrendered.

“New Allies,” page 94

Scaffold understanding as follows:

Invite a volunteer to read the section on page 94 aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—What allies helped the colonists as the war raged on?

- » France, Spain, and the Netherlands joined the colonists as allies.

LITERAL—What did the Continental Army do during the brutal winter at Valley Forge, Pennsylvania?

- » The Continental Army trained as a professional army during that winter.

“The Fight at Sea” and “Benedict Arnold,” pages 94–95

Scaffold understanding as follows:

Invite a volunteer to read the section on pages 94–95.

Read the sidebar “Benedict Arnold” aloud.

SUPPORT—Point out to students that some names and expressions remain in popular language long after the events that inspired them. For example, to call someone a “Benedict Arnold” is to call them a traitor. That expression is still used today, even though Arnold’s treasonous act occurred more than two hundred years ago.

After reading the text, ask the following questions:

LITERAL—Why was the American fleet at a disadvantage?

- » The American fleet was at a disadvantage because it was tiny and the British fleet was large.

LITERAL—Why was John Paul Jones successful against the British even though his ship sank?

- » John Paul Jones and his crew were successful because they climbed aboard the British ship and took it over.

“Victory and the End of the War,” pages 95–97

Scaffold understanding as follows:

Have students read the section on pages 95–97 with a partner.

SUPPORT—The American Revolution produced many heroes, such as John Paul Jones and George Washington, the famous general, who became known as the “Father of Our Country” for his leadership during the war and after. Most of the heroes, though, were ordinary people whose names are not written in the history books. They were the Minutemen on Lexington Green. They were the soldiers who shivered at Valley Forge. They were also the women who brought food and water to the men in battle and took care of the wounded and the sick. They were the women who kept farms and shops running. They were the farm families who shared their food with American soldiers and the townspeople who gave them housing. They were the women, children, and old men who made weapons and gunpowder for the Continental Army. They were the children who helped produce the food and clothing that the American soldiers needed to survive. They were the Black Americans who joined forces with the Patriots in hopes of securing freedom for themselves at the same time they fought for America’s freedom.

When the war was over, people everywhere asked, “How could the American colonies have won a war against one of the greatest military powers in the world?” The answer was not difficult to find. The Revolutionary War was won because ordinary Americans refused to lose it.

After students read the text, ask the following questions:

EVALUATIVE—What was Cornwallis’s mistake?

- » He believed that a fort on a river was a safe place for his troops, but he didn’t think about the fact that the Americans could control the river, especially with the help of the French navy.

LITERAL—How did the Battle of Yorktown end?

- » General Cornwallis was forced to surrender.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Check for Understanding as a group.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What were the main causes of the American Revolution?”
 - » Key points students should cite include: Parliament and the king believed that the colonists should help foot the bill for the French and Indian War and levied new taxes (the Stamp Act) on the colonies; the colonists believed strongly in “natural rights” and “the rights of Englishmen,” and they increasingly felt that Parliament and the king were depriving them of their rights because they had no representation in Parliament but were expected to pay taxes; Parliament and the king answered the colonists’ protests with taxation and a show of force, taking away their right to elect their own governor and quartering soldiers in the colonies; these strong-arm tactics only made the colonists more determined that the situation must change; as tensions increased, violence erupted and made many colonists unwilling to remain part of Britain.
- Choose one of the Core Vocabulary words (*proclamation, taxes, “the rights of Englishmen,” burgess, quartering, boycott, repeal, “trial by jury,” massacre, intolerable, resolution, “on the brink,” self-determination, or natural rights*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

Creating a Constitution for the United States

The Big Question: What were some of the conflicting opinions that had to be resolved in order to create the U.S. Constitution?

Primary Focus Objectives

- ✓ Explain why the United States needed a constitution. (RI.7.2, RH.6-8.2)
- ✓ Identify key figures who contributed to the framing of the Constitution. (RI.7.2, RH.6-8.2)
- ✓ Explain the compromises that were reached in the writing of the Constitution. (RI.7.2, RH.6-8.2)
- ✓ Describe the principles and structure of the government created by the Constitution. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: “The Age of Enlightenment,” *consent*, *deliberate*, *provisions*, *assemble*, *conscience*, *infringe*, *confederation*, *compliance*, *federal*, *legislative*, *executive*, *judicial*, *compromise*, “bicameral system,” and *amend*. (L.7.4, RI.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Creating a Constitution for the United States”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Volume page numbers listed below)

“The Age of Enlightenment” (phrase), a period from the late 1600s through the 1700s in which philosophers and intellectuals suggested that people should live by reason and intelligence rather than superstition and traditional beliefs **(99)**

Example: During the Age of Enlightenment, philosophers debated what rights citizens had and how rulers should govern.

consent, n. approval or agreement **(100)**

Example: My mother gave her consent and allowed me to go on the field trip.

Variations: consent (v.)

deliberate, v. to carefully discuss and consider issues **(102)**

Example: The school committee will deliberate, and they may decide on a new homework policy.

Variations: deliberates, deliberated, deliberating

provisions, n. items in a legal document that state conditions or requirements **(102)**

Example: The provisions of the Constitution say that candidates for federal office must be residents of the United States and of a certain age.

Variations: provision

assemble, v. to gather together (103)

Example: The many public rallies and protests each year show that the right to assemble is important to many Americans.

Variations: assembles, assembled, assembling

conscience, n. a sense or belief a person has that a certain action is right or wrong (103)

Example: His conscience told him that lying to his friends was not the right thing to do.

infringe, v. to limit or take away some of the rights of others (104)

Example: My brother's right to play music will infringe on my right to a good night's sleep if he doesn't turn it off soon!

Variations: infringes, infringed, infringing

confederation, n. a group of states joined together by a formal agreement (104)

Example: After the Revolutionary War, the former colonies did not trust strong central government, so they joined together as a loose confederation.

Variations: confederations

compliance, n. the act of doing what is expected or what is ordered by law (105)

Example: It is important to everyone's health that food companies act in compliance with public health laws.

federal, adj. relating to a system of government in which the national government shares power with other levels of government, such as the states; can also refer to national government (112)

Example: Under the federal system, the national government has the power to regulate trade between states and with other countries, and state governments have the power to regulate business within their own borders.

legislative, adj. having the power to make laws (113)

Example: Congress is the legislative branch of the federal government.

executive, adj. having the power to carry out and enforce laws (113)

Example: The president and the cabinet make up the executive branch of the government.

judicial, adj. having to do with courts of law or decisions of right or wrong (113)

Example: The Supreme Court and other federal courts make up the judicial branch of the government.

compromise, n. when each side in a disagreement gives up some of what they want to reach an agreement (114)

Example: I wanted a chocolate cake and my sister wanted vanilla, so we made a compromise and made one layer of each flavor.

Variations: compromises, compromise (v.)

"bicameral system" (phrase), a type of organization in which two related parts work together (115)

Example: The United States Congress is a bicameral system made up of the House of Representatives and the Senate.

Variations: bicameral systems

amend, v. to change or add to a law or document (117)

Example: Congress can amend the United States Constitution when necessary and change the laws for the whole country.

Variations: amends, amended, amending, amendment (n.)

Introduce “Creating a Constitution for the United States”

5 MIN

Remind students about what they learned about the American Revolution in Chapter 4. Colonists’ grievances grew in the years leading up to the war. After the French and Indian War, Parliament and the king believed that the colonists should pay the debts incurred in fighting the war since the war took place in the colonies. In order to pay the debts, Parliament levied new taxes on the colonists. But the colonists increasingly felt that they were being deprived of their rights because they paid taxes and yet had no representation in Parliament. The colonists refused to pay the new taxes, first through boycotting goods and later by tossing British tea into Boston Harbor. As the government of Britain cracked down, sending a new governor for Massachusetts and many troops, violence erupted between the colonists and the soldiers. Events such as the Boston Massacre brought many colonists to the point where they considered rejecting British rule. Once the revolution began, the colonists needed to organize and train. They had the advantages of familiarity with the land and the determination to rule their own home, but the British had a professional army. The colonists trained hard and eventually received help from the French and other countries. Eventually, they prevailed against Britain. The next step was to decide the shape their new nation would take.

Call students’ attention to the Big Question. Tell students that any government has members with conflicting opinions. As they read, students should watch for evidence of opinions that conflict. What were the big issues and how were they resolved in writing the U.S. Constitution?

Guided Reading Supports for “Creating a Constitution for the United States”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Enlightened Ideas of the Founding Fathers,” pages 98–100

Scaffold understanding as follows:

Invite a volunteer to read the first two paragraphs of the section on pages 98–99.

CORE VOCABULARY—Point out the vocabulary terms “The Age of Enlightenment” and *consent*, and explain their meanings.

Note: Jean Jacques Rousseau is pronounced (/zhahn/zhahk/roo*soh/).

Invite students to read the rest of the section on page 100 independently.

After students read the text, ask the following questions:



LITERAL—What did Jefferson believe is the main purpose of government?

- » Jefferson believed the main purpose of government is to protect the rights of the people.



LITERAL—What did Jefferson believe is the right of the people if government fails to protect their rights?

- » Jefferson believed that if the government fails to protect the rights of the people, the people have a right to create a new government.



LITERAL—According to Jefferson’s ideas of government, who or what decides what powers government should have?

- » According to Jefferson, the people decide what powers government should have.

“Limited Government,” pages 101–102

Scaffold understanding as follows:

Have students read the section on pages 101–102 with a partner.

CORE VOCABULARY—Point out the vocabulary term *deliberate*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—What is the idea of limited government?

- » The idea of limited government is the idea that the people can limit or restrict the powers of their government.

EVALUATIVE—Why were the actions of the newly independent American states a “great experiment”?

- » The actions of the newly independent American states were a great experiment because they were doing something that had never been done before.

“Making a New Government: From the Declaration to the Constitution,” pages 102–104

Scaffold understanding as follows:

Have students read the section on pages 102–104 independently.

CORE VOCABULARY—Point out the vocabulary terms *provisions*, *assemble*, and *conscience*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—What right was granted in a state constitution that had never before been granted by a government?

- » The right to free speech was granted.

LITERAL—In addition to freedom of speech, what other key rights were protected by state constitutions?

- » State constitutions also protected freedom of religion, freedom of conscience, and “the rights of Englishmen,” such as trial by jury and the right to assemble.

LITERAL—What did the process of building and confirming state constitutions help the people of five Northern states realize?

- » For five Northern states, the process of building and confirming a constitution helped people realize that enslavement of people contradicted their belief that all humans were equal and had rights.

"The Second Continental Congress," page 104

Scaffold understanding as follows:

Invite a volunteer to read the section on page 104 aloud.

CORE VOCABULARY—Point out the vocabulary term *infringe*, and explain its meaning.

After the volunteer reads the text, ask the following questions:

LITERAL—What was the job of the delegates who attended the Second Continental Congress?

- » Their job was to agree on a government for the entire United States of America.

LITERAL—What did the delegates fear?

- » The delegates feared a central government with too much power.

"The Articles of Confederation," pages 104–105

Scaffold understanding as follows:

Have students read the section on pages 104–105 independently.

CORE VOCABULARY—Point out the vocabulary term *confederation*, and explain its meaning.



SUPPORT—Help students understand that while members of Congress were appointed by states under the Articles of Confederation, today members of Congress are elected by the people of their district within their state.

After students read the text, ask the following questions:

LITERAL—Under the Articles of Confederation, how did members of Congress get their jobs?

- » Under the Articles of Confederation, members of Congress were appointed by the states.

LITERAL—How did the Articles of Confederation limit the powers of Congress?

- » The only powers that Congress was allowed were the powers specifically granted by the Articles of Confederation.

"Too Little Power," pages 105–106

Scaffold understanding as follows:

Read the section on pages 105–106 aloud.

CORE VOCABULARY—Point out the vocabulary term *compliance*, and explain its meaning.

After reading the text, ask the following questions:

LITERAL—What was the main problem of the Articles of Confederation?

- » The main problem of the Articles of Confederation was that it gave the central government too little power.

LITERAL—What difficulty did Congress experience when trying to pay debts from the Revolutionary War?

- » The states refused to pay the amount Congress needed them to pay in order to pay off the debts.

LITERAL—Why couldn't Congress wage a war even though it had the power to declare it?

- » Congress had the power to declare war, but it did not have the power to raise an army.

"Planning a New Constitution," pages 106–107

Scaffold understanding as follows:

Have students read the section on pages 106–107 with a partner.

After students read the text, ask the following questions:

LITERAL—What did Congress do with the territory in the northwest?

- » Congress granted white settlers the same rights as white people in the thirteen states, and it established a path to statehood for the territories.

LITERAL—How did Congress make clear how it felt about the enslavement of people through the Northwest Ordinance?

- » Congress prohibited slavery anywhere in the Northwest Territory.

"A Need for More Power," page 108

Scaffold understanding as follows:

Invite volunteers to read the section on page 108 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—How did some people wish to fix the problem of a weak federal government?

- » Some people believed that amendments to the Articles of Confederation would make the federal government more effective.

LITERAL—What did James Madison want to do to fix the problem of a weak federal government?

- » James Madison wanted to scrap the Articles of Confederation and start over.

"Alexander Hamilton," pages 108–109

Scaffold understanding as follows:

Have students read the section on pages 108–109 independently.

After students read the text, ask the following questions:

LITERAL—What did George Washington fear?

- » George Washington feared that Americans would become so frustrated with the weak government that they would believe that the country would be better off with a king.

LITERAL—What was the purpose of the special convention of the states in 1787?

- » The purpose of the convention was to recommend changes for improving the Articles of Confederation.

"Madison's Ideas," pages 109–110

Scaffold understanding as follows:

Read the section on pages 109–110 aloud.

After reading the text, ask the following question:

LITERAL—What did Madison figure out?

- » Madison figured out that a central government had to be able to raise its own money and enlist its own soldiers.

"The Constitutional Convention," pages 110–111

Scaffold understanding as follows:

Invite volunteers to read the section on pages 110–111 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—Why did the convention members vote to keep all discussions secret?

- » Members kept all discussions secret so they could change their minds and not have newspapers or citizens criticize their proposals.

LITERAL—What role did George Washington play in the Constitutional Convention?

- » George Washington was the chairman of the convention.

"The Virginia Plan," pages 111–112

Scaffold understanding as follows:

Have students read the section on pages 111–112 independently.

CORE VOCABULARY—Point out the vocabulary term *federal*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—What type of government did the Virginia Plan include?

- » The Virginia Plan, or large state plan, included a strong central government.

LITERAL—What did the New Jersey Plan suggest?

- » The New Jersey Plan suggested adding amendments to the Articles instead of replacing them.



LITERAL—Describe the system of government designed by the delegates.

- » The delegates created a federal system of government in which powers were divided between national and state governments.

“Separation of Powers” and “Checks and Balances,” pages 113–114

Scaffold understanding as follows:

Read the section “Separation of Powers” on page 113 aloud.

CORE VOCABULARY—Point out the vocabulary terms *legislative*, *executive*, and *judicial*, and explain their meanings.

SUPPORT—Direct students to the infographic at the bottom of page 113 for a summary of how powers are divided among the three branches of government.

Read the section “Checks and Balances” on page 114 aloud.

SUPPORT—Make sure students understand that the checks and balances codified in the Constitution do not happen automatically. They must be enacted by holders of the respective federal offices. When government officials fail to enact any checks and balances, one branch or one official may exceed the limits of their intended powers as written in the Constitution. It is important, therefore, that citizens pay attention to what their elected officials are doing and ensure that they elect candidates who respect the Constitution and who are willing to abide by the Constitution and enact its checks and balances.

After reading the text, ask the following questions:



LITERAL—Into what three branches is the federal government divided?

- » The federal government is divided into the legislative branch, the executive branch, and the judicial branch.



LITERAL—Where does Congress fit in the system of government?

- » Congress is the legislative branch. It makes the laws for the country.



LITERAL—Who is the head of the executive branch?

- » The president is the head of the executive branch.



INFERENTIAL—What is the purpose of separation of powers and checks and balances?

- » The purpose is to stop one person or one branch of the government from becoming too powerful.

"The Constitution: A Document of Compromises," pages 114–116

Scaffold understanding as follows:

Have students read the section on pages 114–116 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *compromise* and "bicameral system," and explain their meanings.

SUPPORT—Help students understand that by its very nature, compromise keeps everyone from getting what they want, but it can allow everyone to get something they can live with. For example, Northern states wanted to stop the importation of enslaved workers right away, and Southern states didn't want to stop this at all. The compromise of waiting twenty years to stop the importing of enslaved workers was something that neither side really liked but each side could live with. Northern states felt it was important to end this practice, but since Georgia and South Carolina threatened to walk out of the convention if the slave trade were ended immediately, the Northern states agreed to the compromise. This was, of course, one of the weightiest compromises the convention faced and one that would echo through history, not only when the slave trade was abolished twenty years later, but also during the Civil War, the civil rights movement, the Black social movements of today, and all periods in between.



Civics in Action Help students look up the names of their congressional representative and senators. If students wanted to contact their representative or senators, how would they do so? Where would they find that information?

After students read the text, ask the following questions:

LITERAL—What two ideas about representation required a compromise?

- » The Virginia Plan suggested representation should be based on population, and the New Jersey Plan suggested each state should have one vote.



LITERAL—What was the compromise that solved the disagreement about representation?

- » The compromise for representation was a bicameral system that gave each state two senators and then based the number of representatives on the population of the state.

INFERENTIAL—What compromise was reached involving enslaved workers?

- » Congress would not prohibit importing enslaved workers immediately but would make the prohibition law after twenty years had passed.

"The Convention Completes Its Work," pages 116–119

Scaffold understanding as follows:

Read the first paragraph and bulleted list on pages 116–117 aloud.

Invite a volunteer to read the paragraph after the bulleted list on page 117 aloud.

CORE VOCABULARY—Point out the vocabulary term *amend*, and explain its meaning.

Have students read the remainder of the section on pages 117–119 with a partner.

SUPPORT—Point out the infographic on the bottom of page 118. Use it to review the ratification process: The Constitutional Convention sent the final draft of the Constitution to the states. Each state held a ratifying convention, where state delegates debated and then voted whether to ratify, or approve, the Constitution. Once nine states voted to ratify, the Constitution became the official law of the land.

SUPPORT—Help students remember the difference between the Federalists and the Anti-Federalists by reminding them that the prefix *anti-* means against. The Federalists were in favor of ratifying the Constitution. The Anti-Federalists were against ratification.

After students read the text, ask the following questions:



LITERAL—How many years do representatives and senators serve?

» Representatives serve two-year terms. Senators serve six-year terms.



LITERAL—What is required for an amendment to pass?

» For an amendment to pass, two-thirds of each house must approve it, as well as three-fourths of all the states.

INFERENTIAL—Why were Virginians wary of approving the Constitution?

» Virginians were wary of a Constitution that did not include a bill of rights because they did not want a powerful government without powerful protections for individuals.

“The Bill of Rights,” page 119

Scaffold understanding as follows:

Invite volunteers to read the section on page 119 aloud.

After the volunteers read the text, ask the following question:



LITERAL—How many amendments make up the Bill of Rights?

» There are ten amendments in the Bill of Rights.

Note: The Bill of Rights is explored in more detail and depth in the Additional Activity “The Bill of Rights.”


“Still Going Strong,” pages 120–121

Scaffold understanding as follows:

Invite volunteers to read the section on pages 120–121 aloud.

SUPPORT—Repeat the first two sentences of the last paragraph in the section. Make sure students understand that it is up to the American people to ensure that our government respects and abides by the Constitution.

SUPPORT—Point out the quotation from Benjamin Franklin (“A republic, if you can keep it”). Students may have heard adults say that the United States is a republic, not a democracy. Make sure students understand that a republic is a type of democracy. It is a representative democracy, meaning that Americans vote for people to represent, or speak for, them in the government.

-  **TALK IT OVER:** Use the quotation from Benjamin Franklin (“A republic, if you can keep it”) as a prompt for a class discussion or debate. Are we as a nation keeping our republic, or are we losing it? Encourage students to refer to any relevant current events to bolster their positions.


After the volunteers read the text, ask the following questions:

 **LITERAL**—What are the four strong guiding principles upon which the Constitution is based?

- » The guiding principles are: governments get their power from the consent of the people (popular sovereignty), limited government, separation of powers, and federalism.

LITERAL—What type of government did Ben Franklin call the new U.S. government?

- » Ben Franklin called the government a republic.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete the Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Check for Understanding as a group.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What were some of the conflicting opinions that had to be resolved in order to create the U.S. Constitution?”
 - » Key points students should cite include: whether there should be a strong or weak central government (some worried that the government would have too much power, while others saw that without power, the central government could accomplish nothing); what form the government should take (assembly only or three branches with a bicameral congress); how representatives and senators should be chosen (by vote or appointment) and how many there should be per state (equal numbers for each state, numbers directly related to population, or a combination); whether enslaved people counted as part of the population to determine representation (some said yes, others no, the compromise counted every five enslaved persons as three free men); whether the slave trade should be allowed to continue (South said yes, North said no, compromise limited continuance to twenty years).
- Choose two of the Core Vocabulary terms (“The Age of Enlightenment,” *consent*, *deliberate*, *provisions*, *assemble*, *conscience*, *infringe*, *confederation*, *compliance*, *federal*, *legislative*, *executive*, *judicial*, *compromise*, “bicameral system,” or *amend*), and write a sentence using both words.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

The New Republic and the War of 1812

The Big Question: What were the main events that occurred in the United States from the time that George Washington became the first president to the seventh president, Andrew Jackson?

Primary Focus Objectives

- ✓ Explain how the electoral college works. (RI.7.2, RH.6-8.3)
- ✓ Identify the first seven presidents of the United States. (RH.6-8.2)
- ✓ Describe key events of the early American republic. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *electoral college*, “inaugural ceremony,” *oath of office*, *precedent*, *chief justice*, *judicial circuit*, *confirm*, *cede*, *almanac*, *impressment*, and *veto*. (L.7.4, RI.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About The New Republic and the War of 1812”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Volume page numbers listed below)

electoral college, n. a group of representatives who elect the president and vice president based on the popular vote in each state (122)

Example: In 2020, Joseph R. Biden won both the popular vote and the vote of the electoral college.

“inaugural ceremony” (phrase), the series of official events in which a newly elected candidate is installed in office (124)

Example: The inaugural ceremony featured the president taking the oath of office, as well as performances by singers and a poet.

Variations: inaugural ceremonies

oath of office, n. a promise made by a government official to obey the law and fulfill the responsibilities of his or her job (125)

Example: The president takes the oath of office with one hand raised and the other on an important book, usually a Bible.

Variations: oaths of office

precedent, n. an example for future actions or decisions (126)

Example: George Washington set many precedents that later presidents would follow.

Variations: precedents

chief justice, n. the highest judge on a court (127)

Example: The chief justice spoke with the other justices of the Supreme Court before the hearing began.

Variations: chief justices

judicial circuit, n. lower courts that are organized according to region (128)

Example: The judge worked many years in the second judicial circuit before she became a justice of the Supreme Court.

Variations: judicial circuits

confirm, v. to formally approve (128)

Example: The Senate is likely to quickly confirm the president's choice for secretary of defense so that he can get right to work.

Variations: confirms, confirming, confirmed

cede, v. to grant or transfer (129)

Example: After the war, the losing country ceded land to the winner.

Variations: cedes, ceded, ceding

almanac, n. a yearly publication that contained information about astronomy, meteorology, and other things such as weather predictions and general information (130)

Example: The farmer always consulted her almanac when deciding when to plant the first seeds in spring.

Variations: almanacs

impressment, n. the act of seizing seamen to serve against their will as sailors in a navy (137)

Example: Impressment of American sailors by the British navy was one reason for the War of 1812.

veto, v. to reject or refuse to approve a law (142)

Example: Both houses of Congress have passed the new law, but the president is expected to veto it.

Variations: vetoes, vetoing, vetoed, veto (n.)

THE CORE LESSON 35 MIN

Introduce “The New Republic and the War of 1812”

5 MIN

Remind students that in the last chapter, “Creating a Constitution for the United States,” they learned about the issues that led to the creation of a constitution. They learned that the weak federal government struggled to accomplish anything because states could deny their requests for funds. In the end, the Second Continental Congress decided to form a stronger federal government with three branches and a bicameral congress. They determined that senators and members of the House of Representatives should be chosen by vote and that each state should have two senators, but the number of representatives for each state would relate to the population of the state. Compromises were made, such as the Three-Fifths Compromise, which said that five enslaved persons counted as three free white persons for the purposes of determining representation in Congress, and the decision to continue the international slave trade for only twenty years. Later, ten amendments were added to the U.S. Constitution. These amendments are known as the Bill of Rights.

Call students' attention to the Big Question. Tell students to be on the lookout for important events that occurred in the United States from the beginning of Washington's presidency through Andrew Jackson's presidency.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The New Republic,” pages 122–125

Scaffold understanding as follows:

Read the first paragraph of the section on page 122 aloud.

CORE VOCABULARY—Point out the vocabulary term *electoral college*, and explain its meaning.



Civics in Action Help students determine how electors are awarded in their state: proportionally or “winner takes all.” (As of 2020, only Maine and Nebraska awarded electoral votes proportionally.) Then help students look up how their state voted in the last presidential election. Which candidate(s) won the state’s electoral votes?

Have students read the remainder of the section on pages 123–125 with a partner.

CORE VOCABULARY—Point out the vocabulary terms “inaugural ceremony” and *oath of office*, and explain their meanings.

SUPPORT—Point out to students that Inauguration Day, the day a president takes office for the first time, is a big event, and one very important part of that day is when the president takes the oath of office, swearing to serve the country and follow the Constitution. Although the Constitution does not say who should administer the oath, most presidents have been sworn in by the chief justice of the Supreme Court. Today, because of television and the Internet, millions of Americans can watch the president take the oath of office. Ask students if they have seen a president take the oath of office on Inauguration Day.

After students read the text, ask the following questions:

LITERAL—Why did the framers of the Constitution create the electoral college?

- » The framers created the electoral college because they believed that ordinary people would not be informed enough to choose the best president, and if the candidate with the most popular votes won, they only needed to win in the most populous states.

LITERAL—Why did George Washington reject certain titles?

- » He felt strongly that he should not resemble a king or an emperor.

“The First President: George Washington,” pages 126–130

Scaffold understanding as follows:

Read the first paragraph of the section on page 126 aloud.

CORE VOCABULARY—Point out the vocabulary term *precedent*, and explain its meaning.

Invite volunteers to read the next several paragraphs on pages 126–128, stopping at the Think Twice in the right column of page 128.

CORE VOCABULARY—Point out the vocabulary terms *chief justice*, *judicial circuit*, and *confirm*, and explain their meanings.

SUPPORT—Point out to students that the cabinet has grown since Washington’s time. The president’s administration today has many more departments and cabinet secretaries than Washington’s administration had. Fifteen executive departments staff the cabinet today with the vice president and the secretaries of agriculture, commerce, defense, education, energy, health and human services, homeland security, housing and urban development, the interior, labor, state, transportation, the treasury, and veterans affairs. Note that what was the Department of War under George Washington is now called the Department of Defense.

SUPPORT—Point out to students that taxes are how a government raises money to pay its bills. Without taxes, there could not be a military, roads, or a post office. After the Revolutionary War, the United States was in the same position that Great Britain was in after the French and Indian War—it was in a lot of debt. Like Great Britain, the United States looked to taxes as a way to raise the money needed to pay off this debt.

Have students read the remainder of the section on pages 128–130 independently.

CORE VOCABULARY—Point out the vocabulary terms *cede* and *almanac*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—What three executive departments did Congress create, and what did each department do?

- » Congress created the Department of State to work with foreign countries, the Department of War to defend the country, and the Department of the Treasury to collect taxes, pay bills, and take care of the government’s money.

LITERAL—Who was part of the president’s cabinet in Washington’s time?

- » The president’s cabinet in Washington’s time was made up of the secretaries of state, war, and the treasury, and also the attorney general and the postmaster general.

INFERENTIAL—Why might it be helpful to have an uneven number of justices on the Supreme Court?

- » With an uneven number of justices, decisions will not result in a tie.

LITERAL—How did Benjamin Banneker’s involvement in the building of the new capital save the project after L’Enfant was fired?

- » Banneker’s memory of the plans allowed the building to continue even though L’Enfant took the plans with him after he was fired.

“The Peaceful Transfer of Power,” page 131

Scaffold understanding as follows:

Read the section on page 131 aloud.

After reading the text, ask the following questions:

LITERAL—Why did President Washington turn down the request to serve a third term?

- » He believed that no one person should have too much power.

LITERAL—What did Washington want people to focus on instead of focusing on their differences?

- » Washington wanted people to focus on the things they had in common.

“The Second President, His Wife, and an Uncomfortable House,” pages 132–134

Scaffold understanding as follows:

Have students read the section on pages 132–134 independently.

After students read the text, ask the following questions:

LITERAL—How was the vice president chosen in the nation’s early years?

- » The vice president was the person who came in second in the election.

LITERAL—What decision made John Adams more unpopular?

- » President Adams avoided war, which made him more unpopular.

LITERAL—What was surprising about the President’s House when John and Abigail Adams moved in?

- » The rooms were all unfinished, there was no firewood, and there was no well, which meant the servants had to walk five blocks for water.

“The Third President: Thomas Jefferson and Partisan Fighting,” pages 134–137

Scaffold understanding as follows:

Have students read the first four paragraphs of the section on pages 134–135 with a partner.

SUPPORT—Point out to students that when Thomas Jefferson entered the White House, he was not only a politician but also someone who had lifelong interests in science, philosophy, the arts, and architecture.

Have students read the remainder of the section on pages 135–137 with a partner.

After students read the text, ask the following questions:

LITERAL—What kind of country did the Democratic-Republicans believe in?

- » The Democratic-Republicans believed that the ideal country would focus on farming and have a smaller central government.

LITERAL—What kind of country did the Federalists believe in?

- » The Federalists believed in a country with larger cities and a stronger central government to provide structure to society.

LITERAL—What was Jefferson’s great purchase on behalf of the United States?

- » Jefferson made the Louisiana Purchase, which doubled the size of the country.

LITERAL—France and the United States benefited from the Louisiana Purchase. Who was harmed?

- » The indigenous population was harmed by the purchase because no consideration was given to their land rights in particular.

“International Crisis in Jefferson’s Second Term,” page 137

Scaffold understanding as follows:

Invite a volunteer to read the section on page 137 aloud.

CORE VOCABULARY—Point out the vocabulary term *impressment*, and explain its meaning.

After the volunteer reads the text, ask the following question:

EVALUATIVE—Why did impressment infuriate Americans?

- » Impressment denied the sailors their rights as Americans by forcing them to work for the British navy.

“The Fourth President and the War of 1812,” pages 137–139

Scaffold understanding as follows:

Have students read the section on pages 137–139 independently.

After students read the text, ask the following questions:

LITERAL—By what name were the leaders in Congress who were calling for armed action against Britain known?

- » These leaders in Congress were known as war hawks.

EVALUATIVE—Why did things not go well for the Americans at the start of the War of 1812?

- » The U.S. Army had few troops, and the U.S. Navy had few ships, while the British had plenty of soldiers and ships.

“The Battle of New Orleans,” pages 139–140

Scaffold understanding as follows:

Read the section on pages 139–140 aloud.

SUPPORT—Point out to students that halting British arms sales to Native Americans was considered a victory in the war by most Americans. The United States purchased land from France and doubled its territory size, and immediately after that, Americans hurried to settle those lands. However, the government and settlers did not acknowledge Native American rights to the land. Native American nations fought to defend their lands, but over the next decades, they were denied their rights and betrayed by the U.S. government’s tendency to ignore again and again the very treaties it had agreed to.

After reading the text, ask the following questions:

LITERAL—What happened at the Battle of New Orleans?

- » An American force led by Andrew Jackson stopped the British from capturing the city of New Orleans.

LITERAL—What were the outcomes of the War of 1812?

- » The war ended in a draw, but it did stop arms sales to Native Americans in the West and the British policy of impressment.

**“The Fifth and Sixth Presidents: James Monroe and John Quincy Adams,”
pages 140–141**

Scaffold understanding as follows:

Have students read the section on pages 140–141 with a partner.

After students read the text, ask the following questions:

LITERAL—Why was James Monroe’s first term known as the Era of Good Feelings?

- » It was known as the Era of Good Feelings because it was a calm and prosperous period.

LITERAL—For whom was the Era of Good Feelings not good?

- » This was not a good era for many Black Americans and Native Americans. Neither group enjoyed the rights of white Americans.

EVALUATIVE—Why wasn’t John Quincy Adams successful?

- » He was not well liked, and he believed that he should not have to convince Congress that his ideas were good ones, so little got done.

“The Seventh President: Andrew Jackson and His Mixed Legacy,” pages 141–143

Scaffold understanding as follows:

Invite volunteers to read the section on pages 141–143 aloud.

CORE VOCABULARY—Point out the vocabulary term *veto*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—What caused a surge in the number of voters in the 1820s?

- » States changed their laws to allow all white men, not just property owners, to vote.

LITERAL—Why did the new voters love Andrew Jackson?

- » The new voters loved Andrew Jackson because they considered him an ordinary person like them.

INFERENTIAL—Why was the election of Andrew Jackson a tragedy for Native Americans?

- » During Jackson’s presidency, the Indian Removal Act was passed, and the remaining Native Americans in the East were violently forced to move west of the Mississippi, into what is now Oklahoma.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What were the main events that occurred in the United States from the time that George Washington became the first president to the seventh president, Andrew Jackson?”
 - » Key points students should cite include: the implementation of the electoral college; George Washington’s election and inauguration as the first president of the United States; the establishment of executive departments and the first cabinet; the establishment of the courts, including the Supreme Court and circuit courts; the building of the U.S. capital in Washington, D.C.; President John Adams’s election and his unpopular decision not to enter war with the French against the British; Thomas Jefferson’s election as president and the Louisiana Purchase; James Madison’s election as president, the War of 1812, and the burning of Washington, D.C.; General Andrew Jackson’s victory at the Battle of New Orleans; the Monroe Doctrine, which warned off European countries from interfering in the Western Hemisphere; Andrew Jackson’s presidency and his popularity with the greater number of voters; and the Indian Removal Act, which eventually led to even more loss of land and tragedies for Native Americans.
- Choose two of the Core Vocabulary terms (*electoral college*, “*inaugural ceremony*,” *oath of office*, *precedent*, *chief justice*, *judicial circuit*, *confirm*, *cede*, *almanac*, *impressment*, or *veto*), and write a sentence using both terms.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

Westward Expansion Before the Civil War

The Big Question: What were the main events that occurred as people moved west before the Civil War?

Primary Focus Objectives

- ✓ Identify key individuals and groups associated with westward expansion. (RI.7.2, RH.6-8.2)
- ✓ Explain how transportation advancements contributed to westward expansion. (RI.7.2, RH.6-8.2)
- ✓ Describe the conflicts that resulted from westward expansion. (RI.7.2, RH.6-8.2)
- ✓ Describe the effects of westward expansion on Native Americans. (RI.7.3, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *frontier*, *expedition*, *interpreter*, *Continental Divide*, *locomotive*, *displacement*, *treaty*, and *civil disobedience*. (L.7.4, RI.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Westward Expansion Before the Civil War”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 7.1

- display and individual student copies of Westward Expansion (AP 7.1)

Core Vocabulary (Student Volume page numbers listed below)

frontier, n. where newly settled areas meet unsettled, but not necessarily uninhabited, areas (145)

Example: The frontier began on the western side of the Appalachian Mountains.

Variations: frontiers

expedition, n. a special journey taken by a group that has a clear purpose or goal (146)

Example: The men joined an expedition to journey through unknown territory and map what they found.

Variations: expeditions

interpreter, n. a person who translates from one language to another (147)

Example: The interpreter translated the English I spoke into the Spanish the family spoke so we could communicate.

Variations: interpreters

Continental Divide, n. the high line in the Rockies from which water flows east on one side and west on the other (148)

Example: The Continental Divide separates the United States into two parts.

locomotive, n. a railroad engine (154)

Example: The locomotive had to be powerful enough to pull many freight cars along the tracks behind it.

Variations: locomotives

displacement, n. the process of being removed from the usual place or land (155)

Example: The displacement of Native American groups meant they had to make new homes far from their old ones.

Variations: displacements, displace (v.)

treaty, n. a formal agreement between two or more groups, especially countries (156)

Example: Representatives from the United States government and several Native American nations signed the treaty that created a new reservation.

Variations: treaties

civil disobedience, n. a refusal to follow the law or government because it goes against one's conscience; an act of protest (163)

Example: The group wrote letters and protested, but when they were ignored, they turned to civil disobedience by staging a sit-in.

THE CORE LESSON 35 MIN

Introduce “Westward Expansion Before the Civil War”

5 MIN

Remind students that the American continent was settled by Native Americans long before the first Europeans arrived. Their lands were first threatened by the arrival of Spanish explorers, especially in the West and Southwest. When the English colonies were established on the East Coast of what became the United States, they were established on land taken from Native Americans. English settlers then began pushing west, acquiring land as they went. Native Americans fought back, including by taking sides in the War of 1812, but the settlers' push westward was relentless, and they failed to fully consider the rights of the Native Americans they were displacing.

Call students' attention to the Big Question. Tell students to watch for the main events that occurred as people moved west before the Civil War.

Guided Reading Supports for “Westward Expansion Before the Civil War”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.


“Moving West,” pages 144–145

Scaffold understanding as follows:

Invite volunteers to read the section on pages 144–145 aloud.

CORE VOCABULARY—Point out the vocabulary term *frontier*, and explain its meaning.



 **SUPPORT**—Display Westward Expansion (AP 7.1). Ask a volunteer to point out the Appalachian Mountains. Explain that in late colonial times and the early days of the United States, the frontier was located west of the Appalachians.

After volunteers read the text, ask the following questions:

LITERAL—Where did the frontier lie in the 1700s?

» In the 1700s, the frontier lay west of the Appalachian Mountains.

LITERAL—Was the area west of the Appalachian Mountains uninhabited at this time?


» No, at this time many Native Americans lived west of the Appalachian Mountains on land their nations had lived on for thousands of years.

“The Wilderness Road,” page 146

Scaffold understanding as follows:

Have students read the section on page 146 independently.



 **SUPPORT**—Display Westward Expansion (AP 7.1). Have volunteers point to the Cumberland Gap and the Ohio River.

After students read the text, ask the following question:

LITERAL—How did Daniel Boone and his crew make westward expansion possible?

» Daniel Boone and his crew found a narrow pass that became known as the Cumberland Gap, and they created the Wilderness Road, which made it easier for settlers to move west.


“Exploring the Louisiana Purchase,” pages 146–147

Scaffold understanding as follows:

Have students read the section on pages 146–147 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *expedition* and *interpreter*, and explain their meanings.



 **SUPPORT**—Display Westward Expansion (AP 7.1). Have volunteers point out the Louisiana Territory, the Mississippi River, and the path of the Lewis and Clark expedition.

After students read the text, ask the following questions:

LITERAL—What were the goals of the expedition across the Louisiana Territory?

» The goals of the expedition were to determine if there was a way to cross the Rockies and to determine if there was a way to reach the Pacific Ocean by water.

LITERAL—Who led the expedition to explore the Louisiana Territory?

» Meriwether Lewis and William Clark led the expedition.

"Sacagawea," pages 147–148

Scaffold understanding as follows:

Read the section on pages 147–148 aloud.

CORE VOCABULARY—Point out the vocabulary term *Continental Divide*, and explain its meaning.



SUPPORT—Display Westward Expansion (AP 7.1), and ask a volunteer to locate the Continental Divide. Make sure students understand that the Continental Divide is not a single point. It is a line that stretches the length of the Rocky Mountains.

After reading the text, ask the following questions:

LITERAL—Who was Sacagawea?

- » Sacagawea was a Shoshone woman who, with her French Canadian husband, helped guide the Lewis and Clark expedition.

LITERAL—What were some of the achievements of the Lewis and Clark expedition?

- » The expedition crossed the North American continent, reaching the Pacific Ocean. They kept detailed accounts of the expedition, which helped the U.S. government.

Activity Page



AP 7.1

"Zebulon Pike—Forging Another Path," page 149

Scaffold understanding as follows:

Have students read the section on page 149 with a partner.



SUPPORT—Display Westward Expansion (AP 7.1). Invite volunteers to point out the headwaters of the Mississippi River, Pike's Peak, and Santa Fe.

After students read the text, ask the following questions:



LITERAL—Where is the source of the Mississippi River?

- » The source of the Mississippi River is Lake Itasca in Minnesota.

INFERENTIAL—Why do you think the United States government was interested in information about neighboring Spanish territory?

- » The government was interested in expanding its territory, and better trade routes could improve the country's economy.

Activity Page



AP 7.1

"Native Americans Resist," pages 149–150

Scaffold understanding as follows:

Read the section on pages 149–150 aloud.



SUPPORT—Display Westward Expansion (AP 7.1). Ask a volunteer to point out the Ohio River. Note that settlers were now encroaching on the territory of Native Americans north of the Ohio River valley.

After reading the text, ask the following questions:

Activity Page



AP 7.1

LITERAL—How did Native Americans react to the settlers' arrival?

- » Native Americans attacked groups of settlers on the Wilderness Road and on the Ohio River, and they raided settlements.

LITERAL—What happened when the Native Americans were defeated?

- » They were forced to move west, and settlers poured into the territories where they had been.

LITERAL—How did William Henry Harrison drive out the Native Americans?

- » Instead of using force, he tricked them into signing agreements in which they gave up their land for very little money.

"Tecumseh," page 151

Scaffold understanding as follows:

Have students read the section on page 151 independently.

SUPPORT—Review with students what they learned in Chapter 1 about the differing worldviews of Native Americans and Europeans. Help them see the connection between those differences and the events discussed in this chapter.

