

# Additional Activities for U.S. History: 1492 – 1900

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## The Colonists

### INTRODUCTION

*The colonists, by and large, were an independent group of people—resourceful, energetic, and capable of adapting to their environment and circumstances. We want the students to be able to envision themselves in the shoes of these colonists, and throughout, we want them to attempt to make decisions that were made by these resourceful people whose lives were often physically difficult.*

The colonists were a heterogeneous group, and the assignments reflect this variety of backgrounds, jobs, religions, personalities, and accomplishments. These threads are basic to American society today.

### PROJECT LIST

1. Do a piece of creative writing on the adventures of the first Pilgrims who went to America on the *Mayflower*.
2. Make a special edition of a gossip magazine or newspaper revealing the life of Anne Hutchinson.
3. Do an interview with a Puritan leader such as John Cotton, Cotton Mather, or Jonathan Edwards in which they tell about their lives and their philosophies.
4. Make a diorama or poster illustrating people at work in Massachusetts Bay.
5. Pretend you are Roger Williams. Write a journal describing your life and your ideas.
6. Trace the roots of democracy in America. You may want to include such things as:
  - (a) Town meetings

- (b) The Fundamental Orders of Connecticut
- (c) The trial of Peter Zenger
- 7. Pretend you are the owner of an antiques store specializing in everyday colonial tools and furniture. Make a diorama of your store and all the things you would sell. Make up a name for the store and prepare an inventory.
- 8. Write an original play about the Salem witchcraft trial of 1692.
- 9. Write an original version of a Puritan textbook for school children.
- 10. Make a poster or series of cartoons that illustrate the reasons why people settled in the colonies.
- 11. Make up a *Book of Etiquette of Puritans* living in the Massachusetts Bay colony.
- 12. Make an illustrated map of the thirteen colonies. Using a legend, you can indicate all or some of the following:
  - (a) Major occupations in each
  - (b) Special features
  - (c) Origin of early settlers
- 13. Make a chart of the thirteen original colonies including:
  - (a) When each was started
  - (b) How
  - (c) By whom
  - (d) Major occupations
  - (e) Contributions to democratic traditions
- 14. Many American customs and holidays originated with the colonists. Make a collection of greeting cards or illustrations reflecting them.
- 15. Make a collage, poster, or museum display of all the things that were grown and/or produced by the colonists around 1700.
- 16. Pretend you are William Penn. Make a pamphlet or brochure which illustrates and describes the benefits that people will have if they choose to settle in Pennsylvania.
- 17. Make a *Book of Beliefs* that guided Quaker life.
- 18. Write an illustrated biography of the life of William Penn or Benjamin Franklin.
- 19. Make models of things made in colonial America by carpenters or other craftsmen.
- 20. Make an original magazine of *Social Life in the Colonies* illustrating how colonists used their leisure time.
- 21. Make a labelled drawing illustrating a southern plantation.
- 22. Make a diorama of a southern plantation.

- 23. Make a filmstrip or illustrated story of Nathaniel Bacon's rebellion in 1676.
- 24. Make up an "Awards Ceremony" for the most outstanding people who founded colonies. Make a certificate for each one.
- 25. Make up a script for a TV talk show in which the host interviews a variety of types of people who lived in the colonies (Puritans, Quakers, slaves, merchants, owners of small farms, plantation owners, fishermen).
- 26. Make a poster illustrating all the advantages that life in the colonies could offer a European who would settle there.
- 27. Make up a board game illustrating the problems faced by the colonists.
- 28. Make up a ballad about relations between the colonists and the Native Americans.
- 29. The colonists were very different from each other in many ways. Make a collage or mobile that illustrates this idea.
- 30. Write a paper tracing the beginnings of slavery in colonial America.
- 31. Make an illustrated travel brochure describing the history and life-style of one of the thirteen colonies.
- 32. Pretend you are a war correspondent. Do a series of news articles about the French and Indian War.
- 33. Make a map illustrating major battles fought in the French and Indian War.
- 34. Send away to any universities that were founded during colonial times and ask for a bulletin and information on their history and philosophy. Write a report on your findings.
- 35. Do a report on the lives and roles of women in the colonies.
- 36. Construct a pioneer cabin used on the colonial frontier. Include punchons and furniture.

### HOMEWORK ASSIGNMENTS

#### WHO CAME AND WHY?

- 1. If you and your family could move to a new place, where would you go? Why?
- 2. If a satellite colony were started in space or under the sea, would you be willing to go? Explain.

3. Pretend you are a poor English tenant farmer. Make up a speech telling your family why you want to move to the colonies. Write the family's response. This can also be done as a dialogue.
4. Make up an argument to convince an English teenage boy that it will be a good idea for him to go to the colonies as your indentured servant.
5. You are Lord Baltimore. Write a letter to your king requesting a parcel of land in the colonies.
6. You are the king of England. Write a proclamation granting proprietorship of Maryland to Lord Baltimore.
7. Pretend you are an English aristocrat, and you have been disinherited by your father. Write a farewell letter telling him how you will make your own fortune by going to South Carolina where the king has granted you land for a plantation.
8. Pretend you are an English debtor in prison. Write a letter to James Oglethorpe telling him why he should take a chance on you and send you to Georgia.
9. Write a poem expressing what freedom of religion means to you.
10. Pretend you are a stockholder in the Virginia Company of London. Make a poster advertising land and opportunity for anyone who will go to settle there.
11. Make a list of all the things that might change if people had to follow a religion that was dictated by our government.
12. Pretend you are the king of England. Write a proclamation announcing the formation of the Virginia Trading Company. Explain its purpose and how it will make England a greater power.
13. Pretend you are a German farmer. Write a letter to your cousin explaining why you want to move to the English colony of Pennsylvania. Try to convince him to join you.
14. Pretend you are about to run away from home to the colonies. Write a letter to your parents explaining why.

#### NEW ENGLAND COLONIES

1. Make a list of things that might have gone wrong if the Pilgrims had not signed the Mayflower Compact.
2. Pretend you are a Pilgrim living in Plymouth in 1620. Write a letter

to your cousin in England telling him why you choose to stay in Plymouth rather than return to England.

3. Make a menu of your last traditional Thanksgiving Day dinner. Star those foods that originated with the Pilgrims.
4. Make up a poem of thanks that the Pilgrims might have said before their first Thanksgiving Day meal.
5. Make a list of the first things you imagine the Pilgrims did when they got off the *Mayflower*.
6. Pretend you are a Pilgrim mother or child. Describe your fears about life in this strange new land.
7. Pretend you are a Pilgrim meeting your first Native American. What questions would you ask him or her?
8. Why weren't preachers in Massachusetts Bay allowed to hold political office?
9. In what respects was Anne Hutchinson a woman ahead of her time?
10. Pretend you are a district attorney. Write a summation for a court trial outlining the reasons why you feel Roger Williams should be banished from the Massachusetts Bay colony.
11. Make up a help wanted section for a Boston newspaper in 1635. Include as many types of jobs as you can.
12. Pretend you are a Jew who wants to move to Rhode Island. Write a letter to Roger Williams telling him of your plans and the reasons why you are choosing to settle there.
13. You are a Puritan attending the first meeting to form the New England Confederation. Write a speech explaining why you want to blackball Rhode Island.
14. Why do you think a replica of the "Sacred Cod" is displayed in the Massachusetts State House in Boston?
15. Make up a newspaper advertisement to sell passage on a ship going to New England in 1650.
16. What can you infer about New England colonial life from knowing that the most important building in any town doubled as a church and a meeting house?
17. List all the things that the colonists could have made from timber.
18. Write an oral history describing Native American reactions to the first European settlers.
19. List all the things you would take with you if you were a member of a Pilgrim farm family about to leave for the colonies.

## MIDDLE COLONIES

1. Sometimes the Middle Colonies are referred to as a melting pot. Make a cartoon or a pop-art drawing which illustrates this idea.
2. Do you think the purchase of Manhattan Island by the Dutch from the Native Americans was a fair deal? Explain. Did anyone get cheated? If so, who? Why do you think so?
3. Make up some original sayings in the style of *Poor Richard's Almanac*.
4. Bring in something made from a grain to be shared with the class in a "Grain Buffet." Explain what it is and how it is made. (Refer to Classroom Activity 4.)
5. Write a diary entry of a Jewish person explaining why he or she thinks Pennsylvania is the best place to settle.
6. Write a poem or limerick describing how the life-style in the Middle Colonies is unique.
7. What would you like to stand up and say if you were attending a Quaker meeting?
8. Make a cartoon of Peter Stuyvesant ruling New York.

## SOUTHERN COLONIES

(A more in-depth study of the issue of slavery is covered in Chapter 7.)

1. Write an original ending to the mystery of what happened to the people of the lost colony of Roanoke, Virginia.
2. If you were Captain John Smith of Jamestown, Virginia, what would you say to the men to convince them to stop looking for gold and to start farming?
3. In Virginia, in 1619, the first shipload of slaves arrived, and the House of Burgesses met for the first time. Why is this ironic?
4. Make up a list of "characters" that would be found on a southern plantation. Describe the role of each one.
5. Pretend you have just been hired as a tutor to a child on a plantation. Write a plan for a day's lessons.
6. Imagine returning to the old South in a time machine. With all you know, what advice or warnings would you give the tobacco and cotton planters?
7. Write a poem about tobacco called "The Evil Weed." In it, tell why it

is nicknamed the weed and how it encouraged the growth of plantations and slavery.

8. Write a dialogue between two aristocratic plantation owners in Virginia discussing their feelings about the poor independent farmers.

## THE COLONIAL FRONTIER

1. If you were living during colonial times, would you have chosen to leave an established colony and go off to live in the wilderness? Why? Why not?
2. Pretend you are Nathaniel Bacon. Write a letter to the governor of Virginia telling him what you are angry about.
3. Write a song about Daniel Boone called "The Great Pathfinder."
4. Draw or diagram one way that pioneers traveled to reach the Ohio Valley.
5. How did the rivalry between France and England in Europe lead to wars in the colonies?
6. Make a list of words that could describe the reaction of the colonists to the Proclamation of 1763.
7. Write a speech that Pontiac might have made to convince the Native Americans that the white men had to be stopped.
8. What was the difference between how England and France wanted to use the land around the Ohio River?
9. Do you think history would have been different if the Native Americans had refused to take sides during the French and Indian War? Explain.
10. What do you think would have happened if the French had won the Battle of Quebec?

## CLASSROOM ACTIVITY 1

## WRITING THE MAYFLOWER COMPACT

This activity will be most effective if the class does it before they actually study the Mayflower Compact. In this way the students will be in a better position to recreate the situation that the Pilgrims faced.

After a journey of sixty-five days, the *Mayflower* sighted the New England coast. Since there were no established laws or lawmakers to govern them, they had to establish some sort of order.

Tell the class to imagine that they are the Pilgrims on the *Mayflower* and are about to land, but before they do they must work out some rules to live by. Divide the class into groups of three to five students and have each group attempt to decide on a simple agreement, a Mayflower Compact, to live by.

When they are done, have each group report back to the class. The teacher will record the results on the chalkboard, checking off those rules that are repeated. After all the groups are done, the teacher can use the following questions for a wrap-up discussion:

1. Did your group have difficulty in reaching an agreement? Were you able to resolve your difficulty?
2. Looking at the chalkboard, which rules were repeated most? Why do you think so?

To culminate this activity, the teacher may read the actual Mayflower Compact or a summary of it and compare it with the work of the students.

## CLASSROOM ACTIVITY 2

### TOWN MEETING IN PLYMOUTH

Town meetings are often considered the purest form of democracy because they gave the colonists (at least, the qualified voters) an opportunity to meet, plan, and air their concerns at public meetings and then vote on them by majority rule.

Tell the class that you are going to try to recreate a town meeting. Write each of the following issues on a separate slip of paper:

1. We have to elect a sheriff.
2. We have to elect a tax collector.
3. We need to elect a collector of stray hogs for the town.
4. We have to hire a new schoolmaster. How shall we go about finding one?
5. There are some poor people in this town who need help. Shall we build an alms house where they can be taken care of?

The teacher will distribute the slips of paper at random, call the town meeting to order, and have the students bring up their concerns by reading aloud what is written on the slips of paper. After each one is read aloud, the teacher can stimulate discussion by asking one or more of the following questions where appropriate:

1. Does anyone care to voice an opinion about this or ask a question about it?
2. Does anyone have any suggestions to make?
3. Does anyone disagree? Agree? Why?
4. Shall we vote?

Once all of the issues have been handled, the teacher can wrap the activity up with a brief discussion of how local issues are resolved in their community.

## CLASSROOM ACTIVITY 3

### COLONIAL NORMS AND VALUES

Many of the customs that were an accepted part of the colonial way of life might be rejected or viewed as peculiar by today's standards. It is only when we investigate or explore the reasons behind the customs that we gain insight and understanding.

Read the following customs and discuss each one using these questions:

1. Why do you think this was a custom/value?
2. Is this true today? Would it be accepted today? Why? Why not?

### CUSTOMS

1. Unmarried girls over twenty-one were considered old maids.
2. Widows remarried immediately. One widow served the left-over refreshments from her first husband's funeral at her second wedding.
3. Women had many children. One Massachusetts woman had twenty-seven children.
4. Bundling was the custom where heating was a problem. A couple would get together in bed, fully clothed, and cuddle to keep warm.
5. Bleeding was a common way to treat illnesses, and when the doctor was unavailable, a barber was called in.
6. Lawyers were looked down upon in colonial society. They were considered to be useless windbags and were sometimes classed with drunkards and procurers.
7. Workers (laborers) often ate at the same table with their employers' families.

8. Letter carriers delivering long-distance mail sometimes entertained themselves by reading the letters they carried.
9. Education was mostly for boys.
10. Most voting was limited to male property owners.
11. Hogs roamed the streets as garbage collectors.
12. Stage plays were forbidden by law in some places because they were considered to be immoral and a waste of time.
13. Funerals and weddings provided a good excuse for drinking liquor.
14. Colonial women smoked pipes in public.

#### CLASSROOM ACTIVITY 4

##### GRAIN BUFFET

Since grain was a most important crop in the Middle Colonies and continues to be a basic crop in this country today, it will be enlightening and informative for the students to participate in the preparation of the grain buffet. It will enable them to savor the versatility of grains as a basic food.

Two or three days in advance of this activity, the teacher must assign Homework 4 from the Middle Colonies homework section. The teacher may wish to divide the class into "grain groups" so as to get a broader sampling of foods from those grains that were harvested in the Middle Colonies: wheat, corn, rye, and barley. Each group can meet and decide what the members will prepare and bring in.

On the day the assignment is due, set up a large table and have the students display the foods they brought in. Each one may quickly present his or her food, explaining which grain it contains.

After all the presentations have been made, the class can eat the foods.

The teacher can wrap this activity up with the following discussion questions:

1. Which grain does your family use the most? What foods do they buy or make that contain that grain?
2. In what ways are grains basic to our diets? To our economy today?

#### CLASSROOM ACTIVITY 5

##### COLONIAL SURVIVAL STORIES

The colonists faced uncountable dangers and innumerable problems as they reached their destinations and settled down.

The teacher can motivate this activity by asking the class what problems they might face if they found themselves stranded on a desert island. Have

the class brainstorm all the problems that newcomers to an unsettled land might face. As they suggest problems, the teacher can write them on the chalkboard. Undoubtedly, their suggestions will include all or some of the following: unfriendly Native Americans, hunger, cold, lack of shelter, lack of food or fresh water, illness.

Once the brainstorming is over, the teacher can divide the class into writing groups of two to four students with each group selecting or being assigned a different problem. Each group will meet and pool their ideas for a story which revolves around their assigned problem.

When they are done, they can share stories. It would be especially rewarding for volunteers to type and reproduce the stories as a magazine.

#### CLASSROOM ACTIVITY 6

##### INTERVIEWING THE COLONISTS

Interviewing is the formulation of appropriate questions. It is an excellent way to stimulate critical thinking among students.

Ask the students who they would like to interview if they could go back in time to colonial days. It is unnecessary for them to name a specific person. Encourage the students to think of types of colonists who intrigue them and who they would like to learn more about. The teacher can make suggestions if the class does not come up with enough ideas. For example: a Puritan minister, a student in a New England school, a slave on a southern plantation, a plantation owner, the child of a plantation owner, a Quaker living in Philadelphia, an indentured servant.

Divide the class into groups, or have the students work in pairs. Tell them to make a list of interview questions for the person of their choice. When they are done, call one group at a time to read their questions. It might be fun to draw a stick figure on the chalkboard and print the name of the character being interviewed. In this way the students will have a point of focus. As each group reads their interview questions, the teacher can encourage discussion of the more thought-provoking ones by asking the class: What do you think the person being interviewed might have answered? Why?

#### CLASSROOM ACTIVITY 7

##### PANEL OF EXPERTS

This activity is excellent to use toward the end of this unit—once the students have become familiar with the major characteristics that differentiate the colonial regions from each other.

3. The Mayflower sank.
4. William Penn was a bigot.
5. The French won the French and Indian War.
6. The Dutch won permanent control of New York.
7. Neither tobacco nor cotton would grow in the South.
8. All the colonists decided life was too hard and went back to Europe.

## The Colonial Era

1. What if the Mayflower had sunk?
2. What if the Mayflower had reached its original destination?
3. What if the Mayflower had landed in South America?
4. What if the Pilgrims had stayed in England?
5. What if Pocahontas had not died of smallpox after travelling to England?
6. What if Squanto had kept his gardening tips to himself?
7. What if Bacon's Rebellion had succeeded?
8. What if all the colonists got along with the Indians as well as Miles Standish did?
9. What if the Salem Witch Trials had spread to other colonies?
10. What if the Salem Witch Trials were conducted today?
11. What if the Great Awakening had not occurred?
12. What if the colonies had not completely come under British control?
13. What if slavery had spread to the northern colonies?
14. What if all of the colonies had developed their own forms of representative government?
15. What if the British had allowed settlement beyond the Appalachian Mountains?
16. What if the Dutch had stayed in North America?
17. What if all of the Indians were on the French side in the French and Indian War?
18. What if the French had won the French and Indian War?
19. What if all of the colonies had fully industrialized?
20. What if George Washington had not fought on the British side in the French and Indian War?

# CONTRACT COLONIES

DUE DATE: \_\_\_\_\_

☆☆

*For an A, you must choose seven projects to complete; for a B, you must choose six; for a C, you must choose five. Extra points may be accrued if extra details or elaboration are added. Your teacher reserves the right to reject any work that is illegible or incorrect.*



## VERBAL-LINGUISTIC

- \_\_\_\_\_ Write a letter to your family members back in Europe convincing them that they should come to the New World.
- \_\_\_\_\_ Write a journal pretending you are on the *Mayflower* coming to the New World in search of religious freedom.
- \_\_\_\_\_ Write a two-page report on one of the original colonies.



## LOGICAL-MATHEMATICAL

- \_\_\_\_\_ Make a spreadsheet listing the colonies, their founders, their purpose, the date of settlement, and important people in each.
- \_\_\_\_\_ Make a time line showing the founding of the 13 colonies from Jamestown in 1607 to Georgia in 1733.



