

Table of Contents

Introduction to Differentiated Instruction	4	Student Introduction	53
How This Book Is Organized	5	Vocabulary	54
Generic Differentiated Strategies and Activities	7	Jamestown (Brief #1)	55
Comprehension Cake	9	Pilgrims and Puritans (Brief #2)	57
Content Standards	10	The Thirteen Colonies (Brief #3)	59
Unit 1—Early People of North and South America		Colonial Life (Brief #4)	61
Teacher Materials	12	Multiple-Choice Assessment	63
Activities	13	Sentence-Completion Assessment	67
Student Introduction	15	Matching Assessment	69
Vocabulary	16	Short-Response Assessment	71
Human Migration to North and South America (Brief #1)	17	Unit 4—American Revolution I	
The Hopewell (Brief #2)	19	Teacher Materials	72
The Anasazi and The Inuit (Brief #3)	20	Activities	73
The Maya, The Aztec, and The Inca (Brief #4)	21	Student Introduction	75
Multiple-Choice Assessment	23	Vocabulary	76
Sentence-Completion Assessment	27	The French and Indian War (Brief #1)	77
Matching Assessment	29	Taxes (Brief #2)	79
Short-Response Assessment	31	The Colonies Move Closer to War (Brief #3):	81
Unit 2—Native People of North America		Multiple-Choice Assessment	83
Teacher Materials	32	Sentence-Completion Assessment	87
Activities	33	True-False Assessment	89
Student Introduction	35	Short-Response Assessment	92
Vocabulary	36	Unit 5—American Revolution II	
The Iroquois (Brief #1)	37	Teacher Materials	93
The Pueblos (Brief #2)	39	Activities	94
The Plains Indians (Brief #3)	40	Student Introduction	96
Indians of the Northwest Coast (Brief #4)	41	Vocabulary	97
Multiple-Choice Assessment	42	The Shot Heard Round the World (Brief#1)	98
Sentence-Completion Assessment	45	The Break from Britain (Brief #2)	101
True-False Assessment	47	The Revolution Continues (Brief #3)	103
Short-Response Assessment	49	Multiple-Choice Assessment	106
Unit 3—Colonial America		Sentence-Completion Assessment	110
Teacher Materials	50	Matching Assessment	113
Activities	51	Short-Response Assessment	115

Table of Contents *(cont.)*

Unit 6—The United States 1781–1815

Teacher Materials	116
Activities	118
Student Introduction	120
Vocabulary	121
Forming a New Government (Brief #1)	122
The United States Constitution and The Bill of Rights (Brief #2)	125
Washington, Adams, and Jefferson (Brief #3)	127
Lewis and Clark (Brief #4)	129
The War of 1812 (Brief #5)	130
Multiple-Choice Assessment	132
Sentence-Completion Assessment	136
Matching Assessment	138
Short-Response Assessment	140

Unit 7—Westward Expansion

Teacher Materials	141
Activities	142
Student Introduction	143
Vocabulary	144
Forced Indian Migrations of the 1830s (Brief #1)	145
Texas and the Mexican War (Brief #2)	147
Pioneers (Brief #3)	149
California Gold Rush (Brief #4)	151
Multiple-Choice Assessment	153
Sentence-Completion Assessment	157
Matching Assessment	159
Short-Response Assessment	161

Unit 8—Civil War and Reconstruction

Teacher Materials	162
Activities	163
Student Introduction	164
Vocabulary	165
Slavery in America (Brief #1)	166

Resistance to Slavery and Secession (Brief #2)	168
The Civil War Begins (Brief #3)	170
Assassination and Reconstruction (Brief #4)	172
Multiple-Choice Assessment	174
Sentence-Completion Assessment	178
Matching Assessment	180
Short-Response Assessment	182

Unit 9—Invention, Industry, and Immigration

Teacher Materials	183
Activities	184
Student Introduction	186
Vocabulary	187
Transportation and The Transcontinental Railroad (Brief #1)	188
Light and Sound (Brief #2)	190
Immigrants and the Industrial Revolution (Brief #3)	192
Multiple-Choice Assessment	194
Sentence-Completion Assessment	196
Matching Assessment	197
Short-Response Assessment	198