After students read the text, ask the following questions:

EVALUATIVE—Tecumseh said, "Sell a country! Why not sell the air, the clouds, and the great sea, as well as the earth? Did not the Great Spirit make them all for the use of his children?" How does this statement show an important cultural difference between Tecumseh's people and the settlers from the United States?

- » Tecumseh's quote shows that in his culture, land was not to be owned, just like the oceans, air, and clouds are not owned. The settlers and the U.S. government, however, believed that land could, and should, be owned by people.

LITERAL— What happened at the Battle of Tippecanoe?

- » Tecumseh's brother led an attack on nine hundred U.S. soldiers who were camped near his Shawnee village. The soldiers defeated the Shawnee and burned the village to the ground.

"Improvements in Transportation and More Expansion in the West" and "Turnpikes," page 152

Scaffold understanding as follows:

Read the sections on page 152 aloud.

SUPPORT—Point out to students that although stagecoaches made travel much more feasible than traveling by foot or on horseback, it was neither easy nor quick. Even traveling on roads, it was a dusty, bumpy ride. In addition, stagecoaches stopped at towns and inns or taverns along the way to pick up and drop off passengers. (If students are not researching the term *stagecoach*, point out that stagecoaches made the journey in stages, stopping every ten miles or so, which led to their name.)

After reading the text, ask the following questions:

LITERAL—Why did roads need to be improved in order to manage stagecoaches?

- » Roads needed to be wide and fairly smooth in order for a stagecoach to travel on them.

LITERAL—How did turnpikes get their name?

- » Turnpikes are named for the poles that the roads' owners would put across the road to make sure that people paid for their use of the road.

"Steamboats," pages 152–153

Scaffold understanding as follows:

Invite volunteers to read the section on pages 152–153 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—What was the advantage of rivers over roads?

- » Compared to roads, rivers were a faster and more affordable way to travel.

LITERAL—How far could goods sent by flatboat on the Ohio River travel?

- » Goods sent on the Ohio River could travel down the Mississippi River to New Orleans. From there, they could be shipped anywhere in the world.

LITERAL—What invention solved the problem of upstream travel?

- » Steamboats with paddle wheels and steam engines were powerful enough to travel against the current of a river.

"Canals and Railroads," pages 153–154

Scaffold understanding as follows:

Have students read the section on pages 153–154 independently.



SUPPORT—Point out the map at the top of page 154. Help students locate the Erie Canal on the map.

After students read the text, ask the following questions:

LITERAL—Why didn't steamboats help people living between the Appalachian Mountains and the Mississippi River who wanted to send goods east or west?

- » The rivers in this area run mainly north to south, so people needed another type of transportation to move goods east and west.

LITERAL—How did DeWitt Clinton solve the transportation problem in the northern part of New York State?

- » He had the Erie Canal built.

LITERAL—What were the benefits of having the Erie Canal?

- » Goods cost far less to ship, they moved more quickly, and both Buffalo and New York City grew.

"Railroads," pages 154–155

Scaffold understanding as follows:

Have students read the section on pages 154–155 with a partner.

CORE VOCABULARY—Point out the vocabulary term *locomotive*, and explain its meaning. Direct students' attention to the image on page 155. Help them identify the locomotive in the image (*the car on the far right generating the steam*).

After students read the text, ask the following questions:

LITERAL—Where was the first railroad in the United States built?

- » The first railroad in the United States was built in Baltimore, Maryland.

EVALUATIVE—What was the problem with having so many different railroad companies?

- » None of the railroads had standardized or connected tracks, so passengers could only travel forty or fifty miles at a time. Then they had to switch to another company's line.

"Progress for Some, Pain for Others," pages 155–157

Scaffold understanding as follows:

Invite volunteers to read the section on pages 155–157 aloud.

CORE VOCABULARY—Point out the vocabulary terms *displacement* and *treaty*, and explain their meanings.



SUPPORT—Display Westward Expansion (AP 7.1), and have a volunteer locate the Mississippi River. Note that by 1830, most Native Americans in the East had been forced to move west of the Mississippi River.



TALK IT OVER: In 2020, in response to a lawsuit filed by the Muscogee Creek nation, the U.S. Supreme Court ruled that about half of Oklahoma belongs to the Muscogee under the terms of a treaty signed in the 1800s. Other indigenous nations in Oklahoma and other states have filed similar suits seeking to reclaim land that was promised to them in treaties with the U.S. government. Lead a class discussion about the reason for these lawsuits and the potential effects of such rulings.

After the volunteers read the text, ask the following questions:

LITERAL—Why was better transportation a problem for Native Americans?

- » Better transportation meant it was easier and quicker for settlers to move to Native American land.

INFERENTIAL—Why do you think the United States broke its treaties with Native Americans again and again?

- » The United States broke treaties because of pressure from settlers for land, because valuable materials such as gold were found on Native American land, and because the United States was growing its economy. Many Americans, and the United States government, believed that they had a right to the land that Native Americans lived on.

Activity Page



AP 7.1

LITERAL—What was the Trail of Tears?

- » The Trail of Tears is a name for the months-long walk that was part of the forced removal of Native Americans from their homes east of the Mississippi River to Indian Territory in what is now Oklahoma.

“A New Nation Grows Rapidly” and “Manifest Destiny,” page 158

Scaffold understanding as follows:

Invite a volunteer to read the section “A New Nation Grows Rapidly” on page 158 aloud.



SUPPORT—Display Westward Expansion (AP 7.1). Ask volunteers to locate Oregon Country and Mexican Territory on the map.

Read the section “Manifest Destiny” on page 158 aloud.

After reading the text, ask the following questions:

LITERAL—When did Americans become interested in the farthest west parts of the North American continent?

- » Americans became interested in the farthest west parts in the 1820s and 1830s.

LITERAL—What did the notion of freedom have to do with Americans’ drive to settle more and more land?

- » Some citizens believed that they were “extending the area of freedom” by expanding America’s borders.

LITERAL—Who was left out of this idea of freedom?

- » Native Americans, Black Americans, and women were among those left out.

“Conflict with Mexico,” pages 158–159

Scaffold understanding as follows:

Have students read the section on pages 158–159 independently.

After students read the text, ask the following questions:

LITERAL—What promises did the American settlers make to the government of Mexico?

- » The American settlers promised to become Roman Catholics, become loyal Mexicans, and free any enslaved workers they brought to Texas.

LITERAL—Did the American settlers keep their promises to Mexico?

- » No, they ignored some of Mexico’s laws and asked for more self-government.

“The Alamo,” pages 160–161

Scaffold understanding as follows:

Have students read the section on pages 160–161 with a partner.

Activity Page



AP 7.1

After students read the text, ask the following questions:

LITERAL—What happened at the Alamo?

- » Texan rebels took shelter there from Mexican troops. There was a twelve-day siege. In the end, all the defenders of the Alamo were killed, but Texans had also declared independence from Mexico.

LITERAL—Why did Texas have to wait nine years to become a state?

- » Texas allowed the enslavement of people, and many people—and states—in the United States were against allowing any more states in which slavery was legal.

“War with Mexico,” pages 161–163

Scaffold understanding as follows:

Read the first paragraph of the section on page 161 aloud.

Have students read the remainder of the section on pages 162–163 independently.

CORE VOCABULARY—Point out the vocabulary term *civil disobedience*, and explain its meaning.

After students read the text, ask the following questions:



LITERAL—Why did Congress declare war on Mexico?

- » President Polk made the case that when Mexican troops crossed the Rio Grande, they had invaded America and shed American blood on American soil.

LITERAL—What did Mexico think about the land along the southern U.S. border?

- » Mexico believed the land belonged to them, not to the United States. Mexico put the border between the countries at the Nueces River, which is 150 miles north of the Rio Grande.

“Oregon,” page 164

Scaffold understanding as follows:

Read the section on page 164 aloud.

Activity Page



AP 7.1



SUPPORT—Display Westward Expansion (AP 7.1). Invite volunteers to point out the Rocky Mountains and the path of the Oregon Trail.

SUPPORT—Settlers traveling the Oregon Trail are likely to have walked a great deal of the distance, as their animals did. Encourage students to do the math to figure out approximately how many miles per day they would have had to cover in order to travel two thousand miles in six months’ time.

After reading the text, ask the following questions:

LITERAL—Why did the United States and Britain both want Oregon?

- » They wanted Oregon so they could control the fur trade.

LITERAL—Who were the Mountain Men, and what important discoveries did they make?

- » The Mountain Men were trappers in the Rocky Mountains. They discovered passes, good routes through the mountains for people headed to Oregon and California.

LITERAL—How long did the trip to Oregon from Independence, Missouri, last, and how many miles did it cover?

- » The trip lasted six months and covered two thousand miles.

“Searching for a New Home,” page 165


Scaffold understanding as follows:

Invite volunteers to read the section on page 165 aloud.

Activity Page



AP 7.1

 **SUPPORT**—Display Westward Expansion (AP 7.1). Ask a volunteer to point out Salt Lake City on the map.

After the volunteers read the text, ask the following questions:

LITERAL—Why did the Mormons move west?

- » They faced intimidation in the East.

LITERAL—Why did the Mormons choose to settle on land that was not part of the United States?

- » The Mormons did not live a traditional American life, and they wanted a place where they could live as they wished.

“Gold in California,” pages 166–167


Scaffold understanding as follows:

Have students read the section on pages 166–167 with a partner.

Activity Page



AP 7.1

 **SUPPORT**—Display Westward Expansion (AP 7.1). Ask a volunteer to point out California on the map.

After students read the text, ask the following questions:

LITERAL—What brought people from the United States and as far away as Europe to California in 1849?

- » Gold brought people to California.

LITERAL—What turned out to be a good way of earning money during the California gold rush?

- » Selling tools and clothing to the miners turned out to be a great way to earn money during the gold rush.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What were the main events that occurred as people moved west before the Civil War?”
 - » Key points students should cite include: the movement of the frontier west from the East Coast in stages—beyond the Appalachians with the clearing of the Cumberland Gap, then west of the Mississippi and north of the Ohio, and then ever farther west; the Louisiana Purchase opening more lands to exploration and settlement; Lewis and Clark’s expedition; Zebulon Pike’s explorations; Native Americans, including leaders such as Tecumseh, resisting this westward expansion, and many dying on the Trail of Tears; improvements in transportation—better roads, steamboats, canals, and railroads—that made transportation to the West easier and enabled those farming in the West to get their goods to Eastern markets; the theory of Manifest Destiny, which justified making the United States even bigger by taking lands from Native Americans and Mexico; Americans making a deal with Mexico to settle Texas; Texans fighting to make Texas independent; the United States going to war with Mexico to get even more new land; the Mountain Men discovering passes through the Sierra Nevada and the Rocky Mountains, which led to settlers traveling the Oregon Trail; Mormons settling by the Great Salt Lake in what is now Utah; and the gold rush in California, which brought settlers there.
- Choose two of the Core Vocabulary terms (*frontier, expedition, interpreter, Continental Divide, locomotive, displacement, treaty, or civil disobedience*), and write a sentence using both terms.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

Division, Civil War, and Reconstruction

The Big Question: What were the key issues that led to the American Civil War?

Primary Focus Objectives

- ✓ Describe slavery in the United States. (RI.7.2, RH.6-8.2)
- ✓ Explain how the conflict over slavery in the United States led to civil war. (RI.7.2, RI.7.3, RH.6-8.2)
- ✓ Summarize the events of the American Civil War. (RI.7.2, RH.6-8.2)
- ✓ Describe life under Reconstruction in the South. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *abolitionist*, *secede*, *arsenal*, *incumbent*, *draft*, “tide of battle,” *blockade*, *impeach*, “high crimes and misdemeanors,” and *chattel slavery*. (L.7.4, RI.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Division, Civil War, and Reconstruction”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 8.1

- display and individual student copies of The Civil War, 1861–1865 (AP 8.1)

Core Vocabulary (Student Volume page numbers listed below)

abolitionist, n. a person who worked to end slavery during the 1700s and 1800s (173)

Example: He was an abolitionist and wrote about the evils of slavery.

Variations: abolitionists, abolition (n.), abolish (v.)

secede, v. to formally withdraw membership (175)

Example: The Southern states warned they would secede from the United States of America and form a new nation.

Variations: secedes, seceded, seceding

arsenal, n. a place where weapons and other military equipment are stored (176)

Example: They went to the arsenal to collect guns and gunpowder before the battle.

Variations: arsenals

incumbent, adj. holding a position or political office (176)

Example: The incumbent president usually has an advantage when seeking reelection.

Variations: incumbent (n.)

draft, n. a system that requires individuals to serve in the military (181)

Example: The country did not have enough volunteer soldiers, so they introduced a draft.

Variations: drafts, draft (v.)

“tide of battle” (phrase), a metaphor that describes how the advantage of one side or another can change over the course of the fighting (181)

Example: After the tide of battle turned, the losing side began winning.

blockade, n. a military strategy aimed at preventing people and goods from entering or leaving an area (183)

Example: The blockade kept ships from entering the port.

Variations: blockades, blockade (v.)

impeach, v. to accuse a government official of doing something wrong or improper (191)

Example: A president can be impeached by the House of Representatives and brought to trial in the Senate.

Variations: impeaches, impeached, impeaching

“high crimes and misdemeanors” (phrase), actions of misconduct by a government official, such as lying, abuse of power, or failing to perform job responsibilities (191)

Example: The vice president was impeached for high crimes and misdemeanors after he was caught selling top-secret information.

chattel slavery, n. private ownership of enslaved people (192)

Example: In the early years of the United States, people participated in chattel slavery and bought, sold, and owned people, both Black Americans and Native Americans.

THE CORE LESSON 35 MIN

Introduce “Division, Civil War, and Reconstruction”

5 MIN

Remind students that ever since the founding of the colonies, distinct differences had developed between the North and the South. The North became more urban and industrialized. The South was more rural and agricultural and was dependent on slavery. Slavery was a major issue at the Constitutional Convention, but delegates chose not to resolve the issue at that time. As a result, tensions over slavery continued to grow until they erupted into violence.

Call students’ attention to the Big Question. Remind students to read critically and, as they read, to look for specific events and issues that led to the tensions that caused the Civil War.

Guided Reading Supports for “Division, Civil War, and Reconstruction”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The Importance of Cotton," pages 168–169

Scaffold understanding as follows:

Read the introductory paragraphs on pages 168–169 aloud.

After reading the text, ask the following questions:

LITERAL—What was good and bad about the lives of Black Americans who lived in freedom in the North?

- » Black Americans lived in freedom, but their lives were hard, and they still faced discrimination.

EVALUATIVE—Why was Southern cotton considered "king"?

- » Southern cotton was important to the economies of the North and the South and as a U.S. export to Britain and France.

"Cotton Gin," page 169

Scaffold understanding as follows:

Invite a volunteer to read the section on page 169 aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—What did the cotton gin do?

- » The cotton gin used combs and rollers to remove the sticky seeds from fluffy cotton fibers.

INFERENTIAL—Why did the cotton gin result in Southern plantation owners using more enslaved labor?

- » Because the cotton gin made cleaning seeds from cotton much quicker, plantation owners could grow and sell more cotton, but in order to do that, they needed more workers to plant and pick it.

"The Life of an Enslaved Person," pages 170–172

Scaffold understanding as follows:

Have students read the section on pages 170–172 with a partner.

SUPPORT—Help students understand that as important as slavery was thought to be to the South's economy, not every white Southerner owned slaves. In fact, the majority did not. Slaveholding was concentrated in the hands of a powerful minority. But many white Southerners who did not own enslaved workers agreed with and supported the social order that the system of slavery established. That is how slavery enjoyed widespread support even among poorer white Southerners, despite the fact that the majority of them did not own enslaved workers themselves.

After students read the text, ask the following questions:

LITERAL—What did Nat Turner do?

- » Nat Turner staged a rebellion against slavery.

EVALUATIVE—How did enslaved workers deal with their hard lives?

- » They told stories in which weak characters outwitted strong ones, they sang spirituals about their lives, they danced and kept their African cultures alive. Some tried to flee to the North, where slavery was illegal.

“The Missouri Compromise,” pages 172–173

Scaffold understanding as follows:

Have students read the section on pages 172–173 independently.



SUPPORT—Tell students that the term “Mason-Dixon line” is often used to describe the divide between Northern and Southern states, and it was part of the debate before the Missouri Compromise was made. The Mason-Dixon line was drawn to separate the colonial borders of Pennsylvania and Maryland. Mason and Dixon were the surveyors who measured the line in 1765 at approximately 39°43′ north latitude.

After students read the text, ask the following questions:



LITERAL—What disagreement between the North and the South would become one of the major issues that led to the Civil War?

- » The disagreement over whether or not slavery could spread into the Western lands became a major issue.

LITERAL—What was the Missouri Compromise?

- » The free territory of Maine and the slave territory of Missouri were added as states at the same time so that the number of slave and free states would be even. At the same time, a line was drawn to only allow new slave states below 36°30′ north latitude.

“The Abolitionist Movement,” pages 173–174

Scaffold understanding as follows:

CORE VOCABULARY—Point out the vocabulary term *abolitionist*, and explain its meaning.

Invite volunteers to read the section on pages 173–174 aloud.

SUPPORT—Invite a student to look up the definition of *sojourner* (someone who lives temporarily in a place), and discuss with the class why Isabella Baumfree might have chosen Sojourner Truth as her name.

After volunteers read the text, ask the following question:

LITERAL—Who were some leaders in the abolitionist movement?

- » William Lloyd Garrison, Frederick Douglass, and Sojourner Truth were all leaders in the abolitionist movement.

"The Underground Railroad," page 174

Scaffold understanding as follows:

Invite students to read the section on page 174 independently.

After students read the text, ask the following questions:

LITERAL—What was the Underground Railroad?

- » The Underground Railroad was a network of people who helped enslaved workers escape to free states and Canada.

LITERAL—Who was Harriet Tubman?

- » Harriet Tubman was a woman who escaped enslavement and then worked as a conductor on the Underground Railroad.

"A Divided Country," pages 175–176

Scaffold understanding as follows:

Have students read the section on pages 175–176 with a partner.

CORE VOCABULARY—Point out the vocabulary term *secede*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—What were the Northerners and Westerners who argued that the Western territories should be free of slavery called?

- » They were called "free soilers."

LITERAL—What did Southerners worry about when they heard California wanted to be admitted as a free state?

- » Southerners worried that the free states would outnumber slave states and would make slavery illegal.

LITERAL—How did the Compromise of 1850 temporarily solve the problem?

- » California was admitted as a free state, and the slave trade was banned in Washington, D.C.; at the same time, the territories of New Mexico and Utah were allowed to decide slave status for themselves, and the Fugitive Slave Law was passed, requiring that escaped slaves in the North be returned to slavery when caught.



TALK IT OVER: Have students debate the question: Was accepting the Compromise of 1850 worth it, or should the Northern states have dared the Southern states to secede rather than agree to the Fugitive Slave Act?

"The Crisis Deepens," pages 176–177

Scaffold understanding as follows:

CORE VOCABULARY—Point out the vocabulary terms *arsenal* and *incumbent*, and explain their meanings.

Have students read the section on pages 176–177 with a partner.

After students read the text, ask the following questions:

LITERAL—What happened when Dred Scott sued for his freedom?

- » The case went all the way to the Supreme Court, and he was told he could not use the United States justice system because he was not considered a citizen.

INFERENTIAL—How did Lincoln’s run for the Senate help him, even though he did not win the race?

- » Americans got to know Lincoln through his debates in the Senate race. That meant he was well known to many Americans when he ran for president.

“The Election of 1860,” pages 177–179

Scaffold understanding as follows:


Read the first two paragraphs of the section on page 177 aloud.

Invite volunteers to read the remainder of the section on pages 177–179 aloud.

Activity Page



AP 8.1

 **SUPPORT**—Display The Civil War, 1861–1865 (AP 8.1), and have students find Fort Sumter on the map.

SUPPORT—Explain to students that after Fort Sumter, four more states seceded: Virginia, Arkansas, Tennessee, and North Carolina.

After volunteers read the text, ask the following questions:

LITERAL—What changed between the day Abraham Lincoln was elected and the day he took office in March?

- » Seven Southern states seceded and declared themselves the Confederate States of America, and they took over forts, arsenals, and other U.S. government property.

LITERAL—What event started the war, despite Lincoln’s attempts to avoid war?

- » Confederates fired on and took over Fort Sumter in South Carolina, an act that officially started the war.

“Advantages and Disadvantages,” page 179

Scaffold understanding as follows:

Invite a volunteer to read the section on page 179.

After the volunteer reads the text, ask the following questions:

LITERAL—What were the North’s advantages over the South?

- » The North had four times as many men who could fight, and it was equipped to produce more equipment and supplies. The North also had better transportation through railroads.

LITERAL—What was the South’s advantage in the fight?

- » Southerners were fighting to defend their own land and homes.

“Leadership,” page 180

Scaffold understanding as follows:

Have students read the section on page 180 with a partner.

After students read the text, ask the following questions:

LITERAL—Who were the two main military leaders for the South?

- » Robert E. Lee and Thomas “Stonewall” Jackson were the South’s main military leaders.

LITERAL—Who were the main military leaders for the North?

- » Ulysses S. Grant and George McClellan were the main military leaders for the North.

“The War for Everyone Else,” page 181

Scaffold understanding as follows:

Have students read the section on page 181 with a partner.

CORE VOCABULARY—Point out the vocabulary term *draft*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—Why did both sides need to rely on the draft to get enough soldiers?

- » When men heard how hard the life of a soldier was, they stopped volunteering to fight.

LITERAL—How did the war affect women?

- » Women had to manage farms, families, and businesses. They planted and harvested crops, made clothes, and contributed to the war effort.

“Important Battles of the War,” pages 181–183

Scaffold understanding as follows:

Read the section on pages 181–183 aloud.

CORE VOCABULARY—Point out the vocabulary terms “tide of battle” and *blockade*, and explain their meanings.

SUPPORT—Direct students’ attention to the map on page 182 of the Student Volume. Point out the blockade on the map, and then invite a volunteer to read the caption aloud.



SUPPORT—Display The Civil War, 1861–1865 (AP 8.1), and have students find the First Battle of Bull Run and Hampton Roads on the map.

Activity Page



AP 8.1

After reading the text, ask the following questions:

LITERAL—Why were ironclad ships an advantage?

- » Ironclad ships were an advantage because cannonballs bounced off them instead of tearing holes in the ship.

LITERAL—Why did the Confederate navy destroy the *Virginia*?

- » They were afraid that it would fall into Union hands, and then the Union would have two ironclad ships.

“The Battle of Antietam,” pages 183–184

Scaffold understanding as follows:

Have students read the section on pages 183–184 independently.

Activity Page



AP 8.1



SUPPORT—Display The Civil War, 1861–1865 (AP 8.1), and have students find Antietam on the map.

After students read the text, ask the following questions:

LITERAL—What advantage did the Union soldiers have at the Battle of Sharpsburg?

- » Because the Confederates left their battle plan behind, Union soldiers knew where the Confederate soldiers would be.

LITERAL—What mistake did McClellan make that helped the Confederates?

- » McClellan had twenty thousand fresh troops that he didn’t use in the battle, and he allowed the Confederate troops to get back to Virginia.

“The Emancipation Proclamation,” pages 184–186

Scaffold understanding as follows:

SUPPORT—Point out the word *emancipation* in the section title. Explain that to emancipate is to set free. Ask students to use this information to predict what the Emancipation Proclamation did. Invite them to confirm their predictions as they read the section.

Have students read the section on pages 184–186 with a partner.

After students read the text, ask the following questions:

LITERAL—Why did Lincoln think it would be a mistake to say that the war was to end slavery?

- » Lincoln was afraid that if he said the war was to end slavery, then Kentucky, Maryland, Delaware, and Missouri would join the Confederacy.



LITERAL—Which enslaved people did the Emancipation Proclamation free?

- » The Emancipation Proclamation freed the enslaved people in the Confederate states.



LITERAL—Which enslaved people did the Emancipation Proclamation *not* free?

- » The Emancipation Proclamation did not free enslaved people in the border states or anywhere else that was considered Union territory.

“Fighting for Freedom,” page 186

Scaffold understanding as follows:

Invite a volunteer to read the section on page 186 aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—How did the Union army change after the Emancipation Proclamation?

- » Black Americans from both the North and the South joined the Union army for the first time.

LITERAL—Which Black American Union regiment became especially famous, and why?

- » The Massachusetts Fifty-Fourth Regiment became especially famous for their attack on Fort Wagner in the harbor of Charleston, South Carolina.

“The Beginning of the End,” page 187

Scaffold understanding as follows:

Invite a volunteer to read the section on page 187 aloud.



SUPPORT—Display The Civil War, 1861–1865 (AP 8.1), and have students find Chancellorsville and Gettysburg on the map.

After the volunteer reads the text, ask the following questions:

LITERAL—Why did Union and Confederate troops meet at Gettysburg?

- » General Robert E. Lee marched his troops across Maryland and Pennsylvania in hopes of defeating the Union, and Union troops just happened to be in the area.

LITERAL—What was the Gettysburg Address about?

- » Lincoln used the Gettysburg Address to remind Americans about the purpose of the war and what the country itself stood for.

“The Last Full Year of the War—1864,” pages 187–188

Scaffold understanding as follows:

Read the first paragraph of the section on page 187 aloud.



SUPPORT—Display The Civil War, 1861–1865 (AP 8.1), and have students point to Atlanta on the map. From Atlanta, have them move their fingers southeast to Savannah. Explain that this path is roughly the route that Sherman’s army took on their March to the Sea.

Activity Page



AP 8.1

Activity Page



AP 8.1

SUPPORT—Help students understand that Sherman’s tactics in the war could be described as total war. His strategy was to destroy property, cities, and towns in order to break the will of the South’s inhabitants.


SUPPORT—Help students understand how the complexities of a wartime election played out. The presidential election during the war showed the strength of American democracy, that even during a civil war, the laws of the Constitution were followed. Lincoln’s opponent was none other than the general he had removed from command, George B. McClellan. McClellan said that if elected, he would end the war quickly. To people who were tired of the war, sick of the terrible losses, and even fearful of actually losing, that was very appealing. Lincoln, determined to see the war through to the end in order to preserve the Union and free the enslaved, could make no such promise. For a time, he expected to lose the election. Then came the news of Sherman’s capture of Atlanta and of several other Union victories. Northern spirits rose, and Lincoln easily won reelection.

Read the remainder of the section on page 188 aloud.

Activity Page



AP 8.1

 **SUPPORT**—Display The Civil War, 1861–1865 (AP 8.1), and have students find Appomattox Court House on the map. Make sure students understand that Appomattox Court House is the name of a town, not a single building.

After reading the text, ask the following questions:

LITERAL—What did Sherman and his army do in Georgia?

- » Sherman and his army marched from Atlanta to Savannah in Georgia, burning Atlanta to the ground and leaving destruction everywhere they went.

INFERENTIAL—Why did Lincoln want to bring the Southern states back to the Union without harsh punishment, and why did he ask Americans to be forgiving?

- » Lincoln wanted to restore the Union, and he knew that harsh punishments could cause resentment, which, along with a failure of Northerners to forgive, would keep strong divisions in the country.

“Lincoln’s Assassination,” pages 188–189


Scaffold understanding as follows:

Have students read the section on pages 188–189 with a partner.

Activity Page



AP 8.1

 **SUPPORT**—Display The Civil War, 1861–1865 (AP 8.1), and have students find Washington, D.C., on the map.

After students read the text, ask the following questions:

LITERAL—Who assassinated President Lincoln, and where?

- » John Wilkes Booth assassinated President Lincoln in Ford’s Theater in Washington, D.C.

INFERENTIAL—What do you think Edwin Stanton’s quote about Abraham Lincoln, “Now he belongs to the ages,” means?

- » It means that he will long be remembered in American history because he made such a huge change to the country.

"The South in Ruins," page 189

Scaffold understanding as follows:

Invite a volunteer to read the section on page 189 aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—What were conditions like in the South after the war?

- » The South was devastated after the war, and many people had no food, clothing, or way to make a living. Formerly enslaved people left the plantations in order to experience freedom and sometimes to try to locate family members they had been separated from.

LITERAL—What did the Freedmen's Bureau do for formerly enslaved people, and what did it fail to do after the war?

- » The Freedmen's Bureau set up four thousand schools where once-enslaved people could learn to read and write, but it did not give formerly enslaved people land, which would have allowed them to make a living.

"Sharecropping," pages 189–190

Scaffold understanding as follows:

Have students read the section on pages 189–190 independently.

After students read the text, ask the following questions:

LITERAL—What happened to money in the South after the war?

- » Confederate money became worthless, and Southern banks went out of business.

LITERAL—How did sharecropping allow workers and owners to survive without money?

- » In sharecropping, produce and cash crops acted like money. Sharecroppers used part of what they grew to pay rent for the land they used.

INFERENTIAL—In sharecropping, farmers were only able to keep half of what they produced. How might things have been different if the Freedmen's Bureau had given land to people who were once enslaved?

- » Newly free people would have been able to keep everything they grew and sell the extra for a profit. This would have allowed them to rise out of poverty. The sharecropping system kept them in poverty because so much of their produce and crops were paid for rent of the land.

"Who's in Charge?" page 190

Scaffold understanding as follows:

Have students read the section on page 190 with a partner.

After students read the text, ask the following questions:

LITERAL—What did President Johnson want for reunification?

- » Johnson wanted to allow reunification without social or political changes that would lead to equality.

LITERAL—What did most people in Congress want?

- » Congress wanted reunification to be punishment for the South. They pointed out that Southern states were passing laws that kept Black people as close to enslavement as possible.

“Johnson’s Impeachment,” page 191

Scaffold understanding as follows:

Invite a volunteer to read the section on page 191 aloud.

CORE VOCABULARY—Point out the vocabulary word *impeach* and the phrase “high crimes and misdemeanors,” and explain their meanings.

SUPPORT—Help students understand that although an impeached president faces a trial in the Senate, it is different from a criminal trial. High crimes and misdemeanors are conduct that harms the country or subverts the government—something that a public official might do against the country or government. And it is the Senate’s job to rule on whether or not the president’s behavior did actually subvert the government.



Civics in Action Only three presidents in U.S. history have been impeached: Andrew Johnson, Bill Clinton, and Donald Trump. No president has ever been convicted in a Senate trial or removed from office. Have students investigate what is required for a conviction in a Senate impeachment trial. (*Two-thirds of the Senate must vote guilty, or in favor of conviction.*)

After the volunteer reads the text, ask the following questions:

LITERAL—Why was President Andrew Johnson impeached?

- » He failed to follow new laws that limited the powers of the presidency.

LITERAL—Was President Johnson convicted?

- » No, the Senate vote to convict was one vote shy of passing.

“The Reconstruction Amendments,” pages 191–192

Scaffold understanding as follows:

Invite volunteers to read the section on pages 191–192 aloud.

CORE VOCABULARY—Point out the vocabulary term *chattel slavery*, and explain its meaning.

SUPPORT—Make sure that students understand that the Thirteenth Amendment did not abolish all kinds of slavery. The Constitution still permitted enslavement as a punishment for a crime. Black people in the South were still subjected to continued attempts to curb their rights and use them as a source of free labor.

After volunteers read the text, ask the following questions:

LITERAL—What was included in Congressional Reconstruction?

- » The Southern states had to draw up new state constitutions that guaranteed rights and freedoms for Black Americans.



LITERAL—What were the three Reconstruction Amendments, and what did each of them do?

- » The Thirteenth Amendment abolished chattel slavery. The Fourteenth Amendment extended citizenship to Black Americans born on American soil. The Fifteenth Amendment guaranteed voting rights to Black American men.

LITERAL—What was one of the most significant steps in the rebuilding of the South?

- » Creating the first public school system in the South was one of the most significant steps of rebuilding.

“Backlash and Reaction,” pages 192–193

Scaffold understanding as follows:

Read the section on pages 192–193 aloud.

SUPPORT—Direct students’ attention to the last paragraph in the section. Point out the word *incarcerated*. Explain that to be incarcerated is to be put in prison. Explain that incarceration laws in the South were used in such a way that jailed Black men became an unpaid labor force used in the rebuilding of the South during Reconstruction.

After reading the text, ask the following questions:

LITERAL—Why did the federal government have to send troops into the South in the years after Reconstruction?

- » The federal government sent troops into the South to stop the Ku Klux Klan and other secret groups that terrorized Black people.

LITERAL—What groups operated out in the open, and what did they do?

- » Groups to keep Black Americans from voting worked out in the open. They threatened Black Americans with job loss, loss of store credit, and violence.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Check for Understanding as a group.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What were the key issues that led to the American Civil War?”
 - » Key points students should cite include: the differences between a Northern industrial society and a Southern agricultural society; conflict over power in government and the number of slave states versus free states; the availability of territory for slaveholders and non-slaveholders; abolitionists; the Underground Railroad; the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act; the results of the election of 1860; the secession of seven states from the Union; the storming of Fort Sumter in South Carolina.
- Choose two of the Core Vocabulary terms (*abolitionist*, *secede*, *arsenal*, *incumbent*, *draft*, “tide of battle,” *blockade*, *impeach*, “high crimes and misdemeanors,” or *chattel slavery*), and write a sentence using both words.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

Westward Expansion After the Civil War

The Big Question: What happened to Native American homelands and culture after the Civil War?

Primary Focus Objectives

- ✓ Explain the growth of the cattle industry in the West. (RI.7.2, RH.6-8.2)
- ✓ Describe the effects of the growth of railroads. (RI.7.2, RH.6-8.2)
- ✓ Compare and contrast the myth of the West with the realities. (RI.7.2, RH.6-8.2)
- ✓ Describe U.S. policies and actions toward Native Americans in the West. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *stampede*, *transcontinental railroad*, *assimilation*, and *amnesty*. (L.7.4, RI.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Westward Expansion After the Civil War”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 9.1

- display and individual student copies of Cattle Trails (AP 9.1)

Core Vocabulary (Student Volume page numbers listed below)

stampede, n. the rushed movement of a large group of animals (199)

Example: The stampede occurred when a loud noise startled the cattle and they panicked.

Variations: stampedes, stampede (v.)

transcontinental railroad, n. a railroad that stretches across an entire continent (200)

Example: The transcontinental railroad connected the East and West Coasts.

Variations: transcontinental railroads

assimilation, n. adoption of the ways of another culture (206)

Example: The assimilation of children born in the United States to immigrants often meant that, unlike their parents, their first language was English.

Variations: assimilate (v.)

amnesty, n. a decision, usually by a government, not to punish a person or group who has committed a crime (212)

Example: The participant in the riot was granted amnesty in return for identifying the leaders of the group.

Variations: amnesties

THE CORE LESSON 35 MIN

Introduce “Westward Expansion After the Civil War”

5 MIN

Remind students that westward expansion began nearly as soon as Europeans arrived in North America, but that it went in stages. The British had halted westward expansion at the Appalachian Mountains, but after the American Revolution and the clearing of the Cumberland Gap, settlers moved west of the mountains. The Mississippi and Ohio Rivers were boundaries to westward expansion for a time, but as the West was explored by expeditions such as Lewis and Clark’s and Zebulon Pike’s, it quickly became land that people wanted to settle. Native Americans had a huge stake in keeping settlers from moving west. They tried different methods to keep their lands, but they were repeatedly moved, and many were killed. Transportation improvements made it easier and easier for people to move west and to move their produce, livestock, and other things to market in the cities back east. This push westward continued during and after the Civil War.

Call students’ attention to the Big Question. Tell students to watch for information that relates to Native Americans and their land. In addition, students should pay attention to the motivations that settlers had for moving west and think about how those motivations conflicted with the lives and lifestyles of the Native Americans who lived in the West.

Guided Reading Supports for “Westward Expansion After the Civil War”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Open Skies,” pages 194–196

Scaffold understanding as follows:

Invite volunteers to read the section on pages 194–196 aloud.

After volunteers read the text, ask the following questions:

LITERAL—Why weren’t the lands in the West actually unsettled frontier wilderness?

» Native Americans had lived on these lands for centuries.

LITERAL—Why did the speed of westward migration accelerate after the Civil War?

» Mining and ranching brought more settlers to the West after the Civil War.

“Cattle Ranches,” pages 196–197

Scaffold understanding as follows:

Have students read the section on pages 196–197 independently.

After students read the text, ask the following questions:

LITERAL—What plant made the rise of the cattle industry in the West possible?

- » Grass made the rise of the cattle industry possible.

LITERAL—Where did the cattle in Texas originally come from?

- » The cattle originally came from Spain, but they had wandered away from Spanish settlements in Mexico and multiplied.

“The Long Drive,” pages 197–198


Scaffold understanding as follows:

Read the section on pages 197–198 aloud.

Activity Page



AP 9.1

 **SUPPORT**—Display Cattle Trails (AP 9.1). Point out the area near San Antonio where there were many cattle. Note that at this time, the railroad was expanding west, and the destinations of the cattle drives changed as the railroad moved farther to the west. Ask a volunteer or volunteers to point out the locations mentioned in the section: Sedalia, Missouri; the Chisholm Trail; and Abilene, Kansas.

After you read the text, ask the following questions:

LITERAL—What was the problem with the first organized cattle drive in 1866?

- » The route wasn’t a good one; it went through woods, fenced farms, and Native American lands.

LITERAL—What did the ranchers change for the second cattle drive?

- » For the second drive, the ranchers chose a different route that went across open plains.

LITERAL—What was the result of the new route?

- » Almost all the cattle survived the long drive and made it to market.

“The Cattle Kingdom Moves North,” page 198


Scaffold understanding as follows:

Have students read the section on page 198 with a partner.

Activity Page



AP 9.1

 **SUPPORT**—After students read the text, show them Cattle Trails (AP 9.1) again. Ask a volunteer to suggest from the map which states might have been attractive states for the ranchers to move to. (*Those states on or near a railroad line would have been the most attractive for ranchers who were looking to avoid the long drive.*)

After students read the text, ask the following questions:

LITERAL—Why did ranchers choose to settle farther north?

- » They found that the animals could survive the cold winters, and they were nearer to the railroads from the start. Also, the government owned the land and allowed cattle ranchers to graze their cattle on government land for free.

LITERAL—What competition did the ranchers encounter after a while?

- » The cattle ranchers and sheepherders both wanted to use the same free grazing land.

EVALUATIVE—How did the competition for grassland and the extreme weather of 1886–1887 change life for ranchers?

- » After those bad years, ranchers bought their own land and raised feed to ensure that their cattle would have enough to eat.

“The Cowboy,” pages 198–200

Scaffold understanding as follows:

Invite volunteers to read the section on pages 198–200 aloud.

Note: The word *vaquero* is pronounced (/vah*keh*roh/).

CORE VOCABULARY—Point out the vocabulary term *stampede*, and explain its meaning.

After volunteers read the text, ask the following questions:

LITERAL—What kinds of people worked as cowboys?

- » Many cowboys were teenagers. They were often Mexican, Black, or Native American.

LITERAL—What tasks did cowboys perform?

- » Cowboys rode the line to prevent cattle from running away, they branded calves, they participated in roundups, and they drove cattle on the long drive to the railroad.

“The Growth of the Railroads,” pages 200–201

Scaffold understanding as follows:

Have students read the section on pages 200–201 with a partner.

CORE VOCABULARY—Point out the vocabulary term *transcontinental railroad*, and explain its meaning.

SUPPORT—Point out the prefix *trans-* in the word *transcontinental*. Explain that *trans-* means across. *Transcontinental* means “across the continent.”

After students read the text, ask the following questions:

LITERAL—Who built the Central Pacific Railroad?

- » Most of the workers on the Central Pacific Railroad were Chinese immigrants.

LITERAL—Who built the Union Pacific Railroad?

- » Different groups helped build the Union Pacific Railroad, including Irish immigrants, Hispanic people, Black Americans, Native Americans, and army veterans after the Civil War ended.

LITERAL—What hardships did the railroad workers face?

- » They worked in all weather, including storms and brutally cold weather; the work was dangerous, including blasting with dynamite; and they worked twelve-hour days, six days a week.

“Driving the Golden Spike” and “Trains and People,” pages 201–202

Scaffold understanding as follows:

Invite a volunteer to read the section “Driving the Golden Spike” on page 201 aloud.

Read the section “Trains and People” on page 202 aloud.

SUPPORT—Help students understand that during this period, telegraphs were a somewhat revolutionary technology that allowed people to communicate almost instantaneously across long distances. Telegraphs sent electrical signals, and letters were encrypted in a code developed by Samuel Morse. Each letter was a series of long and short signals known as dots and dashes. Telegraph operators tapped out encoded messages that were directed to telegraph stations in cities. In the destination city, another telegraph operator would receive and decode the message for the recipient. As the railroad was built, telegraph poles and wires were erected next to it, allowing messages to be sent very quickly across the country.

After reading the text, ask the following questions:

LITERAL—When and where did the two lines of the railroad meet?

- » They met on May 10, 1869, at Promontory Point, Utah.

EVALUATIVE—How did the railroad change travel from the Midwest to the West?

- » A journey that once took months by wagon trail now took only four days.

LITERAL—Why did the railroad companies encourage people to move west?

- » The railroad companies encouraged people to move west because the more people who lived in the West, the more use for the railroads to carry Western produce and cattle to Eastern cities.

“The Heartlands” and “‘Free’ Land,” pages 202–204

Scaffold understanding as follows:

Have students read the section “The Heartlands” on pages 202–203 independently.

Have students read the section “‘Free’ Land” on pages 203–204 with a partner.

SUPPORT—Remind students that the year the Homestead Act passed, 1862, was during the Civil War, when the Confederate states were not participating in the United States government. This act, which gave away millions of acres of land with conditions but at no cost, might not have passed if representatives and senators from the Southern states had been in Congress.

After students read the text, ask the following questions:

LITERAL—Why did settlers want to settle on the Great Plains?