## MUSICAL

- \_\_\_\_\_ Write a song that the Pilgrims could have sung on the first Thanksgiving.
- \_\_\_\_\_ Write a poem that would explain how you feel about your personal religion. Read it to the class while background music plays.

# COLONIES



## VISUAL-SPATIAL

- \_\_\_\_\_ Make a map that shows the 13 original colonies. Color code it to show what group or groups of people settled there.
- \_\_\_\_\_ Divide one large poster into two sections to show the following:
  - (1) whaling—how the whales were killed, what the whales were used for, etc.
  - (2) whale conservation today



## BODILY-KINESTHETIC

- \_\_\_\_\_ Visit your capitol building. Find out when your state was founded, by whom, and why.
- \_\_\_\_\_ Visit your county courthouse. Research the history of your county.
- \_\_\_\_\_ Make dipped candles. Be prepared to share instructions on how to make them, how long one could be burned, and what life would be like if that was all the light that was available.



## INTERPERSONAL

- \_\_\_\_\_ Conduct a town meeting, follow a printed agenda, and democratically vote on issues.
- \_\_\_\_\_ Produce a TV "Who's Who?" show. Interview people like Anne Hutchinson, Roger Williams, Benjamin Franklin, and James Oglethorpe.



## INTRAPERSONAL

- \_\_\_\_\_ Read one of the following books and write a synopsis of the story:
  - The Witch of Blackbird Pond* by Elizabeth George Speare
  - The True Confessions of Charlotte Doyle* by Avi
  - The Sign of the Beaver* by Elizabeth George Speare
  - Constance* by Patricia Clapp
  - Night Journeys* by Avi
  - The Courage of Sarah Noble* by Alice Dalgliesh
- \_\_\_\_\_ Pretend you were the first to settle in an area. Write a letter to your family back home telling of your adventures.

# *The American Revolution and the Declaration of Independence*

## **INTRODUCTION**

*Choosing independence* is a difficult decision and involves many new experiences. At the beginning of the conflict with Britain the colonists still considered themselves British and wanted the rights of British citizens with the protection and backup of their mother country's government. But as time went by, they became more independent, less willing to be treated as an immature colony, and more experienced in self-government and determination. They, in fact, followed the stages of child, adolescent, and young adult.

This chapter stresses these changes, and most of the classroom activities are geared toward helping the students understand and identify with the process of becoming independent. Our project list and homework assignments focus on the wealth of ideas and people involved in this period of our history and offer the students ample opportunity for research and creativity.

## **PROJECT LIST**

1. Make a poster showing uniforms worn by British and American troops during the American Revolution.
2. Make a booklet of maps showing campaigns and battles of the American Revolution.
3. Write pages from a British history textbook with descriptions and interpretations of five of the following events and people. (The teacher may change the number depending on the ability of the students.)
  - (a) Navigation Acts
  - (b) Currency Act

- (c) Sons of Liberty
- (d) Boston Massacre
- (e) Boston Tea Party
- (f) Patrick Henry
- (g) Lexington and Concord
- (h) The Declaration of Independence
- (i) France's role in the Revolution
- (j) Capture of Cornwallis

The student or teacher may substitute other events and people. This project may then be compared to coverage of the same events and people in any U.S. history textbook.

4. Make a booklet or poster showing weapons used in the American Revolution.
5. Pretend you are a reporter for a newspaper. Describe any battle from the American Revolution in detail. Include interviews with soldiers as well as who won and the importance of the battle.
6. Write a song book with at least ten songs describing the feats of heroes from this period of U.S. history. Examples are Thomas Paine, George Washington, and Thomas Jefferson. You may use familiar melodies of today if you wish.
7. The American Revolution was as much a revolution of ideas as it was of battles. Write a paper using the above sentence as your thesis with specific quotes and examples to back up your opinions.
8. Make an illustrated time line. Include events leading to the American Revolution, the Declaration of Independence, and important battles and campaigns of the Revolution.
9. Read a biography of one of the following people. Using your information, write a proposal for or against admitting him or her into a U.S. history "Hall of Fame."
  - Abigail Adams
  - Thomas Paine
  - Paul Revere
  - Crispus Attucks
  - Haym Salomon
  - Betsy Ross
  - Alexander Hamilton
  - Daniel Boone
  - Benedict Arnold
  - Nathan Hale
  - Thomas Jefferson
  - Benjamin Franklin

George Washington

John Adams

Samuel Adams

10. Read primary sources of information from the time of the American Revolution. Write the following:
  - (a) Short summary of what you read
  - (b) The point of view of the writer with specific quotes to back up your opinion
  - (c) Comparison of the primary material to textbook coverage of the same event or ideas
11. Write the script for a TV program showing the many ways colonists began to feel and show American nationalism during the years preceding the Declaration of Independence.
12. (For students living in one of the original colonies represented at the Second Continental Congress.) Research and write a report on the position and arguments of your state's representative regarding the Declaration of Independence.
13. Do research and write a series of letters that illustrate the difference of opinion between the British and colonists on:
  - (a) Taxation
  - (b) "Natural" rights of people
14. Do a documentary TV program on the blockade of Boston Harbor. Include the hardships faced by the people and the efforts of other colonies to come to their aid. Include interviews with people having various opinions and feelings about what is going on.
15. Write the script for an eyewitness minute-to-minute news broadcast on the battles of Lexington and Concord.
16. Write a report on Virginia's Bill of Rights and Constitution.
17. Do a study of July fourth traditions in your own town or city.
18. Write a short story on what might have happened if George Washington had accepted the offer to be king of America.
19. Research and write a report on slavery during the period of the American Revolution.
20. Make a diorama showing a scene from any important event during the American Revolution.
21. Read *April Morning* by Howard Fast. Write a book report telling how the Revolution affected the lives of the main characters of the book.
22. Do a booklet of illustrations of scenes from the story and a book jacket for *April Morning* by Howard Fast.

23. Make an encyclopedia of important names and events from the American Revolution.
24. Paint a picture of any important event during the American Revolution.
25. Research the role of any foreigner who fought in the American Revolution. Write a diary describing what he does, sees, and feels. This may also be done as a series of letters home.
26. Read *Johnny Tremain* by Esther Forbes. Write a book report describing how this book makes the American Revolution come alive to you. Would you have liked to live during this time? Why? Why not?
27. Make a cartoon strip describing the role of John Paul Jones and the American navy during the American Revolution.
28. Using original songs from the American Revolution, make a musical videotape such as those seen on MTV.
29. Write your own version of *Common Sense*.

### HOMEWORK ASSIGNMENTS

#### EVENTS LEADING TO THE DECLARATION OF INDEPENDENCE

1. Pretend that you are a colonist in the 1760s. Write an appeal to Parliament explaining why they should repeal one of the following acts. Give specific reasons.
  - (a) Navigation Acts
  - (b) Writs of Assistance
  - (c) Sugar Act
  - (d) Currency Act
  - (e) Stamp Act
2. Would you have joined the Sons of Liberty? Why? Why not?
3. Write an editorial either praising or condemning one of the following actions:
  - (a) Sacking of the Lt. Governor's home in Boston
  - (b) Boston Massacre
  - (c) Boston Tea Party
4. Choose one of the people below and write a list of grievances against Britain from his point of view.
  - (a) Shipbuilder or manufacturer
  - (b) Southern tobacco or rice farmer
  - (c) Someone wanting to settle in the West

5. Make a political cartoon showing the difference between the Loyalists and the Patriots. It can be from either's point of view.
6. Pretend you are a British soldier or government official stationed in America. Write a letter home describing your feelings about the colonists.
7. Explain the First Continental Congress and the Association from the point of view of a British soldier, American patriot, or American moderate.
8. Draw illustrations for Longfellow's "Midnight Ride of Paul Revere."
9. Write the order that you think the British commander gave to his troops before sending them to Lexington and Concord.
10. Write a dialogue between a British soldier and a colonial homeowner in which the soldier demands to be quartered.
11. Write the answer a colonial parent would give to a child who had asked, "Mommy (Daddy), what is taxation without representation?"

#### THE DECLARATION OF INDEPENDENCE

1. Pretend you are a delegate to the Second Continental Congress. Make a list of reasons for and against becoming independent from England.
2. Make a "paid political announcement" for television on why the colonies should or should not be independent.
3. Prepare for a debate on whether the colonies should declare their independence. (Debate may be held the next day.) Write your reasons for both sides of the debate.
4. Write a headline and accompanying article for a British or American newspaper for July 5, 1776.
5. Pretend that you are an American living in 1776 and have just learned about the Declaration of Independence. Write a diary entry, short poem, or letter describing your feelings.
6. If television or radio had existed in 1776, how do you think the Declaration of Independence would have been reported on the news? Prepare your version for presentation in class tomorrow.
7. How do you think the Declaration of Independence affected American soldiers who were already fighting the British?
8. Who was left out of the statement, "All men are created equal"?
9. Imagine that you are living in 1777. Plan a July 4th celebration for the first anniversary of Independence Day.
10. Describe your last Independence Day celebration.

11. Interview your family and neighbors and ask what July 4th means to them. Be prepared to report your findings to the class.
12. In what ways are you independent? In what ways and on whom are you dependent?
13. According to the Declaration of Independence, people have the right to overthrow a government that is harmful and unjust. Do you agree? Why? Why not? Under what circumstances could you imagine joining a revolution to declare independence from your government?
14. Write your own Declaration of Independence to your parents or teachers.

### THE WAR

1. Imagine that you are a general in the American army. Write a letter to your wife describing the problems you are having raising and leading your troops.
2. Make a recruitment poster for the American army.
3. Write a list of qualifications and characteristics you think a leader of the American army needed. You may put this into a help wanted ad.
4. Why were the "home front" and the war so interrelated during the American Revolution? Explain how one influenced and affected the other. Give examples.
5. Pretend you are a soldier at any battle taught in class. Write a letter home describing the conditions under which you are living and your feelings about the battle and the war.
6. If you had been a soldier listening to Washington's farewell to his troops, how would you have felt about him and what he said?
7. Write a poem, rap song, or ballad describing Bunker Hill, Valley Forge, the Capture of Cornwallis, or any other important event of the war.
8. Write a song or jingle to raise the spirits of the American soldiers.
9. Write a thank you letter to France for its help during the war.
10. Use the following sentence to begin or end a short newspaper article about the death of Nathan Hale: "I only regret that I have but one life to lose for my country."
11. If you had been assigned by George Washington to go to the Continental Congress to plead for funds, what would you have said? Write a speech and be prepared to deliver it in class.

12. Use as many of the following terms as possible in a short story, poem, or other creative writing about the Revolutionary War: redcoat, Yankee, inflation, paper money or Continental currency, war profiteer, patriot, spy.
13. Make a flag for the continental American army representing the thirteen colonies.
14. Could you be a mercenary the way the Hessians were? Why? Why not?
15. During the Revolution many people tried not to take sides. Why might this have been a temptation?
16. If you had lived during the American Revolution, would you have taken a side? Why? Why not? Which one would you have taken if your answer is yes?
17. Write a letter from Valley Forge describing Baron von Steuben's drilling of the troops.

### CULMINATING QUESTIONS ABOUT THE AMERICAN REVOLUTION

1. If you could be any of the people studied during this unit, who would you choose? Explain.
2. Make up a set of baseball-type cards for your choice of five heroes of the American Revolution.
3. Make up a list of titles for any five leaders from the American revolutionary period. Example: Washington the Winner.
4. Very little has been written about the contribution of women during the American Revolution. What do you infer from this? Does it mean that they did nothing at all? Explain.
5. Write a letter to a grandchild explaining why you fought in the American Revolution or signed the Declaration of Independence.
6. Make up an agenda listing the first five things that must be done by the new country now that it is independent and has won the war.
7. Why do we celebrate July 4th rather than the day we won the war?

### CLASSROOM ACTIVITY 1

#### CHOOSING INDEPENDENCE

Although a family provides love as well as structure, it can be compared to a government. The following exercises will allow students to see the

similarities between family and government and to clarify their own position in their families. It will also help them to understand the relationship between a mother country and a colony. Choosing independence also means new responsibilities, and students will see this more clearly as they participate in these activities.

Students will write the answers to the questions below at the beginning of the class. The teacher may then have them share in groups, or can lead a discussion based on their answers. The teacher may stress that he or she is not prying into family business and should not offer suggestions or reactions to what the class says. This first exercise will lay the groundwork for the ones to follow.

1. Who makes the rules in your home?
2. Who makes the decisions?
3. What decisions do you make?
4. Is there anything you would want to change about the rules or decision-making process in your family?

### CLASSROOM ACTIVITY 2

#### CHOOSING INDEPENDENCE: PART 2

Using the structure of Classroom Activity 1, the teacher will ask the following questions:

1. Who provides the basic needs for your family?
2. Describe the breakdown of chores at home. What do you do?
3. Who decided how these chores would be divided?
4. Do you get an allowance or any payment for what you do?

### CLASSROOM ACTIVITY 3

#### CHOOSING INDEPENDENCE: PART 3

The teacher will now let the class prepare for independent lives outside the home. The students should form committees of three or four and discuss how they would set up a home together.

The teacher should give as little help as possible on this. Given time,

most students will cover all their possible needs and problems. However, a few questions might get them started.

1. Think of all the economic and household responsibilities that you would now assume.
2. Think of new problems that might arise from living in a group and how they might be solved.

After the committees meet and report back, the teacher may lead a discussion or ask the students to write their thoughts on the following questions:

1. What are the benefits of living at home? Living on one's own?
2. Were you surprised by how many responsibilities independence gave you? Explain.

### CLASSROOM ACTIVITY 4

#### CHOOSING INDEPENDENCE: PART 4

The teacher will read and discuss the following situations.

1. You are asked to join a street gang or neighborhood club. It offers protection and/or social activities. The members pay dues, wear special jackets, and spend most of their time together. Would you join? Why? Why not? What would you gain? What would you lose?
2. You live in a dormitory at college. Meals and linen are provided, and someone cleans your room once a week. There is a curfew and house rules about noise, visitors, and drinking. You are invited to join three other girls/boys in sharing an apartment. Would you go? Why? Why not? What would you lose? What would you gain?
3. You have a choice between two classes. One has a teacher who is very strict, piles on the work, and is known to have a terrible temper. He or she has a reputation for getting everyone in the class to pass the city/state exams in that subject. The second teacher believes students should learn through trial and error and individual research. She or he does not prepare the students in a systematic way for standardized tests. Students are responsible for taking their own notes during class lessons and for keeping up with reading and other work. At the end of the term they must hand in a special project. Which class would you choose? Why? What would be the advantages and disadvantages of each?

**CLASSROOM ACTIVITY 5**

## TAKING A STAND

It is not easy to take a stand. The heroes of the American Revolution often seem superhuman. Yet, there were many unsung heroes as well as people who simply supported but didn't lead. All of them took some personal risk in order to be part of the American Revolution.

The situations below deal with school. The teacher should write these on the chalkboard. It would be best if the teacher reproduced the list of possible actions and handed them out to the students. For each situation, the students will decide on which action they would be willing to take. This is a personal decision, and except for possible discussion of terms (if necessary), the activity should start without very much teacher input. However, the following questions should be considered by the students as they make their decisions:

1. What risks are you taking?
2. What do you expect to win?
3. Is it worth the risk?

A class discussion or group sharing would end this classroom activity. It would also be helpful for the students to go over what they wrote and heard by doing a homework assignment about how they felt and what they learned about themselves during this activity.

## SITUATIONS

1. The food in the cafeteria is terrible.
2. The dress code in school is very strict.
3. The school board has decided to add another hour to the school day.
4. The school board has decided to add another month to the school year.
5. One teacher in school is very unfair and seems to show discrimination against a particular group of students.
6. Your school insists that students only use notebooks, pens, and pencils with the school's name inscribed on them. They are sold in the school store and cost more than similar items found in other stores.

## POSSIBLE ACTIONS: HOW FAR WOULD YOU GO?

1. Write a letter of protest.

2. Write and circulate a petition.
3. Sign someone else's petition.
4. Speak to someone in charge.
5. Have your parent speak to someone in charge.
6. Form a small group to speak to someone in charge.
7. Organize a sit-in in front of the school or school board's office.
8. Organize a school strike with protest picket signs.
9. Join a school strike or sit-in.
10. Make picket signs for the others but not appear yourself.
11. Boycott.
12. Simply refuse to do what you are told.

**CLASSROOM ACTIVITY 6**

## HOW ANGRY WOULD YOU GET?

Students will pretend that they are colonists living during the days preceding the American Revolution. They are to rate their reactions to the following events as very angry, mildly angry, not angry.

1. Navigation Acts restrict trade to Britain only.
2. The Writs of Assistance provide for a general search warrant that invades privacy.
3. Taxes are put on all items using stamps.
4. The Townshend Acts are repealed except for the tax on tea.
5. You read about the Boston Massacre.
6. Boston Harbor is blockaded.
7. The British march from Boston to Lexington and Concord to seize arms and gunpowder believed to be hidden there.

After this is completed, the teacher should go back over the list and ask students at which point they would have been ready to take an action and what action they would have taken.

**CLASSROOM ACTIVITY 7**

## READ THE DECLARATION OF INDEPENDENCE

Many students have only the vaguest idea of the meaning of the Declaration of Independence. Many have never read it. Some only know it said

something about men being created equal. Often, it isn't even connected to July 4th celebrations.

We feel that it is imperative for all junior and senior high school students to read the entire document. It needs to be discussed and analyzed sentence by sentence, thought by thought. Students also need to understand its effect at the time it was written, what it was meant to do, and who it was written for, as well as the change in meaning and interpretation through the years.

The teacher may approach this as a study of literature with attention paid to style and vocabulary as well as content. After an initial reading, the teacher may want to break up the Declaration of Independence into short sections and assign students to analyze, explain, and read their own section to the class. Some other approaches include:

1. A choral reading
2. A reenactment of the signing of the Declaration while reading it aloud
3. A modern version written in committee and read aloud

## **The American Revolution**

1. What if the works of the philosophes had been successfully repressed in the Colonies?
2. What if the Revolutionary War had been fought entirely by militia?
3. What if the Continental Army had used the tactics of the British?
4. What if the perpetrators of the Boston Tea Party had been caught?
5. What if the Bostonians had fired back at the British during the Boston Massacre?
6. What if Paul Revere had chickened out and stayed in bed that night?
7. What if the Continental Army had conquered Canada?
8. What if the colonies had peacefully settled their differences with England and remained British?
9. What if the British had permanently lowered taxes in the colonies?
10. What if the British had permitted colonists to stand for election in the British Parliament?
11. What if a different king had been on the throne of England during the Revolutionary War?

