

Book: *The Original United States of America*

Chapter One: The American Colonies' Sense of Who They Were

Subject area(s): Social Studies, English Language Arts

Amount of time needed: Two to three 40-minute periods

Objectives:

- 1) Students will recognize similarities between the protests of the colonists and protests of today.
- 2) Students will evaluate the actions of the colonists (reasonable/unreasonable, alternate actions).
- 3) Students will research modern-day demonstrations (civil rights, anti-war, anti-immigration demonstrations).

Materials needed:

- ✓ Paper
- ✓ Pens or pencils
- ✓ Newspaper, magazine, Internet accounts of modern-day protests

Activities:

- 1) The teacher should have students work in groups to examine various protests. They should look at the protests in the text and at modern-day protests, noting similarities and differences.
- 2) A classroom discussion of similarities should follow.
- 3) Students should then write a defense of the colonists' behavior or a defense of Parliament. These arguments may be presented to the class orally or in written form.

Assessment:

- ✓ Does classroom discussion include colonial protests and modern-day protests?
- ✓ Do the written arguments contain information to support the opinion?
- ✓ Are conventions of good writing followed?

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Chapter Two: Taking a Stand for Independence

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One or two weeks as homework project

Objectives:

- 1) Students will research technology and how it affects warfare.
- 2) Students will use books and Web sites to learn about weapons.

Materials needed:

- ✓ Writing materials
- ✓ Computers with Internet access
- ✓ Large piece of paper
- ✓ Research books

Activities:

- 1) The teacher should review the material in chapter 2 and then have students think about all of the weapons that have been developed since prehistoric times. As they brainstorm, one student should take notes on a large piece of paper.
- 2) Students should choose a particular weapon or period to research. After they have done the research, they should write a paper that displays understanding of the changing face of warfare. The paper should make connections between the new weapons and the number of deaths and the extent of the destruction and comparisons to the weapons used during the period discussed in chapter 2.

Assessment:

- ✓ Is there participation in the class brainstorming session?
- ✓ Are ideas about weapons noted on the class notes?
- ✓ Does the written piece demonstrate an understanding of the changing face of weapons?
- ✓ Are conventions of good writing followed in the essay?

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Chapter Three: Creating a Republic

Subject area(s): Social Studies, Art

Amount of time needed: One to two 40-minute periods

Objectives:

- 1) Students will increase their understanding of the role currency plays in national identity.
- 2) Students will make careful observations of how our currency has changed through history.
- 3) Students will make notes of specific changes (symbols, coins, paper money, color, etc.).
- 4) Students will design new currency.

Materials needed:

- ✓ Art supplies
- ✓ Paper
- ✓ Pictures of old coins, currency, or samples

Activities:

- 1) Read chapter 3 and discuss the role of currency in the new republic.
- 2) The teacher should lead a discussion as to why currency has changed over the years considering the following points: Why have we moved from gold and silver coins to paper currency? Why have we changed the pictures on our currency? Why are we adding color to our paper currency? Do we need to rethink the penny?
- 3) After discussion, the students should design a new piece of currency. They should explain symbols they include and any words that are included on the currency. Students will then present their money to the class.

Assessment:

- ✓ Does class discussion respond to the issues raised?
- ✓ Is the currency carefully designed, with a rationale for each symbol?

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Chapter Four: The Constitutional Convention

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

Objectives:

- 1) Students will correctly complete a comprehension worksheet.
- 2) Students will be able to identify characteristics of the government.

Materials needed:

- ✓ Worksheet

Activities:

- 1) Students should review the chapter in the text and then, using the book, complete the following worksheet:
 1. How are decisions made in a republic?
 2. What is a bicameral legislature?
 3. Explain the Virginia Plan. Explain the New Jersey Plan. Compare the two.
 4. What does Alexander Hamilton's plan do?
 5. In what way was slavery an issue at the Constitutional Convention?
 6. What was the Three-Fifths Compromise?
 7. Name the three branches of the government.
 8. Explain the differences between the Federalists and the Antifederalists.

Assessment:

- ✓ Were the questions on the worksheet answered correctly?

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Chapter Five: The New Government

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One 40-minute period

Objectives:

- 1) Students will improve dictionary skills.
- 2) Students will create a game to help review vocabulary words.

Materials needed:

- ✓ Note cards
- ✓ Fine-line markers
- ✓ Dictionary

Activities:

- 1) Students will read the chapter, making note of all of the words in bold print. They should also keep a list of other words that are new to them.
- 2) Then students will be given time to look up meanings of unknown words.
- 3) They will create a memory match game to help them review the words and meanings.

Assessment:

- ✓ Did the students demonstrate effort in looking up definitions?
- ✓ Were the definitions found accurate?
- ✓ Did the students play the memory games successfully?