- » The land was flat, and because of a change in the weather, it seemed it would be good for farming; in addition, better tools made the farming easier, farmers learned to grow crops such as wheat that grew well in the Plains' climate, land was inexpensive, and railroads brought supplies.

LITERAL—What were the provisions of the Homestead Act?

- » Homesteaders could get 160 acres of land for free if they would settle it and live there for five years.

LITERAL—Who was the Homestead Act meant to help?

- » It was partly to help poor people start family farms.

LITERAL—Why did the Homestead Act not help many poor people?

- » Starting a farm required farm costs that poor families could not afford, so the people who were helped were those who already had some money saved.

"The Myth of the West," page 204

Scaffold understanding as follows:

Read the section on page 204 aloud.

After reading the text, ask the following questions:

LITERAL—What was the mythical story of the West?

- » The mythical story was that it was filled with gunfighters, rugged cowboys, and endless adventures.

LITERAL—What was the reality in the West for most people?

- » Farmers, ranchers, and others struggled daily, and Native Americans were struggling to hold on to their lands and their way of life.



TALK IT OVER: Lead a class discussion about how the myth of the West continues to permeate American culture. You may wish to note the prevalence of the West as a setting in movies, television, and books, as well as the idealization of the cowboy not only in visual entertainment but also in country music. Help students understand that traditionally, the mythologizing of the West in popular culture often excluded people of color, even though many cowboys were Mexican, Black, or Native American.

"The Alaska Purchase," page 205

Scaffold understanding as follows:

Have students read the section on page 205 independently.

After students read the text, ask the following question:

LITERAL—Which country sold Alaska to the United States?

- » Russia sold Alaska to the United States.

“Broken Treaties,” pages 205–206

Scaffold understanding as follows:

Read the section on pages 205–206 aloud.

After reading the text, ask the following questions:

LITERAL—What did the United States leaders who made treaties not understand about the Native American groups they made treaties with?

- » U.S. leaders did not understand that Native American groups did not have one central government, so they could not be treated like independent nations. They also didn’t understand that Native Americans as individuals exercised their own independence and made their own decisions.

LITERAL—What became clear to Native Americans over time?

- » Over time, it became clear that there was no stopping the relentless pursuit of land by settlers.

“Clash of Cultures,” pages 206–207

Scaffold understanding as follows:

Invite volunteers to read the section on pages 206–207 aloud.

CORE VOCABULARY—Point out the vocabulary term *assimilation*, and explain its meaning. Note the word *assimilate* in the image caption on page 207. Explain that *assimilate* is the verb form of the word and means to adopt the ways of another culture.

SUPPORT—Make sure students understand that Carlisle Industrial School, and other assimilationist schools like it, were boarding schools. Children were taken away from their families to live at the school. Administrators feared that if children returned to their families, they would return to their traditional ways. These boarding schools often left the children unable to permanently return to their families on the reservation. Because they had missed so much learning—sometimes even losing the language of their nation—they no longer were welcomed into community life in the same way. They were also not fully integrated into U.S. American life. Many of these students were caught between the two cultures with no real home.

SUPPORT—Make it clear to students that despite the attempts to weaken Native American culture, those cultures survived. Many Native Americans today live according to their traditions. However, some Native American languages are considered endangered because so few living people are fluent in them.

After volunteers read the text, ask the following questions:

LITERAL—What did most Americans assume about the Native Americans?

- » Most Americans assumed the Native Americans would eventually give up their culture and way of life and begin to live as non-Native Americans did.

LITERAL—What policy did the government adopt?

- » The government forcefully moved Native Americans to reservations across the Mississippi River.

LITERAL—What was the Bureau of Indian Affairs created to do?

- » The Bureau of Indian Affairs was created to get Native Americans to assimilate, and one way it did that was by forbidding traditional languages and clothing and the practice of native religions.

“The Plight of the Bison,” page 208

Scaffold understanding as follows:

Read the section on page 208 aloud.

SUPPORT—It is estimated that before 1600, thirty to sixty million bison lived in North America. In 1884, there were around 325 wild bison left in the United States. Despite the overhunting of bison, the animals never went extinct, in part thanks to the preservation efforts of President Theodore Roosevelt and Yellowstone National Park. Today, the estimated North American bison herd size on both public and private lands is over 362,000, with almost forty thousand on public and tribal lands in the United States.

After reading the text, ask the following questions:

LITERAL—Why were the bison so valuable to Native Americans?

- » They could be used for food, clothing, tools, and even shelter.

LITERAL—Why did so many bison die?

- » They were overhunted for their hides and for sport.

“The Sand Creek Massacre,” pages 209–210

Scaffold understanding as follows:

Have students read the section on pages 209–210 independently.

After students read the text, ask the following questions:

LITERAL—Why did two groups of Cheyenne and one group of Arapaho enter Fort Lyon?

- » They were told by the U.S. Army that they would be given protection and food if they came to the fort and were willing to accept settlers.

LITERAL—What happened at Sand Creek?

- » The Cheyenne and Arapaho had gone hunting to get food, and Colonel Chivington and his men attacked them.

“Resistance,” page 211

Scaffold understanding as follows:

Read the section on page 211 aloud.

SUPPORT—The carving of Mount Rushmore, the famous monument to George Washington, Thomas Jefferson, Teddy Roosevelt, and Abraham Lincoln, began in 1927 in the Black Hills, though the land had earlier been recognized by the U.S. government as sacred territory of the Sioux and Cheyenne nations. In response to what the Sioux saw as a desecration of their lands, twelve years after the project of Mount Rushmore was begun, Sioux chief Henry Standing Bear invited a sculptor to carve a statue of Crazy Horse, a Sioux warrior who famously led the Sioux against the U.S. Army. That sculpture is also located in the Black Hills. It is still being carved today by the family of the original sculptor. Crazy Horse’s face was completed in 1998. Not all Sioux agree with this use of their sacred land, even to showcase a great hero.

After reading the text, ask the following questions:

LITERAL—Why were Native Americans fighting settlers?

- » They were defending their lands.

LITERAL—What did the Second Treaty of Fort Laramie guarantee the Sioux?

- » The Second Treaty of Fort Laramie guaranteed the Sioux a reservation and recognized the Black Hills as the sacred hunting grounds of the Sioux and Cheyenne.

LITERAL—Who invaded the Black Hills?

- » Miners and prospectors invaded the Black Hills looking for gold.

“The Battle of the Little Big Horn,” pages 212–214

Scaffold understanding as follows:

Read the section on pages 212–214 aloud.

CORE VOCABULARY—Point out the vocabulary term *amnesty*, and explain its meaning.

After reading the text, ask the following questions:

LITERAL—What happened when Custer decided to attack Sioux and Cheyenne warriors without waiting for General Terry?

- » All the men in Custer’s regiment were killed by the Sioux.

LITERAL—Why were the Sioux forced to surrender even though they were winning battles?

- » The lack of bison for food left the Sioux starving, and they were forced to surrender to survive.

INFERENTIAL—What was the problem with the reservations that were provided by the government?

- » The reservations were often on barren lands, and the U.S. government had promised only enough food to survive. The people were left dependent on the government, which only provided about half the food that they had promised—and that the Native Americans needed. In addition, on the reservation lands, the Native Americans were far from their sacred lands where their ancestors were buried.

LITERAL—What did Wovoka say about the Ghost Dance?

- » Wovoka said that if people performed the Ghost Dance, they would once again be on their old homelands, and life would return to the way it had been. But he also said that the Native Americans needed to live quietly and honestly, without violence.

LITERAL—Why was the Ghost Dance banned?

- » The settlers were afraid, and the military was sure that it meant trouble was brewing among the Native Americans.

“Wounded Knee,” pages 214–215

Scaffold understanding as follows:

Invite volunteers to read the section on pages 214–215 aloud.

SUPPORT—Explain that Wounded Knee remains an important site to the Sioux. Every year, on the anniversary of the massacre at Wounded Knee (December 29), a group of Sioux ride to Wounded Knee and perform a memorial ceremony. In the 1970s, when indigenous activists protested the U.S. government’s treatment of Native Americans, they did so at Wounded Knee.


After volunteers read the text, ask the following questions:

LITERAL—What was the last full-scale armed battle against Native Americans on U.S. soil?

- » The Battle of Wounded Knee was the last battle against Native Americans on U.S. soil.

EVALUATIVE—Do you agree with the investigator’s conclusion that the Native Americans “brought on their own destruction as surely as any people ever did”? Why or why not?

- » Answers will vary but may include: the Sioux were in an impossible situation with a government that did not respect its own promises and seemed willing to kill them; the Sioux refused to give up their guns and fired the first shot.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

"CHECK FOR UNDERSTANDING" 10 MIN

Ask students to:

- Write a short answer to the Big Question: "What happened to Native American homelands and culture after the Civil War?"
 - » Key points students should cite include: after the Civil War, settlers continued to move west in great numbers, and the country even gave away land to the railroads and settlers; Native Americans attempted to defend their homelands from settlers, but the U.S. Army fought them, killing men, women, and children; the United States made treaties with the Native Americans but did not honor them when there was pressure from settlers, miners, or other interests to take the land; even Native American dancing was seen as threatening by the settlers and was forbidden by the government; those Native Americans who were not killed in battles with the U.S. Army were left with land that often could not sustain them.
- Choose two of the Core Vocabulary words (*stampede*, *transcontinental railroad*, *assimilation*, or *amnesty*), and write a sentence using both words.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

Teacher Resources

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Mid-Volume Assessment: *A History of the United States: Precolonial to the 1800s, Volume 1*

Write your answers on your own paper.

A. Write the letter that provides the best answer.

1. What type of structures were the Ancestral Pueblo known for?
 - a) magnificently structured temples
 - b) earthen mounds
 - c) wooden longhouses
 - d) cliff dwellings
2. In which cultural region did the Haudenosaunee live?
 - a) the Pacific Northwest
 - b) the Eastern Woodlands
 - c) the Plains
 - d) the Southwest
3. What was the main reason European countries set up colonies in the Americas?
 - a) to acquire wealth
 - b) to experience religious freedom
 - c) to search for better trade routes
 - d) to learn about the indigenous people
4. Which devastating disease did European exploration bring to Native Americans?
 - a) malaria
 - b) smallpox
 - c) tuberculosis
 - d) yellow fever
5. Choose the name of one of the thirteen original English colonies.
 - a) Florida
 - b) Texas
 - c) Maine
 - d) New York
6. Choose the sentence that best explains the difference between the goods sent to England from the Southern colonies and those sent from the New England colonies.
 - a) The Southern colonies depended on the tradespeople and port of Philadelphia, but the New England colonies sent furs, fish, and timber to England.
 - b) The New England colonies sent furs, fish, and timber, and the Southern colonies mostly sent labor-intensive cash crops.
 - c) The New England colonies did not send goods to England, but the Southern colonies sent cash crops such as tobacco and rice.
 - d) The New England colonies grew produce to trade with England, and the Southern colonies grew cash crops.

7. What is the event in which blood was spilled in the growing conflict between colonists and British soldiers in a Massachusetts city known as today?
 - a) the Boston Tea Party
 - b) the Intolerable Acts
 - c) the Boston Massacre
 - d) the Battle of Lexington and Concord
8. Who was one of the main writers of the Declaration of Independence?
 - a) Benedict Arnold
 - b) Thomas Jefferson
 - c) Charles Cornwallis
 - d) George Washington
9. At the Constitutional Convention, what agreement was reached between large and small states in determining how many representatives and senators each state would have?
 - a) Every state would have an equal number of representatives and senators.
 - b) States with enslaved workers would have three representatives, while states that outlawed slavery would have five.
 - c) The number of senators and representatives would depend on the population of the state.
 - d) Every state would have two senators and a number of representatives that was based on its population.
10. Which constitutional principle is embodied in the phrase “We the People”?
 - a) consent of the governed
 - b) separation of powers
 - c) checks and balances
 - d) limited government

B. Write the letter that provides the definition of each vocabulary word.

- | | |
|-----------------------|--|
| 11. amend | a) the rebellion of a ship’s crew against the captain |
| 12. cash crop | b) the Spanish word for conqueror |
| 13. confederation | c) the violent killing of defenseless people |
| 14. conquistador | d) a place that is protected from the law; a refuge |
| 15. cultural artifact | e) to change or add to a law or document |
| 16. massacre | f) a crop that is grown to be sold |
| 17. Mound Builders | g) a group of states joined together by a formal agreement |
| 18. mutiny | h) prehistoric Native American people who lived in the Mississippi River valley and were known by the huge earthen mounds they built |
| 19. sanctuary | i) an object that reflects the life, beliefs, and society of a group of people |
| 20. taxes | j) money that people are required to pay to support the workings of the government |

End-of-Volume Assessment: *A History of the United States: Precolonial to the 1800s, Volume 1*

Write your answers on your own paper.

A. Write the letter that provides the best answer.

1. How did the first people come to the Americas?
 - a) They crossed from Asia by land and water.
 - b) They crossed from Africa by land and water.
 - c) They traveled across the Atlantic Ocean by boat.
 - d) They traveled across the Mediterranean Sea by boat.
2. Which phrase best describes the Battle of Trenton?
 - a) a sneak attack that resulted in a necessary American victory
 - b) a colonial loss that nevertheless shed a lot of British blood
 - c) the final battle of the war, in which General Cornwallis surrendered
 - d) the first battle of the war, from which the British soldiers retreated
3. Why did the United States need a constitution?
 - a) because the states did not have constitutions
 - b) because the Age of Enlightenment had swept through England and France
 - c) because the federal government created by the Articles of Confederation proved to be too weak
 - d) because the colonists needed to create a new government for themselves after declaring independence
4. Which man was one of the first seven presidents of the United States of America?
 - a) Benjamin Banneker
 - b) Alexander Hamilton
 - c) Samuel Adams
 - d) James Madison
5. Choose the correct description of the electoral college.
 - a) The electoral college is a legislative body in the United States Congress.
 - b) The electoral college is a process that is used to elect the president of the United States.
 - c) The electoral college is a department in the executive branch of the United States government.
 - d) The electoral college is a system of lower courts that are organized according to region.
6. How did transportation advancements such as steamboats, turnpikes, and railroads contribute to the expansion of the sale of goods.
 - a) They carried settlers all the way to Oregon Territory.
 - b) They were noisy and encouraged people to leave the cities.
 - c) They raised money for settlers by charging for tickets and tolls.
 - d) They provided a way for farmers in the West to get goods to the East.
7. What was the main effect of westward expansion on Native Americans?
 - a) They chose to leave the United States and live elsewhere.
 - b) They became guides and teachers of the settlers on their land.
 - c) They were forced to move west so that settlers could have their land.
 - d) They chose to assimilate and take on the culture of the white people.

8. Choose the best description of slavery in the United States.
 - a) A person works at a factory six days a week, has evenings off, and has Sunday to rest.
 - b) A person lives and works on land that is rented with half of the crops and produce that they raise.
 - c) A person is considered the property of another, works without wages, and can be bought and sold.
 - d) A person makes a living on a small farm by growing crops in the field and keeping a small herd of milk cows.
9. Choose the answer that best describes the effect of the Emancipation Proclamation in 1863.
 - a) Black Americans in the North and South were freed from slavery.
 - b) Many Black Americans from the North and South joined and strengthened the Union Army.
 - c) Many formerly enslaved people traveled on the Underground Railroad to find their families.
 - d) Enslaved people in the border states of Maryland, Kentucky, Missouri, and Delaware were finally freed.
10. What spurred the growth of the cattle industry in the West?
 - a) the idea that the free cattle in Texas could be shipped east for profit
 - b) better transportation because of the railroad's arrival in Texas
 - c) the lack of bison for Native Americans to hunt
 - d) the number of cowboys who needed jobs

B. Write the letter that provides the definition of each vocabulary word.

- | | |
|-------------------------|--|
| 11. abolitionist | a) to formally approve |
| 12. amend | b) unbearable |
| 13. amnesty | c) complete ownership or control of a resource or industry |
| 14. compromise | d) to change or add to a law or document |
| 15. confirm | e) an example for future actions or decisions |
| 16. expedition | f) to formally withdraw membership |
| 17. frontier | g) a person who worked to end slavery during the 1700s and 1800s |
| 18. intolerable | h) a religious leader who performs healing rites and rituals |
| 19. joint-stock company | i) where newly settled areas meet unsettled, but not necessarily uninhabited, areas |
| 20. monopoly | j) a serious disease that spreads from person to person and causes a fever and rash |
| 21. natural rights | k) rights that all people are born with and that cannot be taken away by the government |
| 22. precedent | l) a decision, usually by a government, not to punish a person or group who has committed a crime |
| 23. secede | m) when each side in a disagreement gives up some of what they want to reach an agreement |
| 24. shaman | n) a special journey taken by a group that has a clear purpose or goal |
| 25. smallpox | o) a company that raises money by selling shares, or interest in the company, in the form of stock |

C. Write a well-organized essay in response to the following prompt.

Of all the events you have learned about so far in U.S. history, which three do you think are the most important? Identify three events, and explain why each is so important.

Performance Task: *A History of the United States: Precolonial to the 1800s*

Teacher Directions: History helps explain why things are the way they are. It tells the story of how we got here. It is important to make connections between what was and what is in order to influence what will be.

Ask students to pay close attention to the world around them—to the news, to the entertainment (books, television, films, video games) they consume, to social media, to conversations with the adults in their lives, to the buildings and traditions of the town they live in. Have them look for connections to the history they are studying and record five of those “encounters with history.”

You may wish to adjust the number of encounters students are required to record or offer extra credit to students who record more than the designated number.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their written accounts of their encounters using the rubric.

Above Average	Response is accurate, detailed, and thorough. The encounters with history are fully described; each encounter’s connection to a specific person, place, or event in U.S. history is thoroughly explored; and each encounter is linked to a recurring theme or pattern in U.S. history.
Average	Response is mostly accurate and somewhat detailed. The encounter is well described, and the connection to U.S. history is clearly explained. The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail. The encounter and its connection to U.S. history are identified but not fully explained. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.
Inadequate	Response is incomplete and demonstrates incomplete or inaccurate knowledge of U.S. history. The connection between each encounter and U.S. history may not be clear. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Performance Task Activity: *A History of the United States: Precolonial to the 1800s*

History helps explain why things are the way they are. It tells the story of how we got here. That's why it is important to make connections between the past and the present. As you learn more about U.S. history, you will start to see its influence all around you.

For this project, look for seeds of history in your world—in the news, in the books you read, in the television shows and movies you watch, in the video games you play, in the social media you participate in, in the conversations you have with the adults in your life, and in the buildings and traditions of the place where you live.

Look for connections to the history you are studying. How was the seed that you noticed planted in the past?

For example, workers at a local fast food restaurant go on strike asking for better pay and improved working conditions. How does that connect to what you have learned? What rights are the workers exercising? Or perhaps a local Confederate memorial was taken down, or a street was renamed. How does that connect to what you have learned? What historical events does that reflect?

For each connection or encounter with history, write a paragraph describing:

- what you encountered (i.e., what you saw, did, heard, or read)
- what in history it connects to and how
- if possible, how it reflects a recurring theme or pattern in U.S. history

Use the table on the next page to take notes before writing your paragraphs.

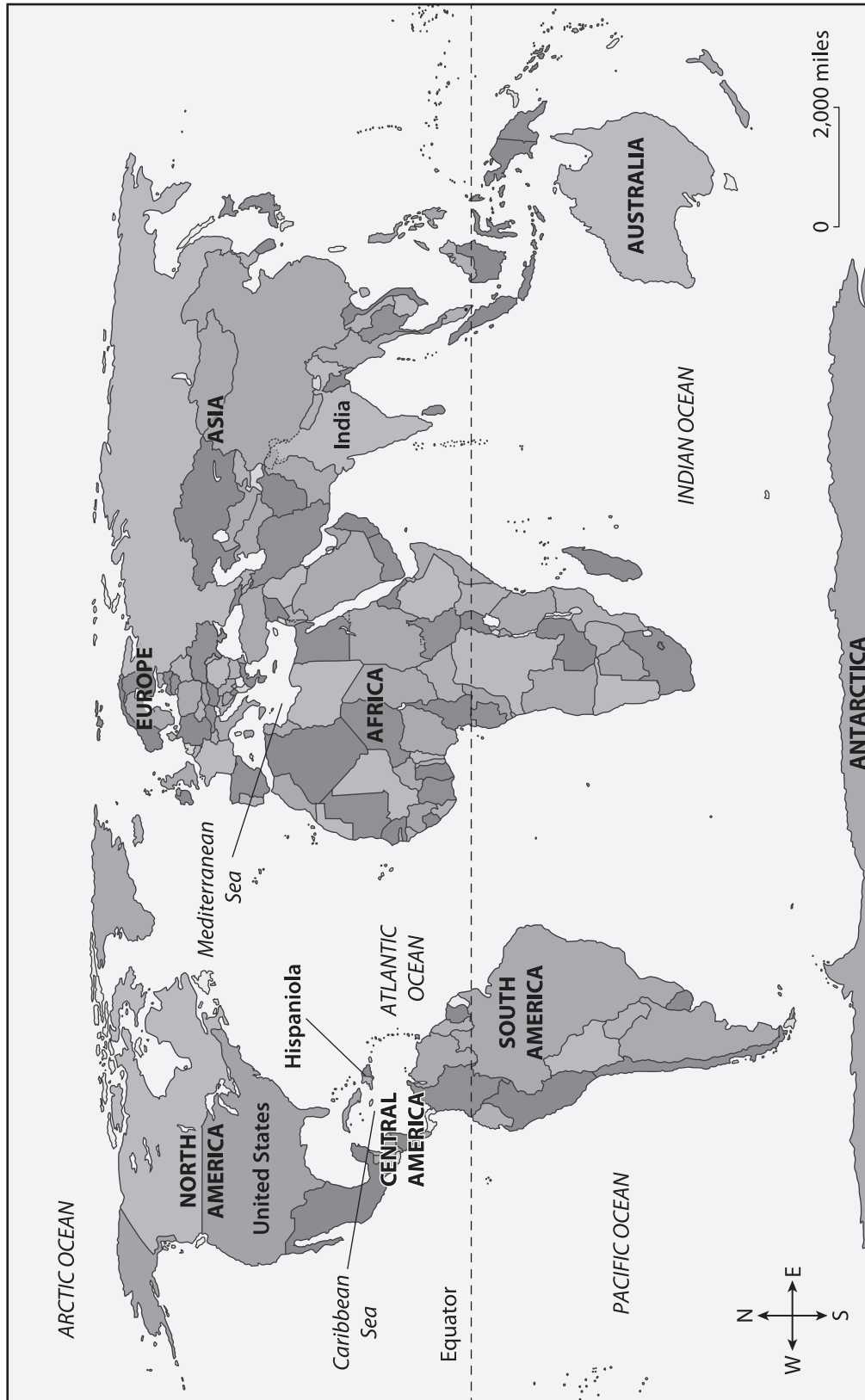
***A History of the United States: Precolonial to the 1800s* Performance Task**

Notes Table

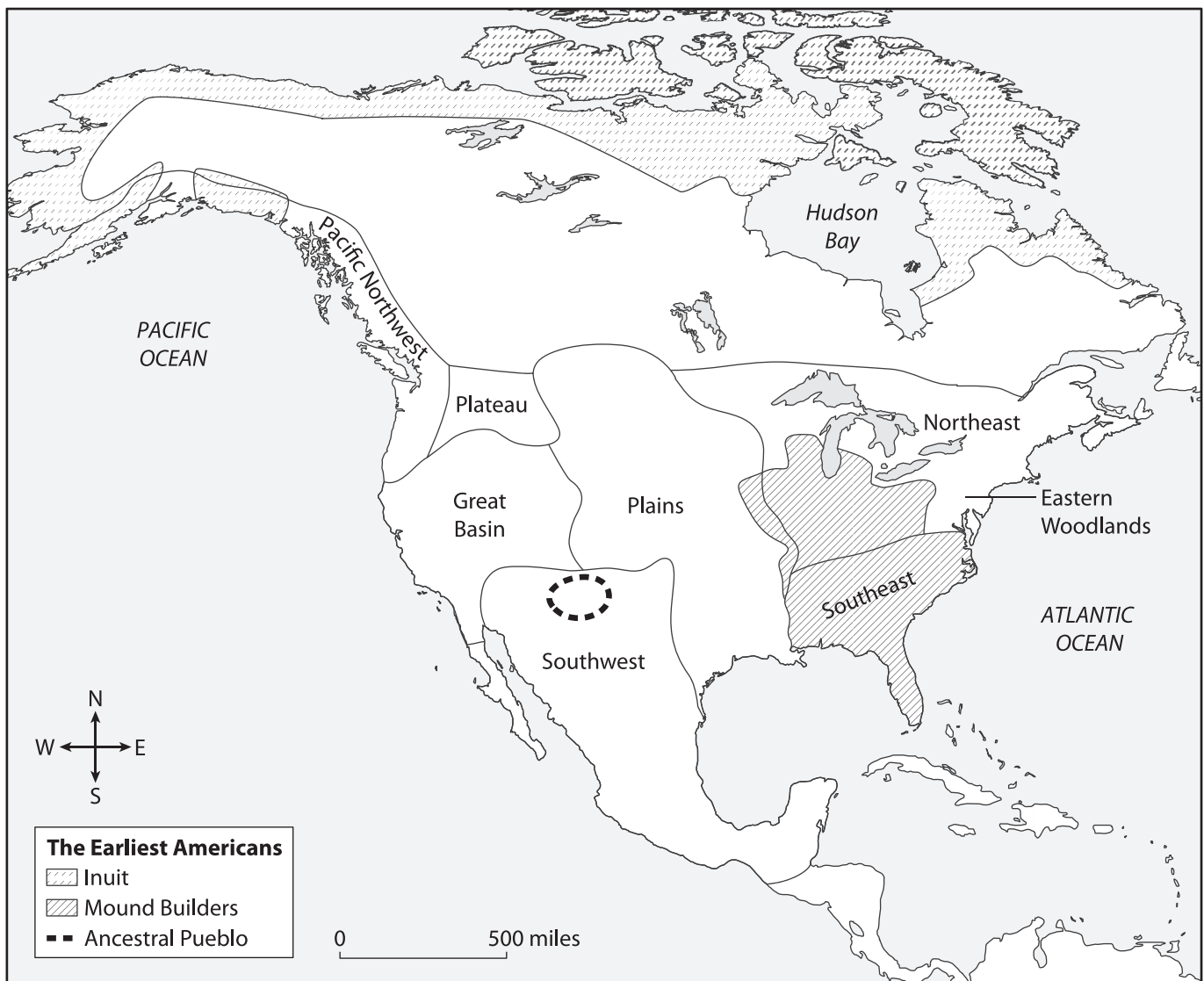
Use the table below to record your thoughts as you experience your encounters with history. You do not need to complete the entire table to write your paragraphs, but you should try to have five specific encounters with history to describe.

WHAT HAPPENED	HOW IT CONNECTS TO HISTORY
Encounter #1:	
Encounter #2:	
Encounter #3:	
Encounter #4:	
Encounter #5:	

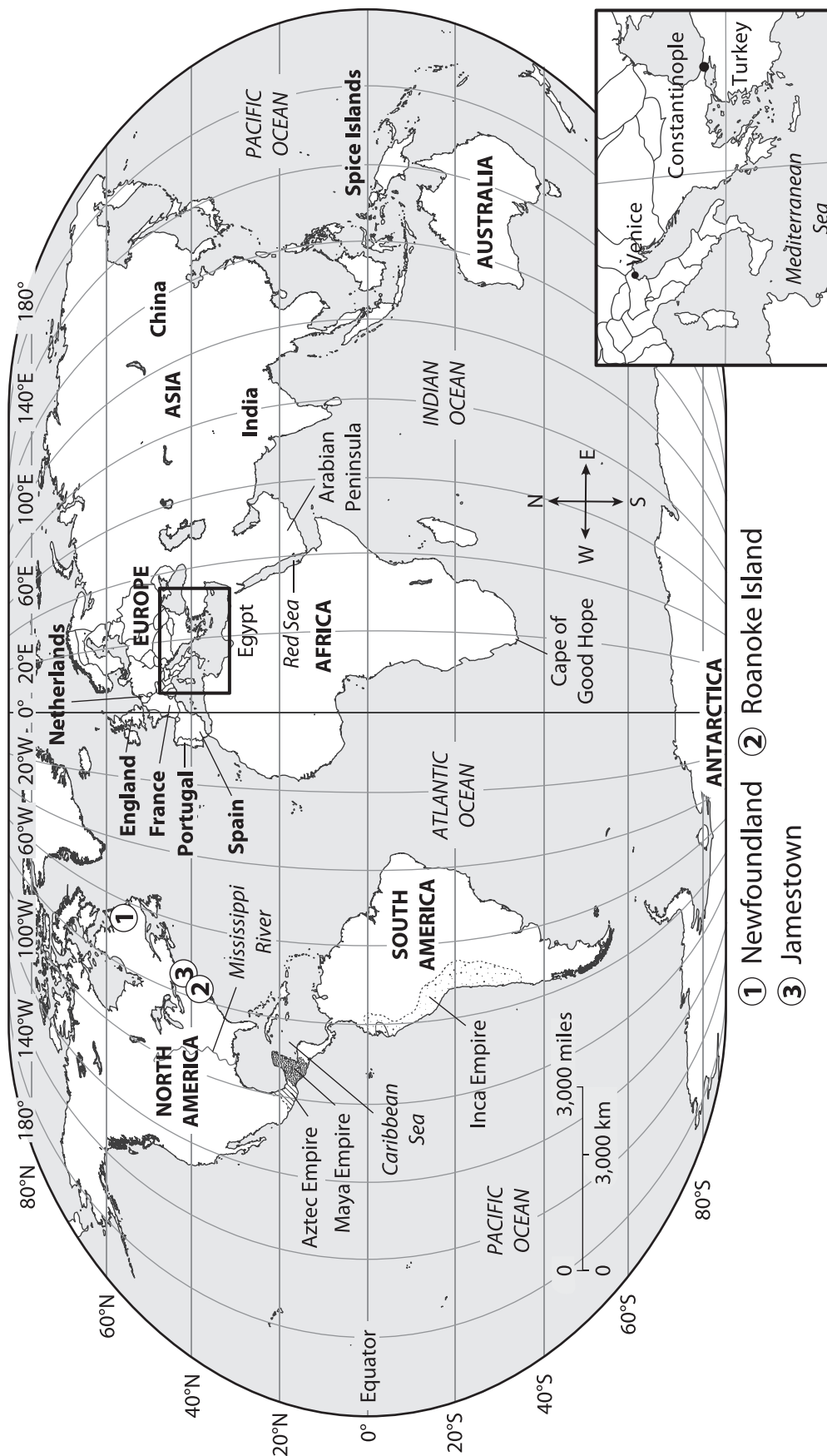
World Map



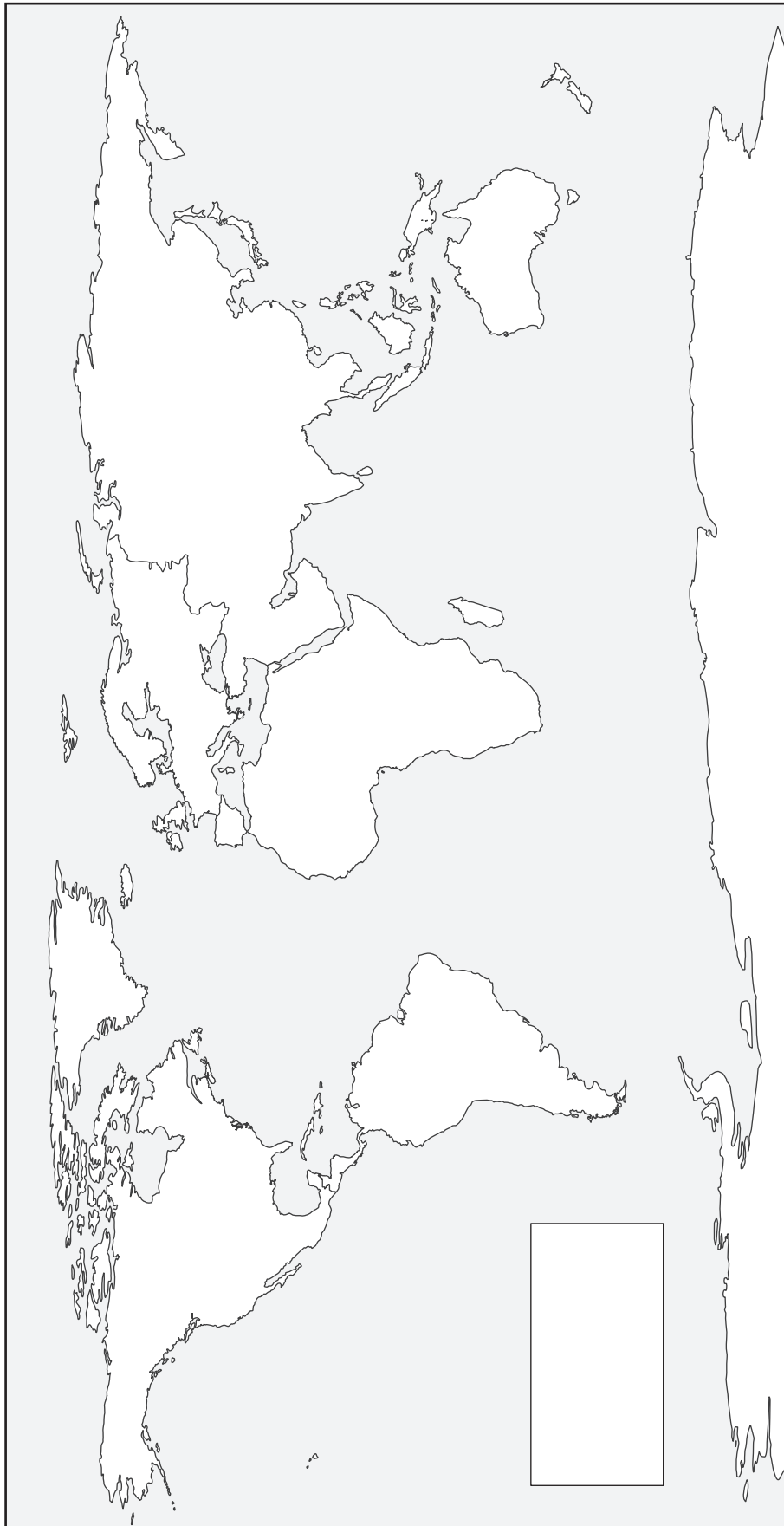
Native American Culture Regions



The World in 1500



Routes of the Explorers



Domain Vocabulary: Chapters 1–3

Using your own paper, write the letter that matches the definition of each word.

- | | |
|-------------------------|---|
| 1. cash crop | a) a crop that is grown to be sold |
| 2. joint-stock company | b) a system in which a worker agrees to work for an employer for a certain amount of time in exchange for training or payment in land or goods at the end |
| 3. primary source | c) a person who owes money |
| 4. indentured servitude | d) a neutral area that separates rival nations or factions |
| 5. debtor | e) cruel, unacceptable |
| 6. buffer zone | f) goods transported by ship, plane, or truck |
| 7. convert | g) a place that is protected from the law; a refuge |
| 8. inhumane | h) an agreement for self-government signed by the Pilgrims |
| 9. cargo | i) a serious disease that spreads from person to person and causes a fever and rash |
| 10. isthmus | j) the religious belief in many gods |
| 11. judicial | k) a religious community that worships together |
| 12. sanctuary | l) complete ownership or control of a resource or industry |
| 13. commerce | m) a society that chiefly relies on agriculture or farming |
| 14. Mayflower Compact | n) a system of trade for goods and services that uses money rather than barter, or an exchange of goods |
| 15. monotheism | o) the religious belief in one god |
| 16. Mound Builders | p) a narrow piece of land that connects two larger land masses |
| 17. smallpox | q) to change from one belief or religion to another |
| 18. monetary economy | r) a company that raises money by selling shares, or interest in the company, in the form of stock |
| 19. polytheism | s) a religious leader who performs healing rites and rituals |
| 20. agrarian society | t) prehistoric Native American people who lived in the Mississippi River valley and were known by the huge earthen mounds they built |
| 21. congregation | u) the buying and selling of goods and services; trade |
| 22. shaman | v) having to do with courts of law or decisions of right and wrong |
| 23. monopoly | w) a firsthand account of a historical event |

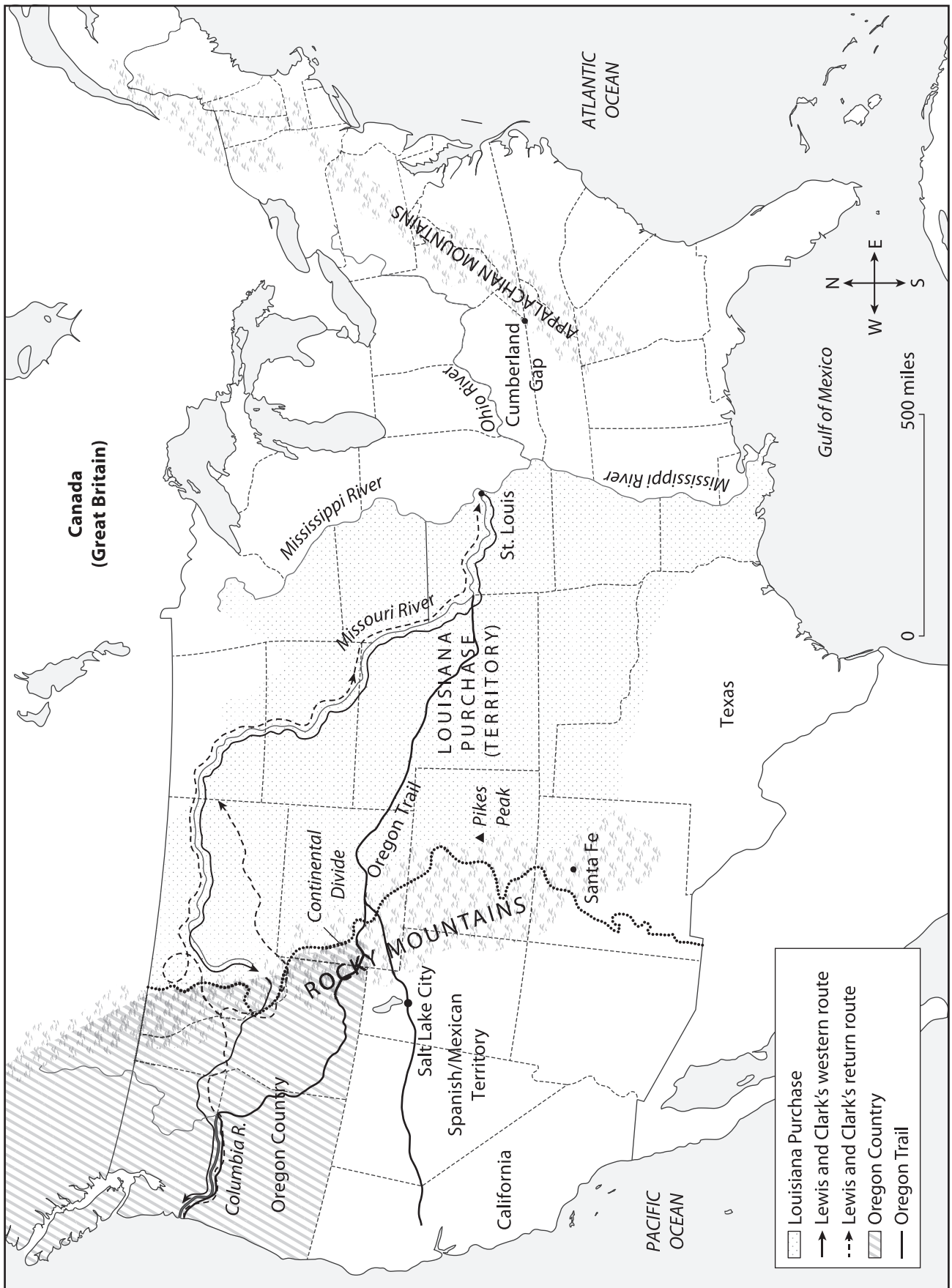
Domain Vocabulary: Chapters 4–6

On your own paper, write the word or phrase from the Word Bank that correctly fills each blank.