## **The American Revolution (continued)**

12. What if the British had won the Revolutionary War? What impact would this have had on America and on future revolutions?
13. What if the French Revolution had occurred before the American Revolution?
14. What if the French had not aided the Americans in their Revolution?
15. What if the Patriots had been communist?
16. What if George Washington had declined to lead the Continental Army?
17. What if Benedict Arnold had remained loyal to the American cause in the Revolutionary War?
18. What if there had been no Tories in the Revolutionary War?
19. What if George Washington had become a dictator?
20. What if George Washington had become the king of America?
21. What if the Declaration of Independence was written by someone else?
22. What if the Declaration of Independence was written earlier?
23. What if the Declaration of Independence was written later?
24. What if the Declaration of Independence was signed by only some of the colonies?
25. What if Cornwallis had refused to surrender?
26. What if Thomas Jefferson or Benjamin Franklin had helped to write the Constitution?
27. What if the Articles of Confederation were still in effect?
28. What if the Bill of Rights had not been passed?

NAME \_\_\_\_\_ DATE \_\_\_\_\_

# CONTRACT

## THE AMERICAN REVOLUTION

DUE DATE: \_\_\_\_\_

☆☆

For an A, you must choose seven projects to complete; for a B, you must choose six; for a C, you must choose five. Extra points may be accrued if extra details or elaboration are added. Your teacher reserves the right to reject any work that is illegible or incorrect.



### VERBAL-LINGUISTIC

\_\_\_\_\_ Write a two-page report on one of the following people:

- |                          |                          |
|--------------------------|--------------------------|
| <i>Benjamin Franklin</i> | <i>John Hancock</i>      |
| <i>Thomas Jefferson</i>  | <i>George Washington</i> |
| <i>Samuel Adams</i>      | <i>John Adams</i>        |

\_\_\_\_\_ Pretend you are one of the people listed below. Write a first-person account of your involvement in the fight for independence.

- |                             |                        |
|-----------------------------|------------------------|
| <i>Abigail Adams</i>        | <i>Molly Pitcher</i>   |
| <i>Marquis de Lafayette</i> | <i>Benedict Arnold</i> |
| <i>Deborah Sampson</i>      | <i>Patrick Henry</i>   |



### LOGICAL-MATHEMATICAL

\_\_\_\_\_ Design a game for students to play that includes events and/or people of the Revolutionary War.

\_\_\_\_\_ Design a flow chart that shows the causes and effects of events leading to the Revolution.



### MUSICAL

\_\_\_\_\_ Write more verses to the tune of "Yankee Doodle" that would encourage patriots to keep up the fight.

\_\_\_\_\_ Memorize a published poem about one of the Founding Fathers.

# THE AMERICAN REVOLUTION



## VISUAL-SPATIAL

- \_\_\_\_\_ Make a time line depicting events from the Boston Massacre in 1770 to Cornwallis' surrender in 1781.
- \_\_\_\_\_ Make a map showing significant battles and who won them.
- \_\_\_\_\_ Draw a picture that would illustrate the belief that all people are created equal and deserve the right to life, liberty, and the pursuit of happiness.



## BODILY-KINESTHETIC

- \_\_\_\_\_ Take a field trip to a Revolutionary War battlefield or memorial. Be prepared to share your experience with the class.
- \_\_\_\_\_ Dramatize one of the following events:
  - The Boston Massacre*
  - The Boston Tea Party*
  - Valley Forge*



## INTERPERSONAL

- \_\_\_\_\_ Conduct a debate between a Tory and a patriot.
- \_\_\_\_\_ Produce a play that would show King George and his reactions to the demands of the colonists and then the Declaration of Independence.



## INTRAPERSONAL

- \_\_\_\_\_ Read one of the books by Jean Fritz on this time period and write a synopsis of the story.
- \_\_\_\_\_ Pretend you are one of the Founding Fathers (or Mothers). Write 10 entries in a diary telling of your experiences and feelings during the fight for independence.

# The Constitution and the Bill of Rights

## INTRODUCTION

*The Constitution* has allowed our country to grow and change, to survive crises and problems, and even to make and correct mistakes (for example, the amendments for Prohibition and its repeal). The writers of the law of our land handed down a document that could breathe, expand, absorb change. The same Constitution of 1787 still exists today—still works today.

We hope to instill some of the wonder and appreciation of the Constitution and Bill of Rights in the assignments in this chapter. Special attention has been given to details of the Constitution and amendments in our homework section. No one is expected to use all of the questions.

We feel that it is essential for students to have copies of the Constitution and Bill of Rights for their study of this unit. If not provided in a textbook, we hope that the teacher will order a set for the class.

## PROJECT LIST

1. Write a report on the Northwest Ordinance. In addition to explaining its provisions and lasting effect, write why it is often considered the most important accomplishment of the Congress during the days of the Articles of Confederation.
2. Make a booklet or poster of political cartoons showing all the reasons why the Articles of Confederation failed.
3. Make a booklet entitled *Who's Who at the Constitutional Convention*. Include all the participants, their backgrounds, and what they contributed to the Constitution.
4. Read *The Federalist* pamphlets. Summarize the arguments for ratifying the Constitution. Write any questions you would have liked to ask the authors James Madison, Alexander Hamilton, and John Jay.

5. Make a jigsaw puzzle of the three branches of government and how they work.
6. Make a picture book for young children explaining our system of checks and balances.
7. Make a dictionary of terms from the Constitution.
8. Choose any amendment after the Bill of Rights and write a report on its history.
9. Make a booklet for a new immigrant that describes the Constitution and Bill of Rights. Use your own words and cartoons or illustrations.
10. Write a short story in which any article or amendment of the Constitution plays an important part.
11. Research the background of any important decision of the Supreme Court. Then write how the case was decided and summarize the arguments involved.
12. Write a research report on checks and balances by using specific instances in which one branch of the government counteracted the other.
13. Using newspapers and magazines, compile evidence for a current events booklet which shows that the first amendment is used today.
14. Pretend that you are a lawyer. Research court cases dealing with the first amendment and use them to write an argument on behalf of your client's right to either freedom of speech, press, religion, or assembly.
15. Prepare a video or audiotape about the Bill of Rights today.
16. Research the treatment of the colonies by Britain in order to write an illustrated booklet on how the Bill of Rights was an effort to prevent any government from doing that again.

### HOMWORK ASSIGNMENTS

#### ARTICLES OF CONFEDERATION

1. Ask your parents and neighbors if they would pay a voluntary tax to help pay off the national debt. From their answers, do you think we could get it paid off? Explain.
2. What, or who, is the "Central Government" for your school? Do you think you could function *without one*? Why? Why not?
3. Make up a political cartoon for a newspaper in the 1780s about life without a Supreme Court.
4. Pretend you live in one of the original thirteen states under the Articles of Confederation. Write a letter to your state government as a:

- (a) Merchant asking them to tax goods from other states
- (b) Farmer urging them to set up a trade treaty with a neighboring state in which you sell your produce
5. Draw a ladder showing the steps needed for Congress to receive money from one state during the Articles of Confederation.
6. Would you have joined Shay's Rebellion or felt threatened by it? Give reasons for your answer.
7. Choose one weakness of the Articles of Confederation that you feel was most harmful to the country. Write a petition to Congress stating:
  - (a) Why this is harmful
  - (b) How the government might benefit from having more power in this area
  - (c) Your ideas on how to make the changes
 (This homework should be assigned before doing Classroom Activity 1.)

#### CONSTITUTIONAL CONVENTION AND RATIFICATION

1. It is June 1787, and you are a delegate to a special congress in Philadelphia to improve the Articles of Confederation. Write a plea to the other members on why the happenings at these meetings should be kept secret from the public and why the windows should be kept shut even though it's so hot.
2. Write an oath of secrecy for the members of the Constitutional Convention in June 1787.
3. Discarding the Articles of Confederation was basically a lawless act and could have been considered a form of treason. Pretend that you are a member of the Constitutional Convention. How would you have voted? Write your reasons for your decision.
4. Write a dialogue between two delegates to the Constitutional Convention. One is for the Virginia Plan, and the second wants the New Jersey Plan.
5. Make a list of all the comforts of today that were missing during the Constitutional Convention.
6. Write an argument to your fellow delegates to convince them why they must accept the Great Compromise.
7. How does the Three-Fifths Compromise insult slaves?
8. Pretend you are a delegate to the Constitutional Convention. Write a journal entry on any of the following:
  - (a) Doubts about the ability of people to vote intelligently

- (b) Fears about giving Congress power over trade with foreign countries
  - (c) Questions about how your state will react to what the Convention has done
9. It has been said that few of the delegates were completely satisfied with the new Constitution. Choose any delegate or state and write a list of the positive and negative sides of the Constitution as they would see it.
  10. Make a handbill for or against ratifying the new Constitution.
  11. Pretend you were the host of a talk show back in 1788. Prepare a set of questions to ask the following guests about their positions on ratifying the Constitution:
    - (a) Thomas Jefferson
    - (b) Patrick Henry
    - (c) Alexander Hamilton
    - (d) Ben Franklin
  12. Write a newspaper editorial about Jefferson's request that a Bill of Rights be added to the Constitution.
  13. Make a commercial for or against ratifying the Constitution.
  14. Write a headline and short news article about the ratification of the Constitution by either New York or Virginia.
  15. Write the lyrics for a song called "Founding Fathers."
  16. Some people think that the writing and ratification of the Constitution was the true American Revolution. Do you agree? Why? Why not?
  17. Imagine that you were a delegate to the Constitutional Convention and had been present at George Washington's inauguration. Write a letter to a friend describing how this makes you feel about your work.

## THE CONSTITUTION

1. Read the preamble to the Constitution. Why did the words, "We the people . . ." have such an impact on the world?
2. Write a poem, song lyric, or rap song using the words, "We the people."
3. Draw a political cartoon showing the reaction of any European king to the American Constitution.
4. Make a list of school rules and classroom rules. Compare this to the division of power between state and federal governments.
5. Find out at what age you may drive, drink, marry, vote, go into the army, and receive social security. Which of these are determined by your state? Which are determined by the federal government? Why?

6. Any of the following questions may be used after the class studies Article I of the Constitution:
  - (a) Make a help wanted ad describing the job of and requirements for a senator or representative.
  - (b) Make a ladder showing the steps needed for a bill to become a law.
  - (c) Read carefully the powers granted to Congress, denied to Congress, and denied to the states. Write one modern example for each category.
7. Questions pertaining to Article II:
  - (a) Using the information in Article II, write out questions for a job interview with a candidate for president.
  - (b) Read the article carefully and find and write down the section that applies to the following events in modern history:
    - Lyndon Baines Johnson became president immediately after the assassination of John Fitzgerald Kennedy.
    - Richard M. Nixon resigned after articles of impeachment were brought against him.
8. For use with Article III:
  - (a) How are your rights protected in this Article?
  - (b) Why do you think treason was so clearly defined in the Constitution?
  - (c) Why do you think Supreme Court judges are appointed for life?
  - (d) Make a list of the qualities you think an ideal Supreme Court judge must have.
9. Read Article IV:
  - (a) Draw a cartoon showing what would happen to someone who committed a crime in New York and escaped to New Jersey.
  - (b) Send a telegram to the federal government from a state government requesting protection due to domestic violence. Explain the violence.
10. Article V states the provisions for amending the Constitution:
  - (a) Why does this article truly make the Constitution a living document?
  - (b) Read the amendments to the Constitution (excluding the Bill of Rights) and choose the three that you feel are most important to your life. Explain why.
11. For use with Article VI:
  - (a) Why is it important for state as well as federal officials to take an oath to support the Constitution?
  - (b) How does this article guarantee freedom of religion to public officials?

12. Article VII: Why do you think only nine out of thirteen states were necessary to ratify the Constitution?
13. Write a conversation between the Founding Fathers as they hear that we have just celebrated the 200th anniversary of the Constitution. What do you think they would say to each other?
14. If you could talk to any of the writers of the Constitution, what would you tell them today?
15. Write a proposal for an anniversary celebration for the Constitution. This should be read to the class and may be used for Classroom Activity 5.

### THE BILL OF RIGHTS

1. Write your own definition of the word freedom.
2. Make a list of ways in which your personal freedom may be limited. Include economic considerations, family rules, and peer pressure in your answer.
3. Make a list of things that are legal but that you still wouldn't do. Explain your answer.
4. Make a cartoon illustrating the point that "my freedom ends where your nose begins."
5. Use the following questions for the First Amendment:
  - (a) Is there any freedom you would want added? Explain.
  - (b) How exactly do you use freedom of speech and the press?
  - (c) How do you limit your own freedom of speech?
  - (d) Interview a parent or neighbor on how they personally use the First Amendment.
  - (e) Make a poster or a petition urging action on behalf of some cause you believe in.
6. Write an answer to people who use the Second Amendment as their reason for feeling that they should be allowed to own guns.
7. Imagine you lived during the days of the American Revolution. Write a letter to Congress urging them to pass the Third Amendment.
8. For use with Amendment IV:
  - (a) Write the script for a scene from a TV police show illustrating how the Fourth Amendment is used.
  - (b) Pretend that you are a police officer. Write a request for a search warrant. Be sure to include all the necessary information as prescribed in Amendment IV.
9. Read Amendments V, VI, and VIII and write a manual for accused people explaining clearly their rights under the law.

10. Write a letter from an American of 1789 to Congress giving reasons for the importance of Amendments IX and X.
11. Which of the amendments in the Bill of Rights is most important to you personally? Explain your answer.
12. Make a list of all the rights in the Bill of Rights that were denied to the slaves.
13. Make up an original amendment to protect the rights of Native Americans.
14. How do you think our history would have been different if the rights of the Native Americans and the black people had been protected?

### CLASSROOM ACTIVITY 1

#### READY FOR CHANGE

(Students will do Homework 7 from the Articles of Confederation section before doing this activity.)

Each student will announce which weakness he or she chose to deal with. The teacher will then form committees in which the students will read their petitions to each other. They will combine, add, eliminate, argue, and compromise until each committee has produced one petition, which they will all sign. The final petitions will be read to the entire class.

If the same few weaknesses are chosen by everyone, the teacher may form more than one committee on the issue. It would actually be interesting to see how different committees handle the same assignment.

### CLASSROOM ACTIVITY 2

#### A NEW CONSTITUTION

The writing of a constitution is a complex and difficult task. In order for this activity to be most successful, the teacher must be comfortable turning the class over to the students. They will be told that they have an opportunity to write a whole new set of rules for the school or classroom. The teacher simply states that and tells them that they can structure themselves any way they wish in order to complete the task. She or he then sits down and allows them to take over.

If this is not possible, the teacher may suggest the following:

1. George Washington was voted chairman at the Constitutional Convention. Maybe the class would like to vote for a chairperson to help organize things.
2. If there are no rules for running the meeting, it might lead to chaos.
3. Someone should take notes.

We strongly suggest that the teacher not use these but allow the students to discover them for themselves. Given the time and freedom, students will create their own order.

When this activity is finished, the new constitution should be presented. Students and teacher should discuss what similarities there are to the old system and what new ideas were included. If possible, some of the new ideas might be absorbed into classroom routines, or a committee might present ideas for the school to the principal or student council. The goal, however, is for the students to go through the process rather than focus on the end product.

### CLASSROOM ACTIVITY 3

#### HOW GOOD ARE YOU AT COMPROMISING?

This activity is designed to help students understand the process of compromise. Two or three students will be assigned each topic. They will discuss it in front of the class until an agreement is reached. Not all discussions will lead to arguments or to compromises. The teacher will talk about the outcome with the class after each group has had its turn. Students may be asked to look for other options and areas of compromise when appropriate.

#### TOPICS

1. Choose a film to see.
2. Choose a dessert to serve.
3. Choose music for a dance.
4. Choose a place for a class trip.
5. Choose new school colors.
6. Choose a theme for a school party.
7. Choose a cause to raise money for.
8. Choose a soft drink for the cafeteria.
9. Choose one team for the school to support.
10. Choose an animal to be the school mascot or symbol.

### CLASSROOM ACTIVITY 4

#### DEBATES

The following debates may be used throughout the unit as the class learns the relevant material.

1. Which should be adopted—the Virginia Plan or the New Jersey Plan?
2. Should there be direct popular vote for elections or an electoral college?
3. Which is more important—a strong central government or strong individual states?
4. Should we ratify the new Constitution?
5. Should a group such as the Ku Klux Klan have access to television as part of freedom of speech?
6. Should a group such as the neo-Nazis be allowed to have a public parade?
7. Should pornography be protected as freedom of the press?
8. Should anyone have the right to censor what students may read?

### CLASSROOM ACTIVITY 5

(Assign Homework 15 from the Constitution section before doing this activity.)

#### HAPPY BIRTHDAY CONSTITUTION

Students will read their proposals and form committees to plan for the class celebration on the birthday of the Constitution. This may be done as a class project or be extended into a school or community project.

The celebration may be held during school time or on a weekend depending on what type of activities are planned.

### CLASSROOM ACTIVITY 6

#### RIGHTS AND RESPONSIBILITIES

The Constitution and the Bill of Rights offer Americans freedom and responsibility. Neither stands alone. This activity will help students understand the relationship between their rights and their responsibilities.

The teacher will make up cards with the following categories:

Right to vote  
 Freedom of speech  
 Freedom of the press  
 Freedom of petition and assembly  
 Freedom of religion  
 Right to trial by jury

Students will pick a card, and then, all the students with the same card will form a committee. The job of each committee is to answer specific questions about their topic.

### QUESTIONS

#### *Right to Vote*

1. What must a citizen do before he or she can vote?
2. What should a citizen know before voting?
3. Should people be obligated to vote by law?
4. What are some excuses people give for not voting? How can you respond to them?
5. Think of ways to urge people to make use of their right to vote.

#### *Freedom of Speech*

1. In what ways does the law limit freedom of speech?
2. In what ways could freedom of speech bring danger or harm to someone else?
3. What could happen if people don't bother to use their freedom of speech?
4. Is there anyone who you feel should not have freedom of speech?

#### *Freedom of the Press*

1. List everything and everyone besides newspapers that are guaranteed freedom of the press.
2. In what ways, besides writing, do we have freedom of the press?
3. How can the average citizen ensure his or her freedom of the press?
4. What responsibility does an editor of a newspaper have?
5. Who, if anyone, should censor what you read?
6. Is there anyone who you feel should not have freedom of the press?

#### *Freedom of Petition and Assembly*

1. What exactly do petition and assembly mean?
2. What are the responsibilities of people who organize and participate in a demonstration?
3. Write a list of ways to ensure that demonstrations are peaceful.
4. Write a list of causes that you feel should be demonstrated for or against. Why is it so important to do so?

#### *Freedom of Religion*

1. How might one person's freedom of religion hurt another person?
2. What limits should there be on what one believes?
3. What limits should there be on what one does or how one practices religion?
4. Give examples of how we separate religion from our government.
5. Give examples of how freedom of religion may be abused or denied.

#### *Right to Trial by Jury*

1. What do you know about jury duty?
2. What is meant by jury of peers?
3. Why is it important for people to serve when called for jury duty?
4. How would you convince people to take their jury duty?

This activity takes time, and the teacher may choose to do it over a two-day period. The class reports by each committee should be followed by questions from and discussion by the entire class.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

# CONTRACT

## ESTABLISHING THE U.S. GOVERNMENT

DUE DATE: \_\_\_\_\_

☆☆

For an A, you must choose seven projects to complete; for a B, you must choose six; for a C, you must choose five. Extra points may be accrued if extra details or elaboration are added. Your teacher reserves the right to reject any work that is illegible or incorrect.