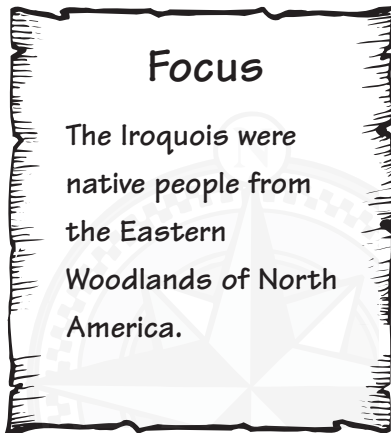
Unit 10—World War I and II

Teacher Materials	199
Activities	200
Student Introduction	202
Vocabulary	203
Allied and Central Powers (Brief #1)	204
United States and World War I (Brief #2)	206
Causes of World War II (Brief #3)	208
World War II Rages On (Brief #4)	210
Multiple-Choice Assessment	212
Sentence-Completion Assessment	215
Matching Assessment	217
Short-Response Assessment	218

Answer Key	219
-----------------------------	------------

The Iroquois

Brief #1



The Iroquois were a group of five Native American tribes. These tribes were the following:

- Cayuga
- Onondaga
- Seneca
- Mohawk
- Oneida

A tribe is a group of people who have the same ancestors. Tribes usually have a single leader. Tribes also share similar traditions and beliefs.

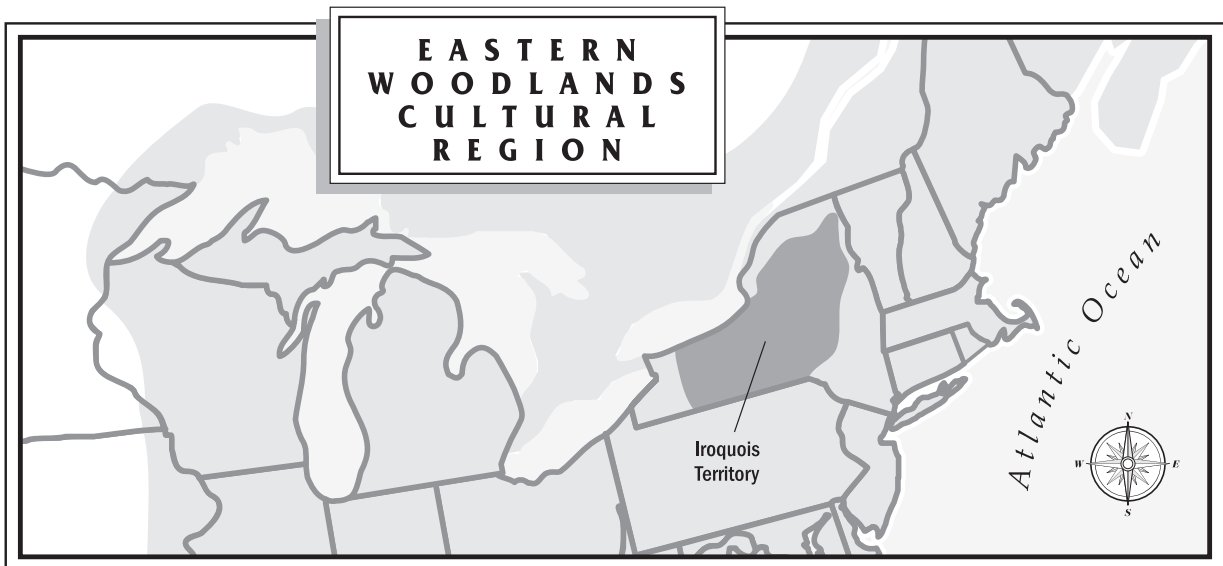
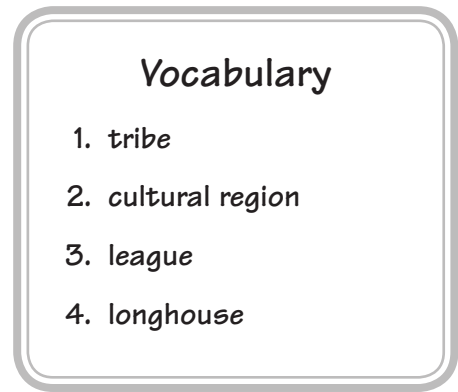
The Iroquois lived in a cultural region called the Eastern Woodlands. **A cultural region is an area where people with similar ways of life live.** A cultural region is larger than a tribe.



Iroquois League

There was a time when the Iroquois did not get along. They often fought. Many people died. Deganawidah and Hiawatha were men from different tribes. They came together and convinced all of the tribes to stop fighting and to treat each other with respect. The tribes agreed that it was time to live in peace. They formed the Iroquois League in 1570. **A league is a group of people, with a common interest, who form an association.**

The tribes in the Iroquois League had 50 representatives. These people met once a year at the Great Council of Fire. The representatives created laws. They also had a constitution. In 1722, the Tuscarora tribe was admitted into the Iroquois League.