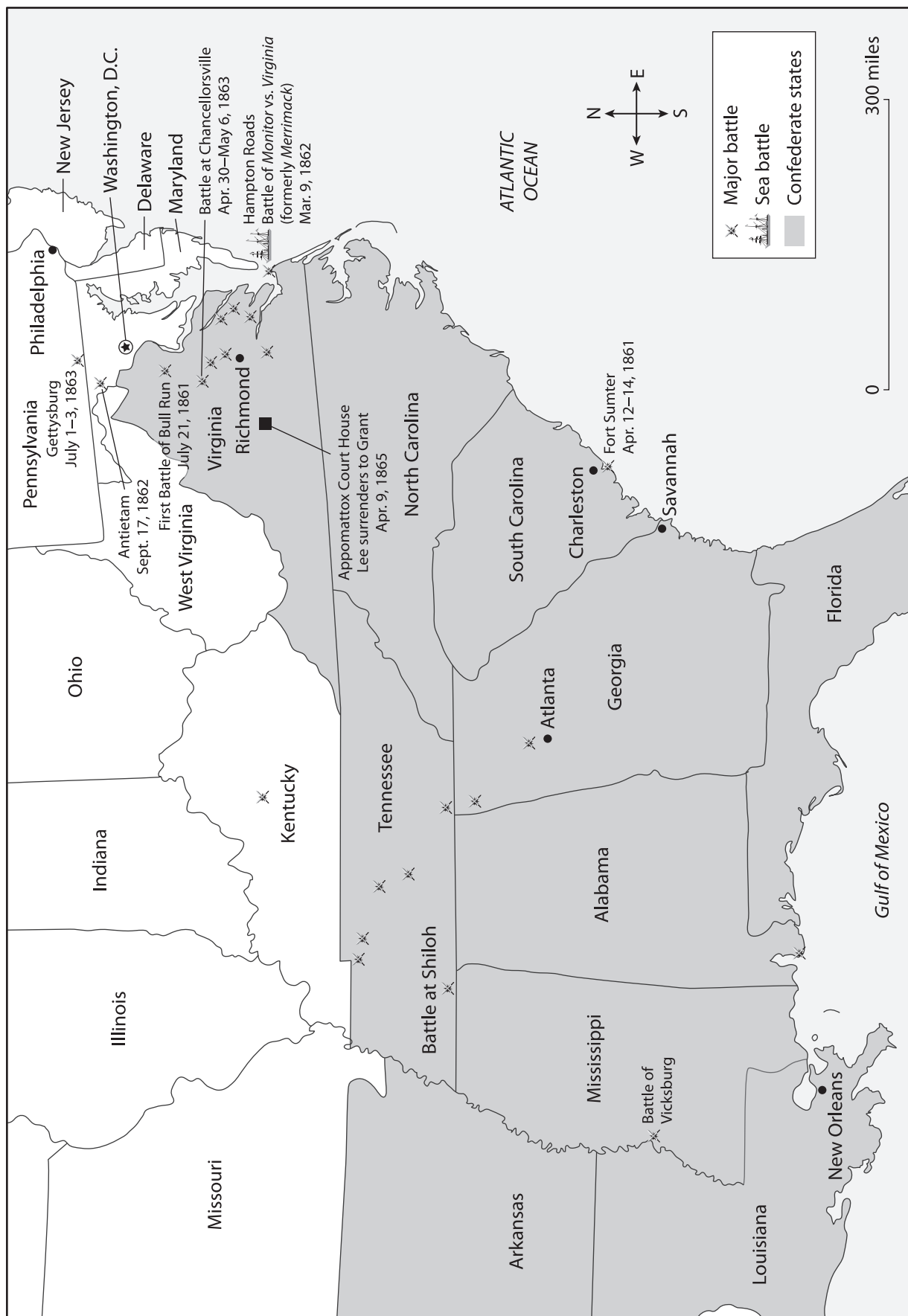
boycott	deliberated	provision
ceded	electoral college	quartering
compromise	impressment	repeal
confederation	intolerable	taxes
confirm	massacre	trial by jury
conscience	oath of office	veto

1. American colonists demanded the rights of Englishmen, including representation in Parliament and _____.
2. One of the ways American colonists fought British taxes was to _____ the goods being taxed.
3. The War of 1812 was fought in part because of British _____ of American sailors.
4. After the Revolutionary War, states joined in a loose _____ with a weak central government.
5. If the president does not agree with a bill passed by Congress, he or she has the power to _____ it.
6. _____ help the government pay for services such as the military, roads, and schools.
7. Tensions between colonists and British soldiers led to a bloody _____ in the city of Boston.
8. Under the system of checks and balances, the Senate must _____ certain presidential appointees.
9. Washington, D.C., was built on land _____ by Virginia and Maryland.
10. After the Boston Tea Party, the British Parliament implemented the Coercive Acts, laws that the colonists considered _____.
11. The Proclamation of 1763 included a _____ that prohibited colonists from settling west of the Appalachian Mountains.
12. Freedom of religion protects a person's right to worship as he or she chooses and the right to follow his or her _____.
13. Today, a president takes his or her _____ in Washington, D.C., but George Washington took his in New York City.
14. Protests by the American colonists forced the British Parliament to _____ some of the taxes it had imposed.
15. Residents of Boston resented being responsible for _____ the soldiers that the British Parliament sent to enforce its policies.
16. The Second Continental Congress _____ its options before choosing to declare independence.
17. The president of the United States is determined by a vote of the _____.
18. The Constitution is the result of _____ between different groups of people and states.

Westward Expansion



The Civil War, 1861–1865



Cattle Trails



Domain Vocabulary: Chapters 7–9

Use the words and phrases in the word bank to complete the crossword puzzle.

frontier	expedition	interpreter	locomotive
displacement	treaty	abolitionist	secede
arsenal	incumbent	draft	blockade
impeach	stampede	transcontinental railroad	assimilation
amnesty	Continental Divide	civil disobedience	tide of battle
high crimes and misdemeanors		chattel slavery	

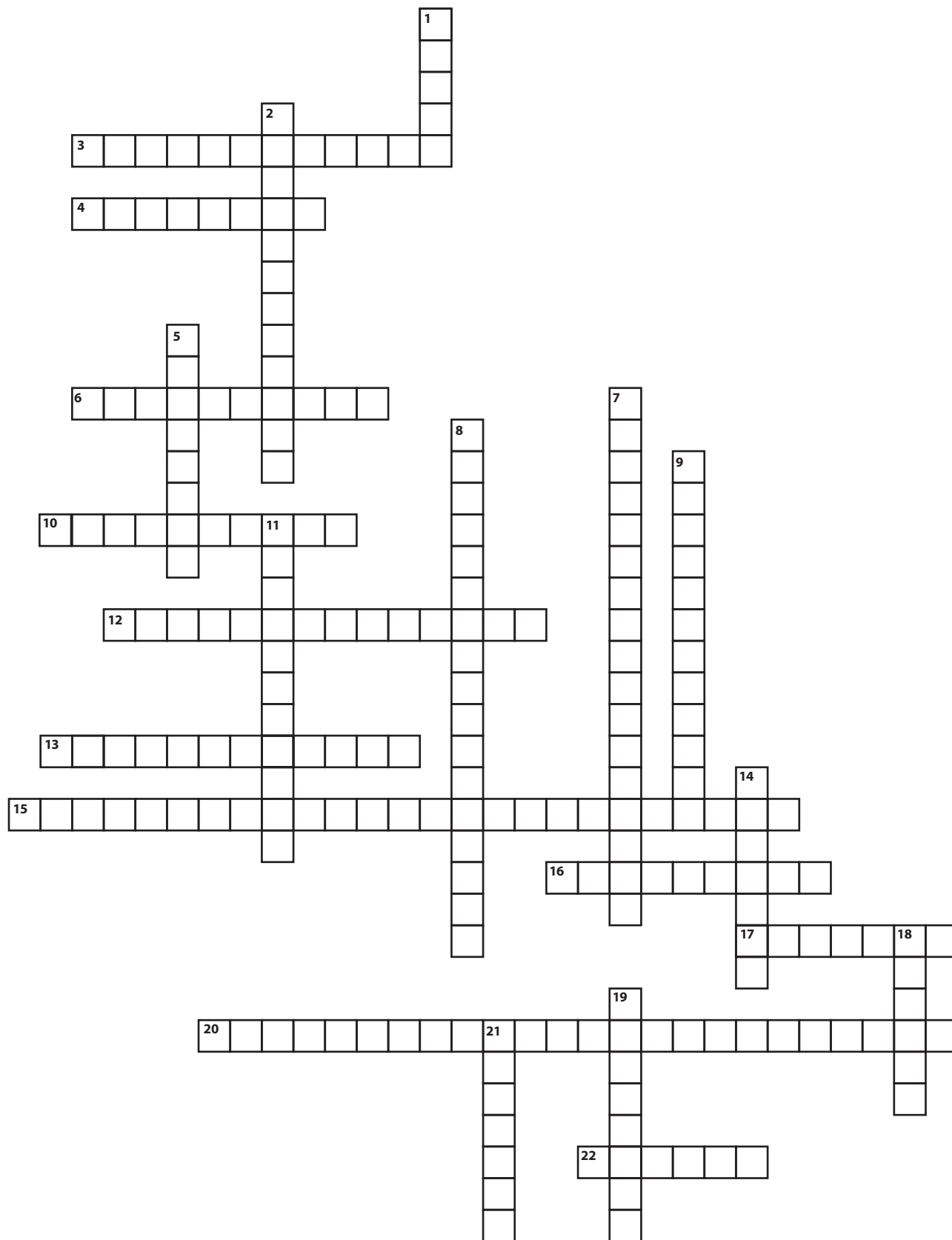
Across

3. a person who worked to end slavery during the 1700s and 1800s
4. where newly settled areas meet unsettled, but not necessarily uninhabited, areas
6. a railroad engine
10. a special journey taken by a group that has a clear purpose or goal
12. private ownership of enslaved people
13. the process of being removed from the usual place or land
15. actions of misconduct by a government official, such as lying, abuse of power, or failing to perform job responsibilities
16. holding a position or political office
17. a decision, usually by a government, not to punish a person or group who has committed a crime
20. a railroad that stretches across an entire continent
22. to formally withdraw membership

Down

1. a system that requires individuals to serve in the military
2. a metaphor that describes how the advantage of one side or another can change over the course of the fighting
5. a military strategy aimed at preventing people and goods from entering or leaving an area
7. refusal to follow the law or government because it goes against one's conscience; an act of protest
8. the high line in the Rockies from which water flows east on one side and west on the other
9. adoption of the ways of another culture
11. a person who translates from one language to another
14. a place where weapons and other military equipment are stored
18. a formal agreement between two or more groups, especially countries
19. the rushed movement of a large group of animals
21. to accuse a government official of doing something wrong or improper

Domain Vocabulary: Chapters 7–9



Answer Key: A History of the United States: Precolonial to the 1800s

Student Book Questions

Foreword

p. 2 Think Twice Students may suggest that knowing history is important if we are going to be able to form reasonable opinions on the future.

Chapter 1

p. 7 Think Twice Students may cite a lack of physical evidence or geological changes over time.

p. 11 Think Twice Students will likely answer muskets or guns. The gunpowder they used had a smell of sulfur, the smell of rotten eggs.

p. 16 Think Twice Students may mention that the people of the Northeast had the best climate for successful farming, while the people of the Southwest lived in a much drier environment where fewer living things thrived.

p. 18 Think Twice Students might consider many aspects of home life: being quiet when others are sleeping, privacy, and also chores and possessions. Does each family have its own fire? Who brings the wood? Does everyone eat together, or do they eat by family? Who cooks? Consider pointing out that standards for privacy and work are different in different cultures.

p. 19 Think Twice Students may suggest that the Mound Builders could trade extra food for goods that came from farther away and were not available in or near their homes.

p. 20 Think Twice Students might suggest that it is easier to maintain a small community than a very large one or that there is strength in having many different, related communities.

p. 23 Think Twice Students may note that differences in religious views could cause misunderstandings. In addition, some may note that some Christian Europeans believed they should convert the Native Americans to Christianity.

p. 24 Think Twice Students may note that since Native Americans didn't view the idea of individual land ownership in the same way,, they could not have conceived of losing the use of the land to others when they made agreements. This put them at a great disadvantage.

Chapter 2

p. 30 Think Twice Students will likely answer food, clothing, shelter. Some might also say a car to get to work, school, shops; computer for school/work; etc.

p. 32 Think Twice Students may suggest that exploration gave Europeans access to new goods and allowed those in places that were explored access to goods that were new to them.

p. 36 Think Twice Students may consider the idea that Europeans believed they had a right to "claim" land that, in their view, they had found, but they may also consider that people already lived on the land that Europeans were claiming.

p. 38 Think Twice Answers will vary. Some students may note that because of European exploration, indigenous populations lost their lives, their land, and in some cases, their freedom.

p. 38 Think Twice Possible responses: oil, natural gas, iron ore on Earth; water on the moon, Mars, or other planets

p. 40 Think Twice Students may suggest that the Native Americans were not truly converted but simply followed along because they were forced to by the Spanish, or they may conclude that they did not want to give up their own beliefs.

p. 49 Think Twice Students may note that the expression describes a situation in which the more powerful of two countries suddenly loses its advantage to the other.

Chapter 3

p. 54 Think Twice Students may suggest that the English colonists believed, as the Spanish did, that because they had guns and similar weapons, they were more powerful than the Native Americans.

p. 55 Think Twice Students may suggest that it was a lot of work just to survive, so strict discipline was needed to make sure all of the necessary work got done.

p. 57 Think Twice Students may suggest that the work was hard and those who were unhealthy or older would not work as quickly or survive as well under difficult conditions.

p. 57 Think Twice Students may suggest that the words reveal that at this time many new settlers were taking a risk and moving to Virginia.

p. 63 Think Twice Students might suggest that an educated population was more likely to rebel against enslavement.

p. 69 Think Twice Students may note that many immigrants to America today bring special skills with them. Scientists, doctors, and computer and financial experts are some of the people who come to share skills and cultures with Americans when they immigrate.

p. 71 Think Twice Students may suggest that English people who believed strongly in a religion that did not match the Church of England's doctrine had a difficult time in England. That made the hardships in a new colony seem less difficult.

p. 72 Think Twice Students may suggest that historians have a responsibility to tell the truth, the good and the bad. Historians have an obligation to also give voice to indigenous and enslaved people.

Chapter 4

p. 76 Think Twice Improved methods of communication helped the colonists know what was going on so they could support each other.

p. 78 Think Twice The colonists were hungry for more land because with more land, they could make a better living, but the British wanted to keep good relations with the Native Americans.

p. 80 Think Twice Possible response: Yes, the distance between the British and the colonists allowed the colonists to feel quite separate. In addition, it caused a delay in messages, which might have allowed people to get more worked up over injustices.

p. 81 Think Twice "No taxation without representation" means people should not be taxed if they do not have an official in the government who represents or speaks for them.

p. 88 Think Twice Possible responses: that the fighting at Lexington and Concord affected not just Great Britain and the colonies but other places throughout the world, too; the words imply that a tiny colonial entity was going to take on a very rich and powerful country.

p. 90 Think Twice The colonists gained confidence after Bunker Hill because they found that a small number of them with limited ammunition could cause grave losses for the British.

p. 90 Think Twice Some colonists may have remained loyal to the king because they had a strong sense of loyalty to the monarchy and the mother country.

p. 91 Think Twice The colonists were at an advantage in their homeland because they knew the terrain, they had more to lose, and they were more numerous.

p. 92 Think Twice Many Black Americans sided with the British because the British promised freedom to those who fought for them.

p. 93 Think Twice "Turning the tide" means to reverse the way things are going.

p. 94 Think Twice The French came to the aid of the Americans because they had a mutual enemy in Great Britain, which the French hoped to weaken, and they were more confident that the Americans could win after the Battle of Saratoga.

p. 97 Think Twice The river kept Cornwallis and his men from having a place of retreat. It made it easier for the Americans to surround the British.

Chapter 5

p. 99 Think Twice The author is referring to the United States government, which was formed using the ideas of the Enlightenment.

p. 100 Think Twice Students might suggest that monarchies ruled in undemocratic ways, kings were born to be kings, and their governments did not prioritize the rights of individuals.

p. 100 Think Twice Today, people demonstrate their power in relation to a government they're not happy with by peacefully protesting, contacting their representatives in the government, and voting for candidates they believe will make decisions they approve of.

p. 102 Think Twice The formation of a new type of government was considered a great experiment because no one was certain it would work and many people were interested and watching to see what would happen.

p. 103 Think Twice It does not allow any one religious leader to become too powerful, it allows citizens to follow their own beliefs, and it allows people of many faiths to share the country.

p. 104 Think Twice Possible response: Southern states were unwilling to give up the practice of enslaving people because their economy and culture had become dependent on enslaved labor.

p. 109 Think Twice Students may suggest that people still studied the great thinkers of Greece and Rome and that ancient Greece was a model of democracy, including ordinary people in government, while ancient Rome formed a republic.

p. 110 Think Twice News media and social media can broadcast information very quickly today, which can make it difficult to do things secretly and for politicians to change their minds about ideas because there is often written or video evidence.

p. 111 Think Twice States were afraid that a powerful central government would take away a state's power to make decisions.

p. 112 Think Twice A more powerful central government would allow the United States to raise money to pay debts and to fund an army and navy, which would help in defending the country.

p. 116 Think Twice Although the Northern states believed enslaved workers should be free, they did not want them counted as part of the population because that would give the South more representatives in Congress. Southern states wanted more representatives in Congress, so they favored counting enslaved workers.

p. 116 Think Twice It means that some of the delegates had to vote against their conscience—to allow something they believed was wrong—in order to achieve another goal.

Chapter 6

p. 123 Think Twice Answers will vary. Some students may see the good in allowing a fairer distribution of votes between states with large populations and those with smaller populations, but others may believe that a direct voting system would be better.

p. 124 Find Out the Facts As of 2020, twenty-three women have run for president: Victoria Woodhull, Belva Lockwood, Margaret Chase Smith, Shirley

Chisholm, Patsy Mink, Ellen McCormack, Sonia Johnson, Pat Schroeder, Lenora Fulani, Elizabeth Dole, Carol Moseley Braun, Cynthia McKinney, Michele Bachmann, Jill Stein, Hillary Clinton, Carly Fiorina, Tulsi Gabbard, Kamala Harris, Kirsten Gillibrand, Elizabeth Warren, Amy Klobuchar, Marianne Williamson, and Jo Jorgensen.

p. 126 Think Twice Someone who inherits a royal throne is not necessarily qualified to do the work of ruling, but someone who is chosen is more likely to have proven leadership qualities.

p. 127 Find Out the Facts The U.S. attorney general represents the country in legal matters and oversees the Department of Justice. State attorneys general represent their states in legal matters and set priorities for law enforcement in their states.

p. 127 Find Out the Facts As of 2020, there are fifteen departments in the federal government.

p. 128 Think Twice Answers will vary. Students may have opinions about whether the number should be odd or even or whether more or fewer judges would be better able to make decisions that affect the country.

p. 128 Think Twice The new government would not have the power to do its work if it didn't have money to spend to pay government workers or the soldiers and sailors of the military. These functions, and the money that must be spent to do them, are both very important to the government and the country.

p. 129 Think Twice If the capital had been a part of a state, that state might have been more powerful than the others. Since the capital was not part of any state, no state had more control over it or what happened there than any other.

p. 131 Think Twice Answers will vary. Some students may agree with Washington that power should be limited. Others may be of the opinion that a good, experienced president should be able to continue in the job for longer.

p. 131 Think Twice Today, the main political parties of the United States seem to be focusing on their differences rather than what they have in common, and that makes it very difficult for the federal government to get things done.

p. 132 Think Twice While having a vice president from another political party might create conflict, it might also lead to greater accountability and more compromise.

p. 135 Think Twice Answers will vary. Some students may argue that the states should be more powerful than the federal government and that a large government simply costs a lot of money and meddles in the lives of citizens. Others may argue that a strong central government can help ensure that people are treated fairly and provide services people need, such as health care and education, and things the nation needs, such as a military and coordinated emergency response.

p. 135 Think Twice Students may say that Jefferson believed it necessary to consider all available information in order to make the right decision, and educated people would likely have access to more information than someone who was un- or undereducated.

Chapter 7

p. 154 Think Twice The Erie Canal was built without modern tools or equipment by workers digging and building by hand.

p. 157 Think Twice The settlers and the U.S. Army and government had weapons, supplies, and large numbers, which put the Native Americans at such a disadvantage that they couldn't stop their land from being taken.

p. 158 Think Twice Answers will vary. Americans believed that the world would be better because they were bringing freedom and opportunities to more places and that it was fated to happen. On the other hand, not everyone benefited from these freedoms.

p. 162 Think Twice American troops were moved onto disputed territory, so it was a move that was intended to provoke a reaction from Mexico.

p. 167 Think Twice Few people found gold, but many people were looking for gold, which meant that people selling goods or services to miners had a surer source of income than the miners themselves.

Chapter 8

p. 169 Think Twice The cotton gin made it possible and profitable to grow a lot of cotton, but to grow more, the plantation owners needed more laborers, and enslaved workers increased their profits.

p. 171 Think Twice Subtle ways to rebel might have been effective because they could not easily be addressed or punished by owners, and yet the behaviors meant that less work was done.

p. 178 Think Twice Lincoln was strategic in trying to give the Southern states just enough of what they wanted to convince them to stay. He compromised by attempting to disallow new slave states even while allowing established slave states to remain as they were.

p. 179 Think Twice Southern soldiers were fighting for their very way of life and the safety of their families.

p. 184 Think Twice Lincoln removed McClellan because of McClellan's handling of the Battle of Antietam, when his hesitation allowed the Confederate army to escape back to Virginia.

p. 190 Think Twice With their own land, freed Black Americans would have been able to make a better living. Instead, they had to rely on their former owners and sharecropping.

p. 190 Think Twice Answers will vary and may reflect student theories on punishment and change. Some students may also note that harsh punishments after a war can backfire.

p. 193 Think Twice Answers will vary. Some students may say that some people did not want to change the structure of political power.

Chapter 9

p. 200 Think Twice Students will likely say that the U.S. government wanted to create new opportunities, grow the economy, and have better communications.

p. 201 Think Twice Without the contribution of immigrants and temporary workers from other countries, the railroad would not have been built so quickly. Immigrants were willing to do hard and dangerous work to connect the two coasts of the United States.

p. 202 Think Twice As the railroad expanded, cities and towns developed along its route, providing goods and services to passengers and to ranchers and farmers waiting to ship their products to markets back east.

p. 204 Think Twice Students should recognize that the culture of the Wild West was unique to the United States, and embracing that part of the culture allowed the country to distinguish itself from older European cultures.

p. 207 Think Twice It means that Pratt thought that assimilation at the expense of native culture was necessary to make indigenous children "American." He believed the children needed to be "saved" from their native culture.

p. 210 Think Twice Students may relate the details of the section. In addition, they may choose descriptive vocabulary that may include: *massacre, betrayal, tragedy, foul play*.

p. 211 Think Twice Students might infer that once gold was discovered and so many miners and others moved onto the land, it meant that the terms of the treaty were ignored.

p. 212 Think Twice Opinions will vary but may include thoughts that the art is stylized, that it shows movement and action, and that the colors are subtle, not bright.

p. 215 Think Twice He felt it was more terrible to be left behind with so many dead and the U.S. soldiers in charge than it would be to die and not have to live through that situation. He also thought the dead would be happy in the afterlife.

Assessments

Mid-Volume Assessment

A. 1. d 2. b 3. a 4. b 5. d 6. b 7. c 8. b 9. d 10. a

B. 11. e 12. f 13. g 14. b 15. i 16. c 17. h 18. a 19. d 20. j

End-of-Volume Assessment

A. 1. a 2. a 3. c 4. d 5. b 6. d 7. c 8. c 9. b 10. a

B. 11. g 12. d 13. l 14. m 15. a 16. n 17. i 18. b 19. o 20. c 21. k 22. e 23. f 24. h 25. j

C. Students should produce a well-organized, thoughtful essay that clearly identifies three events in U.S. history and thoroughly explains the importance of each event.

Activity Pages

Domain Vocabulary: Chapter 1–3 (AP 3.1)

1. a	9. f	17. i
2. r	10. p	18. n
3. w	11. v	19. j
4. b	12. g	20. m
5. c	13. u	21. k
6. d	14. h	22. s
7. q	15. o	23. l
8. e	16. t	

Domain Vocabulary: Chapters 4–6 (AP 6.1)

1. trial by jury	7. massacre	13. oath of office
2. boycott	8. confirm	14. repeal
3. impressment	9. ceded	15. quartering
4. confederation	10. intolerable	16. deliberated
5. veto	11. provision	17. electoral college
6. taxes	12. conscience	18. compromise

Domain Vocabulary: Chapters 7–9 (AP 9.2)

Across	Down
3. abolitionist	1. draft
4. frontier	2. tide of battle
6. locomotive	5. blockade
10. expedition	7. civil disobedience
12. chattel slavery	8. Continental Divide
13. displacement	9. assimilation
15. high crimes and misdemeanors	11. interpreter
16. incumbent	14. arsenal
17. amnesty	18. treaty
20. transcontinental railroad	19. stampede
22. secede	21. impeach



A HISTORY OF THE UNITED STATES:

Modern Times—Late 1800s to the 2000s



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A History of the United States: Modern Times—Late 1800s to the 2000s

Teacher Guide

Core Knowledge Sequence History and Geography Middle School

A Time of Great Change: Immigration, Industrialization, and Urbanization (1865–1914)

The Big Question: What impact did immigration, industrialization, and urbanization have on America in the late 1800s and early 1900s?

Primary Focus Objectives

- ✓ Describe the experiences of immigrants to the United States in the late 1800s and early 1900s. (RI.7.2, RH.6-8.2)
- ✓ Explain how industrialization changed the United States. (RI.7.2, RH.6-8.2)
- ✓ Describe life in American cities in the late 1800s and early 1900s. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *immigration, industrialization, urbanization, economy, discrimination, malnutrition, synonymous, political economy, capitalism, public policy, agrarian, injunction, invalidate, entrepreneur, free enterprise, regulate, populism, and inflation*. (L.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About A Time of Great Change: Immigration, Industrialization, and Urbanization (1865–1914)”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Volume page numbers listed below)

immigration, n. the act of coming to live permanently in a new country (2)

Example: A wave of immigration brought many people from Europe to the United States to start a new life.

industrialization, n. a shift to the widespread use of machines and factories to produce goods (2)

Example: Industrialization meant people moved from farms in the country to cities to work in factories.

urbanization, n. the formation and growth of cities (2)

Example: The growth of factories in cities and towns caused urbanization as people moved away from the country.

economy, n. the way a country manages its money and resources to produce, buy, and sell goods and services (3)

Example: The opening of a new factory led to a booming economy in the small town.

Variations: economies

discrimination, n. unfair treatment of a person or group because of beliefs about that group of people (3)

Example: Immigrants sometimes suffer discrimination from citizens because of their language or customs.

malnutrition, n. a state of poor health due to not having enough healthy food (5)

Example: Their poor diet led to malnutrition and illness.

synonymous, adj. alike in meaning, like a synonym (11)

Example: Having fun shouldn't be synonymous with getting in trouble.

political economy, n. the combination or interaction of economy and government (11)

Example: To describe a country as "capitalist" or "socialist" is to describe its political economy.

Variations: political economies

capitalism, n. an economic system in which resources and businesses are privately owned and prices are not controlled by the government (13)

Example: Capitalism is the primary economic system in the United States.

Variations: capitalist (adj.), capitalist (n.)

public policy, n. a set of government steps for how something is done (16)

Example: The Affordable Care Act is public policy that provides health care to Americans.

Variations: public policies

agrarian, adj. relating to farming or agriculture (16)

Example: An agrarian society focuses on farming as a way to make a living.

injunction, n. a court order that specifies an action a person or group must or must not take (17)

Example: The judge issued an injunction against the group that had been harassing and threatening workers.

Variations: injunctions

invalidate, v. to prove incorrect or illegal (18)

Example: The will proved that he inherited the farm and invalidated his cousin's claim on it.

Variations: invalidates, invalidated, invalidating

entrepreneur, n. a person who starts a business (20)

Example: The entrepreneur began selling fish at the local farmers markets.

Variations: entrepreneurs

free enterprise, n. the freedom of businesses to operate without government interference (21)

Example: In a free enterprise system, the government does not require businesses to follow safety rules.

regulate, v. to control or place limits on (21)

Example: Governments regulate industry to ensure that certain safety and environmental measures are followed.

Variations: regulates, regulated, regulating, regulation (n.)

populism, n. a political movement in the 1890s that claimed to represent ordinary people (22)

Example: Populism appealed to some ordinary working people.

Variations: populist (n.)

inflation, n. a rise in prices and a fall in the purchasing value of money (23)

Example: Because of inflation, the price of a loaf of bread is much higher than it was only months ago.

Introduce *A History of the United States: Modern Times—Late 1800s to the 2000s Student Volume*

5 MIN

Read the title of the volume aloud. Ask students to define the word *modern*. As students suggest definitions, jot them down for everyone to see and consider. You may wish to add one or more dictionary definitions to the list. Then work together as a class to choose or make your own definition for the word. Once a definition has been chosen or written, have students flip through the book, scanning titles, images, and headings to make predictions about what they will learn in this volume.

Introduce “A Time of Great Change: Immigration, Industrialization, and Urbanization (1865–1914)”

5 MIN

Remind students that this period began at the end of the Civil War, a period in which the North and the South battled over whether the nation would become one or whether the eleven states that had seceded from the Union would form a new nation. The North and South were bound together by an economy that depended on labor from enslaved workers for the production of cotton, tobacco, sugar cane, and other crops in the South; for the production of cloth from cotton in the North; and even for the financing of Southern plantations by Northern banks. Because so much of the country was bound up in the practice of slavery, the transition from the former practices, the transition from war to peace, and, perhaps most importantly, the transition for formerly enslaved people to freedom represented a massive undertaking.

The South was in ruins, and Southern Black Americans were on the move. During Reconstruction, programs to educate Black Americans in the South were successful, but because the government did not follow through and give land to formerly enslaved people, many had to depend on sharecropping in order to make a living. The Constitution of the United States was amended to outlaw slavery and to guarantee the right to citizenship to Black Americans born on American soil. It also now guaranteed the right to vote to Black men, some of whom established thriving businesses and became senators and representatives to Congress. But the positive changes were accompanied by backlash that included the rise of the Ku Klux Klan and efforts to keep Black Americans from voting.

At the same time, Americans, including Black Americans, continued to move west, settling the land and coming into conflict with Native Americans who already lived there. So changes were happening because of the end of the war: important changes to the Constitution, the change from enslaved to free for so many Americans, and the movement of many both north and west for better opportunities. In addition to all of these profound changes, technological changes in this period brought jobs and workers into the cities from the countryside and drew immigrants from other countries.

Call students’ attention to the Big Question. Tell students to look for details in their reading about the impacts of immigration, industrialization, and urbanization.

Guided Reading Supports for “A Time of Great Change: Immigration, Industrialization, and Urbanization (1865–1914)”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Transformation,” pages 2–3

Scaffold understanding as follows:

Read the section on pages 2–3 aloud.

CORE VOCABULARY—Point out the vocabulary terms *immigration*, *industrialization*, *urbanization*, *economy*, and *discrimination*, and explain their meanings.

SUPPORT—Point out the word *nativism* at the end of page 3. Note that *nativism* shares a root with the word *native*, which means belonging to a place since birth. Help students make the connection that *nativism* means favoring those who are native over those who are not.

After reading the text, ask the following questions:

LITERAL—What is the name of the period of change caused by industrialization, immigration, and urbanization after the Civil War?

- » This period of change is called the Second Industrial Revolution.

LITERAL—What drew immigrants to the United States between 1865 and 1920?

- » The promise of finding work in the expanding American economy drew immigrants to the United States.

“Melting Pot,” page 4

Scaffold understanding as follows:

Have students read the section on page 4 independently.

After students read the text, ask the following questions:

LITERAL—What was the metaphor of the melting pot meant to convey?

- » The metaphor was meant to convey that people from many places became part of the same group—Americans.

INFERENTIAL—What difference would the metaphor of a salad or mosaic make?

- » The metaphor of a salad or mosaic suggests that people can keep their cultures and traditions and still be American.

“Irish and German Immigration in the 1900s,” pages 4–6

Scaffold understanding as follows:

Invite volunteers to read the section on pages 4–6.

CORE VOCABULARY—Point out the vocabulary term *malnutrition*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—What “pushed” Irish people to leave Ireland for the United States beginning in 1845?

- » The potato blight and resulting lack of food pushed them to immigrate to the United States.

LITERAL—In which cities did most Irish immigrants settle in the United States?

- » Most Irish immigrants settled in Boston, New York, Albany, Buffalo, Cleveland, and Chicago.

LITERAL—Why did more than a million Germans immigrate to the United States between 1845 and 1855?

- » Some were farmers and laborers in search of better jobs and better economic opportunities. Later, doctors, lawyers, and artisans fled the aftermath of the Revolutions of 1848.

“New Immigrants’: Southern and Eastern European Immigration,” pages 6–8

Scaffold understanding as follows:

Have students read the section on pages 6–8 with a partner.

After students read the text, ask the following questions:

LITERAL—From which countries in southern and eastern Europe did immigrants come to the United States between 1880 and 1920?

- » Immigrants came from Italy, Russia, Austria-Hungary, and elsewhere.

LITERAL—Why did Jewish people immigrate to the United States?

- » Jewish people immigrated to escape poverty and religious persecution.

LITERAL—What types of jobs did most immigrants take?

- » Most immigrants took unskilled jobs for low pay, working as maids, cooks, housekeepers, or washer women; sweeping streets; digging ditches; selling food; sewing garments; or working in factories, mines, or mills.

“A Mighty Woman with a Torch,” pages 8–9

Scaffold understanding as follows:

Read the section on pages 8–9 aloud.

SUPPORT—Further students’ knowledge by letting them know that the Statue of Liberty was a gift from the French to the people of the United States, meant to commemorate the one hundredth anniversary of the signing of the Declaration of Independence and to celebrate the long friendship between the two countries. The French built, shipped, and assembled the statue, while the United States provided the site and the pedestal it rests on. Emma Lazarus’s poem came about through the fundraising efforts to build the statue’s pedestal.

After you read the text, ask the following questions:

LITERAL—What does the Statue of Liberty’s torch symbolize?

- » The Statue of Liberty’s torch symbolizes freedom.



Civics in Action Help students think about immigrants in their own community. What local organizations are available to help immigrants adjust to life in the United States? Does the local library or community college offer English or citizenship classes? Are there ways students can support these organizations, such as through donations or volunteering?

“The Chinese Exclusion Act,” page 9

Scaffold understanding as follows:

Invite a volunteer to read the section on page 9 aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—Where in the United States did nearly all Chinese immigrants live?

» Nearly all Chinese immigrants lived on the West Coast.

LITERAL—Why did the United States Congress pass the Chinese Exclusion Act to ban further Chinese immigration?

» The act was passed because of prejudice against Chinese people.

“Black Americans Move North,” page 10

Scaffold understanding as follows:

Have students read the section on page 10 independently.

After students read the text, ask the following questions:

LITERAL—Why did Black Americans move north after slavery ended?

» They hoped to find better jobs and better schools than in the South.

LITERAL—What opportunities did Black Americans find in Northern cities during the First World War?

» They found work in wartime industries.

“Political Machinery and Chicanery,” pages 10–11

Scaffold understanding as follows:

SUPPORT—Point out the word *chicanery* in the section title. Explain to students that chicanery is trickery, or playing tricks, especially for political gain. Have students look and listen for examples of chicanery as you read the section and they follow along.

Read the section on pages 10–11 aloud.

CORE VOCABULARY—Point out the vocabulary term *synonymous*, and explain its meaning.

After reading the text, ask the following questions:

EVALUATIVE—What examples of chicanery did you find?

» The theft of millions of dollars, bribery, tricks, and lies are all examples of chicanery.

LITERAL—What positive things did Boss Tweed and Tammany Hall do?

- » They helped poor people and aided business development.

“Rapid Growth: The Second Industrial Revolution,” pages 11–12

Scaffold understanding as follows:

Have students read the section on pages 11–12 independently.

CORE VOCABULARY—Point out the vocabulary term *political economy*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—How many of the world’s manufactured goods was the United States producing by the 1910s?

- » By the 1910s, the United States was producing one-third of the world’s manufactured goods.

LITERAL—How did machines change manufacturing?

- » Machines increased output and lowered labor costs for each unit of production, and they streamlined the process and made it faster.

“Gilded Age,” page 13

Scaffold understanding as follows:

Invite a volunteer to read the section on page 13 aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—What does it mean to gild something?

- » To gild something is to put a thin layer of gold over something ordinary.

LITERAL—What was the wealth difference between the richest Americans and all other Americans during the Gilded Age?

- » During the Gilded Age, the richest Americans owned more wealth than the other 99 percent of Americans combined.



TALK IT OVER: Although the wealth gap in the United States today is not as large as it was in the Gilded Age, it is significant. In fact, according to the U.S. Census Bureau, in 2017, the top 10 percent of households had more than \$1 million, but the bottom 10 percent had no wealth and owed, on average, nearly \$6,000. In addition, the United States has many billionaires, including Elon Musk, Jeff Bezos, Bill Gates, and Warren Buffett. While this is the result of capitalism at work and can be viewed as examples of financial success within this economic system, some Americans believe that the most successful among us could or should contribute more. As a result, some politicians would like to introduce laws that would place a higher tax burden on the wealthiest Americans. Their thinking is that the increased tax revenue could be used in a number of beneficial ways, including the creation of programs intended to help

Americans, especially those in poverty. (Before the debate, it's important to note that many of the superrich do, as Andrew Carnegie did, engage in philanthropic work. Bill Gates, for example, has invested billions of dollars in improving global health. In these instances, it was their personal choice rather than a law.) Have the class debate solutions to the great disparity in wealth or whether a solution is needed.

"The Economy: Commercial Society," pages 13–14

Scaffold understanding as follows:

Have students read the section on pages 13–14 with a partner.

CORE VOCABULARY—Point out the vocabulary term *capitalism*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—What did Adam Smith believe is to each person's benefit?

» Adam Smith believed that cooperation is to each person's benefit.

LITERAL—How did Adam Smith believe we could help others meet their own needs?

» Adam Smith believed that by buying the things we need from others, we help them meet their own needs.

"Factory Conditions," page 14

Scaffold understanding as follows:

Invite volunteers to read the section on page 14 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—What was factory work like?

» Factory work could be repetitive, mind-numbing, and exhausting.

LITERAL—What is a sweatshop?

» A sweatshop is a factory or workshop in which people work long hours for very low wages.

"Child Labor," pages 15–17

Scaffold understanding as follows:

Have students read the section on pages 15–17 independently.

CORE VOCABULARY—Point out the vocabulary terms *public policy* and *agrarian*, and explain their meanings.

After students read the text, ask the following questions:

EVALUATIVE—What were the differences between farm work and factory work for children?

- » On farms, children had a chance to be outside, and they worked with their family. In factories, children were inside in often hazardous conditions for long hours. The working conditions in factories and mines could cause lifelong health problems.

LITERAL—How did child labor change in 1938?

- » In 1938, a federal law was passed to make child labor illegal.

“The Importance of Unions,” pages 17–18

Scaffold understanding as follows:

Read the section on pages 17–18 aloud.

CORE VOCABULARY—Point out the vocabulary terms *injunction* and *invalidate*, and explain their meanings.

After reading the text, ask the following questions:

LITERAL—How do labor unions help workers?

- » Unions can bargain with employers and get higher wages, shorter working hours, and better working conditions for their members.

LITERAL—How might a union respond to its demands not being met?

- » If a union’s demands are not met, workers might go on strike and refuse to work.



Civics in Action Help students explore the role of unions in their lives and community. Do they know any adults who belong to a labor union? What do those adults think about their union membership? Is their state a right-to-work state? Explain that “right to work” means that state laws or policies discourage the formation and use of labor unions. Have students search for news stories about workers trying to unionize today, choose one story, and summarize it. Whose side are they on? Why?

“Strikes and Retaliation” and “Labor Day,” pages 18–19

Scaffold understanding as follows:

Have students read the section “Strikes and Retaliation” on pages 18–19 with a partner.

Read the sidebar “Labor Day” on page 19 aloud.

After reading the text, ask the following questions:

LITERAL—What happened at Chicago’s Haymarket Square on May 4, 1886?

- » A strike grew violent when someone in the crowd threw a bomb at the police. People were killed, and eight people were convicted of conspiracy.

INFERENTIAL—Why did the Homestead Steel Strike backfire?

- » The Homestead Steel Strike backfired because the Carnegie Steel Company hired Pinkertons to keep the workers out, several people died, and the governor supported the company over the workers.

LITERAL—What is Labor Day?

- » Labor Day is a federal holiday celebrated on the first Monday in September that honors American workers and the American labor movement.

“Captains of Industry or Robber Barons?” page 20

Scaffold understanding as follows:

Have students read the section on page 20 independently.

CORE VOCABULARY—Point out the vocabulary term *entrepreneur*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—What is a “captain of industry”?

- » A “captain of industry” is someone who does good by leading an important business and employing thousands of workers.

LITERAL—What is a “robber baron”?

- » A “robber baron” is a rich person who makes millions off the labor of their employees.

“‘Free Enterprise’ vs. Government Regulation,” pages 21–22

Scaffold understanding as follows:

Have students read the section on pages 21–22 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *free enterprise* and *regulate*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—What was the goal of the Interstate Commerce Commission?

- » The goal of the ICC was to address unfair practices, such as charging clients different amounts of money for shipping goods.

LITERAL—What is a monopoly?

- » A monopoly is when a corporation owns all or almost all of an industry.

"Populism and the Gold Standard," pages 22–23

Scaffold understanding as follows:

Read the section on pages 22–23 aloud.

CORE VOCABULARY—Point out the vocabulary terms *populism* and *inflation*, and explain their meanings.

SUPPORT—Point out to students that the definition of the term *populism* is one that scholars debate. It can mean different things to different groups or individuals who use or act upon the word.

SUPPORT—Point out the phrase “dead silence” in the last paragraph of the section. Help students understand that the expression means complete or absolute silence, especially in a circumstance in which you would expect a reaction from others.

After reading the text, ask the following questions:

LITERAL—What big problem were farmers facing?

- » Because of falling prices, farmers had to sell their crops for less than it cost to grow them.

LITERAL—What did the populist farmers want?

- » They wanted the government to help them, either by building silos to store their corn until the price rose or by causing inflation so they could pay their debts.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What impact did immigration, industrialization, and urbanization have on America in the late 1800s and early 1900s?”
 - » Key points students should cite include: Immigration and industrialization caused urbanization as the factories provided jobs that brought immigrants and people from the country into the cities to work. Immigrants fled poor living conditions in their home countries to start again in the United States. Black Americans moved north to work in factories, too. After the railroads were built, the Chinese Exclusion Act kept new immigrants from coming from China. The country changed as the cities grew and rural areas became emptier. Factory workers, who could be children, worked long days at repetitive tasks. In time, laws prevented children from working as a way to protect them. Unions were formed to protect workers and guarantee better pay and working conditions. At first, only skilled workers had unions, but then unions organized for unskilled workers, too. Sometimes strikes were unsuccessful against really big companies, especially if the companies had the support of the government. The late 1800s and early 1900s were called the Gilded Age because the richest 1 percent lived so very well, but there was great poverty. America’s wealthiest entrepreneurs made

extraordinarily large amounts of money. Some, such as Andrew Carnegie, gave great amounts of it away. During this period, the government began to regulate some businesses so that none had a monopoly. Farmers, too, looked to the government for help when they had a glut of corn and no way to pay off their loans from the banks.