### VERBAL-LINGUISTIC

\_\_\_\_\_ Write a two-page report on one of the following people:

*Benjamin Franklin*

*James Madison*

*Alexander Hamilton*

*George Washington*

\_\_\_\_\_ Make a newspaper covering the constitutional convention of 1787.

\_\_\_\_\_ Pretend you are Benjamin Franklin. Write your account of the constitutional meetings.



### LOGICAL-MATHEMATICAL

\_\_\_\_\_ Construct a spreadsheet showing the original states, the number of senators, the number of representatives, and the electoral votes each state had. (This may be done on a computer.)

\_\_\_\_\_ Construct a time line showing major events from 1782 to 1800.

\_\_\_\_\_ Compare and contrast the United States government under the Articles of Confederation with the type of government that would exist under the proposed Constitution.



### MUSICAL

\_\_\_\_\_ Write a rap song that explains the divisions of government found in the Constitution.

\_\_\_\_\_ Write a song about the constitutional convention and/or the men involved.

# ESTABLISHING THE U.S. GOVERNMENT



## VISUAL-SPATIAL

\_\_\_\_\_ Make a mobile showing the three branches of government, their responsibilities and divisions, as well as information on how their members are elected or appointed, and the time frames for which these members served as the government was being or was just established.

\_\_\_\_\_ Pretend you are Benjamin Banneker, planning out Washington, D.C. for the first time, but you have the advantage of seeing 200 years into the future.



## BODILY-KINESTHETIC

\_\_\_\_\_ Stage a protest by the people of 1788 telling why they wanted a Bill of Rights added to the Constitution.

\_\_\_\_\_ Stage a play demonstrating how hard it was to pass a law under the Articles of Confederation. Be sure to show the difference between large and small states and differences of opinions within a state.



## INTERPERSONAL

\_\_\_\_\_ Put on a debate demonstrating "The Great Compromise."

\_\_\_\_\_ Prepare and deliver a speech that would convince your constituents that they should adopt the Constitution rather than continue under the Articles of Confederation.



## INTRAPERSONAL

\_\_\_\_\_ Read one of the following books and write a synopsis of the story:

*Sh! We're Writing the Constitution* by Jean Fritz

*1787; A Novel* by Joan Anderson

\_\_\_\_\_ Pretend you were a delegate to the constitutional convention. Write a letter to your constituents back home asking their opinions on issues and reporting the progress of the convention.

## CHAPTER FIVE

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# *Establishing the New Nation*

### INTRODUCTION

*With the ratification of the Constitution and the election of George Washington as president, the stage was set for the United States to establish itself as a nation. While the groundwork had been brilliantly laid by the framers of the Constitution, it remained to be seen whether the plan was workable. The United States had to establish itself as a viable political entity to the citizens, to the states, and to all the other foreign powers in the world. The success and endurance of the new nation would depend on the decisions and policies established by the leaders during the formative years.*

For the sake of clarity, we have divided the homework section into five parts. The first three cover the administrations of George Washington, John Adams, and Thomas Jefferson as leaders who made the precedent-setting decisions which enabled our survival. The last two sections focus on the War of 1812 and the Monroe Doctrine, both of which established our identity in the eyes of the European nations.

A great deal of creative and sensitive decision making occurred during this era. This chapter will attempt to involve the students in assessing and analyzing those decisions and events so as to give them a deeper appreciation of the complexity of establishing the nation.

### PROJECT LIST

1. Make a special commemorative magazine highlighting the accomplishments of George Washington as president.
2. Make a series of political cartoons both in favor of and in opposition to the Alien and Sedition Acts.

3. Make an original anonymous pamphlet attacking the Alien and Sedition Acts.
4. Make a series of political cartoons which illustrate our effort to stay out of involvements with European countries.
5. Write a diary about the life and accomplishments of Alexander Hamilton.
6. (For a more advanced student) Write an analysis of the economic policies that Alexander Hamilton made for the United States when he was Secretary of the Treasury. Evaluate them in your conclusion.
7. Make a map of the United States, illustrating in detail the Louisiana Territory. Include all or some of the following: rivers, resources, and the routes explored by Lewis and Clark and Zebulon Pike.
8. Do a special newspaper exposé on the life of Aaron Burr.
9. Make up a ballad or an epic poem about how Americans felt about the Embargo of 1807 and what they did about it.
10. Write a chapter for a British history textbook telling the story of the War of 1812.
11. Make a diorama of the burning of Washington in the War of 1812.
12. Make a model of a frigate, such as the *Constitution*, which was used in the War of 1812.
13. Make a diorama of one battle in the War of 1812.
14. Write a script for a TV special on the life and accomplishments of John Marshall, the first chief justice of the Supreme Court.
15. Write your own version of the Supreme Court arguments in the cases of *Marbury v. Madison* and in *McCulloch v. Maryland*.
16. Make a time line of the major events and decisions under the administration of George Washington.
17. Make a time line of the major decisions and events in foreign policy from 1796 to 1823.
18. Write a history of the treatment of the Native Americans by the administrations of Washington, Adams, Jefferson, Madison, and Monroe.
19. Make a fashion magazine illustrating fashions between the years 1789 and 1823.
20. Make a diorama of *Mount Vernon* or *Monticello*.
21. Read a biography of one of the first five presidents. Write a series of funeral speeches and eulogies that discuss the person's character, family life, accomplishments, and service to his country.

## HOMEWORK ASSIGNMENTS

### GEORGE WASHINGTON'S TERM OF OFFICE

1. Write your own version of George Washington's acceptance speech upon his election as president.
2. If you had been elected first president of the United States, list the things you might have tried to accomplish.
3. If you were the king of France or England, what do you think you would have said privately to your wife about the new nation, the United States.
4. What personal qualities do you imagine George Washington must have had to lead the new nation?
5. What do you think makes a good leader? Why?
6. If you had to run this school, how would you get everyone to obey the rules?
7. Pretend you are Alexander Hamilton. Write a speech for Congress to convince them to pay off the debts of the individual states.
8. Write an advertisement to convince citizens to invest in a national bank at \$400 a share.
9. Make a list of all the people who might have opposed the tariff on manufactured goods. Who would have favored it? Why?
10. Pretend you are a manufacturer in 1790. Write a letter to Alexander Hamilton telling him why you appreciate the tariff on manufactured goods.
11. The United States owed \$75 million to foreign nations, state governments, and individuals when George Washington took office. List all the ways that you think the government could raise money.
12. Make a poster urging people to support the Whiskey Rebellion.
13. Write an announcement urging people to join the militia to crush the Whiskey Rebellion.
14. Prepare for a discussion on the advantages of a government run by the wealthy, educated people as represented by the Federalist party or a government run by the masses.
15. Make up a slogan and a mascot to represent the Federalist party and the Jeffersonian-Republicans.
16. Make up a rap song to support Washington's Proclamation of Neutrality.
17. Is it more important to protect yourself or to help your friends? Why?

18. Make up a newspaper editorial either for or against Washington's foreign policy of isolationism.
19. Write a letter to the French government demanding the withdrawal of Citizen Genet.
20. President George Washington risked his reputation when he defended and supported the treaty that John Jay had negotiated with England. In what ways did he risk his reputation? Would you have done that? Explain.
21. What do you think would be an appropriate retirement present for George Washington? Why do you think so?
22. George Washington is remembered as the "Father of Our Country." Write a title that you would like to be remembered by.
23. Write your own version of Washington's Farewell Address.

#### EVENTS UNDER THE JOHN ADAMS ADMINISTRATION

1. Write a newspaper article and headline describing the XYZ affair.
2. Write a letter to President John Adams telling him why you object to the Alien and Sedition Acts.
3. Write a speech for John Adams conceding his defeat to Thomas Jefferson in the election of 1800.
4. Write an epitaph for the tombstone of John Adams.

#### THOMAS JEFFERSON'S ADMINISTRATION

1. Jefferson believed that farmers were the most important people in society. Do you agree? Explain.
2. Make a list of things that might have caused France to decide against selling us the Louisiana Territory.
3. Pretend you are Robert Livingston, the United States minister to France in 1803. Write a letter to President Jefferson explaining why you bought the entire Louisiana Territory instead of just buying New Orleans, as planned.
4. Make up a bill of sale for the Louisiana Territory.
5. Write a page in Jefferson's diary expressing his feeling of guilt over the Louisiana Purchase, since the Constitution did not specifically give the president that right.

6. Write a formal letter from the government of the United States to the London Foreign Office denouncing the attack on the *Chesapeake* by a British warship in 1807.
7. Pretend you are President Jefferson. Write a letter of condolence to the mother of one of the sailors who was killed on the *Chesapeake*.
8. Using the letters in the word EMBARGO, make up a slogan that shows the anger Americans felt about the 1807 Embargo.
9. Make up a limerick or rhyme that explains at least one reason why the Embargo of 1807 was a failure.

#### THE WAR OF 1812

1. Make up a dialogue between a British and an American sea captain regarding the impressment of American sailors.
2. Write a speech, as a War Hawk, urging Congress to declare war on England.
3. Do you think James Madison did the right thing when he asked Congress to declare war on England in 1812? Explain.
4. Write a newspaper headline and an account of the American naval victory of *Old Ironsides* or of Captain Perry's victory on Lake Erie.
5. Illustrate or explain the words of "The Star-Spangled Banner."
6. What do you imagine was going through the mind of Francis Scott Key just before he wrote "The Star-Spangled Banner"?
7. Pretend you are a French citizen. What is your opinion of the United States after learning about the terms of the Treaty of Ghent, ending the War of 1812?

#### THE MONROE DOCTRINE

1. Write your own version of the Monroe Doctrine in today's slang.
2. Make up a top secret note between Secretary Adams and President James Monroe revealing the real reason the Monroe Doctrine should be announced.
3. Make up an original descriptive name for the Monroe Doctrine.
4. Draw a cartoon about the Monroe Doctrine that could have appeared in a European magazine of the time.

5. What do you think would have happened if a European power had challenged the Monroe Doctrine? Explain.

### CLASSROOM ACTIVITY 1

#### SELECTING A CABINET

In order to get the new government rolling, George Washington had to select able advisors that he could rely on. This is important for every good leader.

The teacher will divide the class into groups of three to five students. Each group will then make a list of all the qualities they think a person should have in order to be chosen for one of the following Cabinet positions:

1. Secretary of the Treasury
2. Secretary of War
3. Secretary of State
4. Attorney General

Since there were only four Cabinet positions during the first administration, it may be necessary to have more than one group working on the qualifications for each post. When they are done, the teacher will go over and discuss their lists. The teacher can record them on the chalkboard and then get a consensus on the order of importance of each.

### CLASSROOM ACTIVITY 2

#### UPON HIS RETIREMENT . . .

George Washington's retirement from the presidency after two consecutive terms was emotional and momentous. He had successfully put the new nation on relatively sound footing, both internally and in foreign affairs. Largely through his strong non-partisan leadership at home, his wise foreign policy decisions, and his ability to delegate authority and surround himself with brilliant advisors, he successfully led the United States through its infancy. Because he affected so many people and so much history, this activity will give the students a better appreciation of the impact he made.

Have the class write a farewell letter to George Washington upon his re-

tirement. It must be written from the point of view of any of the following people. The teacher may substitute other personalities, depending upon the material that was stressed in class.

1. The king of England
2. John Adams
3. Thomas Jefferson
4. John Jay
5. Alexander Hamilton
6. Citizen Genet
7. A soldier who fought under Washington in the Revolution
8. A Redcoat who fought against Washington in the Revolution
9. Martha Washington
10. The average new American

The teacher may suggest that they include in their letters:

1. Their feelings about Washington's retirement and his accomplishments
2. Why they feel that way
3. Whether they feel his successor can fill his shoes
4. What his presidency has meant for them

When they are done writing, they can get together in groups of three to read their letters to each other to get reactions or suggestions for improvement. After making any corrections or changes, the students can write their final drafts, after which they may read them aloud to the rest of the class.

### CLASSROOM ACTIVITY 3

#### IMPROVISATIONS

Improvisations or role-playing can be wonderful techniques to get students to better understand how events in history occurred. Use the following scenes to have your students improvise what they imagine was said. This can be a lot of fun, since the students will inadvertently use their own slang in developing the scenes. Do not discourage it. If at first the students are shy, it is sometimes helpful for the teacher to take on one of the roles. That role can be handed over to a student as the level of comfort with the activity grows.

1. A British sea captain boards an American ship and orders the impressment of American sailors. The American captain objects and argues.
2. Robert Livingston, the United States minister to France (who is a little hard of hearing), and James Monroe are negotiating with the French over the sale of the Louisiana Territory. The United States only wants New Orleans and is willing to pay \$10 million, but France wants to unload the whole territory for \$15 million.
3. Thomas Jefferson and Chief Justice John Marshall, who are cousins, meet. Marshall has just made his decision in the case of *Marbury v. Madison*, giving the Supreme Court the right to declare a law unconstitutional. Jefferson thinks it's an abuse of power.
4. George Washington doesn't want to run for a third term of office. His friends think he should.
5. It is 1794. Farmers in Pennsylvania have been chasing tax collectors away and refusing to pay the whiskey tax. Washington and his Cabinet have to figure out how to handle the situation.
6. Alexander Hamilton and Thomas Jefferson meet at dinner. Hamilton feels it would be best for the United States to be friendly with England. Thomas Jefferson thinks we owe more to France.

#### CLASSROOM ACTIVITY 4

##### DEBATES

A number of controversial issues had to be resolved as the new nation was established. Due to lack of prior experience and precedence, many issues were debated. In order to give the students a more in-depth understanding of the issues, the teacher may have individuals or groups prepare for debates on all or some of the topics below. Since some of these topics were handled in the homework section, George Washington's Term of Office, it would be more meaningful to do this activity after the students have completed those assignments.

1. A government run by the wealthy, educated people is much better than one run by the masses.
2. Farmers are more important to a country than manufacturers.
3. A country must never pay ransom to free hostages.

4. It is more important to keep peace and trade with England than to go to war because of principle or to save face.
5. It is more important to help our friends than to stay out of foreign wars.

#### CLASSROOM ACTIVITY 5

##### POLITICAL PARTY CAMPAIGN

This activity can be used after the students have learned the basic differences between the first political parties in the United States: the Federalist party and the Democratic-Republican party.

In order to better understand how political parties are a vehicle for channeling ideas, divide the class in half. One half of the class can represent the Federalist party and the other half can represent the Democratic-Republican party. Each group can be divided into sub-groups to work out:

1. Campaign slogans
2. Campaign buttons
3. Campaign songs
4. Campaign speeches
5. Mascot
6. Fund-raising activities

When they are done, each group can make a presentation to rally support. Afterwards, ask the students:

1. How did you feel about participating in your party program?
2. What problems arose? How did you resolve them?
3. Did you feel the end results were true to the principles of your party?

#### CLASSROOM ACTIVITY 6

##### WHAT WOULD YOU DO? HOW WOULD YOU FEEL?

The "Founding Fathers" and leaders of the emerging nation risked their reputations as they made decisions about a variety of issues. Since U.S.

history classes often neglect to deal with the feelings of leaders as they agonize over certain decisions, it will be a broadening experience for the students to explore this aspect of the decision-making process.

Have the students divide a sheet of paper into two columns. In the first column they will write what they would do, and in the second column they can write how they would feel when facing the following accusations:

1. Someone calls you chicken because you don't want to fight.
2. Someone calls you a bully because you threaten to fight.
3. Someone says you'll be sorry if you don't pay for protection.
4. Someone says you are stupid because you give in all the time.
5. Someone says you're too weak to win a fight or argument.
6. Someone says they don't like you because you won't lend them money.

When they are finished writing, the teacher will go over and discuss their answers.

### CLASSROOM ACTIVITY 7

#### USING POWER

One of the most difficult aspects of leadership is knowing how to be strong without being a tyrant. Although the Constitution provides safeguards against the usurpation of power by one group or individual, it is still a credit to our early leaders that they did not abuse the power they were given.

The teacher will divide the class into two separate groups. One group will be "Observers" and their task will be to observe and take notes about everything the other group does. The other group will be called the "Leaders" and they will be told that they have fifteen minutes to decide on any changes they would like to make in the school. The teacher must give as little direction as possible about this task.

It would be best if the class could be set up with an inner circle for the "Leaders" and an outer circle for the "Observers." However, if this is not possible, the teacher can divide the room in any way that she or he feels is suitable. After the "Leaders" have met for fifteen minutes, the teacher can lead a discussion. The following questions may be directed to the "Observers":

1. What did you notice about the way the "Leaders" acted with each other?

2. Did you think they used their time wisely?
3. How did they behave?
4. Did the things they suggested seem to show more personal interest or more care about the school?
5. How did you feel about not being able to participate?

Now ask the "Leaders" the following questions:

1. How did you feel when you discovered you were a "Leader"?
2. How did you feel about working with your group?
3. How did you feel about being observed?
4. Who would have been affected by the changes you came up with? Do you care?
5. Do you feel you accomplished anything?

The following questions can be used to wrap up this activity:

1. Did you learn anything about yourself today?
2. Did you see any connection between what you did and what goes on in politics?
3. If we do this activity again, what would you like to do differently?

## **The Early Republic**

1. What if the Whiskey Rebellion had succeeded?
2. What if John Marshall's assertion of the principle of judicial review had been rejected by Congress or the President?
3. What if Thomas Jefferson had said no to the Louisiana Purchase?
4. What if Sacajawea had been a stay-at-home mom?
5. What if Lewis & Clark had found a navigable river passage to the Pacific Ocean?
6. What if the Alien & Sedition Acts were still in effect?
7. What if the Burr conspiracy had succeeded?
8. What if Aaron Burr had not killed Alexander Hamilton?
9. What if the British had successfully reconquered the United States during the War of 1812?
10. What if the British had not been fighting the French while fighting the United States during the War of 1812?
11. What if the news of the Treaty of Ghent had arrived before the Battle of New Orleans in the War of 1812?
12. What if we had fought the French during the War of 1812?
13. What if the Monroe Doctrine had actually been put to the test?
14. What if the Bank of the United States were still in operation?
15. What if the Federalist Party had not died out?
16. What if the US had gone to war with Britain over Oregon?
17. What if Florida had remained Spanish?
18. What if Andrew Jackson had been killed in one of his duels?
19. What if Andrew Jackson had been impeached?
20. What if Andrew Jackson had honored the Supreme Court's decision to block the removal of Indians from the Southeast?
21. What if Santa Anna had been a better general or leader?
22. What if Texas had remained a separate nation?
23. What if Texas had been divided into separate states upon entering the Union?