The Iroquois

Brief #1 (cont.)



Everyday Life

The Iroquois lived in the area that today we call New York state. Their lands were covered in thick forests. There were also many lakes, rivers, and streams.

- The Iroquois fished.
- They hunted deer and elk.
- They grew corn, squash, and beans.

The Iroquois lived in longhouses. **A longhouse is a building made from saplings and the bark of trees.** These longhouses were over 100 feet long. Several families lived in one longhouse. An Iroquois village could have dozens of longhouses. The Iroquois often built fences, called palisades, around their villages. This helped to protect them from their enemies.



Religion

The Iroquois had many strong spiritual beliefs. They had six festivals throughout the year. At these festivals they sang and danced. They gave thanks to their crops and to the animals they hunted and killed.

The Iroquois also created masks that they called *false faces*. They were carved from wood and then painted. The Iroquois believed that illness was caused by evil spirits. These masks were used in healing ceremonies to help chase away the evil spirits.



Lacrosse

The Iroquois played the game of lacrosse. The way that they played it was very different from how people play it today. Some teams had over a thousand players. The goals were also miles away from each other. A single lacrosse game could last for three days!

Invention, Industry, and Immigration

Activities



Brief #1—Transportation and the Transcontinental Railroad

- **View:** Have students look at some old photographs of various stagecoaches and maps of old stagecoach routes.
- **Write:** To help students understand 19th century communication, have them write letters to students in another classroom. Collect student letters. Wait 10 days and then select an Express Rider to deliver them. Wait another 10 days to deliver responses.
- **Draw a Map:** Have students draw maps of the Transcontinental Railroad. Make sure they include all of the cities and states that the railroad passes through.
- **Create a Travel Brochure:** Have students design brochures that advertise a coast-to-coast journey on the Transcontinental Railroad. Make sure students include information about various stops along the way and what type of scenery passengers might observe.
- **Create a Board Game:** Have groups of students create traditional board games about the building of the Transcontinental Railroad. Make sure they include game pieces and a detailed explanation of the rules of the game. Have groups swap games to play.

Keywords: stagecoach, Pony Express, Transcontinental Railroad, first person accounts of the Transcontinental Railroad



Brief #2—Light and Sound

- **Make a Poster:** Have students create posters which illustrate the International Morse Code Alphabet.
- **Create a Code:** Using flashlights or flags, have students create their own coded alphabets. Ask them to demonstrate a few words of their codes to the class.
- **Give up Technology:** Arrange a day(s) in your classroom where you will not use any 20th century inventions. Have students write about their experiences.
- **Make a Booklet:** Have students create booklets which show how the telephone has changed since its beginnings. Students should create illustrations of phones from different time periods and information about advances to the phone.

Keywords: Morse Code, semaphore, Aldis lamp, history of telephone



Brief #3—Immigrants and the Industrial Revolution

- **Recite:** Have students learn “The New Colossus” by Emma Lazarus and recite it to the class.
- **Make a Model:** Have students create models of the Statue of Liberty.
- **Research:** Have students research the Labor Day holiday.

Activities

Invention, Industry, and Immigration (cont.)



Brief #3—Immigrants and the Industrial Revolution (cont.)

- **Search:** Using the Ellis Island website, have students search for family members who may have come through Ellis Island.
- **Make a Graph:** Provide students with census and immigration data from the relevant time period. Ask them to make graphs which display statistics regarding immigration to the United States between 1880 and 1920.

Keywords: “The New Colossus,” the Statue of Liberty, Ellis Island, U.S. Census Bureau, Immigration and Naturalization Service, history of Labor Day



Activity Center

Inventions: Create an activity center which focuses on inventions of the 19th century. Include diagrams, photos, books, and articles about inventions and inventors. After students explore the inventions, have them do one of the following: create a time line of important inventions, write a brief biography about an important 19th century inventor, or select one invention and explain how it works.

Keywords: 19th century inventions, 19th century inventors



Internet Resources

<http://www.fcc.gov/cgb/kidszone/>

Official website of the Federal Communications Commission Kidzone area.

<http://www.ellisland.org/>

Official website of Ellis Island.

<http://www.archives.gov/education/lessons/hine-photos/>

The National Archives—photographs and documentation of child labor.

http://cpr.org/Game/Interactive_Railroad_Project/indexy.htm

The Great Railroad Race—an interactive site for kids.