- Choose three of the Core Vocabulary words (*immigration, industrialization, urbanization, economy, discrimination, malnutrition, synonymous, political economy, capitalism, public policy, agrarian, injunction, invalidate, entrepreneur, free enterprise, regulate, populism, or inflation*), and write a short paragraph using the words.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

The Progressive Era, Social Movements, and Reforms

The Big Question: In what ways were the expansion of industry and the development of new technologies connected to the need for social reforms during this time period?

Primary Focus Objectives

- ✓ Identify new technologies that were introduced in the late 1800s and the early 1900s. (RI.7.2, RH.6-8.2)
- ✓ Explain the work of muckrakers and reformers during the Progressive Era. (RI.7.2, RH.6-8.2)
- ✓ Summarize the debate between W. E. B. Du Bois and Booker T. Washington. (RI.7.2, RH.6-8.2)
- ✓ Describe how women won the right to vote. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *progressive, diagnostic, civic center, contaminated, absolutism, lawsuit, political disenfranchisement, accommodationist, ostracize, and socialist*. (L.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About The Progressive Era, Social Movements, and Reforms”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Volume page numbers listed below)

progressive, adj. moving toward new ideas, modern policies, or opportunities (24)

Example: She always voted for the progressive candidates who believed in investing in modern technologies.

diagnostic, adj. related to identifying a disease or a problem (25)

Example: An x-ray machine is a diagnostic tool that can confirm a broken bone or fluid in the lungs.

civic center, n. a building for public performances, sporting events, etc. (29)

Example: We’re going to the civic center tonight to see a concert.

Variations: civic centers

contaminated, adj. dirty, dangerous, or polluted (31)

Example: The lake was contaminated with chemicals that had leaked from a nearby factory.

absolutism, n. a form of government in which the ruler or leader has unchecked authority to do what they want without any restrictions (31)

Example: Political absolutism meant the king could change the laws without consent from others.

lawsuit, n. a process in which the courts decide a disagreement or enforce a right (33)

Example: When the airbags in one model of car proved to be faulty, consumers brought a lawsuit against the car company.

Variations: lawsuits

political disenfranchisement, n. deprivation of the right to vote (35)

Example: Tools such as the poll tax and literacy tests were created for the political disenfranchisement of Black Americans.

accommodationist, n. one who compromises or adapts to the attitudes of someone else (35)

Example: He was an accommodationist, as he was always willing to adapt and change according to other opinions and views.

Variations: accommodationists

ostracize, v. to shun or ignore a person (36)

Example: It's not kind to ostracize or exclude someone just because of their opinions.

Variations: ostracizes, ostracized, ostracizing

socialist, n. a person who supports an economic system in which major industries are owned or regulated by the government rather than by private businesses (40)

Example: As a socialist, she believes in government regulation over less government and more private enterprise.

Variations: socialists

THE CORE LESSON 35 MIN

Introduce “The Progressive Era, Social Movements, and Reforms”

5 MIN

Remind students of what they learned in the previous chapter. During the Industrial Revolution, the country changed a great deal. New factories and mechanization created jobs in the cities and encouraged urban growth by way of new workers. The country was on the move. Workers quit the farms and country life for a steady paycheck from factory jobs in the city. Immigrants, too, came to live and work in the factories, escaping poor living conditions and a lack of opportunities for upward mobility in their former countries. Black Americans moved north in search of employment. The richest Americans in this Gilded Age were living high, with the richest 1 percent earning as much as the rest of the population combined.

There were negative aspects of this time. Chinese workers had come for the gold rush and to work on the railroads but then were excluded as immigrants through the Chinese Exclusion Act. Immigrants and citizens, including children, often worked in sweatshops or otherwise faced poor working conditions. In the case of textile mills and coal mines, their years of work could harm their health. In time, child labor laws, labor unions, and government regulation began to protect workers. The government not only forbade monopolies but also began to help farmers in the years of crop gluts and inflation.

Call students' attention to the Big Question. Tell students to look for ways that the expansion of industry and the development of new technologies connected to the need for social reforms during this time period as they read.

Guided Reading Supports for “The Progressive Era, Social Movements, and Reforms”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Gilded Age and Progressive Era,” pages 24–25

Scaffold understanding as follows:

Invite a volunteer to read the section on pages 24–25 aloud.

CORE VOCABULARY—Point out the vocabulary term *progressive*, and explain its meaning.

After the volunteer reads the text, ask the following questions:

LITERAL—What was the Progressive Era?

- » The Progressive Era was an age of scientific and technological progress when new inventions transformed everyday life.

LITERAL—What problems did the country struggle with during the Gilded Age?

- » The country struggled with issues such as child labor and the working conditions in the nation’s newly emerging factories.

“An Age of Technological and Scientific Progress,” pages 25–26

Scaffold understanding as follows:

Read the section on pages 25–26 aloud.

CORE VOCABULARY—Point out the vocabulary term *diagnostic*, and explain its meaning.

SUPPORT—Direct students to the timeline of inventions on page 26. Guide them to read the timeline from bottom to top. Point out that the first technology change on the timeline was followed by a gap of six years, but from then on, the changes came very quickly. Note that the automobile was invented in 1886, but the first model that was affordable to large numbers of people was the Ford Model T, which came out in 1908—twenty-two years later.

You may also wish to point out that technology that was new then but is commonplace for us was phased in slowly. Even when Ford Model Ts became popular, they still shared the roads with horse-drawn vehicles; vacuums may have been available, but most households still made do with brooms; etc.

After reading the text, ask the following questions:

LITERAL—What technology made the building of skyscrapers possible?

- » Elevator technology enabled the building of skyscrapers.

EVALUATIVE—How might the new inventions mentioned in this section have changed daily life?

- » The new inventions made some jobs easier and quicker, and they made it easier to travel or get around, so they provided more time and greater productivity for people.

"Searching for the Truth: The Muckrakers," pages 27–28

Scaffold understanding as follows:

Have students read the section on pages 27–28 independently.

After students read the text, ask the following questions:

LITERAL—Who were the muckrakers?

- » Muckrakers were journalists who worked to explore and expose problems and challenges of society.

LITERAL—How did Jacob Riis's book help the poor?

- » By reading Riis's book, people learned how bad conditions were for the poor, which led to the passage of a law that required courtyards to allow light and air in new apartment buildings.

LITERAL—Where did Upton Sinclair go undercover, and why?

- » Upton Sinclair went undercover in a meatpacking plant so he could see and document the dangerous conditions that affected food safety.

"Settlement Houses," pages 28–30

Scaffold understanding as follows:

Invite students to read the section on pages 28–30 with a partner.

CORE VOCABULARY—Point out the vocabulary term *civic center*, and explain its meaning.



Civics in Action Does your community have a civic center? If it does, have students find out where it is and what events happen there.

SUPPORT—Although the settlement house movement worked to help the impoverished, settlement houses opened to help immigrants and were not always open to Black Americans. Some settlement organizations did open separate settlement houses for Black Americans. Black female activists and reformers began a settlement house movement of their own in urban areas.

After students read the text, ask the following questions:

LITERAL—What was the purpose of settlement houses and settlement workers?

- » Settlement houses provided places in poor districts of cities where settlement workers could organize kindergartens, clubs, classes, playgrounds, festivals, and libraries for immigrants and others in the neighborhood.

LITERAL—What did settlement workers encourage the urban poor to do?

- » Settlement workers encouraged the urban poor to become involved in making their cities better by going before government officials and advocating for themselves and their neighborhoods.

“What Is ‘Progressive’ in Politics?” pages 30–31

Scaffold understanding as follows:

Invite volunteers to read the section on pages 30–31 aloud.

CORE VOCABULARY—Point out the vocabulary term *contaminated*, and explain its meaning.



Civics in Action Have students explore progressivism in the current political landscape. Which of today’s politicians are considered progressive? Why? Which goals or issues are considered progressive today?

After the volunteers read the text, ask the following questions:

LITERAL—Who would have been considered a progressive in the late 1800s and early 1900s?

- » A progressive during that time was someone who believed in making active use of government to bring about change.

LITERAL—Which presidents were progressive in this era?

- » Theodore Roosevelt, William Howard Taft, and Woodrow Wilson were considered progressive.

LITERAL—What progressive changes were made by the government in this era?

- » Laws were made to end child labor, break up corporate monopolies, and ensure that food and drugs are not contaminated. In addition, millions of acres of land were set aside for national forests and national parks.

“How Much Government Involvement Is Too Much?” page 31

Scaffold understanding as follows:

Read the section on page 31 aloud.

CORE VOCABULARY—Point out the vocabulary term *absolutism*, and explain its meaning. Note its root in the word *absolute*, which means total or complete.

After reading the text, ask the following questions:

LITERAL—What did John W. Burgess fear about the expansion of government power?

- » Burgess was afraid that if the government gained too much power, it would have too much unchecked authority over people.

LITERAL—What approach did Burgess favor?

- » Burgess favored a *laissez-faire* approach to political economy.

“Leave It Alone!” page 32

Scaffold understanding as follows:

Invite volunteers to read the section on page 32 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—What is an entrepreneur?

- » A person who starts and builds a business is called an entrepreneur.

LITERAL—What is the meaning of *laissez-faire*?

- » *Laissez-faire* means “leave it alone” and, in this example, means government should not regulate business.

LITERAL—What is the Sherman Antitrust Act used for?

- » The Sherman Antitrust Act is used to break up monopolies.

“President Theodore ‘Teddy’ Roosevelt: Trust-Busting and Conservation,” pages 32–34

Scaffold understanding as follows:

Have students read the section on pages 32–34 independently.

CORE VOCABULARY—Point out the vocabulary term *lawsuit*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—What safety issues did President Teddy Roosevelt address during his presidency?

- » Teddy Roosevelt addressed the strike of the coal miners and food and drug safety.

LITERAL—What did Teddy Roosevelt do with the millions of acres of land he set aside?

- » Roosevelt turned the land he set aside into national parks and national forests.

“The Souls of Black Folk,” pages 34–37

Scaffold understanding as follows:

Read the first two paragraphs of the section on pages 34–35 aloud.

Note: *Du Bois* is pronounced (/doo/boyz/).

SUPPORT—Point out that the title of this section, “The Souls of Black Folk,” is the title of a literary work by W. E. B. Du Bois.

Have students read the remainder of the section on pages 35–37 independently.

CORE VOCABULARY—Point out the vocabulary terms *political disenfranchisement*, *accommodationist*, and *ostracize*, and explain their meanings.

SUPPORT—Students may notice the words *Negro* and *Negroes* in the excerpt from W. E. B. Du Bois’s book. Make sure students understand that these words were once a common way to refer to Black people, but they are no longer considered socially acceptable.

After students read the text, ask the following questions:

LITERAL—What stood in the way of voting for Black American men in the Progressive Era?

- » Racism stood in the way of voting, and the policies that kept Black American men from voting were the poll tax, literacy tests, and the grandfather clause.

EVALUATIVE—How were Booker T. Washington’s and W. E. B. Du Bois’s strategies for defeating racism different?

- » Booker T. Washington believed that economic and educational opportunities would help end segregation and political disenfranchisement. W. E. B. Du Bois believed that the best strategy was to insist on the vote, civil rights, and economic and educational opportunities. He believed that both white and Black Americans should work to end racism and segregation.

“Women’s Suffrage,” pages 37–39

Scaffold understanding as follows:

Have students read the section on pages 37–39 with a partner.

After students read the text, ask the following questions:

LITERAL—Who was Amelia Bloomer?

- » Amelia Bloomer was the first woman to own and edit a newspaper for women. She also introduced Susan B. Anthony and Elizabeth Cady Stanton to each other.

EVALUATIVE—Why was the Seneca Falls Convention important?

- » It was one of the first women’s rights conventions, where the Seneca Falls Declaration of Rights and Sentiments was written.

“Nineteenth Amendment (1920),” page 39

Scaffold understanding as follows:

Read the section on page 39 aloud.

After reading the text, ask the following questions:

LITERAL—Where did women gain the right to vote in the late 1800s?

- » Women gained the right to vote in Wyoming, Colorado, Utah, and Idaho in the late 1800s.

LITERAL—When was women’s right to vote finally guaranteed in the United States Constitution?

- » Women’s right to vote was finally guaranteed with the ratification of the Nineteenth Amendment in 1920.

“Eugene V. Debs,” pages 40–42

Scaffold understanding as follows:

Invite volunteers to read the section on pages 40–42 aloud.

CORE VOCABULARY—Point out the vocabulary term *socialist*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—Who did socialists in the Progressive Era believe should own businesses?

- » Progressive Era socialists did not all speak with one voice, but some wanted there to be public ownership of such things as railroads, banks, and factories.

LITERAL—What examples did supporters of America’s traditional economic structure point to as reasons for keeping things the same?

- » Supporters pointed out that the United States was the richest country in the world and argued that the traditional economic structure rewarded innovation, hard work, education, and initiative, and that immigrants came to America because they believed it to be the land of opportunity.

LITERAL—Who, until 1865, had been unable to participate in the nation’s growing economic or commercial success?

- » The enslaved population had been unable to participate in the nation’s success.

“Dorothea Dix” and “Horace Mann,” pages 42–43

Scaffold understanding as follows:

Have students read the section “Dorothea Dix” on page 42 independently.

Invite volunteers to read the section “Horace Mann” on page 43 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—What is Dorothea Dix known for?

- » Dorothea Dix is known for working with people who struggled with mental health.

LITERAL—What changes did Dix bring about through her work?

- » She got state governments to build hospitals and institutions to care for people who needed mental health care. She improved living conditions for those in need.

LITERAL—What is Horace Mann known for?

- » Horace Mann is known for being the first great leader in the history of public schooling.

LITERAL—What were some of Mann’s beliefs about schooling and education?

- » Mann believed that all children should be educated, that schools should be funded by the government, and that teachers need to be trained professionals.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Check for Understanding as a group.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “In what ways were the expansion of industry and the development of new technologies connected to the need for social reforms during this time period?”
 - » Key points students should cite include: New technologies and scientific progress helped make life better for many people, but there was a cost. Technological progress often led to the unfair treatment of workers, who included children as well as adults. The impoverished and immigrants often had little choice but to work long hours, and they lived and worked in poor and unsafe conditions. Social reformers, unions, some presidents, and sometimes the government worked to ensure fair and safe conditions for workers and people in the country. Sometimes these measures weren’t enough. When corporations were too strong, strikes failed. Because Black voters were subject to unfair laws in some states, many Black women couldn’t vote even after the Nineteenth Amendment was passed. In addition, many changes fell short of protecting everyone. Child labor laws protected children from the risks of factory work and allowed them time to go to school, but poverty remained. National parks and forests preserved land for the use of all Americans, but in some cases they took the land away from Native American nations and immigrant families who had lived on them.
- Choose three of the Core Vocabulary words (*progressive, diagnostic, civic center, contaminated, absolutism, lawsuit, political disenfranchisement, accommodationist, ostracize, or socialist*), and write a short paragraph using the words.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

America Becomes a World Power

The Big Question: How do the events that occurred in the last part of the 1800s and the first part of the 1900s reveal how powerful the United States had become?

Primary Focus Objectives

- ✓ Explain how the Spanish-American War helped make the United States a world power. (RI.7.2, RH.6-8.2)
- ✓ Explain how World War I started. (RI.7.2, RH.6-8.2)
- ✓ Describe World War I at the front and at home. (RI.7.2, RH.6-8.2)
- ✓ Summarize what happened in the Russian Revolution. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *census, imperialism, nationalism, militarism, "interlocking alliances," Central Powers, Allied Powers, mobilization, carnage, attrition, post-traumatic stress disorder (PTSD), draft, pacifist, Bolshevik, communist, and atheist.* (L.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About America Becomes a World Power":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

- a globe or wall map of the world
- U.S. Census Bureau Apportionment Map

Use this link to download the CKHG Online Resources for this unit, where the specific link to the map may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Volume page numbers listed below)

census, n. a count of the number of people living in a certain area (44)

Example: Every ten years, the United States Census counts the number of people living in the country.

Variations: censuses

imperialism, n. the practice of gaining power as a country by taking over areas of the world (45)

Example: Many European countries practiced imperialism and had overseas colonies.

nationalism, n. a feeling of pride in one's nation (51)

Example: Extreme nationalism can lead to war if a country believes it is superior to others.

militarism, n. the building up of a strong military (51)

Example: The country's first step toward war was militarism, made obvious by the building up of its military strength.

"interlocking alliances" (phrase), a system in which countries agree to help each other when one of them is attacked (51)

Example: Interlocking alliances can prevent wars because the military strength of several allies is greater than the military strength of any one country.

Variations: interlocking alliance

Central Powers, n. the alliance of Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria during World War I (52)

Example: Germany was the main leader of the Central Powers in World War I.

Allied Powers, n. the alliance of France, Britain, Russia, and Japan during World War I (52)

Example: The Allied Powers defeated the Central Powers in World War I.

mobilization, n. the process of preparing to fight a war or take other collective action (53)

Example: When the mobilization of troops began, tens of thousands of soldiers journeyed by train, bus, ship, and airplane.

carnage, n. the killing of a large number of people; slaughter (55)

Example: The attacking army had far greater numbers and strength, and the result was carnage.

attrition, n. the act of wearing down by inflicting continuous losses (55)

Example: In the fall, the class had twenty-four students, but due to attrition, there were only sixteen in the spring.

post-traumatic stress disorder (PTSD), n. a psychological response to a highly upsetting and stressful event or series of events, such as a natural disaster, combat in war, or violence (56)

Example: PTSD can leave veterans feeling as if they are still in danger even after they are safely home from the war.

draft, n. a system that requires individuals to serve in the military (57)

Example: During many wars, the draft provided men to fight in the military.

Variations: drafts, draft (v.)

pacifist, n. someone who opposes war and violence and refuses to participate (59)

Example: He was a pacifist and would not become a soldier because his religion taught him that violence against others was wrong.

Variations: pacifists

Bolshevik, adj. relating to the Russian political party that seized power during the Russian Revolution; sometimes used as slang for *communist* (63)

Example: The Bolshevik communists seized power during the Russian Revolution.

Variations: Bolshevik (n.)

communist, n. someone who believes in establishing an economic system based on community ownership of property and industry (63)

Example: A communist believes that property should be owned by all the people together, not by individuals.

Variations: communists, communist (adj.)

atheist, n. a person who does not believe in a god or gods (65)

Example: Many people prayed, but the atheist did not.

Variations: atheists

THE CORE LESSON 35 MIN

Introduce “America Becomes a World Power”

5 MIN

Remind students that the late 1800s and early 1900s were a time of great change in the United States. Progress in technology and science changed lives in both positive and negative ways. Some acquired great wealth in this Gilded Age. Immigrants continued to pour into the United States, and as more and more people moved to cities, those cities became crowded, and living and working conditions were often unsafe.

Meanwhile, progressive politicians and social reformers worked to better the lives of the poor. Labor unions became strong and worked to protect factory workers. Soon, regulations were put in place against child labor. For the first time, the government set aside park and forest land for the use of all Americans. Meanwhile, Black Americans, Native Americans, and Chinese Americans continued to fight for their rights.

While all this was happening at home, the United States was also looking outside its borders. In this chapter, students will learn about how the United States engaged with other parts of the world in the late 1800s and early 1900s.

Call students’ attention to the Big Question. Tell students to look for clues as they read about how powerful the United States had become.

Guided Reading Supports for “America Becomes a World Power”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“United States in the World in the Late 1800s and Early 1900s,” pages 44–45

Scaffold understanding as follows:

Read the section on pages 44–45 aloud.

CORE VOCABULARY—Point out the vocabulary terms *census* and *imperialism*, and explain their meanings.



Civics in Action Tell students that the United States government conducts a census every ten years. That means that every ten years, the population of the United States is counted. Most of the count is self-reported—residents mail in a form or complete an online form about the number of people who live in their household. Census workers also go door to door and ask for household counts. Census data is used to determine how many representatives each state has in Congress. After each census, congressional districts are redrawn wherever there were population changes. Census data can affect how much federal money is spent on a place. The most recent census was in 2020. Use the U.S. Census Bureau Apportionment Map to explore with students how their state’s representation in Congress has changed with each census.

After reading the text, ask the following questions:

INFERENTIAL—What does it mean to be a world power?

- » Answers will vary but may include having enough military and economic strength to influence other nations.

LITERAL—Why did navy Captain Alfred Thayer Mahan believe the United States should have a strong navy?

- » Mahan believed that a strong navy would help the United States protect its global trade and build an overseas colonial empire.

“Imperialists and Anti-Imperialists,” page 46

Scaffold understanding as follows:

Have students read the section on page 46 independently.

After students read the text, ask the following questions:

LITERAL—What is imperialism?

- » Imperialism is the practice of spreading a nation’s power and might using economic, political, and military power.

LITERAL—How did the imperialists justify taking over the territories of others?

- » Imperialists justified colonial expansion by arguing that economically rich territories would be taken over by someone else, if not the United States.

“Spanish-American War, 1898,” page 47

Scaffold understanding as follows:

Invite volunteers to read the section on page 47 aloud.



SUPPORT—Using the globe or wall map of the world, show students the location of Cuba in the Caribbean Sea. Note its proximity to the United States, especially Florida.

SUPPORT—Point out that some of today’s news sources also have a slant that influences readers. Certain web pages, television stations, and newspapers are sensationalist and less fact-based. That’s why news stories on the same event but from different sources might leave readers feeling very differently about what actually happened.

After the volunteers read the text, ask the following questions:

LITERAL—What was the yellow press?

- » The yellow press was the name given to newspapers that ran sensational, exaggerated, or made-up news stories.

EVALUATIVE—What was the difference between what the yellow press claimed about the explosion on the USS *Maine* and the reality?

- » The yellow press claimed it was an unprovoked attack by Spain, but the explosion was likely caused by ammunition stored too close to the fire.

"Cuban War for Independence," page 48

Scaffold understanding as follows:

Have students read the section on page 48 independently.

After students read the text, ask the following question:

LITERAL—Why was the USS *Maine* sent to Cuba?

- » The USS *Maine* was sent to demonstrate the United States' concern about political unrest on the island.

"A 'Splendid Little War,'" pages 48–49

Scaffold understanding as follows:

Invite volunteers to read the section on pages 48–49 aloud.



SUPPORT—Using the globe or wall map of the world, show students the locations of Puerto Rico in the Caribbean and the Philippines, Guam, and Hawaii in the Pacific.

After the volunteers read the text, ask the following questions:

LITERAL—What new territories did the United States acquire as a result of the Spanish-American War?

- » The United States acquired the Philippines, Cuba, Puerto Rico, and Guam as a result of the Spanish-American War.

LITERAL—What other territory did the United States annex at this time?

- » The United States also annexed Hawaii.

"Teddy Roosevelt and the Rough Riders," page 49

Scaffold understanding as follows:

Read the section on page 49 aloud.

SUPPORT—Explain that San Juan Hill, the site of Teddy Roosevelt's famous victory, was in Cuba. Note that although the United States and Spain went to war, the battles took place only in Spain's colonies, primarily Cuba and the Philippines.

After reading the text, ask the following questions:

LITERAL—Who were the Rough Riders?

- » The Rough Riders were a voluntary fighting force led by Teddy Roosevelt.

LITERAL—How did Teddy Roosevelt become the youngest president in the history of the United States?

- » Teddy Roosevelt became president when President McKinley was assassinated.

“Philippines War,” pages 49–50

Scaffold understanding as follows:

Have students read the section on pages 49–50 independently.

After students read the text, ask the following questions:

LITERAL—What did the people of the Philippines want once the United States had pushed out Spain?

» They wanted the United States to leave, too.

LITERAL—When did the Philippines finally gain its freedom from the United States?

» The Philippines gained its freedom from the United States after the end of World War II.

“Building the Panama Canal: ‘Speak Softly and Carry a Big Stick,’” page 50

Scaffold understanding as follows:

Have students read the section on page 50 with a partner.



SUPPORT—Using the globe or wall map of the world, show students the location of Panama in Central America and Colombia in South America.

After students read the text, ask the following questions:

LITERAL—Why did President Teddy Roosevelt order a group of American battleships to sail around the world?

» Roosevelt wanted to show that the United States had a powerful navy.

INFERENTIAL—Why did Roosevelt support locals forming the new country of Panama rather than the United States negotiating with the Colombians to build the canal between the Atlantic and Pacific Oceans?

» Teddy Roosevelt decided it was easier to use the force of a U.S. gunship to support the locals than to work to convince the Colombians to build the canal.

“The ‘Roosevelt Corollary,’” page 51

Scaffold understanding as follows:

SUPPORT—Note the word *corollary* in the section title. Explain that a corollary is a spin-off or extension. In this case, it refers to President Roosevelt’s extension of the Monroe Doctrine.

Read the section on page 51 aloud.

SUPPORT—Help students understand that the decision to intervene in the affairs of these other countries meant that the United States would challenge European expansion in this part of the world and would serve as a “police power.”



TALK IT OVER: Ask students to think about the role the United States plays in the world today. Have students discuss or debate what the role of the United States should or could be in the world. When wrapping up the discussion or debate, note that this question will come up repeatedly as students move through the rest of the Student Volume, and even today, American leaders debate the relevant or desired level and nature of U.S. involvement in the global community.

After reading the text, ask the following question:

LITERAL—Which areas did Roosevelt claim the United States would intervene in?

- » Roosevelt claimed the United States would unilaterally intervene in the countries of the Caribbean, Central America, and South America.

“World War I: ‘The Great War,’ 1914–1918,” page 51

Scaffold understanding as follows:

Invite a volunteer to read the section on page 51 aloud.



SUPPORT—Using the globe or wall map of the world, show students the locations of Serbia, Austria, and Hungary in Europe. Explain that at the time of World War I, Austria and Hungary were part of the same country, Austria-Hungary. They broke into separate countries in the aftermath of the war.

After the volunteer reads the text, ask the following questions:

LITERAL—What started the chain of events that led to the war?

- » The assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian Empire, started the chain of events that led to war.

LITERAL—When did the war take place?

- » World War I took place from 1914 to 1918.

“Causes of World War I,” pages 51–52

Scaffold understanding as follows:

Have students read the section on pages 51–52 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *nationalism*, *militarism*, “interlocking alliances,” *Central Powers*, and *Allied Powers*, and explain their meanings.



SUPPORT—Using the globe or wall map of the world, show students the locations of each of the Central Powers (Germany, Austria and Hungary, Bulgaria, and the Ottoman Empire—the seat of which is the present-day country of Turkey) and the Allied Powers (France, Britain—likely labeled as the United Kingdom or U.K. on the map—Russia, and Japan).

After students read the text, ask the following questions:

LITERAL—How can nationalism lead to war?

- » Nationalism is extreme pride in one’s country, and it can make people defend their national interests aggressively.

LITERAL—How can militarism lead to war?

- » A strong and well-regarded military might symbolize a willingness to engage in conflict or war.

LITERAL—How can imperialism lead to war?

- » Imperialism often leads to competition for colonial holdings, which can result in war.

“The War Begins,” pages 52–54

Scaffold understanding as follows:

Have students read the section on pages 52–54 independently.

CORE VOCABULARY—Point out the vocabulary term *mobilization*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—Why did Russia take Serbia’s side?

- » Russia took Serbia’s side because Russia and Serbia were allies.

LITERAL—How did Germany react to Russia’s mobilization of troops?

- » Germany reacted by marching through Belgium to invade France.

“The Horror of War,” pages 55–56

Scaffold understanding as follows:

Read the section on pages 55–56 aloud.

CORE VOCABULARY—Point out the vocabulary terms *carnage*, *attrition*, and *post-traumatic stress disorder (PTSD)*, and explain their meanings.

After you read the text, ask the following questions:

LITERAL—How did technological advancements change the experience of war?

- » Technological advancements led to a huge number of deaths of both soldiers and civilians.

LITERAL—Why was an entire generation of young soldiers considered the “lost generation”?

- » They were considered the “lost generation” because so many either lost their lives in the war or returned from the war disoriented, dispirited, and directionless.

"United States' Neutrality at the Beginning of World War I," page 56

Scaffold understanding as follows:

Have students read the section on page 56 independently.

After students read the text, ask the following question:

EVALUATIVE—How was the decision to be neutral in a war in Europe in line with the Monroe Doctrine?

- » In the Monroe Doctrine, the United States said that European countries should stay out of conflicts between nations in the Western Hemisphere, so the United States staying out of a conflict in the Eastern Hemisphere was similar.

"The Sinking of the *Lusitania*," page 57

Scaffold understanding as follows:

Invite volunteers to read the section on page 57 aloud.

SUPPORT—Tell students that the attack on the *Lusitania* was not random. German U-boats, or submarines, were patrolling the northeast Atlantic, trying to break the British naval blockade of Germany and stop the flow of supplies from North America to the Allied Powers. The *Lusitania* was a passenger ship, but it was also carrying ammunition for the British.

After the volunteers read the text, ask the following questions:

LITERAL—Why was President Wilson outraged when a British ship was sunk off the coast of Ireland?

- » President Wilson was outraged because 128 Americans died.

LITERAL—What did the Zimmermann Telegram say?

- » The Zimmermann Telegram called upon Mexico to join in an alliance with Germany against the United States.



LITERAL—What was the consequence of the Zimmermann Telegram?

- » Congress declared war on Germany.

"The War at Home" and "Wartime Propaganda," pages 57–58

Scaffold understanding as follows:

Read the section "The War at Home" on page 57 aloud.

CORE VOCABULARY—Point out the vocabulary term *draft*, and explain its meaning.

Note: Students who completed Volume 1 of *A History of the United States* may recall learning the meaning of *draft* in Volume 1, Chapter 8, which discussed the American Civil War.

Have students read the section “Wartime Propaganda” on page 58 with a partner.

After students read the text, ask the following questions:

EVALUATIVE—Do you think a draft is a good way to form an army? Why or why not?

- » Answers will vary but may include: people should not be forced to fight in wars, a draft is a fair way to defend a country because all men of a certain age will be considered as soldiers, or a draft is an unfair way to defend a country because only men are required to register for the draft.

EVALUATIVE—Why might a song be especially powerful propaganda?

- » A song might be especially powerful propaganda because a catchy tune could get stuck in your head, become popular with your friends, and cause you to learn the words and begin to believe them.

“Pacifists and Peace Groups,” page 59

Scaffold understanding as follows:

Invite volunteers to read the section on page 59 aloud.

CORE VOCABULARY—Point out the vocabulary term *pacifist*, and explain its meaning.

SUPPORT—Students may be interested to know that today’s Selective Service System has two options for conscientious objectors. If they object to combat but not to serving in the armed forces, they will serve in a noncombatant capacity that does not require them to use weapons. If they object to serving in any capacity in the armed forces, they will be assigned to alternative service that makes “a meaningful contribution to the maintenance of the national health, safety, and interest.” Job options include education, child or elderly care, health care, and conservation. Conscientious objectors are required to serve for twenty-four months, the same amount of time as military service.

After the volunteers read the text, ask the following questions:

LITERAL—What is a conscientious objector?

- » A conscientious objector is someone who opposes war out of sincerely held religious or moral beliefs.

LITERAL—What could happen to conscientious objectors?

- » Conscientious objectors could be sent to jail if they refused to join the armed forces.

“Women and Black Americans,” pages 59–60

Scaffold understanding as follows:

Have students read the section on pages 59–60 with a partner.

After students read the text, ask the following questions:

LITERAL—What did women do during the war?

- » They took jobs in war industries making bombs, airplanes, and ships. They also made bandages, sold war bonds, worked in manufacturing, served as trolley car conductors, and worked as office clerks.

INFERENTIAL—In the letters from Black American migrants during the war, which details do they mention about their experiences in the North?

- » The letters say there is work, people are “making good,” there is money, and the children and adults are interacting and making friends with white Americans.

“Liberty Bonds,” page 60

Scaffold understanding as follows:

Have students read the section on page 60 independently.

After students read the text, ask the following questions:

LITERAL—What happened if you bought a Liberty bond?

- » You gave money to the U.S. government, and the government would pay you back with interest after the war.

INFERENTIAL—What types of things do you think the government used the bond money for?

- » The government likely used the money from bonds to pay troops and for food, equipment, and weapons used in the war.

“America in World War I” and “Death Toll,” pages 60–61

Scaffold understanding as follows:

Read the sections on pages 60–61 aloud.

SUPPORT—Point out to students that for American soldiers, there were more noncombat deaths than combat deaths. Explain that an influenza epidemic—which was actually a pandemic—contributed a great number of those noncombat deaths.

After reading the text, ask the following question:

LITERAL—Did the arrival of the American soldiers in France make a difference in the war?

- » Yes, the arrival of the American Expeditionary Force was central to the defeat of Germany in 1918.

“Wilson’s Fourteen Points,” pages 61–62

Scaffold understanding as follows:

Invite a volunteer to read the section on pages 61–62 aloud.

After the volunteer reads the text, ask the following question:

LITERAL—How did President Wilson envision the world?

- » President Wilson believed the world must be safe and that there should be an assurance of justice and fair dealing against force and selfish aggression.

“Armistice,” page 62

Scaffold understanding as follows:

Have students read the section on page 62 independently.

SUPPORT—Explain that in the United States today, November 11 is the holiday of Veterans Day, a day to honor people who have served in the armed forces. Other countries celebrate November 11 as Remembrance Day, a day to honor the lives lost in World War I.

After students read the text, ask the following questions:

LITERAL—What is an armistice?

- » An armistice is an agreement among warring countries to stop fighting.

LITERAL—What changed as a result of the war?

- » Great numbers of people died, but very little was settled between the countries that had been at war.

“Treaty of Versailles,” pages 62–63

Scaffold understanding as follows:

Have students read the text on pages 62–63 with a partner.

After students read the text, ask the following questions:

LITERAL—What did the Treaty of Versailles require of Germany?

- » Germany had to pay billions of dollars to repair damages and also admit to guilt for starting the war.

EVALUATIVE—Think about what you read about the outbreak of the war. Was Germany at fault for starting the war?

- » Possible response: Germany had some responsibility for the start of the war because of their alliance with Austria-Hungary, but other countries—such as Austria-Hungary, Serbia, and Russia—also contributed.

“First World War in Russia and Revolution,” pages 63–65

Scaffold understanding as follows:

Have students read the section on pages 63–65 independently.

CORE VOCABULARY—Point out the vocabulary terms *Bolshevik*, *communist*, and *atheist*, and explain their meanings.

After students read the text, ask the following question:

LITERAL—Why did the Bolsheviks rise up and overthrow the Russian government?

- » The Bolsheviks overthrew the government because people were desperate for help due to hunger and poverty.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



"CHECK FOR UNDERSTANDING" 10 MIN

Ask students to:

- Write a short answer to the Big Question: "How do the events that occurred in the last part of the 1800s and the first part of the 1900s reveal how powerful the United States had become?"
 - » Key points students should cite include: the United States built a powerful navy as part of the country's bid to become a world power; in the Monroe Doctrine and the Roosevelt Corollary, the United States declared that European countries should not expand further into the Western Hemisphere and that the United States would police relations between countries in the Western Hemisphere; the end of the Spanish-American War led to the United States acquiring new territories, and Hawaii was also annexed by the United States; in building the Panama Canal, the United States managed to control an extremely important transportation route; and the addition of the United States to the Allied Powers proved to be decisive in World War I.
- Choose three of the Core Vocabulary terms (*census, imperialism, nationalism, militarism, "interlocking alliances," Central Powers, Allied Powers, mobilization, carnage, attrition, post-traumatic stress disorder (PTSD), draft, pacifist, Bolshevik, communist, or atheist*), and write a paragraph using the words.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

America from the Twenties to the New Deal

The Big Question: What were the main events that occurred in the United States during the 1920s and 1930s?

Primary Focus Objectives

- ✓ Explain why the 1920s were called the “Roaring Twenties.” (RI.7.2, RH.6-8.2)
- ✓ Describe the advances, problems, and challenges of the 1920s. (RI.7.2, RH.6-8.2)
- ✓ Explain how the New Deal helped address the problems of the Great Depression. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *modernity, moving assembly line, assembly plant, virtuoso, celluloid film, syndicated newspaper column, renaissance, repatriate, prohibition, gangster, bootlegger, speakeasy, isolationist, reparations, League of Nations, anarchist, stock market crash, GDP (gross domestic product), tariff policy, Federal Reserve, corporate bond, “run on the banks,” prime interest rate, social welfare system, foreclose, “pack the court,” and deficit spending.* (L.7.4, RI.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About America from the Twenties to the New Deal”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Volume page numbers listed below)

modernity, n. the state of being modern or up-to-date (66)

Example: He looked around the city for signs of modernity, such as electric lights, automobiles, and elevators.

moving assembly line, n. a mechanical system in which a product moves through stages and workers each add a different part to it (68)

Example: She worked on the moving assembly line, attaching the same part to every radio that rolled by.

Variations: moving assembly lines

assembly plant, n. a factory in which cars, machines, or other products are put together (68)

Example: Brand new cars rolled out of the assembly plant at an astonishing pace.

Variations: assembly plants

virtuoso, n. a musician or artist with great skill (70)

Example: A great crowd had assembled in the concert hall to hear the virtuoso play his violin.

Variations: virtuosos

celluloid film, n. a strip of transparent plastic used for recording images that can be projected on a screen (70)

Example: The movie theater audience would often have unexpected intermissions when the celluloid film broke mid-scene and had to be repaired.

Variations: celluloid films

syndicated newspaper column, n. a regularly published series of essays or stories that is carried by many newspapers in the country (71)

Example: She gave advice in a syndicated newspaper column that was published by newspapers all over the country.

Variations: syndicated newspaper columns

renaissance, n. a time of intense cultural and artistic growth (73)

Example: The period was described as a renaissance because during that time, many talented artists began producing fine work.

Variations: renaissances

repatriate, v. to return to one's country of origin (74)

Example: Liberia was one country in Africa to which formerly enslaved people were repatriated.

Variations: repatriates, repatriating, repatriated

prohibition, n. the prevention of something, such as the sale of alcoholic beverages (75)

Example: The petition called for the prohibition of smoking in public places.

gangster, n. a member of a criminal organization (75)

Example: Jimmy became a gangster when he started working with that group of criminals.

Variations: gangsters

bootlegger, n. someone who supplies illegal alcoholic beverages (75)

Example: The bootlegger made gin in his bathtub.

Variations: bootleggers

speakeasy, n. a nightclub where illegal beverages are sold (75)

Example: The customers needed to know the password to get into the speakeasy where they could buy alcohol.

Variations: speakeasies

isolationist, adj. displaying a reluctance to enter international affairs (76)

Example: The isolationist politicians did not want the United States to become involved with problems in other countries.

Variations: isolationist (n.)

reparations, n. compensation given for damages (76)

Example: Formerly enslaved people were promised reparations, which would help them make a life as free people.

Variations: reparation

League of Nations, n. an organization formed by members of the Allied Powers immediately after World War I (76)

Example: The League of Nations was meant to bring nations together to avoid further wars.

anarchist, n. a person who rebels against or works to disrupt an established authority, usually a government or an economic system (78)

Example: As an anarchist, he did not believe in any form of government.

Variations: anarchists

stock market crash, n. a rapid and severe drop in stock prices (78)

Example: A stock market crash leaves many investors poorer than they were before the crash.

Variations: stock market crashes

GDP (gross domestic product), n. the value of all goods and services produced in one country during a specific period, usually a year or part of a year (79)

Example: The GDP of the United States rose when factories became more efficient and produced more goods.

Variations: GDPs

tariff policy, n. a plan or system of fees placed on imported goods (80)

Example: The country's tariff policy caused large fees to be added to the price of imported goods, making them very expensive.

Variations: tariff policies

Federal Reserve, n. the banking system of the United States government (80)

Example: The Federal Reserve is made up of twelve banks in different parts of the United States of America.

corporate bond, n. a certificate from a business that promises interest paid on a loan (81)

Example: He invested in corporate bonds, loaning money to companies in exchange for interest.

Variations: corporate bonds

“run on the banks” (phrase), a time when many customers take their money out of banks for fear that the banks will fail (81)

Example: The bad news caused a run on the banks, and many investors withdrew their money from their accounts.

prime interest rate, n. the lowest amount of money charged by a bank for loans (81)

Example: The Federal Reserve sets a prime interest rate, and other banks base their rates on that.

Variations: prime interest rates

social welfare system, n. a nation's method for ensuring that all citizens' basic needs are met (83)

Example: The goal of the social welfare system is to ensure that all citizens have the food and shelter they need.

Variations: social welfare systems

foreclose, v. to seize, or take, a property because of failure to pay the loan (84)

Example: The bank can foreclose on your house if you do not make your loan payments on time.

Variations: forecloses, foreclosing, foreclosed

“pack the court” (phrase), to add justices to the Supreme Court in order to have a political advantage (88)

Example: The president packed the court with justices who would support the constitutionality of the new and controversial legislation.

Variations: packs the court, packing the court, packed the court

deficit spending, n. the spending of money the government has borrowed (91)

Example: The COVID-19 pandemic led to a great amount of deficit spending as the government borrowed money to help citizens and businesses.

THE CORE LESSON 35 MIN

Introduce “America from the Twenties to the New Deal”

5 MIN

Remind students that America became a world power in the late 1800s and early 1900s. The country built a strong navy and acquired Cuba, Puerto Rico, Guam, and the Philippines as a result of the Spanish-American War, Hawaii by ousting the queen, and territory along the Panama Canal by supporting an independence movement in Panama. Finally, the United States played an important part in World War I, committing soldiers, equipment,

and weapons to the fight and ultimately helping the Allied forces win. When the war was over, America entered a time of peace and prosperity that is now known as the Roaring Twenties. In this chapter, students will learn about life in the United States during the Roaring Twenties and the decade after.