NAME \_\_\_\_\_ DATE \_\_\_\_\_

# CONTRACT

## THE NATION GROWS

DUE DATE: \_\_\_\_\_

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*For an A, you must choose seven projects to complete; for a B, you must choose six; for a C, you must choose five. Extra points may be accrued if extra details or elaboration are added. Your teacher reserves the right to reject any work that is illegible or incorrect.*



### VERBAL-LINGUISTIC

\_\_\_\_\_ Write a two-page report on one of the following people:

- |                      |                      |                       |
|----------------------|----------------------|-----------------------|
| <i>Sacajawea</i>     | <i>Daniel Boone</i>  | <i>Santa Anna</i>     |
| <i>Sam Houston</i>   | <i>Davy Crockett</i> | <i>Jim Bowie</i>      |
| <i>Samuel Slater</i> | <i>Eli Whitney</i>   | <i>William Travis</i> |

\_\_\_\_\_ Write 10 entries in a diary pretending you are Lewis or Clark.

\_\_\_\_\_ Pretend you are one of the men who died at the Alamo. Write a Last Will and Testament that would explain why you chose to fight and what your dreams for Texas were.



### LOGICAL-MATHEMATICAL

\_\_\_\_\_ Play the game "Oregon Trail" by MECC on the computer. Then write a one-page paper about your trip.

\_\_\_\_\_ Create a game about Daniel Boone and his adventures in Kentucky.

\_\_\_\_\_ Create a crossword puzzle about cowboys.



### MUSICAL

\_\_\_\_\_ Write a rap song about how the Native Americans felt on the Trail of Tears.

\_\_\_\_\_ Write a patriotic song summing up your feelings about your country.

\_\_\_\_\_ Rewrite "The Star-Spangled Banner" in modern words.

\_\_\_\_\_ Write a song that could have been sung around a campfire on a wagon train headed west.

# THE NATION GROWS



## VISUAL-SPATIAL

- \_\_\_\_\_ Make a map showing the western trails.
- \_\_\_\_\_ Make a map showing the three ways the 49ers could have gone to California. Be ready to discuss the advantages and disadvantages.
- \_\_\_\_\_ Create a comic strip about the Gold Rush.
- \_\_\_\_\_ Make a model of the steamship *Old Ironsides* or a covered wagon.



## BODILY-KINESTHETIC

- \_\_\_\_\_ Demonstrate the process cotton goes through from the plant to cloth.
- \_\_\_\_\_ Design a brand for your cattle. Be prepared to tell the history of branding.



## INTERPERSONAL

- \_\_\_\_\_ In a play form, have Andrew Jackson hold a debate against a modern general. Compare and contrast strategy and technology.
- \_\_\_\_\_ Create a play showing what happened when *Old Ironsides* fought the *Guerrière*.



## INTRAPERSONAL

- \_\_\_\_\_ Read one of the following books and write a synopsis of the story:
  - Streams to the River, River to the Sea* by Scott O'Dell
  - Caddie Woodlawn* by Carol Ryrie Brink
  - The First Woman Doctor* by Rachel Baker
  - Moccasin Trail* by Eloise Jarvis McGraw
- \_\_\_\_\_ Write a 100-word essay answering one of the following questions or following the directions:
  - Many people who went to California to get rich on gold were failures until they found a product or service to sell to the miners. What would you have sold? How? Why?*
  - Davy Crockett was famous for his tall tales about his own adventures. Write a tall tale about one of your adventures.*
  - Pretend you went west on the Oregon Trail. Why did you go? Were the benefits worth the sacrifices you had to make?*

## *Expansion and the Frontier*

### **INTRODUCTION**

*This chapter deals with the acquisition of territory by the United States and the settlement of that territory by the pioneers.*

Our “manifest destiny” was achieved through a variety of methods: purchase, conquest, and compromise. The students will find many opportunities in this unit to both analyze and evaluate those methods and their results.

Because of the abundance of available land, the American frontier became a symbol of opportunity for everyone. People who were dissatisfied with what they had, or who dreamt of something new or different, could pioneer west and attempt to make their dreams come true. The frontier tested the strength and courage of those hardy souls who ventured west and settled the vast wilderness. This same strength, courage, and sense of purpose was used to drive the Native Americans from their ancestral lands and eventually force them into reservations.

This is a complex story. Again, the projects, homework assignments, and class activities are designed to involve the students in the multiple aspects of the westward movement in terms of analysis and evaluation.

### **PROJECT LIST**

1. Make a map of the United States showing all the major land and water routes used by the pioneers traveling west.
2. Make a model of a flatboat carrying pioneers and their livestock into the wilderness.
3. Write a series of poems that illustrate the frontier and the pioneer spirit.

4. Construct a model of a Conestoga wagon or a prairie schooner.
5. Make a diorama of a wagon train.
6. Make a poster that illustrates all the means of transportation used by pioneers going west.
7. Make a collage that depicts frontiers.
8. Make a map illustrating the growth of the United States from the Louisiana Purchase in 1803 on.
9. Make a chart showing additions to United States territory from colonial times. Include when the land was acquired, how it was obtained, from whom, and what it represented in wealth to the United States.
10. Write the history of the Mexican War with the United States for a Mexican news magazine.
11. Write the history of the Lone Star Republic as seen through the eyes of the Mexicans.
12. Make an illustrated time line of the major events in the expansion of the United States.
13. Make an *Official Book of Documents* with peace treaties or bills of sale for all of the land acquisitions made by the United States. Include the Louisiana Territory, Florida, Texas, the Mexican Cession, the Oregon Territory, the Gadsden Purchase, Alaska, and Hawaii.
14. Pretend you are a pioneer traveling west on the Oregon Trail. Write a diary of your experiences.
15. Make up a *Tour of Pioneer Landmarks*. Include a map and a pamphlet explaining why you have designated each site as a landmark.
16. Make up a board game about the problems and obstacles faced by pioneers traveling west. You can include such things as snowstorms, attacks by Native Americans, illness, raging rivers, tall mountains, etc.
17. Write a script for a TV special on the treatment of the Native Americans by the pioneers, the settlers, and the government.
18. Make up a series of claims by Native Americans to be presented to Congress regarding their treatment throughout U.S. history as the pioneers took over their land. Include maps and diagrams where necessary.
19. Write a booklet about the first people to open up the West. Illustrate how hunters, trappers, miners, and cowboys helped pave the way for the settlers who followed.
20. Make a series of posters of the most wanted outlaws of the old West.
21. Make a mail order catalogue of cowboy equipment and clothing, in-

cluding everything a cowboy might need both on the range and on a cattle drive.

22. Make up a short story or a TV or movie script about life in the "Wild West."
23. Make a scrapbook illustrating the variety of Native American cultures in the territory of the United States.
24. Make your own western movie or video from the point of view of the Native Americans.
25. Write a script for a TV special called *Visit to a Native American Reservation*. Do an in-depth coverage of the life and problems of today's Native Americans.
26. Write a survival manual for pioneers going west. Include chapters for scouts, miners, trappers, cowboys, and farmers.
27. Write a report on black and Mexican cowboys in the West.
28. Make a Sunday magazine supplement on the history of the Mormons in Utah.
29. Make a pictorial overlay map that illustrates the growth of the United States from colonial days through the acquisition of Hawaii, showing the wealth that was added with each acquisition (example: oil in Alaska).

## HOMEWORK ASSIGNMENTS

### MANIFEST DESTINY AND THE PIONEER SPIRIT

1. Do you feel that you have a "manifest destiny"? What? If not, what would you choose your "manifest destiny" to be?
2. It is said that there will always be a frontier. Do you agree? Why? Why not?
3. If you could participate in the opening of a frontier, which one would it be? Why?
4. If you were going on a pioneer scouting mission to Mars, what small personal items would you pack?
5. If you could open a small store for last minute purchases for pioneers today who are heading into unknown parts, what items would you stock?
6. What would frighten and excite you most about being a pioneer in some unknown area? Why?

7. Make a list of all the qualities you think a frontier person must have. Put a check next to those qualities you think you have.
8. The frontier represented a chance for all who pioneered west to change their lives. In what way might this have meaning for you today?
9. What is your personal frontier now? Explain.

### THE ACQUISITION OF NEW TERRITORIES

(Homework assignments relating to the Louisiana Purchase can be found in Chapter 5 in the third part of the homework section dealing with the administration of President Thomas Jefferson.)

1. Make a list of charges against Major-General Andrew Jackson for his actions in Florida in 1818.
2. What excuse do you think the Spanish government could have made to their people to save face about why they sold Florida to the United States?
3. Make up an announcement by Stephen Austin inviting Americans to settle in Texas.
4. Many pioneers who settled in Texas brought their slaves with them. How does this contradict the pioneer spirit?
5. In 1835, when fighting broke out between the Texans and Mexicans, who do you think had more right to the land? Explain.
6. Make up a poem entitled "Remember the Alamo."
7. Make up a ballad called "Broken Promises" that enumerates the lies that the Mexicans felt the Texans had told them in order to get permission to move onto their land.
8. Make up a national anthem for the Lone Star Republic.
9. Pretend you are a Mexican government official. Write a note to the American special envoy John Slidell indicating that Mexico is unwilling to listen to his insulting offer to buy California.
10. Write an argument between the pro-war and anti-war people in Congress who are trying to decide whether or not to declare war on Mexico in 1846.
11. Pretend you are a reporter at a press conference with President James Polk in 1846. Polk wants Congress to declare war on Mexico. Make up a series of questions for him.
12. Make a list of all the places in the Southwest that have Spanish names.

13. Why do you think the United States didn't demand all of Mexico when they signed the peace treaty ending the war?
14. Write a newspaper editorial justifying the actions of the United States in the Mexican War.
15. Write a letter from the British government to President Polk suggesting a compromise for settling the Oregon Territory dispute.
16. Make up a paid advertisement urging the United States not to give up any of the Oregon Territory to England ("54°40' or fight").
17. Do you think the United States overpaid in the Gadsden Purchase? Explain.
18. Make a cartoon to illustrate the idea of "Seward's Folly."
19. Make a pennant which includes illustrations of Alaska's resources.
20. List the ways in which Hawaii is different from any other territory the United States acquired.

### PIONEER LIFE

1. Make up a slogan for a bumper sticker for a covered wagon going west.
2. Write titles for a series of soap opera segments about a wagon train going west.
3. Make up interview questions for a family going west on a wagon train.
4. When Iowa became a state in 1846, Iowa City had seven general stores, twelve lawyers, two weekly newspapers, a college, and a female academy. Choose one and explain what that tells you about Iowa City in 1846.
5. Write a headline and newspaper account of the discovery of gold in California.
6. Write an imaginary story about a forty-niner who did not find gold in California.
7. If you were heading for California during the gold rush, which route would you take? Why?
8. Make up an advertisement for gold seekers who would buy tickets on a boat going from New York to San Francisco, around South America.
9. What is your opinion of the businesspeople in California who charged outrageous prices to the forty-niners in order to get rich quickly?

10. Make up an inscription for the tombstone of a pioneer who died on the trip west. Include the cause of death.
11. Make a poster offering free land to homesteaders.
12. Make a list of all the possible problems that could occur on a wagon train going west.
13. Why was the West sometimes referred to as the Wild West?
14. Why is vigilante justice often unjust?
15. Write a story about how a Western boomtown became a ghost town.
16. Make a diagram of a general store in the West with a list of items it would carry.
17. What do you think a cowboy in the old West would have said about the idea of gun control?
18. You are a pioneer missionary. Explain why you want to move west to convert the Native Americans to Christianity.
19. Write a sensational headline and story for a supermarket newspaper about the Donner Party.
20. Make a community bulletin board advertising community events and entertainment for a pioneer town.
21. Make up a speech that might be given by Annie Oakley, Belle Starr, or Calamity Jane at a Girl Scout meeting.
22. Pretend you are a pioneer woman. Write a "Dear Abby"-type letter to a newspaper describing your problems.
23. Write an advertisement for a mail-order bride from a pioneer in California.
24. Write a day's list of things to do for a pioneer woman.
25. Write a poem that describes the cowboys' feelings about barbed wire and railroads.
26. Write a help wanted ad for a trail boss, a wrangler, and a chuck wagon cook.
27. You have been hired as a trail boss for a 1,000-mile cattle drive. Make a list of all the things you will need for your cowhands on the trail.
28. Design a brand for the cattle you own.
29. Pretend you are a black cowboy working in Arizona in 1875. Write a letter to your cousin in South Carolina, who is working as a share-cropper, and tell him why he should join you as a cowboy.

#### NATIVE AMERICANS

1. Write a poem or song explaining how the Native Americans see the use of land and nature.

2. Pretend you are the Shawnee spokesman, Tecumseh. Write a speech to convince all the tribes to unite against the white man.
3. Write a speech to be given by a Native American chief to his tribe explaining the 1825 Removal Policy.
4. Write a ballad or folk song about the "Trail of Tears."
5. Why weren't the white man and the Native American able to understand each other?
6. Make a political cartoon showing the irony of the 1924 declaration making the Native Americans citizens.
7. Imagine you are a young Native American living on a reservation today. Write a dialogue between you and your parents in which you discuss your decision to leave.
8. Can we do anything to make up for all that has been done to the Native Americans? If so, what?
9. Pretend you are a defense attorney for the Native Americans. Write a list of accusations against the United States for their treatment of your clients.
10. What do you think would have happened if the Native Americans had defeated the U.S. armies?
11. On the Dakota reservations the Sioux had a religious ceremony, the Ghost Dance, that celebrated the times when the Native Americans ruled and roamed the plains. Make up your own version of this ceremony.
12. Make a list, or draw pictures, of things that they lost as the Native Americans were forced onto reservations.
13. Write a poem called "I am Proud" from the point of view of a Native American.

#### CLASSROOM ACTIVITY 1

##### WHAT CAN YOU DO?

On the frontier, there was always a need to get something done, to build or to make something. This led to a natural cooperation among the pioneers. It was not a question of "Who are you?" but rather one of "What can you do?" By pooling their talents, abilities, and strengths, they were able to survive and construct a more comfortable life. Everyone was equal. There were no classes or castes.

Have half the class write their names on slips of paper and put them in a brown bag. The other members of the class will then pull a name from

the bag in order to pair up with someone, much in the same way that random people came together on the frontier. As soon as everyone has a name, let them get together and make a list of all the things they can do for each other in some small or large way. Once they have decided, each pair can report to the rest of the class. This can be wrapped up with a simple question: Was anyone surprised at the ways you found you could be of help to each other? How? Why?

### CLASSROOM ACTIVITY 2

#### WHERE LIES THE TRUTH?

The story of the acquisition of the Florida Territory is not as simple as it seems at first glance. There were a number of people who played a role in the story. Each one represents a different interest and gives a different slant to the story. In order for the students to more clearly understand how history is open to many interpretations, the teacher will do this activity after the students have studied the acquisition of Florida by the United States.

The teacher will divide the class into groups. Each group will represent someone from the list below. They will be assigned to write an explanation of the treaty in which Spain ceded Florida to the United States. In each case, their reputation and the reputation of their country is at stake, so the explanation they give should reflect their feelings and should defend their actions.

1. President James Monroe
2. United States Major-General Andrew Jackson
3. The representative of the government of Spain
4. A citizen of the United States who claimed damages against Spain because Native Americans from Florida burned down his home
5. A Seminole from Florida

When they are done, a member of each group can read their explanation to the rest of the class. In a wrap-up discussion, the class might discuss such issues as:

1. Were there clearly any good guys or bad buys in these accounts? Explain.
2. Why were these accounts so different from each other?

### CLASSROOM ACTIVITY 3

#### WHAT WOULD THEY SAY?

The teacher will reproduce the following list of people or write it on the chalkboard. The students will be instructed to work independently or in pairs to write a sentence expressing what each of the people on the list might have said or felt about the war between Mexico and the United States:

1. President James Polk, who called for war
2. The Mexicans who lived in the Southwest
3. Abe Lincoln, a Congressman who questioned the necessity of the war
4. A Native American who lived in the Southwest
5. A slave in Texas
6. A plantation owner in Texas
7. An American missionary living in California
8. Santa Anna, the Mexican general
9. Zachary Taylor, an American general
10. A sixteen-year-old Mexican cadet who was killed by American troops in Mexico City
11. One of the Mexican leaders who signed the peace treaty

When they are finished writing, the students can share what they wrote and discuss it. The teacher can conclude this activity by asking the students why so many different feelings were expressed about this war.

### CLASSROOM ACTIVITY 4

#### THE TRAIL OF TEARS

After the students have discussed what the Trail of Tears was and how the Native Americans were forced, at gunpoint, to march hundreds of miles from their homes to resettle in lands that were unfamiliar to them, have the class brainstorm words that come to mind when they think of this tragic event.

Once they are done have them choose one word as a theme or title for

a journal entry or poem and have them do a piece of writing using the words elicited during brainstorming to help them. When they are done they can be put into groups of three or four to share their writing.

### CLASSROOM ACTIVITY 5

#### WEIGHING WHAT TO TAKE

This activity should be done in groups of about four students. The teacher will explain that each group represents a family traveling west in a covered wagon around 1820. The average covered wagon can carry a weight of about 2,000 pounds. These 2,000 pounds consist of:

1. Things they will need to start a new life on the frontier
2. Basic supplies that they feel are necessary for the trip west

Each "family" must compile two lists of things that they want to carry west in their covered wagon, according to the above criteria. They can estimate the weight of the items, and where there is a lot of disagreement, the teacher can resolve it. The object of the activity is not to assess the weights accurately, but rather to reach a general consensus on the items which would be necessary to take on the journey. The weights are used to give the students a framework of limitations. The most important aspect of this activity should be the discussion and final agreement about which items to take.

After the "families" have compiled their lists, they can share them with the rest of the class.

### CLASSROOM ACTIVITY 6

#### CHOICES

The opening of the West (the frontier) represented vast opportunity and choices for those people who wanted them and were willing to take the risks. The following multiple choice questions will give the students the opportunity to explore these choices for themselves:

1. Where would you prefer to settle?
  - (a) In the mountains
  - (b) On open farmland
  - (c) In a small frontier town

2. What would you prefer to be?
  - (a) A farmer
  - (b) A cowboy
  - (c) A miner
3. What would be the most difficult thing for you to endure?
  - (a) Loneliness
  - (b) Danger
  - (c) Hard physical work
4. What would frighten you most about traveling west?
  - (a) Crossing a raging river
  - (b) Crossing the desert
  - (c) Crossing the mountains
5. Which job seems the most dangerous?
  - (a) Pony Express rider
  - (b) Stagecoach driver
  - (c) Boom town sheriff
6. What would frighten you most about a trip west?
  - (a) Hostile Native Americans
  - (b) Sickness (cholera)
  - (c) Getting lost
7. What would appeal to you the most?
  - (a) Settling in a small town and opening a general store
  - (b) Building a farm
  - (c) Starting a cattle ranch
8. What would be the most disappointing for you?
  - (a) Looking for gold and not finding it
  - (b) Getting free farmland and finding it was not fertile
  - (c) Discovering you were cheated when you bought your supplies for your trip west
9. What would you look forward to most as a pioneer?
  - (a) Getting rich
  - (b) The chance to start your life over
  - (c) The opportunity to be on your own
10. Who would you like to travel west with?
  - (a) Your family
  - (b) Your best friend
  - (c) Your next-door neighbor
11. Who would be most valuable on a wagon train?
  - (a) Doctor
  - (b) Sharpshooter
  - (c) Business person

12. Who would be the biggest handicap on a wagon train?
  - (a) Elderly woman
  - (b) Baby
  - (c) Ex-convict
13. Would you rather settle
  - (a) Near a river
  - (b) Near a lake
  - (c) Near an ocean
14. Do you think the trip west would be harder for a
  - (a) Man
  - (b) Woman
  - (c) Child
15. What would excite you most to find on your land?
  - (a) Gold
  - (b) Oil
  - (c) A river
16. What would inspire you the most?
  - (a) A beautiful sunset
  - (b) Watching the birth of a calf
  - (c) Sleeping under the stars at night

### CLASSROOM ACTIVITY 7

#### STARTING OVER

Aside from offering adventure, the frontier represented an opportunity for people to start their lives over and to become successful in new ways.