Call students' attention to the Big Question. Tell students to consider this question as they read and compile a mental list of the main events that occurred during the 1920s and 1930s.

Guided Reading Supports for “America from the Twenties to the New Deal” 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The ‘Roaring Twenties’ and the Great Depression,” pages 66–68

Scaffold understanding as follows:

Invite volunteers to read the section on pages 66–68 aloud.

CORE VOCABULARY—Point out the vocabulary term *modernity*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—What was one nickname for the 1920s?

- » The 1920s were also known as the Roaring Twenties or the Jazz Age.

LITERAL—What changed the ordinary lives of millions of Americans at this time?

- » Advances in technology such as automobiles, telephones, radios, motion pictures, and electrical appliances changed the ordinary lives of millions of Americans.

LITERAL—What brought an end to the Roaring Twenties?

- » The stock market crash of 1929 brought an end to the Roaring Twenties.

“A Booming Economy,” pages 68–70

Scaffold understanding as follows:

Have students read the section on pages 68–70 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *moving assembly line* and *assembly plant*, and explain their meanings.

SUPPORT—Direct students to the image on page 69. Explain that the image shows an assembly line in a Ford automobile factory. Help students decipher the image by pointing out the cars and the assembly line belt that the cars are riding on.

After students read the text, ask the following questions:

LITERAL—What was the nation's economic powerhouse after World War I?

- » The automobile industry was the nation's economic powerhouse.

LITERAL—How did the success of the automobile industry affect other parts of the economy?

- » The success of the automobile industry helped other parts of the economy grow. The government spent money building roads, bridges, and traffic lights. People found jobs in the growing hotel and restaurant industries and in the growing number of gas and service stations. Banks and the car insurance industry also benefited from the growing popularity of cars.

“Mass Entertainment Culture and New Firsts,” pages 70–72

Scaffold understanding as follows:

Read the section on pages 70–72 aloud.

CORE VOCABULARY—Point out the vocabulary terms *virtuoso*, *celluloid film*, and *syndicated newspaper column*, and explain their meanings.

SUPPORT—Note that popular sayings often have truth behind them. Invite students to unpack Will Rogers’s saying “Good judgment comes from experience, and a lot of that comes from bad judgment,” helping them understand that another way to phrase it would be “You learn from your mistakes.”

SUPPORT—Explain that we still do not know exactly what happened to Amelia Earhart. The U.S. government says that her plane ran out of fuel and crashed into the Pacific Ocean, but some scientists believe they have found clues that suggest she was able to land on the uninhabited Pacific island of Nikumaroro, which today is part of an island nation called Kiribati.

After reading the text, ask the following questions:

LITERAL—How often did many Americans go to the movies by 1929?

- » By 1929, many Americans went to the movies each week.

INFERENTIAL—How did the leap in technology lead to many well-known celebrities?

- » The new media—radio, movies with sound, and records—allowed even more Americans to experience the talents and exploits of all kinds of people, including performers such as Charlie Chaplin and Will Rogers and adventurers such as Charles Lindbergh and Amelia Earhart.

“The Harlem Renaissance,” pages 73–74

Scaffold understanding as follows:

Have students read the section on pages 73–74 independently.

CORE VOCABULARY—Point out the vocabulary terms *renaissance* and *repatriate*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—What was the Harlem Renaissance?

- » The Harlem Renaissance was a literary and artistic movement among Black Americans in New York City.

LITERAL—What kind of music was important in Harlem during the Harlem Renaissance?

- » Jazz music was important during the Harlem Renaissance.

INFERENTIAL—What does the sentence “Harlem, in New York City, functioned as something of a city within a city” mean?

- » It means that Harlem was unique in that it had its own artistic culture, making it in some ways different from the rest of the city.

“The Lost Generation,” page 75

Scaffold understanding as follows:

Invite a volunteer to read the section on page 75 aloud.

SUPPORT—Point out the reference to the Nobel Prize in the last paragraph of the section. Explain that Alfred Nobel was a Swedish scientist, businessman, inventor, and writer who, upon his death, established prizes to honor outstanding achievements in physics, chemistry, physiology or medicine, literature, peace, and economic sciences. Each year, prizes are given to the people who the Nobel committee decides have “conferred the greatest benefit to humankind.” Because scientists and economists often work together, two or three people may be given the prize in the same year for the same achievement. Organizations may also win the Nobel Prize.

After the volunteer reads the text, ask the following question:

LITERAL—What was the Lost Generation?

- » The Lost Generation was a group of young American artists and writers who had become disillusioned with life in the United States.

“Prohibition,” page 75

Scaffold understanding as follows:

Read the section on page 75 aloud.

CORE VOCABULARY—Point out the vocabulary terms *prohibition*, *gangster*, *bootlegger*, and *speakeasy*, and explain their meanings.

After reading the text, ask the following questions:

LITERAL—Why did organizations fight for Prohibition?

- » They believed that people’s lives would be improved if they did not drink too much and become drunk.

LITERAL—How did Prohibition become law?

- » Prohibition became law when the Eighteenth Amendment to the Constitution was passed.

LITERAL—What were the unintended consequences of Prohibition?

- » People bought alcohol from bootleggers and speakeasies bought from gangsters, which caused organized crime to become very powerful.

“The Twenties and Isolationism,” page 76

Scaffold understanding as follows:

Have students read the section on page 76 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *isolationist*, *reparations*, and *League of Nations*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—What was one reason for the isolationist sentiments of Americans in the 1920s and 1930s?

- » They looked back on World War I as a time of loss and broken promises, and they believed that the war had accomplished little.

LITERAL—How did the isolationism of the United States encourage Germany’s aggression after World War I?

- » Hitler correctly calculated that due to isolationism, the United States was unlikely to get involved in Europe if Germany became expansionist or aggressive against its neighbors, so he went ahead with his plans.

“Restrictions on Immigration,” page 77

Scaffold understanding as follows:

Invite a volunteer to read the paragraph on page 77 aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—What is a quota?

- » A quota is the number allowed, such as the number of immigrants from a certain country or group who are allowed to enter the United States.

LITERAL—Why were the quotas of immigrants from southern and eastern Europe so low in the laws passed in the 1920s?

- » The quotas were based on the numbers of people from different ethnic groups living in the United States in 1890, and there were few immigrants from southern and eastern Europe in the United States at that time.

“Rising Tensions,” pages 77–78

Scaffold understanding as follows:

Invite volunteers to read the section on pages 77–78 aloud.

CORE VOCABULARY—Point out the vocabulary term *anarchist*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—What sparked the Red Scare in 1919 and 1920?

- » The discovery of thirty-six packages that contained dynamite-filled bombs sparked the Red Scare.

LITERAL—Who were the bombs mailed to?

- » The bombs were mailed to well-known politicians, judges, government officials, newspaper editors, and businessmen.

LITERAL—Who were Sacco and Vanzetti?

- » They were Italian immigrants and anarchists who were convicted and sentenced to death for the murders of a guard and a paymaster.

“The Ku Klux Klan,” page 78

Scaffold understanding as follows:

Read the sidebar on page 78 aloud.

After reading the text, ask the following question:

LITERAL—Who did the Ku Klux Klan include in their hate-filled message?

- » The Ku Klux Klan were against people who were Catholic, Jewish, immigrants, or Black.

“The Great Depression and the Stock Market Crash,” pages 78–80

Scaffold understanding as follows:

Have students read the section on pages 78–80 independently.

CORE VOCABULARY—Point out the vocabulary terms *stock market crash*, *GDP* (*gross domestic product*), *tariff policy*, and *Federal Reserve*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—What was the Great Depression?

- » The Great Depression was the longest and most severe economic downturn in American history.

LITERAL—What caused the Great Depression?

- » The Great Depression was caused by a stock market crash that began on October 29, 1929, when stock prices plummeted and left many investors bankrupt.

“Banking Crisis,” page 81

Scaffold understanding as follows:

Read the section on page 81 aloud.

CORE VOCABULARY—Point out the vocabulary terms *corporate bond*, “run on the banks,” and *prime interest rate*, and explain their meanings.

After reading the text, ask the following questions:

LITERAL—What did people lose when the banks failed?

- » When the banks failed, people lost their life savings.

LITERAL—Why did the Hawley-Smoot Tariff backfire?

- » Other countries imposed tariffs in response to the U.S. tariff, which meant that suddenly the U.S. export market became much smaller.

“The Dark Days,” page 82

Scaffold understanding as follows:

Have students read the section on page 82 independently.

After students read the text, ask the following questions:

LITERAL—Why were people evicted from their homes?

- » They were unable to pay their mortgages or their rents because they were unemployed or receiving lower wages than before.

LITERAL—What was the Bonus Army?

- » The Bonus Army was a group of seventeen thousand veterans of World War I who had been promised a bonus and went to Washington, D.C., to demand payment of it.

LITERAL—How did President Hoover respond to the Bonus Army?

- » He directed the military to forcefully turn the Bonus Army away.

“President Franklin Roosevelt and the New Deal,” pages 83–84

Scaffold understanding as follows:

Have students read the section on pages 83–84 independently.

CORE VOCABULARY—Point out the vocabulary term *social welfare system*, and explain its meaning.

SUPPORT—Help students understand that social welfare includes government financial support of health care and education; cash benefits to those who are retired, unemployed, or have a low income; and assistance to meet basic needs through programs that provide food (WIC, SNAP, and school lunch programs) and programs that provide public housing for families, individuals, and the elderly and disabled.

After students read the text, ask the following questions:

LITERAL—What was the historic shift that the New Deal marked in the role of the federal government?

- » The New Deal placed the government on a new path of active involvement in the economy through creating new jobs and through regulation.

LITERAL—How did the New Deal reshape the nation’s political culture?

- » The New Deal brought in the idea that the government is responsible for the welfare of the nation’s citizens.

“The First New Deal (1933–1934),” pages 84–85

Scaffold understanding as follows:

Read the section on pages 84–85 aloud.

CORE VOCABULARY—Point out the vocabulary term *foreclose*, and explain its meaning.



Civics in Action Many parks and recreation grounds created by the CCC are still used today. Have students research the parks, forests, and other public lands in their community. Were any created or improved by the CCC? Students who live in Tennessee, Alabama, Mississippi, Kentucky, Georgia, North Carolina, or Virginia might also investigate their community’s connection to the TVA.

After reading the text, ask the following questions:

LITERAL—How did the government support farmers in the First New Deal?

- » The government supported farmers by paying farmers and lowering the amount of available food so that food prices would rise.

LITERAL—What types of jobs did the government create in the First New Deal?

- » The government created jobs that improved public lands and built dams and power-generating stations.

LITERAL—In the First New Deal, the government created the Federal Deposit Insurance Corporation and the Securities and Exchange Commission. What industries do these organizations regulate and insure?

- » The FDIC and SEC insure and regulate the banking and investment industries.

“The Second New Deal (1935–1938),” page 86

Scaffold understanding as follows:

Invite volunteers to read the section on page 86 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—How did the Second New Deal help workers?

- » The Second New Deal increased worker protections with the National Labor Relations Board and the Fair Labor Standards Act, which mandated a forty-hour work week, established a federal minimum wage, and restricted child labor.

LITERAL—How did the Second New Deal improve long-lasting financial security?

- » The Second New Deal included passage of the Social Security Act of 1935, which provides money to retired seniors, unemployed people, and people with long-term disabilities.

“Eleanor Roosevelt,” page 87

Scaffold understanding as follows:

Have students read the section on page 87 independently.

SUPPORT—Eleanor Roosevelt was born Anna Eleanor Roosevelt. She and Franklin were very distant cousins, and Eleanor was the niece of President Teddy Roosevelt.

After students read the text, ask the following question:

LITERAL—Who did Eleanor Roosevelt serve as a voice for?

- » Eleanor Roosevelt served as a voice for those in need.

“Roosevelt’s Court Strategy,” page 88

Scaffold understanding as follows:

Invite a volunteer to read the section on page 88 aloud.

CORE VOCABULARY—Point out the vocabulary term “pack the court,” and explain its meaning.

After the volunteer reads the text, ask the following questions:

LITERAL—What was FDR’s political misstep?

- » He proposed “packing the court” by adding a new Supreme Court justice for every standing justice over seventy years old.

LITERAL—Why did people object to FDR’s idea?

- » People objected because FDR wanted more justices simply to get his New Deal legislation through, and that strategy would keep the three branches from checking and balancing each other.

“The Dust Bowl,” pages 88–89

Scaffold understanding as follows:

Have students read the section on pages 88–89 with a partner.

After students read the text, ask the following questions:

LITERAL—What caused the dust bowl?

- » A combination of a drought and the practice of replacing native grasses with plowed fields caused the dust bowl.

EVALUATIVE—How did the dust bowl affect life in other parts of the country?

- » Dust clouds reached East Coast cities, many migrants moved to other cities and states to escape the dust bowl, and food that was usually produced in the dust bowl states was scarce, so food prices probably became higher.

"Growth of Unions," page 90

Scaffold understanding as follows:

Have students read the section on page 90 independently.

After students read the text, ask the following questions:

LITERAL—What was different about the unions that grew during the Great Depression?

- » The new unions were organized by industry but contained workers of all skill levels.

LITERAL—What did the United Auto Workers' sit-down strikes lead to?

- » The UAW's sit-down strikes led to large unions in the auto industry with half a million members.

"Upton Sinclair and Voices of Protest," page 90

Scaffold understanding as follows:

Have students read the sidebar on page 90 independently.

After students read the text, ask the following questions:

LITERAL—What did Senator Huey Long propose in his "Share Our Wealth" program?

- » Huey Long proposed massive increases in federal spending programs, an annual guaranteed family income, and a wealth tax.

LITERAL—What did End Poverty in California propose?

- » EPIC called for guaranteed pensions, tax reform, and a massive public works program.

"John Maynard Keynes," page 91

Scaffold understanding as follows:

Read the section on page 91 aloud.

CORE VOCABULARY—Point out the vocabulary term *deficit spending*, and explain its meaning.

After reading the text, ask the following questions:

LITERAL—According to Keynes's theories, how does deficit spending help when unemployment is high?

- » According to Keynes, deficit spending creates jobs and puts money in workers' hands.

LITERAL—What New Deal programs remain with us today?

- » Today, we still have important parts of the Social Security Act, the federal minimum wage law, and the federal child labor law. Also, we still have the expectation that the federal government will help us when disaster hits.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Check for Understanding as a group.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What were the main events that occurred in the United States during the 1920s and 1930s?”
 - » Key points students should cite include: the economy grew in the 1920s as the country recovered from the war and industries got going again; after 1922, the economy began to boom; advances in technology allowed Americans to enjoy automobiles, electricity, and a nationwide entertainment industry; Black Americans moved north, and the Harlem Renaissance in New York City showcased the works of many Black artists in different fields; the country resumed an isolationist attitude and restricted immigration; Prohibition, while making alcohol illegal, also gave rise to illegal operations making and selling alcohol and led to a rise in gangsterism; the stock market crash of 1929 and the Great Depression and dust bowl that followed caused poverty but also led to FDR’s New Deal legislation, which implemented aspects of the social welfare system that are still around today, such as Social Security, unemployment insurance, child labor laws, and food and housing programs.
- Choose three of the Core Vocabulary words (*modernity, moving assembly line, assembly plant, virtuoso, celluloid film, syndicated newspaper column, renaissance, repatriate, prohibition, gangster, bootlegger, speakeasy, isolationist, reparations, League of Nations, anarchist, stock market crash, GDP (gross domestic product), tariff policy, Federal Reserve, corporate bond, “run on the banks,” prime interest rate, social welfare system, foreclose, “pack the court,” or deficit spending*), and write a paragraph using the words.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

World War II (1939–1945)

The Big Question: What were the main causes of the Second World War, and who fought on either side?

Primary Focus Objectives

- ✓ Explain the rise of totalitarianism in Europe. (RI.7.2, RH.6-8.2)
- ✓ Summarize the key events of the war in Europe and in Asia. (RI.7.2, RH.6-8.2)
- ✓ Explain the involvement of the United States in World War II. (RI.7.2, RH.6-8.2)
- ✓ Describe life in the United States during the war, including the treatment of Japanese Americans. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Nazi Germany, totalitarianism, fascism, collectivized, ideological, indoctrinate, propaganda, appeasement, puppet government, orator, tyranny, embargo, asset, war bond, income tax, sabotage, internment, amphibious landing, and atomic bomb.* (L.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About World War II (1939–1945)”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

- globe or wall map of the world

Core Vocabulary (Student Volume page numbers listed below)

Nazi Germany, n. Germany, from 1933 to 1945, while under the control of Adolf Hitler and his political party, the National Socialist German Workers’ (Nazi) Party **(92)**

Example: Many people living in Nazi Germany experienced restrictions and controls on their daily lives.

totalitarianism, n. a political system in which the government controls the people completely **(95)**

Example: Under totalitarianism, people did not have the freedom to speak or travel freely.

fascism, n. an extreme nationalism in which a dictator controls the public absolutely **(95)**

Example: Mussolini introduced fascism to Italy, including an extreme ideology, and established a totalitarian government.

collectivized, adj. organized into group or state ownership rather than private ownership **(96)**

Example: With all the farms collectivized, there were no longer family farms in the Soviet Union.

ideological, adj. concerned with the beliefs of a political party or group (97)

Example: The ideological differences between American political parties include their views on taxation and immigration.

indoctrinate, v. to teach someone to fully accept an idea system and to deny free thought (98)

Example: Members of the youth movement were so indoctrinated into believing their leader that they could no longer think for themselves.

Variations: indoctrinates, indoctrinating, indoctrinated, indoctrination (n.)

propaganda, n. false or exaggerated information that is spread to encourage belief in a certain person or idea (98)

Example: Nazi propaganda blamed Jewish people for many problems that were caused by the Great Depression.

appeasement, n. the practice of meeting someone's demands in order to avoid trouble, especially when one does not agree with them (100)

Example: While disagreements made the situation worse, appeasement usually calmed the quarreling ministers.

puppet government, n. a government that looks like it is working independently but is instead controlled by another power (101)

Example: The Japanese military set up a puppet government in Manchuria, China, in 1932.

Variations: puppet governments

orator, n. public speaker (102)

Example: Barack Obama is considered by many to be a fine orator who can bring a crowd to their feet with his words.

Variations: orators

tyranny, n. an act in which one person or group illegally seizes all government power, usually ruling in a harsh and brutal way (104)

Example: The dictator's rise to power was considered an act of tyranny because he manipulated his way to the top and ruled with violence.

embargo, n. a government order that limits or stops trade (107)

Example: President Roosevelt called for an embargo on Japan in response to Japan's invasion of China.

Variations: embargoes, embargo (v.)

asset, n. something that is owned by a person, company, or country (108)

Example: For many people, their house is their most valuable asset.

Variations: assets

war bond, n. a document that promises to pay back with interest money loaned to the government for war expenses (110)

Example: The U.S. government sold war bonds to raise money to fight the war.

Variations: war bonds

income tax, n. money based on a percentage of income that people are required to pay to support the workings of the government (110)

Example: Income taxes are generally due on April 15 of each year.

Variations: income taxes

sabotage, n. the act of destroying something on purpose (112)

Example: Great Britain sent teams of operatives into enemy territory to blow up bridges and railroad tracks and perform other acts of sabotage.

Variations: sabotage (v.)

internment, n. the act of confining or imprisoning someone during a war for political reasons (112)

Example: The government viewed internment as a means of preventing Japanese Americans from helping the Japanese war effort.

Variations: internments

amphibious landing, n. a coming to shore from the sea on a craft that can navigate both water and land (114)

Example: Some boats are able to provide an amphibious landing, enabling people to disembark on dry land.

Variations: amphibious landings

atomic bomb, n. a bomb powered by energy that is created by splitting atoms (117)

Example: The atomic bomb destroyed the city, killed many of its inhabitants, and left long-lasting damage.

Variations: atomic bombs

THE CORE LESSON 35 MIN

Introduce “World War II (1939–1945)”

5 MIN

Remind students that the Great Depression left an indelible mark on the country. Throughout the 1930s, many Americans struggled to find employment, to pay their rent or mortgage, and to feed their families. Factories laid off workers as a surfeit of goods piled up. Farmers were forced to accept low prices for plentiful produce and meat. Then the dust bowl laid waste to farms in the central part of the country. The problems in the United States were not unique; it was a global depression. In fact, in some countries, conditions were far worse than in the United States. While FDR’s government got more Americans working and provided relief to the needy through New Deal programs, the desperate situation allowed leaders in other parts of the world to seize a great amount of power. These leaders would provoke another global war. Students will read about that war in this chapter.

Call students’ attention to the Big Question. Tell students to look and listen for events that led to the Second World War and information about who fought on each side as they read.

Guided Reading Supports for “World War II (1939–1945)”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Common Enemy,” pages 92–93

Scaffold understanding as follows:

Read the section on pages 92–93 aloud.

CORE VOCABULARY—Point out the vocabulary term *Nazi Germany*, and explain its meaning.



SUPPORT—Using the globe or wall map, show students the locations of the United States, Germany, Japan, Britain, and Russia. Explain that during World War II, Russia was part of a larger country called the Soviet Union.

After reading the text, ask the following questions:



LITERAL—Who did the United States fight during the Second World War?

» The United States fought Nazi Germany in Europe and Japan in the Pacific.

EVALUATIVE—According to the author, what made the Second World War most notable?

- » The Second World War was the most deadly and destructive war in history. More than fifty million soldiers and civilians, including six million Jewish people, died as a result of the war.

“Origins of the Second World War,” pages 94–95

Scaffold understanding as follows:

Have students read the section on pages 94–95 with a partner.

CORE VOCABULARY—Point out the vocabulary term *totalitarianism*, and explain its meaning. Note the base word *total* in the term and how it relates to the word’s meaning. (*Under totalitarianism, the government has total control.*)

SUPPORT—Point out to students that totalitarian leaders often have very black-and-white ideas of what should be done and who is to blame for the problems the country is experiencing. In times of hardship, citizens may be more apt to seize upon these ideas as a way to solve their problems and support the totalitarian leader that espouses them. In addition, ideas of superiority and domination can appeal to those who are downtrodden and give them a goal to work toward, as happened in Nazi Germany.

After students read the text, ask the following questions:

LITERAL—What problems in Germany allowed Adolf Hitler to take power?

- » Economic hardship caused by the Great Depression and political deadlock from too many political parties with different agendas allowed the Nazis to take power.

LITERAL—What were the main ideas in Hitler’s book, *Mein Kampf*?

- » *Mein Kampf* (*My Struggle*) said that Germans were racially superior and that Jewish people were corrupters of the nation. It also said that Germany needed to expand its territory for people of German language and culture.

“Totalitarianism in Europe,” pages 95–97

Scaffold understanding as follows:

Have students read the section on pages 95–97 independently.

CORE VOCABULARY—Point out the vocabulary terms *fascism*, *collectivized*, and *ideological*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—In which countries did totalitarianism rise during this period?

- » During this period, totalitarianism rose in Germany, Italy, Spain, and the Soviet Union.

LITERAL—How did Franco and the Spanish Civil War help Nazi and Italian military forces?

- » Nazi and Italian military forces gained experience in the Spanish Civil War, which they used in fighting World War II.

"Hitler Consolidates His Power," pages 98–101

Scaffold understanding as follows:

Have students read the section on pages 98–101 independently.

CORE VOCABULARY—Point out the vocabulary terms *indoctrinate*, *propaganda*, and *appeasement*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—How did Hitler change Germany's government when he came into power?

- » Hitler dissolved democracy and outlawed political parties other than his own.

LITERAL—What was *Kristallnacht*?

- » It was a night when Nazi mobs murdered Jewish people, arrested thousands of Jewish men, and destroyed synagogues and shops.

LITERAL—How did Hitler try to implement *Lebensraum*?

- » Hitler implemented *Lebensraum* by annexing Austria, the Sudetenland, Czechoslovakia, and Poland.

"Blitzkrieg Invasion of Poland" and "The Fall of France," page 101

Scaffold understanding as follows:

Invite volunteers to read the sections on page 101 aloud.

CORE VOCABULARY—Point out the vocabulary term *puppet government*, and explain its meaning.



SUPPORT—Using the globe or wall map, show students the locations of Poland and France.

After the volunteers read the text, ask the following questions:

LITERAL—What was blitzkrieg?

- » Blitzkrieg was "lightning war" in which the Germans used airplanes, paratroopers, tanks, armored vehicles, and infantry in a coordinated attack.

LITERAL—What happened at Dunkirk?

- » In the face of the German advance, French and British soldiers retreated to the northern French coast. From there, they were evacuated to Britain in the largest military evacuation in history.

"Winston Churchill and the Battle of Britain," pages 102–103

Scaffold understanding as follows:

Read the section on page 102–103 aloud.

CORE VOCABULARY—Point out the vocabulary term *orator*, and explain its meaning.

After reading the text, ask the following question:

LITERAL—What was the Battle of Britain?

- » The Battle of Britain was Germany's months-long aerial attack on Britain.

"The United States and the War in Europe," page 103

Scaffold understanding as follows:

Have students read the section on page 103 with a partner.

After students read the text, ask the following question:

LITERAL—Why were Americans hesitant to enter World War II?

- » Americans remembered World War I and didn't want to get involved in another world war.

"Lend-Lease," page 104

Scaffold understanding as follows:

Have students read the section on page 104 with a partner.

SUPPORT—The United States Neutrality Acts were designed to ensure that the United States would not become involved in a foreign war. The laws required arms manufacturers to get an export license. Later versions of the Neutrality Acts required immediate payment for goods ("cash-and-carry"); allowed the sale of only items that were not considered implements of war, such as raw materials; and required that the items not be sent on American ships. Lend-lease was a way to get around the provisions of the Neutrality Acts.

After students read the text, ask the following questions:

LITERAL—How did Roosevelt explain lend-lease to the American public?

- » Roosevelt used an analogy, saying that lend-lease was like lending your garden hose to a neighbor to put out a fire.

LITERAL—What form did lend-lease aid come in?

- » Lend-lease aid was sent in the form of planes, tanks, trucks, guns, ordnance, and more.

"The Four Freedoms," pages 104–105

Scaffold understanding as follows:

Invite volunteers to read the section on pages 104–105 aloud.

CORE VOCABULARY—Point out the vocabulary term *tyranny*, and explain its meaning.

After volunteers read the text, ask the following question:

LITERAL—According to Franklin Delano Roosevelt, what are the four essential human freedoms?

- » The four essential human freedoms are freedom of speech and expression, freedom of religion, freedom from want or poverty, and freedom from fear.

“The Nazis Invade the Soviet Union,” pages 105–106

Scaffold understanding as follows:

Read the section on pages 105–106 aloud.

After reading the text, ask the following questions:

LITERAL—When did the Siege of Leningrad begin and end?

- » The Siege of Leningrad began in September 1941 and continued until January 1944.

LITERAL—When did the Battle of Stalingrad take place?

- » The Battle of Stalingrad lasted from August 1942 to February 1943.

“The Holocaust,” pages 106–107

Scaffold understanding as follows:

Read the section on pages 106–107 aloud.

After reading the text, ask the following question:

LITERAL—How many Jewish men, women, and children were killed by the Nazis?

- » Six million Jewish men, women, and children were killed by the Nazis.

“Japan and the Coming of the War in the Pacific,” pages 107–108

Scaffold understanding as follows:

Invite volunteers to read the section on pages 107–108 aloud.

CORE VOCABULARY—Point out the vocabulary terms *embargo* and *asset*, and explain their meanings.

After the volunteers read the text, ask the following questions:

LITERAL—What did some military and political leaders in Japan urge the need for?

- » Some leaders in Japan urged the need for land expansion, which would bring living space, resources, and goods from the land they captured.

LITERAL—Why did Roosevelt place an embargo on Japan?

- » Roosevelt placed an embargo on Japan because the Japanese military had assaulted the capital city of China and the United States wanted to pressure the Japanese to leave.

“Pearl Harbor,” page 109

Scaffold understanding as follows:

Have students read the section on page 109 independently.

After students read the text, ask the following question:

LITERAL—What happened at Pearl Harbor, and what were the consequences?

- » Japan attacked the U.S. naval base there. As a result, the United States entered the war.

“The Home Front,” pages 109–110

Scaffold understanding as follows:

Have students read the section on pages 109–110 with a partner.

SUPPORT—Point out the word *materiel* in the first paragraph of the section. Note that materiel with a final *e* is equipment or special apparatus. For the military, materiel could include equipment such as medical supplies, tents, planes, and trucks as well as weapons used by the military.

CORE VOCABULARY—Point out the vocabulary terms *war bond* and *income tax*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—How did the work in American factories change because of the war?

- » The factories began to make materiel to support the war effort instead of goods such as cars, appliances, and toys.

LITERAL—Why was rationing important at home?

- » Rationing helped ensure that the troops had adequate supplies, including fuel, cloth, shoes, and food.

“Rosie the Riveter” and “The Double V Campaign,” pages 110–112

Scaffold understanding as follows:

Invite volunteers to read the sections “Rosie the Riveter” on page 110 and “The Double V Campaign” on pages 111–112 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—Who was Rosie the Riveter?

- » Rosie the Riveter was a fictional icon that represented women who worked in factories and shipyards as welders, riveters, mechanics, and production-line workers.

LITERAL—How did Executive Order 8802 help Black Americans during the war?

- » Executive Order 8802 barred discrimination in federal employment and by private defense contractors, so it helped Black Americans get jobs in the booming war economy.

LITERAL—What was the involvement of Mexican Americans in the war?

- » Almost half a million Mexican Americans served in the armed forces or worked in wartime industries.

“Internment of Japanese Americans,” page 112

Scaffold understanding as follows:

Read the section on page 112 aloud.

CORE VOCABULARY—Point out the vocabulary terms *sabotage* and *internment*, and explain their meanings.

After reading the text, ask the following questions:

LITERAL—Why were Japanese Americans sent to internment camps during the war?

- » Japanese Americans were sent to internment camps because the government was afraid of acts of sabotage.

LITERAL—Did being interned keep Japanese American men from serving in the United States military?

- » No, despite their poor treatment, hundreds of Japanese American men volunteered and served in the United States military.

“The United States in WWII,” page 113

Scaffold understanding as follows:

Invite a volunteer to read the section on page 113 aloud.

SUPPORT—Although they did not fill combat positions, 350,000 women served in the military during World War II. They were not directly involved in combat, but some women held dangerous jobs overseas, and some of them lost their lives.

After the volunteer reads the text, ask the following question:

EVALUATIVE—How did the portrayal of the war in newsreels differ from the reality?

- » Newsreels emphasized courage and glory in its portrayal of the war, but the realities of the war were very difficult. Many people lost their lives, and many more were physically or psychologically wounded.

“A Segregated Military: Race Prejudice in the Military,” page 113

Scaffold understanding as follows:

Invite a volunteer to read the section on page 113 aloud.

After the volunteer reads the text, ask the following question:

LITERAL—Who were the Tuskegee Airmen?

- » The Tuskegee Airmen were a segregated unit of pilots in the Air Force known as “Red Tails” because their planes had specially painted tails.

“The Use of Bombs,” page 114

Scaffold understanding as follows:

Read the section on page 114 aloud.

After reading the text, ask the following question:

LITERAL—How were bombs used in World War II?

- » In World War II, bombs were used to hit strategic military and industrial centers, but they were also used to kill civilians.

“D-Day: Operation Overlord,” pages 114–115

Scaffold understanding as follows:

Invite volunteers to read the section on pages 114–115 aloud.

CORE VOCABULARY—Point out the vocabulary term *amphibious landing*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—What happened on D-Day?

- » D-Day was the Allied amphibious landing in northern France on June 6, 1944.

LITERAL—Why was the D-Day invasion important?

- » It laid the foundation for victory in Europe.

“War Against Japan,” page 115

Scaffold understanding as follows:

Invite a volunteer to read the section on page 115 aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—What happened in the war against Japan during the first six months?

- » In the first six months, Japan won many victories, including capturing Filipino and American soldiers in the Philippines.

LITERAL—What was the Bataan Death March?

- » The Bataan Death March was a forced six-day march of more than sixty miles during which captured Filipino and American soldiers were barely fed and were beaten and bayoneted.

"Battle of Midway," pages 115–117

Scaffold understanding as follows:

Have students read the section on pages 115–117 with a partner.



SUPPORT—Direct students to the map on page 116. Help them locate Midway on the map. Then help them find Okinawa on the map. Explain that U.S. forces moved from Midway to Okinawa one island at a time in a strategy called island-hopping.

After students read the text, ask the following questions:

LITERAL—Why was the Battle of Midway so devastating for Japan?

- » The Battle of Midway was so devastating for Japan because so much of its fleet and aircraft were damaged.

LITERAL—Where did the largest amphibious assault in the Pacific take place?

- » The largest amphibious assault in the Pacific during the war took place at Okinawa.

"Manhattan Project," pages 117–118

Scaffold understanding as follows:

Read the section on pages 117–118 aloud.

CORE VOCABULARY—Point out the vocabulary term *atomic bomb*, and explain its meaning. Note that the atomic bomb is sometimes referred to as the A-bomb.



TALK IT OVER: Historians still debate whether dropping the atomic bombs was the right decision. Using the bombs arguably saved the lives of thousands of American military personnel, but at the cost of thousands of Japanese lives. While the atomic bombs had been tested, the testing was done in the American desert, and no one knew for sure what the effects would be on a populated area. With these points in mind, have students discuss or debate the decision to use the atomic bombs.

After reading the text, ask the following questions:

LITERAL—Where were the atomic bombs dropped?

- » The atomic bombs were dropped on the Japanese cities of Hiroshima and Nagasaki.

LITERAL—What happened for seven years after Japan surrendered to the United States?

- » For seven years after Japan surrendered, the United States occupied Japan and set up a representative democracy.

"Yalta and Potsdam Conferences," "Nuremberg Trials," and "G.I. Bill of Rights," pages 118–119

Scaffold understanding as follows:

Have students read the sections on pages 118–119 independently.

SUPPORT—Direct students to the graph on page 119. Talk students through reading the graph, pointing out the title, the axes, and the numbered color bars. Then ask students which countries had the highest number of casualties in the war (*Soviet Union and China*) and which country had the lowest number (*Australia*). Based on what students have read, what might account for these differences? (*Possible response: The highest number of casualties occurred in countries that had large populations and a lot of fighting.*)

SUPPORT—Although the provisions of the G.I. Bill of Rights were life changing for many G.I.s returning from the war, most Black G.I.s had a very difficult time accessing their benefits. Banks and the VA would not approve mortgages for Black families, and trade schools and colleges that allowed Black students quickly filled to capacity and could not allow more students to attend.



Civics in Action In 2004, a monument to the men and women who served in World War II opened in Washington, D.C. Today, a nonprofit organization called Honor Flight helps World War II veterans (and veterans of other wars) travel to Washington, D.C., to see their memorial. Have students look up the work of Honor Flight and how they can participate in its Welcome Home ceremonies or support its mission in other ways.

After students read the text, ask the following questions:

LITERAL—What was the reason for the Yalta and Potsdam conferences?

- » The reason for the conferences was to decide how to organize Europe, and more specifically Germany, after the war. The United States, Great Britain, France, and the Soviet Union would each occupy part of Germany and its capital, Berlin.

LITERAL—Why were the Nuremberg Trials conducted?

- » The Nuremberg Trials were conducted for the purpose of bringing Nazi war criminals to justice for “crimes against humanity.”

LITERAL—How did the G.I. Bill help returning soldiers?

- » The G.I. Bill helped veterans with health care, low-interest loans for houses, and tuition for college or trade school.

“The United Nations and Its Universal Declaration of Human Rights,” page 120–121

Scaffold understanding as follows:

Invite volunteers to read the section on pages 120–121 aloud.

After students read the text, ask the following questions:

LITERAL—Why was the United Nations created?

- » The United Nations was created as a place to solve problems without war.

LITERAL—What was one of the first actions of the United Nations?

- » One of the first actions of the United Nations was the adoption of the Universal Declaration of Human Rights, which commits nations to recognizing the basic rights and fundamental freedoms of all people.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



"CHECK FOR UNDERSTANDING" 10 MIN

Ask students to:

- Write a short answer to the Big Question: "What were the main causes of the Second World War, and who fought on either side?"
 - » Key points students should cite include: The Great Depression affected countries worldwide and opened the door to totalitarian leaders. Spain, Italy, and Germany became fascist totalitarian regimes, while Joseph Stalin governed the Soviet Union as a totalitarian communist regime. Germany and Japan both sought to gain more land for their people by taking nearby territory by force. The leading countries on the two sides of the war were the Axis Powers (Germany, Italy, and Japan) and the Allied Powers (led by Great Britain, the United States, and the Soviet Union).
- Choose four of the Core Vocabulary terms (*Nazi Germany, totalitarianism, fascism, collectivized, ideological, indoctrinate, propaganda, appeasement, puppet government, orator, tyranny, embargo, asset, war bond, income tax, sabotage, internment, amphibious landing, or atomic bomb*), and write a paragraph using the words.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

Postwar America: The Cold War, Vietnam, and the Age of Civil Rights (1945–1975)

The Big Question: What issue consumed the United States overseas and what was the main social issue at home during this time?

Primary Focus Objectives

- ✓ Describe the differences between the United States and the Soviet Union. (RI.7.2, RH.6-8.2)
- ✓ Summarize how the Cold War played out on the international stage. (RI.7.2, RH.6-8.2)
- ✓ Explain the effects of the Cold War at home. (RI.7.2, RH.6-8.2)
- ✓ Describe the civil rights movement, including its leaders, goals, and methods. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *containment*, “active internationalism,” *suburb*, *counterculture*, *plaintiff*, and *détente*. (L.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Postwar America: The Cold War, Vietnam, and the Age of Civil Rights (1945–1975)”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

- globe or wall map of the world
- video: *Duck and Cover: Bert the Turtle*

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Volume page numbers listed below)

containment, n. the act or process of keeping something within certain limits, such as stopping the spread of communism during the Cold War (124)

Example: The United States' policy of containment meant the government funded the efforts of other countries to fight communism.

“active internationalism” (phrase), a policy of working or cooperating with other nations; the opposite of isolationism (126)

Example: The work of the United Nations is a great example of active internationalism because nations work together to address global problems.

suburb, n. a town or small city within commuting, or easy traveling, distance of a large city (137)

Example: Many residents of the Chicago suburb of Barrington travel by train to work in the city.

Variations: suburbs

counterculture, n. a culture that has different values than the established society or main culture (138)

Example: The free spirit of the 1960s counterculture was in sharp contrast to the more buttoned-down culture of mainstream America.

Variations: countercultures

plaintiff, n. a person who begins a legal action (141)

Example: The plaintiff filed suit against the landscapers who damaged her yard.

Variations: plaintiffs

détente, n. a policy that relaxes tensions between nations (149)

Example: By the 1970s, the high tension of the Cold War had relaxed into détente between the superpowers.

THE CORE LESSON 35 MIN

Introduce “Postwar America: The Cold War, Vietnam, and the Age of Civil Rights (1945–1975)”

5 MIN

Remind students what they learned about U.S. involvement in World War II. Americans at the start of World War II were very reluctant to enter into another war. The Great Depression had left Americans and people around the world in desperate straits. In the United States, President Roosevelt’s New Deal programs helped industry, unemployed workers, and the poor, but in Europe, the Great Depression allowed the rise of totalitarian leaders. President Roosevelt walked a line to aid Britain in the war against Germany without actually committing the United States to war using programs such as lend-lease. Eventually Japan, allied with Germany, attacked Pearl Harbor. This act caused the United States to declare war on Japan, whereupon Germany declared war on the United States. The United States committed a formidable amount of resources, both human and materiel, to the war effort, bolstering the United States economy and giving the Allies a huge boost. Men, women, and children took part in the war effort. D-Day brought soldiers to the shores of France to invade in amphibious vehicles—the largest amphibious invasion ever staged. By May 1945, the war in Europe was ended. The war with Japan would end on August 14, 1945. Having given both materiel and human aid during the war and having helped achieve victory, the United States ended the war in a position of great strength—the economy was booming, and the country did not need to rebuild as European nations did. After the war, the United States dedicated time and money to helping restore the war-torn nations overseas while experiencing economic and social growth at home. Students will read about these experiences in this chapter.

Call students' attention to the Big Question. Tell students to read and look carefully at the chapter to find out what issue consumed the United States in terms of international relations and what issue was the main social issue at home during this time.

Guided Reading Supports for “Postwar America: The Cold War, Vietnam, and the Age of Civil Rights (1945–1975)”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Introduction to the Era,” pages 122–123

Scaffold understanding as follows:

Read the section on pages 122–123 aloud.



SUPPORT—Using a globe or world map, show students the locations of the United States and the Soviet Union (present-day Russia and surrounding states).

SUPPORT—Point out the phrase “per capita GDP” in the last paragraph of the section. Explain that *per capita* means for each person in the population and that the gross domestic product (GDP) is the total value of all goods and services produced in the United States. So, the per capita GDP is the value of all goods and services produced in the United States divided by the number of people in the United States. This number can be a useful one because it allows comparisons between different eras or different countries and shows how well the country is doing economically.

After reading the text, ask the following questions:

LITERAL—What does the term “cold war” mean?

- » The term “cold war” means a conflict in which countries do not fight each other directly with weapons.

LITERAL—Why were the decades following World War II known as the “golden era” of American economic growth?

- » The three decades after World War II were years in which the United States, already the richest country in the world, experienced incredible economic growth.

“Differing Worldviews,” page 123

Scaffold understanding as follows:

Have students read the section on page 123 independently.

SUPPORT—Reiterate with students that the way we refer to nations has changed over time. The common terms after World War II (First World, Second World, and Third World) set apart the capitalist, industrialized nations (the First World) from the communist nations (the Second World) and the poorer nations that were not part of either of the Cold War alliances (the Third World). Those terms are not used today. Instead, the preferred terms are “developed nations” and “developing nations,” which refer to economic standing and access to education, health care, and human rights.

After students read the text, ask the following questions:

LITERAL—Which countries were considered part of the First World?

- » Most of the countries in Western Europe, Canada, Japan, Australia, New Zealand, and the United States were all considered to be First World countries.

LITERAL—Which countries were considered part of the Second World?

- » The countries in the Soviet bloc in Eastern Europe were the main countries that were considered Second World countries.

“Containment and the Truman Doctrine,” pages 124–125

Scaffold understanding as follows:

Invite volunteers to read the section on pages 124–125 aloud.

CORE VOCABULARY—Point out the vocabulary term *containment*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—What was the Truman Doctrine?

- » The Truman Doctrine was the U.S. policy to support “free peoples” (countries) who were fighting against becoming communist around the world.

LITERAL—What was the problem with containment and the Truman Doctrine?

- » The United States supported some brutal, authoritarian dictators simply because those dictators opposed communism.

“An Ideological Battle,” page 125

Scaffold understanding as follows:

Have students read the section on page 125 independently.

SUPPORT—Point out the word *sham* in the first paragraph of the section. Explain that a sham is a hoax or a trick meant to fool people into thinking something that is not true. Sham elections are held for show. The results do not actually reflect the will of the people.

After students read the text, ask the following question:

LITERAL—What was life like in the Soviet Union?

- » Life in the Soviet Union was a life without freedom. There was no freedom of speech, no freedom of religion, and no freedom to peaceably assemble. Anyone who disagreed with the government could be arrested and imprisoned or killed. Elections were not real. They were for show. And the government controlled the economy.

“Churchill’s Iron Curtain Speech,” pages 125–126

Scaffold understanding as follows:

Invite a volunteer to read the section on pages 125–126 aloud.

After the volunteer reads the text, ask the following question:

LITERAL—What was the “iron curtain”?

- » The iron curtain was the divide between the Soviet sphere of influence and Western democracies.

“Postwar Europe,” pages 126–127

Scaffold understanding as follows:

Have students read the section on pages 126–127 with a partner.

CORE VOCABULARY—Point out the vocabulary term “active internationalism,” and explain its meaning.

After students read the text, ask the following questions:

LITERAL—What was the state of Europe after World War II?

- » The countries of Europe were in ruins, both physically and economically.

LITERAL—How did the United States help Europe after the war?

- » It released its allies from having to pay for weapons obtained through lend-lease during the war, and it gave billions of dollars in aid through the Marshall Plan.

LITERAL—How did the Marshall Plan benefit the American economy?

- » Europeans used money obtained through the Marshall Plan to purchase food, tools, and farming and industrial equipment from American businesses. This provided jobs for American workers.

“New Initiatives,” page 127

Scaffold understanding as follows:

Have students read the section on page 127 independently.

SUPPORT—Remind students that tariffs are fees that are added to the price of imported goods and paid to the government of the importing country. These fees increase the cost of goods for the consumer and are often used by countries to encourage their citizens to buy goods that are made in their home country instead of imported goods.

After students read the text, ask the following questions:

LITERAL—What does the World Bank do?

- » The World Bank helps developing nations with loans, policy advice, and technological assistance.

LITERAL—What is the General Agreement on Tariffs and Trade (GATT)?

- » The GATT is an agreement that keeps tariffs low to allow freer trade between nations.

“Berlin Airlift and Mao Zedong,” pages 127–128

Scaffold understanding as follows:

Have students read the section on pages 127–128 independently.



SUPPORT—Using a globe or world map, point out the location of Berlin in Germany. Explain that today, Berlin is a united city, but after World War II, it was divided into eastern and western parts.



SUPPORT—Use the globe or world map to show students the location of China. Note the long border that China shares with Russia, formerly the Soviet Union.

After students read the text, ask the following questions:

LITERAL—What did the United States, Britain, and the Soviet Union decide to do with Germany after the war?

- » The Allies agreed to divide Germany and also Berlin, which was in East Germany, into eastern and western parts after the war.

LITERAL—What was the Berlin Airlift?

- » Stalin ordered that the train and truck routes into Berlin be closed, thinking that then West Berlin would be without supplies and would be turned over to the Soviet Union in desperation. Instead, the United States and Britain supplied West Berlin through airlifts for eleven months—until Stalin reopened roads and rails into West Berlin.

LITERAL—What happened in China in 1949?

- » In 1949, the Chinese Communist Party took control of China.

“NATO and the Warsaw Pact,” pages 128–129

Scaffold understanding as follows:

Invite a volunteer to read the section on pages 128–129 aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—What is NATO?

- » NATO is the North Atlantic Treaty Organization, an alliance consisting of the United States and eleven other nations that have pledged to defend one another if one of them is attacked.

LITERAL—What was the Warsaw Pact?

- » The Warsaw Pact was a military alliance among Soviet satellite countries in Eastern Europe.

“The Korean War,” page 129

Scaffold understanding as follows:

Have students read the section on page 129 with a partner.



SUPPORT—Using a globe or world map, point out the locations of the Korean Peninsula and North and South Korea. Note their proximity to China.

SUPPORT—Remind students that like the landing at Inchon, D-Day was also an amphibious landing. However, the size of the landing at Inchon was much smaller than the D-Day assault.

After students read the text, ask the following question:

LITERAL—How are North Korea and South Korea different?

- » North Korea is a communist country and one of the poorest countries in the world, while South Korea is a capitalist and democratic country and among the world’s richest countries.

“Soviet Satellite States, Repression, and the Berlin Wall,” pages 130–131

Scaffold understanding as follows:

Have students read the section on pages 130–131 with a partner.

SUPPORT—Point out the word *satellite* in the section title. Students may be familiar with the term in a scientific context, as an object that orbits a bigger object. In this instance, though, the term refers to a country that is controlled economically and politically by a more powerful country.



SUPPORT—Using a globe or world map, point out the region of Eastern Europe described in the section: Poland, Bulgaria, Romania, Czech Republic and Slovakia (formerly Czechoslovakia), and Hungary.

After students read the text, ask the following questions:

LITERAL—How were Poland, Bulgaria, and Romania forced to become Soviet satellites?

- » Stalin ordered the assassination of their non-communist leaders.

LITERAL—What was the purpose of the Berlin Wall?

- » The purpose of the wall was to serve as a barrier and to keep people in the city of East Berlin from escaping to the west.

“Un-American Activities,” pages 131–132

Scaffold understanding as follows:

Invite volunteers to read the section on pages 131–132 aloud.

SUPPORT—Point out the word *blacklists* at the end of the first paragraph of the section. Explain that a blacklist is a means of punishing or controlling people. People or organizations on a blacklist may have trouble finding work or funding, or they may be boycotted.

SUPPORT—Note the phrase “witch hunts” in the last paragraph of the section. Explain that the term “witch hunt” refers back to the witch trials in Salem, Massachusetts, in the 1600s. Today, the term is used to describe the practice of harassing people who have views that are unpopular or counter to the norm.

After volunteers read the text, ask the following questions:

LITERAL—What types of actions did the United States take because of the government’s fear of communist ideology?

- » The government worked to track down communists and required many Hollywood actors, writers, and directors to come before committees.

LITERAL—Who was Senator Joseph McCarthy?

- » He was a senator who held hearings and accused many people of being communists.

“The FBI and the CIA,” page 132

Scaffold understanding as follows:

Have students read the section on page 132 independently.

SUPPORT—Point out the word *brief* in the first paragraph of the section. Explain that a brief is the official set of expectations, instructions, or responsibilities for a group or a particular assignment. Here it refers to the responsibilities given to the FBI’s COINTELPRO.

After students read the text, ask the following question:

LITERAL—How are the FBI and CIA similar and different?

- » Both the FBI and the CIA gather intelligence. The FBI, however, has a law enforcement function, and the CIA does not. The FBI can investigate “U.S. persons,” but the CIA cannot.

“The Space Race, Cuba, and the Kennedy Years,” pages 133–134

Scaffold understanding as follows:

Have students read the section on pages 133–134 with a partner.



SUPPORT—Use a globe or world map to point out the location of Cuba.

After students read the text, ask the following question:

LITERAL—What was the Cuban Missile Crisis?

- » After U.S. spy planes detected Soviet missile sites in Cuba, President Kennedy ordered a blockade of Cuba and demanded that the Soviet Union remove the missiles. After several tense days, the Soviets agreed to remove the missiles, and the United States agreed it would not try to invade Cuba again.

“The Assassination of President Kennedy,” page 134

Scaffold understanding as follows:

Read the section on page 134 aloud.

After reading the text, ask the following questions:

LITERAL—How did President Kennedy die?

- » He was assassinated by Lee Harvey Oswald.

LITERAL—How did President Kennedy’s legacy continue after his death?

- » President Lyndon Johnson used Kennedy’s initiatives to build civil rights and Great Society programs, and during Johnson’s administration, the United States landed an astronaut on the moon.

“Fear and Deterrence in the Atomic Age,” pages 135–136

Scaffold understanding as follows:

Invite volunteers to read the section on pages 135–136 aloud.

SUPPORT—Point out the picture on page 136 of children ducking and covering under their desks at school. If your school is in an area that is prone to earthquakes, students may be familiar with this sort of drill. Explain that public awareness campaigns taught Americans to duck and cover in case of a nuclear emergency. A cartoon character named Bert the Turtle was featured in some of these campaigns. To give students an idea of what these PSAs looked like, show the video *Duck and Cover: Bert the Turtle*.

After volunteers read the text, ask the following questions:

LITERAL—When did the nuclear arms race begin, and why?

- » The nuclear arms race began when the Soviet Union tested its first nuclear bomb in 1949. This touched off the nuclear arms race because during the Cold War, each country wanted to have more nuclear weapons than the other.

LITERAL—What does MAD (mutually assured destruction) mean, and why was it considered a deterrence to war?

- » MAD was the idea of nuclear deterrence through ensuring that if one of the nations started a nuclear war, both nations would be destroyed. Neither nation wanted to start a war that would destroy their nation as well as the enemy’s.

“The Baby Boom Years,” pages 136–138

Scaffold understanding as follows:

Have students read the section on pages 136–138 independently.

CORE VOCABULARY—Point out the vocabulary terms *suburb* and *counterculture*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—How did television ownership change between 1946 and 1960?

- » Between 1946 and 1960, television ownership went from seven thousand sets to fifty-two million sets in the United States.

LITERAL—How did the rise of the suburbs change lives for many families?

- » Millions of growing families moved out of their crowded city apartments into the more spacious houses and yards of the suburbs.

“The Vietnam War,” pages 138–140

Scaffold understanding as follows:

Invite volunteers to read the section on pages 138–140 aloud.



SUPPORT—Use a globe or world map to point out the locations of Vietnam, Cambodia, and Laos. Explain that before and during World War II, these nations were a French colony called French Indochina. They all won independence from France in the early 1950s.

After volunteers read the text, ask the following questions:

LITERAL—What was the domino theory?

- » The domino theory expressed a fear that if one nation fell to communism, all of the nearby countries would also fall to communism.

LITERAL—What types of fighting defined the Vietnam War?

- » Fighting in the Vietnam War included jungle warfare with air strikes, organized attacks by the North Vietnamese and the Viet Cong, murders by American soldiers in My Lai, bombings of Vietnam and supply lines in Laos and Cambodia, and chemical weapons that caused leaves to drop off trees or burned forests, villages, and people.

LITERAL—How did the American public respond when they learned what was happening in the war?

- » Some supported the war effort, while others wanted the United States to pull out of the war. Many antiwar protests occurred.

“The Civil Rights Movement,” pages 140–141

Scaffold understanding as follows:

Have students read the section on pages 140–141 independently.

CORE VOCABULARY—Point out the vocabulary term *plaintiff*, and explain its meaning. Note that the person, group, or organization sued by the plaintiff is called the defendant.

After students read the text, ask the following questions:



INFERENTIAL—What was the civil rights movement?

- » The civil rights movement was the effort by Black Americans to win equality and guarantee their constitutional rights.

LITERAL—What events began to break down the barriers to civil rights in the late 1940s and early 1950s?

- » Jackie Robinson integrated Major League Baseball, President Truman integrated the United States military, and the Supreme Court declared that public schools must be integrated in *Brown v. Board of Education*.

“Organized Resistance,” page 142

Scaffold understanding as follows:

Invite volunteers to read the section on page 142 aloud.

After volunteers read the text, ask the following questions:

LITERAL—Why did President Eisenhower send troops to Little Rock, Arkansas?

- » President Eisenhower sent troops to Little Rock to protect nine Black high school students as they went to school.

LITERAL—What did Governor George Wallace do to defend segregation?

- » Wallace personally blocked the door of a building on the University of Alabama’s campus to keep Black students from registering for classes.

“The Civil Rights Movement Takes Shape,” pages 142–143

Scaffold understanding as follows:

Have students read the section on pages 142–143 with a partner.

After students read the text, ask the following questions:

LITERAL—Who was Emmett Till?

- » Emmett Till was a fourteen-year-old Black boy who was murdered for allegedly offending a white woman in a grocery store in Money, Mississippi.

LITERAL—What did Rosa Parks do?

- » Rosa Parks refused to give up her bus seat to a white rider in Montgomery, Alabama, sparking a year-long bus boycott in the city. The boycott ended when the Supreme Court ruled that segregation on public buses was unconstitutional.

“I Have a Dream,” pages 144–146

Scaffold understanding as follows:

Have students read the section on pages 144–146 independently.

SUPPORT—Tell students that key provisions of the Voting Rights Act were struck down by the Supreme Court in 2013. Since then, there has been a push for a new Voting Rights Act named for civil rights leader and former U.S. Congressman John Lewis.



Civics in Action Tell students that the John Lewis Voting Rights Act is not the only proposed legislation that affects citizens’ voting rights. Have students search for new or proposed voting legislation in their state. What changes are being proposed? How will those changes affect who can vote or how people can vote? Some students may wish to contact their state legislators to find out more information; others may wish to write expressing an opinion.

After students read the text, ask the following questions:

LITERAL—Who were the Freedom Riders?

- » The Freedom Riders were groups of Black and white civil rights activists who rode buses together into the South. They were beaten, and one bus was firebombed. It became so dangerous that federal marshals were sent to protect them.

LITERAL—What other events were important acts of protest during the civil rights movement?

- » The registration of Black voters, Martin Luther King Jr.’s arrest and “Letter from Birmingham Jail,” Martin Luther King Jr.’s “I Have a Dream” speech, and the Selma to Montgomery march were all important acts of protest.

“Lyndon Johnson’s Great Society,” page 147

Scaffold understanding as follows:

Read the section on page 147 aloud.



TALK IT OVER: Tell students that even today, there is discussion and debate over the Great Society programs created by LBJ, from what services should be offered to who should qualify and how the programs should be paid for. Explain that while these programs have had some successes, poverty is still a problem in this country. Lead a discussion or debate about the best way(s) to address the issue of poverty. Is it solely the responsibility of government to end poverty? Is there anything businesses or private citizens can do? Are there other kinds of solutions?

After reading the text, ask the following question:

LITERAL—What problems in American society did Lyndon Johnson’s Great Society programs target?

- » The Great Society programs targeted poverty and racial injustice.

“Malcolm X,” pages 147–148

Scaffold understanding as follows:

Invite volunteers to read the section on pages 147–148 aloud.

After volunteers read the text, ask the following questions:

LITERAL—Why did Malcolm X believe that Martin Luther King Jr.’s efforts would fail?

- » Malcolm X believed that for Dr. King’s efforts to succeed, enough people would have to believe there was a problem, and Malcolm X did not believe there were enough people with that view.

LITERAL—What was one cause of riots, such as the Watts riots, in the 1960s?

- » One cause of the riots was Black Americans’ long-standing stance against racial injustices.

“The Nixon Years,” pages 148–149

Scaffold understanding as follows:

Read the section on pages 148–149 aloud.

CORE VOCABULARY—Point out the vocabulary term *détente*, and explain its meaning.

After reading the text, ask the following questions:

LITERAL—Why did President Nixon resign?

- » He was accused of obstruction of justice, abuse of power, and contempt of Congress in the Watergate scandal, and he resigned rather than face impeachment.

LITERAL—How did the policy of *détente* change the Cold War?

- » It lessened Cold War tensions with the Soviet Union and with China.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Check for Understanding as a group.



"CHECK FOR UNDERSTANDING" 10 MIN

Ask students to:

- Write a short answer to the Big Question: "What issue consumed the United States overseas and what was the main social issue at home during this time?"
 - » Key points students should cite include: the Cold War led to constant tensions between the United States and the Soviet Union, and also China; the United States used a policy of containment, or supporting anti-communist governments; the United States supported the rebuilding of Europe financially, and the Marshall Plan helped rebuild both the American economy and Europe; the United States became involved in conflicts in Korea and Vietnam in hopes of containing the spread of communism; fear of communism spread to the United States, and the government, Senator McCarthy, and the FBI and CIA under Director J. Edgar Hoover tried to root out communists; two conflicts in Cuba led to agreements between the Soviet Union and the United States, removing nuclear weapons from Cuba and Turkey; the suburbs and American car culture grew, but so did counterculture, especially during the Vietnam War; the civil rights movement was the main social issue at home during this time, leading to the integration of Major League Baseball, the integration of public schools after the Supreme Court's *Brown v. Board of Education* verdict, and the Montgomery bus boycott; voter drives and nonviolent protests led by people such as John Lewis and Martin Luther King Jr. led to the passage of the Civil Rights Act of 1964; Malcolm X and the Black Power movement also fought for civil rights.
- Choose three of the Core Vocabulary words (*containment*, "active internationalism," *suburb*, *counterculture*, *plaintiff*, or *détente*), and write a paragraph using the words.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

The United States at Home and on the World Stage (1975–2000)

The Big Question: What were some of the main challenges facing the United States in the last twenty-five years of the 1900s?

Primary Focus Objectives

- ✓ Identify key scientific and technological developments of the late 1900s. (RI.7.2, RH.6-8.2)
- ✓ Describe the different activist movements of the late 1900s. (RI.7.2, RH.6-8.2)
- ✓ Summarize the presidencies of Gerald Ford, Jimmy Carter, Ronald Reagan, George H. W. Bush, and Bill Clinton. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *human genome*, *global commerce*, *discriminatory practices*, *reevaluation*, “conscientious individual behavior,” *pesticide*, *toxic industrial waste*, *climate change*, *greenhouse gas emissions*, *reliant*, *embargo*, *deregulation*, *national debt*, and “centrist wing.” (L.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About The United States at Home and on the World Stage (1975–2000)”:

www.coreknowledge.org/ckhg-online-resources

Note: This chapter references historical events that some people may see as controversial. You may wish to review the content of this chapter in advance, before presenting it to students.

Core Vocabulary (Student Volume page numbers listed below)

human genome, n. the full sequence of genes—the parts of the cell that control the way someone looks, their growth, etc.—that humans possess (152)

Example: Understanding the human genome helps scientists better predict inherited diseases.

Variations: human genomes

global commerce, n. the worldwide buying and selling of goods and services (152)

Example: Global commerce can clearly be seen in the cargo ships that carry electronics from China to the United States and grains and beans from the United States to China.

discriminatory practices, n. usual actions that are prejudiced against a group (156)

Example: Some immigrants have at times experienced discriminatory practices such as unequal pay.

Variations: discriminatory practice

reevaluation, n. the process of thinking about the significance or worth of something again (156)

Example: Reevaluation of traditional male and female family roles has led to a more equal division of labor in many households.

Variations: reevaluate (v.)

“conscientious individual behavior” (phrase), making personal choices according to what is right rather than personal desires (160)

Example: Conscientious individual behavior led to the sudden appearance of new electric cars in the neighborhood.

pesticide, n. a chemical or other substance used to kill pests (161)

Example: The pesticide killed insects as it was meant to, but it also killed birds and fish.

Variations: pesticides

toxic industrial waste, n. poisonous material that is created in the manufacturing process (161)

Example: The toxic industrial waste that the factory dumped in the stream washed into the water supply.

climate change, n. a long-term change in global climate and weather patterns (163)

Example: Climate change has led to more severe storms, as well as droughts and wildfires.

greenhouse gas emissions, n. substances that are released into the air that trap heat from the sun in Earth’s atmosphere (163)

Example: Coal-fired power plants lead to huge amounts of greenhouse gas emissions.

reliant, adj. depending on something or someone (163)

Example: The United States is still reliant on fossil fuels for transportation, but that is changing as electric vehicles become more popular.

Variations: reliance (n.)

embargo, v. to issue an order that prohibits trade (165)

Example: The United States embargoed grain shipments to the Soviet Union, which led to shortages in the U.S.S.R.

Variations: embargoes, embargoing, embargoed, embargo (n.)

deregulation, n. the process of taking away regulations or restrictions (167)

Example: Some people believe that deregulation keeps business competition high and prices for goods low.

national debt, n. the amount of money that the government of a country owes to lenders such as banks, companies, or other countries (168)

Example: The national debt is likely to rise in times of war and times of financial crisis because the government spends more money than it brings in.

Variations: national debts

“centrist wing” (phrase), a part of a political party or an organization that holds moderate views (172)

Example: The centrist wing of the party wanted slow, small changes instead of the large, sweeping reforms called for by the far left of the party.

Variations: centrist wings

Introduce “The United States at Home and on the World Stage (1975–2000)” 5 MIN

Remind students of what the United States experienced in the decades immediately after World War II. The United States emerged from the war as a superpower and took on the task of helping Europe rebuild. As the U.S.S.R. gathered countries behind the iron curtain, the United States worked to prevent communism from spreading, engaging in conflicts in Korea and then Vietnam. As the American economy began to boom and veterans took advantage of G.I. Bill programs, the suburbs and a car culture also grew. The 1950s and 1960s saw a resurgence of the civil rights movement, with Black Americans and allies working to make life in the United States fairer for Black Americans. The Supreme Court struck down segregation policies in schools, and President Johnson signed landmark civil rights legislation. A counterculture movement protested government policies, especially as they regarded the Vietnam War. President Nixon opened communication with China and eased tensions with the Soviet Union, but he resigned in the wake of the Watergate scandal. In this chapter, students will explore the twenty-five years after Nixon’s resignation.

Call students’ attention to the Big Question. Tell students to look for challenges the United States faced in the last twenty-five years of the 1900s.

Guided Reading Supports for “The United States at Home and on the World Stage (1975–2000)”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Screens and More Screens,” pages 150–152

Scaffold understanding as follows:

Read the section on pages 150–152 aloud.

CORE VOCABULARY—Point out the vocabulary terms *human genome* and *global commerce*, and explain their meanings.

After reading the text, ask the following questions:

LITERAL—How did television shows reflect divisions and social tensions in American society?

- » *Roots* told the story of a Black American family through time, *The Mary Tyler Moore Show* portrayed the life of a career woman, and *All in the Family* showed the story of a white family dealing with economic and social issues that many were dealing with at that time.

LITERAL—What advances in science and technology were made in the 1980s and 1990s?

- » Advances included the space shuttle, the Hubble Space Telescope, the mapping of the human genome, the development of the Internet and the World Wide Web, the use of email, and the building of the International Space Station.

"The Rise of Social and Environmental Activism," page 153

Scaffold understanding as follows:

Have students read the section on page 153 independently.

Note: Students who completed Volume 1 of the program may recall learning about the massacre at Wounded Knee in the chapter about westward expansion after the Civil War.

SUPPORT—Note that Native American reservations, where many Native Americans live, are considered federal property that is held in trust for Native American nations that have a treaty or agreement with the United States. Although some of these lands correspond to the traditional territory of the Native American nations that inhabit them, others are simply land that the United States government forced those particular nations to move to in order to free lands for settlers. Although the nations are considered separate sovereign nations from the United States, they do not have the same system of help as states and municipalities in the United States, so demonstrations and new laws such as the Indian Self-Determination and Education Assistance Act of 1975 have been necessary.

After students read the text, ask the following questions:

LITERAL—What were the goals of the American Indian Movement?

- » AIM wanted to achieve better health care, housing, employment, education, and economic development for Native Americans.

LITERAL—Why did AIM activists choose the town of Wounded Knee as the site of one of their protests?

- » Wounded Knee was the site of a massacre of Lakota Sioux at the hands of the United States Army.

"César Chávez and United Farm Workers," page 154

Scaffold understanding as follows:

Have students read the section on page 154 with a partner.

After students read the text, ask the following questions:

LITERAL—Who were important figures in the struggle for migrant rights?

- » César Chávez, Dolores Huerta, and Larry Itliong were leaders of the United Farm Workers.

LITERAL—What was one technique the United Farm Workers used to educate the public and bring changes to assist migrant farmworkers?

- » The UFW used a nationwide boycott of table grapes to educate the public and to force an agreement that led to better working conditions, wages, and benefits for migrant workers.

“Women’s Rights,” pages 155–159

Scaffold understanding as follows:

Have students read the section on pages 155–159 independently.

CORE VOCABULARY—Point out the vocabulary terms *discriminatory practices* and *reevaluation*, and explain their meanings.

Note: Students may recall learning the term *discrimination* in Chapter 1. Discrimination is unfair treatment of a person or group because of beliefs about that group of people. Discriminatory practices are the actions that make up that unfair treatment.

SUPPORT—The ERA did not achieve the number of state votes needed to ratify the amendment by the deadline, but in recent years, three additional states have voted to ratify the amendment—Nevada in 2017, Illinois in 2018, and Virginia in 2020—and a joint resolution has been introduced in Congress to eliminate the original deadline and allow the amendment to become law.

After students read the text, ask the following questions:

EVALUATIVE—Why was a national women’s movement necessary?

- » A national women’s movement was necessary because women did not have equality in employment, education, or political representation.

LITERAL—What changes did Title IX of the 1972 Education Amendments Act cause in colleges and universities?

- » Title IX improved the balance of men’s and women’s sports teams in universities and ensured that programs that received federal funds did not allow discrimination on the basis of sex.

LITERAL—What new opportunities have arisen for women since the women’s rights movement?

- » Women have had more opportunities in the workplace in general and in sports, both at the university level and professionally; today, more women than men go to college, earn graduate degrees, and complete medical and law schools; and women have since held jobs as Supreme Court justices, astronauts, legislators, company executives, and even the vice president of the United States.

“Housing, Busing, and Affirmative Action,” page 160

Scaffold understanding as follows:

Invite volunteers to read the section on page 160 aloud.

SUPPORT—Note that during this period, other groups also received acknowledgement of their rights from the federal government. In 1988, Japanese Americans whose families had been interned during World War II received a public apology from the president and a reparations payment from the government. In 1990, disabled Americans achieved passage of the Americans with Disabilities Act (ADA), which prohibits discrimination against people with disabilities in employment, transportation, public accommodations, access to government programs, and communications.

After the volunteers read the text, ask the following questions:

LITERAL—What changes continued to help Black Americans receive civil rights?

- » The 1968 Fair Housing Act provided help with housing, the Supreme Court’s ruling upholding busing continued to achieve racial integration in public schools, and affirmative action began to increase Black Americans’ chances of getting into colleges and getting jobs.

LITERAL—In which state was the first Black American governor elected?

- » The first Black American governor was Douglas Wilder of Virginia.

“Environmental Activism,” pages 160–161

Scaffold understanding as follows:

Read the section on pages 160–161 aloud.

CORE VOCABULARY—Point out the vocabulary terms “conscientious individual behavior” and *pesticide*, and explain their meanings.

After reading the text, ask the following questions:

LITERAL—Why was the environmental movement led by Rachel Carson and others important?

- » The environmental movement pointed out harmful substances and behaviors that could ruin the environment and cause species to become extinct.

LITERAL—What federal agency is in charge of protecting the environment?

- » The Environmental Protection Agency is charged with regulating pollutants to protect “public health and welfare.”

“Environmental Disasters,” pages 161–163

Scaffold understanding as follows:

Have students read the section on pages 161–163 independently.

CORE VOCABULARY—Point out the vocabulary terms *toxic industrial waste*, *climate change*, and *greenhouse gas emissions*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—What does the federal “Superfund law” require?

- » The federal Superfund law requires the EPA to investigate and supervise the cleanup of Superfund sites.

INFERENTIAL—How did the meltdown at Three Mile Island affect the future of nuclear power in the United States?

- » The meltdown ended the building of new nuclear plants in the United States, and no new facilities have been built since that incident.

LITERAL—Why do most nations seek to reduce greenhouse gas emissions?

- » Greenhouse gas emissions contribute to climate change, which has been linked to rising temperatures around the globe. Higher temperatures put the whole planet at risk.

“President Ford,” pages 163–164

Scaffold understanding as follows:

Invite volunteers to read the section on pages 163–164 aloud.

CORE VOCABULARY—Point out the vocabulary term *reliant*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—What challenge did President Ford face during his two and a half years as president?

- » Ford faced an economic recession and “stagflation,” a time when there was price inflation and no job growth.

LITERAL—How did President Ford try to move the nation away from its dependence on foreign oil?

- » Ford supported the Energy Policy Conservation Act of 1975. This provided money for research into alternative energy, set mileage standards for American cars, and encouraged the expansion of domestic oil and coal production.

“President Carter,” pages 164–166

Scaffold understanding as follows:

Have students read the section on pages 164–166 independently.

CORE VOCABULARY—Point out the vocabulary term *embargo*, and explain its meaning.

Note: Students may recall learning the word *embargo* as a noun in Chapter 5. *Embargo* can be used as a noun or a verb. In this chapter, it is used as a verb.

After students read the text, ask the following questions:

LITERAL—What were the Camp David Accords?

- » The Camp David Accords were peace agreements between Egypt and Israel that President Carter helped negotiate.

LITERAL—Why did President Carter embargo grain shipments to the Soviet Union and pull American athletes from the 1980 Olympic games in Moscow?

- » Carter embargoed grain and boycotted the Olympics in response to the Soviet invasion of Afghanistan.

LITERAL—What happened in Iran in 1979?

- » In early 1979, the new government of Iran, led by the Ayatollah Khomeini, seized the U.S. embassy in Iran and took Americans hostage. A rescue attempt in 1980 failed. The hostages were released minutes after President Carter ceased to be president.

"President Reagan and the New Right," pages 166–167

Scaffold understanding as follows:

Have students read the section on pages 166–167 with a partner.

CORE VOCABULARY—Point out the vocabulary term *deregulation*, and explain its meaning.

SUPPORT—Remind students that they learned the word *regulate* (to control or place limits on) in Chapter 1. Deregulation is the opposite. It is the removal of controls or limits.

SUPPORT—Ronald Reagan began his career as an actor, starring in popular movies. He served as governor of California before running for president. Today, Reagan remains the standard-bearer for American conservatism.

After students read the text, ask the following questions:

LITERAL—How is a conservative often described?

- » A conservative is often described as someone who wants to hold on to traditional practices, values, ideas, and ideals.

LITERAL—What issues were an important part of Reagan's platform?

- » Reagan supported deregulation, a free market economy, the need to defeat communism, and school choice. He opposed abortion rights and *Roe v. Wade*. He was against affirmative action for women and Black Americans and appointed conservative justices to the Supreme Court.

"The Reagan Revolution," page 168

Scaffold understanding as follows:

Read the section on page 168 aloud.

CORE VOCABULARY—Point out the vocabulary term *national debt*, and explain its meaning.

After reading the text, ask the following questions:

LITERAL—How did Reagan treat social welfare programs?

- » Reagan raised Social Security payments and kept Medicare payments the same, but he cut food stamps, low-income housing, and school lunch programs.

LITERAL—What was the effect of Reagan's tax cuts and his increase in defense spending?

- » The national debt more than doubled during Reagan's time in office.

"Reagan's Foreign Policy," pages 168–170

Scaffold understanding as follows:

Invite volunteers to read the section on pages 168–170 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—Which nation did Reagan call an “evil empire”?

- » Reagan called the Soviet Union an “evil empire.”

LITERAL—What was the Reagan idea nicknamed “Star Wars”?

- » “Star Wars” was Reagan’s idea for a missile defense system in space, but it turned out that the technology to build it did not exist.

“President George H. W. Bush,” pages 170–171

Scaffold understanding as follows:

Have students read the section on pages 170–171 with a partner.

After students read the text, ask the following questions:

LITERAL—Who did President Bush offer aid to and when?

- » President Bush offered American aid to the nations of the former Soviet Union when the Cold War ended.

LITERAL—Who was released from prison in February 1990 in South Africa?

- » Nelson Mandela was released after twenty-seven years of imprisonment.

“The Gulf War,” page 171

Scaffold understanding as follows:

Read the section on page 171 aloud.

Note: Schwarzkopf is pronounced (/shwartz*koff/).

After reading the text, ask the following questions:

LITERAL—What was Operation Desert Storm?

- » Operation Desert Storm was a military operation that was intended to liberate Kuwait from Iraqi control after Iraq seized the smaller country for its oil fields.

LITERAL—What was unusual about this military action?

- » For the first time, the American-led U.N. forces employed “smart bombs” that could strike precise targets. There were few American casualties but many Iraqi deaths.

“President Bill Clinton,” pages 171–173

Scaffold understanding as follows:

Have students read the section on pages 171–173 independently.

CORE VOCABULARY—Point out the vocabulary term “centrist wing,” and explain its meaning.

After students read the text, ask the following questions:

LITERAL—President Clinton signed NAFTA into law. What was NAFTA?

- » NAFTA was the North American Free Trade Agreement between the United States, Canada, and Mexico.

INFERENTIAL—How would you describe the era as outlined in this chapter?

- » Answers will vary. Students’ descriptions should reflect patterns or recurring themes of the decades covered by this chapter.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Check for Understanding as a group.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What were some of the main challenges facing the United States in the last twenty-five years of the 1900s?”
 - » Key points students should cite include: the technology of the world was quickly changing; the country faced problems related to the rights of migrant workers, women, and Black Americans; environmental activism grew as people began to celebrate Earth Day each year and were confronted with environmental disasters related to toxic industrial waste, nuclear radiation, and climate change; the United States continued in its role as a superpower, which brought the country into international conflicts, sometimes as peacemaker and other times in a policing capacity; presidents continued to act on their own beliefs and party platforms, with Republicans tending to advocate shrinking the size of government and lowering taxes, while Democrats tended to advocate for social welfare programs and higher taxes on the wealthiest individuals.
- Choose four of the Core Vocabulary terms (*human genome, global commerce, discriminatory practices, reevaluation, “conscientious individual behavior,” pesticide, toxic industrial waste, climate change, greenhouse gas emissions, reliant, embargo, deregulation, national debt, or “centrist wing”*), and write a paragraph using the words.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

The Challenges Ahead and Powerful Voices (2001–Present)

The Big Question: What in your opinion are the most pressing challenges facing the United States in the years ahead?

Primary Focus Objectives

- ✓ Summarize the social, political, and environmental challenges facing the United States in the first decades of the 2000s. (RI.7.2, RH.6-8.2)
- ✓ Describe the events that shaped George W. Bush’s presidency. (RI.7.2, RH.6-8.2)
- ✓ Summarize the presidency of Barack Obama. (RI.7.2, RH.6-8.2)
- ✓ Summarize the presidency of Donald Trump. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *confirmation bias*, *partisanship*, *recession*, *globalization*, *offshoring*, *embassy*, *reconfigure*, *surveillance*, *warrant*, “preemptive attack,” *mortgage*, *community organizer*, *infrastructure*, *medical insurance*, *subsidy*, “preexisting medical condition,” *drone*, *polar ice cap*, and *carbon footprint*. (L.7.4, RI.7.4, RH.6-8.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About The Challenges Ahead and Powerful Voices (2001–Present)”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

- globe or wall map of the world

Core Vocabulary (Student Volume page numbers listed below)

confirmation bias, **n.** the tendency to look for information or to interpret information in a way that is consistent with a person’s existing beliefs (176)

Example: His confirmation bias meant that he watched only news channels that he agreed with rather than those that expressed different opinions.

partisanship, n. the state of choosing one political party, cause, or person over others due to personal affiliation, regardless of other factors (176)

Example: His partisanship meant he always voted for members of the same party, regardless of their ideas or qualifications.

Variations: partisan (adj.)

recession, n. a time of reduced economic activity, when there is little buying or selling (178)

Example: Many people lost their jobs during the recession.

Variations: recessions

globalization, n. the growth of a worldwide economy that includes free trade and the use of inexpensive labor markets in other countries (178)

Example: The tags on clothing show globalization—items sold in American stores are made all over the world.

offshoring, n. the policy of moving some jobs or functions of a company overseas to places where labor is less expensive (178)

Example: The company implemented offshoring rather than using U.S. labor resources, which reduced the cost of production and increased profits.

Variations: offshore (v.), offshore (adj.)

embassy, n. the official building in a foreign country in which an ambassador and staff work (180)

Example: The ambassador to Russia looked out at the streets of Moscow from the windows of her office in the embassy.

Variations: embassies

reconfigure, v. to rearrange or change the structure of something (182)

Example: The teacher will reconfigure the classroom so that the desks are arranged in groups rather than rows.

Variations: reconfigures, reconfigured, reconfiguring

surveillance, n. close observation (183)

Example: In order to stop crime in the alley, the police used surveillance in the form of cameras and regular foot patrols.

warrant, n. document from a judge that authorizes law enforcement officials to search, make an arrest, or seize items (183)

Example: The judge issued a warrant so the police could search the suspect's house.

Variations: warrants

“preemptive attack” (phrase), an attack on others to prevent them from attacking first (184)

Example: My brother staged a preemptive attack and doused me with water ten minutes before the water balloon fight was supposed to begin.

Variations: preemptive attacks

mortgage, n. a secured loan for the purchase of a house or building that uses the house or building as collateral (184)

Example: If she did not make the payments on her mortgage, the bank would take possession of her house.

Variations: mortgages, mortgage (v.)

community organizer, n. a person who works to organize members of the community to work together to make the community better (186)

Example: He worked as a community organizer and planned protests, community clean-up days, and other events to raise awareness about climate change.

Variations: community organizers

infrastructure, n. the public works system that includes roads, bridges, water, public transportation, etc. **(187)**

Example: The company worked on infrastructure, planning repairs to bridges, highways, and public transport.

medical insurance, n. a system in which people pay the insurance company a regular set amount and the company pays some or all of their medical expenses **(188)**

Example: If I didn't have medical insurance, I couldn't afford to have the operation I need.

subsidy, n. a grant of money, often from the government, given to help pay needed expenses **(188)**

Example: The government subsidy helped her pay the rent on an apartment in the expensive city.

Variations: subsidies

“preexisting medical condition” (phrase), a health problem that someone had before their health insurance coverage began **(188)**

Example: Her kidney disease was a preexisting medical condition, so medical insurance wouldn't pay for her kidney treatments.

Variations: preexisting medical conditions

drone, n. an aircraft that is controlled remotely instead of manned by people **(189)**

Example: He flew the tiny camera drone to get pictures of the roof of the house to see if it needed repair.

Variations: drones

polar ice cap, n. a dome-shaped ice sheet found at the North or South Pole **(191)**

Example: The scientist used photographs to measure the polar ice cap and record the shrinkage due to climate change.

Variations: polar ice caps

carbon footprint, n. an estimate of the amount of greenhouse gas emissions (carbon dioxide and carbon compounds) caused by an individual, an event, or the manufacture of a product **(192)**

Example: Her carbon footprint shrank when she started biking to work instead of driving her car.

Variations: carbon footprints

THE CORE LESSON 35 MIN

Introduce “The Challenges Ahead and Powerful Voices (2001–Present)”

5 MIN

Remind students that in the last twenty-five years of the 1900s, the United States faced many challenges. Migrant workers, Black Americans, and women fought for equal rights. Environmental activism grew as scientists documented the harmful effects of toxic industrial waste, pesticides, nuclear radiation, and climate change. Although the Cold War ended during this period, the United States continued to be involved in conflicts. In addition, as the world's remaining superpower, the United States had an important role as peacemaker. Conservatives and liberals in government continued to have differing views as to the size and role of government, with conservatives advocating for smaller government and lower taxes and liberals calling for more social welfare programs and higher taxes on the wealthiest individuals. Some of these challenges continued into the first decades of the 2000s, which students will read about in this chapter.

Call students' attention to the Big Question. Tell students to look out for pressing challenges we face today as they read.

Guided Reading Supports for “The Challenges Ahead and Powerful Voices (2001–Present)”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Peaks and Valleys,” pages 174–175

Scaffold understanding as follows:

Read the section on pages 174–175 aloud.

SUPPORT—Point out the phrase “political animosity” in the last paragraph of the section. Help students understand that political animosity is strong dislike or ill will based on political affiliation or party membership and that unrest in this section refers to civil unrest as shown by protests and demonstrations, riots, etc.

After reading the text, ask the following questions:

LITERAL—How did the level of material wealth in the opening years of the 2000s compare to material wealth in other times?

- » In the early 2000s, the level of material wealth was much higher than in the past.

LITERAL—According to the author, what was one effect of social media?

- » According to the author, social media contributed to the intensity of political animosity and unrest.

“Social Media, Computers, and Smartphones,” pages 175–176

Scaffold understanding as follows:

Have students read the section on pages 175–176 independently.

CORE VOCABULARY—Point out the vocabulary term *confirmation bias*, and explain its meaning.

SUPPORT—Discuss examples of confirmation bias that students might encounter in everyday life. Examples might include the news sources that students or their parents tend to use. Do they search out stories that align with their own beliefs or ones that don’t? Scientific studies have shown that people tend to remember stories and details that support their beliefs better than they remember stories and details that go against their beliefs.

After students read the text, ask the following questions:

LITERAL—How did the number of personal computers in households change between 2000 and 2019?