Tell the students to list ten things they would do, or do differently, if they could go to a new place and start all over (they cannot include buying things). When they are done, have them look over their lists and put a check next to those items that will require physical work and a plus sign next to those items which will require mental work. They can then put a star next to those items that they think they could actually change now.

When they are done with this, call on volunteers to share their lists with the class. The teacher can stress that starting over can take many forms.

### CLASSROOM ACTIVITY 8

#### SURVIVAL MANUAL

Divide the class into groups that will work on different chapters of a *Survival Manual* for pioneers going west. Students should include advice for

both physical and mental survival. Diagrams, cartoons, and drawings can be used to make the advice clearer. Include the following chapters:

1. Scouts
2. Trappers
3. Miners
4. Cowboys
5. Farmers
6. Women
7. Children

The completed manual can be reproduced and distributed to all the students in the class. It can also be displayed on the bulletin board as a class effort.

### CLASSROOM ACTIVITY 9

#### LAW ENFORCERS VERSUS LAW BREAKERS

Many books claim that the law enforcers of the old West shared many of the same qualities as the criminals they chased.

Without any discussion, divide the class in half. Have one half make a list of all the qualities they think most law enforcers have. The other half of the class can list the qualities they feel most outlaws have.

When they are done, the students can read their lists aloud, and the teacher can record them on separate sections of the chalkboard. As the lists grow, the class will discover for itself how many of the qualities are shared by both groups. The teacher will then ask:

1. Can you think of situations where a law enforcer could become an outlaw?
2. What makes the difference?

### CLASSROOM ACTIVITY 10

#### VIGILANTE JUSTICE

Vigilante justice was an important element of the "Wild West." It was not always just.

Students may understand this concept better if they discuss it in terms of today. Not all of the situations below have simple conclusions, and that is precisely the point of this activity. The teacher should encourage discussion but warn the students that not every situation below will have a neat

conclusion. Students should be asked if they agree with the way the situation was handled, how else the situation could have been handled, and what they personally might have done.

1. A group of kids steals money that was collected for senior dues. The seniors form a group to beat up the gang and get the money back.
2. Mr. Hammer's house is in an isolated area. He is offered an illegal gun to protect himself. He says no.
3. Mr. Hammer's house has been robbed three times. He is offered the same illegal gun. He still says no.
4. Mrs. White has just been robbed of her social security check. She enrolls in a target practice class.
5. The city subways are considered dangerous at night, so twenty-one-year-old Alyssa carries a switchblade for protection.
6. Adam and Marchel see a man pushing a wire hanger through the opening of a car window. They run over, grab him, and begin to hit him as they yell at him for trying to steal the car.
7. Kristina's expensive bike was stolen. Her sister Alexandra sees a neighbor riding the same bike. She calls the police.
8. Mr. Smith's daughter was killed. The jury did not find enough evidence to convict the accused. Mr. Smith buys a gun and goes after the accused himself.

### **CLASSROOM ACTIVITY 11**

#### TALL TALES

Cowboys often sat around the fire and told exaggerated stories of adventure, excitement, and danger to pass the time more pleasantly. The teacher will seat the students in a circle and lower the lights as if it were nighttime on the trail.

Let a volunteer begin and then go around the circle with each student adding another episode. If they are shy, the teacher can begin with the story of how she or he single-handedly stopped a stampeding herd of 1,000 longhorns.

## **The Antebellum Era**

1. What if Eli Whitney had not invented the cotton gin?
2. What if the Missouri Compromise had remained in effect?
3. What if Nat Turner's Rebellion had succeeded?
4. What if Denmark Vesey's Rebellion had succeeded?
5. What if John Brown's Rebellion had succeeded?
6. What if the Compromise of 1850 had worked?
7. What if the Kansas-Nebraska Act had not been passed?
8. What if Kansas had been settled by all pro-slavery or anti-slavery forces and the events which earned it the nickname "Bloody Kansas" had not occurred?
9. What if the Whig Party had not dissolved?
10. What if the Republican Party had never arisen?
11. What if Abraham Lincoln had not been elected?
12. What if the Border States had also seceded?
13. What if Abraham Lincoln had decided to let the seceding states leave in peace?
14. What if the Dred Scott case had been decided in his favor?

## **The Mexican War**

1. What if Mexico had agreed to our proposal to buy some of its territory?
2. What if Mexicans had discovered gold in California before the Mexican-American War?
3. What if Mexico had not allowed foreigners to settle on its land?
4. What if the northern provinces of Mexico had been more heavily settled before the Mexican-American War?
5. What if the Californian Mexicans had united in the defense of Mexican rule in California?
6. What if the California missions had not been sold off by the Mexican government?
7. What if the United States had decided to keep all of Mexico after its defeat in the Mexican-American War?

## **The California Gold Rush**

1. What if the California Indians had survived the Gold Rush in large enough numbers to be placed in reservations as in other parts of the United States?
2. What if everyone who set out for California in the Gold Rush had actually survived the trip?
3. What if there were no gold in California?
4. What if the Oregon Trail and other famous Trails had proved impassible?
5. What if there had been a Panama Canal at the time of the Gold Rush?

## *The Civil War*

### INTRODUCTION

*The Civil War* was the most crucial test faced by this country. Secession and the formation of the Confederate States of America were a grave threat to the continued existence of the United States. At the same time, the country faced the moral ugliness of slavery—one of the most shameful aspects of our history.

The activities and assignments of this chapter are designed to help the students understand the moral, social, political, and economic aspects of this war and to examine their own beliefs about personal freedom and responsibility toward others.

### PROJECT LIST

1. Write a TV script, stage, or radio play about the Compromise of 1850. Include roles for Daniel Webster, Henry Clay, John C. Calhoun, Stephen Douglas, William Seward, Jefferson Davis, and Alexander Stephens. Include their beliefs and arguments and the eventual provisions of the Compromise.
2. Construct a detailed slave ship.
3. Make a poster illustrating differences between life in the South and the North. Include a short summary in writing of the differences in outlook and lifestyle.
4. Make a tape of spirituals and give your own introduction to each.
5. Make an illustrated edition of *Uncle Tom's Cabin* by Harriet Beecher Stowe. Include a book jacket.
6. Write a report describing the effect of the Kansas-Nebraska Act. Be very specific.

7. Read the decision of the Supreme Court on Dred Scott. Summarize and analyze the reasons the judges gave for their decision. Write your own opinion.
8. Read a biography of Abraham Lincoln and do one of the following:
  - (a) An illustrated time line of the important events and decisions of his life
  - (b) The script and program for a memorial service honoring his life and accomplishments
9. After doing research, write a case for or against the following two men. Were they heroes or traitors?
  - (a) Jefferson Davis
  - (b) Robert E. Lee
10. Make a booklet of battle plans for either the Confederacy or the Union.
11. Read *Gone with the Wind* by Margaret Mitchell. Describe how the war directly affects the lives of the major characters.
12. Read poetry and songs about the Civil War. Describe the major themes found in this work.
13. Make a poster showing weapons and uniforms of the Civil War.
14. Make a diorama of any major battle and write a short account of it.
15. Draw a map showing General Sherman's march to the sea.
16. Write a report with diagrams of the strategy of either side by land and by sea.
17. Write an eyewitness account for a newspaper of the time of any battle or campaign of the Civil War.
18. Write a training manual for either the Northern or Southern soldiers.
19. Write a play, TV script, or short story describing in accurate detail how civilians were affected by the war.
20. Write a story about two brothers who join opposite sides in the war.
21. Make a three-dimensional illustrated time line showing what you consider to have been the most important events leading to the Civil War and battles fought during the war.
22. Make a series of ten to fifteen front pages for any newspaper using what you consider to be the most important events from 1850–1865.
23. Make a model of either the *Merrimac* or the *Monitor* or a diorama showing their battle.
24. Create a series of flash cards on all the important generals of the war. Write data about each.
25. Make a board game about the battles and campaigns of the Civil War.

26. Make a booklet of art or poetry describing the devastation of the South because of the war.
27. Do research on the slave experience by using primary sources of information. Write a script in which slave traders and slave owners are on trial for committing crimes against humanity. Include witnesses and detailed testimony as well as the defense of the slave traders and owners.
28. Write the program for an awards ceremony for slaves and abolitionists who helped people reach freedom. Include awards and acceptance speeches for Harriet Tubman, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass, as well as for others you find in your research.
29. Do creative writing about any of the following:
  - (a) Slave ship experience
  - (b) Auction block
  - (c) Work as a field hand
  - (d) Work in the "great house"
30. Read *To Be a Slave* by Julius Lester. Write a book report, play, or series of poems using his material as your foundation. You may also draw a series of pictures to illustrate the major issues and events in his book.

## HOMEWORK ASSIGNMENTS

### THE SLAVE EXPERIENCE

1. Write a list of the many ways people can be slaves. (For example, addicts are slaves to their drugs.)
2. Write a response to a slave owner who says he treats his slaves very well.
3. Would you rather be a well cared for slave or take your chances on freedom? Explain.
4. Pretend you had been a slave and are now free and surrounded by your children. Tell them how it felt to be a slave.
5. Write your own song with code words to plot an escape from the plantation.
6. Write a list of accusations against the ship captains and traders who brought slaves to America.
7. Write a secret handbook that teaches slaves to resist their owners in many subtle ways.

8. What might a slave of the 1860s have thought about the role of black people today? Write negative and positive answers.
9. Would you have been willing to risk arrest to be part of the Underground Railroad? Explain.
10. Pretend you could be at a press conference for Frederick Douglass. What questions would you ask him?
11. Write a minute-by-minute account of the day of a plantation slave.
12. Write an answer to a TV editorial that stated that slaves were often better off than poor free people.
13. Write how one of the following contributed to the continuation of slavery: cotton economy, preachers who taught slaves to be obedient, or laws against slaves learning to read and write.
14. Prepare a speech for an abolitionist meeting in which you describe slavery as you witnessed it on a visit to the South.
15. Write a conversation between two cousins—one from the South and one from the North—in which they discuss slavery.
16. Write a poem describing the feelings of a child who was separated from his or her mother at an auction.
17. Pretend you are a parent who has been separated from your child at a slave auction. Write a letter to another member of your family describing your feelings about this.
18. Do you think all slave owners were evil? Explain.
19. Write a secret message to fellow slaves explaining ways to fight back.
20. Can slavery ever be justified? Give reasons for your answer.
21. What would be the worst aspect of slavery to you personally? Explain.
22. It has been said that, in order to treat people very cruelly, you must convince yourself that they are not quite human. Do you agree or disagree? Explain by using examples from the slavery experience.
23. Write an indictment against the United States for allowing slavery to exist for so long.

#### DIFFERENCES THAT GREW BETWEEN THE NORTH AND THE SOUTH

1. Pretend that you are a European expert on the United States and are lecturing a group of future immigrants. Write what you would tell them about the North and the South, including differences in type of work, environment, and culture.

2. Write two headlines and short news articles about the Missouri Compromise—one for a Southern state and one for a Northern state.
3. Pretend you are a fortune teller. Look into your crystal ball and explain why the Missouri Compromise doesn't lead to a lasting solution to the argument over slavery in the territories.
4. Make up a public service commercial for or against states' rights.
5. Write a letter to the editor from a Southerner explaining why a high tariff is unfair.
6. Read and summarize the provisions of the Compromise of 1850. Place checks next to those parts that would make the South happy and stars next to those parts that would satisfy the North.
7. Make a political cartoon or write a satire showing the Northern opinion on Southern feelings that their way of life is socially superior.
8. Write a description of life in the North from any point of view below:
  - (a) A Southern plantation owner
  - (b) A slave
  - (c) A poor white Southerner who doesn't own slaves
  - (d) A small shop owner from a Southern town
9. Write a description of life in the South from any point of view below:
  - (a) A social worker
  - (b) A factory worker
  - (c) A wealthy merchant
  - (d) An abolitionist
10. Make a chart reviewing differences between the North and the South. Include economic, social, and political differences.

#### EVENTS THAT LED TO THE CIVIL WAR

1. Write an advertisement for *Uncle Tom's Cabin* for a newspaper.
2. Pretend that you are a child in the 1850s and have just read *Uncle Tom's Cabin*. Write a letter to Harriet Beecher Stowe with questions and feelings about her book. You may choose to be a Southern or Northern child.
3. Write Harriet Beecher Stowe's answer in which she tells why she wrote the book.
4. Would you have been willing to break the Fugitive Slave Law and help runaway slaves? Why? Why not?
5. Make a page from a dictionary illustrating and explaining the following words:

- (a) Underground Railroad
  - (b) Conductor
  - (c) Station
6. If you had lived in 1854, would you have supported or opposed the Kansas-Nebraska Act? Give reasons for your answer.
  7. Describe John Brown from the point of view of an abolitionist, slave owner, and pacifist.
  8. Imagine that you are a lawyer. Prepare a case on Dred Scott's behalf or prepare an argument against his claim for freedom.
  9. What advice would you have given Dred Scott if he had asked whether to fight for his freedom through the courts?
  10. Make a poster urging people to join the Republican party.
  11. Make a political cartoon about the Lincoln-Douglas debates.
  12. Write a TV commentary of the Lincoln-Douglas debates.
  13. Prepare for your own Lincoln-Douglas debate by researching one of the positions and writing it in your own words (for use in Classroom Activity 8).
  14. Make a paid political announcement for or against popular sovereignty.
  15. Can you think of any reason why you would urge your state to secede from the United States? Explain your answer.
  16. Make a poster of original campaign buttons for the candidates in the election of 1860.
  17. If you had been alive in 1860, would you have voted for Lincoln? Explain.
  18. Why did the election of Lincoln lead to secession and the formation of the Confederate States of America?
  19. Make a map showing the Confederate States of America and the United States of America in 1861.
  20. Pretend you are Jefferson Davis. Write an entry in your journal on the morning you become president of the Confederate States of America.
  21. Pretend you are a Southern child, and make up a list of questions you would ask your parents about secession.
  22. Can you think of any way to have prevented the Civil War?

## THE CIVIL WAR

1. Pretend that you are alive twenty years after Fort Sumter. Describe your memories of the day Confederate soldiers fired on it. You may choose to be a soldier on either side or a civilian.

2. Write a diary entry of a young man who is from a border state and is struggling to decide which side to fight for.
3. Describe the term *a house divided* by writing a poem or a song, or by doing creative art work.
4. Imagine that you are in charge of planning strategy for either the Confederacy or the Union. Write a speech to give to your men explaining the strengths and weaknesses of the other side.
5. Write a letter of resignation for Robert E. Lee to the U.S. Army explaining why he must join the Confederacy.
6. Write a news flash for any battle studied in class.
7. Write a folk song about the *Monitor* and the *Merrimac*.
8. Write the dialogue for a group of veterans after the war discussing their memories of any battle studied in class.
9. Pretend you were present at President Lincoln's Gettysburg Address. Write how you felt and how the people around you reacted.
10. Read the Gettysburg Address. Find and write down all the ideals that Lincoln said we were fighting for.
11. Write a letter of encouragement from one woman to another as they deal with the problems of civilians in the South during the war.
12. Make a sign recruiting women for the war effort. What would they do?
13. Who was freed by the Emancipation Proclamation? Who wasn't? What do you think Lincoln was trying to accomplish?
14. Write an editorial about the riots in New York City in 1863 against the draft.
15. Write a poem, short play, or eyewitness account of Lee's surrender to Grant at Appomattox.
16. Why do you think General Grant told his men not to fire guns to celebrate their victory after the surrender at Appomattox?

## CLASSROOM ACTIVITY 1

### SPOON FASHION

This activity only takes a few minutes but will leave an indelible impression on the students. When the teacher explains the slaves' experiences on the ships coming to America, he or she will describe the piling of people spoon fashion (head to feet) to save space. Instead of asking the students to imagine this, the teacher will show them how to lay down side by side on the floor. Desks or chairs can be used to pen in the space. Silence will

be demanded. Students will be told that they would have been shackled to each other and would not have been allowed to move or change position. Depending on the age group, the teacher may keep them in that cramped position and space for as long as he or she feels is appropriate. When the activity is through, the students will write their feelings about the experience. Afterwards, the students may read their pieces or simply discuss how they felt.

### CLASSROOM ACTIVITY 2

#### CLASSROOM WRITING

In order to obtain a deeper understanding of the meaning of slavery, the students will answer the questions below.

In what ways can the following be considered slaves?

1. A pet
2. Someone who can't give up smoking, playing video games, drinking, eating, or gambling
3. A baseball player in the days before they could be free agents

After writing, the students can read their papers to the class. Comparisons may be made to actual conditions of slavery in the South.

### CLASSROOM ACTIVITY 3

#### COULD YOU BE AN ABOLITIONIST?

There were many ways in which people fought against slavery. Below is a list of some abolitionist tactics. Students will read the list and decide which of these tactics they would feel most comfortable doing. They will number each from one to ten – one is most comfortable and ten represents least comfortable.

1. Make speeches
2. Talk directly to slave owners
3. Become active in the Underground Railroad
4. Write pamphlets
5. Organize committees
6. Run for political office

7. Work on the campaign of someone running for political office
8. Kill slave owners
9. Organize a slave rebellion
10. Teach slaves secretly to read and write

After doing this, the students will sit in groups and discuss their decisions. They will also talk about what they learned about themselves. If the teacher feels that the class would be comfortable discussing this as a large group, he or she may begin by simply asking for a show of hands on how many students learned something new about themselves by doing this exercise.

### CLASSROOM ACTIVITY 4

#### HOW IMPORTANT IS FREEDOM TO YOU?

Many slaves risked and lost their lives in order to obtain freedom. Today it is a concept that is often taken for granted. In order to gain insight into the meaning of freedom, the students may answer and discuss the following questions.

1. Which would you be least willing to give up?
  - (a) TV set
  - (b) The right to choose your friends
  - (c) Your bed
2. Which of the following would you be most willing to fight for?
  - (a) A member of your family
  - (b) Your country
  - (c) Your right to choose what you read
3. What matters most to you?
  - (a) Your education
  - (b) Your privacy
  - (c) Your clothes
4. What makes you proudest?
  - (a) Your accomplishments at school
  - (b) Your popularity with your friends
  - (c) Your ability to defend what you believe in
5. What would you be willing to do to keep personal freedom?
  - (a) Fight with a parent
  - (b) Bring charges against a teacher
  - (c) Enlist in the army

### CLASSROOM ACTIVITY 5

#### THE WEBSTER/HAYNE DEBATE

This activity will help students see both sides of the states' rights issue. The teacher must get copies of the speeches by Robert Hayne for states' rights and by Daniel Webster for a strong union. These primary sources may be edited by the teacher or used in their entirety, depending on the level of the students.