- » In 2000, half of American families owned a personal computer, but by 2019, three-quarters did.

LITERAL—How many Americans owned cell phones in 2019?

- » In 2019, 96 percent of Americans owned a cell phone.

“Party Politics,” pages 176–177

Scaffold understanding as follows:

Have students read the section on pages 176–177 with a partner.

CORE VOCABULARY—Point out the vocabulary term *partisanship*, and explain its meaning.

SUPPORT—Although strong majorities of conservative and liberal voters do fall within certain regions in the country, there is certainly a mix in every state. Among voters, political affiliations can have many reasons. Some voters are loyal to a party no matter who the candidates or the platform are. For some voters, the changing economic landscape informs their choice. This can occasionally be seen when states “flip” from one party to another in a presidential election.

After students read the text, ask the following questions:

LITERAL—What is gerrymandering?

- » Gerrymandering is a practice in which state legislatures draw up the boundaries of voting districts in a way that might give one political party an unfair advantage.

LITERAL—By 2020, in which type of community did the largest number of Americans live?

- » By 2020, about 55 percent of Americans lived in the suburbs.

“The Economy at Home and on the World Stage,” pages 178–179

Scaffold understanding as follows:

Invite volunteers to read the section on pages 178–179 aloud.

CORE VOCABULARY—Point out the vocabulary terms *recession*, *globalization*, and *offshoring*, and explain their meanings.

SUPPORT—As manufacturing moved overseas, so did many jobs that had provided a stable, middle-class living for Americans who did not have college degrees. Communities that depended mainly on manufacturing jobs were especially affected. Job losses due to factory closures affect the whole community as those who were employed at well-paying jobs suddenly lose their ability to spend in the community.

After the volunteers read the text, ask the following question:

LITERAL—What economic challenges did the United States face between 2001 and 2019?

- » Between 2001 and 2019, the United States faced income inequality, a recession, the “hollowing out of the middle class,” child poverty, and the offshoring of manufacturing.

“President George W. Bush (2001–2009),” pages 179–180

Scaffold understanding as follows:

Have students read the section on pages 179–180 independently.

After students read the text, ask the following questions:

LITERAL—What did George W. Bush’s administration do?

- » George W. Bush’s administration cut taxes, relaxed environmental standards for industry, opened drilling for oil and gas in Alaska’s wildlife refuge, and appointed conservatives John Roberts and Samuel Alito to the Supreme Court.

LITERAL— What was the goal of the No Child Left Behind Act?

- » The program sought to improve student achievement in school.

“September 11, 2001,” pages 180–182

Scaffold understanding as follows:

Read the section on pages 180–182 aloud.

CORE VOCABULARY—Point out the vocabulary terms *embassy* and *reconfigure*, and explain their meanings.

SUPPORT—Although the 9/11 attacks were carried out not by Americans but by foreign Islamist terrorists, and despite President Bush’s words that Muslim Americans were not at fault, Muslims, Arabs, Sikhs, and people of South Asian descent all became victims of hate crimes and violence as a direct result of the attacks. Islamic education centers and mosques were also vandalized.



SUPPORT—Point out the location of Afghanistan on a globe or world wall map.

After reading the text, ask the following questions:

LITERAL—On 9/11, four planes were hijacked. What happened to them?

- » One plane crashed into the Pentagon, two crashed into the World Trade Center towers, and one, which was likely headed for the U.S. Capitol or the White House, crashed in a field in Pennsylvania.

LITERAL—How did President Bush respond to the attack?

- » He declared a “war against terrorism” and focused the U.S. military on the fight against Islamist terrorism in the Middle East. He initiated bombing of the mountains in Afghanistan and ousted the Taliban from the government of Afghanistan.

“The Iraq War, 2003,” pages 182–183

Scaffold understanding as follows:

Have students read the section on pages 182–183 independently.



SUPPORT—Point out the location of Iraq on a globe or world wall map.

After students read the text, ask the following questions:

LITERAL—What claim started the Iraq War? Was the claim correct?

- » The claim that Iraq had weapons of mass destruction started the Iraq War, but no weapons of mass destruction were ever found.

LITERAL— When was the Iraq War largely concluded?

- » The Iraq War was largely concluded by late 2011.

“Homeland Security,” pages 183–184

Scaffold understanding as follows:

Have students read the section on pages 183–184 with a partner.

CORE VOCABULARY—Point out the vocabulary terms “preemptive attack,” *surveillance*, and *warrant*, and explain their meanings. Note the use of the prefix *pre-*, in “preemptive attack,” and explain that *pre-* means “before.”

SUPPORT—Al-Qaeda, the Islamic State, and other terrorist groups are examples of groups that practice stateless terrorism. They have a cause and a name, but the groups are not affiliated with the government of any one country. In fact, they often move between countries to avoid capture. This means that traditional diplomacy and policies, such as trade sanctions, are not viable means of dealing with threats from these organizations.



TALK ABOUT IT: Point out that the USA PATRIOT Act allowed law enforcement to collect information without a warrant, something that is contrary to traditional law enforcement practices. Discuss the federal government’s ability to use warrantless wiretaps. Is it a reasonable step to detect terrorist plans before they are enacted, or is it an unfair invasion of the freedom and privacy of ordinary Americans?

After students read the text, ask the following questions:

LITERAL—What changes to the federal government’s surveillance power were started by the USA PATRIOT Act?

- » The USA PATRIOT Act allowed detention or deportation of immigrants suspected of links with terrorism and warrantless wiretaps on cell phone records and more.

LITERAL—What is the role of the director of national intelligence?

- » The director of national intelligence oversees all of the intelligence agencies, including the FBI, CIA, and DHS.

“The 2004 Election,” page 184

Scaffold understanding as follows:

Invite a volunteer to read the section on page 184 aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—What was the outcome of the 2004 presidential election?

- » President Bush won reelection over Democrat John Kerry of Massachusetts.

LITERAL—What reason is given for the Democrats winning control of both houses of Congress in 2006?

- » Commentators blamed Bush's response to Hurricane Katrina, which devastated New Orleans and surrounding areas.

"The Great Recession," pages 184–185

Scaffold understanding as follows:

Have students read the section on pages 184–185 with a partner.

CORE VOCABULARY—Point out the vocabulary term *mortgage*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—What type of loan was at the center of the Great Recession?

- » Mortgages, loans made to pay for houses, were at the center of the Great Recession because banks made risky investments and allowed Americans to borrow more than they could really afford.

LITERAL—How did the Great Recession affect Americans?

- » Millions of people lost their jobs, and unemployment reached 10 percent.

LITERAL—What does "too big to fail" mean?

- » "Too big to fail" means that the collapse of the banks would lead to the collapse of the entire economy.

"President Barack Obama (2009–2017)," pages 185–188

Scaffold understanding as follows:

Have students read the section on pages 185–188 independently.

CORE VOCABULARY—Point out the vocabulary terms *community organizer* and *infrastructure*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—What brought Barack Obama to the attention of Americans?

- » In 2004, Obama gave a speech at the Democratic National Convention, and it caught the attention of many Americans.

LITERAL—What racial barriers did President Obama break?

- » Obama was the first Black president, and he appointed the first Hispanic and Latina member of the Supreme Court, Sonia Sotomayor.

“The Affordable Care Act: Obamacare,” page 188

Scaffold understanding as follows:

Read the section on page 188 aloud.

CORE VOCABULARY—Point out the vocabulary terms *medical insurance*, *subsidy*, and “preexisting medical condition,” and explain their meanings.

SUPPORT—Ensure that students understand that medical insurance is also called health insurance. In addition, when politicians and media personalities refer to health care, they are often speaking about health or medical insurance rather than actual medical care by a doctor or hospital.

After reading the text, ask the following questions:

LITERAL—What was the purpose of the Affordable Care Act?

- » The purpose of the Affordable Care Act was to ensure that all Americans could be covered by medical insurance.

INFERENTIAL—Why might it be important for insurance to cover preexisting medical conditions?

- » Many people have long-term health problems and need insurance to help them pay for the care and treatment of those conditions.

“U.S. Foreign Policy Under President Obama,” pages 188–189

Scaffold understanding as follows:

Invite volunteers to read the section on pages 188–189 aloud.

CORE VOCABULARY—Point out the vocabulary term *drone*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—What technology did President Obama use in counterterrorism efforts?

- » President Obama used drone strikes against terrorist targets.

LITERAL—How did the United States’ relationship with Cuba change under President Obama?

- » President Obama began the process of normalizing relations with communist Cuba, and he was the first U.S. president in eighty-eight years to visit the nation.

“President Donald Trump (2017–2021),” pages 189–190

Scaffold understanding as follows:

Have students read the section on pages 189–190 independently.

SUPPORT—Point out the use of the words *populist*, *nationalist*, and *protectionist* in the third paragraph of the section. Remind students that a populist claims to represent

ordinary people, and nationalist politics focuses on pride in the nation. Then explain that a protectionist agenda protects domestic production economically through restrictions on foreign trade.

SUPPORT—Help students understand that bilateral trade agreements are trade agreements between two countries, whereas multilateral trade agreements are made by three or more countries.

After students read the text, ask the following questions:

INFERENTIAL—How did Donald Trump win the presidential election even though Hillary Clinton received more popular votes?

- » In the United States, final votes are cast by the electoral college. Donald Trump won the electoral college vote, which means he won the election.

LITERAL—How many conservative justices were appointed to the United States Supreme Court by Donald Trump?

- » President Trump appointed three conservative justices.

“Climate Change,” pages 191–193

Scaffold understanding as follows:

Have students read the section on pages 191–193 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *polar ice cap* and *carbon footprint*, and explain their meanings.

After students read the text, ask the following questions:

EVALUATIVE—Why does climate change pose an enormous threat?

- » The increase in Earth’s temperature causes increasingly intense weather and weather-related events, such as powerful hurricanes and wildfires.

LITERAL—Who is Greta Thunberg?

- » Greta Thunberg is a Swedish teenager who began a student climate strike by protesting every Friday during the school day and who spoke before the United Nations Climate Summit in 2018 and 2019.

“Native Americans Today,” page 194

Scaffold understanding as follows:

Invite a volunteer to read the section on page 194 aloud.

SUPPORT—The Standing Rock Sioux engaged in a months-long protest against a pipeline that they fear will poison their water supply. Their protests were often met with violence. The Dakota Access Pipeline was built anyway. The Standing Rock Sioux filed a lawsuit demanding an environmental impact investigation and asking for the pipeline to be closed during the course of the lawsuit and investigation, but courts ruled that the pipeline could remain open until the matter was resolved.

SUPPORT—Remind students that the Department of the Interior manages land that includes the national parks, national forests, and the trust that holds Native American reservations.

After the volunteer reads the text, ask the following questions:

LITERAL—What did President Obama describe as “a moral call to action”?

- » President Obama said we needed to address the economic and educational differences between Native Americans and others in American society.

LITERAL—Who is Deb Haaland?

- » Deb Haaland is a member of the Laguna Pueblo nation who was one of the first Native American women to serve in Congress and who became the nation’s first Native American secretary of the interior.

“Landmark Rulings,” page 194

Scaffold understanding as follows:

Read the section on page 194 aloud.

After reading the text, ask the following questions:

LITERAL—When did restrictions on military service by gay and lesbian people end?

- » Restrictions on military service by gay and lesbian people ended in 2011.

LITERAL—What did the June 2015 U.S. Supreme Court ruling in *Obergefell v. Hodges* do?

- » The ruling affirmed that same-sex marriage is constitutionally protected, thus making it legal in all fifty states, and declared discrimination on the basis of sexuality to be unconstitutional.

“A Single Garment of Destiny,” pages 194–195

Scaffold understanding as follows:

Invite volunteers to read the section on pages 194–195 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—What issues does the author suggest must be addressed in the United States?

- » The author notes that the United States must address racial equality, poverty, the preservation of the environment, and climate change.

LITERAL—What hopeful words does the author offer about how the United States will meet these challenges?

- » “When Americans come together as a nation united by hope, honesty, integrity, and determination, nothing is impossible.”



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



"CHECK FOR UNDERSTANDING" 10 MIN

Ask students to:

- Write a short answer to the Big Question: "What in your opinion are the most pressing challenges facing the United States in the years ahead?"
 - » Key points students should cite include: partisanship, misinformation, climate change, poverty, racism, and environmental problems.
- Choose four of the Core Vocabulary terms (*confirmation bias, partisanship, recession, globalization, offshoring, embassy, reconfigure, surveillance, warrant, "preemptive attack," mortgage, community organizer, infrastructure, medical insurance, subsidy, "preexisting medical condition," drone, polar ice cap, or carbon footprint*), and write a paragraph using the words.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

Teacher Resources

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Mid-Volume Assessment: *A History of the United States: Modern Times—Late 1800s to the 2000s, Volume 2*

Write your answers on your own paper.

A. Write the letter that provides the best answer.

1. How did industrialization change life for some Southern Black Americans in the late 1800s and early 1900s?
 - a) They tended crops on their own farms now that slavery had ended.
 - b) They moved south to get jobs now that slavery had ended.
 - c) They became factory owners and labor union leaders.
 - d) They moved north to get jobs in the factories.
2. What was life like in the cities for immigrants in the late 1800s and early 1900s?
 - a) Immigrants were welcomed and celebrated by the people they met.
 - b) Most immigrants in cities worked very hard at unskilled jobs for low pay.
 - c) Most immigrants secured good jobs because they were professionals.
 - d) Immigrants overwhelmingly shared the Protestant faith of their new neighbors.
3. What new technologies were introduced in the late 1800s and early 1900s?
 - a) jet airplanes and hovercrafts
 - b) steam locomotives and steamboats
 - c) vacuum cleaners and electrical generating stations
 - d) the cotton gin and water-powered mills
4. During the Progressive Era, muckrakers and reformers worked to _____.
 - a) overthrow the government
 - b) keep unions from forming
 - c) form all corporations into monopolies
 - d) expose and change problems in society
5. W. E. B. Du Bois believed that _____.
 - a) Black Americans should focus on economic advancement
 - b) political disenfranchisement would simply go away over time
 - c) Black Americans must insist on the vote and equal opportunity
 - d) challenging inequality would not succeed
6. How did the Spanish-American War help make the United States a world power?
 - a) The United States proved its strength by taking over Spain.
 - b) The United States grew in size by gaining California and New Mexico.
 - c) The United States gained territory that included Puerto Rico and the Philippines.
 - d) The United States demonstrated the power of its navy in Hawaii and Panama.
7. What event led the United States to declare war and join the fighting in World War I?
 - a) the Treaty of Versailles
 - b) the Zimmermann Telegram
 - c) the communist revolution in Russia
 - d) the assassination of Archduke Franz Ferdinand

8. How did things change for women and Black Americans during World War I?
 - a) They worked on cooperative farms.
 - b) They had more job opportunities.
 - c) Their lives were the same as in peacetime.
 - d) They fought alongside white male soldiers in Europe.
9. Why was the decade of the 1920s called the “Roaring Twenties”?
 - a) Motorcars became popular and made a lot of noise.
 - b) Popular jazz music was said to make a roaring sound.
 - c) The economy and culture of the United States were booming.
 - d) People more openly expressed anger about society’s injustices.
10. Which is an example of how the New Deal helped address the problems of the Great Depression?
 - a) Other countries were enlisted to give aid to poor Americans.
 - b) Syndicated columnists wrote negative articles about Franklin Delano Roosevelt.
 - c) Americans lined up to withdraw money from banks and receive food at soup kitchens.
 - d) Public works projects created jobs and new infrastructure such as roads, dams, and bridges.

B. Write the letter that provides the definition of each vocabulary word.

- | | |
|----------------------|--|
| 11. bootlegger | a) the state of being modern or up-to-date |
| 12. capitalism | b) unfair treatment of a person or group because of beliefs about that group of people |
| 13. deficit spending | c) the formation and growth of cities |
| 14. discrimination | d) someone who supplies illegal alcoholic beverages |
| 15. free enterprise | e) the practice of gaining power as a country by taking over areas of the world |
| 16. imperialism | f) an economic system in which resources and businesses are privately owned and prices are not controlled by the government |
| 17. modernity | g) moving toward new ideas, modern policies, or opportunities |
| 18. progressive | h) the spending of money the government has borrowed |
| 19. socialist | i) the freedom of businesses to operate without government interference |
| 20. urbanization | j) a person who supports an economic system in which major industries are owned or regulated by the government rather than by private businesses |

End-of-Volume Assessment: *A History of the United States: Modern Times—Late 1800s to the 2000s, Volume 2*

Write your answers on your own paper.

A. Write the letter that provides the best answer.

1. Why did so many immigrants come to the United States during the late 1800s and early 1900s?
 - a) They were offered well-paying jobs and land if they would immigrate.
 - b) The United States welcomed Chinese immigrants at this time.
 - c) They knew that all Americans would welcome them.
 - d) They were looking for economic opportunity, religious freedom, and political democracy.
2. How did industrialization change the balance of those who lived in cities and those who lived in rural areas?
 - a) With industrialization, many people moved from cities to the suburbs.
 - b) With industrialization, many people moved from rural areas to cities.
 - c) With industrialization, many people moved from cities to rural areas.
 - d) With industrialization, many people remained where they were.
3. How did women win the right to vote?
 - a) by starting their own prosperous businesses
 - b) by forming a labor union and going on strike
 - c) through political activism over the course of many years
 - d) by wearing different clothes and proving they were like men
4. What is the best description of Booker T. Washington's beliefs about how Black Americans would overcome racism?
 - a) They should refuse to vote or take part in the government in any way.
 - b) They should focus on economic advancement and education.
 - c) They should fight for the rights guaranteed in the Constitution.
 - d) They should work with women to guarantee the rights of all.
5. The sinking of the *Lusitania* pushed the United States to become involved in which war?
 - a) World War I
 - b) World War II
 - c) The Cold War
 - d) The Korean War
6. What was one cause of the United States' isolationist policies in the 1920s?
 - a) Americans were having too much fun to worry about other countries.
 - b) Memories of World War I left Americans unwilling to be involved with Europe's political problems.
 - c) The programs of the New Deal kept Americans focused on the home front.
 - d) The Bolsheviks and the Russian Revolution left Americans afraid to associate with other countries.
7. How did Roosevelt's New Deal help farmers during the Great Depression?
 - a) The New Deal purchased farms from farmers and made them cooperative ventures.
 - b) The New Deal did not help farmers, but many farmers got jobs building roads and dams.
 - c) The New Deal encouraged farmers to move to cities, so the farmers who were left made more money.
 - d) The New Deal paid farmers to limit available food, which drove food prices up.

8. Which ideology took hold in Italy and Germany in the 1920s and 1930s?
- a) capitalism
 - b) communism
 - c) fascism
 - d) imperialism
9. What was the name of the night when Nazi mobs attacked and arrested Jewish people and destroyed their neighborhoods and synagogues?
- a) Blitzkreig
 - b) Stalingrad
 - c) Luftwaffe
 - d) Kristallnacht
10. What happened to many Japanese Americans after Pearl Harbor?
- a) They were moved from their homes to internment camps.
 - b) Their passports were revoked, and they were deported to Japan.
 - c) They were used as spies against the Japanese military.
 - d) They were praised for having built a life in the United States.
11. What was the purpose of students hiding under their desks during the Cold War?
- a) It was propaganda that the Soviets used to support communism.
 - b) It was a popular counterculture game in the 1960s.
 - c) It was a statement against totalitarian rule the world over.
 - d) It was a drill in case of a nuclear attack against the United States.
12. Which movement fought for the rights and equality of Black Americans?
- a) the civil rights movement
 - b) the socialist movement
 - c) the progressive movement
 - d) the women's suffrage movement
13. Which presidents struggled with the effects of stagflation?
- a) Ronald Reagan and George H. W. Bush
 - b) Jimmy Carter and Bill Clinton
 - c) Gerald Ford and Ronald Reagan
 - d) Jimmy Carter and Gerald Ford
14. What important legislation was passed during Barack Obama's presidency?
- a) the No Child Left Behind Act
 - b) the Affordable Care Act
 - c) the Voting Rights Act
 - d) the USA PATRIOT Act
15. What event shaped George W. Bush's presidency?
- a) the September 11 terrorist attacks
 - b) the attack on Pearl Harbor
 - c) the end of the Cold War
 - d) the Paris Agreement on climate change

B. Write the letter that provides the definition of each vocabulary word.

- | | |
|------------------------------|---|
| 16. anarchist | a) usual actions that are prejudiced against a group |
| 17. appeasement | b) the spending of money the government has borrowed |
| 18. communist | c) substances that are released into the air that trap heat from the sun in Earth's atmosphere |
| 19. containment | d) a person who rebels against or works to disrupt an established authority, usually a government or an economic system |
| 20. deficit spending | e) a rise in prices and a fall in the purchasing value of money |
| 21. détente | f) the state of choosing one political party, cause, or person over others due to personal affiliation, regardless of other factors |
| 22. discriminatory practices | g) a policy that relaxes tensions between nations |
| 23. globalization | h) the practice of meeting someone's demands in order to avoid trouble, especially when one does not agree with them |
| 24. greenhouse gas emissions | i) the act or process of keeping something within certain limits, such as stopping the spread of communism during the Cold War |
| 25. industrialization | j) a shift to the widespread use of machines and factories to produce goods |
| 26. inflation | k) someone who believes in establishing an economic system based on community ownership of property and industry |
| 27. lawsuit | l) the growth of a worldwide economy that includes free trade and the use of inexpensive labor markets in other countries |
| 28. pacifist | m) false or exaggerated information that is spread to encourage belief in a certain person or idea |
| 29. partisanship | n) a process in which the courts decide a disagreement or enforce a right |
| 30. propaganda | o) someone who opposes war and violence and refuses to participate |

C. Write a well-organized essay in response to the following prompt.

Which three people or events were most important in shaping the United States during the 1900s? Identify three people or events, and explain why each was important.

Performance Task: *A History of the United States: Modern Times—Late 1800s to the 2000s*

Teacher Directions: Use Amanda Gorman’s poem “The Hill We Climb” as the basis of a two-part culminating activity in which students read and discuss Gorman’s poem before writing their own. To conduct the activity, you will need Internet access, capability to display Internet in the classroom, and sufficient copies of Gorman’s poem.

Download the CKHG Online Resources for this unit, where the link to Gorman’s poem and the video of her recitation may be found:

www.coreknowledge.org/ckhg-online-resources

Part 1

Introduce students to Amanda Gorman. At age twenty-two, she composed and read an original poem for the inauguration of Joe Biden and Kamala Harris, making her the youngest inaugural poet in U.S. history.

Begin by playing the video of Gorman’s inaugural performance for the class. Ask students to simply listen and to note any phrases or images that catch their attention. After the video, invite volunteers to share their thoughts and feelings about the poem.

Distribute copies of the text of Gorman’s poem. You may wish to replay the video while students follow along with the printed text. Then help students analyze the poem by asking the following questions:

- Gorman compares the journey of the country to climbing a hill. What does that say about the type of journey the country is on? (*It’s not easy; it’s a struggle.*)
- Which phrases or images in the poem support this idea? (*Answers will vary.*)
- What is Gorman’s message about the future of the country? (*Answers will vary.*)

Part 2

Note: Part 2 may be assigned for homework or conducted as an in-class activity.

Have students write their own poem about American history. It can be a poem focused on a theme in American history, like Amanda Gorman’s poem, or it can focus on a particular era or event in history.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their poems, using the rubric.

Above Average	Poem reflects deep understanding and thought about patterns in American history. Ideas are focused, sequenced logically, and easy to follow. The poem uses precise language and vivid imagery to convey a message or main idea. A few minor errors may be present.
Average	Poem reflects some understanding and thought about patterns in American history. Ideas are sequenced somewhat logically and can be followed with minimal effort. The poem uses descriptive language to convey a message or main idea. Some minor errors may be present.
Adequate	Poem reflects basic understanding and superficial thought about patterns in American history. The sequence of ideas requires some effort to follow. The poem uses ordinary language to present a message or main idea. A few major errors may be present.
Inadequate	Poem is incomplete or demonstrates a minimal understanding of American history. The poem lacks focus. The sequence of ideas seems to be random. The poem uses ordinary language but fails to present a message or main idea.

Performance Task Activity: *A History of the United States: Modern Times—Late 1800s to the 2000s*

Now that you have explored Amanda Gorman’s poem about American history, it is time to write your own. Your poem can be about a pattern or theme in U.S. history, as “The Hill We Climb” is, or you can write about a favorite era or event. Your poem does not have to rhyme, but it should have a rhythm, and it should use precise language and vivid imagery to convey a message or main idea.

Use the lines on this page and the Notes Table to brainstorm ideas before writing.

[illegible]

A History of the United States: Modern Times—Late 1800s to the 2000s Performance Task Notes Table

Use the table below to record your ideas as you brainstorm your poem. You do not need to complete the entire table to write your poem, but you should try to have at least three examples or images to include.

Theme/Era/Event:	Example or Image:
	Example or Image:
	Example or Image:
	Example or Image:
	Example or Image:

Domain Vocabulary: Chapters 1–4

Using your own paper, write the letter that matches the definition of each word.

- | | |
|----------------------------------|--|
| 1. immigration | a) a process in which the courts decide a disagreement or enforce a right |
| 2. progressive | b) a person who supports an economic system in which major industries are owned or regulated by the government rather than by private business |
| 3. pacifist | c) a shift to the widespread use of machines and factories to produce goods |
| 4. virtuoso | d) the practice of gaining power as a country by taking over areas of the world |
| 5. capitalism | e) an economic system in which resources and businesses are privately owned and prices are not controlled by the government |
| 6. socialist | f) a time of intense cultural and artistic growth |
| 7. repatriate | g) moving toward new ideas, modern policies, or opportunities |
| 8. census | h) to seize, or take, a property because of failure to pay the loan |
| 9. contaminated | i) a feeling of pride in one's nation |
| 10. nationalism | j) a nightclub where illegal beverages are sold |
| 11. industrialization | k) the act of coming to live permanently in a new country |
| 12. draft | l) a system that requires individuals to serve in the military |
| 13. lawsuit | m) deprivation of the right to vote |
| 14. speakeasy | n) to return to one's country of origin |
| 15. foreclose | o) a set of government steps for how something is done |
| 16. malnutrition | p) a musician or artist with great skill |
| 17. renaissance | q) dirty, dangerous, or polluted |
| 18. imperialism | r) someone who opposes war and violence and refuses to participate |
| 19. political disenfranchisement | s) a state of poor health due to not having enough healthy food |
| 20. public policy | t) a count of the number of people living in a certain area |

Domain Vocabulary: Chapters 5–8

On your own paper, write the term from the Word Bank that correctly completes each sentence. You will not use all of the terms in the Word Bank.

counterculture	deregulation	recession
containment	toxic industrial waste	embassy
détente	reevaluation	surveillance
plaintiff	human genome	preemptive attack
suburb	global commerce	community organizer
national debt	discriminatory practices	appeasement
embargo	pesticide	infrastructure

1. The _____ is likely to rise in times of war because the government spends more money than it brings in.
2. In the 1960s, a _____ developed that was focused on the environment and antiwar efforts.
3. The _____ in the case sued his company because he believed their loose safety rules led to his injury.
4. The ambassador to Russia looked out at the streets of Moscow from the windows of her office in the _____.
5. In the 1930s, European leaders practiced a policy of _____ in response to Hitler's growing aggression.
6. In order to stop crime in the alley, the police used _____ in the form of cameras and regular foot patrols.
7. The United States will _____ grain shipments as a way to convince the country to change its policy.
8. The _____ between Russia and the United States eventually led to the destruction of the Berlin Wall.
9. The container ships that carry electronics from China to the United States and grains and beans from the United States to China are a clear sign of _____.
10. My brother staged a _____ and doused me with water ten minutes before the water balloon fight was supposed to begin.
11. The United States, policy of _____ meant the government funded the efforts of other countries to reject communism.
12. He worked as a _____, planning protests, community clean-up days, and other events to raise awareness about climate change.
13. Understanding the _____ helps scientists better predict inherited diseases.
14. She enjoyed the relative quiet of her _____ after many years of living in the crowded, noisy city.
15. The _____ from the factory washed into the stream and from there into the water supply.
16. The _____ was meant to kill insects, but it killed birds and fish as well.

17. Many people lost their jobs during the _____.
18. In the early 1900s, Black Americans faced _____ such as poll taxes and literacy tests that prevented them from voting.
19. The state legislature designated extra funds to pay for repairs to the state's _____, including highways, roads, bridges, and rail networks.
20. The reduced government oversight due to _____ of the airline industry was meant to lower costs and increase availability of flights for consumers.

Answer Key: A History of the United States: Modern Times—Late 1800s to the 2000s

Student Volume Questions

Chapter 1

p. 3 Think Twice These events are called the Second Industrial Revolution because they were part of an economic revolution that caused the growth of factories, mills, and mines following the First Industrial Revolution.

p. 4 Think Twice Student responses will vary but should make sense in the context of immigration.

p. 4 Think Twice Poverty, religious persecution, and political unrest drove immigration to the United States.

p. 8 Think Twice Having political power would make it easier for members of an immigrant group to find work or get help, and having well-known immigrants in high positions or positions of respect might change prejudices against them.

p. 11 Think Twice Students might mention that many hands were needed to do the work in factories and that without them, the factories would not have produced so many goods so quickly. They also might note that because the factories could pay immigrants less, the goods were more affordable, and companies sold more.

p. 12 Think Twice Students are likely to mention computer, cell phone, and Internet technology, which keep making communication and work faster and easier. As artificial intelligence (AI) improves, computers can take over or speed up many jobs that people once did.

p. 14 Think Twice Sometimes an idea sounds really good when you think about it, but when you try to make it happen, it's not so easy—especially when it relies on how other people behave.

p. 17 Think Twice Some students might argue that skilled workers needed more training and experience to get their jobs and should receive more rights and legal protections than unskilled workers. Other students might argue that all workers deserve the same rights and legal protections because all workers are important.

p. 19 Think Twice Students may mention that employers profited more when workers worked

longer days. They may also note that better working conditions are often created through expensive safety and comfort measures. Some students may theorize that employers simply do not want their workers to be able to make demands of them.

p. 20 Think Twice Student opinions may vary but should be backed up with evidence from the text.

p. 23 Think Twice Students may suggest that the “crown of thorns” refers to Jesus Christ and note the mention of the cross in Bryan’s speech.

Chapter 2

p. 26 Think Twice Answers will vary. Students should be able to explain their choice.

p. 26 Think Twice Students may suggest: new medications and vaccinations could end illness; new types of travel, such as personal planes, could allow us to go farther more frequently; new technologies could provide clean energy cheaply and reduce climate change.

p. 28 Think Twice Students may say that journalists do have a role to play in highlighting social issues. As in the past, journalists investigate governments and corporations to ensure that their work benefits people and to expose them if their work does harm.

p. 29 Think Twice Answers will vary. Some students might agree that what they are taught shapes their character. Other students might say that overtime people form their own opinions and character.

p. 30 Think Twice The letter reveals that English was not his first language and that he was very thankful for the help he received from Mrs. Simkhovitch.

p. 31 Think Twice Some progressive ideas of today are national health care or health care for all, free public college, and universal basic income (a monthly government payment to all Americans).

p. 31 Think Twice Some people believe that a strong government makes businesses unprofitable, some simply don’t want the government telling them what to do, and others are worried about having to pay higher taxes to support a larger government.

p. 32 Think Twice Answers will vary. Students should be able to explain their thinking.

p. 34 Think Twice Students may say that not everyone could pay the poll tax or pass the literacy test.

p. 41 Think Twice The phrase “all boats rise” implies that in a growing economy, everyone benefits financially.

Chapter 3

p. 46 Think Twice Answers will vary, but students against imperialism might suggest that the United States should not take over countries that have their own governments, and students for imperialism might say that because the United States is a powerful country with many resources, new territories would be stronger and the lives of people who lived there would be better as part of the United States.

p. 47 Think Twice It reveals that emotional decisions can sometimes push a nation into war, especially when all the facts are not yet known.

p. 50 Think Twice It implies that you should behave without a lot of bluster or threats, but you should let others know you are ready to defend yourself and your country if need be.

p. 50 Think Twice The location was important because the journey between the East and West Coasts of the country would be significantly shorter and faster. It was a great economic opportunity.

p. 58 Think Twice The efforts of the CPI helped make Americans enthusiastic about the war, which led to support of the soldiers and of the war effort in general.

p. 59 Think Twice Women showed that they could do jobs that men traditionally did. They also showed that they could work at a job and raise children at the same time.

p. 61 Think Twice Segregated army units reveal that Black Americans were not treated equally and did not have the same rights as white Americans at the time of the war.

Chapter 4

p. 68 Think Twice The author means that these Americans could not afford new or more expensive goods such as cars, telephones, radios, etc.

p. 69 Think Twice Cars led to more jobs in service and gas stations, restaurants, motels, and hotels. People began to travel more, both for business and for pleasure. People also began to move out of cities into suburbs because they could use their cars to get to work in the city.

p. 70 Think Twice Having access to radio programs made people who lived in rural areas less isolated and allowed them to listen to the same music and other programs as people in the suburbs and the cities.

p. 77 Think Twice Communism was associated with the color red, and the “scare” related to the terrorist acts and Americans’ fears that communists would take over the country.

p. 79 Think Twice Hoover believed that direct government involvement in the economy would make many Americans financially dependent on the government.

p. 81 Think Twice The tariffs and retaliatory tariffs made the price of American goods so high that consumers could not afford them. As a result, international trade collapsed.

p. 82 Think Twice People blamed President Hoover for their poverty, so they named the signs of the Depression—the shantytowns, empty pockets, and improvised blankets—after him.

p. 83 Think Twice Possible response: Fear can keep you from taking the risks that might solve a problem.

p. 85 Think Twice Answers will vary. Some students may say that governments are responsible for the well-being of their citizens. Other students may cite a need for individual responsibility in all economic matters.

p. 90 Think Twice When things get really bad, people become desperate, and desperate people are more likely to protest and to advocate for the things they need.

Chapter 5

p. 94 Think Twice Political conflict, economic hardship, and deadlock created feelings of uncertainty and insecurity. Hitler promised solutions that would address those things.

p. 94 Think Twice A leader’s personal opinions may not be what is best for the country, especially if leaders prioritize themselves above the citizenry.

p. 95 Think Twice Totalitarian rule takes away the rights and freedoms of citizens.

p. 96 Think Twice Answers will vary. Students might say that extreme nationalism is nationalism that leads to civil unrest, misinformation, and violence.

p. 97 Think Twice Workers on a family-run farm have more incentive because they're working as a family to support their family and to earn their own income. Workers on state-run collectivized farms would need to believe they have a responsibility to feed the nation and not earn a great deal of money, and they would have more laws and regulations to follow.

p. 97 Think Twice Both Stalin and Mussolini led totalitarian governments based on their leadership and strict enforcement of their absolute power.

p. 99 Think Twice Students may say that a cult of personality is when people get swept up by a person's personality and overlook the ethics or consequences of that person's actions.

p. 99 Think Twice In public gatherings and speeches, the Nazis had been whipping up anti-Jewish feeling by blaming the Jewish people for Germany's loss in the First World War and the country's economic problems. Placing the blame for problems on this one group encouraged other Germans to take out their frustrations on them.

p. 100 Think Twice Answers will vary. Students may say the leaders of these countries were trying to avoid the very thing that ultimately happened.

p. 103 Think Twice Yes, on land an army may find many ways to get from one place to another, but an island is surrounded by water, and Britain's navy was strong, so the only good way for Germany to attack was by air.

p. 103 Think Twice Answers will vary. Students should be able to explain their choices.

p. 104 Think Twice Students may say that the provision of free military equipment to other nations strengthened them in the war and allowed them to hold out against the Germans. Other students may point out that the Lend-Lease Act did not help them win the war and that if the United States had entered earlier, the war might have ended with a far lower cost to human life.

p. 105 Think Twice Hitler was against freedom of speech and freedom of religion—he wanted all people to support him and his government, and he wanted to be rid of Jewish people and others who spoke out against him. Hitler also believed that aggression against other nations was an acceptable way to get what he wanted.

p. 107 Think Twice Students should recognize that hiding would have been very difficult even with help and impossible without it.

p. 110 Think Twice With so many men away fighting, women were needed to fill the jobs that men usually did. The war allowed women to be trained for and perform jobs that they would not have been hired for under ordinary circumstances.

p. 113 Think Twice Being in constant fear for your safety, knowing that you killed one or more people, seeing your friends killed or wounded, being wounded yourself, and having ethical struggles about saving yourself versus helping others are all experiences that might cause psychological trauma.

p. 116 Think Twice Fighting defensive battles means that side is under attack and trying to stop the forward movement of the enemy.

p. 121 Think Twice Countries may have been keen to form a body such as the U.N. after the Second World War because countries that had been involved in both world wars knew the high cost of war and wanted to find a way to avoid it in the future.

Chapter 6

p. 125 Think Twice Students will likely say that living under such harsh restrictions would be difficult or frightening.

p. 129 Think Twice An alliance of countries is much more powerful than an individual country, so the Soviet Union or any other non-NATO nation was less likely to be aggressive.

p. 131 Think Twice The Soviets wanted to create an impression of strength and control.

p. 132 Think Twice Since it's sometimes impossible to prove what you believe, the best thing you could do is try to prove that you did not meet with communists or go to communist countries.

p. 132 Think Twice It means that they exceeded the responsibilities or instructions they were given.

p. 137 Think Twice Car ownership helped further develop the economy by contributing to job growth as it became easier to commute.

p. 141 Think Twice They were saying that this problem should be fixed as soon as possible.

p. 142 Think Twice Some people might have resisted desegregation in the South because they feared change or because they didn't like the federal government telling them what to do. Others might have resisted because they did not believe in Black equality.

p. 148 Think Twice Dr. King believed in the power of nonviolence to bring change. Malcolm X did not share that belief.

Chapter 7

p. 152 Think Twice Answers may vary, but students might suggest that they would have trouble doing their homework or researching in school, they would not have social media to keep in touch with friends or have means of streaming movies or playing online games, etc.

p. 156 Think Twice The phrase "silken curtain of prejudice and discrimination" suggests that women are separated from the world by a barrier that seems comfortable but is in fact limiting.

p. 156 Think Twice At the time, men were expected to work outside the home, and women were expected to stay home and raise children. The phrase "a reevaluation of traditional male and female roles" means that those expectations were being reconsidered.

p. 161 Think Twice Answers will vary but may include climate change, air and water pollution, deforestation, endangered species, and possibly fracking.

p. 165 Think Twice Answers will vary. Students might say that the United States should stay away from conflict in other countries, or they might say that the United States has an obligation to help those fighting for democracy or human rights in other countries.

p. 166 Think Twice Answers will vary. Some students might say that government is needed to maintain social welfare programs; regulate companies; provide federal programs that support things such as

building and maintaining transportation systems; and provide administration and oversight for the whole country in areas such as public schools, elections, and the justice system. Other students might say that "big government" has no role in society and that government should be as small as possible to allow for others to make certain decisions.

p. 172 Think Twice It was possible to cut military spending because with the Cold War ended, there were fewer threats of war.

Chapter 8

p. 176 Think Twice People spend a lot of time on social media, and it can make people depressed or vulnerable to bullies. It can also be a great way to communicate with people who are far away and has proved useful in political organizing.

p. 176 Think Twice Students might name technological advancements such as virtual reality, augmented reality, artificial intelligence, self-driving cars, and medical and climate advances.

p. 177 Think Twice Conservatives and liberals both want a strong economy, a good education for their children, and safe places to live. Their disagreements are about how to achieve those things.

p. 178 Think Twice Automation, globalization, and offshoring have led to fewer jobs in the United States, especially for workers who do not have college degrees.

p. 191 Think Twice A teenager such as Greta Thunberg might be prompted by a willingness to believe in the problem and concern for what their life would be like if climate change isn't stopped.

p. 194 Think Twice "A moral call to action" means a call to do something that is based on what we know is right and not based on convenience, profit, or other motives.

p. 195 Think Twice If injustice is allowed to happen without consequence, it might look as though it is acceptable, which means more and more injustice will take place.

p. 195 Think Twice The heading "A Single Garment of Destiny" suggests that all Americans are affected by the challenges and must work together to address them.

Assessments

Mid-Volume Assessment

A. 1. d 2. b 3. c 4. d 5. c 6. c 7. b 8. b 9. c 10. d

B. 11. d 12. f 13. h 14. b 15. i 16. e 17. a 18. g
19. j 20. c

End-of-Volume Assessment

A. 1. d 2. b 3. c 4. b 5. a 6. b 7. d 8. c 9. d 10. a 11. d
12. a 13. d 14. b 15. a

B. 16. d 17. h 18. k 19. i 20. b 21. g 22. a 23. l 24. c
25. j 26. e 27. n 28. o 29. f 30. m

C. Students should produce a well-organized, thoughtful essay that clearly identifies three people or events that shaped the United States during the 1900s and thoroughly explains the importance of each person or event.

Activity Pages

Domain Vocabulary: Chapters 1–4 (AP 4.1)

1. k	8. t	15. h
2. g	9. q	16. s
3. r	10. i	17. f
4. p	11. c	18. d
5. e	12. l	19. m
6. b	13. a	20. o
7. n	14. j	

Domain Vocabulary: Chapters 5–8 (AP 8.1)

1. national debt	9. global commerce	15. toxic industrial waste
2. counterculture	10. preemptive attack	16. pesticide
3. plaintiff	11. containment	17. recession
4. embassy	12. community organizer	18. discriminatory practices
5. appeasement	13. human genome	19. infrastructure
6. surveillance	14. suburb	20. deregulation
7. embargo		
8. détente		



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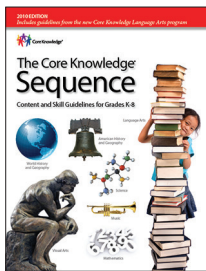
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