Two students will play Webster and Hayne. They will be given their material with ample time to study it and prepare for the debate. The rest of the class will take on the following assignments:

1. Reporters who will interview the two senators
2. Demonstrators who will prepare signs and arguments for each side
3. Other senators from the North and the South who will make up original short speeches of encouragement for their side
4. Artists who will sketch the proceedings
5. Button and banner sellers who will have a stand with items for each side

The teacher will orchestrate the proceedings, either having many things happening at once or one event at a time, ending with the debate.

This can be a lively activity, and the teacher should expect some noise.

### CLASSROOM ACTIVITY 6

#### STAGECOACH QUARTET

What would happen if any four of the following people found themselves together on a stagecoach heading west? The teacher will set the scene and assign parts.

- Southern plantation owner
- slave
- Southern child who has been educated by a tutor
- Northern abolitionist
- Northern factory worker
- poor white Southerner hoping to start over in the West
- Northern factory owner
- black laborer from New York City who hopes to start over in the West
- female factory worker

- Southern female who has grown up on a plantation
- Northerner who believes in live and let live
- Southern secret abolitionist

Each quartet will discuss the following topics:

- slavery
- Nat Turner's slave revolt
- Fugitive Slave Law
- states' rights
- tariffs
- best way to live
- nationalism

Each quartet will act out their ride west and engage in conversation. The teacher may add any other characters or topics to this activity.

### CLASSROOM ACTIVITY 7

#### THE DRED SCOTT DECISION

This activity should follow any lesson or reading on the Dred Scott case. Once the students have some familiarity with the subject, they may enrich their understanding with this activity.

The teacher will explain that while the case itself dealt with legal and constitutional issues, the students will now expand their outlook to moral, economic, and political issues. The class will be divided into four groups. The teacher will hand out a sheet with the major arguments of the decision, or the students will use their class notes. The four groups are:

1. Moral
2. Economic
3. Legal and constitutional
4. Political

Each group will discuss the Supreme Court decision from their assigned point of view. They may argue for or against the decision or analyze it. A committee secretary for each group will take notes. These will be read aloud at the conclusion of the class.

Students may do a follow-up assignment in which they explore the differences between the above points of view concerning modern issues such as abortion, surrogate motherhood, experimentation on animals, and so forth.

**CLASSROOM ACTIVITY 8**

(To be used after doing Homework 13 from the section on Events That Led to the Civil War)

## LINCOLN-DOUGLAS DEBATE

## STRATEGY 1

Students will break into two groups and pool their arguments on behalf of Lincoln and Douglas. A volunteer or elected member of each group will then carry out the debate.

## STRATEGY 2

Analyzing political effect is an important part of studying history. Students will study the appearance, demeanor, and appeal of Lincoln and Douglas (many accounts exist). The teacher may simply read the descriptions to the class or prepare them ahead of time. A discussion will then follow. Some key questions are:

1. How would these men have done if the debates were held today and were televised?
2. What advantages and disadvantages would Douglas have had?
3. What advantages and disadvantages would Lincoln have had?
4. How would each man appeal to the public?
5. What seems to be important besides a politician's stand on the issues?
6. Should people care about anything except the issues?

**CLASSROOM ACTIVITY 9**

## SECESSION

Secession was a difficult decision for many Southerners. The following exercise will help students examine how they might have felt and behaved. In all cases below, the students must try to put themselves in a Southerner's shoes, but they must also answer for themselves and not how they think someone else would. After each question is answered, students should explain their choices.

1. Which would anger you most?
  - (a) Reading *Uncle Tom's Cabin*

- (b) Hearing about John Brown's raid
  - (c) Losing money because of the high tariff
2. You think you treat your slaves well. You read some of the abolitionist literature and think:
    - (a) You are wrong and should free your slaves.
    - (b) The abolitionists don't understand the Southern way of life.
    - (c) Let the North clean up their own problems of slums and dangerous factories before they criticize you.
  3. Slavery in the new territories is important to you because
    - (a) It upholds what you believe in.
    - (b) The more new states that have slavery, the stronger your position in Congress.
    - (c) You can't give in to the North.
  4. People who help runaway slaves are
    - (a) Criminals and thieves
    - (b) Kindhearted but not too bright
    - (c) People who don't understand why slavery is necessary
  5. Slavery is necessary because
    - (a) Slaves need their masters in order to survive.
    - (b) It's economically impossible to survive without it.
    - (c) It's the only right way for the races to exist together.
  6. Although you are a patriot, you begin to feel the Union is not representing you because
    - (a) There are more Northern states than Southern.
    - (b) The North will never understand a cotton-growing economy.
    - (c) The Fugitive Slave Laws are not enforced enough.
  7. Lincoln is elected. You know he is for a strong Union and against slavery.
    - (a) You feel you are no longer part of the country that elected him.
    - (b) You feel that you are no longer part of the country that elected him and have the right to secede and form a new country.
    - (c) You feel that you are no longer part of the country that elected him but must wait out the next four years. How can you secede from your own country?

**CLASSROOM ACTIVITY 10**

## READING ALOUD

Any of the following can be read aloud and reenacted by the class for more immediacy.

- Gettysburg Address
- Scenes from *In White America*
- Songs from the Civil War
- Lincoln's second inaugural address
- Excerpts from *To Be a Slave* by Julius Lester

### CLASSROOM ACTIVITY 11

#### POINT OF VIEW QUESTIONNAIRE

Students will choose to belong to one of the four groups below:

1. White Southerner
2. Black Southern slave
3. White Northerner
4. Black Northern free person

The teacher will then hand out the questionnaire. Students will answer the questions using their adopted point of view. When finished, the students may read their answers aloud or form groups to discuss their opinions.

1. How do you feel about black and white children
  - playing together?
  - dancing together?
  - learning together?
  - marrying each other?
2. How do you feel about freeing the slaves?
3. What is your opinion about high taxes on imported clothing?
4. Which do you consider yourself first—an American, a Northerner, or a Southerner?
5. Do you think runaway slaves should be returned to their owners?
6. How do you feel about Nat Turner?
7. How do you feel about Harriet Tubman?
8. Describe your ideas about the best way for people to live a good life.

### CLASSROOM ACTIVITY 12

#### WRITING ABOUT SLAVERY

Classroom writing is a method of increasing skill as well as a jumping off point for classroom discussion. The following questions may be repro-

duced and handed out to the students. They would do their writing individually while in class.

1. Write an essay, poem, rap song, or monologue finishing the statement, "To be a slave means . . ."
2. Pretend you are a white child living in the South. You have grown up playing with black children on your plantation. Now your parents tell you that your friends are slaves and can no longer be playmates. Write:
  - (a) All the questions you would have
  - (b) How you would feel when you had to say goodbye
3. Pretend you are the slaves in question 2. Write:
  - (a) What your parents might tell you about why you have to stop playing with your friend
  - (b) What questions you would have
  - (c) How you would feel

At the end of this writing activity students can share their work in groups. They may be grouped according to the question they answered or in mixed groups. A class discussion can follow. Students may even want to role play the responses to questions 2 and 3.

### CLASSROOM ACTIVITY 13

#### USING MOVIES IN CLASS

##### GLORY

The teacher will show the movie *Glory* to the class. Afterwards the students may write a review of the film including their feelings about the characters, events, and music. Reviews may be read aloud or reproduced and made into a booklet. Students may then respond to reviews they agree or disagree with.

For a class discussion the teacher should ask the class why the film was called *Glory*.

##### THE RED BADGE OF COURAGE

The teacher will show the movie *The Red Badge of Courage* to the class. Students will then do a classroom writing assignment discussing the word "courage" and all it signifies in this story. Students may also want to write their own definition of the word "courage."

## The Civil War

1. What if Fort Sumter had not surrendered?
2. What if Abraham Lincoln had had a competent general from the beginning of the war?
3. What if Robert E. Lee had fought for the North?
4. What if the North had surrendered after the Battle of Bull Run?
5. What if the battle of Antietam had ended the war in a draw?
6. What if Abraham Lincoln had not issued the Emancipation Proclamation?
7. What if the South had won the battle of Gettysburg?
8. What if Pickett's charge had never happened?
9. What if George Meade had pursued Lee's army after the battle of Gettysburg?
10. What if Grant had become a hopeless alcoholic?
11. What if there had been larger battles in California and other parts of the West?
12. What if England had intervened in the war on the part of the South?
13. What if the Confederacy had had a stronger economy?
14. What if the Confederacy had had more industry?
15. What if the North had also had slavery?
16. What if the North had had a stronger army from the beginning?
17. What if the Confederate capital had not been moved to Richmond?
18. What if Robert E. Lee had surrendered sooner?

NAME \_\_\_\_\_ DATE \_\_\_\_\_

# CONTRACT CIVIL WAR

DUE DATE: \_\_\_\_\_

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For an A, you must choose seven projects to complete; for a B, you must choose six; for a C, you must choose five. Extra points may be accrued if extra details or elaboration are added. Your teacher reserves the right to reject any work that is illegible or incorrect.



## VERBAL-LINGUISTIC

- \_\_\_\_\_ Write a two-page report on any general from either side of the war.
- \_\_\_\_\_ Write a report on any one of the following topics:  
*Underground Railroad    slavery    Quakers*
- \_\_\_\_\_ Rewrite the Gettysburg Address in modern language.
- \_\_\_\_\_ Memorize the Gettysburg Address.



## LOGICAL-MATHEMATICAL

- \_\_\_\_\_ Make a graph comparing the North and the South. Show a comparison of the number of people, the number of soldiers, factories, etc.
- \_\_\_\_\_ Construct a time line showing significant events from 1860–1865.
- \_\_\_\_\_ Write job descriptions for the various jobs on a plantation (owner, overseer, house servant, field servant, etc.).



## MUSICAL

- \_\_\_\_\_ Make a collection of at least 10 Civil War or slave songs.
- \_\_\_\_\_ Write a poem about any one of the Civil War battles.
- \_\_\_\_\_ Write a rap song for slaves to explain how to escape from the South.



# CIVIL WAR



## VISUAL-SPATIAL

- \_\_\_\_\_ On a U.S. map, show battles, who won, and the general movement of the troops.
- \_\_\_\_\_ Make posters on any two of the following topics: runaway slaves, an abolitionist meeting, enlistment.
- \_\_\_\_\_ Dress dolls in the Northern and Southern uniforms.
- \_\_\_\_\_ Make a model of the warships, the *Monitor* and the *Merrimack*.



## BODILY-KINESTHETIC

- \_\_\_\_\_ Take a field trip to any Civil War monument, battlefield, or museum. Be prepared to tell the class what you learned.
- \_\_\_\_\_ Make a diorama of a plantation.
- \_\_\_\_\_ Write and produce a play depicting any one event in the Civil War or leading up to it. Include the setting, the problem, and the results.



## INTERPERSONAL

- \_\_\_\_\_ Put on a debate similar to the Compromise of 1850 and the Missouri Compromise.
- \_\_\_\_\_ Hold a debate about the advantages and disadvantages of slavery. One person should pretend to be an abolitionist, the other a slave holder.



## INTRAPERSONAL

- \_\_\_\_\_ Read one of the following books and write a synopsis of the story:
  - Freedom Train* by Dorothy Sterling
  - Brady* by Jean Fritz
  - Amos Fortune, Free Man* by Elizabeth Yates
  - Rifles for Watie* by Harold Keith
  - Lincoln* by Russell Freedman
  - Stonewall* by Jean Fritz
  - Across Five Aprils* by Irene Hunt
- \_\_\_\_\_ Write a diary of a slave who escaped from the South by way of the Underground Railroad.

## CHAPTER EIGHT

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# Reconstruction

### INTRODUCTION

*This chapter covers the years from 1865, when the Civil War ended, until 1877, when the last occupation troops were withdrawn from the southern states. Although this chapter spans only twelve years, those years marked a turning point in the development of the United States. As the nation was reunified, many of our political, social, and economic patterns changed. Although the nominal status of black people was redefined, unfortunately, little was done to provide for long-term advances. Thus, the stage was set for problems which still plague us today.*

The students will have an opportunity to explore all of this and, hopefully, to sensitize themselves to the issues.

### PROJECT LIST

1. Make up a memorial ceremony honoring Abraham Lincoln after his assassination. Include speeches reflecting the points of view of the new president Andrew Johnson, a northern member of Congress, a southern white person, and a black American.
2. Make up a play or epic poem about Lincoln's assassination.
3. Make an illustrated time line of the Reconstruction era from 1865 to 1877.
4. Pretend you are a freed slave. Write a diary describing both your feelings and all your hardships.
5. Write a play about the impeachment trial of Andrew Johnson.
6. Make an illustrated dictionary of words and terms from the Reconstruction era.

7. Pretend you are a psychiatrist. Write a report analyzing the problems of Andrew Johnson during Reconstruction.
8. Do a magazine exposé of the Ku Klux Klan during Reconstruction.
9. Write a chapter for a children's textbook that explains the meanings of the 13th, 14th, and 15th Amendments.
10. Make up a program for a "Half-Way House for Freed Slaves." Include a descriptive list of all the courses that would be offered.
11. Do a piece of creative writing called "Shattered Dreams" which describes all the different ways in which the ex-slaves were prevented from making progress.
12. Write an *Instructional Manual for a Better Reconstruction*, as if you had the power to recreate history.
13. Write the history of Reconstruction as seen through the eyes of a bankrupt southern plantation owner.
14. Write a report that describes how each of the following robbed black people of their rights and their dignity:
  - (a) Poll tax
  - (b) Literacy tests
  - (c) Jim Crow Laws
  - (d) Ku Klux Klan
  - (e) Lynchings
15. Prepare a *Who's Who of the Reconstruction Era*. Include brief descriptions of their ideas and their lives.
16. Make an illustrated scrapbook of the contributions of black leaders during and after Reconstruction.
17. Do a research report on what the Jim Crow Laws were, how they came to exist, and the damage they did to black people and to American society as a whole.
18. Write a series of newspaper headlines and articles exposing all the corruption that existed during Reconstruction.
19. The election of 1876 was possibly the strangest one in the history of the United States. Make a series of cartoons that describe the:
  - (a) Campaign
  - (b) Election
  - (c) Dispute
  - (d) Compromise
20. Write a script for a TV news special about how the Democrats regained control in the South.
21. Analyze the 14th and 15th Amendments and then write a report on

how the southern states got around them by following the letter of the law but not the spirit of the law.

### HOMEWORK ASSIGNMENTS

#### POLITICAL ISSUES

1. Why do you think the period after the Civil War was called Reconstruction? Make a list of all the things that had to be reconstructed. Put a star next to those items that are not physical.
2. Write a funeral eulogy for Abraham Lincoln.
3. Write a speech for or against the impeachment of Andrew Johnson.
4. How would you have felt if you were Andrew Johnson on trial for impeachment? What would you have done?
5. What do you think might have happened if Andrew Johnson had been found guilty at his impeachment trial?
6. Make a cartoon illustrating how Andrew Johnson alienated both northerners and southerners.
7. Pretend you are a southerner. Write a letter to a carpetbagger telling him how you feel about him and why he should go home.
8. Draw a caricature of a carpetbagger.
9. Pretend you are a northern Republican congressman. Make a speech to Congress explaining your feelings about the Black Codes and what you think Congress should do.
10. Write an explanation that Andrew Johnson might have given for his veto of the Civil Rights Act of 1866 and the bill extending the Freedmen's Bureau.
11. Write your reactions to the Radical plan for Reconstruction from the point of view of a southern plantation owner.
12. Make a list of adjectives that each of the following would use to describe a scalawag:
  - (a) Ex-slave
  - (b) White southern Democrat
13. Make a picket sign for or against the Radical-Republican plan for Reconstruction.
14. Write a list of things a southern state would have to spend money on during Reconstruction.
15. Write an explanation a southerner would have given to justify the legality of the poll tax and the literacy tests.

16. Make up a speech as a southern Democrat running for office. Tell the people of your state what you hope to do if elected.
17. Imagine that you are a voter. Write a letter to your senator expressing your feelings about the Compromise of 1877.
18. Make up a toast to the reunited nation.
19. Make up some New Year's resolutions for the reunited union.
20. Make up a list of laws to protect the newly freed slaves.

#### SOCIAL ISSUES

1. If you had been a slave, what is the first thing you would have done after hearing you were free?
2. Make a list of ways the ex-slaves could have earned a living. Why were they limited?
3. Pretend you are a Rebel soldier returning home to your destroyed plantation. Write a page in your diary describing your feelings.
4. Write a newspaper editorial against the Black Codes.
5. Write a dialogue between a tenant farmer and a landowner in which they work out their agreement on the use of the land.
6. Write a poem or a folk song called "Forty Acres and a Mule."
7. Write a sign on behalf of the Freedmen's Bureau offering services.
8. Make up a list of things that you think the Freedmen's Bureau should teach the ex-slaves. Explain why.
9. Pretend you are an ex-slave who has become a sharecropper. Write a letter to a newspaper in the North describing your situation and asking for advice.
10. Do you think the word *reconstruction* or the word *restoration* better describes the era after the Civil War? Explain.
11. Why can't "separate but equal" facilities ever be equal?
12. Write a will for Thaddeus Stevens in which he explains why he wants to be buried in a black cemetery.
13. What is the meaning of the word *radical*? How might a radical of today try to deal with the problem of race relations?
14. If you had been a plantation owner after the Civil War, what would you have done to help your former slaves?
15. Make a public service advertisement to re-educate the former southern rebels. This can be done in the form of a poster or newspaper advertisement.

#### CLASSROOM ACTIVITY 1

##### REFLECTIONS ON THE WAR

The end of the Civil War left deep feelings and scars in most members of American society, both about the war and about the future. Have the students do a piece of writing which would reflect the feelings of one of the following people:

1. A recently freed slave
2. Plantation owner
3. Rebel soldier
4. Northern soldier
5. Poor white southern farmer

Their writing can be done in the form of a poem, short story, ballad, letter, song, or diary.

When they are done, they can meet in small groups to share their work. Then they can write their final drafts and hand them in. The results can be posted as a bulletin board display.

#### CLASSROOM ACTIVITY 2

##### HOW TO TREAT THE SOUTH

The teacher can motivate this activity by asking the students how their parents deal with them when they do something wrong and what they think is the best way to teach someone a lesson.

In order to help the students to better understand the issue of how to treat the defeated southern states, they can pretend they are members of the Congress of 1866. Divide the class in half. One half must argue for the Johnson plan of leniency. The other half must represent the hard line Radical-Republicans. It will be helpful if the teacher lists the major points of each plan on the chalkboard. It is preferable to elicit this from the students, based on their own reading or a prior class lesson. The students can then argue why they feel one plan is better than the other. Use the following questions as a guide:

1. What do we hope to accomplish?
2. Is it important to punish the South? Why? Why not?
3. If we are hard on the South, won't we teach them a lesson? Why? Why not?

When they are done, let the class vote as to which plan they feel is better. The teacher can then inform them that the Radical-Republican plan won.

### CLASSROOM ACTIVITY 3

#### WOULD THINGS BE DIFFERENT IF . . . ?

Often, in our lives, we imagine how different things would be if we had just done one thing in another way. It will be enlightening for the students to toy with some of the “what ifs” that historians sometimes engage in.

Divide the class into committees and let each one wrestle with one of the following. Would things be different today if:

1. Each ex-slave had been given forty acres and a mule, as promised
2. Each ex-slave had been given a better education
3. The South had been punished more severely
4. The South had been punished less severely
5. Jim Crow Laws, the poll tax, and literacy tests had been outlawed
6. Southerners had been policed and severely punished for participating in Ku Klux Klan activities and lynchings
7. The carpetbag governments had been more honest and efficient

When they are done, let each committee report back to the class.

### CLASSROOM ACTIVITY 4

#### ADJUSTING TO CHANGE

Reconstruction was a time when everyone in the South was forced to adjust to radical changes. It was not easy. In order to help the students understand this concept better, it must be brought down to a more personal level. The teacher can open up the discussion by asking the students what the biggest change was that they have faced in their lives so far, and whether or not they adjusted to it easily. As each student responds, the teacher will list the elicited “change” on the chalkboard. The class can then discuss the problems as a whole, or they can break up into groups to analyze:

1. Why each change is hard to adjust to
2. What things they could do to make the adjustment easier

### CLASSROOM ACTIVITY 5

#### ON FEAR

Because the southerners had lost so much as a result of the Civil War, they were terrified of losing what little they had left. When people are afraid, they often react in many unexpected and even aggressive ways.

Since people, especially children, may be reticent about revealing their own fears, it will be less threatening if the students observe and discuss the behavior of others. Give the students two days to observe how people express fear, either in actual situations or on television. Each student must be prepared to describe the situation. They must tell:

1. What they saw
2. What the person was afraid of
3. How the person acted

The teacher can culminate this activity by having the students discuss why they think the people behaved the way they did when they were afraid.

### CLASSROOM ACTIVITY 6

#### INTERVIEWING THE PEOPLE

Students often gain great insight into an era and the minds of the people who lived in that era by formulating questions that they might ask individuals who lived in that time. We find that this type of activity works well with smaller groups.

Divide the class into groups of two or three students and tell them to imagine that they are teams of newspaper reporters preparing interview questions for one of the following people:

1. A rebel soldier who has returned to his destroyed plantation
2. A freed slave who has remained on his or her former master's plantation
3. A freed slave heading north
4. A freed slave leaving his or her plantation
5. A member of the Ku Klux Klan
6. A poor white southern farmer
7. A white Union soldier returning home
8. A black Union soldier heading home

9. A carpetbagger
10. A black senator during Reconstruction
11. A white northern teacher going south to work
12. A scalawag

As each group presents its interview questions the rest of the class may be asked how they think the individuals being interviewed would have responded.

### **CLASSROOM ACTIVITY 7**

“O CAPTAIN! MY CAPTAIN!”

Have the students read Walt Whitman’s “O Captain! My Captain!” Discuss: Who is the Captain? What is the ship, and what journey has it survived?

Wrap it up by having the students write one more stanza for this poem.

## Reconstruction

1. What if Abraham Lincoln had not been assassinated?
  2. What if all of the other assassinations plotted for the same evening as Abraham Lincoln's had succeeded?
  3. What if John Wilkes Booth had not been caught?
  4. What if John Wilkes Booth had stood trial?
  5. What if Andrew Johnson had been removed from office?
  6. What if Grant had become president sooner?
- 
7. What if the Radical Republicans had gotten their way in their desire to punish the South after the Civil War?
  8. What if greater numbers of Confederate soldiers had been imprisoned or killed after the war?
  9. What if the Reconstruction amendments to the Constitution had not been passed?
  10. What if the Freedman's Bureau had not been created?
  11. What if all of the freed slaves had stayed in the South after the war?
  12. What if the African Americans who were elected during the Reconstruction Era had remained in office for several years?
  13. What if Jim Crow laws had not been passed?
  14. What if the KKK had been hunted down and destroyed by the end of Reconstruction?
  15. What if Southern states had rejoined the Union sooner?

# *Life Across the United States: 1865–1900*

## **INTRODUCTION**

*The late nineteenth century* was a time of change. New inventions changed rural life and influenced the growth of cities. Labor-saving devices affected both the way people lived and the roles they played in their families and at work.

Our chapter provides homework and project assignments that deal specifically with the years between 1865 and 1900. Our classroom activities will help the students explore change and its benefits and problems on both universal and personal levels by expanding the time period to the present.

## **PROJECT LIST**

1. Trace the population growth of any city in the United States from 1865 to 1900. Chart the results on a large graph.
2. Make a diorama of any scene from city life during the late nineteenth century. Be sure to include name of city, neighborhood, and source of information.
3. Do a series of pieces of original artwork on city scenes during the late nineteenth century.
4. Prepare a special issue of a woman's magazine for 1899 devoted to labor-saving devices and gadgets of importance. Include ads, articles, letters to the editor, and an editorial page.
5. Make a diorama of a modern home of 1899.
6. Read a biography of any of the following people and write a report describing their contributions to society:
  - Jane Addams
  - Julia Lathrop
  - Jacob Riis

7. Write and produce a performance of a vaudeville or burlesque show of the 1890s. Include posters advertising the show, costumes, and music. This is a project for more than one person.
8. Draw a detailed diagram of a trolley park (amusement park) such as Steeplechase in Coney Island, New York.
9. Make a model of a trolley park.
10. Make the covers for sheet music of ten top songs of the 1890s.
11. Write a series of political pamphlets describing the causes supported by the populist movement of the 1890s.
12. Prepare a library catalogue for 1899 with short descriptions of the most popular reading of the time.
13. Write a letter to Vassar or any other woman's college of the years 1865 to 1900. Ask for material on the history, philosophy, rules of behavior, and early courses taught at the college. Then write your own bulletin.
14. Read the philosophy of any of the people below. Write a paper describing it and its effect on the country.
  - Charles Darwin
  - John Dewey
  - Edward Bellamy
  - Henry George
15. Read poems by Walt Whitman or one of the novels by Mark Twain or Henry James. Write in your own words about the America they describe.
16. Write an epic poem describing the race to complete the transcontinental railroad.
17. Write an itinerary for a trip on the transcontinental railroad. Include places to stop for sightseeing visits and a map.
18. Write an illustrated biography of Clara Barton and her founding of the American Red Cross.
19. Make a catalogue of office machines and innovations for 1899.
20. Make an illustrated poster on advances in communication and transportation from 1865 to 1900.
21. Visit a hardware store and do a descriptive inventory of the gadgets it sells to make life more convenient today.
22. Write a history of the Grange movement and its importance to the lives of farmers.
23. Make a poster of "before and after" scenes for any labor-saving device of the nineteenth century.
24. Make a model of the perfect city or write a paper describing it.

25. Follow the growth of any industry or invention from its conception to its use and its effect on life today.
26. Write a tour guide for any large city. Include history, places to visit, important people and events.
27. Make a mail-order catalogue that would be of interest to a farmer of the late nineteenth century.

### HOMEWORK ASSIGNMENTS

#### INNOVATIONS THAT CHANGED AMERICAN LIFE—1865–1900

1. Write a speech that could have been made as the golden spike was nailed joining the Union Pacific and Central Pacific railroads to form the first transcontinental railroad in 1869.
2. Write a message to be sent by cable across the ocean to Europe in 1866.
3. Make up a song or poem called "Thank You, Mr. Edison" in which you list all the important things in your life that use electricity.
4. Write a dialogue (you may make it funny) in which two housewives try to outbrag each other about the new gadgets and conveniences in their homes in the late nineteenth century.
5. Write a letter to the editor for or against the "progress" of modern life.
6. Draw or describe a time capsule in which you put the most important inventions of the late nineteenth century. Explain how they changed people's lives.
7. Draw and label all the parts of a modern kitchen in 1899.
8. Pretend you are a salesperson. Write a pitch to be given to the office manager of a company for one of the items below:
  - typewriter
  - adding machine
  - telephone
9. Make a list of modern inventions that can be traced back to either the typewriter, adding machine, or cash register.
10. Public libraries became more popular in the nineteenth century. If you could buy ten books for a new public library, which would you choose? Either choose your own favorites or books you feel are necessary for a library today. Explain your choices.
11. Design a costume for a woman to make it easier for her to go bicycling in the 1890s.

12. Make a classified ad for all the women's jobs in an office due to new inventions in the late nineteenth century.
13. Keep a diary of how often and for what reasons you use the telephone in a week.
14. (To be used with Classroom Activity 1) Do one of the activities below and check the time it takes.
  - (a) Wash dishes completely by hand; prepare dishes for the dishwasher.
  - (b) Sharpen a pencil manually; sharpen it with an electric pencil sharpener.
  - (c) Sweep the floor; use an electric broom or vacuum cleaner.
  - (d) Hang out wet clothes to dry; put wet clothes in a clothes dryer.
  - (e) Write by hand; type or use a word processor.
15. (To be used with Classroom Activity 1) Keep a diary of leisure-time activities during any day of a weekend.

#### RURAL LIFE—1865–1900

1. Pretend you are a farmer during the close of the nineteenth century. What advice would you give a young person who asks whether he should become a farmer? Include the positive and negative aspects of farming.
2. Write a speech for a presidential or senatorial candidate in the late nineteenth century to be given at a meeting of farmers in which the following problems are already on an agenda for discussion:
  - drought
  - locusts
  - debt to banks
  - low prices
  - high-priced farm machinery
  - high rates on railroads
3. Write a slogan for a rally by farmers against the high interest rates.
4. Write a dialogue between a father and son in which the son tells the father that he wants to leave the farm to try life in the city.
5. Write the "doings" for a weekend's social activity in a small town newspaper.
6. Write the agenda for a Grange meeting.
7. Make a list of events and booths for a country fair.
8. Write your own story for a *McGuffey Reader*. Be sure it includes a lesson in values.

9. Read Edwin Markham's "The Man with a Hoe." What is the poet's message? What is his warning?
10. Make a banner for a populist rally.
11. Read William Jennings Bryan's "Cross of Gold" speech. Explain his position in your own words.

#### LIFE IN THE CITIES—1865–1900

1. Draw a picture or cartoon showing the difference between rich and poor sections of any big city in the late nineteenth century.
2. Describe or make a tape of sounds on an urban street of the nineteenth century. Include traffic noises, people, and animals.
3. Write a column for the fashion or gossip page of a New York newspaper describing the people in the Golden Horseshoe of the new Metropolitan Opera House.
4. Make up a headline for the famous prizefight between John L. Sullivan and Gentleman Jim Corbett in 1892.
5. Explain why spectator sports were so popular in the cities as a form of recreation.
6. Make up a theater playbill for a vaudeville or burlesque show.
7. Make up a cast of characters and a short synopsis of a melodrama for the 1890s.
8. Write a diary entry for a child's first visit to a trolley park.
9. Write a newspaper editorial on poverty in the big cities.
10. Pretend you are riding in an elevator for the first time in the 1870s. Describe how you might feel.
11. How did the elevator change architecture and life in the cities?
12. Compare the problems in the cities of the late nineteenth century to problems in modern cities.

#### CLASSROOM ACTIVITY 1

##### TIME

This activity should be done after Homework 14 from the Innovations homework section. Students will report their times on using labor-saving devices. The actual time saved will be charted on the chalkboard or on a large piece of paper. The teacher will then ask, "So what?" Students may write their answers individually or work in committees to form answers. Answers will be read aloud.

## LEISURE

Since time is what's saved, students might benefit from examining how they spend their time. After doing Homework 15 from the Innovations homework section, they should report back to class on how they spend a day of leisure. The teacher may lead a discussion using the questions below.

1. Why do we have so much leisure time?
2. After looking at your diaries, were you satisfied with how you spent your time?
3. What changes (if any) might you make?
4. What restrictions do you have on your time?
5. If you had unlimited free time, what would you do?

### CLASSROOM ACTIVITY 2

#### NECESSITY AND INVENTIONS

Which comes first—need or a new invention that creates need? Students might enjoy discussing this question.

Students will make a list of five items they feel are necessary in their lives. As they share their lists, the teacher will write the items on the chalkboard placing checks next to items mentioned frequently. Once this is completed, the most popular items will be circled, and the discussion will begin.

Students often choose hair dryers, stereos, telephones, and televisions. Using what the students of the class have chosen, the teacher will ask the following questions:

1. What need does this serve?
2. What did you do before you had it?
3. What could you do if you didn't have it now?
4. Do you think your life is easier/better/worse because of this item?
5. Is the world better because of it?

### CLASSROOM ACTIVITY 3

#### WHAT'S LEFT TO INVENT?

Students will break into committees and brainstorm to answer the above question. The teacher might choose to leave the question open-ended or to

specify certain categories, for example, transportation, entertainment, medicine, labor-saving devices, space exploration, anti-pollution devices.

After the committees meet, they will report back to the class. This activity might lead to further committee work on class projects in which the inventions are developed in more detail.

### CLASSROOM ACTIVITY 4

#### PROGRESS OR PROBLEM?

Students may examine both sides of change by role-playing the following situations.

1. A farmer and his family discuss the pros and cons of taking out a loan to buy new machinery and expand their production.
2. A parent and child have an argument because the child has stopped reading books and only watches television.
3. The board of directors of an automobile company argues over the expense of including safety devices.
4. An older family member remembers life without air conditioners.
5. A city social worker in the late nineteenth century walks a newcomer to the city through an apartment and explains what everything is. The newcomer asks lots of questions.
6. A group of people discuss the problems that exist today because of early inventions and lack of foresight about the environment.
7. A city planner tries to convince a mayor and his or her budget committee to include parks in a new housing development.
8. The public relations department of an electric company prepares a TV commercial on how to conserve energy during a very hot summer (or on what to keep at home in case of a blackout).

### CLASSROOM ACTIVITY 5

#### "MODERN" ROUND ROBIN

Since the period from 1865 to 1900 was so full of change and innovations, the teacher might want to reinforce all the material learned in class or expand it to the present. This is a short activity in the form of a game. The teacher will write some or all of the following words on the chalkboard:

- transportation

- attitudes
- slang
- medicine
- nutrition
- music
- machines
- entertainment
- fads

Students will copy the headings and write one example of something modern that belongs in that category; for example heart transplant might go under medicine. The teacher will choose the first student to read his or her answers and write them on the chalkboard under each category. Then students will read their answers in turn. Every time students duplicate another classmate's word they cross it off. The student with the most original words wins the game.

This game can also be played without writing. The teacher lines the students up as if for a spelling bee. She or he then says, "I'm thinking of a modern form of transportation (or any other category)" and the students take turns giving examples. When a student can't think of a word he or she sits down and the teacher starts another category. Students continue taking turns until there's only one "winner" left.

This game works best with younger students.

## **Westward Expansion**

1. What if the Transcontinental Railroad had never been built?
2. What if the Transcontinental Railroad had been built before or during the Civil War?
3. What if the Irish or Chinese had been unavailable to help build The Transcontinental Railroad?
4. What if the Mexicans had not shared their cowboy skills with others?
5. What if the Mormon Territory had become a separate nation?
6. What if the Indian tribes had not been granted American citizenship?
7. What if the Dawes Act had been successful in carrying out the reforms that it intended?
8. What if Chief Joseph had made it to Canada?
9. What if George Custer had won the Battle of Little BigHorn?
10. What if the Battle of Little BigHorn had not occurred?
11. What if barbed wire had not been invented?
12. What if the steel plow had not been invented?
13. What if scientific farming had not been invented?
14. What if the "Great American Desert" had really been one?
15. What if trees were more widely available throughout the Great Plains and the Southwest?
16. What if the American bison were still as numerous as they were in pre-settlement times?
17. What if the Spanish had not introduced horses or mules to the Great Plains?
18. What if the Comstock Lode had not been found?
19. What if any one of the gold or silver rushes in the West such as Colorado, the Klondike, or the Black Hills had not occurred?
20. What if gunfights had been outlawed?

## **Westward Expansion (continued)**

21. What if Geronimo had not been captured?
22. What if Pancho Villa had been captured?

NAME \_\_\_\_\_ DATE \_\_\_\_\_

# CONTRACT

## NATIVE AMERICANS

DUE DATE: \_\_\_\_\_

☆☆

*For an A, you must choose seven projects to complete; for a B, you must choose six; for a C, you must choose five. Extra points may be accrued if extra details or elaboration are added. Your teacher reserves the right to reject any work that is illegible or incorrect.*



### VERBAL-LINGUISTIC

- \_\_\_\_\_ Write a treaty between a group of settlers and Native Americans.
- \_\_\_\_\_ Write a two-page biography about one of the following:
  - Sequoya    Geronimo    John Ross    Chief Joseph*
  - Samoset    Tecumseh    Squanto    Pocahontas*
  - Pontiac    Sitting Bull    Hiawatha    William Frederick (Buffalo Bill) Cody*
- \_\_\_\_\_ Write a report on a specific Indian tribe telling where these Native Americans lived, what important people belonged to their tribe, what their principal foods were, and what specific customs they had.



### LOGICAL-MATHEMATICAL

- \_\_\_\_\_ Make a chart showing the different Native American groups, their different lifestyles, their different types of housing, vocations they held, etc.
- \_\_\_\_\_ Research how the Navajo Indian's language was used in World War II. Develop an Indian code.



### MUSICAL

- \_\_\_\_\_ Write a song that a warrior could sing coming back from a hunting expedition.
- \_\_\_\_\_ Choose one particular tribe of people and write a chant about them explaining how they are different from the other Native Americans.

# NATIVE AMERICANS



## VISUAL-SPATIAL

- \_\_\_\_\_ Make a map of North and South America showing where the different Native American groups lived.
- \_\_\_\_\_ Make a poster advertising one specific tribe. Show its weapons, its type of housing, its land, etc.



## BODILY-KINESTHETIC

- \_\_\_\_\_ Build a teepee, wigwam, hogan, or log home. Be prepared to tell why it was the best kind of home for that type of Native American.
- \_\_\_\_\_ Make a totem pole, sand painting, or weaving.
- \_\_\_\_\_ Visit a reservation or Native American memorial. Be prepared to share your experience with the class.



## INTERPERSONAL

- \_\_\_\_\_ Dramatize a powwow of Native Americans discussing what to do about the settlers (war, whether to sell land, trading posts, etc.).
- \_\_\_\_\_ Do a reenactment of "The Trail of Tears." (may use up to four people)



## INTRAPERSONAL

- \_\_\_\_\_ Read one of the following books and write a synopsis of the story:
  - The Sign of the Beaver* by Elizabeth George Speare
  - Island of the Blue Dolphins* by Scott O'Dell
  - Sing Down the Moon* by Scott O'Dell
- \_\_\_\_\_ Native American men, on becoming of age, would separate themselves from the tribe for a period of fasting until they found their manitou, or symbol. Choose a symbol for yourself. In an essay, tell what you chose, why you chose it, and what it means.